

PEDAGOGICAL ACCOMPANIMENT, RESEARCH AND ANALYSIS ON THE
IMPACT OF EXTRACURRICULAR ENGLISH CLASS IN A PUBLIC SCHOOL IN
CÓRDOBA, COLOMBIA

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Bogotá D.C.

2021

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Introduction

In this document, it will be possible to show an administrative project focused on teaching English to the youth of the municipality of Planeta Rica Córdoba, who will benefit from free English classes that will be taught by our professional pedagogues. On the other hand, in this paper it would be possible to show the shortcomings that exist within the educational system in the area of English at the regional and departmental level in Colombia. This will be demonstrated in different results that young people from the department of Córdoba have obtained in the ICFES (Colombian Institute for the Education Evaluation) made in the region, which are below the standards of the National Ministry of Education (Ministerio de Educación Nacional).

The investigators believe that the extracurricular classes are necessary for the students of this region. This is derived from the hypothesis that these classes will have an impact on their English and therefore they will help students improve their second language. We strongly think that these projects benefit the community, like the community this project is focusing on. The main function of the researchers within this project is making the administrative processes and that in this way the development of the classes is planned, organized, directed and implemented successfully by the teachers who will be in charge of the pedagogical part of the process. In this way is expected to achieve the objectives mainly proposed. Also, to carry out all this process it is necessary

that there is organization and that everything is fully accomplished step by step and this requires being decisive to be able to achieve success.

The research enabled a space where the young participants were benefited from one month of free English classes. This way, not only they, but the institution also has a participation in this benefit. The purpose of this initiative was to show how an administrative process focused on pedagogical accompaniment can have an impact on the students. The English classes emphasized communication and participation, and it will be shown how it showed an impact on the young community who were part of the research. Therefore, showing the importance of promoting this kind of project, it will be evident that this actually helped the Colombian community students.

It's clear for the teaching community of school "Nuestra Señora de la Candelaria" that, the administrative process is the bridge among the teachers, educators, and the youth of the institution and later of the community; In this case, the administrative process is in charge of the logistics and administrative planning to get young people and institutions to participate on the extracurricular courses. This is how they will be able to participate in this project and they will be the beneficiaries of it. It is important that the directors know the main role of the researchers in this project, as the area in charge of the administration in this process, and how the young people will have a safe space where they can develop and improve their English language skills and know that they will be in the best hands of the educator who will make their best effort by being available for them, solving all the students' doubts and requirements.

Problem Statement

To save the world, education is necessary. In a globalized world where everyone communicates and connects through spoken or written language, it is important to learn another language, because that way we can obtain better opportunities not only professionally, but personally. However, it's a reality that billions of people in the world don't have access to good education and where there is a small failure of it, which includes the teaching of English as a second language. The chances of having a good quality of life decrease for the people in that community.

Through the educational process of the researchers, became evident for them there is a deficiency of resources and possibilities for kids and young people to learn English and likewise, there are many weaknesses that the educational system has in the teaching of it. For this reason, we decided to start a project in which we could develop an investigation process of pedagogical accompaniment. The purpose of this project was to demonstrate that access to extracurricular English classes for this young population can have an impact on the students. Consequently, by promoting English learning, giving classes, and doing playful activities youngsters and children can feel motivated and, in this way, have a passion for learning a second language.

Justification

In the developed countries as said by the study of EF (Education First, 2020) the index of the English Level Index Proficiency English, EPI, nowadays knowing English is not an option but an obligation.

According to the results of the study for the year 2020, Colombia topped the list of countries with a “Very Low Level”, ranking 77 out of 100 countries. This is not surprising, since this has been the trend of the results in Colombia during the 10 years that this study has been done. (Table 1)

Table 1
Statistical Bulletin of EF “Education First”

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
#41	#50	#46	#42	#57	#49	#51	#60	#68	#77
/44	/54	/60	/63	/70	/72	/80	/88	/100	/100
Muy bajo	Muy bajo	Muy bajo	Bajo	Muy bajo	Muy bajo	Bajo	Bajo	Bajo	Muy bajo

Note. Adapted from “Índice del EF English Proficiency 2020”, by Education First Latin America.

Tran (2016), qualification obtained by Colombia is still alarming, taking into account that the command of English not only benefits people by representing greater

job opportunities and even better wages, but also has a strong correlation with the level of education, the economic competitiveness, the degree of innovation and the development of new technologies of a nation.

According to the Ministerio de Educación Nacional (MEN, 2016), the low levels can be explained by the fact that “the teaching of this language has not been a real priority for our official educational system” Cely (2016, p3). These results are due to the way in which English has been studied in Colombia, in a very rote way, based on a vocabulary list, on the conjugation of verbs from memory and on developing little communication skills; then, students learn the words and verbs, but when it comes to using them in a real conversation, the situation is different.

Additionally, when observing the results obtained by the students of Córdoba department in the examination carried out by the ICFES (Colombian Institute for the Evaluation of Education) in 2018, it can be seen that 59% of the young people obtained A-; which is not even a level contemplated in the Common European Framework. According to ICFES (2018), this information shows that students do not have the ability to understand and use expressions that are very frequently used in the English language; to the point of not being able to present themselves and others, ask for and give basic personal information about their address; and they cannot relate in an elementary way, even when the other person speaks slowly and clearly.

Table 2

Statistical Bulletin of the Government of Córdoba

Inglés								
Aplicación	Promedio	Nivel de Desempeño Estudiantes					B+	
		A-	A1	A2	B1			
2016-2	47	60%	29%	8%	2%	0%		
2017-2	45	66%	25%	7%	2%	0%		
2018-2	46	59%	30%	8%	2%	0%		
Fuente: ICFES-Elaboración propia								

Note. Adapted from “Boletín estadístico 2018”, by the Governorate of Córdoba, 2018, p, 51

According to the results of the ICFES in the department of Córdoba, it can be seen that although there have been improvements in these results in the area of English, there are still shortcomings in the education system, since it is not the right level, nor is it stable year after year. This means that despite having a higher result in these tests, it is not the right level and it must continue working with the institutions to achieve a visible and effective progress in the command of English among children and young people.

Considering and referring to the Common European Framework (CEFR), this measures the different levels of English, the A2 level, they describe it as a basic level within the English language. Analyzing the results obtained at the ICFES (Colombian Institute for the Evaluation of Education) by the students of Córdoba it can be

demonstrated and evidenced the little knowledge and command that the students have on basic topics of the English.

Table 3

Statistical Bulletin of the Government of Córdoba

Categorización por Municipios						
Municipio	A+	A	B	C	D	Total
Cotorra	0	0	0	1	2	3
La Apartada	0	0	0	2	1	3
Los Córdoba	0	0	1	2	2	5
Momil	0	0	0	1	1	2
Montelibano	0	2	2	5	6	15
Moñitos	0	0	0	6	5	11
Planeta Rica	0	0	2	6	7	15
Pueblo Nuevo	0	0	2	5	4	11
Puerto Escondido	0	0	1	2	6	9

Puerto Libertador	0	0	0	2	5	7
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Note. Adapted from “Boletín estadístico 2018”, by the Governorate of Córdoba, 2018, p, 58.

As can be seen in Table 3, a categorization is given by municipalities of the department of Córdoba, in this case the project will focus on the municipality of Planeta Rica, Córdoba, which has eighteen educational institutions which are mixed schools, with a religious regime, military, among others, of these eighteen. Of these eighteen schools, six are private institutions which are made up of three institutions for children such as nurseries and schools that go up to fifth grade of primary school.

Considering the results obtained, it is reported that fifteen of these eighteen of these institutions are in the categorization, and that they did not have a high score within it, since it is shown that within the A + categories (Very superior) and A (Superior) does not have a single positive result, while in the B (High) categories, C (Medium) and D (Very inferior) have numbers that go between two, six, and seven, having a total result of fifteen from which it can be deduced that for each institution it had one two or more participants with these scores. This shows that the educational quality in this community is very low, including those fifteen institutions participate in these tests and that none of these are private or public and do not meet the guidelines established by ICFES.

As has been mentioned before, there are five categories according to the ICFES in order to classify and know the level of each institution and governorate. The classification is generated after each application of ICFES 11th, which is implemented twice a year, for students of calendar A and B.

Table 4.

Establishment of category A+

Note. Reprinted from “Resolution 503 of 2014” by ICFES in 2014.

Minimum percentage	Maximum Percentage
According to the percentage of students at your school which are found in 33% of the bottom performers of the entire population	According to the percentage of students at your school which are found in 33% of the bottom performers of the entire population
A+ schools have fewer than 35% of their students in the bottom 33% on at least one of the five tests.	A+ schools have more than 85% of their students in the top 33% on at least one of the five tests.
A+ schools have fewer than 20% of their students in the bottom 33% on at least two of the five tests	A+ schools have more than 70% of their students in the top 33% on at least two of the five tests.

A+ schools have fewer than 10% of their students in the bottom 33% on at least three of the five tests.	A+ schools have more than 60% of their students in the top 33% on at least three of the five tests.
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Note. Adapted from “Icfes.gov and Mineducación”, by ICFES, 2014.

Table 5

Establishment of category A

Note. Reprinted from “Resolution 503 of 2014” by ICFES in 2014.

Minimum percentage	Maximum Percentage
According to the percentage of students at your school which are found in 33% of the bottom performers of the entire population.	According to the percentage of students at your school which are found in 33% of the bottom performers of the entire population.
(A) Schools have between 20% and 60% of their students in the bottom 33% on at least one of the five tests.	(A) Schools have more than 65% of their students in the top 33% on at least one of the five tests.
(A) schools have less than 40% of their students in the bottom 33% on at least two of the five tests.	(A) schools have between 45% and 85% of their students in the top 33% on at least two of the five tests.
(A) schools have fewer than 25% of their students in the bottom 33% on at least three of the five tests.	(A) schools have between 30% and 70% of their students in the top 33% on at least three of the five tests.

Note. Adapted from “Icfes.gov and Mineducación”, by ICFES, 2014.

Table 6

Establishment of category B

Note. Reprinted from “Resolution 503 of 2014” by ICFES in 2014.

Minimum percentage	Maximum Percentage
According to the percentage of students at your school which are found in 33% of the bottom performers of the entire population.	According to the percentage of students at your school which are found in 33% of the bottom performers of the entire population.
(B) schools have between 40% and 85% of their students in the bottom 33% on at least one of the five tests.	(B) schools have between 40% and 85% of their students in the top 33% on at least one of the five tests.
(B) schools have between 25% and 60% of their students in the bottom 33% on at least two of the five tests.	(B) schools have between 20% and 60% of their students in the top 33% on at least two of the five tests.
(B) schools have between 10% and 45% of their students in the bottom 33% on at least three of the five tests	(B) schools have between 10% and 45% of their students in the bottom 33% on at least three of the five tests

*Note. Adapted from “Icfes.gov and Mineducación”, by ICFES, 2014.***Table 7**

Establishment of category C

Note. Reprinted from “Resolution 503 of 2014” by ICFES in 2014.

Minimum percentage	Maximum Percentage
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According to the percentage of students at your school which are found in 33% of the bottom performers of the entire population.	According to the percentage of students at your school which are found in 33% of the bottom performers of the entire population.
(C) schools have more than 65% of their students in the bottom 33% on at least one of the five tests.	(C) schools have between 15% and 60% of their students in the top 33% on at least one of the five tests.
(C) schools have between 45% and 85% of their students in the bottom 33% on at least two of the five tests.	(C) schools have less than 40% of their students in the top 33% on at least two of the five tests.
(C) schools have between 30% and 70% of their students in the bottom 33% on at least three of the five tests.	(C) schools have fewer than 25% of their students in the top 33% on at least three of the five tests.

Note. Adapted from “Icfes.gov and Mineducación”, by ICFES, 2014.

Table 8

Establishment of category D

Note. Reprinted from “Resolution 503 of 2014” by ICFES in 2014

Minimum percentage	Maximum Percentage
According to the percentage of students at your school which are found in 33% of the bottom performers of the entire population.	According to the percentage of students at your school which are found in 33% of the bottom performers of the entire population.

(D) schools have more than 80% of their students in the bottom 33% on at least one of the five tests.	(D) schools have fewer than 40% of their students in the top 33% on at least one of the five tests.
(D) schools have more than 65% of their students in the bottom 33% on at least two of the five tests.	(D) schools have fewer than 20% of their students in the top 33% on at least two of the five tests.
(D) schools have more than 50% of their students in the bottom 33% on at least three of the five tests.	(D) schools have less than 10% of their students in the top 33% on at least three of the five tests.

Note. Adapted from “Icfes.gov and Mineducación”, by ICFES, 2014.

In accordance with the Banco Mundial (2019) association who works to reduce the poverty and generate shared prosperity with developing countries, the world faces a “learning crisis” since the case of Colombia increased considerably the access to education, but the concept of “being at school” is not the same as learning; also, a lot of educative systems all over the world in develop countries have little information about what are they learning or what not. Schooling without learning is not just a missed opportunity but also a big injustice for children and young people of the world.

To Pérez (2019), Colombia focused on the result of the test PISA and Saber, which points out that our students that belong to private schools do not reach the lowest-achieving school children in other countries; however, the quality of education does not advance, they skip the pedagogical process and the educational management and focus on the final result.

For example, according to UNICEF (2019), In Colombia 5 out of 10 children and young people consider that they only learn the basic things at school. Among the reasons they express are the following: the class is boring; they don't understand the explanations because they think that teachers can't teach in a very good way; the same study reveals that 3 out of 10 kids consider that what they learn at school is not useful.

On the other hand, according to the Common European Guided Learning Hours (S.f.), more than 100 hours are needed to acquire a basic level of English, clearly different factors must be taken into account such as the frequency of study, which in public schools is between two and three hours per week, that is to say that in a year the hours to acquire an A2 level are not reached.

Table 9

Common European Guided Learning Hours

Common European Guided Learning Hours	
CEFR Level	Guided Learning Hours
A1: Beginner	90-100
A2: Elementary	189-120
B1: Intermediate	350-400
B2: Upper-intermediate	500-600
C1: Advanced	700-800
C2: Proficient	1000-1200

Note: Adapted from "British Council, Portugal" (S.f.).

Now, according to Fernandez (2015) 80% of the information that appears on the Internet is in English language and if you live or plan to work in the United States, the richest market in the world, then, it is very important to dominate the language. In the touristic sector, knowing a second language it is a differential factor to get a job. Every person that works at customer support as waiters, entertainers etc, will encounter a significant handicap if they are unable to communicate with English speaking tourists. (Fernandez, 2015) This leaves in evidence the relevance and importance of English in the labor sectors, specifically in the tourism sector and those where communication with people is essential, English leads people to better opportunities, because every day it is a more demanded requirement.

Investigation Question

In which ways can one month of extracurricular English classes focused on participation and communication have an impact on the young students of Córdoba's community?

General Objective

Demonstrate the impact that extracurricular English classes focused on communication and participation could have on the learning processes of Córdoba's community students.

Specific Objectives

To develop a project to facilitate the acquisition of the English language for children and young people in the municipality of Córdoba.

To provide protocols and resources to manage this administrative project focused on the educational aspect of children and young people.

To provide dynamic classes that focus on participative and communicative skills of students of Córdoba's community.

To create a safe environment in which young people feel comfortable with learning and with their teacher.

State Of Art

Ramirez (2014), an undergraduate student in Modern Languages at the Universidad del Valle carried out an educational project that aimed to present an alternative to young people who did not have the material and economic resources or sufficient opportunities to access quality training, in the 20 communes of Santiago de Cali, specifically in Siloé.

"This lack of opportunities is not only related to foreign language learning but also in different educational and social aspects, which encourages early school dropout and also triggers unfortunate situations for many young people", (Ramirez, p,15) According to Goodson, "in many countries, the educational curriculum is analyzed and promoted systematically, moving from curricular content to measurable content as a tool oriented to evaluation", (Goodson, 2003, as cited in Ramirez, 2014, p,20) a situation which has been evidenced earlier in this document by mentioning that Colombia focuses on the results of the PISA and other tests, not on students learning.

Ramirez (2014) incorporated an initial approach to an educational institution in the area, diagnosis and initial intervention with data collection, which was carried out through non-participant observation, surveys, and interviews. Ramirez (2014) concluded that it was a pertinent proposal since it responded to the population's needs for inclusion in the teaching of the English language, by establishing its action plan based on their socio-cultural and economic conditions; and finally, the construction of the proposal. It is considered that Ramirez (2014) work is relevant for this research

since it has a similar objective and is carried out in a population with various socioeconomic problems likewise Córdoba department, with the main difference that it has a pedagogical approach and ours has an administrative approach.

Saenz & González (2009) explain the process by which they designed an administrative model that aimed to guarantee the functioning and permanence of the FUNDACIÓN SENTIDO HUMANO over time, identifying and defining which were the administrative areas involved in the operation and which were the most appropriate administrative theories to implement. The type of research used was descriptive since “the administrative processes applied in non-profit entities... require for their study that a type of descriptive research be carried out since most of them are precisely theories that are applied in the same administrative processes and for which it is necessary to use words that allow them to be located within one or another theory ”(Saenz & González, 2009, p.25)

Peña, Claros & Rodriguez (2004) wrote that the main conclusions derived from their research include that the lack of an administrative model within the Salvadoran foundation is evident and that without this administrative process the foundation does not have an execution guide for the planning, organization, control and direction stages within it. With this, the main objective of Peña, Claros & Rodriguez (2004) research is to carry out and put into practice an administrative model so that the Salvadoran foundation has each of the control methods and knows how they can be executed, and that each employer knows under what administrative function each process is regulated.

“This investigation provided the necessary elements to develop the administrative part of administration inside of the foundation, with this it was achieved the easy handling for employees and With this, the planning of activities, allocation of resources and the correct distribution of work were developed in an orderly manner.”

Peña, Claros & Rodriguez, 2004, p, 53

Peña, Claros, & Rodriguez (2004) are of great help since we can see the methodologies implemented within the organization and through this take into account what is needed and what strategies work for the implementation of our administrative project.

Through this administrative project, we can develop and limit the necessary tools and put them into practice in our work and administrative environment and make it a clean and complete process so that everything within the organization has a genuine structure and that it can be easy to manage and implement, not only for the plant of workers but also for the administration and all within this strategy.

España (2010) wrote an article on the importance of English within the curriculum of the universities of Costa Rica, to affirm this, information is based on current markets and globalization since many of the negotiations that take place carried out in the English language and as future professionals, they should contribute to the development of their country. España (2010) ensures that the challenges of contemporary education impact the curricular proposals promoted and demand their transformation regardless of what the current knowledge society requires.

Based on the previous report and the ideas raised by España (2010), is necessary to rectify once again the importance of English within educational institutions. España (2010) shows the importance that English has in the lives of the young and children and that they are the future of the country and that not only should a good level of English be implemented within higher education institutions, but good English classes should be taught in primary education.

Medina, Melo & Palacio (2013) talk about the teaching models of English as a foreign language to children from a very young age: the learning of English in kids is acquired in a better and more effective way if it is done at an early age when the child's mind is in all its absorption capacity of knowledge, which will allow this information to be fixed and not forgotten even in adulthood.

Mendoza (2014) made a social project as a strategy to learn English, an idea that arose in the classrooms of the institution in which Professor Rosalía Mendoza teaches English classes and that now she joined with the activities carried out by Peace Corps volunteers to promote the search and preservation of values.

The project was born of the need to recover the values in young people and for them to be at the forefront in learning a second language. Mendoza (2014) says that this has become the best tool for young people who are in the tenth grade at the Bertha Gedeón de Baladi school to become more interested in English.

"We make the children live the reality of their social context and then we transfer all those experiences to the classroom with activities in English, making vocabulary and developing their oral skills," explained Mendoza (2014, p.02), this

social project is focused on the teaching of English through the social reality that the students of this institution live in. This is how adolescents are more interested in acquiring the ability as a result of focusing on the social context in which they live.

Mendoza (2014) explains why it is important for the young people of the student community to learn English. Their ideals and values agree with ours since we believe that young people, when developing their skills in a second language such as English, adapt to the social changes of the language. With this they can live not only in a habitual social context, but they can have the tools that lead them to be able to transmit their social context in different ways and ideas. They can also develop themselves in a different context, tend to go out of their comfort zone and can create social relationships external to their environment.

One of the best language academies; Opensky, located in Granada, Spain, only admits six participants for each learning group, they bring the opportunity for the teacher to focus on each one of the students and their needs and in this way to work hand in hand, and in this way have active participation and equitably in classrooms. (Opensky, 2018)

As mentioned by Opensky (2018), we believe that the smaller a teaching group is for the acquisition of a second language, the better the results that the participants obtain, since the teacher may be more focused on each individual and time can be managed better according to the number of students. This has also felt more comfortable for students and raise confidence when speaking and communicating ideas.

This document presents a “Proyecto Tipo”, that is, a standard model, which in this case guides a project formulation for the strengthening of the communicative competencies in English for the students of the official Educational Establishments. This project is aimed at territorial entities that seek to improve the low communication skills of English in children, adolescents, and young people who attend official educational establishments, and the low level of communication skills in English of the population of the Territorial entity and how it affects the community in different ways. In a globalized world open to cultural exchange, the lack of proficiency in the English language, which has become the lingua franca in many fields at the social, economic, political, and relationship levels between people on a global scale, restricts access to new academic and labor knowledge, as well as to global cultural contexts, limiting the expectations of personal growth of the citizens of the territorial entity. In territorial terms, the low or null level of the citizens' communicative competencies in English negatively affects the competitiveness of the territory, impacting their insertion in the dynamics of the global world, which contributes to the low use of opportunities for the socio-economic development of the region (National Planning Department, 2019).

Students of basic and secondary education, who in their learning process don't strengthen communicative skills in English, limit their openness to the recognition of cultural differences and global linguistic plurality and are restricted in their action in exchange processes with and between different societies, losing opportunities to access international calls in which educational establishments can participate. It is important to highlight that learning a foreign language enables students to learn, and in this way, they

contribute to the construction of knowledge and to a more pluralistic and equitable society. On the other hand, they are talking about English as the lingua franca in many aspects and fields, that's why English is relevant and this kind of project promotes its teaching, clearly as a result of the poor level that exists in the country.

Education in Colombia faces different problems: one of them is school dropouts. The National Planning Department (2015) carried out a study that aimed to identify the reasons for school dropouts: according to this, the lack of relevance of education and economic aspects are the main reasons for school dropouts. In Colombia, both in the city and in the countryside, the main reasons for dropping out are the economic aspects and the lack of sense of belonging to education (National Planning Department, 2015). Colombian students are not interested in academic life because they do not consider that it can contribute to professional progress. Now, if we talk about a more specific educational aspect, such as the teaching of English in our country, we can affirm that the Ministry of National Education has developed various projects or programs that seek to improve the teaching-learning of English in Colombia. First, we have the general curriculum for teaching English, which was created and organized by former Minister of National Education Gina Parody D'Echeona and her working group. In this document, some guidelines are exposed, Colombian teachers and institutions must follow these to comply with the teaching of English. Second, we have Basic Learning Rights (DBA), which cover the 6th through 11th grades of basic and high school. It stipulates some linguistic and communicative competencies that students must achieve

within their training process. The DBAs were raised by Gina Parody and the President of the Republic Juan Manuel Santos Calderón (2015).

This is a project that was carried out to improve the academic level of students in the area of English with a methodology based on the application of technological tools such as educational software. This research was raised from the needs that were found with the learning of a second language (English). Taking into account that the globalized world demands more and more rigorously, not only basic knowledge about this language but also the practice and use of it. It is for this reason that it was sought to establish solid and significant foundations during initial education, such as basic primary, so that when entering other educational levels students feel motivated and committed to their learning; thus, avoiding much of the educational dropout related to said subject. By developing awareness about the importance of learning English in children, it is sought to optimize their memory, attention, concentration and at the same time grow socially (Jaramillo, 2013).

The Robin Book Foundation (2015) teaches English for free while educating about human rights and citizenship skills. As its founder says, most of the time teenagers get interested in learning and improving English out of their school, and this is because they don't receive the right teaching process in it.

“We teach grammar, perform plays, games and other activities and at the same time talk about the right to equality, life, democracy, recreation, and others” (Fundación Robin Book (2015) PG.1. Education is a right for every child that was born in this country, but nowadays our teenagers have lost interest in learning. They don't feel the

will to research how our world works, they have an array of ways to start studying– they can study from humanities and social sciences until chemistry and physics– they can study their world in more than one way, but they don't feel passion for it. I think Colombia's teenagers get interested in learning when they study at university and that is the reason when they are at university they look for private teachers in order to get the knowledge that they already must have had. (Nuñez, 2018). *Fundación amigos* is a project that carries out English processes aimed mainly at the less favored populations of the country.

For Suaza (2008) the need to strengthen English in the Colombian population and the enormous challenge of improving the levels of this language in schools and higher education, led Fulbright to develop strategies parallel to its traditional scholarship programs that would promote the teaching of English in Colombia.

These authors strengthen the proposal of this research since the idea is to carry out an investigation of pedagogical accompaniment support and through this, be able to work with young people so they can learn and know how to be able to communicate their ideas in a second language such as English and that this can offer them a better quality of life in the future.

Research Methodology

The research will be carried out under the qualitative research method, which will be reflected in the non-numerical data collection methods, in this collection the results can be analyzed.

In this research three instruments were used, which were six questionnaires, one at the beginning of the classes and the other at the end. These were answered respectively by the participants of the course, the teacher, and an observer, in which case one of the researchers played the observer role. Also, one instrument for the teacher of the institution was used to know the perspective Miss Oyola had about the impact on his students who were the participants in this project.

As an administrative part, our objective was to provide the appropriate administrative support so that in this way the students of said institution receive the classes, which were adequate for their comprehensive training, not only due to the fact of the hourly intensity that is part of the guarantee to reinforce the language; also, that teachers are trained to teach and provide the necessary tools, so that young people can improve in different areas of the language.

The hourly intensity of the course was three times a week for an hour and a half, the schedule was extended a little depending on the subject that the students were seeing with their respective teacher. The weekly days that the classes were dictated were on Monday, Wednesday, and Friday, from three to half-past four in the afternoon. The days and time for the start of the course were subsequently chosen by the participants of the

course and it was developed under the virtual modality: the classes were dictated via Google Meet the days respectively mentioned.

Participants

The next step as an administrative process was to contact the public schools of the municipality of Planeta Rica: The educational institution "Nuestra Señora De La Candelaria", listened to our proposal and agreed to be part of this project, that's why the project was focused in the youth of the 9th and 10th grade of this institution. The participants were in the range of age between 14 and 15 years old.

Once the institution "Nuestra Señora De La Candelaria" gave access to its students, it was necessary to get in touch with them, as an administrative process; also, the project was explained to them as well as the reason of it. On the other hand, they choose the days when they would have their classes and the schedule of these classes. The purpose of this project and research was to give them the opportunity to have extracurricular English classes with an English teacher for one month, as an administrative process as mentioned by Opensky (2018). What set these sessions apart from their normal classes were the time, the methodology, and the number of participants; the class was smaller so the teacher could focus on each student and also, we thrive to create a safe space for them to communicate their ideas, feel comfortable and develop their language skills further in a pedagogical space.

Context

It should be taken into account that the country has a low command of English, and borders on a very low level, with a score of 48.75 points out of 100. The report is led by the countries of northern Europe, the first place is held by the Netherlands, with a rating of 70.27 points, followed by Sweden with 68.74 points, (English First, 2018, as cited in Portafolio, 2019, p,01). That is to say that it is the entire educational system that is failing, this without going very deep as to whether young people from Colombia are really learning. However, Latin America has made considerable efforts to improve English learning through policies and programs, which has resulted in more people in the region having access to English Language Learning (ELE) (Portafolio, 2019).

To Cronquist and Fiszbein (2017), it is essential to have quality teachers to improve the levels of English proficiency, since they are responsible for implementing the policies and activities every day. However, the teaching of English has shown weaknesses related to both the mastery of English by the teachers and the quality of their training, that is, it is not only having teachers who teach in the classrooms, but also of the utmost importance for them to be prepared and have prior knowledge to be able to guarantee pedagogical excellence.

With the above, we want to make known that learning a second language is not only practice but also the support time that is provided to the student. What we want to carry out with this project is that the young people and children of the community have

a space safe for learning and as an administrative part we will make sure that each young person has a practice time and that their teachers support them in order to see the results of our work in these children and young people. In that way, they can contribute a big grain of sand to our Colombian society. We will also make sure that they are able to explore and experiment not only inside the classrooms but outside their facilities so they have a better environment and can develop their language skills authentically and not mechanically. The age and gender of said participants were from 14 to 17 years old, without gender discrimination since the Institution was mixed. This institution was chosen since the educational level has been rated among the lowest of the institutions.

Students were divided into small groups so that learning could be meaningful and safe for each of the students, and they could feel safe at the same time to participate and speak in English, providing them with the tools that are necessary so that they are able to speak fluently and give ideas and complete sentences in English. As the administrative part, we took care that the classrooms were to the liking of these children and young people and that they had all the appropriate tools for their learning. The learning process (activities, workshops, plays, crafts and among others) was managed by the teacher with the supervision of the administration since we all were a work team and we complemented each other to carry out this project in the best way possible for the benefit of participants and the community involved.

With this project, we intended that our participants saw English as their escape from the bad acts that corrupt society, and that they could see that they can have the

courage to have the perseverance of learning a language that can take them very far in life.

Research Results

As was mentioned before, the method that was implemented into the investigation was qualitative, it consisted of two instruments Annex A and Annex D for the students, two instruments Annex B and Annex F for the teacher, two instruments Annex C and Annex G for one observer who in this case were the researchers, and the last one was one for Miss Oyola (Annex D) the teacher of English of the institution. The first instrument helped to know the general and specific weaknesses of the group, and also know the shortfalls of each individual. The instruments for the teacher Miss Quimbayo moreover provided a deeper insight into the progress that had been made in the process; that is to say with the last instrument was intended to know if students had an impact as a result of the extracurricular classes that were held for a month.

Within the open questions, there were three kinds of categorization: language, social and cultural. Therewith look forward to obtaining results from the participants and knowing how they feel about their improvement in the English language in these environments.

Initial Instrument

When conducting the Social analysis and taking in account the question that was made in the Instrument (Annex A), *“En el momento en que su nivel haya avanzado, estaría dispuesto a dar clases a los niños y jóvenes de su comunidad?”* all the participants responded positively to this question, pointing out that if they had more experience in the English language or even with the bases that they have, they would be willing to share their little knowledge with the children and young people of their community since the participants consider that English is an important tool and can have an important impact inside their community. With this it can be demonstrated that the importance and the impact that English have inside of the participants’ community and also that the whole community may benefit from the participants learning. As an investigation process one of the objectives was to reach out to the community and in this way create a social circle where everyone is involved in this great movement to acquire a second language.

Participant’s questionnaire

There were several questions where it can be evidenced that the participants felt insecure in different areas of the language, among the greatest difficulties mentioned was the use of the language. To the category of Language this question was made to participants (Annex A): *“¿Cuál es su mayor dificultad en el aprendizaje del idioma Inglés? Por qué?”* To which we can see some sample responses: “Los audios porque

todavía no sé bien algunas pronunciaciones y me es muy difícil saber qué dicen”, (Student 4). According to this student his biggest difficulty is auditory comprehension, but is not the only one, being that, for this question: “*¿Qué tanta confianza tiene usted para entender audios en inglés en este momento? (Poca, media o mucha) Explique porque*”, they assure the following: “Poca, suelo entender muy poco o sea solo lo muy básico” (Student 4), or “Media, algunas palabras se me dificultan al momento de escucharlas” (Student 3). Analyzing the above, it can be deduced that if they can not understand audios in a good way, their vocabulary is very low for their school grade.

On the other hand, pronunciation, grammatical rules and conjugations specific of the English language are in general the shortcomings that the participants prescribe what made clear that they have little confidence on the English basic command of the language that they have acquired in their school process.

“Pronunciación, algunas palabras que son homófonas se me dificulta diferenciar” (Student 5) in accordance with this student and almost all of them it can be inferred that they have pronunciation problems in the English language and this leads to have insecurities when they want to express their ideas or thoughts in the second language or when they want to practice English with their family or friends is very difficult for them to communicate effectively

In the same way and in the same instrument (Annex A) the following question was asked “*¿En su día a día de qué manera tiene contacto con el idioma Inglés?*” to which the participants replied that in their day to day they coexist with the language

through music or watching series in this language: “Escuchando música y viendo series en inglés” (Student 4)

“Veo y escucho videos y canciones en inglés, mientras, voy intentando entender lo que dice” (Student 3). It could be analyzed through the answers and most of the students responses about how their direct contact with English was through these audiovisual methods that none of these refer to the English classes that are taught within their classrooms at the institution; so it follows that within the classrooms and during their space for English classes this is not making a drastic change or impact for the students. This could happen because of the many students that there are in a small classroom also with one teacher for everybody and the methods used by teachers to help their students to learn the language are conventional and not practical. In this way the students lose the interest to learn a second language. On the other hand, it is inferred that the students look for ways to improve in the language on their own.

The question number 5 (Annex A) was: “*Se sentiría capaz de sostener una conversación básica en Inglés con su compañero/a en este momento? Explique qué elementos utilizaría en la conversación*” the following could be observed: “Más o menos, usaría más que todo palabras básicas y fáciles de pronunciar” (Student 1). The students don’t have basic bases for being able to keep a conversation of middle level in English, level that they should have taking in account the scholar grade, “No casi, porque se me dificulta” (Student 6).

Another of the questions in the instrument was (Annex A): “*¿Qué tanta confianza tiene usted para hablar en inglés en este momento? (Poca, media o mucha)*”

explique por qué” (Annex A), among the answers of the students were: “Media, porque no lo manejo muy bien” (Student 6), “Media, porque me da pena equivocarme y ser burla de mis compañeros” (Student 4). Based on this, it was concluded that their confidence to speak the language is average, they give arguments and the reasons why they felt uncomfortable about speaking English.

In the questions related to confidence about writing and listening (Annex A): “*¿Qué tanta confianza tiene usted para realizar un escrito en inglés en este momento? (Poca, media o mucha) explique porque*” the answers of almost all students were: “Media” this can be noticed on answers as this one: “Media, no estaría convencida si lo que escribo está en orden o correcto” (Student 2), and “Media, porque me faltan algunas cosas por aprender y no me iría bien en la escritura de las palabras” (Student 4). In terms of listening were answers like these ones: “Poca, no suelo entender muy poco o sea solo lo muy básico” (Student 4), “Media, porque no, a veces es difícil” (Student 1). This is the reason why is very necessary to strengthen their abilities in the use of English with extracurricular classes, however, due to the short time of the extracurricular classes, an impact is generated on their language skills and not on their level.

As was mentioned before, the grammatical context is an important key which can disclose the real bases of the students, the next question is (Annex A): “*¿Qué tanta capacidad cree usted tener en este momento para producir un texto corto en Inglés? (Poca, media, mucha) explique porque*”. The majority of the students express that they have little capacity for this: “Media, aún no me siento seguro con mi gramática”

(Student 5), “Media, porque no sabría qué palabras podría colocar en el texto” (Student 6), similar to this question is this one (Annex A): “¿Qué capacidad cree usted tener en este momento para producir un monólogo corto en Inglés?”. These were the answers of the students: “Poca/media” (Student 1), “Media, aún no soy lo suficientemente bueno para producir un monólogo” (Student 3), “Media, no me siento totalmente segura de ello” (Student 5), y “Media, porque no tengo mucho aprendizaje con la lengua inglesa” (Student 6). The students did not have the necessary grammatical abilities to make this kind of production in English.

Undoubtedly it is important to know the relationship that the students have with the English, and know how comfortable and motivated they are with it, for that reason this question was made (Annex A): “¿Cómo describiría su relación con el idioma? buena, mala, regular, ¿por qué?” Their answers were: “Regular/media” (Student 2), “Regular, me falta seguir aprendiendo” (Student 4), and “Regular, porque no soy muy buena pero sé que debo mejorar para poder tener más agilidad en el idioma” (Student 5). The past experiences and the general experiences that the students have with the English language are important to know if there is any academic blockage or frustration that prevents the proper learning of the language at school.

Teacher’s questionnaire

Then, the analysis of the first instrument that was made by the teacher who gave the classes, Miss Quimbayo, into this instrument (Annex B). There are similar questions that were made in the instrument of the students, but here, the results are obtained from

a different perspective, the perspective of a teacher who knows what the real weaknesses of the students are.

The first question was (Annex B): “*¿Cuál cree que es la mayor dificultad en el aprendizaje del idioma Inglés para los jóvenes participantes en el proyecto? Porque*” As was mentioned these questions are aimed to know the perspective of the teacher and know if there were coincidences in the answers of the students and hers, her answer was “En general, la mayor dificultad es que tengan más confianza y fluidez al hablar en el idioma. Esto se ve apoyado por las escasas oportunidades de usar el inglés ya sea en contextos naturales o artificiales” (Miss Quimbayo). With this answer can be concluded that the greatest difficulty for the students is the confidence and the fluency at the moment to speak or communicate an idea. Also is shown that the only opportunity they have to practice the language is at school in which they don't have a direct contact because of the short time and the big group, the classes cannot be as dynamic as they wished, they have to adapt to the same educational system. This implies that students need a space where they can practice more and have more contact with English and through this, they could be more secure when speaking.

Within this instrument the next question was made, this one was to know about the listening part of the students (Annex B): “*¿Qué tanta confianza siente usted que los jóvenes tengan para entender audios en inglés en este momento? (Poca, media o mucha) explique porque*” the answer that Miss Quimbayo gave was: “Media, con audios diseñados con fines educativos y sin acentos marcados. Percibo una tendencia a conocer más acentos norteamericanos. Cuando se enfrentan a acentos diferentes o a audios

auténticos se les dificulta entender palabras por contexto.” (Miss Quimbayo). According to this answer, the students have an average trend with North American accents, but it's necessary to remember that English has a variety of accents. Also, it can be considered that sometimes the videos are not interesting for the students so if they do not feel related to the topic it is going to be a waste of time.

In the context of language the question was (Annex B): “*Desde su punto de vista cree que los jóvenes sean capaces de sostener una conversación básica (presentación y gustos) en Inglés con su compañero/a en este momento?*”, to which was answered: “No sin una guía clara de cómo hacerlo. Pueden cambiar y rellenar la información en una conversación pre-diseñada pero aún no lo hacen de forma improvisada y/o sin guía.” As was mentioned by the teacher, they cannot have a solid conversation about basic things without a script or guide, as mentioned before they don't have real and solid bases, they need to improve their English and have more confidence in themselves. Also, the necessity that they have is big because they want to learn but they don't have the tools for doing so.

Furthermore, in the same category, this was the question (Annex B): “*¿Qué tanta confianza siente usted que tienen los jóvenes para hablar en inglés en este momento? (Poca, media o mucha) explique porque*” The answer of the teacher was: “En general, poca. No confían en su pronunciación y temen cometer errores. Aún leen mucho las palabras tal cual como están escritas (problema común al inicio del aprendizaje de la lengua). Algunos saben cómo pronunciar, pero el nerviosismo los hace cometer errores.” (Miss Quimbayo). Once again confidence and pronunciation are

mentioned, when someone is learning a language this is one of the most important things to have confidence in yourself and the people that are with you in the process of learning. Those are the things that the students don't have in the school and either in their homes, and the English courses are very expensive for them, so they can't afford them. The only way for them is the educational system and what they learn on their own.

In the same context and adding writing skills on the question (Annex B) was: “*¿Qué tanta confianza siente usted que los jóvenes tengan para realizar un escrito en inglés en este momento? (Poca, media o mucha) explique porque*” this one was aimed to know the thoughts of the teacher in this specific area, her answer was: “Poca. Recurren al internet para aclarar/traducir vocabulario. Necesitan preparación previa para realizar los escritos.” (Miss Quimbayo). This means that for each writing they need time to prepare and to search on Google traductor to create a paragraph. The students cannot instantly create a phrase or a text without knowing first the topics and they must have a several minutes for it and, this is okay, it happens sometimes but not always in real contexts.

The next question is about oral abilities (Annex B): “*¿Qué capacidad cree usted que tienen los jóvenes en este momento para producir un monólogo corto en Inglés? (Poca, media, mucha) explique porque*” To this question the teacher answered: “Poca. Producen oraciones sencillas y cortas con guía. Leen desde la preparación escrita y esto los hace que sean poco eficientes en pronunciación y entonación”, (Miss Quimbayo). As exposed by the teacher, students always need a guide or a previous preparation to

communicate or express their ideas, even if they are basic, they don't do it confidently, and that's because they don't have the basic competences in the language.

Observer's questionnaire

The next instrument that is going to be analyzed is aimed at one observer who in this case is one of the researchers playing the role. “*¿Cuál cree que es la mayor dificultad en el aprendizaje del idioma Inglés para los jóvenes participantes en el proyecto? porque.*” The observer said this: “Yo creo que el tiempo de la enseñanza, es decir el tiempo de las clases, y por supuesto la calidad de las mismas, el método de enseñanza y el nivel del maestro”. Taking in account what was mentioned, the time of the classes, this means, the frequency of them, since what has been said before, it is required a specific time for a language to be learnt and this changes for each English level. When the quality is mentioned it is referred to the people or students that are in a classroom, how many of them are in the classroom, this means that one teacher cannot be focused on each one of the students, and also the distractions are more prone to a big group than groups of 10 or less students.

The next question (Annex C) was: “*Qué tanta confianza siente usted que los jóvenes tengan para entender audios en Inglés en este momento? Poca, Media, Mucha*” the answer that the observer gave was “Poca, ya que al no tener vocabulario previo y pocas bases en idioma es difícil que lleguen a entender audios de la lengua inglesa” With this the observer refers once again to the basic bases that the students have in

English, as Miss Quimbayo mentioned before, the students only can understand audios for educational purposes, more than that, they cannot do it.

Then the next question is about speaking, (Annex C): “*Desde su punto de vista cree que los jóvenes sean capaces de sostener un conversación básica (presentación y gustos) con su compañero/a en Inglés en este momento*” The response was “Probablemente sí, pero requerirían de un tiempo de preparación para poder realizar esta conversación y que suene de manera natural al momento de hablar” The students always need an structure or mechanical process to feel sure of what they are going to say without making mistakes, they can use tools like google translate and others. In this way, it is truly difficult for them to learn real English, because they don't feel the necessity of building a conversation with what they already know, English at schools has become a grade for students.

Below that question is this one about speaking, (Annex C): “*¿Qué tanta confianza siente usted que tienen los jóvenes para hablar en inglés en este momento? (Poca, media o mucha) explique porque*” The answer that the observer gave was: “Los jóvenes tienen muy poca confianza a la hora de hablar, dar sus ideas u opiniones respecto a temas básicos o generals” The reason of this can be the confidence and the bases that the students have in English, they feel shy, they do not want to speak for the fear of making a mistake and that the other students may make fun of them. They need to improve their English but in a space where they feel self-confident even if they make a mistake.

Ending with the observer 's opinion, the last question was: “¿Qué factor cree que es el más importante para que haya una buena enseñanza del idioma?” Then, the answer is the next one: "Con la implementación de estas clases de formar regular, el impacto en el inglés de estos jóvenes empieza desde la confianza que logran en ellos mismos pues se familiarizan más con el idioma, y al estar más en contacto con este sus habilidades sin duda mejorarían" With this it can be observed that these students require the extracurricular classes to improve and have a great impact to develop a second language.

Once the extracurricular classes were given to the participants for a month, where they had about six hours per week, it's time to analyze and see the final results of this project, thus, a second instrument was made, this one consists in comparing if the extracurricular classes actually had an impact in the students use of English. And there is a new instrument, this one aimed to the students' head English teacher "Miss Oyola".

Final Instrument

For the student's final instrument, the questions are the same from the first instrument but here it can be examined if there was an impact in any of the items that were mentioned before, such as writing, listening, speaking.

Participant's questionnaire

The first question in the last instrument of the students (Annex E), was: “¿Mediante las clases de inglés, que pudo aprender o adquirir?” to this, most of the students answered positively, saying things like: “Pude adquirir nuevos conocimientos al igual que reforzar temas y conocimientos” (Student 2), “Aprendí cosas como descripción de personas, obras de arte, adjetivos, cualidades y pronunciaciones en inglés” (Student 3), “Pude aprender demasiado, mejoré la pronunciación y a entender los audios” (Student 4), “Pude aprender gramática, mejorar mi pronunciación y comprensión lectora” (Student 5), “Pude adquirir un nuevo idioma, y aprender muchas cosas más” (Student 6), “Puedo charlar con otra persona de temas adquiridos de forma natural” (Student 7). Due to these answers, is evident the improvement that the participants had in different areas of the English language, like, pronunciation, listening abilities, grammar, reading abilities, among others.

On the other hand, it is also relevant to analyze if the students perceive something and have an impact in these extracurricular classes, that's why the following question was asked (Annex E): “¿Hubo algún tipo de cambio durante su proceso en las clases? indique cuál” Student 2 said: “Mediante mis nuevos conocimientos y al reforzar los que ya tenía, se me hizo más fácil aplicarlos en mi vida diaria y ademas me sirvió un poco para realizar mis actividades escolares”, “Siii demasiado, me es más fácil entender los audios” (Student 4), “Si, mi comprensión y mi pronunciación mejoraron mucho” (Student 5), “Si, aprendí adjetivos y cómo pronunciarlos.” (Student 3).

According to this, they have really improved in the areas mentioned before, in a few days they could learn and acquire new vocabulary and pieces of language that help them even in their current classes at the school.

To understand how the process was for these students from the beginning of the classes and the end of them, this question helps (Annex E): “*Respecto a la primera clase, ¿hubo un impacto positivo en el desarrollo de la lengua? Explique cuales*”. The participants showed a change in their English caused by the impact of the classes, justified by the following: “Si, en el momento en que inicie mis clases, sentí mucho más interés al aprender este idioma, y mucho más con la ayuda y actitud de nuestra profesora” (Student 1), “Si, puedo agilizar y gesticular mejor.” and “Demasiado, mejoré un montón, y quisiera seguir aprendiendo”. The participants feel more motivated to learn and improve, taking into account these new extracurricular classes, and motivation plays an important role in the learning of the language.

In the aspect of listening, inside the last instrument the below question was made (Annex E): “*Respecto a la primera clase ha notado un impacto o cambio para entender audios en Inglés*” This question was made to know if the students had an impact due to the extracurricular classes, these were some of the answers they gave: “Si, muchísimo, al momento en que uno no sabe cómo se pronuncian las palabras, pero al momento de escuchar entiende la palabra fue un gran cambio” (Student 1). This student said: “Si, ya entiendo mucho más que al principio” (Students 5), and another one: “Si, ya que en todas las clases escuchábamos audios y así fue como tuve mayor habilidad para entender los audios” (Student 7). Taking in account these answers and that all of them

are positive, even the ones that we do not cite here, they do have an impact as result of the extracurricular classes. The constancy of the Miss Quimbayo in reinforcing the listening part in the students evidently had an impact on them.

Other important question on this instrument (Annex E) was: “*Con respecto a la primera clase, se siente capaz de sostener una conversación básica en Inglés con su compañera/o*” the results are really positive: “Si puedo hacerlo, aprendí algunos saludos, como hacer descripción de películas o personas, algo que tuvo suceso en el pasado y las formas de despedirse” (Student 3), “Si, me siento capaz ya que hicimos diferentes actividades con nuestros compañeros sosteniendo conversaciones” (Student 7), “Si, ya que la profe nos enseñó muchas técnicas muy útiles” (Student 4). This shows a big difference from the initial responses, the extracurricular classes really helped them to have more confidence and improve their English.

In this same area, but in an individual way, this question is useful to show how everyone feels about the speaking part (Annex E): “*Respecto a la primera clase ¿Qué tanta confianza tiene usted para hablar en inglés en este momento? (Media, mucha, poca) explique porque*”. The student 2 says: “En la primera clase diría que entre poca y medio y ahora entre media a mucha”, and the student 3 says: “Mucha, a la vez de mantener una conversación básica, puedo responder a la mayoría de preguntas con facilidad en inglés y sostener la conversación” and in the same way, the student 4 says: “mucha, ya que mi pronunciación ha mejorado”. Now, this is clear evidence that these students feel more confident and surer of their knowledge in English than before.

Having a contrast between the normal English classes and these new classes, which are focused in the participation, the oral practice, and the dynamic teaching, it was important to see how students feel about this change in their learning process, so the next question was asked to them (Annex E): “*¿Se siente más cómoda/o con el idioma en estas clases comparadas con las que se dictan en el colegio?*” Here the responses of the students: “Muchísima, ya que la profesora tiene actividades muy buenas, se entiende mucho su explicación y nos corrige de buena manera” (Student 4), “Si, siento que me dan más seguridad para hablar, que en las clases que dictan en el colegio” (Student 5), “Si, porque creo que aprendí más en esta clase” (Student 6), “Me siento mucho más cómoda, ya que la profe nos da una dedicación más bonita” (Student 7) The answers give us the perspective of the students respect to their normal classes, they express feeling more secure and comfortable in these extracurricular classes.

One of the most important question in this last instrument (Annex E) was this: “*¿Le gustaría que estas clases fueran implementadas regularmente en la institución?*” They said this: “Me encantaría. porque son didácticas, divertidas y aprendemos mucho... gracias por estas clases” (Student 5), “Si, ya que uno aprende más inglés y es muy entretenido” (Student 6), “Si, me encantaría, ya que todos estos temas son muy importantes en aprender este idioma.” (Student 7). The students know that they have a space in which they can learn English with different methods and have a safe space to share their ideas and have a good relation with their teacher.

Teacher's questionnaire

The second instrument was for Miss Quimbayo, this is an important testimony for this research, because the teacher is the most important factor for students when learning and teachers are the first witness of this process, so they actually know how is it to teach each student and how to motivate and encourage them. For this instrument the first question was: “*¿Cree usted que los estudiantes lograron una mejoría en su participación con respecto a las primeras clases?*” (Annex F) To this she answered: “Sí, al final los percibí un poco menos tímidos y con más motivación para hablar así fuera cometiendo errores. Responden mejor a las actividades”. Here, the teacher mentioned the change in the students about their participation and motivation to learn, most of the time they feel shy and prefer not to talk to avoid making mistakes, but at the end of the classes it did not matter to them that much, so, the confidence that exists between teacher and students is an important part in the learning process of a group.

The next (Annex F) question was made to understand what is the real difficulties of the students when learning: “*Con respecto a la primera clase, ¿Cuál cree que fue la mayor dificultad en el aprendizaje del idioma Inglés para los jóvenes participantes en el proyecto? porqué.*” Her answer was: “Me parece que la mayor dificultad es que no tienen mucho acceso a la lengua inglesa en su vida diaria y no tienen los espacios para suplir esta necesidad. Es bueno crear más espacios en lo posible y con apoyo de la institución educativa para que practiquen y se familiaricen con la lengua: sobre todo en cuanto a la escucha y pronunciación. Se les notó que con actividades llevadas a su

contexto y gustos se atreven más a producir y a entender.” The teacher refers that the students do not have a close contact with English, and also they do not have spaces available where they can explore the experience of learning a second language. The education system does not offer these kinds of educational spaces, they have the same structure of years, they have to realize that learning English is important as learning math, social sciences or ethics.

On the other hand, analyzing the different areas of English learning, the question for the speaking area was (Annex F): “*Con respecto a la primera clase, cree que los jóvenes sean capaces de sostener una conversación básica (presentación y gustos) en Inglés con su compañero/a en este momento?*” To what her answer was: “Creo que sí, con algo de dificultad pero menos que al principio. Si se les da tiempo para prepararse la mayoría pueden hacerlo.” The students clearly have improved, even though they still need some previous preparation to get a conversation done, probably with a longer work on the use of English through these classes the students will be able to make it in a short time.

The progress is important, it is not relevant if it is big or small, as long as there is real change and impact in the students’ use of the language, now, the following question is (Annex F): “*Con respecto a la primera clase, ¿Qué tanta confianza siente usted que tienen los jóvenes para hablar en inglés en este momento? (Poca, media o mucha) explique porque*” Miss Quimbayo says: “Media en general. Se atrevieron a hablar un poco más al final cuando se les pregunta cosas específicas que ya saben cómo responder. Se perdió un poco el miedo al error, pero no del todo. Estaban más

dispuestos a cometer el error y luego pronunciarlo bien con la ayuda del docente que con respecto a las primeras sesiones.” As Miss Quimbayo said the difference between the first to the last class, the contrast was that the students were more active during the last classes, they expressed their ideas and could respond to any kind of questions with confidence even if the structure or pronunciation was not that good.

The follow question in this instrument was (Annex F): “*Con respecto a la primera clase, ¿Qué tanta confianza siente usted que los jóvenes tengan para entender audios en inglés en este momento? (Poca, media o mucha) explique porqué*”, She says this: “Media, un poco más que antes. Al practicar y aplicar estrategias de escucha pierden un poco más el miedo a enfrentarse a diferentes acentos del inglés. Respondían de forma positiva a audios dados para su contexto o que vayan de acuerdo a sus gustos.” As it was mentioned before, the practice in the listening part that they had into the extracurricular classes was a good method to reinforce and had an impact on the students. They explored the different accents and were interested on it.

The reading comprehension is also important (Annex F): “*Con respecto a la primera clase, ¿Qué tanta confianza siente usted que tienen los jóvenes para el entendimiento y comprensión lectora en inglés en este momento? (Poca, media o mucha) explique porque*” To this she said: “ En general, media. Un poco más alta que con respecto a las primeras clases. Esto sobre todo con textos relacionados a sus gustos y contexto. Algunos respondieron positivamente a estrategias para entender vocabulario por contexto”. She mentioned that the students were more attracted and related to things

that they liked and the context they live in, so this is important because through this it is easier to get them into the language.

The question was about the writing part of the participants in the project (Annex F): “*Con respecto a la primera clase, ¿Qué tanta capacidad cree usted que tienen los jóvenes en este momento para producir un texto corto en Inglés? (Poca, media, mucha) explique porque*” Miss Quimbayo said this: “Media, un poco mejor que las primeras veces. Esto se evidenció en el proyecto aunque aún utilizan traductor en ocasiones, si se les dan herramientas y ejemplos pueden producir textos cortos y sencillos” The teacher said that there was a small breakthrough in comparison to the first classes, this is important because if they could continue with this extracurricular English classes the progress and the impact could be bigger.

The following question (Annex F): “*Con respecto a la primera clase, ¿Qué capacidad cree usted que tienen los jóvenes en este momento para producir un monólogo corto en Inglés?(Poca, media, mucha) explique porque*” This covers how students develop with the language, Miss Quimbayo said: “Media, más que antes. De nuevo, esto se evidenció en el proyecto ya que esto fue lo que hicieron. Creo que hay más disposición para hacerlo cuando el tema los motiva y está relacionado con su contexto” The students did a project with a topic they felt comfortable with, and that's why they felt more passionate to do it.

The relationship that participants have with the language is an important factor for their process: “*Con respecto a la primera clase, ¿Cómo describiría la relación (participación, confianza, destreza) de los estudiantes con el idioma? buena, mala,*

regular, ¿por qué?” (Annex F) To what the teacher said: “Buena en general, mejor que al principio. En algunas ocasiones ya no tenía que pedir que participaran y su confianza a pesar de cometer errores aumentó. También aumentó su recepción a aprender de los errores”. During the classes they started getting more confident and they also started learning from their own mistakes, which is an important part when learning a language.

The follow question is about the tools and the future of the students (Annex F): “*Con respecto a la primera clase, ¿Considera que los estudiantes creen que al aprender inglés pueden generar herramientas para su futuro?*”. The answer of the teacher was the next: “Sí, ellos mismos me lo expresaron así en un ejercicio que hablaba de si el aprendizaje de la lengua podría ayudarles en algún aspecto. Desde los exámenes Icfes hasta ser capaces de ir al exterior.” She mentioned that the students learn English not only for the abilities that they can obtain, but they also see learning a second language as English as a tool to be able to go abroad; and this is true now that English can open so many doors around the world.

This question covers the oral part, (Annex F): “*Con respecto a la primera clase, ¿Cómo cree que se sentirían los estudiantes si les pidieran hacer una presentación oral en inglés?*” The response was: “Creo que la respuesta sería positiva si se les provee con las herramientas necesarias para hacerlo. La respuesta al proyecto final (hacer una reseña escrita y luego ponerla en vídeo) fue en general positiva y con buenos resultados ya que había un "input" para ellos y un factor de gusto ya que ellos escogieron de qué hablar. En general en algunas clases pudieron producir pequeñas frases acerca de los pasatiempos y gustos” In this question the teacher said how focusing on what could

have an impact on the students' motivation, for instance, talking or writing about their hobbies, really make the students feel good about making that homework.

The head teacher of the students, Miss Oyola, also noticed a change and impact on their students, she noticed that they were more participant in her classes and that they had more confidence, she said: "Los vi más participativos y osados a hacerlo en inglés" Then, the question was: "*Ha notado alguna diferencia o cambio en los estudiantes que participaron de las clases extracurriculares*" the answer of Miss Oyola was: "Si, mejoraron su pronunciación y valentía para hablar en inglés" She gave her perspective of the normal English classes and how these participants were demonstrating their participation in extracurricular classes, as its mentioned before, they were capable of give their ideas in English not only in the extracurricular classes but also in their normal classes of English, and this is very good evidence of the impact of this project.

Observer's questionnaire

As an observer it can be appreciated that the students have changed throughout the classes, they started out being very shy, with the fear of making a mistake and very closed to the idea of expressing any kind of thought, questions, or ideas. They finished the project being more extroverted, the shyness was put aside, and they started having more confidence in themselves and begin to express their ideas and feel secure about what were they saying even if there was a mistake in the sentence. It is necessary to highlight the teacher's job because the teachers are the ones who make the real work,

the dedication that she put into this project was amazing, she was determined to have time for each student, she asked them if they felt good, she encouraged them to participate and be more active in classes. With this process and project is evident how other ways of teaching are excellent to transmit a new language to the students at public schools.

Conclusions

Taking into account what was evidenced in the analysis of the results, it is concluded that there was an impact on the English performance of these participants. They had some abilities and competencies when the classes began, but these competencies in most of the students were not the appropriate ones for the grade of school they were in. So, throughout this investigation, they could improve in some important areas of the language, such as speaking, listening, and writing, even when this project had just one month of classes.

It was found that with enough time, enough dedication, and different pedagogical methods, the students could have an improvement in their English, thus now they are more confident, they are less afraid of making mistakes; because they know now how important is to speak, to practice, to explore new ways and they are also aware of the importance of the English language, either if they only want to improve or if they want to obtain better opportunities in life with its knowledge.

According to the answers that were given by all the people who were involved in this project it was shown that these classes had a great impact on the students of the

institution, "Nuestra Señora De La Candelaria". The teacher, the students, and the observer had similar responses about the writing, speaking, and listening skills. Participants started shy but they finished the course with confidence and being able to express themselves. This is the main reason why this investigation project was made: to give these young students a safe space, where they could feel sure and confident, where the dynamics were different, so they felt more motivated to learn English. Despite the short time of these classes, the results on the impact on the students' English is undeniable.

Also, this is a space that the students need to improve their English skills, all this investigation leads to the fact that each public institution needs to have these kinds of projects and incentives: free English courses for their students because they need them, and this is confirmed by this research. If one month of extracurricular classes has a great impact on the students, what results could be obtained with four or more months? This project showed that students want to learn but the time of the regular English classes is not enough, for this reason, is important to allow them the opportunity to have spaces where can develop their second language.

The results of the ICFES exams show the necessity to improve and create more projects and strategies to get English to more students in Colombia. Institutions and government policies need to be implemented to make possible to students the opportunity to improve on the language. If the institution or someone else gives this opportunity to the same community or wants to implement the same project in another community or place, it is necessary to mention that the groups of classes should be

small so that they are in a safe space and that the assigned teacher that can give quality time to each student.

When the classes finished for the participants, they were sad but also they were very grateful for the opportunity, “Thanks Sarai and Karina for this opportunity and to you, teacher, for your time and the dedication you had for this course” (Student 5). This was what one student said at the time the course finished, and also as it can be appreciated in the questionnaires, they want this project to have continuity. Unfortunately, it can't be as long as they wanted, but they took the opportunity they enjoyed and learned and this was the main purpose of this initiative.

By managing an investigation project focused on generating English communication skills for a vulnerable community, we are easing their integration into an increasingly globalized and competitive world, thus contributing to a more socially culturally inclusive society by also enabling them to gain job opportunities in a world that is increasingly demanding; on the other hand, being an administrative project.

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Annex

Annex A: First instrument for the participants

Primer Instrumento	Pregunta #1 De qué manera aprender inglés afecta su cultura (creencias, costumbres, comida, música)	Pregunta #2 ¿Mediante el aprendizaje de la lengua inglesa que más piensa que puede aprender o adquirir?
Student 1	Se va perdiendo el lenguaje	Puedo aprender mas sobre su cultura
Student 2	Aprender ingles puede ayudarnos a tener un nivel intelectual y social un poco elevado a el de los demas, puede ayudarte a convivir con otras personas y asi tener la oportunidad de hacer cosas que comunmente no harias	Al aprender esta lengua obtengo la posibilidad de conocer otros lugares y entablar conversaciones con otras personas, ademas de que en dado caso nos podria salvar de un apuro
Student 3	Ninguna	Puedo aprender como los ingleses hablan de manera nativa y común entre ellos
Student 4	De ninguna manera, más sin embargo el inglés es de mucha importancia es nuestra vida cotidiana	Aprender a distribuir mi tiempo de una excelente manera la cual tenga tiempo para hacer todas mis tareas del curso y del colegio

Student 5	Pues aprender inglés no afecta a mi cultura	Pienso que puedo mejorar mi escucha y puedo aprender a pronunciar mejor las palabras
Student 6	De ninguna manera me afecta	Un vocabulario que nunca antes había aprendido
Student 7	En costumbres, ya que estoy acostumbrada a hablar español.	Puedo adquirir nuevos conocimientos y expresiones.

Primer Instrumento	Pregunta #3 ¿Cuál es su mayor dificultad en el aprendizaje del idioma Inglés? porque.	Pregunta #4 ¿En su día a día de qué manera tiene contacto con el idioma Inglés?
Student 1	Lo gramatical, porque este tiene varias formas, tiempos etc	En videos, en las clases de inglés
Student 2	Podría decir que las conjugaciones y un poco la pronunciación	Escuchando musica, viendo programas y series, tengo familiares que hablan ese idioma y ademas tengo obvio contacto en la escuela

Student 3	Pronunciación, algunas palabras que son homófonas se me dificulta diferenciarlas	Veo y escucho videos y canciones en inglés, mientras, voy intentando entender lo que dice
Student 4	Los audios porque todavía no sé bien algunas pronunciaciones y me es muy difícil saber qué dicen	Las canciones en inglés
Student 5	La pronunciación	Escuchando música y viendo series en inglés
Student 6	El socializar con las personas ya que se me dificulta	Lo tengo muy seguido

Student 7	Puedo adquirir nuevos conocimientos y expresiones.	Puedo adquirir nuevos conocimientos y expresiones.
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Primer Instrumento	Pregunta #15 En el momento en que su nivel haya avanzado, estaría dispuesto a dar clases a los niños y jóvenes de su comunidad? ¿Qué impacto cree que podría generar estas clases en su comunidad?	Pregunta #16 ¿De qué manera piensa usted que aprender inglés puede generar herramientas para su futuro?
Student 1	Si, muy buena	En el momento de conseguir trabajo y viajar a otros países
Student 2	//	//
Student 3	Si, podría generar un impacto fuerte en mi comunidad, ya que puedo enseñar cómo comprender, hablar y leer con mis métodos	Hablar ingles puede hacerlo, ya que siendo un idioma universales puede ser una llave para abrir muchas puertas
Student 4	Bueno, el curso me ha ayudado un montón, si pudiera darle clases pero de cosas muy básicas pero les serviría mucho	Desde mi punto de vista el curso de inglés me ayudará muchísimo en mi futuro ya que me gustaría

		viajar al extranjero y lo necesito full.
Student 5	Claro, esto podría ayudar a que los niños puedan llegar a hacer bilingües y eso sería una puerta para que ellos puedan conseguir buenas calificaciones	Es una gran herramienta que podré utilizar en el trabajo y en la universidad
Student 6	Les ayudaría a los que quieran aprender y creo que muy bien porque los ayudaría mucho	Porque me servirá para mi futuro
Student 7	La verdad si me gustaría, pienso que el inglés tiene que ser una parte fundamental en nuestra vida, ya que el inglés la lengua más hablada.	Aprender inglés nos da un mejor acceso a la educación e información. Por otro lado, aprender inglés nos puede ayudar para irnos a vivir a otro país.

Primer Instrumento	Pregunta #7 ¿Qué tanta confianza tiene usted para realizar un escrito en inglés en este momento? (Poca, media o mucha) explique porque	Pregunta #8 ¿Qué tanta confianza tiene usted para entender audios en inglés en este momento? (Poca, media o mucha) explique porque
Student 1	Media, ya que no soy experta	Media, porque no a veces es dificultoso

Student 2	Media, no estaria convencida si lo que escribo esta en orden o correcto	Media, ya que tengo experiencia pero en ciertos casos no entiendo debido a la fluidez y rapidez
Student 3	Media, puedo escribir oraciones o incluso párrafos en inglés pero puedo equivocarme en u a qué otra palabra	Media, algunas palabras se me dificulta al momento de escucharlas
Student 4	Media, porque me faltan algunas cosas por aprender y no me iría bien en la escritura de las palabras	Poca, no suelo entender muy poco o sea solo lo muy básico
Student 5	Media, soy capaz pero aún no me siento totalmente segura de ello	Media, es que en algunos audios no lo logro entender porque habían muy rápido

Student 6	Media, porque no se algunas palabras del vocabulario	Media, porque si entiendo algo pero me puedo confundir
Student 7	Media	Media

Primer Instrumento	Pregunta #9 ¿Qué tanta confianza tiene usted para el entendimiento y comprensión lectora en inglés en este momento? (Poca, media o mucha) explique porque	Pregunta #10 ¿Qué tanta capacidad cree usted tener en este momento para entender un vídeo de un minuto en Inglés?(Poca, media, mucha) explique porque
Student 1	Media, ya que a veces no se el significado de algunas palabras	Media, porque tendría que escuchar el inglés y depende si es americano o británico

Student 2	Media, ya que si alcanzo a entender pero en ciertos casos no reconozco palabras claves para su entendimiento	Media, ya que tengo un poco de experiencia en esto
Student 3	Mucha, puedo entender y comprender muchos textos en inglés	Mucha, ya que he visto videos en inglés desde hace mucho tiempo
Student 4	Media, porque se me dificulta una que otras palabras	Media, todo depende si tiene subtítulos, si tuviera subtítulos me ayudaría más, porque si no lo tiene entendería un 20%
Student 5	Media, porque a veces hay palabras que aún no entiendo	Media, puede que la persona que hable, lo haga muy rápido y eso haga que no entienda

Student 6	Media, porque no se como se pronuncian algunas palabras	Media, porque es casi improbable de que no sepa que dicen
Student 7	Media	Media

Primer Instrumento	Pregunta #11 ¿Qué tanta capacidad cree usted tener en este momento para producir un texto corto en Inglés? (Poca, media, mucha) explique porque	Pregunta #12 ¿Qué capacidad cree usted tener en este momento para producir un monólogo corto en Inglés? (Poca, media, mucha) explique porque
Student 1	Media, ya que me defiendo con algunas palabras	Media
Student 2	Media	Poca/media
Student 3	Mucha, llevo mucha experiencia produciendo textos cortos en inglés	Media, aún no soy lo suficientemente bueno para producir un monólogo
Student 4	Mucha, hemos aprendido mucho en el curso dado	Media, la profe nos ha enseñado a mejorar la pronunciación

Student 5	Media, aún no me siento seguro con mi gramática	Media, no me siento totalmente segura de ello
Student 6	Media, porque no sabría que palabras podría colocar en el texto	Media, porque no tengo mucho aprendizaje con la lengua inglesa
Student 7	Media	Media

Primer Instrumento	Pregunta #13 ¿Cómo describiría su relación con el idioma? buena, mala, regular, ¿por qué?	Pregunta #14 ¿Cómo se sentiría si le piden que redacte un texto sobre su pasatiempo favorito en inglés?
Student 1	Buena	Pues bien
Student 2	Regular/media	Un poco insegura pero bien
Student 3	Buena, soy capaz de hablar, entender, escribir y comprender muchas palabras en inglés	Podría hacerlo
Student 4	Regular, me falta seguir aprendiendo	Muy bien, ya que en el curso no enseñaron ese tema y ya me siento preparada
Student 5	Regular, porque no soy muy buena pero sé que debo mejorar para poder tener más agilidad en el idioma	Bien, es algo fácil que puedo hacer
Student 6	Buena, porque es un idioma que me ha servido de mucho y talvez me vaya a ayudar en un futuro muy cercano	Me sentiría feliz porque aprendería mucho más contexto

Student 7	Buena, ya que me gusta mucho este idioma, siento que puedo lograr muchas cosas estudiándolo.	Me sentiría bien.
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Primer Instrumento	Pregunta #15 En el momento en que su nivel haya avanzado, estaría dispuesto a dar clases a los niños y jóvenes de su comunidad? ¿Qué impacto cree que podría generar estas clases en su comunidad?	Pregunta #16 ¿De qué manera piensa usted que aprender inglés puede generar herramientas para su futuro?
Student 1	Si, muy buena	En el momento de conseguir trabajo y viajar a otros países
Student 2	//	//
Student 3	Si, podría generar un impacto fuerte en mi comunidad, ya que puedo enseñar cómo comprender, hablar y leer con mis métodos	Hablar ingles puede hacerlo, ya que siendo un idioma universales puede ser una llave para abrir muchas puertas
Student 4	Bueno, el curso me ha ayudado un montón, si pudiera darle clases pero de cosas muy básicas pero les serviría mucho	Desde mi punto de vista el curso de inglés me ayudará muchísimo en mi futuro ya que me gustaría viajar al extranjero y lo necesito full.
Student 5	Claro, esto podría ayudar a que los niños puedan llegar a hacer bilingües y eso sería una puerta para que ellos puedan conseguir buenas calificaciones	Es una gran herramienta que podré utilizar en el trabajo y en la universidad

Student 6	Les ayudaría a los que quieran aprender y creo que muy bien porque los ayudaría mucho	Porque me servirá para mi futuro
Student 7	La verdad si me gustaría, pienso que el inglés tiene que ser una parte fundamental en nuestra vida, ya que el inglés la lengua más hablada.	Aprender inglés nos da un mejor acceso a la educación e información. Por otro lado, aprender inglés nos puede ayudar para irnos a vivir a otro país.

Annex B: First instrument for the teacher

Instrumento de la Profesora	Pregunta #1 ¿Cuál cree que es la mayor dificultad en el aprendizaje del idioma Inglés para los jóvenes participantes en el proyecto? porque.	Pregunta #2 Desde su punto de vista cree que los jóvenes sean capaces de sostener una conversación básica (presentación y gustos) en Inglés con su compañero/a en este momento?
Respuesta	En general, la mayor dificultad es que tengan más confianza y fluidez al hablar en el idioma. Esto se ve apoyado por las escasas oportunidades de usar el inglés ya sea en contextos naturales o artificiales.	No sin una guía clara de cómo hacerlo. Pueden cambiar y rellenar la información en una conversación pre-diseñada pero aún no lo hacen de forma improvisada y/o sin guía.

Instrumento de la Profesora	Pregunta #3 ¿Qué tanta confianza siente usted que tienen los jóvenes para hablar en inglés en este momento? (Poca, media o mucha) explique porque	Pregunta #4 ¿Qué tanta confianza siente usted que los jóvenes tengan para realizar un escrito en inglés en este momento? (Poca, media o mucha) explique porque
	<p>En general, poca. No confían en su pronunciación y temen a cometer errores. Aún leen mucho las palabras tal cual como están escritas (problema común al inicio del aprendizaje de la lengua). Algunos saben como pronunciar, pero el nerviosismo los hace cometer errores.</p>	<p>Poca. Recurren al internet para aclarar/traducir vocabulario. Necesitan preparación previa para realizar los escritos.</p>

Instrumento de la Profesora	Pregunta #5 ¿Qué tanta confianza siente usted que los jóvenes tengan para entender audios en inglés en este momento? (Poca,	Pregunta #6 ¿Qué tanta confianza siente usted que tienen los jóvenes para el entendimiento y comprensión lectora en
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	media o mucha) explique porque	inglés en este momento? (Poca, media o mucha) explique porque
	Media con audios diseñados con fines educativos y sin acentos marcados. Percibo una tendencia a conocer más acentos norteamericanos. Cuando se enfrentan a acentos diferentes o a audios auténticos se les dificulta entender palabras por contexto.	En general, media. Muchas veces se bloquean ante el vocabulario desconocido haciendo más difícil la comprensión del texto. Creen tener deficiencia en el vocabulario.

Instrumento de la Profesora	Pregunta #7 ¿Qué tanta capacidad cree usted que tienen los jóvenes en este momento para entender un vídeo de un minuto en Inglés?(Poca, media, mucha) explique porque	Pregunta #8 ¿Qué tanta capacidad cree usted que tienen los jóvenes en este momento para producir un texto corto en Inglés?(Poca, media, mucha) explique porque
	Media si es un audio diseñado con fines educativos. En general reconocen contexto,	Poca. Utilizan estructuras básicas, pero requieren de ejemplos claros y guiados para la producción de textos.

	vocabulario y estructuras con facilidad si estas les son familiares y hay una introducción previa.	Se apoyan mucho en la traducción de palabras desde el español.
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Instrumento de la Profesora	Pregunta #9 ¿Qué capacidad cree usted que tienen los jóvenes en este momento para producir un monólogo corto en Inglés?(Poca, media, mucha) explique porque	Pregunta #10 ¿Cómo describiría la relación (participación, confianza, destreza) de los estudiantes con el idioma? buena, mala, regular, ¿por qué?
	Poca. Producen oraciones sencillas y cortas con guía. Leen desde la preparación escrita y esto los hace que sean poco eficientes en pronunciación y entonación.	En general es regular. Se esfuerzan en participar y aprender un poco a pesar de las dificultades técnicas o tecnológicas. Falta un poco más de confianza para hablar y producir textos.

Instrumento de la Profesora	Pregunta #11 ¿Cómo cree que se sienten los estudiantes si les pide que redacten un texto sobre su	Pregunta #12 ¿Cómo cree que se sentirían los estudiantes si les pidieran hacer una presentación
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	pasatiempo favorito en inglés?	oral de su película favorita en inglés?
	Lo harían confiando bastante en herramientas como el traductor y el diccionario. Percibo que les cuesta producir ideas sencillas escritas en inglés porque buscan expresarlas como las piensan en español a pesar que su conocimiento de vocabulario y estructuras es básico.	Creo que sin el debido proceso de acompañamiento por parte de un docente y dando los modelos y herramientas para dicha presentación se sentirían sobrepasados y utilizarían muchas herramientas de traducción para cumplir con la asignación.

Annex C: First instrument for the observer

Instrumento de la Observadora	Pregunta #1 ¿Cuál cree que es la mayor dificultad en el aprendizaje del idioma Inglés para los jóvenes participantes en el proyecto? porque.	Pregunta #2 Desde su punto de vista cree que los jóvenes sean capaces de sostener una conversación básica (presentación y gustos) en Inglés con su compañero/a en este momento?
Respuesta		

Instrumento de la Observadora	Pregunta #3 ¿Qué tanta confianza siente usted que tienen los jóvenes para hablar en inglés en este momento? (Poca, media o mucha) explique porque	Pregunta #4 ¿Qué tanta confianza siente usted que los jóvenes tengan para realizar un escrito en inglés en este momento? (Poca, media o mucha) explique porque
	Entre poca y media, porque no sienten seguridad para transmitir sus ideas	Medio, suelen utilizar el traductor como herramienta de apoyo.

Instrumento de la Observadora	Pregunta #5 ¿Qué tanta confianza siente usted que los jóvenes tengan para entender audios en inglés en este momento? (Poca, media o mucha) explique porque	Pregunta #6 ¿Qué tanta confianza siente usted que tienen los jóvenes para el entendimiento y comprensión lectora en inglés en este momento? (Poca, media o mucha) explique porque
	Poca, su comprensión auditiva no esta muy desarrollada,	Media, logran comprender algunos textos en Inglés.

Instrumento de la Observadora	Pregunta #7 ¿Qué tanta capacidad cree usted que tienen los jóvenes en este momento para entender un vídeo de un minuto en Inglés?(Poca, media, mucha) explique porque	Pregunta #8 ¿Qué tanta capacidad cree usted que tienen los jóvenes en este momento para producir un texto corto en Inglés?(Poca, media, mucha) explique porque
	Media, suelen entender más sobre temas de estudios o temas que sean de sus gustos.	Poca, teniendo en cuenta que suelen apoyarse con traductores y no con diccionarios.

Instrumento de la Observadora	Pregunta #9 ¿Qué capacidad cree usted que tienen los jóvenes en este momento para producir un monólogo corto en Inglés?(Poca, media, mucha) explique porque	Pregunta #10 ¿Cómo describiría la relación (participación, confianza, destreza) de los estudiantes con el idioma? buena, mala, regular, ¿por qué?
	Poca o media, ya que su timidez les impide realizar esto.	Regular, con las bases que tienen su confianza y participación es poca

Instrumento de la Observadora	Pregunta #11 ¿Cómo cree que se sienten los estudiantes si les pide que redacten un texto sobre su pasatiempo favorito en inglés?	Pregunta #12 ¿Cómo cree que se sentirían los estudiantes si les pidieran hacer una presentación oral de su película favorita
	Se sentirían poco cómodos, pero lo realizan.	Tendrían demasiada pena para realizar una presentación.

Annex D: Last instrument for the participants

Último Instrumento de los Estudiantes	Pregunta #1 ¿Mediante las clases de inglés, que pudo aprender o adquirir?	Pregunta #2 ¿Hubo algún tipo de cambio durante su proceso en las clases? indique cuál
Student 1	Más conocimientos	Si, en el dialogo
Student 2	Pude adquirir nuevos conocimientos al igual que reforzar temas y conocimientos	Mediante mis nuevos conocimientos y al reforzar los que ya tenia, se me hizo más fácil aplicarlos en mi vida diaria y ademas me sirvio un poco realizar mis actividades escolares

Student 3	Aprendí cosas como descripción de personas, obras de arte, adjetivos, cualidades y pronunciaciones en inglés	Si, aprendí adjetivos y cómo pronunciarlos.
Student 4	Pude aprender demasiado, mejore la pronunciación y a entender los audios	Siii demasiado, me es fácil entender los audios
Student 5	pude aprender gramática, mejor mi pronunciación y comprensión lectora	si, mi comprensión y mi pronunciación mejoraron mucho
Student 6	Pude adquirir un nuevo idioma, y aprender muchas cosas más	Si, porque aprendí nuevos conocimientos
Student 7	Puedo charlar con otra persona de temas adquiridos de forma natural.	Si, ya que aprendí nuevos temas en las clases.

Último instrumento de los Estudiantes	Pregunta #3 Respecto a la primera clase, ¿hubo un impacto positivo en el desarrollo de la lengua? explique cuales	Pregunta #4 Con respecto a la primera clase, ¿se siente capaz de sostener una conversación básica en Inglés con su compañero/a en este
Student 1	Si, en el momento en que inicie mis clases, sentí mucho más interés al aprender este idioma, y mucho más con la ayuda y actitud de nuestra profesora	Si, porque ya he aprendido las cosas básicas
Student 2	Si, Me ayudo a confiar mas de mis capacidades y ser mas espontanea al momento de utilizarla	Podría decir que sí, porque como dije anteriormente me ayudó a ser mas espontanea y a atreverme a practicar y en dado caso a entablar una conversación con alguien
Student 3	Si, puedo agilizar y gesticular mejor.	Si, puedo hacerlo, porque aprendí algunos saludos, cómo describir películas o personas, algo que pasó anteriormente, y formas de despedirse
Student 4	Demasiado, mejore un montón, y quisiera seguir aprendiendo	Siii, ya que la profe nos enseñó muchas técnicas muy útiles

Student 5	si, tengo más seguridad a la hora de hablar en inglés	si, si creo que soy capaz
Student 6	Si, porque aprendí a pronunciar nuevas palabras y/o letras	Si y no ya que se me dificultará un poco
Student 7	Desde la primera clase fui adquiriendo mayor conocimiento, sobre cómo poder pronunciar algunas palabras.	Si me siento capaz, ya que hacíamos diferentes actividades con nuestros compañeros, sosteniendo conversaciones.

Último instrumento de los Estudiantes	Pregunta #5 Respecto a la primera clase ¿Qué tanta confianza tiene usted para hablar en inglés en este momento? (Media, mucha, poca) explique porque	Pregunta #6 Respecto a la primera clase, ha notado un impacto o cambio para entender audios en inglés? Explique qué tipo de cambio notó.
Student 1	Media, ya que no aprendí todo, pero con lo básico me definiendo	Si, muchísimo, al momento en que uno no sabe cómo se pronunciaban las palabras, y ya al escuchar y saber

		que significaban fue un gran cambio
Student 2	En la primera clase diría que entre poca y medio y ahora entre media a mucha	Aunque ya tenía un poco de experiencia escuchando e interpretando audios si me ayudo a reforzar mis capacidades de interpretación
Student 3	Mucha, a la vez de mantener una conversación básica, puedo responder a la mayoría de preguntas con facilidad en inglés y sostener la conversación	Si, cambió la forma de escuchar inglés, reconozco que hay diferentes acentos de inglés, los cuales pueden ser un poco difíciles de entender.
Student 4	Mucha, el curso dado me sirvió a coger más confianza con mis compañeros	Demasiado, ya me es más fácil entender y comprender lo que dicen
Student 5	mucha, ya que mi pronunciación ha mejorado	si, ya entiendo mucho más que en el principio
Student 6	Media, porque necesitaría muchas más palabras de	Si, porque aprendí a utilizar un poco más las

	las que se	palabras
Student 7	80/100, porque ya sé cómo expresarme en algunas palabras.	Si, ya que en todas las clases escuchábamos audios, y así fui implementando mayor habilidad en los audios.

Último instrumento de los Estudiantes	Pregunta #7 ¿Se siente más cómoda/o con el idioma en estas clases comparadas con las que se dictan en el colegio?	Pregunta #8 Desde su experiencia, ¿cree usted que las clases le ayudaron con el idioma?
Student 1	No, se siente lo mismo	Si
Student 2	Podría decir que con ambas me siento cómoda	Si
Student 3	Me siento igual, el idioma que se dicta en el colegio (inglés) es muy bien pronunciado y la profesora explica muy bien.	Si, anteriormente dije que aprendí sobre algunos conceptos que me pueden servir más adelante

Student 4	Muchísimo, ya que la profe tiene actividades muy buenas, y se entiende mucho su explicación y nos corrige de buena manera	Demasiado, triste que se haya acabado el curso
Student 5	si, siento que me dan más seguridad para hablar que en las clases que dictan en el colegio	si, mucho. soy mas segura y he aprendido mucho más
Student 6	Si, porque creo que aprendí más en estas clases	Si
Student 7	Me siento mucho más cómoda, ya que la profe nos da una dedicación muy bonita.	Si, me ayudaron mucho.

Último instrumento de los Estudiantes	Pregunta #9 Respecto a sus clases diarias y teniendo en cuenta estás clases de Inglés, ¿se siente diferente en algún aspecto respecto al idioma?	Pregunta #10 ¿Qué tanta confianza tiene usted para el entendimiento y comprensión lectora en inglés en este momento? (Poca, media o mucha) explique porque
Student 1	Si, en el poder hablar un	Media, ya que al saber un

	poco más el inglés	poco, me defiendo
Student 2	En lo personal me gusta mucho el inglés y ya tenía un poco de experiencia así que más que diferente me ayudó a reforzar lo que sabía	Podría decir que mucha, ya que entiendo con facilidad y puedo interpretar los textos
Student 3	No.	Mucha, soy capaz de entender muchos textos en inglés porque estoy acostumbrado a ellos, dado a los videos y videojuegos cotidianos.
Student 4	Siii ya que ahora trato de ver pelis en inglés sin el subtítulo	Media, hay palabras que aun me falta seguir aprendiendo su significado
Student 5	si, en mis clases diarias no era capaz de hablar ni de formar una oración por el miedo de fallar, pero en estas clase de inglés me dan la seguridad y los conocimientos para poder responder a lo que me preguntan.	mucha. ya me siento más segura con mis conocimientos y con mi pronunciación
Student 6	Si	Media, ya que necesito

		aprender más palabras de las que tengo aprendidas
Student 7	Si, me siento con más conocimiento.	80/100

Último instrumento de los Estudiantes	Pregunta #11 ¿Qué tanta capacidad cree usted tener en este momento para entender un vídeo de un minuto en Inglés?(Poca, media, mucha) explique porque	Pregunta #12 ¿Qué tanta capacidad cree usted tener en este momento para producir un texto corto en Inglés?(Poca, media, mucha) explique porque	Pregunta #13 ¿Le gustaría que estas clases fueran implementadas regularmente en la institución?
Student 1	Media, porque no se del todo, la pronunciación de todas las palabras, y que además hay palabras que se usan para varias cosas	Media, porque a veces no se el significado de muchas palabras	Si
Student 2	Mucho ya que se me hace relativamente fácil al interpretarlos	Media, creo que si podria organizar un texto segun los aprendizajes	si, si me gustaria

		obtenidos	
Student 3	Mucha, un video de 1 minuto en inglés me resulta fácil, dicho anteriormente, estoy acostumbrado a ellos.	Tengo mucha experiencia en proyectos escolares.	Aunque en mi institución está implementado un método similar, me gustaría que fuera como el de estas clases.
Student 4	Mucha, la profe se encargó de explicarnos palabras claves que nos ayudan mucho	mucha, en las clases dada nos enseñaron cosas muy buenas	Siiii
Student 5	mucha. Puedo entender lo que dicen y puedo identificar vocabularios aprendidos en clase	mucha. mi vocabulario se amplía y mi gramática mejoró mucho	me encantaría. porque son didácticas, divertidas y aprendemos mucho... gracias por estas clases
Student 6	Media ya que se me dificulta un poco	Media porque necesito aprender un poco más	Si, ya que uno aprende más el inglés, y es muy entretenido

Student 7	80/100	80/100	Sii, me encantaría, ya que todos estos temas son muy importantes en aprender este idioma.
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Annex F: Last instrument for the teacher

Instrumento Final de la Profersora	#1 Con respecto a la primera clase, ¿Cuál cree que fue la mayor dificultad en el aprendizaje del idioma Inglés para los jóvenes participantes en el proyecto? porque	#2 ¿Cree usted que los estudiantes lograron una mejoría en su participación con respecto a las primeras clases?	#3 Con respecto a la primera clase, cree que los jóvenes sean capaces de sostener una conversación básica (presentación y gustos) en Inglés con su compañero/a en este momento?
	Me parece que la mayor dificultad es que no tienen mucho acceso a la lengua inglesa en su vida diaria y no tienen los espacios	Sí, al final los percibí un poco menos tímidos y con más motivación para hablar así fuera comitiendo errores.	Creo que sí, con algo de dificultad pero menos que al principio. Si se les da tiempo para prepararse la mayoría pueden

	<p>para suplir esta necesidad. Es bueno crear más espacios en lo posible y con apoyo de la institución educativa para que practiquen y se familiaricen con la lengua: sobretodo en cuanto a la escucha y pronunciación. Se les notó que con actividades llevadas a su contexto y gustos se atreven más a producir y a entender.</p>	<p>Respondían mejor a la actividades.</p>	<p>hacerlo.</p>
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<p>Instrumento Final de la Profesora</p>	<p>#4 Con respecto a la primera clase, ¿Qué tanta</p>	<p>#5 Con respecto a la primera clase, ¿Qué tanta</p>	<p>#6 Con respecto a la primera clase, ¿Qué tanta</p>	<p>#7 Con respecto a la primera clase, ¿Qué tanta</p>
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	<p>confianza siente usted que tienen los jóvenes para hablar en inglés en este momento? (Poca, media o mucha) explique porque</p>	<p>confianza siente usted que los jóvenes tengan para entender audios en inglés en este momento? (Poca, media o mucha) explique porque</p>	<p>confianza siente usted que tienen los jóvenes para el entendimiento y comprensión lectora en inglés en este momento? (Poca, media o mucha) explique porque</p>	<p>capacidad cree usted que tienen los jóvenes en este momento para entender un vídeo de un minuto en Inglés?(Poca, media, mucha) explique porque</p>
	<p>Media en general. Se atrevieron a hablar un poco más al final cuando se les pregunta cosas específicas que ya saben cómo responder. Se perdió un poco el miedo al error pero no del todo. Estaban más dispuestos a cometer el error y luego pronunciarlo bien con la ayuda del docente que con respecto a las primeras</p>	<p>Media, un poco más que antes. Al practicar y aplicar estrategias de escucha pierden un poco más el miedo a enfrentarse a diferentes acentos del inglés. Respondían de forma positiva a audios dados</p>	<p>En general, media. Un poco más alta que con respecto a la primeras clases. Esto sobretodo con textos relacionados a sus gustos y contexto. Algunos respondieron positivamente a estrategias para entender</p>	<p>Media si hay un conocimiento básico del vocabulario del vídeo y esta hecho en un acento no marcado (por ejemplo, material educativo). Creo que respondieron bien a las estrategias de escucha:</p>

	sesiones.	para su contexto o que vayan de acuerdo a sus gustos.	vocabulario por contexto.	buscar ideas generales y vocabulario relacionado.
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Último instrumento de la Profesora	#8 Con respecto a la primera clase, ¿Qué tanta capacidad cree usted que tienen los jóvenes en este momento para producir un texto corto en Inglés?(Poca, media, mucha) explique porque	#9 Con respecto a la primera clase, ¿Qué capacidad cree usted que tienen los jóvenes en este momento para producir un monólogo corto en Inglés?(Poca, media, mucha) explique porque	#10 Con respecto a la primera clase, ¿Cómo describiría la relación (participación, confianza, destreza) de los estudiantes con el idioma? buena, mala, regular, ¿por qué?	#11 Con respecto a la primera clase, ¿Cómo cree que se sienten los estudiantes si les pide que redacten un texto sobre su pasatiempo favorito en inglés?
	Media, un poco mejor que las primeras veces. Esto se evidenció en el proyecto aunque aún utilizan	Media, más que antes. De nuevo, esto se evidenció en el proyecto ya que esto fue lo que hicieron. Creo que hay más	Buena en general, mejor que al principio. En algunas ocasiones ya no tenía que pedir que participaran y	Creo que la respuesta podría ser un poco mejor. Ya que esto se introdujo en las sesiones y en general eran capaces de

	traductor en ocasiones, si se les dan herramientas y ejemplos pueden producir textos cortos y sencillos.	disposición para hacerlo cuando el tema los motiva y esta relacionado a su contexto	su confianza a pesar de cometer errores aumentó. También aumento su recepción a aprender de los errores.	producir ideas cortas y guiadas de forma escrita.
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Último instrumento de la Profesora	#12 Con respecto a la primera clase, ¿Cómo cree que se sentirían los estudiantes si les pidieran hacer una presentación oral en inglés?	#13 Con respecto a la primera clase, ¿Cómo cree que se sienten los estudiantes si les piden escuchar un audio de inglés?	#14 Con respecto a la primera clase, ¿Considera que los estudiantes creen que al aprender inglés pueden generar herramientas para su futuro?	#15 Con respecto a la primera clase, ¿hubo algún tipo de cambio durante su proceso en las clases? indique cuál
	Creo que la respuesta sería positiva si se les provee con las herramientas necesarias para hacerlo. La respuesta al proyecto final (hacer una reseña escrita y luego ponerla en vídeo) fue	Con un poco más de confianza si es un audio con contexto familiar y/o que ha sido introducido. Entre mas neutral sea el acento mejor.	Sí, ellos mismos me lo expresaron así en un ejercicio que hablaba de si el aprendizaje de la lengua podría ayudarles en	Creo que perdieron algo el miedo a cometer errores y a practicar la lengua en sus habilidades. También creo que hubo un efecto

	<p>en general positiva y con buenos resultados ya que había un "input" para ellos y un factor de gusto ya que ellos escogieron de qué hablar. En general en algunas clases pudieron producir pequeñas frases acerca de los pasatiempos y gustos.</p>		<p>algún aspecto. Desde los exámenes icfes hasta ser capaces de ir al exterior.</p>	<p>positivo en cuanto al gusto por el idioma y la motivación para aprenderlo y practicarlo a través de cosas como películas o series.</p>
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<p>¿Último instrumento de la Profesora</p>	<p>#16 Con respecto a la primera clase, ¿usted creé que los jóvenes se sienten capaces de sostener una conversación básica en Inglés con su compañero/a en este momento? Porque</p>	<p>#17 Con respecto a la primera clase, ha notado un impacto o cambio para entender audios en inglés? Explique qué tipo de cambio notó.</p>
	<p>Sí, muy básica y con alguna ayuda. Lo hicieron en algunas de las clases con la guía dada por el profesor.</p>	<p>Un poco, entendían más las ideas generales de los vídeos sobretodo en presencia de vocabulario familiar o que había sido</p>

		introducido previamente.
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