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**Pedagogical Strategies Application to Improve the English Language
Learning Process in Sixth Graders**

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Abstract

This research aims to investigate the pedagogical strategies that are employed in a bilingual school in Bogota, with a focus on the English language (L2) learning process for sixth-grade students. The study aims to identify the possible factors that impact the planning and application of pedagogical strategies and their effectiveness in facilitating language acquisition. The research employs ethnographic methodology, including participant observation and interviews, to gather data on the strategies and methodologies adopted by teachers, the mental processes involved in activities, and the learning styles of the students.

The study also analyses how teachers design their classes and how they incorporate elements to enable the constant use of the target language, creating spaces for students to use English and interact with classmates. The paper provides an overview of the theoretical framework, constructs, and variables that underpin the study, as well as a justification for its significance. The findings of the research aim to offer insights into the approaches that are used by bilingual schools and the application of pedagogical strategies to possibly enhance the quality of language acquisition activities.

Keywords: Strategy, English as a foreign language, Teacher's role, Learning.

Introduction

The present research aims to understand the factors that go around the planning and the proper application of the pedagogical strategies within the classroom. These strategies are crucial for marking the path of the class while allowing students to acquire the foreign language, which for the purpose of this study is the English language (L2). Strategies seem to be one of the foundations for the teaching process in a bilingual school in Bogota because it allows activities that generate the need to use the language and the motivation to interact between classmates in English. That is why this research goes deep into related topics such as the different methodological and didactical strategies, the mental processes that occur with the activities and the way students (SS henceforth) in sixth grade learn. Simultaneously, the research analyses the teacher's (Ts henceforth) approach to include those elements that enable the constant use of the target language.

Hence, to achieve the final purpose of the research, which is to observe the pedagogical strategies within the classroom to understand the impact of such activities in the English learning process, an ethnography study is implemented as the method that guides the work towards the preparation of the instruments carried out in the real context. In such a manner, one of the instruments that better fit with the achievement of such purposes is the participant observation, in which the researcher is in the classroom documenting what is being done in class and the nature of the activities while being an active member of the same. As its name indicates, the participant observation consists in simultaneously observing and participating in the activities from the group that it is being studied, (Bisquerra, 2009). Also, interviews are used to get the teacher's perspective on the design of the class and the expectations they have when implementing certain activities.

In this sense, the text addresses the different strategies and methodologies adopted by the Ts at the school that allows students from a particular area in Bogota to acquire and use the foreign language, creating spaces to permanently use the English language and improving the flaws in students through work in groups. This would provide a better understanding of the approach used in a complete bilingual institution and the way in which pedagogical strategies are applied to contribute with the quality of activities that could enable the acquisition of the target language.

Apart from the above, this work has followed a clear organisation in which the most general points and constructs are presented first to have a clear path to navigate towards the implementation of the investigation and to the conclusions that the whole process provides. Based on this, the work will begin with the justification that enables us to understand the significance, importance, and contributions of the research. Following with the statement of the problem that highlights the issues faced during the earlier developing stages of the work as well as the impact the work might have in the community. The statement of the problem also explores the way in which the question of the research came into analysis and how it was seen as an issue in the first place.

Subsequently in the second chapter the theoretical base is completely explored beginning with the framework. The framework encapsulates the main constructs that provide sufficient basis to understand variables of the research and to go in deep into pedagogical strategies and L2 teaching topics. Finally, in the methodology it is fully explained the instruments, techniques, target population and the data collection used during the research and its importance in the work and the impact this makes to get to the answer to the research question.

Justification

In this section, the overall relevance of the monograph is exposed, as it is important to consider some of the elements involved in the earlier stages of the development of the research question and the stages of the practices within the school that led to the need to go deeper into the activities presented to the sixth graders that had a certain impact in their fluency and performance in the English language as well as the planning process prior such lessons.

This work is implemented after being part of the practicum processes at Gimnasio Los Pinos and after being able to not only do observations during the classes with sixth graders but also being a participant-observer within the lessons. In the mentioned practices, the researcher could realise through the observations and diaries the importance of a connection between the subjects in their curriculum and in the overall teaching process to create environments where SS could constantly use the target language. It was also noteworthy that the English teacher used to accommodate the activities and parts of the lessons according to the group or the attitudes of students to properly implement the class in the best way possible. Such actions did draw attention towards the flexibility of some pedagogical strategies and generated the question of which kind of factors may be important to consider benefitting the language acquisition prior and during the class.

Thereby, this investigation analyses the strategies implemented within the classroom and how SS receive such activities through the engagement with the lessons and, ultimately, how the strategies either help to improve or hinder the language learning process in sixth grade as it would provide guidance and an inside into the way a bilingual achieves their main goal of helping to acquire a new language using different activities and strategies. The indicated, by taking into account that the strategies not only impact the learning process but

also attends to different learning styles, “more teachers need to be aware of it [teaching strategies] and should improve their students’ learning strategies as well as to help them learn learning strategies in the first place, (Class Wegner et. al. 2013. pp. 143). In this sense, it is possible to say that pedagogical strategies not only help to develop confidence in the learner but also enable a better fitting class where the lacking skills are reinforced, being that the main goal of the observations is to provide a holistic view and an answer of the process within the classes.

To succeed with this document, the research counts with informal conversations with Ts and the effectiveness of the observations in the classroom, as it allows the researcher to understand the teacher's perspective in terms of the aspects to analyse prior to the design of the class. Also, it makes evident the way in which the teacher takes into consideration every student's need, weaknesses, and strong points in the L2 for a better application of a strategy according to the benefit that it will carry out for the group. The aim is to provide a general education through access, in a critical and creative way, to scientific, technological, artistic and humanistic knowledge and its relationship with social life, preparing the learner for his or her relationship with society, (Mineducación, 1994). Such statements leave the incognito of what are the strategies implemented in classes to accomplish that goal, and that is where this investigation takes strength by identifying the process that teachers create for both implementing the strategies and identifying the correct methods and activities to reinforce L2 acquisition.

Another important thing to mention, that will be also noticed in the statement of the problem and in the state of the art, is the fact that from a local point of view there is not real information that could potentially provide an inside on the factors that Ts may consider to plan the classes and add activities to the lessons. There are not clear or free articles nor works going around the same or at least similar principles that this text is following and that is

where this work takes relevance, as it explores the different elements that could influence the organisation of a class and the researcher has been already an active participant and observer in such classes in a bilingual context that proved to intensify the practice of the target language.

Also, from a personal point of view, it is expected that this research enlightens more about the crucial factor that it is the teacher within the classroom for my own career, as they might analyse the students to organise the classes. For example, in the period that I was part of the practitioners at the school, I had the possibility to plan some classes in which I began to analyse primarily the sixth-grade group I would be working with. I would also consider the main goal of the class to have activities that could help me to accomplish it, something that required a previous knowledge of the SS and a sense of their needs and interest. This experience provided me with some key components to analyse from the context to provide the tools to facilitate the understanding of the topic in hand.

Statement of the Problem

This segment of the first chapter will be focused on the perceived problem found at Gimnasio Los Pinos that helped to build the base in which both theoretical and methodological analysis are placed for an actual answer of the issue. It also provides a condensed look at the English teaching goal in Colombia and compares it with the school as it is important to notice the difference in the procedures used for the common goal for the English acquisition.

As stated above, Colombia has been trying to educate a bilingual society in which English is placed as the foreign mandatory language to use. The mastery and learning of English as a foreign language has been one of the greatest ambitions for Colombian education for several years. Reason why there has been created educational regulations such as the bilingualism program, specifically the *ley 1651 de 2013*, where the main objective is to “develop communicative skills to read, understand, write, speak and to express correctly in a foreign language”, (Mineducación. 2019). However, after some years of the implementation of the bilingualism law in Colombia, there is not such a significant improvement according to what has been proposed in the law. As reported by the British Council (2015) quoted by Ramos (2021) “While progress has been made, the goal of an English-speaking population by 2019 is largely felt to be unattainable”.

Also, from a national point of view, there is an overview on how Colombia conceives bilingualism, to explain why the goal of the educational system has yet not been accomplished whatsoever. Following the ideas of Vargas et. al (2008) quoted by Gómez (2017), “the plans have treated bilingualism as merely learning two separate linguistic codes when in fact being bilingual entails the interaction of the codes and their cultural and social components”. This wrong perception ends by taking away, for the most part, the sociocultural aspect of the language, focusing entirely on the grammar instead on the proper use and

practice of the L2. This is worth mentioning as Gimnasio Los Pinos does not believe in focussing the lessons on grammar explanations, instead being interested mostly in practising the L2 and in SS interaction based on activities from a chosen book, aiming towards the use of English in tests like the IELTS exam, changing of course the dynamics of the class and its activities.

The above is also correlated with what Le Gal (2018) explains about the English Language Teaching (ELT henceforth) in Colombia, mentioning that “ELT in Colombia, as in a large majority of developing countries, has relied on foreign methodologies: Grammar-Translation Approach, Audiolingual Approach, Direct Method, Communicative Approach, Task-Based Language Learning and Teaching have all been successively adopted without any real contextualization” (p. 6). What is usually done and what has been observed especially in Gimnasio Los Pinos is that the books and tools are the main focus during lessons, and, at some points, the books were the ones marking the path on the activities and topics along the curriculum and classes.

It is not to say however, that books are necessarily bad or might be substituted when planning or doing the class as they serve as a guide that provides the necessary vocabulary and some context when teaching, but teachers also need to be mindful to add more activities or stages in the lesson. A variety of activities or strategies allow SS to engage with the class according to their likes and to relate the topics accordingly to SS background knowledge, (see Annex 3). That is why, Sanchez & Obando (2008), quoted by Gómez (2017) mentioned the following:

(...) Even teachers with a C2 English level and an ICELT¹ qualification would struggle with overcrowded classrooms, shortages of resources, limited time,

¹ ICELT stands for In-service Certificate in English Language Teaching. Taken from: <https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/institutions/icelt/>

and a wide variety of learners. Hence, it is not possible to think of adopting a foreign model and standardising the teaching practice. The CEFR can be used to set the communicative objectives to pursue, but research needs to be conducted in order to determine the number of hours and type of instruction that Colombian students require to learn the English language under the local conditions (cultural and educational reality). (p.p. 7).

Similarly, it has been found that, in terms of the impact that the learning process has when introducing strategies and new activities, the better the activity suits the SS needs, the better it is to create participative classes. Peacock (1997) extracted by Castillo et. al (2017), suggested that "teachers should try authentic materials in their classrooms, as they may increase their learners' levels of on-task behaviour, concentration, and involvement in the target activity more than artificial materials". Although, through the observation done during the investigation process the school Gimnasio Los Pinos was not noticeably clear about how free their teachers were to create their own material, one could note that teachers have to follow what was already established. They could of course add or create some interactive and participative activities such as Kahoot games, competitions or the presentation of videos related to the topics, but, due to time limitations and the pressure over the use of the book the class could not really follow the course the English teacher wanted for SS. However, it was widely appreciated that the majority of the tasks to do in class was accommodated according to the number of SS, the needs of the group and even the proficiency and efficiency of each group, enabling the best experience to the students and an efficient organisation that could allow to bear several conditions happening within the classroom while still providing activities to help with the English proficiency and level (Annex 1).

For a more detailed and accurate way to explore the research question, it has been investigated regarding the pedagogical strategies and its impact in the learning process in Bogota. Which at first, is a discouraging view as there is not a lot of content exploring the

topic for students from the capital of Colombia and the ones that exist are not of public domain, making it harder for teachers to realise all the new approaches to implement in class. Yet, it also highlights the importance to continue with this research as it could provide a better understanding of how efficient English classes could be if the activities and strategies were carefully planned to attend to the general needs while providing an inside in each SS's active process.

To succeed with the purpose of understanding the impact of pedagogical strategies in the English learning process, the research counts on the effectiveness of the observations in the classroom and informal conversations with the English teacher. Both techniques allow the researcher to understand the teacher's perspective in terms of the aspects to analyse prior to the design of the class. Also, they make evident the way in which the teacher takes into consideration every student's need, weaknesses, and strong points in the target language for a better application of a strategy according to the benefit that it will carry out for the group. As stated by Irfadila & Noprika (2022), "Needs analysis plays an important role in teaching. Through needs analysis, teachers, students, teaching materials, teaching procedures, and assessments can be well connected so that they can improve the learning process followed by students" (p.p 226). An active education opens the possibility to explore and participate during the lessons, thus enabling the use of the language constantly and reinforcing the topics while practising the target language, which in the long term creates the acquisition window. This is key when the fact that the context of the research is a bilingual school, and that the main objective of the school is to prepare SS for a globalised and competitive world through the acquisition of English. Reason why the observation plays an important role in the investigation. It permits to analyse what other strategies are being applied in the curriculum and classes to ensure SS acquire correctly the L2 and to get to that acquisition window explained before by mostly using an English book and without grammatical explanation.

As it has been stated along this first chapter, the pedagogical strategies applied according to the needs and interests of SS mean a very advantageous path towards the learning of the L2 in Gimnasio Los Pinos, as it is supposed to be a very centralised and focused way to teach and learn the target language. Yet, it also leaves the incognito about what and how the pedagogical strategies are applied with sixth graders if the school does not allow the grammatical explanation and if a big part of the classes is focused on developing the English book's activities. Remembering that sixth graders require a necessary motivation to engage and interact not just with the classmates but with the topic per se to allow the acquisition of the English language to happen.

Research Question

How do the pedagogical strategies that are applied to sixth graders affect the English learning process at Gimnasio Los Pinos?

Objectives

General Objective: To observe the pedagogical strategies within the classroom to understand the impact of such activities in the English learning process.

Specific objectives:

- To identify the different strategies and methodologies that generate a positive impact in students' learning process and generate proper reactions and motivation in students.
- To identify the key elements of the applied strategies and its effectiveness in the classroom from the teacher's perspective.
- To observe the changes in the application of strategies that are being implemented in sixth grade according to the different factors or situations happening in the class.

As noticed above, the investigation follows a very detailed approach which is based on the qualitative paradigm. This allows one to get into the context and observe the strategies being applied in sixth grade during the English lessons to improve the learning process in SS and the different effects that it provides once the teacher has identified the circumstances of the group and the critical factors that will affect in a way or another to the class. Along the following stages, the text goes deep into the main literature of the necessary key concepts that could support the research as well as previous works that may be analysing the same problem on how pedagogical strategies influence the L2 acquisition.

State of the Art

In this section of the text, it is investigated different works that are organised in three main domains, being these the international, national and local works that cover a similar topic in institutions where the English is taught as a foreign language and where the purpose of the study is to analyse how the process can be improved or influenced by the activities or strategies applied. The compilation of the literature review was done through the institutional repositories as well as other different sources on the web. One of the most important things that was found along the compilation was that for the local works there was not as much as articles found and a great part of the existing studies were of private domain for a particular institution, helping just the teachers at that school to improve their teaching methods towards the SS acquisition goal of L2.

Title	Year	Author	Institution	Extension
Effective teaching techniques and study strategies for English language learners in ESL community college classes	2018	Dorothy, M.	University of San Francisco (USFCA)	International
Methods and Strategies in Teaching English as a Second Language	2012	Jeya Santhi.V	VHNSN College.	International
The role of powerful pedagogical strategies in curriculum development	2010	David Leat & Steve Higgins.	British Educational Research Journal (The Institution is not mentioned)	International
Pedagogical strategies to teach bachelor students	2015	B. Aglen	Trondheim, Norway	International

evidence-based practice: A systematic review				
Strategies to Enhance or Maintain Motivation in Learning a Foreign Language	2020	Muñoz, A., Ramirez, M. & Gaviria, S.	Universidad EAFIT, Medellín, Colombia	National
Teachers' Perceptions of Culturally Appropriate Pedagogical Strategies in Virtual Learning Environments: A Study in Colombia	2022	Barreto, R.	It was conducted in a school located in the Department of Antioquia in Colombia	National
Pedagogical practices of physics teachers from the Catatumbo region, Colombia	2020	Gallardo, H.	Universidad Francisco de Paula Santander, San José de Cúcuta, Colombia	National
Methodologies and strategies applied to the teaching of english as a foreign language in elementary students: Case studies in some Bucaramanga metropolitan area schools.	2018	Ramos, L. & Tolosa, L.	Universidad Nacional Abierta y a Distancia - UNAD	National
English Language Teaching in Colombia: A Necessary Paradigm Shift	2018	Damien Le Ga	Universidad San Buenaventura. Medellín	National
KNOWLEDGE BASE AND EFL TEACHER EDUCATION PROGRAMS: A COLOMBIAN PERSPECTIVE.	2013	Fandine, Y.	Colombian analysis	Local
Bringing a student-centred participatory pedagogy to scale in	2016	Colbert, V. & Arboleda, J.	<i>This work is a local analysis but it is not</i>	Local

Colombia			<i>open to the public domain, it is necessary to buy it, however it is important for the study as it has a short summary of what is looked for in the institution when implementing the activities in class.</i>	
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During the exploration of the literature, it was enlightened the most important factors that affect in a certain way the research in terms of those particular variables that need to be analysed in depth to understand how the strategies are carried out during the lessons and how Colombia is implementing them with the main idea of improving the second language in students. It also allows one to see a more general and holistic point of view regarding the language and the contexts that might be taken into consideration for a proper exercise within the classes.

Another important factor to consider is that it could not be found suitable literature approaching a similar topic, and that is exactly where the development of this research proves to take importance for helping to understand not only the role of strategies in L2 classes but in understanding the factors that teachers might consider to allow acquisition in the target language.

Theoretical Framework

In this second chapter, some key concepts are explored as they provide a certain reference to understand the whole teaching and learning process that will likely explain some of the incognito that this investigation generated and that will help to construct an answer to the research question. The main concepts found and explored for the literature review are: English Teaching, the teacher's role in the classes and teaching strategies. These terms are of great importance because they enable us to better understand the problematic surrounding this text, which is the interest on pedagogical strategies within the class and its impact in the learning process. It will also open and highlight different variables connected to the main topic that enable to have more accurate answers along the investigation process.

Also, it seems of vital importance to mention that, for Colombia, English is a foreign language, since, firstly, the mother tongue of Colombia is Spanish and, secondly, the Colombian context lacks the social and communicative function of English within its territory and among its inhabitants. According to Carmen Muñoz (2002), quoted by André-Marie (*n.d.*), a foreign language has no presence in the community in which the learner lives. Here, a differentiation must be made between the term foreign language and second language, as these are sometimes used by authors to express a single reality, however, second language refers to a language spoken by an individual and used within the community in which he/she lives, regardless of whether this is not the individual's mother tongue.

The previous distinction between what is a second language and what is a foreign language is necessary to remark as Gimnasio Los Pinos has a different reality from most of the schools in Bogota. It is a bilingual school and an official International Baccalaureate, offering high quality international education and experiences, making the target language a fundamental component in the curriculum. The school allows SS to have a permanent

interchange and involvement with the English language along the different classes of a great portion of the fundamental areas, marking the differentiation in the communicative and the social use of the L2 by SS and teachers in the school even if they are learning it in Colombia.

1. English Teaching in Colombia

Nowadays, English has taken on great importance around the world as it is an open door to the globalised world in terms of culture, economy, ties, knowledge, business, current affairs, technology, politics, etc. This is why in Colombia there is a necessity to generate a bilingual culture capable of communicating and developing efficiently in the foreign language English to improve the country's economy and international relations with the rest of the world in the future while improving the quality of life of the students. For Albert & Obler (1978) cited by Mileva et al. (2012), it is often argued that those who know more than one language can use areas of the brain that are underdeveloped in those who know only one language.

According to the previously mentioned, the importance of learning a second language lies not only in the fact that the person will be able to communicate and develop in a globalised world, but also that it has a positive impact on his or her life, improving the skills that help the acquisition of knowledge such as memory, analysis, among others. Thus, improving the life of every student who had a learning process with the language, even if the learner does not want to continue developing in the area of English or foreign language.

The interest for developing a bilingual society also comprehends an economical ascendancy for Colombia taking into account the global competitiveness, thus transforming the general educational objective to place the country in a more advantageous position worldwide in terms of external relations. For that regard, the Colombian government has been implementing different programs based on the Common European Framework of

Reference for Languages (CEFRL) throughout the years for the acquisition of the English language as a foreign language, where it is trying to provide some guides and resources for teachers and institutions to accomplish such a goal. In this regard Osorio (2020), states the following:

The European approach goes beyond bilingualism and approaches multilingualism, as it responds to the conditions of a multilingual society. It responds to the conditions of a multilingual society. In contrast, in the Colombian context, English is not a second language but a foreign language. English is not a second language but a foreign language, and contact with the English-speaking linguistic community and the English-speaking community and its culture may be limited for the inhabitants of all Colombian regions. Colombian regions. Therefore, the proficiency levels of Colombian children and young people vary and are lower compared to those in other regions of the country. (p.p 37).

That is why along the text it is evident the importance of bearing in mind different factors by the English teachers when planning lessons, carrying them out and reflecting on their teaching methods and strategies, as well as those activities in which they rely on for most of their practices. The factors that they bear in mind are usually dictated by the context in which they are involved, requiring teachers to consider in the planning process the overall needs, weak and strong points found in the SS learning skills to successfully achieve the goals proposed by the government and the institution.

2. Teacher's role in the classroom

The English teacher, regardless of the age of the students he/she teaches, must have a wide knowledge of educational strategies and didactics, to always generate interest and participation of the students during the class, as well as taking into account that each student has his/her own learning pace and that they learn in different ways (kinaesthetic, visual,

auditory, oral, etc.). A good teacher does not come to the classroom and improvise the class, but plans the syllabus, objectives, exercises, resources, and classes before starting the course, and even keeps his or her planning flexible if required (Zamora, 2020). The teacher must be a guide and facilitator of knowledge and tools necessary for the correct acquisition of the language, modelling and monitoring each student (if possible) to see their failures or advantages when learning the new language.

Moreover, and based on the context of the research, teachers must also know how to engage students to generate participation, so SS become an active part of the lessons that could potentially help with the acquisition process. According to the Colombian Ministry of National Education (2010) quoted by Ortiz (2015) "a good teacher is able to organise his or her activities in such a way that learning is promoted for all those involved in the process" (p. 42). From the above it can be inferred that the teaching role is that of guide and facilitator, the teacher is the one who promotes spaces for interaction and creativity while trying to generate critical thinking, something that requires special appreciation of the context to plan the classes, that is why the emphasis along the research on the factors that might influence teachers' process of thought for planning each class.

2.1 Meaningful learning

The theory of meaningful learning was proposed in 1963 by David Ausubel as an alternative to the behaviourist model, since he sought that all knowledge shared among the educational actors would be easily taken to the realities of the student's social context, so that he could experience and put into practice the knowledge in his daily life, being in this way useful and solid in the individual. The purpose of this theory is to provide everything that guarantees the acquisition, assimilation, and retention of the content that the school offers students, so that they can attribute meaning to that content, (Rodriguez, 2011). This highly

correlated with the topic of the investigation considering that not all students learn the same way and a differentiation and constant change of strategies is needed during the lessons.

It is a process that involves the learner in creating meaningful connections between new information and their prior knowledge, and in doing so, deepening their understanding of the subject matter. Some of the key aspects of meaningful learning may include the active and engaged role of SS. The importance of making connections between new and existing knowledge. The learners can apply their new knowledge and understanding in different contexts and in their life or interests. The key for activating a student's role in classes is to implement a cooperative learning strategy in which students work in small groups to achieve a common academic goal, (Johnson, R. & Johnson, David. 2008). A class that promotes meaningful learning is also looking for the personal growth, critical thinking, and problem-solving skills in SS that enable them to transform it and apply the knowledge to new situations.

3. Teaching strategies

There are seven (7) different kinds of teaching strategies, also known as instructional strategies, the first one is Differentiated Instruction that allows teachers to adjust the lessons to the range of skill seen in class, making the class experience more accurate in terms of needs and abilities' level.

Active Learning includes kinesthetic learning approaches so the student can interact first hand with the topic and explore it in a more individualised manner. It also involves a highly participative and active role in SS, so the T is a facilitator who plans the classes towards interest and needs of the pupils. "Active learning is anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes", (Felder, R. & Brent, R. 2009. P.p 2). The second strategy is the Project Based

Learning also requires the engagement of students with a certain topic for a previously planned amount of time, this one can be more challenging because it requires more preparation and a higher level of proficiency to get along with the task to develop during the established time but it is a good way to practise and use the target language and to create deep understanding in whatever topic.

Inquiry Based Learning is another type of teaching strategy in which the importance of proper questioning and thinking skills is the key to collect information about a topic, this will require participation and therefore the usage of the second language. Blended Learning allows students to work individually in a digital way, at least a part of the lesson, the other one would be face to face to give clarifications, instructions and solve questions about the topic. Flipped Classroom is a strategy that is totally invert to the traditional model because students are assigned a task before class, so they have to prepare themselves to socialise and use the language to show what they did in the classroom allowing to focus in the most important thing which is how they use the target language and the improvements they do by practising it (Osorio, et al.

And finally, Cooperative Learning encourages group work as it is designed for work in smaller units, here the professors can create the groups according to the proficiency level to promote equal collaboration, communication, and social skills. This can be also complemented with the Peer-tutoring, where SS are not only working together for an objective established by the English teacher but also, they help each other to improve their proficiency or skills required for the class. "Peer-tutoring involves a more knowledgeable or skillful peer (a tutor) who works hand-in-hand with a tutee to potentiate their learning opportunities", (Herrera, L., Largo, J. & Viáfara, J. 2019. p. 15). The practise of such strategy not only enhances the learning process for both parts but also generates a more active and participative in class increasing the acquisition of the L2.

Following the grounds of these main strategies, Costantino (1999) quoted by Izzat (2015), claimed that teaching strategies motivate students to learn English and they make students understand better, making a clear point on why it is important for teachers to identify them and to know how to properly use them. Such claiming fits perfectly the objectives of this monograph as it is to observe the strategies in the classroom but also to identify the elements of the applied strategies and its effectiveness in the classroom from the teacher's perspective.

Methodology

The present section of the chapter explains why it has been decided to work under the qualitative research paradigm, as it is better adapted to the objectives of the research carried out here. "Qualitative methods do not manipulate or control, but relate facts, and have proven to be effective in studying people's lives, history, behaviour, organisational functioning, social movements and interaction relationships", (Bisquerra, 2009; Osorio, et al.2020). In this way, qualitative research allows spaces for interaction, interviews, and dialogue to understand the positions and ideas of the study population, and, from this interaction, the information collected is analysed to progressively arrive at the answer to the issue in the present research project.

Population

It is necessary to clarify that when we talk about study population, the term does not refer exclusively to human beings, but can also correspond to animals, biological samples, files, institutions in general, objects, families, organisations, etc., (Arias, 2016). Thus, the population required for this research will be two primary school classes of the educational institution *Gimnasio Los Pinos* located in the north of the city, where obviously the English teachers of these classes will be included as participants. The integration of these participants will make it possible to respond accurately and reliably to the objectives set out in the study.

Gimnasio Los Pinos is a bilingual school located in the north of Bogota which provides quality of education provided that is hugely influential in the zone as it includes an almost completely English curriculum, while incorporating all the fundamental areas in Colombia and the availability and quality of facilities and resources, such as classrooms, libraries, laboratories, and sports facilities, that impact the learning experience in students. "Our model is based on constructivism for comprehensive training, within the pedagogical

framework of Teaching for Understanding (EpC). We are an International Baccalaureate school authorised to implement international education programs and the best practices of global curricula”, (Gimnasio Los Pinos. 2023). There is also a great emphasis in four different areas being those the arts, music, sport and English clubs so SS develop their interests, social skills, and leadership abilities in extracurricular activities.

Moreover, the school is an IB institution, which stands for International Baccalaureate, offering international programs and certifications such as the official IELTS exam, and allowing the students to do immersions, exchanges or double degrees in Canada. The International Baccalaureate (IB) is a global type of education designed for young knowledgeable students. The programmes are flexible according to the culture and context, helping students to develop future-ready skills to make a difference in a globalised world, (International Baccalaureate. 2023). The school makes emphasis on developing SS potential through the programs, practice, and the curricular schedule.

Also, it is extremely important to mention that absolutely nobody, person or animal, was hurt physically and psychologically during the carrying out of the present research, there was not harm done to the students that served as the principal population of the study and the researchers have the proper permissions from the institution, the professors and the students to apply the investigation in such context. “Respect for persons incorporates at least two ethical convictions: first, that individuals should be treated as autonomous agents, and second, that persons with diminished autonomy are entitled to protection”, (The Office for Human Research Protections (OHRP). 1979. P.p 4). The structure of the study’s permission that will be shown to the participants will be shown in Annex 2.

Schedule

	Phase	Date	Activity	Resource used	Objective
First Phase	Observations	29th August, 31st August	The English teacher of sixth grade will be informed of the goal of both the research and the observation process and she will be also in touch with the procedure that will be played by the researcher which is an active one as the observation is participative. As the English T will be informed of the entire investigation process, there is going to be a conversation with the teacher to explain the intended process with the interviews, the topic of the interviews will be explained so the teacher can prepare or be refreshed about the investigated factors. Also, during that first week the consents for both the observation and interview will be reviewed, discussed and signed if the teacher allows it and the questions for the interview will be shown to the teacher to receive some feedback or red light for its implementation.	Diaries for the observations and the documents of the interview questions and the consents required to proceed with the research.	To share and check the English teacher the main goal of the research as well as what is expected to be implemented within the classroom to carry out the techniques for data collection. It will also allow T to give feedback or to discuss any point with which she might not agree to accept in the process.
Second Phase	Class planning and Teaching process	5th September, 7th September. 12th September, 14th September. 19th September	This phase will be held for three weeks and it will be just the process for the participant observation and it will require the researcher to annotate the	Diaries for the observation.	To observe what kind of activities are implemented by the English teacher to improve the English level with sixth graders as well as the factors that might be taken into account prior and during the class to successfully implement such activities.

		and 21st September	different activities and strategies planned by T along these days, the researcher will be active in the teaching process if needed and asked by the English teacher.		
Third Phase	Interview	26th September	The interview will take place with the English T and the English coordinator, it will allow to have the teachers' perspectives for the research and they will have the opportunity to express their point of view on the importance of pedagogical strategies and about the factors that may be taken into account from the context for the planning of an English class in a bilingual school.	Interview format, voice recorder, consent and a microphone.	To understand the point of view of the English teachers to fully comprehend the main objective that the monograph is aiming at, which is the impact of the pedagogical strategies in the learning process in English classes.

The chart shown above is the schedule plan to use during the development of the research within the English classes in sixth graders at Gimnasio Los Pinos where the goal is to observe and analyse the classes and the way the head teacher execute the lessons during a time period of five weeks to note the influence of pedagogical strategies in the learning process for SS. The first phase of the schedule is focused on sharing information with the English teacher, informing her about the protocols and techniques that will be implemented, which will be important to also discuss any correction T may have to add to the mentioned protocols, the consents will be also discussed and signed. From there, the second and third phases will be focusing on the implementation of the techniques, being those the participant observations and the interview with the teacher respectively.

Data Collection Methodology

The method that will be used with the study population to specify and advance the research will be the ethnographic method or ethnography, since this method allows participation not only with the people who are part of the population, but also allows participation in the real environment or context, in this case, the English classroom in the first year of primary school. According to Rodríguez Gómez et al. (1996) cited by Bisquera (2009), through ethnography one learns and understands the way of life of a particular social unit. Ethnography allows for descriptions of the way of life of a group of individuals, meaning that what is sought is to approach and coexist in a given social situation, thus bringing into play the empathetic understanding of the research participants, where a record is also kept either through audio, photography, videos, etc.

Techniques for Data Collection

The use of different techniques to collect information in a complementary or simultaneous way is necessary in order to contrast and enrich the information obtained about reality (Bisquerra, 2009). This is why it is proposed to implement two different techniques: participant observation and an interview to be conducted with both English teachers and students in the first year of primary school.

As a side note, the selection for the previously mentioned techniques obey the value that these instruments provide for understanding a qualitative phenomenon inside a classroom because they allow the researcher to directly observe the phenomenon, gather subjective perspectives and experiences from individuals involved, and triangulate their data to build a more comprehensive understanding. The combination of observation and interviews allows the researcher to triangulate their data, that is, to compare and contrast different sources of data to build a more comprehensive understanding of the phenomenon. By analysing the data obtained from both observation and interviews, the researcher can gain a more holistic

understanding of the phenomenon, including how it is experienced by different individuals and how it manifests in different contexts.

Participant Observation

As a first point, participant observation (Annex 4) refers to the activity of observation by the researcher, who immerses himself in the social context of the research, taking on the role of another participant in this context, so as not to interfere with or affect the normal coexistence in the context. It is important to mention that there must be planning prior to the observation as such, where the researcher answers to what is going to be investigated and observed, how it is going to be observed, in what scenario, when it is going to be observed, etc. Participant observation consists of observing at the same time as participating in the activities of the group being investigated, allowing for the observation of everyday life and social reality (Bisquerra, 2009). In addition, to carry out the process of collecting what is observed, field notes will be used, in which the researcher describes and narrates the events that occurred in the context, also explaining intangible factors such as the tones of voice used by the teachers, the type of interaction felt in the environment, etc.

To better understand the steps that will be followed by the researcher to achieve an actual feasibility, acceptability and effective use of the observations done during the research process in Gimnasio Los Pinos the observation will be divided into three phases which are the before, during and the after of the observations.

Before: The first step to follow regarding the observations within the classroom is going to be important as it is where the researcher shares the intention of both the investigation and the observations and where the contextualisation of the purpose of such processes are displayed. Its steps are the following:

- The observation format will be revised by both the researcher and the tutor of the investigation to make sure it contains the proper aspects that will later allow the analysis of what happens inside the English classroom with sixth graders.
- The format will be presented to the English teacher and the English coordinator. In case that they consider that there is the need for a different or extra factor to add in the observation format it will be added, if there is not such need, the format will maintain its qualities along the weeks in which the observation is going to be applied.
- The consent is going to be presented to the English teacher and signed to properly allow the researcher to be within the classes executing the observations.
- Setting an arrangement with the English teacher to talk about the schedules for the classes, the rooms in which the classes are performed, number of SS, the topics that will be covered along the weeks and the overall type of activities that will be taught in class is crucial in terms of the organisation that will be adhered to the observation process to make sure it is conducted in the most professional manner.

During: - To have the formats properly ready to focus on describing everything that happens inside the class and how T and SS conduct themselves along the lessons without interrupting the process or the class.

- It is important to pay special attention to the different activities that are being presented as well as the time where the book is the main resource in class to identify the strategies and the main skills that take over the classes.
- This phase also requires the researcher to be prepared in case the T or class requires his participation due to the nature of the observation.
- To analyse not only the activities presented but also the general perceived behaviour and reactions of the SS.

After: - It will be necessary to compile all of the filled formats to analyse them and to compare whether there is a common pattern in the strategies or activities presented along the process or to determine if the teacher purposely adds variety to the lessons.

- Following the observation process, the researcher will find a space to talk with the teacher to do a follow-up on the observations as it will help to clarify and interpret the diaries done.

Semi-Structured Interview

In addition, the second technique is the interview (Annex 5), which seeks to obtain oral and personalised information about experienced events and subjective aspects of the person that could benefit the research, such as the beliefs, values, or opinions (Bisquerra, 2009). Interviews can be classified as structured, semi-structured and unstructured, of which the semi-structured interview will be explained, as this is the one that is planned to be used in the research with the research participants.

The semi-structured interview is one that is based on a script and an already established planning in terms of the questions that are going to be asked to the participants, but that is not limited to the sole response to such questions, but allows the interviewees to add more information that is considered necessary and to contribute more and different ideas that were not taken into account in the approach of the research. Following the ideas of Bartholomew et al. (2000) quoted by Michele J (2015), the semi-structured interview allows flexibility in the responses, making it unique in the way in which the interview highlights the importance of both the topic and the participants' responses. In such a manner, the participants that will be interviewed will be free to express themselves with open-ended questions that allow the researcher to explore the topic while analysing variables from the people involved in the classroom.

The semi-structured interview will be used to collect useful and reliable data through the interaction between the researcher and the other participants, which will really contribute to answering the problem posed at the beginning of the research. The questions in this format are elaborated in an open-ended manner, which allows for more nuanced information, and obliges the researcher to be attentive to the answers in order to generate connections between different topics dealt with in a comprehensive manner (Bisquerra, 2009).

The procedure for the correct collection of data for the interview will follow the same phases as explained with the observation process, it will properly assure the appropriate development of the technique.

Before: - The most basic step is to properly plan the questions that may ensure a correct analysis and understanding of the purpose of the study for both the researcher and the teachers that will answer the questions.

- To ask for the permissions and set up the spaces in which the interviews will take place according to the available time that teachers could have in their schedule.
- To discuss the questions with the participants so they may be in touch with the topics and can have appropriate time to analyse their possible answers. It will also help T to provide any feedback or suggestion towards the question if they consider it is necessary.
- To prepare the equipment needed such as a microphone, a voice recorder, or the cellphone, while also analysing the factors that could interfere with the space in which the interviews will take place, like the outside noise.
- To present to the coordinator of the English area and to the English teacher the consent they might sign before conducting the interview. In that consent they will find

the purpose of the study and a note that explains that if they feel uncomfortable or want to leave the interview, they are free to do so.

During: - The equipment will be prepared and tested right before the interview to make sure it is working properly, and that the quality of the sound is clear enough to understand later.

- The purpose of the interview is going to be shared so the participants have clear the intention of the questions and can expect certain topics to appear during the conversation, preparing them to answer effectively.
- A rapport is going to be established through a conversation with the participants to check how they feel about the procedure and to make sure they feel confident to respond to the questions. It will also help to build a better connection between the participants and the researcher that will help in the way the people answering the questions can open up during the interview, exploring different points of view that may enrich the personal experience of the investigator and the study for that matter.
- Before the interview begins, the researcher will remind the participants that they are free to leave or stop the interview whenever they feel like it, but that their help throughout the entire process will be very appreciated.
- The equipment will be started, and the interviewer will begin with the questions, allowing decent time for the interviewed to freely answer.
- When the last question is answered the researcher will thank the participants and will stop the records. He will also check the audio to make sure all of the information has been properly stored.

After: - The researcher is going to create a thank-you note for the participants for the help, remarking how important are their contributions for the study.

- The transcription process will begin and during the development of such action the researcher will be enabled to identify patterns or variables in the audio. It will be also important to make comparisons if possible, between the participants' answers or with the patterns found with the help of the observations.
- For the transcription process it is crucial to make sure that what has been said in the recordings is exactly portrayed in a written manner to guarantee the credibility and the correct analysis of the interview.

Conclusion

In summary, this research aimed to explore the pedagogical strategies applied in a bilingual school in Bogota to enable students to acquire the English language. Through an ethnography study that included participant observation and interviews with the teacher, the research found that the strategies and methodologies adopted by the teachers in the school allowed for the creation of spaces where students could use the target language in a permanent and meaningful way. This approach to teaching improved students' fluency and performance in the language and attended to different learning styles. The study also highlighted the importance of a connection between the subjects in the curriculum and the overall teaching process to create an environment where students could constantly use the target language.

During the development of the research, it was found that some of the limitations were the lack of proper material covering a similar topic from a local point of view. The fact that there is almost no analysis of the impact of different strategies when teaching highlights the need for awareness among teachers and schools from the capital of factors like the needs and interest of SS for the acquisition of the English language. As discussed along the text, planning English lessons represent a huge consideration for a variety of elements that influence both the development and the results of the class. There is no actual guidance for teachers in Bogota that is constantly challenging what is done in classes and presenting alternative ways to prepare and produce the classes in a city which is the point of international comparison with other non-English speaking countries in regard to the educational policies and the English proficiency.

In contrast, the results that are expected from the study are the understanding of not only the strategies and activities that are being displayed in a bilingual school, but also the

factors to consider when trying to make SS active participants in class and a fundamental actor in the learning process. From that point, it is also expected to gain personal experience as a future teacher of foreign languages, looking forward to sharing the knowledge and the outcome of the study with other ESECS students that might be wondering about the elements they may consider prior to the classes to effectively help pupils with the acquisition of the target language.

In perspective, this research provides insights into the implementation of pedagogical strategies in a bilingual school setting and their impact on the language acquisition process. The findings of this study can be used to guide the teaching practices of bilingual schools and improve the quality of activities that enable the acquisition of the target language. Furthermore, this research can contribute to a better understanding of the role of pedagogical strategies in language learning and their effectiveness in promoting language acquisition.

Annexes

Annex 1:

This annex is the exemplification of the diaries carried out as observations where the researcher meets the head-English teacher for sixth grade and the topics are discussed.

Diario de campo	
Nº: 1	
Docente en formación: Cristian David Lopez Jimenez	
Fecha: 25-August-2022	
Lugar: GLP - 6° c	
Tema: Induction - House Parts	
Propósito: To provide vocabulary to students by the use of book's pages and a kahoot game.	
	REFLEXIÓN

DESCRIPCIÓN	
<p>18th: The first day in the school was for the induction part, in which all of the four semesters participating in the practices were called for the same day, the academic directors were in the library explaining about the process that each group would be working in, they shared some ideas, thoughts and remembered us the importance of the process for us as future teachers, after that they decided to give the tour for the people from third semester and talk about the different spaces in the school, quick break to share some important points with the titular professor and that was the first day in GLP.</p>	<p>23rd: About all of the things that Jose and Viviana told us, the one that really stuck with me is the one about the punctuality, because for a couple reasons -which are not justification or excuses- I usually arrive kind of late, I enter the school with the students instead of entering with the rest of the professors, so it is something that I know is extremely important for my career in a professional and academic level and it is something I'm working on to improve that professional facet.</p>
<p>23rd: The first thing in the morning was a meeting with the main English coordinator Viviana who clarifies at us some important things to consider for the rest of the practices which were punctuality, planning and management for the classes, in this discussion we were told that the lesson plans are meant to be sent a week before, so the titular professor can make changes and can properly review the lesson and we have time to discuss the same lessons with the school's professor. After that, the coordinator took me to my assigned professor in the school, which is called Samara and is the professor I have been working for about a year, which is great because as explained by the coordinator it is a process that has been checked and improved for about a year. After that I discussed the schedule and topics to teach and also we did some observations in sixth grade, purely doing work in the books about some texts. Then, the professor asked me to plan a kahoot activity for Thursday in which I had to use or add vocabulary about houses.</p>	<p>25th: I understood the importance of student's engagement as well as the importance for planning for problematics that could occur inside the classroom because there were certain moments in which anybody in the class knew specific vocabulary necessary for the continuation of the Kahoot activity, so I would take extra time (not that much) to explain and to give examples about the vocabulary that was supposed to be in the book's activity from the same day, thankfully I put some images in the more complex words so students would have a reference and some guidance to understand the word and I would have proper help to explain something that students wouldn't get.</p>
<p>25th: When I arrived at the school I talked with Samara about the activity that I had planned and asked her about the time in which I would do that activity, to which she responded that the final of the class would be used for my activity. She began the class</p>	

<p>(6C) by taking the assistance list and then began doing some pages in the book about places of the house, after about an hour or so, I had space to work with the Kahoot activity which took about 20 minutes to complete as it was a short activity of vocabulary and they had to compete between them to get the best score possible and to win some points, after I ended my activity professor Samara keep playing kahoot as it is a very appropriate yet motivation way to teach and to check vocabulary, that was the class for the day.</p>	

Annex 2

In this annex, the consent that will be presented to the participants in a physical way is shown in detail. It will be of extreme importance to continue ethically and professionally with the research.

Research Informed Consent

Pedagogical Strategies Application as a Way to Improve the English Language Learning Process in Sixth Graders

Researcher:

Institution:

Phone:

Email:

Date:

Purpose of the study:

.....
.....

Objective:

.....
.....

Procedure:

.....
.....

Potential risk:

.....
.....

Potential benefit:

.....

Right to withdraw from the study:

.....

Participant sign:

Investigator sign:

Annex 3

An example of the strategies observed within the classroom with two of the three groups in sixth grades where it is evident that the activities applied to the lesson are the same, however, the order in which the activities were presented were not the same even when the topics and the book pages that SS were working at the time were exactly the same.

<p>Diario de campo</p> <p>N°: 2 Docente en formación: <u>Cristian David Lopez Jimenez</u> Fecha: 27th September - 29th September Lugar: GLP - 6°a - 11°a - 6°c Tema: Observation Propósito: To reinforce reading comprehension</p>	
<p>DESCRIPCIÓN</p>	<p>REFLEXIÓN</p>
<p>27th: T began the class by doing the assistance checklist, after that she moved to the Language Book on page 136, in which there was a reading that covered both pages (136-137) and with a lot of different vocabulary about all of</p>	<p>During the week I could see from first hand that pushing and stressing SS to get results is not always the best choice when they are expected to do something, sometimes, and it</p>

<p>what was seen within the unit 7. T began the reading but immediately began to ask questions about the same to the SS to see if they were following the reading or not.</p> <p>Whenever SS began to misbehave or talk between each other, the teacher would randomly choose another person to continue with the text, that would calm them down and create an atmosphere of tranquillity and focusness.</p> <p>Ss read and then T retakes the reading, and then she asks another person to continue with it. She also applies direct feedback to correct mainly pronunciation of words.</p> <p>After half an hour, T explains that SS are going to develop in pairs the following page (p 138) which are questions about the reading.</p> <p>T leaves to the restroom for about 8 min, during that time SS did not misbehave at all, but not all of them were working either, they were kind of organised when talking and interacting with each other.</p> <p>At 8:35 T began to check the task and to give signs to those who already had finished.</p> <p>There were a couple of exaltation and discipline problems with some of the SS that had already finished, they were asking for T's attention, yet the teacher stayed checking the activity from the other classmates, apparently it happens a lot during all the classes and that is why T did not do anything about that situation.</p> <p>At nine we headed to 11° A in which T had to replace a French teacher who was absent, but when we arrived there the previous T had not finished the lesson yet and we ended up entering the classroom at 9:20am when it was supposed to begin at 9:10am. T Samara explained the activity but there was some misunderstandings about some posters that SS did not have prepared that Samara decided not to follow the activity as already planned by the French instructor but instead let SS to create the posters (they were meant to have already the posters prepared to continue with the assigned task). The activity was supposed to be done in pairs but there are some big groups that don't contribute or accelerate the process, in fact they are really talkative about things not</p>	<p>depends on the context and the group, it is important to let SS solve their tasks and class problems by their own, monitoring their own process and seeing whether they require help or if they can take the responsibility of their own learning guided process to get to the point or to the goal that they have to reach either way.</p>
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related to the class or task, not to mention they are not speaking in French, and, there are some pairs that are not doing anything at all.	
<p>29th: 6°C 7:30am - 9:00am</p> <p>During the week, SS were working on a project based on the topic of parts of the houses and as such, they had to create their house of the dreams either with physical objects or designed in a device, some SS were using Minecraft to present the project, and it was done in pairs or individually.</p> <p>The entire class was taken for the preparation of the project, and SS were pretty much working on their own, with some exceptions when T did a couple rounds around the classroom to make sure SS were working.</p>	

Annex 4

The chart below is the observation diary developed by the researcher to specifically focus towards the main purpose of the study being this the analysis of the activities executed in class.

Observation Diaries	
Gimnasio Los Pinos	
Observator: Cristian David López Jiménez.	Grade:
Head Teacher:	Class:

Objectives: <ul style="list-style-type: none"> ● To identify the different strategies and methodologies that actually generate a positive impact in students' learning process and generate reactions and motivation in students. ● To compare the effectiveness of each strategy by observing it in a real classroom. 	
Date: Beginning of the observation: _____ End of observation: _____	
	Description
Strategies applied along the lesson by the headteacher	
Stage of the Class / Class Routine	
Students Actions / Reactions	

Comments / Reflections	
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Annex 5

The format in which the interview will be presented to the participants will be in a physical way for them to interact with it, and in the format the participants will find the text that they might sign prior the interview and questions they have to answer for the development of the research.

Fundación Universitaria Juan N. Corpas

Escuela de Educación y Ciencias Sociales

Dear teachers from Gimnasio Los Pinos school, I send you my regards.

I am writing to you to request your important support in the development of an interview. This interview is part of my monograph entitled: "*Pedagogical Strategies Application as a Way to Improve the English Language Learning Process in First Graders*" to opt for the degree in foreign languages English-Portuguese in the School of Education and Social Sciences at Fundación Universitaria Juan N. Corpas.

The main research objective is to observe the pedagogical strategies within the classroom to understand the impact of such activities in the English learning process

This research is framed within the qualitative paradigm.

Your answers will be of great support in bringing the research process to a successful conclusion. This interview will not take longer than 10 minutes. The interview will be audio recorded and later transcribed. You will have access to both the recording and the transcription to ensure the trustworthiness of the study. In order to deal with issues related to anonymity and privacy, your information will remain private and will only be used with academic purposes. In order to ensure your privacy, I would like to invite you to refer in the following line to a pseudonym you would like to use within this interview.

Pseudonym: _____

Thank you for your valuable support.

Below you will find some questions to be answered personally, your answers will remain confidential. These questions will be answered in the interview and can be developed at your earliest convenience. Please read the questions and let me know in advance if you find them appropriate or you would like to propose any changes.

Thank you so much.

Interview:

1. First of all, could you describe one of your classes?, (*A lot of games, the class is mostly active, students constantly participate...*)
2. How do you plan your classes and what sort of things do you take into account to actually prepare a lesson? Why do you consider these elements? Was it part of your education as a teacher or through your experience as a teacher?
3. Do you favour student oral participation? What are the reasons behind the use of oral participation in students' learning process?
4. Do you believe oral participation is an important matter in a language classroom? Why?
5. Do you consider your classes to promote oral participation from students? Why? Why not?

6. What difficulties do you usually find when motivating students to participate? How do you deal with them?
7. What kind of resources/methodologies do you use to engage students to the English class and thus achieve greater student participation in the classroom?
8. What are the activities that activate and motivate students the most in the process of teaching English? Are those activities always used during the lessons? Why? Why not?
9. What role do pedagogical strategies play in the teaching process with sixth graders?
10. What pedagogical strategies do you use in the classroom to achieve true English language teaching processes?

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