

“COLLABORATIVE LEARNING TO IMPROVE SPEAKING”

Luis Hernando Murillo Tejada

The use of collaborative learning activities and their impact in the speaking skills on

Students of seventh grade

Santo Tomas University

Open and Distance University

Education Faculty

Medellin

2019

Index

Abstract	4
Acknowledgments	5
List Of Figures	6
List Of Appendix	7
Contextualization	8
Research Statement	10
- Research Question	11
- Research Objective	11
- Justification	11
Theoretical Framework	12
- Related studies	12
- Main Constructs	14
Research Design	18
- Type of study	18
- Data Collection instruments and Techniques	19
- Timetable and stages	20
Instructional Design	22
- Approach	22
- Design	23
- Procedure	24

Implementation And Data Collection	25
- Justification	27
- Population	27
- Objectives	27
- Contents.	28
- Academic Didactic Unit	28
- Unit 1. My School Life. (80 Minutes)	28
- Unit 2: My Life At Home (80 Minutes)	32
- Unit 3: My Family And Likes (80 Minutes)	35
Data Analysis	41
- Steps used for data analysis:	44
- Steps to organize the data collection	45
- Category 1: The Teacher Role.	46
- Category 2: Main Components In The Teaching English Process	49
References	56
Appendix	57

Abstract

The school is a place of diverse experiences that condition the day life of all those who learn there. Many of the learning processes generated in the classroom remains in our way of being, our way of acting and making decisions. Teachers have the possibility and responsibility to shape, build and promote learning with students to generate significant changes in the academic learning processes.

Acquiring knowledge is a social nature experience, in which the classroom interactions plays a basic role as a tool of mediation not only between teacher and student but also between classmates. In this sense, students learn when they have to explain, justify or argue ideas to others, building their learning together. This research work is an occasion to provide students with the opportunity to learn and help each other in the process.

Keywords: Teaching, impact, collaborative activities, speaking skills, pedagogical strategies.

Acknowledgments

The following research work is dedicated mainly for God, for being the inspirer and giving me the strength to finish my formative process successfully.

To my parents, for their love, work and sacrifice trough all these years, thanks to you, I have managed to get here and become what I am, accompanying me throughout this stage of my life.

To all teachers, who with their support allowed the present work to reach a successful conclusion.

In a special way, to the teacher and Mg. Eliana Carolina Bernal, tutor of my research project, who has guided with her patience and rectitude all this academic exercise; likewise, to the teacher and Mg. Luis Emilio Velez for his valuable contribution to this research.

List of Figures

Figure 1 Activity done in the first classroom observation	20
Figure 2 Activity done in the second classroom observation.	21
Figure 3 Activity done during the interview.	21
Figure 4 Activity done during the interview.	22
Figure 5 Distribution of lesson plan.	24

List of Appendix

Appendix 1 Unit 1. My School Life	57
Appendix 2 Unit 2: My Life At Home	60
Appendix 3 Unit 3: My Family And Likes	62
Appendix 4 Format 3-Field notes to describe reflections on the exercise of data collection.....	66
Appendix 5 Entrevista Aplicada Al Docente De Ingles Armando Ardila De La I.E Tomas Carrasquilla N.2.	70
Appendix 6 Encuesta Aplicada A 4 Estudiantes De La I.E Tomas Carrasquilla N.2.....	74

The use of collaborative learning activities and their influences in the speaking skills on students of seventh grade

Contextualization

The I.E. Tomás Carrasquilla No.2 is located in Robledo neighborhood. Medellin Antioquia. The school offers basic preschool levels (primary and secondary) and technical media. It is an institution of public character and belongs to the municipality of Medellin, Commune N°7 that is one of the 16 communes in Medellin city.

Robledo commune is mainly a residential sector, so it lacks a fully developed economic structure, only basic commerce and complementary services to housing, especially the main road to San Cristobal municipality corridors and neighborhood centers.

The I.E. Tomás Carrasquilla No.2. Has basic facilities tending to accomplish the needs of the educational community but actually, it is small considering the student population. Also

Has a small coliseum that serves as an auditorium, a small computer laboratory, some rooms have facilities for audiovisual activities.

Students of both genres, male and female, form the student population scheduled in two shifts. High school level attends school in the morning and primary levels attends in the afternoon, from Monday to Friday for both cases.

The group of students chosen to develop this project is formed by 46 students of both genres male and female with a range of ages between 12 and 13 years old. According to the socioeconomic level classified in Colombia, the school and the population are nominated in two;

the school integrates students not only by the sector but also by different communes of the city. Belonging to strata 1, 2, 3.

The content of the English program is distributed by cycles with structures and simple vocabulary specific objectives and standards for periods emphasizing the verb to Be, greeting and farewell, personal pronouns, there is /there are, some verbs, family members and colors.

For the development of the practices, I had to follow the program established by the institution. At the present, there is no English teacher for the sixth grade. The philosophy teacher is who developed classes with an intensity of three hours per week and 45 minutes each class.

The Institutional Educational Project PEI, of the I.E. Tomás Carrasquilla No.2 is framed in a permanent research process about the components of Management, Academic Management, Administrative and Financial Management, Community Management, with the purpose of fulfilling the aims and objectives of the Colombian Education, in accordance with the articles 67 and 68 of the Political Constitution of 1991.

The I.E. Tomas Carrasquilla No.2 facilitates a process of formation with fundamental values, for a good coexistence, contributes to the improvement of the democratic and participative society, in which highlight social coexistence, promoting the formation of critical thinking. Furthermore, encouraging the development of individual values that allow students to integrate into society with a research spirit. According to the views on English Learning Language, there are no evidences structured in the PEI.

Research Statement

Through the application of a survey, it was possible to establish some evidence about the interest and satisfaction regarding the learning of the English language taking into account the four skills (listening, reading, writing, and speaking). Students were asked about their preferences when carrying out activities in the English class, to discover their attitudes towards the language learning process. It is interesting to find that the students showed a great affinity with activities that involve audiovisual aids or resources with themes of comic stories. In addition, from these pedagogical aids, students find pleasure in didactic games, and flashcards.

On the other hand, with the aim of knowing not only the preferences but also the difficulties when carrying out activities in the classroom for learning English, the students showed their concern for each one of the communication skills: reading, writing, speaking, and listening. However, among these four skills, speaking was the one that represents the highest proportion of difficulty. Taking into account the analysis described, my attention will be focused on the development of conversational activities to strengthen and develop the communicative competence, taking into account the classroom interaction. Furthermore, the inclusion of the other skills of the English language to overcome or minimize these communicative difficulties presented with students, tending to achieve better performances in general.

The activities and classroom work will be more in line with the needs of the students allowing to identify their level of knowledge achieved as expected, also generate aptitude, willingness for the development of their linguistic skills

Research question

How to promote collaborative learning to improve seventh graders speaking skills at I.E Tomas Carrasquilla No.2 in Robledo Medellin.?

Research Objective

Explore and Identify collaborative learning activities to improve speaking skills on 7th graders at I.E Tomás Carrasquilla No.2 in Robledo Medellin.

Justification

Language is a fundamental tool for communication. We communicate with others, to express our ideas, feeling, to make our life easier and to know others' ideas as well.

Communication takes place, where there is speech. Without speech, we cannot communicate with one another properly. The importance of speaking skills hence is enormous for the learners of any language. The use of language is an activity, which takes place within the confines of our community. We use language in a variety of situations, as Brown and Yule. (Yule, 1986) "define that 'speaking is to express the needs-request, information, service, among others.' it means that the speakers say words to the listeners not only to express what the speakers think but also to show what they need".

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. It is because in order to share understanding with other people using a foreign language, one needs to pay attention to precise details of the language. He/she needs to find the most appropriate words and the correct grammar to convey meaning precisely, fluently and accurately.

It is also very important to organize the discourse so that the interlocutor understands what the speaker says. (Cameron, 2001).

The following research is substantially relevant in the sense that the learning process of students needs to be structured, sequenced, appropriated and targeted according to their needs in their academic learning process.

This study may be a benefit for the students because they will receive advantages in learning and working collaboratively for strengthening their speaking. On the other hand, this research will benefit the school because it will allow me to incorporate new ways of teaching in order to enhance and strengthen the speaking skill competence in a collaborative way by fostering and promoting a culture of participation in the educational center. This study will help me to improve in my teaching practices and will provide me with insights to continue teaching considering my students' interests.

The implementation of this study would generate an alternative to develop a significant teaching English processes, achieving a conscious participation of students in their learning processes. At the same time, this study would allow the integration of different areas, contents, processes, competences, and abilities.

Theoretical Framework

Related studies

Pattanpichet (2011) conducted a study in Bangkok University, Thailand. This experimental study was aimed to investigate the effects of using collaborative learning to enhance students’-

speaking achievement. The study using a pre-test and post-test design was conducted with 35 undergraduate students, to examine their speaking achievement on an English oral test based on collaborative learning. To explore the students’ views on the use of the collaborative learning, all of the students were asked to complete a student diary after finishing each task, fill in a four scale-rating questionnaire and join a semi-structured interview at the end of the course. The findings reveal the improvement of the students’ “speaking performance and positive feedback from the students on the use of collaborative learning activities. In addition, revealed positive outcomes both in terms of students’ improvement on their English oral performance and their opinions toward the use of collaborative learning as an instructional method in an English. (Pattanpichet, 2011)

EFL Students’ Reflections on Peer Scaffolding in Making a Collaborative Oral Presentation. This study was conducted by Minh Hue Nguyen, in Hanoi, Vietnam. (Storch, 2005, pág. 20), reported that peer-scaffolded learners produced shorter but better texts in terms of task completion, grammatical accuracy, and complexity in comparison with individual student writers. Similarly, (Storch, 2007), found opportunities for learners to use the target language for a range of functions that play an important role in language learning. (Shehadeh, 2011), found that collaborative writing had a statistically significant effect on improving students’ L2 writing in terms of content, organization, and vocabulary. The study shows that the peer scaffolding experience enhanced not only students’ writing competence, but also their speaking ability and self-confidence moreover support some types of scaffolding behaviors found in previous research such as workload sharing pooling of ideas and resources, and feedback.

Main Constructs

1. Collaborative learning in EFL:

Collaborative Learning is a set of methods of instruction and training strategies to promote the development of mixed skills, in which each individual (member of a group) participates jointly with the rest of the group. All collaborative learning requires prior planning, that is, having clear objectives intended to achieve, having in mind that teamwork as a didactic technique makes students develop solidarity and cooperation.

Students need to have interpersonal and group skills, additionally plenty knowledge to solve problems raised in the study. Teamwork allow students to develop collaborative learning skill competence to find solutions to problems. In a more interactive version, however peer assessment or collaborative learning may permit or even require peer to negotiate or how to approach the given task how to give feedback and how to use feedback during revision. Such interactive feedback should be beneficial because it may evoke cognitive and discursive process that trigger a deeper elaboration of the material and, thus, led to better learning (King, 2007).

Pair and small group activities provide learners with more time to speak the target language than teacher-fronted activities, encourage learner autonomy and self-directed learning, and give trainers opportunities to work with individual learners. In addition, students may feel less anxious and more confident when interacting with peers during pair or small group activities than during whole-class discussions.

The pedagogue and language teacher Storch stated that: “although pair and group work are commonly used in language classrooms, very few studies have investigated the nature of

such collaboration when students produce a jointly written text.” (Storch, 2005, pág. 153), points out that most past studies on collaborative work in the L2 classroom “‘have examined learners’ attitudes to group/pair work in general, rather than to the activity of collaborative writing” (Storch, 2005, pág. 155). Regarding what Storch expressed, Ashton-Hay and Pillay also proclaimed that “collaborative learning can be used to provide a more inclusive and dynamic education for diverse learners. It can generate significant outcomes and benefits, which resonate with the real world”. (Ashton-Hay, 2010)

According to Thomas S. C. Farrell and George M. Jacobs, (2016) application of Cooperative Learning Strategies (CLS) demands skillful continuance from the teacher to monitor and manage the peers’ interaction to achieve the common objectives. Focus on the learners’ interaction with their partner in the class is a key factor that is inevitable for successful language teaching. In this study, students are expected to strengthen their learning competencies in EFL through collaborative activities taking into account classroom negotiation by defining the roles of both teacher and students to achieve better meaningful learning.

2. Collaborative speaking activities in EFL:

Collaborative speaking activities in EFL are didactic strategies based; on the organization of the class in small groups where the students work coordinately to build knowledge, solve problems or tasks also to develop their own learning. In this teaching strategy, the teacher not only transmits knowledge but also designs intellectual experiences for his students. Students in EFL not only must learn grammar or vocabulary, their main objective should be communicative that is why it is essential to strengthen the speaking competence in class. It is the teacher’s

responsibility that the classroom becomes a place where communication is the basis of learning we must not forget that language is learnt by speaking.

Speaking in the foreign language has been considered the most demanding skill compared to other skills such as listening, reading and writing. This is because it involves more than knowing the linguistic components of the language, as this researcher stated.

Knowledge of the linguistic components such as vocabulary and grammatical structures is necessary but not sufficient. What makes speaking different from other skills is that speaker needs to have a quick access to all the relevant knowledge required to produce the appropriate language in the short time, whereas in other skills the learner have enough time to either match the input with the existing knowledge. For a number of reasons, authors assert that practice is most beneficial when carried out in collaboration with small groups of peers, rather than with the teacher or in a whole-class setting. (Shabani, 2013)

(Thornbury, 2006, pág. 5) points out that this complexity derives from speaking being so ubiquitous in our daily language usage. In other words, speaking is also intertwined with daily interactions that it is difficult to define. According to this author, the process of developing speaking skills consists of three stages:

- Awareness – learners are made aware of features of target language knowledge.
- Appropriation – these features are integrated into their existing knowledge base.
- Autonomy – learners develop the capacity to mobilize these features under real-time conditions without assistance.

The concept of collaborative learning, the joining and pairing of students for achieving an academic goal has been widely researched throughout studies. Collaborative learning refers to an

instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.

Collaborative learning represents a significant shift away from the typical teacher-centered or lecture-centered in classrooms. In collaborative classrooms, the lecturing/ listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material. Teachers who use collaborative learning approaches tend to think less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students-as trainers of a more emergent learning process. In collaborative learning situations, our students are not simply taking in new information or ideas. They are creating something new with the information and ideas. These acts of intellectual processing- of constructing meaning or creating something new- are crucial to learning.

The main objective of collaborative tasks in pairs or groups is to increase the interaction that occurs between peers during collaborative work, in this way accelerate learning, improve social skills and solve individual problems efficiently. For instance, Professor Lopera from the University of La Sabana, in Bogota, Colombia poses in his project that:

Enhancing speaking skills through the application of collaborative learning strategies in a public school" betted on the implementation of collaborative learning strategies which are a way to involve students in the activities they are doing and reflect on them to become aware of their partners' and their own knowledge. Therefore, through the implementation of collaborative learning, he could conclude that

students had the opportunity to feel safer when speaking in the classes, dared to participate more actively, constructing, and sharing their knowledge with others while building confidence. (Lopera, 2013)

Research Design

Type of study

The following investigation is aimed to promote collaborative learning to improve seventh graders speaking skills; at the same time the researcher realizes the current investigation through exploratory research, in which instruments of investigation such as: Semi-structured interviews allow the interviewer to have a set of questions and issues to discuss with the interviewee, but it also permits the interviewer to be flexible with the questions depending on how the interview flows. Additionally, this flexibility helps the interviewees to answer the questions more freely, without any limitations as the pedagogue stated Martyn (Martyn, 2007).

According to (Marco, 2010) techniques are the means used to collect data, among which stand out observation, questionnaire, interviews, surveys. Observation is a research technique that consists of inspecting people, phenomena, facts, cases, objects, actions, situations, etc., in order to obtain certain information necessary for an investigation.

This technique can be used in a natural way. For example, by observing behaviors in natural environment, or based on a structured plan, for example, by creating situations where the researcher can observe the performance of the participants. (Corbin, 2008). Stated “qualitative research allows researchers to get at the inner experience of participants, to determine how meanings are formed through and in culture”.

To use this technique, investigators must first determine their objective or research reason; secondly, decide the type of information to collect, which allows fulfilling the objective, through the exploration, analysis, and reports on how the classes were carried out in the classroom building characterization of sources in tables (see appendix 2). In this process, data are going to be collected through interviews or video-recordings, and then, transcribed.

Data Collection instruments and Techniques

1. Classroom and context observation

In the application of instrument # 1. I took into account what Roger indicates for these facts such as: Observation, and the analysis of behaviors that occurs in the natural environment (Roger, 2011) that is referenced in the instrument adapted from (Dorney, 2007), in which I described the aspects, situations and facts that gave me evidences of my research interest submitting four sessions for the observation exercise in my research context. Comparing and contrasting ideas and the characteristics of the context. The researcher went to the school after having the permission of the teacher, stakeholders of the school and student's parents in order to make my research.

I observed two English classes. These observations allowed me to analyze the procedure performed by the teacher in his teaching English process, the methodology implemented, furthermore the shortcomings presented in this process. I saw the videos and analyzed the aspects and characteristics of teaching English process. See (appendix 2). A context observation was also made which gives information about the resources that help the process of teaching English.

Timetable and stages

This study was carried out in four stages:

1. First stage: Exploratory. Data collected are used as a mean to obtain information from the teacher, the methodology used to strengthen the collaborative work, the strengthening the speaking skills, the tools used for teaching the language, the teacher’s background in teaching and language learning.

FIRST STAGE		
DESCRIPTION	DATE	INSTRUMENTS
1st. Classroom observación	Sep. 25 th, 2018	Observation form, camera

Figure 1 Activity done in the firs classroom observation

In this academic activity, the researcher took field notes while carrying out the normal development of the teacher's class with the students, having in mind the behavior of the learners in the classroom environment.

2. Second stage. This stage was also exploratory in order to obtain more information about the development of the classes, the organization of the students in the classroom, the control of the discipline, the level of English of the students, the topics dealt with, the use and frequency of the English language during class.

SECOND STAGE

DESCRIPTION	DATE	INSTRUMENTS
2nd. classroom observation	Oct. 11th,2018	Observation form, camera

Figure 2 Activity done in the second classroom observation.

3. Third stage. In this stage, an English teacher survey was carried out to obtain direct and detailed information about the teaching experience, the courses and trainings received and perceptions about the learning and teaching of the English language in the seventh grade. Additionally, four student's surveys were conducted on their concepts about the importance of the English language and their preferences in class, the use and level of the English language in the institution.

THIRD STAGE

DESCRIPTION	DATE	INSTRUMENTS
Teacher and student's interview	Oct. 18th,2018	Interview form, recorder

Figure 3 Activity done during the interview.

4. Final stage. In this stage, all the formats were filled with the information requested for the research process where the findings found during the fieldwork were adopted.

FINAL STAGE

DESCRIPTION	DATE	INSTRUMENTS
Data collection, findings	Oct. 25th,2018	Interview form, recorder

Figure 4 Activity done during the interview.

Instructional design

Approach

This research focused on how collaborative work strategies and could influence the strengthening of speaking skills of students, posing activities in which students work as a team and interact to achieve a common goal in which students become protagonists of their own learning, developing their skills and abilities, allowing them to acquire meaningful learning.

According to (Olivares, 2007) collaborative learning advocates the idea that personal learning is the higher goal of collaborative student's conditions in which the instructor is the mediator, in this sense, learners assimilate and gain deeper understanding through collaborative methodologies than when working on their own. Olivares also clarifies that collaborative learning enhance the creation of new knowledge through a common context. In his own words: “Collaborative learning is not a composition group process for the students; it is regard to promote independence through the collaborative process.” (Olivares, 2007, p. 26)

Design

The present research offered a public school in Medellin, three units for teaching English as a foreign language. The design of these didactic units were based on the concepts exposed by the Common Reference Framework of languages, the current Colombian language policies of the National English Program (PNI) that cover the period until 2025. As stated the Minister of Education Juana Inés Díaz Tafuren:

Based on the need to strengthen Colombia's strategic position on the world, determined by free trade agreements, the globalization of cultural industries and the development of the knowledge society, the government has the fundamental commitment to create the conditions for develop in Colombians communicative competences in a second language. Our bilingualism program aims to raise the standards of teaching a foreign language throughout the education system.

Additionally, we seek a commitment from different sectors with the promotion of a second language, because the challenge is for the whole country. (MinEducacion, 20005)

In the exploratory analysis of this research, was verified that the teacher taught the English language based on methods characterized by didactics such videos and the differentiation of colors, greeting and farewells, WH question and personal pronouns. That is why the educational proposal in this research work is the collaborative work as the main element in the English learning process, in order to strengthen the speaking competence working as a team.

This pedagogical innovation explained the students and teacher's role, which were divided into three phases.

1. First phase. Students will receive the English instruments, the speaking comprehension and the new vocabulary through songs or videos, which should be listened during all sessions and complemented by dynamic oral production activities in which students interact with their peers using the structures and communicative elements seen in class.
2. Second phase. Consists of oral exercises based on the TPR method, presentation of examples by the teacher who will use flashcards. They should be adapted in all classes. In order to be applied in communicative situations as a role-play.
3. Third phase. The Application of didactic games such as bingos and pack of cards where students will practice the vocabulary of each subject. Finally, a test will be done through speaking knowledge confrontation and workshop where students will solve exercises related to the matter.

Procedure

In this stage, three lesson plans were carried out in the following way:

LESSON PLAN	CYCLE	DURATION	TARGET
			LANGUAGE
1	1	80 Minutes	Greetings and farewells
2	2	80 Minutes	Personal pronouns
3	3	80 Minutes	Colors and WH Questions

Figure 5 Distribution of lesson plan.

Implementation and Data Collection

PEDAGOGICAL PROPOSAL ABOUT: THE USE OF COLLABORATIVE LEARNING ACTIVITIES AND THEIR IMPACT IN THE SPEAKING SKILLS ON STUDENTS OF SEVENTH GRADE OF I. E TOMAS CARRASQUILLA.

The following pedagogical proposal arises from the need observed and perceived in the Educational Institution Tomas Carrasquilla from the pedagogical practice carried out in the same institution. Likewise, it is a response to the educational needs appreciated during fieldwork and research development.

The proposal is designed and planned taking into account the educational policies of the I.E Tomas Carrasquilla in order to contribute to the comprehensive training of seventh grade students.

It is posed as an alternative within the training processes under the orientations and guidelines of The Ministry of National Education (MEN) with the aim of preparing students for the appropriate management of Learning English as a second language. Which needs to be strengthened so that in the future they can interact in this globalized and universal culture of the English language; this is achieved through “the use of collaborative learning activities and their impact in the speaking skills on” students of seventh grade of I. E Tomas Carrasquilla of Medellin”.

This pedagogical proposal will be allied with the Humanities Area "English as foreign language. Firstly, because it contains a personal aspiration to find solutions to the problem posed,

it involves the human and educational vocation in order to face the challenges posed by the world. Secondly, is the opportunity to demonstrate that a growth process has been achieved both in academic knowledge and in the practice and application of these, in a specific context.

This proposal is intended to be not only an integrating element within the Humanities Area "English as foreign language" but also a tool through which young people can be trained in ESL.

The proposal of “COLLABORATIVE LEARNING ACTIVITIES AND THEIR IMPACT IN THE SPEAKING SKILLS”, is presented as a way of growth, of integration, that allow learners to offer themselves an opportunity of life, because it opens educational and work possibilities in a globalized world

The problem posed in this investigation, is raised around “How to promote collaborative learning to improve seventh graders speaking skills at I.E Tomas Carrasquilla No.2 in Robledo Medellin.”?

Therefore, it is necessary to design solutions and strategies through which the need to speak the English language is reawakened in the students.

It is worth mentioning that in seventh grade students grade the English, as a second language contents are oriented according to the provision of the Ministry of National Education (MEN, 2006)

This proposal is focused on a didactic unit proposed for three weeks and two classes for a total of six.

Justification

The proposal is considered important and feasible for the following reasons.

Educative. For the strengthening of speaking competence and the interaction in ESL in seventh grade students of I.E Tomas Carrasquilla.

Professional. Having in mind the observations and interviews made to the teacher, also some students, is important to propose this methodology so that the students acquire the necessary skills to be proficient in the English language learning process.

The means by which the goals could be achieved are, the same student population in which the proposal materializes, the use of bibliographic, and document sources, especially those emanating from The Ministry of National Education (MEN)

Population

This proposal is carried out with the seventh grade student population specifically in the morning session at the I.E Tomas Carrasquilla in Medellin.

Objectives

General

Design a pedagogical, creative, innovative and experiential proposal for the students of seventh grade of I.E Tomas Carrasquilla that significantly stimulates the assimilation of the ESL language due to it is part of the comprehensive training offered in the Institution, from the teaching - learning processes.

Specifics

Reevaluate the ways of teaching and learning the English language from the promotion of collaborative work to improve seventh graders speaking skills.

Instruct the students of 7th grade of I.E Tomas Carrasquilla in the proper management of the English language from the speaking experience based on the topics of the course.

Potentiate in students, the speaking ability so that they may be able to interact in different academic and social spaces through the English language.

Contents.

After having observed and then analyzed some English classes, it was found that the I.E. Tomás Carrasquilla lacks a true Integral Area Project for the seventh grade, regarding the subject of English as a Foreign Language; including, after having carried out the respective "Practices" by the researcher in this Institution. Knowing the orientations emanating from the Ministry of National Education (MEN), the suggested contents for the area of Humanities, especially in English as a foreign language, furthermore the guide for the development of the same in the basic and middle education. Based on the above is considered appropriate to propose three thematic units for the English as a foreign language program in seventh grade as strategies for the acquisition of speaking skills in this institution.

Academic Didactic Unit

Unit 1. My School Life. (80 Minutes)

Speaking competence1.1: Is the presentation of the students coming to the board in pairs greeting each other, introducing themselves to the class.

Practice. The use of strategies to motivate seventh grade students to participate in a playful and verbal way for the acquisition of the speaking language skills as follow.

Involve other student's members of the institution, in order to gain confidence in the English the language usage.

Carry out activities with the knowledge acquired on the subjects of the degree, allowing students to get involved with the speaking activities.

Generate discussion spaces and speaking chat rooms to expand the knowledge of the topics seen in class.

Contents: Greetings and farewells

Lexical contents: Personal pronouns (I, he, she, you)

Grammar contents: Verb to be (I am, she is, he is, you are)

Activities: Introduction with a song. Before listening to the song, students will be asked about the greetings and farewells they use in their daily lives depending on the time. Then they listen the proposed song emphasized on greetings and farewells and finally they are requested about how they should greet in English according to what was heard in the song.

Listening and speaking exercise. The teacher uses flash cards or didactic sheets in which he shows the moments of the day when he people say good morning, afternoon or evening.

English dialogue activity with classmates using previous expressions and vocabulary seen in class. At this moment, the communicative situation begins to be used

Play with puppets. The students will practice the dialogues and introducing themselves in English with the puppets they make in class.

The students will solve a series of exercises to unite, mark, color and draw about the greetings seen in class and the subject studied about greetings and farewells (see appendix.).

Resources. The greeting songs Song, Flashcards, workshop application, TV, Video projector, and speakers.

Evaluation: it is evaluated when using the learned greetings. 40%.

The development of the student application workshop is marked quantitatively. 40%.

Behaviors and participation. 20%.

Speaking competence 1.2: the teacher includes new vocabulary such as: Can I borrow your...Who has a pencil, book, etc...?

The students will talk to each other borrowing things among them borrowing things or asking who has a pen, sharpener etc.

Grammar contents: Expressions: I like, I don't like, Personal pronouns (I, he, she, you, we), *Lexical context:* Possessive pronouns (My, your, his, her, our), Verb to be (It is), Demonstrative Adjectives (This is, that is), Expression (My pencil, sharpener, eraser, etc. is yellow, blue, red, etc.).

Activities: Brief review of the previous topic.

Speaking comprehension exercise. The teacher shows the elements of the class through didactic sheets or those that the teacher has. Then he invites the students to look for the objects that he mentions in his cartridge cases and exchange them in English using the expression: *Can you lend me your ...?*

English dialogue activity with classmates using expressions and vocabulary seen. At this moment, the communicative situation is used through the “*Simon says game*” in which the teacher invites the children to exchange, ask for and offer some of their school supplies and indicate which ones are theirs. In addition, those who want to represent situations in public are invited to come to the front of the class.

Application workshop. in this workshop pre-writing exercises are done in which the students mark, enclose, draw and color. The teacher will be at all times pending giving instructions in English and monitoring the student’s activities.

Resources: bingo, crosswords, lottery, elements of the class (eraser, pencil, books etc.)

Evaluation: the participation of the students is evaluated when using the greetings learned. In this part, the development of the student application workshop is assessed quantitatively

Communicative situation 1.3: Use correctly the vocabulary related to spontaneous conversations that merit the use of those words. For example, when they are going to

communicate, describe and use expressions related to their environment. (Greetings and farewells) the objects of the classroom, the school supplies etc.

Unit 2: My Life at Home (80 Minutes)

Speaking competence 1.1: The communication stage includes each activity seen in the period, starting from the greetings and farewells, the elements of the class, colors and application of the personal pronouns, use of vocabulary in situations of daily life. For example, when the students interact and exchange pictures with their classmates, they express for example: how many? Whom the colors, pencils, erasers, belong.

Contents: cardinal and ordinal numbers

Lexical contents: Numbers, Colors (review)

Grammar contents: Demonstrative adjectives

Activities: Brief review of the previous topic. Students listen to a song about cardinal and ordinal numbers. Before listening, they will be requested about the numbers they know, then they listen to the song and finally they will be asked about the numbers according to what was heard in the song.

Speaking activity: introduction of new vocabulary using didactic sheets for a better comprehension, then ask them what they have just seen and heard on the video projector

Speaking competence: 1.2: interact with classmates using the expressions and vocabulary seen throughout the English course.

Application workshop: Pre-writing exercises will be done in which students mark, lock, draw and color taking into account what they have learned about numbers and new vocabularies.

Resources: Flashcards, Memory cards, Lottery.

Application workshop: In this frame, pre-writing exercises are done in which students mark, enclose, draw and color by asking short and simple questions.

Evaluation: The participation of the students is evaluated when using the learned greetings. 30%. In this stage, the development of the student application workshop is valued quantitatively. 30%.

Speaking competence: 1.2: the teacher will include new vocabularies for example what color is this? How much is ten plus eight, how much is twelve divided in... etc.

Resources: Video beam, flash cards crosswords, lottery, elements of the class (eraser, pencil, books etc.)

Evaluation: the participation of the students is evaluated when using the cardinal and ordinal numbers learned in addition the colors. In this section, the development of the student application workshop is assessed quantitatively

Communicative situation 1.1: Use correctly the vocabulary related to the colors making spontaneous conversations using words. For example, when they are going to communicate, describe and use expressions related to their environment. (What color is this? How much is? How many color has the rainbow, landscape)? etc.

Contents: my body

Lexical contents: The human body Basic commands (Hands up, rise your left/right hand/leg, close your left/right eye, etc.) Daily routines.

Grammar contents: Possessive pronouns, Verb to be, Simple present.

The teacher will start talking about the daily routine and the personal care of the students with their body, personal hygiene, etc.

Students must express not only orally but also through movements and mimics and the function of the body parts worked. For this, is proposed to do a physical activity where the students use the body parts in listening and reaction exercises.

Activity: the teacher will begin with a song. Before listening to the song, the students are asked about how the human body is constituted. Then they listen to the song proposed, finally the students will be requested to recognize the basic parts of the body relating them with physical activities based on the TPR method. In these activities, students respond to speaking instructions in a physical manner or by gestures.

Speaking activity: Introduction of new vocabulary using didactic sheets asking what the students have just seen and heard.

Resources: video beam, Head, shoulders, knees and toes Song, Flashcards, and Memory cards, Lottery.

Application workshop: In this workshop pre-writing exercises will be, done in which the students mark, enclose, draw and color.

Evaluation: the participation of the students is evaluated when using the parts of the body and vocabulary learned. 30%. In this stage, the development of the student application workshop is assessed quantitatively. 30%

Unit 3: My Family and Likes (80 Minutes)

Speaking competence 1.1: Talk about fruits and vegetables that they like and do not like,

Contents: family members and vegetables.

Lexical content: Fruits and vegetables, Personal pronouns, Adjectives (size, colors)

Grammar content: Demonstrative adjectives, Expressions: I like, I don "t like.

Activities: Brief review of the previous topic. Speaking comprehension exercise and introduction of new vocabulary using didactic sheets, then ask what the students have just seen and heard.

Speaking activity: Interaction-speaking exercises with classmates using previously expressions and vocabulary viewed.

Application workshop: In this workshop pre-writing exercises will be set, in which students mark, enclose, draw and color taking into account the subject and the vocabulary seen in class.

Resources: Flashcards, worksheet, crosswords, video beam, projector.

Evaluation: The participation of the students is evaluated when using the learned vocabularies 30%. In Spoken activities. 30%.

Speaking competence: 1.2: Communicate in English what fruits and vegetables they like, which ones they eat in their homes, which ones are beneficial to them. Name the color of fruits and vegetables worked. Not only orally, also through colored and drawn.

Contents: my preferences

Lexical content: Fruits and vegetables, Personal pronouns, Adjectives (size, colors)

Grammar content: Demonstrative adjectives, Expressions: I like, I don "t like.

Activities: Brief review of the previous topic. Speaking comprehension exercise and introduction of new vocabulary using didactic sheets, then ask what the students have just seen and heard.

Resources: Flashcards, Application Workshop. In this workshop pre-writing exercises will be done in which the students mark, enclose, draw and color taking into account the subject and the vocabulary seen in class.

Evaluation: the students' participation is evaluated when expressing their tastes and preferences furthermore the learned vocabularies. 30%. In this part, the development of the student application workshop is evaluated quantitatively. 30%

Content: my family.

Speaking competence. 1.1: The students interact in English among them talking about their family. For example, how their family is formed? or how many brothers or sisters they have.

Lexical content: Brother, sister, uncle, nephew, mother, father fruits etc.

Grammar content: possessive adjectives, demonstrative adjectives, how many, how much

Activities: Introduction with a song. Before listening it, the students are asked about how the family is constituted. Then they listen to the song proposed, and finally they will be requested about how the “**finger family**” is made according to what was heard in the song.

Speaking exercise: Listening and speaking repetition exercise using didactic sheets. Here the students will identify the new vocabulary and then put it into practice through an oral exercise of completing sentences using the demonstrative adjectives: This is a branch, leaf, etc. In addition, I like orange, carrots, etc.

Dialogue: activity with classmates using previously viewed expressions and vocabulary. In this activity, students will see a series of fruits and vegetables and say which ones they like and which they do not. Then they will tell what their favorite fruits and vegetables are.

Resources: The Finger Family Song, Flashcards, Memory cards, Lottery.

Evaluation: the participation of the students is evaluated when using the learned greetings, vocabulary, and adjectives. In this part, the development of the student application

workshop is quantitatively evaluated. 30%. At this moment, a final comprehension and oral production test will be done with a value of 40% taking into account the topics seen.

Contents: possessions.

Lexical contents: Home supplies, adjectives, numbers

Grammar contents: Verb to have, to has, demonstrative adjectives, expressions I Like, I don't like.

Activities: Brief review of the previous topic.

Speaking exercise: Listening and repetition exercise using didactic sheets. Here the students see a series of images and flashcards several times, so that they can remember them. Then they must say what elements shown have their house.

Dialogue activity: with classmates using expressions and vocabulary previously seen. in this stage, the students will describe their house with the elements it has and their dependencies; then they will stand in front of their classmates with a big drawing made by them in which they will describe it using the expression: My house has ... this the room. Etc.

They all will come in front of the board and participate showing their drawings and talking about them.

Resources: Flashcards

Evaluation: Here the students' participation is evaluated by using the vocabulary learned in class. 30%. In this part, the development of the student application workshop is evaluated quantitatively. 30%

Contents: adverbs

Lexical content: Daily routine, personal pronouns

Grammar content: Simple present

Activities: Brief review of the previous topic.

Speaking competence1.1: Repetition exercise using didactic sheets. Here the students recognize the different routines that will be shown to them and orally they will say it, then a series of routines will be pasted on the board, and they must organize them according to what they do on the day. For example, in the morning I usually, normally, sometimes, never, etc.

Speaking activity: in English with classmates using expressions and vocabulary previously seen. In this activity, students should say their daily routine and say the routine of the classmates.

Games: Students will play the lottery and a series of memory cards to reinforce the vocabulary seen and review the elements of previous classes.

Application workshop: In this workshop, pre-writing exercises will be done in which students mark, enclose, draw and color taking into account the subject and the vocabulary seen in class.

Resources: Flashcards.

Evaluation: Here the participation of the students is evaluated when talking about their daily-learned routines. 30%. In this part, the development of the student application workshop is evaluated quantitatively. 30%.

In this pedagogical proposal, it is important that the teacher gives permanent support to the weakest students in order to build up confidence in addition evaluate the behavior of the students in the classroom.

As techniques to promote collaborative learning, also good distribution of human, logistical, technological, and material resources is recommended taking into account:

Solution of activities working as a team, students should try to do the tasks looking different alternatives

Build up confidence through performance in different roles and responsibilities, in the execution of a specific task.

Make games in which students feel the need to think in English in order to be able to carry out the signed activities and then socialize, so that they not only think, but that they could be able to verbalize and socialize in English.

Analysis of documents and audiovisuals, in which students can exercise in attention and memory.

Make pedagogical outings so that the student can acquire meaningful experiences and assume the need to learn the language directly facing the context.

Data Analysis

In the present research analysis, there are different educational situations in the teaching and learning English process in the 7th grade of the I.E Tomas Carrasquilla, which respond to my research, this analysis is focused in categorize how the teaching and learning of the English language as a foreign language took place.

The information presented here became effective after collecting data through observation and interview with the teacher in charge and some students of the same grade. That is why the researcher systematized the findings into categories, with these alternatives was possible to demonstrate the development of the English class in the seventh grade obtaining as benefits the acquisition of knowledge for my project and therefore for myself.

To begin to analyze the information of the instruments used in this study, was necessary to record and transcribe each audio recording. The results were obtained by coding the five interviews; the interview to the teacher beside the individual interviews to four students of the 7th grade where the research was conducted. These interviews were coded by identifying key concepts or particular ideas that were constantly repeated by the students taking into account the Speaking competence and collaborative learning process as a fundamental aspect to strengthen in the field of research.

During the interview, was evident that the teacher in charge of teaching the English language in the seventh grade of the I.E Tomas Carrasquilla is not professional in the area, his field of education is philosophy and his teaching was based on his thought and some courses that he had taken as a requirement in his training field.

It could also be shown that the use of the English language in the students is very little and the teacher relies only on the “Duo lingo” application and some cartoons to work the vocabulary in the classroom.

According to the interviews with the students they felt demotivated because the teacher always taught the same content as some colors in English and some greetings, they also stated that classroom is lack of behavior which impede their learning process. But there is something important for them. “Team work”. Students felt motivated when working as a team, but they would like to carry out different activities than usual. The students also stated that they would like to speak the language in short time, because they would like to travel to other countries, learn more about videogames and interact each other.

With regard to the practices, I mentioned some of the activities implemented selecting three of them. I also had in mind the classroom observation, the behavior of the students and activities observed in the classroom, as well as the practices and some obstacles found in the organization of the school as well as the development of the classes. After analyzing, coding and classifying each interview and journals, I was able to obtain relevant results with respect to the data collection.

The interviews with the students were very useful because they revealed their thoughts, and feelings freely.

With reference to the interview with the English teacher in charge, I obtained his insights, views and opinions about the teaching and learning experiences when teaching English as a foreign language in the seventh grade of the institution.

It is expected that with these didactic units the speaking competence in the classroom will be strengthened furthermore the students will improve their behavior, so they will have activities to work in a group and thus could be able to supply some student's needs also strengthen the competence of the students additionally the English teacher in charge.

The design of these didactic units, the selection of the songs and the workshops proposed in this educational material were chosen taking into account the topics proposed by the English teacher of the I.E. Tomas Carrasquilla and the standards designed by the Ministry of National Education in the English area. Likewise, the songs were chosen according to the students age and their level of English, so that, the children's songs were short with repetitive verses, easy to pronounce and memorize, rhythmic with the possibility of movement and body imitation. These songs were found online on YouTube. In the annexes are the link of the songs mentioned in the didactic units.

Concerning the workshops and the activities they were designed by the author, according to the interests and tastes of the students. crosswords were created, exercises to complete words, sentences, pair image-name, draw, color chips, etc. The photos were searched and chosen on the

internet by Google (images). Aimed to obtain an overview of the process of implementation of the practices.

For the data analysis there were different educational situations of English language teaching that were highly important for the development of this study because it responded to my research topic to make known how language teaching occurred at I.E. Tomas Carrasquilla.

Steps used for data analysis:

This research project followed some steps to analyze data, having in mind the importance of making a proper structure in order to support the investigation.

I follow the steps suggested by. (Freeman, 1999) to analyze data:

Site Analysis: In the place, when the data are collected.

I visited the I.E Tomas Carrasquilla and observed several English classes, in addition the teaching process and the normal environment in the classroom. I took notes of the findings in terms of use of language, didactic, students behaviors, pedagogy and resources used in classroom. After that I made an interview to the teacher to know his perceptions of the teaching of English, and registered the information about his experience. I also interviewed four students in order to get information about their like and dislikes when learning English also their perceptions about the importance of the English language usage.

Transcription of data: I Transcribed all interviews, field notes classroom observation, to synthesize the obtained information about the English teaching process in the 7° grade of the I.E Tomas Carrasquilla. These information was focused in discovering answers to my research

question: How to promote collaborative learning to improve seventh graders speaking skills at I.E Tomas Carrasquilla No.2 in Robledo Medellin.?

Focus of the analysis: Constant comparison of issues that emerge and codification of information.

After the classroom observation and transcribed the data, I did an initial coding, finding issues that answered my research question, I selected and discriminated very important information of the interview and the classroom observation. Then I made comparison and resumed them for the data analysis.

In-depth analysis of information: Comparison of the findings and concepts observed in the classroom and interviews.

Steps to organize the data collection

To organize the data collection, I chose “The Reflections and opinions of teacher’s evidences observed in class and the reflections and opinions of students' evidences observed in class”. Furthermore, the *Format 3-Field notes to describe reflections on the exercise of data collection. Proposed by the teacher, in which I Described all aspects about my reflections, opinions and impressions according to my research interest. I also organized the collected evidences in the context giving a number of each data instrument.

First level. It responded to the segmentation of the data, giving a figure of each data instrument:

Classroom observations.

Interview 1.

Second level. I selected the information and wrote it, then I named the relevant information and gave answer and suggestions to my research question: How to promote collaborative learning to improve seventh graders speaking skills at I.E Tomas Carrasquilla No.2 in Robledo Medellin.?

Third level: Categorization.

After coded the information, I divided it in three categories that allow me to group those ideas and concepts together in order to find relationships between the collected information. Finally, I defined the suggested next categories, (Freeman, 1999).

-The teacher role.

-Main components in the teaching process

-Teacher's perception of EFL teaching and learning process

The categories and subcategories. The categories in this study were defined as the following:

Category 1: The Teacher Role.

Subcategory 1.1 use of language

Teacher instructions in Spanish. Furthermore, he translated some colors and vocabularies from Spanish to English. He also answered all questions in Spanish and clarifies meaning in Spanish too.

Students didn't make questions frequently, if it happened, he responded questions in Spanish.

Teacher explained the activity to the students.

Teacher: now let's see the colors, we will not see them all at once so you can memorize and learn, we will see the main colors like: yellow, blue red, green, white, I will teach you in advance blue, red, yellow, White. In the video you will see some animals for example the frog, the sky and others. What color would the frog and the sky paint?

Student: The green frog and the blue sky.

Teacher: Green and White

After the classroom observation, I found that English teacher used a lot of Spanish translation and students pronounced very little and hardly ever pronounced the English language to express what they were learning. On the other hand, the teacher pronounced the colors and vocabulary words with difficulties.

3. How long have you been teaching English?

Just this is the second year, I am covering this seventh group because the trained teacher can't cover all groups so that this responsibility was assigned to me.

(Appendix 1, interview)

Subcategory 1.2- didactic and pedagogy

The didactic and the pedagogy determine the teaching of topics in the classroom, connecting and associating strategies in order to do well in the procedures. In this particular case the English teacher taught some vocabulary and pronunciation.

The teacher played the videos more than three about the color in English, which consists of repeating pronunciation.

After ten minutes the teacher decides to test them indicating that, the evaluating was going to be in groups of four students but selected by him.

7. What methodology do you use to teach the English and how does it strengthen collaborative learning?

Concrete methodology? I would say more experimental, working with new technologies I like a lot. The students have done a lot of work with the application "Duo lingo" and other applications that we have downloaded for teaching the English language such as English Lingua, Hello English, use of dictionaries among others.

(Appendix 1, interview)

Teacher supported students learning process, he made drawings on the board about the topics. (Colors, family members, greetings and farewells). He was dynamic and did his best for teaching using the board, photocopies, and some puzzles to work with the students. Even though the classes were very often interrupted because some students left the classroom for lunch time, nevertheless the teacher gave feedback when they returned.

10. 10. What other tools or resources do they have to teach English? Different from the Beam video?

I use a lot of collaborative work with workshops such as English activities or guides that I had designed I also had taken some from the internet to work with the students, I also noticed that the students at this age work very well in a collaborative way.

(Appendix 1, interview)

Category 2: Main Components in The Teaching English Process

Subcategory 2.1- Materials and resources

In the English language process taken in the classroom there were some aspects which had influenced in the context and syllabus.

On this matter, I found that some resources were limited such as flashcards, the classroom wasn't spacious enough. The course was also lack of book guide, but the classroom had video beam, a screen, and speakers for the development of the English classes. As one of the questioned students stated in the interview.

8. What kind of activities do you do with the use of technologies? (I mean if they use recorders, televisions, videos?).

Well, we use the Beam video. We use the computer, and the TV to project the videos also the recorder so that we can listen to what we are doing.

(Appendix 3, interview)

Finally, taking into account the mentioned categories and subcategories and highlighting the importance of the English language learning processes at the global level as the universal

language, I wanted to emphasize that all the evidences and findings found during the field work, the classroom observation, the answers described in the interviews with the students who freely expressed their preferences and tastes when learning the English language generated in myself a great interest for the realization of this research project.

On the other hand, the answers of the English teacher in charge of class room who expressed his interests and tastes for the teaching of the English language, also expressed his shortcomings in the teaching of English, were also fundamental facts that led me to make this pedagogical proposal having as a research Objective Explore and Identify collaborative learning activities to improve speaking skills on 7th graders at I.E Tomás Carrasquilla No.2 in Robledo Medellin.

In the previous document, various activities were proposed within didactic units as support tools so that they can allow the autonomous and directed learning of the English language. Additionally, the phases and the methodology used to carry out the project were described.

These pedagogical proposals may build up and generate self-confidence to the teacher when teaching English in a creative way, it can also may allow each student to learn on their own and develop their learning process according to their abilities.

Another factor in favor is that through a better use of classroom resources and support material the student can be motivated to strengthen their language skills, especially speaking and collaborative work, since it is not only possible to learn the language but also to interact with the student's technological tools that are currently presented in many areas of daily life.

To improve collaborative learning is important the Implementation of ludic activities both inside the classroom and outside the classroom.

Provide new and fun opportunities of participation through pedagogical outings contexts where the student feels the need to think and speak in English.

Cultural meetings with students from other educational institutions and thus evaluate the way each one has advanced in their processes, in the same way provide feedback on the acquired knowledge.

Promoting students to explain in their own words the importance or usefulness of what they have learned.

Based on the interviews and classroom observations, it is considered that the teacher 'role is one of the most fundamental aspects when implementing collaborative work, striving to engage all the students in the class, making them participants and giving the possibility to choose between different options of activities and tasks to attract the attention of the students.

It is considered that didactic games add variation to the class and increase motivation, providing a convincing incentive to learn a foreign language, the context of the game can make the foreign language easier for the student.

Role-playing games can facilitate collaborative learning so that students can learn English in the same way they learn their mother tongue, without being aware that they are studying and learning it. Even timid students can participate in a positive way. Working in pairs reinforces self-confidence, self-motivation, self-discourse and generates less resistance to the apprehension of the language.

Conclusions

The use of collaborative learning activities and their impact in the speaking skills on students of seventh grade was my main research objective and my questioning through the development of this pedagogical intervention. Not only was it possible to make interesting findings, but also to identify the following conclusions:

- There is an important dependence on teacher support for the translation and use of the dictionary. However, the teacher placed special emphasis with the application of the materials proposed by the researcher in order to achieve goals in the educational process and strengthen the students' speaking.
- Despite the teacher's highs and lows in the teaching and learning of English as a foreign language, some strategies were established based on the functions of the language and the daily communication situations of the students, such as the use of the video beam and videos about the colors, and family members.
- Although the students and the teacher do not have a good level of English both became interested in learning the language and strengthen the speaking learning process.
- The English language teaching process takes place in a quiet environment, although there are many students in the classroom There are also some difficulties with student's behavior the teacher managed the situation.
- In the IE Tomas Carrasquilla there is a particular case of learning English process because the classes are scheduled just at breakfast time which impacts notably on student learning.

- The teacher does not have a background in teaching English a second language, He is the Philosophy teacher. On the other hand, it can be concluded that the teacher and children needed didactic material such as pictures, didactic games: lotteries, bingo halls, stairs, etc. chips, videos and songs according to the themes treated.

Implications and Limitations

This research maybe a view for future researchers in didactics, methodology and teaching approaches. It was possible to identify, through this research, that the students did not have efficient speaking skills in EFL due to the lack of a more structured process by the teacher and the institution that can definitely help to improve the teaching practices.

The teaching of English as a foreign language in schools is an area that is contemplated in the curriculum that must be thoroughly detailed to achieve the expected objectives.

Taking into account the findings of this research, it is recommended for the school and the teacher involved, to maintain strategies not only for effective teaching of speaking, but also to encourage attractive activities of interest to students. The more students are involved with the language, the better they can be enrolled; therefore, practice is the key to innovative practices in order to help students to develop speaking skills in EFL.

The experience of this research remains open so that future students of the education faculty of Santo Tomas University get anxious and want to continue looking for information that will lead them to understand the teaching and learning English process in depth.

It is important to highlight the importance of allowing students to integrate in their learning processes that takes place inside and outside the classroom, as well as helping them to recognize their abilities and contributions.

With the development of this research I was able to understand the adaptation of the teacher to the different characteristics and behaviors of the students, as well as the challenge of connecting the life of the teacher with his work and his teachings in the context where the students are.

This research allowed me to recognize that, by combining strategies, context and collaborative work, learning also assimilation of the language has greater reception, relevance and significant resonance, because it goes beyond the mere structural and grammatical form and goes directly to the development of linguistic skills and competence.

This research experience allowed me to look from others perspectives about the work I am going to carry out as a teacher, generating a process of pro and contra analysis, which in turn contributed to update my knowledge and to see other alternatives to articulate better my knowledge communities.

This research has generated self-assurance, many personal and professional expectations and of course the need to continue studying in parallel with my students as part of my work as a teacher initiating a master's degree in the field of English in order to have more opportunities to meet other scenarios, both cultural and professional that allow me to transform my vision of the educational field and contribute to the benefit of the education of my students.

In this research, one of my limitations was the schedule of the English classes, because they were crossed with the schedule of the school restaurant. so that there was constant interruption during the classes which made the majority of the students' delay in the development of the activities. On the other hand, the national teacher 'strike for almost a month delayed a lot of activities to enrich my research

Studying the teaching of English in this grade helps to understand the difference between students who have all the resources at their disposal and who do not have the possibility of having an English teacher. This means understanding the English teaching and learning process in certain conditions in which the interaction between teacher and students can be different from a classroom to another having in mind a qualified teacher trained in a foreign English language. for this reason, it is very important that future foreign language students become interested in my project so that they can deepen and compare it with the teaching of English language process of other educational centers different from the I.E Tomas Carrasquilla in Robledo Medellin.

References

- Ashton-Hay, S. (2010). *Collaborative learning methodology, types of interactions and techniques. Education in a competitive and globalizing world*. New York: Nova.
- Cameron, D. (2001). *WORKING WITH SPOKEN DISCOURSE*. London: Sage Publication.
- Lopera. (2013). *Enhancing speaking skills through the application of collaborative learning strategies in a public school*. Bogota: La sabana.
- Shabani, M. (2013). *The effect of background knowledge on speaking ability of Iranian EFL learners*. Teherán.
- Shehadeh, A. (10 de Mayo de 2011). <http://dx.doi.org/10.1016/j.jslw.2011.05.010>. Obtenido de <http://dx.doi.org/10.1016/j.jslw.2011.05.010>.
- Storch, N. (2005). *Collaborative writing product and students' reflections*.
- Storch, N. (25 de Agosto de 2007). <http://dx.doi.org/10.1177/1362168807074600>. Obtenido de <http://dx.doi.org/10.1177/1362168807074600>.
- Thornbury, S. a. (2006). *how to teach speaking*. Cambridge: University press.
- Yule, B. a. (1986). *Discourse Analysis*. Cambridge.

Appendix

Appendix 1 Unit 1. My School Life

The Greetings Song.

Good morning. Good Morning. Good Afternoon.

Good Evening. Good Evening. Good Night. Good Night

Nice to Meet you. Nice to Meet you too Good Bye. Good Bye. See you

Listen to the dialogue:

Good morning Mr. Wilson. Good morning, Tom how are you today?

Fine and you? Not bad. See you later tom.

Ok Mr. Wilson see you later

“NOW LISTEN AND REPEAT”

Listen to the dialogue: (informal)

Hi, Jane. How is it going? Fine, thanks and you?

Just fine, were you off to? To the library. I’ve got a biology exam next week and I need to start studying.

Oh no. Well, see you later then. Good luck! Thanks see you later

“NOW LISTEN AND REPEAT”

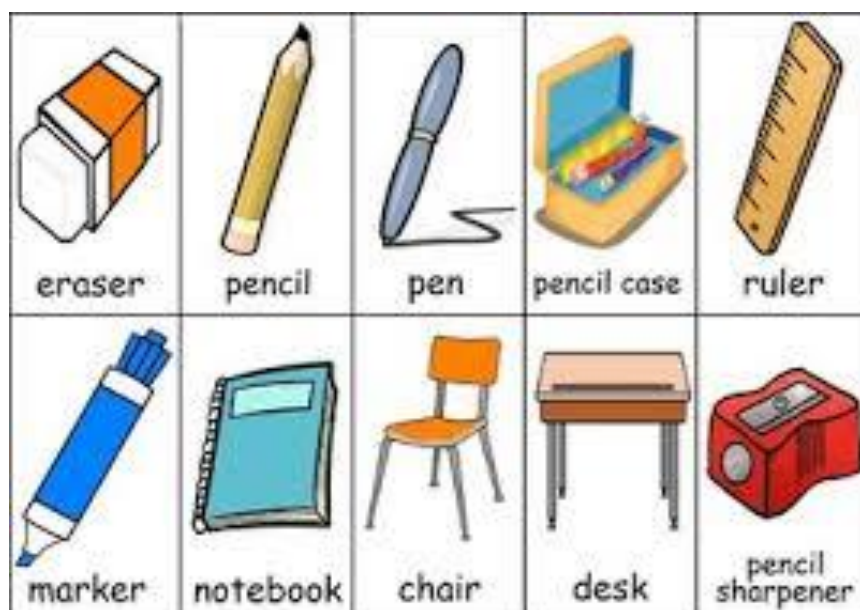
Substitution drills Good Morning Sir. Madam.

Mr. Wilson. Miss Wilson. Laura.

“NOW REPEAT “Good morning, Tom. Good afternoon, Good evening, Hello,

“Complete the listening and make repetition with the interactive speaking video”

Taken from: <https://www.youtube.com/watch?v=gVIFEVLzP4o>





Verb to be

Affirmative / short form	Negative / short form	Interrogative	Write the Verb to be and change to short form.
I am I'm	I am not I'm not	Am I?	1. I ____ / ____
You are You're	You are not You aren't	Are you?	2. you ____ / ____
We are We're	We are not We aren't	Are we?	3. We ____ / ____
They are They're	They are not They aren't	Are they?	4. They ____ / ____
He is He's	He is not He isn't	Is he?	5. He ____ / ____
She is She's	She is not She isn't	Is she?	6. She ____ / ____
It is It's	It is not It isn't	Is it?	7. It ____ / ____

Taken from: <https://www.youtube.com/watch?v=lob3Q7TKmQQ> (Simon says game)

Appendix 2 Unit 2: My Life At Home



Taken from:

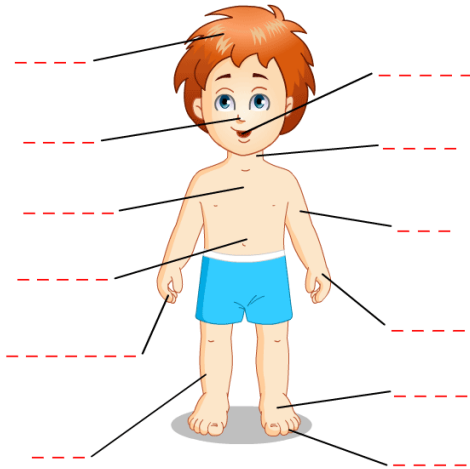
https://en.islcollective.com/download/printables/worksheets_doc_docx/demonstratives/demonstratives-this-that/1114



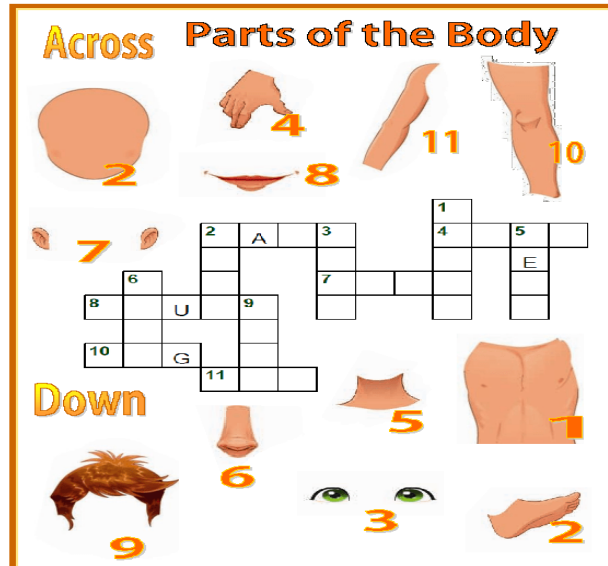
Taken from: <https://www.saberespractico.com/ingles/los-colores-en-ingles/>

Label the different parts of our body using the words in the box.

head	mouth	chest	fingers	arm	foot
nose	neck	tummy	leg	hand	toes

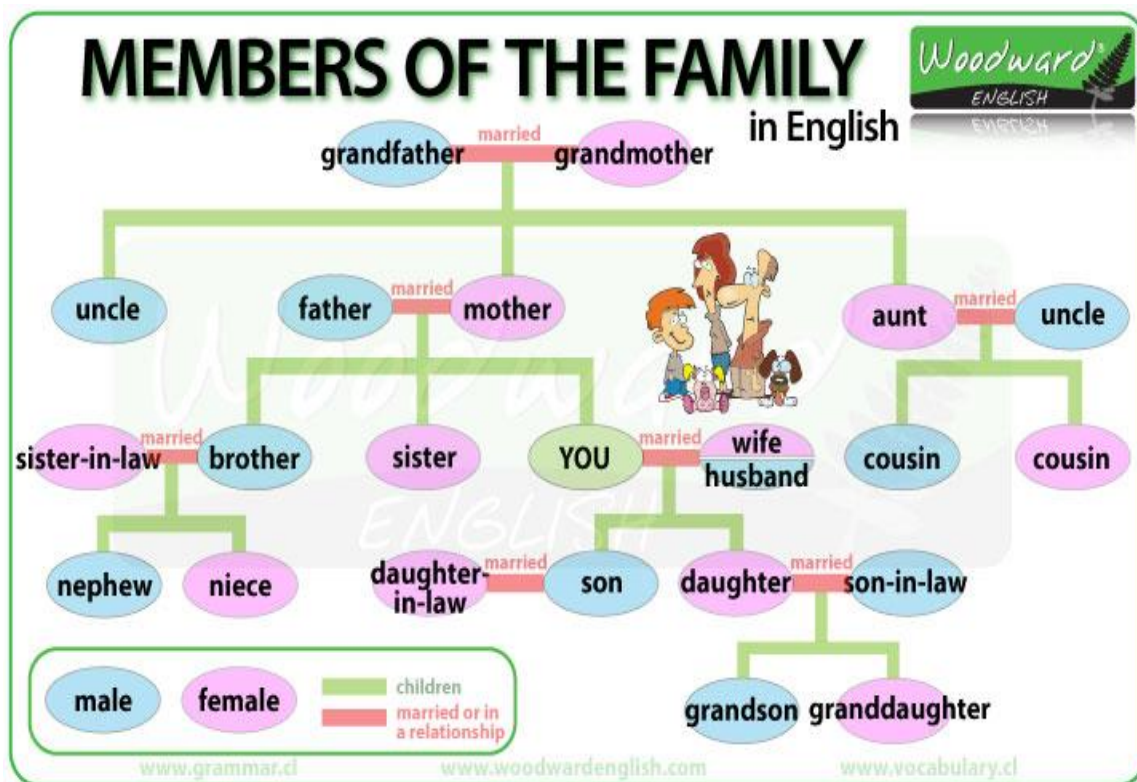


Copyright © Turtlediary.com. All rights reserved www.turtlediary.com



Taken from: <https://www.turtlediary.com/worksheet/human-body-parts.html>

Appendix 3 Unit 3: My Family And Likes



Taken from: <https://busyteacher.org/12885-parts-of-the-body-crossword-puzzle.html>

FAMILY MEMBERS CROSSWORD PUZZLE

ACROSS

3. John is his father's _____.

5. Your father is your mother's _____.

10. Your father's mother is your _____.

12. Your mother's father is your _____.

14. Mary is her grandmother's _____.

15. Mary is her brother's _____.

DOWN

1. Your father's wife is your _____.

2. Your uncle's son is your _____.

4. Your mother's brother is your _____.

6. Mary is her father's _____.

7. Your mother's sister is your _____.

8. John is his grandfather's _____.

9. Your mother is your father's _____.

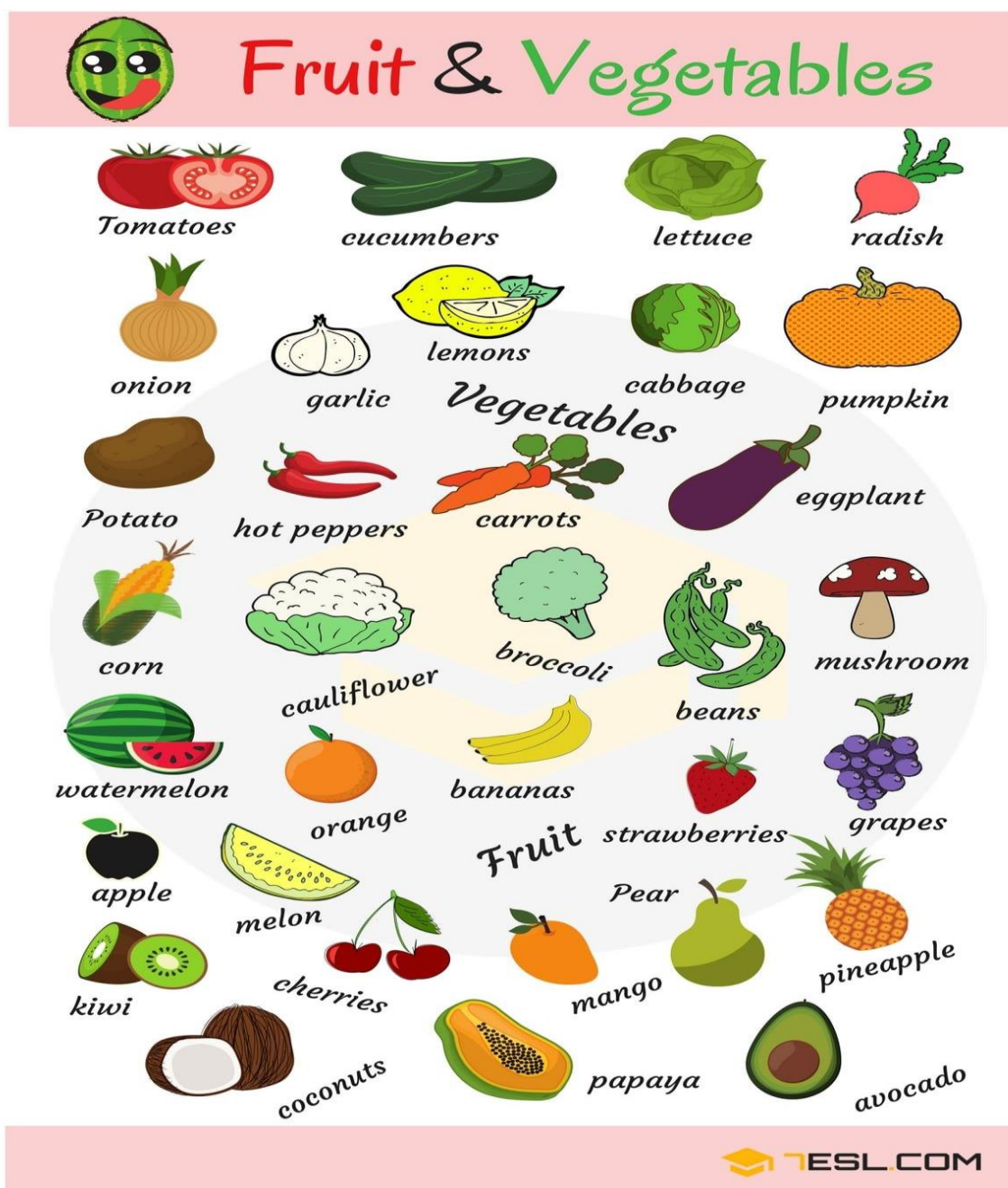
11. John is his sister's _____.

13. Your mother's husband is your _____.

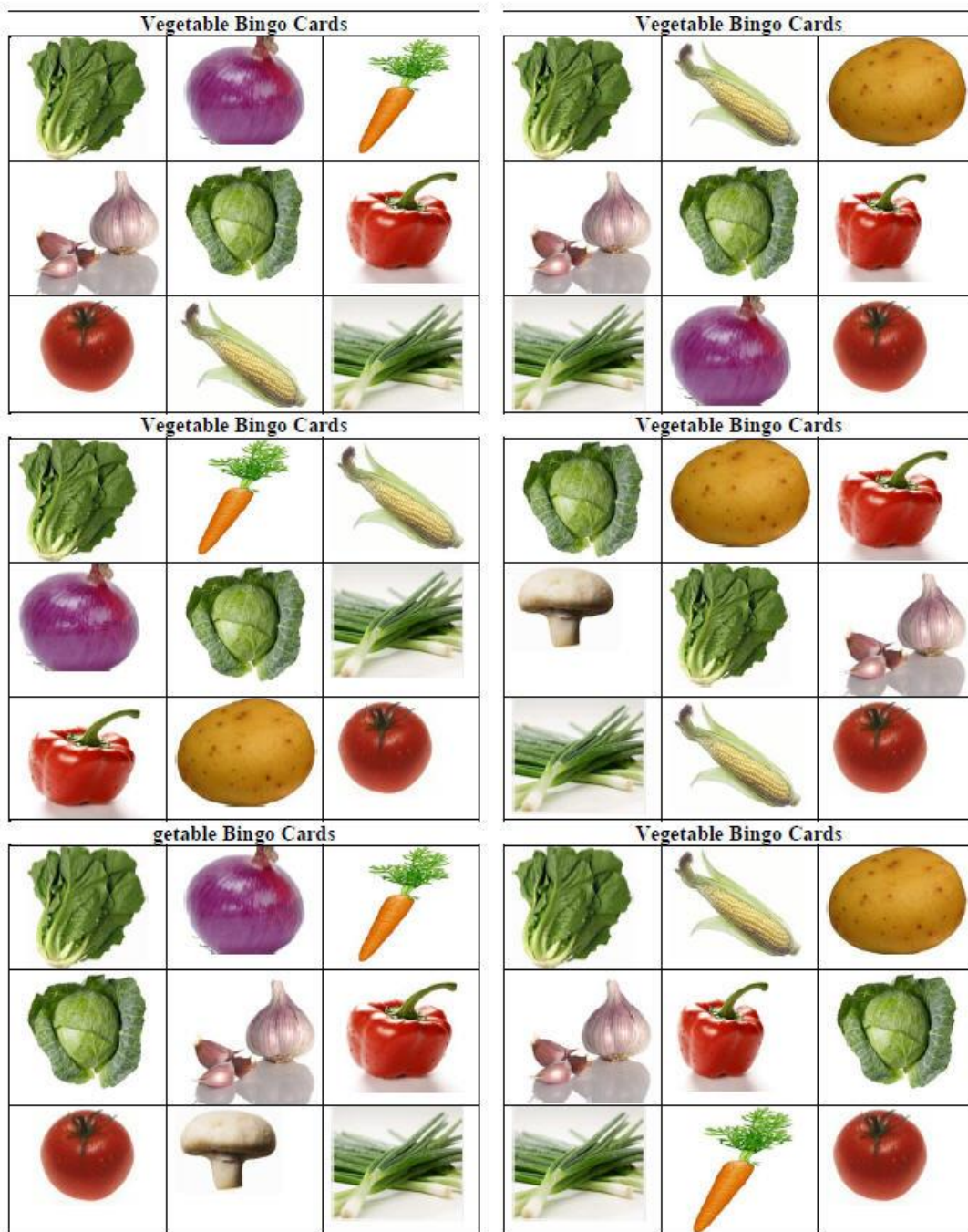
Copyright © 17/12/2016 englishworksheets.com. All rights reserved.

Taken from: [https://es.scribd.com/document/366479710/Family-Members-Vocabulary-Esl-](https://es.scribd.com/document/366479710/Family-Members-Vocabulary-Esl-Crossword-Puzzle-Worksheet-for-Kids)

[Crossword-Puzzle-Worksheet-for-Kids](https://es.scribd.com/document/366479710/Family-Members-Vocabulary-Esl-Crossword-Puzzle-Worksheet-for-Kids)



Taken from: <https://co.pinterest.com/pin/667799450970666787/?lp=true>



Taken from: <https://busyteacher.org/7217-vegetable-bingo-cards.html>

Appendix 4 Format 3-Field notes to describe reflections on the exercise of data collection

- ✓ Describe all the aspects coming from your reflections, opinions and impressions in contrast with your research interest and the evidences you collect in the context. Use this format for writing such descriptions.
- ✓ Submit through this assignment, minimum (2), maximum (5) reflections about the evidences you collect in the context.

Reflections and opinions of teacher's evidences observed in class.

<i>Date:</i> <i>October 16-2018</i> <i>Reflection 1</i> Teacher used the computer to project some images about the colors in English using the video beam, at the same time the listening and a recorded pronunciation. He made students to repeat colors vocabulary in English, also painting colored circles in their copybooks. Teacher gave instructions in Spanish. Furthermore, translates some colors vocabularies from Spanish to English most of times. He answered questions in Spanish. Also asks questions and clarified meaning and contents too. In the second block of English class, teacher taught the same topics, colors and	<i>Date:</i> <i>October 18-2018</i> <i>Reflection 2</i> Teacher tries to use English in class, but he knew few vocabularies. He was very dynamic, active, and tried to explain demonstrative pronouns in order to make better explanations to the students but he did it in Spanish language. While he taught, others students were doing other things, then he explained the topic in Spanish to others students. During the class, at least more than half students went out of the class to have breakfast. (A student's food program Offered by the municipality).
---	---

Reflections and opinions of students' evidences observed in class.

Date: November 16-2018

Reflection 3

In the course of the class observation students were constantly walking around the classroom while the teacher tried to organize groups, finally they saw a short video about the family members, later the teacher indicated to make groups of eight students to perform a crossword puzzle.

During the activity, I observed some students concentrated doing the activity but others were walking from one place to another around the classroom, however the majority of students worked actively and participated about the activity.

I realized that students who had problems of discipline always performed the same groups. I also observed that students who had an advanced level of English also accomplished their own group.

Before the end of the class, most students left the classroom to take the school breakfast, staying in the classroom only groups of three or four students who made actively and collaboratively activities.

Date: November 16-2018

Reflection 4

During the next classroom observation, the students who went out to have breakfast took up the crossword puzzle, asking for information from the other students but I noticed that the students who stayed in class had finished the activity.

Therefore, the teacher made up the decision to play another video about the color in English, which consisted on repeating pronunciation.

After ten minutes the teacher decided to test them indicating that, the evaluating was going to be in groups of four students but selected by him.

In addition, I inspected that he mixed the weakest students who had greater strength in the English language.

During the activity, the students were working as it corresponds; there was no situation against discipline in the classroom.

Most of the groups delivered the work ahead of time. Therefore, the teacher finished the test indicating that the school breakfast was approaching.

INSTRUMENT 1: Observation for data collection in the Research Context (Instrument adapted from Dörnyei, 2007)

Institution: Tomas Carrasquilla N.2 Group of participants: 46 English level or educational level A2

Observation No. 1 Student's name: Luis Hernando Murillo CAU: Medellin Date: October 16-18

Dear students, consider the criteria below to develop the observation exercise. To develop this observation exercise, you should describe the aspects, situations and facts that could give you evidences of your research interest.

1. As doing the exercise you should compare and contrast, the idea that you have in mind for doing your research and the characteristics of the context and the possible participants in your research.

Context and Participants

This study was developed with students of seventh grade from I. E Tomas Carrasquilla N.2, which belong to Medellin Municipality, located in Robledo neighborhood. Medellin Antioquia. The school offers basic preschool levels (primary and secondary) and technical media. It is public school that belongs to the municipality of Medellin, Commune N°7. Which is one of the 16 communes in Medellin city.

The school integrates students not only of the sector but different communes of the city. Belonging to strata 1, 2, 3.

Students of both genres, male and female scheduled in two shifts form the student population. High school level attends school in the morning and primary levels in the afternoon, from Monday to Friday for both cases. English classes in seventh grade are held four hours per week.

The group of students chosen to develop this project was 7th grade, formed by 46 students of both genres male (21) and female (25) with a range of ages between 12 and 13 years old.

Consider the following aspects: (a) classroom organization, (b) level of English, (c) materials-resources (d) role of the teacher, (e) interaction among participants, (f) use of English/Spanish, (g) conflicts and (h) significant experiences.

With regard to classroom organization students sit next to each other, problems of discipline. Controlling the class and activities are evident. On the other hand, the groups for the activities are generally formed by five or six students, which do not allow a comfortable organization in the classroom.

Regarding to the level of English, I consider that students have a low level of English, because most of the students have difficulties with simple greetings in English, vocabularies. For example, saying the numbers from one to twenty, the colors, and family members and asking permission in English to leave the room.

The classroom is equipped with a video beam and a screen in which normally the English teacher projects videos and images to develop the class. The volume of the sound that serves as support is very low for the classroom space.

The role of the English teacher in the classroom is to play some cartoon videos, asks and answers questions in Spanish. Student's don't do questions frequently, but if it happens, teacher clarifies and explain contents and meanings in mostly in Spanish.

The interaction between students in terms of language is almost absent because students interact very little with the English language. During the English classes, Spanish is spoken about 95%. However, Students like English and enjoy their classes especially short cartoon videos, but they do not have oral practice in the classroom.

Finally, throughout the observation activities there were no conflicts but there were marked absences of many students to take school breakfast for more than 20 mints.

Appendix 5. Entrevista Aplicada Al Docente De Ingles Armando Ardila De La I.E**Tomas Carrasquilla N.2.**

Docente entrevistado: Armando Ardila.

Entrevistador: Luis Hernando Murillo Tejada.

1. Cuál es su nombre?

Mi nombre es Armando Ardila.

2. Cuál fue su último título o estudio adquirido?

Estoy pendiente de un grado en maestría en ciencias sociales y formación ciudadana.

3. Cuánto tiempo lleva enseñando el idioma inglés?

Apenas este es el segundo año, estoy como docente cubriendo un grupo séptimo que la profesora, pues titular y formada en el idioma no alcanza a cubrir todos los grupos entonces hay un grupo que falta y yo lo estoy cubriendo.

4. Como describe la experiencia de enseñanza y aprendizaje del idioma inglés en esta institución?

Se notan muchas falencias tanto en procesos de aprendizajes en los chicos y pues en mi caso como no es mi formación profesional pues si he notado muchas dificultades en la enseñanza de esta lengua.

5. Describa aspectos negativos o positivos en la institución y cuáles son sus intereses en cuanto a la enseñanza del idioma inglés?

Uno si ve como chicos muy motivados, incluso uno se entera de que hay chicos que están tomando cursos por fuera del colegio en formación en inglés, entonces uno los ve más adelantaditos y muy motivados. Otros chicos si pues, sumado en cuanto a las condiciones de disciplina y atención les cuesta más estos aprendizajes. Dificultades si hay bastantes, como docente que estoy cubriendo esta área, no me he apropiado de un tipo de metodología específica para la enseñanza, entonces soy como más empírico buscando como estrategias desde las tecnologías de la información y la comunicación, trabajo con audiovisuales, grabaciones, talleres. Muy experimental como en cuanto a la enseñanza de este idioma.

6. Que aspectos le gustan o no le gustan a cerca de la institución o del aula de clases?

La institución me encanta, es un colegio prácticamente pequeño, hay dos grupos por grado, es un colegio manejable y los chicos y la comunidad muy querida. En cuanto a la enseñanza del idioma inglés personalmente a mí me encanta, pero la formación que he tenido en este idioma siempre ha sido a partir de las clases en la universidad y los cursos que he tenido que aprobar en la universidad. Me encanta el idioma, pero como te cuento Luis Hernando no he sido formado en la enseñanza de esta lengua entonces intenta uno como defenderse un poco.

7. Que metodología utiliza para enseñar el idioma inglés y como fortalece el aprendizaje colaborativo?

Metodología como tal concreta sería más como desde lo experimental, el trabajo con las nuevas tecnologías me gusta mucho. Los chicos han hecho muchos trabajos con la aplicación

"Duolingo" y otras aplicaciones que hemos descargado para la enseñanza del idioma inglés como English Lingua, Hello English, manejo de diccionarios en aplicaciones, si pues me ha gustado mucho el idioma inglés desde el uso de las tecnologías.

8. Como describe implementar este tipo de tecnologías y como fue al principio? ¿fácil o difícil?

Fue muy complicado, se suma la dificultad que son niños de doce y trece años, pienso que me defendería mejor con chicos más grandes o cursos superiores, pero para ser profesor que estoy cubriendo un área que no es la mía se suma la dificultad que son un grupo de pequeños con dificultades de atención y disciplina.

9. Qué curso o capacitación para el desarrollo de sus actividades como profesor de inglés ha realizado recientemente? ¿Cuándo fue la Última?

La última fue los cursos y las evaluaciones de competencia lectora y de competencia auditiva en el idioma inglés que fueron requisitos para el estudio de la maestría en educación.

10. Que otras herramientas o recursos tienen para enseñar inglés? ¿diferente al video Beam?

Utilizo mucho el trabajo colaborativo con talleres como actividades o guías de inglés que he diseñado algunas, otras las tomo de internet para realizar con los chicos, Noto además que los chicos a esta edad trabajan muy bien, en este grupo concreto de manera colaborativa.

11.Cuál es su percepción del proceso de enseñanza y aprendizaje del idioma inglés en el contexto educativo y de esta institución?

Hay una excelente profesora de inglés, formada pues en el idioma la cual enseña en los otros grupos. En cuanto a las conversaciones de área me manifiesta que la percepción general es difícil, hay que motivar bastante en este proceso del idioma inglés.

12. Cuáles cree que sean las principales razones por las cuales a los estudiantes les gustaría hablar inglés?

En el caso de los niños de doce y trece años veo que su acercamiento con el idioma se da en los casos de video juegos, entonces una de las motivaciones cuando ellos le preguntan a uno, por ejemplo. "profe como traduzco este mensaje de este video juego para poder avanzar" o por ejemplo desde los "youtubers" que también hay palabras específicas que ellos utilizan. Entonces los chicos se motivan desde la tecnología, los videojuegos. Entonces estos han sido los motivos por el cual he utilizado herramientas tecnológicas porque veo afinidad en los gustos de ellos.

13. Finally, what advice would you give to new teachers on how to teach the English language?

Pues es complicado porque no soy profesor de inglés, pero entonces desde lo experimental seria transmitir ese gusto por el idioma, motivación a los chicos, escucharlos mucho, cuáles son sus gustos, sus afinidades, intereses. A partir de allí, desde la motivación generar esos aprendizajes del idioma.

14. Muchas gracias profesor por tu tiempo y amabilidad. Que tenga un feliz día.

Es con mucho gusto Luis Hernando. Hasta luego.

Appendix 6 Encuesta Aplicada A 4 Estudiantes De La I.E Tomas Carrasquilla N.2.

Edad: 12 años Fecha: 16-11-2018 Sexo: F

Encuestador: Luis Hernando Murillo Tejada.

Muy buenos días, mi nombre es Luis Hernando Murillo tejada estudiante en formación de la Universidad santo tomas y el día de hoy te pido la colaboración para realizar esta encuesta sobre este proyecto investigativo que estoy llevando a cabo en este grado.

1. Es importante para usted el idioma inglés? ¿Porque?

Si es importante porque gracias a ese idioma podría interactuar con otras personas de otros países que hablen ese idioma.

2. Le gustaría hablar el idioma inglés? ¿por qué?

Si me gustaría hablarlo porque así puedo entender otras personas

3. Como te gustaría que fueran las clases de inglés?

Me gustaría que fueran más dinámicas y más emocionantes

4. Le gustan las actividades de grupo? ¿por qué?

Si me gustan porque uno puede interactuar con los compañeros, pero me gustaría que fueran también individuales.

5. Que actividades realizan normalmente en las clases de inglés?

Pues normalmente vemos videos, utilizamos la aplicación de duolingo y ya.

6. Realizas actividades grupales en inglés.?. ¿Qué tipo de actividades?

Si, hacemos muchas actividades en grupo, más que todo hacemos actividades de crucigramas.

7. ¿Cuándo realizas actividades en grupo, el docente asigna actividades a cada estudiante o todos aportan ideas entre sí?

Todos aportamos ideas entre sí, todos aportamos ideas.

8. Qué tipo de actividades realizan con el uso de tecnologías? (¿me refiero a que si utilizan grabadoras, televisores, videos?).

Pues utilizamos el video Beam. Utilizamos el computador, y el televisor para proyectar los videos y la grabadora para que se escuche pues lo que estamos haciendo

9. Que contenidos de inglés has visto en lo que va del año? (temas, por ejemplo)?

Hummmm...Los miembros de la familia, los colores y ya.

10. ¿Con que frecuencia (cada cuanto) hablas inglés en clases, fuera de la institución o con amigos?

En la institución no hablo inglés y por fuera de la institución, muchas veces que repito los videos que veo en internet.

11. Consideras que hay buen nivel de inglés en el salón de clases? ¿por qué?

No. porque el profesor solo habla español. Entonces casi no hay nivel

12. Aprender el idioma le parece fácil, aburrido, interesante?

Me parece interesante.

13. Como te gustaría trabajar en clase de inglés? (en grupo, individual, trabajo para la casa, en pareja). ¿Por qué?

Me gustaría hacerlo individual porque así yo aportaría mis propias ideas.

¡Muchas gracias por su amable colaboración!

¡Con mucho gusto!

Edad: 13 años**Fecha: 16-11-2018****Sexo: M**

Encuestador: Luis Hernando Murillo Tejada.

Muy buenos días, mi nombre es Luis Hernando Murillo tejada estudiante en formación de la Universidad santo tomas y el día de hoy te pido la colaboración para realizar esta encuesta sobre este proyecto investigativo que estoy llevando a cabo en este grado.

1. Es importante para usted el idioma inglés? ¿Porque?

Pues sí, claro porque cuando uno va a ir a viajar a otros países puede entender lo que hablan los otros y comunicarse con los extranjeros y eso.

2. Le gustaría hablar el idioma inglés? ¿por qué?

Si claro, para tener amigos en el extranjero y saber que dicen los videojuegos. Uno siempre pierde cuando no sabe que dice en los juegos.

3. Como te gustaría que fueran las clases de inglés?

Pues que fueran en inglés, siempre se ven es en español.

4. Le gustan las actividades de grupo? ¿por qué?

Pues más o menos por que la mayoría de veces no dejan trabajar como uno quiere y toda la gente ahí hacen mucha bulla.

5. Que actividades realizan normalmente en las clases de inglés?

Ver videos, hacer crucigramas y a veces repetir lo que dicen los muñequitos de Duolingo.

6. Realizas actividades grupales en inglés.?. ¿Qué tipo de actividades?

En grupo hacemos es crucigramas de los miembros de la familia los colores y de los videos que vemos en el salón.

7. ¿Cuándo realizas actividades en grupo, el docente asigna actividades a cada estudiante o todos aportan ideas entre sí?

Todos aportamos ideas, pero se ve mucho desorden.

8. Qué tipo de actividades realizan con el uso de tecnologías? (¿me refiero a que si utilizan grabadoras, televisores, videos?).

Si. El sonido del colegio, un bafle, el video Beam y la pantalla.

9. Que contenidos de inglés has visto en lo que va del año? (temas, por ejemplo)?

Los miembros de la familia y saludos apenas y videos de los colores para pronunciar en el salón.

10. ¿Con que frecuencia (cada cuanto) hablas ingles en clases, fuera de la institución o con amigos?

Profe sinceramente yo ingles no hablo por fuera tampoco, aduras penas medio saludar no más.

11. Consideras que hay buen nivel de inglés en el salón de clases? ¿por qué?

No profe. Creo que no porque se habla casi siempre en español y repetimos lo mismo porque hay unos que no paran bolas y el profe tiene que repetir mucho.

12. Aprender el idioma le parece fácil, aburrido, interesante?

A mi si me gustaría bastante, pero creo que es muy duro. Yo no entiendo nada, pero si me gustaría aprender.

13. Como te gustaría trabajar en clase de inglés? (en grupo, individual, trabajo para la casa, en pareja). ¿Por qué?

Pues en grupo, pero sin tanto desorden como el que hay porque cuando estamos en grupo casi ni dejan escuchar.

¡Muchas gracias por su amable colaboración!

¡Hágale profe!

Edad: 13 años**Fecha: 16-11-2018****Sexo: F**

Encuestador: Luis Hernando Murillo Tejada.

Muy buenos días, mi nombre es Luis Hernando Murillo tejada estudiante en formación de la Universidad santo tomas y el día de hoy te pido la colaboración para realizar esta encuesta sobre este proyecto investigativo que estoy llevando a cabo en este grado.

1. Es importante para usted el idioma inglés? ¿Porque?

Bueno es importante porque se le abren muchas puertas a la hora que usted quiera trabajar a nivel laboral.

2. Le gustaría hablar el idioma inglés? ¿por qué?

Si me gustaría, porque puedo viajar e interactuar con otras personas.

3. Como te gustaría que fueran las clases de inglés?

Me gustaría que fueran más dinámicas no solamente ver videos, sino utilizar otras aplicaciones, sino que también podamos ver nuevos temas.

4. Le gustan las actividades de grupo? ¿por qué?

No pues, porque hay veces hay mucha gente entonces uno no se concentra, entonces prefiero que sean grupos de cuatro o cinco.

5. Que actividades realizan normalmente en las clases de inglés?

Pues utilizamos Duolingo y vemos videos. Ya eso es todo.

6. Realizas actividades grupales en inglés.?. ¿Qué tipo de actividades?

Crucigramas y responder en esa página de Duolingo

7. ¿Cuándo realizas actividades en grupo, el docente asigna actividades a cada estudiante o todos aportan ideas entre sí?

Pues todos aportamos ideas.

8. Qué tipo de actividades realizan con el uso de tecnologías? (¿me refiero a que si utilizan grabadoras, televisores, videos?).

Utilizamos obviamente el televisor el video Beam y la grabadora.

9. Que contenidos de inglés has visto en lo que va del año? (temas, por ejemplo)?

Los colores, los miembros de la familia y ya.

10. ¿Con que frecuencia (cada cuanto) hablas ingles en clases, fuera de la institución o con amigos?

Pues ahí profe más o menos.

11. Consideras que hay buen nivel de inglés en el salón de clases? ¿por qué?

Pues aquí es puro español, falta más inglés.

12. Aprender el idioma le parece fácil, aburrido, interesante?

Me parece interesante

13. Como te gustaría trabajar en clase de inglés? (en grupo, individual, trabajo para la casa, en pareja). ¿Por qué?

Es mejor en grupos, pero grupos pequeños.

¡Muchas gracias por su amable colaboración!

Igualmente, profe.

Edad: 14 años**Fecha: 16-11-2018****Sexo: M**

Encuestador: Luis Hernando Murillo Tejada.

Muy buenos días, mi nombre es Luis Hernando Murillo tejada estudiante en formación de la Universidad santo tomas y el día de hoy te pido la colaboración para realizar esta encuesta sobre este proyecto investigativo que estoy llevando a cabo en este grado.

1. Es importante para usted el idioma inglés? ¿Porque?

Si por que se escucha muy bueno el idioma y de pronto algún día uno puede viajar a otro país.

2. Le gustaría hablar el idioma inglés? ¿por qué?

Pues si me gustaría hablar el idioma por que uno puede aprender con los videos y ver películas.

3. Como te gustaría que fueran las clases de inglés?

Pues con más dinámica y que uno pudiera participar más.

4. Le gustan las actividades de grupo? ¿por qué?

Pues si me gustan por que uno puede como ayudarse con los compañeros y uno así puede como escuchar más bien y todo.

5. Que actividades realizan normalmente en las clases de inglés?

Videos en el video Beam y en los celulares los que tienen datos.

6. Realizas actividades grupales en inglés.?. ¿Qué tipo de actividades?

Como sopas de letras, crucigramas, muchas cosas más.

7. ¿Cuándo realizas actividades en grupo, el docente asigna actividades a cada estudiante o todos aportan ideas entre sí?

Pues hacemos actividades en grupo y el profesor está pendiente, pero hay mucho desorden a veces porque los grupos son muy grandes.

8. Qué tipo de actividades realizan con el uso de tecnologías? (¿me refiero a que si utilizan grabadoras, televisores, videos?).

Tenemos un video Beam con todos los elementos, aunque a veces el sonido se distorsiona, pero otras veces se escucha bien.

9. Que contenidos de inglés has visto en lo que va del año? (temas, por ejemplo)?

Los colores, como los saludos, sopas de letras videos de Duolingo.

10. ¿Con que frecuencia (cada cuanto) hablas ingles en clases, fuera de la institución o con amigos?

Pues ojalá pudiera hablar inglés con el profesor por fuera del salón al menos.

11. Consideras que hay buen nivel de inglés en el salón de clases? ¿por qué?

No. creo que solamente los que están estudiando como así en academias o con profesor privado.

12. Aprender el idioma le parece fácil, aburrido, interesante?

No es fácil, porque me parece como complicado, pero si me gustaría aprenderlo.

13. Como te gustaría trabajar en clase de inglés? (en grupo, individual, trabajo para la casa, en pareja). ¿Por qué?

Individualmente por que hacen mucho desorden y no ponen atención.

¡Muchas gracias por su amable colaboración!

¡Bueno con gusto!