

**COMMUNICATIVE COMPETENCE BOOST THROUGH NATURAL APPROACH
FOR BACK-TO-SCHOOL GRADERS.**

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Abstract

This pedagogical proposal seeks to boost communicative competence by using some of the principles of the natural approach, such as a CLT (Communicative Language Teaching) and TPR (Total Physical Response) methodological design based on a specific topic with a qualitative research approach. It is presented in the back-to-school sixth grade at *Liceo Femenino Mercedes Nariño* with 12 to 15-year-old female students. Likewise, the data collection was performed using several instruments, such as questionnaires, surveys, artifacts, field diaries, and an interview. Based on the information gathered and considering the basic standards of competence, there was evidence of some deficiencies in students' English performance where students do not feel encouraged to learn English and do not have the expected level for high school, issues commonly presented in the public education context in Colombia (MEN, 2006). Thus, this action-research study aims to describe to what extent a natural approach pedagogical proposal boosts students' communicative competence in the 602 back-to-school grade.

Keywords: Affective filter, communicative competence, comprehensible input, natural approach.

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Chapter I. Contextualization and approach of the issue

Characterization

This section presents a general overview of the context in which the proposal was developed. It includes a description of the local context of the chosen school where the intervention has been carried out and a description of the population as well. Likewise, it encompasses a brief description of cognitive and socio-affective features of the students.

Local context

The proposal emerges from an observation made in a public school called *Liceo Femenino Mercedes Nariño*, in Bogotá, Colombia. The institution is in the south of the city where a group of 209 neighborhoods are clustered as a specific part of the city called *Rafael Uribe Uribe Locality*. According to the socioeconomic division and its topographical location, they have been divided into three sectors: the far south sector, upper sector, and lower sector. First, the far south sector is shaped by invasion neighborhoods which were not planned and legalized at the beginning; there displaced people converged to settle without any regulation by the state. Next, the upper sector is formed by highly vulnerable neighborhoods located on the hills, most of them invasion neighborhoods, where displaced people built their houses and started living in precarious conditions. Finally, the lower part is characterized by being the most central among these because it is situated in flat areas near the downtown.

Bearing in mind the above, these neighborhoods appeared in an organized and legal way, where middle class people had the opportunity to settle. Historically, most of these neighborhoods have been expanded because of the migration of peasants to the city due to historical violence in Colombia in rural sectors. In that way, the victims of the armed conflict ran away to the city with no possessions to settle and look for better opportunities (Trujillo, 2013).

Likewise, a necessity to educate women victims of these conflicts was born, and the school emerged as an answer to this issue.

Considering the above, the studied school is one of the biggest schools of the locality, characterized by being a female school highly populated, and for its great capacity, sheltering students from all parts of the city. Therefore, it is evident that this one represents a great contribution to the community in educational terms, a fact that weaves with school goals.

Moreover, the school is a point of preference for many people in terms of educational training since it is a recognized public school. Besides, it is well located in the city, it is large and has a variety of open and green areas, promotes gender identity reinforcement, and it has been pointed out as an excellent educative facility by the media (LFMN, n.d).

School context

Regarding the ideals of the institution, its mission is to encourage comprehensive education of its students by promoting the values that favor the construction of their life project, aimed at transforming the contexts in which they interact. In addition, its vision is to be recognized globally for the quality of its service, the excellence of its graduates in mastering the knowledge necessary for society, and the command of foreign languages, English, and French, among others, by following, pedagogic, philosophical, and epistemological principles (LFMN, n.d).

First, regarding the epistemological principles, they emphasize that human beings are active agents whose actions are highly influenced by the internal representations or processes they have developed because of their previous experiences in their physical and social environment. Second, the pedagogic principles emphasize that the pedagogical act aims to promote freedom, equity, justice, respect, and solidarity, with each educational space struggling

for cultural development, respect for life, non-violence, and the recognition and exercise of alterity. Finally, they highlight in the philosophical principles that human beings manifest their thoughts and knowledge through their actions and are in a continuous process of change. All these principles are framed in the next values: honesty, freedom, responsibility, solidarity, and respect for life, beings, and environment (LFMN, n.d).

However, institution ideals are not the real school context. It was noticed, based on the observations and an interview (Appendix I & H), that most of the time students of the chosen population were not interested in studying. Moreover, they easily got distracted by other activities or situations. For instance, the teacher interviewed mentioned a persistent drug problem in the school, and the strong influence of social media networks such as Instagram, TikTok and Facebook. Furthermore, some students live more than one hour away from the school and may not live in a good and safe environment at home. Besides, considering the national context, and the school context, it was found a lack of interest in studying English due to the fact students do not use it in their daily life. This may be a national view, even if some of these descriptions were mainly found in the specific chosen grade, as the teacher mentioned (Appendix I), it is not just a local public education issue; some of these issues are present even in private education.

Students' context

The chosen population were children between 12 and 15 years old settled in a sixth-grade acceleration course. Considering an interview with the main teacher, an acceleration program, or better called back-to-school program, is a grade where below-average students are grouped from different grades to achieve the expected level they are supposed to have at school based on their ages and previous grades. In this course, there were sixth, seventh, and even eighth graders with a similar English performance but different ages and expected grades, which means students that

are in sixth grade, but they should be in seventh, eighth, ninth, or even tenth grade. Due to these considerations, it was necessary to explore the cognitive and socio-affective students' features. Moreover, it is important to notice that students' features might be a little different due to the program's nature.

To continue with the above, based on the data collected by using questionnaires, surveys, observations, and an interview some students' features have been elucidated. In cognitive terms, students are highly creative, though the classes did not always encourage this skill. It was evidenced that students enjoy creating new crafts and posters, also during the lessons they like drawing and coloring. They have good perception and memory; it was seen how students learn new English concepts easily into a specific session, and they rapidly make connections between the new words and its pronunciation. Nevertheless, they lack attention, and quickly get distracted by their classmates or their devices (Appendix H & G).

The students recognize and have basic knowledge of the norms, values, and customs of the cultural environment, although sometimes they do not show the expected school behavior. This issue can be seen under the light that usually students perceive the teachers as enemies as the head teacher mentioned once, and it was appreciated a few times when students were highly disrespectful with some teachers.

In emotional aspects, some students have certain deficiencies or gaps. The questionnaire revealed that many family cores lack a steady structure and vary from the common ideal as it is shown later. In this way, students may have low self-esteem, suffer lack of motivation or anxiety due to conditions at home. This is supported by Secretaria de Educación (2005), who states that teachers have generalized children's emotional aspects in this program such as the ones mentioned before. Besides, in the affective filter questionnaire (Appendix D), it was elucidated

that these generalized anxiety, low self-esteem, or lack of motivation may be consequence of having negative feelings due to this program such as discomfort, fear, nervousness since they have been somewhat excluded from the regular aula.

This program is focused on students that the school considers under the expected academic level for their grade, in that way it entails a kind of conditioning to failure. This is supported by a teacher interview (Appendix I), where he mentioned some of the challenges presented in this program, as well as by Secretaria de Educación (2005), where it is said that this program is addressed to students who are not adapted to the educational system for different reasons such as repetition or failure. In this way, as they were rejected from the ideal path of academic success, they might not feel encouraged to study English, since their main goal may just be to go back to their normal grades. Likewise, as some of them are more likely to experience negative feelings, they are somehow more vulnerable to be affected by some school issues mentioned in the school section, being drugs and alcohol one of the most evidenced throughout the intervened period.

Diagnosis

This section presents the results of the data collection instruments that were applied to obtain further information about the population. Therefore, it is important to point out the accomplishment of a pilot questionnaire in a similar population in the same context before applying all the instruments. The applied ones were an interview (Appendix I), several observations (Appendix G & H), and questionnaires (Appendix A, B & D). There were several concerns regarding the difficulties and the necessities students have due to the specific context they live in, and the program they are part of. Therefore, it was necessary to explore this in detail, accordingly some relevant aspects were found due to the instruments. Indeed, all the 602

grade students live approximately more than one hour away from school, and a few of them lack some basic services and goods such as water or electricity. In addition, most of them do not have the classic familiar pattern (mother, father, siblings, etc.), these 12 to 15 years old girls live with all different kinds of relatives or non-relatives. For instance, one 14-year-old girl lives with her husband, there is a 13-year-old girl who lives with her stepfather, and 50% of the students lack a father figure. There are more data that tell us about the precarious conditions some of these girls live in, which somewhat explicates why these girls are now conditioned to academic exclusion and failure (Appendix A).

In terms of English, most of the students do not commonly show interest in lessons and feel more engaged about grades than English itself, while some others do not even care about failing English subject or any (Appendix G & H). For the previous, it is possible to infer that most of the students do not like the way English is taught, and do not feel motivated to learn it. It was noticed they get easily distracted and are not usually excited about participating in class. Moreover, it was found that students did not like to study English at school (Appendix B) and that the overall English level of the course was low. Based on a questionnaire developed (Appendix E), on a scale from 1 to 10, from 18 students, the average of the class was 2.72 points. Nevertheless, most of them recognize English as an important matter, and they would like to learn it in the future (Appendix B). Furthermore, in relation to their process, many students affirm not to study English at home. Hence, many of them do not feel motivated or connected to the English lessons and the different activities developed.

Also, it was unraveled through the different instruments that students have big shortcomings in terms of basic communication. They still cannot properly communicate considering the communicative competence dimensions: discourse competence, strategic

competence, socio-linguistic competence, and grammatical competence (Canale & Swain, 1980). Thus, these dimensions concept can be connected to Saleh (2013) idea, where students are competent when they have a good understanding of linguistic, socio-linguistic, and socio-cultural aspects of language. This entails that there is a necessity of teaching English under the insight of these dimensions and ideas rather than keep struggling with grammar. Accordingly, they are not able to speak basic sentences in simple tenses, which is a necessary requirement to achieve the expected level A2, based on *The National Plan of Bilingualism*¹ which is related to the CEFR (Common European Framework of Reference for Languages) and to the school standards.

Then, referring to difficulties while studying English in the classroom, some of them have been identified. It is possible to point out the lack of technological gadgets and materials, elements that may be useful regarding English language acquisition. Additionally, back-to-school courses are not settled in the main school campus, indeed they are settled in a smaller campus which is a tiny building outside the main campus in the neighborhood. Subsequently, for students it is difficult to be responsible with supplies, guides, and other materials, they seldom get those materials to class. In that way, during the observation phase, the head teacher nearly always uses just the board during the lessons.

Also, due to the number of students and the fact that they get easily distracted, it is complex for the teacher to organize them in the short time of each lesson. Most of the observed lessons lasted between 45 and 50 minutes, which is not enough time to achieve the expected English level with the methodology used, as lessons usually focus on exploring the literal translation of some basic words or concepts such as pronouns, numbers, and so on (Appendix G).

¹ It is a project implemented by the Ministry of National Education to improve the quality of educational English policy at the basic, intermediate, and higher levels

Besides, there are several situations that may affect the regular development of the lesson such as school events, or unpredicted accidents such as fainting, fights or students' disruptions.

Additionally, due to the social context of the students, the remoteness, and different issues at home, it is highly common for students to skip school and lack motivation. Therefore, regular practices such as the inconsistency in teaching the same grammatical topic such as the "verb to be" throughout one whole year might cause boredom, fatigue, stagnation, or laziness. Students just cannot be encouraged to learn a new language when they feel they do not advance in topics and complexity, in this way, it is understandable why in several cases students do not feel motivated.

In terms of technological deficiency, students should have more tools and devices to experience English, elements that would be beneficial. In fact, the use of a player as an output, or a portable device just such as a video beam would improve possibilities in teaching. Solanki & Shyamleel (2012) elucidated a great discussion about technology in English classrooms, they stated that even though if the use of technology should not monopolize the classroom, it is essential to recognize the several advantages of its use in improving motivation. In the end, the main necessity is to learn English effectively in an encouraging way through different meaningful methodologies instead of the classic ways that have kept them studying basic concepts until this stage, concepts that they still not really understand.

Regarding students' necessities, it is important to understand their emotions and how they connect with the English class and language. As mentioned before, there is a lack of motivation, more technological devices are needed, and it is necessary to achieve contextualized English interaction in the process. Therefore, it is imperative to provide a classroom where students can feel slightly motivated or less anxious when interacting.

Statement of the problem

In this excerpt is going to be presented the problem, which was determined bearing in mind the 602 back-to-school observation at *Liceo Femenino Mercedes Nariño*.

As it was mentioned, Colombia has the National Plan of Bilingualism, from now NPB (National Plan of Bilingualism), which was created to stimulate the development not just of the native, creole and indigenous languages but also the learning of foreign languages (MEN, 2006). However, even if there is a bilingualism plan, teachers still focus on developing theoretical perspectives of English grammar, linguistics, traditional and decontextualized approaches to EFL teaching (Clavijo, 2016). Moreover, the NPB establishes some parameters such as teaching and encouraging communication, elements established in the basic standards of competences or BSCE (Basic Standards of Competences in English). Indeed, the standards suggest that carrying out different activities to enhance a communicative environment and conversation is necessary (MEN, 2006). Nonetheless, in most of the schools it does not fit due to the local context, which means forty to fifty students per classroom, or teachers with several courses and more than one job -which was the teacher's situation. Therefore, teachers keep maintaining traditional methods such as focusing on teaching grammar and literal translation on the board as it requires less preparation. In this manner, Clavijo states (2016) that there exists a lack of innovative creative procedures while teachers do not consider the children's diverse cultural and socioeconomic needs and literacies. Thus, proposing new methods, procedures, or ways to approach English teaching in schools is necessary. However, there still exist many limitations for teachers to change these procedures.

Based on what happens in the national educational context, the situation is not different in the back-to-school program. Having reviewed the surveys and the interview (Appendix A, B

& I). It was observed that the chosen context may be part of this national concern. As it was revealed previously in the needs and difficulties of students, the procedures of teaching are mainly focused on grammar, with a lack of innovative creative procedures, which means, different teaching methods, procedures and, creative and engaging instructional materials as well. Moreover, students in back-to-school courses are almost always from different cultural and social contexts that entail obstacles in studying, such as the distance to the school or the socioeconomic and familiar context. Therefore, there should be more specific procedures for these specific kinds of classrooms.

This is not just about creating innovative procedures; it is about changing the students' mindset. As it was mentioned earlier, with this traditional method completely disconnected from reality, students just focus on the result, as teachers do as well. In this way, based on Perrenoud's (2001) outlook, "when just the result counts, the means needed to get it are "good," unless one is caught" (p. 26). Moreover, this issue just stomps in the back-to-school program, where students are just systematically pigeonholed to failure, as they are expected to turn back to the regular program, which means they have failed and are in the wrong one. Thus, it appears to be a necessity to get results anyway, but when they do not get these results due to the reasons already explained, their self-image gets immediately affected. In addition, Perrenoud (2001) established that when attributing systematically the failure to the students, teachers commit linguistic abuse, so students automatically get conditioned to failure in their process. In this school context, students have already failed, and no student can just take away the value of the judgment made against her. Thus, the consequences affect the students' daily life, their self-image, their autonomy and their relationships with teachers and parents (Perrenoud, 2001).

In this way, traditional grammar teaching and decontextualized procedures do not help to

lower the students' affective filter, which means little motivation and high anxiety (Krashen, 1982). Additionally, in this context of the back-to-school program, students can experience low self-confidence and self-esteem, which can not only increase their affective filter but also can profoundly impact students' self-image (Secretaria de Educación, 2005). Furthermore, Cárdenas (2006) mentioned, that the educational system is obsessed with showing results, paying attention to the results, rather than the process itself. Therefore, it may be inferred that teachers keep focusing on grammar because it gives quick observable results, but in the long run students are not acquiring the language, they are scarcely learning it. In fact, Perrenoud (2001) mentioned the implications of focusing just on the result, where students do not care about learning but about doing whatever necessary to get those results. Which is the same that happens with back-to-school students, they are still being taught with grammar methods instead of providing real communicative situations to acquire the language naturally. Therefore, they are just focusing on getting results instead of learning, results which would take them back to the regular classroom, and it must be somewhat changed. In this way, the intervention intends to elucidate to what extent a natural approach pedagogical proposal boosts communicative competence in the 602 back-to-school grade from *El Liceo Femenino Mercedes Nariño*.

To summarize, despite having several initiatives by the Colombian government such as the PNB or other ones not that known just like the PSDCFL (Program to Strengthen the Development of Competence in a Foreign Language), and NEP (National English Plan), bilingual education is not a reality yet in the country, this phenomenon is way more evident in public education, and especially tough in the back-to-school program. As it has been related, this situation may be a consequence of the historical national context the country has experienced in public education; lots of students per teacher, lots of courses, and no worthless salaries for

teachers, therefore some of them are forced to have two jobs or more. In this way, education has been shaped in a traditional and strict way, where teachers focus on results and practicality rather than students' improvement process. Accordingly, English classes have been particularly affected by the excessive grammar teaching in decontextualized ways. Under this premise, it is a duty for researchers to review, analyze, and transform the way English is taught in Colombia, as it was suggested by Clavijo (2016) through innovative pedagogical proposals. However, it is not an easy duty which lies upon researchers, teachers, schools, and the government.

Rationale of the proposal

It is evident that Colombia struggles with teaching English even if there is a PNB, which is not in fact the unique government initiative to enhance English. For instance, there have been more programs such as the PSDCFL, or the NEP (MEN, 2015). Although, there exists awareness of the issue, students may not achieve the expected level in Colombia considering the BSCE. If there are difficulties in the national context, there are more in the back-to-school program, of a non-bilingual school such as *El Liceo Femenino Mercedes Nariño*, as explained below.

Due to the specific context of back-to-school courses, these issues, such as the lack of different teaching methods or the low English proficiency in students may be more complex; based on the national scene already discussed, the interview and the diagnosis (Appendix B & I). For instance, as it was mentioned, back-to-school courses are not in the main campus of the school which may be a manner of segregation, and since students are there due to repetition or failure, there may be a higher rate of anxiety, lack of motivation or self-confidence. In this manner, it becomes necessary to implement different procedures that keep students away from being stuck in low proficiency and isolation. Even the MEN established (2006) that it is the duty of every educational institution to ensure its curriculum includes strategies that help students to

achieve the development of the English proficiency required. Thus, it is not just about starting to try different things, but also about the necessity and the duty that every school has to the government with students.

Considering the above, an action-research proposal based on the natural approach with a topic that lowers the affective filter appears as a suitable opportunity to help students to achieve English acquisition or English communicative competence, concepts that will be developed further. Considering the literature reviewed, it was shown that methodologies based on principles from natural approach such as the affective filter hypothesis and comprehensible input are commonly effective in acquiring English. Although, the literature review also suggested gaps in terms of knowing the effectiveness of using movies to teach English. “It showed Shrek as a tool to teach English and enhance students’ motivation if they affirm being interested in it” (Angel, 2019, p. 62). Furthermore, due to the nature of the back-to-school program where students are not in the “regular” path of instruction, and where they somewhat can face negative feelings such as anxiety due to school failure, Shrek appears as a symbol of self-esteem and resilience, because he is not accepted as “normal” in the context he lives. However, he does not care about it, and he is happy with what he has, he continues improving and fighting against adversity proud of what he is. In this way, these elements found in Shrek may be pertinent in the context of this program. Finally, it is important to mention that it should not be necessarily Shrek, or a movie, the idea in this proposal is to offer students an enjoyable topic that allows them to feel comfortable and connected.

Research question

- To what extent does a natural approach pedagogical proposal boost communicative competence in the 602 back-to-school course at *Liceo Femenino Mercedes Nariño*?

Objectives

General Objective

- To describe to what extent a natural approach pedagogical proposal boosts communicative competence in the 602 back-to-school grade at *Liceo Femenino Mercedes Nariño*.

Specific Objectives

- To identify CLT principle's influence on students' communicative competence.
- To explore CLT principle's impact on students' affective filter.
- To illustrate the positive impact of comprehensible input on students' English acquisition.

Chapter II. Literature review and theoretical framework

This section presents a literature review which includes six undergraduate and master's degree studies, and research articles that introduce several connections with the natural approach, and movies such as Shrek in an EFL classroom. The piece of research includes studies from Universidad Pedagógica Nacional, Colombia, and other institutions in other countries. These studies support the proposal's development and structure.

Literature review

The first relevant study to this proposal is a qualitative study titled *pedagogical tasks in the improvement of oral interaction* by Meneses (2016) from Universidad Pedagógica Nacional. The research was carried out with kids from 7 to 9 years old by using data collection instruments both qualitative and quantitative. The researcher explored the impact of using pedagogical tasks in an EFL classroom to promote oral interaction. The result of this research confirmed that students had an improvement in the target language by using the foreign language as a source of interaction. Additionally, the methodology was supported by some of Krashen's (1982) concepts connected to the natural approach such as comprehensible input, and the input hypothesis. The study supports the idea that interaction is a relevant aspect to consider when teaching English, and how the use of different tasks or methodologies can enhance the acquiring process.

The second significant study to this proposal is qualitative research titled *the implementation of adequate instructional materials to attain motivation and develop meaningful learning in secondary students of Bogotá D.C.* by Valencia (2016) from Universidad Distrital Francisco José de Caldas. The research intended to promote language acquisition through instructional materials that could motivate students. The focused population were students in sixth, eighth, and tenth grade, and the use of instruments was carried out following the grounded theory. The results showed that

the usage of instructional motivating materials allows activating the language acquisition device while decreasing the affective filter of the input for learners. This research conducted and designed instructional material based on natural approach principles for the students in high school context just as the present proposal.

The third important study to this proposal is titled *instructional materials of English vocabulary based on the natural approach for fourth grade Students of SD negeri II sumberejo, klaten* by Nicken (2011) from Sanata Dharma University. This is a qualitative proposal carried out in fourth grade elementary school, by conducting surveys, and designing instructional material, all of these in accordance with the natural approach. The study concluded that English instructional material designed based on natural approach is suitable, and it is recommended to reduce anxiety and enhance motivation. Therefore, this study is relevant to the present proposal because it focused on the use of natural approach to enhance English acquisition with specific designed material. As a variation to this proposal, the use of a specific topic such as Shrek was added as it seems beneficial for the back-to-school graders.

The fourth relevant study to this proposal is the article *second language acquisition: Krashen's monitor model and the natural approach* by Hajimia, Sarjit & Mariamdarani (2020) published in the International Journal of Social Sciences. The research was carried out in an EFL classroom as a qualitative proposal and students were exposed to different stages of the natural approach. The results showed a development in terms of acquiring English through the different stages. Finally, it was concluded that natural approach guides teachers to produce an effective teaching and acquisition environment of the second language. This study is important to the present proposal because it shows the benefits of the natural approach in teaching and acquiring a second language.

The fifth useful research to this proposal is *the effectiveness of using movies in EFL classroom - a study conducted at southeast European university* by Ismaili (2013) from Southeast European University. The participants of this qualitative study were SEEU undergraduate students, and the data was collected by using questionnaires and quizzes. The findings in this research showed that movies have a positive effect on students' language acquisition process, advantages such as an improvement in listening skills and fluency, and it was evidenced that students enjoyed the experience. In this way, using Shrek as a topic and some of its scenes may be used as a tool to reduce the affective filter and motivate students in their English acquisition process.

Finally, the sixth study to this proposal is qualitative research called *implementing a pedagogical improvement proposal on listening skill through the support of audiovisual material and cooperative learning: watching the film Shrek as a helping audiovisual tool to teach Adjectives and descriptions on 2nd year students of compulsory secondary education* by Ángel (2019) from Jaume I University. This research was carried out in two classrooms of the 2nd of CSE from the public center "El Caminàs" of Castelló de la Plana. The instruments used were observation checklist and surveys, while the methodology was focused on cooperative work and collaborative learning. The results allowed it to infer that almost all the participants felt comfortable working in groups and cooperatively with their classmates, but it is suggested further research into the use of movies in the classroom. Subsequently, this research settled the bases about how to use Shrek as a topic in an EFL classroom considering the affective filter, the comprehensible input, and cooperative methodologies.

Finally, all the studies presented were considered pertinent to this proposal due to different elements that may appear suitable for the specific context where it was conducted. In fact, they explored the use of instructional material in teaching English, natural approach, and

some of its principles there appeared relevant issues such as motivation and anxiety in English classrooms. In this way, the present study intends to connect these elements within the aim to enhance communicative competence in 602 back-to-school graders through the instructional material design based on natural approach principles and focused on Shrek as a specific topic to carry out the project.

Theoretical framework

In this excerpt of the proposal, the theoretical concepts are presented. These constructs are communicative competence, natural approach, affective filter, and comprehensible input.

Communicative competence

Communicative competence is a term that was first introduced by linguist Dell Hymes (1972) in his book "On Communicative Competence". In this book, Hymes made the case that speaking a language well requires more than just knowing its grammar and vocabulary rules. He suggested that communicative competence was a more expansive notion that encompassed not just linguistic knowledge but also awareness of the social and cultural norms that regulate language usage, as well as the capacity to use language effectively in various contexts and situations (Hymes, 1972).

The concept of communicative competence, introduced by Hymes (1972), has become increasingly significant in linguistics, and has influenced both language instruction and assessment. Nowadays, it is widely acknowledged that communicative competence entails the ability to use language effectively in various social and cultural situations, while taking into consideration factors like the audience, purpose, and cultural norms. In this regard, the proposal aims to enhance students' communicative competence by enabling them to produce natural and context-appropriate simple sentences, rather than simply reading translations of decontextualized

sentences.

Canale & Swain (1980) proposed four dimensions of communicative competence, which are built upon Hymes' framework, and that were considered in the methodology and activity design of the present proposal. The four dimensions are described below:

(1) Grammatical competence: This dimension is like Hymes' linguistic competence and refers to the ability to use the rules of grammar and syntax to produce accurate and meaningful language.

(2) Sociolinguistic knowledge: This aspect of communicative competence is like Hymes' sociolinguistic competence and encompasses the ability to use language appropriately in diverse social and cultural situations. It involves considering social norms, values, and expectations of language users.

(3) Discourse skills: This dimension of communicative competence is comparable to Hymes' discourse competence and concerns the ability to produce and comprehend extended stretches of language, such as conversations, narratives, and arguments. It also entails utilizing discourse markers, such as intonation and stress, to effectively convey meaning.

(4) Strategic competence: This dimension is like Hymes' strategic competence and refers to the ability to use various communication strategies to compensate for communication breakdowns and to achieve communicative goals in different situations. These strategies can include circumlocution, paraphrasing, and clarification requests, as well as nonverbal cues such as facial expressions and gestures. (p. 29)

Canale & Swain's (1980) model of communicative competence emphasizes the interactive and dynamic nature of language use, highlighting the importance of context,

negotiation, and adaptation in successful communication, concerns Hymes settled as well, just emphasizing in avoiding grammar and rules. In addition, analyzing a different vision of this concept, Kramsch (1998) showed the significance of communicative competence in foreign language teaching. She argued that communicative competence encompasses not only linguistic knowledge, but also the ability to use language in diverse cultural contexts. Kramsch (1998) suggested that communicative competence involves social, cultural, and discursive skills, and that learners must be exposed to meaningful and authentic communicative situations to develop such skills. In this regard, Kramsch (1998) believed that interacting with native speakers and comprehending cultural and discursive conventions is crucial for learners to become communicatively competent in foreign languages.

Therefore, for the purpose of this research, communicative competence is understood bearing in mind the four dimensions mentioned before (Canale & Swain's, 1980). Furthermore, under the idea that learners must be exposed to contextualized English communicative and meaningful situations to really acquire English language. In this way, students are supposed to produce simple sentences looking for effective communication, they must struggle with language, but it must be natural production rather than reading and translating.

In summary, communicative competence, introduced by Dell Hymes (1972), encompasses more than just linguistic knowledge; it also involves understanding of social and cultural norms in language usage. Canale & Swain (1980) expanded on Hymes' framework, identifying four dimensions of communicative competence: grammatical competence, sociolinguistic knowledge, discourse skills, and strategic competence. This model highlights the dynamic and interactive nature of communication, emphasizing the importance of context and adaptation. Claire Kramsch (1998) emphasized the significance of communicative competence in

foreign language teaching, stressing the importance of social, cultural, and discursive skills. This research adopts Canale and Swain's dimensions and emphasizes natural language production for effective communication. The natural approach as proposed by Tracy Terrell and influenced by Stephen Krashen aligns with communicative competence scheme by focusing on acquiring language naturally through exposure and comprehensible input. This approach aims to help students to produce language in a natural and contextualized manner, even if they do not understand all the rules, they are expected to talk and listen to real English interactions.

Natural approach

Natural approach is a new philosophy of language teaching which was proposed by Tracy Terrell and appeared because of his efforts to contribute to applied linguistics. The approach flourished after Stephen Krashen and Terrell's contributions to use the natural approach in language classrooms (Toprak, 2019). This approach is normally mistaken for the natural method; however, it is important to point out that they are not precisely the same. Indeed, Richards and Rodgers (2000) conceded that due to the relationship of these concepts, some authors have assumed them as synonyms. Nevertheless, there are important differences between natural approach and natural method. In fact, while the natural method, or also known as direct method, focuses on direct repetition, teacher monologues, and formal questions and answers rather than production of language target sentences, natural approach focuses on the exposure to the language, on providing a comprehensible input and acquiring the language naturally before producing it (Richards & Rodgers, 2000). Hence, the natural approach fits better in this proposal under the insight that communicative competence is an ability that might developed while receiving input and practicing interactions in the target language with a particular purpose.

Krashen and Terrell (1983) settled the approach under the idea that learners should

acquire the language as they acquire their first, instead of learning it, which means “knowing the rules” of the target language. In this way, this proposal focuses on giving students the necessary comprehensible input to acquire the language in a natural and contextualized way. Then, students may be able to use the vocabulary they have acquired in contextualized communicative situations to create short sentences, even if they do not know the rules of the target language.

According to Krashen (1982) natural approach has five main principles which are relevant to understanding the second language acquisition theory. The first three, the acquisition-learning distinction, the natural order hypothesis, and the monitor hypothesis, are not essential to this proposal. Conversely, the fourth hypothesis, the input hypothesis, which may be the single most important concept in second language acquisition theory in recent years, and the fifth hypothesis, the concept of the affective filter, which regards affective variables related to the process of second language acquisition, are essential to this proposal.

The other three hypotheses (acquisition-learning distinction, natural order hypothesis, and monitor hypothesis) are also important in Krashen's theory, but they tend to be less relevant in a practical language teaching context and do not directly focus on the process of acquiring communicative competence. Therefore, these two key hypotheses, the input hypothesis, and the affective filter hypothesis, provide a solid foundation for designing effective language teaching approaches that promote understanding, natural communication, and a positive learning environment (Krashen, 1982). Accordingly, just input hypothesis and affective filter hypothesis have been considered in this research.

In summary, natural approach was introduced by Tracy Terrell and further developed with the contributions of Stephen Krashen, distinguishes itself from the natural method by prioritizing language exposure and the acquisition of language through comprehensible input

rather than repetition and grammar learning. This approach aligns well with the proposal's emphasis on boosting communicative competence and natural language production. Krashen and Terrell (1983) advocate for acquiring a language in a manner like one's first language, focusing on comprehensible input. Of the five main principles proposed by Krashen in his second language acquisition theory, the acquisition-learning distinction, natural order hypothesis, and monitor hypothesis are less relevant to this proposal. However, the input hypothesis, which stresses the importance of comprehensible input, and the affective filter hypothesis, concerning emotional factors in language acquisition, are integral to the proposal's framework. Besides, to this proposal focused on teaching within a natural approach environment were integrated CLT (Communicative Language Teaching) and TPR (Total Physical Response) methodologies to be applied in the activities instructional design.

Input hypothesis; comprehensible input

Based on Krashen input hypothesis (1982), which seeks to elucidate some issues regarding the acquiring languages process, learners acquire vocabulary best through comprehensible input. This hypothesis settled that to acquire the best a target language, the input should be vaguely above their current level of competence, so students should understand to some degree the input they are exposed to (Krashen, 1982).

Regarding the present proposal, comprehensible input appears as a suitable alternative to be applied in English teaching. Thus, students may acquire the language in a natural and contextualized way, which can reduce the anxiety environment of a regular known EFL class at school and increase motivation among students. Although it is evident that the Shrek dialogs are highly above the current students' level of proficiency, the material and the class methodology applied in this research were adapted and supported by the TPR and CLT methodologies under

the natural approach principles. Accordingly, Shrek appeared in this proposal as the main topic of the activities which may contribute to contextualizing the concepts and topics, and it might be useful to lower students' affective filter during EFL lessons.

After all, according to Krashen's input hypothesis, learners acquire vocabulary best when exposed to comprehensible input that is slightly above their current level of competence. In the context of the proposed English teaching approach, using comprehensible input, can facilitate natural and contextualized language acquisition, reducing anxiety and enhancing student motivation. Despite the complexity of dialogs, it aligns with the principles of the natural approach and serves as a valuable tool for contextualizing language concepts and topics while lowering students' affective filter during EFL classes, as it was performed with back-to-school graders.

The affective filter hypothesis

Finally, the last concept of this theoretical framework is the affective filter hypothesis which establishes the affective filter concept by Stephen Krashen (1982). This hypothesis states how affective factors are involved in language acquisition process and were settled in three different categories:

- (1) Motivation: Performers with high motivation generally do better in second language acquisition (usually, but not always, "integrative").
- (2) Self-confidence: Performers with self-confidence and a good self-image tend to do better in second language acquisition.
- (3) Anxiety: Low anxiety appears to be favorable to second language acquisition, whether personal or classroom anxiety. (p. 31)

Likewise, Krashen states (1982) that attitudinal factors, such as high self-confidence,

motivation, and low anxiety, are highly related to acquisition and not learning, then students with a strong affective filter can understand the message, but the input will not reach. Thus, this proposal intends to lower students' affective filter through CLT and TPR methodologies with the topic Shrek. Besides, due to the context of the back-to-school program, and the perceived segregation, Shrek may be a suitable emancipatory opportunity to lower the affective filter in relation to the students' self-image due to the nature of its plot. Additionally, the film as a fairy tale comedy may help to reduce anxiety, and to raise motivation, while students connect the characters and situations to the different activities designed in the methodology. Therefore, communicative competence boost would be developed in a contextualized and beneficial manner.

To conclude, the affective filter is a key concept in this theoretical framework, is central to Stephen Krashen's affective filter hypothesis. It encompasses three categories: motivation, self-confidence, and anxiety, all of which are linked to language acquisition (Krashen, 1982). Likewise, attitudinal factors are particularly relevant for acquisition, as they affect how students can understand the message. The proposal aims to reduce the affective filter among the selected population using the Shrek topic, which, given the context of the back-to-school program, may serve as an emancipatory tool to enhance students' self-image. The film's nature as a fairy tale comedy may also decrease anxiety and boost motivation, as students connect with the characters and activities in the methodology, ultimately contextualizing and improving communicative competence.

Chapter III. Research design

The current chapter presents upon the research methodology applied, encompassing the research paradigm and the research type. Additionally, this section elucidates the data collection methods and procedures utilized.

Research paradigm

The research paradigm is qualitative, based on Denzin & Lincoln (2005):

Qualitative research involves the studied use and collection of a variety of empirical materials—case study, personal experience, introspection, life story, interview, artifacts, and cultural texts and productions, along with observational, historical, interactional, and visual texts—that describe routine and problematic moments and meanings in individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected interpretive practices, hoping always to get a better understanding of the subject matter at hand. (p.43)

In addition, Denzin & Lincoln (2005) mentioned that “qualitative research is an inquiry project, but it is also a moral, allegorical... the avowed humanistic and social justice commitment to study the social world from the perspective of the interacting individual” (p. 21). It indicates that, qualitative research is focused on exploring and understanding the complex social phenomena of human experience in this context. Moreover, it is also suggested that qualitative research requires a commitment to understanding the subjective experiences and perspectives of research participants, seeking an understanding of the nuances and complexities of context, and meaning instead of simply measuring or quantifying them. Considering the qualitative paradigm, it is important to design a structured and rigorous research in which it is possible to delve into participants experiences and insights to interpret what is seen in their space

and what is perceived from their interactions. Thus, qualitative research based on these insights seems suitable for the context of the chosen population.

Type of research

This project is undertaken behind the action research type based on McNiff (2002) definition:

Action research is a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (p, 23).

Considering the above, teaching in a public school in Colombia may entail facing numerous challenges such as limited resources, large class sizes, and societal inequality that may affect the studying experience, as it has been seen in the chosen school. To deal with these challenges, action research appears as a tool for self-reflection and improvement. It allows teachers to critically examine their own practices, to achieve a better understanding of the challenges faced by their students and develop more effective strategies to support their process, as this proposal intends. Moreover, action research can motivate teachers to start influencing the educational system by sharing their findings and insights with other teachers and researchers, and permeating their context and surroundings with significant changes that improve the education system.

Therefore, the present study is qualitative action research, a process which entails a continuous quest about teaching and practices. Action research is presented as a methodology focused on educational change built, since and for praxis. Thus, it demands the learners' participation in their process, whereas the group participates in a collaborative way through the

different activities. Finally, it is configured by different stages such as planning, action, observation, and reflection (Bausela, 2004). These steps were carried out by using different instruments such as diaries, an interview, questionnaires, and surveys, to collect, organize and analyze data.

Data collection instruments and procedures

This segment presents the data collection instruments and procedures focused on unveiling deep features of the population, the context they live in, and the effectiveness of the proposal. Moreover, the instruments were applied before, during and after applying the proposal.

This research uses several methods for gathering information, including reviewing documents, taking field notes, carrying out questionnaires, surveys, conducting interviews, and analyzing artifacts. By using these instruments, language problems and the needs related to the development of communicative competence in an EFL classroom and the difficulties and necessities of the context where students lived were identified. Likewise, the study also includes observations of the students to analyze their language proficiency, cognitive, and socio-affective features, and the improvement they showed through the proposal. The relevance of these methods is supported under the idea that they provide accurate and relevant information that can support the research findings and claims.

Field diary

This instrument assists researchers in collecting pertinent data regarding students' experiences while acquiring a second language in the classroom during and after the lesson. It covers areas such as interactions, confidence, participation, concerns, and both positive and negative responses. Moreover, this instrument is highly used with field notes, they allow the researcher to gather information during the lesson. According to McNiff (2002), it is suggested

to take notes of what is happening during the implementation of the classes, as important instances of critical incidents, and document significant aspects of the action. Thus, for the current study, field notes are utilized to guide the researcher in identifying classroom experiences, highlighting issues, and examining responses to specific teaching methodologies, notes that later will appear in the field diary.

In this way, the field diary was used in this research to gather information about the environment students live in, with the purpose of using this data to design a lesson plan considering the population and the space and to analyze the behaviors students had during the whole application. It was carried out at the beginning of the project during the observation phase, but also in every lesson designed and applied.

Questionnaires

The questionnaire is an instrument to obtain information or answers to research questions. Also, this tool employs direct and indirect questions to gather data from the research population (Gillham, 2007). In this study, questionnaires are utilized to comprehend what kind of activities and experiences may be motivating for students. Moreover, it pretends to identify what factors are relevant in foreign language acquisition, so the questionnaire aids to diagnose students' context and English level and gather data on their responses towards English.

Therefore, the questionnaires were important in this research because they allowed to gather data about students' performance in English classes, and some data about students' feelings and experiences about their English interaction experiences.

Survey

Regarding surveys, based on Barton et al. (2016), surveys are defined as a research method that involves collecting data about attitudes, beliefs, behaviors, and other variables from

a sample population and are often used in education to gather information about students, teachers, and specific groups. Moreover, surveys can also be used to evaluate programs and interventions, explore needs, and identify areas that may need improvement; they are a suitable tool to collect large amounts of data quickly and efficiently.

Thus, to this research, surveys were used to gather information about the cognitive, socio-affective, and contextual features that may be relevant to the language acquisition experience process.

Semi-structured interview

A semi-structured interview is a flexible qualitative research method using open-ended questions which are flexible but accurate enough to gather the expected answers. This kind of interview is commonly useful in educational research because it can help researchers to gain deep understanding about the population, such as perspectives, experiences, attitudes towards the studied phenomena and helps to develop a deeper understanding of complex educational issues (Merriam & Tisdell, 2016).

In this way, the interview is a tool in this research to gather information not just about the strengths and weaknesses of students but also about common challenges and situations present in the Colombian public educational system. It was carried out to the head teacher to get more information about the population, the pedagogical duties, the context, and the challenges found in this back-to-school program.

Artifacts

Artifacts usually refer to the significant outcomes such as activities, workshops or recordings delivered by students that researchers obtain in their research. Artifacts also refers to tangible products or documented records that students create or use during their acquisition

process, such as projects, essays, portfolios, or any evidence that allows for the assessment of their performance and an understanding of their educational progress (Müller & Olbrich, 2011). In this way, the acquisition process was assessed for most of the activities, allowing the collection of data that facilitates an overall analysis of the participants' progress through the research project.

Thus, the artifacts were thought to collect data about students' progress in English language acquisition, this information is useful to analyze and to notice the impact the application had on the students. The artifacts were gathered every lesson along with the tasks students delivered to the teacher during the lesson for 8 weeks in total.

Chapter IV. Pedagogical proposal

This chapter encompasses the fundamental pillars that underpin this pedagogical proposal. These concepts encompass the curricular vision, the vision of language, the vision of acquisition, and the vision of the classroom. Additionally, the chapter will delve into the aspects of instructional design that are supported under the CLT and TPR parameters.

Curricular vision

In this project, the vision of the curriculum is supported by the natural approach insights mentioned by Krashen & Terrell (1983). Thus, the curriculum expects students to go through the different four phases described in the forward about English acquisition by using different strategies such as lectures, discussions, hands-on activities, group projects, and more. Throughout these strategies, students are exposed to the English language, taking into consideration the natural approach principles such as the comprehensible input and the affective filter.

According to Krashen & Terrell (1983), the natural approach curriculum should focus on providing students with authentic communication experiences in the target language. Thus, it entails using communicative activities, such as role plays, discussions, and practical tasks, which allow students to use the language in a contextualized and meaningful way. Moreover, the Natural Approach is divided into four stages for the authors:

- (1) Preproduction (listening and gestures)
- (2) Early production (short phrases)
- (3) Speech emergence (long phrases and sentences)
- (4) Intermediate fluency (conversation).

Hence, these phases were a deeply consistent element to take into consideration while

creating the proposal, and due to the time constraints the proposal had to be developed, it was thought to only include the first two stages of the natural approach.

Vision of language

As explained in the theoretical framework, the natural approach focuses on contextualized and meaningful communication. Indeed, based on Krashen & Terrell (1983), “acquisition can take place only when people understand messages” (p. 19). According to this approach, language is perceived as a medium for communication and understanding, and it emphasizes the importance of providing students with a comprehensible exposure to the target language. Likewise, the authors argue that students naturally acquire language as they are exposed to it in meaningful situations. Hence, in this proposal, language is a means that allows communication.

Vision of acquisition

Considering the natural approach, acquisition a new language is a process that occurs naturally throughout real and contextualized input, which evolves into production in real and contextualized communicative situations. Krashen & Terrell (1983) emphasize the importance of the preproduction stage, in which students should be exposed to comprehensible language and understand its meaning before being required to actively produce it. In this way, it is achieved through exposure to visual contexts, gestures, concrete examples, and repetitive use of language in situations relevant to students.

Likewise, acquisition is a process that occurs the best when students are comfortable and anxiety-free (Krashen, 1982). In this way, acquisition is a process in which it is important to lower the affective filter because a high affective filter can disturb language acquisition. Thus, when the affective filter is high, it creates a barrier that inhibits learners from fully engaging in

language input and participating in meaningful communication. In contrast, when the affective filter is lowered, learners feel more relaxed, comfortable, and motivated, creating an optimal environment for language acquisition. Hence, in this research, acquisition is considered a process that occurs naturally through real and contextualized input, which should be given in a relaxed and low-anxiety way.

Vision of classroom

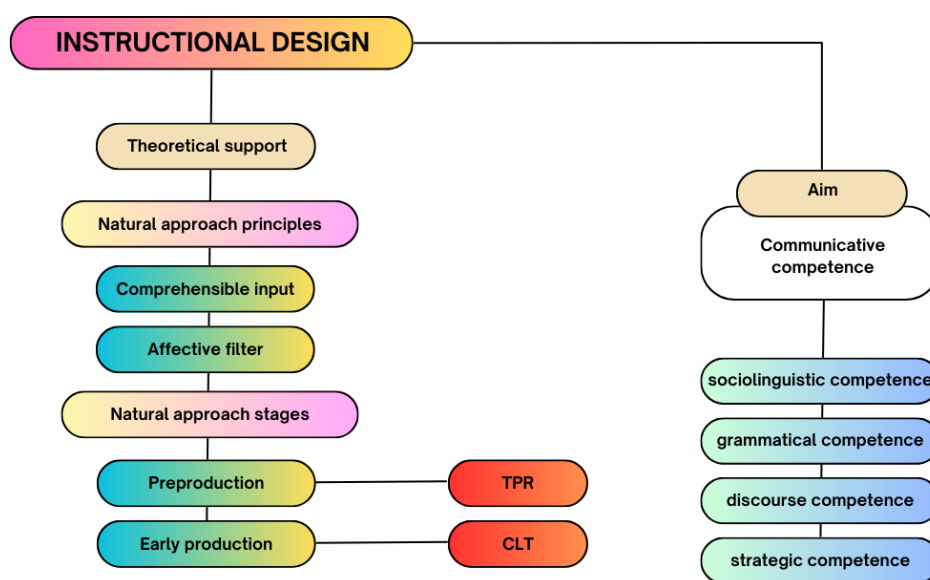
Regarding the classroom setting, the natural approach seeks to create a relaxed and pressure-free acquisition environment where students feel comfortable and motivated to participate actively. Accordingly, for the purpose of this research, the classroom is perceived as a low-anxiety environment where students can forget their daily concerns, struggles or troubles and spend time in different communicative situations that help them learn English naturally. For example, the use of the dragon plush, or teddy, is a strategy that has been used in other school projects such as *Getting the Picture of Iconography* by Delgado, J. & Chapetón, C. (2015), where the teddy was used in the class as an affective factor. In this case, the dragon plush played a role in different activities that were performed in the classroom, helping students to feel more relaxed while doing them and reducing the anxiety of the acquisition process.

Instructional design

The instructional design for this intervention was developed considering different elements that work together to successfully achieve the main objective of the research. Thus, the natural approach is the base of the lessons and is the expected English environment students will work in throughout the whole intervention. However, it is not a method by itself as it works along with some methods such as CLT and TPR. Besides, the natural approach is divided into four stages of competence and for the instructional design, the first two stages were

contemplated: preproduction (listening and gestures) and early production (short sentences). Thus, during the whole design process, these two concepts appeared and are developed further. Although there were TPR (Total Physical Response) and CLT (Communicative Language Teaching) activities included, TPR were better included during the preproduction stage, while CLT were better included during the early production stage. Finally, the design aims to develop communicative competence, which is divided into four dimensions: sociolinguistic, grammatical, discourse, and strategic competence. All these elements are integrated, as shown in the next graphic, for better understanding.

Scheme 1



Regarding TPR, including this method in a curriculum is important as it engages learners in a multisensory and interactive acquisition experience, promoting comprehension and retention of language. Moreover, based on Asher's (2014) insights about TPR, some aspects are suitable for this project in relation to the natural approach. Indeed, the TPR method suggests that learners should initially focus on understanding and responding to spoken commands through physical

actions before actively producing the target language. Additionally, TPR encourages a stress-free and engaging acquisition environment where learners can develop comprehension skills and vocabulary through meaningful, interactive, and memorable experiences. In this way, the proposal is highly connected with these principles.

Applying CLT in the curriculum is important as it fosters learners' ability to communicate effectively in real-life situations, promoting their language proficiency and fluency. In addition, the main idea of CLT, considering the insights of Larsen-Freeman (2000) in relation to the curriculum, is to change the way we teach. Instead of using the first language to teach grammar, CLT turns to real-life communicative tasks that reflect authentic language use. Hence, the curriculum should incorporate activities that promote meaningful exchanges, negotiation of meaning, and the development of language skills for different contexts. Thus, it may be focused on encouraging learners to engage in communicative tasks that involve expressing ideas, negotiating opinions, and solving problems through authentic language use. Therefore, CLT appears to be a suitable approach in this project, where creating real communicative situations is necessary for the development of students' English communicative competence.

All the activities designed under these methodologies are found in the lesson plans (Appendix J) divided into Unit 1, the preproduction stage, and Unit 2, the early production stage.

Chapter V. Data analysis and findings

This chapter delves into the examination of the gathered data and the subsequent findings emerging from the analysis process, with a particular focus on the pedagogical intervention. To ensure a comprehensive analysis that can offer solid outcomes to the project, the analytical process adopted was grounded theory. This methodology lines up with the inherently reflexive nature of action research and was carried out considering the different elements and steps proposed in grounded theory by Charmaz (2006) and Corbin & Strauss (2015). Thus, ground theory as a qualitative research method allowed the project to derive a theory based on cyclical and iterative data collection and analysis.

Based on Charmaz (2006), grounded theory is composed considering the importance of constant comparison, where data is compared and analyzed iteratively to develop concepts and categories that emerge from the data itself. Likewise, it highlighted the importance of the reflexive role of the researcher in shaping emerging theories and categories. Besides, there are some important techniques settled that compose the grounded theory. Corbin & Strauss (2015) established essential techniques while conducting rigorous qualitative research, which will be presented next.

The first stage was to use open coding, a technique to break down data into individual segments, assign codes to these segments, and construct initial categories from the data. Then, using theoretical sampling, select new relevant data based on the previously created categories. Likewise, it was important to apply axial coding and selective coding. Axial coding entails exploring relationships among emerging categories to identify subcategories and a central category to organize and connect the concepts, while selective coding allows one to focus on the central category to explain the main phenomenon and integrate the other categories in the

construction of a coherent theory (Corbin & Strauss, 2015).

Grounded theory is particularly relevant to this research under the paradigm that it allows a structured and systematic way of conducting research and offers clear steps for data analysis, coding, and theory development (Corbin & Strauss, 2015). Furthermore, Charmaz (2006) emphasizes the need for researchers to develop theoretical sensitivity, which involves developing an awareness of the nuances within the data. This is especially useful in educational research, as it allows for a deeper understanding of the complexities involved in teaching and acquisition. Thus, grounded theory allowed this research to collect data for the chosen population with a consistent and structured analysis method.

Categories of analysis

Upon the organization and thorough revision of all collected data, the coding phase commenced, during which common themes and patterns were identified. Through this process and with consideration of the theoretical framework, the objectives and the research question, the following categories emerged to provide a coherent understanding of the pedagogical intervention process.

Table 1

Categories and subcategories			
Research question	Objectives	Categories	Subcategories
To what extent does a natural approach pedagogical proposal boost students' communicative competence in the 602 back-to-school grade at Liceo Femenino Mercedes Nariño?	<ul style="list-style-type: none"> To identify CLT principle's influence on students' communicative competence. 	<ul style="list-style-type: none"> Students' interaction 	<ul style="list-style-type: none"> Interaction student-content Interaction student-student Interaction student-teacher
	<ul style="list-style-type: none"> To explore CLT principle's impact on students' affective filter. 	<ul style="list-style-type: none"> Students' motivation and anxiety levels 	<ul style="list-style-type: none"> CLT influence on students' motivation CLT influence on students' self-confidence CLT influence on students' anxiety
	<ul style="list-style-type: none"> To illustrate the positive impact of comprehensible input on students' English acquisition. 	<ul style="list-style-type: none"> English acquisition in a natural approach environment 	<ul style="list-style-type: none"> Impact of natural approach environment in English acquisition (input) Impact of natural approach environment in English acquisition (output)

In this context, there are several key points to highlight regarding the specific research objectives. The first objective, which aimed to identify the CLT influence on communicative competence, was pursued by analyzing data from artifacts and field diaries considering the four dimensions of communication, as a result, the category students' interaction emerged. The second specific goal, exploring CLT impact on the students' affective filters, was addressed by using surveys during the pedagogical intervention and by checking relevant information within the field diaries and the interview with the head teacher, thus appearing in the category of students' motivation and anxiety levels. Lastly, the third specific objective, which aimed to understand comprehensible input on students' communicative competence, was assessed based on students' questionnaire responses, the field diaries, and the artifacts. As a result, the category English acquisition in a natural approach environment emerged.

Considering the objectives, the findings resulting from the analysis are organized according to predefined categories and are subsequently discussed in the following sections.

Findings

Students' interaction

The first category of analysis is students' interaction, which lines up to identify CLT principle's influence on students' communicative competence. Through the intervention, some interesting data related to communicative competence emerged. In this way, it is important to notice that communicative competence concerns encouraging learners to participate in communicative tasks that involve expressing ideas, negotiating opinions, and solving problems through authentic language use (Larsen-Freeman, 2000). Under this perspective, the data was analyzed in view of the four dimensions presented by Canale & Swain (1980), grammatical, sociolinguistic, discourse, and strategic competence. It was pretended that CLT activities encouraged students' communicative interactions by exposing them to the English language in real-life tasks and situations. Thus, students' interaction findings were divided into three subcategories of analysis: interaction student-content, student-student, and student-teacher.

- ***Interaction student-content***

Communicative competence allows students to understand materials, guidelines, and activities accurately, which means they can interact with content properly. The analysis of the data was carried out considering how students interacted with content through the pedagogical intervention, such as all the activities and materials designed for this group. The content was created under the principles of the natural approach and keeping in mind its stages of acquisition, though the pedagogical intervention went through just the preproduction and early production stages.

First, it is elucidated from the data based on different activities carried out through the intervention that the way students related to content was mainly through visual aids and previous

knowledge. Accordingly, the intervention designed, within the preproduction stage, several activities based on the TPR to give students useful vocabulary to successfully overcome the material and later be able to perform better CLT activities. Moreover, most of the material was created with the use of colorful pictures to visually support the students' acquisition process. Nonetheless, there were two planned lessons where it did not happen like that, which allowed us to compare the outcomes with the rest of the ones that were highly colorful. These were lesson #1 and lesson #3. However, first, there are some aspects that can be reviewed between these two lessons before comparing them with the rest.

Figure 1

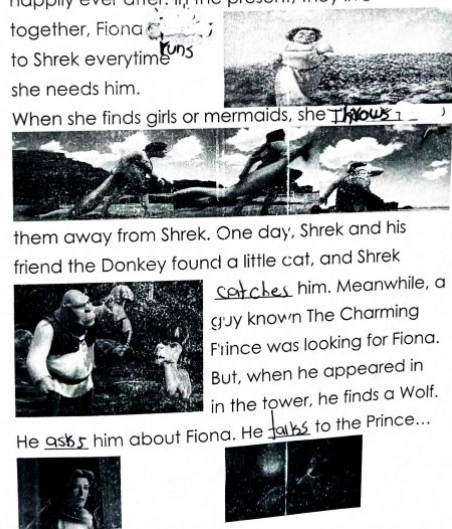
Artifacts from lesson #1

Yaren Javanna Reyes Gomez Gorz.

Shrek (This is not a Fairy Tale)

Once upon a time, in a big and dangerous tower, a princess was captive. She can't leave the tower because of a big and enormous dragon. However, she was rescued by Shrek the ogre, and they lived happily ever after. In the present, they live together. Fiona ~~runs~~ ^{runs} to Shrek everytime she needs him.

When she finds girls or mermaids, she ~~throws~~ ^{throws} them away from Shrek. One day, Shrek and his friend the Donkey found a little cat, and Shrek ~~catches~~ ^{catches} him. Meanwhile, a guy known The Charming Prince was looking for Fiona. But, when he appeared in the tower, he finds a Wolf. He ~~asks~~ ^{asks} him about Fiona. He ~~tells~~ ^{tells} to the Prince...



Laura Fernanda Lopez...

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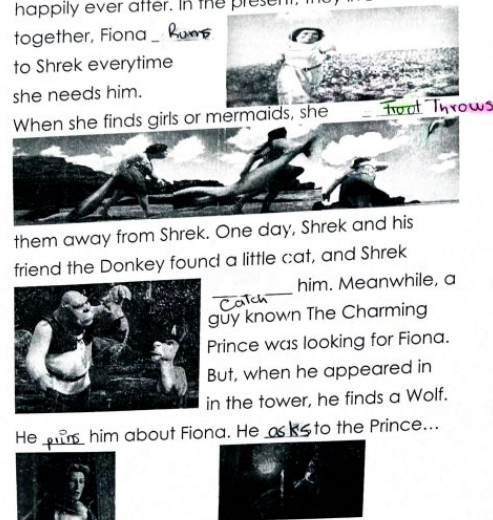


Figure 2

Artifacts from lesson #3



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NACIONAL

Educadora de educadores

Name: María Cotes Ysasi

The Adventure of the Ogre

Chue lives alone in a big Zuan. He loves to fish and play with his friend Donqui, who is always there to catch the fish Shrek trou to him. One day, while they're playing, they hear soldiers running towards them. The soldiers _____ rocks at Shrek, and he quickly _____ away with Donkey. They meet a friendly _____ on their way, who asks what happened. _____ tells the cat that the Charming _____ is their enemy and always tries to harm them. The _____ offers to help Shrek and _____ and joins them on their adventure.

As it is possible to compare, during lesson #3, the activity was not completed by the student, while the gaps were filled in the lesson #1 activity. During the first lesson, all the students performed the activity successfully, while during the third lesson, only a couple of students were able to do it. Even though there were some more gaps during lesson three, the task difficulty was higher, this based on the idea that students would get more experience in a difficult activity. However, the difference between these two activities' results is astonishing. As may be appreciated, lesson #1 activity has visual aids, while lesson #3 does not. Consequently, it may be inferred that using visual aids is highly useful to help students acquire new simple concepts and words, as will be discussed later. Neither activity is colorful in this first set of data, so it is important to discuss the other colorful activities in lessons #3 and #6.

Figure 3

Artifacts from lesson #3

Name: Emily Fernando Hernandez Ortiz

Worksheet #1

1. Match the pictures with the given words:

- a. Ogre
- b. Throw
- c. Castle
- d. Princess
- e. Catch
- f. Swamp
- g. Prince
- h. Church

2. Match the words with the most appropriate dialog:

- i. Run
- j. Donkey
- k. Tower
- l. Ask
- m. Cat
- n. Village
- o. Talk

Figure 4

Artifacts from lesson #6

Name: Mariana Kairdis Ascanio Rojas

1. Match the sentences with the most appropriate picture:

- Hey, buddy! How's it going?
- What's up, dude?
- Want to grab a bite to eat later?

- Hi, Mom! How are you?
- Hello Mr. Harold, Miss Lilian! Nice to meet you.
- Nice to meet you too Ogre.

- Excuse me Sir!
- May I show you my castle?
- Of course, it would be a pleasure!

2. Match the words with the most appropriate dialog:

You are welcome **Thank you** **Excuse me**

Please **I am sorry**

- My mistake! I am sorry Ogre.
- Can I stay with you? Please
- You are my hero, thank you for helping me! You are welcome
- Don't worry, you are welcome
- Ups! Excuse me hahaha!
- The sound is great! Thank you so much!

During lessons #3 and #6, as shown previously, students successfully completed both lesson activities. Likewise, students seemed to be more engaged and motivated to finish the activities in comparison with those in black and white, as shown in figures 1 & 2. Thus, it can be inferred that first, students enjoy better activities with visual aids, and second, it is easier for them to relate the word they are acquiring if there is a picture, image, or object to connect with. Even though there are some grammar issues in terms of orthography, it was expected based on the idea that a natural approach focuses on communication rather than accurate grammar. Thus, even if they are not developing consciously the grammar dimension, it is a process that, based on Krashen (1982), is unconscious, and it is a process in which, throughout time, the learner will improve grammar without studying it, but it will be acquired by practicing it in real communication interactions, such as the events proposed by the CLT activities. Besides, students proved to be practicing strategic competence by using visual aids to resolve communicative problems.

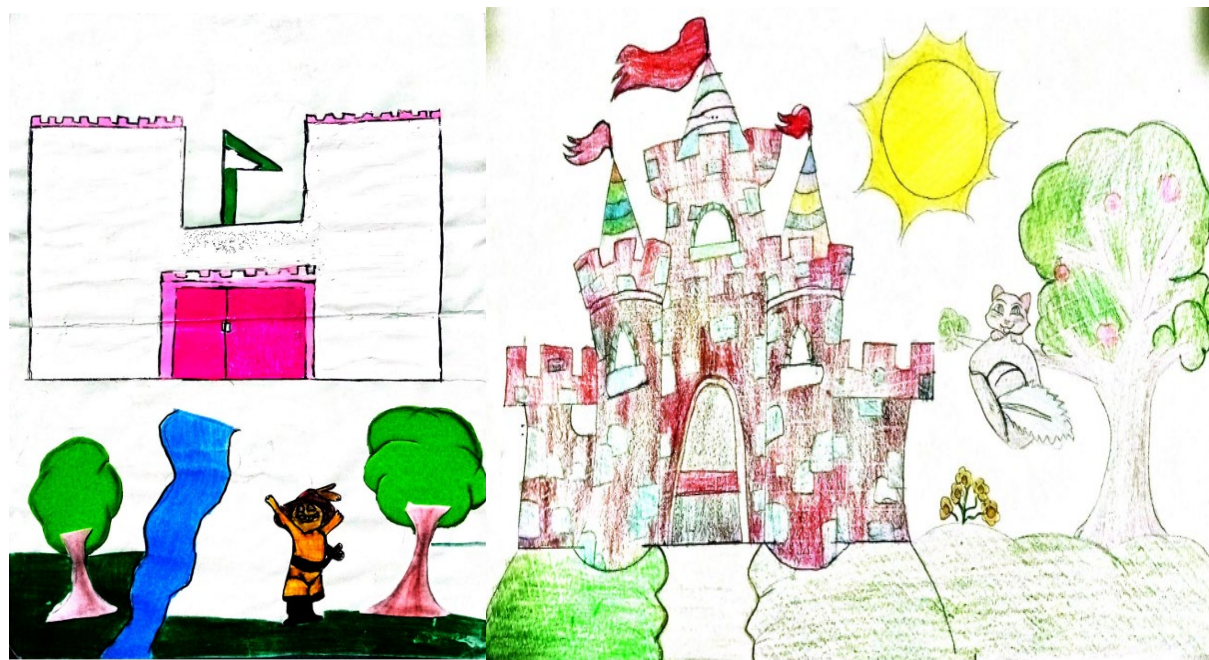
- ***Interaction student-student***

As it was mentioned, CLT focuses on creating real conversational situations for students where they can be exposed to communicative English interactions and be able to perform different tasks by resolving communicative problems. In this way, students' interactions among themselves were analyzed, considering the four dimensions of communicative competence as well. Having in mind that students were at a low level of competence based on the questionnaire (Appendix E) in relation to the expected level demanded by the government (MEN, 2006), it was necessary to begin the process with the preproduction stage of Krashen (1982) and reach the second stage of early production in haste. Thus, without achieving the last two natural approach stages, it was not possible to get interactions that enhanced the discourse dimension. Therefore,

the interactions found were analyzed under those considerations.

Figure 5

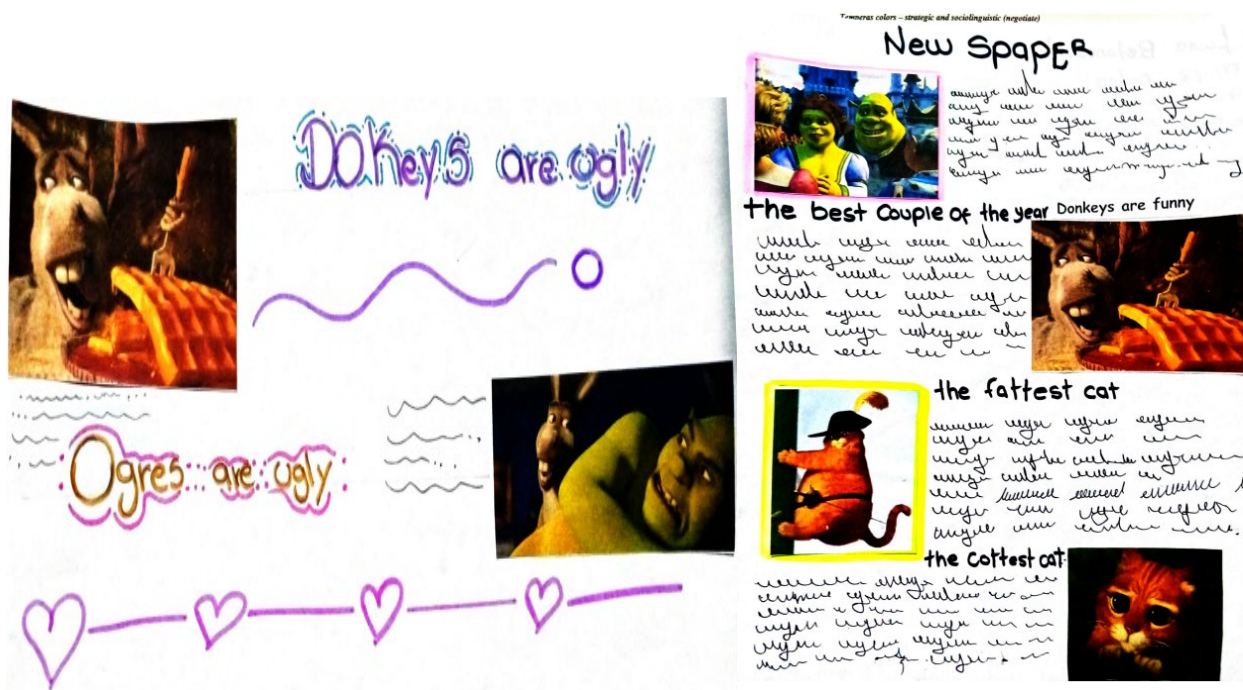
Artifacts from lesson #2



Bearing in mind the above, students' interactions during CLT activities were observed through the lessons. There were situations where students needed to communicate their ideas to resolve a problem, get something they needed, or just negotiate items they were interested in. For instance, during lesson #2, students were provided with paintings of different colors, but there was not enough painting for everybody to have all the colors, so they needed to ask their classmates for the colors during the lesson. In this way, they struggled to remember the words, and they needed to apply strategies to get what they needed, such as asking for the word, trying to remember it, or pointing out colors and words. During this process, they used strategic competence to produce the words they learned with the purpose of getting the painting. Likewise, there are some other lessons in which they did something like resolve the communicative challenges.

Figure 6

Artifacts from lesson #8



In like manner, during lesson #1, students needed to interact while acquiring new words with the TPR lesson because, in this one, students were asked about some concepts based on the action the teacher performed. Sometimes they forgot the words or struggled to pronounce them, so they usually looked around, trying to find help from their classmates performing the strategic competence dimension. In addition, during lesson #7, the students needed to exchange some flashcards to discover new actions and words commonly used in a trip, which is a similar process to the last mentioned. Finally, during lesson #8, students needed to negotiate with other students to get the pictures they wanted and to remember words they had forgotten or had not learned yet. Thus, students were developing skills such as using language in real context to solve a challenge or a problem. Thus, the strategic dimensions were necessary in the lesson to achieve the creation of a newspaper front page.

- *Interaction student-teacher*

How students interact with the teacher offers important information to the analysis because, given the presented context, it enables us to discover if students are engaged in the lesson or if they are following the instructions properly. There are several opportunities to see how students interact with the teacher in every class, either for simple requests such as asking for permission to go to the bathroom or to review explanations about certain activities or vocabulary. When students ask, “Can I go to the bathroom” they are not conscious of every single element in the sentence, but due to exposure to the language, they know the strategy to overcome the problem that entails asking for permission in English. Nevertheless, the main concern of analysis corresponds to grammar competence, which is where students usually ask for advice and correction.

Figure 7

Artifacts from lesson #7

The figure displays four student worksheets, each titled "My Holidays with Fairy Tale Creatures". Each worksheet is a grid with columns for the days of the week (Monday through Sunday) and rows for "Character", "Activity", and "Day". The worksheets show handwritten entries for each day, often including small drawings of characters or objects. The entries are as follows:

Worksheet	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Top-Left	On Monday I am going to go to the beach with my friend the cat	on tuesday I am going to visit a picnic with donkey	on wednesday I am going to "stay in a home" with prince	on thursday I am going to visit prince	on Friday I am going to play tennis with the cat	on Saturday I am going to write postcards with the cat	on Sunday I am going to go to a background with wooden boy
Top-Right	On Monday I am going to go to the beach with my friend the cat	on tuesday I am going to go camping with my friend the cat	on wednesday I am going to have a picnic with my friend the cat	on thursday I am going to visit a beach ball with my friend the cat	on Friday I am going to visit a picnic with my friend the cat	on Saturday I am going to have a picnic with my friend the cat	on Sunday I am going to visit a picnic with my friend the cat
Bottom-Left	On Monday I am going to go to the beach with my friend the cat	on tuesday I am going to play beach volleyball with prince	on wednesday I am going to visit prince with prince	on thursday I am going to go home taking with the cat	on Friday I am going to go camping with queen	on Saturday I am going to go to the beach with prince	on Sunday I am going to visit with cat
Bottom-Right	On Monday I am going to go to the beach with my friend the cat	on tuesday I am going to visit a picnic with cat	on wednesday I am going to have a picnic with prince	on thursday I am going to visit a picnic with cat	on Friday I am going to visit a picnic with prince	on Saturday I am going to play beach volleyball with cat	on Sunday I am going to visit a picnic with queen

Considering the above, it can be inferred that students have good grammar competence. However, there are some aspects that are important to clarify and expose. First, even though all the students in the classroom successfully presented this activity, most of them with proper grammar and vocabulary, there was evidence of a lack of comprehension despite those good interactions. This mainly happened for two reasons. First, as was explained before, there was a necessity of getting a grade, neglecting the acquiring process. Second, students tended to see the teacher as an authority figure who freely chooses who gets good grades based on their performance. In this way, the interactions with the teacher in this kind of activity were a lot, and students were completely engaged in it; they participated and delivered the activity. Nevertheless, they did it just for the grade, and the acquiring process could not have been as good as was intended.

This activity is a wonderful one in the CLT methodology, but there was one problem. Due to the low level of competence of the students, they were developing the activity and presenting it wrongly. They were expected to produce the sentences, not to read them without comprehending what they were saying. Accordingly, even if there is an enhancement of the communicative competence dimension, it does not fall under the natural approach insights. This occurs considering the local context of the students and the necessity to get them into the early production phase. Students did not have the level to ask about the activity in the target language, and they required the use of Spanish in the activities where they were required to create short sentences. As it was explained further back, the natural approach just allows the use of the target language.

It is evident that the lessons, the method, and the activities had a positive influence on the students. Nevertheless, the natural approach was not the more suitable option keeping in mind

the time of the intervention and the difficulties of the local context settled through the characterization, the observations, and commented by the head teacher in the interview. In addition, it was not realistic to pretend to get students into early production. A proposal just focused on preproduction may have had more natural interactions.

In fact, the issues mentioned before is shown in these data regarding students' performance during communicative tasks. This was presented with the teacher when they were supposed to talk about their holiday's fairy tales schedule.

Student 1: On Tuesday I am going to go camping with my friend the dragon.

(Record #1)

Student 2: On Tuesday I am going to have a picnic with cat.

(Record #2)

Student 3: On Tuesday I am going to have a picnic with donkey.

(Record #3)

(Appendix K)

In these recordings, there were several mispronunciations; however, the issue here is that during the lesson, students were presenting while reading, resulting in the fact that the words they had been practicing with proper pronunciation are now wrongly pronounced, perhaps due to feelings of anxiety or nervousness. Thus, this interaction between student and teacher appeared to be mainly focused on enhancing grammatical competence. Thus, these interactions boost communicative competence but are somewhat detached from natural approach ideals.

Finally, all the subcategories are connected to the aim of identifying the CLT influence on the students' communicative competence. For instance, when interacting with content during the preproduction phase, it was easier to focus on the content, but during the early production

phase, students needed to establish interaction with the teacher and their classmates to go through the challenges they had in the activities. Therefore, simple activities about acquiring vocabulary through puzzles or games were mainly focused on interaction with classmates, using communication to get the right answers. When creating new sentences appeared to be a challenge, students needed to ask for help from the teacher. But always, all students looked up the information they needed to succeed in interacting with whoever or whatever they needed.

Students' motivation and anxiety levels

Regarding the second category of analysis, it is the student's motivation and anxiety levels that aim to explore CLT impact on students' affective filter. Thus, the data analyzed in this category was explored considering three main subcategories: CLT influence on students' motivation, CLT influence on students' self-confidence, and CLT influence on students' anxiety. Indeed, Krashen (1982) established the importance of reducing the affective filter when acquiring a second language. As was observed during the intervention, there are several factors that may have a direct impact on students' motivation and anxiety levels. In this way, it was explored how CLT activities focused on conversation, creativity, problem-solving, and challenges influence either increasing or decreasing motivation and anxiety levels. Besides, it is necessary to point out the importance of the local context in the obtained results.

- ***CLT influence on students' motivation***

In this subcategory, it was analyzed why CLT influences students' motivation through the development of different activities focused on creating scenarios of interaction where students can use English to communicate in a real and contextualized way. Furthermore, high levels of motivation are considered important to this intervention because they increase students' understanding and acquiring of the target language. In fact, Krashen and Terrell (1983) recognize

the importance of motivation in second language acquisition. They agree that motivated learners are more likely to engage with language input and make progress. Besides, CLT appears suitable for this goal because, by using the language for practical purposes and in meaningful contexts, learners become more motivated since they see the immediate utility and relevance of what they are acquiring. Motivation is enhanced when learners experience success and can use the language for their own needs and goals (Krashen and Terrell, 1983). Therefore, the results found regarding this topic are presented next.

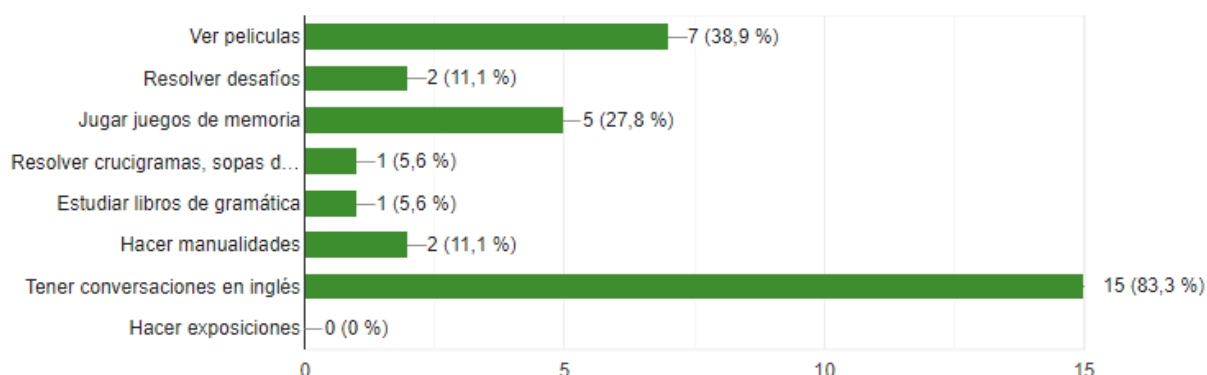
As it was evidenced before, motivation is a priority aspect when discussing about English acquisition. In this way, it was important to analyze what aspects increase or decrease motivation in students. For this purpose, the interview and two surveys were particularly useful: the affective filter survey and the characterization survey. Therefore, there are some elements that are going to be presented to expose the particularities the researcher considered relevant regarding increasing or decreasing students' motivation levels. As there were several different questions on these surveys, it is quite important to show some relevant aspects gathered from some of the questions and the relationship they have with the presented topic.

Figure 8

¿Cuál de las siguientes actividades preferiría realizar para practicar inglés?

 Copiar

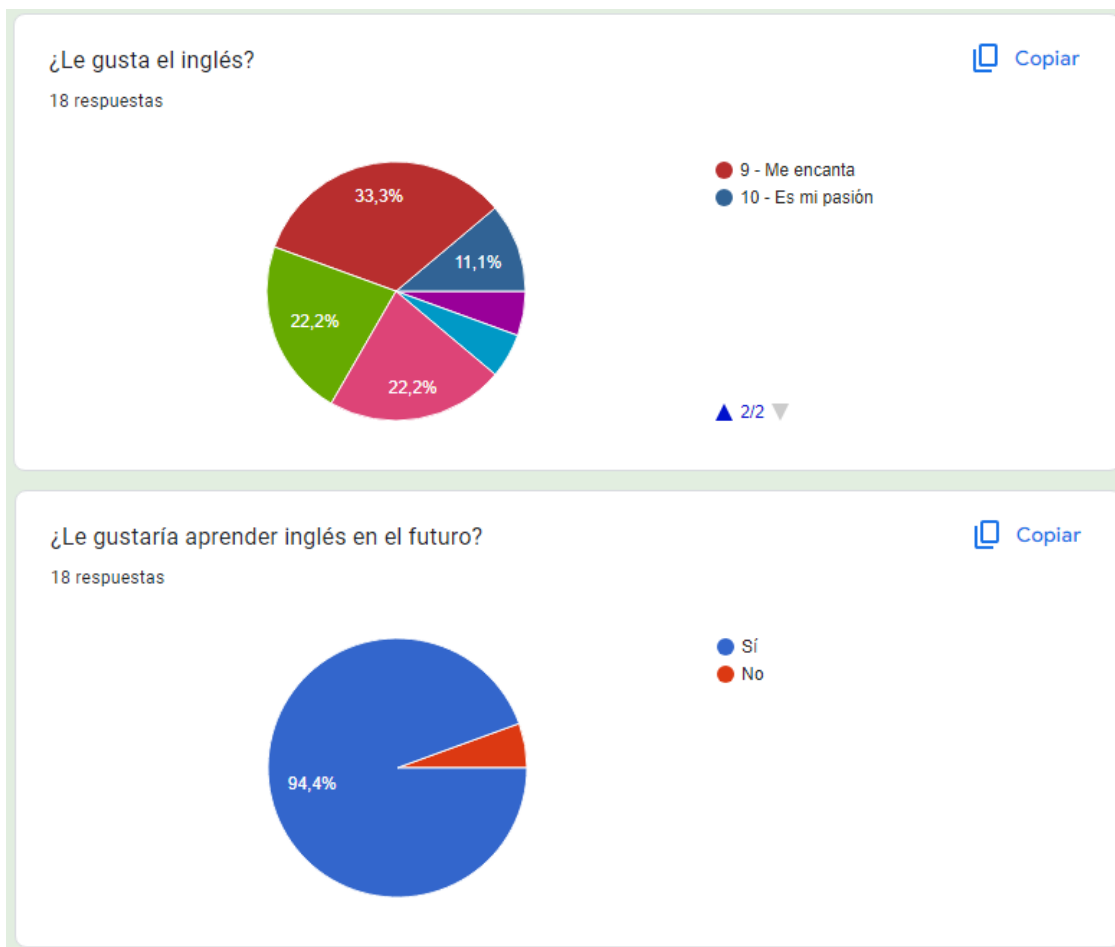
18 respuestas



In Figure 8, students were asked about some activities they would like to perform during English lessons. As can be seen, students were highly interested in having English conversations, watching movies, and playing memory games. Indeed, the 83% of them were interested in English conversations, which means real interactions in the target language. As CLT was adopted for this research, the method entails meaningful interaction among students in the target language, so it is perceived as useful and motivating. Otherwise, studying grammar books among other activities appeared very unpopular among students, and it is because, as it has been said, acquiring a second language is better as students perform meaningful interactions instead of translating vocabulary and learning grammar rules in a completely decontextualized way of real conversations. Therefore, CLT appears to be a successful model to apply when expecting a boost in motivation levels.

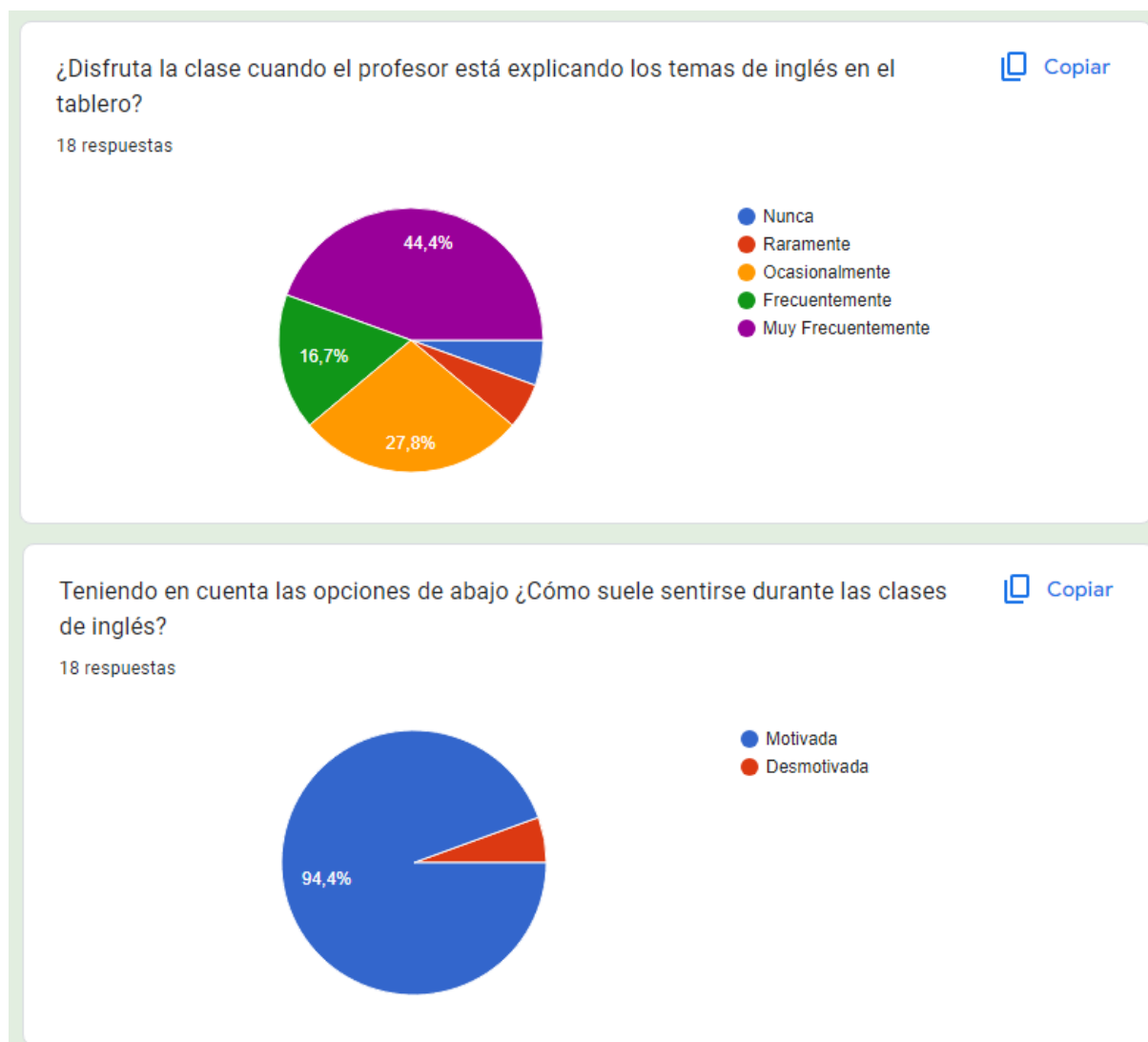
As was shown above, CLT appears suitable to increase motivation in this population, but it was necessary to explore this issue deeper due to some interesting data found there.

Figure 9 & 10

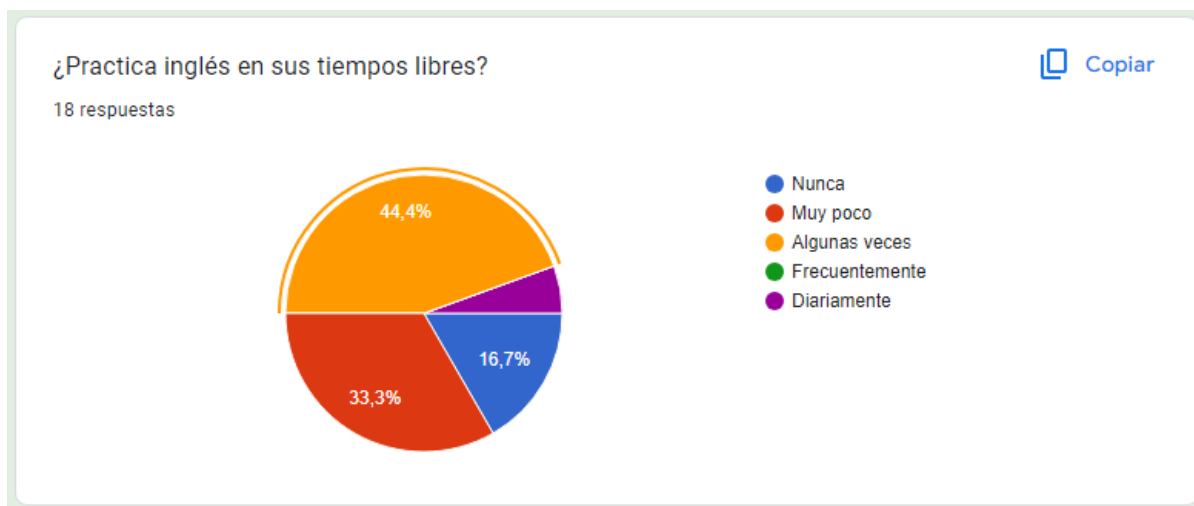


It is observable above that some students were highly interested in studying English before the pedagogical intervention. For example, in figure 10, 94.4% of the students wanted to learn English in the future, and as shown in figure 9, 83.3% of the students showed current enjoyment of the language. Even if they are below the expected level of competence for their grade, they still want to learn and improve.

Figure 11 & 12



In addition, as shown in Figure 11, students showed current enjoyment of the English class as it was before the intervention. For instance, 88.9% of the students pointed out that they enjoy it, either occasionally or frequently, and the class affirmed that they appreciate it when the teacher explains grammar topics on the board. Likewise, on the same scale, 94.4% of students affirmed being motivated when in English lessons. As the reader can assume, all this appears contradictory to the natural approach and CLT principles, where the idea is to avoid grammar lessons because they may increase the affective filter. That's why it is important to consider other relevant aspects next.

Figure 13

Based on the surveys, students were highly motivated before the intervention during the English lesson. However, as seen in Figure 13, only one student declared practicing English daily, while the other seventeen students do not practice it or just do it with low frequency. Thus, it is important to inquire if they are motivated by their English process or just by English lessons. Perhaps, students enjoy the lesson more than they enjoy grammar; they enjoy how the class is performed by the teacher. Based on the interview and what was seen during the observation time, there are several difficulties and adversities regarding back-to-school grades. For instance, discrimination by the school or teachers against these students and the daily personal adversities students must face.

“Asimismo, las chicas en eventos del colegio suelen negarse a participar de las actividades porque ellas evidencian el rechazo que la institución tiene por ellas al ser parte del programa volver a la escuela,” (Appendix I).

Nevertheless, while observing the head teacher, it was possible to appreciate the willingness the teacher had with these back-to-school grades. Even if he was performing traditional grammar classes, perhaps because he has three jobs, more than five different courses,

and it is practical, he showed care and concern about this marginalized population. In fact, he referred to his students in positive ways at several opportunities, making it possible to evidence this human concern in his lessons. Accordingly, students may feel motivated in these classes where they feel comfortable and are not judged.

“Hay fortalezas y aspectos positivos... Sí, hay estudiantes que se nota que se esfuerzan a pesar de las adversidades... hay cosas muy positivas, lo condensaron en una sola palabra y es resiliencia, saben gestionar las emociones y sacar algo bueno de las posibles dificultades de sus contextos...” (Appendix I).

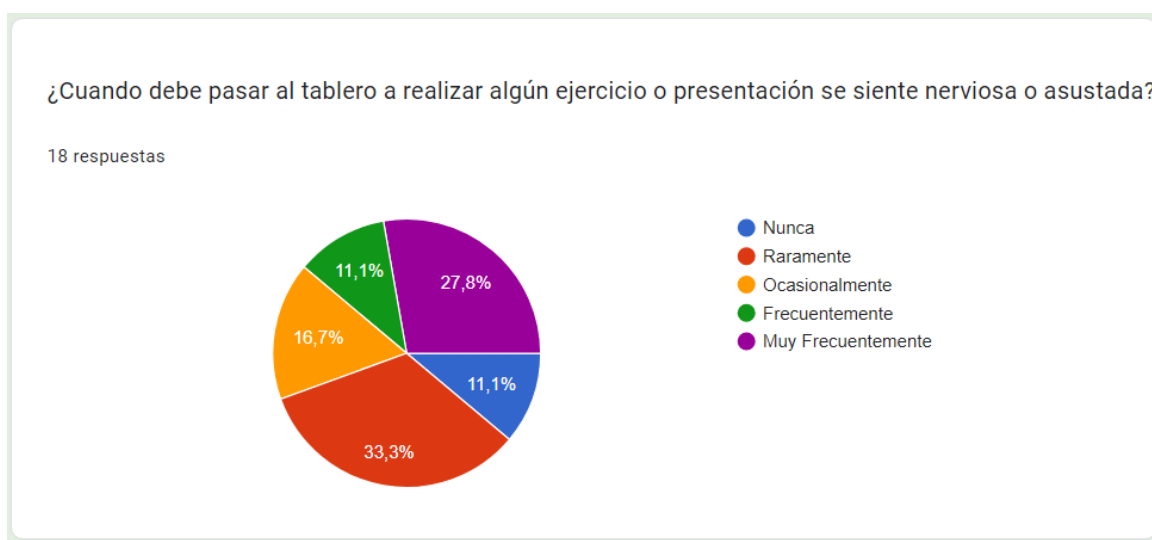
In this way, even though students are already motivated by the lesson, CLT and the natural approach appear as tools to boost motivation for second language acquisition rather than just for enjoyment of a lesson. This was somewhat elucidated during the pedagogical intervention considering the results obtained in the artifacts, where students participated in activities such as the schedule creation, the newspaper front page, or the painting design, among others. It is quite important to highlight that motivation is one of the three components that shape the affective filter. Therefore, it is necessary to analyze the next subcategory to understand the complete outlook on CLT's influence' on students' affective filter.

- ***CLT influence on students' self-confidence***

Regarding the second subcategory, the concept is CLT influence on students' self-confidence, and the data was analyzed considering the nature of the back-to-school program. It was mentioned further back how the back-to-school program might have a negative influence on students' self-confidence. Likewise, in the affective filter survey (Appendix D) and the characterization surveys (Appendix A & B), it was evident that there were some students concerned about their academic performance as part of the program. Moreover, there might be

some other issues regarding their home context that may impact their self-confidence. It is important to highlight that Krashen (1982) suggested that self-confidence plays a crucial role in language acquiring. When learners feel anxious or lack self-confidence, their affective filter is raised, hindering the process of acquiring a new language. In this way, the analysis pretends to show what influence CLT had on students' self-confidence, which is an important element since a confident learner is more likely to be receptive to language input, making the language acquisition process more effective. Bearing in mind that, the results will be elucidated in the upcoming.

Figure 14

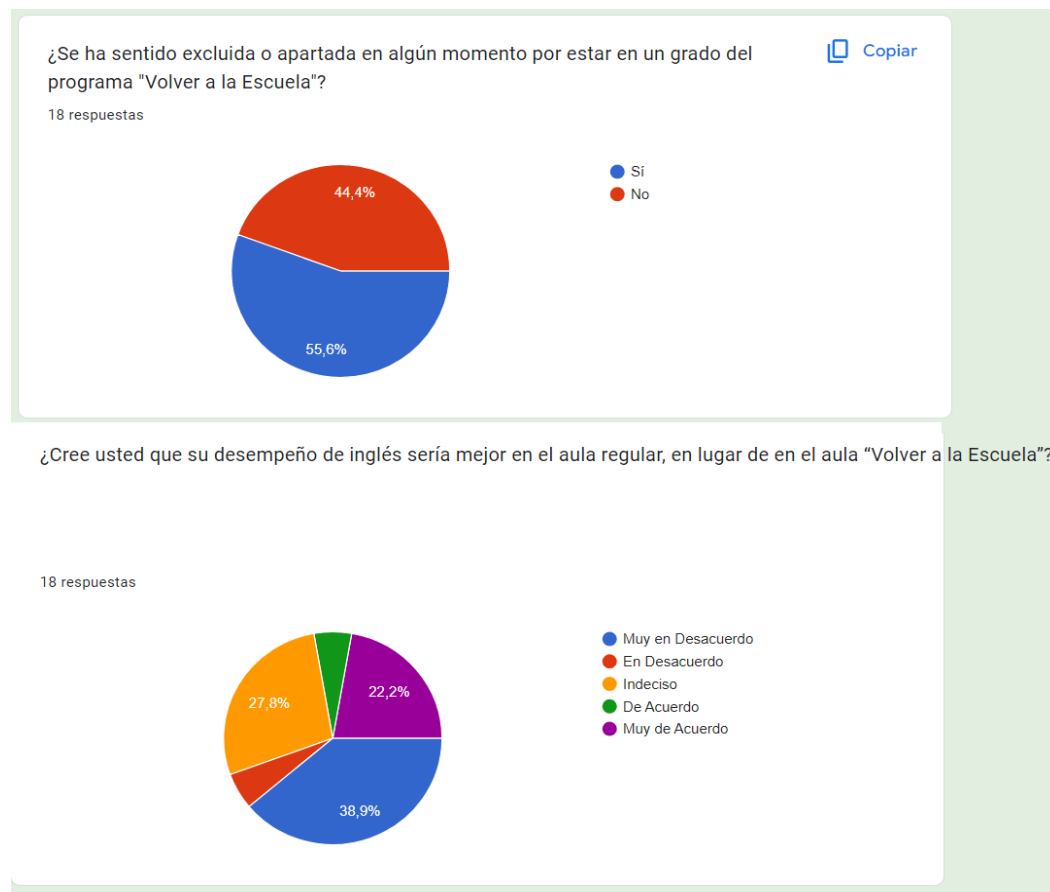


The data found revealed that students certainly showed some lack of confidence in certain aspects. For instance, as seen in Figure 14, students have negative feelings when developing exercises on the board. As it was mentioned, students during the intervention were at a very basic level of competence, which is not expected by the government standards. In addition, they are part of the back-to-school program, the one that even the school, some teachers, or classmates have negative behaviors, comments, or opinions about students in

(Appendix I). These negative feelings when participating on the board are somewhat due to anxiety due to standing in front of people, but also the feeling of judgment for not being able to resolve the exercises, for not being intelligent or competent enough, or for not having self-confidence. Indeed, sometimes students knew the answer in lessons, but they were afraid to tell it because they feared being wrong.

In this way, CLT activities promoted a classroom environment where students were relaxed, whether they were playing with a dragon plush, painting, planning fairy tale holidays, or creating a newspaper. In fact, the diary fields evidenced students' enjoyment of these activities, where their self-image not only did not decrease but increased when they successfully finished the activity and were proud of their piece of art, their newspaper, or their holiday schedule.

Figure 15 & 16



Considering the above, figures 15 & 16 showed an evident impact on students' self-confidence just for being part of the back-to-school program. In fact, as shown in Figure 15, 55.5% of the students affirmed having experienced exclusion or division for being part of this program. Likewise, the head teacher mentioned that (Appendix I) students do not like to participate in school activities because they know they have been excluded from many events. This was evidenced once at school when back-to-school teachers were commenting on how the school perhaps would avoid showing these courses to the international guests, part of the international high school program. Moreover, as shown in figure 16, 27.8% affirmed they would have better English performance in the regular grade, while 27.8% were undecided, which can be perceived as a lack of confidence in their answers and expectations.

As it was mentioned further back in this subcategory, students enjoyed CLT activities, these are a great opportunity to take them away from these concerns about scores, structures, courses, and other irrelevant issues in the English process. They should be immersed in a positive, low-anxiety environment with motivating activities that allow them to succeed and improve their self-confidence. It is evident there were positive results regarding this improvement; however, just as in the other categories, they could have been better with fewer limitations, more time and better instructional design.

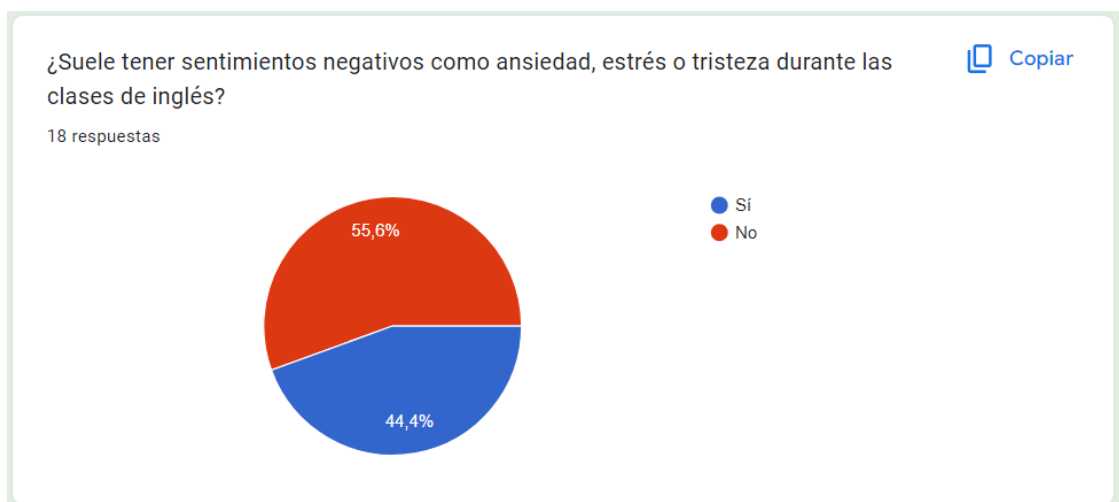
- ***CLT influence on students' anxiety***

In the last subcategory, the concept is CLT influence on students' anxiety, and the data was analyzed considering students' local background and difficulties. Thus, this category aims to elucidate, through the data, the influence of activities based on communication and interaction rather than the conventional grammar focus. As Krashen (1982) mentioned, language acquisition is hindered when learners are experiencing high levels of anxiety or stress. Thus, the concept of

the affective filter appears, and the data was analyzed under the insight that CLT activities reduce it. Indeed, Krashen (1982) established that a "filter" in the mind of the learner can be raised by anxiety, making it more difficult for comprehensible input to reach the language acquisition part of the brain. Thus, the data analysis pretends to elucidate the influence, either positive or negative, of CLT on students' anxiety levels.

Considering the above, anxiety is an important aspect when discussing the English acquisition process with students. Therefore, it was important to analyze what aspects increase or decrease anxiety levels in students. Consequently, the interview and two surveys (the affective filter survey and the characterization survey) were particularly useful to analyze this. Thus, in the present section there are going to be presented the findings about CLT influence in students' anxiety levels. There were some important elements gathered from the surveys that are exhibited subsequently.

Figure 17

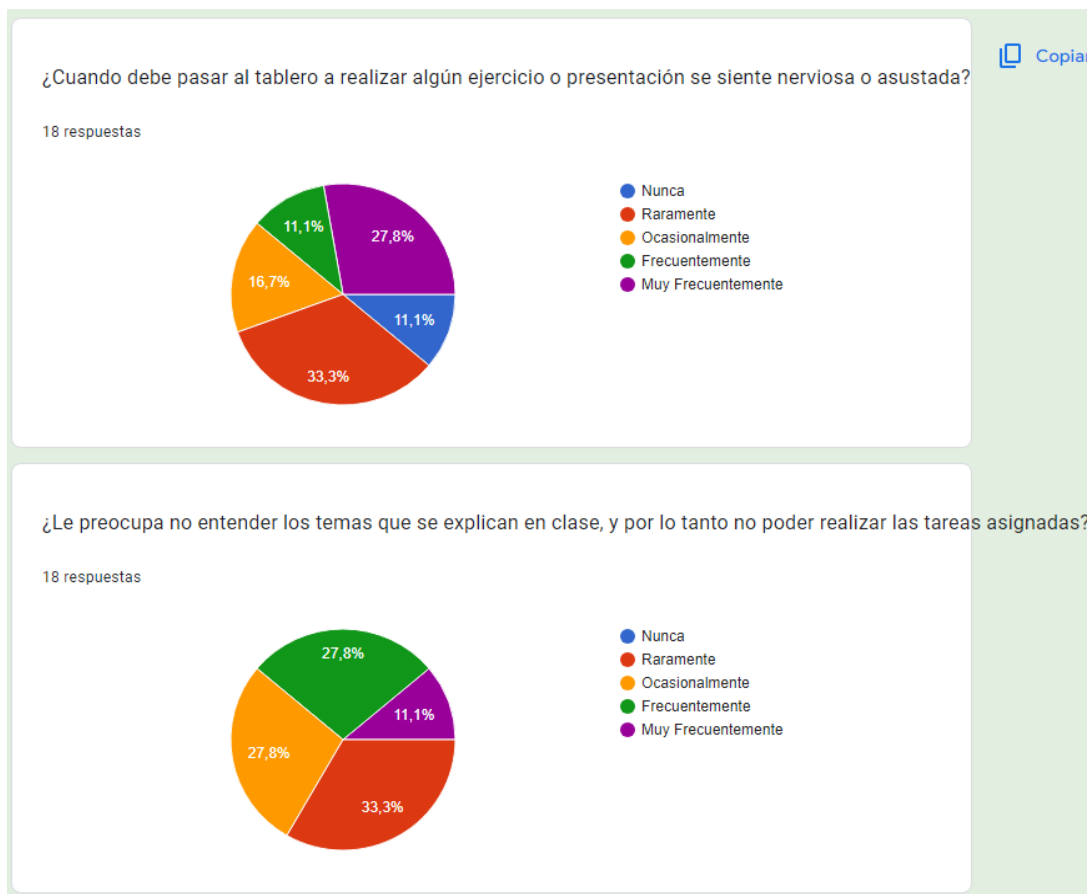


As it is presented in Figure 17, students are in some ways exposed to negative feelings during English lessons, even considering the fact mentioned in the last excerpt about how great the teacher is at avoiding judging or increasing negative feelings in class. It is seen in the figure

that 44.4% of the students affirmed having negative feelings such as anxiety, stress, or sadness. However, before going through the data analysis regarding CLT and its influence on anxiety levels, it is necessary to clarify some aspects of the students' context for this excerpt.

As it was evidenced in the characterization survey and the interview, students deal with stressful, tough, and complex conditions every day, which might be affecting their experience at school. For instance, just to briefly mention some of them, all the students live at least 1 hour away from school by bus, and a few of them must work outside of school. In addition, most of them live in a non-traditional family, as described at the beginning of the document, and based on the interview and observations, they must deal with many local problematics such as drugs, harassment, or abuse, among other issues (Appendix I).

Figure 18 & 19



Bearing in mind the fact that most of the students affirmed being motivated during English classes, there are some relevant issues regarding anxiety levels before intervention. For example, as can be appreciated in figure 18, more than half of the class (55.6%) experienced frequent nervousness or fear when participating on the board. Moreover, 100% of the class at some points had concerns about failing to understand the lesson's grammar topics and, accordingly, being inefficient in resolving the workshops. In this way, students can be motivated, but there is always this anxiety component during the lessons.

In this way, the natural approach, as described by Krashen (1982), focuses on creating a free-anxiety environment where students can receive comprehensible input, while CLT proposes this comprehensible input environment by enhancing interaction among students in the target language. During some lessons, the head teacher mentioned seeing the students highly relaxed and enjoying the activities, such as in lesson #2 while painting, while acquiring vocabulary, or during lesson #7 when creating a holiday schedule and while talking to their classmates about action vocabulary in a holiday trip (Appendix H & K).

To sum up, the intervention of a CLT methodology based on a natural approach environment tended to reduce the affective filter by increasing motivation and reducing anxiety with designed activities focused on interaction and contextualized English interactions. Due to the different difficulties found in this population, it is highly difficult to influence the affective filter. However, there were some positive changes with the intervention as it was analyzed, considering the artifacts and the field diaries. Besides, CLT influence on students' affective filter is connected to students' interactions because, as it was seen, the methodology promotes interaction among students in the target language, and as a result, they can enjoy different ways of practicing English. Therefore, with these activities, there was some positive influence on

reducing the affective filter. However, due to the local context, the limitations, and other issues, the impact may not have been as good as expected.

English acquisition in a natural approach environment

The last category of analysis is English acquisition in a natural approach environment which lines up to illustrate the positive impact of comprehensible input on students' English acquisition. The data reviewed in this category was developed considering the next subcategories: impact of natural approach environment on English acquisition (input), and impact of natural approach environment on English acquisition (output). Therefore, it is necessary to briefly review some aspects that will be relevant during these subcategories.

First, as Krashen & Terrell established (1983), comprehensible input is to expose students to a full and complete target language environment where they will learn through communication processes. The input must be progressive and slightly higher than the students' level of competence. Thus, the analysis was carried out considering how a natural approach environment settled during the intervention impacted the students' English abilities to elucidate if they were acquiring the language or not.

- ***Impact of a natural approach environment on English acquisition (input)***

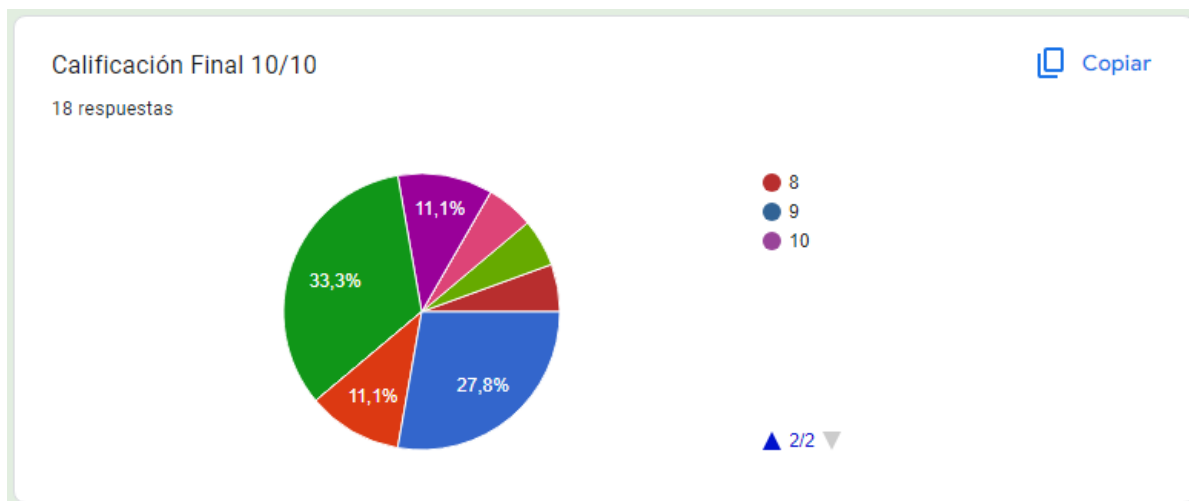
The first subcategory in this last category is the impact of a natural approach environment on English acquisition in terms of input, which aims to determine the findings regarding students' English competence improvement during the pedagogical intervention. The data analyzed were gathered from field diaries and two questionnaires that were applied both at the beginning and at the end of the intervention. These instruments are similar, but the first questionnaire was focused on basic vocabulary, while the last one was focused on the vocabulary studied through the lessons. Moreover, when referring to input, it refers to the way students understand what they are

receiving (listening and reading) in English language. It is important to mention that input and output are processes that, in many cases, work together in the same interaction. The findings obtained will be presented next.

The better way to elucidate the findings in terms of results is to bring them up, considering mainly two elements: reading and listening. In this way, this first part of the excerpt was focused on how students interacted with content (reading) by using questionnaires results. Further in the analysis, it will be discussed students' English competence in terms of listening instruction by using field diaries notes. In terms of reading comprehension, this kind of input showed some positive results based on the diagnosis questionnaires and the field data gathered during the pedagogical intervention.

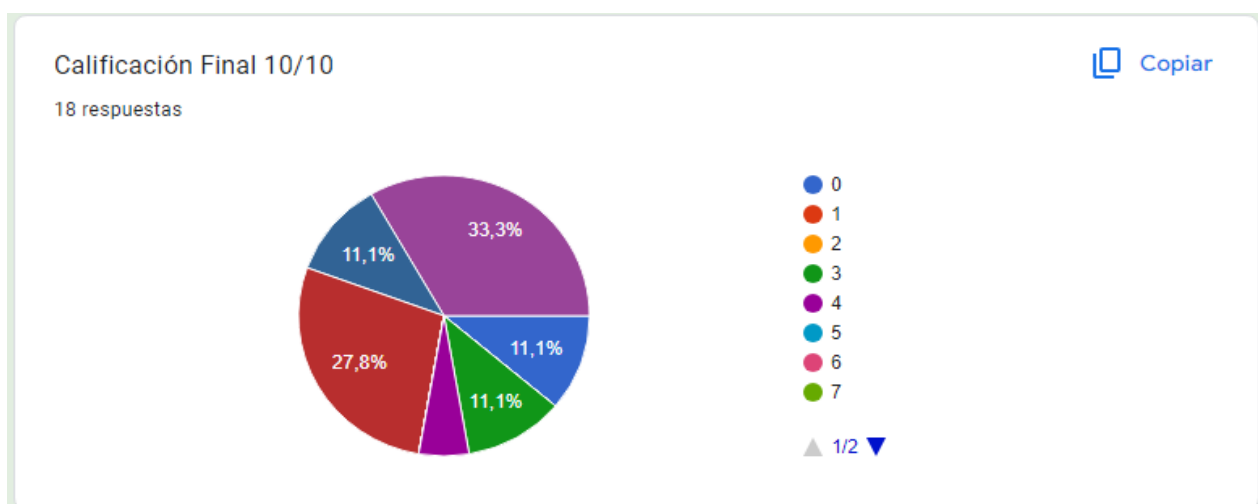
To begin with reading input, as it was mentioned before, both questionnaires were extremely similar in terms of structure, but the content of the last questionnaire was focused on fairy tale vocabulary and Shrek (Appendix E & F). Therefore, students during the final questionnaire were somewhat familiarized with the questions in terms of structure and vocabulary, which means better chances of getting a higher grade due to the similarity between the first and the last questionnaire. Accordingly, it was highly expected to see higher results due to the intervention's impact and the questionnaire's design. In this way, two pictures will be shown with the questionnaire results, on Figure 20 will appear the first questionnaire, while on Figure 21 will be shown the final one.

Figure 20



Based on the Figure 20, there was relevant information calculated, during the first questionnaire, the course had very low results, the general average was 27.2% over 100%. For instance, of the 3 maximum points, the course had 1.55 average points during the first question, while in the second question of the 3 maximum points, the course had 1.88 average points. Regarding the third question of the maximum 2 points, the course had 0.22 average points, while in the last question of the maximum 2 points, the course had 0.11 average points. Finally, regarding the whole questionnaire, just 16.8% of the students had a passing grade, which means more than 80% of the course failed the first questionnaire before intervention (Appendix E).

Figure 21



By using Figure 21 was calculated important information. It was found the course had so much better results during the final questionnaire, the general average was 71.1% over 100%. For example, of the 3 maximum points, the course had 1.55 average points during the first question, while in the second question of the 3 maximum points, the course had 2.55 average points. Regarding the third question of the maximum 2 points, the course had 1.55 average points, while in the last question of the maximum 2 points, the course had 1.44 average points. Finally, regarding the whole questionnaire, 70.1% of the students had a passing grade, which means a considerable improvement after the intervention in the way the information was comprehended (Appendix F).

Comparing the data, it was evident the course had made great improvements in terms of reading comprehension, at least when using visual aids and repetitive structures. The input they received from writing instructions and the way they interacted with the content improved. The presented content, related to the studied vocabulary during the intervention, proved how students started feeling more comfortable with the information they received through visual input. For instance, the first question mainly focused on grammar had the same results, which might be because the natural approach does not focus on grammar. However, it means a direct deficiency in the ability to identify grammar mistakes in a sentence. Next, the second question was focused on fairy tale vocabulary and pictures, in this one, the course had a 0.67 average improvement. In this way, even if students had issues understanding the complete meaning of a sentence, due to the studied vocabulary, they had the ability to connect the sentence to the appropriate picture by inference, which is the kind of interaction the natural approach expects with input.

Regarding the third and fourth questions, there was a high improvement, from 0.22 to 1.55 in the third question. It was possible to evidence how students got better in terms of

receiving information about personal pronouns and the verb to be, and they were more accustomed to filling gaps in short sentences just as it was practiced during the intervention. During the last question, there was an improvement from 0.11 to 1.44 average points. It was elucidated, as expected, that students do not have the necessity to understand the whole sentence word for word, but if they acquired some of the vocabulary, by inference, they might be able to resolve the communicative challenges presented in the sentence. Accordingly, they had the ability to mention aspects of the sentence and achieve the point due to the vocabulary they acquired through the lessons.

To continue with listening input results, there were less visible results, thus less deep analysis. Besides, there were more difficulties regarding basic comprehension and the improvement through the pedagogical intervention. Since the beginning, it has been evidenced by low comprehension levels in listening input. For instance, during lessons #1 and #3, there were two listening exercises, and in both, there appeared to be enormous difficulties in terms of understanding (Appendix H).

Even though students had good performance during lesson #1 in terms of instruction comprehension, it was due to the activity aim, the fact they had visual aids, and a focused warm-up activity. However, as mentioned in Field Diary #1, students did not show good understanding of the listening audio record. During lesson #3, without visual aids and under a more complex activity, the performance was behind what was expected. Additionally, during the whole intervention, it was highly complicated to keep natural approach principles going due to the lack of basic English knowledge. Thus, it was more than expected to use the native language to clarify activity instructions. Even during lessons #7 and #8 at the end of intervention, as it was established in the field diaries, students needed Spanish aid to comprehend the activities. In

conclusion, reading input increases due to the intervention, while more exposure to the target language may be needed in terms of increasing listening input comprehension (Appendix H).

- ***Impact of a natural approach environment on English acquisition (output)***

The second subcategory in this last excerpt is the impact of a natural approach environment on English acquisition in terms of output, which aims, just like the last one, to determine the findings regarding students' English improvement during the pedagogical intervention. The data analyzed was gathered mainly from field diaries and artifacts. The pedagogical intervention explored different activities somewhat focused on output, especially during the second phase, early production. Krashen (1982), brought up the idea that producing language or output (speaking and writing) can help learners notice gaps in their language knowledge and push them to seek more comprehensible input. In other words, speaking and writing can serve as a kind of self-monitoring mechanism that helps learners refine their language skills.

In this way, even if the proposal was completed and carried out under the comprehensible input insights, there were some output activities developed that focused on identifying students' gaps to help the data collection about students' progress while allowing them to fill some gaps they had in the English language. The data findings will be presented next.

Bearing in mind the way results were divided while analyzing input, the findings in terms of output will be presented considering mainly two elements as well: writing and speaking. Thus, this first part of the subcategory was focused on how students created written sentences. then the presented findings are about students' performance while creating spoken sentences.

First, in terms of writing, as it was elucidated in lesson #7, students proved good ability while creating short sentences in terms of grammar, spelling and meaning. However, they

frequently needed the use of a dictionary, interaction with the teacher, or other students to resolve doubts. Likewise, during lesson #8, students had a similar performance while creating short sentences for the newspaper front page. Along with the intervention, it was perceived that students started creating sentences easily, as mentioned in Field Diary #5. Even though students demonstrated the ability to resolve the workshops and written activities, the intervention might not have been powerful in their acquisition process. Students most of the time needed assistance while writing, and they did not prove the understanding of complete meaning in short sentences. In most of the activities, there was a concern about being assessed rather than practicing English (Appendix H).

Second, regarding speaking output, as it was mentioned on the field diaries, specifically during the early production phase, which means lessons #5, #6, #7, and #8, students were not able to create short sentences without reading and developing previous ones. In this way, the field diaries just proved that it was impossible during the intervention to get the students to the early production, natural approach phase. This situation may exist since the preproduction phase is usually longer. Accordingly, it was extremely difficult to achieve English-speaking output when time, design and context were not as expected. In fact, there were 8 lessons with a 45-minute average duration, which means low exposure to English input over 2 months. Therefore, in terms of output, students were not able to create spoken language at the end of the pedagogical intervention (Appendix H).

In conclusion, the analysis of the three categories established showed some little advances in terms of boosting communicative competence through the natural approach in the classroom. Besides, through the axial coding technique, it was possible to establish relationships among categories. During this intervention, the second present category, students' motivation,

and anxiety levels, proved to be essential in terms of communicative competence development and English acquisition. As the central category to this analysis, all the data gathered were necessarily and iteratively studied, considering motivation and anxiety as relevant aspects in terms of creating a comfortable acquisition environment for students. Thus, students' interactions were highly empowered when they were motivated or less anxious. Likewise, English acquisition is a phenomenon that occurs better as more interactions occur among the students. Accordingly, as more interactions are produced in a low-anxiety and high-motivation environment, it becomes easier to acquire English. Therefore, as a central theory to this analysis, students acquire English and improve their communicative competence when they naturally interact with others.

Chapter VI. Conclusions and implications

This chapter delves into the conclusions drawn from the research journey. At the start of this study, specific objectives were established to guide the execution of the pedagogical proposal. The general objective was to analyze to what extent a natural approach pedagogical proposal boosts communicative competence in the 602 back-to-school grade at *Liceo Femenino Mercedes Nariño*. Within this context, an evaluation of the research's achievement in relation to the specific objectives is presented.

Bearing in mind the achievement of specific objectives, it is important to develop them within the research question, which is: to what extent does a natural approach pedagogical proposal boost communicative competence in the 602 back-to-school course at Liceo Femenino Mercedes Nariño? In this way, the research question is developed considering the achievement of these objectives. Subsequently, they are going to be mentioned and discussed.

As it was defined based on the results and through the research process, CLT is a very good methodology to fit the natural approach. In this way, the purpose of identifying the CLT principle's on students' communicative competence was completely achievable. Thus, based on the data analyzed, there was evidence of a positive impact in terms of communicative competence development, considering how long the intervention lasted. In terms of strategic, sociolinguistic, and grammatical competence, students proved to be improving their communicative skills. However, the discourse competence was not achievable, students were still at a basic level of understanding and comprehension, so even if there was an improvement, more time and consistency would be needed to achieve better results in that aspect.

Regarding the second objective, which is to explore CLT principle's impact on students' affective filter, there were positive results as well. Due to the context of back-to-school grades,

the students' daily difficulties, and the traditional lessons, there is a high necessity for different practices that enhance students' positive feelings. In this way, promoting a free anxiety-motivation environment with different lessons should necessarily have a great impact on students' emotions. In this way, the CLT activities developed showed some students' interest in the activities, participation among students and enjoyment in a relaxed and focused environment. However, due to the context, there were always some students who avoided participating or were just concerned about other things than the lesson. It can be expected to have better results with more intervention time, working with this population can be very transcendental in how students perceive their educational process and how they relate to their feelings and emotions.

The last objective was to illustrate the positive impact of the comprehensible input on students' English acquisition. Bearing in mind that students were at a basic level of competence, a pedagogical proposal was developed to help students acquire English at an early production stage, which means short sentence production. Nevertheless, the intervention did not achieve this expected level due to many limitations that will be explained further and since the preproduction stage usually requires a longer intervention. However, there was a slightly positive impact on students' English acquisition in terms of reading and writing, students proved to understand content instruction, and it was positive as well in how they interacted with it. Nonetheless, regarding listening comprehension, which is the most practiced skill in the natural approach, there were not such good visible results. In fact, even until the end of the intervention, students struggled a lot with spoken commands and instructions. Therefore, there was little impact there, this one might be higher under better conditions in terms of time and proposal design. Subsequently, there will be descriptions of some limitations of the project that are relevant to understanding the results obtained and described in the conclusions.

Limitations

There were some limitations found before and through the pedagogical intervention. First, the natural approach is an old one, this way, it is difficult to find recent material. Moreover, the approach is not a method itself, it is necessary to use methodologies such as CLT or TPR to work in a natural approach environment. In addition, the chosen population was below the expected level of competence, and they presented many local difficulties that hindered the process, such as all those mentioned during the interview and the characterization. In this way, the natural approach requires comprehensible input, which means students need to comprehend a certain percentage of the information they are receiving, but the understood input could have been better. Accordingly, there were serious unexpected difficulties since the proposal had been developed beyond the preproduction stage.

Besides, there are several limitations in terms of public education in Colombia. It is evident that it is necessary to develop new models according to specific contexts or groups. A prepared intervention is always going to have positive results, even if they are small. Either because students are tired of being taught in the same traditional way or because they somewhat empathize better when someone is trying to do something for them, the fact is that it helps and motivates. However, there are two important elements to consider in terms of limitations. First, the population, and second, the teaching conditions.

Considering the above, it is difficult to approach a population like the one that intervened, as it was seen that they may be disrespectful to everybody, demotivated about practicing English, or just too tired of their daily lives to be attentive to any lesson. However, that is precisely the reason why results are achievable here. Students like these are accustomed to being belittled, so they can be very attentive if somebody gets their interest and attention by connecting to them. As

the head teacher mentioned, the group one year before was very different, they have improved a lot in different aspects. This is an achievement due to the willingness the head teacher had. Nonetheless, it is a slow progression, they need time to improve. In this way, it is a limitation to get to a course with an innovative methodology with limited time. Because this population has so much potential to improve, they need the time to connect with the teacher, with the activities, or just to feel accepted. Thus, limited time is an issue because students need to think they are important to the class, and due to all the difficulties, they face daily, it is not easy to trust a new person. There are lots of improvement possibilities there, but it would take years of hard work and commitment. Only in this way would it be possible to get big results. However, there appear to be teaching limitations in Colombia.

As was exhibited further back in the document, teaching in Colombia is not easy. The national conditions in public education are complex. It is not just about teaching languages; it is about teaching conditions. Implementing new activities with designed materials and innovative methodologies in a two- or three-year project, would get enormous results. However, most of the teachers do not have the time to achieve all these. Based on the observations at Liceo Femenino Mercedes Nariño and the dialogs with the head teacher, teaching in Colombia is a full-time job. Some teachers need two or even three jobs to get the salary they need. Besides, depending on the school, they may have or not have time outside lessons to improve their teaching methods. All this without mentioning that there are classrooms, as seen at school, with more than 40 students per course in regular courses, and there was one back-to-school grade seen with more than 30 students, without mentioning what it was discussed with the head teacher about more than 50 students per classroom in other public schools. This is just what was heard or seen during the research process, of course, there are other more difficult contexts that have not been explored.

Therefore, it is tough to expect the teachers to innovate, design, research, and review when most of them scarcely have time to carry out their lessons.

In summary, there are lots of difficulties while teaching in Colombia, either because of the conditions of the context. All these elements are limitations in the teaching exercise. Regarding specific limitations in the project, it was hard to deeply perceive these difficulties while designing the methodology and the intervention. There were things that could have been better regarding the natural approach and the expectations. Likewise, time was not enough to achieve a considerable impact. Finally, there were several challenges during the intervention that somewhat hindered the progress and made obtaining optimal results difficult, but innovating and researching is expected to have at least a positive impact, both by impacting the students at least a little bit and by contributing to the understanding of new ways to teach.

General recommendations

Considering both the research process and teaching practice, it is pertinent to highlight certain investigative and pedagogical suggestions for upcoming research endeavors, with a particular focus on action research.

Regarding a natural approach proposal, it is worth analyzing what methodology model will be used for the expected population. Likewise, it was important to use different instructional material since Spanish is not allowed in the model. It is recommended to write down all the data in field diaries or field notes, tracking all the relevant information, such as students' verbal and non-verbal interactions. As qualitative research, it is important to always consider the reflexive aspect of the practice and to include student, teacher, and other participants perceptions in the analysis. Finally, it is important to analyze data using a method that fits the expected purposes and goals.

Further research

As a study focused on the natural approach, it was necessary to use different methods such as CLT and TPR in synergy with the approach. Therefore, it is recommended to research more about different methodologies that may fit into a natural approach proposal. Likewise, as was exposed, the chosen population lives in such an interesting condition. It would be relevant to study the use of the natural approach in different environments and conditions. Besides, it would be relevant to see how a natural approach works longer in a similar context to the chosen one. The natural approach has four different stages. It would be important to relate them to all the elements already mentioned. Thus, it is recommended to research these different stages (preproduction, early production, speech emerge, intermediate fluency) in relation to their use in instructional designs applied to different specific non-bilingual populations. It would help to understand how much time they would need in the different stages and what methodologies would be best. Finally, it would be relevant to research different topics to use based on the population's age and context. Either a movie or a tendency, it is important to study what students are motivated by and enhance lessons based on those interests.

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Annexes

Appendix A: Characterization survey

Cuestionario de Contextualización

La presente encuesta de contextualización tiene como propósito recopilar información sobre el contexto que usted habita. Asimismo, la encuesta es anónima, y no tiene ninguna intención más allá de recopilar datos, por favor responder con sinceridad.

Lugar de Nacimiento:
Localidad:

Edad:
Estrato:

Barrio:

¿En qué tipo de vivienda vive? (Marque con una "X")

Casa Apartamento Habitación Otro ¿Cuál? _____

Su vivienda es: (Marque con una "X")

Propia Arriendo Familiar Otro ¿Cuál? ____

¿Con qué servicios cuenta en su vivienda? (Marque con una "X" las que apliquen):

Agua Teléfono
Luz Internet
Gas Otro ¿Cuál? _
Parabólica

¿Con quién vive? Sea puntual. (Mamá, Papá, Tío/a, Hermano/a, Abuelo/a, Primo/a, etc)

¿Cómo llega al colegio? (Encierre la opción que más use)

Transmilenio



SITP



Bus



Caminando



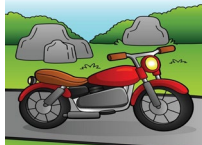
Bicicleta



Automóvil



Motocicleta



Taxi



Ruta

TRANSPORTE ESCOLAR



https://docs.google.com/forms/d/19GBv_I0-exNTD9ueTr22PCbkrzbovouScguh_zdEdfE/edit#responses

Appendix B: Characterization survey II

Cuestionario de Contextualización II

La presente prueba diagnóstica tiene como propósito recopilar información sobre el proceso que usted desarrolla con el aprendizaje del inglés. Asimismo, la encuesta es anónima, y no tiene ninguna intención más allá de recopilar datos, por favor responder con sinceridad.

¿Le gusta el inglés? (Marque de 1 a 10 con una "X" una única opción)



Teniendo en cuenta su desempeño en la clase de inglés: ¿Cómo piensa que es su nivel de inglés? (Marque con una "X")



¿Cuál de las siguientes actividades preferiría realizar para practicar inglés? (Escriba una "X" al frente de su preferencia. Puede escoger una o más opciones)

Ver películas		Estudiar libros de gramática	
Resolver desafíos		Hacer manualidades	
Jugar juegos de memoria		Tener conversaciones en inglés	
Resolver crucigramas, sopas de letras.		Hacer exposiciones	

¿Practica inglés en sus tiempos libres? (Marque con una “X”)

Nunca: , Muy poco: , Algunas veces: , Frecuentemente: , Diariamente: _

Teniendo en cuenta las opciones de abajo ¿Cómo suele sentirse durante las clases de inglés? (Marque con una “X”)

Motivada

Desmotivada

¿Suele tener sentimientos negativos como ansiedad, estrés o tristeza durante las clases de inglés? (Marque con una “X”)

Sí

No

¿Se ha sentido excluida o apartada en algún momento por estar en un grado del programa “Volver a la Escuela”? (Marque con una “X”)

Sí

No

¿Le gustaría aprender inglés en el futuro? (Marque con una “X”)

Sí

No

Gracias por su tiempo.

https://docs.google.com/forms/d/19GBv_I0-exNTD9ueTr22PCbkrzbovouScguh_dEdfE/edit#responses

Appendix C: Interview design

Etapa introductoria.

1. ¿Quién es Leonardo? ¿Qué la motivó a ser maestro?
2. ¿Cuál ha sido la experiencia más gratificante de su carrera?
3. ¿Cuál ha sido la situación más compleja o difícil con la que ha tenido que enfrentarse en su recorrido profesional?

Etapa de desarrollo.

4. ¿Qué son los cursos de aceleración y cómo funcionan?
5. ¿Cuáles son las principales dificultades de trabajar con los grupos de aceleración?
6. ¿Podría definir cuáles son las fortalezas de las estudiantes que hacen parte de aceleración?
7. ¿Cuáles son los mayores desafíos que encuentra al trabajar en el Liceo Femenino Mercedes Nariño?
8. ¿Qué hace a esta institución especial, diferente o única?

Etapa de cierre.

9. ¿Qué recomendación le gustaría hacer a docentes en formación desde su experiencia?

Appendix D: Affective filter survey

Questionnaire

1. ¿Disfruta la clase cuando el profesor está explicando los temas de inglés en el tablero?

Nunca Raramente Ocasionalmente Frecuentemente Muy Frecuentemente

2. ¿Se siente animada cuando el profesor deja guías que serán evaluadas al final de la clase?

Nunca Raramente Ocasionalmente Frecuentemente Muy Frecuentemente

3. ¿Cuándo debe pasar al tablero a realizar algún ejercicio o presentación se siente nerviosa o asustada?

Nunca Raramente Ocasionalmente Frecuentemente Muy Frecuentemente

4. ¿Le preocupa no entender los temas que se explican en clase, y por lo tanto no poder realizar las tareas asignadas?

Nunca Raramente Ocasionalmente Frecuentemente Muy Frecuentemente

5. Al momento de hablar en inglés en clase ¿Se siente criticada, juzgada o con poca confianza?

Nunca Raramente Ocasionalmente Frecuentemente Muy Frecuentemente

6. ¿Cree usted que su desempeño de inglés sería mejor en el aula regular, en lugar de en el aula “Volver a la Escuela”?

Muy en Desacuerdo En Desacuerdo Indeciso De Acuerdo Muy de Acuerdo

<https://docs.google.com/forms/d/1W6IP2x6bVQ3j09RwSWaik - dt12SkNSYpW1YaahkAB4/edit#responses>

Appendix E: Diagnosis questionnaire I

Prueba diagnóstica

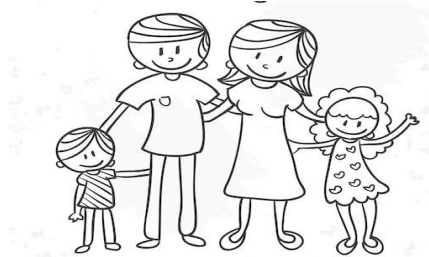
La presente prueba de diagnóstico tiene como propósito recopilar información sobre la competencia en inglés de este curso. Asimismo, la encuesta es anónima, y no tiene ninguna intención más allá de recopilar datos, por favor responder con base en sus conocimientos.

1. Identifique los errores en las siguientes oraciones (Marque en rojo, y explique porque cree está mal en español):

- I have 13 years old. _
- She are my sister, she like study. _
- I is walking park. _

2. Conecte las oraciones con la imagen más adecuada para estas mismas.

- Hey guys! What 's up my friends?



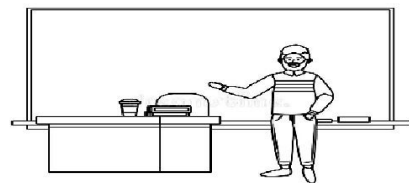
- Hello mom, hello dad!

- Good morning Mr. Crusoe.



3. Complete la conversación:

- A. Hello Helen!
B. Good morning, Darwin!
A. How are ?
B. I Great!



4. Describa en español lo que entiende de la siguiente frase la cual está en inglés:

"Life is like a box of chocolates."

Appendix F: Diagnosis questionnaire II

Prueba diagnóstica

La presente prueba de diagnóstico tiene como propósito recopilar información sobre la competencia en inglés de este curso. Asimismo, la encuesta es anónima, y no tiene ninguna intención más allá de recopilar datos, por favor responder con base en sus conocimientos.

1. Identifique los errores en las siguientes oraciones (Marque en rojo, y explique porque cree está mal en español):

- Princess Fiona are beautiful. _
- Donkey are my friend, he like play. _
- The cat am walking swamp. _

2. Conecte las oraciones con la imagen más adecuada para estas mismas.

- Excuse me! Lady, May I dance with you?
- Hello mom, hello dad!
- Hey guys! What 's up my friends?




3. Complete la conversación:

- A. Hello Shrek!
B. Good morning, Cat!
A. How are ?
B. I Good!

4. Describa en español lo que entiende de la siguiente frase la cual está en inglés:

“Only a true friend is honest.”

Appendix G: Observations field diaries

 <p>UNIVERSIDAD PEDAGÓGICA NACIONAL <i>Educadora de educadores</i></p>	<p>UNIVERSIDAD PEDAGÓGICA NACIONAL DEPARTAMENTO DE LENGUAS FACULTAD DE HUMANIDADES LICENCIATURA EN ESPAÑOL E INGLÉS FIELD DIARY - OBSERVATIONS</p>
<p>BASIC INFORMATION</p>	
<p>STARTING AND ENDING DATE</p>	<p>March 2 - March 30</p>
<p>SCHOOL</p>	<p>Liceo Femenino Mercedes Nariño</p>
<p>HEAD TEACHER</p>	<p>Leonardo Taborda</p>
<p>TEACHER IN TRAINING</p>	<p>Oscar Alejandro Buitrago Mora</p>
<p>GRADE</p>	<p>602 - Back to School</p>
<p>STUDENTS NUMBER</p>	<p>18</p>

<p>FIRST SESSION DATE</p>	
<p>STARTING AND ENDING TIME</p>	
<p>LESSON OBJECTIVE</p>	
<p>DESCRIPTION OF THE OBSERVED</p>	<p>ACTIVITIES DEVELOPED:</p>
	<p>INTERACTIONS:</p> <ul style="list-style-type: none"> • STUDENT/STUDENT: • STUDENT/TEACHER:
	<p>MOTIVATION AND ATTITUDE:</p>
	<p>PARTICIPATION:</p>
	<p>GENERAL NOTES:</p>
<p>ANALYSIS AND INTERPRETATION OF</p>	
<p>THE OBSERVED</p>	
<p>https://docs.google.com/document/d/1KrTzyMAfHJFSvfomKhcksC-BwjNUGAeH/edit</p>	

Appendix H: Interventions field diary

FIELD DIARY # _____

Date: _____

Purpose of the Lesson: _____

Teacher in Training: _____

Observation Description/Narration	Topic, Concept, Category	Analysis	Contribution to the Project

<https://drive.google.com/drive/u/1/folders/1Z0PRvwPRLgWABJRP2digU6TsVV-lfEhG>

Appendix I: Interview transcript

Interview

https://drive.google.com/drive/u/1/folders/1AAFT3FNwd6ggvAICBqUaZUpg_2itCOBN

Question	Answers
¿Quién es Leonardo? ¿Qué lo motivó a ser maestro?	Yo soy Leonardo Taborda, soy licenciado en español y lenguas extranjeras de la universidad pedagógica, soy docente del programa volver a la escuela. Me motivó en su momento, el sentir de que tenía el ímpetu y la energía para la enseñanza de lenguas extranjeras.
¿Cuál ha sido la experiencia más gratificante de su carrera?	En mi corta carrera la experiencia más gratificante ha sido que las estudiantes que han estado en volver a la escuela y han pasado al ciclo regular nos digan que extrañan nuestra presencia en sus salones de clase y la forma en que nosotros impartimos las clases, y el ambiente que los docentes de volver a la escuela creamos para que los espacios de aprendizaje sean lo más fructífero posible. Las estudiantes cuando llegan a la escuela llegan con una concepción negativa del programa, personas rezagadas o con dificultades. Hay estudiantes a las cuales no les gusta el programa volver a la escuela por los prejuicios asociados a este, pero asimismo hay profes que no gustan de trabajar en este programa.
¿Cuál ha sido la situación más compleja o difícil con la que ha tenido que enfrentarse en su recorrido profesional?	Hasta el momento no ha habido ninguna situación de extrema gravedad, pero sí hay situaciones particulares de la estudiante que entran a afectar el ejercicio de la misma estudiante dentro de la institución. No ha habido nada que de verdad me haya costado o en exceso complejo.
¿Qué son los cursos de aceleración y cómo funcionan?	La aceleración del aprendizaje tiene sus orígenes en una propuesta que se desarrolló en Brasil en los años noventa. Esta llega a Colombia, hay un grupo de personas en la secretaría de educación quienes dirigen la implementación de la propuesta en colegios distritales. En principio se llamaba aceleración a la escuela, se ha cambiado el nombre porque se consideraba peyorativo a volver a la escuela. Esta consiste en evitar la deserción escolar cuando una estudiante por diversas problemáticas académicas y de su cotidianidad fuera del colegio impiden que puedan seguir el modelo de educación entre comillas regular. Y pretender condensar en un periodo de tiempo breve los conocimientos con los cuales la estudiante tuvo problemas en su último año cursado. En seis meses deberían ponerse al tanto de los contenidos esperados. También hay que decir que las chicas de aceleración suelen tener mucha más edad de la esperada para el curso de aceleración en el que se encuentran. Llega una niña de catorce o quince años, entonces la aceleración es como el recurso o posibilidad para volver a retomar su proceso académico y volver a retomar el curso en el que debería estar de acuerdo con su edad. A título personal el cambio de nombre se debe a un lenguaje que las instituciones tratan de desarrollar para en lo posible

	<p>incluir sin ofender a la mayor cantidad de grupos posibles. Alguien sintió que la palabra aceleración no estaba bien, y hoy en día se llama volver a la escuela.</p>
<p>¿Cuáles son las principales dificultades de trabajar con los grupos de aceleración?</p>	<p>Los diagnósticos específicamente en inglés, pero también español y francés muestran dificultades importantísimas en comprensión lectora a nivel literal, inferencial y crítico. Hay dificultades grandísimas para leer. Hace falta un poco de bases en la lengua materna, porque si una chica no sabe que es un verbo en castellano, no va a saber que es en inglés, obviamente se pretende no enseñar gramática sino ser más conversacionales, pero la alfabetización básica puede ser un problema. Por ejemplo, una vez una alumna me dijo “profesor como se escribe Julio” no supe entenderlo en el momento.</p>
<p>¿Podría definir cuáles son las fortalezas de las estudiantes que hacen parte de aceleración?</p>	<p>Así como se ha hablado de debilidades o aspectos por mejorar, también hay fortalezas y aspectos positivos, hay chicas muy abiertas al conocimiento, pudieron haber perdido, o tener dificultades en el aula regular por situaciones que no tenían que ver precisamente con el rendimiento académico sino dificultades de nivel convivencial y emocional y de regularidad es decir falta de asistencia, lo cual las llevó a perder el año. Sí, hay estudiantes que se nota que se esfuerzan a pesar de las adversidades por las que tienen que transitar en su día a día, hay chicas que a pesar de la distancia llegan puntuales, a pesar de la enfermedad llegan a estudiar, a pesar de la escasez económica en sus casas, hay niñas que no tienen acompañamiento en casa para una sola tarea o trabajo, si bien hay otras que sí, es importante entender que la educación es un tema de toda la sociedad, en casa y en la escuela. Hay chicas curiosas, con buen nivel de pensamiento crítico, hay estudiantes que genuinamente preguntan acerca de conceptos, o usan Duolingo, hay cosas muy positivas, lo condensaron en una sola palabra y es resiliencia, saben gestionar las emociones y sacar algo bueno de las posibles dificultades de sus contextos.</p>
<p>¿Cuáles son los mayores desafíos que encuentra al trabajar en el Liceo Femenino Mercedes Nariño?</p>	<p>Las dificultades de los grupos de aceleración no son exclusivas de ellos en general, porque también he enseñado en aula regular y ahí también se presentan. Hay problemáticas de índole económico que no permiten una asistencia regular o el acceso a ciertos implementos. Hay dificultades de origen cognitivo, hay chicas con dislexia, la más frecuente, trastornos de ansiedad, hay grandes dificultades de orden afectivo y emocional, hay casos de niñas de consumo de drogas, no es solo de aceleración, la cuestión de las drogas está atravesando desafortunadamente todas las modalidades de enseñanza, la cuestión tecnológica afecta, las chicas ya tienen planes y sacan con eso la tarea adelante. Hay chicas que han tenido procesos de bienestar familiar, casos de abuso violencia, y eso provoca que sea difícil para ellas poner cuidado en una clase. Las relaciones de autoridad se dificultan, el quién maneja la clase, hay un mínimo de autoridad que el docente debe tener, pero por su contexto muchas estudiantes carecen de respeto por todo el mundo, piensan que el colegio es una extensión de la calle, y a cualquiera le hablo de manera coloquial, ellas no asumen que el colegio es un espacio de respeto y diálogo, lo ideal es que tuvieran un mínimo de normas de comportamiento y disposición necesarias para que el propósito académico surta efecto. A veces los problemas son tan grandes que me toca parar mi clase porque hay un problema en otro grupo y no puedo dar mi clase, una niña enferma, colapsada en otro grupo, por ejemplo, se</p>

	<p>me perdió el celular y hay que parar la clase. Y según el manual de convivencia son cuestiones que interrumpen la clase pero que en ningún momento es tarea del profesor parar la clase para buscar un celular.</p>
<p>¿Qué hace a esta institución especial, diferente o única?</p>	<p>El liceo femenino tiene casi cien años de existencia, es una institución que si bien hoy en día se está convirtiendo en mixta en las noches y los sábados. Esta propende por valores que enaltecen el papel de la mujer en la sociedad y cuenta con una planta de profesores bien capacitada, están transitando al bachillerato internacional lo cual incrementa la exigencia. También trabajar en contra jornada en donde las estudiantes tienen más horas de inglés, matemáticas, física. Tienen centros de interés en donde los estudiantes desarrollan actividades de deportes y música. También en grado once las estudiantes cursan semestres de una carrera en una universidad con notas homologadas. El liceo ha hecho una inversión muy fuerte para darles a los estudiantes herramientas y recursos para el momento que tengan que salir a la educación superior.</p>
<p>¿Qué recomendación le gustaría hacer a docentes en formación desde su experiencia?</p>	<p>Lo más importante es que lo piensen muy bien, el ejercicio docente es complejo, desafortunadamente el licenciado recién graduado va a tener un tránsito complicado porque en la parte privada es complicado el ejercicio. En la parte pública hay mayor libertad de cátedra. En los privados cualquier propiedad intelectual que se cree se le queda al colegio. Es un ejercicio de paciencia, resiliencia, deben de tener la capacidad de no asumir cada problema del estudiante como propio, porque trae consecuencias para la salud. El ejercicio docente se sabe que tiene muchas dificultades a nivel emocional para el docente. y más que para el docente a las universidades les falta mucho contexto del sistema educativo público y privado, porque hay docentes universitarios que nunca han dado clase en un colegio, hay otros que sí, pero no es lo usual. el estudiante recién graduado cuando entra al colegio a trabajar es cuando realmente empieza a hacer su carrera porque hay muchas cosas que se aprenden en la universidad que no se corresponden con la realidad.</p>
<p>¿Qué más podría comentar?</p>	<p>Enseñar en el aula de volver a la escuela tiene muchos retos debido al contexto de las estudiantes. Específicamente con los grupos actuales podemos se ha podido evidenciar varios casos de consumo de drogas, una niña de 13 años con ya dos abortos encima, una chica de 14 años que vive con el marido, chicas que tiene que ayudarle a los papas a trabajar en la calle, entre otras muchas otras problemáticas quizás más desapercibidas. Asimismo, las chicas en eventos del colegio suelen negarse a participar de las actividades porque ellas evidencian el rechazo que la institución tiene por ellas al ser parte del programa volver a la escuela, entonces existe cierto por parte de ellas a la institución, y rechazo y segregación por parte de la institución hacía ellas. Sin contar con que muchos profes del aula regular se refieren de forma muy peyorativa y despectiva a las chicas del aula de aceleración. Es un gran reto, pero asimismo es muy gratificante porque hay chicas con las que se trabaja bien, y se puede evidenciar mucha mejoría en distintos aspectos, como emocional, cognitiva y académicamente.</p>

Appendix J: Instrucional design



Discovering Fairy Tales

STAGE 1 #1

MARCH 30 50 MINUTES

Language Functions

VOCABULARY:

- CHARACTERS
- ACTIONS

CONTEXT INPUT:

- WHAT IS THIS?
- TEDDY
- READING

COMMUNICATIVE COMPETENCE:

- SOCIOLINGUISTIC COMPETENCE

STAGE OF LANGUAGE INSTRUCTION:

- COMPREHENSION OR PREPRODUCTION

OBJECTIVES:

- TO LEARN ENGLISH VOCABULARY NATURALLY
- TO HAVE THE ABILITY TO USE THAT VOCABULARY TO UNDERSTAND THE TEXT






Painting a magical place

STAGE 1 #2

APRIL 13 50 MINUTES

Language Functions

VOCABULARY:

- PLACES
- COLORS

CONTEXT INPUT:

- PAINTING TOOLS
- ASK FOR SOMETHING

COMMUNICATIVE COMPETENCE:


- SOCIOLINGUISTIC COMPETENCE

STAGE OF LANGUAGE INSTRUCTION:

- COMPREHENSION OR PREPRODUCTION

OBJECTIVES:





- TO LEARN ENGLISH VOCABULARY NATURALLY
- TO USE THE LEARNED VOCABULARY IN A NATURAL ACTIVITY SUCH AS PAINTING

Preparation

The teacher have to bring the pictures, the dragon plush, and copies of the lecture.


ACTIVITY	PROCEDURES	TIME
WARMUP	1. The teacher shows different pictures of characters and actions.	2 minutes
	2. The teacher shows one picture and says the corresponding word aloud.	3 minutes
	3. Students are encouraged to repeat the word with the same pronunciation. The teacher uses a dragon plush to strengthen the acquirement of some verbs (Throw & Catch) and push students to participate, so the teacher says the verb throw aloud, and the student have to catch it and repeat the action. Then, they have to point out the appropriate picture to the said word.	5 minutes
MAIN ACTIVITY	1. The teacher hands out a little text to students, then the teacher reads and acts it aloud while students follow the reading.	10 minutes
	2. Students read the text individually, then the teacher read it once aloud.	15 minutes
	3. Students have to connect the studied vocabulary with the pictures on the text, and fill the gaps with the right action to the corresponding character.	15 minutes

Preparation

The teacher have to bring the pictures, the dragon plush, and materials for painting.

ACTIVITY	PROCEDURES	TIME
WARMUP	1. The teacher shows different pictures of places and colors, and review those from the previous lesson.	2 minutes
	2. The teacher shows one picture and says the corresponding word aloud.	3 minutes
	3. Students are encouraged to repeat the word with the same pronunciation. The teacher uses a dragon plush to play "Eeny, meeny, miny, moe" to push students to participate. Eeny Meeny Miny Moe: Participants chant the rhyme while pointing to each person or item in turn, and the final word indicates the chosen person or item.	5 minutes
MAIN ACTIVITY	1. The teacher shows different painting material while saying them aloud, then explain the activity and do the example on the board.	5 minutes
	2. The teacher hands out the painting material, and students are encouraged to paint.	25 minutes
	3. Students have to paint a place and a character in a painting, where the character is doing an action, they have to use different colors.	10 minutes
	4. Students are encouraged to show the drawing they did, and to mention the things they draw there.	



Trying being the first



STAGE 1

#4

APRIL 28

50 MINUTES

Language Functions

VOCABULARY:

- ORDINAL AND CARDINAL NUMBERS

CONTEXT INPUT:

- ROCK, PAPER, SCISSORS

COMMUNICATIVE COMPETENCE:

- SOCIOLINGUISTIC COMPETENCE
- STRATEGIC COMPETENCE

STAGE OF LANGUAGE INSTRUCTION:

- COMPREHENSION OR PREPRODUCTION

OBJECTIVES:

- TO LEARN ENGLISH NUMBERS NATURALLY
- TO UNDERSTAND THE ORDINAL NUMBERS AND USE THEM IN A GAME



Listening to a fairy tale



STAGE 1

#3

APRIL 20

50 MINUTES

Language Functions

VOCABULARY:

- ADJECTIVES
- ATTITUDES

CONTEXT INPUT:

- PUZZLES
- READING AND LISTENING
- BODY PARTS

COMMUNICATIVE COMPETENCE:

- SOCIOLINGUISTIC COMPETENCE
- GRAMMATICAL COMPETENCE

STAGE OF LANGUAGE INSTRUCTION:

- COMPREHENSION OR PREPRODUCTION

OBJECTIVES:

- TO LEARN ENGLISH VOCABULARY NATURALLY
- TO UNDERSTAND THE LISTENED WORDS WHILE READING AND LISTENING THEM IN A TALE



Preparation

The teacher have to bring the pictures, the dragon plush, cards with numbers for every student, and the copies of the worksheet.



Preparation

The teacher have to bring the pictures, the dragon plush, a speaker, and the copies of the text and the worksheet.



ACTIVITY	PROCEDURES	TIME
WARMUP	1. The teacher shows different pictures of ordinal and cardinal numbers, and review those from the previous lesson.	2 minutes
	2. The teacher shows one picture and says the corresponding word aloud.	3 minutes
	3. Students are encouraged to repeat the word with the same pronunciation. The teacher uses a dragon plush to hide a number, students have to guess to participate.	5 minutes
MAIN ACTIVITY	1. The teacher writes on the board the name of each student, and explain the game. Students are going to be always called by their ordinal number. 2. The teacher gives students a different organized number starting from 1 that they are going to put in their shoulder, one per student. It is going to be played a game "Rock, Paper, Scissors" but, just to people at the same time. Using the game "Eeny, meeny, miny, moe" 2 students are going to be called to the center of the classroom, then they are going to play Rock, Paper, Scissors, three times. The winner stays, the looser sits down, the next participant is going to be called by playing "Eeny, meeny, miny, moe"	20 minutes
CLOSING ACTIVITY	1. The teacher hands out a short worksheet with some puzzles. So, they can practice and review the numbers.	10 minutes



ACTIVITY	PROCEDURES	TIME
WARMUP	1. The teacher shows different pictures of adjectives and attitudes, and review those from the previous lesson.	2 minutes
	2. The teacher shows one picture and says the corresponding word aloud.	3 minutes
	3. Students are asked about the vocabulary by asking them numbers from 1 to 10, if the student guess, she has to participate.	5 minutes
PUZZLE TIME	1. The teacher hands out a short worksheet with a linking game. So, they can practice and review some words, expressions and vocabulary.	10 minutes
MAIN ACTIVITY	1. The teacher plays the chosen listening activity once.	5 minutes
	2. The teacher hands out the copies of the listening transcription.	5 minutes
	3. The recording is played while students read the copies twice, meanwhile students fill the gaps that are on the text.	10 minutes
	4. The teacher give the feedback of the proper words in the text, and plays the recording one last time.	10 minutes



Introducing myself



STAGE 2

#5

MAY 4

50 MINUTES

The context matters



STAGE 2

#6

MAY 11

50 MINUTES

Language Functions

VOCABULARY:

- VERB TO BE
- FEATURES, ATTITUDES AND FEELINGS

CONTEXT INPUT:

- NUMBERS
- AM, IS, ARE
- SQUARE, BOARD, GAMES WORDS

COMMUNICATIVE COMPETENCE:

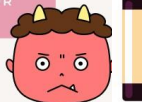
- GRAMMATICAL AND STRATEGIC COMPETENCE

STAGE OF LANGUAGE INSTRUCTION:

- EARLY PRODUCTION (SHORT SENTENCES)

OBJECTIVES:

- TO UNDERSTAND SPOKEN WORDS NATURALLY
- TO TALK ABOUT OWN FEATURES, ATTITUDES OR FEELINGS AND DESCRIBE OTHERS



Language Functions

VOCABULARY:

- MANNERS
- FORMAL AND INFORMAL WORDS

CONTEXT INPUT:

- POLITE ENGLISH
- SLANG
- EXPRESSIONS

COMMUNICATIVE COMPETENCE:

- SOCIOLINGUISTIC, DISCOURSE AND STRATEGIC COMPETENCE

STAGE OF LANGUAGE INSTRUCTION:

- EARLY PRODUCTION (SHORT SENTENCES)

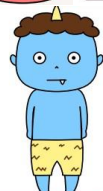
OBJECTIVES:

- TO UNDERSTAND DIFFERENT C. SITUATIONS
- TO USE ENGLISH EXPRESSIONS IN PROPER SITUATIONS



Preparation

The teacher have to bring the descriptions and the dragon plush. Also, the pictures and the questions.



Preparation

The teacher have to bring the worksheet copies and the Shrek scene with the technological required devices.



ACTIVITY	PROCEDURES	TIME
WARMUP	1. The teacher hands out some papers with descriptions of some characters and places. Then, the teacher is going to do the example about how to introduce ourselves as if he or she would be one of the characters.	3 minutes
	2. Some of the students are going to introduce themselves in this way, the dragon plush is going to be used to encourage participation.	7 minutes
MAIN ACTIVITY	1. Students are going to be divided in 4 groups, they have to create a name based on Fairy Tales or Shrek movies.	30 minutes
	2. On the board, the teacher has to draw a 3x3 board. Each square has a score (100/75/50) which is hidden because of a picture of either a character or a place. Students by turns have to choose as a group a picture, and one of them without repeating have to describe the character or place based on the papers they have. Finally, depending on the score, the student has to answer a question.	
CLOSING ACTIVITY	1. Students are given a piece of paper. Students are asked to write a free statement where they use the vocabulary and elements learned. They can use the dictionary or ask for vocabulary. For instance: "The cat is little, the cat lives in the village" "The ogre is green and lives in a swamp"	10 minutes



ACTIVITY	PROCEDURES	TIME
WARMUP	1. The teacher handouts the worksheet about different communicative situations and expressions in diverse contexts. Students have to develop the worksheet, which is highly supported with visual aids.	10 minutes
MOVIE TIME	1. Students watch the chosen Shrek scene three times naturally, which is related to the topic of this lesson plan. They have to take notes about words they hear or see in relation to the studied vocabulary in the first stage of preproduction. https://youtu.be/mQGm2ldq1ag	10 minutes
	Students asked about the words they understood, and about why they think of the situation based on its context.	5 minutes
MAIN ACTIVITY	1. Students have to write some of the expressions used before, then they have to create a dialog where they show a situation, could be based on Shrek, or could be about friends, family or school.	15 minutes
	2. Then, in groups of four people, they have to practice the dialog. Then, they have to show their performance to the teacher.	10 minutes



Traveling to Far Far Away



STAGE 2

#7

MAY 18

50 MINUTES

Language Functions

VOCABULARY:

- SCHEDULE, TRAVEL, TRIP, ELEMENTS

CONTEXT INPUT:

- ELEMENTS IN A TRIP
- DAYS OF THE WEEK

COMMUNICATIVE COMPETENCE:

- STRATEGIC AND SOCIOLINGUISTIC COMPETENCE

STAGE OF LANGUAGE INSTRUCTION:

- EARLY PRODUCTION (SHORT SENTENCES)

OBJECTIVES:

- TO LEARN ABOUT TRIPS AND ITEMS NEEDED
- TO BE ABLE TO USE ENGLISH IN THE CREATION OF A SCHEDULE



Fairy tale news



STAGE 2

#8

MAY 25

50 MINUTES

Language Functions

VOCABULARY:

- VERB TO BE
- FEATURES, ATTITUDES AND FEELINGS

CONTEXT INPUT:

- PRESENT SIMPLE
- THIRD PERSON OF THE SINGULAR

COMMUNICATIVE COMPETENCE:

- SOCIOLINGUISTIC, GRAMMATICAL, DISCOURSE AND STRATEGIC COMPETENCE

STAGE OF LANGUAGE INSTRUCTION:

- EARLY PRODUCTION (SHORT SENTENCES)

OBJECTIVES:

- TO EXPRESS AGREEMENT OR DISAGREEMENT
- TO USE ENGLISH IN REAL COMMUNICATIVE WRITTEN SITUATIONS



Preparation

The teacher have to bring the flash cards, and the worksheet about the trip.



ACTIVITY	PROCEDURES	TIME
WARMUP	1. The teacher introduce the word "trip" and asks students about what activities they think are important in a trip.	5 minutes
	2. Divided in 5 groups, students are to receive some flashcards about actions that are common in a trip. Each group have different elements, then 2 members of each group are going to change with another one, and are going to show them more elements which were in a different group.	5 minutes
MAIN ACTIVITY	1. Students get a format with the schedule they would have in a trip, from Monday to Sunday, students have to put 1 activity they would do per day, and a character they would like to be with that day.	30 minutes
CLOSING ACTIVITY	1. Some volunteers are going to speak about their schedule for the trip to the teacher, after practicing the plans with their groups.	10 minutes



Preparation

The teacher have to bring the statements, the newspaper example, and empty sheets for the students.



ACTIVITY	PROCEDURES	TIME
WARMUP	1. Students are given a piece of paper with a statement. For example, "The ogres are bad people". Each student has a different statement, if they are chosen they have to say if they agree or not, and why. To encourage participation the teacher can use any of the strategies seen in previous lessons.	10 minutes
MOVIE TIME	1. Students watch the chosen Shrek scene three times, naturally. They have to take notes about words they hear or see in relation to the studied vocabulary in the first stage of preproduction. https://youtu.be/vaJ2yQC_ktY	10 minutes
	Students asked about the words they understood, and about why they think about the situation in the scene.	5 minutes
MAIN ACTIVITY	1. The teacher shows a newspaper with a Shrek scandal, and they are given a white paper.	5 minutes
	2. Students have to create a polemic statement based on what they know about Shrek and using a dictionary, they have to take into account the tales they read and listen, the scenes they saw, and their general knowledge about fairy tales. The Newspaper needs a headline and at least 3 other titles. Then, students exchange the newspapers, they can choose the one per group or table and show it to the class.	20 minutes



Appendix K: Students' records sample

https://drive.google.com/drive/u/1/folders/1cTP_0T3kReVZ_Dnc7XVgYGxoPobluL2S

Student 1: On Tuesday I am going to go camping with my friend the dragon.

(Record #1)

Student 2: On Tuesday I am going to have a picnic with cat.

(Record #2)

Student 3: On Tuesday I am going to have a picnic with donkey.

(Record #3)