

**THE USE OF FACEBOOK AS A PROPELLER IN THE TEACHING/LEARNING
PROCESS OF ENGLISH AS A SECOND LANGUAGE WITH EIGHTH GRADERS AT
A PUBLIC INSTITUTION IN ARMENIA, QUINDIO**

JUAN ESTEBAN RAMIREZ OROZCO

MARLON STEVEN BETANCURT CALDERON

UNIVERSITY OF QUINDÍO

FACULTY OF EDUCATION SCIENCES

MODERN LANGUAGES PROGRAM WITH EMPHASIS IN ENGLISH AND FRENCH

ARMENIA, QUINDÍO

2020

**THE USE OF FACEBOOK AS A PROPELLER IN THE TEACHING/LEARNING PROCESS OF
ENGLISH AS A SECOND LANGUAGE WITH EIGHTH GRADERS AT A PUBLIC
INSTITUTION IN ARMENIA, QUINDIO**

Juan Esteban Ramírez Orozco

Marlon Steven Betancurt Calderón

Research advisor:

Paola Alzate Ortiz

UNIVERSITY OF QUINDÍO

FACULTY OF EDUCATION SCIENCES

MODERN LANGUAGES PROGRAM WITH EMPHASIS IN ENGLISH AND FRENCH

ARMENIA, QUINDÍO

2020

Table of content

Introduction	1
1. Research Problem	3
1.1. General Questions	4
1.2. Specific questions	4
1.3. General objective	4
1.3.1. Specific objective	4
2. Rationale	5
3. Literature Review	6
4. Theoretical and Referential Framework	18
4.1. Communicative competence	18
4.1.1 Oral Production in L2	19
4.1.2 Listening Production	19
4.2 Blended learning	20
4.2.1 ICT'S in teaching/learning languages	21
4.2.2 Facebook in ELT	23
5. Methodology	23
5.1. Research approach	23
5.2. Research type	24
5.3. Research design	25
5.4. Data collection techniques and instruments	26
5.4.1. Interview	26
5.4.2. Survey	26
5.4.3. Diagnosis test	27
5.4.4. Pedagogical intervention	28
5.5. Ethics	28
5.6. Context and Population	29
5.6.1 Context	29
5.6.2 Population	30
6. Data Analysis and results	31
6.1. Student's motivation towards English classes using Facebook as a learning tool	30
6.1.1. student's perspective on English classes that integrate multimedia resources	31
6.2. Facebook as a learning tool to enhance communicative skills	33
6.2.1. Strategies for listening comprehension enhancement	33
6.2.2. Strategies for oral production enhancement	35
6.3. Discussion of results	37
7. Limitations on research	37
8. Recommendations and projections	38
9. Conclusions	38
10. References	40
11. Attachments	44

INTRODUCTION

Nowadays with the globalization of technology, the need to use new tools to foster the teaching and learning of a second language has taken more power. This, considering that students are more familiarized with new technologies since early ages and it is easier for them to use these technologies. From a pedagogical perspective, these new technologies have been incorporated to education through the years, and today it is possible to find different online courses that help students to improve their skills during the learning process. Moreover, they have an advantage on traditional methods because students can access to the courses or information any time and everywhere, opening several opportunities to educationist to expand the coverage and accelerate the teaching process of a second language. According to Haron et al., “E-Learning is accessible for the students and teacher too, without needing them to travel just to get the information. The students can spend their time wisely by just sitting at homeland work on the task given via E-Learning” (Haron et al. 2015:10). For this reason, teachers should incorporate in their lesson new technologies and this way allow them to have a more dynamic interaction with the students and to promote a more effective learning process:

Higher flexibility means that students can access and work at their own pace and time. You just need to be connected to the Internet and you have gain access to a wealth of information. In a traditional classroom, students finish their work in class and submit their work before the class ends (Haron et al. 2015: 86).

In the 21st century most of the students are in contact with the social networks and know how they work, social networks such as Facebook, Instagram, and Twitter are the most common platforms used by people -just Facebook attracted hundreds of thousands of people every year who

use it in their daily live. In this platform people can find multiple tools that they can use to interact with others around the world. Most of the content that can be found on Facebook is for entertainment. Nevertheless, Facebook has a lot of features that have great potential to be used in education since the students have the possibility to create their own profile page with the content the like the most such as conversation contents, journal/assignments, pictures and videos, etc., and share it with others. Through all the above, an environment is established in which a much more effective teaching/learning process can be created, and since it is a well-known platform, students will feel more comfortable using it.

Additionally, multimedia platforms such as Facebook can promote autonomous learning because students can find extra materials to work with as part of their independent work. The use of Facebook allows teachers to post multimedia content such as podcasts, texts or videos which can be viewed by students in extra class hours.

Facebook gives students another tool to learn generating a different space for acquiring knowledge, but rather a student goes from being a passive to active agent where it starts building their own knowledge and learn according to their needs and/or priorities (Mahecha et Al., 2014:34).

Since Facebook is a free application, students do not have problems accessing it. There are multiple multimedia contents which have advantages in the process of learning, for example when using videos in the classroom will provide a context that will help students to understand the different topics taught, even when the language is hard to follow. Also, in some occasion videos without sound can be used to make students guess what' is happening or what the situation that is being presented is, this can also work in a similar way to a reading prediction activity. Based on all the facilities that Facebook has inside and outside the classroom, the purpose of this research is to implement a pedagogical approach that uses Facebook as methodological tool to promote the learning process of English in students.

1. RESEARCH PROBLEM

English is a language that has spread throughout the world, and today has acquired a great rise in the communication of diverse cultures. When a second language is spoken, general knowledge is not mentioned, but an interdisciplinary and transdisciplinary process in all areas of knowledge are integrated. This requires skills that complement the learning process and the use of didactic, playful and technological supports that respond to the context and needs of the working population:

The introduction of tools in the educational system aims to bring new experiences that promote language learning and interaction in the 21st century; that is why El Ministerio de Educación Nacional in Colombia has designed several tools to enhance students' learning (López et al., 2012:24).

Considering the multiple advantages and benefits offered by the use of different multimedia resources in all fields including education, there is a great deal of research that demonstrates the effectiveness of information and communication technologies (ICT'S) in teaching/learning processes, despite the fact that various studies can be found that support the use of ICT's in education, there are still many teachers who continue to use traditional methods during their lessons, wasting the advantages of these multimedia resources, just as they do not take into account the knowledge that young people have about technology, since they have grown up in a digital age in which they can interact daily with different electronic devices. This research precisely evidences the problem that entails not using dynamic strategies in the English L2 methodology focused on oral production area.

For all of the aspects mentioned above, the following questions and objectives arise:

1.1 General research question

How can Facebook be used as an educational tool to improve the audio/oral skills of eighth graders at a public school in Armenia, Quindío?

1.1.1 Specific questions.

What is the perception students have about developing audio/oral skills?

What activities or strategies can be applied using Facebook to benefit students' oral skill?

What activities or strategies can be applied using Facebook to benefit students' listening skill?

What is the impact of using Facebook as a tool to benefit students' audio-oral competence?

1.2 General objective

To determine how Facebook can be used as an educational tool to improve eighth graders audio/oral skills at a public school in Armenia, Quindío.

1.2.1 Specific objectives.

To identify the perception students have about developing audio/oral skills.

To carry out a pedagogical proposal that benefits students' audio-oral competence through the use of Facebook.

To describe the strategies that can be applied using Facebook to benefit students' audio-oral skills.

To establish the activities that can improve students' listening and oral skills by using Facebook.

To identify the impact that Facebook can have as an educational tool to improve students' audio-oral competence.

To determine the impact of using Facebook as part of the development of communicative competence.

2. RATIONALE

Nowadays, English has become a globalized language that has allowed us to communicate with other cultures. In the Colombian context, The National Ministry of Education has seen the necessity to develop and implement different programs with the aim of improving the communicate skill of ESL in the school population in all the territory. Moreover, there is a need to implement new methodologies in the teaching/learning process; today there are many new technologies that can be used to teach a second language. Additionally, there are multiple studies that support the benefits that have the use of ICTs in the classrooms. However, at the local level there is a lot of need to implement such multimedia resources, as many teachers still prefer to use traditional methods in the classroom, thus leaving aside the multiple advantages they have. For that reason, it is believed that it is important to implement the use of technological resources in the classes since those can help students to improve their skills in the second language. Facebook is a good example of a platform that has several multimedia resources that can be applied on the teaching/learning process of a second language by empowering the listening-speaking skills on students.

3. LITERATURE REVIEW

It is important to remind that the aim of this research is to develop the oral production competence of English as a second language, in students of eight grade at a public institution located in Armenia, Quindío. The following section describes the studies that support the use of the ICTs in the classroom, including multimedia resources and the use of a social network such as Facebook during the lessons. Moreover, these studies show the advantages of the use of the ICTs (Facebook) during the teaching learning-process and what has been achieved with what has been implemented.

López & Londoño (2012) conducted a study at Universidad de Manizales to promote the acquisition of a second language through ICT's. The study aimed at providing guidelines, viable, true and effective ways that help to achieve great goals and a better quality of education. The above so that students always know how-to live-in society and enjoy all the elements and good things offered by society, culture and the world. The researchers used surveys and interviews, which allowed to recognize and evaluate the deficiencies found in English learning, as well as other processes and decisions taken by the different participants in the teaching and learning processes. In addition, it was sought that the methodological process be effective, dynamic, and that the tools and technological materials be fun. This diagnostic stage lasted a month and included some writing workshops. According to the authors, in the process of teaching and learning a foreign language, it is best to make an early accompaniment, from the earliest possible, since you can maximize the absorption of knowledge at that age, using appropriate methodologies in order to achieve the proposed objectives as far as knowledge is concerned (P94). Regarding this, it is pertinent to say that it is widely known that the human brain has a much greater capacity for learning during the

first five years of life, a crucial stage to provide knowledge to the greatest extent possible, since its assimilation does not take much effort.

Many people know how important it is to promote early learning, we also know the positive impact of the use of technological tools in the teaching and learning processes of a language; in the same way, there is a growing trend in the world for the use of these resources, as it is known that those elements not only have a quantitative advantage over traditional methods, but also lead to qualitative improvements. Consequently, in this study the researchers performed several tests, which were not all positive. For example, during the process, they could discover that by using instruments that are not dynamic for the students, they obtained unwanted and really boring results that were unclear for the students, because the students are interested in dynamic and striking videos, in that way information is received and interpreted in a simple, clear and understandable way. Through this research, the usefulness of ICT's in the English classroom was verified, as a valuable multimedia technological resource that helps a lot to the improvement and performance of students. As it is known, ICT's have been naturalized in everyday life, since most of the population, regardless of age, use cell phones, tablets, skype, mp3, podcasts, DVD, digital television twitter, WhatsApp, text messages, tablets, app's among others. For this, it is expected that ICT's have a leadership role or at least exist in English classes at school in processes such as reading and writing, listening and speaking, vocabulary acquisition, attitudes and student confidence.

Highlighting the following statement, there are several reasons why technology should be a daily support for teachers. First, the number of applications and existing electronic devices, facilitate communication and interactive development, necessary aspects in the educational field.

The other aspect is that both tools are propellants of interaction between students and

teachers, because they allow a more fluid and unpressured performance when solving or sharing ideas in the classroom (Arnold & Ducate, 2006). Based on this statement, it is possible to demonstrate the crucial necessity that institutions and students have today, the impact that the use of technological tools has on the teaching and learning processes of a language is really important and transcendental used it.

According to the information related above, we can clearly see that technology has several advantages over the traditional and outdated methods that people have seen for many years, nowadays students and in general most of the people have a natural relationship with all kinds of resources technological, so it is quite logical to try to take advantage of these facts. In this order of ideas, people must be open to new proposals and new processes, as these generate motivation and interests, as well as help improve skills during learning.

Cadena et Al. (2019) conducted a study at Universidad de la Sabana in Bogotá, Colombia, aimed at examining the possible impact of the Daily 6, approach on the oral fluency in English of some adolescents. To understand a little more, the Daily 6 approach is a combined approach that maximizes the attractive features of ICT tools, the Daily 5 structure and the sixth step, speaking to someone, added to the previous approach to promote fluency speech. The study was based on qualitative action research. This type of educational research focuses on teaching and learning issues that could be improved, which would benefit a certain population and their social situation through the development of new ideas and options. This study was conducted with a group of teenage students from a private school in the city of Bogotá, Colombia. Data was collected through surveys, diagnosis and performance tests and recordings using an app called VoiceThread. The results showed improvements in oral fluency and positive changes in the attitude of the subjects within a low anxiety environment. The population of this study was made up from a group of 13

eighth grade students, ages 13 to 14, who belonged to medium-high socioeconomic levels. The oral language performance of the group comprised a level of English A1, according to the common European framework. However, the standards set by the school program state that eighth grade students must master an A2 level. This study allowed to verify that the Daily 6 had a positive impact on the oral fluency of the participants thanks to the decrease in anxiety, the promotion of motivation and self-directed behaviors, and the speaking opportunities provided by the Sixth step of day 6. Likewise, this study showed that Daily 6, positively influenced the oral fluency of the participants. As the authors mentioned, the effectiveness of the aforementioned approach provided extremely important information on the importance of the results obtained through this study for the educational community, which aims to obtain an L2, by adding a novel approach in the educational context in the field of research.

Underlining the following statement, the media can become a learning strategy and improve visual, auditory and interactive skills, which motivates students to achieve achievements that will allow a construction of knowledge in their daily lives. Each technological resource allows, to a greater or lesser degree, the development of skills and the improvement of their abilities and skills, in the same way they give a greater sense and importance to the educational aspects (Ramírez, 2010).

From the above, it is worth highlighting again the degree of relevance that should be given to multimedia resources or tools that teachers or institutions can count on, since their advantages have been demonstrated in innumerable studies and research, in the teaching-learning strengthening processes of the educational community in general.

In the same way, it can be clearly analyzed and deduced that the technology, in this particular research, with the daily 6 approach, allowed to improve processes and skills such as oral

ability in this case, since this approach significantly reduced distracting factors or negatives such as anxiety in participants. Said reduction or appropriate management were very important for the verification of its effectiveness during the course of the study. Furthermore, there are several advantages over traditional or common methods. It is quite logical, not only to try to take advantage of, but to implement, processes that link and execute the methodologies applied in studies with positive results, such as this is the case. In this order of ideas, people must be open to new proposals and new directions, as these generate trust and a greater interest, while neglecting that the whole process that links all the actors in the educational field is improved.

Buitrago Campo (2016) conducted a research at Universidad de Antioquia in Medellin, Colombia, in order to report the results of an action research project focused on improving the communicative competence of a student population in the English area through the task-based learning approach. This study was conducted in a mixed public school with thirty-four high school students. The actions implemented include the development of a series of tasks and the results showed significant improvements in the communicative competence of students in the area of English. With respect to the type of research, this project was developed under the action research method, following the cycle of four stages defined as: planning, action, development and reflection. Consequently, this study used its results to promote significant changes in the English classes of a public school in addition to improving the teaching practices or methodologies applied by the participating educators. As for the instruments used, a class survey was applied to identify topics and activities in which the students were interested. Subsequently, the students voted for their favorite subjects the following: music, movies and TV series, love and Sports. These themes were then integrated into the content established in the course program, creating the different thematic units for the rest of the year. Some of the significant results in this study, whose purpose

was to improve students' communicative proficiency in English by implementing the TBL approach, were improvements in students' communicative proficiency in English and the factors that affected the implementation of the TBL approach. The data revealed that students improved their communicative competence through the implementation of tasks such as enumerating, ordering and classifying, comparing and sharing personal experiences. Through these daily tasks, students were able to speak and write in English, despite errors or inaccuracies, there was a remarkable improvement in processes and in task-based instruction.

According to the author, in oral ability, there was an increase in fluency, pronunciation and accuracy of students when expressing themselves. The above due to the repeated occasions that students had to express opinions orally, and in the same way their performance showed gradual progress in terms of pronunciation and fluency. In addition to building short sentences but well-structured spontaneously (P 102). This finding is of the utmost importance, since oral ability, without disregarding the others, its main objective should be communicative and, for that, it is essential to speak, something that for many students, is not simple or comfortable. To get a student to talk, he must feel comfortable, safe and motivated. In some cases, it is said that oral expression causes, among many other difficulties, anxiety, but also requires speed, spontaneity and direct exposure.

According to the information related above, we can clearly see that the development of oral communication skills is one of the fundamental objectives in language teaching. This is of vital importance for the interactive insertion of man in today's world. Therefore, it is remarkable that teachers internalize the importance of planning as part of daily activities and tasks that stimulate the development of the same through the participation of students in the classes that they become true active entities of it and makers of their own knowledge.

In this regard, UNESCO (2002) states: teachers and institutions must be prepared to train students regarding the advantages and uses of ICT. Schools and classrooms, whether they are face-to-face or virtual, must have teachers who have the necessary skills and resources in terms of ICT, that is, they can effectively teach and learn both the subjects and the required operation, while They can integrate concepts and skills in their teaching (P 28).

About this, it is clearly understood that teachers and students integrate a teaching-learning process mediated and energized by ICTs, in which the classroom, institution and society form new broad and inclusive educational environments for all. Notwithstanding what was proposed by UNESCO, the panorama observed in the educational institutions of the public sector, in Colombia, is different. The ICT-mediated training processes are incipient, due to the precarious technological endowment and inadequate locative conditions. This situation is still worrying, since The National Ministry of Education has been joining forces to advance processes that facilitate access to ICT's of the academic and administrative community of educational institutions, for this reason programs and projects have been undertaken in this sense. The government has made investment of millions both in the purchase of cutting-edge technology and in the training of managers and teachers in the use and appropriation of ICT's. Finally, it is worth mentioning that the use of ICT's as a pedagogical tool is quite poor, so is the low motivation of students in the teaching-learning processes. It would require a structural and attitudinal change that confers the application of new strategies mediated by environments that complement the teacher in his work, as this research showed, if it is possible to demonstrate and make significant changes in the national educational field.

Herrera & González (2017) conducted a study at Universidad Veracruzana in Veracruz, Mexico about the development of the oral skill in a Basic English online course. This study focused on students' perspectives on the development of their oral skills in online English courses. This study adopted a constructivist vision to understand how reality is constructed and maintained. It also adopts an interpretative perspective that argues that any attempt to understand reality must be based on people's experiences in that social reality. To analyze the behavior of the participants, an integrated mixed method design was used, which is based on one or more data forms within a broader design. The fieldwork was carried out in a level 2 online English course during a 6-month school period, at a public university in southeastern Mexico. The communicative tasks and other types of class activities, such as grammar explanations, exercises to practice and homework, were developed completely online on the educational platform of the institution and were supported by email and videoconference sessions, while the exams were carried out in face-to-face sessions. One of the researchers worked as a facilitator of the course, which allowed her to participate directly and incorporate the elements, while the other participated in the interviews and data analysis.

Likewise, the results obtained from this exploratory research revealed a connection between the frame of reference and indicators of oral proficiency in an online English course. On the other hand, the general perception of the participants about their interaction with the teacher was poor. Regarding the social presence, from the point of view of the students, communication between the students within the course was very limited, both individual and collective, which made it difficult to establish a community and therefore a greater interaction of same. The participants recognized that their participation could be greater and better, however they met the minimum requirements of the course.

For all the above it is clear that, this research is a great example or case to analyze and understand that although some tools have infinite advantages, such as the case of technological educational tools, if they do not know how to apply or do not have the necessary knowledge, in the case of teachers or instructors, such as appropriate educational methodologies and procedures, it will not be possible to succeed in them. Much can be learned, since we can learn about what should or should not be done when applying new procedures or methodologies. Similarly, it can be perceived that with a better approach, the research would have collected better and positive data. Nevertheless, it is important to be aware of these results, since they allow future studies in the educational field to be analyzed and planned in a better way.

According to the information related above, we can clearly see that technology provides advantages or disadvantages, depending on the approach and methodologies used by the instructors, whether it is a course or a class. Traditional methods may or may not be effective in such procedures, as effectiveness or productivity depends on the people who carry it out. Today students and, in general, most people have a natural relationship with all kinds of technological resources, so it sounds logical to try to take advantage of these resources. In this order of ideas, people must be not only open to new proposals, but also prepared in terms of the use and teaching methodologies in these academic processes, since these generate motivation and interests, in addition to helping to improve the skills during learning if they are properly focused.

In the research project “Facebook: An online environment for learning of English in institutions of higher education?” Carried out at the Sain University in the city of Penang, Malaysia by Kamarul et al, who takes as population 300 students of the university with the purpose of studying the perception that they have in relation to the use of Facebook as a tool to improve the

process of teaching-learning of English. For this, it was provided a survey to the study participants which consisted of two sections:

Section A solicited demographic information of the students and their language usage. The demographic information collected were gender and students' language ability. Section B comprised of items enquiring information on the students' practices of FB, and a construct (or an aspect that will be measured) on learning English in FB environment (16 items.)

Which according to Kabilan et al., (2010) showed that students agreed with the use of the social network Facebook as an educational tool as it helped students to improve their skills and the motivation they had towards English. The results of this research allow us to see that Facebook have a great potential as a tool for teaching English, and also to know what is the point of view that the students of Sain University have and allows us to create an idea of what could be the position that the students could have during the research.

Additionally, in a study conducted by Wang and Cheng (2013) which explored the use of Facebook as an educational tool in 60 primary school children in a supplementary English tutoring program in Taipei City of Taiwan, the investigators provided the students with a series of homework assignments where they needed to communicate with each other and with the teachers through Facebook, they were randomly divided into 2 groups, the experimental and the control group. The researchers designed a six-week institutional material with two major emphasis: vocabulary and grammar. At the end of the experiment two major instruments were used to collect the data, a learning motivation questionnaire and an English achievement test that showed the use of Facebook as an educational tool can help increase the motivation of students when learning a second language such as English. It also showed us that Facebook provides a more flexible and private environment in which students were able to achieve better results.

Therefore, Facebook has demonstrated to have different functions that can help to facilitate the teaching-learning process, incorporating the appropriate strategies to improve the attitude and results of the process of learning a second language in a positive way. For this reason, this study gives us further evidence that supports the use of social networks such as Facebook in the process of teaching-learning English.

Consequently, in a study carried out by Lambic (2016) in which it was intended to show if there was positive correlation on the use of Facebook as a learning aid and the academic performance of students. Also, it aims at determining whether the factor of perceived usefulness significantly influences the frequency of use of the Facebook as a learning aid. The research was conducted during one semester period in 2014 with 139 students of the Faculty of Education in Sombor, Serbia 77 females and 62 males, average age 21.74. A close type Facebook group was created where the teacher posted all the information related to the class as well as the different multimedia resources considered to be useful for the course by the students. Besides, students were using another Facebook group made up only of students where they shared materials and make discussion about the subject matter to help with the course, nevertheless it was also used as an informal means of socialization and entertainment.

As a result, this research confirmed that there is a positive correlation between the frequency of use of Facebook as a learning aid and the academic performance of students. The use of Facebook groups facilitated the collection and exchange of information considered useful by the students, concluding that the frequent use of Facebook groups has positive effects on the knowledge of students. Furthermore, it shows the impact that a Facebook group have in education and which are some of the uses it can have as an aid in the teaching learning process. And helping

us to understand what could be the impact that a Facebook group has when it is used as an educational tool in the teaching of English.

Also, in other study made by Sirivedin et al (2018), which investigated what effects the use of Facebook has on improving the writing and teaching of English in English teachers in Thailand, the multiple benefits of the social network can be appreciated, if it is used in an appropriate way in education. To gather the information, the researcher performed a mixed study carried out in two steps. First, a survey provided to 1,170 Thai teachers under the Bangkok Metropolitan Administration, and second an experimental part with the help of 17 BMA teachers. The survey consisted of 4 parts - demographic information, problems, needs and willingness to participate in the research. In the experimental step, a pre-test and a post-test used to evaluate the process of writing skills were carried out. The results of the study showed that there is an improvement of the writing skills of the participants, thanks to the interaction that the participants had during the study and the other factors such as the exchange of knowledge, the different points of view expressed in the discussions and the correction of errors during the interaction.

The findings of the study concluded that Facebook can be use a platform for English teaching learning as it showed different benefits in improving participants' writing skills. That shows Facebook can have multiple uses in teaching English and improving communicative language proficiency. Based on the efficiency of Facebook on the process of improving the writing skills, it could be analyzed which will be the benefic this social network site can have on the improvement of the audio-oral competences.

4. THEORETICAL AND REFERENTIAL FRAMEWORK

This chapter describes the different theories that support this research project. The proposed objective, through an oral production and listening approach, lies in the impact of an alternative methodological tool such as social networks such as Facebook on the teaching-learning process of English.

4.1 Communicative competence

To begin with, it is important to highlight the different benefits of improving communication skills. Communication skills can be defined as the skills that enable a person to communicate within a specific community, as long as the grammatical rules related to the socio-cultural context are respected. Chomsky (1965) stated that the linguistic theory was primarily concerned with an ideal speaker-listener who knows his language perfectly and is unaffected by such grammatically irrelevant conditions. Bagarić and Mihaljević mentioned that Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence, but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence. Therefore, it can be said that this function is determinant in linguistic production and comprehension, it not only requires the necessary ability to handle the language, but also the ability to situate oneself in the communicative context.

4.1.1 Oral production in L2

During the learning process of a second language students acquire the capacity of speaking English fluently. They develop some skills such as the oral production that are needed for the competent use of the second language. Nowadays, there are several theories and methodologies that focus on the teaching-learning process of these skills. However, in order to develop oral production, students must also develop other language skills such as writing, reading and listening, which will enable them to communicate in different contexts. Harmer (1983) said that

We would not expect students to be able to use these various discourse markers or repair strategies at all levels. On the contrary, we would expect them to develop their conversational skills as their English improves. However, students need to be aware of what real conversation looks like and we should give them help in using some of the more important phrases.

Therefore, it is important that learners develop the skills mentioned above, as these are the ones that will help them communicate in different social contexts.

4.1.2 Listening skill

Listening is a skill that involves receiving a message orally, so it can also be named as a receptive ability. However, to improve the listening skill is needed that students go under intensive procedures to decode the speaker's message. Then the listener must be active to process the information heard by the speaker. Similarly, developing this skill is a complex activity for students, so understanding what they hear requires connecting their previous knowledge. Hammer (1983) stated that extensive listening sections can help students to improve language learning. Nowadays, there are multiple recorded materials that can be used to improve the learners listening skill. "Recorded material allows students to hear a variety of different voices apart from just their own teacher's. It gives them an opportunity to 'meet' a range of different characters, especially where

'real' people are talking” (P. 304). Thus, these materials can be grouped according to the level of the students and will help them to understand what they hear in different contexts.

4.2 Blended learning

This concept does not have a single definition, over the years it has had different and diverse conceptions. Generally, it is defined as any combination of learning delivery methods that includes face-to-face instruction with computer technologies, the effective integration of various learning techniques, technologies and delivery methods to meet specific communication, knowledge and information exchange needs. An explanation will be given below based on experts who have worked and known the term closely. Valiathan (2002) said, “Blended learning is used to describe learning that mixes various event-based activities, including face-to-face classrooms, live e-learning, and self-paced learning”. This definition shows the type of work that is done in the process, where traditional methods are combined with the advantages offered by technological tools, when referring to online learning, since it is not necessary for the members of a learning group to be gathered in one place. In the same way, for Tucker (2012), Blended Learning is understood as a new teaching strategy, which merges face-to-face education with the use of technological resources. This differentiates it from E-learning, where education is strictly digital. A very important factor is the flexibility that it presents between teachers and students, since greater receptivity of the students is achieved. This is because the classes can be developed through a more interesting and striking, but controlled, space, because the learning process can be evaluated through different instruments. Another quite valuable view of this method is the following, according to Coaten (2003) “combines face-to-face and virtual teaching”, which is a way to

combine face-to-face teaching with technology, significantly improving the level of education and providing a new way of learning and teaching the student population.

4.2.1 ICTs in teaching / learning languages

Information and Communication Technologies, also known as ICT, are the set of technologies developed in order to manage information and send it from one place to another. These may include technologies to store information and retrieve it later, send and receive information from one site to another, or process information to calculate results and prepare reports. Similarly, they can be described as tools that support, process, store, synthesize, retrieve and present information in the most varied way. The devices have evolved over time: telegraph, landline, cell phones, radio and television. Currently, we can talk about the computer and the Internet. The use of ICT's represents a notable variation in society and in the future a change in the education system, in interpersonal relationships and in the way of disseminating and generating knowledge. To contextualize the term, The National Education Ministry defines the ICT's as the fusion of information technology, telecommunications and audiovisual media, becoming agents of change to redesign learning environments and teaching resources, making it possible to design more flexible and qualified pedagogical models as to the operation of the traditional school, the contents of the curriculum, the role of the teacher and the learning experiences offered to the student.

In our country, The Ministry of National Education created the National Bilingualism Program in order to promote and improve the level of English of the entire student population, based on the need to be at the level of competence of developed countries. Thus, The National Ministry of Education said:

In times of globalization, Colombia needs to develop the capacity of its citizens to handle at least one foreign language. In this context, the Ministry of Education formulates the National Bilingualism Program 2004-2019, which includes the new Standards of communicative competence in English. The Common European Framework was the benchmark for setting the mastery levels to be achieved. A program that strengthens competitiveness and incorporates the use of new technologies for learning a second language.

From this we can observe that it is very important to know and to be aware about globalization and all of its implications, mainly in this field of education since there are multiple benefits and advantages for the entire population. Similarly, there are other programs and agreements created between the national government and foreign governments, such as the agreement with the British Council, which according to Forero (2013):

To strengthen the objective of the National Bilingual Program, it is essential to strengthen the use of new technologies; in higher education, the challenge is not only to increase the quality of academic programs other than the degrees in languages offered by foreign language courses, but also to support teachers and students through virtual training. To achieve this, the Ministry of National Education, in agreement with the British Council trained 70 teachers of higher education, from all regions of the country, in order to enhance their capabilities in the use of tools and materials in virtual education.

From the previous text it can be evidenced how important have been the tools that were made available to the student population, not only teachers, in order to promote and substantially improve the levels and standards of foreign language proficiency. In addition, various platforms and applications have been enabled, trained and oriented to teachers and students in the different existing technological resources, such as traditional, mixed and virtual methods in order to cover as many participants as possible.

4.2.2 Facebook in ELT

Today, Social Networking Sites (SNS) such as Facebook has become a popular way of communication among young people, its main users are students who are in high school or starting college. Previous research has found that students tend to use SNS such as Facebook for more informal learning, such as communicating with peers about course content (Prescott et al. 2015). Considering the above, we can see that Facebook is a tool that can be used in the process of teaching and learning English as it allows improving communication between the student and the teacher. This facilitates the exchange of information and resources helping students during the learning process. Liu et al (2011) quote by Sirivedin et al. (2018) reported that learners could mostly learn through online social networks. Since students have easier access to information, this increases their motivation and benefits the support inside and outside the classroom.

5. METHODOLOGY

It is reminded that the main purpose of this investigation is to show how Facebook can be used as an educational tool to improve eighth graders audio/oral skills at a public school in Armenia, Quindío. Therefore, it is necessary to show the methodological aspects used during this research in order to meet the objective.

5.1 Research Approach

Since this study aims not only at determining what implications Facebook has for the teaching/learning process of a second language, but also at identifying the perceptions about it in relation to education, this study presents a qualitative approach since it implies a variety of materials as interviews, observation, personal experiences, etc. of the subjects of the study. Punch et al. cited in "Methodology of Research" Hernández et al. (2009) said that "The qualitative approach is selected when the purpose is to examine the way in which individuals perceive and experience the phenomena that surround them, deepening their points of view, interpretations and meanings". Qualitative research improved the understanding of the researcher by studying the phenomena in their natural settings. Bryman (1986, as cited by Ospina, 2004) identifies two forms of qualitative research:

One distills lessons from portraits of successful leaders to illustrate particular ideas. The other, more 'academic', explores several research designs: case studies using participant observation, semi-structured interviewing and document analysis; multiple case study design, adding comparative analysis; and interview studies asking leaders about their practices and orientations, or inviting individuals to discuss other leaders or leadership practices (Bryman et al, 1996.)

5.2 Research Type

Action research involves researchers being in continuous contact with the target population in order to address the problem presented to undertake the necessary changes to help to improve the audio-oral skills of students. Kemmis and McTaggart 1992, as cited by Alvira, 2016 stated, "Action research is an approach to improving education by changing it and learning from the

consequences of changes. It is participatory: it is research through which people work towards the improvement of their own practices” (p. 22). This type of research is best suited to the nature of the present study, as it is necessary to be in contact with the group of people who will be intended to help improve their listening and oral skills, but also based on the participation of the research subjects. Action-research was chosen, since this is a practical-participative, Hernández-Sampieri (2009) said that the purpose of action research is to understand and solve specific problems of a community linked to an environment (group, program, organization or community) with the foregoing, it is mentioned that with this investigation it is intended to determine what impact this social network has on the teaching-learning process of a language.

5.3. Research Design

According to MacMillan and Schumacher (2001:166) a research design is defined as a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s). Based on the objectives the research design used on the investigation was descriptive, since it employs data collection and analysis which can give a general view of the study. According to Gall (2007), the goal of descriptive research is to describe a phenomenon and its characteristics. This type research is more concerned with what rather than how or why something has happened. The descriptive design is used with the objective of describing what is the perception that the students had about the area of English, what strategies helped or not to the improvement of their audio-oral skills in the students and what was the impact that had the use of this social network during the teaching-learning process.

5.4 Data collection techniques and instruments

5.4.1 Interview

Seale, Giampietro, Gubrium and Silverman (2004), define an interview as a social encounter where speakers collaborate in producing retrospective and prospective accounts or versions of their past or future actions, experiences, feelings and thoughts. Two types of interviews were used in this study, namely focus group interviews and Semi-structured interviews.

The interview (Annex # 2) that was used with the participant, had 10 open questions, yes or no answers, and some with explanations. This instrument in particular was very useful, since we were able to know and contrast important information for the preparation of the lesson plans. In this interview we were able to observe some of the participant's tastes and preferences in their language learning process, as well as their perspectives in the academic field of their subject at school. This instrument was applied to the participant before starting the application process, and after the sessions ended, in order to contrast and show if there was an impact on the participant.

5.4.2 Survey

One of the data collection instruments used during the research was the survey. According to Buendia et al. 1998, "it is a research method capable of giving answers to problems in descriptive terms as well as in relation to variables, after the collection of systematic information, according to a previously established design that assures the rigor of the information obtained." For this survey, the responses of each student were taken into account, a process that allowed us

to obtain a percentage that indicated the perception that the students had in relation to the audio-oral skills.

This survey were focused on identifying the perception of students about the use of social networks (Facebook) for the development of these skills. The survey, (Annex #3) was applied in order to show the students' perception of the English class, as well as the use of ICTs and social networks by the head teacher with the class. These factors were classified into two criteria, the first one is the student's perception about the English class, and the second one is the teacher's attitude towards the use of ICTs in the class. Both dimensions were included in a total of 11 questions, which were divided into a total of 5 questions to understand the perception of the English class and 6 questions to know their attitude towards ICTs and social networks.

5.4.3 Diagnosis test

To determine how efficient the results of this research are, a diagnostic test was performed at the beginning of the investigation, with the objective of determining what the student's current English level was. This test was also applied at the end of the pedagogical intervention, to determine if there was an improvement in the student's listening and speaking skills. The test was divided into a listening test and an oral interview. The listening test consisted of two parts of ten questions each, the participant had to listen to the audios and answer the questions. In addition, an oral interview was applied in which 10 open questions were asked to the participant in which the researchers would take into account the fluency, pronunciation, coherence and grammar used by the student. This helped to adapt the methodology used to achieve a better performance in the audio oral skills.

5.4.4 Pedagogical intervention

The following explains how each of the instruments was implemented to collect data:

Firstly, a survey was conducted at the beginning of the first intervention (Annex 2), which will give a better perspective of the students with regard to the learning and teaching of the English language. This was applied to all students of the classroom by the researchers. It will consist of eleven (11) simple questions, and had multiple options from which they will choose the one that is most appropriate to the reality in the classroom.

Secondly, a personal interview (Annex 3) was applied to the entire population in order to know what is the perspective students have in relation to English learning and the use of ICT's in the classroom. It consists of ten (10) simple questions, and had open questions, which helped the researchers to know what the frequency they used the language is.

Third, there were 4 sessions of accompaniment with the student, in which different topics were developed (Annex 8,9,10,11), and that are focused on the development of audio oral skills in the student, these were complemented with activities such as videos, and audio test (Annex 5,6,7), which were posted on a facebook group, which was created with the purpose of helping to improve these skills.

The following instrument, was the diagnosis test of oral production and listening comprehension in English (Annex 4), which was applied by the researchers to 12 students at the beginning and the end of the intervention. The rubric was evaluated in each student taking into account the criteria of fluency, lexicon, grammar and pronunciation, which will be scored from 0 to 10.

5.5 Ethical Aspects

This research project proposes a method which can help to improve the living conditions of the participants. During the development of this project all the norms and rules were followed

to guarantee the integrity of the participants and the educational center where the research took place. For this reason, an informative consent was provided to the institution and the participants, in which it was explained what was the purpose of this research and what were the methods used. According to Deslauriers, “the main responsibility of the researcher is for people who participate in their research, they must not only take into consideration their physical, social and psychological well-being, their right to privacy and dignity.” Similarly, he explains that, “The person must know what the researcher expects from him and what he expects to do with the information he will give. The anticipated consequences of the investigation should be communicated as complete as possible to the participants”. Applying the above, transparency and proper use of the information collected by all participants in the development of the research work will be guaranteed. The participants were aware at all times that their participation was voluntary and that they could abandon the research at any time. All information obtained during the research was handled confidentially and anonymity was maintained for its participants and the educational institution, as established in the informed consent (Annex # 1).

5.6 Context and population

5.6.1 Context

This research project took place in a public and mixed educational institution in the city of Armenia in the department of Quindío. This institution has two branches located in the western part of the city, where education is provided from grade zero to grade eleven and the student population belongs to the socioeconomic strata 1, 2 and 3. For this research we took the eighth grade and analyzed the students' previous knowledge in the area of English, with the idea that by

this date the students should have already developed certain skills. Taking into account the impact of globalization on educational policies and that the teaching adopted has an emphasis on the humanities, the institution plans to have the recognition of training competent students in the command of Spanish as a mother tongue and English as a foreign language. All of this will be achieved through significant and articulated pedagogical processes, which generate an ethical performance in accordance with the needs of the community and later a successful integration into the working world.

5.6.2 Population

A day group, more specifically the eighth grade, would be targeted. There will be 10 participants, divided between women and men. The methodology would be directed to the whole class, but the results were focused on only 10 students to evidence the fulfillment of the research objectives. The final public to apply the instruments was selected taking into account which of the students would have easy access to the internet and a Facebook social network account. In the first instance, a survey would be applied based on obtaining evidence of students' motivation for the English class, at the beginning of the research. A diagnostic test would also be applied at the beginning and end of the research to evaluate the level of the students at the beginning and end of the research. For this purpose, a rubric of oral production and listening comprehension would be applied, including class observations

6. Data Analysis and results

This chapter presents the analysis of the data collected through interviews, surveys and diagnostic tests of audio and oral ability, as well as through the application of an intervention plan. After analyzing the data produced by the mentioned instruments, the following categories and subcategories were identified:

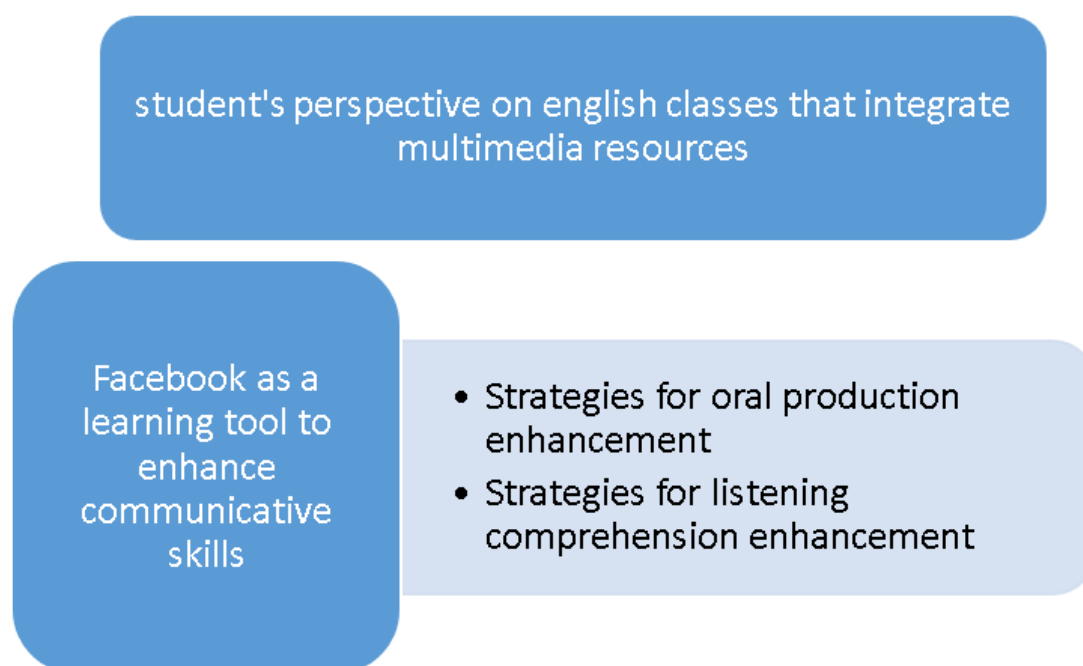


Figure No 1 categories and subcategories

6.1 Student's perspective on English classes that integrate multimedia resources

From the results of a survey, whose objective was to identify the student's position in relation to English, and taking into account the participation shown during the intervention, the following category arises, which analyzes the student's motivation in relation to English classes.

This category arises specifically, after analyzing the participant's responses obtained in annex number 2, survey, where a particular interest is observed for the use and implementation of technological resources in the process of learning the English language. Similarly, as mentioned in the theoretical framework, motivation has multiple benefits in the classroom when teaching a second language. When students are motivated, they internalize knowledge in an easier and faster way, being comfortable, everything flows. Taking into account the answers provided by the participant in the initial survey (annex # 2), it can be seen that the participant has a taste for the English language; however, he does not make daily use of it due to lack of adequate guidance or routing towards it. In the following survey extract, we can see one of the participant's responses regarding the use of different technological resources:

Extract 1 – interview:

T: pregunta número ocho ¿Qué piensas sobre el uso de las tecnologías de la información y las comunicaciones en las clases?

S: Pienso que está muy bien porque así podemos aprender de otras formas que no sea simplemente escribiendo en el cuaderno.

In addition, student participation was taken into account during class lessons that were implemented in the pedagogical intervention. In these meetings, it was found that the participant presented preferences for some of the activities that were implemented, as he found them fun and interactive. One of these activities is found in lesson plan # 1 "Body Part Pictionary". The use of social platforms such as Facebook is fun and different, further motivating their participation in the process.

5 min	Body Parts Pictionary Teacher is going to describe a part of the body, using known vocabulary for the participant, for example, "I used them to grab things" what they are, "tongues"	
-------	--	--

Figure No 2 - Lesson plan activity

With the above, it is possible to observe that the use of applications such as Facebook can increase the interest of students towards the class, thus evidencing what has been exposed by Wang & Chen (2013), who mentions that “We found that there was a gain in learning motivation for the experimental group. With compare to the control group, the students learned with Facebook exhibited more positive attitude and performed more peer interactions. Students seemed to prefer more to discuss the questions on Facebook than in the classroom. Some of the “quiet” students in the class demonstrated high interest in replying questions and argue with peers on Facebook”. This indicates that the learning and motivation of the participants in this process can be positively impact.

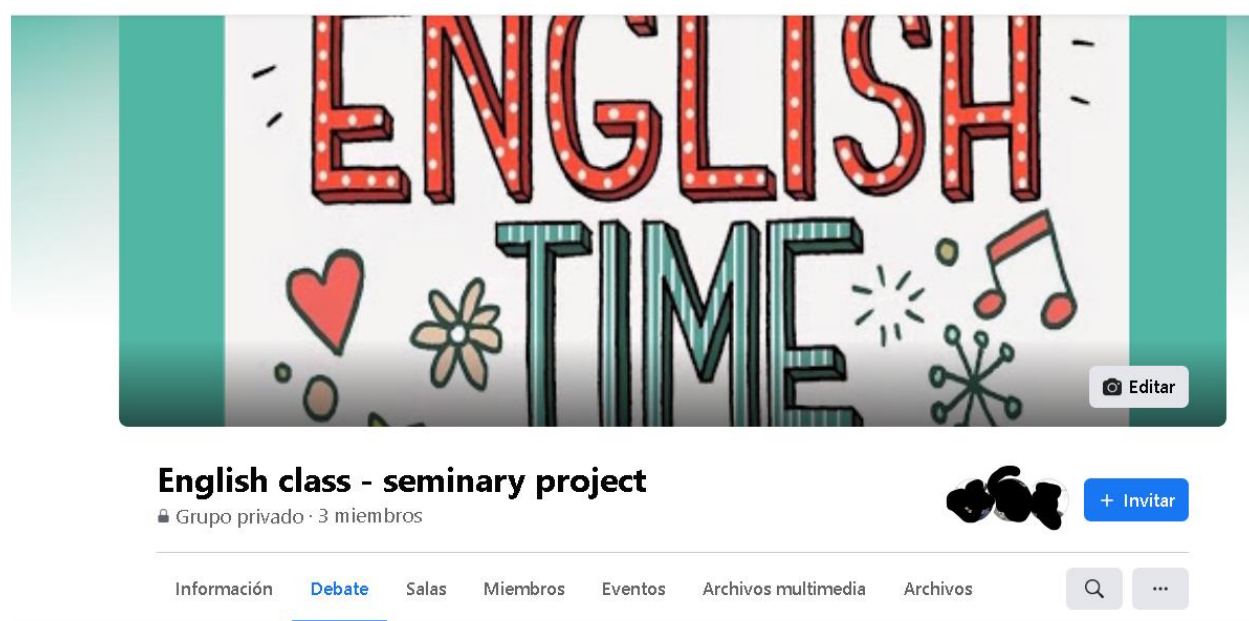
6.2 Facebook as a learning tool to enhance communicative skills

Taking into account the results obtained in the diagnostic test, which was applied at the beginning and end of the research, as well as the data obtained from recordings sent by the student, and the student's participation during the classes, which was documented through field notes, the category "Facebook as a learning tool to enhance communicative skill" arises. It analyzes the strategies that generated an impact on the subject of study. Considering what Namely and Hymes (1972) have said, the communicative competences are not only related to the competent use of grammar, but they also include a variety of situations for which it will be necessary for the subject to be placed in the communicative context.

6.2.1 Strategies for listening comprehension enhancement

Taking into account what was previously stated in the theoretical framework of this research, the development of communication skills is an important part of the process of learning a second language, since these skills are necessary to make competent use of it. For this purpose, the use of an online tool is integrated in order to answer the research questions posed in this paper.

In this subcategory, evidence is provided by the application of a listening test (Annex # 4), applied at the beginning of this research, which was divided into two parts of 10 questions each. In the first part "NAMES: MEETING NEW PEOPLE" the participant got 7 questions out of 10, and in the second part "INTRODUCTIONS" he got 6 correct answers out of 10. These results were taken as a reference, once the pedagogical intervention was finished. Based on the results obtained, different strategies were implemented to develop the student's listening skills, such as listening to recordings, watching videos related to the topic, and small conversations with the teacher through face-to-face classes and extra work posted on a Facebook group (Annex 19,20,22). In the Facebook group a material was posted regarding the improvement of listening skills (Annex # 5) and complementary material for the face-to-face classes (Appendix #), some of these materials were multiple choice listening exercises, each one of 5 questions, in the audio "DAILY SCHEDULE" (Annex # 6) got 3 correct questions out of 5, and in the following "A HEALTHY LIFESTYLE" (Annex # 7) got 4 out of 5.



In total, 4 sessions were implemented (Annex # 8, 9, 10, 11), during which different activities were developed to improve the participant's listening comprehension. These were complemented with a video providing more information about the topic or an activity to develop posted on the Facebook platform (Annex # 6, 7, 16). At the end of this intervention, the listening test was applied again (Annex # 14,15), showing an improvement in the student's results, since in

the first part "NAMES: MEETING NEW PEOPLE" the participant got 10 questions out of 10, and in the second part "INTRODUCTIONS" he got 9 correct answers out of 10. The improvement in the participant's results in the different activities confirms the stated by Lambic (2016) when he said that there was a positive correlation between the use of Facebook as a learning tool and the performance of the participant, since Facebook facilitates the access to the information.

6.2.2 Strategies for oral production enhancement

In this section, likewise, based on what was previously indicated in the theoretical framework of this research, the development of communication skills are necessary to make competent use of it. According to Herrera & González (2017), teaching bin methodologies focused on these academic processes can generate motivation and interests in students, in addition to helping to improve properly guided learning skills.

Furthermore, based on the results obtained in the oral diagnostic test, which was applied at the beginning and the end of the study as well as the data obtained from recordings sent by the student, and the student's participation during the interventions, which were documented through field notes, this category appears. Which analyzes which strategies generated the greatest impact on the participant.

In this subcategory, related to oral production, evidence is obtained through the application of a test (Annex # 4), an interview applied at the beginning of this investigation, which included 10 open-ended questions, the participant answers 6 of them with good fluency and pronunciation, in which we observe an adequate level, as well as the use of the language tenses, leaving 4 responses to said test, revealing some shortcomings to improve in pronunciation and grammar. These results were taken as references, once the pedagogical intervention ended. Based on the results obtained, different strategies were implemented to help the student develop oral production skills, such as read aloud of short paragraphs, short talks on the topics seen in the aforementioned interventions. Likewise, extra work posted in a Facebook group was assigned, which allowed

flexible practice by the participant in terms of schedules and arrangement. In the Facebook group, activities related to the improvement of production skills (annex # 17) and supplementary material for face-to-face classes (Annex # 8,9,10,11) were posted, most of the activities focused on the improvement of both the audio and oral parts.

By the end of the interventions, the participant had been exposed to different activities not only in the classes, but also through the exercises and activities posted on the page created for this purpose. In the same way that the audio test was applied, the same was done with the oral production, from which we can see an improvement in the shortcomings seen since the application of the first instruments. It should be noted that in Annex # 4, it was already mentioned that 60% of the questions were answered successfully, however at the end of the interventions with the application of a second and final oral test, an improvement in terms of vocabulary is evident, pronunciation and fluency of the answers we mean. We support this through annex #18 (Final Oral Test), of which we present the following extract:

Extract - Final Oral Test Interview

Inv: Number five – Who do you live with?

Part: I live with my mom, my sister and my dog. My sister is a university student. She study English.

Inv: (6) What do you like to do on weekends?

Part: Sometimes I like to play football, I like go to the park with my friends and also I like to play videogames in my computer.

Inv: number seven – What is your favorite food?

6.3 Discussion of results

Based on the information obtained in this research and the data analyzed during this chapter, it could be evidenced that the use of multimedia resources and online platforms, in this case Facebook, has a positive impact on the student's teaching and learning process, since the student showed great interest in the proposed activities, which is related to what Kabila et al., (2010) stated when they said “students agreed with the use of the social network Facebook as an educational tool as it helped students to improve their skills and the motivation they had towards English”.

After some interaction sessions in L2, the participant became more aware of the importance of English in his environment, of how you can improve your level and vocabulary acquisition in a simple way, of how English opens many doors in an infinity of contexts, not only from school perspectives, but also social, cultural and the possibility of traveling to any part of the world without thinking that the language will be a difficulty, which makes possible to confirm what was said by Lambic (2016) “The research confirmed a positive correlation between the frequency of use of Facebook as a learning aid, and the academic performance of the student in the subject”

As the classes were being applied, the participant looked more and more pleasant, so it can be validated that an improvement in fluency, pronunciation and vocabulary acquisition is evident, which allows establishing that the subject had a positive impact on the process.

7. Limitations on research

Little before beginning with the process of data collection, there was a public health emergency related to the outbreak of coronavirus COVID-19, which affected people all over the world. As a consequence, the government established a mandatory quarantine in order to control the spread of the virus. All kinds of activities have been affected quite a bit, including educational activities. All schools and universities, among other educational centers, were closed indefinitely,

making it impossible to carry out this study as it was planned. Due to this, it was necessary to make major changes in the application. The first change was the need of changing the study population. Luckily, the researchers found a volunteer, an eighth grader from a public school. The second difficulty is related to time. The implementation was planned to be carried out in 8 weeks; however, only 4 weeks could be done. All the information had to be collected through virtual tools.

8. Recommendations and Projections

The results obtained in this research present a contribution in the field of virtual education and the integration of online platforms as learning tools; taking into account this, the researchers make the following recommendations:

1. It is considered important to go deeper into the integration of different online platforms as tools to help in the process of learning a second language.
2. The results obtained can serve as a reference for future studies on the integration of these platforms.
3. It is recommended to carry out this study with a larger population than the one used, in order to analyze the variables that it may have.
4. It is recommended to use other platforms different from Facebook.

9. Conclusions

As it was possible to be demonstrated in the previous chapter, during which the information gathered through instruments like interviews, surveys, tests and interventions was analyzed, the following conclusions arise.

First, it is possible to establish the student's English perception, in relation to the English classes, the use of multimedia resources, tools and English platforms, in this case Facebook. Based on the results obtained, it is possible to conclude that the student had a positive reaction at the moment of integrating this type of platforms and activities; due to the fact that it is a different methodology from the one that he was used to. What was stated before relates to Lambic's (2016) study about the correlation between the use Facebook for educational purposes and academic performance. In conclusion, Facebook is perceived by students as a useful tool and which helps in the students' academic development.

Regarding the strategies that can be implemented through online platforms, it was possible to demonstrate that materials such as videos, audio tests, and recordings posted on a Facebook group were effective in helping the student's audio-oral skills, since the participant was very receptive to all the activities that were posted on the Facebook group. Also, it demonstrated to have a positive impact on the participant's performance because, he showed an improvement when applying the diagnostic test a second time after the pedagogical implementation and the integration of Facebook as a learning tool, this exposes the proposal of Sirivedin et al (2018) who pointed out that the Facebook platform had a positive impact on the improvement of the English writing skills of a group of teachers in Thailand. Therefore, it can be concluded that there are a lot of different benefits when integrating this online platform since through its use, different communication skills can be improved, in this case audio-oral skills.

10. REFERENCES

Altablero (2005). *Bases para una nación bilingüe y competitiva*. Altablero, vol 37, Taken from: <https://www.mineducacion.gov.co/1621/article-97498.html>

Alvira, R. (2016). *The impact of oral and written feedback on EFL writers with the use of screencasts*. PROFILE Issues in Teachers' Professional Development, 18(2), 79-92. <https://doi.org/10.15446/profile.v18n2.53397>.

Arnold, N. & Ducate, L. (2006). Future Foreign Language Teachers' Social and Cognitive Collaboration in an Online Environment. *Language Learning & Technology*, 10(1), 42–66. Available at <http://dx.doi.org/10125/44046>

Bagarić V., Djigunović M. (2007) *Defining Communicative Competence*, Metodika Vol. I, br. 1, 2007, pages 94-103. Taken from

<https://pdfs.semanticscholar.org/055c/196d701d371778fc8a7b79790b95c0993a26.pdf>

Buitrago Campo, A. C. (2016). Improving 10th graders' English communicative competence through the implementation of the task-based learning approach. *PROFILE Issues in Teachers' Professional Development*, V 18(2), 95-110. Available at <https://revistas.unal.edu.co/index.php/profile/article/view/48272>

Cadena-Aguilar, R. F., Ortega-Cuellar, J. H., & Cadena-Aguilar, A. (2019). Daily 6: An approach to foster oral fluency of English as a foreign language in adolescents. *Profile: Issues in Teachers' Professional Development*, 21(2), 29-44. Available at <https://revistas.unal.edu.co/index.php/profile/article/view/71364/71631>

Coaten, N. (2003). Blended e-learning. Taken from:

<http://www.educaweb.com/esp/servicios/monografico/formacionvirtual/1181076.asp>

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Massachusetts, U.S.A: The MIT Press.

Deslauriers, J. P. (2004) *Investigación cualitativa, guía práctica*. Pereira, Colombia: Editorial papiro

Forero, P. (Julio, 2013). El uso de TIC y la enseñanza del inglés en la U. Central. *Noticentral*. Taken from: <https://www.ucentral.edu.co/noticentral/uso-tic-ensenanza-del-ingles-u-central>

Harmer, J. (1983) *The practice of English language teaching* (4th edition.) Harlow, England: Pearson Logman

Haron N. N., Yasmin H. Z and Noor A. I. (2015). *Research in language teaching and learning*. Chp 5: E-Learning as a platform to learn English among ESL learners: Benefits and barriers. Taken from:

https://www.researchgate.net/publication/306119651_E-Learning_as_a_Platform_to_Learn_English_among_ESL_Learners_Benefits_and_Barriers

Hernandez-Sampieri, Carlos F. C., Pilar B. (2009) *Metodologia de la investigacion*. Mexico D.F, Mexico. McGRAW-HILL / INTERAMERICANA EDITORES, S.A. DE C.V.

Herrera Díaz, L. E., & González, D. (2017). Developing the oral skill in online English courses framed by the community of inquiry. *PROFILE Issues in Teachers' Professional Development*, 19(1), 73-88. Available at <https://doi.org/10.15446/profile.v19n1.55957>

Lambić D. (2016). Correlation between Facebook use for educational purposes and academic performance of students. *Computers in Human Behavior*. Vol 61, pages 313-320 Taken from: <https://www.sciencedirect.com/science/article/pii/S0747563216302230>

López J. (2017). The Influence of ICT in the Development of Writing Skills through an Online Platform1. *Matices en lengua extranjera*, Vol (11), 19-44. Taken from: <https://revistas.unal.edu.co/index.php/male/article/view/71852>

López, G. & Londoño, M. (2012). *Las TIC como potenciadoras en la Adquisición de una segunda lengua*. Universidad de Manizales: Manizales, Caldas.

Mahecha A. O., Karen P. A. and Lina G. C. (2014). *Facebook: methodological strategy to enhance listening in English in 4th grade at Antonio Nariño high school night shift, degree*. Universidad Libre: Bogotá.

McMillan, J. H., & Schumacher, S. (2001). *Research in Education. A Conceptual Introduction* (5th ed.). New York: Longman.

Muhammad Kamarul Kabilan, Norlida A., Mohamad J. Z. Abidin (2010). Facebook: An online environment for learning of English in institutions of higher education? *The Internet and Higher Education*, Vol 13, 179-187. Taken from: <https://www.sciencedirect.com/science/article/abs/pii/S1096751610000588>

Phiyapa Sirivedin, Weerachat S., Sunti S. (2018). Effects of Facebook usage on English learning behavior of Thai English teachers. *Kasetsart Journal of Social Sciences*. Volume 39, Issue 2, Pages 183-189 taken from: <https://www.sciencedirect.com/science/article/pii/S2452315118301619>

Prescott J., Matthew S., Gordon B. & Sarah W. (2015) The Experience of using Facebook as an Educational Tool, *Health and Social Care Education*, DOI: 10.11120/hsce.2013.00033. Taken from <https://www.tandfonline.com/doi/full/10.11120/hsce.2013.00033>

Ospina, S. (2004). Qualitative research. Sage publications. P 3. Taken from https://ualr.edu/interdisciplinary/files/2010/03/Qualitative_Research.pdf

Ramírez-Osorio, C. E. (2010). Con las TIC desde pequeños. *Altablero*. Available at <https://www.mineducacion.gov.co/1621/article-242228.html>

Tucker, C. R. (2012). *Blended Learning in Grades 4-12: Leveraging the Power of Technology to Create Student Centered Classrooms*. Corwin Publication.

UNESCO (2002). *Information and Communication Technology in Education. A Curriculum for Schools and Programme of Teacher Development*. Available at <http://www.unescobkk.org/index.php?id=3127>

Valiathan, P. (2002). "Blended learning models." Learning Circuits. Available from <http://www.learningcircuits.org/2002/aug2002/valiathan.html>

Wang, C.h., & Chen C. (2013). Effects of Facebook Tutoring on Learning English as a Second Language. International Association for Development of the Information Society, Paper presented

at the International Association for Development of the Information Society (IADIS) International Conference on e-Learning (Prague, Czech Republic, Jul 23-26, 2013), (p. 8). Prague.

ANNEXES

Annex 1 – Informed consent

La presente tiene como objetivo solicitar su permiso para la realización de entrevistas, observaciones de clase e intervención pedagógica como parte del proyecto de investigación de los estudiantes que se relacionan a continuación y el cual hace parte del Seminario de Investigación en Lengua Extranjera III de la Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés de la Universidad del Quindío:

MARLON STEVEN BETANCURT CALDERÓN CC. 1094957637

JUAN ESTEBAN RAMÍREZ OROZCO CC. 1015400941

Se anexa la información referente al proyecto de investigación, donde se explica detalladamente el objetivo del trabajo, las características del grupo focal y otros detalles importantes que demuestran el valioso aporte de este proyecto en la enseñanza de una segunda lengua, en este caso inglés:

Dicho lo anterior, agradecemos su atención y esperamos una respuesta pronta y positiva de su parte.

.

CONSENTIMIENTO INFORMADO

TÍTULO: *THE USE OF FACEBOOK AS A PROPELLER IN THE TEACHING/LEARNING PROCESS OF ENGLISH AS A SECOND LANGUAGE WITH EIGHTH GRADERS AT A PUBLIC INSTITUTION IN ARMENIA, QUINDÍO*

INVESTIGADORES: MARLON STEVEN BETANCURT CALDERÓN y JUAN ESTEBAN RAMÍREZ OROZCO

NÚMERO DE TELÉFONO ASOCIADO A LA INVESTIGACIÓN: 3106092414

LUGAR: Institución Educativa CASD, Armenia.

DOCENTE ASESOR DEL TRABAJO DE INVESTIGACIÓN: Paola Alzate Ortiz
(palzate@uniquindio.edu.co – 3164453094).

INTRODUCCIÓN: Los estudiantes de grado 8º de la Institución Educativa CASD son el objetivo principal para la realización de esta investigación, por lo cual se redacta esta carta de consentimiento informado, donde conste el permiso con el cual los investigadores podrán cumplir con sus labores específicas dentro de la institución y con la población de muestra especificada. Antes de tomar cualquier decisión, los padres de familia, la rectora y docentes encargados, pueden plantear todo tipo de preguntas con el fin de garantizar la transparencia de este estudio y así asegurarse de que entienden los riesgos y los beneficios que puedan resultar de esta investigación.

PROPÓSITO DEL ESTUDIO: Determinar cómo Facebook puede usarse como una herramienta educativa para generar un impacto positivo en la comprensión de audio y producción oral de los estudiantes de grado octavo en una institución educativa pública del departamento.

PARTICIPANTES DEL ESTUDIO: Son participantes los estudiantes de 8º grado de la Institución Educativa CASD. Dicha participación es completamente voluntaria. Estos pueden participar o abandonar el estudio en cualquier momento, sin que ello les genere sanción alguna.

PROCEDIMIENTO: Para la recolección de datos relacionados con este estudio, se utilizarán diferentes técnicas e instrumentos con el fin de realizar dicha tarea. A continuación, se muestran las actividades y el orden de su implementación:

- a. Entrevistas a un grupo focal de estudiantes. Para la entrevista se solicitará consentimiento de los padres y/o acudientes.
- b. Encuesta dirigida a los estudiantes.
- c. Observación de dos clases (para caracterización de la población).
- d. Intervención pedagógica que durará 8 semanas.
- e. Análisis de documentos institucionales (PEI, plan de área, etc.).

Todas estas actividades tendrán lugar en la institución; las grabaciones en audio y/o en video o los registros fotográficos (si son autorizadas por la institución) se realizarán de manera que no perturben las actividades de clase y que además no revelen la identidad de los participantes. Los estudiantes investigadores localizarán los equipos de grabación en un lugar estratégico que permita calidad del sonido, o en el lugar que el docente sugiera.

RIESGOS O INCOMODIDADES: Los participantes de esta investigación tal vez podrían llegar a sentir incomodidad o que se vulnera su privacidad por la presencia de las investigadoras dentro del aula de clase. Sin embargo, en ningún momento del estudio se hará algún tipo de intervención que afecte la normalidad de la misma, pues el objetivo no es incomodar sino investigar y hallar posibles soluciones pedagógicas y ofrecer herramientas que posibiliten el crecimiento profesional y personal.

BENEFICIOS: Los beneficios se verán reflejados en la comunidad académica (docentes y estudiantes) ya que los resultados de este análisis pueden servir como insumo para propuestas innovadoras de metodología de la enseñanza del inglés, además de contribuir en el enfoque comunicativo que se desarrolla en la institución.

PRIVACIDAD Y CONFIDENCIALIDAD: La información personal que se entregará a los investigadores en el transcurso de este estudio tendrá un alto nivel de confidencialidad, pues en ningún momento la identidad de los participantes será revelada. El equipo general de la investigación y el personal de apoyo sólo tendrá acceso a dicha información. Los resultados de este estudio pueden ser publicados en revistas de investigación o ser presentados en reuniones científicas, pero la identidad de los estudiantes no será divulgada.

DERECHO A RETIRARSE DEL ESTUDIO DE INVESTIGACIÓN: Los alumnos, docentes y directivos pueden retirarse del estudio en cualquier momento. Sin embargo, los datos obtenidos hasta ese momento seguirán formando parte del estudio a menos que se solicite expresamente por escrito que su identificación y su información sea borrada de nuestra base de datos. Al informar su retiro, los participantes deberán informar al grupo investigador si desean que sus respuestas sean eliminadas, siendo el caso, los resultados de la evaluación serán incinerados. Los participantes no firmarán este consentimiento a menos que hayan tenido la oportunidad de

hacer preguntas y recibir respuestas satisfactorias para cada una de ellas. Si estos firman aceptando participar en este estudio, recibirán una copia firmada por la directora del programa de Lic. en Lenguas Modernas con Énfasis en Inglés y Francés de la Universidad del Quindío, quien nos acredita como estudiantes activas e investigadoras idóneas a miras de obtener el título profesional mediante la realización de este proyecto.

ESTUDIOS FUTUROS: Nuestros planes de investigación aparecen resumidos en el formato de consentimiento informado. Es posible que en el futuro los resultados de su evaluación sean utilizados para otras investigaciones cuyos objetivos y propósitos sean de continuidad de línea de investigación. Si esto llega a suceder, toda la información será entregada de manera condicionada para evitar que se revele información personal.

Atentamente,

Marlon Steven Betancurt Calderón
CC. 1094957637

Juan Esteban Ramírez Orozco
CC. 1015400941

Firma de autorización

Luz Stella Zuluaga Jaramillo
Directora del Programa de Licenciatura en Lenguas Modernas
con Énfasis en Inglés y Francés
Universidad del Quindío



UNIVERSIDAD DEL QUINDÍO
PROGRAMA DE LICENCIATURA EN LENGUAS MODERNAS CON
ÉNFASIS EN INGLÉS Y FRANCÉS

ACTA CONSENTIMIENTO INFORMADO

FECHA: _____

Los abajo firmantes aceptamos participar voluntaria y anónimamente en el proyecto de investigación “THE USE OF FACEBOOK AS A PROPELLER IN THE TEACHING/LEARNING PROCESS OF ENGLISH AS A SECOND LANGUAGE WITH

EIGHT GRADERS AT A PUBLIC INSTITUTION IN ARMENIA, QUINDÍO”, llevado a cabo por Marlon Steven Betancurt Calderon y Juan Esteban Ramirez Orozco, estudiantes del programa de Licenciatura en Lengua Modernas con énfasis en Francés e Inglés de la Universidad del Quindío.

Declaramos haber sido informados de los objetivos y procedimientos del estudio y del tipo de participación. En relación con ello, aceptamos ser observado en clase, entrevistados y participar de las actividades propuestas para el análisis de los mismos.

Declaro haber sido informado que mi participación no involucra ningún daño o peligro para mi salud física o mental, que es voluntaria y que puedo negarme a participar o dejar de participar en cualquier momento sin dar explicaciones o recibir sanción alguna.

Declaro saber que la información entregada será **confidencial y anónima**. Entiendo que la información será analizada por el investigador en forma grupal y que no se podrá identificar las respuestas y opiniones del participante de modo personal. La información que se obtenga será guardada por la investigadora responsable en dependencias de la Universidad del Quindío y será utilizada sólo para este estudio.

Este documento se firma en dos ejemplares, quedando uno en poder de cada una de las partes.

Investigador:

Nombre y Apellidos	Documento de Identidad	Firma
_____	C.C _____	_____
_____	C.C _____	_____

Participantes:

Nombre y Apellidos	Documento de Identidad	Firma
_____	C.C _____	_____

Código asignado para el estudio: _____ (docente o padre de familia)

Annex 2 – Students’ Interview

1. ¿Cuántas horas a la semana estudias inglés en tu escuela?
2. ¿Crees que las clases de inglés de tu escuela son divertidas?
3. ¿Estudias inglés en casa? Si la respuesta es si, ¿Cuántas horas estudias?
4. ¿Con qué frecuencia usas el inglés en tus actividades diarias?
5. ¿Crees que el inglés es importante?
6. De las cuatro habilidades de comunicación en inglés, ¿cuáles considera más difíciles de usar y por qué?
7. ¿Practicar las habilidades audio-orales en casa?
8. ¿Qué piensas sobre el uso de las Tecnologías de la información y las comunicaciones en las clases? ¿Te gusta que el profesor las incluya, si la respuesta es sí, cuáles?
9. ¿Te gustaría que el profesor usara una red social como Facebook para las clases de inglés?
10. Si el profesor publica actividades o material en Facebook, ¿accederá a Facebook para mirarlo?

Annex 3 – Students’ Survey

La siguiente encuesta tiene el objetivo de conocer tu opinión acerca del uso de redes sociales en el área de la enseñanza del idioma inglés. Lee las preguntas detenidamente. Responde cada pregunta de la manera más honesta posible, “tus respuestas no serán divulgadas a nadie”.

1. ¿Te gusta en inglés?
 - a. Si b. No ¿Por qué?
2. ¿Es difícil entender el idioma inglés?
 - a. Si b. No
3. ¿Practicar el inglés fuera de clase? (familia, amigos, conocidos)
 - a. Si b. No ¿Por qué?
4. Cuando escuchas una grabación de inglés, tu
 - a. Entiendes muy bien b. Entiendes partes de la grabación. c. No entiendes nada.
5. ¿Qué tipo de actividades haces para practicar la habilidad de audio?

- a. Escucho música b. Películas en inglés. c. Videojuegos en inglés. d.
Otro. ¿Cuál? e. No la practico.
6. ¿Te gustaría que en tus clases de inglés se incorporaran actividades relacionadas con el uso de Facebook?
- a. Si b. No
7. ¿Qué temas te gustaría que se trabajaran en las clases de inglés?
- a. Cultura b. Música c. Videojuegos d. Tecnología e. otros. ¿Cuáles?
8. ¿Cada cuánto revisa tus redes sociales al día?
- a. 0-5 veces b. 5-10 veces c. 10-20 veces d. más de 20 veces
9. ¿Si tu profesor de inglés creara un grupo en Facebook para compartir información, lo usarías?
- a. Si b. No ¿Por qué?
10. ¿Durante tus clases de inglés, tu profesor usa medios tecnológicos?
- a. Si b. No ¿Cuáles?
11. ¿Has usado alguna red social como herramienta de aprendizaje en clase?
- a. Si b. No Si su respuesta es sí, considera que es importante a. Si b. No

Annex 4 - Diagnosis Test

Interview

1. What's your name?
2. How old are you?
3. Where are you from?
4. Where do you live?
5. Who do you live with?
6. What do you like to do on the weekends?
7. What's your favorite food?
8. What is your favorite music?
9. What are you going to do next weekend?
10. What did you do last night?

Audio test

First part. Listen to the recording and answer the questions. <https://www.esl-lab.com/basic-english/names/>

1. Hi. My name's _____.
 - a. Jacob
 - b. Jared
 - c. Josh
2. I want you to meet my sister, _____.
 - a. Tammy
 - b. Amy
 - c. Candy
3. All of my friend calls me, _____.
 - a. Mike
 - b. Nick
 - c. Matt
4. The teacher name is _____ smith
 - a. Dennis
 - b. Daniel
 - c. Douglas
5. _____ is sixteen years old
 - a. Alex
 - b. Alisa
 - c. Amanda
6. Do you know_____.
 - a. Pat
 - b. Peter
 - c. Paul
7. _____ on Friday
 - a. Natalia's

- b. Nancy's
 - c. Nicole's
8. Is your roommate name _____, I cannot remember?
- a. Randall
 - b. Russel
 - c. Richard
9. _____ was born in Los Angeles but she growth up in Texas
- a. Lisa
 - b. Lauren
 - c. Laura
10. Before he graduated from collage _____ traveled around Europe for 3 weeks
- a. Ted
 - b. Todd
 - c. Tim



Correct!

Lauren was born in Los Angeles but she grew up in Texas.

10. _____.

Ted

Tim

Todd

Correct!

Before he graduated from college, Ted traveled around Europe for three weeks.

Private: Names: Meeting New People

You got 7 out of 10

Okay.

2. Listen to the record and choose the best answer <https://www.esl-lab.com/basic-english/introductions/>

1. What's your name _____?
 - a. I'm a student
 - b. I'm Nancy
 - c. I'm from Russia
2. Where do you live _____?
 - a. I'm fine
 - b. I'm from Canada

- c. I live
- 3. How is it going_____?
 - a. Okay
 - b. I'm going to school
 - c. No problem
- 4. Where does she work_____?
 - a. She's a teacher
 - b. She works at City Bank
 - c. She likes to work
- 5. Where are they from_____?
 - a. They're from Mexico
 - b. They live in Tokyo
 - c. They are in school
- 6. How many people are in your family?
 - a. My father is a doctor
 - b. I have three brothers
 - c. I'm getting married
- 7. What's new?
 - a. Nothing much
 - b. I'm fine
 - c. That's too bad
- 8. What does he do?
 - a. He's an engineer
 - b. He is from Italy
 - c. He's Japanese
- 9. What do you do in your spare time?
 - a. I'm busy this weekend
 - b. I don't like sports

- c. I like to exercise
10. What do you father do for a living?
- a. He works downtown
- b. He's a doctor
- c. He lives in Hong Kong

esl-lab.com/basic-english/introductions/



RANDALL'S
ESL CYBER LISTENING LAB

[Home](#)

Correct!

What do you do in your spare time? (I like to exercise.)

10. _____?

He's a doctor.

He lives in Hong Kong.

He works downtown.

Incorrect.

What does your father do for a living? (He's a doctor.)

Private: Introductions

You got 6 out of 10

Try again.

Annex # 5 Facebook material

This is a very good video which shows us how to improve our listening skill

The thumbnail features a cartoon boy on the left wearing a red and blue cap, a green shirt, and blue shorts, holding a purple smartphone. To his right, the text 'How to improve Listening Skill Effectively?' is displayed in large, bold letters, with 'How to improve' in black on a yellow background, 'Listening Skill' in black, and 'Effectively?' in red. Below this, a yellow banner contains the text 'So how can we improve listening English skill effectively?'. In the top right corner, there is a small circular logo with the text 'Learn* Daily English'. A white information icon 'i' is located in the bottom right corner of the thumbnail area.

YOUTUBE.COM

How to Improve Listening Skill Effectively? (without spending extra time)| English Tips



On the link below you will find the correct pronunciation of the English phonemes

SOUNDSOFSPEECH.IOWA.EDU

Sounds of Speech

EJERCICIO DE INGLÉS

DICTADO 2



YOUTUBE.COM

Ejercicio de Inglés - Dictado 2
¡Practica tu escucha (listening) con este ejercicio de dictado! Dific...

Annex # 6


Go to the link below, listen the recording and answer the questions.
Once you have answer the question comment how many correct answers you get

ESL-LAB.COM

A Healthy Lifestyle | Randall's ESL Cyber Listening Lab

Maintaining a healthy lifestyle includes fitness, exercise, and healthy eating habits. Listen to this conversation about the topic.

esl-lab.com/intermediate/healthy-lifestyle/?fbclid=IwAR2RpkhE7QliufgYH8WPodAM1Ddy4mM2_2gieqSw8UDkSH0720αfhLjH4

 **RANDALL'S
ESL CYBER LISTENING LAB** [Home](#) [Lis](#)

Correct!
Woman: And you need to watch your diet and cut back on the fatty foods, like ice cream. And you should try eating more fresh fruits and vegetables.

Why does the man's wife recommend cycling?

- It helps develop mental toughness.
- It helps strengthen the heart.
- It is good for improving muscle tone.

Correct!
Woman: And you should take up a little weight training to strengthen your muscles or perhaps try cycling to build up your cardiovascular system. Oh, and you need to go to bed early instead of watching TV half the night.

Private: A Healthy Lifestyle
You got 4 out of 5
Okay.

Annex # 7

listen to the record and answer the questions.
Once you have answer the question comment how many correct answers you get

ESL-LAB.COM 

Daily Schedule | Randall's ESL Cyber Listening Lab
A daily schedule can keep you on track to accomplish your goals. Listen to a conversation on the topic.

esi-lab.com/easy/daily-schedule/?fbclid=IwAR2e3nZInHPBan4LZ1DDUVT8hobs5bTFLckZ7mfHeyrEF9UtlTZcFJLtkZw

They watch TV.

Incorrect.

Man: Well, my wife and I often watch TV or talk until 10:00 o'clock. She then often reads while I work on my site, and I sometimes stay up until the early hours of the morning, but I try to finish everything by one or two.

What is one thing the man does NOT say about his wife?

She has to take their children to school.

She helps the kids with their homework.

She goes shopping for food.

Correct!

Man: But I think my wife has the toughest job. She spends her whole day taking care of our family . . . taking the kids to school, working in the garden, buying groceries, taking the kids to piano lessons . . . [Wow!] It's a full-time job, but she enjoys what she does.

Private: Daily Schedule
You got 3 out of 5
Try again.

Annex # 8

LESSON PLAN – BODY PARTS

GENERAL INFORMATION

Teacher:	School	Grade:	Duration in hours:
Marlon Steven Betancurt Juan Esteban Ramirez	N/A	N/A	1h
Standards:			
<ul style="list-style-type: none"> ● I identify general and specific ideas in oral texts, if I have knowledge of the subject and the vocabulary used. . ● I infer specific information from an oral text. ● I participate in a conversation when my interlocutor gives me time to think about my answers. ● I use my general knowledge of the world to participate in a conversation 			

Objective based on language functions: Students will recognize the body parts.
Specific objectives: <ul style="list-style-type: none"> • Students will be able to name the body parts. • Students will use the new vocabulary to talk about body part.
Topic: Body part

PERFORMANCE INDICATORS

Knowing	Doing	Being
<p>Recognizes the main parts of the body. Recognizes his or her gender.</p> <p>Recognizes and pronounces vocabulary related to different parts of the body.</p> <p>Identifies phrases to express preference.</p>	<p>Names the parts of their body.</p> <p>Associates words that they hear to images related to body parts and games.</p> <p>Follows simple instructions when told slowly with clear pronunciation.</p>	<p>Values the importance of taking care of their body while playing.</p> <p>Respects and takes care of their own and their classmates' bodies.</p> <p>Follows the established norms of conduct</p>
<p>Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): Face: eyes, mouth nose Body: head, shoulders, knees, toes. Present simple Clothes vocabulary</p>		
<p>Integrated Skills:</p> <ul style="list-style-type: none"> • Students are going to improve their pronunciation through repetition. • Students will improve their writing using new vocabulary. 		
<p>Procedure, interaction patterns and timing:</p>		

Stage, interaction pattern, timing	Activity Description	Stage aim	
Warmup 5 min	Ask the participant to brainstorming all the words he knows of body parts	To know the which are the body parts known students	
Practice 10 min	<p>Teacher is going to present a video of the parts of the body, to help participant to recognize them.</p> <p>https://www.youtube.com/watch?v=0fH1QcfjmBQ (3:15 min)</p> <p>Review body parts with the participant. Go over parts that weren't pronounce properly</p> <p>Some images of body parts will be projected on the screen, and it will be explained the pronunciation of them</p>		
Independent practice 5 min	<p>Teacher is going to play a song in which the participant is going to tell to the teacher which parts of body were mentioned</p> <p>https://youtu.be/rAdDaqRglvY</p> <p>(listening)</p>		
Social practice 5 min 5 min	<p>Teacher is going to show a picture of the clothes and participant will have to tell to the teacher in which part of the body it is wear.</p> <p>Body Parts Pictionary Teacher is going to describe a part of the body, using known vocabulary for the participant, for example, "I used them to grab things" what they are, "tongues"</p>		
Feedback 10 min	Teacher is going to give feedback of the topic seem during the class.	Students will clarify doubts they got during the class.	Students will clarify doubts they got during class.

Materials and resources:

Pictures of the body parts, laptop to show videos

Do you remember all of these?

CLOTHES

boots



mittens



hat



swimsuit



socks



dress



skirt



gloves



jacket



shoes



t-shirt



shorts



trousers



jeans



jumper



cap



glasses



pyjamas



scarf

LESSON PLAN – HEALTHY AND UNHEALTHY HABITS

GENERAL INFORMATION

Teacher:	School	Grade:	Duration in hours:
Marlon Steven Betancurt Calderon Juan Esteban Orozco	N/A	N/A	35 min
Standards:			
<ul style="list-style-type: none"> ● Students will be able to understand and develop the instructions of the teacher during games and activities. ● Students will identify which are the healthy and unhealthy habits. ● Students will be able using healthy and unhealthy habits vocabulary. 			
General objective: Students will recognize the habits that can be good for their health.			
Specific objectives:			
<ul style="list-style-type: none"> ● Students will comprehend which habit is good or bad for their health. ● Students will use the new vocabulary to talk about healthy and unhealthy habits. 			
Topic: Healthy and unhealthy habits			

PERFORMANCE INDICATORS

Knowing Recognize the vocabulary with the healthy and unhealthy habits with videos.	Doing Comprehend and associate with images which are the healthy and unhealthy habits.	Being Value the care of their bodies and consume healthy aliments to improve their health.
---	--	--

Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): Exercising, Not Enough Sleep, Brushing Teeth, Eat Healthy Food		
Integrated Skills:		
<ul style="list-style-type: none"> • Students are going to improve their pronunciation through repetition. • Students will improve their listening comprehension using new vocabulary. 		
Stage, interaction pattern, timing	Activity Description	Stage aim
Warm up 5 min	Teacher is going to ask some question to the student in order to know how much he knows about the topic <ul style="list-style-type: none"> • Do you consider yourself to be healthy? • How often do you exercise? • Are you scared of going to the doctor? • How long would you like to live to? • Name some healthy foods and some unhealthy foods. 	Teach which are the habits of a healthy person.
Practice 10 min	Teacher is going to present a video that present which are the healthy and unhealthy habits https://www.youtube.com/watch?v=azwH1viEKjM	Teach students to know the healthy habits that will improve their health.
Independent practice 5 min	Teacher is going to show a video in which the participant will have to make a list of the healthy and unhealthy habits mentioned in the video. https://www.youtube.com/watch?v=1G2f64Yw_-8	Students will be able to identify which healthy habits they should have
Social practice 5 min	Students will socialize with the teacher which are his unhealthy habits and will also said which are the healthy habits he should start to adopt.	Students will be able to know which unhealthy habits they should change to

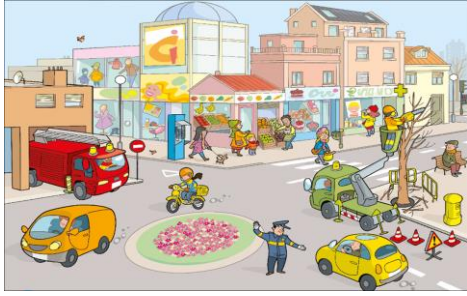
		become a healthy person
Assessment 5 min	Students will develop simple sentences using healthy and unhealthy vocabulary. 2 phrases. For example: playing sports is good for your health	Students will be able of produce simple sentences to describe healthy and unhealthy habits.
Feedback 5min	Teacher is going to give feedback of the topic seem during the class.	Students will clarify doubts they got during the class.
Materials and resources: Laptop to present videos		


Annex # 10**LESSON PLAN – DAILY ROUTINE****GENERAL INFORMATION**

Teachers: Marlon Betancurt Juan Esteban Orozco	School N/A	Ciclo: N/A	Duration in hours: 35 min
Standards: Students exchange information about habits, likes and preferences related to familiar topics, following models provided by the teacher.			
Objective based on language functions: Tell stories within their context. Makes simple sentences about his/her personal information in oral and written form.			
Specific objectives: Identify specific vocabulary and expressions to refer to his/her daily life.			

Topic: Daily Routine

PERFORMANCE INDICATORS

<p>Knowing</p> <p>Recognizes the vocabulary and structures to talk about daily activities and hobbies</p>	<p>Doing</p> <p>Asks and answers questions about daily routines and hobbies.</p>	<p>Being</p> <p>Shows with his/her actions respect towards himself and his fellows.</p>
<p>Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):</p> <p>Wake up, take a shower, have (breakfast, lunch, dinner) go to (the supermarket, the gym, work) Come to school.</p>		
<p>Integrated Skills: Speaking – Listening</p>		
<p>Procedure, interaction patterns and timing:</p>		
<p>Stage, interaction pattern, timing</p>	<p>Activity Description</p>	<p>Stage aim</p>
<p>Warmup 5 m</p>	<p>Teacher starts the showing a picture to the student, and then the students is going to be ask to describe what are the people doing in the image.</p> 	<p>To activate the students and make a close relation with the topic.</p>

<p>Middle 10 m</p>	<p>Teachers will show a short video describing the daily routine of a kid And present more vocabulary related to the daily routine</p> 	<p>To appropriate the topic trough explanation given.</p>
<p>Practice 10m</p>	<p>Teacher is going to play 2 records to see if the student understood the vocabulary</p> <p>https://www.examenglish.com/A2/A2_listening_daily_routine.htm</p> <p>https://www.learning-english-online.net/listening-comprehension/exercises/talking-about-your-daily-life/</p>	<p>To help student to interiorize the topic</p>
<p>Independ practice 5 min</p>	<p>Teacher will play the record two times and students should answer all the questions</p> <p>https://www.esl-lab.com/easy/daily-schedule/</p>	<p>To check if students understood the topic and to stimulate the listening skills.</p>
<p>Social practice 5 min</p>	<p>Student is going to socialize with the teacher which is his daily routine making show sentences</p>	<p>To stimulate the oral production</p>
<p>Materials and resources: Laptop to reproduce videos and perform activities.</p>		

Annex # 11

LESSON PLAN – LIKES AND DISLIKES**GENERAL INFORMATION**

Teachers: Marlon Betancurt Juan Esteban Orozco	School N/A	Ciclo: N/A	Duration in hours: 40 min
Standards: Students exchange information about habits, likes and preferences related to familiar topics, following models provided by the teacher.			
Objective based on language functions Makes simple sentences about his likes and dislikes in oral form. understand new vocabulary related to likes and dislikes when you hear it			
Specific objectives: Identify specific vocabulary and expressions to refer to his/her likes and dislikes.			
Topic: Likes and dislikes			

PERFORMANCE INDICATORS

<p>Knowing</p> <p>Recognizes the vocabulary and structures to talk about Likes and dislikes.</p>	<p>Doing</p> <p>Asks and answers questions about Likes and dislikes.</p>	<p>Being</p> <p>Shows with his/her actions respect towards himself and his fellows.</p>
<p>Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):</p> <p>I like... I don't Like...Doesn't like... Do you like? (Apple, Banana, Grapes, Pear, Orange)</p>		
<p>Integrated Skills:</p> <p>Speaking – Listening</p>		
<p>Procedure, interaction patterns and timing:</p>		
<p>Stage, interaction pattern, timing</p>	<p>Activity Description</p>	<p>Stage aim</p>
<p>Warm up</p> <p>5 m</p>	<p>Students decide on their three favourite things. Talk to the teacher about why these are his favourites things, or otherwise the teacher will put a penance</p>	<p>To activate students' mood and interaction for the class.</p>

Practice 10 min	Teacher is going to show a video with the explanation of the topic https://www.youtube.com/watch?v=tidOxlj1T38	To introduce the topic through a visual and interactive way.
Social practice 5m	The teacher will project a video, in which the student will have to create sentences that say what the Panda likes and dislikes. https://www.youtube.com/watch?v=-I2kLAO2nQ8	To practice vocabulary in a dynamic way, applying the new expressions I like, I don't like.
Independent practice 10 m	Worksheet: Students will ask the teacher which are his likes and dislikes, using the the worksheet provide. Then student will answer the questions to the teacher	To check if students understood the topic and to stimulate the audio-oral skills.

What's your favourite...?	Your answers
food	
animal	
school subject	
sport	
place	
foreign country	
film	
band or singer	
type of music	
drink	
TV show	
colour	
hobby	

Materials and resources:

- Laptop, worksheet

Annex # 12**Transcripción Entrevista**

Investigador: Inv

Participante: Part

Inv:

Buenas tardes mi nombre es Juan Esteban Ramirez y el de mi compañero Marlon Betancourt, nuestro proyecto de investigación consiste en cómo puede impactar el uso de la red social Facebook en el mejoramiento de la habilidad audio oral en el proceso de aprendizaje del idioma ingles en una institución pública. Se le informa a nuestro participante que sus respuestas no serán divulgadas y solamente se analizaran para el desarrollo del proyecto, así mismo se le informa que puede negarse a responder cualquier pregunta que crea no es conveniente.

A continuación procedemos con la entrevista.

Hola Brandon, ¿Te ha quedado clara la información?

Par: Ehh si

Inv: Bueno entonces la primera pregunta es,

¿Cuántas horas a la semana estudias ingles en tu escuela?

Part: como unas cuatro

Inv: Bueno, segunda pregunta

¿Crees que las clases de inglés en tu escuela son divertidas?

Part: si

Inv: ¿Por qué son divertidas? ¿Qué tipo de material usan los profesores?

Part: pues algunas veces vamos a la sala de informática y vemos en internet cosas para aprender

Inv: pregunta número tres

¿Estudias inglés en casa? Si la respuesta es sí, ¿Cuántas horas?

Part: No, no lo estudio.

Inv: ¿Por qué no lo estudias en la casa?

Part: me da pereza

Inv: ¿Por qué?

Part: porque siento que ya se lo que vemos en clase y no quiero saber más de lo que ya estamos estudiando

Inv: listo, pregunta número cuatro

¿Con que frecuencia usas el inglés en tus actividades diarias?

Part: prácticamente no lo uso.

Inv: ¿ni en los videojuegos?

Part: un poco

Inv: entonces, ¿puede que a veces?

Part: si

Inv: pregunta número cinco ¿Crees que el inglés es importante?

Part: si, bastante

Inv: ¿Por qué?

Part. Porque es como una forma de comunicarnos con algunas personas que hablan otro idioma y es un idioma que habla mucha gente.

Inv: siguiente pregunta, la numero seis De las cuatro habilidades de comunicación en inglés, ¿Cuáles considera más difíciles de usar? y ¿Por qué?

Part: Yo diría que escuchar y hablar por mi vocabulario. Casi no conozco palabras.

Inv: la pregunta número siete ¿Practicas las habilidades audio orales en casa?

Part: No, no lo hago.

Inv: pregunta número ocho ¿Qué piensas sobre el uso de las tecnologías de la información y las comunicaciones en las clases?

Part: Pienso que está muy bien porque así podemos aprender de otras formas que no sea simplemente escribiendo en el cuaderno.

Inv: ¿Te gusta que el profesor las incluya en el aula de clase?

Part: Si, bastante

Inv: Pregunta número nueve, ¿Te gustaría que el profesor usara una red social como Facebook para dar las clases de inglés?

Part: Si, puede ser

Inv: ¿Puede que sea divertido? ¿Te llama la atención?

Part: Sii

Inv: Pregunta número diez. Si el profesor publica actividades o material en Facebook, ¿Accedería a Facebook para mirarlo?

Part: Si, yo creo que si

Inv: Eso fue todo, muchas gracias.

Annex # 13

Oral Test – Interview

Inv: Number one – What is your name?

Part: My name is Brandon

Inv: number two – How old are you?

Part: I am twelve years old

Inv: Number tree – Where are you from?

Part: I am from Colombia

Inv: Number four – Where do you live?

Part: I live in Armenia

Inv: Number five – Who do you live with?

Part: I live with my mom and my sister that is an student

Inv: (6) What do you like to do on weekends?

Part: On weekends I like to play football and videogames

Inv: number seven – What is your favorite food?

Part: My favorite food Is the taco

Inv: number eight – what is your favorite music?

Part: My favorite music is pop

Inv: number nine – what are you going to do next weekend?


Part: I think that I will play videogames or soccer

Inv: the last, number ten – What did you do las night?

Part: The last night I was playing videogames

Inv: thank you so much.

Annex # 14



RANDALL'S
ESL CYBER LISTENING LAB

Home

Correct!

Lauren was born in Los Angeles but she grew up in Texas.

10. _____.

Ted

Tim

Todd

Correct!

Before he graduated from college, Ted traveled around Europe for three weeks.

Private: Names: Meeting New People
You got 10 out of 10
Great.

Annex # 15

esl-lab.com/basic-english/introductions/

I don't like sports.

Correct!

What do you do in your spare time? (I like to exercise.)

10. _____?

He's a doctor.

He lives in Hong Kong.

He works downtown.

Correct!

What does your father do for a living? (He's a doctor.)

Private: Introductions
You got 9 out of 10
Great.

Annex # 16



TALKING ABOUT
DAILY ROUTINES

YOUTUBE.COM

Talking about Daily Routines
Learn how to talk about daily routines in this English lesson. Get t...

The illustration shows a young boy with dark hair and a green shirt sitting up in a bed with a colorful quilt. He has his arms raised in a happy gesture. The room is a typical bedroom with a wooden bed frame, a nightstand with a lamp and a digital clock showing 7:45, a guitar leaning against the bed, a desk with a computer monitor, a chair, and a backpack on the floor. A window with colorful curtains is visible behind the bed.



YOUTUBE.COM

THE CHOICE (Short Animated Movie)
This is a short animated film, about how your small everyday life c...

The image consists of two side-by-side panels. In both, a man with a beard and a white t-shirt is brushing his teeth at a sink. In the left panel, the man has a messy, unshaven appearance with a large stain on his shirt. In the right panel, the man is clean-shaven, has a neat beard, and his shirt is clean and tucked. This visual contrast represents the 'choice' mentioned in the caption.



These are 20 conversation questions about likes and dislikes in English

1. What kind of movies do you like?
2. Do you like going to the beach?
3. What's your favorite thing to do?
4. Do you love going out?
5. What kind of music do you like?
6. Do you like to watch TV?
7. What type of food do you like to eat? Do you like to watch movies?
8. Do you like watching cartoons?
9. Do you like watching independent films?
10. Do you have a favorite actor or actress?
11. Do you like to do exercises?
12. What kind of music don't you like?
13. Do you like to play or watch sports?
14. What do you like to do on the weekends?
15. Do you like to go swimming?
16. What kind of pets do you like?
17. Do you like to read books? What books do you like to read?
18. Do you like running or jogging?
19. Do you like playing video games? What's your favorite video game?
20. Do you like computers? What do you like to do on your computer?

Let's see a very useful video on how to improve our oral production



The image is a YouTube video thumbnail. At the top, it says 'Let's see a very useful video on how to improve our oral production'. The main graphic features a yellow speech bubble with a megaphone icon and the text 'Easy TIPS'. To the right is a dark blue silhouette of a head with sound waves coming out of the mouth. Below this, it says 'for improving your English Speaking skill'. At the bottom, it includes the YouTube URL 'YOUTUBE.COM', the video title 'How to improve English Speaking skill (by yourself) | Easy tips for Learners', and a small 'i' icon in a circle.

Annex # 18

Interview

1. What's your name?
2. How old are you?
3. Where are you from?
4. Where do you live?
5. Who do you live with?

6. What do you like to do on the weekends?
7. What's your favorite food?
8. What is your favorite music?
9. What are you going to do next weekend?
10. What did you do last night?

Oral Test – Interview

Inv: Number one – What is your name?

Part: My name is Brandon

Inv: number two – How old are you?

Part: I am **twelv yeers** old

Inv: Number tree – Where are you from?

Part: I am from Colombia

Inv: Number four – Where do you live?

Part: I live in Armenia

Inv: Number five – Who do you live with?

Part: I live with my mom and my sister that is **an** student

Inv: (6) What do you like to do on weekends?

Part: On weekends I like to play football and videogames

Inv: number seven – What is your favorite food?

Part: My favorite food Is the taco

Inv: number eight – what is your favorite music?

Part: My favorite music is pop

Inv: number nine – what are you going to do next weekend?

Part: I think I will play videogames or soccer

Inv: the last, number ten – What did you do las night?

Part: The last night I was playing videogames

Inv: thank you so much.

Annex # 19 Final Oral Diagnostic Test

Interview

1. What's your name?
2. How old are you?

3. Where are you from?
4. Where do you live?
5. Who do you live with?
6. What do you like to do on the weekends?
7. What's your favorite food?
8. What is your favorite music?
9. What are you going to do next weekend?
10. What did you do last night?

Oral Test – Interview

Inv: Number one – What is your name?

Part: Good morning teacher, my name is Brandon nice to meet you

Inv: number two – How old are you?

Part: I am **twelve yeers** old

Inv: Number tree – Where are you from?

Part: I am from Armenia, I was born in Colombia.

Inv: Number four – Where do you live?

Part: I live in Armenia but I have family in Cali.

Inv: Number five – Who do you live with?

Part: I live with my mom, my sister and my dog. My sister is a university student. She study English.

Inv: (6) What do you like to do on weekends?

Part: Sometimes I like to play football, I like go to the park with my friends and also I like to play videogames in my computer.

Inv: number seven – What is your favorite food?

Part: I love the hamburgers, taco and my favorite is empanadas

Inv: number eight – what is your favorite music?

Part: I like to listening pop and rock.

Inv: number nine – what are you going to do next weekend?

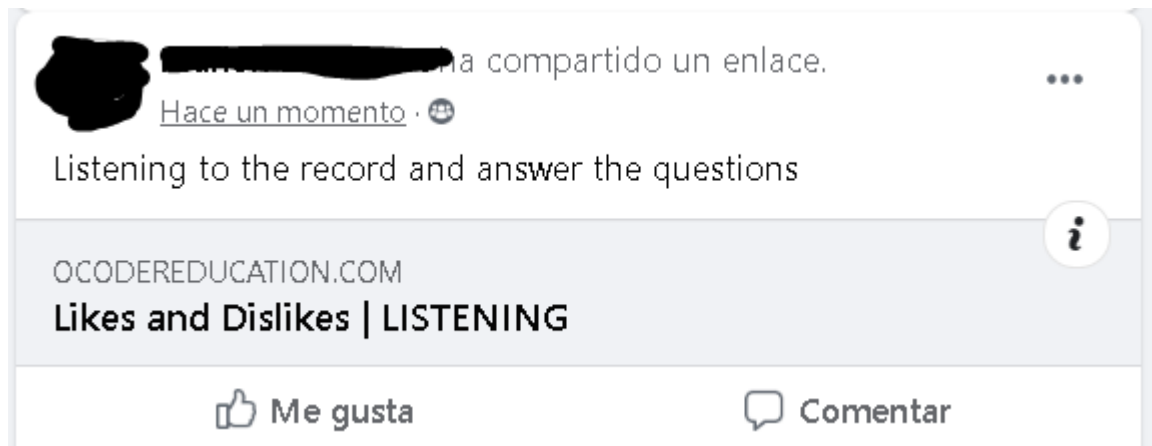
Part: I think that I will to travel, I will be in vacations of the school.

Inv: the last, number ten – What did you do las night?

Part: The last night I was watching a movie with my mom.

Inv: thank you so much Brandon.

Annex # 20



A screenshot of a listening comprehension quiz interface. At the top, there is a progress bar and a timer showing "01:47". Below the progress bar, there are three tabs: "Overview", "Question", and "Description". The "Question" tab is selected. The main content area contains three questions with multiple-choice options:

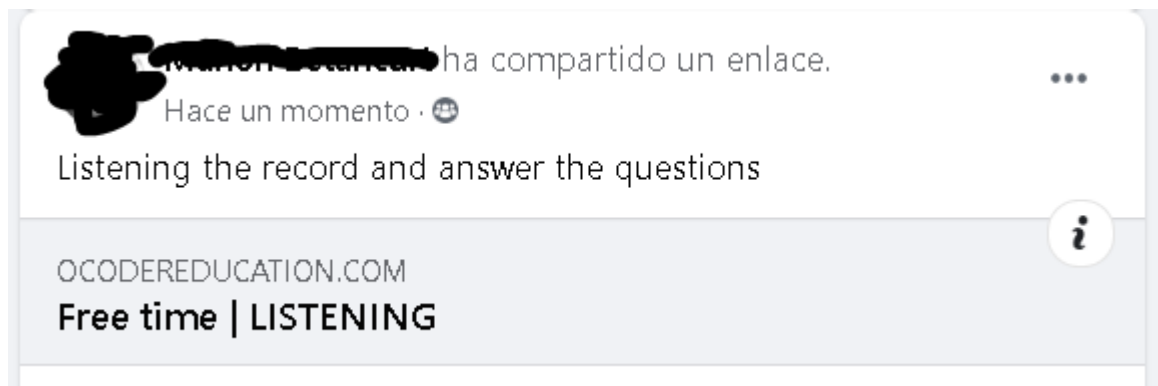
- What type of exercise does the speaker like?
 - Mountain biking
 - Swimming
 - Running
 - Jumping rope
- What does the speaker say she will do in her new house?
 - Keep it very clean
 - Have many animals
 - Invite people to visit
 - Avoid letting strangers come in
- Why does the speaker dislike driving?
 - She gets car sick.
 - She feels cramped.
 - She is impatient.
 - She dislikes traffic.

At the bottom, there is a question: "What is the main topic of this talk?" with four options:

- Experiences in life
- Hobbies
- Exercise
- Personal preferences

On the right side of the screen, there is a white box with the text "The correct answers are 3/4" and a blue "OK" button below it.

Annex # 21



← → ↻ 🔒 Not secure | ocodereducation.com/english-listening/life-style-12/free-time-1615

00:26

Overview Question Description

1. What is the main topic of discussion?

- Work
- Television
- Exercise
- Restaurants

2. How long ago did he join the health club?

- 1 year ago
- 1 month ago
- 2 months ago
- Last week

3. How long does he lift weights for?

- 30 minutes
- 45 minutes
- 1 hour
- 2 hours


4. What does he usually do before lifting weights?

- Stretch
- Walk around
- Jump rope for 15 minutes
- Bicycle for 30 minutes

The correct answers are 4/4

OK

Annex # 22



English class - seminary project
🔒 Grupo privado · 3 miembros

Editar

+ Invitar

Información **Debate** Salas Miembros Eventos Archivos multimedia Archivos

Q ...