INCREASING STUDENTS' ORAL PRODUCTION THROUGH MEANINGFUL

LEARNING: A PEDAGOGICAL PROPOSAL WITH A SECOND SEMESTER OF A

UNIVERSITY FROM THE MODERN LANGUAGES PROGRAM.

DIANA CAROLINA FERNANDEZ JARAMILLO

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MODERN LANGUAGES PROGRAM WITH EMPHASIS ON ENGLISH AND FRENCH

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INTRODUCTION

This research focuses on the development of oral production through meaningful learning, which is based on authors like Ausubel, Novak, and Hanesian (1978) who designed the "theory of meaningful learning", the first systematic model of cognitive learning. First of all, meaningful learning can be defined as the connection between new information to previous knowledge, that is to say, the lived experiences that the student relates to the new concepts to facilitate their understanding and application. Such is the case of Fink (2013) who developed a meaningful learning taxonomy that offers teachers specific learning objectives that go beyond comprehension. In the practice of teaching, significant learning manifests different ways taking into account the context of the student and the experiences that each learner relates to in their learning process. For this reason, it is essential to use methods applicable to oral production of students because there are cases in which they show a poor oral fluency in classroom activities, such as simple communication exercises between classmates. In fact, strengthening the oral ability it is considered as one of the most important communicative skills since students need to produce the target language, and more if they can do it by listening to each other, without neglecting reading, writing, and listening during the acquisition process.

By doing so, an indisputable need arises to develop a discourse competence, since the most recent model of description of the discourse competence is that of the Common European Framework of Reference for Languages. Thus, discourse competence is one of the pragmatic competences highlighted by the ability to direct and structure discourse, order phrases for coherent sequences to explain stories, construct arguments or make descriptions. In light of the foregoing, the discourse competence allows adequately the handling of the speaking turns (in the

oral interaction) and the thematic development of the coherence and cohesion of the texts (oral and written) produced by the speaker. This is the reason why significant learning involves obtaining a theoretical-practical basis that will be a source of training and information on the activities to be developed, for example, some activities to implement a communicative approach can be the use of technology as an educational resource. Also, supporting collaborative work plays a strong role in education because a motivated work team facilitates the interaction between students and teachers, in the development of a didactic unit that relates previous knowledge to whip up students' creativity. Accordingly, this research project aims to increase the students' oral production of a second semester of a university from the modern languages program through a meaningful learning approach.

1. PROBLEM STATEMENT

For a long time, teaching practices and the way in which knowledge is exposed in classrooms have been criticized. This translates into the fact that teachers teach too much theory and this is not relevant and contextualized to the student's environment, and thus undermining the new knowledge acquisition. Thence, this problem occurs because of the lack of interest on the part of the teacher to find out about the student in order to know the logic behind their way of thinking and behaving. According to the last, students do not find a clear relationship between what they learn and its applicability, which is why students do not feel confident enough to communicate fluently with their classmates.

In this way, "the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly"; which was cited by Hansen (2009) according to (Ausubel, 1968, p. vi). Therefore, it is crucial students relate previously learned knowledge with the new knowledge, then they will be interested and focused on classroom activities. In the same sense, teachers must undertake interactive relations between students, due to the fact that good teaching practices help students in a more extensive and creative knowledge regarding the context and experiences in the production of meaningful learning.

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

1.1 General Question

How can the development of discourse competence in meaningful learning improving the students' communicative potential?

1.1.2 *Specific questions.*

- What is the oral production level of a second semester of a university from the modern languages program?

- How do second semester students from modern languages perceive the practice of oral production?

- What activities based on meaningful learning improve the oral production of second semester students from modern languages?

- What is the impact that significant learning activities have on the oral production of second semester students from modern languages?

1.2 General Objective

To carry out a proposal that includes the application of meaningful learning to increase second semester students' oral production at modern languages program.

1.2.1 *Specific Objectives.*

- To identify the level of second semester students' oral production.

- To describe second semester students perceptions regarding practicing oral production.

- To identify activities based on meaningful learning to enhance second semester students' oral production.

- To describe the impact of meaningful learning activities has on second semester students' oral production.

2. JUSTIFICATION

Since the poor speaking skill of the English Languages Learners (ELLs) that does not allow them to communicate fluently, it is of special interest to implement meaningful methods in English learning as a second language in the classroom. This learning process should be taught through their personal experiences because in this way they will acquire sufficient oral skills with the teachers' help for students feel assured and motivated. Thus, the need arises to bring to the classroom methods based on meaningful learning that through the development of discourse competence students become more easily involved in learning English according to their tastes, preferences, routines, among others and, thereby, they will have the required skills to communicate in a different language to the mother tongue.

Therefore, this research seeks to provide the necessary methodological elements to the entire teaching community to improve the curricular adaptation units especially in the English oral production, and in this way to achieve the English level according to the common European framework. In addition, this research expands the information required by teachers of modern languages to apply the different teaching methods mentioned here, and adapt them to the English level in favor of the learning development of the students, as well as opens doors to future research in which it is intended to investigate teaching practices and the reasons why students find speaking fluently difficult in the classroom.

3. LITERATURE REVIEW

In this section, we identify the research studies that have been carried out geographically, starting with international nationals and moving on to the regional article that will allow us to understand the importance of developing meaningful learning to improve speech skills.

3.1 In the area of studying learners' oral production we find Vaca and Gómez (2017) who carried out a study in which they intended to improve the oral production of a public school through teaching model, relying on the use of authentic and realistic projects that are based on a highly motivating and involving issue, task or problem in accordance with the context. Before beginning the analysis of the study, it is important to establish that students do not practice speaking skills regularly in the classroom, consequently, students feel scared and intimidated to participate using the target language so they do not communicate among their classmates for fear being mocked. In addition, teaching practices have not improved because teachers often use grammar activities, which does not motivate students to practice communicative skills in the classroom much less outside of it, what is more, students are most of the time exposed to the L1. Thus, researchers consider that one possible way that could foster these learners' speaking skill is Project-Based Learning (PBL). According to Tamim, and Grant (2013), Problem-Based Learning PBL allows students to not only carry out projects related to their personal lives but also to develop a critical skill about the world around them. By implementing this teaching model, one of the biggest challenges to answer is that the teacher is no longer the center of the class, namely teachers should generate learning spaces in which the students develop their creativity and contribute critically without imposed on them a specific way to complete the educative projects. But also, teachers must choose carefully the projects that they are going to

develop in the class, because those topics must have meaningful learning that leads the students to the knowledge construction, breaking the traditional models of education. In order to do this study, action research was used to solve the problem, then to design and implement a pedagogical intervention and finally to observe and reflect on the effectiveness of the strategies. The methodology was designed through three projects that are related to students' personal lives and environment, in such a way that they had the opportunity to speak about meaningful information from their own reality. Some of the instruments were field notes, transcriptions of students' oral productions, and interviews. As results, researchers found that PBL allows students to produce oral language because they are involved in real life situations, rather than just learning words in isolation. Also, students develop the need for meaning construction through social support and interactional functions of oral discourse. Throughout the whole experience, learners were afraid to speak, but during the projects, they found motivated and they reduced significantly high levels of insecurity, anxiety, and tension because they knew the specific vocabulary to communicate their experiences and they were able to construct sentences in oral form in each project.

This study raises another interesting research topic, which has to do with co-operative learning since, starting from the organization of the class in small mixed and heterogeneous groups, the students work together in a coordinated way. This is very positive because, among the students themselves, they feel the confidence they need to achieve the same objectives and they are proud of the work they are capable of doing. With this approach, the students develop good interpersonal relationships and they learn to accept differences between humans to understand the importance of being tolerant and communicative. This is how David Johnson and

his brother Roger (1940) decided to demonstrate that not only the fittest survive, and that cooperative learning helps to find a better solution for people and helps them overcome anxiety.

Finally, this study relates with the present research study due to any practice helps the student learning process to generate a significant learning environment and allow students to feel motivated not only to achieve a good grade but also to keep up all this new knowledge and retain it for longer and apply it to reality. Among other shapes of meaningful learnings such as Task-based approach, the use of music and technologies and so on, it allows teachers to lose their fear and face new challenges, simultaneously students of a second language can develop all the communication skills that are required to perform properly within the social, professional and educational field.

3.2 Different studies focus on the learners' significant experiences. This is the case of the study conducted by Becerra and McNulty (2010) at University of Antioquia, who conducted a study to examine experiences that students in a grade 10 EFL class had with redesigning a grammar-unit into a topic-based unit. The tenth graders from a public educational institution received english classes at least 3 times a week. In addition, the main characteristic of this group that was the reason to carry out this study has to do with the poor motivation during English classes and how they felt intimidated when they must carry out complex conversations. Because of that, this study aimed at students to achieve meaningful learning by reviewing the course content, objectives, activities to be developed and the way in which students are evaluated. According to Williams and Burden (1997, as cited in Becerra and McNulty, 2010) all these aspects must be taken into account according to the students' particular preferences so that the learning is relevant and can connect it with the situations they are living at the moment. Thus, researchers consider that one possible way that could improve the process of learning a second

language is the application of the topic-based approach (TBA), as it influences meaningful learning according to Crispen, (n.d.), (as it is cited by Becerra and McNulty, (2010)). In order to conduct this study, action research was used to solve the problem, then to design and implement a pedagogical intervention and finally to observe and reflect on the effectiveness of the strategies. Data collection was carried out through the students' perceptions of the activities that were carried out in class, observations were also made which were developed through a research journal. In this way, the researchers focused on the curricular contents and developed them according to the needs, commitments, and preferences of the students. This means that the students had the opportunity to choose what they wanted to learn. Thus, the students experienced moments in which they could give their opinions and create a dialogue on the topic, this generated more confidence when transmitting a message in another language. As a result, the topic-based unit is a good strategy to improve the teaching-learning processes; in this way, the objectives of the curriculum are clearer, more realistic and are more likely to integrate them into a real context and create reflective students of their own process what motivates them to learn.

This study raises another interesting research topic, which has to do with the importance of the contents of a lesson plan because they greatly influence the way in which students will learn and may have a reflective awareness of the new knowledge and generate their own opinions. Therefore, as Hymes (1972) states that this will facilitate communicative competence, as they will have a vocabulary more related to the context in which they live and thus create conversations in natural areas as could be done in a native environment.

Finally, this study allows the understanding of constant attention that teachers should give students to support them in their autonomous process of learning because in this way students feel motivated to find more relevant what they are learning in a real context. Also, it helps

teachers to keep track of the same process and make decisions if it is detected that the student has difficulties with the topics he or she is learning.

3.3 Concerning the promotion of listening fluency, Córdoba and Rangel (2018) from the University of Amazonia in Florencia, Colombia, developed a study to improve listening ability through significant oral tasks in 10 English students of a public university. The researchers considered it important to do this study due to the context in which students are learning English, because students do not have contact with native English speakers and did not practice listening at home. In this sense, teachers implemented some strategies to practice listening based on Task-Based Language Teaching (TBLT) that joined with interesting topics as Meaningful tasks (Nunan, 2006), and Listening tasks (Kim, 2004, Holden, 2008 and Jin, 2002) (as cited by Córdoba and Rangel, 2018). to find in the end that Meaningful oral tasks are an effective way to enhance listening fluency. To develop this strategy, the researchers used the methodology of a Qualitative Action Research and e two different instruments for collecting information which were observation field notes and semi-structured interviews because in these ways, they can know the students perceptions about the implementation of the task and also analyze the data collection and be closer to social realities through a constant comparison approach (CCA). However, researchers were challenged to teach students a new way to learn English because they did not follow a clear learning structure, improvement process, and on the other, to push learners out of their comfort zones. After the students felt more confident and participated in the activities propose by researchers, the analysis and implementation process began with the collection of information which was organized and codified, and then to carry out task-based teaching, auditory activities, and significant oral tasks and listening fluency. Thus, one of the main results was that the analysis of data suggests that TBLT may be an effective methodology to promote

listening fluency in EFL learners, and as a conclusion, researchers established that meaningful tasks encouraged learners to create complete messages rather than only repeat the information that the speaker provides.

The researchers propose that with this study, new research projects encourage the use of meaningful oral tasks to increase the language skills such as reading and writing, and with this, to provide a meaningful learning in oral production.

Consequently, this research project, substantially contributes to actual research project because through meaningful oral tasks, students can more easily recognize the sounds of the new language and bring this new knowledge closer to their real context. With this idea, it could implement meaningful speaking activities to increase the student's oral production.

3.4 From an action research study and qualitative research design, Ramírez and Artunduaga (2018) developed a study in a group of tenth graders in a public high school in the south of Colombia to foster oral production. The participants of the study shared similar conditions in terms of socio economic stratum, age, and special interests in music, technology, and sports, with the purpose to specify the type of tasks that facilitate oral production, tasks related to sharing personal experiences, talking about their likes and interests, and planning or creating something. Most participants were basic users of English (A1) which was determined through a diagnosis test called "Retos al Saber", and considering the conclusions of the study teachers are encouraged to use authentic tasks in the classroom to involve students in meaningful learning to foster oral production. These findings were allowed thanks to the implementation of instruments like a qualitative observation, a survey, direct observation, video recordings, interviews, and field notes Techniques such as empirical observation, community visit, Likert scale, literature map, and students' voices were used to determine a point of departure of the study. In this way,

the procedure for the implementation of each task required first that the topic of the task was negotiated with the students taking into account their interests and likes. Next, the material for the class was selected or designed. Finally, the instrument to collect information about the tasks was designed. Besides, the pragmatic competence is also fostered through tasks. Tasks provide the opportunity for students to organize their ideas and messages in a coherent way, to connect ideas, to present linear sequence of points, to use key words and expressions, and to associate language and images. As a conclusion, researchers say that using tasks cause the students to feel more confident at the moment of presenting their oral reports. This happens when participants have the possibility to see a model of the outcome and in that way, they know what is expected.

This study contributes significantly to the research project since it affirms the importance of the teacher staying in constant communication with the student to understand their preferences so students will feel motivated and classes will be planned by teachers according to that information.

3.5 To develop a meaningful learning a lot of strategies are apply. This is the case of the researchers Dewi, Kultsum and Armadi (2016), who conducted a study with students from the seventh grade Junior High School of South Tangerang Jakarta, Indonesia, with the purpose of knowing if the communicative games have a positive impact on the development of oral production, due to the fact that population of this school had certain behaviors related to trust when they produced the English language, most of the time, they felt ashamed to make any mistake. In this sense, the authors cite Mahmoud and Tanni, 2014, who believe that the game helps students feel more enthusiasm and motivation to learn. In addition, the authors express that according to interviews conducted with both teachers and students, the large majority of their answers support the idea that games create a more open environment for learning in which

participants enjoy and acquire more easily the new knowledge, especially because people depart from stress that can be caused by speaking in another language. For the data analysis, one of the teachers collected and analyzed the information obtained from the 4 phases: planning, acting, observation, and reflection, to then implement action research in the classroom. After that, the respective comparisons were made, the percentages of the tests applied to the students were calculated and interviews were carried out both to students and teachers to know the perception of the use of games as a communicative strategy.

In this way, the authors concluded that the use of communicative play improves oral production as they relate to the personal likes and interests of students, which allows them to feel more confident, and also it would also be a great strategy that should be implemented in the other language skills.

Through this study, the current research can take up important data regarding the motivation and safety of students when they participate in the activities. It is very important to create a stress-free environment for students to participate and to acquire knowledge without feeling intimidated and forced, which can be achieved through games and thus develop their communicative ability.

3.6 In the case study by Purdy 2008, implemented for 3th Grade in a primary classroom in Canada (8- and 9-year old) with ELL students. This study was developed through interviews, three focal children and their teacher, as well as observing, taking field notes and audiotaping reading events in the classroom. Besides that, the general objective was to suggest ways that teachers can structure conversations to engage all learners, especially ELL students. The analysis procedure was established in the following way: 2 focal children participated in the study, both children met the criterion of an English language learner. After that, the researcher taped record

and observed the children in a reading event in order to ascertain how oral discourse was used to construct meaning among the participants, as they interacted with one another and with the teacher. In regard to this, research suggests four ways that teachers might enhance the language and literacy development of ELL students: questioning, teaching vocabulary, inviting collaborative talk and adopting a culturally sensitive point of view. Based on its main findings, this article suggests conducting conversations about texts for the benefit of ELL students: that is, questioning, teaching vocabulary effectively and structuring situations in which students can participate in collaborative conversations. In this way, teachers should be facilitators between cultures and postures or points of view that are imposed in the classroom, because it is important to create spaces for discussion, and at the same tim,e improve the language being learned. In this sense, the research shares the concepts of guided reading by Skidmore, Perez-Parent and Arnfield´s study (2003), who manifested that the success of this type of activity is to generate discussions among the students, and the teacher takes a participating role instead of a dominating role, since the students develop a critical posture of the topics and likewise, these reading exercises generate spaces in which language is used in meaningful ways.

Finally, In this study, I want to highlight mainly the fact that it allows me to understand the articulation between words and concepts, but that these should not be taught in an isolated way but must have a context and applicability in the student's daily life so that he can do relevant relationships and facilitate its remembrance, because the more vocabulary you learn, the more speaking fluency.

3.7 Authors like Durango, González from the Technological University of Pereira (2018) describe in a research study the responses of the three to five-year-olds, belonging to a public early childhood development center, in regard to the use of audio visual material as a teaching

technique during the implementation of the early sequential bilingual methodology. This center has two branches located within the urban area of Pereira whose socioeconomic strata is level 1 to 2 (very low), where 270 children from vulnerable families attend to receive integral care and education. Both branches are equipped with suitable spaces and elements to offer children integral care. In this sense, to develop the research, the authors cite Merriam to define the research approach and design that correspond to a qualitative case study, which it as 'an in-depth description and analysis of a bounded system' according to Merriam (2009) (p. 43). As an instruments, interviews, surveys and observations were employed to gather information about the result of using audio visual material during the implementation of this early sequential bilingual methodology conducted with three- to five-year-old children. Consequently, the authors support the study in regard to the use of audiovisual material in early education, with Fernández statement, (2014) (as cited by Durango, González and Arias (2018)), who manifests that this kind of teaching strategy helps students to feel more confident and motivated since most of the time they are related to learning styles and even more so when learning new languages where the visual part is fundamentally developed.

Finally, one of the main findings of the authors in the development of a research study is that the use of audiovisual materials in the class promotes a meaningful learning environment that helps children increase their motivation towards their second language acquisition process.

This project is related to the current research because the use of videos as meaningful teaching during class ffective to motivate the student according to their interests. In the same way, they should be carried out with the important to take into account that these activities are carried out with the accompaniment of the teachers since it is necessary before to know the type of population to choose the material that best suits the teaching context.

3.8 The authors Al- Eiadeh1, Al.Sobh, Al-Zoubi and Al-Khasawneh. (2016), present a study which was conducted for university students in order to find various reasons why students do not have good oral fluency in English as a second language. The authors say that oral fluency is one of the components in the second language that very little develops and that it also costs students to improve during the learning process. Therefore, this study also makes it possible to improve teaching practices regarding a foreign language environment.

In addition, the authors of this study take as reference the author Backlund, (1990), to establish the possible reasons why students do not feel the confidence necessary to generate a fluid conversation with other people. This is because students often find themselves in an environment where they only speak their native language, and do not have access to the culture of the second language. Also, most students do not have a solid education in new languages, so this does not generate a certain motivation in learning a second language.

To develop this study, the authors apply a qualitative study and it is done so for 12 women and 8 men between 21 and 36 years of age who are studying English language at university. In this way, some of the instruments were interviews, recording devices, and the analysis of those results was carried by computer programs.

Regarding the results of this study, the authors conclude that students need an appropriate learning environment due to all the social factors that affect their English language learning process, but also to the low level of English teaching in previous grades. , resulting in even more insecure behaviors. This is because schools do not spend enough time in English classes to improve students' English level and that is why students go to college with many flaws in L2. To resolve this, the authors' proposal has to do with the implementation of some activities that are related to students' likes, preferences among others by the use of IT tools in which students feel

comfortable and encouraged to practice English oral production. Among these possibilities, one of the most relevant is listening English native speakers, due students' will accustom themselves hearing to understanding and pronouncing English.

In this way, this study has a lot of relation with the currently study due to the fact that most of second semester students from modern language program are in the process of accustoming hearing, so that they can produce L2 without feeling self-conscious about the lack of vocabulary or knowledge of language content.

4. THEORETICAL FRAMEWORK

In this section we find the main concepts that lead to the development of this research project,

4.1 Meaningful Learning

According to Ausubel, 1963, (as it is cited by Moreira, Caballero, and Rodríguez, 2011), meaningful learning occurs when the individual assimilates the new information with the information he already knew. This is mainly explained by the fact that the individual requires clear and organized information following existing knowledge, which is precisely what allows him to create a solid knowledge base. In this way, the information is not significant until the individual converts the new knowledge into a message remembered and applicable to his life. At this moment, students begin to perform a problem-solving process, that means that they understand and know those situations and resolve them using other solutions that were successful in the past. Therefore, the teacher should be as active as he can, since teaching is a crucial element to understand how new knowledge is acquired, and how it will be used later. Thus, it is too important to look out for the development of materials, resources and teaching strategies to maximize student language learning, so Ballester (2014) argues that:

> Educational resources: They concern materials and objects which are useful for school teaching. They may come from a great variety of fields and they can be used in countless ways. All materials and objects can indeed become educational resources when used appropriately and logically. They are necessary to illustrate concepts concerning the schoolwork done in the classroom. It makes them more helpful when we use a diversification of sources and supports. (p.1).

Based on the above, with the help of proper teaching resources, it is possible to make the learning and teaching process more attractive and interesting. As well as Becerra, and McNulty, (2010) (as cited by Hudelson, 1991, as cited in Bourke, (2006)), to state that "With meaningful topics and activities, students can interact, exchange, and negotiate messages while working together and learning about each other" (p. 3). By doing so, it allows to achieve skills and attitudes to obtain the objectives of the previously scheduled session due to the most appropriate methods and techniques are defined in advance. Those aspects are identified according to observations that help teachers to define the type of population and the environment in which the actors of the educational process are exposed. Additionally and according to Othman and Abdul (2004, p.4) (as cited by Luan and Bakar, 2008), the teacher's role defines his position with respect to students, because he significantly modifies the learning students' environment, changing from a passive to an active position. Likewise, the teacher innovates his teaching processes and positively develops his own skills and knowledge regarding the subject. This attitude makes him fit to face such responsibility as teaching, since he also shows himself as a role model and a change model social, taking into account the opportunity to approach students in their likes and priorities to cause a positive impact on their lives.

4.2 Project-Based Learning

In this way, interests must be developed in an objective way for successful learning. That is precisely what Galeano, Sánchez, Ramos, and Gil (2016) claim that Jhon Dewey's work initially promoted the idea of "learning by doing", as in an educational research-based in a methodology close to experiences but which in turn requires that it be structured towards a methodology known as "project-based learning". So also, Kapp, 2009, Tamin and Grant, 2013 (as cited by Vaca and Gómez, 2017), PBL is a method of constructivist instruction, which begins with the

attention of the interests of the students to articulate them with the content of new knowledge in

a meaningful way, since the students develop the activities critically, based on their personal

opinions. Another definition is what Thomas (2000, p.1) explains (as cited by Leat (2017))

concerning PBL:

> Project-based learning (PBL) is a model that organizes learning around projects.
> According to the definitions found in PBL handbooks for teachers, projects are complex
> tasks, based on challenging questions or problems, that involve students in design,
> problem-solving, decision making, or investigative activities; give students the
> opportunity to work relatively autonomously over extended periods of time; and
> culminate in realistic products or presentations. (p. 2).

According to Fragoulis, (2009) (as cited by Kavlu (2017)), the effectiveness of the application

of this method is fundamentally based on the development of 4 stages to establish a practical

guide in the implementation of PBL in the classrooms. Thus, the author explains one of the first

stages based on Brinia (2006: 79) (as cited by Tsiplakides. (2009), and it is called Speculation.

This stage focuses on the first interest that the group of students show concerning a specific

topic. That is why there must be an agreement between the groups and in this way, there will be

a motivation to work on the chosen topic. The second stage has to do with designing the project

activities, which according to Fragoulis, (2009), requires a structuring according to the needs and

objectives that are intended to be met, which is defined in the project planning and its

generalities. For the third stage, Conducting, The author Fragoulis, (2009: 35), says that here the

project development is done and the results are analyzed. For this, all members make their

contributions and collect their opinions to make improvements. The last phase refers to the Evaluation that according to Brinia, (2006: 82), has to do with the review of the fulfillment of the project objectives and the assessment of the impact that it has had on society.

4.3 Collaborative Learning

In this way, PBL is articulated with Collaborative Learning since according to Swain (1997, 2000) (as cited by Lin, (2014)), CL turns out to be an important means for students to share and thus generate meaningful learning that originates with the interaction between students and teachers. In this same chapter the author discloses a definition of CL exposed by Dillenbourg, (1999) (as cited by Roselli. (2011)):

> CL as a "situation in which two or more people learn or attempt to learn something together." In this definition, as italicized, "two or more people" can be interpreted as a pair, a small group with three to five learners, a class of 20–30 students, a community of a few hundred or thousand people, or a society of several thousand or millions of people. "Learn," indicates the attendance to a course, a study of the teaching materials, a participation in the learning activities, or the accumulation of lifelong work practice. "Together" connotes the various types of social interaction, such as face-to face interaction, interaction mediated by computer, whether or not it is a truly joint achievement, and if the work is arranged in a systematic way. (p.1).

Through group work, values that improve social and group skills are promoted, among these values, sharing personal ideas with other individuals, enriches learning, and tolerance and respect for the differences that all human beings have. With this, learning is achieved thanks to

discussions, exemplifications, clarifications, which also facilitate the recall of information and new knowledge is acquired in a more meaningful way. This is why Purdy (2008) cites Wells, 1996: "When children use language in a social context for cognitive purposes, collaborative learning is the result" (p. 6). This means for Durango, González and Arias (2018). that the cognitive purpose is mainly the fact of learning something, so in a cognitive development it is learned to use by stages: the memory, the language, the perception, problem-solving, planning, among others, as Piaget (1951) (as cited by Sawyer and Obeid, 2017) puts it and also ensures that it is an innate process to want to relate to others. In this way, for a classroom, it is important that in a collaborative work the teacher shows his students the reason why workgroups are created. Thus the authors Barron and Hammond, (2008) cite Slavin (1991):

> "It is not enough to simply tell students to work together. They must have a reason to take one another's achievement seriously." He developed a model that focuses on external motivators that reside outside the group, such as rewards and individual accountability established by the teacher. His meta-analysis found that group tasks with structures promoting individual accountability produce stronger learning outcomes. (p. 11).

Based on the above, collaborative work does not mean that only one student does the work, but each one is responsible for the work that corresponds to him to carry out a group activity. In this way, the student feels involved in the decisions that others make and realizes. It also values the contribution that as an individual makes against group decisions, understanding the importance of working as a team.

4.4 Speaking Skill

One of the important aspects of the learning process is the production of this new knowledge. That is, students become aware of new structures, new vocabulary, new concepts, etc. and articulate them to their daily lives. However, speaking skill is one of the components that is not constantly developed in classrooms, but this should be paid attention, since according to Goh and Burns (2012), (as cited by Ramírez and Artunduaga, 2018): "speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes—cognitive, physical and socio-cultural—and a speaker's knowledge and skills have to be activated rapidly in real-time" (p. 166). For this reason, the students' oral production is a good form of diagnostic evaluation as to whether the student actually acquired the information. These authors also use the statements of Harmer, (2001, p.269), who establishes some necessary elements for oral production. In the first place, Connected Speech refers to the ability of English language learners to convey the message in a very fluid way approaching the structure of a native speaker. In the second place, Expressive Devices means that speakers should develop the ability to express a message naturally and make variations in the tone, volume, and stress of words, among other aspects, such as the use of nonverbal cues. The next point is called Lexis and Grammar because apprentices acquired characteristics of culture, so the speech will be more natural and close to the native speaker. The last element for oral production is Negotiation and Language that allow students to have a conversation without misinterpretation thanks to the use of the negotiation of meaning. It happens when people ask clarifications and confirmations of what is believed to have been understood have been requested, and finally, the language is enriched.

With respect to the social part that affects oral production, the authors, Ramírez and Artunduaga (2018), also argue that:

Among the reasons students have to avoid taking part in oral activities are their natural fear and anxiety to speak a foreign language as emphasized by Tsiplakides (2009). According to Horwitz, Horwitz, and Cope (1986) (as cited by Trang, 2012) foreign language anxiety is due to "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process" (p. 128). These authors highlight three components of anxiety: (a) communication apprehension, (b) test anxiety, and (c) fear of negative evaluation. Some other reasons that prevent students from using the language orally are the lack of vocabulary and/or knowledge of rules about how that language works and the fear of errors. (p. 3.)

For this reason, it is important that teachers create tranquility and trusty environment between students and towards the same teacher. Therefore trainees feel motivated of learning and overcoming the normal mistakes regarding the pronunciation, since they understand they are not native speakers and that making mistakes is part of the learning process.

5. METHODOLOGY

The objective of this research is to plan and implement meaningful learning in the classroom, which will be performed with a second semester of a university from the modern languages program. Therefore, this chapter bring the methodological process with which this research was carried out, and consequently it provides information on the research approach which determines the appropriate method for data collection, analysis and interpretation, and also the type of research, the research design, which determine exactly how this research was conducted, and instruments, collection and analysis of the data, participants context but also the ethical research aspects.

5.1. Research Approach

This research requires population analysis and description; hence the qualitative approach is the one that adjusts to the research topic within the context. Corbin and Strauss (2008), (as cited by Taylor, Bogdan, and DeVaultsay, 2016) say (…) "Central to the phenomenological perspective and hence qualitative research is understanding people from their own frames of reference and experiencing reality as they experience it" (p.21). Accordingly, applying meaningful learning into the classroom leads to identify the students' interests and likes, so this refers to associate their opinions and reactions to the situations they are exposed to recognize their position based on the learning context experiences.

That's way a purposeful examination of students' behavior is really important to collect and analyze data, in this way Blumer (1969: 86) (as cited by Herman-Kinney, 1994) pointed out that:

> To try to catch the interpretative process by remaining aloof as a so-called
> "objective" observer and refusing to take the role of the acting unit is to risk
> the worst kind of subjectivism—the objective observer is likely to fill in the
> process of interpretation with his own surmises in place of catching the
> process as it occurs in the experience of the acting unit which uses it. (p.92)

In accordance with the above, in this research project, observations, interviews, development of experiences among others will be taken into account for collecting data, and in this way, results can be analyzed and then draw significant conclusions according to the qualitative research approach. For that reason, in a qualitative study, the researchers try to be as close as possible to the context under investigation to report the experiences of the investigated guests from different individual perspectives subjectively (Moustakas, 1994) (as cited by Gordón de Isaacs, 2017).

Thus, according to Creswell (2013) and Newman (1994, as cited by Hernández-Sampieri, 2014: 9) during the analysis of the results in a qualitative approach, data collected are as detailed as the researcher can extract them from filed notes, or diagrams to do descriptions whereby researcher keeps the general perceptions without changing the content observed.

5.2 Reseach Design

Continuing this methodology definition, this study is an ethnographic research design hence Caines, (2010) and Alvarez-Gayou (2003), (as cited by Hernández-Sampieri (2014) p. 482), considered that this kind of research design focuses on the description and interpretation of the contexts to understand their environment, as well as the presentation of the results in order to

achieve changes and improve the educational reality. Whit this in mind, Fetterman, (2010) (as cited by Hernández-Sampieri, 2014 p. 482) explains the importance of a direct observation, because in this sense the research will have all the information required to do detailed descriptions and based on it, to obtain results that contribute significantly to the research project.

Additionally, Hernández-Sampieri (2014) Pg. 483, says that the design of an ethnographic research is developed with a holistic approach because the investigation begins by making a general observation and then focusing on the aspects that justify the research study. That's why this research project looks into the customs or students' routines in order to define the common interests and from there, to manage the most appropriate activities. In this way, the learning process will turn out significant, but also answer the general question of this study: How can the development of discourse competence in meaningful learning improving the students' communicative potential.

5.3 Type of Research

To finish this chapter of the methodology, the current study was planned under an action-research since this is a project that is characterized because the researcher is immersed in the context and also seeks to change or try to improve the context in which the research is carried out. Therefore, it involves the participation of all the actors that will be benefited, as the case be, to identify the needs and problems during the research process (McKernan, 2001) (as cited by De Souza Lira, 2011).

Another important fact, is what Kemmis (1988) (as cited by Bausela, n.d.) says about action research characteristics: "identification of strategies of planned action which are implemented, and then systematically submitted to observation, reflection and change". Furthermore, based on

Hernández-Sampieri, (2014: 497) an action research is grounded in two important fundamentals that are: practiced and participated; hence it was mentioned As mentioned before in this study paper, the research studies the students' interest from an Armenia city public institution to explore the learning and teaching methods, because from there, action plans will be established for applying significant activities that improve the oral production of the second semester students of a university from the modern languages program, with which the research process will begin, taking into account the experiences and opinions of the actors. For which the permanent observations and adjustments to the plans implemented will be of great help to obtain more detailed and successful results.

5.4 Data collection instruments and techniques.

The research tools that are implemented in this research study are described below.

5.4.1 Observation Method (Annex 2)

According to Hernández Sampieri (2014), the observation method allows observers an initial work-through of the methodologies in order to know very closely main aspects that are analyzed in the research project. For this particular case, an observation format will be used that includes various general aspects of the higher educational institution, as well as the most particular aspects to collect data in this action research. This class observation is developed in three sessions of 1 and 2 hours according to the students' schedule.

5.4.2 Diagnostic Evaluation (Annex 3)

Diagnostic evaluation defined by Betts, Hahn, and Zau (2011), is a research instrument that allows knowing about the student's performance according to certain criteria points that they wish to evaluate by the research-teacher. For this study, it is necessary to carry out a diagnostic evaluation since it is crucial to understand the level of English concerning the students' ability to communicate orally, and from there, develop class plans. Therefore, its application was made at the beginning of the research, and for this purpose, the instrument was developed that allowed to collect the required information. In this way, the qualification for the students will be developed according to the performance rubric designed by the Cambridge Institute to identify the strengths and weaknesses of the students who are at level A2 according to the Common European Framework of Reference for Foreign Languages (CEFR).

5.4.3 Students' survey (Annex 4)

According to the author Archester (2005) (as cited by Hernández-Sampieri, 2014), a survey is a method with which descriptions, trends among other aspects can be obtained in order to characterize the population. This type of instrument is necessary to apply to the present research study, since in this way the main objective can be carried out which has to do with the use of meaningful learning in the classroom to develop communication skills among students. This instrument was applied in the next section, after performing the diagnostic evaluation.

5.4.4 Teacher' interview (Annex 5)

According to (Savin-Baden y Major, 2013; y King y Horrocks, 2010) (as cited by Hernández-Sampieri, 2014), interviews are more personal and flexible survey models; which allows us in this research to know the most relevant aspects of this research by the teacher in charge of the

group who knows first-hand the educational process of the population investigated in this research project. Therefore, it is vitally important to develop a questionnaire that covers the intentions of this research.

5.4.5. Pedagogical intervention (Annex 6)

The pedagogical intervention is defined from the model of Elliot (1991) (as cited by Hernández-Sampieri, 2014), who states that the teacher must plan the class in order to observe and reflect on the development of learning students as well as make decisions during the teaching process that takes place in the classroom. In this way, it is important to carry out a pedagogical intervention since it is necessary to implement exercises in which students feel motivated to learn and thus can improve oral skills in the English language, which is related to meaningful learning. This instrument is applied during class sessions according to the students' schedule.

5.5 Research Ethics

To Babbie (2000), as cited by López, Quintero and Machado (2007: 14), there are general guidelines for ethical conduct in academic scientific research. This means that as researchers, we must avoid putting any entity in the community involved at risk. In support of the above, it is worth highlighting the contribution of Deslauriers (2004) who states that every researcher has a duty of care to ensure the integrity of the population under investigation, as regards psychological, physical, privacy aspects and to respect their rights.

Thus, it is very important to clarify that the names of students, teachers and the institution will not be used and their participation is completely voluntary. The access to the population studied

was achieved through an informed consent (annex 1), through which the objective of the research was socialized and the due treatment of data was guaranteed. For this reason, all the information in this project was be treated through the principle of confidentiality and is used for the sole purpose of this study.

6. DATA ANALYSIS

In this chapter, we present the data analysis of the results that were obtained after the implementation of the instruments and techniques of data collection according to this research project, whose main objective is to provide the use of meaningful learning in the university students' oral production of second semester of the modern languages program. In this manner, the next data collection techniques like, diagnostic test, students' interview, teacher interview, class observations, class interventions, and class reflections, provide useful information for the organization and presentation of data and also for the analysis of research results.

After analyzing the data collection and taking into account the purpose of the present research, the next categories and subcategories emerged. (Graphic 1.)

(Graphic 1.)
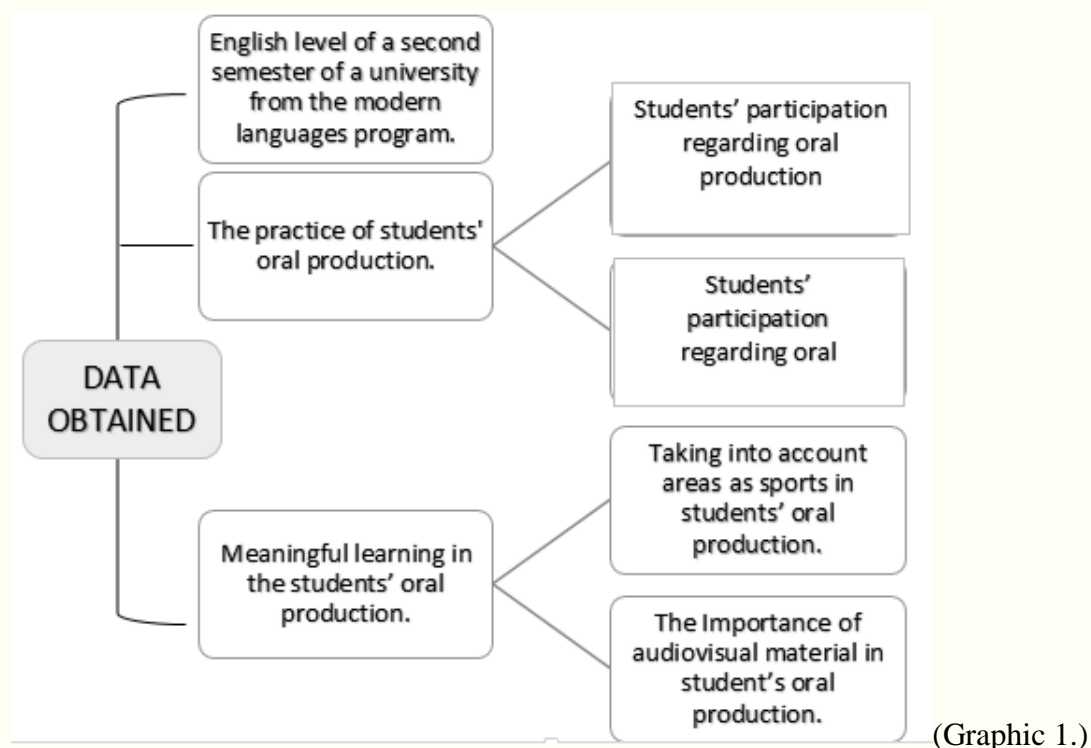
6.1 English level of a second semester of a university from the modern languages program.

This category emerged because of the analysis of the diagnostic test through a rubric that was implemented using a set of criteria that allow evaluating the level of performance following the Common European Framework of Reference for Languages (CEFR). In this manner, Diagnostic test is defined by Betts, Hahn, and Zau (2011) as an instrument that consists of evaluation criteria which are designed through a rubric, which according to this man, (Rami, 2008, (as cited by Barquero M. and Ureña E., 2015) are used to evaluate student performance. Also, the teacher interview was taken into account for the analysis of this first category since for (Savin-Baden and Major, 2013; and King and Horrocks, 2010) (as cited by Hernández-Sampieri, 2014), the interviews allow us to know relevant aspects for researches by the use of guided questions to answer the research purpose, what is for this case, the focus group characterization.

Extract one/ First interview/ Participant 1.

T: could you describe your family?

S: my family yes, maybe, my mom, she is 56 years old, she is a little small, she has dark heard, white skin, … yes skin? ^ Yes she is beautiful, very funny and my father he has dark skin. He is some tall like me, he is something bold, and my big brother, I only have one big brother, he is 29 years old, he is very tall, he has black heard too.. And the only who have curly heard in my family are my dad and I and me.

Extract Two/ Second interview/ Participant 1.

T: What are you going to do when the quarantine ends?

S: I am a person that stay at home, so I really don't have the necessity to leave my home, So I think this quarantine, eh it's something yes, extreme, it's something difficult, I think we can (--) ^ (()) yes, when the quarantine when it finishes, maybe I go to the university and stay with my friends, maybe we are going to (--) (--) (--) out of home, I think that.

Extract Three/ Teacher's Interview/ Question N. 2

¿Cuál es la competencia lingüística según El Marco Común Europeo de Referencia (MCER) para el grupo focal? *

○ A1

◉ A2

○ B1

○ B2

○ C1

After performing the first diagnostic test, we can see that students demonstrate adequate control in the production of simple grammatical structures, and also demonstrate moderate use concerning the use of vocabulary to talk about their daily situations and make short descriptions. The pronunciation of all students is largely understandable and requires little teacher momentum to develop the main idea of their speech. That is to say, students perform correctly at level A2, as established by the university institution in a second semester from the modern languages program, as stated by the teacher, in charge of the focus group in the teacher' interview which was done in Spanish through an online questionnaire, he manifests that the group's English level is A2, so all the activities are developed according to this important aspect.

6.2 The practice of students' oral production.

One of the important aspects for the development of this research analysis has to do with the students' oral production, hence this category is called: The practice of students' oral production. Practicing oral production, since based on the theoretical framework, the authors Goh and Burns (2012), (as cited by Ramírez and Artunduaga, 2018), define speaking skill as the ability that involves different cognitive and physical processes to determine the quality of second language learning. For this reason, 2 subcategories arise which are described below:

6.2.1 Students' participation regarding oral production

This subcategory arises from the analysis of class observations and class reflections and teacher interview since these instruments provide an initial look at the methodology that the teacher uses with students, as well as relevant aspects concerning the role that students develop, according to the arguments presented by the author Hernández Sampieri (2014).

Extract one/ Class Observation/ First Observation

	1	2	3	4	5	
	Never	Rarely	Usually	Often	Always	
ASPECTS TO OBSERVE	**CRITERIA**					**COMMENTS, EVIDENCE**
	1	2	3	4	5	
I. Classroom management						
The head teacher...						
Monitors behavior				x		Students participate and stay focused in class.

Extract two/ Class Observation/ Second Observation

	1	2	3	4	5	
	Never	Rarely	Usually	Often	Always	
IV. Assessment:						
The head teacher...						
Checks understanding					x	The teacher asks the students if the indication is Clear.

Extract three/ Class Observation/ Third Observation

1	2	3	4	5
Never	Rarely	Usually	Often	Always

VII. Students						
Are involved and interested in the class					x	Students actively participate in teacher's questions.

Extract four/ Teacher' interview/ Question N. 14

Si considera mencionar otro aspecto importante, favor especificar: *

El grupo demuestra una actitud positiva durante las clases.

In the analysis of these class observations, we can find that the students maintain active class participation, and their concentration in the class remains constant because during the classes the students developed the activities in such a way that when the teacher asked them about the answers or opinions according to the activities, the students did not present any doubts, in addition to that, before carrying out the activities, the teacher made sure that the instructions were understood by asking them if they had clarity about what they should do, and students did not feel pressured to ask again on the instructions. In this sense, according to Horwitz, Horwitz, and Cope (1986) (as cited by Trang, 2012), the production of students is due to different aspects of anxiety. Hence, if students manage a low level of anxiety or concern, participation in class will take place more naturally, as it was demonstrated in the class observations, and which is in line with the teacher's perception, alleging in the teacher' interview that the students' attitude is positive since the students' behavior allows them to achieve success in the approval and fulfillment of the competences that the modern language program determined for the second semester.

6.2.2   Students' perception regarding oral production.

This subcategory is the result of the analysis that we can see in the interview with the teacher since it connects us with the methodology that the teacher implements to develop the classes. In addition to this instrument, the student interview provides personal information about general

behavior in oral production classes, and also, in the diagnostic test, some participants show some discomfort when they speak in English.

Extract one/ Teacher' interview/ Question N. 10

¿Ante qué actividades los estudiantes se muestran entusiasmados y por qué? *

Ellos muestran entusiasmo en actividades que demanden interacción. Igualmente, las actividades de pronunciación los motivan.

Extract two/ Student' interview/Participant 1. / Question N. 14

Puede elegir una o varias opciones y Ampliar la respuesta en la opción Otro para la _____ / 0
siguiente pregunta: Normalmente mi comportamiento en la clase de inglés es: *

☑ Soy tímido y no me gusta hablar mucho

☐ Soy extrovertido, me gusta hablar en público y participo en clase

☐ Si la profesora me pregunta respondo, pero si no me pregunta no participo voluntariamente

☐ No me gusta estar sentado en el puesto o quedarme quieto, siempre quiero estar moviéndome y haciendo cualquier actividad

☐ Me distraigo fácilmente, pocas veces pongo atención en clase

☑ Otro:
A pesar de que soy un poco tímida en clase cuando estoy segura en algún tema procuro participar.

Extract three/ Student' interview/Participant 2. / Question N. 14

Puede elegir una o varias opciones y Ampliar la respuesta en la opción Otro para la
siguiente pregunta: Normalmente mi comportamiento en la clase de inglés es: *

/ 0

☐ Soy tímido y no me gusta hablar mucho

☑ Soy extrovertido, me gusta hablar en público y participo en clase

☐ Si la profesora me pregunta respondo, pero si no me pregunta no participo voluntariamente

☐ No me gusta estar sentado en el puesto o quedarme quieto, siempre quiero estar moviéndome y haciendo
cualquier actividad

☐ Me distraigo fácilmente, pocas veces pongo atención en clase

☐ Otro: _____

Añadir comentarios a una respuesta individual

Extract four/ Student' interview/Participant 3. / Question N. 14

Puede elegir una o varias opciones y Ampliar la respuesta en la opción Otro para la
siguiente pregunta: Normalmente mi comportamiento en la clase de inglés es: *

/ 0

☑ Soy tímido y no me gusta hablar mucho

☐ Soy extrovertido, me gusta hablar en público y participo en clase

☑ Si la profesora me pregunta respondo, pero si no me pregunta no participo voluntariamente

☐ No me gusta estar sentado en el puesto o quedarme quieto, siempre quiero estar moviéndome y haciendo
cualquier actividad

☐ Me distraigo fácilmente, pocas veces pongo atención en clase

☑ Otro:
Me pasa eso porque siento que aún no tengo un buen nivel para hablar en ingles, entonces me
abstengo de hacerlo, creo que debo soltarme un poco más para poder avanzar.

Extract five/ Diagnostic Test/ First Transcription /Participant 1.

S: (()) ¿tengo que contestar en inglés?

T: yes, (()), in English

St: (()), fine very fine, thanks, and you

T: very good, thank you

T: what's your first name?

S: my first name is Laura   .

T: Could you spell your first name?

S: yes of course, L-A-U-R-A

T: good.

S: hay no que pena (())

T: oh, don't worry . . . what's your full name? (())

Extract Six / Diagnostic Test/ First Transcription /Participant 1.

T: what do you like about your career?

S: ... mm.... all because, you don't know but I have this como dijiste... career? I can improve my English because I feel most cheerful, relax, talk with my friends, I do recocha... I feel most stable.

S: Que pena. ^

Extract Six / Diagnostic Test/ Scecond Transcription /Participant 1.

T: Okay, Tell me about something special you did the last week.

S: The last week, I don't remember ... mmm ... okay, the last week, I always stay with my family at night, I think it's so important, the family, speak with them, you know? But something special? I have ...eh... how do you say video llamada? ...video call? ... a video call with my best friend Natalia, and that ^ (())

T: What do you like to do in the evenings during this quarantine?

S: In the evening I stay with my family, I talk with them, I play together too ...eh... what's more... I study a little because I need to improve my English ^ (()) I think that it is not more.

These results show that students do not feel confident enough to speak in front of their classmates in the second language, but they know the importance of speaking English in the classroom. So the students consider it relevant to practice oral production and it could be concluded that it is one of the activities they enjoy the most, although this is a bit stressful due to the fear of making mistakes in front of the whole class. So, as far as the teacher's activities are concerned, the students have managed to adapt but as far as the very security of public speaking, but many still find it difficult to perform but the students try hard and know the importance of improving every day. By the same token, Córdoba and Rangel (2018) from the University of Amazonia in Florence, Colombia, carried out a study to improve listening skills through meaningful oral tasks, and their research found that at the time students quitted their comfort zone, they felt more confident and they participated in the activities proposed by the researchers. In this way, we can say that it is important to make students feel relaxed because although they consider that it is important to carry out certain activities, they will later be formed in situations that generate them stress and therefore their performance may not be adequate. With this in mind, in the present research project was possible to perceive that during the development of the second diagnosis, the students were calmer and made known their more personal opinions.

6.3 Meaningful learning in the students' oral production.

This category turns out to be one of the most important bases to find the results of the present investigation, which is mainly to understand the importance of significant material in the planning of classes. This means that the results are found in the student interview, the teacher interview, class interventions, and class reflections, and therefore two subcategories have emerged presented below. That is why, according to Ballester (2014), he mentions that educational resources are essential for the construction of educational material, which motivates, guides, and supports the student in their learning processes. Also, it allows the teacher to adapt all this material to the students' likes.

6.3.1 Taking into account areas as sports in students' oral production.

For this subcategory, it is intended to analyze the students' likes for sports because Becerra, and McNulty, (2010) (as cited by Hudelson, 1991, as cited in Bourke, (2006)), state that significant material helps students to interact with their personal interests and in this way develop their communication skills in the learning process.

Extract One / Students' Interview / Question N. 9. / Participant 1.

¿Qué sabe hacer mejor? Puede elegir una o varias opciones y Ampliar la respuesta en _____ / 0
otro: *

☐ Escribir

☑ Leer

☐ Cantar

☑ Bailar

☐ Dibujar

☑ Otro: Me considero buena para el deporte.

Extract Two / Students' Interview / Question N. 9. / Participant 3.

¿Qué sabe hacer mejor? Puede elegir una o varias opciones y Ampliar la respuesta en _____ / 0
otro: *

☐ Escribir

☑ Leer

☐ Cantar

☑ Bailar

☐ Dibujar

☑ Otro: Practicar algún deporte

6.3.2 The Importance of audiovisual material in student's oral production.

This subcategory arises from understanding what the author Fernández (2014) (as cited by Durango, González, and Arias (2018)), states that audiovisual material is a very good teaching strategy since it is aimed at motivation and types of student learning. Thus, some extracts from the teacher and students' interviews were taken into account for the analysis of this category, and based on this, class interventions were carried out.

Extract One / Teacher' interview. / Question N. 12

¿Cuáles son las actividades que le permiten a los estudiantes un mejor aprendizaje? *

Toda actividad que promueva la práctica, ya sean acticidades de Listening que les ayuden a mejorar su oído, o actividades de Speaking que permitan hacer uso de la lengua en situaciones ligadas a la vida real.

The teacher is aware of the activities that can be applied with the students to capture their full attention and thus ensure that the activities are designed according to this previous information.

Extract Two/ Students' interview. / Participant 1. / Question N. 13

¿Qué tipo de actividades le gusta que se realicen en clase de inglés? Puede elegir una o varias opciones y Ampliar la respuesta en la opción Otro: *   / 0

- ☑ Fotocopias con ejercicios
- ☑ Explicación de un tema por medio de videos
- ☑ Juegos
- ☑ Trabajo en grupo
- ☑ Juego de roles
- ☐ Hacer carteleras
- ☑ Canciones
- ☑ Otro: Me gusta mucho cuando se realizan stand de exposición.

Extract Three/ Students' interview. / Participant 2. / Question N. 13

¿Qué tipo de actividades le gusta que se realicen en clase de inglés? Puede elegir una ____ / 0
o varias opciones y Ampliar la respuesta en la opción Otro: *

☐ Fotocopias con ejercicios

☑ Explicación de un tema por medio de videos

☑ Juegos

☑ Trabajo en grupo

☐ Juego de roles

☐ Hacer carteleras

☑ Canciones

☐ Otro: ....

For the students, the material used in the class must be entertaining and also allow them to move. So they approach kinesic and visual intelligence, and perhaps dynamically solving problems. So the students' answers to the interview allow us to build the material and analyze the type of activities that can be carried out with the students and then design more effective lesson plans for student learning.

Extract Four/ Class Intervention. 2.

Procedure, interaction patterns and timing:		
Stage, interaction pattern, timing	**Activity Description**	**Stage aim**
Development	Students will discuss some technology statements. So, each one corresponds to an image and then they will share their point of view.	To introduce the topic and provide vocabulary to develop the lesson. 30 minutes

Extract Four/ Class Intervention. 3

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Beginning	The teacher explains the concept of storytelling and the teacher gives the floor to the students.	To introduce the topic and provide vocabulary to develop the lesson. 20 minutes
Development	Students watch two videos to create a short conversation about the main topic.	Practice lesson 20 minutes
End	Students answer questions related to: • Who is someone you really admire? • Which person in your life has motivated you the most	Practice lesson 20 minutes

Extract Four/ Class Intervention. 4

Stage, interaction pattern, timing	Activity Description	Stage aim
End	The teacher distributes a series of images. Each student has an image and must create a short story based on the photograph that corresponds to him.	Practice lesson 20 minutes

Based on the interests of the students, Ramírez and Artunduaga (2018) developed a study in which they sought to find the elements that the students shared in order to create activities that allowed the oral production of the students. Similarly, the current research compiled information on the activities in which the students felt comfortable to allow them to produce L2 in an environment close to their context. So the videos and photography were educational resources that were implemented in the development of class interventions, in addition to the help of tools such as YouTube.

6.4 LIMITATIONS.

The limitations that were presented for the development of the research, have to do mainly because of the pandemic that by mid-2019 began to emerge in Asian countries and that for today, has forced us to maintain mandatory isolation to prevent the Coronavirus disease (COVID-19) continues to expand in our country, according to measures taken by the national government. So this led to the application of the research project being carried out in a virtual way and therefore several changes had to be made. Among them, class interventions could not be carried out in a real context, and on the other hand, modifications had to be made in the type of activities planned, since it was necessary to adapt them to the virtual field, for example, virtual group work in Synchropic classes was somewhat difficult since the tool used to have synchronous meetings did not allow students to interact in a group way, and finally the interviews with students could only be confirmed with a limited number of students to know their likes and preferences

6.5 PROJECTIONS.

This study demonstrates an important contribution to class planning taking into account the significant learning that is what allows teachers to continue with an efficient and effective process in meeting the objectives with each class planning. Hence, it is important to bear in mind that this type of research leads to new research based on the use of various areas important to the human being, such as music and educational games that help the interaction between students and teachers in the material construction.

In this way, it should be noted that continuing with the line of virtual education, it is important that for the degree program in modern languages of the University of Quindio, begin a special program in which teachers are trained in virtual education and generate material that is meaningful for students, and that in turn motivates both to commit to the teaching and learning process in the use technological tools to constantly innovate rather than lend themselves to monotony.

7 CONCLUSIONS.

The results obtained with respect to the general objective of the research, which is: *To carry out a proposal that includes the application of meaningful learning to increase second semester students' oral production at modern languages program*, allow us to conclude that the second-semester students of the Modern Languages program are well prepared with respect to the level of English referenced by the common European framework, because thanks to the diagnostic test we can see that students fulfill the necessary skills in the production of the language, specifically in the fields of grammar, vocabulary, pronunciation and interactive communication. Therefore, students feel a bit of stress when they have to produce English in public because they are not very confident with the vocabulary and grammatical structure they must handle when communicating.

However, the perception of the students is very positive, which allows them to face this challenge successfully since they understand the importance of the speaking skill to improve their English level, with which the teachers have made a great effort to adapt the material to the students' needs. Hence, the most favorite activities for this specific population are those that include activities related to visual and kinetic intelligence, so the adoption of this material to daily activities in the development of oral production, which makes it possible for the students due students feel comfortable with the context that is presented to them, as in this case was the videos, images adapted to sports-related topics in one of the cases and photography in others.

Thus, the students were motivated to participate in the classes, giving personal opinions to videos and through storytelling what allowed them to create their own speech in order that they could express themselves in their own words and could thus have the ability to speak fluently the second language.

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ANNEXES

Annex 1 – Informed Consent

Consentimiento Informado para Participantes de Investigación

Usted ha sido escogido para participar en el proyecto de investigación denominado ***Desarrollo de la producción oral de los estudiantes a través de un aprendizaje significativo: una propuesta pedagógica con estudiantes de 8º grado en una escuela pública de Armenia-Quindío***, guiado por la estudiante Diana Carolina Fernández Jaramillo del programa de Licenciatura en Lenguas Modernas con énfasis en inglés y francés de la Universidad del Quindío, y con el que se pretende aplicar actividades significativas que permitan definir si estas contribuyen a un mejoramiento en la habilidad oral del idioma inglés.

El estudiante participará en la investigación a través de una prueba de diagnóstico, y de una encuesta con el fin de recopilar datos útiles para el desarrollo del proyecto.

Es importante aclarar que los datos recopilados se utilizarán con fines académicos, no se divulgarán los nombres de los participantes. Además, si se presentan dudas sobre este proyecto en cualquier momento durante su participación, puede realizarlas sin ninguna restricción.

Desde ya le agradecemos su participación.

Yo_____ identificado con CC / TI

N°_____ acepto participar voluntariamente en esta investigación.

_____   _____   _____

Firma del Participante   Firma del Investigador   Fecha

Annex 2 - Observation Format

Class Observation Format

Head teacher: _____

Population:_____

Observer: Diana Carolina Fernández

Date:_____

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This form has different criteria to evaluate the performance of the head teacher, the class

development and different aspects related to the class itself.   As observer, write an "X" to

select the appropriate choice to evaluate the competence you observe of the practitioner in class.

1	2	3	4	5
Never	Rarely	Usually	Often	Always

ASPECTS TO OBSERVE	CRITERIA					COMMENTS, EVIDENCE
	1	2	3	4	5	
I. Classroom management						
The head teacher…						
monitors behaviour						
Stops inappropritate behaviour						
Gives consistent behavioral rules						
Takes actions						
II. Steps of the lesson						
The procedure of the lesson reflects the aims						
The lesson moves through logical and appropriate stages						
The teacher…						
The teacher Implements a warm up						
Presentation:						
Meaning is clearly established and effectively checked						

Pronunciation is highlighted					

Form is clearly established and effectively checked					
Student practice					
There is enough practice related to the topic					
Practice is meaningful					
Production					
Production is meaningful					
The teacher monitors while students work					
III. Material					
It is understandable, graded, meaningful					
The head teacher makes use of …					
visual resources					
Realia					
Recordings					
Others					
IV. Assessment:					
The head teacher…					
Checks understanding					
Corrects errors					
Assesses in a formative way					
Assesses in a summative way					
V. Classroom interaction					

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There is variety of interaction patterns						
The lesson is centered on the teacher						

VI.   Language of instruction

The head teacher

Uses understandable language						
Uses adequate pronunciation						
Instructions are clear and checked						
Uses language graded to the students level						
Gives instructions before giving out material						
Uses useful examples and modeling to make sure Students understand						

VII. Students

Are involved and interested in the class						
Participate						
Use English to communicate with each other						
Are praised or rewarded by the teacher						
It is understandable,						

graded, meaningful						
Are there other aspects of the observation you consider relevant to be mentioned?						

Annex 3 – Diagnostic Evaluation

EXAMINER'S GUIDE

The duration of the exam: 10 minutes

The test consists of a short conversation in which the teacher and the student exchange greetings and personal information.

Hello! How are you?

1) What's your first name?

2) Could you spell that, please?

3) What's your last name?

4) What's your middle name?

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5) What's your surname?

6) What's your full name?

7) How old are you?

8) What's your address?

9) What's your email address?

10) What's your telephone number?

11) What's your ID?

12) Where are you from?

13) What do you like the most about that place?

14) Do you work?

15) What do you like to do in your free time?

16) Do you practice a sport?

17) What time do you get up?

18) What do you like about your career?

19) Tell me something you could do well at school. And something you can do well now.

20) Tell me about the weather in Colombia

21) What are you going to do next the weekend?

22) What do you like about the University of Quindío?

23) Could you describe your family?

24) Could you describe your house?

25) Do you like traveling? Why?

Therefore, this is the rubric to make the diagnostic evaluation:

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A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Maintains simple exchanges. • Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5.		
3	• Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	Performance below Band 1.		

Annex 3 – Students' survey

Encuesta para segundo semestre de lenguas modernas:

La presente encuesta tiene por objeto indagar algunos aspectos sobre sus gustos, y preferencias.

Marque la opción que le describa, si no encuentra la opción que se ajusta a sus gustos y/o preferencias, escriba

lo que desea expresar en la opción "otro".

Encuestador: _____

Encuestado: _____   **Edad**:____

Responde a la pregunta.

¿Qué situaciones le generan alegría?

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_____

_____

_____

¿Realiza alguna otra actividad de forma frecuente después de clases?

_____

_____

_____

¿Tiene algún pasatiempo? ¿Qué hace en su tiempo libre?

_____

_____

_____

¿Qué tipo de música le gusta escuchar? ¿Tiene algún cantante o grupo musical favorito?

_____

_____

_____

¿Qué   tipo   de   lectura   le   gusta   más?   (libros,   revistas,   periódicos,   comics,   etc.)

_____

_____

_____

¿Cómo se imagina a usted mismo en el futuro? ¿Qué le gustaría ser cuando termine la carrera?

_____

_____

_____

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¿Te gusta aprender inglés? Si _____   No _____

 Justifique su respuesta:

_____

_____

_____

Marque con una X:

1. ¿Qué sabe hacer mejor? *Puede elegir una o varias opciones:*

    A. Escribir

    B. Leer

    C. Cantar

    D. Bailar

    E. Dibujar

    F. Otro:_____

2. ¿Le gusta la asignatura de inglés?

a) SI ___ b) NO___

3. Si la respuesta es b) **NO** en la pregunta anterior, ¿Cuál es la razón por la cual no le gusta la clase de inglés?:

a) Se me dificulta entender el idioma

b) No sé para qué sirve aprenderlo

c) Me parece aburrido

d) No me gusta como enseña el(los) profesor (es)

e) Otro: _____

4. ¿Por qué le gusta aprender inglés? *Puede elegir una o varias opciones:*

a) Me considero bueno para el inglés

b) Los recursos son llamativos

c) Me gusta la cultura inglesa

d) Me puede servir para el futuro

e) Otro _____

5. ¿Qué tipo de actividades le gusta que se realicen en clase de inglés? *Puede elegir una o varias opciones*:

a) Fotocopias con ejercicios

b) Explicación de un tema por medio de videos

c) Juegos

d) Trabajo en grupo

e) Juego de roles

f) Hacer carteleras

g) Otra _____

6. Normalmente mi comportamiento en la clase de inglés es:

a) Soy tímido y no me gusta hablar mucho

b) Soy extrovertido, me gusta hablar en público y participo en clase

c) Si la profesora me pregunta respondo, pero si no me pregunta no participo voluntariamente

d) No me gusta estar sentado en el puesto o quedarme quieto, siempre quiero estar moviéndome y haciendo cualquier actividad

e) Me distraigo fácilmente, pocas veces pongo atención en clase

f) Otra _____

¡Gracias por responder las preguntas!

Annex 5 - Teacher's survey

1. Por favor, escribir su nombre completo como profesor encargado del grupo focal:

   _____

2. ¿Cuál es la competencia lingüística según El Marco Común Europeo de Referencia (MCER) para el grupo focal?

A1

A2

B1

B2

C1

3. ¿Cuántos estudiantes hay en el aula? _____

4. ¿Cuántas estudiantes mujeres menores de 18 años y cuántas mujeres mayores de 18 años hay en el aula?. Favor especificar el rango de edades.

   _____

   _____

5. ¿Cuántos estudiantes hombres menores de 18 años y cuántos hombres mayores de 18 años hay en el aula? Favor especificar el rango de edades.

   _____

   _____

6. ¿Cuál es su primera reacción del grupo en cuanto a la disposición de trabajo? Especifique su respuesta en el campo "Otro"

Excelente

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Francés

Bueno

Neutro

Regular

Mala

Otro:

_____

_____

7. ¿Cómo es la disciplina de los estudiantes durante la clase?. Especifique su respuesta en el campo

    "Otro"

Excelente

Bueno

Neutro

Regular

Mala

Otro:

_____

_____

8. ¿Cómo se comportan los estudiantes cuando trabajan en actividades individuales?

    _____

    _____

9. ¿Cómo se comportan los estudiantes cuando trabajan en actividades grupales?

    _____

    _____

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10. ¿Ante qué actividades los estudiantes se muestran entusiasmados y por qué?

_____

_____

11. ¿Ante qué actividades los estudiantes se muestran desanimados y por qué?

_____

_____

12. ¿Cuáles son las actividades que le permiten a los estudiantes un mejor aprendizaje?

_____

_____

13. ¿Qué gustos o aficiones ha identificado en los estudiantes?

_____

_____

14. Si considera mencionar otro aspecto importante, favor especificar:

_____

_____

¡Gracias por responder las preguntas!

Annex 6 – Lesson plan format

GENERAL INFORMATION

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Teacher: ___	University:	Semester:	Length:

Standards:

Lesson's Main Objective (based on language functions):

Specific objectives:

Topic:

PERFORMANCE INDICATORS

Knowing	Doing	Being

Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):

Integrated Skills:

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Beginning		

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Development		
End		

Assessment:

Materials and resources:

Bibliography:

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RESULTS:

OBSERVATION FORMAT

Observer: Diana Carolina Fernández J   Date and Time: March 30th, 2020

Head teacher: Wilson Martinez

GENERAL ASPECTS:	Evidence / comments
Population	Second Semester of Modern Languages program from University of Quindío.
Facts about the undergraduate program. (background)	The Modern Languages program began its teaching activities on August 27th, 1967, through Superior Council Agreement No. 41 of June 1967. By the year 2015, the program submitted the application for the renewal of High-Quality Accreditation. In 2018, the Ministry of National Education granted to Modern Languages program the renewal of its qualified registration for a term of 7 years through Resolution Number 07314 of May 4th, 2018. Also, the program modified the name of this academic program to Degree in Modern Languages with Emphasis on English and French.
About the undergraduate program (mission and vision)	**Misión** El Programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés formas profesionales integrales en competencias pedagógicas, disciplinares, investigativas, de formación personal y general. Además, desarrolla investigación, presta servicios de proyección social, realiza procesos de autoevaluación que comprenden la revisión y el mejoramiento del currículo y elabora proyectos que articulan la Licenciatura con estudios de posgrado, los cuales le permiten al profesional consolidar una formación integral para desempeñarse en una sociedad en tiempos de posconflicto y transformación social. **Visión** El Programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés en el 2025 será reconocido como una unidad académica de alta calidad a nivel regional, nacional e internacional por sus proyectos de formación en docencia, investigación y proyección social. A su vez, facilitará la solución de los problemas de la comunidad relacionados con el saber disciplinar mediante un constante proceso de evaluación, con la participación de todos los actores comprometidos con el desarrollo de la región y del país".

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Syllabus (plan de área)	**ORAL COMPREHENSION AND PRODUCTION II** The main focus of the Oral comprehension and production course comprises the sociolinguistic aspect of the communicative competence; however, the other competences should be taken care of in due course. The cognitive aspects are concerned with different topics, articulatory phonetics and phonology, language functions, and communication strategies. Research activities will be part of the course as a way of promoting the learners relation with their community and fostering the intercultural elements of the learners and the target language group. This course follows the guidelines proposed by the Common European Framework of Reference for Languages (CEFR) for this specific level A2 Waystage.

POPULATION:	Evidence / comments
Students (number)	There are 31 students, 20 women and 11 men.
University staff (principal, coordinators)	The Rector of the University of Quindio: José Fernando Echeverry Murillo The Dean of the Faculty of Education: Jhojan Cardona Patiño The Director of the Degree in Modern Languages with Emphasis on English and French: Luz Stella Zuluaga Jaramillo.

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This form has different criteria to evaluate the performance of the head teacher, the class development and different aspects related to the class itself.   As observer, write an "X" to select the appropriate choice to evaluate the competence you observe of the practitioner in class.

1	2	3	4	5
Never	Rarely	Usually	Often	Always

ASPECTS TO OBSERVE	CRITERIA					COMMENTS, EVIDENCE
	1	**2**	**3**	**4**	**5**	
I. Classroom management						
The head teacher…						
monitors behaviour				x		Students participate and stay focused in class.
Stops inappropritate behaviour		x				Students do not misbehave.
Gives consistent behavioral rules					x	The teacher manages an appropriate tone of voice and uses tone variations in the voice to attract attention.
II. Steps of the lesson						
The procedure of the lesson reflects the aims					x	The activities developed by the teacher allowed the students to understand the use of future simple.
The teacher…						
The teacher Implements a warm up					x	Students answer some questions to practice the topic seen in the previous class.
Presentation:						
Meaning is clearly established and effectively checked					x	The teacher explains the activities clearly and uses L1 when the student does not understand the explanation in L2.
Pronunciation is highlighted					x	The teacher speaks clearly and slowly. Emphasizes some words to accentuate pronunciation.

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Criterion						Description
Form is clearly established and effectively checked					x	The teacher gives students the indications on the topic and then she makes the activities so the students develop what they learn.
Student practice						
There is enough practice related to the topic					x	Students do the activity and then the teacher corrects the answers and gives feedback.
Practice is meaningful					x	Students carry out the activity with sentences very close to the context.
Production						
Production is meaningful				x		Students read the sentence and answer aloud, and the teacher makes some pronunciation suggestions.
The teacher monitors while students work				x		The teacher verifies the activity carried out, after taking time to complete. Finally, he asks each of them the answer to the question.
III. Material						
It is understandable, graded, meaningful					x	The teacher introduces topics that are according to the context of the students.
The head teacher makes use of …						
visual resources				x		The teacher uses some images, and presents the material interactively.
Realia					x	Students relate the material to real life.
Recordings			x			The teacher allows students to practice the topic, and asks questions to create short conversations.
Others					x	The teacher shares material on the platform: Google Classroom
IV. Assessment:						
The head teacher…						
Checks understanding					x	The teacher asks the students if the indication is Clear.
Corrects errors					x	The teacher corrects the activities with all the students.
Assesses in a formative way		x				The teacher makes no claims about incentives.
V. Classroom interaction						
There is variety of interaction patterns					x	Most of the time the class is directed by the teacher.
The lesson is centered on the teacher			x			The teacher explains the topic, but then creates meaningful conversations through question and answer.

VI. Language of instruction

The head teacher

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Uses understandable language					x	The language is appropriate for the A2 level of the students.
Gives instructions before giving out material					x	The teacher has the opportunity to show the material and then gives the instructions.
Uses useful examples and modeling to make sure Students understand					x	The teacher explains the activity through examples.
VII. Students						
Are involved and interested in the class					x	Students actively participate in teacher questions.
Use English to communicate with each other		x				Students do not have the opportunity to work in a group. Sometimes they participate in Spanish, and they use the chat to mention some things to their classmates in Spanish.
Are praised or rewarded by the teacher					x	The teacher uses expressions to congratulate the student for participating, as "interesting".
Are there other aspects of the observation you consider relevant to be mentioned?						Activities are appropriate and understanding of the topic can be evidenced through the material.

OBSERVATION FORMAT

Observer: Diana Carolina Fernández J   Date and Time: March 31th, 2020

Head teacher: Wilson Martinez

GENERAL ASPECTS:	Evidence / comments
Population	Second Semester of Modern Languages program from University of Quindío.
Facts about the undergraduate program. (background)	The Modern Languages program began its teaching activities on August 27th, 1967, through Superior Council Agreement No. 41 of June 1967. By the year 2015, the program submitted the application for the renewal of High-Quality Accreditation. In 2018, the Ministry of National Education granted to Modern Languages program the renewal of its qualified registration for a term of 7 years through Resolution Number 07314 of May 4th, 2018. Also, the program modified the name of this academic program to Degree in Modern Languages with Emphasis on English and

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Francés

	French.
About the undergraduate program (mission and vision)	**Misión** El Programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés formas profesionales integrales en competencias pedagógicas, disciplinares, investigativas, de formación personal y general. Además, desarrolla investigación, presta servicios de proyección social, realiza procesos de autoevaluación que comprenden la revisión y el mejoramiento del currículo y elabora proyectos que articulan la Licenciatura con estudios de posgrado, los cuales le permiten al profesional consolidar una formación integral para desempeñarse en una sociedad en tiempos de posconflicto y transformación social. **Visión** El Programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés en el 2025 será reconocido como una unidad académica de alta calidad a nivel regional, nacional e internacional por sus proyectos de formación en docencia, investigación y proyección social. A su vez, facilitará la solución de los problemas de la comunidad relacionados con el saber disciplinar mediante un constante proceso de evaluación, con la participación de todos los actores comprometidos con el desarrollo de la región y del país".

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Francés

Syllabus (plan de área)	**ORAL COMPREHENSION AND PRODUCTION II** The main focus of the Oral comprehension and production course comprises the sociolinguistic aspect of the communicative competence; however, the other competences should be taken care of in due course. The cognitive aspects are concerned with different topics, articulatory phonetics and phonology, language functions, and communication strategies. Research activities will be part of the course as a way of promoting the learners relation with their community and fostering the intercultural elements of the learners and the target language group. This course follows the guidelines proposed by the Common European Framework of Reference for Languages (CEFR) for this specific level A2 Waystage.

POPULATION:	**Evidence / comments**
Students (number)	There are 31 students, 20 women and 11 men.
University staff (principal, coordinators)	The Rector of the University of Quindio: José Fernando Echeverry Murillo The Dean of the Faculty of Education: Jhojan Cardona Patiño The Director of the Degree in Modern Languages with Emphasis on English and French: Luz Stella Zuluaga Jaramillo.

This form has different criteria to evaluate the performance of the head teacher, the class development and different aspects related to the class itself.   As observer, write an "X" to select the appropriate choice to evaluate the competence you observe of the practitioner in class.

1	2	3	4	5
Never	Rarely	Usually	Often	Always

ASPECTS TO OBSERVE	CRITERIA					COMMENTS, EVIDENCE
	1	2	3	4	5	
I. Classroom management						
The head teacher…						
Monitors behavior				x		Students participate and stay focused in class.
Stops inappropriate behavior		x				Students do not misbehave.
Gives consistent behavioral rules					x	The teacher manages an appropriate tone of voice and uses tone variations in the voice to attract attention.
II. Steps of the lesson						
The procedure of the lesson reflects the aims					x	The activities developed by the teacher allowed the students to understand the difference in the pronunciation of (Z) and (S) sound.
The teacher…						
The teacher Implements a warm up	x					For this class, students do not do activities before beginning the lesson.
Presentation:						
Meaning is clearly established and effectively checked					x	The teacher rarely uses L1 to make the explanation easier to understand.
Pronunciation is highlighted					x	As it is a pronunciation activity, the teacher repeats several times and asks questions randomly.

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Form is clearly established and effectively checked					x	The teacher solves the activities with the students and explains the reason for the answers.
Student practice						
There is enough practice related to the topic					x	The teacher allows students to repeat and practice pronunciation with the help of activities.
Practice is meaningful					x	The teacher makes use of audios with conversations from native speakers.
Production						
Production is meaningful			x			Students do not produce new content. They repeat.
The teacher monitors while students work					x	The teacher verifies the activity carried out, after taking time to complete. Finally, he asks each of them the answer to the question.
III. Material						
It is understandable, graded, meaningful					x	The teacher introduces topics that are according to the context of the students.
The head teacher makes use of …						
visual resources		x				The teacher shares the guide that the students have on the google classroom platform.
Realia					x	Students relate the material to real life.
Recordings	x					This time, students only repeat the pronunciation.
Others					x	The teacher shares material on the platform: Google Classroom
IV. Assessment:						
The head teacher…						
Checks understanding					x	The teacher asks the students if the indication is Clear.
Corrects errors					x	The teacher corrects the activities with all the students.
Assesses in a formative way		x				The teacher makes no claims about incentives.
V. Classroom interaction						
There is variety of interaction patterns		x				Most of the time the class is directed by the teacher.
The lesson is centered on the teacher				x		The teacher explains the topic, and students follow the indications about pronunciation.
VI. Language of instruction						
The head teacher						

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Uses understandable language					x	The language is appropriate for the A2 level of the students.
Gives instructions before giving out material					x	The teacher has the opportunity to show the material and then gives the instructions.
Uses useful examples and modeling to make sure Students understand					x	The teacher explains the activity through examples.
VII. Students						
Are involved and interested in the class					x	Students actively participate in teacher questions.
Use English to communicate with each other	x					The students do not speak to each other, but they use too much Spanish to say that they do not understand, or to comment on their classmates.
Are praised or rewarded by the teacher					x	The teacher uses expressions to congratulate the student for participating, as "good".
Are there other aspects of the observation you consider relevant to be mentioned?						The material is appropriate for the level and the subject. However, I consider that students can interact more.

OBSERVATION FORMAT

Observer: Diana Carolina Fernández J   Date and Time: April 01st, 2020

Head teacher: Wilson Martinez

GENERAL ASPECTS:	Evidence / comments
Population	Second Semester of Modern Languages program from University of Quindío.

Facts about the undergraduate program. (background)	The Modern Languages program began its teaching activities on August 27th, 1967, through Superior Council Agreement No. 41 of June 1967. By the year 2015, the program submitted the application for the renewal of High-Quality Accreditation. In 2018, the Ministry of National Education granted to Modern Languages program the renewal of its qualified registration for a term of 7 years through Resolution Number 07314 of May 4th, 2018. Also, the program modified the name of this academic program to Degree in Modern Languages with Emphasis on English and French.
About the undergraduate program (mission and vision)	**Misión** El Programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés formas profesionales integrales en competencias pedagógicas, disciplinares, investigativas, de formación personal y general. Además, desarrolla investigación, presta servicios de proyección social, realiza procesos de autoevaluación que comprenden la revisión y el mejoramiento del currículo y elabora proyectos que articulan la Licenciatura con estudios de posgrado, los cuales le permiten al profesional consolidar una formación integral para desempeñarse en una sociedad en tiempos de posconflicto y transformación social. **Visión** El Programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés en el 2025 será reconocido como una unidad académica de alta calidad a nivel regional, nacional e internacional por sus proyectos de formación en docencia, investigación y proyección social. A su vez, facilitará la solución de los problemas de la comunidad relacionados con el saber disciplinar mediante un constante proceso de evaluación, con la participación de todos los actores comprometidos con el desarrollo de la región y del país".

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Syllabus (plan de área)	**ORAL COMPREHENSION AND PRODUCTION II** The main focus of the Oral comprehension and production course comprises the sociolinguistic aspect of the communicative competence; however, the other competences should be taken care of in due course. The cognitive aspects are concerned with different topics, articulatory phonetics and phonology, language functions, and communication strategies. Research activities will be part of the course as a way of promoting the learners relation with their community and fostering the intercultural elements of the learners and the target language group. This course follows the guidelines proposed by the Common European Framework of Reference for Languages (CEFR) for this specific level A2 Waystage.

POPULATION:	Evidence / comments
Students (number)	There are 31 students, 20 women and 11 men.
University staff (principal, coordinators)	The Rector of the University of Quindio: José Fernando Echeverry Murillo The Dean of the Faculty of Education: Jhojan Cardona Patiño The Director of the Degree in Modern Languages with Emphasis on English and French: Luz Stella Zuluaga Jaramillo.

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This form has different criteria to evaluate the performance of the head teacher, the class development and different aspects related to the class itself.   As observer, write an "X" to select the appropriate choice to evaluate the competence you observe of the practitioner in class.

1	2	3	4	5
Never	Rarely	Usually	Often	Always

ASPECTS TO OBSERVE	CRITERIA					COMMENTS, EVIDENCE
	1	2	3	4	5	
I. Classroom management						
The head teacher…						
monitors behaviour				x		Students participate and stay focused in class.
Stops inappropritate behaviour		x				Students do not misbehave.
Gives consistent behavioral rules					x	The teacher manages an appropriate tone of voice and uses tone variations in the voice to attract attention.
II. Steps of the lesson						
The procedure of the lesson reflects the aims					x	The proposed activities allow students to practice listening.
The teacher…						
The teacher Implements a warm up			x			The teacher corrects the activity he left as homework on the previous topic
Presentation:						
Meaning is clearly established and effectively checked					x	The teacher gives clear and short instructions and asks the students.
Pronunciation is highlighted					x	The teacher speaks slowly and clearly. Also uses familiar vocabulary for students.

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Form is clearly established and effectively checked					x	The teacher solves the activities with the students and explains the reason for the answers.
Student practice						
There is enough practice related to the topic					x	The teacher has written material and audios with which he uses to practice listening comprehension.
Practice is meaningful					x	The teacher makes use of audios with conversations from native speakers.
Production						
Production is meaningful					x	Students can practice listening comprehension through audios that contain content on world customs.
The teacher monitors while students work					x	The teacher verifies the activity carried out, after taking time to complete. Finally, he asks each of them the answer to the question.
III. Material						
It is understandable, graded, meaningful					x	The teacher introduces topics that are according to the context of the students.
The head teacher makes use of …						
visual resources		x				The teacher shares the guide that the students have on the google classroom platform.
Realia					x	Students relate the material to real life.
Recordings	x					Students listen audios.
Others					x	The teacher shares material on the platform: Google Classroom
IV. Assessment:						
The head teacher…						
Checks understanding					x	The teacher asks the students if the indication is Clear.
Corrects errors					x	The teacher corrects the activities with all the students.
Assesses in a formative way		x				The teacher makes no claims about incentives.
V. Classroom interaction						
There is variety of interaction patterns			x			Most of the time the class is directed by the teacher.
The lesson is centered on the teacher				x		The teacher explains the topic, and students follow the indications.
VI. Language of instruction						

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The head teacher

Uses understandable language					x	The language is appropriate for the A2 level of the students.
Gives instructions before giving out material					x	The teacher has the opportunity to show the material and then gives the instructions.
Uses useful examples and modeling to make sure Students understand					x	The teacher explains the activity through examples.
VII. Students						
Are involved and interested in the class					x	Students actively participate in teacher's questions.
Use English to communicate with each other	x					The students do not speak to each other.
Are praised or rewarded by the teacher					x	The teacher uses expressions to congratulate the student for participating, as "good".
Are there other aspects of the observation you consider relevant to be mentioned?						

In relation to the transcription, the following table is used:

TRANSCIPTIONS CONVENTIONS	
Font:	Times New Roman
Bold:	Spanish
Normal Font:	English Translation

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T:	Teacher
S:	Student
…:	Long Pause
, :	Short Pause
(- -):	Unintelligible
(()):	Laughs
?:	Question
^:	Rising Intonation

FIRST TRANSCRIPTION

PARTICIPANT 1:

T: Nice to meet you, I 'm Diana Carolina Fernández Jaramillo

This is the diagnostic evaluation it consists in a short conversation in which we will exchange

greetings and personal information. I am going to start:

T: Hello, how are you today? ^

S: (()) **¿tengo que contestar en inglés?**

T: yes, (()), in English

St: (()), fine very fine, thanks, and you

T: very good, thank you

T: what's your first name?

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S: my first name is Laura

T: Could you spell your first name?

S: yes of course, L-A-U-R-A

T: good.

S: **hay no que pena** (())

T: oh, don't worry . . . what's your full name? (())

S: Laura Natalia Zuluaga Ramirez – that's my full name

T: how old are you?

S: I am 20 years

T: what are you from?

S: I'm from Colombia, obviously ^ (())

T: what's your telephone number?

S: OMG ^

S: my … let me while… (())

S: okay.

S: … my telephone number is 3233335058

S: Perdón por mi pronunciación ^

T: oh, that's okay, so, do you work?

St: no no, I am with my parents and… and ^ I don't work (())

T: what do you like the most about Colombia?

S: animals, maybe the nature, because I am most of the natural **eh** (- -) you know…

T: so, do you like animals?

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S: **mm ja,** ^ I love the animals. (())

T: do you have pets?

S: Yes, I have

T: what its name?

S: His name is Tobi and has 7 years old, so cute ^ (())

T: do you practice sports?

S: **mmm . . .** actually not, but in some times I like do some exercise for my … for my body

T: what do you like to do in your free time?

S: yeah yeah … I like read, I like play violin, I like stay with my family, maybe, I don't know, (--) in YouTube. **Cosas asi…**Things like that.

T: could you describe your family?

S: my family yes, maybe, my mom, she is 56 years old, she is a little small, she has dark heard, white skin, … yes skin? ^ Yes she is beautiful, very funny and my father he has dark skin. He is some tall like me, he is something bold, and my big brother, I only have one big brother, he is 29 years old, he is very tall, he has black heard too.. And the only who have curly heard in my family are my dad and I and me.

T: And finally the last question, ^ (())

S: ... **Hay** thank you ^ (())

T: what do you like about your career?

S: … **mm**…. all because, you don't know but I have this **como dijiste**… career? I can improve my English because I feel most cheerful, relax, talk with my friends, I do **recocha**... I feel most stable.

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S: **Que pena.** ^

T: No, you do a good job, Thank you.

PARTICIPANT 2:

T: How are you today? ^

S: I'm fine thank, and you? (())

T: Very good, ^

T: What's your first name?

S: My first name is Sebastian

T: Could you spell your first name, please?

S: okay, **eh** , … S-E-B-A-S-T-I-A-N

T: What's your last name?

S: My last name is Tobón

T: How old are you?

S: I'm 18 years old . . . and you?

T: I'm 25 years old.

T: What is your address?

S: my address is in Montenegro in Villa Juliana neighborhood

T: Where are you from?

S: I'm from Armenia

T: What's your telephone number?

S: My telephone number is 310648023

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T: What do like the most from Armenia?

S: can your repeat please?

T: Sure: What do like the about Armenia?

S: It is good, because there are many places for enjoy, supermarkets, the cinema, many shops to

buy clothes.

T: tell me, do you work?

S: yes, in a coffee restaurant bar

T: do you like your job?

S: yes, it is good

T: what do you do in your free time?

S: in my free time...?

S: in my free time, I ride a motorbike, I listen to music, plying the guitar, watching tv or a

movie….

T: Do you practice a sport?

S: I like, swimming and playing football

T: what time do you get up?

S: **mmm**… **eh,** normally? , at 8 o'clock, 8 or 10 am

T: what do you like about modern languages?

S: wait wait…. ^

T: for example, do you like the way teachers implement some activities in the class?

S: yes yes, it is very good, because the professors use many tools for the class and the class is

very interesting for me …mmm… in my case. ^ (())

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T: do you like traveling?

S: yes, because it is very good for me, know, knowing new places, and new cultures, different people.

T: Okay, Thank you

PARTICIPANT 3:

T: how are you today? ^

ST: fine, I'm very fine thank you ^ (())

T: what's your first name?

ST: My first name is Angie

TH: could you spell your first name, please?

St: sure, A-N-G-I-E

T: What's your last name?

St: Grajales

T: how old are you?

S: I'm 19 years old… but, in May I (- -) 20

T: Oh, What is the day of your birthday?

S: It's on May 29th

T: my birthday is on June 5th (())

S: it's almost very close, ^

T: we can do a party, what do you think about it? (())

S: oh, I don't know, in this situation… You know… (())

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T: Where are you from?

S: I'm from Colombia

T: what do you like from Colombia?

S: my grandfather is from Germany

T: oh really, do you speak German?

S: no no, when I talk to him, I speak in English,

T: so, you can practice with him

T: yes, but we I don't use to talk.

T: do you work?

S: no, I'm not

T: What do you like to do in your free time?

St: so, I watch tv in netfix, maybe I like to go to the gym

T: Do you practice a sport?

S: sometimes I like to play volleyball

T: what do you like about modern languages?

S: mmm, I like …wait wait... (())

S: I like the way we saw other people, I don't know how to say that

S: The opportunity to study in another country

T: do you like traveling?

S: I love traveling, because I can see another faces, I like to know different people, different

cultures, I like to know them. Towns, and Drinks, it's special to known different things.

T: Okay, That's all, Thank you.

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SECOND TRANSCRIPTION

PARTICIPANT 1.

T: Hi, we are going to start with the short conversation.

T: As you know, we are in quarantine, so, do you have a special space, or room in your house?

S: mmm … a special space? … Maybe my bedroom ^ (())

T: (()) yes, and why?

S: in my bedroom I paint, I study, I have conversations with other people in my cellphone and

that… ^ (())

T: Okay, Tell me about something special you did the last week.

S: The last week, I don't remember … mmm … okay, the last week, I always stay with my

family at night, I think it's so important, the family, speak with them, you know? But something

special? I have …eh… how do you say video llamada? …video call? … a video call with my

best friend Natalia, and that ^ (())

T: What do you like to do in the evenings during this quarantine?

S: In the evening I stay with my family, I talk with them, I play together too …eh… what's

more... I study a little because we need to improve my English ^ (()) I think that it is not more.

T: What are you going to do when the quarantine ends?

S: I am a person that stay at home, so I don't really see the necessity to leave my home , I think

this quarantine, eh it's some yes, extreme, it's something difficult, I think we can (--)^ (()) yes,

when the quarantine

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Annex 6 – Lesson plan format

GENERAL INFORMATION

Teacher: ___Diana Carolina Fernández Jaramillo	University: Quindio University	Semester: 2	Length: 50 minutes
Standards: I respond with short sentences to simple questions on topics that are familiar to me. I make proposals to my colleagues about what to do, where, when or how.			
Lesson's Main Objective (based on language functions): Student will be able to give their point of view and look solutions to situations that affect society.			
Specific objectives: 1. Give their point of view 2. Debate whether you agree or not..			
Topic: Prejudice, stereotyping, and discrimination in society			

PERFORMANCE INDICATORS

Knowing	Doing Support complete sentences to describe their point of view	Being Recognize positive attitudes that build a better society
Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): Point of View, disagree or agree,		
Integrated Skills: Speaking		

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énfasis en Inglés y Francés

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Warm up	The teacher will say one word and the student must respond with another word that begins with the last letter of the word that the teacher said, using the chat.	To start the class and promote the use of English. 10 minutes
Development	Students will discuss some technology statements. So, each one corresponds to an image and then they will share their point of view.	To introduce the topic and provide vocabulary to develop the lesson. 30 minutes
End	They must pay close attention to their colleagues because in the end we will vote, on who gave their best argument and why	. 10 minutes

Materials and resources:
Network Connection, Cellphone, Computer.

Bibliography:

https://messagingapplab.com/common-whatsapp-abbreviations/

Annex 6 – Lesson plan format

GENERAL INFORMATION

Teacher: ___Diana Carolina Fernández Jaramillo	University: Quindio University	Semester: 2	Length: 50 minutes

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Standards:
I respond with short sentences to simple questions on topics that are familiar to me. I make proposals to my colleagues about what to do, where, when or how.
Lesson's Main Objective (based on language functions): Student will be able to give their point of view and look solutions to situations that affect society.
Specific objectives: 1. Give their point of view 2. Debate whether you agree or not..
Topic: Prejudice, stereotyping, and discrimination in society

PERFORMANCE INDICATORS

Knowing	Doing Support complete sentences to describe their point of view	Being Recognize positive attitudes that build a better society
Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): Point of View, disagree or agree,		
Integrated Skills: Speaking		

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Beginning	The presents a short video and opens a short discussion about it.	To introduce the topic and provide vocabulary to develop the lesson. 15 minutes
Development	Students try to answer a question related to the topic,	Each student participate in the activity. 15 minutes
End	Through the game: Desert Island, students name important elements that will help them survive in a society full of prejudice.	To introduce the topic and provide vocabulary to develop the lesson. 30 minutes

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énfasis en Inglés y Francés

Materials and resources:
Network Connection, Cellphone, Computer.

Bibliography:

https://www.youtube.com/watch?v=Fzn_AKN67oI

Annex 6 – Lesson plan format

GENERAL INFORMATION

Teacher: ___Diana Carolina Fernández Jaramillo	University: Quindio University	Semester: 2	Length: 1 hour
Standards: I respond with short sentences to simple questions on topics that are familiar to me. I describe in short sentences people, places, objects, or events related to familiar situations.			
Lesson's Main Objective (based on language functions): Students will be able to use adjectives to describe people, places, objects, or events related to familiar situations.			
Specific objectives: 1. Identify adjectives and their role in the sentence. 2. Learn some descriptive adjectives that describe people and themselves. 3. Form sentences using descriptive adjectives.			
Topic: Storytelling			

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PERFORMANCE INDICATORS

Knowing	Doing	Being
Describe people and places in different context	Support complete sentences to do description of people and places.	Recognize important actors in society in the context.

Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): People's Personality,
Integrated Skills: Speaking

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Beginning	The teacher explains the concept of storytelling and the teacher gives the floor to the students.	To introduce the topic and provide vocabulary to develop the lesson. 20 minutes
Development	Students watch two videos to create a short conversation about the main topic.	Practice lesson 20 minutes
End	Students answer questions related to: • Who is someone you really admire? • Which person in your life has motivated you the most	Practice lesson 20 minutes

Materials and resources:
Network Connection, Cellphone, Computer.

Bibliography: https://www.youtube.com/watch?v=uygMxk6FKcY&list=PLA1xw_kpTN0GOIhQJ0mZtwsket

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Programa de Licenciatura en
Lenguas Modernas con
énfasis en Inglés y Francés

Y20mD5i&index=2

https://www.youtube.com/results?search_query=Dream+Further

https://www.mdirector.com/email-marketing/ejemplos-de-storytelling-eficaz.html

Annex 6 – Lesson plan format

GENERAL INFORMATION

Teacher: ___Diana Carolina Fernández Jaramillo	University: Quindio University	Semester: 2	Length: 1 hour
Standards: I respond with short sentences to simple questions on topics that are familiar to me. I describe in short sentences people, places, objects, or events related to familiar situations.			
Lesson's Main Objective (based on language functions): Students will be able to use adjectives to describe people, places, objects, or events related to familiar situations.			
Specific objectives: 1. Identify adjectives and their role in the sentence. 2. Learn some descriptive adjectives that describe people and themselves. 3. Form sentences using descriptive adjectives.			
Topic: Storytelling			

PERFORMANCE INDICATORS

Knowing Describe people and places in different context	Doing Support complete sentences to do description of people and places.	Being Recognize important actors in society in the context.
Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): People's Personality,		
Integrated Skills: Speaking		

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Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Warm up	The teacher gives mathematical operations, and students give the answer in the chat.	To start the class and promote the use of English. 10 minutes
Development	The teacher explains the concept of storytelling through Photography.	To introduce the topic and provide vocabulary to develop the lesson. 15 minutes
End	The teacher distributes a series of images. Each student has an image and must create a short story based on the photograph that corresponds to him.	Practice lesson 20 minutes

Materials and resources:
Network Connection, Cellphone, Computer.
Bibliography:

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