

***INVOLVEMENT OF  
PRIMARY STUDENTS IN  
THE DEVELOPMENT OF  
PEDAGOGICAL TASKS TO  
PRODUCE SHORT SPEECHES  
IN ENGLISH IN LA FLORESTA,  
SAN JUAN BOSCO AND SAN  
BARTOLOMÉ NARIÑO SCHOOLS***

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## Abstract

This article is the result of the research project “Engagement of fourth and fifth grade students in the development of pedagogical tasks that allow the production of short oral discourses in English in public educational institutions: Agropecuaria La Floresta de Sapuyes, San Juan Bosco de Pasto and San Bartolomé de la Florida”. This study focused on identifying the engagement level displayed by the population under study when exposed to pedagogical tasks that required the oral production of short discourse samples in English. The research was based on the mixed paradigm, considering both qualitative and quantitative data that complement each other to give it strength; additionally, the project took into account the constructivist approach and the action research method. In regard to data collection, these instruments were used: classroom observation, done through a COLT-based observation scheme, a survey on engagement, and the pedagogical tasks. Each of these instruments aimed at collecting information and data needed to achieve the goal of the study. The results suggest that the students reached a higher degree of engagement after the implementation of the proposed pedagogical tasks, and that learners performed the production of short speeches in English. The results obtained with the participants in this sample, suggest that it is possible to develop oral competence in English, even at a basic level, if clear goals and a series of and structured elements are brought together into carefully designed pedagogical tasks which engage students.

**Keywords:** engagement, pedagogical tasks, short speeches (oral production), foreign language LE

## Resumen

El presente artículo es producto del proyecto de investigación denominado “Implicación de los estudiantes de grados cuarto y quinto en el desarrollo de tareas pedagógicas que permitan la producción de discursos orales cortos en inglés en las instituciones educativas públicas: Agropecuaria La Floresta de Sapuyes, San Juan Bosco de Pasto y San Bartolomé de la Florida”. Este estudio se focalizó en identificar el nivel de implicación alcanzada por la población objeto de estudio al estar expuesta a tareas pedagógicas que precisan la producción oral de discursos cortos en el idioma extranjero inglés. La investigación se fundamentó en el paradigma mixto, al considerar datos tanto cualitativos como cuantitativos que se complementaron mutuamente para dar solidez a la misma; igualmente, el proyecto se cimentó en el enfoque constructivista y el método de investigación acción. En relación con

la recolección de datos se utilizó la observación como técnica y como instrumentos, el esquema de observación COLT, encuesta de implicación y las tareas pedagógicas. Cada uno de estos instrumentos orientados por un tipo de observación que arrojaron datos acordes al propósito de la investigación. Al concluir con este trabajo, los resultados muestran que los estudiantes alcanzaron un alto grado de implicación hacia las tareas pedagógicas propuestas, logrando con ello la producción oral de discursos cortos en la lengua extranjera. Los resultados obtenidos con los participantes de este estudio, sugiere que es posible desarrollar la competencia oral en inglés, incluso en un nivel básico, si se unen metas claras y una serie de elementos estructurados en un diseño cuidadoso de tareas pedagógicas que comprometan a los estudiantes.

**Palabras clave:** Implicación, tareas pedagógicas, discursos cortos (producción oral), lengua extranjera LE

## Introduction

In a globalized world, interaction becomes essential for those who wish to go beyond their local borders and immerse themselves in the vast variety of places, knowledge, customs and ways of thinking that the world as a whole has to offer. In this sense, to facilitate this knowledge exchange process, the English language is a massive communication means and its learning has gone from being a privilege of the few to a necessity for the many. Consequently, as established in the National Bilingualism Program, the mastery of a foreign language is considered a fundamental element, taking into account the global dynamics in the economic, academic, technological and cultural fields; likewise, the training and improvement of communicative competence in that language within a society implies the creation of more opportunities, other cultures recognition and individual and collective growth (Ministry of National Education, 2021). In summary, the influence of English as a universal language predominates in diverse social contexts and generates a wide range of educational and employment opportunities for those who have the ability to use it in real everyday situations.

In fact, in recent years, the teaching and learning of English as a foreign language in Colombia has reached its peak, which is why governmental and educational entities have felt the need to introduce it in the educational field and hence English is established as a fundamental and compulsory area (Law 115, 1994, art. 23.) In this way, several pedagogical support tools are offered, among which are: basic standards of competences in foreign languages (National Education Ministry of Colombia, 2006), basic learning rights (BLR) and the suggested curriculum for the subject of English (National Education Ministry of Colombia, 2016); however, despite all the

efforts, positive results in this target language learning have not been evidenced.

The low performance in the English learning process in Colombia may be generated by several social and educational realities. The first one focuses on the authentic opportunity absence for its use in a natural way, that is, real context absence (commercial, social, cultural or academic immersion) that involves this language use in everyday life is obvious, with the educational environment being the only space for its learning (Fandiño et al., 2012). Moreover, within the educational context, this subject is largely taught in the Spanish language, limiting its practice; considering that, in learning a foreign language, the purpose lies in avoiding the use of the L1 because the goal is to expose the student to as much L2 as possible (Cook, 2001).

The second reality refers to the teachers' competence who teach children in elementary section of Colombian public schools. With respect to the handling of the foreign language, it has been found that many of them do not have the necessary skills; therefore, their knowledge is basic and some do not even reach A1 level. In addition, these teachers are in charge of teaching all subjects, including English, without being specialists in this component; therefore, the motivation, skills and communicative competence for teaching English may be insufficient when teaching classes and applying strategies according to the foreign language teaching (British Council, 2015).

The third one is related to the way English language skills are shared in Colombian education, and despite the concern shown by governmental and educational entities in seeking to be a bilingual country; within educational institutions in Colombia, teaching is focused on preparing students to be able to respond to those aspects evaluated by national exams, as shown in the study conducted by López et al. (2011), in which the SABER 11 tests do not take into consideration all the English skills, including writing, listening and speaking; so that, both teachers and external trainers focus on applying tests that model the SABER tests to obtain a prominent quantitative result, but do not extend to the actual learning of the foreign language use.

The fourth reality refers to the resource absence and teacher poor preparation (McDougald, 2009), which is why English language learning in Colombia includes inefficient pedagogical practices. This leads to limit the learner exposure to the target language and, consequently, to learn insufficient knowledge that does not allow them to make extensive use of all the skills of the target language in diverse contexts.

The fifth reality refers to the nullity or low hourly intensity that educational institutions allocate for

the foreign language teaching and learning in the elementary section as manifested in the Orientations and Pedagogical Principles of the Suggested English Curriculum of the Ministry of National Education (2016). This is a worrying situation, since, if there is no minimum exposure to L2 from an early age, it limits the possibilities of learning it effectively and efficiently.

The sixth reality alludes Information and Communication Technologies (ICT) exposing three cases: one, the impossibility of providing official schools with classrooms with the necessary technological resources for learning English, due to the lackness of economic investment and geographical location (Espinal Duque, 2018); two, the scarce training in the use of these tools, especially in elementary school teachers, who have a restricted knowledge about ICT (Vasco, 2006); and three, the low coverage of Internet connectivity in the country side, preventing access to cyberspace media that favor learning (Ministry of Information and Communication Technologies, (MinTIC), 2019).

The seventh reality focuses on the number of students per classroom. On one hand, there is a high number of students, which generates overcrowded classrooms; and on the other hand, a reduced number of students that leads educational institutions to consider the merger of two or even three different grades in the same classroom. This situation arises because the decree 3020 (2002) stipulates that the average number of students per teacher in the territorial entity must be at least 32 in urban areas and 22 in rural areas, without specifying a maximum number of students per classroom and, therefore, schools are forced to adjust to this premise.

Finally, it can be perceived that in a considerable number of educational institutions in Colombia, in the XXI century, routine teaching practices still prevail, focused on exhausting content, but not in carrying out a meaningful teaching and learning process of the foreign language; as mentioned by Farrell et al. (2017) when he assures that traditional methods are still applied, revolving around translation, repetition and/or memorization of grammatical structures, vocabulary and texts. All these practices become obsolete and reduce the pupils' potential towards L2 learning; therefore, it is necessary to replace them with others that generate positive and authentic contributions for optimal learning.

The previously mentioned problems require a deep and appropriate intervention so that the exercise aimed at the English as foreign language teaching and learning process may be effective and efficient; hence, the present research work aims to change these realities by innovative pedagogical practices that seek to interactively involve students in the English language learning process. In that sense, for involvement, a

term referring to a high state of attention, interest and participation by learners in any type of activity (Philp & Duchesne, 2016) to take place, it is necessary to consider pedagogical tasks as intermediaries of the work developed in the classroom, where learners are involved in comprehension, manipulation, elaboration or interaction in the target language (Nunan, 2004) and this leads them towards the production of short oral speeches in English, characterized by being comprehensible and subject to the response of the interlocutors; In short, in an interaction environment, the participants become competent in the actual use of the language (Brown & Abeywickrama, 2016).

## Research Methodology

This research employs a methodological foundation based on three aspects:

First, the mixed paradigm is considered as an epistemological foundation because it aims to understand the factors present in a phenomenon of the educational field. Thus, from the quantitative part it was possible to measure frequencies of interaction and satisfaction with the help of the COLT observation and involvement survey instruments, and from the qualitative part it was possible to understand in depth the problems within the teaching and learning process of L2 and to contribute from a different and innovative pedagogical exercise to the change English classes conceptions. Thus, associating these two paradigms is valuable for the contributions to the search for knowledge and complementarity to comprehensively satisfy the questions that arise in the development of the research (Hernández-Sampieri & Mendoza, 2018).

Second, it takes into account the constructivist approach, whereby the reality and the development of the research are dynamically constructed with the actions of the researcher and the population involved (Guba & Lincoln, 2002). In this sense, the study was conducted within an interaction between the teacher, students and peers, where each one had an active role towards the achievement of a common goal. Coll (1996) ratifies the above by stating that, under the constructivist conception, learning is the product of a series of correspondences between the learners, the educator and what is to be learned, the teacher being the one who guides the knowledge to give the students the opportunity to intervene in its construction.

And third, it takes into account the basic principles of the action-research (AR) method described by Elliott (2005) as a means of sensitization towards the real context, which promotes social changes and keeps educators in a constant dynamic of planning, action, observation and reflection of their teaching practices, aimed at revealing

key points in their praxis to assume pedagogical challenges in search of improving the educational process. Thus, this method was of utmost importance in the project because it allowed analyzing a problem from a social and educational perspective, reflecting on the teaching task and seeking the transformation of pedagogical practices.

In this study, 56 students from fourth and fifth grades from three public educational institutions in the Department of Nariño: IE Agropecuaria La Floresta from Sapuyes (rural) with seven boys and five girls, IE San Bartolomé from La Florida (rural) with four girls and three boys 4, and the IE San Juan Bosco from Pasto (urban) with eighteen girls and nineteen boys.

Regarding the procedure, this research begins with a diagnostic phase in which two instruments were used for data collection. The first instrument is a modified COLT (Communicative Orientation of Language Teaching) observation format (Allen et al., 1983; Spada & Fröhlich, 1995), which allowed us to determine the interaction that occurs inside the classroom, focusing on the methodology that the teacher uses to lead his English class. It was observed that students are not participants in their learning, but rather listeners of grammatical structures, vocabulary and translation of phrases or words from English to Spanish. The second instrument is a survey based on Reeve (2013) and Sánchez Solarte (2021) which measures the levels of involvement of students in relation to English classes in the behavioral, cognitive, emotional and social dimensions.

Once the first phase results were obtained, the design and application of pedagogical tasks was carried out focused on working on the selected study groups oral skills, taking into account their immediate context, previous knowledge and basic knowledge, condensing the different facets of involvement in favor of a real and harmonious learning. Next, a second application of the COLT observation and involvement survey instruments was carried out, with the objective of being able to make a comparison of results between the classes of the regular and specialized teachers, and finally, to evaluate the involvement levels of pedagogical tasks development in short oral English speeches production.

## Results

After having applied the data collection instruments according to this research procedure, quantitative values were obtained for each stage. Thus, the diagnostic phase consisted of conducting COLT observations and the use of a survey that measured the fourth and fifth grade students' involvement level in the solution of the tasks used by the regular teachers in their English classes. In the first data collection instrument, COLT observation

scheme, the following results can be visualized regarding the components that structure the activity and the communicative features.

Tabla I. OBSERVACIONES CON COLT A LAS CLASES DE INGLÉS DE LOS DOCENTES TITULARES

	Parte A: Análisis de la actividad				Parte B: Análisis de las características comunicativas							
	Características de las tareas				Habilidades	Interacción		Uso de L1-LE		Micro habilidad del habla	Actitud frente a la LE	
Ítem #	8	9	10	11	15	21	25	28	30	33	36	39
Observaciones 1 a 6	0	36	0	0	0	53	38	60	44	0	0	0

Source: this research

#### Parte A: Part A

Análisis de la actividad: **Activity analysis**

Características de las tareas: **task features**

**Part B:** communicative features analysis

Habilidades: **skills**

Interacción: **interaction.**

Uso de L1 y LE: **L1 and L2 use.**

Microhabilidad del habla: **speaking microskill.**

Actitud frente a la LE: **attitude towards L2.**

**Item: item**

Total observaciones 1 a 6: **Total observations 1 to 6.**

Six class observations were made of the aforementioned grades teachers (Table I) teaching the subject of English. It shows the following items with a score of 0: dynamic tasks (8), inclusion of the four communicative skills (10), teamwork (11), reading ability (15), production of short oral speeches (33), use of elliptical forms (36) and interest through playful strategies (39). The above means that none of the teachers consider these elements when teaching their classes. On the other hand, items such as: repetitive and memorization tasks (9), teacher-initiated interaction (21), teacher-initiated turn-taking (25), teacher use of L1 (28) and student use of L1 (30), represent a constant use of the aforementioned aspects.

The second instrument focused on the application of a first survey (Image 1) to determine the levels of involvement of the 56 students in relation to their teacher in charge English class perception

**Total marcados:** total checked

**Completamente falso en mi caso:** totally false in my case.

**Mayormente falso en mi caso:** mostly false in my case.

**Ligeramente falso en mi caso:** slightly false in my case.

**Mayormente cierto en mi caso:** mostly true in my case.

**Completamente cierto en mi caso:** mostly true in my case.

**Conductual:** behavioural.

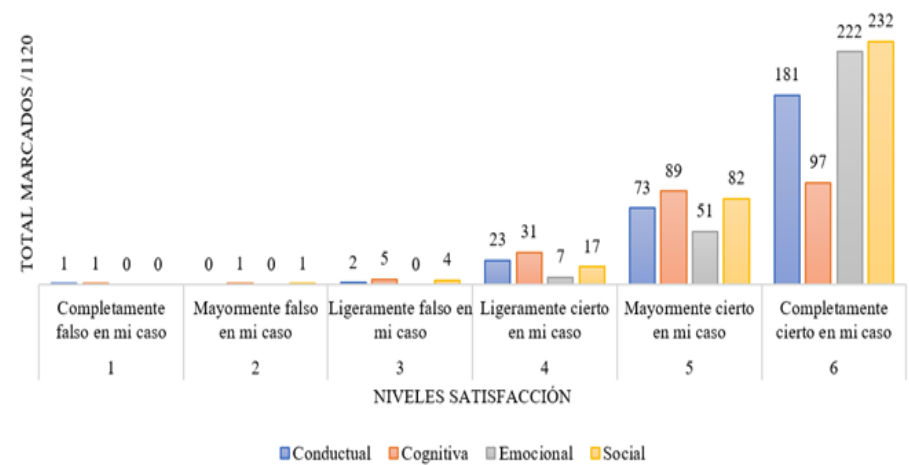
**Cognitiva:** cognitive.

**Emocional:** emotional.

**Social:** social

**Niveles de satisfacción:** satisfaction levels

Image 1: First Survey engagement levels by dimensions.



Source: this research

Image 1 shows the total number of checked boxes for each dimension. A higher score is indicated between the levels: slightly true in my case (4), mostly true in my case (5) and completely true in my case (6), and the difference between the involvement dimensions is slightly balanced. In the case of the levels: completely false in my case (1), mostly false in my case (2) and slightly false in my case (3), they exhibit the lowest values and a not so marked difference between dimensions.

For the next phase, the same data collection instruments were applied, but in this case, the observations with COLT were directed towards English specialized teachers and the involvement survey was carried out after the solution of the proposed pedagogical tasks.

Table II. COLT OBSERVATIONS TO THE SPECIALIZED ENGLISH TEACHERS' CLASSES

	Parte A: Análisis de la actividad				Parte B: Análisis de las características comunicativas																			
	Recursos	Características de las tareas			Habilidades		Interacción				Uso de L1 - LE				Micro habilidad del habla		Actitud frente a la LE							
Ítem #	5	7	8	13	14	16	18	21	23	24	25	26	27	28	29	30	31	33	34	35	37	39	40	41
Total obs. 1 a 12	0	118	111	0	118	100	100	101	99	64	108	76	64	64	120	81	79	85	65	0	95	67	86	92

Source: this research

#### Parte A: Part A

**Análisis de la actividad:** activity analysis

**Recursos:** resources

**Características de las tareas:** task features

**Parte B:** Part B.

**Análisis de las características comunicativas:** communicative features analysis.

**Uso de L1 y LE:** L1 and L2 Use

**Microhabilidad del habla:** speaking microskill

**Actitud frente a la lengua extranjera:** attitude towards L2.

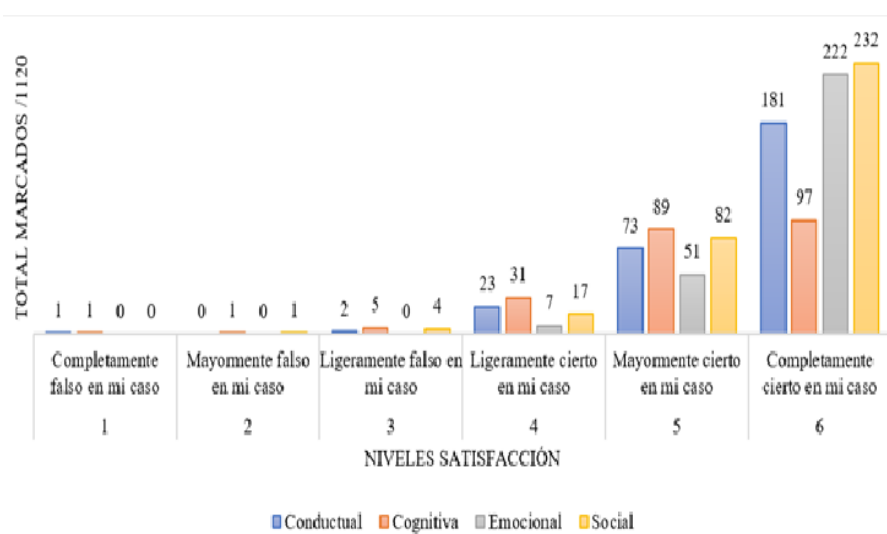
**Item:** item

**Total observaciones 1 a 12:** total observations 1 to 12.

Following the research procedure, Table II shows the total values of the items obtained in the observations made to the specialized teachers: a study book (5), non-pedagogical tasks (13) and grammatical categories (35),

with values at zero, which reflects a low use of these items in the classes taught. In contrast, the items: playful tasks (7), dynamic tasks (8), pedagogical tasks (14), listening skill (16), speaking skill (18), teacher-initiated interaction (21), teacher-student interaction (23), peer interaction (24), teacher speaking turns (25), student speaking turns (26), feedback (27), teacher use of L1 (28), teacher use of L2 (29), use of L1 by the student (30), use of L2 by the student (31), production of short oral speeches by the student (33), correct grammar use for the student short oral speech production (34), positive attitude (37), interest is captured through playful strategies (39), liking the class (40) and active participation (41), represent a recurrent use within the English classes.

Image 2: Second Survey Engagement Levels by Dimensions.



Fuente: esta investigación

**Total marcados:** total checked

**Completamente falso en mi caso:** totally false in my case.

**Mayormente falso en mi caso:** mostly false in my case.

**Ligeramente falso en mi caso:** slightly false in my case.

**Ligeramente cierto en mi caso:** slightly true in my case.

**Mayormente cierto en mi caso:** mostly true in my case.

**Completamente cierto en mi caso:** Totally true in my case.

**Conductual:** behavioural.

**Cognitiva:** cognitive.

**Emocional:** emotional.

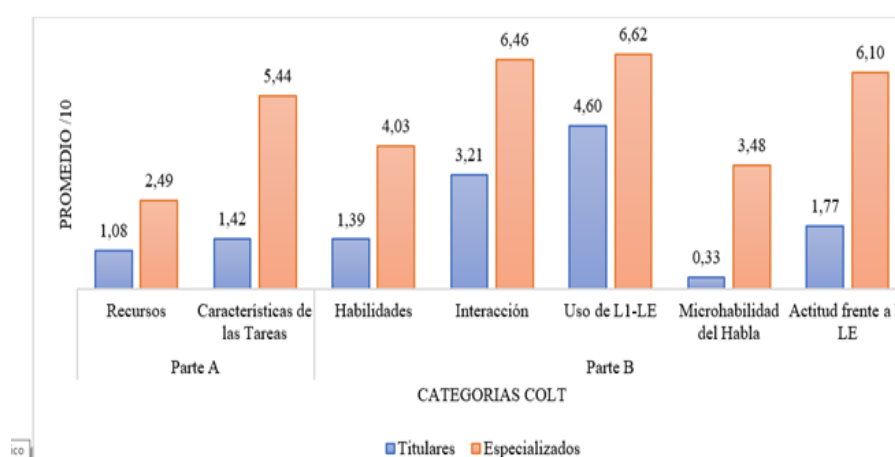
**Social:** social

**Niveles de satisfacción:** satisfaction levels

In Image 2, a high score of checked boxes is perceived among the satisfaction levels: mostly true in my case (5) and completely true in my case (6), the latter being the one with the highest frequency of acceptance by the students. For the levels: slightly false in my case (3) and slightly true in my case (4), a low score was obtained, and in the levels: completely false in my case (1) and mostly false in my case (2), the values were almost invalid.

For the last phase and in compliance with the fourth specific objective of this research, a comparison is made between the observations of assigned and specialized teachers, as well as the comparison between the satisfaction surveys on the students' involvement before and after the proposed pedagogical tasks implementation.

Image 3. COLT Observations Comparison



Fuente: esta investigación

**Parte A:** Part A

**Análisis de la actividad:** activity analysis

**Recursos:** resources

**Características de las tareas:** task features

**Parte B:** Part B.

**Uso de L1 y LE:** L1 and L2 Use

**Microhabilidad del habla:** speaking microskill

**Actitud frente a la lengua extranjera:** attitude towards L2.

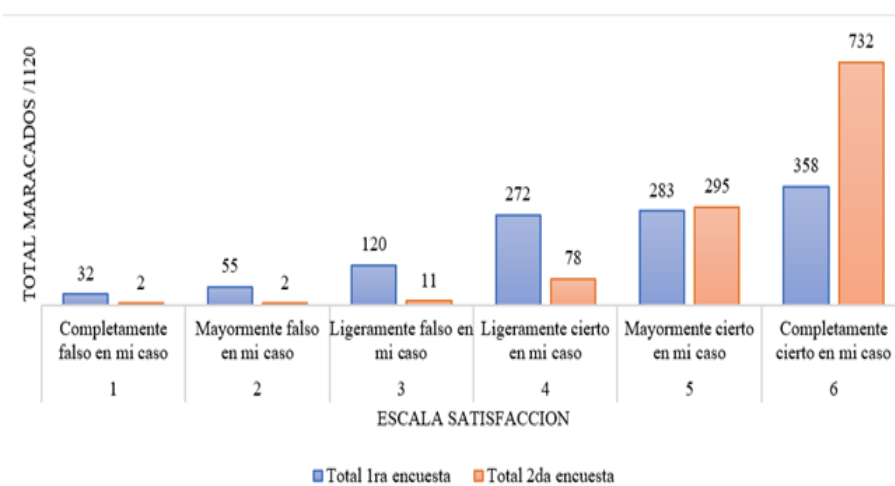
**Categorías COLT:** COLT Categories

**Titulares:** assigned

**Especializados:** specialized

Image 3 shows the different observation categories applied to the assigned and specialized teachers, in which the value growth in the interaction moments by the educators specialized in the area, with regard to the fourth and fifth grade assigned teacher, is evident. For the specialized English teachers, the categories that are above average are: task characteristics, interaction, use of L1-L2 and attitude towards L2 learning, representing the most recurrent communicative acts within the classes.

Image 4. Survey Comparison about engagement before and after pedagogical task application.



Fuente: esta investigación

**Total marcados:** total checked

**Completamente falso en mi caso:** totally false in my case.

**Mayormente falso en mi caso:** mostly false in my case.

**Ligeramente falso en mi caso:** slightly false in my case.

**Ligeramente cierto en mi caso:** slightly true in my case.

**Mayormente cierto en mi caso:** mostly true in my case.

**Completamente cierto en mi caso:** completely true in my

case.

**Escala de satisfacción:** satisfaction scale

**Total primera encuesta:** first (1st) survey total

**Total segunda encuesta:** second (2nd) survey total

Finally, for this research section, Image 4 is shown to expose the comparison between the checked boxes total number in the different satisfaction levels on involvement, as the two surveys applications results, one carried out before the pedagogical tasks implementation and the other one after their solution. A rise is observed between the values indicating a positive satisfaction towards the classes led by the specialist teachers (mostly in my case (5) and completely true in my case (6)), in relation to those of the assigned teachers. Similarly, the proportions regarding the unfavorable satisfaction levels (completely false in my case (1) and mostly false in my case (2)) exhibit almost invalid values (2 and 2 respectively), in contrast to the options marked in the first application that reveal higher ranges.

## Discussion

In order to have a notion of the way in which the assigned teachers implement their classes in the subject of English and to contemplate the current situation of the L2 teaching and learning process, the data collected in the COLT, applied to the educators of the three institutions under study, were analyzed. The results found helped in the understanding of the different categories.

In the category of resources, most of the items had a low score for different reasons, for example, the educational institutions "Agropecuaria La Floresta" from Sapuyes and "San Bartolomé" from La Florida, lack exposure to a learning environment where ICT are used because they do not have mobile devices, neither Internet access, nor technological platforms. In the case of the educational institution "San Juan Bosco" from Pasto, there are TV sets in each classroom, but they are not used, in addition, there is a bilingualism room available only for high school. These shortcomings were generated due to the fact that teachers have few skills in the use of technological tools, which does not allow them to include these devices in their pedagogical practice. Likewise, the board, markers and eraser use to copy sentences or vocabulary, the classroom traditional organization, accompanied by a non-teaching English class, became limitations in terms of interrelation and dynamism for the foreign language learning.

The category task characteristics showed a high value in some items such as: mnemonic and repetition drills, focused on learning vocabulary in isolation and explicit grammar. The knowledge learned was used to reproduce it in a traditional way, which led to non-pedagogical task solution, the use of material taken from the Internet, forgetting the immediate context,

the non-integration of all L2 skills and the prevalence of individual work.

In the skills category, a score of zero was evidenced in some items in view of the fact that the communicative skills use was set aside, dedicating most of the class to developing grammar and vocabulary activities, filling in blanks and translating words or sentences from English to Spanish and the other way round, with which the study population was dedicated to follow instructions to complete routine activities, without having the opportunity to participate in real communication situations that include the four English skills.

Regarding the interaction category, there was a high score in some items where the teachers were the active figure and took most of the speaking turns when teaching their classes. Therefore, the students' participation and interaction and the relationship between teacher and student was very little because the interrelation moment happened when asking questions and giving answers on subjects different from the topics taught. Additionally, interaction was affected by reasons such as the management of large groups or groups of different grades for a single teacher, generating a considerable reduction of time that prevented a more personalized development of the class.

In the category of use of L1 and L2, there was a remarkable difference in the two languages use. On one hand, a permanent use of the L1 was perceived by the students due to the restricted use of the L2, a fact that forced them to communicate and solve activities in their native language. On the other hand, an absence of communicative skills in English was evidenced in the teachers, manifested in acts such as incorrect pronunciation, vague explanation, almost null feedback, and in general, a lack of proper and authentic elements to be able to teach this language. Thus, the native language use became the main medium for the exchange of knowledge, displacing the foreign language to a second place.

Concerning the student's speaking micro-skill category, it presented items with values of zero or low scores. Thus, during the English classes, oral skills were ignored due to the task-focused lackness on implementing communicative competences and that were of interest to take advantage of their previous knowledge and encourage interaction with the teacher and among peers.

As a final part of this observation stage, the category student attitude towards L2 learning reflected low frequency levels because the teachers' activities did not capture students' attention in a playful way; instead, the reprimands prevailed as a means to control the class. In addition, in these classes there was little pleasure

and disposition due to the reduced active and dynamic participation.

Likewise, observations were made to specialist teachers using pedagogical tasks. It can be mentioned that there are some items in the results such as: following books, using non-pedagogical tasks and explaining grammatical structures in isolation, with a score of zero, inasmuch as, during the execution of their classes, they dispensed with them as they did not contribute positively in the mentioned tasks solution. On the other hand, a substantial number of items with a high score were evidenced, showing a permanent use of these ones, since they were an essential part to support the pedagogical tasks efficiently and effectively in order to involve the learners and achieve short oral speeches in the foreign language production.

In the resource category, elements such as audiovisual tools, images or flashcards, board, eraser and marker, used for pedagogical purposes and the varied classroom organization at different class stages, were decisive in helping the English oral proficiency teaching and learning process, as they allowed moving from traditional classes to dynamic ones, capturing the students' attention, interest, motivation and willingness.

As for the task features category, they stood out for being playful, dynamic and pedagogical, since they focused on situations close to the trainees' reality to create a connection between school and their daily life, they were based on known topics to start from them towards greater challenges, they were structured in a before, a during, and an after, to obtain an organization in each stage to move from the basic to the complex, in addition, these task characteristics generated a harmonious environment in order to foster confidence, freedom, serenity and self-confidence in the student. All of these aspects favored the teaching and learning process, generating a constant movement of knowledge in the L2 that led to short oral discourses production.

In relation to the category use of English skills, it was possible to appreciate the close relationship between each other, in particular, this connection became more evident between the ability to listen and speak because if one is not present, the other one cannot take place, that is, it is necessary to be in touch with the language so that the learners receive a considerable amount of knowledge about the L2 and this enables them to subsequently activate the productive competences that led the pupils to a small, but significant actual foreign language sample.

The interaction category field is presented as one of the most solid, since, most of the items had a high score, an aspect that, from the design of the pedagogical tasks, was introduced as a major thanks to its contribution to the oral skill implementation. Thus, the pedagogical

tasks focused on an interaction work both from teacher to student and between peers or small groups, where each could have the role of listener and speaker. Additionally, within the interaction, the teacher provided feedback throughout the class with examples, sentence rebuilding, questions or small speeches. This allowed learners to be aware of their strengths and weaknesses in order to gradually improve in the use of L2, as explains Espinoza Freire (2021) by saying that feedback must be constructive to help the learner strengthen his/her teaching and learning process.

Likewise, the L1 and L2 use category remarks a high rating in almost all of its items, by virtue of which, teachers and students considered them during the pedagogical task solution. On one hand, they both used their native language to make clarifications, to supplement information and to facilitate understanding. With this, it is made evident that the native language is a fundamental resource because it is a basis for the foreign language learning, as assured Moreno Agurto (2020) by introducing that, in learning a new language, native language neuronal networks are activated to give room to the language in study. On the other hand, the English specialized teachers made continuous use of the foreign language throughout the classroom, becoming oral production models so that students obtain sufficient information in the L2 and have the opportunity to listen, make an effort to assimilate the data, create a link between previous and new knowledge and engage in the target language communicative competence practice.

With regard to the student's speaking micro-skill category, the highest values were found in the short oral speeches production and the grammar used in response to them. For the first one, all these elements were combined and provided the students with the appropriate tools that enhanced oral competence and promoted the production of short oral speeches in English. For the grammar use, it is known this is important to perform oral production, nevertheless, the purpose was to use it without teaching it explicitly and once the pedagogical tasks were applied, it was found that there is actually no need to resort to the language structural configuration, combinations and rules in a conscious and traditional way, on the contrary, unconsciously with an appropriate and permanent practice, the boys and girls showed the ability to use grammar correctly by producing short oral speeches in English.

Finally, with regard to the L2 learning students' attitude, a positive disposition towards pedagogical tasks was appreciated, since, in the course of these, the specialized teachers sought to attract attention through playful strategies that were appealing to the learners, and that, therefore, involved them in such a way that they retained the optimism, like and permanent participation. In addition, the teacher's role was to serve as a guide,



mentor, mediator, monitor and facilitator of optimal environments, where learners were the main actors and managed to be active subjects of the L2 teaching and learning process, especially, in the oral skill with the elaboration of short oral speeches.

As a result, when comparing the class observations made to titled and specialized teachers, there is a difference in each of the items, which allows to see two ways of carrying out the teaching job versus teaching and learning the foreign language. In the first one, it is perceived a traditional method teaching that have reduced English to grammatical structures and vocabulary repetition, since, despite the efforts of the assigned teachers, not being specialists in the area, generates gaps in L2 knowledge and, therefore, cannot provide an appropriate process that facilitates their learning. In the second one, a proper teaching L2 management is observed, an appropriate preparation, a knowledge about strategies and specific methods applied to the area and a desire to innovate pedagogical practices to contribute to a real learning that includes all the skills to be competent in the foreign language.

With regard to the results of the involvement survey level, the following considerations are made:

The first involvement survey was focused on the analysis of students' satisfaction levels towards the specialized teachers' sessions. On one hand, the ranks 1, 2 and 3 presented a low score, which shows a less positive perception towards them, possibly by previous experiences that created in them an atmosphere of fear and disinterest towards the area. Likewise, this low rate involvement is presented by the way the teacher develops the classes, creating misguided imaginaries that lead to perceive learning English as a boring and monotonous act.

In the second survey addressed to the interpretation of the specialized teachers' classes, it was found high levels of satisfaction between 5 and 6 in all dimensions, with this, it can be verified that the pedagogical tasks managed to involve the pupils satisfactorily. Thus, a different appreciation was visualized for several reasons, such as organized planning, where the teachers considered a number of steps and elements essential to provide an optimal teaching and learning process, a class implementation different from what they are usually used to, the use of technological and pedagogical resources that stimulated a different environment than usual and allowed to capture the learners' attention and interest, the opportunity generation to push them to be active subjects in a reciprocal interaction, and finally, a positive attitude expression to transmit it to the students. All these aspects resulted in learners feeling cognitively, behaviorally, socially and emotionally involved in the pedagogical tasks to initiate a real language use with the L2 short speeches production.

As a result, it was observed that the levels of students' involvement were represented in interest, effort, concentration, active participation and emotional awareness (Philp & Duchesne, 2016), in the solution of pedagogical tasks in the specialized teachers' classes, it had an important increase in comparison to the classes taught by non-specialized teachers. In this sense, the results in the second application of the survey show higher frequencies in the positive satisfaction levels, on the contrary, those negative ranges are almost invalid, that is, it was achieved that the learners feel pleased with the activities, generating a conception change from a traditional pedagogical practice to one that includes continuous interaction elements and tries to generate more opportunities for authentic learning.

Similarly, the teacher role as a mediator between the student and new knowledge was really important to generate meaningful, dynamic and quality learning. Indeed, part of the liking for the implemented tasks during the classes led by specialized teachers was generated by relevant guidance. Acceptance levels in the pedagogical task solution increased with the help of constant interaction between students and teachers, using language as their mediating instrument. Thus, factors such as collectivity, collaboration and cooperation with other people and social experiences, were part of the success of a voluntary and metacognitive type of intellectual development, in other words, enhanced learning in children thanks to the continuous guidance and support of a person more suited to the subject (Venet & Correa, 2014).

Finally, the implementation of teachers' activities with regard to the specialized educators' pedagogical tasks allowed to perceive this gap between the traditional and the innovative teaching practice. On one hand, the motivation and interest lackness in the assigned teachers' classes may be due to an uncontextualized teaching application that deepens in memory and procedure (Linás, 2014). Otherwise, from the specialized teachers' side, the acceptance levels for pedagogical tasks improved due to a timely organization and planning, in this way, tasks were designed taking into account the chosen student population environment, sought to create authentic learning opportunities with topics and tools more linked to the near students' reality, giving the apprentice the protagonist role in his own educational training process.

## Conclusions

The pedagogical tasks, with the appropriate planning, organization and elements, become the essential means to encourage and promote the language learning in its actual use because they are focused on experiences close to the pupils' realities, they are different from the traditional activities and they are prioritized by the

meaning to be able to solve a communication situation similar to those that happen in the daily life. In addition, the tasks are based on achievable, useful and relevant goals for students to progressively advance towards larger goals and satisfy with a functional language learning, such as the production of short oral speeches in the L2.

All engrossment dimensions are crucial in the L2 teaching and learning process, as, to the extent that students feel affinity and willingness to the proposed tasks, they are involved to a greater or lesser degree. Therefore, it is necessary to contemplate the students' needs and interests, to take into account the close context, to introduce innovative resources that capture attention, to create harmonious environments, to consider the student as an integral being and to lead him to challenges where he can play the lead and test his cognitive, emotional, behavioral and social abilities.

The specialist English teacher is the main axis in the L2 teaching and learning process and it depends on him to be qualified and to be successful. In this sense, the educator must have proper characteristics in terms of attitude, preparation, planning, disposition, innovation and knowledge, to impact positively on the students' lives, as visualized in the applied pedagogical tasks. For this reason, the teacher focused on providing support to primary school students so that they have greater opportunities for real use of the language from the early stages of training and to a higher level in the L2.

Teaching a foreign language becomes a challenge for non-specialized teachers, since they have limited knowledge of the English language. Therefore, their pedagogical work becomes complex because they lack knowledge about different methodologies or didactic strategies, being they who teach, speak and present repetitive, mnemonic and traditional tasks to the students. However, the responsibility lies not only with these teachers, as the Colombian educational system, specifically in the public sector, but also it does not take into account the importance of linking specialized English teachers to the elementary school. In this sense, non-specialist teachers may have the willingness, vocation and desire to teach an L2 class, but due to lack of knowledge, such instruction will not be the appropriate one.

A satisfactory training process must be accompanied by pedagogical resources that are playful, interactive and stimulating, because they are responsible for creating conditions for teachers and students to have an approach from the classroom to real life. Therefore, the variety of these media fosters a meaningful, effective and real learning performance development, supported also by technological and communicative tools adapted to the students' context, experiences, and realities, facilitating

the authentic and natural L2 learning.

Teaching and learning a foreign language is a complex process that aims to develop communicative competence. Therefore, the teacher role is to generate opportunities for these skills to be integrated, so that students can express themselves with fluency, coherence and clarity, that is, to be competent in the L2.

It was found that interaction is a fundamental aspect within the foreign language learning and teaching process, since, by being in continuous contact with other people, it facilitates the exchange of ideas, emotions and ways of thinking to transmit and receive conceptions different from the own ones, which helps to establish new meanings and knowledge. In this sense, to learn a new language is necessary to interact with the others so that an individual can obtain varied linguistic elements and real social experiences that allow to enhance and develop the different communication skills. Moreover, interaction is an unlimited trigger of learning opportunities because the person is in an active socialization state that generates countless situations to understand, analyze and interpret a linguistic message in context.

The continuous and direct exposure to a foreign language makes your learning more effective. This practice is similar to the process of acquiring the native language, when the child, from the first moment of his birth, begins to have a constant contact with the nearby sounds, and in general, with everything that makes up his environment. In this order of ideas, teachers must adopt part of the native language acquisition processes to develop communication skills in a foreign language, which are practically to be exposed as long as possible to a language, which by nature or by improvement of the formative state, everyone needs to speak.

Finally, it is mentioned that the foreign language teaching should follow an inductive process, that is, it should initially include basic elements of a language (e.g. words, expressions, short sounds) and subsequently move on to more complex components (eg. sentences, paragraphs, speeches) with the aim of achieving attainable goals that are consistent with the students' knowledge level and that are adapted to the community realities and needs to which they are being taught.

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