MOTIVATING STUDENTS FROM TWO RURAL INSTITUTIONS OF GUACARI AND PALMIRA TO IMPROVE LISTENING AND SPEAKING SKILLS IN THE LEARNING ENGLISH PROCESS THROUGH THE USE OF TECHNOLOGICAL TOOLS

Lina Fernanda Fandiño Ariza
María Elena Rivera Pulido

Professor Carolina Rodriguez Buitrago
Research Project Advisor

Universidad ICESI
School of Education Sciences
Master in Teaching English as a Foreign Language
Santiago de Cali
2022

Acknowledgements

To God for giving us the privilege of study, for allowing us to successfully complete our Master's Degree and for giving us an unconditional family.

To the Ministry of National Education for creating the scholarship program that through ICETEX benefited us to have the opportunity to access the Master's degree in teaching English as a Foreign Language, and to the ICESI University for its academic and financial support with the benefit of the scholarship that also contributed to favour our entry to the program and to reach today a happy ending in this process.

To our families who accompanied us in everything, with their endless support and understanding they encouraged us to complete the whole process. Especially to our parents for being the main promoters of our dreams, for trusting and believing in our expectations, for the advice, values and principles they have instilled in us.

To our professors at the Faculty of Education Sciences of the ICESI University for being committed to their work, didactic, tolerant, innovative, passionate, excellent in the labor field and having shared their knowledge throughout the preparation of the Master's Degree and for inspiring us to be better teachers and better human beings.

Special thanks to our research project advisor, Professor Carolina Rodríguez Buitrago, for her great support in this project and her wise guidance. Thank you for guiding us, not only in the development of this degree project, but also as our teacher of the Information and Communication Technologies for English Language Teaching course in the first semester, who from that moment inspired us to select the topic of our research and to continue engaging and motivating students through technology and innovative activities.

We would like to express our infinite gratitude to our colleagues for having allowed us to

enrich our classes with their valuable contributions. From the beginning we formed a group in which harmony and respect prevailed among us. It was a pleasure to meet people who were so committed to their teaching that encouraged us to give the best of ourselves. Being part of this wonderful group was a blessing from heaven and we know that in each one of us is the hope to keep in touch and to continue to share the experiences of putting into practice the knowledge learned in the master and to continue with the learning process that will never end.

To the Educational Institutions for allowing us to develop this project. To the eighth grade students for their valuable collaboration, for filling us with smiles and leaving us with pleasant memories and to their parents for supporting our work and allowing their children to be part of our project.

Finally, we express our greatest and deepest gratitude to ourselves, who formed an excellent working team throughout this process, whose patience, knowledge, teaching, collaboration, encouragement, dedication, unconditional support and friendship allowed the development of this project.

God keep you all.

Table of contents

Abstract *6*

Introduction *6*

Justification *7*

Referential Framework *10*

Motivation in Foreign Language Learning **11**

The motivational effect of ICT on pupils **12**

Technology as a Motivational Factor in Foreign Language Learning **15**

English as a Foreign Language **24**

Why is English taught in Colombia? **25**

Systematization Methodological Design *29*

What is systematization of educational practices? **30**

Justification for the Systematization of the Educational Experience **31**

Time-space delimitation of the educational practice to be systematized **31**

Description of the historical and socio-cultural context in which the educational practice takes place **32**

Context **32**

Participants **33**

Characterization of the actors involved in educational practice **35**

Identification and precision of the practice **36**

Description of the educational practice **36**

Didactic Unit **37**

The constructions of the teaching practice **38**

Results and discussions ***43***

Analysis of the experience in the development of the activities planned in the study in the teaching sequence **46**

Conclusions ***53***

References ***55***

Appendix A **59**

Semilla de la Esperanza Educational Institution Project Timeline 59

Appendix B **60**

José Ignacio School Educational Institution Project Timeline 60

Appendix C **61**

Diagnostic 61

Basic Standards of Foreign Language competencies: English **61**

Appendix D **63**

Rubric final project “How to take care of the environment?” 63

Appendix E **64**

Survey to diagnose students' motivation before the intervention. 64

Survey to diagnoses speaking and listening students’ skills perception 71

Abstract

The present research project seeks through the use of technology to increase the motivation of students from two rural educational institutions in Valle del Cauca to learn English focusing on the improvement of listening and speaking skills during the COVID 19 pandemic. For this purpose, a didactic unit was designed taking into account the parameters established by the MEN, the Bloom's taxonomy and the appropriate digital tools for the context of the students. In addition, some of the proposal activities promoted autonomy for the sake of developing intrinsic motivation. Each of the classes was carried out and analyzed, with the intention of modifying and enhancing the next activities. It is important to highlight that this project started as action research. But, it was determined that it was relevant to describe the whole process in detail and to frame it in a systematization as a research method.

By combining technological, pedagogical and human resources, students were more motivated to use the technological tools, showed better performance in speaking and listening skills and were more connected with the classes, for instance more participative and interested in the proposed activities. The use of technology also allowed students to work at their own pace, which was an advantage for autonomous learning, as it was a reinforcement of the class material.

Key words

Motivation, technological tools, listening and speaking skills, The Bloom's taxonomy, autonomy, systematization.

Introduction

English is a very important language that is used worldwide in all areas of life, but not everyone is interested in learning this language. Through this research project, we intend to show how we can motivate our students to learn English through the use of technology. We believe

that technology attracts the attention of children and young people, and it can be a powerful tool to motivate students to improve their English language skills. We think that it all depends on the pedagogical use that we as teacher mediators make of technology.

In this systematization of the teaching practice, we illustrate how to integrate new information and communication technologies into our didactic work, in order to highlight useful tools for teaching English. We believe that by combining technological, pedagogical and human resources, we are able to respond to the interests and needs of each of our students. We will promote collaborative work in the online classes since the interaction between students and teachers will strengthen the learning process. In the same sense, we will encourage self-management. Moreover, we consider when students have the opportunity to work individually, at their own pace whenever it occurs, their language learning will be more effective, as they will be able to advance in the development of their skills (listening, speaking, reading and writing). In the same way, the student will be able to practice, reinforce and consolidate their learning by using the time they want, without limits, thus contributing to a more autonomous learning.

Justification

Although students have technology around them and day-to-day life requires adequate preparation of people to have well-paid job opportunities and improve their current living conditions, adolescents do not understand the importance of learning English, partially because people close to them do not use this language in their occupations, in the context in which the learner interacts with other people, they only use the mother tongue (Spanish) and do not need it to communicate or survive, and they do not visualize the importance of the use of this language in their future life.

The use of technology as a resource that can support the teaching of all aspects of the language will be more effective in motivating learners to learn English. For this reason it is essential to know what kind of activities attract their attention. For this, we will select the tools and methodologies that will allow them to generate interest in second language acquisition and consolidate the development of skills and learning according to the Basic Learning Rights (BLR) suggested by the Ministry of Education. The strategies and resources applied in this project will seek to ensure that students have high expectations in class and are willing to learn. This whole process will be recorded and analyzed by the teachers in charge of the project who, step by step, through the systematization of the experience, will verify that the planned activities lead to answering the research question.

This research project originates from the need to increase students' interest in learning English as a foreign language, taking advantage of their affinity with the use of technology for recreation. In addition, to enhance listening and speaking skills since these are the skills in which most difficulties can be perceived in the classroom.

The research seeks to provide information that will be useful to the entire educational community to improve knowledge about how to motivate the learning of English through technology and overcome cultural barriers about the use of technology for this specific purpose.

There is a large amount of information about the subject that we are dealing with in this study. So, the research will help us to identify the strategies, tools, and activities that seek to capture the attention of students and motivate their interest in learning without fear or prevention. This research will promote a virtual environment to stimulate the learning of English. The use of technology will encourage language learning and the use of online resources will allow the students to gain confidence and interest in the learning process.

The present investigation was feasible since the necessary resources were available to do it. This research is about two groups of eighth-grade high school students at two schools in the rural area of Palmira and Guacarí in the academic period of 2021. This work has the approval of the schools' principals and the parents. It is also worth highlighting the interest and willingness that students have shown to participate in our project.

Research question

The use of technology offers adolescents a variety of possibilities for their recreation. Regardless of the social stratum, technology calls everyone's attention. Otherwise, many young people, in our context, see themselves in their future lives, doing activities to survive, without taking into account that education can improve their standard of living. Adolescents do not give the importance of learning English because it is not used in the jobs of those around them. However, although students have the possibility of accessing the foreign language at school, through social networks, streaming sites for movies or TV, music, videos, and interactive games on the Internet, among others, they do not see the benefit of learning it. Thus, the research question that guided this study was: **how do teachers motivate students from two rural Institutions of Guacarí and Palmira to improve listening and speaking skills in the learning English process through the use of technological tools?**

Main objective

To motivate students to improve listening and speaking skills in the English learning process through the use of technological tools.

Specific objectives

To diagnose students' motivation to the English lessons and their own perception of the listening and speaking skills.

To design a didactic unit that benefits the performance of the listening and speaking students' skills.

To analyze the development process of the activities proposed in the didactic unit.

To determine the influence of technological tools on motivation for the development of students' listening and speaking skills.

Referential Framework

With this research project, we intend to show how we can motivate our students to improve listening and speaking skills through the use of technological tools. Technology attracts the attention of children and young people and can be a powerful tool to motivate students to improve their English language skills. We know that it all depends on the pedagogical use that we as teacher mediators make of technology.

In this research, we present how to integrate new information and communication technologies into our teaching in order to highlight useful tools for teaching English. Similarly, it is stated in Wang (2004, as cited in Ilter, 2009) "with the help of technology, learners can be active, motivated and involved in the language learning process. The high quality of authentic materials and the low price can be further advantages of technology" (p. 137). Therefore, taking into account what Warschauer (1996, as cited in Azmi, 2017) "Learners are more likely to show positive attitudes when computers are used in the classroom. They are more motivated and interested in communicating with native speakers from other countries" (p.112).

According to Azmin, (2017) "The use of ICT may provide a learning environment where motivation is maintained and enhanced. The investigation of the impact of technology use in EFL classrooms has shown that EFL effective activities can be enhanced by means of technology. Students insisted that their teachers should use technology in the classroom. This has

increased and maintained their motivation and engagement and involved them more in the learning process" (p.112). Due to the COVID-19 pandemic, the academic work of educational institutions has been affected as the entire educational community has to adhere to restrictions involving physical contact, such as classroom work. In our country, the way of working also began to change, and it was necessary to implement virtual home-based work in order to reduce the risk of infection. This research took place during the pandemic. We took advantage of the fact that our students were connected to classes through the use of technology.

This is an overview of three current issues that will serve as the basis for the development and subsequent analysis of this work and are the key research fields to achieve the objective proposed, such as motivation in foreign language learning, technology as a motivational factor in foreign language learning and English as a foreign language.

Motivation in Foreign Language Learning

Motivation is "what moves a person to make certain choices, to engage in action, to expend effort and persist in action". (Dörnyei and Ushioda, 2013, p.3). Motivation is the impulse that moves people to develop different tasks or activities. It is a "mechanism" that guides us towards the achievement of goals or objectives. Motivation is the main factor that affects the learning of a foreign language as it mediates the attitudes towards the target language and the results in the learning process (Fandiño et al., 2019).

Gardner (1985, as cited in Asmali, 2017) states that motivation is referred to as a combination of the desire to learn the language, positive attitudes to learning the language, and the effort invested in learning (p.57). In the same way, with the combination of technological, pedagogical, and human resources, it is possible to respond to a greater extent to the interest and

personal needs of each individual. As English teachers, we are concerned with applying teaching strategies that engage students' interests and are effective in encouraging them to learn.

The fact that each student can work personally, at his own pace, makes learning more effective. There is no limit to the amount of class time they can dedicate to the practice and consolidation of a certain structure, function, etc., or to the development of a skill that needs to be reinforced, thus contributing to a more autonomous learning process.

The motivational effect of ICT on pupils

Motivation explains why a person decides to do something, how much effort he or she will put into it and how long he or she is willing to do it in a sustained way (Dörnyei, 2008, p. 25). The main target of teaching English to young learners is to make learners develop an intrinsic motivation toward learning it and develop their communication skills in this language (Asmali, 2017). If students have a high level of motivation, they will be more engaged in their academic activities. It is necessary to have appropriate conditions in the context where they live for their motivation to learn English as a foreign language to remain high. The task of us as their teachers is to design a methodology that benefits the performance of the students, so that they feel engaged, receive timely feedback and interact with their classmates and teachers with resources according to their level of English.

The intrinsic value of learning an L2 is associated with the learner's interest and what they anticipate they will enjoy during the language learning activity. The key issue in generating interest is to awaken learners' appetite, that is to say, to arouse their curiosity and attention and to create an attractive image of the subject (Dörnyei, 2008, p. 25).

In this way, the teacher in the teaching-learning process leads, promotes and enriches the development of each student. Also, teachers must offer them personalized and differentiated

attention, and therefore cannot ignore the need to search for new pedagogical resources to motivate their learning based on their needs and interests, from the social context in which they live and develop. This leads students to the development of their potential, preparing them to face their future profession and life. In this preparation, the learning and teaching of a foreign language has become more oriented towards the use of technology, which will be successful as long as it is carried out in an appropriate way, according to the age and abilities of the students, adapting to their needs and possibilities. Many language classrooms make use of ICT to enhance the development and motivation of students' learning (Parrado, 2020, p. 2).

What students take away from a successful education usually centers on a personal connection with a teacher who instilled passion and inspiration for their subject. It's difficult to measure success, and in the world of academia, educators are continually re-evaluating how to quantify learning (Park & Lee, 2006). In this way, the use of technology has two main purposes: to facilitate the transfer of what is learned outside the school in other social contexts, and to motivate learners by engaging them in the proposed learning tasks and activities (Panagiotidis et al., 2018, p. 44). "The challenge is to use technology in such a way as to make the best possible use of the very positive attitude and motivation it brings to users. In this context, designing activities to achieve the best pedagogical use of technology is crucial." (Panagiotidis et al., 2018, p. 48).

Gömleksiz (2001, as cited in Semahat, 2020) states that motivation is an important point in the settings of the language learning process. It is known that it will be difficult to teach foreign language in a learning environment where learners do not have any desire to learn (p. 87). Solhaug (2009, as cited in Godzicki et al, 2013) states that computers provide unlimited

access to information as well as interactive communication, which has proven to provide student empowerment over their own education (p. 49).

As Dörnyei (1994) states, motivation is a key element in the process of acquiring a new language. Warrants further attention and constitutes a crucial part when it comes to the integration of technology in language learning environments (Stockwell, 2013; Ushioda, 2011, Ushioda, 2013). For instance, Stockwell (2013) argues that there can be a bilateral relationship between technology use and the motivation in language learning. In other words, a learner with high motivation to use technology may develop motivation to learn a language. Technology benefits the students by allowing them to take learning home (Godzicki et al, 2013).

The integration of technology in education is done to enhance the learning experience of students through the use of different tools that help them improve skill development. The use of different types of technology in the classroom creates learners who are actively involved in the learning objectives, keeps them engaged and their active participation is a key part of any lesson plan. Whether students are working independently or collaboratively, technology engages students because it is interactive.

Collaborative learning is an educational approach to teaching and learning that involves a group of learners working together to solve a problem, complete a task or create a product. According to Gerlach (1994, as cited in Laal, 2012) collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs (p.41). Johnson et Al. (1990, as cited in Laal, 2012) states that collaborative learning is a relationship among learners that requires positive interdependence (a sense of sink or swim together), individual accountability, interpersonal skills, face-to-face promotive interaction, and processing (p. 815).

Team assignments ensure collaborative learning experiences in which students work with their classmates to learn content and apply it to an assigned task. Collaborative work allows children to learn to be cooperative and work as a team having a positive impact on learning outcomes. According to Rivera (2018, p. 123), collaborative work requires individual transformation that leads to participation and contribution. In this type of activity, the students explain and teach concepts to the other children, reinforcing the information given by the teacher and giving them the possibility to understand better.

Therefore, Smith et al. (2005 as cited in Godzicki et al, 2013) argues that working together to solve problems as a group and talking through problems together offer other benefits to learning such as critical thinking. Student participation, encouragement by teachers and student interactions, positively relate to critical thinking skills (p. 52).

Technology as a Motivational Factor in Foreign Language Learning

Technology might be one of the factors which affect students 'attitude positively in the teaching/ learning process. Nowadays technology occupies an important place in our lives because it brings us many benefits that facilitate our daily tasks. Technology offers many possibilities and helps to stimulate students' interest in learning English. According to Ellis (1994, as cited in Ilter, 2009) creating challenging tasks and activities motivates language learners. Effective language teachers must be enthusiastic and creative because language learners can easily lose their motivation and desire. Movies, music, and different materials can help the psychological and social improvement of learners (p. 136).

According to Murray (1991, as cited in Zamani & Ahangar, 2016) the teacher seems to take the key role in facilitating the students' learning and the characteristics of the teacher may influence the students' learning process to some extents well (p. 1).

Therefore, the use of technology, online/distance education can provide a good opportunity to develop and create different and enjoyable tasks in EFL classrooms.

When language learners have desirable and real communication factors, they can develop their language skills in the classroom. Using computers and every kind of technological equipment gives students a sense of freedom and encouragement. With the help of technology, students can be active, motivated, and involved in the language learning process.

For our students, the technology at their disposal is represented in the use of their mobile devices and in some cases, computers with internet access. Realizing that through these technological artifacts they can learn English differently will give us the results we desire in this project. Technology will play a great role in making the class more interesting and facilitating learning. Digital tools such as Quizlet, some Google Apps, Hangman words, Edpuzzle, Liveworksheets, WhatsApp, Jamboard, Footprint calculator, Word wall, Quizizz and websites such as Youtube, epa.go (learning games), make teaching and listening a more delightful experience.

Ilter (2009) states that the "Internet increases the quality of language learning and provides available education. Internet learning offers well-selected activities and interactive learning" (p. 2). With this in mind, our job as learning mediators will be to make a good selection of tools and design strategies and materials that will help to meet the proposed objective.

Nowadays, technology is no longer a privilege for the minority of students but it is accessible to all the students, as it has become considerably cheaper. Technology is ubiquitous and, hence, the wealth of the world’s information can be easily accessed through a variety of devices (Panagiotidis et al., 2018). Today’s students, who are considered digital natives, are

familiar with any type of technology and they are highly skilled at multitasking in the modern information era where ubiquitous connections are now possible (Panagiotidis et al., 2018, p.43).

Many researchers argue about the benefits of using video games in education. Games can be used in a variety of learning approaches, and they can motivate and engage the students in the learning process. “If students learn with games, have fun, feel happy and free, it means that you as a teacher have reached your goals. Games strengthen language skills, besides; learners develop social skills and good relationships while they interact with each other” (Mahmoud et al., 2014, p. 30).

As far as language learning is concerned, the use of technologies involves a diversity of tools and strategies. The use of technologies can, beyond any doubt, increase the motivation of users, make them follow the courses with more interest, and engage more actively in the learning process (Panagiotidis et al., 2018, p. 6). The use of technology, its tools, and applications are part of the daily life of our children and of course of adults. We believe that using technology for pedagogical purposes will allow us to exploit its potential to increase the motivation of our students to learn English and achieve better results.

In summary, motivation is to stimulate the learner's willingness to learn. The teacher must induce reasons in the students, in terms of learning and behavior, to carry out the activities voluntarily. The low interest of some students in learning English makes it necessary to promote and encourage new methodologies with computer resources in order to make the process more enjoyable.

Using technology to learn English inside and outside the classroom is one of the resources that English language teachers must take advantage of today in order to stimulate students' interest and autonomy in the learning process. It is now important to examine the

implications for English language learning of the use of technological tools that are part of the student's daily life.

According to Godzicki et al. (2013), “technology benefits the students by allowing them to take learning home. Today, technology allows everyone to study and learn at their own pace, from home and during their free time. Our students must conclude that learning English depends on their willingness, desire, dedication, and motivation” (p. 50). Sometimes learning English may require patience and effort, but in the end, the effort is worth it.

Likewise, in this research the characteristic relationship between English language teaching-learning and learners' dispositions through the use of technology and the motivational impact that is generated in the process is addressed.

As stated in Shyamlee (2012, as cited in Altun & Khurshid, 2021) technology increases student engagement and focus, as it enables students to communicate with one another in the realistic processes of language learning. The usage and positive effect in classrooms of multimedia technology on the learning process is associated with the evolving productivity of the teacher role (p. 227).

Grabe & Stoller (2002, as cited in Ahmadi, 2018) states that language is one of the significant elements that affects international communication activities. Students use different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication (p. 116). In addition, Ahmadi (2017) stated that one of the important elements for learning is the method that instructors use in their classes to facilitate the language learning process. In the same way, Becker (2000, as cited in Ahmadi, 2018) suggests that computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the

curriculum. Computer technology is regarded by a lot of teachers to be a significant part of providing a high-quality education (p. 116).

Increasing motivation can lead to the mobilization of students' personal, cognitive, emotional and behavioral resources and, consequently, to better learning results. As digital technology has become more sophisticated, its tools and applications can be used in and outside the classroom, in both formal and informal settings, in order to increase students' motivation (Ahmadi, 2018). English teachers must understand how to integrate technology into the teaching process and know how to help students use resources such as media and the Internet to enhance learning of the four skills.

Taking advantage of promoting appropriate technologies, Educational Websites, tools, courseware let successful opportunities for language learning development. Like use of social media, collaborative online tools such as wiki or Google Docs, student created media (podcast, videos, slideshows), project-based learning using technology, use of mobile devices in the classroom, electronic portfolio assessment, video based final assessment, and so on. Thus, educators need a deep understanding of how to deal with the technology in the classroom to maximize students' achievements.

Richards (2015) presents that Technology in Language Teaching today encourages intrinsic learners' autonomy giving them choice in what they learn and how they learn supports different ways of learning (visual or auditory) and allows students to focus on a particular skill. Moreover, creating a better learning environment less stress that lets students engage in authentic interactions and communication among themselves. Also, it provides new roles for teachers becoming a facilitator who supports and guides student learning.

Rivera (2018) highlights the importance of Information and Communication Technology (ICT) for news means of how people can communicate, interrogate, make decisions and solve problems through implementing collaborative tools to make active members of a community increasing awareness in students to reinforce autonomous work and ask for guidance from the teacher when they need to.

Shyamlee & Phil (2012), states that the new era assigns new challenges and duties to the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Staying ahead of the latest developments is more than necessary in this fast-moving world of information and progress. We can not teach leaving aside something that people have at their disposal and ease the learning. Therefore, teachers also need to encourage the students to think, participate and actively join the in-class practice. The role of the teacher is a facilitator who sets project goals, provides guidelines and resources, and moves around the class providing suggestions and support for student activity.

Yang and Chen (2007) indicate in their research the positive aspects that computer-mediated language learning such as facilitate communication, develop the writing/thinking connection, reduce anxiety, encourage oral discussion, foster social or cooperative learning, enhance student motivation, facilitate cross-cultural awareness, boost egalitarian class structures and improve writing skills.

As technology has become more sophisticated, its tools and applications can be used in and outside the classroom, in both formal and informal settings, in order to increase students' motivation. Technology in language teaching today encourages intrinsic learners' autonomy,

giving them choice in what they learn and how they learn supports different ways of learning (visual or auditory) and allows students to focus on a particular skill.

Now, it is appropriate to mention how computers are used in different ways by teachers and students to help in the English Learning process. That is, how CALL is used in the learning and teaching of English.

Computer-Assisted Language Learning (CALL)

The Computer Assisted Language Learning (CALL) is defined as the search for and study of applications of the computer in language teaching and learning. This model encompasses four approaches: traditional, explorative, multimedia and the World Wide Web. Psychological schools such as behaviorism, cognitivism, constructivism and connectivism contribute to the construction of CALL's referential framework (Davies, 2008; Levy, 1997).

CALL is an approach that can play a key role in the language acquisition process. It is not just a repetition of exercises controlled by a program since it has the potential for modifying the learners' cognitive schemes, as long as they are actively involved (Farooq & Javid, 2012). CALL relies on the use of several technological tools and a continuous organized flow of activities closely connected to real life situations, which makes students' learning more meaningful. CALL allows students to develop different skills such as listening, reading, grammar, writing and speaking, as well as the apprehension of new vocabulary and the improvement of pronunciation (Hani, 2014). Additionally, CALL fosters motivation and autonomy in students, since it lets them monitor and evaluate their development and understanding of the course core topics (Chapelle & Jamieson, 2008).

CALL is influenced by traditional language teaching and learning. Although they are having different methods and approaches, the goal is the same; to develop the learners’ abilities.

“The aim of developing CALL is not to provide language with novelty, but is to improve the quality of language teaching” (Cameron, 1989).

Warschauer (1996, as cited in Rivera, 2018) suggests that computer-assisted learning offers a wide range of uses for language teaching and mentions that the teacher is in charge of stimulating the practice of the activities through the Web, interaction, and research (p. 123).

Teaching using learning environments is outstanding and the technology provides many chances to create significant contexts for students to achieve competencies and abilities of the twentieth century. “Technology permits the development of technological competencies, which allows students to be prepared for the challenges of the modern world; likewise, it helps with the acquisition of vocabulary when the students are performing a given task and increases motivation through the use of technology, providing learning opportunities for the practice of a language” (Rivera, 2018, p. 136).

In the CALL model, motivation plays a crucial role. “In different learning environments, it is possible to identify unmotivated students who are not involved in activities and act in a passive manner by performing tasks that do not make sense to them.” (Rivera, 2018). Since finding out difficulties in the learning and lacking motivation is easier to help students to get the established goals. Therefore, the teacher guide is necessary to increase motivation towards the foreign language learning through authentic material, student’s interest and contextualize the most in real situations to transmit the importance of using the language to communicate. Students increase intrinsic motivation indirectly during the oral communicative practice overcoming the nervousness to interact among their classmates doing it in social media. In doing so, teachers promote lifelong learning and the selection of online tools are so relevant during the process, “the researcher strove to find manageable online tools of easy access and tried to select

those resources which could attract students' attention." (Rivera, 2018). The previous aspects will involve students to the activities goals and empower them in their autonomy learning because technology produces positive effects as such enthusiasm, engagement, and pertinent learner's attitudes since they are learning while they are entertained listening to a song, reading chats from their classmates or even watching an interesting documental on their own.

Now teachers have big help from technology from learners who love to spend their time using those devices outside the classroom and thanks to the popularity many students enjoy listening music in English or actors and singers who speak the language and they would like to understand them so learners do their best to improve without need to work on their motivation because in fact, it exists. "Technology permits the development of technological competencies, which allows students to be prepared for the challenges of the modern world; likewise, it helps with the acquisition of vocabulary when the students are performing a given task and increases motivation through the use of technology, providing learning opportunities for the practice of a language" (Rivera, 2018, p. 136).

Technology is within everyone's reach, and it is an engaging tool for foreign language learners that offers a number of possibilities, especially as a sound and visual support, which are particularly useful in teaching a foreign language. The use of technology encourages cooperative learning, developing autonomy and self-learning. It is vital to know these tools and the best way to implement them in the classroom to achieve improvements in the development of language skills in an attractive, playful and innovative way, in order to promote successful learning opportunities and allow the adaptation of tasks and respect for the individual learning pace of students.

In this project we seek to familiarize students with technologies so that they use them on a daily basis as learning mediators, and create in them motivation, critical thinking, autonomy and an investigative attitude.

English as a Foreign Language

We refer to English as a second language, if English is learned in a country where it coexists as an official or native language with one or more other languages. On the other hand, if this language is not the mother tongue or the language of the country in which it is studied or learned (it is the language of another country), it is considered a foreign language. It is relevant to establish that, in our context, we assume the learning of English as a foreign language (EFL).

It is also important to stress that studying English is valuable because it will show the learner other cultures, lifestyles and different ways of thinking. The learner will be able to meet new and interesting people and understand their customs. It will give him/her the opportunity to see him/herself in a new light, and perhaps discover aspects of him/herself or his/her culture that he/she had not thought about before. In relation to what has just been mentioned, the Colombian Ministry of National Education states that "is fundamentally committed to creating the conditions for Colombians to develop communication skills in another language. Having a good level of English facilitates access to employment and educational opportunities that help improve the quality of life. Being proficient in another language is essential in a globalized world, which requires being able to communicate better, open borders, understand other contexts, appropriate knowledge and make it circulate, understand and be understood, enrich oneself and play a decisive role in the development of the country. Being bilingual broadens the opportunities to be more competent and competitive" (Ministry of National Education, 2006).

The English language plays an essential role in our lives as it helps in communication. It

is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, improves the quality of life by providing job opportunities. English as an International language is growing with time because it is the only medium for communication in many countries. “It is the language mostly used not only by the scientists, business organizations and the internet but also in higher education, and tourism sectors” (Rao, 2019, p. 65).

Why is English taught in Colombia?

There are few studies of the evolution and history of the existence of English in Colombia. A large percentage of the information that records the history of English and bilingualism in our country begins in the 1990s, with the creation of laws for its implementation. However, it should not be ignored that English has been present in Colombian society since the beginning of the 20th century. It is known that since the economic boom of the United States after winning the Second World War, there has been an increase in the use of Anglicisms. Due to political interests, the United States wanted to be present in other countries of the world, and Colombia was one of the countries in which institutions dedicated to the teaching of English as a foreign language were financed and promoted. These actions confirmed the expansion of the use of English in Latin American countries, consolidating this language as a new lingua franca.

In Colombia English is assumed to be a foreign language. English is used primarily as an international language, especially in the business, scientific, legal, political and academic communities. English, as a world language, is taught in schools, among others.

The hundreds of thousands of English language learners often have an instrumental motivation to learn a foreign language. In the opinion of Nguyen (2019), “The instrumental motivation that involves the concepts of purely practical value in learning the Foreign/ second

Language in order to increase learners' careers or business opportunities, given them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school" (p. 53). For example, to visit England or the United States, or any other English-speaking country, to be able to communicate with English-speaking tourists or friends, to be able to read in English in books and newspapers, or to be able to get a better job and improve their living conditions.

We teach English to prepare our students for a world that is full of challenges and at the same time offers them opportunities to improve their living conditions. English learning is achieved through different methodological strategies, taking into account that human beings have different ways of acquiring knowledge. Our task is to facilitate the different ways to achieve it. Mcgroarty (2002) stresses the importance of teaching with variety, since learners are not the same and do not find the same activities and tasks motivating and beneficial to their learning. A variety of lessons containing many different types of tasks for learners produces motivation.

Another important aspect of teaching English is the children's access to learning resources, including adults (in this case we as their teachers) who create rich language opportunities when talking to the learners. Teachers using language in class in the proposed activities, enrich the possibilities for children to advance in their language learning by increasing their level of proficiency.

Foreign language acquisition is a long-term process, in which students experience various stages of development and gradually become more proficient in the language. Individually, however, learners go through these stages at different speeds. The speed of acquisition is influenced by multiple factors, including the individual's educational experience, language

background, learning styles, cognitive styles, motivation, attitudes, and personality (Ordorica, 2010).

Offering students the opportunity to learn English as a foreign language allows children and young people to have more access to today's world. Learning a foreign language is an invaluable opportunity for students' social, cultural and cognitive development and enhances the students' ability to relate to others and to perform in new situations.

Learning a foreign language may serve at least three sets of different purposes: a humanitarian, intellectual, or cultural goal; a cognitive and language development purpose; and a utilitarian, instrumental or practical objective. From a humanitarian, intellectual, and cultural standpoint, foreign languages allow a better human understanding of "the other",

As a subject, the English language has the purpose of achieving communicative competence in a foreign language.

Taking into account the basic standards of competence in learning the English language, it can be seen that the objective for the eighth and ninth grades is to reach the level of B1 (pre-intermediate) according to the common European framework of reference for foreign languages. In addition to this, they are subdivided into five skills that must be worked on during classes, which are: listening, reading, speaking, writing and monologue (Ministry of National Education, 2006).

Therefore, the five skills go hand in hand and all must be worked on (if you want to achieve what is expected). Focusing on listening and speaking, which are the primary objective of the research work, but without neglecting the other skills, we can analyze that by providing students with the development of listening, we are providing the necessary input to improve speaking skills. Since it is from Listening learners usually learn pronunciation, words,

expressions, entonations, among others. Either from a device or from other human beings. “Listening is defined as an active process in which the student constructs meaning from an oral text” (El-Koumy, 2004).

On the other hand, the listening that is implemented during the class or even in real life has a purpose, whether the listener participates in the conversation or is simply a passive listener (listen to music, watch a movie or the news); it may also be that they follow certain instructions and perform a task (fill in a box with the information heard, draw, give their opinion about it, among others). Dialogues play a fundamental role in teaching listening skills, because, in addition to being a means of communication used in real life, they give students the opportunity to check if they have really correctly interpreted the message of their sender, and prepares them for the moment when they have to engage in communication with someone in the foreign language, “the listener (often to their frustration) has no opportunity to respond, clarifying their understanding, or checking what he or she has understood correctly ” (Nunan, 2002. p. 239).

“Speaking is defined as an oral process of meaning construction and expression” (El-Koumy, 2004). It has an important role in communication. It is the way most people transmit their ideas, ask for help, express their feelings and teach others. According to Brown and Yule (1983, as cited in Parveen, 2016) speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively (p. 121). “Listening Skills allow the person to understand what other person speaks. Speaking skills helps to convey the same what he listened in the right manner” (Parveen, 2016). Listening could not be separate from speaking.

Systematization Methodological Design

This study was carried out because of the need to improve listening and speaking skills in our eighth-grade students. For this purpose, we designed a didactic unit divided into seven activities that were organized considering the Bloom's taxonomy. This pedagogical process was recorded through the systematization of the experience. The project started as action research. However, once the application of the didactic unit had been completed and the analysis of the reflections had been carried out, it was determined that it was important to describe the whole process in detail and to frame it in a systematization as a research method and thus bring it to completion. It is important to highlight that each step taken in this process has been supported and validated by our research project advisor, Professor Carolina Rodríguez.

In the systematization, we included the description for the understanding of this educational practice, and its importance in the process of teaching and learning English through the use of technological tools to improve the development of speaking and listening skills.

We used different techniques and theoretical, methodological, and technological tools that we had learned in the master's courses. We also chose the procedures to achieve our purpose. Students fear the challenge of learning a foreign language. Developing the teaching-learning process using technology will be beneficial for students.

In this qualitative study, we applied some didactic sequences that include some ICT tools taking advantage of the opportunity for students to use their mobile devices as a didactic tool, which facilitated the increase of their interest and willingness to carry out the proposed activities. Initially, the project was considered as an Action Research that's why we use these tools as study for gathering data, however at the end of the project the decision to move to a systematization of

the experience was taken considering the need of reflecting our teaching practice and to describe the experience in detail.

Diaries-Field notes: taking notes of what we saw, heard or encountered in detail.

Focus group: asking questions and generating discussion among the teachers in charge.

Questionnaires surveys: distributing questionnaires with multiple choice answers.

Practical activity: Through the activities, we obtained a global idea of the scope of the work proposal. With them, we could verify if, with the learning possibilities offered by digital tools, students improved their performance and met learning expectations. In the same way, they allowed us to verify the effectiveness of the teaching methods used.

Narratives: asking the main actors, our students, for their perceptions about the activities and descriptions of the moments they considered important in the learning process.

What is systematization of educational practices?

To get a clear idea of this concept, we refer to the definition given in Castaño et al., (2019):

"Systematization is considered as a form of critical interpretation of one or several experiences that, from its ordering and reconstruction, discovers or makes explicit the logic of the process, the factors that have intervened in it, how they have been related to each other and why they have done it that way" (Jara, 2015). Thus, Unday & Valero (2017) suggests that systematization is to stop, look back, see where we have come from, what we have done, what mistakes we have made, how we correct them to guide the course, and then generate new knowledge, product of criticism and self-criticism, which is the dialectic to transform reality. In such a way that systematization, according to the aforementioned authors, suggests a reconstructive ordering of practices with a reflective and interpretative sense from the actors of

the practice, as well as the construction of knowledge and knowledge, and finally, the idea of unraveling the meaning for transformation" (p.3).

Justification for the Systematization of the Educational Experience

This systematization of the educational experience benefits the educational communities of the two institutions, since the experiences and learning that this study provides us will be valuable tools to improve our pedagogical work.

Students in turn also benefit from receiving better planned classes and better resources that will motivate them to increase their learning of the foreign language. Likewise, the teachers, in their aim to improve the teaching-learning process, will continue to suggest extra-class activities that students can access voluntarily, promoting autonomy and the development of communication skills.

Time-space delimitation of the educational practice to be systematized

This educational practice was applied in the second semester of the year 2021 during the Pandemic for Covid 19, thus, the classes were online. In our schools we were in the third term of the school year.

We dedicated two months to the development of the study. The activities of the didactic unit were applied for fifteen hours (that is to say between 10 and 13 classes) distributed during the months of October and November of 2021. There were some logical interruptions in the sequence of classes due to holidays or internal meetings of each Educational Institution.

We decided to systematize the entire development of the didactic unit, which, as we mentioned before, has a sequence according to Bloom's taxonomy. Analyzing only a part, would not reflect the developed process, and it would not show either the reason for the results obtained.

Description of the historical and socio-cultural context in which the educational practice takes place

During the time of the pandemic, the teaching-learning process brought with it great challenges for all members of each educational community. Educational institutions were forced to implement emergency strategies to continue the pedagogical process with students at home in the face of school closures during times of social isolation. As time went by and conditions improved due to the vaccination programme that was implemented at national level, the Colombian Ministry of National Education launched the guideline of a gradual return to schools, which abandoned the premise of isolation and was governed by the premise of social distancing. This sought a gradual return of different groups of students, social distancing measures governed by strict safety and hygiene protocols. Finally, due to the success of the COVID 19 vaccination programme, education was brought back to normality and school attendance was restored in the second semester of 2021. It is important to clarify that some educational institutions, such as José Ignacio Ospina, continued with virtual classes due to problems with the physical space of the institution, which is in the process of reconstruction. In the case of the children from the educational institution Semilla de la Esperanza, the school followed the government's proposals regarding the return to face-to-face classes. The teacher had the support of the directors and in some classes it was possible to take the group to the computer room to finish the work process proposed in the didactic unit.

Context

The pedagogical experience took place in two contexts: in the Educational Institution Semilla de la Esperanza, in Amaime district in Palmira with approximately 1,200 students from kindergarten to high school distributed in three academic times: morning, afternoon, evening and

on Saturdays. There are fifty six teachers, three coordinators and a principal. The Educational Institution has the support of Ingenio Providencia, which through its "Providencia Conecta" programme benefited a large number of students by connecting them to the Internet and allowing them to access virtual classes during the isolation time in the pandemic.

The Educational Institution José Ignacio Ospina, in Guabitas district in Guacarí has 362 students from kindergarten to high school. There are seventeen teachers including the psychologist and the principal. During the pandemic the Secretary of Education provided sim cards for students who did not have internet connection in their houses and the school lent tablets and computers for students in need. Both public Educational Institutions are located in the rural sector of Valle del Cauca.

Participants

In the Educational Institution Semilla de la Esperanza, in Amaime-Palmira, the educational practice was done in an eight-grade group of twenty students. 10 boys and 10 girls. The ages of the students are on average between thirteen to seventeen years old. The socioeconomic population status of their families is one and two. Most of the students live in rented houses. Their parents work in different kinds of activities, some of them are maids, cane cutters, and informal vendors. The students have connectivity in their houses although with some difficulties.

The eighth grade is composed of very participative children, very collaborative and open to develop the proposed activities. Teacher Researcher 1 (TR1), from Educational Institution Semilla de la Esperanza, worked with this group two years ago, and they showed interest in learning the language. Unfortunately, last year they were in charge of another teacher who started at the institution and this year Teacher Researcher 1 was assigned to work with them

again. As in any group of students, there are some who are more extroverted and risk-takers than others, some who are shy and two or three who are definitely not very interested in developing their language skills. As for the four skills the children are receptive and when it comes to producing they do so, although with some difficulties in writing in the mother language. They are very shy when producing orally. In some activities they show reading comprehension and definitely have difficulties receiving oral texts. Most of the students are very organized and punctual for academic meetings. They show commitment every week to be in the English classes. They received English classes for three hours every week on Tuesdays and Wednesdays through the Zoom platform; most of them use their mobiles and computers to connect to the session. Each class lasts approximately 50 minutes. The students also have a WhatsApp group for those who do not have an internet connection, where they can find the activities made in the class.

In the Educational Institution José Ignacio Ospina in Guabitas- Guacarí, the teaching practice was done by the eighth grade students. They are thirty three students distributed in sixteen boys and seventeen girls. Their ages are on average between thirteen to fifteen years old. The socioeconomic population status is one and two. Most of the students live on farms where their parents work or in houses near the high school. Some of their parents work in the “Ingenio Pichichi ". The students have connectivity in their houses although they have some difficulties. Learners are at the beginners level of learning English (A1 according to the Common European Framework). They have a good attitude towards the subject and good disposition to learn the language, but they are very shy when interacting in oral form with their classmates and teacher. Students are very organized and punctual for academic meetings.

Most students have been learning English with the same teacher since the sixth grade, that is, for two and a half years. It has been possible to perceive that the group is not homogeneous due to the fact that there are some students with a higher degree of commitment and motivation than others. Therefore, their academic performance is better in those students. Likewise, it can be observed that it is a participatory group but they speak in their mother tongue. They have good behavior, and some students strive to give the best of themselves. Regarding foreign language skills, Teacher Researcher 2 (TR2), from Educational Institution José Ignacio Ospina, could say that some students feel comfortable using the language in short monologues, reading or writing, but in listening they do not feel comfortable.

During 2021, the eight-grade students took English classes for three hours every week on Wednesday and Thursday through the Zoom platform; most of them used their mobiles and computers to connect to the sessions. Each class lasts approximately 40 minutes. The students also have a WhatsApp group for those who could not connect to the class, where they can find the activities made before in the Zoom class.

Characterization of the actors involved in educational practice

Initially, the proposal of the thesis topic was given in our Research class in the first semester of the "Master in the Teaching of English as a Foreign Language" at Universidad ICESI. The two teachers decided to join together to develop the proposal that was initially prepared by one of the two members. As it is a common theme in the two target communities, we agreed to develop the study by uniting our efforts, ideas and work to execute it.

Since the creation of the study proposal, we have had the unconditional support of the principals of the two educational institutions. The parents of both groups also supported the

study proposal and authorized the teachers to apply and develop the activities with their children in the English classes that were necessary to implement the study.

Identification and precision of the practice

The educational practice that we systematized is a didactic sequence entitled "Human actions can save the planet!". Through the didactic unit we designed, we as teachers in charge of the English subject, intend to improve the listening and speaking skills of our 8th graders who during the classes were afraid to express themselves in the foreign language. We diagnosed which Basic Learning Rights (BLRs) the students were able or unable to do. Then, having identified the BLRs they were unable to do (see appendix C), we designed a didactic unit to help us complement the development of listening and speaking skills.

We hope that by the end of the intervention, the children will be able to acquire confidence and feel capable of making a fluent final oral presentation.

Description of the educational practice

This intervention was carried out in response to the difficulties in the development of listening and speaking skills that the teachers in charge observed in our students in each institution, selecting the eighth graders as they were the groups that attended the virtual classes the most. We consider that the good attitude towards the subject is valuable but the level of English that they showed was worrying since in eighth grade they were not reaching the adequate standards. The performance in the activities that engaged the listening and speaking skills of these students did not show good results. This was the most important reason for choosing to work with them, as our aim is to motivate the children and, through the use of technology, to help them develop their skills, gain confidence to carry out the proposed activities and and improve their performance. It should be noted that the groups selected were not

homogeneous and at least two or three students from each group responded adequately to the demands of their teachers.

Once we detected the problem, we decided to organize an action plan for the intervention. In the first place, it was necessary to design a didactic unit (Table 1) that would take the learners step by step from one level to the next, without creating rejection and on the contrary, seeking to motivate them to carry out each task. Each activity was formulated and developed one at a time, seeking reflexivity on the practice and the results obtained to plan the next one, taking into account the logical sequence of the development of these skills following the parameters of Bloom's taxonomy and the guidelines required by the National Ministry of Education through the application of the standards and taking into account the Basic Learning Rights.

Table 1

Didactic Unit Designed for the Intervention

Didactic Unit designed for the intervention
Human actions can save the planet didactic unit.docx

Didactic Unit

The didactic unit was designed for eight classes. The unit was called “Human actions can save the planet”. The student centered objective was for students to tell how to contribute to the building of a better environment and even how some human actions can save or destroy it. From the teacher’s perspective students will be able to evaluate the impact of human actions on the environment in the country. The eight lessons started by warming up and included extra material for autonomous reinforcement. Each lesson could be developed in two or three sessions depending on the learning pace of students. In addition, at the end of each class, students were

asked for their perception of the class, the activities, how they had felt and whether they felt they had learned.

The constructions of the teaching practice

During the first and second classes, the song "Reduce, reuse, recycle", to watch this video, use the following link: https://www.youtube.com/watch?v=LxNumOifkT0. It was used as a warm-up activity to engage the students with the topic of the didactic unit. It builds on students' creativity, activates their oral language skills as well as critical thinking.

The first activity was designed in "Quizlet"; it consisted of about 25 cards about human actions to help or destroy the environment. These cards included word pronunciation and pictures to help students to understand and retain the information. To see the actual activity, use the following link: https://quizlet.com/_afqkfn?x=1jqt&i=3m1knh.

After the teacher's explanation about how the Apps work it was asked to students to complete individually and synchronically the five activities suggested on that page in class (associate words with pictures, type the words according to the picture, type the word they listen to, choose the answer according to the picture and choose true or false taking into account the description of a word). Teachers also suggested that students continued exploring the supplemental activities to identify better vocabulary and learn new vocabulary in their free time.

Then, teachers did a dictation of the twenty five actions which they would write down on their notebooks and some seconds after the teacher would type the word in the digital board (zoom). Finally, teachers would ask them to analyze which actions were good and bad for the environment and to type them in "Google Docs" where they would work collaboratively in a template created by the teacher. Click on the following link to see the document:https://docs.google.com/document/d/16HHZsuLaKs3mo_IsALOOdrwt9CMqvvkvW

mNpdA6iQ74/edit?usp=sharing. In this file they would classify some actions of the previous activity into the ones which help the environment and which affect it. The teacher divided them into five rooms. To read the document filled out by the students use the following link: https://docs.google.com/document/d/1HFxKs-EX6Kxd4I8XGctrRWco8eNWDWXO7WFpH-i33q4/edit?usp=sharing.

During the third and fourth classes, the warming up was a hangman game to play with the whole class. It was about some specific vocabulary students would find in the following activity. The idea was for students to participate voluntarily by saying letters.

Then, teachers asked students to watch the video "Reduce, Reuse and Recycle, to enjoy a better life" an Educational Video for Kids, taken from You Tube explaining what are the three words which start with the letter R and why they are important and at the same time, they will analyze and answer some questions because this was a listening comprehension activity created in Edpuzzle. To see the activity click on the following link: https://edpuzzle.com/media/61804302275dec41b56eccba.

After it, students would do an online activity to reinforce the meaning of the vocabulary taught using Liveworksheets. To see the activity, the reader might want to access the following link: https://es.liveworksheets.com/mu276141qj.

The following activity was a students' reflection about whether they were helping to take care of the environment and our planet, and how. They would write it on their notebooks and then they would record an audio and send it to the WhatsApps groups. Students were asked to listen to some of the audio and to reply to a positive comment or a nice emoji.

The final task was to make an animal using recyclable materials and make a short presentation describing what the animal was, where it lives, what it eats, how they made the

animals and the materials used. Teachers emphasized that they should be made with materials that they actually have at home not to buy any materials. For students to have some ideas it was share a reading about some animal art project designs using recycled materials in the following link: https://www.plt.org/educator-tips/animal-art-projects-recycled-waste-materials/.

As extra material for autonomous work, a link that consists of a short reading about saving water and a game with some obstacles to reach and answer a question each time you reach one was sent to students. Follow the link below to see the material: https://www.epa.gov/watersense/watersense-kids.

During the fifth and sixth classes, the warming up was done by using Jamboard where students would type their names on a sticky note and move it according to their position “agree, disagree, don’t know” from some utterances about taking care of the environment. Access to the following link to see the warm-up activity: https://jamboard.google.com/d/1YSEmYpV6aUBCuhDluRleZ9HQKLYpID_aq3ch-ZGtpV4/edit?usp=sharing.

Then, a listening comprehension activity was shared about Greta Thunberg, a young environmentalist talking about what people can do for saving the planet. The video stops constantly to check students comprehension by some closed questions. This activity facilitates and guarantees the video comprehension of the learners. To see the activity click on the following link: https://edpuzzle.com/media/61533786b7fcc64146420339.

The next activity was introduced by showing a picture about many things a human eats, uses, wears, buys and throws away in his lifetime. Teachers ask students to look at the picture and to describe what they see (a house, a lot of cars, and so on), say it and, with the mouse, indicate what the thing is. Afterwards, teachers explained that the human footprint represents the

impact humans have on the Earth, taking into account everything we eat, use, wear, buy and throw away in our lifetimes. Scientists look at the whole population to analyze the effect on the planet.

The final activity of this session was to calculate and reflect about their footprint through an amazing website that lets students analyze their own actions in the environment. To see the activity click on the following link: https://www.footprintcalculator.org/home/en.

As extra material for autonomous reinforcing was shared, a very interesting game in which they visit places and explore how the city's residents recycle, reduce, and reuse waste.

Students win coins each time they answer correctly but the most important is when they leave this game, they will know much more about what they can do to help to protect the environment. Thus, teachers will give some extra positive points to students who did it and get more than 12 coins in the game. To see the game access to the below link: https://www3.epa.gov/recyclecity//challenge/index.html.

During the seventh and eighth classes, as warming up was designed a game in "Word Wall" where the learners find eight questions through different games offered. It will reinforce the concepts and vocabulary learned during the previous lessons. To see the warming up activity use the next link: https://wordwall.net/es/resource/28714313.

The first activity consisted in giving to the students a proposal which they will find a way how teenagers can help to reduce single use plastic. They worked in teams, and had approximately thirty minutes to organize a short presentation for their classmates. Each group had different proposals. For instance: Plan a litter collection day, inspire others to start a campaign in their school, start a strike, create posters for their school and home.

After that, the whole class played a game designed in “Quizizz” to reinforce all they have learnt about how to take care of the environment and prepare students for the following activity. To see the game access to the following link:

https://quizizz.com/join/game/U2FsdGVkX1%252BRDl3L00HTjAHexQmhAN2aNX7qwP3F3tL11tuwq727pG8BQMN%252FgE2A?gameType=solo

As a final activity, a competitive game was planned: “who wants to be a millionaire”. It was addressed in groups where teachers showed some slides and students had three minutes after reading the question to answer collectively. In case they could not answer, the next group had the chance to do so. Each question had a score according to its difficulty. It was mentioned that all questions must be answered orally. Click on the next link to see the slides of the game: https://docs.google.com/presentation/d/1JC-a4ouR1iPnrhC0whozvGdreSKEFfKEKSXlRNrb8tk/edit?usp=sharing

As extra material for autonomous reinforcement teachers suggest watching the video “antes de que sea tarde” by Leonardo Dicaprio. It is about the different ways in which human beings affect the planet and what they can do to save it. To access the following link click on: https://www.youtube.com/watch?v=IEKfr90o678.

Finally, it was asked to students to do a final workshop titled “Teenagers can make the world difference”. Each student should make a proposal of how teenagers can make the world different by having a more environmental perspective. To do this, they should design a brochure or visual aid that they wanted, including images and make a short video on “Loom” where they can show their illustrated work mentioning what they can do to help the planet and what they should not continue doing.

Results and discussions

The first tool used was a survey designed in Google Form with closed answers to diagnose students' motivation before the intervention. Eleven students from the Semilla de la Esperanza school and sixteen from the José Ignacio Ospina school participated in this initial instrument.

Analyzing the information obtained in the survey, we found that most of the students expressed that they enjoyed the English classes and no one said otherwise (Appendix E, Figure 1). Moreover, the majority of students at both educational institutions found the classes to be entertaining (Appendix E, Figure 8), and interesting (Appendix E, Figure 9). Similarly, some students said they were enthusiastic about learning English and some of the participants did so sometimes. (Appendix E, Figure 6). In the same way, the majority of students from both schools said that they liked English. Less than 30 percent said that they liked it sometimes (Appendix E, Figura 12). In addition, they said that they did their best to learn English (Appendix E, Figure 16). Also, the vast majority of students wanted to be better in English classes and only a low percentage indicated that sometimes (Appendix E, Figure 19). Although most of the students had a good attitude to the English Language we found that a high percent of the students said that learning English was difficult for them (Appendix E, Figure 18).

Reviewing students' autonomy, we found a high percentage of the Semilla de la Esperanza Educational Institution students surveyed said that they looked for pages in English to reinforce what they have seen during classes. While in the Jose Ignacio Ospina Educational Institution just a low percentage did it (Appendix E, Figure 2). When they were asked if they watched videos or listened to music in English on their own, to which the majority responded that they did, while less than twenty percent of both schools responded that they sometimes do,

and less than ten percent do not (Appendix E, Figure 5). However, we found that most of the students mentioned they could not choose their tasks or activities (Appendix E, Figure 10).

On the other hand, we were able to detect that almost half of the students surveyed from both educational institutions found it difficult to measure their progress in language learning (Appendix E, Figure 4). Also, we can realize that most students sometimes set short-term goals to learn English in both schools, but among twenty five and twenty seven percent did not do it and just in the José Ignacio Ospina Educational Institution a short portage did it constantly (Appendix E, figure 3). Moreover, it could be observed that the vast majority of students considered it important to obtain high grades and no one of them indicated the opposite (Appendix E, Figure 17).

Concerning production skills, we discovered 54.5 % percent of students at Semilla de la Esperanza Educational Institution felt that they could communicate orally and in writing during class and 45 % felt that they could communicate sometimes. Instead, at Institución Educativa José Ignacio Ospina the percentage of the students who felt they could communicate during the classes is fewer compared with the other Institution (37.5%). 56% of the students said that they could, while 37% felt that they did so sometimes, but 6% felt that they could not (Appendix E, Figure 7).

In reference to development of the educational process and the role of the student and the teacher in it the survey showed us that the vast majority of students at both schools believe that their teacher took their opinions into account (Appendix E, Figure 11), and valued their effort (Appendix E, Figure 14). In addition, it could be seen that less than half of the students considered that their teacher celebrated their academic achievements (Appendix E, Figures 13 and 15).

As a second tool we have a Google Form with closed answers to diagnose how students perceive the state of development of speaking and listening skills in the foreign language. In this survey eleven students from the educational institution Semilla de la Esperanza and twenty-one from the educational institution José Ignacio Ospina participated.

When students were asked about the communicative skills of production, especially expressing themselves orally in English, we found that 45% of the students of the Semilla de la Esperanza Educational institution rarely felt comfortable expressing themselves orally in English while 27% did and 18% of the students sometimes felt comfortable in this aspect but nine percent did not. The students of Jose Ignacio Ospina Educational Institution responded with a majority of 38% that they rarely feel comfortable expressing themselves orally in English, while 28% did and 33% of the students surveyed sometimes feel comfortable in this aspect (Appendix E, Figure 20).

Students from both Educational Institutions were asked whether they dared to speak English to their classmates or their teachers, to which the vast majority of students responded that they never or rarely did so (Appendix E, Figure 21).

Similarly, from the survey responses we found that more than half of the students in the two schools do not ask questions in English when they have doubts (Appendix E, Figure 23). When students were asked whether they share their thoughts and feelings in English during lessons, almost a third of the respondents said they sometimes do, another third said they rarely do, and a similar percentage said they do not (Appendix E, Figure 24).

In reference to Language understanding, we found out that all students considered that they understood when the teacher spoke to them in English. Only a smaller percentage of less than twenty percent indicate that they understood a few times (Appendix E, Figure 25). With

regard to understanding the general idea of the audios that were played to them in the English classes, none of the students said they did not understand. However, students in Semilla Educational Institution answered only between always and sometimes to understand. While the students from José Ignacio Ospina Educational Institution, more than half of them said they always or sometimes, but 33% said they only understood a few times (Appendix E, Figure 27). We realized in José Ignacio Ospina, many students did not feel comfortable to find the general idea from audios. However, regarding if they understood words from the audios, songs, videos, conversations among others, for which the whole students said they understood the words. The majority said sometimes while between 18% and 19% said always to understand and, among the 9% and 19% said few times (Appendix E, Figure 28). none said they did not understand.

Analysis of the experience in the development of the activities planned in the study in the teaching sequence

During the first class, the plan was successfully done. From the warming up that engaged the students because of the fun rhythm for them, it was the first contact with the topic of the didactic unit and by repeating it constantly it made the students memorize those terms and want to participate in the first activity.

In the first activity there was a positive result since the students understood the activity and it was a challenge for them to reach the end acquiring the new lexicon that was intentionally planned by the educators. We could observe that the images were of great help since in some occasions it was not necessary to resort to the mother tongue to understand since it was very evident to understand what it was about. It was also interesting that the application had the pronunciation of the phrases provided on the cards so that students could practice this skill. Also, most of the students loved the Quizlet application, since it was dynamic and competitive, which

allowed them to play in real time with their classmates and show the best score. This allowed them to learn in a playful way, leaving aside their notebooks and pencils. It was also very enriching the fact that the cards and activities of this application could be used as many times as they needed until they acquired the vocabulary. For us, as responsible teachers, it was very satisfying to see the students motivated and enthusiastic about the activity. The use of ICTs attracts students to learn through activities that help them develop communication skills, in this case listening skills, and which they can access whenever they want to practice. The use of ICT can provide a learning environment in which motivation is maintained and increased (Azmin, 2017).

In the second class, we could see that the students remembered much of the writing of human actions from the dictation that was given to them and also from the participation they had in the class. We could also observe that it was difficult for the students to work in teams since they wanted to work with certain classmates who had more affinity. Also, it was a little complicated for them to type on Google Docs because they had not used it before and some of them were connected from their cell phones and could not download it because they did not have enough space in the memory of their devices. They spent more time than we thought. Collaborative learning is a relationship between students that requires positive interdependence and individual responsibility, which leads them as a group to achieve the goals set for the class and makes them more involved in their learning process by interacting with more peers (Johnson, 1990). Likewise, this type of work in class, allows the use of ICT to solve problems through the implementation of collaborative tools to make active members of a community and reinforce teamwork. (Rivera, 2018).

However, they were able to complete the table in which they classified actions as good or bad, developing critical thinking based on the proposed topic.

In the third class we observed that the students really enjoyed the warming up, even though on several occasions they were unable to get the words right. They laughed a lot every time they hung out and were enthusiastic about participating. We realized that by planning different activities from the ones we traditionally use in the classroom, the students' attitude towards learning English is improved. As Gardner (1985) points out, it is important to stimulate motivation based on the desire to learn, their own effort and a positive attitude.

Regarding the listening comprehension activity designed in Edpuzzle, students stated that they had to watch the video several times before marking the answer because they could not hear the correct answer at some points. However, the warming up helped them a lot to know certain words that were in the video. The online activity was very easy for most of them because it had visual aids such as images which allowed them to understand better when moving them to the correct recycling bin. The text that appeared in the activity was read collectively at first in English to reinforce pronunciation and then translated orally. The teachers began by asking for the known words.

Regarding the communicative activity, it was possible to analyze that many students had a good pronunciation of most of the words and that they did help in the conservation of the environment. In addition to the fact that they took little time in the elaboration of this audio. It was very satisfying to see them advance in the subject matter.

During the fourth activity about designing an animal using recycled material was very interesting for the students. We could see that they were very creative and came up with different ideas than the ones proposed. Some students from Jose Ignacio Ospina Educational Institution

bought material for the design to which the teacher had to emphasize that the objective was not to make more garbage but to reuse what they already had to avoid throwing it away without having given it another use. Regarding their presentations most of them did very well and only a few students did not want to do the oral presentation, for which the strategy was changed to make a video.

The students of the Educational Institution Semilla de la Esperanza started the face-to-face classes by alternation. For this particular class, the teacher took them to the technology room and shared with them the link to the activity of class four and also presented the material by using the video beam to clarify any doubts about the process they were going to carry out. The students liked the activity very much and during the class they selected the animal of their choice. A commitment was made to make the animal using the recycled materials and it was successfully carried out. In the next session the students presented their animal to the teacher. This was the first experience of applying activities to develop listening and speaking skills on their own. Some students did it shyly but they did it. Some expressed themselves slowly and even stammered, self-correcting but finally, they did it, and said they felt scared but happy because they tried to do it and that next time they would do it much better. They had understood that they are capable of speaking English and that fluency can only be achieved by practicing and striving each time to do better.

Having this first experience of presenting their animal made out of recyclable material makes the pupils start to have the experience of using the language. Having someone listen to them in the other language and understand what they are saying makes them feel that they are learning and that they can gradually improve the development of these two skills. Speaking is the skill on which learners will be judged most in real-life situations. It is an important part of

everyday interaction and most of the time the first impression of a person is based on their ability to speak fluently and at length (Parveen, 2016). "Listening skills enable a person to understand what another person is talking about. Speaking skills help to convey the same thing you have heard in the right way" (Parveen, 2016). Stimulating the development of these two skills in our students is fundamental to improve their learning process and through activities involving manual work also stimulates the development of listening and speaking skills, especially in shyer students, who can gain confidence in this type of work.

In the fifth class, the warming up was great for them but some of them could not participate because they did not have the Jamboard application but their classmates wrote their names and through the chat they communicated to take into account their opinions. In this activity explanations were made in Spanish telling them why the correct answers were given because some of them did not know if those actions were good or bad for the planet.

Regarding the listening comprehension activity, we could see that the children felt more confident in doing it since they had already done several of these activities in previous classes. This activity was not easy, but they were so enthusiastic that they did it even though it took longer than expected. Some students told us that it was amazing to see videos of teenagers like them speaking English. Through authentic activities it generates interest and increases curiosity towards learning a second language, as well as the enjoyment that students experience during the activities. (Dörnyei, 2008).

In class six, we asked them if they had done the extra link and only a few of them had done it, so we decided to give them some extra points for those who continued doing the optional activities. Doing the extra activities allows the students to progress in learning English at their own pace at home, in their free time, as practicing a little bit every day on a voluntary basis leads

them to develop empathy with the language and learn it more easily as their desire and dedication is a sign of motivation (Godziki, 2013).

Moreover, we realized that many of the students knew the vocabulary of the image but none of them had thought before about all the waste we humans make in life. They were very surprised to learn that a single human being had consumed so much and wasted so many appliances. Regarding the web page to calculate their ecological footprints we can say that the students needed our intervention to be able to answer all the questions because the activity was complex and there were many words they did not know. They were all able to do the activity but we gave them more time than planned. Therefore, the audio reflections of their results were left as homework. Which most of them did.

The students of the Educational Institution Semilla de la Esperanza received this sixth class in the technology classroom and the teacher shared with them the link to the class activity and also presented the material using the video beam to clarify any doubts about the process they were going to carry out. The students liked the activity very much. When they got the result of the footprint calculation, some of them were surprised at how badly they had been acting to the detriment of the planet. They reflected on the topic and expressed their opinions and commitments to change and be better citizens of the world. This time, the topic made it easier for them to express themselves as they allowed their desires to change their attitude. However, some students did it shyly but they did it. This time, they expressed that they loved the activity as it made them think about a real issue that affects us all. They felt more comfortable expressing what they thought and that although they knew they did not do it perfectly they had done it with the vocabulary we had worked on previously and that made it easier for them to express themselves.

In class seven, they were asked for evidence that they had done the extra activity to give them positive points and we found that more students had done it compared to those who had not. However, not all of them had done it and to motivate them to do it on their own, those who had done it were asked to tell what it was about and were shown part of the game. They were told that this game would help them learn more and so they would do better in the last game in the class, but that they would no longer be given positive points.

After that, they shared a link to the game designed in Word Wall which had several game options to explore. When asked which had been their favorite, they responded that the maze chase game was their favorite. We felt that this warming up was so much fun for them. Regarding the collective activity, we could observe that the students had very interesting proposals to apply in the educational institution and that they had a lot of ideas for the future. Students from Semilla de la Esperanza Educational Institution received this class in an online way, given that they were making up for the time during the state strike in the afternoons in addition to the normal school day, in a virtual way.

In the eighth class, some students told us that they had done the extra activities because they wanted to learn more and that they were very cool. Something we were very excited about because they had not done it for a grade or extra points, so we realized that it was important to show the students the extra activities beforehand so that they would be curious and decide to do them. The Quizizz activity was very meaningful for them, everyone wanted to appear on the board with the best scores. There was tension and happiness at the same time, every time they were shown the answers. I think it was a very complete reinforcement activity and it really helped them to remember everything they had seen during the previous classes and gave them confidence with the topic.

The last activity was very satisfying for us because we could observe that our students dared to speak more in English and most of them were able to answer questions correctly. In addition, they were tolerant and respectful when someone made a mistake.

Regarding the final work that had been requested of them, some students did not send evidence of it, but we consider that it was because we were on vacation and the students did not want to do any more work. However, most of them submitted handouts and videos of their presentations. We could see that they had clear pronunciation and were fluent in their monologues.

Conclusions

In this research project, the objective of motivating students from two rural Educational Institutions to improve listening and speaking skills in the learning English process through the use of technological tools was set and achieved. Indeed, when the planned activities were completed, the students were more motivated to use the technological tools, showed better performance in speaking and listening skills and were more connected with the classes, for instance more participative and interested in the proposed activities.

The starting point of this study was a diagnosis carried out through two surveys which provided us with initial information about the opinion, knowledge and expectations that the students had before starting the proposed educational process. As to, the methodology that we made available to the students through the activities and tasks planned in a didactic unit, led to the development of the topic in a gradual and appropriate manner. Likewise, planning real-life activities allowed students to express their prior knowledge, to want to learn more about the topic thus they were interested, feel enthusiastic and to develop critical thinking.

On the other hand, the design of the didactic unit based on reflexivity allowed both teachers to benefit from the improvement of the planning their educational practices, to be more critical, to self-reflect on the work developed in the classroom, to recognize in the students new facets that were not evident with the old way of teaching them and to be more aware of the importance of this process.

The systematization of the pedagogical practice allowed us to reaffirm the importance of reflecting on the teaching-learning process and the contributions that all the actors made so that the final result got everyone's expectations.

The teachers' attitude and student-centered role allowed for the development of confidence, autonomy, empowerment, a better disposition towards classes and a desire to express themselves using the English language. This was evident even with the most timid students, who were able to break through this barrier. Daring to use the Foreign Language in communicative situations.

We were very enthusiastic to continue to apply the methodology set out in this research but in a face-to-face manner. By combining technological, pedagogical and human resources, we will be able to respond to the interests and needs of our students. The use of technology can also allow students to work at their own pace, making autonomous learning an advantage since it is a reinforcement of classroom material.

Through this study we realized that students can be motivated to learn English through well-planned classes that include resources, preferably technological tools, that allow them to investigate, develop creativity and through interactive practices can develop communication skills. It is also a challenge for us as teachers to keep updated and be at the forefront in everything related to the process of learning and teaching English. We must provide updated and

quality material in our classes, continue to make use of ICT and encourage interesting activities class after class.

To conclude, the research work allowed us to realize that the previously mentioned strategies were successful in improving speaking and listening skills in a fun context that make the learning process interesting and exciting. In addition, students continued to develop autonomy in the search to improve their learning through extra-class materials. They are now more aware that they can find different ways to practice the language on the Internet.

References

Ahmadi, Reza. M. (2018). The use of technology in English language learning: A literature review. Guilan University: Iran.

Alqahtani, A. (2019). The use of technology in English language teaching. Frontiers in Education Technology, 2(3), 168-180.

Altun, M., & Khurshid Ahmad, H. (2021). The Use of Technology in English Language Teaching: A Literature Review. International Journal of Social Sciences & Educational Studies, 8(1), 226-232.

Asmali, M. (2017). Young Learners' Attitudes and Motivation to Learn English Novitas-ROYAL (Research on Youth and Language), 11(1), 53-68.

Azmi, N. (2017). The benefits of using ICT in the EFL classroom: From perceived utility to potential challenges. *Journal of Educational and Social Research,* 7(1), 111.

Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). *Teaching English as a foreign language*. Routledge.

Castaño, A., López García, J. C., Segura Antury, J., Bianchá, H. F., Ávila, C. A., Saenz, J. D.

(2019). Sistematización de Prácticas educativas: Guía conceptual para educadores. *Eduteka*, No. 7–2019, (7), 1-38.

Castaño, Alice, et al. "Sistematización de Prácticas educativas: Guía conceptual para educadores." *Eduteka*, No. 7–2019 7 (2019): 1-38.

Davies, G. (2016). CALL (computer assisted language learning). Режим доступа: http://www. llas. ac. uk/resources/gpg/61.

Dörnyei, Z. (2008). *Estrategias de motivación en el aula de lenguas* (Vol. 108). Editorial UOC.

El-Koumy, A. (2004). Teaching and Learning English as a Foreing Language: A Comprehensive Approach, 78-91.

Fandiño, F. G. E., Muñoz, L. D., & Velandia, A. J. S. (2019). Motivation and E-Learning English as a foreign language: A qualitative study. *Heliyon*, 5(9), e02394.

Gamlo, N. (2019). The Impact of Mobile Game-Based Language Learning Apps on EFL Learners' Motivation. *English Language Teaching*, 12(4), 49-56.

Godzicki, L., Godzicki, N., Krofel, M., & Michaels, R. (2013). Increasing Motivation and Engagement in Elementary and Middle School Students through Technology-Supported Learning Environments. Online Submission.

Ilter, B. G. (2009). Effect of technology on motivation in EFL classrooms. Turkish online journal of distance education, 10(4), 136-158.

Laal, M., & Laal, M. (2012). Collaborative learning: what is it? *Procedia-Social and Behavioral Sciences*, 31, 491-495.

Lamb, M., & Arisandy, F. E. (2020). The impact of online use of English on motivation to learn. *Computer Assisted Language Learning*, 33(1-2), 85-108.

Mahmoud, A. A. A., & Tanni, Z. A. (2014). Using games to promote students' motivation

towards learning English. *Al-Quds Open University Journal for Educational & Psychological Research & Studies*, *2*(5), 11-33.

McGroarty, M. 2002. *Situating second-language motivation*. In Z. Dörhyei and R. Schmidt (eds.), Motivation and second language acquisition (69-91). Honolulu, HI: University of Hawaii Press.

Miller, C. A. (2007). Action research: Making sense of data. Online article recovered, 11(05), 2007.

Ministerio de Educación Nacional (2006). Guía, Estándares básicos de Competencias en Lenguas Extranjeras: Inglés.

Nguyen, H. C. (2019). Motivation in learning English language: a case study at Vietnam national university, Hanoi. *European Journal of Educational Sciences*, 6(1), 49-65.

Nunan, D. (2002). Listening in language learning. En J. C. Renandya, *Methodology in language teaching an anthology of current practice* (pp. 238-241). New York, USAN: Cambridge University Press.

Ordorica, D. (2010). Motivación de los alumnos universitarios para estudiar inglés como lengua extranjera. *Revista Electrónica de la Mediateca del CELE UNAM*. Lea Lenguas en Aprendizaje Autodirigido.

Panagiotidis, P., Krystalli, P., & Arvanitis, P. (2018). Technology as a motivational factor in foreign language learning. *European Journal of Education*, 1(3), 43-52.

Parrado, A. I. R. (2020). Motivación y tics para la enseñanza aprendizaje del Inglés en la universidad. Apuntes. *Revista Qualitas*, 20(20), 038-054.p,2

Parveen, B. W. (2016). Use of technology in improving speaking skills. *Journal of English language and literature (JOELL)*, 3(2).

Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, 4(1), 65-79.

Richards, J. C. (2015). Technology in language teaching today. *Indonesian JELT*, 10(1), 18-32.

Rivera Barreto, A. M. (2018). Motivating English Language Use by Using the Benefits of Technology. *GIST Education and Learning Research Journal*, 16, 117-140.

Semahat, A. Y. S. U. The Use of Technology and Its Effects on Language Learning Motivation. *Journal of Language Research*, 4(1), 86-100.

Shafaei, A. (2012). Computer assisted learning: A helpful approach in learning English. *Frontiers of Language and Teaching*, 3, 108-115.

Shyamlee, S. D., & Phil, M. (2012, March). Use of technology in English language teaching and learning: An analysis. *In International Conference on Language, Medias and Culture* (Vol. 33, No. 1, pp. 150-156).

Stockwell, G. (2013). Technology and motivation in English-language teaching and learning. In *International perspectives on motivation* (pp. 156-175). Palgrave Macmillan, London.

Unday, D. E., & Valero, J. A. G. (2017). Sistematización de experiencias como método de investigación. *Gaceta Médica Espirituana*, 19(2).

Warni, S., Aziz, T. A., & Febriawan, D. (2018). The use of technology in English as a foreign language learning outside the classroom: An insight into learner autonomy. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 148-156.

Yang, S. C., & Chen, Y. J. (2007). Technology-enhanced language learning: A case study. *Computers in Human* Behavior, 23(1), 860-879.

Zamani, R., & Ahangari, S. (2016). Characteristics of an effective English language teacher (EELT) as perceived by learners of English. *International Journal of Foreign Language*

Teaching and Research, *4*(14), 69-88.

Zhang, H. (2021). The Review of Learner's Autonomy towards Learning English as a Foreign Language among College Students in China. *Technium Social Sciences Journal.*, *23*, 103.

Appendix A

Semilla de la Esperanza Educational Institution Project Timeline

Class number	Date	Time	Observations
1	Tuesday, October 05	9:15 to 10:05 am	
2	Wednesday, October 06th	6:30 to 7:20 am	
3	Wednesday, October 13th	6:30 to 7:20 am	
4	Tuesday, October 19th	9:15 to 10:05 am	
5	Wednesday, October 20th	6:30 to 7:20 am	
6	Wednesday, October 20th	2:00 to 4:00 pm	
7	Tuesday, October 26th	9:15 to 10:05 am	
8	Wednesday, October 27th	6:30 to 7:20 am	
9	Tuesday, November 02nd	9:15 to 10:05 am	
10	Tuesday, November 02nd	2:00 to 4:00 pm	
11	Wednesday, November 03rd	6:30 to 7:20 am	
12	Tuesday, November 09th	9:15 to 10:05 am	
13	Wednesday, November 10th	6:30 to 7:20 am	
		Total: 15 hours	

Appendix B

José Ignacio School Educational Institution Project Timeline

Class number	Date	Time	Observations
1	Wednesday, October 06th	8:40 am to 9:20 9:50 am to 10:30	
2	Thursday, October 07th	8:40 am to 9:20	
3	Wednesday, October 20th	8:40 am to 9:20 9:50 am to 10:30	
4	Thursday, October 21th	8:40 am to 9:20	
5	Wednesday, October 27th	8:40 am to 9:20 9:50 am to 10:20	
6	Thursday, October 28th	8:40 am to 9:20	
7	Wednesday, November 03rd	8:40 am to 9:20 9:50 am to 10:20	
8	Thursday, November 04th	8:40 am to 9:20	
9	Wednesday, November 10th	8:40 am to 9:20 9:50 am to 10:20	
10	Wednesday, November 11th	8:40 am to 9:20	
		Total: 15 hours	

Appendix C

Diagnostic

According to the Learning Basic Rights our students are able to:

- Requests and provides information about experiences and plans in a clear and brief manner.
- Recognizes specific information in short oral and written texts on topics of general interest.
- Briefly narrates current facts, daily situations or personal experiences orally and in written form.

Are not able to:

- Explains in written form different familiar situations and facts in a coherent and simple manner.
- Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays.
- Makes recommendations to people in his/her community about what to do, when and how.
- Makes brief presentations on academic topics related to his/her school environment or community
- Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner.

Basic Standards of Foreign Language competencies: English

- leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos.
- Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro.
- Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria.

- Hago presentaciones breves para describir, narrar, justificar y explicar brevemente hechos y procesos, también mis sueños, esperanzas y ambiciones.

- Mi pronunciación es clara pero aún cometo errores y tengo acento extranjero.

- Escribo textos expositivos sobre temas de mi entorno y mis intereses, con una ortografía y puntuación aceptables.

Topics:

Human actions

- Plant trees
- Throw garbage
- Minig
- Agriculture

Environmental practices

- Reducing carbon print
- Recycle
- Reduce
- Reuse
- Waste

Expressions to describe human actions in the environment

- Recycling paper saves the trees in forest
- Using plastic bottles as planters is a good idea.

Expressions to give an opinion

- I (really) think that
- I believe (that)
- I'm sure that
- In my opinion
- My opinion is
- I agree with
- I guess/ imagine
- I have no doubt that

Grammar

- Adverbs of frequency and sequence
- Possessive adjectives: her, his, my, their, your
- Wh questions
- Present simple
- First conditional

Goal: Evaluate the impact of human actions on the environment in the country.

Appendix D

Rubric final project "How to take care of the environment?"

Criterio	**Excelente 4,6-50**	**Muy bueno 4,0-4,5**	**Aceptable 3,0-3,9**	**inaceptable 1,0-2,9**
Material visual (folleto)	Evidencia creatividad en el diseño y el contenido es apropiado.	Evidencia creatividad en el diseño y el contenido es apropiado.	Elabora el diseño sin embargo carece de creatividad y el contenido es poco.	No presenta el folleto.
Gramática	Usa correctamente el presente simple en sus mensajes.	Usa el presente simple en sus mensajes con pocos errores.	Usa el presente simple en sus mensajes con muchos errores.	No utiliza el presente simple en sus mensajes.
Vocabulario	Utiliza bastante vocabulario del medio ambiente visto en las clases.	Utiliza el vocabulario del medio ambiente visto en las clases.	Utiliza poco el vocabulario visto en las clases.	No utiliza el vocabulario visto en clases.
Pronunciación	Se entiende claramente lo que explica.	Se hace entender aunque tenga algunos errores.	Es posible entender pero tiene muchos errores.	No es posible comprender lo que dice.

Criteria	Superior 4,6 -5,0	High performance 4,0- 4,5	Basic performance 3,0-3,9	Initial performance 1,0-2,9
Visual material (poster)	Evidence of creativity in design and the content is appropriate.	Sometimes evidence of creativity in the design and often the content is appropriate.	Elaborate the design however it lacks creativity and the content is limited.	Lack of evidence of the delivery of the poster.

Grammar	Use the Simple Present correctly in the messages.	Usually use the Simple Present adequately.	Use the Simple Present with some mistakes.	Use the Simple Present with many mistakes.
Vocabulary	Use a lot of vocabulary from the environment seen in class.	Use vocabulary from the environment seen in class.	Use little vocabulary from the environment seen in class.	Lack of vocabulary from the environment seen in class.
Pronunciation	It's clearly understood what the student explains.	Usually it's understood what the student explains.	Sometimes it's understood what the student explains because of some mistakes.	Hardly it's understood what the student explains because of many mistakes.

Appendix E

Survey to diagnose students' motivation before the intervention.

Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**

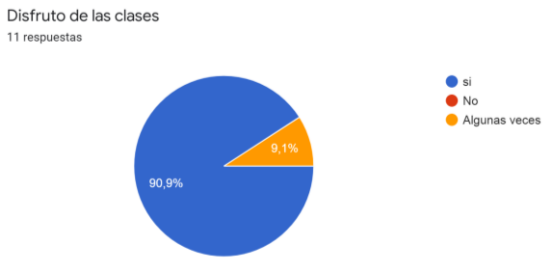
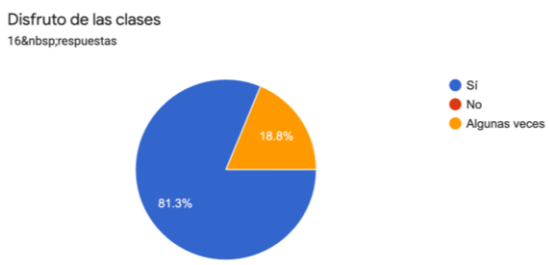

	

Figure 1. I enjoy English classes.	

Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**

Figure 2. In my free time, I look for English pages to reinforce what I have seen in class.

Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**

Figure 3. I set short-term goals to learn English.

Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**

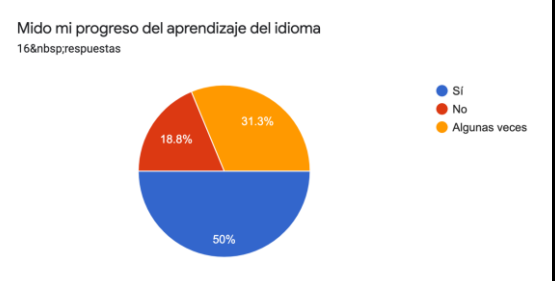


Figure 4. I measure my language learning progress.

Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**

Figure 5. I listen to music or watch videos in English on my own.

Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**

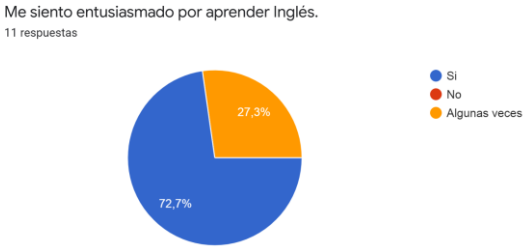
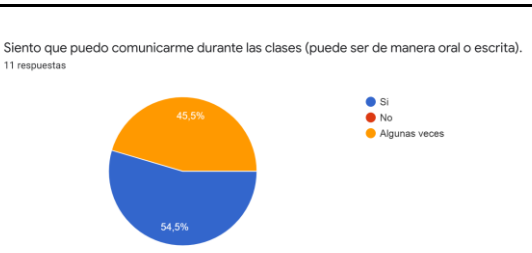


Figure 6. I am excited to learn English.

Semilla de la Esperanza Educational Institution	**José Ignacio Ospina Educational Institution**



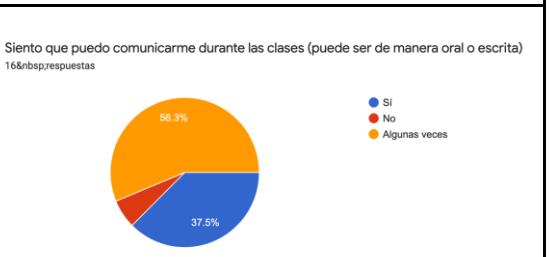


Figure 7. I feel that I can communicate during classes (can be oral or written).

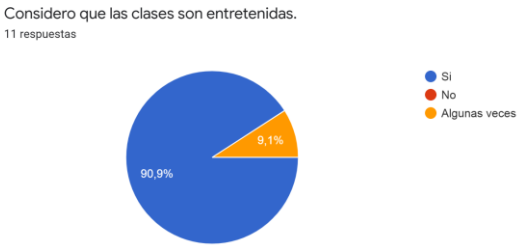
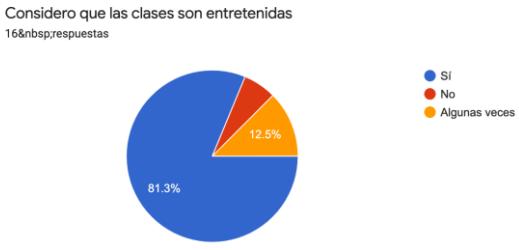
Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution
	

Figure 8. I find the classes to be entertaining.

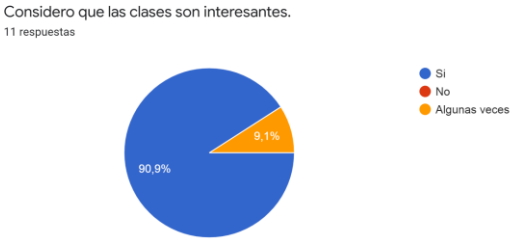
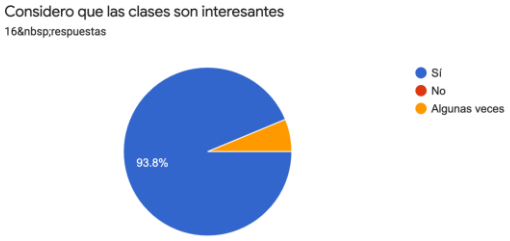
Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution
	

Figure 9. I find the classes interesting.

Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution

Figure 10. I can choose my tasks or activities.

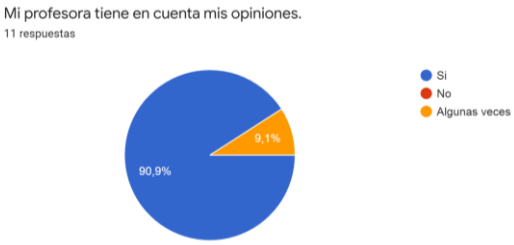
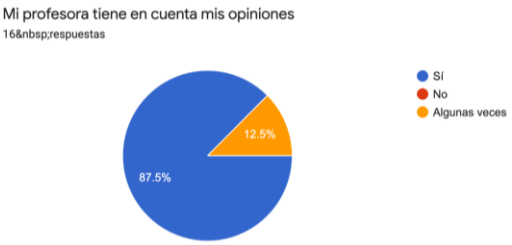
Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution
	

Figure 11. My teacher takes my opinions into account.

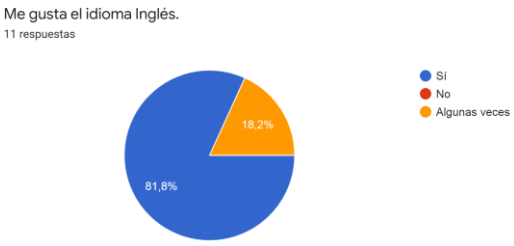
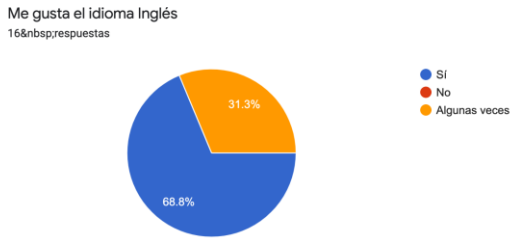
Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution
	

Figure 12. I like the English language.

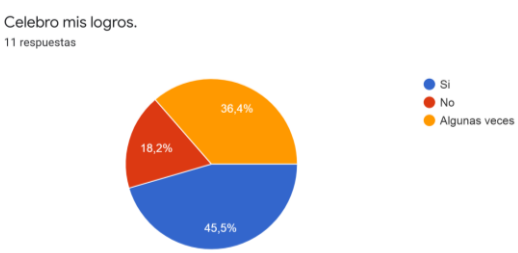
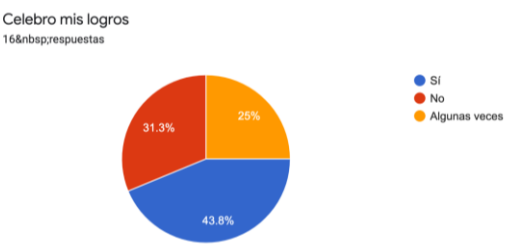
Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution
	

Figure 13. I celebrate my achievements.

Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution

Figure 14. I feel that my teacher values my effort.

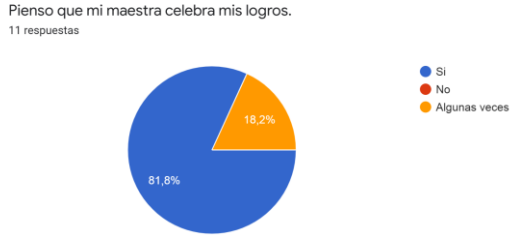
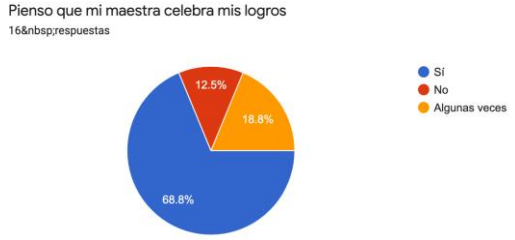
Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution
	

Figure 15. I think my teacher celebrates my achievements.

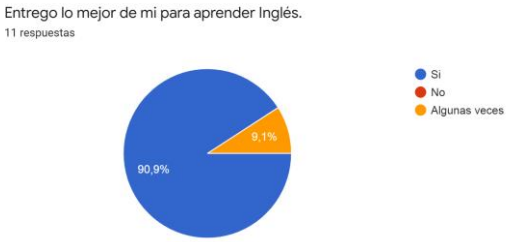
Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution
	

Figure 16. I give my best to learn English.

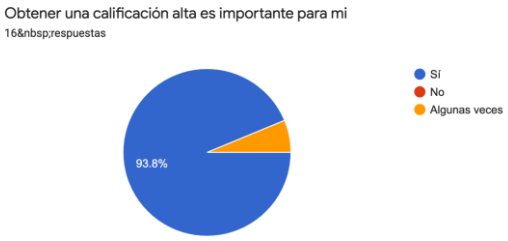
Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution
	

Figure 17. Getting a high score is important to me.

Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution

Figure 18. Learning English is difficult for me

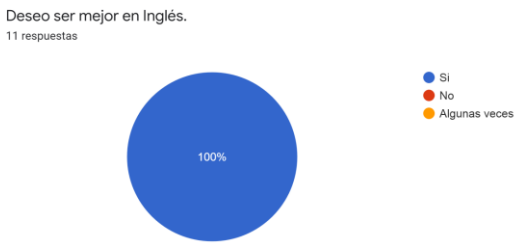
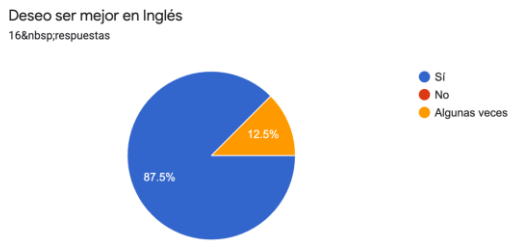
Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution
	

Figure 19. I want to be better at English.

Survey to diagnoses speaking and listening students' skills perception

Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**

Figure 20. I feel comfortable when I express myself in English orally

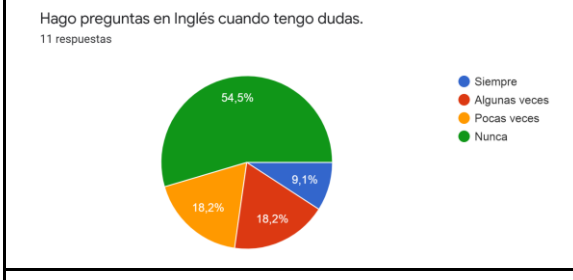
Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**

Figure 21. I dare to speak English to my classmates.

Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**

Figure 22. I dare to speak in English to my teacher

Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**



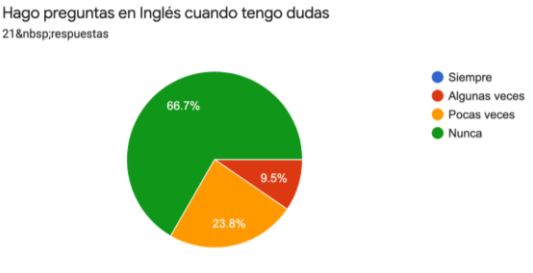


Figure 23. I ask questions in English when I have doubts.

Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**

Figure 24. I share what I think and feel in English during lessons.

Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution

Figure 25. I understand when the teacher speaks in English.

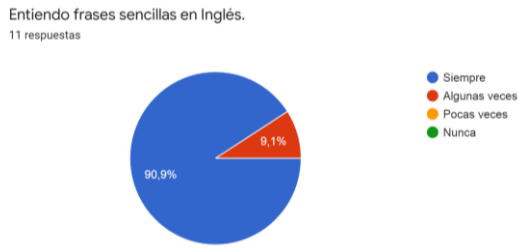
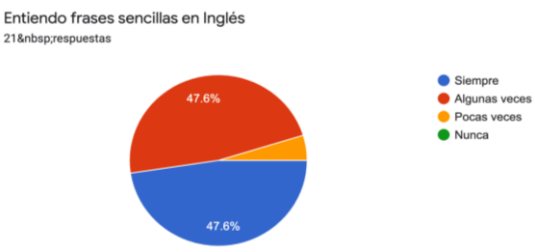
Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution
	

Figure 26. I understand simple sentences in English.

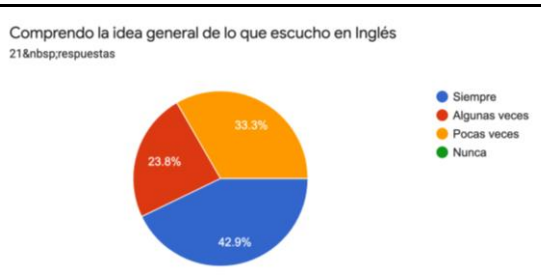
Semilla de la Esperanza Educational Institution	Jose Ignacio Ospina Educational Institution
	

Figure 27. I understand the general idea of what I hear in English.

Semilla de la Esperanza Educational Institution	**Jose Ignacio Ospina Educational Institution**

Figure 28. I recognise words when listening to English (audio, videos, songs, conversations, and so on).