The implementation of a TBLT course, supported by a positive reinforcement strategy to improve the level of EFL learning motivation in sixth graders at Atanasio Girardot school in Florida-Valle del Cauca.

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Licenciatura en Lenguas Modernas Inglés-Francés

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APPROVAL

UNIVERSIDAD DEL CAUCA

The Undersigned Committee of Human and Social Sciences School approves the project developed by Luisa Fernanda Cuero Mosquera, Jeimy Tatiana Díaz Gaviria and Jhon Hemerson Mera Guzmán entitled:

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Oral defense location and date:

Abstract

Learning English must be accompanied by constant practice of English for the improvement of different skills. However, finding moments in which this practice can be carried out can be difficult since students do not find common themes to unite with their practices when they leave their English class, they do not find a theme with which to unite what they saw in class, which leads them to be unmotivated in learning this language because they do not see the functionality of English in their daily lives. For this reason, this research provides information on the implementation of a course based on the Task Based Language Teaching methodology together with the positive reinforcement strategy, taking as a reference the effects of this course on the motivation and speaking level of the sixth-grade students of the educational institution Atanasio Girardot in Chococito, Valle del Cauca, through a mixed research. The results show that the students increased their level of motivation and the level of speaking increased by 0.2 in comparison with the test taken before starting the course. Finally, some recommendations are made to the educational institution where the course was implemented and to future research related to related topics.

Keywords: motivation, TBLT, positive reinforcement.

Resumen

El aprendizaje del inglés debe estar acompañado de una práctica constante de la lengua para el mejoramiento de las diferentes habilidades. Sin embargo, hallar momentos en los cuales esa práctica pueda ser llevada a cabo puede ser difícil, ya que los estudiantes no encuentran temas en común para unirlos con sus prácticas al salir de su clase de inglés, no encuentran un tema con el cual unir lo que vieron en la clase, lo que lleva a que estén desmotivados en aprender esta lengua porque no ven la funcionalidad del inglés en sus vidas diarias. Por esta razón, la presente investigación brinda información sobre la implementación de un curso basado en la metodología Task Based Language Teaching de la mano con la estrategia del refuerzo positivo, teniendo como referencia los efectos de este curso en la motivación y nivel de speaking de los estudiantes de grado sexto de la institución educativa Atanasio Girardot en Chococito, Valle del Cauca, por medio de una investigación mixta. Los resultados muestran que los estudiantes elevaron su nivel de motivación y el nivel de speaking incrementó un 0.2, en comparación con el examen hecho antes de empezar el curso. Por último, se hacen algunas recomendaciones a la institución educativa en la que se implementó el curso y a futuras investigaciones relacionadas con temas afines.

Palabras clave: motivación, TBLT, refuerzo positivo.

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Introduction

This research describes the creation and implementation of a course based on the Task Based Language Teaching methodology together with the positive reinforcement strategy to explore the effects that this course had on the motivation and speaking level of the sixth-grade students of the educational institution Atanasio Girardot in Chococito, Valle del Cauca.

Within this research there are aspects such as the description of the problem, the justification and the description of the context and the participants, sections in which the reasons that led to the realization of this research are explained, why it was decided to carry out this research with the students of this institution and how is the economic, demographic and social context of the participants of the research.

In the same way, there are the general objective and the specific objectives of this research, which show the main idea and the steps to follow in the creation and implementation of the TBLT course. Within the creation of such a course, it was necessary to create a reference framework with authors who had developed works with topics directly related to this research to provide a guide and a basis. In addition, there were fundamental concepts that helped the creation and improvement of the methodology.

The methodology used in this course was based on the spontaneous interaction of the participants with the language they are learning since their objective was to acquire new knowledge without the explanation of grammatical structures. However, the classes were conducted outside of traditional education, since the students were active participants in the learning process, topics related to their daily lives were used, the tasks were not tied to a grade, and every achievement or effort the students had in the sessions was recognized.

Throughout the course, positive changes were evidenced in the students, since they began to overcome the barriers they had and that did not allow them to perform the tasks more spontaneously, also the pronunciation and the concept they had about English improved. Also, in the results obtained after finishing the course, it was noticed that the students had a small improvement in their speaking performance, but the most significant thing was the improvement in the motivation presented after finishing the course since they had a very good expectation about English, they felt good both with the methodology and with the teachers, their desire to learn English also increased, which suggests that this research is a basis to continue building courses that promote different learning of the language.

Problem description

This work was done in the Institución Educativa Atanasio Girardot from Chococito which is a small town of Florida Valle, where the researchers developed a course divided into sessions using the Task Based Language Teaching, which is a learning and communicative language teaching methodology (Ellis, 2004; Long & Crookes, 1992) that is based on developing the student's language in a more natural way through tasks and the teacher becomes a guide to generate an environment conducive to the natural use of language (Hismanoglu & Hismanoglu, 2011), which was regarded further on as TBLT, together with the positive reinforcement strategy to test the effects of the course on the motivation and the speaking level. The classes were applied to the sixth-grade students from this High School to assess this methodology and put it into practice.

Thanks to a conversation with the English teacher of the educational institution and an observation made during one of her sessions, it was examined that the students did not have the appropriate level in the language corresponding to the grade they belonged to since they were not able to express themselves orally in English with simple sentences. In addition, the observation of the class and statements of the students themselves showed a lack of motivation in them, who did not see the use of English as useful since they did not use it in any context other than school and it did not relate to anything in their daily lives.

In the sixth grade of this educational institution, the activities that were carried out in the area of English and, specifically with the speaking skill, were based on presentations, where the previously learned vocabulary was reviewed. With this way of working, students learned and practiced the language seen, as well as its pronunciation.

Taking into account the shortcomings identified above regarding the speaking level of sixth grade students, it was considered that TBLT would be a useful methodology for this course since it was based on helping to improve speaking through the natural use of the language and departs from the traditional teaching of English to which students were accustomed.

However, students did not have other spaces within the classroom where they could practice what they learned spontaneously, limiting, in a way, the natural use of the language. In addition, they did not use the second language in contexts other than school, which minimized the likelihood of students practicing what they were taught at school. As a result, their motivation level to learn English was low due to the little interaction they had with English. For this reason, understanding motivation as an individual state is influenced by different factors such as beliefs, interests, goals, and wishes that demand an effort from students which can be conditioned by aspects such as the methodology used to teach, and the different strategies used in class (Madrid, 1999). For these reasons, they did not have the necessary skills to communicate in the second language or sufficient motivation.

Moreover, students needed words and attitudes that give them encouragement, recognition, and appreciation of their efforts, that was why the strategy of positive reinforcement was implemented, which sought to create with students a space of kindness, good treatment, where they did not feel pressured by a note and were motivated to continue learning.

This work was born from the finding of a deficiency in the speaking ability in the English language of the students of the educational institution since they presented a low level in the language for the grade to which they belonged according to the school's English teacher. However, it was considered that the lack of motivation was one of the reasons why students did not learn the language since they considered it unnecessary in their daily lives. For that reason,

this project attempted to inquire to what extent TBLT and positive reinforcement had an

influence on students' motivation and speaking ability in the selected context.

Justification

This study focused on exploring the effects of the TBLT course and positive reinforcement on motivation and speaking levels in sixth-grade students, since from a previous conversation with the English teacher and an observation of her class conducted at the sixth-grade level, it could be inferred that improvements or approaches could be made in terms of English classes that contribute to enhancing motivation and the level of speaking.

This problem focused on a shortcoming identified in the motivation of the learning of a foreign language in the sixth grade, limiting the spaces of use and, therefore, generating in the students a feeling of uselessness about the language. In addition, it also allowed the researchers to gain experience in the educational field contributing to the motivation and the speaking level of the students as they realized the importance of using English in their daily lives.

It was also important to use a strategy together with the methodology for greater success, in this case positive reinforcement which is the appropriate use of language by the teacher so that the students feel motivated in the classroom, generating a more pleasant teaching-learning relationship with the language. This research aspired to increase motivation levels through the course and the strategy of positive reinforcement which indirectly expected to improve the language skills of students. This study can be used as a reference for future research and teachers who can replicate this course and use it as a guide for other grades.

This study concluded that there was a low level of students' intrinsic motivation to learn English since they did not have enough space to develop their abilities in the foreign language, which generated that they did not want to learn the language because they saw it as unnecessary, outside their environment. Therefore, the course planned to effectively impact the motivation and the speaking level of students as well since they were aware that English is useful and can be

used in their usual environments, in addition to the reinforcement of their achievements, congratulating them for each advance during the course. In this way, the students had more confidence to speak English, they were in a place where they were treated well, and the students were shown their daily life through the eyes of a foreign language, in this case English.

According to Cevallos Salazar, Lucas Chabla, Paredes Santos, & Tomalá Bazán (2019), motivation refers to an internal and external factor of the human being that has an impact on each of his actions based on his behavior. For this reason, the researchers tried to find new alternatives to the usual way in which students saw English classes and, in the same way, felt comfortable, with greater willingness, and greater receptivity where natural and unconditioned learning prevailed through this course.

If this problem was not addressed at that time, the responsibility for the low motivation of students in the classroom continued to fall on teachers, since they are the facilitators of knowledge. In the same way, the educational system would continue to ignore the different possibilities to motivate students, all this affecting them negatively since they would learn in a conditioned and not voluntary way.

Our work targeted the lack of motivation in the chosen group of EFL learners of the target institution, inviting the high school to take an interest and rethink its efforts in this area that helped students to become more interested in their classes and change the pace of the class in the same way. Contributing to the above, the educational institution Atanasio Girardot benefited from the fact that other higher education institutions might be interested in applying its research with its population. This research aimed to explore the next question: what are the effects of implementing a Task-Based Language Teaching (TBLT) course supported by a positive reinforcement strategy on the motivation and speaking level of the target students?

Objectives

General Objective

 To explore the effects of implementing a TBLT course supported by a positive reinforcement strategy on the motivation and the speaking level of the target students.

Specific objectives

To diagnose the motivation level of students in terms of speaking skills.

To design and implement a course based on the Task-Based Language Teaching method, supported by the positive reinforcement strategy.

To analyze the effects of the TBLT method together with the positive reinforcement strategy course on the level of motivation and the speaking level of students.

Reference framework

Next, the theoretical references related to the main topics in this research will be mentioned, of which three are internationals and two are nationals, specifically from Valle del Cauca and Nariño. In the first place will be the article by Samodra & Faridi, (2021) who talk about positive reinforcement. In second place will be Ellis et al. (2019) which will deal with Task Based Language Teaching. Third will be the article by Martinez, (2022) which also talks about TBLT. The fourth review is by Menggo, (2018) related to motivation. Last is Revelo, (2022) which is also about motivation.

The study made by Samodra & Faridi, (2021) aimed to examine the correlation between verbal, gestural, token (positive) reinforcement, speaking performance, and self-confidence. The population who took part of the test in teaching English was the fifth grade's students of a school called SD Negeri 1 (the SD letters are part of the school's name) Wates Undaan Kudus located in Indonesia and the research method used was a quantitative study with multiple linear regressions. After, the data was analyzed through a statistical model using SPSS 22. The study indicates positive reinforcement influenced their speaking performance and self-confidence. In addition, it is suggested that instructors should raise their awareness to motivate students to develop their speaking skills for a better achievement. Besides, teachers' performance in classroom activities are also related to classroom management, by encouraging students to be always joyful in learning English, providing opportunities for practice, and suggesting varied teaching activities that actively involve learners. This study contributes methodologically as it serves as a guide for the implementation of the positive reinforcement strategy in the course to be carried out in this research.

Ellis, Skehan, Li, Shintani, & Lambert, (2019) provided a substantial overview of the current position of TBLT in the language-teaching world. It covered both pedagogic and research perspectives, arguing that the two activities are complementary and mutually supportive. In terms of research, this work provides a detailed account of the theoretical approaches that underpin TBLT. Those theories relate to several perspectives: cognitive, psycholinguistic, sociocultural, psychological, and educational. Under those headings, this work included issues of comprehensive and authoritative assessments of research, such as the roles of interaction and feedback, measures of complexity, accuracy, and fluency, the importance of classroom phenomena such as scaffolding and individual variables such as motivation, the relation between psychological variables and language learning, and the intersection between educational practice in general and language teaching in particular. This work is theoretically related to the one that will be carried out in this research because it lays the foundations with respect to this method, what are its stages and how to conduct them.

Martínez Cabezas, (2023) reports an action research study that sought to determine the impact of Task Based Language Teaching (TBLT) on tenth graders' speaking skill at the Institución Educativa Técnica Occidente public school in Tuluá, Valle del Cauca. The diagnostic stage implemented data gathering instruments, such as non-participant observation checklists, a teacher's journal, and surveys. The analysis of the collected information determined that participants presented difficulties in oral production in the target language. The action stage consisted of six workshops that complied with three different TBLT stages. The pedagogical intervention used a pretest and posttest to assess the effect of the study. Results suggest the effectiveness of TBLT in enhancing tenth graders' speaking skill. Findings reveal vital components of oral display, such as grammar, vocabulary, fluency, and pronunciation improved

substantially. This research is both theoretically and methodologically related as it shows the validity of the TBLT method with respect to speaking skills and, at the same time, gives a step-by-step, which can function as a guide for the course to be conducted.

One study conducted by Menggo (2018), described the correlation between English learning motivation and speaking ability in 48 students of XI grade of science program of senior high schools at Saint Ignasius Loyola Labuan Bajo, West Flores, Indonesia. This research had a correlation design with a purposive sampling procedure. Data were collected through questionnaires, interviews, and students' speaking documents. The results of the study indicated that motivation had a significant impact on students' speaking ability. This study has a theoretical impact on the research to be conducted because it addresses two issues, speaking skill and motivation, directly related to this research, the positive impact one has on the other and the influence on the course to be conducted.

This study conducted by Revelo (2022), provides information on the reasons why two groups of students enrolled at the Language Center of the University of Nariño in Ipiales city, taking as reference the analysis of motivation through mixed methods research. The results indicated that students have both intrinsic and extrinsic motivation. In the case of the first, it is related to the individual interest of each student that is supported by empathy towards the culture of the English language and the desire to join the community of speakers. And in the case of the second, it refers to the stimuli and rewards within the classroom environment. Finally, the results are analyzed, and some reflections are given concerning the realities and projections in the field of foreign language teaching-learning, which are not only applied to language centers, but also to school and university contexts. This study is theoretically related to this research as it defines the concepts of intrinsic and extrinsic motivation and how they behave in a research-related context.

      With the information gathered from the previous research summarized above, the purpose of this work is to explore the effects of the implementation of a TBLT course hand in hand with a positive reinforcement strategy on the motivation and the speaking level of the target students.

Conceptual framework

Motivation and speaking performance.

The assumption that English learning motivation influences speaking ability is commonly accepted. Motivation plays an extremely important role in the study and high achievers have a strong sense of success (Li & Pan, 2009; Piniel & Csizér, 2013). For Bakar (2014), motivation is understood as a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task. In the same way, the motivation reflects in students' choices of learning tasks, the time and effort they devote to them, their persistence in learning tasks, and in coping with the obstacles that they encounter in the learning process. Furthermore, the relationship between the motivation to learn English and the ability to express oneself orally is very important, considering that the accuracy in communication will also depend on the relationship between the people communicating and the topic being discussed. (Menggo, 2018). In addition, Degang (2010) claimed that students' motivation to learn English can be directly related to their intrinsic desire to attain the ability to communicate in English. Huang (2010) also reported students' self-confidence and intrinsic motivation as significant factors affecting students' English-speaking frequencies outside the classroom.

Motivation in EFL learning.

Järvenoja (2010) also suggests that motivation is an active and dynamic process by which a person stays on a task to achieve his or her goals. However, many reasons lead to the increase or decrease of motivation, among which may be the methodology with which it is taught, and the different strategies used in class. Motivation has different variations among which are two that will be discussed below:

Intrinsic motivation

Here, stimuli are internal to the person; these can be biological, emotional, spiritual, or social. In this case, there are no external rewards. It may be characterized by curiosity and a desire to meet challenges. Intrinsic motivation is driven by an interest or enjoyment which a person feels in a task (Filgona et al, 2020). Matt and Dale (2002) stated that intrinsic motivators include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it. Intrinsic motivation is an inner force that motivates students to engage in academic activities, because they are interested in learning and they enjoy the learning process as well (Schiefele, 1991). Gagne and Deci (2005) reported that intrinsic needs derive satisfaction from performing the activity itself; from the implementation of an activity without receiving any apparent reward. This makes a learner be aware that he/she needs to learn.

Extrinsic motivation

Here, stimuli are external to the person, these can be there in the form of operant conditioning or social recognition. This refers to the performance of a task for attaining an outcome. It may be in the form of some kind of reward, social approval, or appreciation (Filgona et al, 2020). Another problem with extrinsic motivators is that they typically do not work over the long term. Once the rewards or punishments are removed, students lose their motivation (Matt & Dale, 2002). According to Matt and Dale (2002), extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential of a course of study, and good grades.

Speaking proficiency

First, speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney & Burk, 1998, p. 13). Good speaking skills are the act of generating words that can be understood by listeners (Bahadorfar & Omidvar, 2014).

Also, speaking is a major language skill that EFL learning programs have sought to develop to enable students to express their ideas appropriately and to communicate successfully (Kassem & Ali, 2018). It is generally recognized that the concept of proficiency in a second or foreign language comprises the aspects of being able to do something with the language ('knowing how') as well as knowing about it ('knowing what')(Harsch, 2017). In short, speaking proficiency is about being able to deliver a message through language that is understandable to listeners. Speaking proficiency has become evidence that learning a language is achieved (Glover, 2011).

In the same way, speaking skills play a fundamental role in learning a foreign language, as speaking can be defined as an activity requiring the integration of many subsystems of language. All these subsystems should be combined by a speaker to make speaking a second or foreign language a formidable task for language learners (Lazaraton, 2001). However, the lack of practice of these subsystems of the language deteriorates the student's proficiency in the linguistic abilities such as speech-processing and oral production skills, which often include accurate pronunciation, as well as information sequencing and discourse organization (Hinkel, 2017). Nevertheless, speaking a foreign language is not similar to speaking a mother language; foreign language skills need time and the ability to connect them together in order to produce

correct phrases that reflect the speaker's thoughts in a right way without interfering with their mother tongue rules (Hamad & Alnuzaili, 2022).

Task-Based Language Teaching

Task Based Language Teaching is established on the constructivist theory of learning and Communicative Language Teaching methodology and its viewpoint of language teaching has emerged in response to some constraints of the traditional PPP approach, denoted by the process of Presentation, Practice, and Performance (Ellis, 2004; Long & Crookes, 1992). It is also supported by the notion that language learning is a developmental process that enhances communication and social interaction rather than a product internalized by practicing language items. Thus, learners master the target language more powerfully when being exposed to meaningful task-based activities in a natural way (Hismanoglu & Hismanoglu, 2011).

TBLT is a method that gives students a genuine context for language use through communicative activities. The challenges are designed to encourage genuine conversation in the target language. In the TBLT, students prepare for the task, complete the work, report their findings, and then study the language that naturally emerges during the task cycle (Willis, 1996).

Advancing in the subject, the different stages of the TBLT method will be mentioned at the moment of carrying out classes related to it: pre-task is the initial stage, during which the lecturer presents the subject and provides the students with guidance on how to complete the tasks. The instructor goes over some of the vocabulary that will be utilized when performing the exercises (Frost: 2004). After this phase, the pupils engage in more learning "during the work," which is the next phase. The lecturer's function changes from that of an educator to that of a facilitator. Students work together in groups or pairs to negotiate vocabulary, grammar, and pronunciation. The pupils can practice utilizing the language in brief role plays or little dialogs

(Frost: 2004). In the third phase, known as "post-task," the students report to the class as a whole through discussion. The lecturer serves as an advisor, providing input on word or form usage based on context. The lecturer might ask the class to expand upon or repeat the previous assignment.

Positive reinforcement

Positive reinforcement is a technique to elicit and to strengthen confident behaviors by adding rewards and incentives instead of eliminating benefits. Positive reinforcement is believed to foster a comfortable and friendly environment in English classes by creating an atmosphere of self-confidence and comfort amongst students (Adibsereshki et al., 2015; Greenacre et al., 2014; Imaniah & Nargis, 2017). The positive reinforcement strategy can increase the students' self-confidence and motivation in English learning (Greenacre et al., 2014; Gudu, 2015; Habibi & Sofwan, 2015; Herbein et al., 2018; Imaniah, 2017; Ismaili & Bajrami, 2016) as it strengthens the students' self-concept and engagement with the process. Positive reinforcement has shown to be a powerful tool for promoting language learning in a variety of settings. According to research in the field of educational psychology, providing students with positive reinforcement, such as praise or rewards, for speaking or using target language structures can increase their motivation to learn and their willingness to take risks in the classroom. Additionally, research has shown that positive reinforcement can lead to improved language proficiency over time. For example, in a study by Deci and Ryan (1985), students who were provided with positive feedback and praise for their language production showed greater improvements in language proficiency than students who did not receive such feedback. Similar findings have been reported in studies of second language acquisition with adults. Overall, the use of positive reinforcement in language

teaching and learning is supported by a strong empirical base, and can be an effective tool for promoting motivation, risk-taking, and language proficiency in students.

Speaking assessment

Speaking testing is a common practice in language assessment and is often used to evaluate a person's ability to communicate effectively in a particular language. According to research, speaking testing should involve not only assessing grammatical accuracy and vocabulary knowledge, but also taking into account the ability to produce coherent and meaningful discourse, use appropriate sociolinguistic conventions, and convey intended meanings in real-life situations (Bachman & Palmer, 2010; Fulcher, 2015).

One popular method of speaking testing is the Oral Proficiency Interview (OPI), which is a standardized interview that assesses a speaker's ability to communicate in a particular language. The OPI has been found to be a reliable and valid measure of speaking ability across languages (Kenyon & Malabonga, 2013). Other methods include the paired-speech test and the Simulated Oral Proficiency Interview (SOPI) (Liu, 2012).

When "oral production assessment" is mentioned, the first thing that comes to mind is an oral interview: A test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. The interview, which may be recorded for relistening, is then scored on one or more parameters such as :accuracy in pronunciation and/or grammar, vocabulary usage, fluency, sociolinguistic/pragmatic appropriateness, task accomplishment, and even comprehension (Catania, 2001).

Methodological aspects

Our research project aimed to address the problem of students' low motivation and speaking level by implementing the Task-Based Language Teaching methodology coupled with the strategy of positive reinforcement in a course.

Regarding positive reinforcement, this component was applied throughout the classes with words such as: very good, excellent, good job, well done, perfect which were said to the students when they completed the activities correctly or said the words appropriately. Reinforcement was also given with body expressions such as thumbs up, smiling with their successes, as well through small interventions by the researchers where students were reminded of their abilities and the achievements they had obtained throughout the course. Finally, it was tested by means of a post-test survey questioning whether the target population perceived the positive reinforcement given during the classes.

The approach of this research had both quantitative and qualitative elements. However, the research was more qualitative since it was a case study, of a particular case in a study group, where the results obtained could not be generalized nor could a statistical analysis of the results be made. First, in the quantitative approach, two oral performance assessments were carried out:

Step one: Before starting the course, a first assessment (see appendix A) was conducted to determine the student's initial level of speaking considering grammar, pronunciation, vocabulary, and fluency with the performance, by means of questions according to the level of the students and an evaluation rubric.

Step two: The TBLT course was implemented hand in hand with positive reinforcement during 10 sessions, with a work schedule of four hours weekly, divided twice a week (Monday and Friday) working two hours per meeting.

Step three: After finishing the course, a second assessment (see appendix A) was conducted with the same questions from the previous assessment that corresponded to the level of the students with the evaluation rubric, to check the impact of the course on the language level of the students.

Step four: To measure whether there was a difference between the first and the second assessments, the results of the rubrics were compared to check whether there was an increase in students' performance in grammar, vocabulary, pronunciation, and fluency or not.

Secondly, in the qualitative approach, two interviews were carried out with the students:

Step one: The first interview (see appendix A) was conducted before the beginning of the course, to know their initial level of motivation regarding the course by means of surveys with closed and open-ended questions.

Step two: the TBLT course was implemented hand in hand with positive reinforcement during 10 sessions with a work schedule of four hours weekly, divided twice a week (Monday and Friday) working for two hours per meeting.

Step three: When the course was finished, a second interview (see appendix A) was conducted to discover if there was a change in the level of motivation of the students by means of surveys with different closed and open-ended questions.

Step four: To check if there was an increase in student motivation, the two interviews were compared since specific questions indicated whether or not these levels were raised.

This research is a case study because the researchers identified a low level of motivation toward learning English in a group of students in sixth grade. It was analyzed if the course had an impact on the motivation and speaking level of the students in order to answer the research question, with the help of two qualitative interviews and two quantitative assessments that compared before and after the course.

Below are tables with the step by step that were addressed during the 10 sessions of the course, taking into account that 5 topics related to the social and educational context of the students were worked on, one topic every two sessions but with different content:

Class number 1. Topic: activities that can be done on a trip to the river.	
Date: june-01-2023 **Place:** Atanasio Girardot Educational Institution Chococito- Florida Valle.	**Start time observation:** 7:00 am **Observation end time:** 9:40 am
Objectives: - The student will be able to recognize the topic to be worked on. - The student will be able to practice pronunciation and comprehension of vocabulary related to river activities. - The student will be able to construct simple sentences using the vocabulary learned.	
Teachers' role:who imparted the knowledge but involve the students in 10% of the class.	**Students' role:** who received the knowledge.
English quantity: 20%	**Spanish quantity:** 80%
Material: slides related to the topic and the match game.	

Description and analysis of the class: Pre-task:

- Teachers vocabulary and expressions' presentation, here the students were shown the image with the English word and its meaning in Spanish.
- They were asked to repeat after the teacher, congratulating them for pronouncing the words and expressions correctly.
  Task 1:

- Students were shown a slide containing a match game with the vocabulary.
- Through the hotpotato game, teachers randomly selected students to match the image with the English word, congratulating them each time they got a word right or remembered a word from the image.
  Task 2:

- In pairs, teachers asked students to create a conversation about the activities they were going to do on the river.

It was noted that the students did not have the required vocabulary knowledge and also had difficulty remembering the words they had been taught previously. Despite the fact that ninety percent of the task was intended to use Spanish, the students used Spanish for one hundred percent of the task, nor were they able to form simple sentences with the words taught. In addition, the task could not be completed in the established class time and had to be retaken in the next class. Nevertheless, the topic and the activities prior to the completion of the task were well received by the students as they participated actively, repeated the vocabulary presented and the topic was an activity they enjoy doing in the context they are in. Finally, it should be noted that the students were restless during the session because they made a lot of noise, when the researchers asked them, at the beginning of the class, about the activities they did in the river, many started talking at the same time or many wanted to participate, taking extra time from the class.

Class number 2. Topic: means of transportation and buying food for a trip to the river.

Date: june-05-2023	**Start time observation:** 7:00 am
Place: Atanasio Girardot Educational Institution Chococito- Florida Valle.	**Observation end time:** 9:40 am

Objectives:

- The student will be able to recognize the topic to be worked on.

- The student will be able to practice pronunciation and comprehension of expressions and vocabulary related to transportation and food shopping for a trip to the river.
- The student will be able to construct simple sentences using the vocabulary learned.

Teachers' role: who imparted the knowledge but involve the students in 10% of the class.	**Students' role:** who received the knowledge.
English quantity: 20%	**Spanish quantity:** 80%

Material: slides related to the topic and last vocabulary class cards.

Description and analysis of the class: Initial activity:

- Each student took a piece of paper with one of the words from the previous class.
- Taking turns, he/she explained to his/her classmates through motions his/her word.
- Each time someone guessed the word, another student came out to do the same.
  Pre-task:

- The teachers showed the students the slides.
- Each time an expression appeared, the teachers asked the students what the expression meant and congratulated them on their approximations of the meaning.
- They were then asked to repeat after the teacher, congratulating them for accurately pronouncing the words and expressions.
  Task:

- Students formed pairs.
- They were asked to create a conversation where they went to the store or supermarket using the vocabulary and expressions given during class.
- Afterwards, each pair had to come to the front to show their conversation.

With the initial activity, the students remembered some of the words from the first class. However, when starting the new topic, it was evident that a few students had knowledge of some of the vocabulary words they were given, but none of them knew how to say the expressions they were also given to buy the ingredients.

Noting the students' inability to make sentences, the researchers opted to put the expressions on a slide and have the students just change the ingredients. Unfortunately, at the time of the task in which they put into practice what they had learned in the class and, despite the fact that they were repeated several times the expressions, the vocabulary and its equivalence in Spanish, the students were not able to create their conversation, even with the

help of the researchers they could not create the sentences in which they already had the structure and only had to change the ingredients they would use. They repeatedly called the researchers to ask them what to do, how to do it, and to remind them how to say certain words. At the end of the class, the students were unable to finish the task and it was necessary to postpone its completion to the next class.

Class number 3. Topic: presenting a video game.	
Date: june-09-2023 **Place:** Atanasio Girardot Educational Institution Chococito- Florida Valle.	**Start time observation:** 7:00 am **Observation end time:** 9:40 am

Objectives:

- The student will be able to recognize the topic to be worked on.
- The student will be able to practice pronunciation and comprehension of vocabulary related to video games.
- The student will be able to repeat the expressions given in a role play.

Teachers' role: who imparted the knowledge but involve the students in 10% of the class.	**Students' role:** who received the knowledge.
English quantity: 20%	**Spanish quantity:** 80%

Material: slides related to the topic and console, joysticks and phones drawings.

Description and analysis of the class: Pre-task:

- The teachers showed them the vocabulary of the class.
- Students were asked to repeat each word, congratulating them for pronouncing the words appropriately and remembering others.
  Task:

- First, the teachers read a conversation.
- Then, the teachers explained the conversation they read.

- Then, they were shown the same conversation but with spaces for them to use the words they had learned earlier.
- In pairs, students had to recreate the conversation from the video game.
- Taking turns, they went forward to recreate the conversation with their partner.
Post-task:

- While the students performed, the teachers corrected the mistakes and also congratulated the correct pronunciation.

During this session, we had the presence of the English teacher of the institution who helped with the classroom discipline and with the active participation of the students, since she constantly talked to them so that they would concentrate in class and focused them because they were quite restless in that class. Also, the researchers took interactive material to recreate the task of the class in which the students had a conversation already created where one of them explained to the other how to play a video game, the students only had to change the words they considered convenient since they had the opportunity to choose whether they played on a console or on a cell phone.

The conversation that the students had to follow to complete the task was already created by the researchers because it was noted that in previous sessions, the students had difficulty creating sentences on their own, which led to the delay of the class and, therefore, to the non-completion of the class. Although changes were made in the approach to the task to be performed by the students, they had problems with pronunciation, many times they could not start the sentences that corresponded to them and asked the researchers to help them. It should be noted that the researchers read the dialogue several times before the students started the activity. Finally, the students were able to finish the task thanks to the constant motivation of the researchers who encouraged them with motivating words and a lot of patience, since the students were quite fearful at the time of performing the task.

Class number 4. Topic: Present a traditional game.

Date: june-16-2023	**Start time observation:** 7:00 am
Place: Atanasio Girardot Educational Institution Chococito- Florida Valle.	**Observation end time:** 9:40 am

Objectives:

- The student will be able to become familiar with the specific vocabulary used in the domino game.

- The student will be able to practice the pronunciation and comprehension of expressions related to dominoes.
- The student will be able to apply the expressions learned in simulated game situations.

Teachers' role: who imparted the knowledge but involve the students in 10% of the class.	**Students' role:** who received the knowledge.
English quantity: 20%	**Spanish quantity:** 80%

Material: slides related to the topic and dominoes.

Description and analysis of the class: Pre-task:

- The students were asked which traditional games they knew and if they played them.
- Then, they were shown the expressions related to the domino game in English and then in Spanish.
  Task:

- The students were divided into three groups.
- Each group was given a domino.
- They played dominoes while using the expressions they had seen during class.
- Each teacher kept an eye on one group, encouraged them to use the expressions and congratulated them on their correct pronunciation.

 In this session, the students showed a good attitude, fun and enjoyment during the activities, since dominoes are played a lot in that region. Regarding the expressions studied before the task, the students were attentive, repeating each of the expressions with good pronunciation. At the time of the main task, the students formed small groups and used the previously reviewed expressions, sometimes the students did not know which one to use even though they had the expressions on a slide and the pronunciation had to be reviewed again. Another positive aspect of this session was that the students participated quite a lot in the task because they played dominoes several times and used different expressions from those taught in class.

 This class was carried out thanks to the motivation of the students to carry out the task, in spite of the inconveniences that arose during it. First, the class had to be moved to other classrooms than the one where it had started initially, but the students were not discouraged or discouraged, in fact, they helped in the search for a new room to continue with the task. Then,

there was a problem with the computer connection to the interactive board and the students wanted to help find a solution to continue with the class.

Class number 5. Topic: Afro-Colombian Week**.**

Date: june-16-2023	**Start time observation:** 9:40 am
Place: Atanasio Girardot Educational Institution Chococito- Florida Valle.	**Observation end time:** 11:20 am

Objectives:

- The student will be able to recognize the theme to be worked on.
- The student will be able to practice pronunciation and comprehension of the expressions and vocabulary related to the Afro-Colombian week activities.
- The student will be able to use the expressions and vocabulary.

Teachers' role: who imparted the knowledge but involve the students in 10% of the class.	**Students' role:** who received the knowledge.
English quantity: 20%	**Spanish quantity:** 80%

Material: slides related to the topic.

Description and analysis of the class: Pre-task:

- The vocabulary and expressions were presented to the students.
- Students repeated the vocabulary and expressions.
  Task:

- The students were divided into groups of 3 people.
- The teachers assigned a dish from the Caribbean or Pacific region to each group.
- The students made a short presentation about the dish they were assigned, the region and the ingredients, which were already on slides.

Post-task:

- During each presentation, the teachers corrected the pronunciation.

This class was taught together with the previous one due to the intermittency of classes in the educational institution. However, the students had a good reception of this class, due to the fact that the theme of the Afro-Colombian week is a celebration of the institution with which they are already familiar, this allows their prior knowledge of the different regions and dishes presented. During the session, the students grasped well both the expressions given for the presentation of each group and the ingredients of the dishes since they knew how this fair was made. In addition, the English pronunciation of the presentations was good and the students did not forget the pronunciation of the words, despite certain interruptions such as the problem presented with the audiovisual aid, another change of classroom and the interruption of a teacher who required the students to present in her classroom to explain an activity of her subject. In this class we will also highlight the high degree of motivation that the students had to participate in the class, since the amount of intermittences presented could generate distraction in them and not wanting to return to finish the class, which was totally the opposite.

Class number 6. Topic: Undertaking fair.

Date: june-21-2023 **Place:** Atanasio Girardot Educational Institution Chococito- Florida Valle.	**Start time observation:** 7:00am **Observation end time:** 9:40am

Objectives:

- The student will be able to recognize the topic to be worked on.
- The student will be able to practice pronunciation and comprehension of expressions about the undertaking fair.
- The student will be able to use the expressions learned.

Teachers' role: who imparted the knowledge but involve the students in 10% of the class.	**Students' role:** who received the knowledge.
English quantity: 20%	**Spanish quantity:** 80%

Material: slides related to the topic.

Description and analysis of the class: Pre-task:

- The teachers showed them the sentences.
- The teachers repeated the vocabulary several times with the students, congratulating them on their correct pronunciation.
- The teachers gave an example of a product and a logo that they created.
Task:

- First they were asked to form pairs.
- Then they had to create a product by drawing their company logo and a product logo.
- They planned a small presentation about their products, based on what was previously presented by the teachers.
- They went ahead and made the presentation of their product.
Post-task:

- During the students' interventions, the teachers corrected the students' pronunciation mistakes.

    Contrary to past classes, in this session, the students were distracted, which caused them not to understand what had to be done in the task. At the beginning of the class, the researchers were going over the expressions that the students had to use later for the presentation of their product, but they did not pay much attention, the researchers had to ask them to repeat the expressions and many students were reluctant to practice the pronunciation of the expressions. Then, it was explained to them that they had to create the name of the company, the logo, the cost of the product, where the company was located, what the product was made of. They were given time to prepare their venture, but it was not enough because they repeatedly asked for more time, they asked what they had to do. Even, the expressions that had been reviewed at the beginning of the class were on a slide and the students only had to finish the sentence with the information they were asked to create from their venture. At the moment of presenting their ventures, it was noticed that they had not paid attention as they asked what they had to do, they did not know how to start with their presentation, they did not remember the pronunciation of the expressions.

Class number 7. Topic: Simulation of the teacher assigning an exhibition.

Date: june-21-2023	**Start time observation:** 9:40 am
Place: Atanasio Girardot Educational Institution Chococito- Florida Valle.	**Observation end time:** 11:20 am

Objectives:

- The student will be able to recognize the topic to be worked on.
- The student will be able to practice pronunciation and comprehension of expressions when a teacher assigns a presentation.
- The student will be able to use what he/she has learned during a simulation.

Teachers' role: who imparted the knowledge but involve the students in 10% of the class.	**Students' role:** who received the knowledge.
English quantity: 20%	**Spanish quantity:** 80%

Material: slides related to the topic.

Description and analysis of the class: Pre-task:

- The teachers asked the students what they do when they have an exhibition.
- Then, the expressions that were used during the class were presented.
- The teachers had the students repeat the sentences, congratulating the students for their correct pronunciation.
  Task:

- In the first part of the task, they did a staging with a teacher where they talked about the formation of the groups for the exhibition.
- In the second part, the students prepared their conversations using the previously practiced expressions.
- Each group presented their conversation.
  Post-task:

- During the students' interventions, they were corrected for pronunciation mistakes.

During this class, difficulties were encountered when performing the task. The researchers explained the expressions that could be used, repeated themselves constantly, and explained the task. However, the students did not understand what they had to do, so the researchers had to guide the class, explaining again that they had to simulate that a teacher, in this case one of the researchers, was giving them a presentation and the students had to ask him questions related to the presentation they had to make and reiterating that there was a support slide containing the expressions that would be used for that first part of the task. At the moment of starting this first part, the students did not participate much or participated by themselves and the researchers had to ask directly to some of them what else they could ask.

In the second part of the task the students had to create groups and agree on a meeting day to make the presentation. When the groups went ahead to make their conversation, it was noticed that they did not know very well what they had to do even though it had been explained to them, and that there was also a slide that projected the expressions they could say when talking to their classmates to plan the presentation, there was no coherence in most of their conversations and the researchers had to intervene or even help to start the conversation.

Class number 8. Topic: They go to a classmate's house to make the exhibition.

Date: june-23-2023 **Place:** Atanasio Girardot Educational Institution Chococito- Florida Valle.	**Start time observation:** 7:00 am **Observation end time:** 9:40am

Objectives:

- The student will be able to recognize the topic to be worked on.
- The student will be able to practice the pronunciation and comprehension of the expressions for the meeting of students to make a presentation.
- The student will be able to use the expressions learned.

Teachers' role: who imparted the knowledge but involve the students in 10% of the class.	**Students' role:** who received the knowledge.
English quantity: 20%	**Spanish quantity:** 80%

Material: slides related to the topic.

Description and analysis of the class: Pre-task:

- The teachers asked the students what they did when they came together to make a presentation.
- Then, the teachers said the expressions that were used and asked the students to repeat them, celebrating their correct pronunciation.
  Task:

- The presentation was divided into two parts: during the first one, they did the simulation that they were talking on whatsapp but they had to say what they were going to "write".
- In the second part, they did the role play and went to a classmate's house to do the task.
- Each group went ahead to do the performance of the two stages while the teachers supported and congratulated the students for pronouncing appropriately.
  Post-task:

- During the students' interventions, any pronunciation errors they had were corrected.
  This session is the second part of class number seven. In this class, the students had to simulate going to a classmate's house to prepare the presentation they had been assigned in the previous class. Previously, the researchers had introduced them to the expressions that could be used during the simulation with their Spanish equivalent. After this, the researchers had to organize the groups that the students had created in the previous class, as they were reluctant to form the groups. They were then given a set amount of time to practice what they were going to say in each group. At the time of presentation, difficulties were noted, since the students did not generate a coherent conversation among themselves, they said sentences randomly, without meaning, most of the conversations did not follow a thread and that shows that they did not remember what the expressions meant. In this case, the researchers did the same as in the previous class, during the participation of each group they guided them to have an orderly and coherent conversation.

Class number 9. Topic: Talent show!: selection and planning.	
Date: june-23-2023 **Place:** Atanasio Girardot Educational Institution Chococito- Florida Valle.	**Start time observation:** 9:40 am **Observation end time:** 11:20am
Objectives: ● The student will be able to recognize the topic to be worked on. ● The student will be able to practice the pronunciation and comprehension of the expressions about the choice and planning of the talent show. ● The student will be able to use the expressions learned.	
Teachers' role: who imparted the knowledge but involve the students in 10% of the class.	**Students' role:** who received the knowledge.

English quantity: 20%	**Spanish quantity:** 80%

Material: slides related to the topic.

Description and analysis of the class: Pre-task:

- The teachers asked the students how they planned the talent show.
- Then, they gave them the sentences they used during the class.
- They were asked to repeat the sentences.
Task:

- The students were divided into groups of 3.
- With the given expressions, the groups talked to choose among the available options: singing, dancing and poetry declaiming.
- Then they talked about the details of the presentation with the same expressions.
- The students did the conversation among the people in the group with a teacher listening and encouraging them.
Post-task:

- During the students' interventions, they were corrected for pronunciation errors.

The talent show is also part of the institution's own activities, consisting of outdoor presentations by the students of dance, poetry and song, which they perform over three days annually, where the students share and enjoy performing these activities. At the beginning, the researchers asked them to form groups of three people, then the groups chose from three options a poem, a choreography and a song. They were given the expressions they were going to use to decide what they were going to do and where they would meet to practice their presentation. On this occasion, the students participated actively, the researchers divided into different groups to listen to the students in their conversations. They would say the appropriate expressions and the researchers would encourage them to continue the conversation, the expressions were also on a slide that they could see. It was noticeable that they had a lot of fun with the activity that the researchers did as they are familiar with this topic and that helped them to know what they had to do and feel a little more comfortable talking in English about it.

Class number 10. Topic: Presentation of the talent show.	
Date: june-26-2023	**Start time observation:** 7:00 am

Place: Atanasio Girardot Educational Institution Chococito- Florida Valle.	**Observation end time:** 9:40 am

Objectives:

- The student will be able to recognize the topic to be worked on.
- The student will be able to practice pronunciation and comprehension of the expressions during the presentation of the talent show.
- The student will be able to use the expressions learned.

Teachers' role: who imparted the knowledge but involve the students in 10% of the class.	**Students' role:** who received the knowledge.
English quantity: 20%	**Spanish quantity:** 80%

Material: slides related to the topic.

Description and analysis of the class: Pre-task:

- The teachers asked the students what they did when they performed in the talent show.
- Then, they were told the expressions that were used during the class.
- They were asked to repeat the sentences.
-

Task:

- The students took turns coming forward to make their presentations.
- They made a short introduction to their group, what they were going to present and who or what they based their presentation on, based on the expressions learned, being supported by the teachers.

Post-task:

- During the students' interventions, pronunciation errors were corrected.

In this last task, the students had to present their poem, choreography or song that they chose and discussed in the ninth class. The researchers gave them the expressions to make a short presentation of their groups before starting their work. Although several students did not prepare anything, since a classmate did not go and that student was responsible for bringing what was prepared, others had not done anything for the talent show, the inconvenience was solved so that everyone participated. In general, there was a good pronunciation of the expressions that were given at the beginning, there were students who were committed to the

task and created their poems themselves in English which was a requirement. Also other students did a choreography.

It is also considered that the students had little disposition for this class, since the researchers had announced that it was the last session of the course and the students were more interested in sharing and enjoying with the researchers that last class than in making their presentation.

Description of the context and participants

Chococito is a township belonging to Florida, Valle del Cauca, with a population of approximately 20,078 inhabitants. Its people are characterized by being cheerful, united, rooted in their traditions, and enterprising. Some activities that the population carry out to keep the town's economy active are based on sugar cane mills, sugar cane "requisadores" and the production of panela in the mills. Other economic activities are sand making, agriculture, the "galpones" which are places where bricks are produced, and festivals which help to keep the traditions and customs of the community alive. Another source of income, which is very important to sustain the economy of this township, is an events center that constantly does meetings, in addition to having a farm in which livestock is raised.

The Atanasio Girardot school is a public educational institution located in the rural flat part of the township of Chococito, situated in the countryside part of Florida and composed of a two-floor building, a chemistry laboratory, a computing room, a teachers' room, a coordination room, and a principal's office. Because the school does not have an established space for student awards and cultural events, these are held in the schoolyard. The high school also has an agricultural and livestock technician program where the students specialize in growing different vegetables such as beans, green beans, and cilantro, among others. Moreover, there is also a building where eggs are produced and sold. This is an ethno-educational institution with a flexible pedagogical model, with 300 students, of which 18 belong to the sixth grade, in an age range of 10 to 12 years old, and who do not have special needs.

In terms of personnel and resources available at the school, the school has a high school English teacher with a master's degree in education who teaches classes of approximately 18 to 20 students. Most classrooms have video beams and have internet connection although it is

deficient. However, the English classroom has different resources, both physical and digital. Among the material resources available are texts for different ages and levels in the language such as:

- English Please 1, 2, and 3.

- Way to go 6, 7 and 8.

- Elevate 1 to 6

- Dictionaries

- A Collection of storybooks for levels A1, A2, and B1

Among the digital resources, there is an interactive board that can be used to project videos and explore lessons. This resource also has a library with material to work on reading and listening exercises. In addition, the technique used by the teacher in the English subject is the presentation of expositions of topics previously given in class for vocabulary practice.

Access to the institution is by means of buses assigned by the school that makes a route to pick up students from different neighboring towns. However, there are places that are difficult to access, so the school bus cannot enter certain areas and students have to travel by bicycle or motorcycle because their parents have these means of transportation.

Qualitative Analysis

First Motivation Interview Results

1. **What do you think English is good for outside of school?**

    ¿Para qué crees que sirve el inglés fuera del colegio?

In this first question, most students answered that English was useful for them to communicate. Within this same answer, some added that it was useful to them if they had to go to other countries; others said that it was useful for them to learn, and the rest said that English was useful for them for higher education or their professional career.

The students' responses indicated that they had confidence and high expectations for their professional future or about their stay in the country, and they saw English as a support to continue their studies and achieve their goals. Despite the fact that the students live in a context where opportunities are limited, they had a fairly clear vision of their professional future because they saw English as a way out for their future professional careers and their personal life.

There were also students who answered that the English language was useful for them to learn, which showed that they were interested in learning new things. For this reason, they saw English as the tool that would expand their learning possibilities because, in this way, they had a large amount of material at their disposal that they could take advantage of.

2. **Is there anyone in your family or friends who speaks English?**

    ¿Hay alguien en tu familia o amigos que hablen inglés?

In the second question, six students answered yes, four said they had a family member (sister, aunt, cousin, and the last one did not specify), one answered that they had friends who

spoke English, and one did not specify. The other seven answered that they had neither family nor friends who spoke English.

The students' responses showed that most of them did not have anyone who knew the language and, therefore, did not have any interaction with English beyond their English classes. Now, the students who answered that they had a family member or friend who knew the language, it was not known how much interaction they had with them. However, it was evident that almost all the students who had a family member or friend who spoke English had an increase in their post-test grade compared to their pre-test grade. Only one student received the same grade on both exams, which showed that she did not improve or worsen. Additionally, it could be noted that having people who know and use the language contributed greatly to the students' confidence in speaking English.

3. Have you been in an English course before?

¿Has estado anteriormente en un curso de inglés?

In the third question, six students answered that they had not previously taken an English course, seven students answered that they had, five said they had practiced on Duolingo, and the other two said they had studied at Open English.

During the pre-test, and specifically in this question, the students who had answered that they practiced on Duolingo showed great excitement when they talked about how many days they had been on a streak on this platform, revealing the students' previous motivation to continue learning English. In addition, both the students who answered that they had participated in a course and the majority of the students who answered that they had not, showed a high degree of motivation and willingness during the research.

However, the use of these types of platforms that the students mentioned did not make a significant difference in the level with which they began the course compared to their classmates who had not previously practiced with any platform or course. During the classes, almost all the students had the same level, and those who stood out did not have a very high difference compared to the others.

4. **When was your first contact with the English language?**

¿Cuándo fue tu primer contacto con el idioma inglés?

In the fourth question, three students answered that they had their first contact with the English language in elementary school, and two answered that it was in first grade. Five students answered that they had contact with English in fifth grade, only one answered that it was in sixth grade, and two did not answer the question appropriately.

In this question, some students mentioned that they had their first contact with English in elementary school and the only topic they mentioned that they had been taught was the alphabet and they had an elementary school's teacher who taught all the subjects.

In addition, other students answered that they had not had their first contact with English until fifth or sixth grade. This was because many of them have lived in rural areas, which did not have enough teachers to teach all subjects and some did not have teachers prepared in the English field to teach it.

5. **How important do you think English is in your social context?**

¿Qué importancia crees que tiene el inglés en tu contexto social?

In the fifth question, it was clear that the students did not understand the question well. However, six students answered that English was important for them to communicate within and

outside of their social context, four students said that it was quite important, one student said that it was important for them to learn new topics, and only one student answered that he did not know the importance of English in his social context. Another student answered that English was not very important.

Throughout the pre-test questions, it was clear that the students did not have enough vocabulary in their native language to understand some questions like this. Even when they were explained words that they might not know, such as "social context," some of them did not answer something related to this. Their answers could also show that English was not relevant in their families and that was why they responded that way, not knowing the perspective that their families had.

Despite the confusion presented in the students' answers, it was clear that some students answered that English was important for them to communicate. Four of the students who answered this were the same ones who had a family member or friend who spoke English. This led to think that those family members or friends might encourage them to practice English. The other two students did not have a family member or friend who spoke English, but it could be noted that they saw English as an option to meet people from other places or with classmates who are part of their social context.

6. **How important is English to your life?**

    ¿Qué importancia tiene el inglés para tu vida?

In the sixth question, one student answered that English was important for his future work life, two answered that it would help them to get into university, four said that they could learn about new topics and about the language, within the previous answer, one added that

English was also important if they went to another country. Two answered that it was important to be able to communicate with other people, one added that it was important to be able to communicate with other people if they went to another country. Two answered that it was very important and one did not know how to answer appropriately.

In this question, it could be seen that the students considered English to be important for their lives. They saw it as a gateway to new job, professional, and knowledge opportunities. These answers surprised the researchers, as the students are quite young and their answers transmitted the clarity that most of them had towards their future. In addition, almost all of the students answered, which was the opposite of what happened with the previous question, in which several students gave ambiguous or similar answers to this question.

Taking into account the response of some students to move to another country, which was also a constant response in this interview, it showed the widespread knowledge that there was about other people who went to other countries with the intention of working and obtaining citizenship, which increased the desire that some students might have to do the same.

7. **How have you done in previous years with English?**

¿Cómo te ha ido en años anteriores con la materia de inglés?

In the seventh question, ten of the students responded that they had done well in English class in previous years. One student responded that he had done very well and two responded that they had done so-so in English class.

Despite the responses given, it was possible to notice that students had certain insecurities and shortcomings in the different skills of the language, such as pronunciation, grammar, and vocabulary. These were either due to the limitations they imposed on themselves, or because

they were not familiar with the language, as they did not previously have an English class or their teachers were not trained to teach the language.

8. How do you think English proficiency will help you in the future?

¿Cómo piensas que el dominio del inglés te ayudará en el futuro?

In the eighth question, two of the students considered that English would help them to communicate with other people, one answered that it would help them in their career, two answered that it would help them both to communicate and in their career, and one answered that it would help them with communication and work. One answered that English would help him both to learn, as well as for university and for new opportunities. Another student shared the same answer that English would help them to have new opportunities and another shared the answer that it would help them at the university but also that they would be able to travel abroad. One student answered that it would help him to teach English to his family, another student said that it facilitated knowledge, and the last one said that it would help him to access higher education.

According to these answers, it could be noted that the students understood that English would be useful to them and would give them many opportunities in the future. Although the students had not had frequent contact with the language, they saw great importance in it. In the same way, they were very focused on the future despite their young age. All saw the learning of the language as something essential. Today, the influence of social networks is very large and encompasses people of all ages, so the students in this research were no exception. Therefore, the internet has helped in the formation of this concept of the need for English and, in the same way, had influenced the students' response.

9. What do you think about the English language?

¿Qué opinas sobre el idioma inglés?

In the ninth question, four students answered that they liked English. One student articulated that English is commendable and conveyed a moderate preference for it. Two answered that English was very good. One student answered that English was normal, not very difficult. One said that he liked English a lot. Three answered that they liked English because they learned new things. The last one said that it seemed a little difficult to him.

In this question, we could see that most of the students had a positive perception of English. This might be because they had been studying this subject for a short time and had not had English teachers who had made them dislike the language. However, there were two cases in which the students answered that English was not very difficult for them, which suggested that they had had some difficulties with the subject.

Despite the positive perception that the students had of English, they showed signs of fear and nervousness when carrying out the speaking activities during the course sessions. This suggested that they had not had much practice with this skill in previous school years.

10. Do the teachers encourage you when you do the class activities, if yes, what words do they say to you?

¿Los profesores te alientan cuando realizas las actividades de la clase?, si la respuesta es sí, ¿qué palabras te dicen?

The tenth question was divided into two parts. To the first, all answered that the teacher supported them, encouraged them, reviewed their class activities, corrected them, and helped them. To the second question, the students answered that the words the teacher said to them were "very good, excellent", and their Spanish equivalents.

Based on the students' answers, it could be noted that the teacher of this subject was a persistent, patient, and consistent person with the students. These qualities are important in a teacher, specifically in a foreign language, as they help students to gain confidence and motivation in the language. Additionally, the presence of the English teacher in some sessions of the course helped to keep the students organized, focused, and participative, denoting the connection and respect of the teacher with her students.

Figure 1. Pretest first closed question.
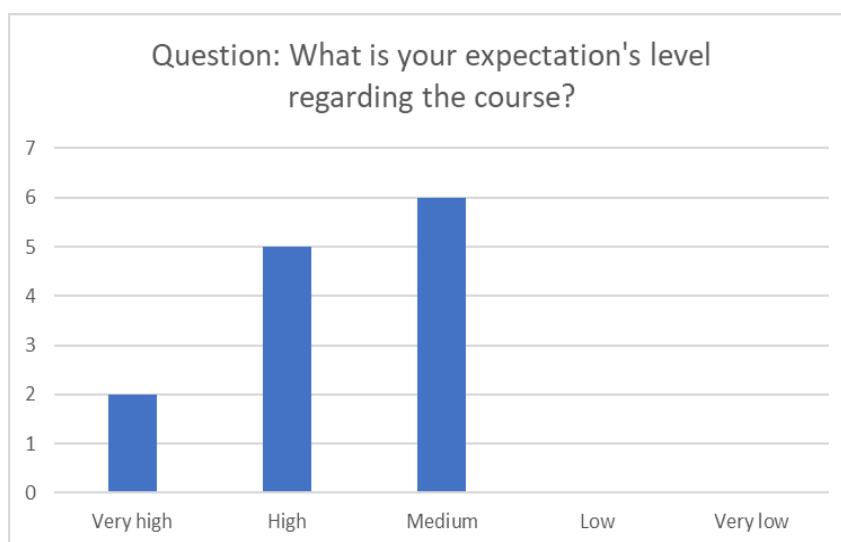
Figure 1: Responses on the expectations that students had before starting the course.

From the first day of the course, it was noticed a high level of expectation from the students since they were going to have classes with people different from their teachers, who came from a university and they were going to have extracurricular classes. Despite this, the students had not had constant training during school in the language so the students did not yet have a good or bad concept of English, this might lead to them having the divided opinions found in the answers to this question.

This level of expectation was reflected in the first classes of the course, where students were apprehensive about participating due to their insecurities and lack of knowledge of the language. However, the students actively participated in the activities of most of the classes. Another aspect to take into account, which was evident in some classes, was that the emotional condition of the students was not at its peak to participate in the classes, so that in some sessions, the researchers had to encourage the participation of the students repeatedly.

Figure 2. Pretest second closed question.
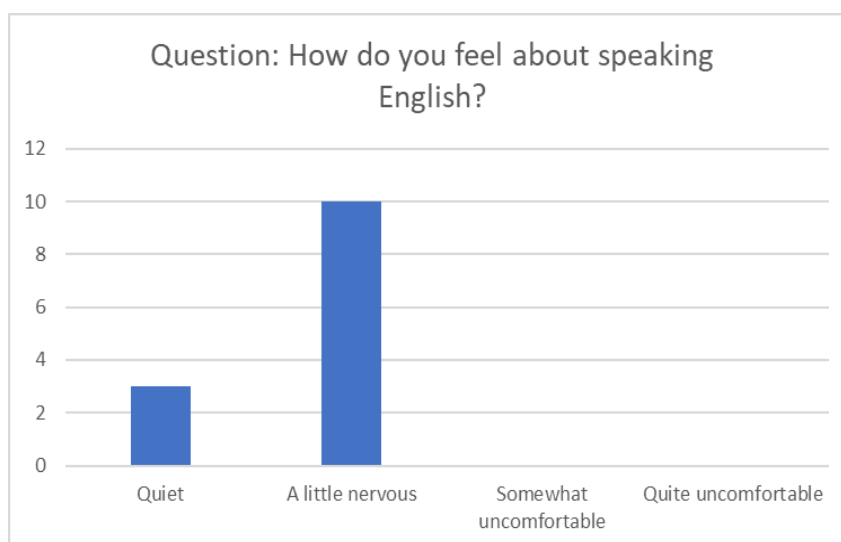
Figure 2: Responses regarding the feeling they had when they spoke English.

The vast majority of students responded that they felt a little nervous when speaking in English which led one to believe that this nervousness might be part of the little interaction students have had with the language throughout their school lives. This might also trigger students to be afraid to speak or to be made fun of by their peers if they made a mistake.

Even though three students answered that they felt calm when speaking in English and ten answered that they felt a little nervous, during the speaking activities at the beginning of the course, the nervousness of all students to participate in the tasks was noticed.

Figure 3. Pretest third closed question.

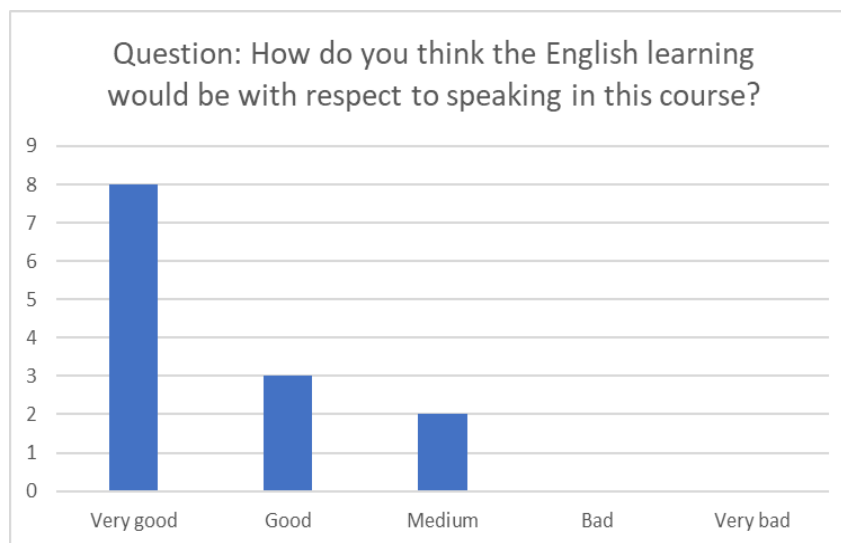*Figure 3: Responses about the students opinion of the learning they would have of speaking in this course.*

The students thought that this course would help them to have more vocabulary and improve their pronunciation in the English language since they were going to have classes with people who were prepared to teach this language and who would help them to improve in this skill.

As the classes progressed, it was noticed that the students improved in different aspects such as: vocabulary learning and pronunciation, since the researchers did activities at the beginning of each session, where they reviewed the vocabulary or expressions from the previous class and the students remembered them. Another aspect in which an improvement was seen was in confidence, with students participating more and more constantly. All these achievements were thanks to the perseverance of the researchers and motivation with the students, as they helped them and gave them words of encouragement.

Figure 4. Pretest fourth closed question.
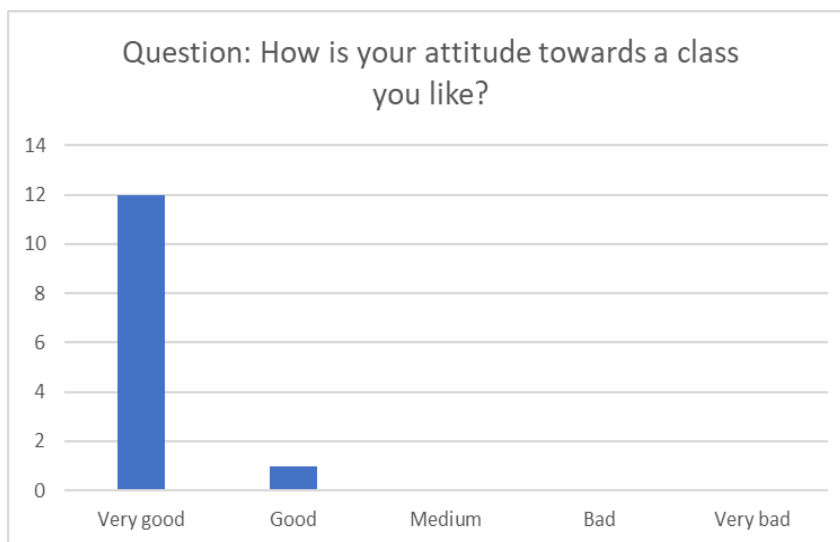
Figure 4: Responses given by students regarding their attitude towards a class they like.

Although the answers were very positive on this question of the questionnaire, the students did not provide additional information requested by the researchers on how they behaved in this situation.

Concerning this question, the researchers were able to notice that the students did have a good attitude towards a class that they liked, since all the students were participative in the class, in many classes they had a good disposition. However, it was also noticed that sometimes the emotional condition of the students was not optimal, and that sometimes the researchers had to ask them to participate in the activities or to repeat the words.

Second Motivation Interview Results

1. **What do you think about the English language now? Do you want to continue learning English after this course?**

    ¿Actualmente qué opinas sobre el idioma inglés? ¿Quieres continuar aprendiendo inglés después de este curso?

In this first question there were similar opinions, five students answered that English was very good and one also added that he liked this language. Two students answered that they liked the English language, one answered that he thought the language was good. Two said they thought it was excellent but one added that it was excellent because it helps him/her to communicate with other people and with future job opportunities. Another said that English was very good because it could help him. The next one added that it helped you pronounce words well and taught you. The last one answered that it taught them a lot, that it was very good to learn many more things. In the second part of the first question, all thirteen students answered that they wanted to continue learning English after the course.

It could be said that the students improved their perception of English since all the responses were positive and guided by the desire to continue learning this language. Additionally, some students stated that this language could provide them with new opportunities in their futures. Furthermore, there were two responses that were considered to be more linked to the teaching that the researchers gave them as the students argued that they were taught and helped in pronunciation. Finally, it was noted during the classes that the students were interested in learning, they participated, even the students who had expressed fear towards English, changed their perception as they began to see that they were capable of doing the activities and speaking in English.

2. **How did you feel about your professors throughout the course?**

¿Cómo te sentiste con tus profesores a lo largo del curso?

In the second question, six students answered that they felt very good about their professors throughout the course, but one student added to the answer that he had felt very good

because he had learned more. Five answered that they felt good about their professors throughout the course, and two answered that they had felt excellent with the professors in the course.

Looking at the students' responses, it could be seen that the methodology used in the course was appropriate for the students, as it was a different class from what they were used to, with a completely different methodology, away from the grades that are a source of stress for them and with different teachers than the ones they see every day. It was also considered that age was an important factor, since the researchers were younger than the school teachers, this helped to create a connection and an atmosphere of trust in which the students felt comfortable and free to speak, without fear of making mistakes, counting on the support of the researchers who were aware of the students' shortcomings.

3. **What attitude did the teachers show when you pronounced a word correctly or remembered a word? What did the teachers say?**

> *¿Qué actitud tomaban los profesores cuando pronunciabas correctamente o te acordabas de una palabra? ¿Qué decían los profesores?*

In this third question, six students answered that the teachers told them very good, excellent and in Spanish *muy bien* and *excelente*. One responded that the teachers said very good, another said that the teachers said it was good, and two students answered that they said excellent or excelente. Now, several students also answered that the teachers told them very good, and excellent, but they added more to their answers. One said that his teachers congratulated him, another that they motivated him to continue pronouncing well, and the last one answered that they motivated him.

Based on these responses, it was possible to think that the students felt motivated during the classes. The use of the positive reinforcement strategy, based on the use of words that

encouraged them, was evidenced by the students' responses, since they noticed the constant use of these words throughout the course and in each session, which resulted in an environment conducive to teaching, an increase in participation by transmitting a good attitude with these words and the desire to continue learning the language.

Figure 5. Post-test first closed question.

Figure 5: Students' satisfaction level with the course after completion.

The answers of the students showed that they felt good throughout the course, with the methodology, with the way they were treated by the teachers, with the learning they had from each class. Also the overall satisfaction level of the students increased with respect to their initial level of expectation since they had a medium level of expectation before starting the course and the numbers increased significantly.

This high level of satisfaction was also reflected in the participation of the students in the different sessions of the course, since on many occasions they participated actively, and other times, they were not very willing for the class, but with the intervention of the researchers, they began to change their attitude a little.

Figure 6. Post-test second closed question.
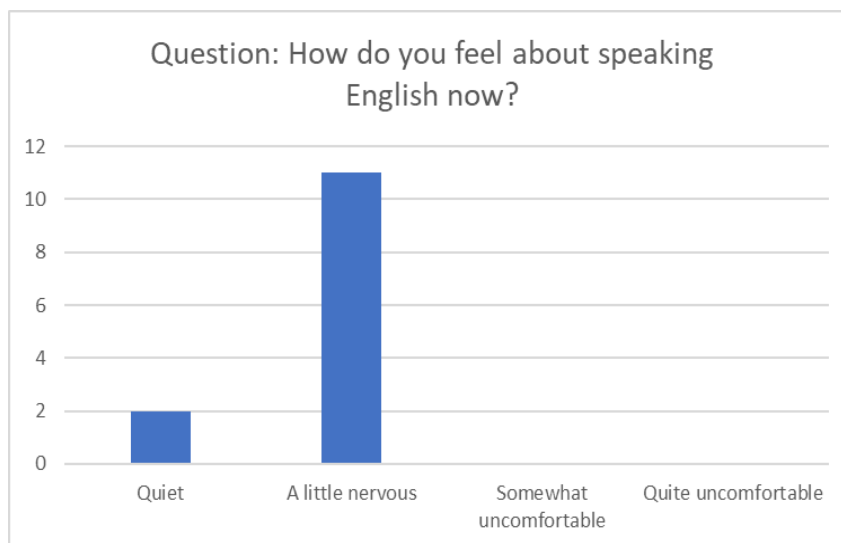
Figure 6: Responses regarding the students feelings about speaking English after completing the course.

Although the students had a favorable reception to the course, the levels of nervousness in speaking English increased somewhat. It was noticeable that the students were nervous to participate in the oral production activities, but the teachers encouraged them to participate and they were a little more encouraged to continue with their interventions in the tasks.

It is also worth pointing out that the results of the speaking post-test improved with respect to the pre-test, which showed that the students, although they continued to be a bit nervous when speaking in English, many improved their speaking level, which was a positive thing.

Figure 7. Post-test third closed question.
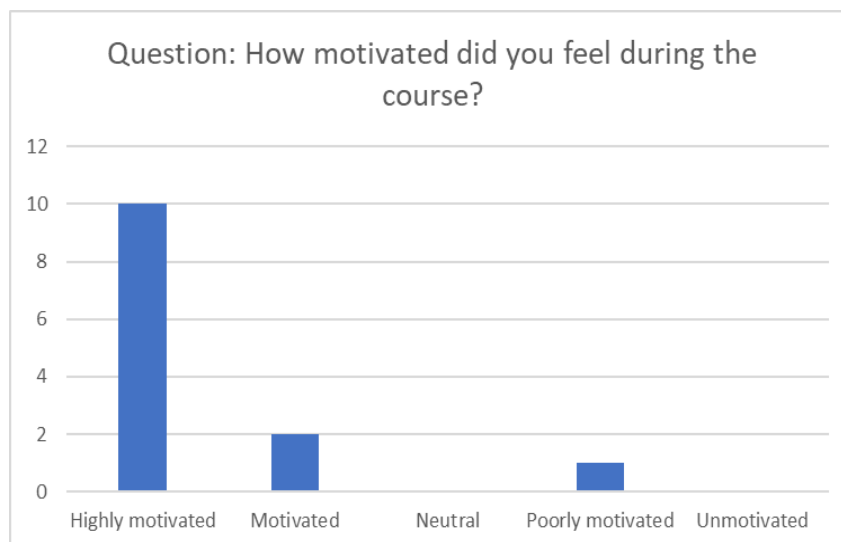
Figure 7: Responses regarding the students level of motivation after completing the course.

Here it was evident that the level of motivation with which the students culminated was high, all of them expressed that they had felt good with the researchers and liked the classes. Also, that they had learned a lot and that the attitude of the researchers helped them to have a pleasant classroom environment. There was only one student who did not feel sufficiently motivated. In general, all the students had a good attitude towards the classes, they participated, repeated the words and expressions. However, the reason why the student answered that she felt unmotivated could be that the topics that were seen during the sessions did not really interest her, and for that reason, she did not really feel part of the class.

Field Journals Analysis

Motivation.

Throughout the ten sessions of this course and before starting the corresponding topic for that class, teachers would begin with an activity that helped students focus on the day's lessons. Not to mention that some of these beginning activities connected to the topic seen in the previous class, so students were positively disposed for the class and reviewed the vocabulary seen. When

the students noticed the learning they were having in terms of vocabulary and expressions in the different classes, there was much higher evidence of motivation as they had the interest to participate in the classes and they put aside the embarrassment and performed the tasks with more confidence.

During most of the activities done in the sessions, a high level of motivation could be noticed in the students, since the topics that were discussed were familiar for them, so they gave their opinion with confidence about what they were asked and participated actively. An activity on image-word matching motivated them a lot, at the same time as they were reviewing the vocabulary seen previously. Here all the students wanted to participate at the same time, and their desire to participate in the activity was evident.

There were eight sessions in which the high degree of motivation of the students was evident, the activities they did and the means of transportation they used to go to the river were the first ones. Here the tasks were based on conversations among the students, where they asked themselves what activities they could do and what means of transportation they could use to go to the river.

The next two topics were the presentation of a video game and a traditional game. The tasks for these classes consisted of students having to follow a conversation and use expressions related to the video game and the traditional game that was chosen for these classes. The next topics were about the Afro-Colombian and the entrepreneurship fair, in which the students had to present a typical dish from the Pacific and Caribbean regions with dishes previously chosen by the researchers, and they had to create an entrepreneurship. The last two topics were about the talent show where the students chose their groups, what they were going to perform in the talent show and the next session they made their presentations.

As previously stated, these are everyday topics for the students, so they felt more familiar and noticed that fun or routine activities could be expressed in English.

Students' initial level.

At the beginning of the course, it was noticed that the students had a low level of speaking in English, which had an impact on the restructuring of the tasks. In the first class, the students were introduced to the vocabulary and the vocabulary was repeated with them. Then it was explained to them that they should form pairs and create a role-play in which they talked about the activities they were going to do in the river. The low level was discovered when the students started to ask what they should do, they asked the researchers for help to make the sentences. All this led to the students not being able to present their role-plays and the class was left unfinished.

For the next session, the researchers changed the way the students were to perform the task. After reviewing the expressions to be used, the researchers projected a slide with the expressions and the students were to create a conversation using the expressions. When the time for preparing the conversations began, the students were not able to use the expressions, they wrote everything that was on the slide without having a structure of a conversation, the task had to be explained to them again and they were not able to form the conversation.

For the third session, a change had to be made again in the way the task was going to be carried out. In this class, after reviewing the expressions and vocabulary, the students were presented with a ready-made conversation, and the researchers staged a scene so that the students could listen to the whole conversation and know the pronunciation of all the words. This was the only way in which the students were able to complete the task, always having the support and

encouragement of the researchers in all the interventions. Taking into account that this way of performing the task was continued for the rest of the sessions.

Attention.

Although the students presented a high degree of motivation in the classes, it could not be avoided, at some moments, that they were distracted and wanted to do activities different from what the researchers had planned for the classes. These distractions were most evident during the presentation of vocabulary and expressions and the time they had to review what they had to say in the task presentation.

Throughout all sessions, students had the same strategy when they wanted to leave the room, even while the researchers were explaining the topic, which was to ask permission to go to the bathroom. In fact, there were several occasions when students did not ask for permission but left the room at any time. For this reason, it is considered that the accompaniment of a teacher is important for the students to be in order and for the classes to be able to be conducted without detention or disorder.

A Different teaching methodology accompanied by a strategy.

This course was created to implement not only a course with a different methodology than the one used in the institutions, but also to teach from respect and positive reinforcement. Every time a student answered a question correctly or pronounced a word correctly, before, during and after the students performed the task of that session, it was accompanied by words of encouragement and congratulations for the achievements of each student. The respectful and positive treatment was not limited to the students' successes in the classes, but also throughout the initial activities, the tasks and the feedback given in each class.

The methodology used during the course was different from what the school's English teacher stated she did in her classes This TBLT course sought to provide students with vocabulary and expressions related to their daily lives, making simulations of everyday situations for them, in order to show the relationship and usefulness that this language can have in their daily lives. For this reason, all the topics covered in this course are related to activities that students do both outside and inside the educational institution, thus showing that English is not only grammatical topics but also the expression of the daily life of the people who speak it.

Students' improvements

At the beginning of the course, students stated that they were a bit nervous about speaking English and that their initial level of expectation for the course was average. Although the students' nervousness about speaking English at the beginning of the course remained the same at the end of the course, other positive improvements were noted in terms of the students' performance during the classes, as their vocabulary was enriched and their pronunciation improved. It is also considered that the students broke barriers in terms of language learning, as the overall experience showed them that there are different ways to learn English, that they were able to perform the tasks and improve their level of English.

In terms of motivation, the students showed that they liked the classes and topics very much because every time a new topic was going to be started, they were asked questions related to the topic and they all participated animatedly, taking ownership of the topic to then give way to the teaching of the vocabulary and expressions of the class. Two examples of this appropriation were the classes on activities that could be done in the river and the traditional game, in which the students felt confident to speak since they had a perfect command of these topics because they are activities that they do daily.

Topics choice

The choice of topics was made because one of the researchers is a graduate of this institution and lives in a nearby town, therefore, she knows the social and school context to which the children of this school belong. Then, a selection of the most relevant activities of the institution was made and the activities that the students could do with their families or friends were analyzed, thus involving several realities of the students and showing the link that can be made with their daily lives.

Quantitative Analysis

Table 1. Pretest results.

PRE-TEST						
Participants	Grammar	Pronunciation	Fluency	Vocabulary	Mean	SD
Participant 1	1,5	2	2	1	1,6	0,5
Participant 2	2	1	1	1	1,3	0,5
Participant 3	1,5	3	3	2	2,4	0,8
Participant 4	1,5	2	2	2	1,9	0,3
Participant 5	1	2	1	2	1,5	0,6
Participant 6	1	1	1	2	1,3	0,5
Participant 7	1	1	1	1	1,0	0,0
Participant 8	3	3	4	3	3,3	0,5
Participant 9	2	2	2	2	2,0	0,0
Participant 10	2	2,5	3	3	2,6	0,5
Participant 11	1	2	2	2	1,8	0,5
Participant 12	1	2	1	2	1,5	0,6
Participant 13	1	2	2	2	1,8	0,5
Average of each item	1,5	2,0	1,9	1,9	1,8	0,2
				Gral mean	1,8	
				SD	0,6	

Table 1: Results of each participant in the pretest evaluation with respect to the average and standard deviation of the first test.

With the results of this first test, it could be evidenced that the level with which the students started the course was low compared to what they should have in the grade they were in, in the case of this research, sixth grade. It was found that the proficiency with the lowest average

was grammar, followed by fluency and vocabulary which had the same score. Finally, pronunciation was the proficiency with the highest average.

However, the students obtained an individual score that showed whether they were above or below the general average, which was 1.8. Six of the students obtained a result lower than this. Five students obtained an average higher than this and two obtained a result equal to the general average. Regarding the standard deviation, it could be said that all students were very close to the starting point, which was 0.6. Two of them obtained 0.0, one obtained 0.3, seven of the students obtained 0.5, two students obtained the same figure as the starting point of the deviation, that was, 0.6, and one obtained 0.8.

While the interviews were conducted, it was possible to notice certain aspects that were in agreement with the averages shown in the table. Concerning grammar, which was the lowest, it was noted that the students could not structure a sentence properly, they only repeated phrases they already knew or heard from their classmates and their answers were generally short. In the fluency item it was noticed that students hesitated a lot when answering, thought first about what the question meant and tried to answer in English and after a few words they switched to Spanish. The next item, vocabulary, went hand in hand with the above mentioned, the students thought for a long time about what the question meant, it was necessary to explain the meaning of the words and the students repeatedly used Spanish to answer. In spite of the above, in the last item, which was pronunciation, the answers provided in English by the students were accessible and understandable.

Table 2. Post-test results.

POST-TEST						
Participants	Grammar	Pronunciation	Fluency	Vocabulary	Mean	SD
Participant 1	1	2	2	2	1,8	0,5
Participant 2	1,5	2	2	2	1,9	0,3
Participant 3	2	3	1	2	2,0	0,8
Participant 4	1,5	2	3	2	2,1	0,6
Participant 5	1	2	1	2	1,5	0,6
Participant 6	1	2	1	1	1,3	0,5
Participant 7	1	2	1	1	1,3	0,5
Participant 8	3	4	4	3	3,5	0,6
Participant 9	3	3	3	2	2,8	0,5
Participant 10	3	2	3	2	2,5	0,6
Participant 11	1	1	1	1	1,0	0,0
Participant 12	2,5	3	3	2	2,6	0,5
Participant 13	1,5	2	1	2	1,6	0,5
Average of each item	1,769231	2,3077	2	1,8462	2,0	0,2

Gral mean	2,0	
SD	0,7	

Table 2: Results of each participant in the post-test evaluation with respect to the overall average and standard deviation of the second test.

After the implementation of the course during ten sessions and according to the results of the second test, there was a slight increase in the average of the evaluated categories, except for vocabulary. The item that obtained the lowest average in the post-test was again grammar, followed by vocabulary, fluency and finally, with the highest average was pronunciation.

The overall average obtained in this second evaluation was 2.0. However, the individual results of the students showed that seven of them obtained a result below the average, five

obtained a result above the average, and only one obtained the same result as the general average. It was also possible to analyze that four of the students who obtained a higher average than the general average in the first evaluation remained above the general average in the second evaluation, with the exception of one student who did not obtain a higher result but was exactly at the average, and another student who was above the general average in the second evaluation.

The standard deviation on the second test was 0.7 and the students were also almost all close to this. One student scored 0.0, another scored 0.3. The next six students scored 0.5, four scored 0.6 and one scored 0.8. Despite the results seen in the post-test, the students' performance was acceptable during the implementation of the course. Throughout the sessions, the students were able to see an improvement in their oral production, which contributed to them starting to participate more comfortably in the classes thanks to the researchers who helped, repeated and motivated them to participate in the classes.

It should also be noted that the students, in all the classes, had different moods. On many occasions the researchers had to invite them to participate, motivating them to repeat the expressions. On other occasions, the students were so animated that they talked a lot and it was necessary to help them regulate their emotions because they wanted to participate too much and did not allow the class to move forward.

During the second interview, improvements were noted in the students related to the items evaluated. Grammar improved as students did not make as many mistakes as in the beginning and could structure a simple sentence. Vocabulary decreased a little in the final result, since the students had the same shortcomings as previously mentioned, they did not remember many words and structures, but the researchers corrected or explained them again, in the same way as they did during the sessions. The next item was fluency, in which the students improved,

they hesitated less than before, were more confident in speaking and increased the answers they gave in English. The last and highest scoring item was pronunciation as students articulated words better and spoke more clearly in English.

Pre and Post Oral Performance Assessment Comparison

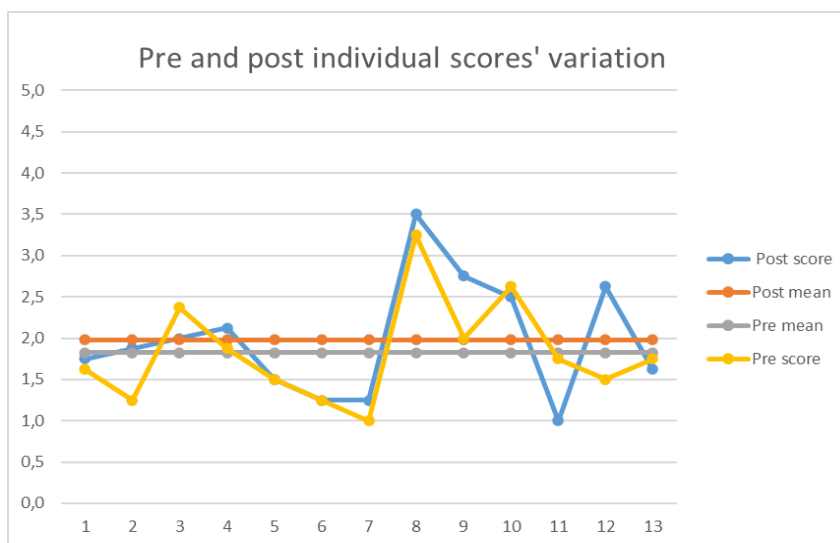**Figure 8.** Pretest and post-test scores' comparison.

Figure 8: Variation between each student's pretest and posttest score with respect to the overall average of each test.

The graph above showed the comparison between the overall average of each test and the individual grades of the students. Now, making a comparison between the overall average and the individual grades of the students in the pre-test showed that eight obtained a grade lower than the average and five managed to exceed this grade. In addition, the lowest individual grade was 1.0 and the highest grade was 3.3, taking into account that the overall average was 1.8.

With respect to the post-test comparison, it was evidenced that seven of the students obtained a grade lower than the general average, five surpassed the average grade and one obtained the same grade as the general average, which was 2.0.

It was noted that students one, two, four, seven, eight, nine and twelve obtained a higher grade in the post-test with respect to the pre-test, although students one, two and seven did not manage to surpass the general average of the second exam and the other four managed to surpass

it. Student number three had a higher score on the pretest and the posttest decreased a little, but the posttest score was equal to the overall average of the posttest. Student number thirteen had a higher pretest score than the posttest, but the difference was minimal. Students five and six had the same score on both tests. Student number ten had a slightly higher score in the pretest and student eleven had a noticeable decrease in the posttest score with respect to the pretest, which was equal to the overall average of the first exam.

Particularly, some specific cases were noted, which were analyzed below: student three decreased his post-test grade with respect to the pre-test grade. It is considered that a factor that influenced this student's result was his absence in some classes, since in the sessions he attended he was one of the students with the greatest disposition and participation in the classroom.

The next two cases were similar, as students five and six scored the same on both tests. It was believed that the factors that caused student number five not to present an improvement in the post-test was indiscipline and lack of concentration, since during the classes, he talked a lot with his classmates, did things different from the class and left the classroom. As for student number six, it could be noted that she had a lack of motivation throughout the course since she remained very quiet, did not participate unless she was repeatedly asked to do so, and she even stated that she felt unmotivated. It was considered that this student felt this way because the sessions were not related to things she liked and that was the reason for her behavior.

In the case of student number eight, both results were well above the overall average. She was a very participative and engaged student, she was attentive during the classes, which made her remember many words that had been previously studied. It was considered that the student had an outstanding level from the beginning, since she had participated in classes on a platform before.

The next case was the eleventh student who scored lower on the post test with respect to the pretest. The factors that could have affected the student's performance were his absence in some classes. He was also seen distracted drawing, doing other things or unfocused, perhaps the topic seen in that session was not to his liking, he had family problems or was focused on soccer training, which caused him to pay little attention to the classes and, subsequently, to the post-test.

Student 12 presented the opposite case to the previous one, since this student obtained a score much higher than the general average in the post-test. During the classes, the student was very engaged, participative and attentive to the activities that were being done. There were several occasions in which he missed class but he asked his classmates about the topics seen, denoting the aforementioned interest.

Taking into account the general results of the students, certain items could have been considered. The number of sessions per week that the course had in which a more individual accompaniment could have been implemented to solve the concerns of the students regarding the course. This was without forgetting that they had a lower level than they should have had in sixth grade, so the accompaniment could have helped them to review more vocabulary and expressions so that they would remember them more easily.

Figure 9. Pre and post-test difference.

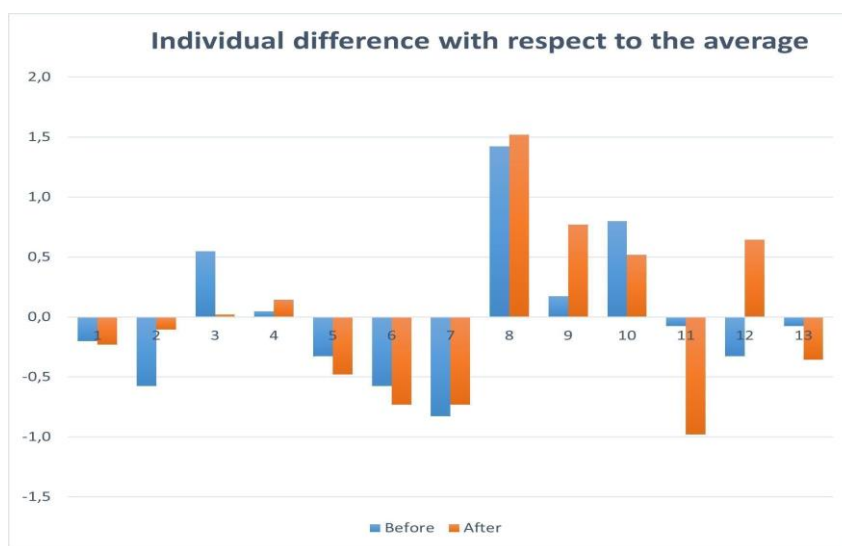*Figure 9: Differences between pretest and post-test.*

The graph showed the difference of the individual scores with respect to the average of both exams. Here it could be seen that both grades of seven students were below the average, one student obtained a grade in the pre-test below the average, but in the post-test he improved his grade significantly, and five of the students obtained both grades above the average.

Both of student number one's scores were below average. Although both of student number two's scores were also below average, the post-test score was closer to the overall average for this exam. Student number three's pre-test score was above average, but his post-test score was only on par with the post-test average.

Student number four showed a small improvement in his post-test score. Student number five was below average on both scores, but his posttest score was slightly below his pretest score. Student number six scored below the overall average on both tests, but his post-test score was further away from the average.

Although student number seven also scored below average on both exams, there was an improvement on the post-test as the gap between the score and the average decreased. Student number eight scored well above average on both exams, and there was also an increase in the post-test score. Student number nine was above average on both exams, and there was a significant increase in the post-test score.

Although student number ten was also above average in both exams, there was a decrease in the post-test score with respect to the average. Student eleven scored the same as the pretest overall average, but the posttest score was well below the pretest average. Student number twelve scored below average on the pretest, but had a significant improvement on the posttest as he managed to be above average by a high percentage. Finally, student number thirteen obtained in the pretest the same grade as the average, but in the post-test, he was below the general average.

In the same way, there were some students that will be highlighted below: Student number two showed an improvement in most of the skills evaluated in the second and it was

considered that it was because of his high degree of participation during the classes and interest in the topics seen that helped him improve in pronunciation, fluency and vocabulary. However, the student's grammar score decreased slightly, which led us to think that the student only remembered the words and expressions during class and did not practice at home what was seen in class.

The student number three showed a decline in his score, only the fluency skill decreased, grammar increased a little and the other two skills remained the same. It was considered that the student lacked more practice during assignments and at home. It was also believed that the student might have been quite nervous during the second exam, which led him to hesitate more when answering.

Student number eight scored high on both tests, the skill that improved on the second test was pronunciation and the other skills remained the same. It was considered that the interest in the language shown by the student throughout the course was an important factor in her learning in this course, as she actively participated, remembered many words and expressions seen.

Student number nine also showed an improvement in the second test, increasing her score in grammar skill, pronunciation, fluency and vocabulary remained with the same score. During the sessions, the student showed a good disposition, a high degree of participation and a liking for the English language.

Student number ten decreased a little her score in the post-test, vocabulary and pronunciation skills were the ones that minimized her score, grammar increased and fluency remained at the same score. Although this student's score decreased, she was always participative, had a good disposition in the classes, liked English, and remembered the

vocabulary and expressions given during the classes. It was also considered that the company this student had with another classmate was important to increase the motivation she had in the classes since it encouraged her to improve.

Student number eleven had a decrease in the post-test, presenting a decrease in pronunciation, fluency, vocabulary skills and maintaining the same score in grammar. Despite the fact that the student lost concentration easily, he participated during classes and tasks. But it was believed that the words and expressions seen in class were not remembered afterwards. It was also thought that the student might have been preoccupied or his mind was focused on other matters at the time of the test.

Student number twelve had an increase in the post-test, improving grammar, pronunciation, fluency skills and maintaining the same score in vocabulary. It is/was believed that the student's constant participation in the pre-test activities, repeating the words and expressions, as well as in the tasks, helped him to improve despite the absences he had during some sessions of the course. It was also believed that the student practiced at home, since he remembered words and expressions seen in previous classes.

Student number thirteen decreased a little in his post test score, presenting an increase in the grammar skill, in the case of pronunciation and vocabulary they remained the same, and the fluency score decreased. It was believed that the student did not show an interest in catching up with his classmates, since he missed several sessions or was late for them, he generated indiscipline during some classes which made his final grade decrease a little.

It was understood that the grade in which it was decided to implement this course were still children and could generate at some point indiscipline or lack of concentration. However,

the students received these classes well, they were very intelligent, and at the end, most of them said that they had felt motivated, that the course had met their expectations and that they wanted to continue learning this language. It was believed that the cases of indiscipline could have been mitigated with the more constant presence of a teacher during the classes, since on some occasions, there was accompaniment, but it was not for the entire duration of the session.

Figure 10. Pretest and post-test scores' variation.
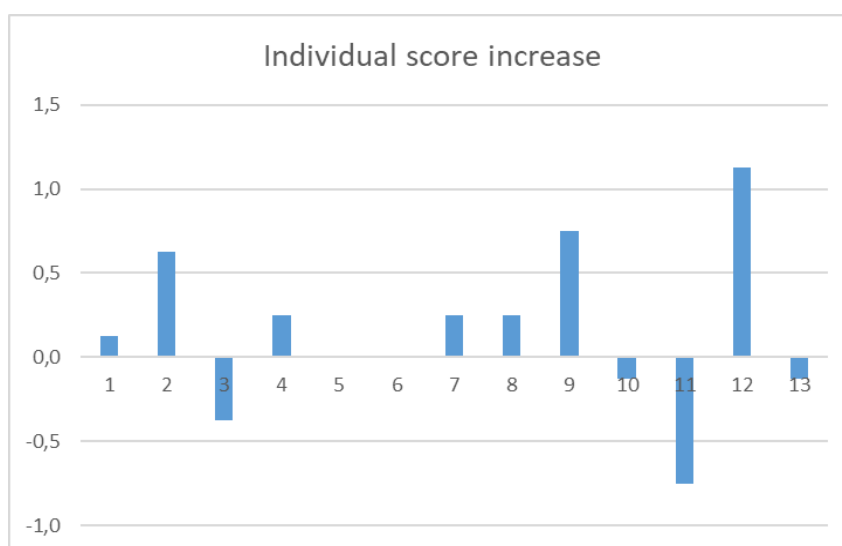
Figure 10: Variation between pretest and post-test scores.

This graph represented the variation between pretest and posttest scores, in addition to observing the increase or decrease between tests. Here it could be seen that students one, two, four, seven, eight, nine and twelve increased their score on the post-test. On the contrary, students three, ten, eleven and thirteen decreased their grade in the post test, and students five and six obtained the same grade in both exams.

Student number one had a 0.1 increase in his second score. Student number two had a 0.6 increase in his second score. Unlike the previous students, student number three decreased his grade by 0.4. Student number four increased his post-test score by 0.3. In contrast, student

number five maintained the same score as at the beginning. Student number six also maintained the same score on both tests. Student number seven increased his score by 0.3.

The next student, student number eight also had an increase of 0.3. Student number nine had an increase of 0.8 in his second grade. Student number ten decreased his grade by 0.1. Student number eleven also had a 0.8 decrease in his grade. Student number twelve had an increase in his second grade of 1.1. Finally, student number thirteen decreased his grade by 0.1.

With this graph we could see a more positive picture of the progress of the students, since it was evident the increase that some of them had in their grade as opposed to the previous results. This evidenced the interest that these students had in the course, since their improvement showed that they could have practiced at home what was seen in the classes. In addition, the constant guidance and motivation of the researchers, together with the structure of the course, helped the students to see English as a tool that could be used even in their own context and to express that they wanted to continue learning this language.

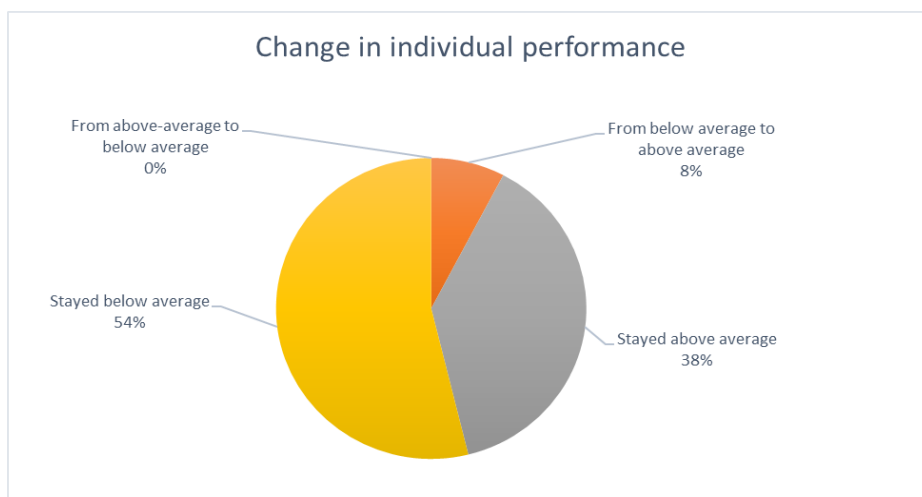**Figure 11.** Post-test individual change.

Figure 11: Variation in participants' post-test averages.

This graph represented the change in individual student performance based on the post-test score and the overall post-test average. Fifty-four percent (54%) or seven students remained below the post-test average. Thirty-eight percent, or five students, remained above the overall average, and 8%, or one student, went from below the overall average to above the overall average on their post-test score.

Although the largest percentage of the pie showed that students remained below average in their posttest score, it could also be said that many improved their score from the pretest, which showed an improvement beyond what was seen here. However, it was thought that some changes could have been implemented, in order to improve the level of the students, such as: increasing the number of sessions in order to be able to make a more individualized accompaniment to each student.

Due to the level of the students and the situations that arose throughout the course, such as the students were not able to form a sentence by themselves. It was considered that the teaching of grammatical structures accompanied by tasks such as those seen in this TBLT course are necessary, since this way the students will be able to put into practice what they learned and will be able to develop the tasks more naturally.

Discussion

During the implementation of the course, it was noted that the institution only had one English teacher, causing an overload in her work, since the institution taught all primary and secondary grades which she teaches, having two hours a week and limiting the teaching and learning of this language. This was why the rector and the teachers of the institution welcomed the implementation of this course, since it would help to improve the motivation of sixth-grade students towards the language and their level of English.

Throughout the course sessions, the researchers noticed that the students presented difficulties in discipline since they repeatedly left the classroom without permission with the excuse of going to the bathroom, and when they were not allowed to leave the classroom they responded inappropriately or their facial expressions showed disagreement with the decision not to let them leave. In addition, a conflict situation arose during one of the sessions between two students, a situation which the researchers had to resolve by themselves since they did not have the presence of any teacher from the educational institution. All the aforementioned situations caused classes to stop while these cases were controlled. It should also be taken into account that the students had these behaviors in the TBLT course sessions, so it was not known if they had similar behavior in other classes.

Now, before starting the course, a short interview was made to the English teacher of the educational institution, where she was asked about the topics she had seen in class with the sixth-grade students, to which she stated that she was teaching them the daily routine. Furthermore, they had started to see the English subject only in the fifth grade and their level in the language was not the expected, due to the same reasons mentioned above.

It was also thought that different activities that took place in the institution were part of the ethno-educational approach that it had, since, throughout the school year, there were different recreational activities in which students integrated as a group, learned about new aspects of both their region and different regions, aspects such as typical foods, dances, customs, among others. There were also activities in which students explored cultures different from those of their own country, as they presented songs, choreographies, or poetry from English-speaking countries, and practiced the language they were learning, in this case, English.

Therefore, teachers in the school faced different challenges during the academic period, as students might be reluctant to participate in class activities and scheduled events or group formation. Now, focusing specifically on the subject of the English teacher, she might face different challenges than other teachers. It had been observed that students' proficiency level in English might vary based on their grade level. Hence, it was important for the teacher to redesign her classes in a way that caters to all students and levels them up. It would not be appropriate to teach topics that the students are not equipped to handle. This led to not meeting the standards that students should have in that grade or falling behind with the topics that belong to it.

In this institution, there were different resources to support the English teacher, such as books, which were designed for different grades and levels in the language. In addition, in some classrooms, there were interactive boards in which students could do activities that motivated them. In several classrooms, there were video beams that were fixed on a platform, and others that could also be borrowed, as well as computers.

Although there were several resources in this educational institution that helped to carry out a class accompanied by information and communication technologies, some shortcomings were noted such as the lack of classrooms since, on some occasions, the researchers had to

change classrooms because the teacher required them. The sudden change of classrooms that was evident at times made researchers think that all classrooms should also have their video beam, since it saved time and was practical for the continuation of the class, at least in the case of the researchers.

However, classrooms that had their video beam could sometimes present damage to some of their computer equipment, so it was considered that they could have a spare to anticipate these situations. Researchers needed for their classes a classroom and a laptop with a video beam. These implements were only found in the systems room, and the teacher of this subject was in charge of providing these implements to other professors. Whenever any of this equipment was needed, it had to be borrowed from this professor, so the loan of this equipment took quite a long time. That was why many times the researchers' classes were interrupted or they had to wait for him to be there. Therefore, it was thought that having another systems room would have helped the researchers to conduct their classes with less intermittency and there could be another person in charge of providing these computer implements without having to interrupt the teacher of this subject. Finally, it was considered that there was a lack of teachers in this institution since this school handled all grades on the same campus and the number of teachers was not enough for the demand of students. This same lack of teachers meant that they had to fill positions that were not within their competence.

As for the research implemented within this institution, it consisted of a Task-Based Language Teaching course together with the strategy of positive reinforcement with the perspective of improving the motivation to learn the language and indirectly the speaking level of the students. This course lasted ten sessions, four hours a week, twice a week. The sessions were guided by everyday topics for the students, which were seen during two classes.

This type of course that sought to teach English differently could be well accepted in educational institutions, as was the case of this school, which kindly welcomed the researchers and allowed them to carry out their research without any inconvenience. However, a flaw was found when implementing this course and it was the low level that the students had in the language, which generated the restructuring of the activities in several classes.

In addition to the shortcoming found in the institution that implemented the course, it was considered that others could occur in other institutions such as the disapproval of teachers to carry out the course during their class hours, since this would imply delaying them in their subjects. Another shortcoming that would be found was that the professors did not generate an interest in the students for the language, they did not instill in them the importance of English in their future professional life or all the knowledge that they can access by knowing English. The last fault that would be found was that the teachers did not make classes very dynamic, using traditional methodologies, where they did not integrate the students as active agents of the class, allowing them to participate and generate a participatory learning process, but only as receivers of information. As a result, it generated a negative perspective in the students towards the English classes or the foreign language in general.

In general, all the educational staff of the institution pleasantly received this course. As mentioned above, there was no problem in asking the rector for permission to conduct this course, and she even suggested that French classes could also be delivered using this methodology. The English teacher expressed her enthusiasm about the process. The rest of the teachers were understanding and cooperative with the schedules and the loan of classrooms. At the time the researchers approached the students, they already knew about the course and had

good expectations about it, and they finished the course with positive and high expectations about English.

It is not common to conduct research of this type in this educational institution because the students graduated as agricultural technicians, which could motivate them to continue their studies within this same field. However, one of the researchers of this project is a graduate of this school, who felt motivated to help the school to have another pedagogical perspective, and then contribute to the improvement of the English teaching process.

It was considered that the English teacher did not think of implementing a different methodology since she considered what she was doing was sufficient and the way in which she conducted her classes was planned to carry out activities such as the talent show, so she continued with the same methodology. Moreover, the teacher should take into account the school's PEI to carry out her classes without violating the stipulations of this document and organize the activities in accordance with the regulations therein.

The course had a positive impact on the students, motivating and helping them with their speaking level. These achievements were obtained thanks to the fact that the researchers had a professional background in foreign language teaching, conducting the classes with varied activities that were new to them, where they had fun while learning, which showed that they were qualified to guide classes in this subject. Furthermore, the methodology that was being used for the orientation of the classes was also something new for the students, which also incorporated topics from their daily life, which had a positive impact on their active participation in the activities prior to the tasks. All the above mentioned demonstrated that this course served more than the methodology that had been used in the institution for the improvement of speaking skills.

For the creation of this course, the researchers needed to create classes with themes related to everyday activities that the students performed and with which they were familiar in order for them to connect English with their daily lives. In this case, it was known that the students spent part of the day at the educational institution, and the curricular activities such as the talent show, the entrepreneurship fair and the Afro-Colombian week that took place there were daily and enjoyable for the students, which was taken advantage of by the researchers as topics for the course sessions.

The implementation of this project in this educational institution had some implications for both the educational community and the researchers. First, it helped the sixth grade students to advance in their speaking level and positively impacted their level of motivation with respect to learning English. Second, it provided a new teaching perspective that could be implemented by the English teacher in the other grades, not only in sixth grade. It also led teachers to reflect on the way they teach and invited them to search for new teaching methods to improve the experience for both students and themselves.

Just as the researchers of this project were interested in implementing their course in this school, future researchers may be interested in reading this document, in carrying out their projects there or providing some kind of help to the institution. In addition, having conducted research in this institution generated a reputation in it, since it was possible to find topics to develop a project. Also, the members of this campus were receptive and collaborators for research to be carried out there.

The implementation of this project also generated recognition for the educational community by the researchers, thanking the sixth-grade students who were the participants in this research and with whom there was greater interaction during the implementation of the

course and who saw the change in motivation and level of speaking. Also, the professors and the rector who helped, supported all along this process and, above all, believed in this idea.

It was considered that there are opportunities for future research related to the field of teaching in this school. Within the options directly related to this project, other researchers may implement new courses based on other methodologies for teaching English, but emphasizing the improvement of some skill or even all skills.

However, other future research in this field can be related to other subjects, carrying out projects that incorporate areas of knowledge other than English. In the same way, teachers can be trained through courses on new methodologies that would help them implement what they learn during their classes. The updating of the agricultural teacher's knowledge can also be considered, so that he/she can provide students with recent information so that they can implement it, not only in school but also in their daily lives.

Moreover, if students decide to specialize in an area related to agriculture, they will have more updated knowledge about the different practices that are carried out in the educational institution.

Another future research possibility is linked to the teaching of technical English related to the agricultural area that is taught in the institution. It can be taught through the same methodology used for this research, since students can learn words and expressions related to their field of knowledge, at the same time that they practice with everyday situations similar to those that can really happen. Other methodologies for teaching English in this area can also be tested to see if they help in the learning of technical language.

Conclusions and Recommendations

In summary, the course that was carried out during ten sessions in the Atanasio Girardot educational institution, with sixth grade students provided a reflection to the researchers in different areas of the project. The first was on the development of the course, in which the presence of a teacher was needed to support the researchers with the order of the class. The second was the intermittency with the classes which did not allow the smooth running of the sessions, since sometimes the professors needed the students for academic matters. The third was the assignments that were done throughout the course suffered some changes at the beginning of the course, as the students were not able to perform them due to their low level of the language.

Although the students' speaking proficiency did not score high, the researchers observed a significant improvement in their motivation level. The students demonstrated a positive transformation in their attitude towards the different classes, participated more actively, listened attentively, and performed the various activities with dedication, which ultimately helped them to enhance their vocabulary learning. After completion of the course, students expressed their desire to continue attending classes due to their appreciation of the teaching methods, session activities, and the researchers' approach. As well as the school rector and the English teacher who wanted the researchers to continue teaching English and even French in the educational establishment.

In the same way, they were able to raise awareness about the importance and daily usefulness of English in their lives. Related to the above, an interest in learning the language was awakened, leaving aside fears and barriers that the students themselves may have, feeling more confident to continue learning, studying and speaking it.

It also had an impact on the teaching methodology of the English teacher, since she could be guided by the course created by the researchers, which was shared with her and she can replicate it with the same grade or adjust it with others. Audiovisual tools that will be useful for teachers in their different courses were also shared.

It was recommended to reduce the academic load of the English teacher by hiring another English teacher so that she is not overloaded with work. By dividing the courses between two teachers, each one will be able to focus more on the methodology to be used, and on planning the classes and will not be overwhelmed by the excess of courses they have.

Another recommendation was to reinforce English through classes outside of the regular schedule, with different methodologies and activities outside of what students see in school classes. Taking the above mentioned as an idea that could have helped this course to obtain a higher result concerning the speaking level of the students, where teachers and researchers worked together, some teaching or reinforcing knowledge about grammar and others putting that knowledge into practice. In addition, this idea can be carried out in future research to test the effectiveness it may have on another course conducted at this institution.

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Appendix A. Instruments.

First motivation interview:

The following questions sought to gather information about students' initial level of motivation with respect to the English course.

1. ¿Para qué crees que sirve el inglés fuera del colegio?

2. ¿Hay alguien en tu familia o amigos que hablen inglés?

3. ¿Has estado anteriormente en un curso de inglés?

4. ¿Cuándo fue tu primer contacto con el idioma inglés?

5. ¿Qué importancia crees que tiene el inglés en tu contexto social?

6. ¿Qué importancia tiene el inglés para tu vida?

7. ¿Cómo te ha ido en años anteriores con la materia de inglés?

8. ¿Cómo piensas que el dominio del inglés te ayudará en el futuro?

9. ¿Qué opinas sobre el idioma inglés?

10. ¿Los profesores te alientan cuando realizas las actividades de la clase?, si la respuesta es sí, ¿qué palabras o expresiones usan para motivarte?

By means of these tables, which were answered using the Likert scale, the students' apparent level of motivation before starting the course were measured.

PREGUNTA	MUY ALTO	ALTO	MEDIO	BAJO	MUY BAJO

¿Cuál es tu nivel de expectativa con respecto al curso?				

PREGUNTA	TRANQUILO	UN POCO NERVIOSO	ALGO INCÓMODO	BASTANTE INCÓMODO
¿Cómo te sientes al hablar en inglés?				

PREGUNTA	MUY BUENO	BUENO	MEDIO	MALO	MUY MALO
¿Cómo piensas que sería el aprendizaje de inglés con respecto al speaking en este curso?					

PREGUNTA	MUY BUENA	BUENA	MEDIA	MALA	MUY MALA

¿Cómo es tu actitud frente a una clase que te gusta?					

First oral performance assessment.

The purpose of this table was to evaluate the initial level of the students' speaking ability.

Questions	Comments
What's your name?	
How do you spell your surname?	
How old are you?	
Where are you from?	
What do you do in your free time?	
What sports do you like? Do you practice any of them?	
What do you do every day?	

What is your favorite subject?	
What subject do you dislike?	
How is the weather today?	
What do you do on the weekends?	
Do you like listening to music?	
What type of music do you like?	
What is your favorite singer or band?	
What is your favorite animal?	
What is your favorite color?	
What is your favorite teacher at the school? And what is his/her subject?	
What is your favorite food?	

Rubric

This rubric was used to measure the results obtained in the previous speaking evaluation.

Categories	1	2	3	4
Grammar	The answer is not well developed. The student gives a limited answer.	Answer poorly developed. Answers correctly but makes a lot of mistakes.	Answers correctly but makes some mistakes.	Answers correctly. Does not make any mistakes.
Pronunciation	The pronunciation is inappropriate. The interviewer does not understand the answer.	Pronounces a few words correctly. The answer is a little understandable.	Pronounces some words incorrectly. Most of the answer is understandable.	Pronounces all the words correctly. All the words are understandable.
Fluency	Stops a lot during the answer.	Stops constantly during the answer.	Stops sometimes during the answer.	Does not stop during the answer.
Vocabulary	Does not know the meaning of any words.	Does not know the meaning of several words.	Does not know the meaning of some words.	Knows all the meaning of the words.

Second motivation interview:

The following questions sought to gather information about students' final level of motivation regarding the English course.

1. ¿Actualmente qué opinas sobre el idioma inglés? ¿Quieres continuar aprendiendo inglés después de este curso?

2. ¿Cómo te sentiste con tus profesores a lo largo del curso?

3. ¿Qué actitud tomaban los profesores cuando pronunciabas correctamente o te acordabas de una palabra? ¿Qué decían los profesores?

By means of these tables, which were answered using the Likert scale, the students' motivation level at the end of the course were measured.

PREGUNTA	MUY SATISFECHO	SATISFECHO	MÁS O MENOS SATISFECHO	POCO SATISFECHO	INSATISFECHO
¿Qué tan satisfecho te sientes con la experiencia que tuviste con este curso?					

PREGUNTA	TRANQUILO	UN POCO NERVIOSO	ALGO INCÓMODO	BASTANTE INCÓMODO
¿Cómo te sientes al hablar en inglés ahora?				

PREGUNTA	MUY MOTIVADO	MOTIVADO	NEUTRAL	POCO MOTIVADO	DESMOTIVADO
¿Qué tan motivado te sentiste durante el curso?					

Second oral performance assessment.

The purpose of this table was to evaluate the final level of the students' speaking ability.

Questions	Comments
What's your name?	
How do you spell your surname?	

How old are you?	
Where are you from?	
What do you do in your free time?	
What sports do you like? Do you practice any of them?	
What do you do every day?	
What is your favorite subject?	
What subject do you dislike?	
How is the weather today?	
What do you do on the weekends?	
Do you like listening to music?	
What genre of music do you like?	
What is your favorite singer or band?	
What is your favorite animal?	

What is your favorite color?	
What is your favorite teacher at the school? And what is his/her subject?	
What is your favorite food?	

Rubric.

This rubric was used to measure the results obtained in the previous speaking evaluation.

Categories	1	2	3	4
Grammar	The answer is not well developed. The student gives a limited answer.	Answer poorly developed. Answers correctly but makes a lot of mistakes.	Answers correctly but makes some mistakes.	Answers correctly. Does not make any mistakes.
Pronunciation	The pronunciation is inappropriate The interviewer does not understand	Pronounces a few words correctly. The answer is a little understandable.	Pronounces some words incorrectly. Most of the answer is understandable.	Pronounces all the words correctly. All the words are understandable.

	the answer.			
Fluency	Stops a lot during the answer.	Stops constantly during the answer.	Stops sometimes during the answer.	Does not stop during the answer.
Vocabulary	Does not know the meaning of the words.	Does not know the meaning of several words.	Does not know the meaning of some words.	Knows all the meaning of the words.

Appendix B. Project timeline and budget.

Activities Emphasis I	Months (weeks)				
	September	October	November	December	January
Project proposal elaboration		▓	▓	▓	
Oral defense of project proposal					▓

Activities Emphasis II	Months (weeks)			
	Mars	April	May	June
First approach to the educational institution.	▓			

The first approach is with students and requests for parental permission to participate in the course.		██												
Receive permission from students and first motivational and oral performance interview.			██											
Course implementation.				██	██	██	██	██	██	██	██			

Second motivational interview and oral performance interview.																		■

Activities Emphasis III	Months (weeks)																			
	August				September				October				November				December			
Information analysis.	�	▯	▯																	
Preparation of the final project.				▯	▯	▯	▯	▯	▯	▯										
Oral final defense.																		▯		

Items	Price
Photocopies	10.000
Transportation	1.260.000
Food	76.800
TOTAL	**1.346.800**

Appendix C. informed authorization.

Estimados padres de familia:

Nos dirigimos a ustedes para solicitar su permiso para que su hijo(a) participe **voluntariamente** en una investigación sobre la implementación de un curso en nuestra institución educativa. El objetivo de este estudio es evaluar el impacto de un curso diseñado para mejorar las habilidades lingüísticas y de comunicación de los estudiantes.

La participación en este estudio implica que su hijo(a) asistirá regularmente a las clases del curso y que responderá a cuestionarios y evaluaciones diseñados específicamente para la investigación. Todos los datos obtenidos serán tratados con absoluta confidencialidad y serán utilizados únicamente con fines académicos.

Es importante destacar que la participación de su hijo(a) en este estudio es completamente voluntaria y que usted tiene el derecho de retirar su consentimiento en cualquier momento **sin consecuencias** para su hijo(a). Además, su hijo(a) no recibirá ningún tipo de beneficio ni será penalizado en caso de decidir no participar.

Si usted está de acuerdo con que su hijo(a) participe en este estudio, le pedimos que firme y entregue el consentimiento informado adjunto a este documento. Si tiene alguna pregunta o inquietud, no dude en comunicarse con nosotros para brindarle más información.

Agradecemos de antemano su colaboración en este importante estudio.

Atentamente,

Luisa Fernanda Cuero Mosquera   _____.

Jhon Hemerson Mera Guzmán   _____.

Jeimy Tatiana Díaz Gaviria   _____.

Celular para comunicarse: 3172912330

_____.

Padre de familia o acudiente.

Appendix D. Photos.