

Online communicative activities: Teaching practices and students' learning experiences in second grade at a primary school in Acacias, Meta.

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Online communicative activities: Teaching practices and students' learning experiences in second grade at a primary school in Acacias, Meta.

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Abstract

This research describes the teacher's practices and students' learning experiences that result from implementing online communicative activities in English classes at Oasis of Bendicion School with a group of 11-second-grade students with ages ranging from 7 to 9 years old; this research was carried out by a pre-service teacher-researcher through 7 sessions; data collected were analyzed using the Qualitative Content Analysis method. The implementation findings allowed to evidence the importance and challenges of using online communicative activities at school; as a way to engage and create a dynamic learning environment. This research reveals that teacher needs more time for planning activities to achieve the objectives, and promote the students' interaction, the interaction between the learner and the task because the task can enrich students' behavior. Besides, pair group and work groups not only promote oral skills, but also improve the online experience and communicative activities. Moreover, communicative activities were first a new experience for students because was in nontraditional settings as a classroom at school; second, students' learning experience that result was the good response to activities, motivation, participation, interest in activities inside and outside class, and improvement on their oral skills. Results from this research should not be generalized, but they could be a guide concerning to the improvement of the pedagogical practice in terms of usefulness and support found on online communicative practices.

Keywords: communicative language teaching, online learning, video-conferencing, teaching practices.

Resumen

Esta investigación busca describir las prácticas del maestro y las experiencias de aprendizaje de los estudiantes como resultado de la implementación de actividades comunicativas en línea en las clases de inglés en la escuela Oasis of Bendicion con un grupo de 11 estudiantes de grado segundo con edades que van de los 7 a los 9 años; esta investigación fue llevada a cabo por un docente-investigador en formación en 7 sesiones; Los datos recopilados se analizaron mediante el método de Análisis de contenido cualitativo. Los hallazgos de la implementación permitieron evidenciar la importancia y los desafíos del uso de actividades comunicativas en línea; como una forma de participar y crear un entorno de dinámico del aprendizaje. Esta investigación ha revelado que el maestro necesita tiempo al planificar las actividades para lograr los objetivos y también promover la interacción de los estudiantes, la interacción entre el alumno y la tarea porque la tarea puede enriquecer el comportamiento de los estudiantes. Además, las actividades en pareja y en grupo no solo promueven las habilidades comunicativas, sino también mejoran la experiencia online y las practicas comunicativas. Por otra parte, las actividades comunicativas fueron en primer lugar una experiencia nueva para los estudiantes porque se desarrolló en un entorno no tradicional como el salón de clase o en la escuela; en segundo lugar, como resultado de la experiencia de aprendizaje de los estudiantes fue la buena respuesta a las actividades, la

motivación, la participación, el interés en las actividades dentro y fuera de la clase y la mejora de sus habilidades orales. Los resultados de esta investigación no deben generalizarse, pero podrían ser una guía para la mejora de la práctica pedagógica en términos de utilidad y apoyo que se encuentran en las prácticas comunicativas en línea.

Palabras clave: enseñanza comunicativa de lenguas, aprendizaje en línea, videoconferencia, prácticas docentes.

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Contextualization

This research was carried out at “Oasis of Bendicion School” The grade I decided to study is the second elementary grade. There are 11 students, 5 boys and 6 girls ranging in age from 7 to 9. All of them have a Colombian nationality; so, their native language is Spanish; the school provides a private service of education from preschool to 5th primary grade according to the national academic standards. The school is located in Acacias (Meta, in a socioeconomic-status level two). Neighborhood, is in a residential area surrounded by a church, therefore, students’ socioeconomic status is not high, it is 1,2 and, 3 strata.

This institution is a Christian school based on Christian values and offers elementary education; its rooms are big and comfortable, and classes are usually in the same classroom; each grade has almost fifteen students with its respective teacher (the teacher is the same for all subjects); about English, this institution is categorized with foreign language intensification with 8 hours per week.

Oasis of Bendicion school has as its mission to educate future citizens with values as members of a community. According to its PEI- school educational project- the aim is to bring useful tools to prepare the integral formation of the students for social life, such as the emphasis in English, to encourage students to be competitive and be able to face a globalized world. The school is identified with the constructivist theory of learning, which is based mainly on the construction of knowledge, through experience things (experiments, real-world solving problems) for then reflecting on those experiences being students’ active creators of their knowledge (learning builds). Otherwise, after read and analyzed the school PEI, I didn’t find guidelines about on how to teach a foreign language

The syllabus is based on a workbook used by students and home-teachers receive training to teach with this material. The course-book is called “course child” and it offers advice and training of the teaching evaluation plan, songs, commands, vocabulary, grammar, student evaluation, and accompaniment on English day. Students have beginner level and write at short text level. As teacher I consider that the course-book used doesn’t engage students on their oral skills because it doesn’t present activities in which students exchange information or interact between them but just focus in grammar exercises and learn commands. (see annex 5)

On the other hand, this study is aligned with the parameters of the macro-projects and sub-projects in “Licenciatura en Lengua Extranjera Inglés (LLEI)”. There are two macro projects which generate sub-projects with four different themes. According to previous information, my proposal focuses on macro-project one: innovative practices in English teaching and learning: practices of LLEI pre-service teachers. This macro-project includes two important subprojects, but my project focuses on “pedagogical innovations that incorporate ICT in EFL teaching and learning context. With this subproject, the aim is to analyze the impact of innovation on online teaching and learning communicative practices in this context.

Thus, to fulfill my goals Oasis of Bendicion School’s context was elected and analyzed in detail, therefore, this project expects to fulfill the lack of guidelines at the institution. Consequently, the proposal is guided by action research as the research design, pertinent to macroproject 1, and according to the subproject’s guidelines.

Research Statement

The National Ministry of Education (MEN) launched the national Bilingual Program (PNB) in 2004, requiring English classes to begin in primary school and follow a traced trajectory in terms of the attainment of different levels. Thus, in grades 1st to 3rd, the students should reach level A1 because PNB states that, by 2019, all students and teachers at the different educational levels should reach a predetermined level of English, according to the CEFR scale.

Consequently, in order to allow an integrate and gradual development of the language across the levels of education, the national Bilingual Program organized English basic standards of competences in foreign languages in a sequence that allows the gradual work during the different grades of basic and middle education that start from different levels of performance that must be achieved throughout the learning process. The MEN defines competence as “the knowledge, abilities, and skills a person develops to understand, transform and participate in the world in which he/she lives” (MEN, 2009, 1). Thus, the MEN speaks about two types of competencies inherent to learning languages: the communicative and intercultural.

Hymes (1972) defines communicative competence as the ability a person has to make use of his/ her knowledge in real communicative situations. Communicative competence incorporates other competencies in itself as linguistic competence, sociolinguistic competence, and pragmatic competence. Malik (2003) defines intercultural competence as “the knowledge, abilities or skills and attitudes a conversational partner / intercultural mediator must have, supplemented by the values that make part of a certain society and the numerous social groups to which we belong” (p. 15).

In the present project, the discussion focuses on issues that involve a private school on EFL teaching and learning communicative activities, that is characterized by having foreign language intensification with better resources and less class size; however, students face difficulties with their communicative skills as it was evidenced during the preliminary direct observation (see appendix 1) where I could realize the online class was led by the textbook activities. Those activities were mechanical practices as repetitions drills where the book gave examples of the use of grammar topics, and students practiced focus on the form of grammar. For example, the teacher showed the book images and asked students to repeat the vocabulary and develop the activities on their workbooks (see appendix 5) so, the workbook is a suitable material to practice grammar and mechanical practices but it does not engage in communicative activities at all.

The previous class description was the same in both observations' sections with the same characteristics so, students didn't have meaningful or communication practices that enrich or improve their oral skills. Therefore, this research is necessary because children need to be engaged and motivated with the learning of the language creating an environment of self-confidence, and at the same time develop communicative skills in them. In addition, videoconferences need to be enriched to focus on providing meaningful and communicative activities more than form and mechanical activities.

This research needs to be done in order to describe the teacher's practices and students' learning experience that result from implementing online communicative activities carried out in Oasis of Bendicion School that promote the use of communicative skills. Thus, the following research question is:

Research Question

- What does the implementation of online communicative activities in second grade reveal about the teacher's practices and the students' learning experience?

Likewise, to answer the previous question this study is guided by the following research objective:

Research Objective

To describe the teacher's practices and the students' learning experience that result from implementing online communicative activities in second grade.

Theoretical Framework

Communicative language teaching

Communicative language teaching has brought important changes in the EFL teaching and learning process through the history. Swarbrick (2002) argued it was not a surprise that communicative methodologies have emphasized speaking and listening skills in the classroom; indeed, audio-visual and other structural methods which preceded communicative approach had already introduced this emphasis. But the communicative approach has brought a new emphasis on the use of role plays and simulations in the classroom (p.37). In contrast, Xu (2010) mentioned that the communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction (p.52). Margie S. Berns (1984) an expert in the field of Communicative Approach teaching, writes that language is interaction; it is interpersonal activity and has a clear relationship with society. Likewise, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)” (p.5).

Furthermore, Swarbrick (2002) shows some principles which would add up to a recognizable communicative methodology:

1. Classroom activities should maximize opportunities for learners to use the target language for meaningful purposes, with their attention on the messages they are creating and the task they are completing, rather than on correctness of language form and language structure.

2. Learners trying their best to use the target language creatively and unpredictably are bound to make errors; this is a normal part of language learning, and constant correction is unnecessary and even counterproductive.
3. Language analysis and grammar explanation may help some learners, but extensive experience of target language use helps everyone!
4. Effective language teaching is responsible to the needs and interest of the individual learner.
5. Effective language learning is an active process, in which the learner takes increasing responsibility for his or her progress.
6. The effective teacher aims to facilitate, not control, the language learning process.

Consequently, Swarbrick (2002) from previous general ideas follow many current practices in the communicative classroom, especially the emphasis on creative role plays, projects, surveys, and other tasks and activities relevant to learners' interests, with unpredictable outcomes (p. 38). Thus, communicative tasks are an important element in the communicative practices, so Nunan (1989) defines communicative task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 10). In addition, Nunan first points out that a language learning task consists of six components: goals, input, activities, teacher role, learner role, and settings. Secondly, a communicative task has certain characteristics in each of the six components.

Besides, the main task for the teacher is to create a good environment or a setting for students to acquire English; Snow (1996) reveals that students learn effectively about language when they take part actively in the communication with language rather than only passively

accepting what the teacher says. According to Littlewood (1981), many aspects of language learning can take place only through natural processes, which operate when a person is involved using the language for communication, and the learners' ultimate goal is to communicate with others. That is why, Thompson (1996) indicated that English learning can be facilitated if teachers can develop their own locally appropriate version of the communicative approach, (p.36).

Richards (2005) said that communicative practices refer to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. Richards (2005) makes a distinction between three different kinds of practices-mechanical, meaningful and communicative, and compare his theory with Littlewood (1981), who groups activities into two kinds: pre-communicative activities and communicative activities. Pre-communicative activities are structural and quasi-communicative, while communicative activities are functional communication activities that require students to use their language resources to overcome an information gap or solve a problem. Likewise, Exercise sequences in many CLT course books take students from mechanical, to meaningful, to communicative practice (Richards and Sandy 1998, p. 52), that is why this study is focused on analyzed these three kinds of communicative practices inside English class and identify what type of practices predominated according to communicative activities and according to the course-book implemented.

Online teaching and learning

Nowadays, education have been acquiring major innovations, and technology is the biggest change to go beyond traditional education. Balcikanli (2009) defines online learning as a model of instruction that includes the use of computer technology to enrich and support pedagogy. Consequently, Shrivastava considers that learning is also made more interesting and enriching when new technologies are incorporated into the curriculum (1999, p.46), however, in this research online classes where a tool to continue classes because of the pandemic, in this sense it was necessary to study deepen in the previous concept to achieve the objectives proposed. Consequently, Yuen and Ma (2008) argued that online learning continues to develop as an alternative to face-to-face instruction, while the traditional classroom is still present.

On the other hand, when we speak about online learning context is related with E-learning; E- learning concept is the confluence of many technology-based learning opportunities. It employs technologies as part of the delivery system and as a tool to assist with the representation of ideas (Hedberg & Ping, 2004 p. 32). This is an important concept for the present study because E-learning is assumed to facilitate online language learning, especially for speaking and conversations because it is useful as a tool for creating learning environments to motivate students and worthwhile learning activities and outcomes.

Also, it is important to study that the impact of information and communication technology (ICT) in education has been studied because of global development and because it enables teaching and learning to be more interesting, interactive, meaningful, and motivating as well (Tinio, 2002; Chapelle, 2003; Kenning, 2007). If ICT innovation is present in the education area could be focused on learner needs, skills, and interest. Concepts such as “just-in-time learning”

and “learning anytime”, “anywhere” illustrate the dynamic learning environment and web-based learning communities that revolve and evolve around inquiry-based learning tasks (McCombs & Vakili, 2005); inquiry-based learning is a series of learning activities that emphasize the process of thinking critically and analyzing to find and find answers for themselves on a problem in question (Kuhn, Black, Keselman, & Kaplan, 2000)

online learning environment provide a set of communication factors (verbal and nonverbal communication, listening, emotional awareness, written communication) as the possibility of improving communicative skills. Egbert (2005) explained that online communication provides learners with opportunities to orally communicate with other people in an environment that is conducive to learning. Additionally, many students are very shy; so, provide online speaking communication allows learners to feel comfortable and self-confident because the environment is less teacher control and more authentic resources can be implemented.

According to Egbert (2005) the main advantage of online learning context is that “learners can interact socially and receive authentic oral input from peers and others” (p.42). Besides, previous researcher added that peer interaction provides an online learning platform to practice “listening, speaking, and negotiating that other learners might not get” (p.42). All these important aspects allow participants to appreciate an enriched online environment with the aim to create self-learning because is in a process that is conducive to authentic learning.

Additionally, it is important to know that online learning is most effective when delivered by teachers experienced in their subject matter. The best way to maintain the connection between online education and the values of traditional education is through ensuring that online learning

is “delivered” by teachers, fully qualified and interested in teaching online in a web-based environment (Feenberg 1998 p.28)

Video-conferencing in foreign language classroom

Globalization has connected countries, cultures, and languages, creating a need for global communication and education. Hence, education technological tools have been part of innovative language learning. Gruba (2006) explains that one of the key reasons foreign language teachers have used technology is its role in engaging and motivating students. Video conferences are one of the tools that allow the development of learning, transferring foreign language teaching to an absolutely new level. The term videoconferencing is used to describe a system where two or more participants in different locations can interact while both seeing and hearing each other (Smith 2003).

Video conferences have open the doors to a new point of view about learning at school even Hopper (2014) asserts that video conferencing can be used to “extend the existing curriculum and help act as a medium for incorporating critical thinking, problem-solving, communication, collaboration, independent learning, information media, global and cultural awareness, and technological literacy” (p. 78). The previous author agrees that video conferences could strengthen the school curriculum providing a compliment on important aspects of students' learning process. Besides, he speaks about video-conference, which is to be in an e-learning context. Lee (2007) mentions that videoconferencing retains key elements of the communication process, such as the reception of non-verbal signals that support the interaction, and, most importantly, the immediacy and spontaneity of response, creating time pressure on the participants to process input and provide output in real-time (p.56).

On the other hand, there are studies about the relation between videoconferencing and language learning to focus on interactive contexts. Scholars with these studies pretend to foster foreign language speaking skills concern in terms of self-confidence anxiety and communication comprehension. For example, Phillips (2010) did an investigation about the development of L2 oral production in young learners and suggest that pupils of both lower and higher abilities tended to see videoconferencing as helpful in learning to speak French; good students were highly motivated by their videoconferencing participation, and lower ability students benefitted with increased confidence in speaking.

In another study of learning English by French students' researchers concluded the following:

“We are convinced that video conferencing can be a powerful tool... and we think more data is needed to try and evaluate the impact of video conferencing sessions on the way students develop their communicative skills and on the theoretical tools we use” (Gruson & Barnes, 2011 p. 45). Gruson and Barnes (2011) concluded that video conferencing is a “powerful tool” to learn a foreign language.

Although there are researches as Rassaei (2017) and Jung (2013) that conclude collaboration via video conferencing is just as effective as face-to-face; Carville & Mitchell (2000), and Howard (2013) have pointed out there are obstacles to overcome in video conferencing that are not present in face-to-face collaboration. In contrast, Dooly & Davitova (2018) stated that it is necessary to,

...consider carefully how digital tools are presented in schools to ensure their use meets authentic needs for today's knowledge society. This implies that learning tasks should be planned so students' practice with technological and digital resources such as

videoconferencing and text chats resembles potential communicative situations they may face outside the classroom. (p. 215).

Although most researchers have concluded that videoconferencing is a good and effective tool some researchers also have shown the effectiveness depends on how it is used.

Consequently, the appropriate use of videoconferencing can be a powerful tool to enrich the teaching and learning process in EFL students because videoconferences offers many of the advantages of the traditional face to face as Yaguas (2010) conclude after a study where he didn't find significant differences in the way video and traditional face to face communication group carried out negotiations, plus the advantages derived from the use of technological applications creating opportunities and more authentic communication that is available on traditional classroom interaction.

Research Design

Type of study

The research type used in this research is Action Research given that helps to address the process and objective of this research, according to Patton (cited in Griffie, 2012) who defines action research as aiming “at solving specific problems within a program, organization, or community”.

This research project seeks to describe the teacher's practices and the students' learning experience that result from implementing online communicative activities in second grade and looks to make a pedagogical intervention. Stewards (2007) express that action research “forces teacher to think about what they are doing in the classroom” (p. 95) Consequently, action Research allows the researcher to be in continuous learning and to be closer to the subjects of

study, also this research allows the researcher to identify the process and be involved with the problems emerged from the educational practice.

According to Griffiee (2012), there are six steps to guide the action research; the first step is **initial awareness** where it is necessary to define and identify the problem. In this step the researcher reflects and takes awareness of the problem that needs to be solved, then the researcher could reflect and evaluate the process of the students through the observation. The second step is **exploration**. in this step researcher needs to observe the context, to study the problem to be able to define it well, and thus to begin to observe the factors and incidences that produce it.

The third is **Initial Response**, here the researcher needs to search and collect information to support the research and looking for the theoretical literature for research. The fourth is **Create a Plan**: in this step researcher create lesson plan and resources; this step helps to guide the research and has a clear purpose to reach. The fifth step is to **Do the Plan** and evaluate the plan or the pedagogical intervention. Finally, the last step is **Report Results**; in this step, researcher analyzes the results about the impact.

The present research was done following the previous six stages, each one of them composed by initial awareness, exploration, initial response, create a plan, do a plan, report results.

In the Initial awareness stage, it was necessary to reflect about the process of the students (for example, level of interaction, participation, student's role, production activities) and what it meant for the proposal. In the second stage, I started as a pre-service teacher observing two online classes (two sections of 40 minutes each one) via zoom on Friday mornings. During the process, I used a teacher's journal and carried out a number of direct observations. As a result,

the data collected in this stage evidenced the strategies used by the teacher during the online English classes and the type of students' interaction that occurred due to the materials and resources used and activities implemented so, I could realize that the classes were given following the content and activities proposed by the course book as images, and complete exercises; students were attentive to teacher instructions as repeat the vocabulary, pay attention to explanations in a board behind teacher and develop the activities proposed by the book. Students had their microphones off and they just turned on to participate when teacher gave the order to repeat or answer a question or if they have a question.

Once the classes were observed, and in order to identify the factors that caused the problem, I started collecting information as theoretical authors to support the research project. The main constructs that were developed were: communicative language teaching, online learning, and videoconferencing. On the other hand, in this stage I as pre-service teacher did the initial interview to homeroom- teacher where I could realize important aspects that were transcribed and then analyzed (see appendix 6).

For the next stage, it was time to create a plan that is why each lesson was planned having in mind the needs and difficulties of the group, the contents were according to the teacher's suggestions and the school syllabus for the fourth period. The lessons were planned including real-life situations (buying in the cafeteria, for example) although, in the second cycle was necessary to propose activities such as role plays and conversations that they could have in real contexts, and not just adapted for academic purposes but, students could feel motivated to use it in their daily activities at school or home. In the fifth stage, the classes started, students were expectants about the new teacher (I as pre-service teacher) and the new activities. The classes

were previously revised with the aim to fulfil the requirements and expectations of the group. this implementation was carried out as it is mentioned on the instructional design

Finally, for report results I as pre-service teacher I did the final interview to homeroom-teacher (see appendix 6) and the data was analyzed and organized, the interviews were transcribed and the journals and direct observations were done after each sessions with the help of recordings; after the data was transcribed, it was necessary to identify the main topics by labeling the information and identify relevant data. Due to the process of labeling and identify relevant data, categorization started to emerge and the results could be analyzed.

Data Collection Instruments

In this research study, the selected instruments were three: teacher journal, direct observation, and semi-structured interviews, which are an important part of the process.

The first method of data collection was the teacher journal; this was the instrument for the whole study. The teacher journal is known as the document of the teacher that helps to capture experienced situations and events. Progoff (1992) states that journal writing is ultimately a way of getting feedback from ourselves, and in so doing it enables us to experience in a full and open-ended way, the movement of our lives as a whole and the meaning that follows from reflecting on that movement. This instrument was present in all stages in a way to take notes of experienced situations at online classrooms carried out by teacher and teacher-researcher to analyze all important factors around the class.

The second method of data collection is semi-structured interviewing. The present study consisted of two online interviews answered by the-homeroom-teacher with the main purpose to discover points of view, perceptions, methodology, activities, and resources implemented inside

the English class. According to Dörnyei (2007), this kind of interview “has a structure and a purpose to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena” (p. 134).

In that way, the interview was in Spanish to facilitate communication and interaction because the teacher didn't feel comfortable answering in English (see appendix 2); the first interview was preliminary interview to know the context and the final interview is to know the teacher perceptions about the implementation activities.

The third method was direct observation; this method of collecting data allowed to focus on human actions as real events that occur in the field setting. According to Jorgensen (1989) observation is understanding processes, links between people and their situations or circumstances, the events that happen over time, the patterns that develop, as well as the social and cultural contexts in which human experiences occur (p.21)

Likewise, the objective of this technique is to provide real information about the interactions and all the situations involved inside the English class; so, in this study, the information collected is related to describe the teacher's practices and the students' learning experience that result from implementing online communicative activities. Additionally, there are two formats to take the respective notes (see appendix 1). The first one is focused on the teacher and her methodology inside the class, and the second is focused on students and the use of communicative skills.

Finally, Tiffin and Rajasingham (1995) assert that in the virtual classroom, students can access and develop a set of actions that characterize a conventional teaching and learning process involving conversations, document reading, asking the teacher questions, group work, and so on. However, this kind of collect data in virtual environments is a challenge because there are many

aspects to have in mind as the interaction, the use of microphone and camera, and the quality connection that allow the good development of the class.

Timetable

The following timetable contains a description about the chronological order of the six stages of the action research and the activities carried out belong each stage.

exploratory									
2020	1 st observation August 14 th	2 nd observation August 21 st	1 st class Sep 4 th	2 nd class Sep 11 th	3 rd class Sep. 18 th	4 th class Sep. 25 th	5 th class Oct. 16 th	6 th class Oct. 23 rd	7 th class Nov 6 th
Exploration									
Initial response		Organizing the theoretical framework	Organizing theoretical framework Initial interview.	Organizing theoretical framework					
Create a plan			Definition of pedagogical implementation; lesson planning and resources.	lesson planning and resources.	lesson planning and resources.	lesson planning and resources.	lesson planning and resources.	lesson planning and resources.	
Do the plan			Pedagogical intervention Implementation teacher's journal and direct observation	Pedagogical intervention Implementation teacher's journal and direct observation	Pedagogical intervention Implementation teacher's journal and direct observation	Pedagogical intervention Implementation teacher's journal and direct observation	Pedagogical intervention Implementation teacher's journal and direct observation	Pedagogical intervention Implementation teacher's journal and direct observation	Pedagogical intervention Implementation teacher's journal and direct observation
Report results									Final interview. Analysis of results at the end of pedagogical intervention.

Figure 2. timetable

Instructional Design

Approach

Lessons were focused on the communicative approach. The previous information allowed to stake out about how the process was carried out in the classroom, to create the syllabus (was created by me as a pre-service teacher) and the lesson plans based homeroom-teacher suggestions, for then define classroom material to enrich the communicative online environment at school. Additionally, this approach looks for students to learn the language through the process of communicating it, with meaningful activities. For instance, the communicative approach puts real-life situations into English teaching and learning because the motivation comes from the desire to communicate by using real-life as meeting and greeting people, going shopping, going to the park, etc.

Furthermore, this project is based on communicative language teaching (CTL) that can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards J, 2006 p.2).

On the other hand, CTL has had many changes through education history on second language learning. Earlier language learning was focus on grammatical competence and mechanical formation, but today language learning has another perspective as interaction, collaborative learning, negotiation, meaningful activities, and communicative competence. The previous concept allows me to understand the importance of CTL in this process.

Design

This project looks for pedagogical means of facilitating real-life communication and that students reach their potential, not so strictly centered on grammar or controlled practices, but in language functions. As I didn't find guidelines in the school PEI about teaching and learning a foreign language, I have proposed a communicative approach and a syllabus based on the needs evidenced in the context in the exploratory stage. The following objectives have been proposed in order to enrich the process:

Pedagogical objectives

General objective

1. At the end of the course students will enhance their communicative competences by by engaging in online communicative activities.

Specific objectives:

1. Students will be able to interact through cooperative and collaborative activities that require social interaction and develop cognitive skills.
2. Students will be able to give concrete information through meaningful activities that require real life context for meaningful language use.
3. Students will be able to exchange personal information with classmates in a dialogue at a cafeteria.
4. Students will be able to describe repeated actions or unchanging situations with classmates in their free time.

5. Students will be able to refer to a place where something or someone is located with classmates in their home.
6. Students will be able to express habits and general truths with classmates of their daily life.
7. students will be able to Express existence in singular or plural of animals with classmates in the forest.

Syllabus

Unit title	Where is the cat?	What is there?	How many monkeys are there?	Count with us!	Let's go to the cafeteria	What do you do in your free time?	
dates	Sep 4 th	Sep. 11 th	Sep. 18 th	Sep. 25 th	Oct. 16 th	Oct 23 th	Nov 6 th
session	1 week	2 week	3 week	4 week	5 week	6 week	7 week
duration	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
Grammar	Prepositions of place	There is/There are	How many/is there-are there?	Big numbers	How much/big numbers	Personal pronouns	Present continuous
Title							
Communicative purpose	At the end of the class students	At the end of the class	At the end of the class students	At the end of the class students	At the end of the class	At the end of the class	At the end of the class

	will be able to describe where animals and objects are located.	students will be able to talk about what kind of animals they can find in the forest using there is and there are.	will be able to talk about home elements and animals with there is and there distinguish singular and plural subject, in affirmative, negative and interrogative form using prepositions of place.	will be able to talk about big numbers asking and answering for quantities with how many and using there is/are.	students will be able to ask how much something costs in a school cafeteria and identify the price with numbers with hundred	students will be able to recognize people with personal pronouns and the actions they are doing.	students will be able to identify actions and express what partners and parents are doing at the moment (present continuous).
Related topic	How to describe the place where animals are located.	How to describe Singular and plural subject combining prepositions of place.	Review of How to describe and quantify singular and plural subjects.	How to quantify people combine with singular and plural subjects	Review of quantify with big numbers.	How to express habits and identify personal pronoun and verbs.	How to describe actions doing at the moment.
Global context	Identify where is/are animals and things	Kids find animals in the forest.	Count animals, objects in the house.	Counts groups of people	How to buy in the school cafeteria.	What students usually do every day and in their free time.	What are people doing.
Language function	used to refer to a place where something	Express existence in singular or plural	Used to quantify the number of things with the existence of	Quantifiers as determinatives, which define the	Quantifiers as determinatives, which define the	express habits, general truths, repeated actions	used to show that an ongoing action is

	or someone is located.		singular or plural	nouns they modify.	nouns they modify.	or unchanging situations	happening now
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Figure 3, syllabus

Learner and teacher roles

The role of the students during the pedagogical intervention was as active participants of their own process where they could have initiative the classroom, give an opinion, ask and answer, and a collaborative role. For example, students help their partners when they didn't know how to pronounce or if is correct or not. However, was not easy at the beginning of the classes because online classes were new for them but then they felt comfortable and they knew they had the opportunity to be active participants working in groups or pairs.

Evidently, the functional aspects of language can be achieved when students engage themselves in meaningful communicative tasks using authentic materials inside the classroom so, the role of the student as a negotiator is among the self, the learning process, and the object of learning; students are interactors and that is why teachers should recognize the importance of learner initiative in the classroom and students' collaborative role; therefore.

According to the previous idea, the teacher was as facilitator and guide for learners. Brown D. (2007) defines the role of the teacher as an empathetic "coach" who evaluate students' linguistic development. Hence, the role of the teacher is to engage and encourage students to construct meaning through genuine linguistic interaction with other students and with him/herself (p.47). another important aspect of the teacher is to offer appropriate feedback on learners' errors.

In the present pedagogical proposal teacher worried about create classes with a communicative atmosphere, with tasks and activities properly to learners, creating good relationship with students, working on increasing learners' self-confidence, promoting interesting classes and resources etc. Summarizing, teachers help students in any way to motivates them to work with language.

Learning activities and materials

The materials and activities proposed focused on real-world context. Brown (2007) explains that classroom tasks must equip students with the skills necessary for communication in those contexts (p. 46). Moreover, the activities were designed to engage learners in the functional use of language, and forms are not the central focus, but meaningful activities proposed for specific communicative proposes. For example, role plays, giving opinions, simulations, describe what they are doing etc.

On the other hand, the activities focused more on fluency than accuracy in order to keep students meaningfully engaged to attend to correctness (Brown D, 2007 p. 46). Richards (2006) recommends that teachers use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. Further, the activities proposed were centered on meaningful and communicative practices more than controlled and mechanical practices.

Procedure

Lessons plans reflect the didactic unit (p. 30) that compiles the contents taught during the pedagogical intervention. This didactic unit was based on communicative language teaching (CTL) that allow students to develop their communicative practices with confidence, being this characteristic essential and helpful to students because they could communicate ideas, exchange

information, ask for information, express their needs, etc. that is why, the objective of this approach includes functional skills and linguistics objectives.

Consequently, the activities were focused on communicative activities, activities such as role-plays, short dialogues, short descriptions, information exchanging, songs, and games that were included in lesson plans with the aim, students practice among them and allow them to lose the shyness and improve the use of communicative abilities. Those activities previously mentioned focused on real-life situations with meaningful characteristics and according to students' context-based on specific topics.

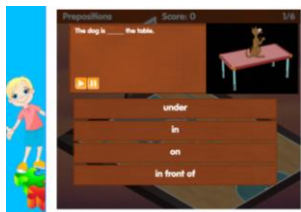
The lesson plans were organized by stages each one with its time per step or activity and material or resources. The first stage is warm-up, where online games played an important part because students enjoyed, practiced, and remembered previous vocabulary taught. the second stage is the introduction, where the teacher usually started showing videos or songs according to the topic for the respective class, then with power points or flashcards teacher introduced the vocabulary. The third stage is the practice where the teacher used a random name picker as an enjoyable way all students participate for then do activities like role plays, short dialogues, giving opinions with the help of images, flashcards, or power points as a guide. Then, in the consolidation stage, students did activities as complete on live-worksheets with information exchanging, simulations, etc. Finally, a production stage was incorporate where promote productive skills as short conversations, exchange ideas, ask for information or describe situations took an important part of the process and the time consuming.

In this present study, the procedure consisted of a didactic unit of 7 lessons plans which were designed for second-grade students, with a time of 40 minutes. An example of a lesson plan format is shown below:

Lesson planning

Lesson Name: what is there? Lesson Number: 2 Institution: Oasis of Bendicion school Student-Teacher in Charge: Zuleyma Lisseth Vargas Martinez Grade: Second Date: August 28, 2020 Time of the class: 60 minutes
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Introduction and Rationale: In this first lesson students will learn and practice about the difference between there is and there are and how to use them, introducing new vocabulary through many activities such as videos, flashcards, power point, and others resources. Students will review vocabulary worked in previous classes such us numbers and prepositions of place in order to continue developing their English book. the Students will have the opportunity to develop their listening and speaking skills.			
Objectives	Communicative: At the end of the class students will be able to talk about what kind of animals they can find in the forest using there is and there are.		
	Language: students will be able to identify there is and there are to describe singular and plural subject. Students also will use vocabulary previously taught by the teacher using there is/there are in affirmative, negative, and interrogative form.		
	Learning: students will be able to determine when to use there is and there are.		
Type of Activity	Description	Timing per step	Material or resources

		or activity	
Introduction	-T greets the Ss. Then, T and Ss' set up the rules and command of the classroom. Warm up! -T put a game to remember last class about preposition of place. In this game, students review the previous vocabulary taught. It is a basketball game where students choose the correct answer to win a score. https://www.eslgamesplus.com/prepositions-of-place-esl-fun-game-online-grammar-practice/   -Then the teacher shows a video song about there is and there are. With this song the students will practice what animals there are in the forest and indicate their location (prepositions of place),and their existence in singular or plural. https://www.youtube.com/watch?v=bY6WyeJPP2s	5 minutes 10 Minutes	-personal computer -flashcards -power point -video song - Worksheets -student's workbooks

	 -then the teacher shows a power point where there is the vocabulary of the previous song, and explain there is and there are with respective images of the song. (while teacher explains students participate actively using random name picker) First, students recognize vocabulary  Second, study form of there is –there are  Finally, students participant answer according to the images as a competition  -after explanation teacher shows the previous song again.		
Practice	-Teacher shows a random name picker as an enjoyable way students can participate.		

	https://www.classtools.net/random-name-picker/  -speaking activity T shows flashcards and students according the image they describe the image if there is or there are.  -next, teacher choose 2 students, one student asks according the image and the other answer. (first teacher do an example) Example: a) Is there a frog on the log? b) yes, there is or not, there is not.	15 minutes	
Consolidation	- T shows and interactive worksheet where students can choose the correct question https://es.liveworksheets.com/tb1077765ue 	10 minutes	

Action plan for the second cycle

Reflecting on data collected during the first cycle of the action plan, I could realize some important issues to have in mind to improve my implementation and fulfill the objectives proposed. Hence, it was necessary to identify some aspects to improve; so, the following aspects were proposed: first, in the lesson plans were established production activities. In the beginning, with the proposed lesson plans, students presented some issues to participate actively in communicative tasks (they were shy) so, it was essential to focus more on didactic production activities that facilitate students' communicative practices such as role plays with power points, information gaps with live-worksheets, short conversations with flash cards etc. Second, with previous analysis and the importance of production activities, the time of each activity was adjusted; that is why almost half part of the time need to be used to develop the production stage in each lesson plan because students were in that process of losing the shyness and become self-confident at the moment to interact according to communicative tasks proposed (students didn't use to have this kind of practices). Third, the level of interaction with the production activities needed to be reinforced. Student- student interaction was implemented in each lesson plan with the purpose of having among in competitions or role-plays. Fourth, meaningful activities should be reinforced, with the aim to impact the lives of students, and they can use what they have learned outside the classroom. For example, classroom activities were linked to real-life experiences such as they could go to the cafeteria and ask for the price of certain groceries such as candy.

Finally, there was an evaluation process. This process was carried out during all classes through the different activities proposed to students. However, the evaluation process was structured in each lesson, once time with a short oral quiz more than written; in the same way, it was evaluating with homework, with a song learned in the classroom or another activity or game. Hence, with these changes in the second cycle the aim is to improve the lesson plans and the process with the students of second grade, to describe the teacher's practices and the students' learning experience that result from implementing online communicative activities.

Assessment

The assessment process was present in each lesson plan because “without an assessment component in every lesson, every unit, and every course, we couldn't determine the attainment of objectives and goals” (Brown, 2007, p. 443). Some strategies of assessment were done in a diagnostic way, such as asking students at the end of class through the flashcards or power points. For example: where is the cat? revising homework or the most common was asking students to produce interaction using vocabulary or the language already taught. At the beginning of each lesson plan the introduction stage there was warming up where students review the last topic taught or vocabulary through games where the teacher noticed if they were paying attention or studied the lessons, Lindsay & Knight (2006) call “informal assessment” (p.121).

Different strategies to assess students were used through the course focused on communicative activities. The first was with responsive speaking tasks, that allowed students responded to short descriptions resources as flashcards (pictures), question and answer through power points, and games, describing and counting objects of their home. Second, with interactive

speaking tasks, where students did role-plays, exchanged personal information, describe actions doing at the moment, and expressing where something or someone is located.

Consequently, the criteria to assess oral activities were accuracy, pronunciation, and fluently having in mind the English level of students (beginners) and their age.

Data Analysis

After the reflection stage, lesson plans were planned to have in mind the needs found on students' group to promote teaching and learning communicative practices in their online environment so, the lesson plans proposed were focuses on real-life situations with role plays, competitions, games, songs, and activities that motivate students according to their needs and the meaningful objective.

The implementation stage started with the first session, where it was evident that students enjoyed the activities proposed, but they were very shy in their communicative practices. In the first session, the activities started with a warming up (online game), a song about the topic (prepositions of place), some online exercises with liveworksheets (interactive online exercises with self-correction), and finally asking each other for information. The last part was the hardest one because of students' shyness; so, this was the point I decided to work with strategies for the next lesson plans.

The next sessions focused on improving and fulfilling the expectations of the group as well as the school requirements; but, in the middle of the process of the action plan (second cycle). Consequently, with the previous data recollected through the journals and the direct observations, was necessary to adjust some aspects with the aim to improve and enrich the process. Previous changes mentioned were established a production stage, reprogramed the time

for different activities, meaningful activities were reinforced, and the evaluation process was restructured.

Thus, the second cycle allowed identifying that activities that focused on daily life improved the reaction of the students in terms of understanding, loss of shyness and more participation. In the same way, meaningful activities encouraged and motivated students to participate and express what they think. So, according to the collected data, the second cycle gave better results than the first lessons in terms of interaction between students and teacher-student interaction.

On the other hand, two interviews were done to the teacher. The first interview was a preliminary interview where the teacher spoke about her methodology, her role as a teacher, the communicative practices inside the classroom, and the resources or material used in face-to-face classes and online classes. In this first interview, the teacher spoke about a workbook called ***course child***; it is her grammar guide. She explained that she feels comfortable teaching with this workbook (face to face and online), and She said that material should be reinforced with other kinds of didactic activities that promote communicative practices and participative practices. In contrast, the last interview was about teacher's perceptions and about how she has evidenced a change in communicative practices. The teacher described that with the activities proposed, students felt more active participants. The teacher said that with the online resources, students felt motivated to learn songs, play interactive games and interact with speaking activities without feeling they are being evaluated.

In order to analyze and organize the data, the interviews were transcribed and the journals and direct observations were done after each sessions with the help of recordings. Hence, the data was organized following Qualitative Content Analysis (QCA) being the data analyzed in an

interpretative way so, was necessary to coding, searching patterns, and make the interpretation was essential for data analysis and conclusions. Dörnyei (2007) explains “qualitative categories used in content analysis are not predetermined but are derived inductively from the data analyzed” (p.245). Therefore, every instrument was revised and transcribed to find the data that could help me to answer the research question. After transcribing the data, was necessary to identify the main topics by labeling the information and identifying relevant data. This labeling process can be observed in appendix 6. Here there is an example of labeling based on Journal five:

Session 5

Topic: *big numbers*

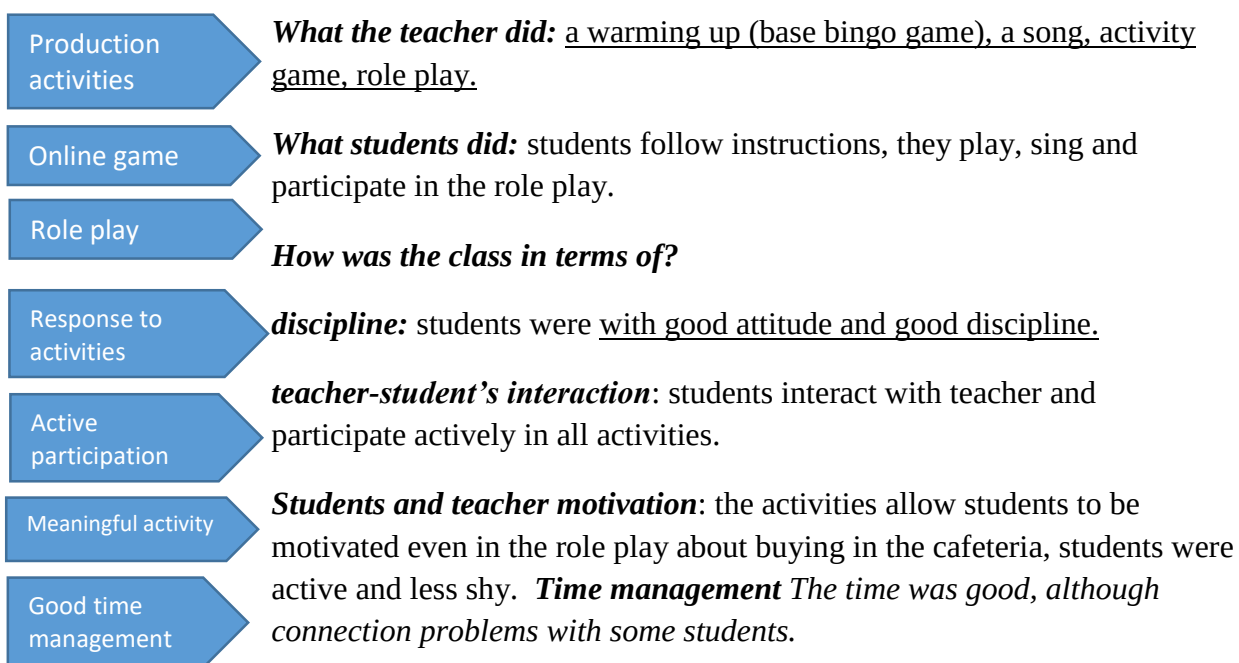


Figure 4, journal, the figure shows an example of journal session 5.

Due to the process of labeling and identify relevant data, categorization started to emerge; so, it was possible to identify the key elements which allowed answering the research question and

its verification. Data and its respective analysis permitted to identify and highlight the issues that took place in this group of second-grade students in an online context.

Once transcribing and coding the content, the second step was to transfer labels to later become categories by creating a chart; so, the categorization started to emerge. The following elements were found and organized in the graph, and the data, were classified as follows:

Thematic categories

Figure 5, Thematic categories.

Categories	<i>1. Teaching strategies and communicative practices identified in online classes</i>	<i>2. Students motivation as a key factor when engaging in communicative practices.</i>	<i>3. Student strengths and difficulties when engaging in communicative practices.</i>
<i>Similarly in the Analysis</i>	-group work -pair work -asking and answering -role plays - competition activities - interaction -meaningful activities -production activities - time management -material and resources (online games, songs) -visual resources -evaluation -feedback	-active participation -positive feedback -response to activities -individual work -free environment	-easy understanding -online resources - connection problems -time management - shyness

The chart shows the categories derived from the data collected and organized; data were transcribed and labeled. Likewise, categories were established, having in mind the research question. consequently, the stablished categories are the following:

1. Teaching strategies and communicative practices identified in online classes

2. Students motivation as a key factor when engaging in communicative practices.
3. Student strengths and difficulties when engaging in communicative practices.

Category 1. Teaching strategies and communicative practices identified in online classes

Through the process and its implementation, it was necessary to identify communicative activities so, in the exploration stage, there were two observations classes where through the journal and direct observation as instruments of data collection was evidence the following:

Description	Reflection/ Analysis
Date: August 14th Session: 1st observation What teacher did: 1. T explain the prepositions of place orally in Spanish language 2. T shows an image of the workbook with the camera focus in the page 89 and give some examples. 3. Then T ask the students to read and pronounce the prepositions of place following the workbook. 4. T shows an image with some exercises according the topic (was to complete with preposition of place), T did the exercise in Spanish with the students 5. Then T ask to do the exercise as a homework.	What students and did: students follow teacher instructions as repetition activities. They were attentive to teacher and developed their workbook activities. How the class went in terms of? In terms of Discipline: students were disciplined Teacher–student’s interaction: there were few interactions about sharing English information. students’ and teacher’s motivation: there was not motivation Time management: the time was according teacher activities proposed

Figure 6, Journal 1, the figure shows an example of exploration stage.

Previous data allowed to describe what the teacher did to identify kinds of communicative activities in online classes, but in the initial stage were not found production activities that promote communicative skills. As a result, students used to participate according to teacher instructions in mechanical practices as repetition drills.

Therefore, from previous observation, I could reflect and propose further lesson plans focused on online communicative activities. Also, planned lessons were based on describing the

teachers' practices and the student's learning experience from implementing communicative activities.

Consequently, the activities were organized in group works, pairs work, asking information, role plays, and competition activities as production activities. During the development of these activities, I could identify students' responses as asking for participation, use of vocabulary learned, use of grammar expressions, and good understanding because of active participation in most of them. For example, when the teacher encouraged students to produce new vocabulary in activities such as role-plays, students felt challenged, but they did it with the best attitude and with good understanding.

In the final interview, after implementing the lesson plans the homeroom-teacher answered what she believed about how online classes focused on communicative activities; her answer was the following

Interview question: ¿cree que las actividades propuestas tuvieron un enfoque comunicativo?

Sí, siempre había una sección donde ellos tenían más participación en lo comunicativo y la maestra siempre trataba que ellos participaran y hablaran en inglés en la mayoría de actividades.

Figure 7, final interview, the figure shows the teacher answer to question 7.

The activities were proposed thinking on materials and resources that enrich communicative activities. Direct observations showed students at the beginning were shy to speak and pronounce, but later, they became self-confident thanks to resources as production activities, games, and songs even in evaluation process.

Consequently, through the classes and the instruments for data collection were evident the use of PowerPoint presentations and flashcards as visual resources that aim students to strengthen their speaking skills by making them speak as much as possible, trying to make that students lose the shyness and associate images with actions or new vocabulary.

According to Richards (2005) who makes a distinction between three different kinds of practices in teaching; I have observed the following kind of practices: mechanical, in the beginning of the process (exploration stage); meaningful and communicative during the next sessions. For example, in the following direct observation, is evidenced

Kind of teaching practices (mechanical, meaningful or communicative)	Mechanical Teacher teaches pronunciation of new vocabulary and students use to repeat.
	Meaningful Students learn how to ask about how much does cost food? in the school cafeteria
	Communicative Students did a role play about buying in a cafeteria.

Figure 8, direct observation, the figure shows a segment of direct observation session

Moreover, it is important to know the teacher thinking about the kinds of activities proposed in the sessions. For example, here there is noticeable the kind of activities the homeroom-teacher found from the pre-service teacher:

Follow up question: ¿Qué clase de actividades has identificado? mecánicas, significativas y comunicativas?

Sí, siempre había una sección donde ellos tenían más participación en lo comunicativo y la maestra siempre trataba que ellos participaran y hablaran en inglés en la mayoría de actividades. Las actividades propuestas fueron orientadas a la vida cotidiana de los estudiantes, como ir a la cafetería y preguntar cuánto cuesta algo, entonces han guiado a un aprendizaje significativo y comunicativo más que mecánico.

Interview question: ¿Qué opinas de los recursos y actividades propuestos en clase?

Se evidencio que las actividades fueron diseñadas y planeadas acorde a los estudiantes y sus características, las actividades fueron muy didácticas en cada clase con juegos, canciones, power points, imágenes. Los estudiantes les gustaban las actividades propuestas.

Figure 9, final interview, the figure shows the teacher answer to question 1-9.

Category 2. Students motivation as a key factor when engaging in communicative practices.

Throughout the whole course, it was observed that the students participated and had a good response to the activities proposed individually as in pairs; so, students' motivation was an important key factor in developing communicative practices.

In the second cycle, the data collected evidenced that the level of motivation improved with the production stage, the evaluation process was adjusted, and the meaningful activities were strengthened. Thus, previously found purposes were during the action stage, especially in the second cycle, where were make some changes.

On the other hand, it is important to consider the way students perceive and understand their language context. Student perceptions are concerning the experiences from learning and what was design for students to learn. Those experiences are pieces of evidence on student levels of participation. For example, when the teacher asked to do an activity, the response of students was an important key factor in the process.

During the course, was noticeable the active participation of students the when teacher asked for an intervention. In the example teacher speaks about and gives her perception in the final

interview

Interview question: ¿has evidenciado un cambio en el nivel de interacción y motivación en las actividades comunicativas de los estudiantes?

Si, los estudiantes estuvieron más motivados a participar y practicar hablando según se les proponía. Ellos pedían que les faltaba el turno por participar. También pedían que se les enviara los links de las canciones y los juegos para practicar en casa.

Follow up question: ¿Qué cambios has evidenciado?

Que se atrevían a participar en los role plays y a responder cuando se les preguntaba, también cuando hacían ejercicios en parejas o competencias eran muy activos y querían participar demostrando que ellos sabían.

Figure 10, final interview, the figure shows the teacher answer to question 2&3.

Category 3. Student strengths and difficulties when engaging in communicative practices.

Teaching in an online environment has many aspects to have in mind. One of the aspects evidenced was the connection problems. On data collected was evidence that the internet connection of some students was not good and the develop of activities become difficult. Another difficult aspect for the process was time management. The time for each session class was forty minutes; so, it was necessary to manage the time very carefully and make decisions about students' participation in the way that all students participate in the different proposed activities.

Besides these issues, the shyness at the beginning of the process was a little complicated but then on later sessions and the appropriate resources, meaningful activities, and praises, the students become self-confident.

A strength observed was the easiness implementing communicative activities because online resources are low-cost; so, resources like flash cards, power points, games, liveworksheets (interactive online exercises with self-correction), etc. facilitated active learning in the online context because they involved learners interacting with one another and with the tutor in a communication environment to complete a particular task.

Learning strengths were identified through the different kinds of activities proposed. For example, the use of online resources took an important part of the process, where students enjoyed the activities such as games, songs, live-worksheets, listening and PPT presentations, or flashcards. Students showed encouraging, to produce, practice, and used proper vocabulary in new contexts.

The second strength found was the easy understanding; the proposed communicative activities allowed that students felt comfortable and challenged during the learning process. For example, the use of vocabulary and grammar expressions properly when images were showed or determinate situations were presented.

Another important issue was that students used to learn with mechanical or controlled practices; so, the learning process was little by little in each lesson plan centered on students with meaningful and communicative activities until reaching the pedagogical objective and characteristics of teaching and learning online communicative activities.

Thus, it is necessary to say that online classes were no common for students at school, but this was a mandatory situation because of the pandemic; so, students were in expectation about virtual classes. the teacher answered about the process carried out.

Interview question: ¿crees que la metodología propuesta ha tenido buenos resultados?

Se vio el esfuerzo de la maestra por enseñarles con las diferentes estrategias y a los estudiantes les gusto y note que entendieron los temas porque a pesar de ser clases en línea que los estudiantes toman un poco más de tiempo para aprender, ellos estuvieron atentos jugaban, cantaban y practicaban speaking. Si hubo buenos resultados.

Follow up question: ¿Qué resultados?

Los estudiantes entendieron los temas, practicaron las cuatro habilidades del inglés, participaron activamente, se atrevieron a hablar un poco más, pedían los links de las canciones y los juegos para practicar en casa y se aprendieron algunas canciones que grabaron.

Figure 11, final interview. The figure shows the teacher answer to question 4&5.

Conclusions

After analysis of data was organized, with the previously explained categories, it is necessary to say that results and determining factors could change with different groups of participants even, motivations and attitudes towards the class could be variable; so, the results obtained are subjective and personal. The conclusions found are divided in teaching practices and students' practices and experiences:

About teaching practices:

1. With second-grade students was evident the necessity to implement didactic activities to promote an effective environment for teaching and learning online communicative activities.

2. It's really important to differentiate receptive and productive skills when designing the lesson and promote opportunities for the productive stage.
3. the teacher needs more time for planning and preparation of activities because the teacher needs to know how to support students during the process.
4. Technology can be used to encourage learning process, support learning activities and create learning materials like flashcards, power points live worksheets like in this project.
5. Pair group and work groups not only promote oral skills, but also improve the online experience and communicative activities.

since the exploration stage, and according to data gathered, was evident, the need to implement strategies to promote communicative activities through resources that strongly complement the learning and create a good online teaching environment. Consequently, online communicative activities started to be planning to describe the teacher's practices and the students' learning experience on second-grade students from Oasis of Bendicion School. Next, when the implementation stage started, aspects as self-confidence had to be worked carefully in each lesson plan because students used to do controlled practices more than meaningful or communicative; so, was not an easy process, but they assimilated it in a good way. The previous process was thanks to resources that complement the procedure. Resources such as games, songs, flashcards, power points, live worksheets, etc.

About students' practices and learning experiences

1. During the process carried out, the lack of self-confidence had to be worked in each lesson until reach on them, active participation.

2. Students showed interest in proposed activities with challenges and it helps them in their production activities.
3. Students got engaged during the sessions with visual resources, games, and songs as complementary activities to reach the final proposal.
4. At the end of the course, compared with the beginning students showed a better development in production activities with less shyness and more self-confidence.

In summary, according to the observation process, it allowed affirming that the implementation of online communicative activities was first a new experience for students because was in nontraditional settings as a classroom at school; second, students' learning experience that result was the good response to activities, motivation, participation, interest in activities inside and outside class, and improvement on their oral skills. Online communicative activities, were included in lesson plans, and they were according to the purpose of the study. Moreover, it showed how to design a pedagogical implementation promoting teaching and learning online communicative activities, which could be proven through the students' responses.

Generally, in the learning process students, enjoyed the activities proposed because it was made according to their needs and preferences. Teacher's practices were focused on communicative activities creating authentic opportunities to use the language more than mechanical and controlled practices. The use of online communicative activities reveal that students grew up in their motivation for practice the language, good response to speaking activities until the last class, and consequently the improvement in their communicative practices; furthermore, the teaching process was an enriched experience that allows identifying

all the aspects to have in mind for creating a good online environment with good strategies to improve communicative activities.

Limitations

The first limitation founded, was the time given for each online session class. The time given was 40 minutes; so, I had to organize carefully the activities and try to do each activity with specifically time. Sometimes, the time was enough but another times specially for connection problems the activities taken more time, or students with connection problems couldn't complete the activities assigned for them. The second limitation, was the number of lessons; for example, nine lessons were programed since the beginning in the timetable but finally just seven lesson could be done because of school extracurricular program.

Implications

The results and the conclusions from this research can enrich online implementation and innovation in learning and teaching communicative activities. At school contribute to know better the specific context and participants in it; additionally, improve pedagogical practices proposing to pre-service and teachers in service the usefulness of implement online communicative practices.

For future researchers who want to deep in this research, from my experience, I could say that implementing online communicative activities is a challenge because the teacher needs more time for planning and preparation of activities because the teacher needs to know how to support students during the process to achieve the objectives. The second is that when students are accustomed to a teacher-centered style of teaching is a challenge for using communicative activities because at the beginning students can be resistant or shy to the activities proposed but

is possible to become closer to the communicative objectives little by little. The third is about students' interactions, knowing that they are children so, is better to have guidelines about the interaction between learners and a given task because the task can enrich learners' behavior; so, teachers should promote the interaction between learner and task. The fourth recommendation about implementing online communicative activities is to be conscious that establishing and maintaining active participation by all the group members is not easy. Some students are shy or some are easily distracted at home; that is way, to keep and active participation is essential because adds interest to the learning and teaching process. For example, creating a good environment where students feel good being in the classroom, stablishing rules in the class that provide a safe and comfortable environment for all students, creating fun, interactive activities, competitions, or games, etc.

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Annexes

Annex 1. Teacher Journal INSTRUMENT 1

PRE-SERVICE TEACHER'S NAME: ZULEYMA LISSETH VARGAS MARTINEZ JOURNAL # 1 School and/or community name: Oasis of Bendicion school Group: Second Place: Acacias (Meta) Activity to reflect on: Topic: Purpose of the activity:	
Description	Reflection/ Analysis
<i>Date: August 14th</i> <i>Session: 1</i> <i>What teacher did:</i>	<i>What students and did:</i> <i>How the class went in terms of:</i> <i>In terms of Discipline</i> <i>Teacher–student's interaction:</i> <i>students' and teacher's motivation:</i> <i>Time management:</i>

Annex 2. Direct observation INSTRUMENT 2

Format N° ____ Direct Observation

Research Objective: To identify teacher's role and methodology

Institution:	Grade:	Date of observation:
Observation N°.	Teacher's name:	Hour:
TEACHER OBSERVATION		
Observation in class: teaching strategies:	My comments:	
material and resources:		
teacher's role:		

Level of interactions	
Observer name: Zuleyma Lisseth Vargas M. CAU: Villavicencio	

Format N° ____ Direct Observation

Research Objective: to characterize students and the use of communicative skills.

Institution:	Grade:	Date of observation:
Observation N°.	Teacher's name:	Hour:
STUDENTS OBSERVATION		
Observation in class: Students communicative strategies	My comments:	
Student's role:		

Level of interaction		
Understanding		
Kind of teaching practices (mechanical, meaningful or communicative)	Mechanical activities:	
	Meaningful activities:	
	Communicative activities:	
Observer name: Zuleyma Lisseth Vargas M.		CAU: Villavicencio

Annex 3. Semi-structured interviews scripts.

INSTRUMENT 3: teacher interview for data collection in the research context.

Preliminary semi-structured interview: *knowing the context*

I would like to thank you for sharing your experience as English teacher and talk about English issues that are important in the development of teaching-learning process.

<i>Institution:</i>	<i>Grade:</i>	<i>Date's Interview:</i>
<i>teacher's name:</i>		

1. ¿manejas algún tipo de libro de trabajo con los estudiantes en clase?
2. ¿Cómo defines las actividades en el libro de trabajo?
3. ¿Qué metodología utilizas en tu proceso de enseñanza-aprendizaje?
4. ¿Te sientes cómodo implementando esa metodología? ¿Por qué?
5. ¿Cómo defines la interacción en el aula de inglés? ¿Qué tipo (s) de interacción
6. ¿Cómo defines tu rol docente?
7. ¿Cómo defines el rol del estudiante?
8. ¿consideras que las actividades tienen un enfoque comunicativo?
9. ¿según el material utilizado en clase consideras que las actividades están enfocadas en mecánicas, significativas o comunicativas?

Thank you,

Annex 3. Semi-structured interviews scripts.

INSTRUMENT 3: teacher interview for data collection in the research context.

Final interview:

Research Objective: Characterize English practices and phenomena around second grade students at “Oasis of Bendicion School” that condition or determine the use of communicative skills.

I would like to thanks you for share your experience as English teacher and talk about English issues that are important in the develop of teaching-learning process.

<i>Institution:</i>	<i>Grade:</i>	<i>Date´s Interview:</i>
<i>teacher´s name:</i>		

1. **¿Qué opinas de los recursos y actividades propuestos en clase?**
2. **¿has evidenciado un cambio en las actividades comunicativas de los estudiantes’?**
3. **¿Qué cambios has evidenciado?**
4. **¿crees que la metodología propuesta ha tenido buenos resultados?**
5. **¿Qué resultados?**
6. **¿has evidenciado un cambio en el nivel de interacción y motivación en las actividadse comunicativas de los estudiantes?**
7. **¿crees que las actividades propuestas tuvieron un enfoque comunicativo?**
8. **¿Qué clase de actividades comunicativas has identificado? ¿Mecánicas, significativas o comunicativas?**

Thank you,

Annex 4. previous need analysis

Questionnaire

Name: Amo mario Gomez callo. age: 20 octubre viernes 2017

Grade: 2=

1. Te gusta la materia de Ingles:

Yes  ☒	No  ☐
--	--

2. ¿Con quién o en donde ha compartido o hablado en ingles esta semana?

¿Con quién?

Papas (parents)  ☐	Amigos (friends)  ☐
Profesora: (Teacher)  ☒	

¿En dónde?

My casa (my home)  ☐	colegio (school)  ☒
--	--

Casa de un amigo (a friend's House)  ☐	☐ Otro lugar: ¿cuál? _____
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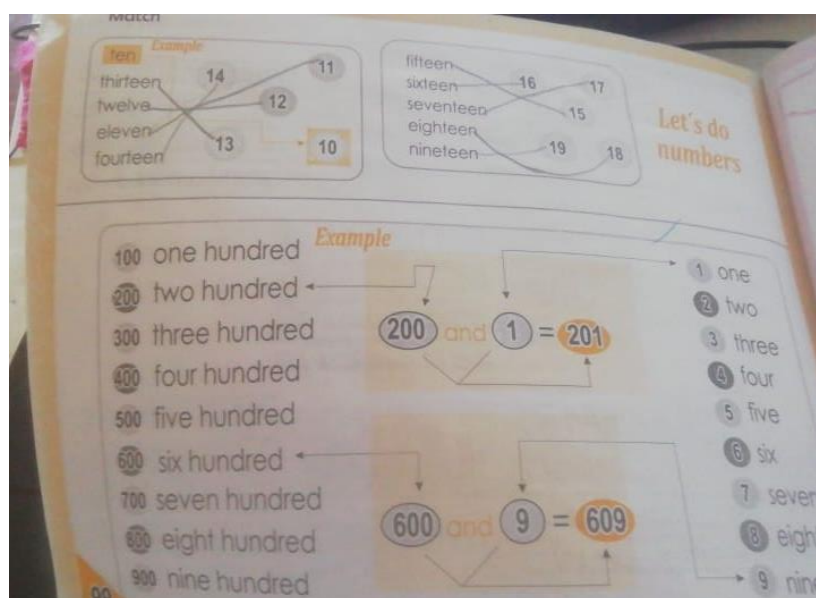
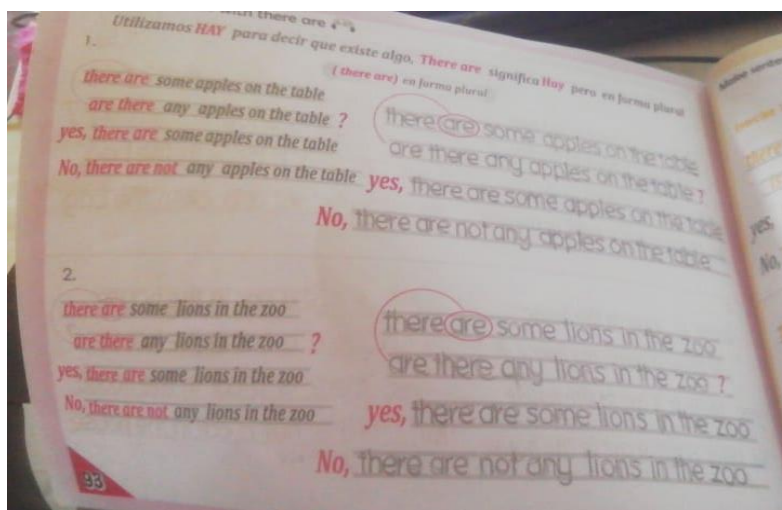
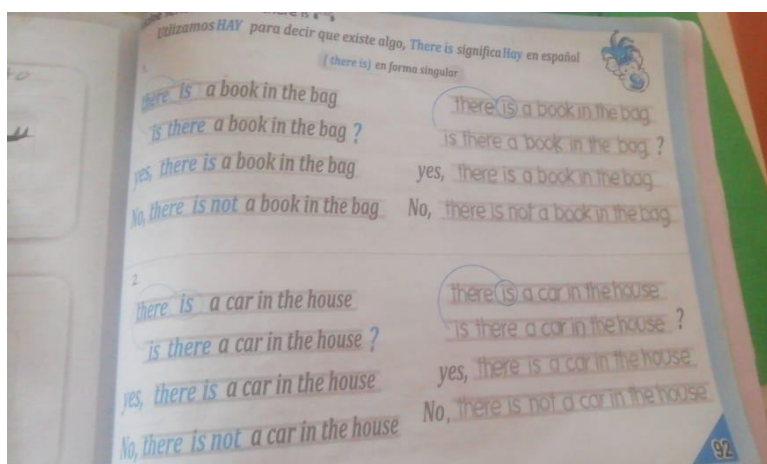
3. ¿Qué has leído en Inglés esta semana y en donde?

Un cuento (a tale)  ☐	Un texto corto (a short text)  ☐														
Frases (phrases) <table border="1"> <thead> <tr> <th colspan="2">6º- Oraciones interrogativas (Questions)</th> </tr> <tr> <th colspan="2">Relaciones con flechas (Linking the following sentences)</th> </tr> </thead> <tbody> <tr> <td>(Spanish)</td> <td>(English)</td> </tr> <tr> <td>Who are my keys?</td> <td>¿Qué tienes tú ahí?</td> </tr> <tr> <td>What do you have there?</td> <td>¿Dónde están las llaves?</td> </tr> <tr> <td>Do the game start on time?</td> <td>¿Está Helen en la reunión?</td> </tr> <tr> <td>Are Helen in the meeting?</td> <td>¿Empieza el juego a tiempo?</td> </tr> </tbody> </table> ☒		6º- Oraciones interrogativas (Questions)		Relaciones con flechas (Linking the following sentences)		(Spanish)	(English)	Who are my keys?	¿Qué tienes tú ahí?	What do you have there?	¿Dónde están las llaves?	Do the game start on time?	¿Está Helen en la reunión?	Are Helen in the meeting?	¿Empieza el juego a tiempo?
6º- Oraciones interrogativas (Questions)															
Relaciones con flechas (Linking the following sentences)															
(Spanish)	(English)														
Who are my keys?	¿Qué tienes tú ahí?														
What do you have there?	¿Dónde están las llaves?														
Do the game start on time?	¿Está Helen en la reunión?														
Are Helen in the meeting?	¿Empieza el juego a tiempo?														

¿En dónde?

Casa(at home)  ☐	colegio (school)  ☒
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Annex 5. workbook activities



Annex 6. Transcriptions

Transcription teacher responses (preliminary interview)

Interview question: ¿manejas algún libro de trabajo con los estudiantes en clase?

Follow up question: ¿cómo describes las actividades del libro de trabajo?

Material and resources

Si, trabajamos con una cartilla llamada course child.

La cartilla maneja contenidos divididos en 4 unidades, totalmente acordes a la gramática inglesa y con actividades ajustables a la edad y madurez cognitiva de los estudiantes de cada grado.

Interview question: ¿Qué metodología utilizas en tu proceso de enseñanza-aprendizaje?

Follow up question: ¿te sientes cómoda implementado esa methodology?

strategies

Generalmente inició con alguna actividad lúdica, luego explicó el tema mediante diversas estrategias participativas y al cerrar usamos hojas de ejercicios que bien pueden ser anexos o la misma cartilla de inglés.

Si me siento cómoda, porque veo que mis estudiantes aprenden y se divierten participando.

Interview question: ¿Cómo define la interacción en el aula?

Follow up question: ¿Qué tipos de interacción?

Interaction

La interacción en el aula (presencial o virtual) es buena porque a los niños les gusta participar, y ser tomados en cuenta.

Kinds of Interaction

La interacción es entre estudiantes y conmigo como maestra.

Interview question: ¿Cómo define su rol como docente?

Follow up question: ¿Cómo define el rol del estudiante?

Teacher role

El rol del docente es simplemente dirigir un aprendizaje, hacer llegar de una manera más fácil, dinámica, e interactiva una información. Me gusta

Student role

enseñar, me gusta observar ese proceso de aprendizaje en mis alumnos, actualmente cuento con 15 años de experiencia como docente y sigo aprendiendo cada día porque el aprendizaje es recíproco.

Los estudiantes ya no son pasivos, no son simples personas que sólo escuchan una información. Las nuevas generaciones que hoy manejamos son potencialmente interactivas les gusta participar, e interactuar con los docentes, es importante crear un ambiente afectivo para lograr la empatía con ellos y de esta manera captar su atención.

Interview question: ¿Consideras que las actividades tienen un enfoque comunicativo?

Follow up question: ¿según el material utilizado en clase consideras que las actividades están enfocadas en mecánicas, significativas u comunicativas?

Strategies

Las actividades no sólo tienen un enfoque comunicativo porque no se trata de comunicar simplemente una información, se trata más bien de un enfoque participativo donde todos tienen acceso a ser parte del proceso.

Material and resources

El material puede ser de la manera en el que el docente lo ejecute, no es una camisa de fuerza para solo enfocarse mecánicamente en él, si yo lo ejecuté juntamente con actividades lúdicas el material será interactivo y llamativo para los estudiantes y obviamente aportará un aprendizaje significativo.

Transcription teacher responses (final interview)

Interview question: ¿Qué opinas de los recursos y actividades propuestos en clase?

Material and resources

Se evidencio que las actividades fueron diseñadas y planeadas acorde a los estudiantes y sus características, las actividades fueron muy didácticas

en cada clase con juegos, canciones, power points, imagenes. Los estudiantes les gustaban las actividades propuestas.

Interview question: ¿has evidenciado un cambio en las actividades comunicativas de los estudiantes?

Active participation

Pues los estudiantes con las actividades participaban, ellos estuvieron muy activos siempre, aunque al inicio eran muy tímidos ya luego eran más participativos y hacían lo que la profesora les indicara. Con las actividades se logró que los estudiantes se soltaran y hablaran más en inglés había algunos tímidos, pero la mayoría eran muy activos.

Follow up question: ¿Qué cambios has evidenciado?

Response to activities

Que se atrevían a participar en los role-plays y a responder cuando se les preguntaba, también cuando hacían ejercicios en parejas o competencias eran muy activos y querían participar demostrando que ellos sabían.

Interview question: ¿has evidenciado un cambio en el nivel de interacción y motivación en las actividades comunicativas de los estudiantes?

Response to activities

Si, los estudiantes estuvieron más motivados a participar y practicar hablando según se les proponía. Ellos pedían que les faltaba el turno por participar. También pedían que se les enviara los links de las canciones y los juegos para practicar en casa.

Interview question: ¿crees que las actividades propuestas tuvieron un enfoque comunicativo?

Follow up question: ¿Qué clase de actividades comunicativas has identificado? mecánicas, significativas y comunicativas?

Production activities

Sí, siempre había una sección donde ellos tenían más participación en lo comunicativo y la maestra siempre trataba que ellos participaran y hablaran en inglés en la mayoría de actividades.

Meaningful activities

Las actividades propuestas fueron orientadas a la vida cotidiana de los estudiantes, como ir a la cafetería y preguntar cuánto cuesta algo,

entonces han guiado a un aprendizaje significativo y comunicativo más que mecánico.

Teacher journals transcription

session 1st

Topic: prepositions of place

Material and resources

What the teacher did: a warming up (game), a song, live-worksheets exercises, asking and answering (PPT)

Asking and answering

What students did: students follow instructions, they play, sing and participate answering in the speaking activity.

Visual resources

How was the class in terms of?

Response to activities

discipline: very good, students follow instructions

shyness

teacher-student's interaction: good interaction because students' response when teacher ask but some students were very shy but they participate with teacher help.

Praise students

Students and teacher motivation: the activities generate a good motivation on students and teacher always praise students including in the feedback.

feedback

Difficulties with time management

Time management: the online time s very short is necessary to learn to manage the time.

session 2nd

Topic: there is-there are

Material and resources

What the teacher did: a warming up (game), a song, PPT vocabulary, random name picker, pairs activity.

Visual resources

What students did: students follow instructions, they play, sing and participate in pair activity although they were very shy.

Pairs activity

How was the class in terms of?

Response to activities

discipline: very good, students follow instructions.

shyness

teacher-student's interaction: good interaction because students' response when teacher ask but some students were very shy but they participate with teacher help.

Praise students

Students and teacher motivation: the activities generate a good motivation on students and teacher always praise students.

Difficulties with time management

Time management: the time was not enough for all the participants to participate in all the activities so, was necessary to organize who participate in each activity.

Session 3th

Topic: how many

Material and resources

What the teacher did: a warming up (game), a song, PPT exercise with images, random name picker, game about choose the correct answer.

Visual resources

What students did: students follow instructions, they play, sing and participate answering in the speaking activity.

game

How was the class in terms of?

discipline: students follow instructions just one student was not active; she stand up very often.

Active participation

teacher-student's interaction: the interaction was good because students response when teacher ask but two students were very shy but with students and teacher help they participated.

shyness

Praise students

Students and teacher motivation: the activities generate a good motivation on students because teacher make students win points or goals.

Competition activities

good time management

Time management: the time was organizing in a better way according students' participation.

Session 4th

Topic: numbers

Material and resources

What the teacher did: a warming up (bingo game), random name picker, a song, game for practice exercises, pairs activity in PPT.

Pairs activity

What students did: students follow instructions, they play, sing and participate in the pair activity.

Visual resources

Online game

How was the class in terms of?

Response to activities	discipline: very good, students follow instructions. One student was sleepy and teacher ask student to wash her face to be active in the class.
Active participation	teacher-student's interaction: students participate and response when teacher ask, students were less shy maybe because them know the topic.
Game	Students and teacher motivation: students were motivated by the activities specially the games.
good time management	Time management: the time was good organize and all participant did the activities.

Session 5th

Topic: big numbers

Production activities	What the teacher did: <u>a warming up (base bingo game), a song, activity game, role play.</u>
Online game	What students did: students follow instructions, they play, sing and participate in the role play.
Role play	How was the class in terms of?
Response to activities	discipline: students were with good attitude and good discipline.
Active participation	teacher-student's interaction: students interact with teacher and participate actively.
Meaningful activity	Students and teacher motivation: the activities allow students to be motivated even in the role play about buy in the cafeteria, students were active and less shy.
Good time management	Time management: the time was good through connection problems.

Session 6th

Topic: personal pronouns/verb to be

Production activities	What the teacher did: <u>a warming up (concentration game), a song, live-worksheets exercises, conversation what they do in their free time?</u>
conversation	

Meaningful activity

What students did: students follow instructions, they play, sing and participate answering in the speaking activity.

How was the class in terms of?

discipline: students are active and good participant without problem of discipline

Active participation

teacher-student's interaction: all the class is characterizing for have a good interaction with students

evaluation

Students and teacher motivation: the motivation is the result of material during the class and students feel motivate to participate.

Good time management

Time management: time was good following the stages.

Session 7th

Topic: present continuous

Production activities

What the teacher did: a warming up (PPT song activity), a video, live-worksheets exercises, mimic game and conversation.

conversation

What students did: students follow instructions, they play, sing and participate in mimic game and conversation.

How was the class in terms of?

discipline: very good, students follow instructions although just one time I had to speak again draw the scream.

Active participation

teacher-student's interaction: students interact in a good way especially in mimic game.

Praise students

Students and teacher motivation: the activities generate a good motivation on students they seem feel motivate by activities and teacher praises.

evaluation

Difficulties with time management

Time management: the time was enough even some connection problems with teacher and some students.