

Audiovisual Texts: A world of pictures, sounds and expressions to learn English.



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**Report of the Research Practice Project carried out to opt for the degree of: Bachelor in
Licenciados en Educación Básica con énfasis en lengua castellana e inglés.**

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DEDICATORIA.

Dedicamos este trabajo A. DIOS, a quienes inspiraron nuestras ganas de iniciar esta carrera y seguir en ella para concluir este proyecto de PPI. A nosotros mismos por mantener esas ganas de seguir aprendiendo en nuestras vidas. A nuestros padres quienes nos dieron vida, educación, apoyo y consejos. A nuestras compañeras de vida, a nuestros hermanos e hijo, a nuestros maestros y amigos, quienes sin su ayuda nunca habiéramos podido hacer esta PPI. A todos ellos les agradecemos desde el fondo de nuestra alma.

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ABSTRACT

This report is the result of the Research Practice Project: Audiovisual Texts: A world of pictures, sounds and expression to learn English. The main objective was to identify the learning about the writing skill through audiovisual texts as a pedagogical strategy with students of grade 8B in Escuela Normal Superior de Popayán; the process was developed focused on a Qualitative Approach and Action Research Method; the concepts framework was focused on: Communicative Approach, Writing with beginners and Audiovisual texts. 25 sessions were part of the pedagogical strategy that linked audiovisual texts and writing in English. As a result, some analysis categories emerged and showed the impact of the process.

Resumen

Este reporte es el resultado de la Práctica Pedagógica Investigativa: A world of pictures, sounds and expression to learn English. El principal objetivo fue identificar los aprendizajes sobre la habilidad del writing a través de los textos audiovisuales como estrategia pedagógica con los estudiantes del grado 8B de la Escuela Normal Superior de Popayán; el proceso fue desarrollado desde el Enfoque Cualitativo con una metodología de Investigación Acción; el marco conceptual se estableció desde: Enfoque Comunicativo, Escritura en principiantes y Textos audiovisuales. 25 sesiones fueron parte de la estrategia pedagógica que relacionó los textos audiovisuales y la escritura en inglés. Como resultado emergieron algunas categorías de análisis que evidencian el impacto del proceso.

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INTRODUCTION

The Investigative Pedagogical Practice work (IPP) called Audiovisual texts: a world of picture, sounds and expressions to learn with the students of grade 8 B of the year 2022 of the "Escuela Normal Superior" institution, had the purpose of identifying the learning about the writing skill that is achieved through audiovisual texts as a pedagogical strategy, with students in grade 8 B of the Escuela Normal Superior Educational Institution, in the period 2021-2022.

In this report you will find 5 chapters; in the first one we describe some of the difficulties that we were able to analyze in our first observations, after which we compare the information with backgrounds similar to the problems encountered. In the second chapter you can find the objectives that helped us set short, medium and long-term goals and be able to carry out our pedagogical proposal.

The third chapter shows the reference frameworks, where we collect our own information and some concepts such as legal and theoretical that supported our proposal. The fourth chapter develops the methodology where it is explained how we carried out the Investigative Pedagogical Practice, how many phases our proposal was divided into and what tools were used

Finally, in chapter five we find the categories of analysis that were built with the help of the coding, the pedagogical diary and some concepts of the reference framework. These categories show the impact of the IPP.

1. THE PROBLEM

1.1. Description of the problem.

Today it is evident that the handling of more than one language is important in an interconnected world. The ability to be bilingual or multilingual is increasingly necessary for study, work and coexistence. Colombia has had a long tradition of including foreign languages, such as Latin, English and French, in the school curriculum, initially to respond to religious issues or as part of the colonizing tradition, but later, so that students have a vision pluralism of the world and come into contact with other ways of thinking and expressing themselves, so that this recognition of diversity leads to a recognition of tolerance and respect for others.

Our observation process of the Investigative Pedagogical Practice (PPI) carried out in the institution "Escuela normal superior de Popayán" in grade 8-B was carried out in face-to-face and virtual moments; from virtuality it was found that the biggest problem was in the area of English, since it was much more complex for them to understand grammatical structures, learn vocabulary and expressions, as well as the development of communication skills from virtual media, these media did not optimally allow mime, group interaction, feedback at key moments and the elaboration of texts based on real moments lived, it is clear that education from virtuality is possible, but in the case of our students it was a transition process in which there was no prior preparation and several lacking physical and pedagogical resources came into play.

In the face-to-face observations, it was identified that the teacher explained the topics in English through examples that managed to account for what it consisted of, in addition to giving characteristics that managed to illustrate the students and thus they could assimilate the topic that was being dealt with in class. Subsequently, sentence construction exercises were carried out so that what was previously learned could be put into practice, in this way it is possible to consolidate the knowledge acquired or clear up any doubts that arise, in this case it was possible to work with mime, teams, feedback at key moments, so other difficulties arise, particularly when doing listening and writing exercises.

When developing the listening exercises, the students answered basic questions, but they got confused with questions more in line with the level they should master; when spoken to in

English they can capture general or key ideas of what is being communicated; however, they are still closely linked to the word-for-word translation process, which makes it difficult to communicate fluently; The other skill mentioned is writing. It is clear that there is a relationship between the communicative skills of listening and writing, since from what has been heard and from other sensitization exercises, textual production can be addressed; In this case, students present difficulties in two senses: motivation and creative written expression.

Regarding the motivation, it can be said that the students become participatory, since it was observed that they concentrated much more on activities with proposed audiovisual resources, because it calls their attention that the class involves this type of resources, such as: videos, songs, slides, digital games. In the first observations, in class the students were dispersed and little focused on what the teacher was explaining to them, this generated calls for attention about discipline by the teacher and since there was no better response from the students, the teacher went to the possible call to parents, breaking with the continuous work.

To identify whether or not they liked English, a survey was conducted where one of the questions was directed to find out if it motivated them to learn English and why, only two students mentioned not being interested, the others expressed interest in this area of knowledge, which is considered a potential to take into account.

Although the teaching and learning of English addresses the four communication skills, Writing is mentioned because the group has difficulties expressing themselves in writing; Regarding the written texts, it is identified that the students of grade 8B write little in quantity, they write only by a teacher's directive, their texts present failures in the management of vocabulary, in tenses and in general in the management of appropriate grammar.

Finally, within the school dynamics, as mentioned above, it becomes evident, in the students, the impact caused by involving the audiovisual media, because these resources managed to capture their attention and promoted the participation of the majority of them, insofar as To the disciplinary order, the room turned around expectantly before the presentation that was taking place, it was also observed that the students were attentive to how the proposed activity will conclude, in addition to appropriate concepts, spinning ideas, and involving structures in different topics.

1.2 Problem formulation:

What learning about the writing skill is achieved with the students of the 8th grade through audiovisual texts in the Educational Institution Escuela Normal Superior de Popayán (2021-2022)?

1.3 Backgrounds.

1.3.1 International Background.

In the degree work entitled "Applications of audiovisual strategies and the development of communication skills of the English language in students of the Nicolás Copérnico Higher Pedagogical Institute" developed by: Mariel Jenny Tejada Tantalean, the author considered as one of her objectives to analyze if the application of audiovisual strategies would improve the development of the production capacity of English language texts in 170 students of the second cycle of the Nicolás Copérnico Higher Institute in Lima, Peru in 2017.

The strategies developed starting from the desire of this research proposal, were that English students learn and build their own learning from the contextualization of their daily life through audiovisual instruction associating the sound, image and the corresponding word. establishing relationships between different ideas and concepts. In this sense, ICT (Information and Communication Technologies) are the complement that provides students with greater autonomy through audiovisual strategies, where students learn by playing, doing multimedia activities, singing, making dialogues, in such a way that develop their communication skills of oral expression, comprehension and production of texts in the English language.

After the application of the audiovisual strategies to the mentioned group and having as results in the post test, it was concluded that the problem posed is answered with the affirmative hypothesis, the application of audiovisual strategies improved the communication skills of the students.

This PPI exercise is relevant to ours since it is related to the fact that all active, participatory learning where the verbal, auditory and visual are integrated will be feasible for significant learning, not only of English but of any language; We agree that there must be spaces

for conversation, where people think and work with the language. It is worth considering the application of active, participatory strategies such as: videos, images, songs, audios, short stories from our own context, which stimulate academic performance and improvement of communication skills in the area of English, especially focusing on the ability of "writing production" where reflection, analysis and why not creativity participate.

Another precedent is the work entitled "Use of audiovisual media and English language skills" Author: Br. Jenny Melissa Cubas Flores, 2017, Peru, which was developed with first-year high school students from the "Institución Educativa Nuestra Señora del Carmen", The previous investigation refers to the issue of the use of audiovisual media, the previous investigation aims to demonstrate the incidence and use of audiovisual media, which can be defined in the educational field as technological and non-technological resources that allow the application of the senses such as sight and hearing for the representation of a certain object or situation of a reality; and its relation to the linguistic skills of the English language, which are known as speaking, listening, reading and writing; Also called communication skills or competencies that every language requires to develop for the acquisition of a foreign language.

The questionnaire was applied as a technique to measure the frequency of media use in the development of English language skills. When processing the data of the audiovisual media variable that presents the following dimensions: visual media, acoustic media and audiovisual media, of the 50 students surveyed, it can be seen that 20% of those surveyed show a deficient level, while 70% show level regular use of the media, finally 10% show a good level in the use of the media. Therefore, it can be affirmed that the use of audiovisual media in the Nuestra Señora del Carmen school, 2016 is regular. The research showed that there is a high positive relationship between the use of audiovisual media and the linguistic abilities of the English language, with a value of Spearman's Rho of 0.530.

What this research gives us is knowing that video is a motivating tool and contributes positively to the development of understanding English. First of all, it is necessary that this medium be used in the classroom as frequently as possible. According to the results of this thesis, the video is not used frequently in the classroom and it is concluded that the reason is the lack of technological resources, the use of video in the English classroom is positively valued.

1.3.2 National Background

The degree work entitled Resources and the student: audiovisual media in learning English, Authors: Valeria Diaz Arango, David Montes in "Universidad Pontificia Bolivariana School of Education and Pedagogy" Medellín, Colombia,2018;This research aims to indicate how the use of audiovisual media has influenced the development of language skills and communication skills, in accordance with the Common European Framework of Reference, in students of the Bachelor's Degree in English - Spanish at the Universidad Pontificia Bolivariana. One of the conclusions of the thesis is: The communicative competence that most students manage to develop with the use of audiovisual media is linguistic competence. In general, students consider that the three competences worked on here are developed with the use of the media. audiovisual. The result of the interview carried out shows that linguistic competence covers the aspects of the language that, according to the students, manage to be worked on more effectively with these media. In this sense, the acquisition of vocabulary with the use of subtitles is located as the main element of this competence that is promoted and, in turn, is the reason why the majority resort to audiovisual media for learning English.

The thesis contributes to our research authors who address the issue of the influence of audiovisual media on learning, in addition to having a career emphasis similar to ours. It also provides information on how to approach the topics in English and we can rescue all this help that can be useful in our practice. On the other hand, and according to the curricular guidelines in English, Linguistic Competence refers to the knowledge of the formal resources of the language as a system and the ability to use them in the formulation of well-formed and significant messages. It includes knowledge and lexical, phonological, syntactic and orthographic skills, among others. This competence implies not only the theoretical management of grammatical, spelling or semantic concepts, but also their application in various situations. (For example, making associations to use known vocabulary in another context or applying the grammatical rules learned in the construction of new messages). Based on the above, we can conclude that audiovisual media with subtitles can be an appropriate tool when learning English and that it helps us to implement it in the classroom, since linguistic competence is strengthened, which allows us to understand and produce a potentially infinite number of grammatically correct sentences, with a finite number of elements.

1.3.3. Local Background.

As a local precedent we have the work entitled "Using Auditory and Visual Media as a Strategy to Learn English in a Fun Way" prepared by the students: Cedeño Burbano, Angy Estefany, Cerón Tobar Jasbleidy, Ledesma Villamil Luisa, López Bonilla Diana Marcela, 2018 in Popayán - Cauca, UNICAUCA, this work is developed through Investigative Pedagogical Practice and carried out in the first grade of Antonio García Paredes de Popayán Educational Institution, the previous investigation refers to the topic of auditory and visual media, which serve to create didactic strategies that allow interaction and communication in English language in the classroom.

These strategies contribute to the acquisition of everyday vocabulary and phrases in the language being learned. Together with the communicative approach, it is possible for children to participate and communicate in English, allowing meaningful and relevant learning. This work had as a problem question: How do audiovisual and auditory media contribute to the development of English skills in students? and finally reaching the conclusion that the use of the auditory and visual media contributed to the development of listening and speaking communication skills in the first-grade students. They also emphasize the basic communication skills that were worked on throughout their project, noting that students made meaningful progress in terms of vocabulary acquisition and the development of listening and speaking, because, at the end of the phase of development, the children knew more words in English, they understood short sentences, greetings, colors, numbers and animals.

This research aware us about the possibility to use of auditory and visual media makes easier for students to learn comprehensively a foreign language such as English, the visual part strengthens important aspects in vocabulary acquisition, and the auditory part supports a more efficient learning, that is, that the pronunciation of the different words is done correctly and appropriately, which helps students to maintain fluid and coherent communication within the classroom. We can also say that audiovisual media arouses some interest in students as long as materials of their interest are used, it also provides the student with a global development that integrates important issues such as active listening, teamwork, interest and students' participation in their own learning process.

1.4 Justification.

The teaching and learning of a foreign language are directly related to academic performance and responds to three needs: management of other areas of the curriculum, the demand of universities to be able to carry out higher studies and the demands of the labor market, technologically, scientifically, and culture. As recognized by the Colombian Constitution, we are a multilingual and multicultural country, this is how bilingualism contributes to the development of Colombian students' skills and constitutes a solid foundation to face the challenges of a globalized world. Today Spanish is a language of international communication, like English, French and German, among others. A Colombian student who achieves a good command of the mother tongue and abilities of it in another, will be a bilingual student and will be well positioned to face the new demands of this increasingly interdependent world, they will also have the skills to understand other cultures, respect them and present their points of view constructively.

In times of globalization, Colombia needs to develop the capacity of its citizens to handle at least one foreign language; In this context, the Ministry of National Education formulates the new Standards of communicative competence in English, taking the Common European Framework as a reference to set the levels of proficiency that must be achieved; This program strengthens competitiveness and incorporates the use of new technologies for learning a second language.

English has been considered the most widely used language in the world, which is why many educational institutions integrate it into the curriculum. When speaking of English as a foreign language, reference is made to learning a language other than the mother tongue, and which is also not the one used in the daily life of the student and the environment in which they carry out their activities.

The teaching-learning process of English as a foreign language generally takes place within the classroom, a place in which different controlled activities are carried out. Despite the fact that this process occurs for the most part in the educational field, students can achieve a high degree of language development. (Ministry of National Education Republic of Colombia, 2006). In other words, the student has the opportunity to get closer to the language during their academic training; However, this is a position that does not necessarily agree with reality, our

practices allow us to show that there are many difficulties regarding the didactics of this area, teacher training, motivation in class, the contextualization of topics and the management of communication skills.

To learn a language correctly it is important to develop the four basic skills: the ability to speak, listen, write and read. That is, oral expression, listening comprehension, written expression and reading comprehension must be mastered. These skills, depending on the context, some can be developed more, others less and others are left forgotten, but to have a good learning it is necessary to master the four linguistic skills (Course Finders, 2015, p. 5). It is here where the strategies of each Educational Institution, of the teacher and the qualities and disposition of the students are put into play so that there is an optimal process in the acquisition of English and the development of communication skills.

Favoring the textual production "writing" in a second language, and specifically in English, from the academy, is not an easy task. In addition, it is perhaps, together with pronunciation, one of the most neglected skills in the classroom, although it is very important, the curious thing is that the relationship between pronunciation and listening comprehension is very close. Correctly pronouncing a word refers to not changing its meaning and to being able to understand it when heard from a native context.

Writing really began a long time ago, and it has remained for most of its history a minority occupation. This is partly because, although almost all human beings grow up speaking their first language (and sometimes their second or third) on a regular basis, writing needs to be taught. In the context of education, it is also worth remembering that most exams, whether they test foreign language skills or other skills, often rely on students' writing proficiency to measure their knowledge.

Being able to write is a vital skill for 'speakers' of a foreign language as well as for all those who use their first language, writing allows not only to replicate spelling, grammar or writing rules, but also allows an exercise in expression personal, generating ideas, and being creative.

This leads us to think that it is necessary to develop the senses and the abilities to understand and express ideas in contextualized situations in English together with grammar, vocabulary and pronunciation, which are very important aspects that must be developed and constantly exercised in order to have greater command of the language. That is why it is recommended that we be familiar with the sounds of that language through movies, audios, podcasts, interactive texts, written texts, and other resources.

In times of pandemic, due to the health emergency caused by Covid, it was possible to identify that the main tool for classes to be carried out were new technologies so that there was no definitive cessation and progress could be made with the contents of the corresponding degree. The help provided by new technologies is very significant today because they have become essential for all people in the world, since they greatly facilitate communication, the possible solution to a problem in any field, not only in education. Accordingly, audiovisual media, in this Investigative Pedagogical Practice, play a fundamental role because they represent a bridge between content, motivation and context.

It is important that as teachers we are constantly reviewing strategies that allow us to strengthen the teaching and learning processes in a foreign language and in accordance with the educational contexts; This is how it has been identified that audiovisual resources are a strategy that alludes to contemporary contexts and that although they have many aspects to improve, they have characteristics that can be worked on from the classroom and accompanied by the teacher, such as: their interactivity, they are of interest to students, they represent their reality, they are versatile, they can represent innovation and the students are close to handling technological tools.

Finally, the Investigative Pedagogical Practice allows us to answer questions that as teachers in training we have about classroom aspects such as possible problems that may arise when we are teachers. This practice will give us the necessary tools to be able to counteract different setbacks that we may have since it contextualizes us about a particular reality and shows the way in which the teaching and learning process is carried out and thanks to this it is possible to identify aspects positive and to improve, which will give way to our intervention with which we seek to interact in the context.

2.OBJECTIVES.

2.1 General objective.

To identify the learning about the writing ability that was achieved through audiovisual texts as a pedagogical strategy, with the students of grade 8 B of the "Institución Educativa Escuela Normal Superior de Popayán", in the period 2021-2022.

2.2 Specific objectives.

- To develop interactive activities that allow the contextualization of the group regarding writing.
- To implement audiovisual texts as a pedagogical strategy in the writing processes in English.
- To analyze the impact of strategies with audiovisual texts regarding writing in English with students.

3. FRAMES OF REFERENCE.

3.1 Contextual Framework.

Infrastructure aspect: The Educational Institution Escuela Normal Superior de Popayán is located in commune 6 to the south of the city of Popayán, this commune houses neighborhoods of strata 1 and 2, the educational establishment borders the neighborhoods: El Limonar, El Deán, and La Piedra south. The school is of an official nature, that is to say that its activities are financed by the State. The shift is daytime, continuous and runs from 7:00 am to 1:30 pm, in addition to being a mixed institution and it is highlighted that it is trained to educate students with disabilities.

This institution has two campuses, elementary and high school. In the high school facilities, you can find the library that is available to all students, teachers and administrators. We can also find in the institution a space called zero classroom that is in charge of attending to students who are in a state of disability, or also serving overage students and what it does is that students reach the grade that corresponds to them.

On the other hand, the institution also has the Complementary Training Program (PFC), this program is in charge of training "higher normalists" and this program lasts two years.

Another space that the Institution has is the baton room, which is used for musical purposes, it has some musical instruments such as organets, guitars, bongos, maracas, drums and snare drums.

Biopsychosocial aspect: There are 34 students in grade 8 B, 15 are women and 19 are men, they range from 13 years old, according to their age they are located in the fourth stage of development according to Piaget; Throughout our investigative pedagogical practice we have identified some characteristics in the students typical of the fourth stage of development.

It is identified that men are in the process of biological changes such as a change in their voice, in some there is the presence of acne, in addition to facial hair and the constant concern for acceptance by part of their social circle.

In women we see that they control their behavior much better compared to men, they are much more aware of their personal presentation and have a great sensitivity for their physical appearance, in some students' unstable humor is present.

All these aspects help us to locate the students in this stage because they meet most of the characteristics that are established, we see very marked physical and psychosocial development characteristics in the students that support the aforementioned.

Family aspect: The interviews showed that there are different types of families in the group: the Nuclear Family, which is made up of a man and a woman with or without children; Extended family that also integrates other blood relatives such as grandparents, uncles or cousins and Single-parent family made up of a single parent, either the mother or the father, and one or more children.

In the labor field, it is recognized that people with greater economic and job stability earn around the minimum wage, since most of the jobs that the parents of the students have are paid for each workday that they complete (day jobs). According to what the students said, the professions that stand out the most are: domestic service employee, bricklayer, motorcycle taxi driver, street vendors.

Educational aspect: The Escuela Normal Superior de Popayán has been serving the Payanesa community for 87 years. Its mission is:

"We train Superior Normalistas for teaching, committed to the recognition of being from the interaction of the social and cultural context, at the Preschool and Basic Primary Education Levels." and his vision is:

"The Normal Superior School of Popayán, in its area of influence, by the year 2023, will lead processes of training and updating of Teachers for the levels of Preschool and Basic Primary Education, in and from social and cultural contexts of diversity."

As mentioned above, it provides the preschool education service to the Complementary Training Cycle and welcomes students with disabilities with a particular program. Being an institution with an emphasis on teacher training, it is important to mention that it has agreements with the Universidad del Cauca, Universidad Abierta y a Distancia UNAD. Certified Educational Institutions of the Municipality of Popayán. ICBF Kindergarten Popayán. Indigenous Councils

of Guambia (Silvia), Pancitará (La Vega), Poblazón (Popayán) and Organization of Afro-Caucasian Communities of Northern Cauca -UOAFROC-.

In grade 8, students receive basic secondary education organized by subject: Spanish, Mathematics, Religion, Social Sciences, Natural Sciences, English, Physical Education, and Ethics and Values.

The subjects are guided by different teachers, each from their academic background and manage their didactic and pedagogical strategies individually. The course director has a degree in English and French Modern Languages, he is the one who guides the English, directs the group and in turn guides the subject of ethics and religion.

The English subject, as mentioned, is guided by a Graduate from the area, with an intensity of 3 hours per week, is developed with the didactic support of the Way to go book of the Ministry of National Education and with the strategies proposed by the teacher.

3.2 Legal framework.

3.2.1 The General Law of Education. (1994) that established the importance of learning a foreign language. Consequently, in the definition of the obligatory areas of basic and secondary education, it included: "Humanities, Spanish Language and Foreign Languages".

3.2.2 Bilingualism Law (Law 1651 of 2013), articles 13, 20, 21, 22, 30 and 38 of Law 115 of 1994 were modified in order to accentuate interest in English as a tool for its use.

3.2.3 The National Bilingualism Program (PNB 2004-2019) created in 2004 by the Ministry of National Education contains three fundamental lines: Standardization Line, Evaluation Line and Improvement Line. Its main objective is to strengthen the teaching and learning of foreign languages at the different levels of education in the country, with the purpose of "ensuring comprehensive training, the development of skills for global citizens and those of the 21st century and promoting the generation of opportunities cultural, academic, social and professional according to the needs of the Educational Institutions and the regions", (MEN, 2006).

The Ministry of National Education has promoted educational policies in order to improve the command of a second foreign language (English) through the formal national education system. To favor the operation of the PNB, the MEN adopted a "common language"

that instituted performance goals in the language through various phases of the educational process. So, it created the Basic Standards of Foreign Language Competences, based on the guidelines of the "Common European Framework of Reference for Languages: Learning, Teaching and Assessment, prepared by the Council of Europe, which provides a common basis for the explicit description of objectives, content and methods in the education of foreign languages, CEFR (2001).

The PNB as a State policy opened the possibility of diagnosing the linguistic competences of students, and to a lesser extent of teachers, throughout the Colombian territory by introducing the Common European Framework of Reference for Languages, which began to be reflected in language tests. State Saber 11 and PRO from 2007 (Fandiño et al., 2012 and Sánchez, 2013).

The CEFR (2001) is based on an action-oriented communicative approach, which describes language learning outcomes in terms of language use. It offers three main dimensions: linguistic activities, the domains in which they occur, and the competencies we draw on when engaging in them. It divides linguistic activities into four types: reception (listening and reading comprehension), production (oral and written), interaction (oral and written) and mediation (translation and interpretation).

For reception, production, interaction and some competences, the CEFR defines six common reference levels (A1, A2, B1, B2, C1, C2), using "know how" descriptors to define the competence of the student/user at each level.

3.2.4 Colombia Bilingual, Colombia the most educated. (2014-2018), (whose actions are framed within the purpose of making Colombia the best educated in the region by the year 2025) program currently in force by the National Government aimed at strengthening the teaching and learning of English in the country, its policy is based on students "communicating better and better in English and being able to access better job and professional opportunities." (MEN, 2016). It focuses on the following strategies:

Training: The English Teaching Fellowship Program arises, for degree programs in languages and the English components of technical, professional and technological cycle programs.

Materials: Suggested English Curriculum and Basic English Learning Rights 6-11.
Pedagogical models: Bunny Bonita, English for Colombia, My ABC Kit (Basic Primary) finally English, please! (Fast Track 9th, 10th and 11th Edition).

Follow-up, Monitoring, Evaluation: contemplates the application of diagnostic tests to teachers and students, with the purpose of establishing the real level of communication in English of this population, use of ICT and infrastructure. In this way, it allows the different participants to successfully strengthen the implementation of the proposed actions.

3.2.5 National English Program 2015-2025, "Colombia, Very Well!", in 2014 the proposal was born that adds to the other programs promoted by the Ministry of Education for a comprehensive, intersectoral and long-term strategy, with interventions on a larger scale and higher investments and includes new components such as social mobilization, alliance management and the involvement of parents. This Program aims to achieve the goal of "turning Colombia into the most educated country in Latin America and the country with the best level of English in South America by 2025" (MEN, 2014).

3.2.6 Basic English proficiency standards. The standards guide the teaching and learning of English, mentioning the skills to be developed with the students, the competencies that allude to processes typical of English and are organized by school grades; by competences: Linguistics, Pragmatics and Sociolinguistics, and by specific Standards: Listening and Reading, and Writing, Monologues and Conversation.

While the Investigative Pedagogical Practice addresses all skills and competencies, we focus on the specific Standard: Writing. For grade 8 it is proposed:

Figure 1

Basic English Proficiency Standards, Writing Specific Standard. grade 8 and 9

Escritura	
• Escribo narraciones sobre experiencias personales y hechos a mi alrededor.	1, 2
• Escribo mensajes en diferentes formatos sobre temas de mi interés.	1, 2
• Diligencio efectivamente formatos con información personal.	2, 3
• Contesto, en forma escrita, preguntas relacionadas con textos que he leído.	1, 2
• Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas.	1, 2
• Parafraseo información que leo como parte de mis actividades académicas.	1, 2
• Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación.	1, 2
• Uso planes representados en mapas o diagramas para desarrollar mis escritos.	2
• Ejemplifico mis puntos de vista sobre los temas que escribo.	1, 2
• Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales.	1, 2, 3

This is how, at the end of the eighth grade, students have the skills to write short texts, of interest to them, that describe and argue topics that are familiar to them, they will also have the ability to correct their texts to present them to others.

3.3 Theoretical framework.

3.3.1. Communicative Approach

The communicative method or, in English, "Communicative Language Teaching" or "Communicative Approach", is a teaching and learning approach whose emphasis is focused on mediating the effective use of a language other than the mother tongue in various contexts, considering learning relevant. of the functions of the language around the communicative skills. This is one of the most accepted approaches today because it involves all four skills, effective communication and the most important: student contexts.

Communicative Competence is the basis of Communicative Approach, to learn and teach around this Competence is the daily process in each classroom. Communicative competence in the words of Dell Hymes, in Pilleux (2001) "can be understood as a set of skills and knowledge that allow the speakers of a linguistic community to understand each other" (p. 1), in this way, one of the most important Because of this competence is the ability to interact and to share an understandable message beyond the mistakes.

Schools in Colombia, through Basic Competence Standards for English, assume the Communicative Approach as the main foundation of teaching and learning processes, with this pedagogical model it is intended to guide the student for real communication, not only in oral form but also in writing, also that they interact with other speakers; with this purpose, in the instructional process authentic texts, recordings and materials are often used and activities are carried out that try to faithfully imitate the reality outside the classroom.

From the Communicative Approach, teachers explore pedagogical strategies for "real life" communication in the classroom, looking for students to develop fluency, provide them with strategies to generate an unrehearsed interpretation of language "out there" when they leave the womb of our classrooms. (Brown, 1980, p. 42). The classroom becomes a small world in which skills to communicate and interact are developed, which will later be put into play in real life. The teacher is the facilitator of the experiences to achieve this process.

According to Brown (1980) one of the main characteristics of Communicative Approach is to develop Communicative Competence, including (p. 43). Grammar competence refers to the performance or mastery of the linguistic code by the student, to produce statements in a language; that is, to form the structure of sentences, paragraphs or complete texts, spoken or written. that they respect the grammar rules of that language at all levels (vocabulary, word and sentence formation, pronunciation, spelling, and semantics). This competence is related to the PPI process in writing, because it is considered to mediate the elaboration of texts in which most of the time make mistakes related to accuracy, punctuation and grammar rules.

Discursive competence is generally a term that refers to the ability to understand and express oneself in a given language, one type of competence in discourse is often referred to as

textual competence, this type of competence also includes multiple components, one is how well the individual can understand what is being said by a variety of speakers, another is how well the individual can interject their own opinions and how well that person can express ideas in a written text.

According to the Basic Standards of English Foreign Language Competence (2006), they define Sociolinguistic Competence. to the knowledge of the social and cultural conditions that are implicit in the use of the language (p.12), the use of the written language can be carried out in various situations using the context both inside the school and outside it, that is, the different activities that are proposed for the textual production go hand in hand with the experiences lived by the students in their homes, these activities can be developed through the strategy of the written story. or writing about their routines using the different expressions learned in class. When students have a good interaction with each other, the development of activities within the framework of language is facilitated as a sociocultural matter.

The role of the teacher is that of facilitator and guide, not that of an all-knowing giver of knowledge. Therefore, students are encouraged to construct meaning through genuine linguistic interaction with others. It is essential that the student develop their own ideas of the topics proposed in class and build them with the help of both their classmates and their teacher, where space is given for students to be the protagonists of their learning process, making use of the tools provided by the teacher to fully carry out everything proposed.

3.3.2. Writing skill.

Writing plays a fundamental role in learning a second language, which in this case is English, since it allows students to put into practice what they learn during classes and, thanks to writing, errors that occur very often can be corrected. Frequently, for example, when writing they can involve aspects of grammar and vocabulary which are an essential component of a text. Writing allows a particular type of interaction between peers, but also to make requests, to express personal ideas or positions on a subject and to express life experiences.

The mother's spoken language, for a child, is acquired naturally as a result of being exposed to it, while the ability to write has to be consciously learned; If a foreign language is

referred to, it can be said that both speaking and writing in adolescents must also be learned consciously.

Literacy is related to schools, English as a foreign language is articulated to literacy processes through codes used orally and in writing; according to Harmer (2007) “Only in the last two hundred years or so, literacy; that is, knowing how to read and write has been considered a desirable skill for entire populations” (p. 3). This is the case of Colombia, a country with an oral tradition, whose culture was for many years linked to oral narrative and unrelated to writing; Currently, the exercise of writing history begins to emerge.

Some students have some problems with writing, those problems could be related to didactics at school or personal traits, teachers face this in classrooms and are challenged to work with this; according to Harmer (2007) “we need to spend some time building the writing habit” (p, 61). This habit is not about writing all day, it is about making students feel good while they write, inviting them to participate and being creative with creative activities. This is developed through the guidance of teachers, so teachers provide motivation and language tools.

The accompaniment at the beginning of the writing process must be continuous and timely so that students can develop confidence in the skills they possess, this is very important because when they are not clear about the vocabulary they use or if their textual production is inconsistent or not elaborated enough, the teacher must take a role that provides security and in turn encourages them to be encouraged and experiment without fear of being wrong. Harmer mentions that “Although some students are always happy to try writing in English, others may be less interested. This unwillingness may stem from anxieties they have about their writing, their spelling, or their ability to construct sentences and paragraphs.” (Harmer, 2007, p. 61). The school has promoted fears and insecurities at the time of writing in any area, this because writing is assumed as a qualification exercise, personal production is questioned.

The school could also mediate the relationship between the student and writing through strategies that bring them closer to the language and break their fears; The tools that a teacher can provide play a fundamental role because the students will find a writing process that allows them to express themselves and make mistakes without fear, since the correction will be a motivational exercise.

It is important to approach writing with topics that students master and even more important that they like them, so that they feel confident and feel free in their process, in this way bad experiences can be avoided and there will be room for creativity and finally, achieve motivation. Harmmmer (2007) expresses:

“Students' reluctance to write may also be because they rarely write even in their own language, so the activity feels alien. Another powerful disincentive is the fear of having 'nothing to say', a common response of many students when asked to write. Finally, writing simply doesn't interest some students; these people seem unwilling to put in the time and effort they think a writing assignment requires.” (p. 61).

Many times, students do not face the task of writing out of fear, these fears are given to the spelling being questioned or simply out of fear of the prejudices of others, at that moment questions appear that attack confidence such as, not mastering a certain topic in its entirety or leaving aside important data that may become essential for a reader, this type of problem that frequently arises is one of the obstacles that students continually face and becomes a problem. Job opportunity for the teacher.

Writing is a whole life process, it starts when little kids and continue developing in the academic and family life, so that, school and family are two contexts where writing must be an important communication action, but it is well known that society just assigns this to school and families sometimes do not support the process as part of their daily dynamics, writing can be encouraged by parents or relatives example, if a little is exposed to texts since early ages it would be easier for them to be exposed to writing at school or life.

It is important to promote the habit not only of reading but also of writing, these two habits complement each other since, thanks to reading, a certain type of experience is acquired, this because thanks to being constantly in contact with different writings, one can identify what type of text it is, on the other hand you can also see how a text is structured, another point in favor is that the lexicon is increased and in this way you can understand texts that have an increasingly higher degree of complexity. This gives rise to start writing a short text, but it is decisive for the

writing process how comfortable the students feel in front of the activities that are proposed, because, if these do not have topics of interest and They are very complex and difficult to develop, they are simply going to ignore their school homework.

It is pertinent to carry out a follow-up to assign the activities that the students are going to develop and check if they are in accordance with the students' abilities, otherwise they could assume it in a way that distances them even more from what is being sought. Harmer (2007) mentions that:

“With students like these who lack familiarity or confidence with writing (or indeed enthusiasm for it), we need to spend some time developing the writing habit; activities. This will involve choosing the right types of activity with appropriate levels of challenge, and providing them with enough language and information to enable them to complete the writing tasks successfully” (p. 61)

The material that is going to be used in the classes, must first be subjected to a rigorous study in order to identify that it is the appropriate one, this because it is necessary that it captures the attention of the students, that it is easy for them to understand but that in turn help to improve the abilities that they have, and that have been little exploited.

At school some students learn to write the alphabetic code, according to Harmer (2007) “building confidence and enthusiasm, and instant writing” (p. 60) are two actions to build the writing habit. Some students have trouble starting a text or being motivated to produce it. Teacher becomes a mediator in the process of writing and especially in the moment to encourage students to produce.

Referring to "building confidence and enthusiasm" it can be said that it is important to first generate a taste for writing, and that this way students know how to overcome negative situations that may arise during the proposed activities, since writing in English can be seen as an activity alien to them because these activities are not even proposed in their own language, it is here that a series of negative situations are triggered that affect the student and condition him when completing his writings successfully.

These unfavorable situations are reflected when students do not write for fear of being judged by the teacher, because they believe that they do not have enough knowledge to prepare a paragraph or because it simply will not be good enough for others to read, it is here where strategies must be articulated that can counteract all the difficulties that are presented and the student generates confidence and manages to develop as a writer.

It is important that the teacher rigorously select the activities that he is going to propose in class, how he is going to address them and thus adapt them to the needs, tastes and abilities of the students, to attract their attention through what is proposed, the material selected, in order to generate the habit of writing and, at the same time, the confidence to carry out writings that little by little will be much more elaborate and take into account more and more elements of writing, so that they are concrete and clear.

And referring to "instant writing" it must be taken into account that each writing that the student produces is a great advance, that is why themes that allude to their daily activities, or topics of their interest should be proposed so that in this way the students feel that dominate the topic that they are going to develop in their writings, and have the ability to relate with paragraphs what they used to do with sentences, which is why, beyond the trust that can be generated, a privileged place should be given to the selection of school themes and see how they can be adapted for the students and in this way they sit in a space that is intended for them to freely develop any type of text in which they can express all their ideas or thoughts; giving clear instructions or guide structures, guiding phrases that allow the student to generate a text.

3.3.3. Audiovisual resources and schools.

Audiovisual media use multimedia technology, which combines the still and moving visual virtues, and audio, thus achieving a more complex format that imitates the real presence in the order of the events transmitted. This is the case of television, cinema and more recently the Internet.

This type of communication media is based on the joint transmission of images and sound in an articulated manner, that is, simultaneous and synchronized, to achieve a powerful reality effect never seen before in the history of human communication.

Audiovisual media combine both visual (still or moving images) and sound aspects. They are based on the synchronized coexistence of these stimuli, whether they intend to imitate reality or propose a new, fictional one. In this sense, audiovisual media are usually immediate, massive, and at the same time ephemeral (since their representation ends in time) and enduring (since they can be stored and reproduced over and over again from the beginning).

According to Editorial team, Etecé (2021), There are different forms of audiovisual media, and we can study them separately:

- **Traditional:** Cases such as the blackboard, the slides or the traditional overhead projectors, are not properly audiovisual (but rather visual), but constitute the germ of what would come later, since in their cases the visual medium was an accompaniment to an oral explanation. by the teacher or speaker, in order to take advantage of both formats.
- **Massive:** From the massification of image and sound, cinema and television became powerful audiovisual media to reach the population quickly and immediately, and for this reason the media of this type, especially the television stations, gained vital importance in the concert of societies, becoming known as part of the "fourth estate" or media power.
- **Interactive:** From the appearance of the Internet, audiovisual media were not only massive and fast, but also allowed the viewer not to play such a passive role, but to choose, intervene and give feedback, or even issue information, as in video conferences or video calls.

Audiovisual resources are frequently used in education, nowadays they are present in different classes and projects, it is a reality that students are exposed to media and that is something that school cannot deny.

This kind of resources are not just used in ICT class but in all classes, teachers try to find suitable activities for students through technology tools which are really interesting for kids and teenagers; videos, audios, video games, podcasts, flashcards give a possibility to work from various perspectives and focus classes in students' interests. Television, video beams, computers are now part of classrooms and daily activities.

Audiovisual resources give a possibility to work with different intelligences, various students like and provide teachers a whole world of possibilities in the field of education and didactics, a teacher can explore these resources, follow other experiences and establish new methodologies and approaches.

3.3.4 Audiovisual texts in class.

Incorporating audiovisual media in the school means integrating, revaluing and giving new meaning to the daily culture of the students. Audiovisual media are recognized as those means of social communication that have to do directly with the image, photography and audio.

In the education field, they refer to didactic media that with images and recordings serve to communicate specific messages. Among the most popular are slides, transparency, opaque projection, slideshows, video, and the new multimedia information systems.

The use of audiovisual resources and the liaison work that is done in education will provide the student with the ability to explore new ways of teaching and learning to those already commonly known, as well as giving them the possibility of receiving more didactic classes. Barros & Barros (2015).

The audiovisual media (or simply audiovisual media) are those mass communication mechanisms that transmit their messages through channels that involve not only the sense of sight, as in traditional print media, but also that of hearing. Today most of the students have contact, know and use the computer media for the development of school tasks, this technology can be used for academic learning. Talking about learning resources today necessarily leads us to the use of new technologies. Sarmiento y González in Gómez (2021)

Students have a range of possibilities to learn, not just repeating and memorizing, now they can see, touch, listen, etc. The teacher has to make use of the didactic resources that surround us and that the students know. The use of didactic resources must consist of a systematized process that facilitates the interpretation of the contents to be taught. Resources can become true instruments of thought, innovation, motivation for learning, etc. facilitating teaching. That is why the video is one of the learning resources used for the study of the English language.

In education audiovisual resources are now a daily part of classes; however, the most important thing about it, is not the resource itself, the most important thing is the message, the content, so that, internet is nothing in education without a good message, video beam is not useful if teacher does not have a message to give.

According to the last, we talk about audiovisual texts in education as a possibility to give live to material resources. It is important to have the internet, a tv, a computer, but it is more important to know how to use them to guide a teaching and learning process. These kinds of texts are Multimodal texts because they use more than one mode to express a message.

There are several types of texts and a way to classify them according to the mode they use is: Continuous, Discontinuous and Multimodal texts.

Continuous texts, according to PISA in Rojas (2009) "continuous texts are those that are built of a sentences group, those sentences are organized into paragraphs. These paragraphs can be inserted in other larger structures such as sections, chapters and books." (p 75). Usually, the texts we read in the alphabetic code establish the most common texts in the academic field; they are read from left to right.

Discontinuous texts. These kinds of texts have one mode, and it is generally a graphic one, "In Discontinuous texts the reading could be done according to the preferences of each reader, or to the objective to be achieved". (PISA in Rojas, 2009, p. 80). Excel charts, statistics graphics, pictures, silent videos, infographics are part of Discontinuous texts, they are not read from left to right, they are read in different directions and the image resource gives a possibility of multiple meanings.

Multimodal Texts. As Rojas (2009) mentions about Van Dijk (2000) "some examples of multimodal texts are seen on the front page of a newspaper or the pages of school textbooks. In addition, newspapers several decades ago were made up of texts with few images, while now the

opposite is the case” (p. 93). Multimodal texts are not new, they are an old way to communicate, this kind of texts are now supported by technology.

A multimodal text uses more than one mode of communication; videos use audio and visual resources; comics use pictures and words; podcasts use audio and words. People can find this kind of texts in different ways: paper, digital and living; in paper we find newspaper, magazines that uses colors, pictures and graphics; in digital we find the internet, social network, blogs; in living we find face to face communication, such as speeches, conversations, theater, classes at school, using facial expressions, corporal language, voice changes and mimics. It is important to point out that this kind of text is not just found in digital resources.

In education, multimodal texts became an important way to teach and learn. In the 70’s especially, they entered classrooms to see a different way to establish communication. Van Leeuwen (2017) mentions that Multimodality is “Therefore the study of how meanings can be made, and actually are made in specific contexts, with different means of expression or ‘semiotic modes’” (p.5). emphasizing the above, a multimodal text combines two or more of the 5 semiotic systems, which are: Linguistic (vocabulary, generic structure and grammar of oral and written language.) Gestural (movement, speed and stillness in the expression facial and body language.) Spatial (the proximity, direction, position, arrangement and organization of objects in space.) Audio (the volume, tone and rhythm of music and sound effects.) and the Visual (color, vectors and points of view in still and moving images). These last two semiotic systems are the most important for our project, since today the audiovisual resource is well received in class sessions with students where the video is used as a resource for learning English, taking into account resources such as: slides presentations, illustrations that contribute to the development of the stories, graphs and charts; all these elements accompanied by sound effects, oral language, written language, music and still or moving images. All this audiovisual material can be worked according to the interests of the students and the content that should be seen for the corresponding grade or topic. In our case, we asked students questions about what kind of tastes they had and the head teacher what kind of topics he was teaching, in order to find the appropriate audiovisual material.

On the other hand, regarding the classroom, today there is a growing importance of the image when it comes to communicating in an increasingly digital world, which highlights the importance of teaching students to understand and produce multimodal texts, integrating them into the skills and knowledge within the classroom; so that, students have a greater understanding, interpretation and production of multimodal texts, and thus integrate this concept as an alternative to work in the classroom. In addition, the use of various semiotic systems in the processes Reading and writing skills stimulate critical and creative thinking in students.

4. METHODOLOGY.

4.1. Research Approach: Qualitative Approach

Qualitative Research can be defined as the study of people based on what people say and do in the social and cultural setting. The objective of Qualitative Research is to provide research actions that allow understanding the complex world of lived experience from the point of view of the people who live it (Taylor and Bogdan, 1984. p. 5). This Investigative Pedagogical Practice alludes to the need to understand the educational context in which it is developed.

The basic characteristics of qualitative studies can be summarized as:

- The research idea is generated.
- Choice of theme is done.
- Formulate the problem, not so specific or structured
- It is convenient and recommendable to start from a theory or model, although it could also be developed during the investigation (grounded theory).
- Research questions and hypotheses can be refined in the process.
- The population under study is defined.
- The inductive method is used to analyze specific facts or data.
- The hypotheses are not necessarily tested, rather they are refined throughout the investigation.
- Reality is reconstructed as observed or lived by the objects of study.
- The researcher is introduced into individual experiences and is even part of the phenomenon studied.
- The results do not generalize. Your interpretation is important. Theoretical proposals are built. (Taylor and Bogdan, 1984. p. 6)

These characteristics are coherent with the Investigative Pedagogical Practice, since it was intended to work with a human group, with potentialities, problems, proposals, the context was read in a frequent interaction. In the field of education, as in this Practice, context is shared day by day and that reflects the reality around.

4.2. Research method. Action Research.

This type of method deals with the study of a specific social problem that requires a solution and that affects a certain group of people: a community, association, school or company. It is appropriate for those who carry out small-scale research, preferably in the areas of education, health and social care, and even administration. It constitutes an ideal method to undertake changes in organizations (Blaxter, Hughes and Tight, in Hernández (2000), p. 45). Action Research is a fundamental axis in the development of this Practice as it alludes to a real educational context and the transformation of a problem identified in the classroom.

On the other hand, Action Research, according to Creswell in Hernández (2000) "is similar to mixed research methods, since it uses a collection of quantitative or qualitative data or both, only it differs from these by focusing on the solution of a specific and practical problem" (p. 577). The same author basically classifies two types of action research: practical and participatory. This kind of research allows us as teachers in training to make changes that we see necessary as our pedagogical practice passes, since it enables us to understand and improve transformation processes, based on collaborative work with the help of students and the teacher.

Within this Investigative Pedagogical Practice, Action Research allows us to make changes to the previously identified problem and thus build strategies to meet the learning needs of students, which we identify thanks to observation and provide solutions throughout our practice.

4.3. Information gathering techniques and instruments.

In line with Qualitative Research and responding to the characteristics of Action Research, we take into account the following data collection instruments: The observation, Interview and Pedagogic Diary.

The observation: According to Hernández (2014). "Qualitative observation is not mere contemplation ("sitting down to see the world and taking notes"); It implies going deeply into social situations and maintaining an active role, as well as permanent reflection. Be attentive to details, happenings, events and interactions." (p. 399). Observation allows for an instant reading of classroom events, analyzing the impact of the proposal and, at the same time, reviewing our practices.

The interview. The qualitative interview is more intimate, flexible and open than the quantitative one (Savin-Baden & Major, 2013; and King & Horrocks, 2010). It is defined as a meeting to talk and exchange information between one person (the interviewer) and another (the interviewee) or others (interviewees). In the latter case it could be perhaps a couple or a small group like a family or a manufacturing team. In the interview, through the questions and answers, communication and the joint construction of meanings regarding a subject are achieved Janesick, (1998) in Hernández, (p 403).

Its purpose is to obtain information in relation to a specific topic; the information collected is sought to be as accurate as possible; it is intended to obtain the meanings that the informants attribute to the topics in question; The interviewer must maintain an active attitude during the development of the interview, in which the interpretation is continuous in order to obtain a deep understanding of the interviewee's speech). Often the interview is complemented by other techniques according to the specific nature of the investigation

Pedagogical diary. One of the fundamental resources to record and analyze the day to day, as well as the praxis is the pedagogical diary, it can be said that it is a writing, where the events of all the activities that occur in a certain place are evidenced, in this case the content allows a reflection about the lived in the research context. (Hernández (2017) p. 373.)

In this sense, the pedagogical diary is an instrument that allows researchers to systematize, rescue strategies and reflect on the pedagogical task, in this way it makes it easier for us to detect the weaknesses and strengths that we had when sharing our teachings and allowed to follow the praxis effectiveness.

Population. For Hernández (2017), "a population is the set of all cases that match a series of specifications" (p. 65). It is the totality of the phenomenon to be studied, where the entities of the population have a common characteristic.

In correspondence with the focus and design of the research, a population group is established for the present work that allows to assertively address the object of study, made up of the students of grade 8-B of the educational institution "Escuela Normal Superior de Popayán". This population was required in order to visualize the subjects that are approached to obtain the

relevant data regarding the investigation and generate the answers that were sought in the objectives.

The sample. According to Hernández (2006), the sample "is essentially a subgroup of the population, that is, that they belong to the group defined in their characteristics" (p. 240). The sample assumed in this PPI is 5 students chosen from the non-probabilistic sample, since they were chosen by assigning two criteria: outstanding participation in class and average level of the Writing skill.

4.4. Methodological design phases. Didactic strategies.

Three phases were established and developed in order to achieve the objectives. Here we present a summary of them:

4.4.1. Diagnostic Phase.

Chart 1.*Diagnostic Phase.*

Session	Aim	Activities
1 and 2. Observation, virtual class.	To observe the performance of students in exhibitions about personal presentation.	Virtual class observation was carried out; It was directed by the teacher of the subject; it was the revision of a task. The teacher called the students in the order of the chat list, then proceeded to interview each one of them, giving a time limit of 5 minutes for each student.
3. Observation, (in person)	To remember some topics seen in virtuality, and present the units that will be seen in the first period. Observation of the break, interview with a 8th B student.	The teacher introduced us to the group of 8th B students, and later presented the topics that will be addressed in the first period. During break time, a student (Briyith, 12 years old) approaches us to ask us questions, and we take the opportunity to ask her questions as well, such as: her age, if she likes English classes, how are her classmates in different aspects, etc.)
4. Intensive week observation.	To remember some topics seen in virtuality, and present the topic of unit 1 caring of the environment.	The teacher explains that there will be topics on the blog (internet platform), topics on the photocopier, textual and oral exams for the entire unit. The teacher explained some phrasal verbs that are embedded in the reading of the unit.

5. Intensive week observation.	<p>Observation class of social sciences. To review the functions of the academic council, and the importance of the parent council.</p> <p>To recognize the likes and affinities of students in their interaction at recess and other spaces other than the classroom.</p>	<p>In general, there was talk about the form of student government and rules that govern inside and outside the institution, organizational charts, hierarchical pyramid, etc.</p> <p>During the break we had a talk with some students and we asked them questions, such as their age, who they live with in their houses, the type of transportation they use, what their parents work for, etc.)</p>
6. Observation intensive week.	<p>To observe physical education class.</p> <p>To work fine motor skills through games (bottle challenge, giant tic tac toe, money table)</p>	<p>The teacher presents them with 3 games, two of them created by him. He asks them to participate, some games are about divisions, additions, strategies, which allows young people to compete by exercising the mathematical knowledge acquired in previous years. The teacher advises them to be creative, not only in these games but in life.</p>
7, 8. Launch of the presentation activity.	<p>To integrate with students through an activity, to identify their likes and preferences.</p>	<p>The activity that was developed is called a chain of names, which consisted of carrying a sequence of personal information questions formulated by the head teacher. The students had to remember the personal information of some of their classmates.</p>
9. Observation of personal presentation in English as an interview.	<p>To identify the skills of the students in their personal presentation in the form of an interview.</p>	<p>Observation is carried out during the class moments in which the students carry out their interview with the main teacher, evidencing strengths (writing, fluency, pronunciation and management of the subject) and their difficulties (shyness, poor preparation, difficulty in some words and little understanding).</p>

4.4.2. Action Phase.

Chart 2.
Action Phase.

Session	Aim	Activities
10. Session N. 1	To encourage the practice of speaking and listening through personal questions.	The activity that was developed is called a chain of names, which consisted of carrying a sequence of personal information questions formulated by the head teacher. The students had to remember the personal information of some of their classmates.
11. Session N. 2	To strengthen the theme of the past simple in the form of a question, negation and affirmation.	A brief review of the content of the simple past was made: using the rules and the use of some regular and irregular verbs.
12. Session N. 3	To strengthen the theme of the simple present in the form of a question, negation and affirmation.	We explain the topic of the use of the Did in the interrogative form, using two images through slides, we also ask the students questions about the verbs that appear there, we also explain the corresponding structure of the sentence and the change that the verbs present when using the auxiliary Did.
13. Session N. 4	To correctly conjugate the verb, promote greater understanding and facilitate their use and identify an irregular verb.	To exercise the students' listening, a short video was played, where they observed the pronunciation of the ten best-known regular verbs in the past tense. Then, the use of the 10 most popular regular and 10 irregular verbs was explained, with short sentences in the past tense.
14. Session N. 5	To Identify some sentences in the past simple that appear in the story.	The workshop focused on strengthening the theme of the simple past, where its structure was explained and examples were given, later a video of a story was presented in which there were sentences

		specific to this theme which we intended to be identified by the students.
15. Session N. 6	To know the structures of the present perfect.	Guidelines were given to be able to identify the elements that make up the different types of sentences through some videos.
16. Session N. 7	To evaluate the simple past.	What was seen in previous classes was evaluated, where they were illustrated by images that were intended to be additional help.
17. Session N. 8	To explain the use of the modal would and construct sentences referring to the topic of caring for the environment.	The topic suggested by the main teacher was reinforced, taking into account the didactic material provided by the book "Way to go". Where certain difficulties were evidenced.
18. Session N. 9	To study and learn the use of the modal verb would, in positive sentences, negative sentences and interrogative sentences.	The structures of the different types of sentences that use the modal verb would were explained through examples and explanatory videos to facilitate their interpretation.
19. Sesión N.10	To reinforce students' knowledge about the modal verb would through exercises that involve audiovisual media, and evaluate what they have learned.	What was seen in the last session was resumed with some exercises that articulated the participation of the students. Thanks to the participation, the progress of the students was evidenced and it was possible to clarify some aspects and move on to the evaluation of the topic.
20. Session N. 11	To integrate the group through a game, making the class entertaining and at the same time that the students complete their knowledge learned about the environment unit.	Through a game that sought in its previous phase to form the groups randomly, the vocabulary corresponding to the care of the environment was worked on.
21. Session N. 12	To encourage the creation of texts by telling us their vacation stories.	Taking advantage of the return to school, we used the vocabulary corresponding to vacation activities and some examples were given so that the students could later develop some sentences about their vacations.

22. Session N. 13	To practice and appropriate the vocabulary seen in the previous class, and in this way use it to carry out the textual production.	Returning to what was worked on in the previous class, some elements were added that complement the vocabulary corresponding to this topic and in this way the students made a more elaborate writing, which could not be finished due to lack of time.
23. Session N.14	To build a text using the vocabulary seen in the previous class and see and do exercises on the five uses of "ING".	In this class the uses of the "ING" are explained, and their incomplete writings were returned to them so that with this new theme they could complement them, where certain difficulties were evidenced.

4.4.3. Evaluation Phase.

Chart 3.

Evaluation Phase.

Session	Aim	Activities
24. Session N.15	To deepen and practice the use of ing.	An activity was carried out that sought to reinforce the topic studied with the main teacher, which consisted of identifying which verb was appropriate for each situation.
25. Session N. 16	To reinforce the theme "time" and reading comprehension in English.	The hours of the day were worked through examples in which daily activities carried out by the students were integrated so that the theme was assimilated much easier.
26. Session N. 17	To study the subject of prepositions of place to improve vocabulary, reading comprehension and text production.	In the development of the explanation of the subject, images were used that managed to complement the text, this facilitated the understanding by the students, we saw this thanks to the great participation they had.

27. Session N. 18	To work on writing a cooking recipe using sequence adverbs and vocabulary related to the topic.	We present the vocabulary corresponding to the topic, later we work on some examples to reach the central activity of the class where the students ordered a recipe.
Co-evaluation session.	To see the perception that students have of us and our practices.	We asked a series of questions in which we sought to know the position of the students regarding our pedagogical practice and to see how much our intervention meant to them.

5. ANALYSIS OF THE FINDINGS

This section presents the findings in two sections; first, significant samples of the information encoding; second, the categories of analysis of the findings.

5.1. Coding.

The main categories in codification are: Writing, Motivation, Communicative Approach and audiovisual texts. Each one presents some subcategories that describe them more specifically.

Writing: -Aesthetics, Spelling mistakes, Vocabulary mistakes, Appropriate structure, Grammar mistakes, and Corrections.

Motivation: -Positive or negative comments by students regarding the activities presented or comments from their own family or school context.

Communicative Approach: -Writing about the context, Self-confidence, and Collective work.

Figure 2.

Session No. 9. Textual production of the topic: Use of the Conditional Would. Student: EHI

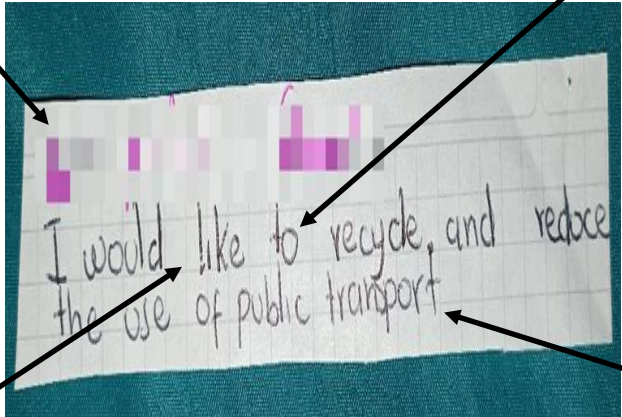
<p>Writing: Aesthetics.</p> <p>Communicative Approach: Writing about the context.</p>	 <p>The image shows a piece of white lined paper with handwritten text in black ink. The text is written on two lines: "I would like to recycle, and reduce" on the first line and "the use of public transport" on the second line. There are some pink and purple markings above the text, possibly from a highlighter or eraser. The paper is placed on a dark green background.</p>	<p>Writing: Appropriate structure.</p> <p>Writing: Misspelling.</p>
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Figure 3.

Session No. 9. Textual production of the topic: Use of the Conditional Would. Student: EB2

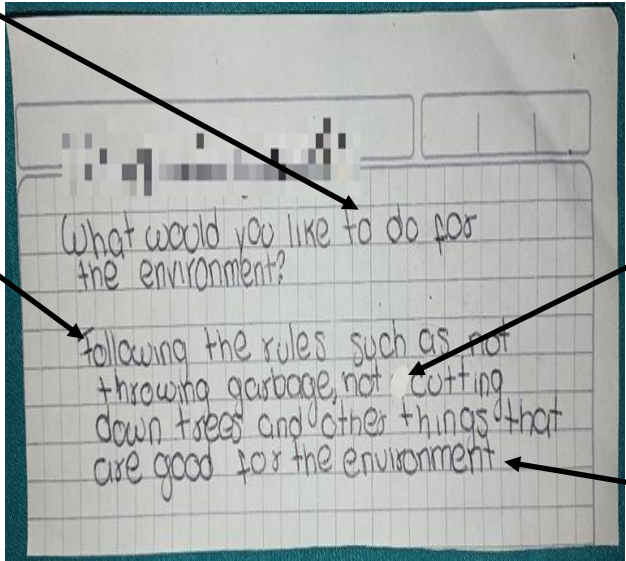
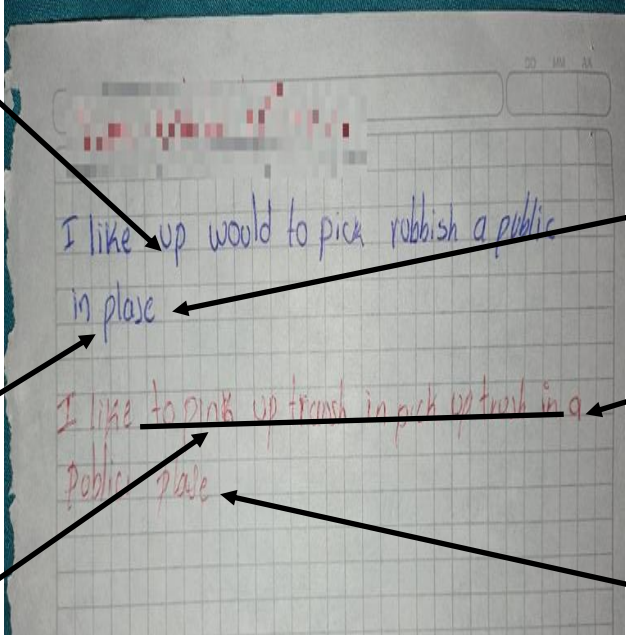
<p>Writing: Appropriate structure.</p> <p>Communicative Approach: Writing about the context</p>		<p>Writing: Correction.</p> <p>Writing: Misspelling.</p>
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Figure 4.

Session No. 9. Textual production of the topic: Use of the Conditional Would. Student: EBR3

<p>Writing: Grammar mistake.</p> <p>Writing: Vocabulary mistake.</p> <p>Writing: Vocabulary mistake-</p>		<p>Writing: grammar mistake.</p> <p>Writing: Aesthetics.</p> <p>Writing: Grammar mistake.</p>
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Expressions of the students in the development of class N°9:

EBR3: “Pensé que era bueno escribir sobre la contaminación que los autos causan al aire que respiramos. Cuando lo vi en el video recordé que en nuestra ciudad también hay muchos autos que hacen lo mismo” Communicative approach: writing about the context, -Audiovisual texts.

EB2: “Usé algunas palabras que vi en el video para crear mi escritura, palabras como: Basura, tirar, talar árboles, medio ambiente, etc; Además, aprender palabras en inglés viendo videos me parece genial.” Audiovisual texts- Motivation.

EH1: "Es más fácil aprender las palabras viendo los videos, creo que las imágenes explican bien" Audiovisual texts- Motivation.

Images:

Figure 5. *Session No. 9. Textual production of the topic: Use of the Conditional Would.*



Motivation: Students continually ask about unknown vocabulary.

Motivation: While the videos are being presented, the students pay attention and maintain order.

Figure 6.

Session No. 10. Textual production of the topic: Use of the Conditional Would. Student: EBR3

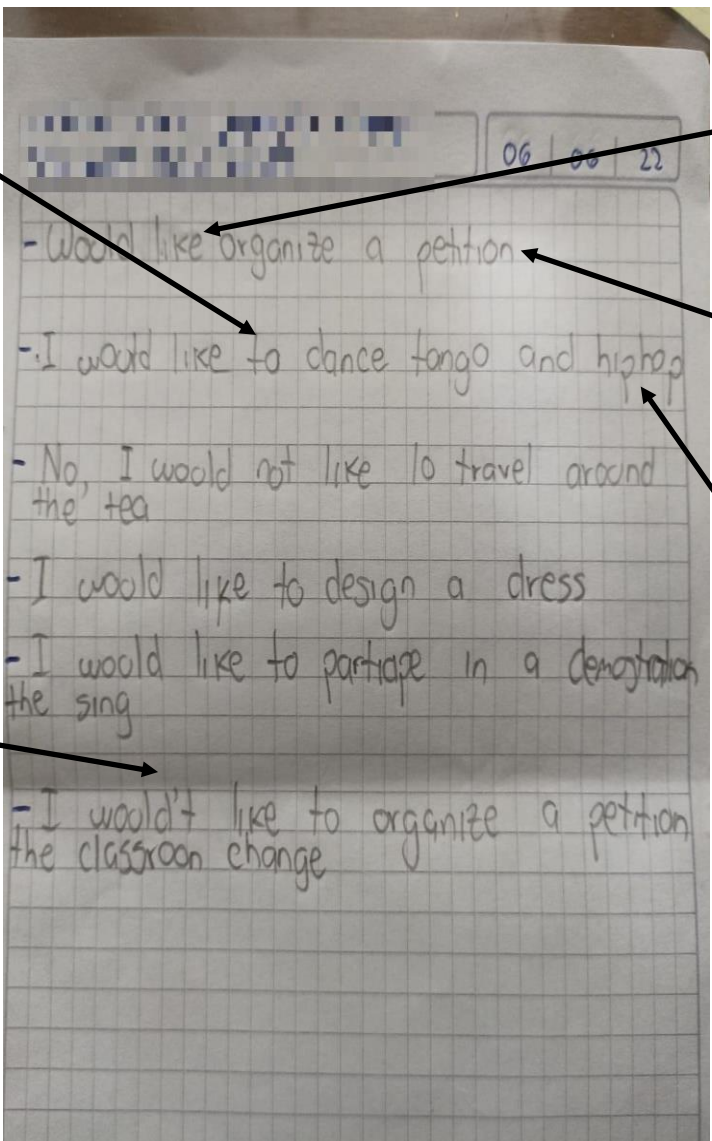
<p>Writing: Appropriate structure.</p> <p>Writing: Vocabulary mistake.</p>		<p>Writing Grammar mistakes.</p> <p>Writing: Misspelling.</p> <p>Communicative Approach: Writing about the context.</p>
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Figure 7.

Session No. 10. Textual production of the topic: Use of the Conditional Would. Student: EHI

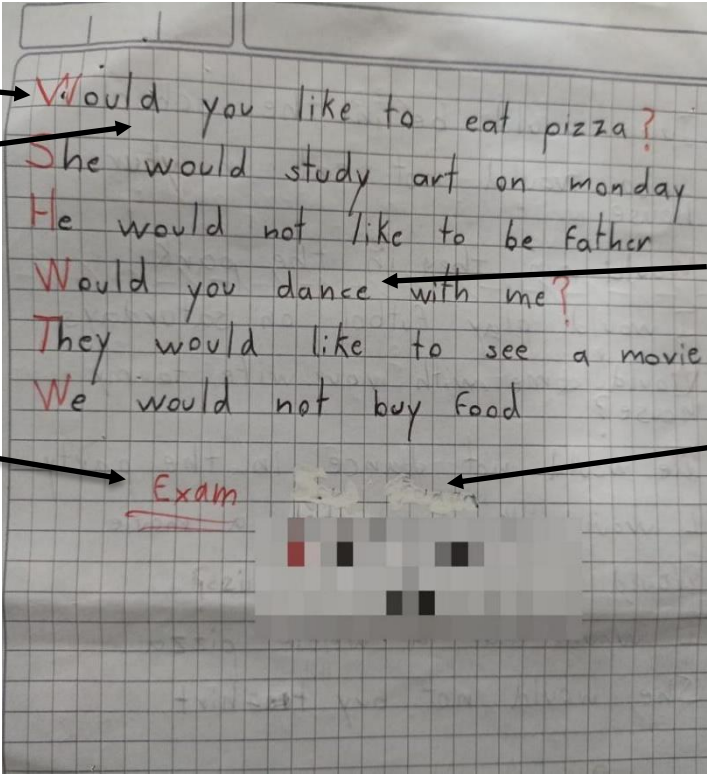
<p>Writing: Aesthetics.</p> <p>Communicative Approach: Writing about the context.</p> <p>Writing: Aesthetics.</p>	 <p>Would you like to eat pizza? She would study art on Monday He would not like to be father Would you dance with me? They would like to see a movie We would not buy food</p> <p><u>Exam</u></p>	<p>Writing: Grammar mistake.</p> <p>Writing: Correction.</p>
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Figure 8.

Session No. 10. Textual production of the topic: Use of the Conditional Would. Student: EHI

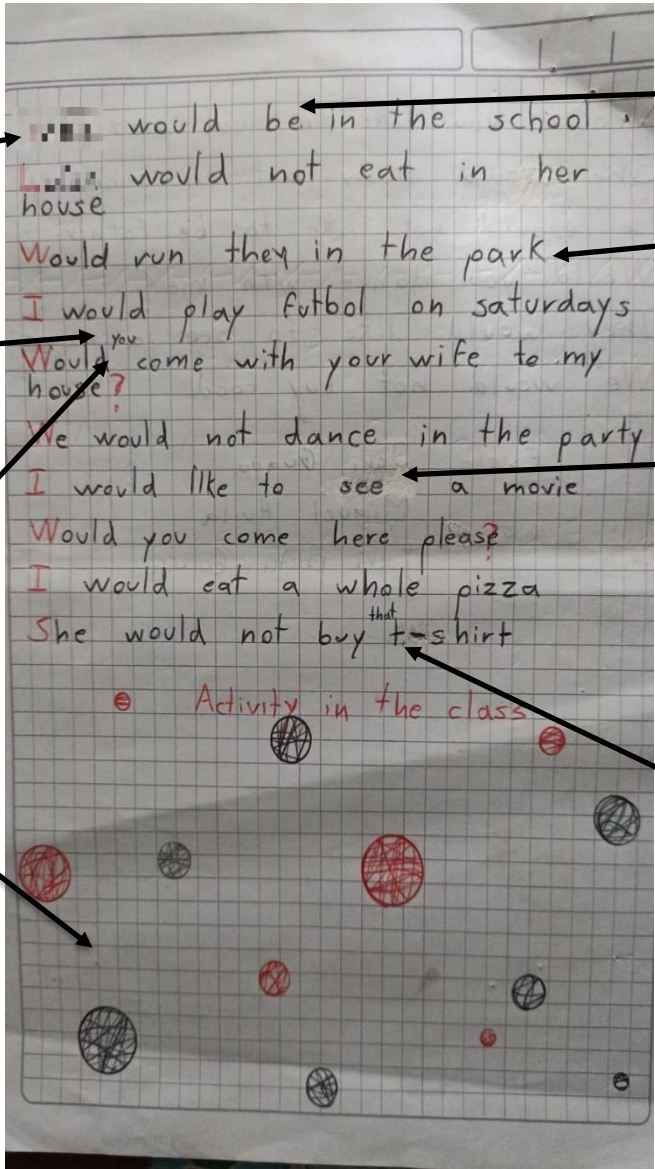
<p>Communicative approach: (self-confidence).</p>	 <p> <i>... would be in the school .</i> <i>... would not eat in her house</i> <i>Would run they in the park</i> <i>I would play futbol on saturdays</i> <i>Would you come with your wife to my house?</i> <i>We would not dance in the party</i> <i>I would like to see a movie</i> <i>Would you come here please?</i> <i>I would eat a whole pizza</i> <i>She would not buy that t-shirt</i> <i>Activity in the class</i> </p>	<p>Writing: Grammar mistake.</p>
<p>Writing: Correction.</p>		<p>Writing: Grammar mistake.</p>
<p>Writing: Aesthetics.</p>		<p>Writing: Correction.</p>
<p>Writing: Aesthetics.</p>		<p>Communicative approach: Asking for advice.</p>
<p>Writing: Aesthetics.</p>		<p>Motivation: Interest in learning new vocabulary.</p>

Figure 9.

Session No. 10. Textual production of the topic: Use of the Conditional Would. Student: EB2

<p>Writing: Grammar mistake.</p> <p>Communicative approach: self- confidence.</p>		<p>Writing: Vocabulary mistake.</p> <p>Writing: Correction.</p> <p>Writing: Grammar mistake.</p>
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Expressions of the students in the development of class N°10:

EBR3: “Escribí que me gustaría bailar Hip - Hop, porque en mi barrio vemos videos en internet donde chicos de otros países te enseñan pasos y cosas así” Communicative approach: writing about the context.

EBR3: "Veo muchos videos en mi celular, muchas canciones son en inglés y me gustaría aprender a cantar como la banda BTS" Audiovisual texts- Motivation.

EH1: “Escribí muchas cosas que me gustaría hacer como: comer pizza, bailar, pero lo que más me gustaría es aprender inglés para ver películas en inglés y entenderlas más” Motivation.

EB2: "No me gustaría talar los árboles porque son muy importantes para el agua del planeta, entonces, como vimos en la pizarra cuando ustedes presentaron en el video que la tierra se puede secar o ¿cómo se dice estéril?" Audiovisual texts.

Images

Figure 10. *Session No. 10. Textual production of the topic: Use of the Conditional Would.*



Communicative Approach: Collective work.

Writing- motivation: Some students ask about unknown words to prepare their writings.

Figure 11.

Session No. 12. Textual production of the topic: Regular and irregular verbs, past simple: EHI

<p>Writing: Vocabulary mistake.</p> <p>Communicative Approach: Writing about the context.</p>	<p style="text-align: right;">7 7 29</p> <table border="1"> <thead> <tr> <th>Letter</th> <th>name</th> <th>city</th> <th>colour</th> <th>animal</th> <th>thing</th> <th>points</th> </tr> </thead> <tbody> <tr> <td>W</td> <td>Willy</td> <td>Warkin</td> <td>White</td> <td>Wolf</td> <td>Widow</td> <td>500</td> </tr> <tr> <td>B</td> <td>Billy</td> <td>Boston</td> <td>Brown</td> <td>Bee</td> <td>Book</td> <td>500</td> </tr> <tr> <td>P</td> <td>Phineas</td> <td>Phil</td> <td>Pink</td> <td>Pony</td> <td>Pool</td> <td>500</td> </tr> <tr> <td>C</td> <td>Clara</td> <td>Algar</td> <td>A</td> <td>Ant</td> <td>Angel</td> <td></td> </tr> <tr> <td>R</td> <td>Robin</td> <td>Russian</td> <td>Red</td> <td>Rinose</td> <td>Rainbow</td> <td></td> </tr> <tr> <td>G</td> <td>Geni</td> <td>Georgia</td> <td>Grey</td> <td>Gato</td> <td>Goal</td> <td></td> </tr> </tbody> </table> <table border="1"> <tr> <td>Vacation</td> <td>Cabin</td> </tr> <tr> <td>Plays to Go</td> <td>Caravan</td> </tr> <tr> <td>Camp</td> <td>Traveling by</td> </tr> <tr> <td>Beach</td> <td>Bus</td> </tr> <tr> <td>Village</td> <td>train</td> </tr> <tr> <td>City</td> <td>Ship</td> </tr> <tr> <td>Mountains</td> <td>Car</td> </tr> <tr> <td>Forest</td> <td>Plane</td> </tr> <tr> <td>countryside</td> <td>Activities</td> </tr> <tr> <td>Hotel</td> <td>Taking photos</td> </tr> <tr> <td>tent</td> <td>Snorkeling</td> </tr> <tr> <td>Hiking</td> <td>Floating</td> </tr> </table>	Letter	name	city	colour	animal	thing	points	W	Willy	Warkin	White	Wolf	Widow	500	B	Billy	Boston	Brown	Bee	Book	500	P	Phineas	Phil	Pink	Pony	Pool	500	C	Clara	Algar	A	Ant	Angel		R	Robin	Russian	Red	Rinose	Rainbow		G	Geni	Georgia	Grey	Gato	Goal		Vacation	Cabin	Plays to Go	Caravan	Camp	Traveling by	Beach	Bus	Village	train	City	Ship	Mountains	Car	Forest	Plane	countryside	Activities	Hotel	Taking photos	tent	Snorkeling	Hiking	Floating	<p>Writing: Vocabulary mistake.</p> <p>Communicative Approach: Use of Spanish as a resource.</p>
Letter	name	city	colour	animal	thing	points																																																																					
W	Willy	Warkin	White	Wolf	Widow	500																																																																					
B	Billy	Boston	Brown	Bee	Book	500																																																																					
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Hiking	Floating																																																																										

Figure 12.

Session No. 12. Textual production of the topic: Regular and irregular verbs, past simple: EHI

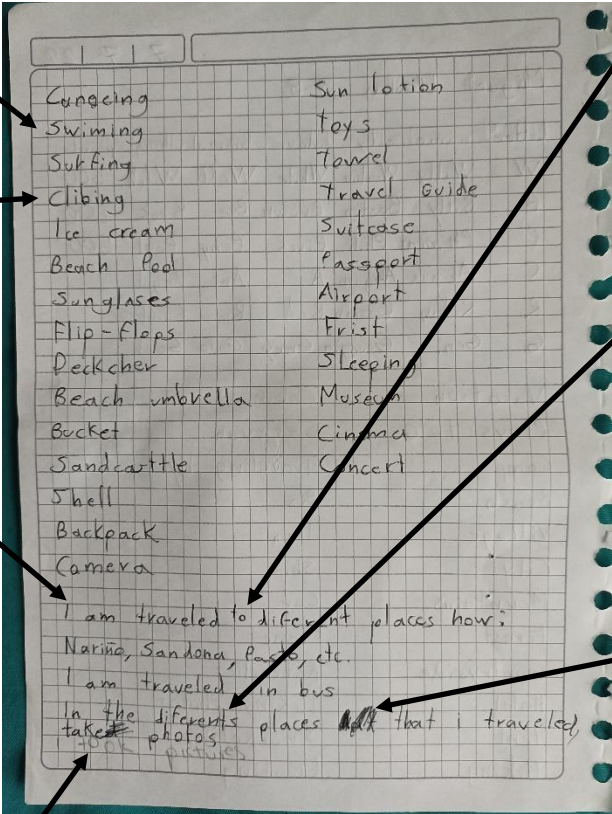
<p>Writing: Vocabulary</p> <p>mistake. Writing: Vocabulary mistake.</p> <p>Communicative approach: Writing about the context.</p> <p>Writing: Vocabulary mistake.</p>	 <p>Handwritten list of travel items:</p> <table border="0"> <tr><td>Camping</td><td>Sun lotion</td></tr> <tr><td>Swimming</td><td>Toys</td></tr> <tr><td>Surfing</td><td>Towel</td></tr> <tr><td>Climbing</td><td>Travel guide</td></tr> <tr><td>Ice cream</td><td>Suitcase</td></tr> <tr><td>Beach pool</td><td>Passport</td></tr> <tr><td>Sunglasses</td><td>Airport</td></tr> <tr><td>Flip-flops</td><td>Frist</td></tr> <tr><td>Deckcher</td><td>Sleeping</td></tr> <tr><td>Beach umbrella</td><td>Museum</td></tr> <tr><td>Bucket</td><td>Cinema</td></tr> <tr><td>Sandcastle</td><td>Concert</td></tr> <tr><td>Shell</td><td></td></tr> <tr><td>Backpack</td><td></td></tr> <tr><td>Camera</td><td></td></tr> </table> <p>Handwritten paragraph:</p> <p>I am traveled to different places how: Nariña, Sandona, Pasto, etc. I am traveled in bus In the different places that I traveled, take photos pictures</p>	Camping	Sun lotion	Swimming	Toys	Surfing	Towel	Climbing	Travel guide	Ice cream	Suitcase	Beach pool	Passport	Sunglasses	Airport	Flip-flops	Frist	Deckcher	Sleeping	Beach umbrella	Museum	Bucket	Cinema	Sandcastle	Concert	Shell		Backpack		Camera		<p>Writing: Appropriate structure.</p> <p>Writing: Misspelling.</p> <p>Writing: Correction.</p>
Camping	Sun lotion																															
Swimming	Toys																															
Surfing	Towel																															
Climbing	Travel guide																															
Ice cream	Suitcase																															
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Deckcher	Sleeping																															
Beach umbrella	Museum																															
Bucket	Cinema																															
Sandcastle	Concert																															
Shell																																
Backpack																																
Camera																																

Figure 13.

Session No. 12. Textual production of the topic: Regular and irregular verbs, past simple: EB2

Letter	Name	City	Color	Animal	Thing	Points
W	William	Washington	Blue			20
B	Barton	Barcelona	Blue		Pina	30
F	Paula	Portland	Purple			
A	Andrew	Roma	Rosa	Rana	Rabaja	
R	Rosa	Roma	Rosa	Rana	Rabaja	
G	Gerard	Guania	Green	Rato	Galon	

vocabulary	
vacation - vacaciones	Floating - flotar
beach - playa	H. King - incursimista
Camp - Campamento	Canoeing -
village - pueblo	Swimming -
city - ciudad	Surfing -
Mountains - montañas	Climbing -
forest - bosque	Ice cream -
Countryside - campo	Beach Ball -
Cabin - Cabana	Sunglasses -
Caravan - caravana	Flips - flops -
Travelly in - viaje en	Deckchair -
train - tren, bus	Bucket -
Ship - barco	Sand -
Car - carro	Shell -
Activities	Backpack -
Sun bathing	Camera -
plane - avion	Sun lotion -
	Sand toys -
	taking photos - tomar fotos

Writing: Vocabulary mistake.

Writing: Vocabulary mistake.

Communicative Approach: Use of Spanish as a resource.

Writing: Vocabulary mistake.

Figure 14.

Session No. 12. Textual production of the topic: Regular and irregular verbs, past simple: EB2

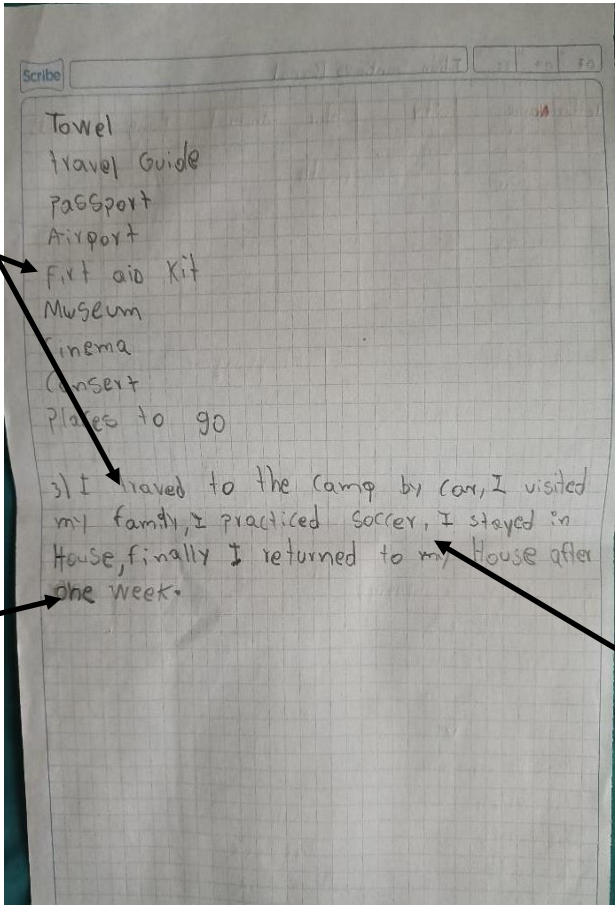
<p>Writing: Grammar mistake.</p> <p>Writing: Vocabulary mistake.</p> <p>Writing: Correction.</p>		<p>Writing: Appropriate structure (Use of commas)</p>
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Figure 15.

Session No. 12. Textual production of the topic: Regular and irregular verbs, past simple: EBR3

Letter	Name	City	Color	Animal	Thing	Artist
L	Lorena	London	L	L	L	L
B	Brynth	B	Black	B	Bronze	
P	Petteri	Petena	Pink	Pig	Paper	Now
A	Amanda	Armenia	A	A	A	
R	Rene	R	Rojo (Red)	Rana (Frog)	Rama (Branch)	
G	Gregorio	Greena	Green	Gato (Cat)	Gorilla	

Palabras	Forest = Bosque	Plane = Avion
Beach = Playa	Country side = Campo	Car = carro
Vacation = vacaciones	Hotel = Hotel	
Places to go = lugares para ir	Tent = Tienda de acampar	Beach umbrella = sombrilla
Camp = Camping	La sim = cosa	Hiking = excursion
Village = Pueblo	caravana	Concert = Concierto
City = ciudad	Travel = Viajar	Sun Bathing = Tomar el Sol
Mountains = Montaña	Bus = bus	Thanking photos to or photos
	Train = Tren	
	Ship = barco	
	Swimming = nadar	

Writing: Correction. (Arrow pointing to the word 'Camping' in the translation table)

Writing: Aesthetics. (Arrow pointing to the word 'Gorilla' in the table)

Writing: Vocabulary mistake. (Arrow pointing to the word 'Camping' in the translation table)

Figure 16.

Session No. 12. Textual production of the topic: Regular and irregular verbs, past simple: EBR3

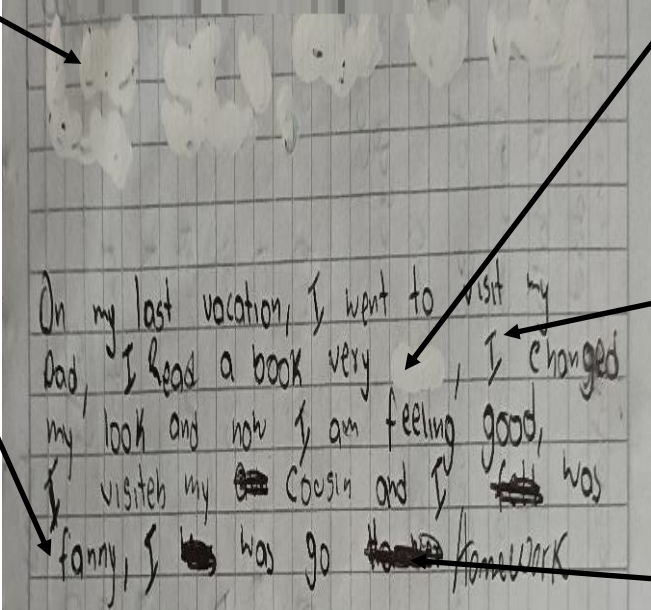
<p>Writing: Correction.</p> <p>Writing: Vocabulary mistake.</p>		<p>Writing: correction.</p> <p>Communicative approach: Self- confident.</p> <p>Writing: Misspelling.</p>
---	---	---

Figure 17.

Session No. 12. Textual production of the topic: Regular and irregular verbs, past simple: EJ4

Letter	Name	City	Color	Animal	Thing	Point
W	Wilson	Washington	White			300
B	Benson	Boston	Black	Bitch		400
P	Paola	Panama	Pink	Pig		400
A	Ana	Armenia	Amarillo	Abeja		400
R	Ronald	Roma	Rojo	Rana		400
G	Gigliola	Grecia	Green	Granja		400

Vacaciones = vacation
 Places to go
 Beach = Playa
 Village = Pueblo
 City = Ciudad
 Mountains = Montañas
 Forest = Bosque
 Countryside = Campesino
 Hotel = Hotel
 Tent = Carpa
 Cabana = Cabana
 Cardano = Cardano

Barco = Ship
 Carro = Car
 Avion = Plane
 Actividades = Actividades
 Taking Photos = Tomar fotos
 Sun Bathing = Tomar el sol
 Floating = Flotar
 Hiking = Escalar

Writing: Vocabulary mistake.

Communicative Approach: Use of Spanish as a resource.

Writing: Vocabulary mistake.

Figure 18.

Session No. 12. Textual production of the topic: Regular and irregular verbs, past simple: EJ4

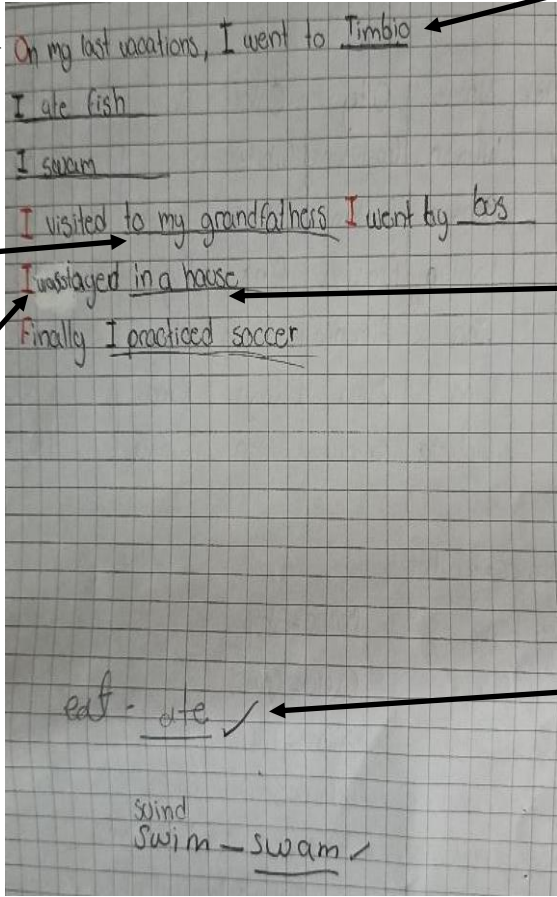
<p>Writing: Aesthetics.</p> <p>Writing: Appropriate structure.</p> <p>Writing: Correction.</p>	 <p>On my last vacations, I went to <u>Timbio</u></p> <p>I ate fish</p> <p>I swam</p> <p>I visited to my grandfathers. I went by <u>bus</u></p> <p>I stayed in a house</p> <p>Finally I practiced <u>soccer</u></p> <p>eat - ate ✓</p> <p>swim - swam ✓</p>	<p>Communicative approach: Writing about the context.</p> <p>Writing: Misspelling.</p> <p>Motivation: They ask for new vocabulary.</p>
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Figure 19.

Session No. 12. Textual production of the topic: Regular and irregular verbs, past simple: EF5

	name	city	Color	animal	thing	Point
W			white	wool		
B						
P	Phitea					
A	alan	armen	amarillo	ave	alaz	
	ramona	yoma	rosa	rosalante	ritual	
	balcia	gata	gato	gata		
			gato verde			

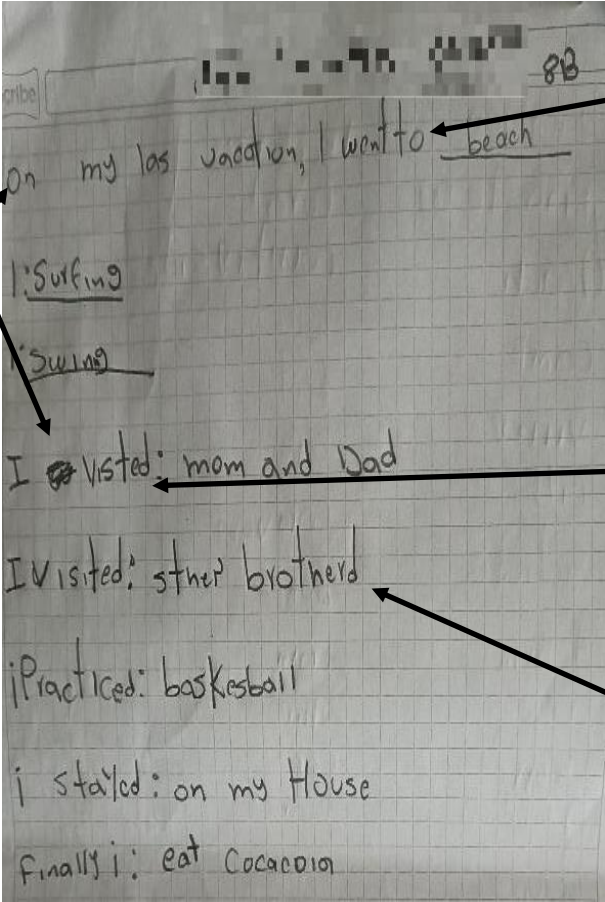
**Writing:
Vocabulary
mistake.**

**Writing:
Correction.**

**Communicative
Approach: Use of
Spanish as a
resource.**

Figure 20.

Session No. 12. Textual production of the topic: Regular and irregular verbs, past simple: EF5

<p>Writing: Correction.</p> <p>Communicative approach: Writing about the context.</p>		<p>Writing: Grammar mistake.</p> <p>Writing: Vocabulary mistake.</p> <p>Writing: Vocabulary mistake.</p>
---	---	---

Expressions of the students in the development of class N°12:

EH1: "Cuando vi que la palabra que tenía que escribir en el juego de stop empezaba con P en la columna de "Nombre", puse "Phineas", porque me recuerda a Phineas y Ferb, me gusta mucho esa serie" Communicative approach: writing about the context.

EH1: "Me pareció muy chévere jugar a stop, porque me di cuenta que se muchas palabras en inglés y pude ponerlas en práctica en este juego" Writing- Motivation.

EB2: "Creo que es más fácil aprender vocabulario viéndolo con imágenes, tal y como lo vimos en el tablero" Audiovisual texts.

EJ4: "Algunos verbos son difíciles porque cambian de estructura y otros terminan en ED, así que los irregulares hay que aprenderlos de memoria, ¡qué pereza!" Motivation.

EF5: "En el juego Stop, traté de escribir palabras en inglés, pero no recordaba muchas, me gustaría saber más palabras en inglés como algunos de mis compañeros." Motivation.

EBR3: "Me gustó mucho el video porque aprendí mucho vocabulario sobre vacaciones y medios de transporte o lugares donde uno va de vacaciones, es muy bacano aprender con imágenes" Audiovisual texts- Motivation.

Images

Figure 21. *Session No.12. Textual production of the topic: Regular and irregular verbs, past simple.*



Motivation: students are attentive to the vocabulary displayed on the projector.

Figure 22.

Session No.15. Textual production of the topic: Use of ING: EHI

Writing: Aesthetics.

She is reading her new book in her room

My cousin is playing with his friends

They are praying they always do it before eating

The woman is cleaning, please, stay here

Writing: Aesthetics.

Communicative approach: Self-confident.

Figure 23.

Session No.15. Textual production of the topic: Use of ING: EB2

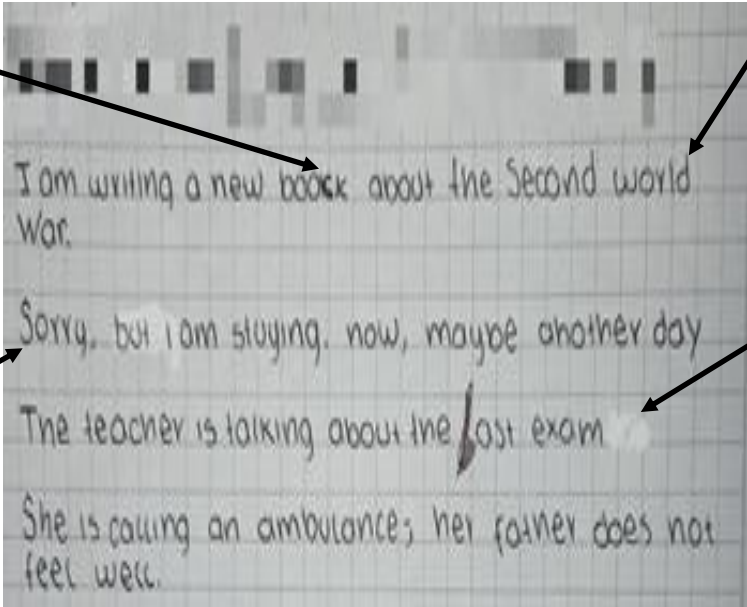
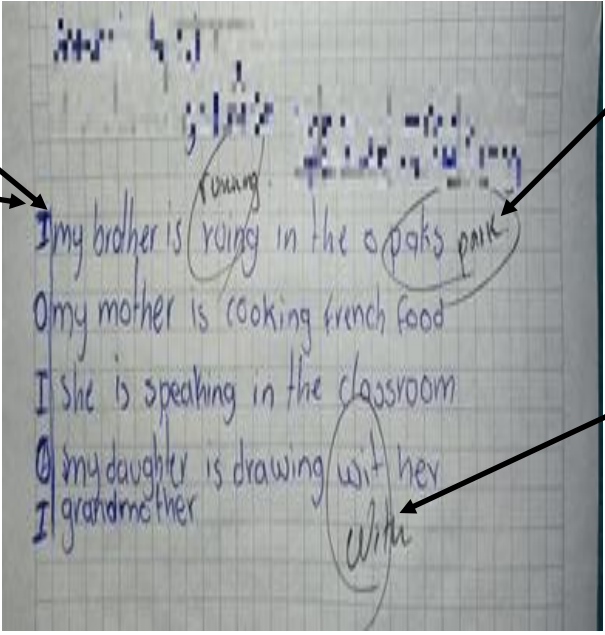
<p>Writing: Vocabulary mistake.</p> <p>Writing: Appropriate structure.</p>	 <p>The image shows a photograph of a student's handwritten text on lined paper. The text is written in cursive and includes several sentences. Annotations with arrows point to specific parts of the text: 'Vocabulary mistake' points to 'book' in the first sentence; 'Appropriate structure' points to the start of the second sentence; 'Writing about the context' points to 'Second world War'; and 'Writing: Correction' points to 'last exam' in the third sentence.</p> <p>I am writing a new book about the Second world War.</p> <p>Sorry, but I am studying now, maybe another day</p> <p>The teacher is talking about the last exam</p> <p>She is calling an ambulance; her father does not feel well.</p>	<p>Communicative Approach: Writing about the context.</p> <p>Writing: Correction.</p>
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Figure 24.

Session No.15. Textual production of the topic: Use of ING: EBR3

<p>Writing: Aesthetics.</p> <p>Writing: Appropriate structure.</p>		<p>Writing: Vocabulary mistake.</p> <p>Writing: Vocabulary mistake.</p>
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Expressions of the students in the development of class N°15:

EH1: “Mientras veía el video entendí más fácilmente el tema de ING; es solo poner ING al final de los verbos” Audiovisual texts- Motivation.

EB2: “Intenté escribir oraciones con los verbos que conozco y cosas que hago en mi casa como: estudiar, escribir, hablar; para decir: estudiando, escribiendo, hablando, etc.”

Communicative approach.

EBR3: "Me gustó mucho cuando analizamos en el video la conversación en inglés de las dos señoras, me pareció fácil aprender el ING de esa forma, además copié unas de estas oraciones, en mi cuaderno, para luego hacer las mías con otras palabras" Audiovisual texts- Motivation. Communicative Approach.

Images

Figure 25. *Session No.15.Textual production of the topic: Use of ING*



Writing – motivation: Some students copy words or expressions in their notebook, which they see in the videos.

Figure 26.

Session No. 18. Textual production of the topic: typical food of our department of Cauca,
 sequence adverbs: EGQ6

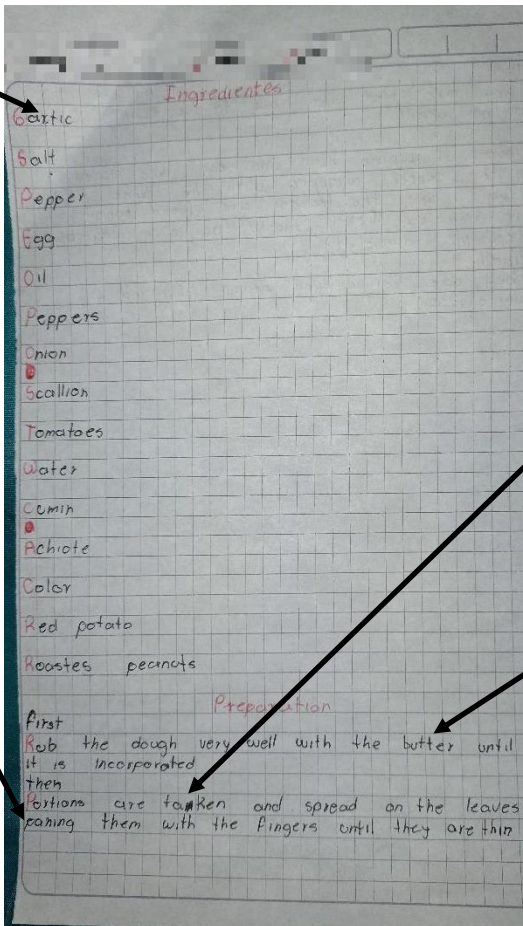
<p>Writing: Aesthetics.</p> <p>Writing: Vocabulary mistake.</p>		<p>Writing: Correction.</p> <p>Communicative Approach: Writing about the context. Recipes with this category.</p>
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Figure 27.

Session No. 18. Textual production of the topic: typical food of our department of Cauca, sequence adverbs: EGQ6

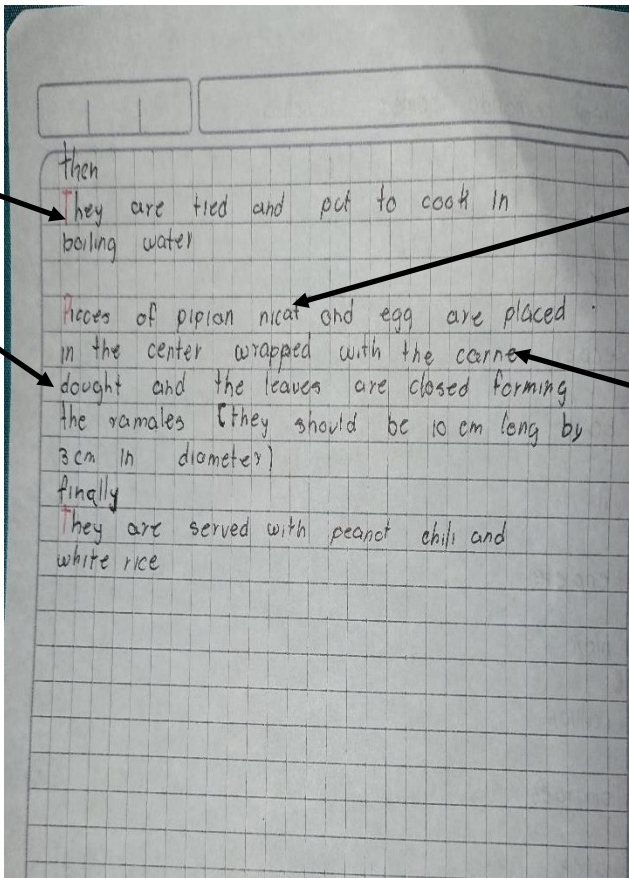
<p>Writing: Aesthetics.</p> <p>Writing: Misspelling.</p>		<p>Writing: Vocabulary mistake.</p> <p>Communicative Approach: Use of Spanish as a resource.</p>
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Figure 28

Session No. 18. Textual production of the topic: typical food of our department of Cauca, sequence adverbs: EB2

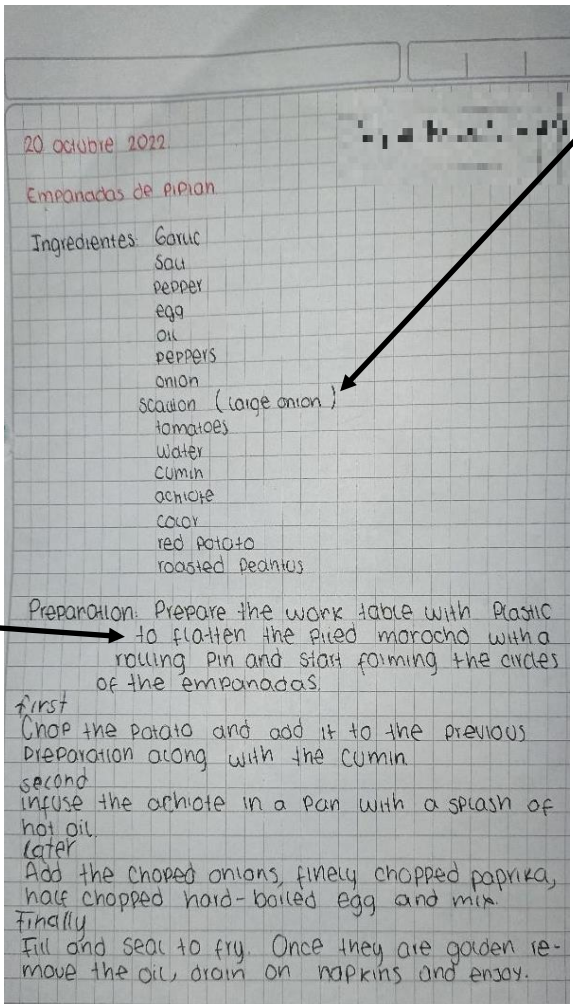
<p>Writing: Appropriate structure.</p>	 <p>20 octubre 2022</p> <p>Empanadas de Pibil</p> <p>Ingredientes: Garlic Sau pepper egg oil peppers onion scallion (large onion) tomatoes water cumin achiote color red potato roasted peanuts</p> <p>Preparation: Prepare the work table with plastic to flatten the pilled moracho with a rolling pin and start forming the circles of the empanadas.</p> <p>first Chop the potato and add it to the previous preparation along with the cumin.</p> <p>second infuse the achiote in a pan with a splash of hot oil.</p> <p>later Add the chopped onions, finely chopped paprika, half chopped hard-boiled egg and mix.</p> <p>Finally Fill and seal to fry. Once they are golden remove the oil, drain on napkins and enjoy.</p>	<p>Motivation: They ask for new vocabulary.</p>
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Figure 29

Session No. 18. Textual production of the topic: typical food of our department of Cauca, sequence adverbs: EAP7

<p>Writing: Aesthetics.</p>	<p style="text-align: right;">20-10/22</p> <p>Tamales de pipitán</p> <p>Dough: pound of aged corn dough pork butter</p> <p>Filling:</p> <p>1 pound of pork pulp, cut into pieces and fried pipitán 2 eggs, boiled and cut into slices</p> <p>First Rub the dough very well with the butter until it is incorporated</p> <p>Second Portions are taken and spread on the leaves rolling them with the fingers until they are thin</p> <p>Third They are tied and put to cook in boiling water</p> <p>Pieces of pipitán meat and egg are placed in the center wrapped with the same dough and the leaves are closed forming the tamales (they should be 10 cm long by 3cm in diameter)</p> <p>Finally They are served with peanut chili and white vite</p>	<p>Writing: Correction.</p> <p>Writing: Misspelling.</p>
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Figure 30

Session No. 18. Textual production of the topic: typical food of our department of Cauca, sequence adverbs: EBR3

	<p>Preparation</p> <ul style="list-style-type: none">- They are served with preamut Chili and white rice.- Portions are taken and spread on the leaves, parting them with the fingers until they are thin.- rub the dough very well with the butter, until it is incorporated.- They are tied and put to cook in boiling water- Pieces of pipian meat and egg are placed in the center, wrapped with the same dough and the leaves are closed forming the tamales they should be 10 cm long by 3 cm diameter.	
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Writing:
Vocabulary
mistake.

Writing: Appropriate
structure.

Expressions of the students in the development of class N°18:

EGQ6: "Me gustó mucho la clase sobre comidas típicas por que en mi casa hacemos tamales y me gustó aprender más vocabulario sobre ingredientes para hacer los tamales en mi casa" communicative approach.

EB2: "Cuando vi el primer video sobre comidas típicas de Colombia, recordé que ya sabía vocabulario que había aprendido antes como: Rice, beans, pork, potatoes, carrot, onions, eggs, etc; me gustó mucho" audiovisual texts – motivation.

EAP7: "Me pareció chévere ver el video de las galletas por que la señora hizo las galletas hablando suave y por eso entendí más, además pude identificar los adverbios en los subtítulos del video y así fue mejor para escribir mi propia receta en orden" audiovisual texts - motivation-communicative approach.

Images

Figure 31. *Session No. 18 Textual production of the topic: typical food of our department of Cauca, sequence adverbs.*



Communicative approach: collective work. Some class opening or closing activities are done in groups, most of the students share their opinions and commit to the activities.

5.2. Analysis Categories.

In this part, we expose the analysis of each category, these categories are the result of codifying.

5.2.1. Writing: The importance of context and experiences.

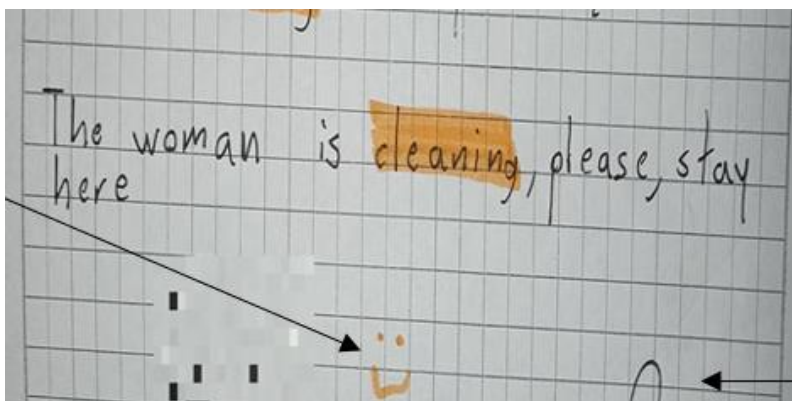
The ability to write is developed along with the other communication skills; however, it has its particularities, in this case formal and substantive issues were identified; regarding the form, aesthetic, orthographic, vocabulary and grammatical characteristics were identified; and, regarding the background, the message that the students wanted to express was analyzed.

Regarding the form aesthetics can be mentioned, it was possible to notice that in some writings of the 8B students they decorated them with colors, shapes, some letters were highlighted with color and others tried to decorate their writings with drawings or with smiley faces, happiness. Today the general use of emoticons in social networks is frequent; and it is acceptable to use the word emoticon to refer to all those symbols that express emotions in the written message and in many cases provide information or emotions that are not easy or quick to express by other means. According to Harmer (2007) “It is interesting to note that email and text message communication have come up with a collection of emoticons (sometimes called 'smileys') to add more meaning and nuance to otherwise potentially ambiguous language.”, (p. 10); students made use of aesthetics to express their mood and, according to them, improve your text.

The following figure shows an example of the use of the aesthetic resource as a complement to the text.

Figure 32:

EHI student production Session #15. Writing: aesthetics.



Most of the students wrote well-presented writings, where we could see words highlighted in colors, letters with different colors of pen that marked the beginning of sentences and also made the writing look more orderly and striking, it is important as teachers to encourage students to the good practice of taking their class notes well done, well structured, ordered and with an attractive format, which allows the receiver of the message a better understanding of what is written and allows the writer to consult their notes later; on the other hand, doing this practice allowed the students to be focused in the activities and to be creative and orderly in the textual production in English and especially to give meaning to the message.

Another aspect to highlight about the Form of the texts is the correction gesture; that is, the crossing-outs that the students made to their texts when they doubted a word or expression or when trying to present a completely correct text. Although the studs are part of the aesthetics of the text, they represent the interest of the student for a correct textual production.

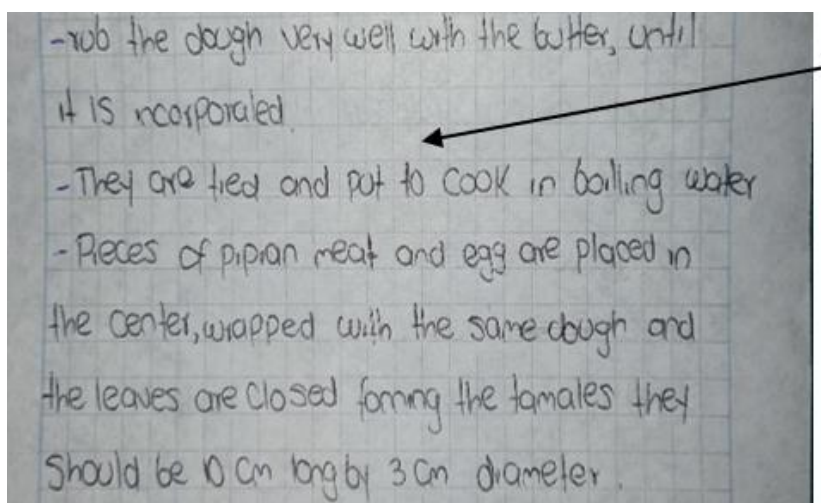
On the background of the texts, one can allude to the appropriate structure in the writing that is associated with the good use of English grammar, which was one of the most frequent problems found in the first writings of the sessions, fortunately, through audiovisual resources, audio and video examples were exposed, where students could be guided in the structure of sentences. According to Harmer (2007) "Music, for example, can be used to awaken students' creativity, especially if they respond particularly well to auditory input. Pictures can have the same effect for those who are stimulated by visual input." (p. 62). The audiovisual resources as a

didactic tool, was optimally received by the students, made them more confident and motivated to improve the grammatical structure to write their answers and personal experiences, whatever the topic that was being dealt with in the English sessions.

This change could be observed in the majority of the writings that were produced in the last sessions of textual production, in which the students gradually made use of both substantive and formal resources. The text below presents an appropriate grammatical structure, it is one of the last textual productions of one of the students.

Figure 33.

EBR3 student production. Session #18. writing: appropriate structure.



The students often expressed events or referred to events or activities that they carried out in their neighborhoods, homes, gatherings with friends and family or from their own classmates, it is clear that they always expected clear and sometimes very limited instruction about what they should produce, regarding the writing exercise, but many times they tried to write about themselves and involve what they learned in the lesson with what they live daily.

The vocabulary that the students handled was linked to basic memory lists, they had a base of what the teacher taught them, with the passage of time, the students were acquiring new vocabulary, and in particular, an interest in asking about words and expressions unknown and thus enriching your text. This aspect of vocabulary could be evidenced in the written texts, but

also in their oral interaction in the English class, referring to common actions such as greeting, asking questions, asking for permission.

In short, students were encouraged to practice writing the topics with their own experiences, often using our opinions and experiences as an example to try to persuade them to produce texts and participate in activities. On several occasions the students asked for help to complete the sentences, in order to make what was being written clearer, sometimes they requested the translation of unknown vocabulary or grammatical rules that they had forgotten, but in many cases some students showed that they already knew or were knowing types of words such as verbs, connectors, adverbs, to create stories, making their writing more coherent.

5.2.2. Motivation: A safe place, a place to learn.

In general, there was a positive attitude of the students while learning and participating with the written production exercises or talking about their own experiences and how they could use these experiences to practice what they saw in English class; when asking open questions about a topic, they expressed their opinion with their own already acquired vocabulary, and gave ideas of what was being asked; however, some students felt shy when expressing themselves, which could also be evidenced in the first practice sessions in which their writings lacked correct vocabulary or grammar rules, often there were very short sentences and many misspellings. .

Motivation, which can be intrinsic or extrinsic, has always been present as a dynamizer of the activities carried out. It is with concern that low-motivated students can be identified, not only in the English class, but also in other educational processes; regarding motivation in the field of writing in English, Harmer (2007) mentions that “This unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs. (p. 61); students feel tension about writing texts that are going to be read by other people, but in particular they have anxiety about the grade or qualification that is assigned to their text.

To encourage motivation and security in student participation, the topics they would like to talk about were taken into account, sports, music, movies, the environment were highlighted; Harmer (2007) mentions that “if these insecurities are reinforced because they are unable to complete writing tasks successfully, then the students' attitude to writing is likely to become

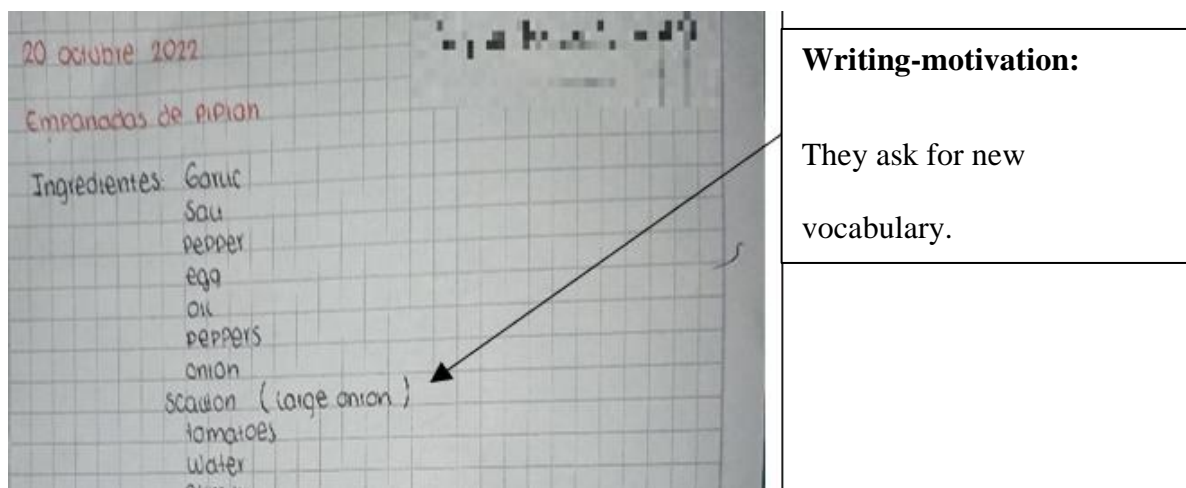
more and more negative.” (P. 61); It became a daily task to break with the insecurities of the students, so that they lost their fear of participating, listening to each other and producing texts susceptible to corrections, but which are not necessarily classified as correct or incorrect, but as susceptible to improvement.

On the other hand, it became relevant to include elements of the students' context in the audiovisual texts since they promote meaningful and contextual learning in the use of English. The above was evidenced in practice: Recipes, typical dishes from Cauca, where the vast majority of students developed optimal texts, including students who at the beginning did not present good writings, later these students expressed their liking for this type of topic.

Below there is a fragment that shows motivation, we say that because students had the interest to ask teachers for recommendations about vocabulary.

Figure 34:

EB2 student production. Session #18. Motivation: They ask for new vocabulary.



Motivation is the basis of learning and teaching. If a student is motivated and comfortable in a class, learning is going to be easier and meaningful, and the teacher is also going to have an optimal environment to teach.

5.2.3. Communicative Approach: Multiple possibilities to learn.

A method or approach must be chosen and adapted to each particular context; in this case, the Communicative Approach was relevant in terms of the objectives proposed in the PPI and the context in which it was worked.

Thanks to the different tools provided by this approach, significant progress was made in the students in their textual production and their interaction in English; related to the approach some subcategories emerged like: writing about oneself and writing about the context (self-confidence); the use of Spanish as a resource when in doubt; collective work.

From the activities proposed by the Communicative Approach, the context is vital, one of the advances was evidenced when the students identified characteristic elements of their context in the examples that were used, which facilitated the textual production and the assimilation of the different themes much better, that were addressed during the class sessions, since it allowed them to talk about themselves, giving them the opportunity to address topics of which they have mastery. This was present when they expressed their place of origin, the activities they practiced daily, their preferences. According to Harmer (2007) talking about writing habits “This will involve choosing the right kinds of activity with appropriate levels of challenge and providing them with enough language and information to allow them to complete writing tasks successfully” (p.61). Selecting the appropriate activities to be able to address the themes was essential to arouse the interest of the students and that the objectives set for each class session were fully met.

Trust is important; however, the students are in the process of training and the vocabulary they had sometimes became a difficulty and then became frustrated, which prevented them from continuing with the development of the activities proposed in the classes, which is why the students developed different strategies to deal with this problem, such as: the use of Spanish as a resource, asking the teacher for new vocabulary, which seek to counteract the negative effects and, on the contrary, allow them to continue preparing their writings in search of their construction having many more elements in terms of quality, since much more detail was given and the information was more precise.

Individual work for some students came much more naturally because their command of English was evident in their work; however, sometimes mistakes were made that the group work managed to minimize, all this because the students shared their opinions and compared their answers in search of having the most accurate one and that it was able to meet their own expectations. Brown (2007) mentions that “The role of the teacher is that of facilitator and guide, not that of an omniscient giver of knowledge. Therefore, students are encouraged to construct meaning through genuine linguistic interaction with others.” (p. 43). In the middle of the class activities in the role of teachers, we acted as mediators between the students and the topics where they were encouraged to get involved in the process and participate together with their classmates and in this way, they could interact to clear up doubts. and build joint definitions.

It was possible to recognize that the Communicative Approach offers countless possibilities for individual and collective work, for learning in context, to eliminate barriers and to conceive language as a possibility to learn from oneself and from others; All this is what learning a foreign language offers. The collective work allowed the team to build meanings, clarify doubts and project ideas; as well as improve the coexistence between colleagues.

5.2.4. Audiovisual Texts: A world of pictures, sounds and expressions to learn.

The audiovisual texts had an impact on the students from the first moment, using different pedagogical tools to address the topics guided their understanding, and in the role of teachers it allowed exemplification in a much more practical way, which gave a path for the students to easily assimilate the proposed activities. Another of the great impacts that were generated was the motivation that was empowered in students to expect if the class session had activities that involved audiovisual media and this gave rise to an environment that guided the development of the activities as they had been previously planned and that the objectives of the class could be achieved satisfactorily.

The audiovisual texts gave each of the students the opportunity to carry out an individual and sometimes group interpretation of the activities, which generated a new perspective on some topics, and in turn enabled the students to capture in their writings everything that they were able to perceive during the class session when they observed or listened to a video, a sequence of images, an picture, an audio; this provided them with a greater number of elements for the

elaboration of their texts in terms of vocabulary and structure, generating much more confidence and resources when addressing a certain topic.

As teachers, the planning of the class sessions was greatly facilitated, all this due to the great variety of material that could be selected thanks to the audiovisual texts at the time of addressing a particular topic taking into account the preferences of the students. With the living experience, it was evident that students became more attentive and more participative in the classes, and that in many occasions they requested similar material or the repetition of the one that was being used, showing that audiovisual texts were a pedagogical tool that worked as a mediator between the themes and the teaching-learning process.

It became essential to turn around the classes to catch the attention of the students through a tool that would allow them to incorporate their preferences, and in helped to contextualize the classroom in the face of the needs of today's world and the great advances that modernity brings us for use in the teaching and learning process. According to Rojas in Williamson and Resnick (2005) "Other skills are necessary beyond the interpretation of the printed matter or the comprehension of the written text, such as the incorporation of the image with meaning that complements the reading, the support of visual icons to give more significance or the incorporation of sound to convert a text into an audiovisual one." (p 93). Incorporating the audiovisual texts provided much more security to the students in terms of the interpretations of the themes because when the text is supported with an image it was possible to perceive how through their writings, they expressed clear and concrete ideas, which were built with arguments and fluency.

CONCLUSIONS

The relationship between interactive activities with audiovisual material as a pedagogical strategy and textual production in English, taking into account the curricular standards for writing skills proposed for eighth grade and the lesson plans that were carried out in order to implement activities for the learning of vocabulary and correct use of grammar within the writing process, resulted in excellent productions that took into account the aforementioned as well as the creative development, cooperation and work by the 8B grade students.

The importance of the PPI in our training as graduates was to generate new knowledge to solve problems in the development of communication skills in writing English. On the other hand, we think of it as a process, which we take into consideration and rigorously, through different stages and ideas, looking at the points of view of other authors and works done previously in the field of pedagogy, the survey was also used to find out what kind of topics were of interest to the students to find the appropriate material and thus use audiovisual media as a pedagogical strategy.

Audiovisual texts are present with great frequency in our day to day, this strategy had a great impact on the motivation of the students, since most of them felt very comfortable with the audiovisual material that was presented in class due to Because they were topics of their liking and interest, in this way these tools were used to implement learning activities and strategies that fostered motivation, improvement and creativity in textual production, in addition to student teamwork.

Developing innovative processes along the lines of English is necessary in the classroom, one must stop thinking of the language as a process of mere translation or mechanism, knowing English allows students to know themselves, know others, interact without fear to be wrong; It also constitutes a possibility to delve into knowledge in other areas of knowledge.

Approaching English from the perspective of audiovisual texts that allude to different modes of communication allowed students to feel attracted to the proposed activities and this would result in their writing, this writing was favored both in the way regarding rules and vocabulary and in the background related to the themes that the students expressed.

Finally, we are convinced that this investigative practice teaches us how important it is, both for us as teachers and also for students of a foreign language, to encourage the use of audiovisual media in practice and to strengthen the target language, we were also able to enjoy this individual and group challenge by sharing written and read experiences of these productions where students enjoyed what they learned and acquired knowledge of various grammatical structures that will be useful not only in the process of writing in English in the classroom but also that they can apply it in other contexts of their lives.

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