



**EFL material to improve oral skills through the use of idiomatic expressions in
preteens learners**

Lina Paola Corredor Villamil

11691629101

Antonio Nariño University

B.A in Spanish and English Teaching

Faculty of Education

Bogota, Colombia

2021

**EFL material to improve oral skills through the use of idiomatic expressions in
preteens learners**

Lina Paola Corredor Villamil

Degree project submitted as a partial qualification requirement for:

Bachelor Degree in Spanish and English Teaching

Director:

Mag. Rafael Alberto Gómez Acosta

Research line:

Language and Human Development

Antonio Nariño University

B.A in Spanish and English Teaching

Faculty of Education

Bogota, Colombia

2021

Nota de aceptación

El trabajo de grado titulado
_____,
cumple con los requisitos para optar
al título de _____.

Firma del tutor

Firma jurado

Firma jurado

Contents

| | | |
|-----------------------|---|------|
| Dedicatoria..... | | IX |
| Agradecimientos | | XI |
| Resumen..... | | XII |
| Abstract | | XIII |
| 1 | Introduction | 14 |
| 2 | Background | 15 |
| 3 | Objectives..... | 16 |
| 3.1 | General objective..... | 16 |
| 3.2 | Specific objectives..... | 17 |
| 4 | Justification | 17 |
| 5 | Theoretical framework Literature review | 18 |
| 5.1 | Disciplinary | 18 |
| 5.1.1 | Communicative competence..... | 18 |
| 5.1.2 | Communication skills | 18 |
| 5.2 | Legal..... | 19 |
| 5.2.1 | Basic Learning Rights of the Ministry of Education in sixth grade | 19 |
| 5.2.2 | Common European Framework of Reference | 20 |
| 5.3 | Pedagogical realization | 20 |
| 5.3.1 | Tasked Based Learning (TBL)..... | 20 |
| 5.3.2 | Lexical approach..... | 21 |
| 5.3.3. | <i>Natural approach</i> | 21 |
| 5.3.4. | Communicative language teaching..... | 23 |
| 5.3.5. | Idiomatic expressions..... | 24 |

| | | |
|---------|--|----|
| 5.3.6. | Feedback | 24 |
| 6. | Need identification | 25 |
| 6.3. | Student profile | 26 |
| 7. | Exploration of the difficulty | 26 |
| 7.3. | Diagnostic structure..... | 27 |
| 7.4. | Evaluation rubric and input diagnostic assessment..... | 27 |
| 7.4.3. | Input diagnostic assessment | 27 |
| 7.4.4. | Evaluation rubric..... | 28 |
| 7.4.5. | Results of diagnostic test and assessment rubric | 28 |
| 7.5. | Results first diagnostic test..... | 30 |
| 8. | Physical production of the material..... | 35 |
| 8.3. | Tutorial to log in..... | 35 |
| 8.3.3. | Steps to log in..... | 35 |
| 8.3.4. | Platform's content..... | 35 |
| 8.4. | Results final diagnostic test..... | 41 |
| 8.4.3. | Results analysis..... | 45 |
| 9. | Material assessment..... | 45 |
| 9.3. | Assessment of the first peer evaluator..... | 45 |
| 10. | Conclusions and recommendations..... | 51 |
| 10.3. | Conclusions | 51 |
| 10.3.3. | Conclusions regarding the implemented methodology..... | 51 |
| 10.3.4. | Conclusions regarding the technological tools used | 52 |
| 10.3.5. | Conclusions regarding the results | 53 |
| 10.4. | Recommendations | 53 |

| | | |
|---------|-----------------------------|----|
| 10.4.3. | Other recommendations | 54 |
| 11. | References | 55 |

List of figures

| | | |
|----------|---|----|
| Figure 1 | Results found in the first diagnostic test for the first student | 30 |
| Figure 2 | Results found in the first diagnostic test for the second student | 31 |
| Figure 3 | Results found in the first diagnostic test for the third student..... | 33 |
| Figure 4 | Results found in the first assessment for the fourth student..... | 34 |
| Figure 5 | Results found in the final assessment for the first student | 41 |
| Figure 6 | Results found in the final assessment for the second student..... | 42 |
| Figure 7 | Results found in the final assessment for the third student | 43 |
| Figure 8 | Results found in the final assessment for the fourth student | 44 |

List of tables

| | |
|--|----|
| Table 1 Input assessment rubric..... | 29 |
| Table 2 Language proficiency criteria table | 29 |
| Table 3 Diagnostic test - student 1. Results found in the first assessment for the first student | 30 |
| Table 4 Diagnostic test - student 2. Results found in the first assessment for the second student..... | 31 |
| Table 5 Diagnostic test - student 3. Results found in the first assessment for the third student | 32 |
| Table 6 Diagnostic test - student 4. Results found in the first assessment for the fourth student..... | 33 |
| Table 7 Final assessment rubric..... | 39 |
| Table 8 Final diagnostic test - student 1. Results found in the final assessment for the first student..... | 41 |
| Table 9 Final diagnostic test - student 2. Results found in the final assessment for the second student..... | 42 |
| Table 10 Final diagnostic test - student 3. Results found in the final assessment for the third student..... | 42 |
| Table 11 Final diagnostic test - student 4. Results found in the final assessment for the fourth student..... | 43 |

Dedicatoria

Dedico este trabajo a Dios primeramente, por haberme dado la fortaleza para llegar hasta aquí. A mi madre Brigida Villamil, por ser mi apoyo durante mi proceso de preparación profesional. A mi novio Andrés Felipe Puentes, quien con su apoyo me ha demostrado siempre su cariño incondicional. A mis estudiantes que participaron en la implementación del proyecto, ya que sin su ayuda no hubiera sido posible.

Para recordar quien eres necesitas olvidar lo que otros te dijeron que eres.

Hernán Sabio

A mis padres.

*La preocupación por el hombre y su destino
siempre debe ser el interés primordial de todo
esfuerzo técnico. Nunca olvides esto entre tus
diagramas y ecuaciones.*

Albert Einstein

Agradecimientos

Agradezco principalmente a mis estudiantes por su participación y valiosos aportes, los cuales me ayudaron a lograr mejorar cada día profesionalmente. A mi asesor de práctica y proyecto Rafael Alberto Gómez Acosta por su valioso asesoramiento y guía durante el proceso del proyecto.

A mi madre que por apoyo incondicional, me ha enseñado a ser perseverante en todo lo que hago cada día y a creer en mi misma. A mi novio Andrés Felipe Puentes Martínez, por ser mi apoyo y compañía durante el desarrollo del proyecto, también por vivir conmigo las alegrías y fracasos.

Gracias a todas las personas que hicieron posible este proyecto de manera directa o indirecta.

Resumen

El presente proyecto de grado tiene como objetivo el diseño, la implementación y la evaluación de material didáctico digital; este se centra en el aprendizaje del inglés, específicamente, la habilidad oral. El desarrollo de este material se basa en algunas teorías, técnicas y herramientas didácticas y tecnológicas, como el aprendizaje basado en tareas, el enfoque léxico, las expresiones idiomáticas, el uso de herramientas digitales (Google Classroom) y la retroalimentación. Teniendo en cuenta estos aspectos, se realizaron una prueba diagnóstica y una rúbrica de evaluación diseñadas por la docente en formación, las cuales permitieron identificar las dificultades de los estudiantes de alrededor de 11 años del curso de inglés desarrollado por la Universidad Antonio Nariño. Después, se propuso la creación de un material didáctico para que los estudiantes mejoraran la habilidad oral en el idioma; este se implementó durante dos meses, lo que ayudó a que ellos superaran las mencionadas dificultades. Cabe señalar que el material fue evaluado por expertos externos, quienes hicieron algunas recomendaciones que fueron tomadas en cuenta para su mejora.

Abstract

The objective of this degree project is the design, implementation and evaluation of digital teaching material; this focuses on learning English, specifically, speaking skills. The development of this material is based on some theories, techniques and didactic and technological tools, such as task-based learning (TBL), the lexical approach, idiomatic expressions, the use of digital tools (Google Classroom) and feedback. Taking these aspects into account, a diagnostic test and an evaluation rubric designed by the teacher were carried out, which made it possible to identify the difficulties of students of around 11 years old in the English course developed by the Antonio Nariño University. Later, the creation of a didactic material was proposed for the students to improve their oral skills in the language; this was implemented for two months, which helped them overcome the aforementioned difficulties. It is important to state that the material was evaluated by external experts, who made some recommendations that were taken into account for its improvement.

Keywords

Idiomatic expressions, task-based learning, lexical approach, digital tools, oral skills.

1 Introduction

English language has become an important tool in the global and interconnected world: the ability to be bilingual is necessary to study, work and have better opportunities to interact with other cultures. Ministry of Education includes foreign languages such as English in the school curriculum, with the purpose that high school students contact with other ways of thinking and expressing themselves. Besides:

Crystal (2003), cited that the need for the global language is particularly appreciated by the international academy and business communities, and it is here that the adoption of the English language is required in educational environments and EFL classrooms. English is more than a tool, it is a need to be able to communicate from beyond the existing technology has a vital importance a language in which everyone can relate, emphatic that its importance lies not only in the process of communication, but in the ability and abilities it gives to those who study the language.

For these reasons, this project was developed; this focuses on English language teaching through technological tools and idiomatic expressions as teaching methodologies for oral skills. Therefore, the project was initially carried out through a diagnosis that provided us the information for its development. At the same time, it was implemented with 11-year-old students interested in learning this language.

The time used for the development of the project was two months, one class each week, in which it was possible to identify that the students showed difficulties in terms of oral ability. This information was verified through a diagnostic evaluation and a rubric that covered some criteria, such as vocabulary, pronunciation, grammar, and effort to participate. Moreover, it was possible to identify some difficulties in 11-year-old students in the English course at Antonio Nariño University extension program, who participate in any subject when they do not know some aspects of the language. This way, it started with the motivation for students to get involved, so they did not know much.

Taking into account the need to acquire natural communication among students, an idea arose of making language teaching more practical. Through methodologies which allow the development of oral skills in the participants students. To do so, one of the best methodologies is learning idiomatic expressions, phrases, idioms and slangs; since, through them, students can

develop more natural conversations and feel the confidence to interact in the language, even if they do not have correct pronunciation, because they become aware of their mistakes and correct them without the teacher doing it for them. It should be pointed out that the material was evaluated by external experts whose concepts or suggestions were taken into account to improve it.

2 Background

This research work has as central axis the improvement of the oral skills of sixth-grade 11-year-old students, and it aims to demonstrate that idiomatic expressions, technological tools and methodologies such as TBL can be great tools to teach English as a Foreign Language (EFL). Therefore, the following research projects have been taken into account:

First, the research carried out by University of Ambato, Ecuador, where Murga (2016) studied how idiomatic expressions contribute to the development and improvement of oral skills in the English language in students from the Luis A. Martinez School in the city of Ambato. Also, Murga (2016) pointed out: “During the development of the project, it was possible to verify that idiomatic expressions do indicate in the acquisition of the language and at the same time allow the development of communication skills through oral production and interaction activities” (p. 94). After finding this information, it was decided to have this investigation as a precedent, since the author of the project developed activities that helped students to have a greater approach to the language.

On the other hand, the description and analysis were also used as references for this research. Richards and Rogers (1986) studied communicative skills; these communicative competences work as methodology to learn in an adequate way. Additionally, their main objective is helping people to know effectively how the linguistic system works in order to design alternatives that can improve the learning of new grammatical structures, as well as skills. At the same time, the research carried out by Lewis (1997) indicates:

Lexical approach can be summarized in a few words: language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks. Teachers using the lexical approach will not analyze the target language in the classroom, but will be more inclined to concentrate learners’ attention upon these chunks. This new approach is understood as a serious attempt at reevaluation for the individual teacher and the profession

as it develops many of the fundamental principles advanced by proponents of communicative approaches. The most important difference is the increased understanding of the nature of lexis in naturally occurring language, and its potential contribution to language pedagogy. (p. 223)

Considering the aforementioned, Lewis (1997) pointed out that the lexical approach can contribute to understand naturally the learned vocabulary; this, since the communicative approaches can help student get to the target language in the classroom, giving them an important participation level and the opportunity to develop their skills. Regarding this, the use of technological tools in English learning included a study by Pontificia Comillas University, which analyzed the new technologies for EFL. This project obtained as result: 68% per cent of those surveyed chose by people participant that skill most favoured by thye use of new technological tools applied to foreign language learning is oral skill. Moreover, González (2016) stated the textbook is not a bad tool in itself, but if it is its exclusive and excessive used. This is on account on it excessive used of the same material in a class determine can motivate a learning model based on and focused in the teacher, and not always is the most adecuate in a linguistic learning environment.

According to this information, the textbook can help to teach; this, when it comes to vocabulary, grammar and some structures. Nevertheless, regarding other skills or communicative competences, this tool does not allow much interaction between the students and the teacher. For that reason, technology has an important role in the autonomous learning: the students can interact with other people, search for new information about the topic studied, or prepare the next class. In order to improve oral skills in 11-year-old students who participated in this project, it was necessary to motivate them through other methodologies and techniques that contributed with the improvement of skills in grammar, vocabulary and pronunciation. This, taking into account the principal purpose: support a good development of their oral skills.

3 Objectives

3.1 General objective

Design an EFL material through the use of digital tools that contribute to improve oral skills by using idiomatic expressions in the young learners' context.

3.2 Specific objectives

- To design and apply an oral diagnosis test in order to identify difficulties that students have when interacting verbally in their environment.
- To analyze the results determined by the diagnostic test in order to verify which difficulties were found in the oral ability.
- To determine student's weaknesses through a speaking rubric.
- To build the theoretical and methodological framework which will support the project.
- To design the EFL material using digital tools to improve the students' oral skills.
- To analyze the results obtained during the implementation of the EFL material design.
- To analyze and assess the proposed material through external peers.

4 Justification

The importance of learning a second language has increased due to the concept of globalization; more people learn to speak English to achieve better benefits in the professional, economic and cultural environment, since it is the most popular second language around the world. For this reason, in the Colombian context, the national Government is committed to create conditions for students to develop communicative skills in another language. Therefore, the standards of competence in the foreign language were established, according to the Common European Framework of Reference for Languages, as well as the Ministry of Education, which presented the basic levels of quality to which children throughout Colombia are entitled. With this, these standards constitute a fundamental orientation for English language teachers to have clarity about the communicative competencies that students must develop.

Regarding foreign language learning, Crystal (2003) pointed out: "there has never been a time when so many nations needed to talk to each other. There has never been a time when so many people have wanted to travel to so many countries" (p. 6). Hence, taking into account the current situation with the COVID-19 and the information by Crystal, the growing access to technology in education enables allow students get the answers to these daily questions on their own, and that is where the teacher acts as a mediator between the student's learning and the topic being taught, searching different tools that contribute with the learning process. One of the tools implemented in this project are the idiomatic expressions, because of McCarthy (2004), who stated

“that idiomatic expressions and their learning, due to, they are within most conversations of a native of a foreign language” (p. 83). According to McCarthy (2004), idiomatic expressions can improve in naturally oral skills of the learners, because they help them understand the context for every situation they face.

5 Theoretical framework

Literature review

5.1 Disciplinary

5.1.1 *Communicative competence*

Brown (2015), in his book *Principles of language learning and teaching 4th edition* , proposed the next principles for teaching speaking skills:

Communicative ability is that which allows us to transmit and interpret messages and negotiate meanings interpersonally within contexts. Taking into account the above, when referring to the context of the use of language, the student will be able to put into practice what he learns when studying a second language as long as he knows the context, can transmit and understand the message being transmitted. (p. 223)

During the project implementation, communicative ability contributed to improve the students' interpretation of the messages, and to reach agreements with their classmates to get a better communication.

5.1.2 *Communication skills*

Communication skills are those that allows us to transmit and interpret messages and negotiate meanings interpersonally within contexts. Taking into account the above, when referring to the context of the use of language, the students will be able to put into practice what they learn when studying a second language, as long as they know the context; therefore, they can transmit and understand the message that is being shared.

- Macro skills of oral communication

Make sure the tasks have a linguistic (language-based) objective and seize the opportunity to help students to perceive and use the building blocks of language.

- Micro skills of oral communication
 - Produce reduced forms of words and phrases.
 - “Produce speech in natural constituents, inappropriate phrases, pause groups, breath groups and sentences” (Rochmad, 2014, p. 22).
 - Accomplish appropriately communicative functions according to situations, participants and goals.

On the other hand, Brown (2015), in his principle 4, proposed appropriate feedback and correction. Therefore, teachers must take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment. For this reason, during the sessions that took place, the respective feedback was made for each student, as the activities were carried out, correcting the errors that were presented in terms of pronunciation.

5.2 Legal

5.2.1 Basic Learning Rights of the Ministry of Education in sixth grade

In this project, learning objectives concerning to oral skills for sixth grade were applied. These included:

- Oral skills: these allow to identify the key aspects in the development of the communicative competence of the students in the foreign language and therefore, are defined through the comprehension and expression.
- “Participation in a short conversation where name, age and basic information are provided to teachers, friends and acquaintances” (Ministerio de Educación, 2016, p. 14).
- Understanding and using familiar words and short phrases about routines, daily activities and preferences. This, describing likes and dislikes; understanding instructions related to class, school and community activities; and expressing the forementioned orally.

5.2.2 *Common European Framework of Reference*

It was necessary to identify the English level in the oral skills proposed on the Common European Framework of Reference, including the self-assessment grid, where the abilities or competencies that the children have to develop in the A1 level can be found:

- Oral skills: “Students interact in a simple way, and the other person is prepared to repeat or rephrase things at a slower rate of speech” (García y Luján, 2015, p. 113).

5.3 **Pedagogical realization**

Apply some kind of tools in the design of materials for the development of oral skills in 11-year-old students in the sixth grade of high school. This, based on the Common European Framework of Reference; the Basic Learning Rights to the English language in Colombia; the micro and macro skills recommended by Brown (2015) on *Teaching by principles: an interactive approach to language pedagogy*; and the use of technological tools combined with idiomatic expressions. Also, the methodology used in the classroom revolves around the process of orality that students have to develop as English classes progress. Finally, as for the realization of the didactic material, it was carried out through interactive didactic units, using TBL and the lexical approach as teaching methodologies.

5.3.1 *Tasked Based Learning (TBL)*

Baralt and Morcillo (2017) pointed out that TBL is a pedagogical framework to teach a second language. TBL implies to teach, learn and assess through tasks; not isolated grammar forms. Therefore, it is necessary to do a diagnostic test, so the teacher can identify difficulties, needs and social contexts of the students, with the purpose to use them in the development of the learning process. According to the authors, it is very important that teachers determine what is the best methodology to teach, according to the students’ context. In this way, the teacher can implement the tasks and set up the learners to perform the tasks successfully through the use of the TBL.

Taking into account the previous information, teachers have to use different methodologies with the purpose to identify aspects to improve in their students’ social interactions,

depending on the context. In addition, TBL has a communicative purpose, which is to motivate learners to create a meaning system. But different learners use different language forms to fulfill the goal, that consist of students interact among them. That's the reason why it was create of a task-based oriented course includes paying attention to the steps or components of a lesson that contains a task, including an objective which should helped to student improve her/his oral skills at the same time other skills that has student (Rozati, 2014).

Besides, for the development of this didactic material, the lexical approach was taken into account as another strategy, so students can improve their orality and comprehension of the English language, while combining it with technological tools and idiomatic expressions. However, like the rubric, it is important to indicate the concept of this didactic strategy.

5.3.2 *Lexical approach*

According to Lewis (1997), lexical approach is based on the idea that language is made up of other structural elements besides what we traditionally think of as grammar. Lewis (1997) made us aware of the importance of vocabulary when learning a language. For this, some tools such as chunks, lexical awareness, must be implemented to improve the oral skills, as well as some other. In this approach, students can be conscious and use their mistakes, this is key for language acquisition; through this methodology, teachers could help students to be more conscious about learning vocabulary and its correct pronunciation; and, as the learning process progresses during the project's implementation, they can correct their mistakes.

5.3.3. *Natural approach*

One of the main ingredients from a good learning is the input, because it gives a reference about language, in this case, through input, student can understand language when he/she is outside classroom and interact in real context. This input allows using natural approach to adopt a variety of situations taking into account the following elements: foreign language, mother tongue, contexts as schools, family, bilingual contexts, which students can interact with different aspects of the language, because that can be modified to deal with their different learning styles and cognitive styles. Input and natural approach need some tools or methodologies that support them.

Simply, acquiring a language is “picking it up”, developing ability in a language by using it in natural communicative situations. Adults don’t usually do it quite as well as children, but it appears that language acquisition is the central, most important means for gaining linguistic skills even for an adult. (Krasen & Terrell, 1998, p. 18).

Krashen & Terrell (1998) point out, children have a fast cognitive process, because when they are learning a language use examples in their daily situations, first they learn language in context, then they will acquire grammar knowledge. If teachers want to their students acquire language, should select or do a filter that includes a positive learning environment, orientation with respect students’ anxiety and select correct words which allow understand better the language. In this case as mentioned on the previous paragraph, the natural approach and input need some tools or methodologies, in this project, it was included idiomatic expressions which represent an important aspect of every culture, besides they contribute to the development of oral skills in a natural way. Also there are some principles of the natural approach which helped to the development of some activities.

5.3.3.1.Principles of natural approach

According to Kransen & Terrell (1998) there are four principles to apply in a correct way, such as third principle which consists on:

That the course syllabus should have communicative goals, this means that the focus of each classroom activity is organized by topic, not grammatical structure. This, a possible goal maybe to learn to communicate about trips the students have taken or to be able too order a meal in a restaurant. Practice of specific grammatical structures is not focused on these activities. Our claim is that grammar will be effectively acquired if goals are communicative ironically, if goals are grammatical, some grammar will be learned and very little acquire. (p. 21).

As pointed by Krasen & Terrell (1998), it is important to determinate the classes’ topics, but the most important is to determinate communicative goals, for that reason every module on the didactic material has a communicative objective, because through them, students can improve their oral skills, combining with idiomatic expressions, because every module has topics proposed by

students, and through these topics teacher can motivated students. On the other hand, when teenagers learn idiomatic expressions with natural approach method, students can interact in a real context. However, grammatical structures are important in every language, but taking into account natural approach, students learn of an inductive way the grammar.

Additionally, in the fourth principle of the natural approach, which it depends on the activities done in classes, allowing students encourage their opinions, ideas, feelings, emotions, wishes and express them in an adequate way.

Furthermore, this project it was applied the following four principle:

Activities done in the classroom aimed at acquisition must foster a lowering of the affective filter of the students. Activities in the classroom focus at all times on topics which are interesting and relevant to the students and encourage them to express their ideas, opinions, desires, emotions and feelings. (Krasen & Terrell, 1998, p. 21)

This contribution indicates, if students can participate of their own learning is easier to understand the language, due to, when they have motivation by teacher and they can choose the topics, it can determine how each student learns and in what they are thinking, these aspects belong to an affective filter that allows knowing their abilities developing them, with the purpose to achieve using learned vocabulary in their daily situations.

5.3.4. *Communicative language teaching*

As the natural approach method, communicative language teaching is a good alternative to teachers that desires to change their teaching way, in orther to practice the language because those activities using students' vocabulary promote practice in real situations.

Light & Spada (1999: 172) define CLT such as:

CLT is based on the premise that successful language learning involves not only a knowledge of the structures and forms of the language, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms.

Communicative competence can identify students' grammar, sociocultural discourse and strategies for the learning, modifying, which can expand their vocabulary and acquire conversational experiences. Besides, CLT involves not only a knowledge of the structures and forms, at the same time, purposes that contribute to interaction and creative with the students. Moreover, this method indicates the activities that involve real communication promotes learning, for that reason, during development of this project, the activities were combined with idiomatic expressions which give the opportunity to interact in the language in a natural, taking into account their daily situations.

5.3.5. *Idiomatic expressions*

These are needed to know a more colloquial vocabulary that allows students to communicate in a more naturally, more serenely way; if they can communicate with greater familiarity, they will have a better understanding of the language. For Vannini (1978):

Language as communication from a social point of view is a means aimed at the expansion of knowledge and a close relationship with others. Language, from a universal aspect, enables the individual to make a greater contribution to society through the development of his or her critical-comparative capacities for better knowledge and the stimulation of his or her creative potential. (p. 4)

Language expressions allow students to communicate more expressively, hence the importance of implementing expressions in our teaching-learning areas. This, because every language is full of customs and peculiarities that relate to its history; and it is through communication that, over the years, we have been able to know these customs and peculiarities, so that we can understand them. Similarly, Vannini (1978) indicated that education is the fundamental form of socialization and, therefore, of communication. This way, teachers must provide the space for students to communicate from a social point, and that is better than idiomatic expressions for the expansion of knowledge, through natural interaction with others.

5.3.6. *Feedback*

One of the main difficulties that teachers have is innovating through the learnings assessment; this project used the feedback, because, according to Álvarez (2008), teachers can:

- Encourage active students' participations in their learning.
- Consider their results to adapt teaching.
- Promote that students know how to evaluate themselves.
- Rely on the recognition of the influence it exerts on motivation and students' self-esteem, which, in turn, influence their learning.

Notably, feedback gives student perceptions, which can be used as a tool in the learning improvement. This can be appreciated, because they can participate in the learning process and, if necessary, do the adjustments for the activities proposed by the teacher, considering their own learning styles.

Another methodology that was implemented in this project were the technological tools. It should be noted that technology is a relevant topic, and it can help to improve student's achievement and promote school performance. At the same time, Abril y Acosta (2015) said that technology provides students with empowerment in the strengthening of the foreign language, since they understand how to use such tools to search for information; and it is even better if they can combine this information with the acquisition of a new language. For this, the tool that was implemented was Google Classroom, since it allows the student to carry out the activities and obtain the feedback from the teacher.

6. Need identification

The learning of English has increased, bringing with it better scholarship opportunities in universities and a greater job demand. But, in Colombia, learning a second language is not very relevant for educational institutions.¹

Considering the above, the number of students who have a B1 level is low. This forces some learners to take English classes in different places than their own school. Because of the

¹ (Núñez et al., 2019). A study conducted by Fedesarrollo in 2019, showed that students have a low level of English in the public schools of Bogota; it has to be that Bogota concentrates the lowest proportion of students in levels B1 and B1+ (6.1 %), while 41.4 % reaches a level A1.

above, there is concern about the high demand for bilingual professionals and the limited opportunities to learn a second language. For this reason, the process must be carried out appropriately, and it must be supported by different teaching strategies or methodologies. Also, in the present investigation, it proposes some strategies, such as the use of digital tools (Google Classroom among other applications) combined with the use of idiomatic expressions through modules that contain language-based tasks; lexical approach, with the purpose to improve oral skills for the English language in 11-year-old students in the sixth grade of high school; etc.

6.3. Student profile

The population was conformed by four 11-year-old students in the sixth grade of high school, who participated in the extension English course program offered by Spanish and English academic program on Saturdays. They are studying English because they are interested on learning new things, and they also want to improve their level for the main subject.

7. Exploration of the difficulty

One of the strategies to teach languages is the didactic material proposed in this project, which is based on a diagnostic examination that was carried out on four students of public schools that took the English course at Antonio Nariño University, to verify their knowledge on English. Additionally, an evaluation section was designed to validate which items have greater difficulties in terms of oral ability, in order to improve them. This diagnostic test showed that students have a low level of English and little language vocabulary; due to these aspects, they did not have a strong participation; for that reason, it is better to talk about something they know. Buisán and Marín (2001) stated that the diagnostic test is “a process that tries to describe, classify, predict and explain the behavior of a subject within the school setting (p. 65). This was taken into account to determine the difficulties that students had in the diagnostic test of the project, which included personal information questions to know if they understood how to answer with simple information. Therefore, the diagnosis determined that students do not have strong bases in the language.

In addition to the diagnostic test, an evaluation rubric was designed, which will help to validate if the diagnostic test found those difficulties that do not allow the student to develop oral skills adequately. The diagnostic test and assessment rubric are based on the A1 level competences

stated on the Basic Learning Rights by the Ministry of Education, since they do not suggest a specific order to learn and students feel free regarding this. According to the Basic Learning Rights by the Ministry of Education (2016): “In as much as, students can participate in simple and short conversations, in which it provides information about themselves, about other people, places and events that are familiar for them. For this, students use simple phrases and sentences previously memorized” (p. 10). Also, students can give secondary ideas or explanations, formulating simple phrases and sentences.

7.3. Diagnostic structure

The diagnostic test consists on answering some questions about basic personal information. These were based on the A1 level established in the document presented by the Common European Framework of Reference for Languages. These are the following:

1. What's your name?
2. How old are you?
3. Where are you from?
4. When were you born?
5. Where were you born?
6. What is your favorite movie? Why?
7. What is your most important possession?
8. What is your favorite sport? Why?

7.4. Evaluation rubric and input diagnostic assessment

7.4.3. Input diagnostic assessment

The diagnostic test aims to obtain information about the entry situation of the individual, in which knowledge and abilities are considered as necessities to start with successful new learning processes. “Diagnosis is an X-ray that will facilitate meaningful learning and relevance, since part of the knowledge of the previous situation and the attitudes and expectations of the students”

(Santos, 1995, p. 109). The purpose of knowing the students' situation is to diagnose if each student has bases on the language, which are not solid; this keeps students from developing naturally: they are afraid of being wrong about the pronunciation of words.

7.4.4. *Evaluation rubric*

First, it seems necessary to clarify what is meant by a heading. In a broad sense, it is identified with any evaluation pattern, preferably closed (checklist or scale). Strictly speaking, it is assimilated to a valuation matrix that incorporates one axis with the criteria for the execution of a task, and another one, as well as a scale, with inner boxes full of text (not blank, as is happens with scales for the evaluator to indicate the degree of acquisition of each criterion). Therefore, each box in Table 1 describes the type of execution that would be worthy for such scale (Cano, 2015). The results of the diagnostic test are then systematized, taking into account the criteria mentioned in the evaluation section.

Although students in the diagnostic test did not show excellent results, it was possible to determine that none liked to participate. For this reason, the teacher decided to integrate the effort to participate in the evaluation, because that way they felt the confidence to do it naturally, without the imposition of the teacher to respond. On the other hand, for the teaching materials, the Google Classroom platform was used to carry out the classes through modules that contained lexical tasks and TBL. These methodologies helped students to participate in their learning and their use of idiomatic expressions for a more natural communication; this way, they played a fundamental part as a constructivist methodology in the teaching and learning processes for the English course in the Antonio Nariño University.

7.4.5. *Results of diagnostic test and assessment rubric*

According to Santos (1994), assessment is a dialogue, an understanding, the improving of the learning process. Therefore, it is important to make an input diagnostic test and an output diagnostic test, with the purpose to know the student's starting situation, and whether the strategies used by the teacher really help to improve the difficulties. Santos (1994) said that the diagnostic test is the guideline provided to the teacher to select the strategies that will help strengthen the students' skills to get a meaningful learning process.

Table 1*Input assessment rubric*

| Criteria | Excellent (3 points) | Fair (2 points) | Acceptable (1 point) |
|----------------------|--|---|--|
| Vocabulary | The student knows many words, because they incorporate new vocabulary. | The student knows some words; the speech is comprehensible. | The student knows few words, using a limited vocabulary. |
| Pronunciation | The student has an excellent pronunciation, without any pronunciation errors. | The student has some mispronunciations; however, the speech is comprehensible. | The student has many mispronunciations and this prevents the comprehensibility. |
| Grammar | The student uses correctly grammatical structures as present continuous, present simple and past simple in oral productions. | The student sometimes implements grammatical structures as present continuous and present simple in their oral productions. | The student doesn't apply any grammatical structures, as present continuous, present simple and past simple, and doesn't use connectors. |
| Effort participation | The student always participates in classes. | The student sometimes participates in classes. | The student doesn't show interest on participating in classes. |
| Evaluation criteria | 12 points | 8 points | 4 Points |

Note. This rubric was designed by the author taking into account the scale of the Common European Framework of Reference for Languages and the Basic Learning Rights by the Ministry of Education, which determined what and how students were evaluated.

The assessment section was designed to assess the level of orality of the student.

Table 2*Language proficiency criteria table*

| Range | Punctuation | Observation |
|-----------------------|----------------------|--|
| Range 1: (good) | From 10 to 12 points | The student has a good command. |
| Range 2: (fair) | From 5 to 8 points | The student has a good command, but needs to improve some aspects. |
| Range 3: (acceptable) | From 4 to 7 points | The student doesn't have a command for the English language, |

and they don't know any information about the language.

Note. There were different criteria to determine the domain that the student had in the language. In addition, ranges were presented while considering the score for each student during the diagnostic test.

This criteria aimed to determine the domains that the student had in the language. These references allowed to establish guidelines to design the diagnostic test and the assessment rubric. One of the goals was to join a short conversation to say their name, age and basic information about their teachers, friends and family, besides some other requests, as well as to provide clarification on how names and unknown words are spelled (Ministerio de Educación, 2016). According to the forementioned, this rubric can confirm how the student started, and whether they achieved the development of their oral ability during the execution of the project.

7.5. Results first diagnostic test

Table 3

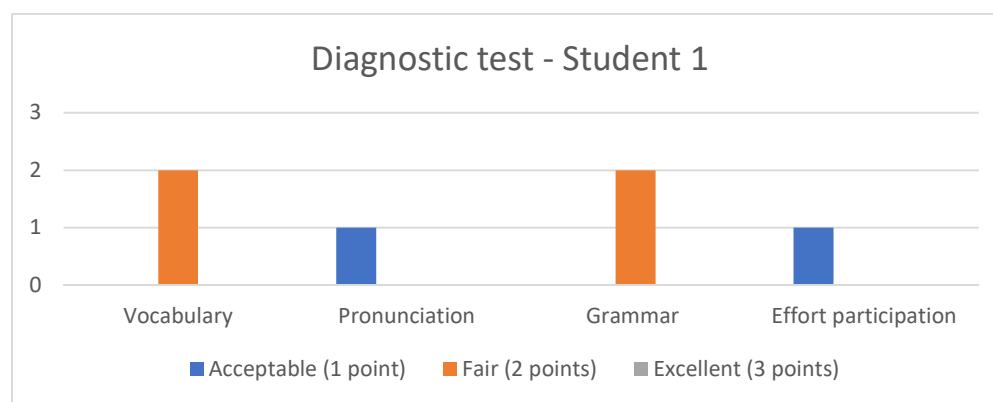
Diagnostic test - student 1. Results found in the first assessment for the first student

| Criteria | Acceptable (1 point) | Fair (2 points) | Excellent (3 points) |
|----------------------|----------------------|-----------------|----------------------|
| Vocabulary | | x | |
| Pronunciation | x | | |
| Grammar | | x | |
| Effort participation | x | | |

Note. This table shows the rubric assessment for the first student, and how was his process during the development of the project in the first part.

Figure 1

Results found in the first diagnostic test for the first student



Note. The graphic represents the previous knowledges and beginning abilities that students presented in the input diagnostic test; this, taking into account criterias like vocabulary, pronunciation, grammar, effort participation.

It started with the analysis of the first student diagnostic test; he got a range between fair and acceptable, since it could be analyzed: he didn't have a basic command for the English language. Besides, he handled some grammatical structures; but, during the test, he was not very clear when answering the questions asked by the teacher to determine the level of comprehension and oral ability of the student. In the same way, it was necessary to use translation, although there were questions that the student could not understand, not even with the examples that were used to contextualize it.

At the same time, in the figure 1 was analyzed that the student had some bases on the language, which allowed him to have a good development during the didactic material execution, and it was easier for him to perform better than his classmates; this, because he interacts in English with his family.

Table 4

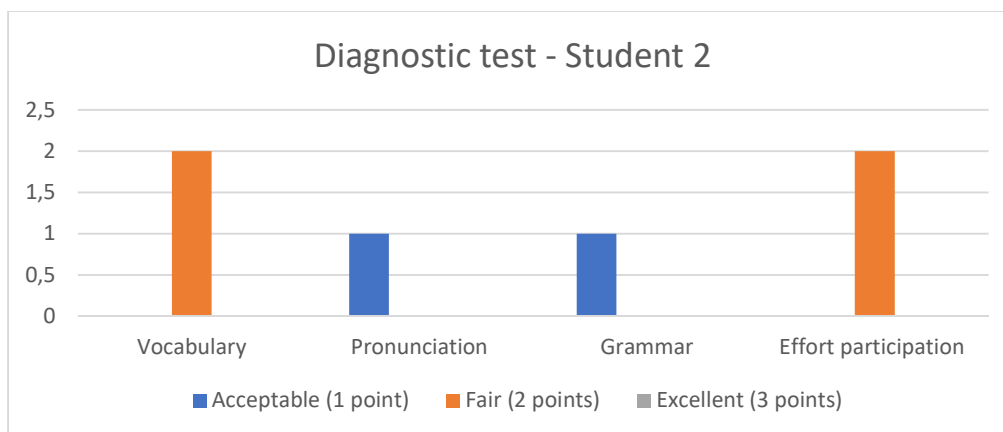
Diagnostic test - student 2. Results found in the first assessment for the second student

| Criteria | Acceptable (1 point) | Fair (2 points) | Excellent (3 points) |
|----------------------|----------------------|-----------------|----------------------|
| Vocabulary | | x | |
| Pronunciation | x | | |
| Grammar | x | | |
| Effort participation | | x | |

Note. This table presents the rubric assessment for the first student, and how was their process during the development of the project in the first part.

Figure 2

Results found in the first diagnostic test for the second student



Note. In this part, there can be found previous difficulties that the second student presented in the first diagnostic test, considering his vocabulary, pronunciation, grammar and effort participation.

The next step was to analyze the evaluation of the second student, which determined that he presents difficulties in terms of pronunciation and vocalization for some words. The student in question did not pronounce the consonant *r* correctly in English, neither did he in Spanish; hence, since this last is his mother language, it was already difficult for him. Additionally, he did not understand most of the questions and preferred to speak in Spanish; so, the teacher decided to practice pronunciation several times, and the student memorized some words, but did not answer the questions correctly. Besides the diagnosis of the second student, it was observed that he did not have very strong foundations in the language, which prevented him from participating actively at the beginning. Taking into account the student's difficulty with the vocalization of some letters (*r/l/s/*), the teacher decided to investigate about this; during the research, it was determined that he had a dislalia, and according to Barros and Flores (1974), "dislalia is a primary disruption of the articulation of some phonemes, which difficult the learning of new words" (p. 501).

Table 5

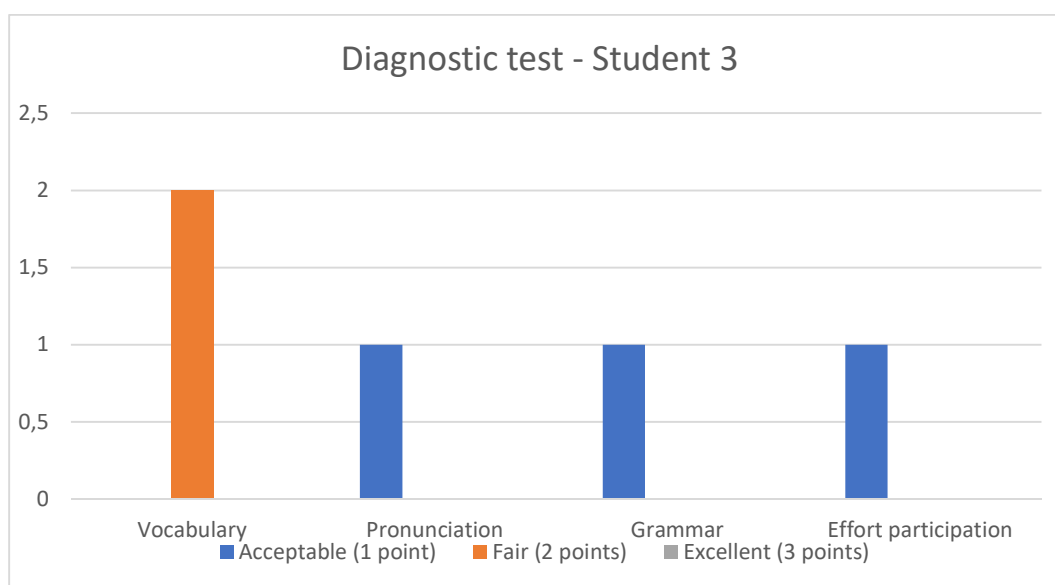
Diagnostic test - student 3. Results found in the first assessment for the third student

| Criteria | Acceptable (1 point) | Fair (2 points) | Excellent (3 points) |
|----------------------|----------------------|-----------------|----------------------|
| Vocabulary | | x | |
| Pronunciation | x | | |
| Grammar | x | | |
| Effort participation | x | | |

Note. In this part, it is found the input assessment for the third student, which shows that the results were not favorable, because they did not have good pronunciation and did not know several of the words that were pronounced.

Figure 3

Results found in the first diagnostic test for the third student



Note. This picture shows the results found in the input assessment for the third student. Also, there are some criteria that were evaluated in the first diagnostic test.

Subsequently, in the assessment of the third student, she did not know as much vocabulary as the previous students; at the same time, in her oral ability, she did not know how to answer the questions in the diagnostic test. Besides, she did not show interest to participate. That caused the teacher to ask the student the reason why she did not want to continue participating, and she answered that she was nervous about the possibility of making a mistake or mispronouncing words that she did not know.

Table 6

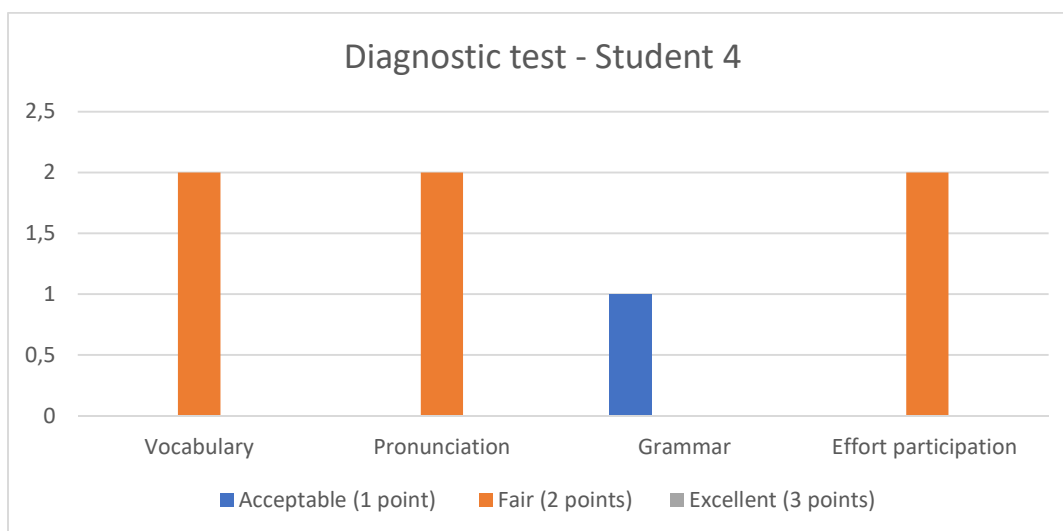
Diagnostic test - student 4. Results found in the first assessment for the fourth student

| Criteria | Acceptable (1 point) | Fair (2 points) | Excellent (3 points) |
|----------------------|----------------------|-----------------|----------------------|
| Vocabulary | | X | |
| Pronunciation | | X | |
| Grammar | x | | |
| Effort participation | | X | |

Note. This tables shows the input assessment for the third student, which indicates that they had a good developing during the first diagnostic test, but it is necessary to improve some aspects.

Figure 4

Results found in the first assessment for the fourth student



Note. This figure shows previous difficulties that the fourth student presented in the first diagnostic test, including his vocabulary, pronunciation, grammar and effort participation.

On the other hand, in the diagnostic test for the fourth student, it was determined that he likes the language, which facilitates learning; and he also knows some grammatical structures. Although at the beginning he did not answer the questions, little by little he remembered how to do it, with the help of some examples that contextualized the situations. In addition, his participation was unlike other students'.

To conclude with this part, it was seen that students did not show excellent results in the diagnostic test, and none liked to participate; for this reason, the teacher decided to integrate the dimension *effort to participate* in the evaluation, so they could feel confident and could participate naturally through collaborative activities, without the imposition of the teacher. In this case the students initially presented some difficulties in their oral and grammar skills, such as pronunciation, vocabulary, some grammatical structures.

8. Physical production of the material

The following is a description of the material in terms of content and structure; it is a guide to log in. The material was divided into modules, which include didactic units that were made with some idiomatic expressions, depending on the topic seen in class. The first topic that took place was “I’m mad about cycling”, where students learned to express their likes and dislikes using present continuous and present simple tenses.

8.3. Tutorial to log in

The platform used for the implementation of the project was Google Classroom, because it has different alternatives to interact with students. With this technological tool, teachers can create tasks, score and give feedback’s and comments, give instructions, promote conversations among students, etc.; and students’ parents can know information about their learning process. Below, there can be found the username and password used to log in the platform:

- Username: universidaduaningles@gmail.com
- Password: Uan1234567

8.3.3. Steps to log in

- Go to the Google Chrome website and look for the Gmail option.
- Enter with the username and password previously indicated.
- Go to the G-suite and log into the Google Classroom.
- In the main screen of the course, “Let’s put our thinking caps on”, it can be seen the website logo and the content.
- Then, it is possible to navigate between the different modules of the website.

8.3.4. Platform’s content

- Module 1: “I’m mad about cycling!”

Learning objective: students can learn to speak with daily situations using the present continuous and the present simple. The goal is that students can interact among them in different situations; more specifically, in a real context.

For this first unit, topics as superheroes and vocabulary about a comic were implemented; for example, in the didactic unit, students matched the correct words about superheroes gadgets and read some information about the first comic in the United States. This module was named this way because of one student who likes to cycle; so, the author decided to include the student's likes as well as an idiomatic expression. If well, the first module didn't include idiomatic expressions, but it was a base for the learning process.

Feedback: every student received some comments about their pronunciation, and some others did not understand tense structures; for that reason, the teacher used some examples to reinforce the knowledge.

- Module 2: "That's music to my ears!"

Learning objective: students can practice new vocabulary using idiomatic expressions with body parts. This module is based on body parts, since students didn't remember vocabulary about this topic. There was included a review with idiomatic expressions, which talk about good or bad expressions that people say when it is time to talk about another person, for example:

- Bad expression: "The walls ears", which expresses when a person is very gossipy, but it is a bad name to call somebody.
- Good expression: "I'm all ears", that means that a person is listening when another one is talking, that is, they're attentive.

In this module, the communicative objective was that one can interact with their classmates what or not should use in formal or informal contexts.

Feedback: this topic allowed students improve their vocabulary. Regarding the pronunciation, the teacher gave some suggestions to correct pronunciation, and students used some examples to understand better body expressions seen in class.

- Module 3: "I'm full of beans!"

Learning objective: student talks about their favorite food using idiomatic expressions.

In the third module, the topic were food: teachers gave to students a funny vocabulary and some idiomatic expressions, whose meanings are very different from what they want to express. A clear example is the following:

- “I’m in a pickle”: this expression does reference to a person that has a problem, and is a little worried for this situation.

Idiomatic expressions are important: if students have a specific context, they can understand different words, because these have different vocabulary, which allow people interact in a natural way. In this module, the student can find a didactic unit with activities to develop and practice the vocabulary pronunciation.

Feedback: the teacher recordered the pronunciation of the words so that students could memorize their pronunciation; however, some students practiced the pronunciation, while others did not remember expressions; for this, teachers did a review about the topic.

- Module 4: “It’s not my cup of tea!”

Learning objective: students can tell about them using simple sentences. They can learn different expressions to talk about themselves using simple sentences, for example: personal information, the place where they live, their email or telephone number, with the purpose to give personal information in a simple way. Another example are expressions like:

- To be keen on: this means someone who is very hobbyist to something: some sport, some kind of music, some band or singer, etc.

Considering this, students improved their vocabulary as the course progressed. In every class, it was explained to them that, if you make a mistake, you can continue; when we are learning a new language, it is normal to feel fear, but the teachers role is to build confidence for their students to participate in class: grammar is important, pronunciation is important; however, it is the most important kind of support that teachers give to students.

Feedback: with the guide, students practiced new vocabulary about personal information; nevertheless, there was a little interaction difficulty among them, but the teacher achieved to do a

negotiation with them, and she talked to them about the importance that interacting with others has.

- Module 5: “What’s up!”

Learning objective: students can say “hello” and “goodbye” in different ways. To strengthen the greetings and farewells seen in class, students should greet the teacher by using a different expression each class. This type of activity allows students to develop their orality naturally. On the other hand, the vocabulary seen in class can use to have a conversation with other people.

In this part module, students could find a PowerPoint presentation with some idiomatic expressions, and the mostly used greetings and farewells: *what’s up*, *good day*, *good evening*, *how’s everything*, etc. Also, there are some intructions about the interaction’s activity among the students and the teacher.

Feedback: teachers gave some guides to correct the use of greetings. It depends on the context and the need to express in a formal or informal way.

- Module 6: “The apple doesn’t fall far from the three!”

Learning objective: students talk about their family, describing their hobbies, likes and dislikes.

Continuing with the structure of the platform, the module 6 has a title: “The apple doesn’t fall far from the tree!”. This consists of a vocabulary about family and, on the platform, there are support material and activity based on TBL, because it consists on talking about students’ family through a PowerPoint presentation. While the PowerPoint presentation helps them to have a more user-friendly presentation, some students performed the presentation without needing a visual aid.

Feedback: students used a PowerPoint presentation to develop the activity: they had some grammar and pronunciation mistakes, and the teacher reinforced these last.

- Module 7: “Teacher is racking my brain!”

Learning objective: students can interact with each other using idiomatic expressions about school.

In the seventh module, “Teacher is racking my brain!”, there is a vocabulary about school and idiomatic expressions; furthermore, there are activities and videos about these topics. The teacher used a movie to show this vocabulary, which was Harry Potter, and created a didactic unit with the video. This activity was based on one of the students’ likes. Students must match with an arrow pictures about school supplies with their right word.

Feedback: in this module, students were more conscious of their wrong pronunciation, because they were using the WordReference platform, which allows to identify if the pronunciation is right or wrong. Although students made some mistakes, they learned to use platform while searching words. Additionally, they practiced new vocabulary; according to Willis (1996):

[There are] three phases for teachers to plan for around a task: the pre-task phase, the task cycle, and the language focus. In the pre-task phase, the teacher introduces the topic and does activities to help learners activate prior knowledge or learn new useful words and phrases. The teacher ensures that learners understand the instructions and what they will have to show as their task outcome in the report stage. Next, the teacher transitions to the task cycle. The task cycle is comprised of three components: the task itself, planning time, and the report. During the task, learners perform the task individually, in pairs, or groups, while the teacher acts as a monitor and provides support. (p. 114)

Taking into account what Willis (1996) proposed, this didactic material was elaborated with the phases to plan tasks. Also, it was possible to determine that this material can help students develop their oral ability in the language. Since the methodology used in this project included idiomatic expressions combined with a technological tool as Google Classroom, these motivated students to improve their ability and vocabulary about language.

Table 7

Final assessment rubric

| Criteria | Excellent (3 points) | Fair (2 points) | Poor (1 point) |
|------------|---------------------------------------|---|--|
| Vocabulary | The student knows many words, because | The student knows some words; the speech is comprehensible. | The student knows few words, using a limited vocabulary. |

| | | | |
|------------------------------------|--|--|--|
| | they incorporate new vocabulary. | | |
| Pronunciation | The student has excellent pronunciation, without any pronunciation errors. | The student has some mispronunciations; however, the speech is comprehensible. | The student has many mispronunciations, which prevents the comprehensibility. |
| Grammar | The student uses grammatical structures as present continuous, present simple and past simple correctly in the oral productions. | The student sometimes implements grammatical structures as present continuous, present simple and past simple in their oral productions. | The student doesn't apply any grammatical structures as present continuous, present simple and past simple; and they don't use connectors. |
| Knowledge of idiomatic expressions | The student knows more than five idiomatic expressions and uses them most of the time. | The student knows three idiomatic expressions and uses them in their conversations. | The student doesn't know any idiomatic expressions. |
| Effort participation | The student always participates in classes and does all extracurricular activities. | The student sometimes participates in classes and does some extracurricular activities. | The student doesn't show interest on participating in classes or extracurricular activities. |
| Evaluation criteria | 12 points | 8 points | 4 points |

Note. In this part, it can be found the final assessment rubric, which includes the use of idiomatic expressions, as well as other criteria, to evaluate.

The assessment section was designed to study the final process. According to McCarthy (2004), idiomatic expressions and their learning is an important part of any language, because they are within most conversations. For that reason, the criteria about idiomatic expressions was included in the final assessment rubric. Also, in the project final stage, another criterion was added, this was the use of idiomatic expressions in language learning, since it allows the student to speak in a natural way and to have a little more fluid interaction. Then, it can be seen the final assessment rubric.

8.4. Results final diagnostic test

Table 8

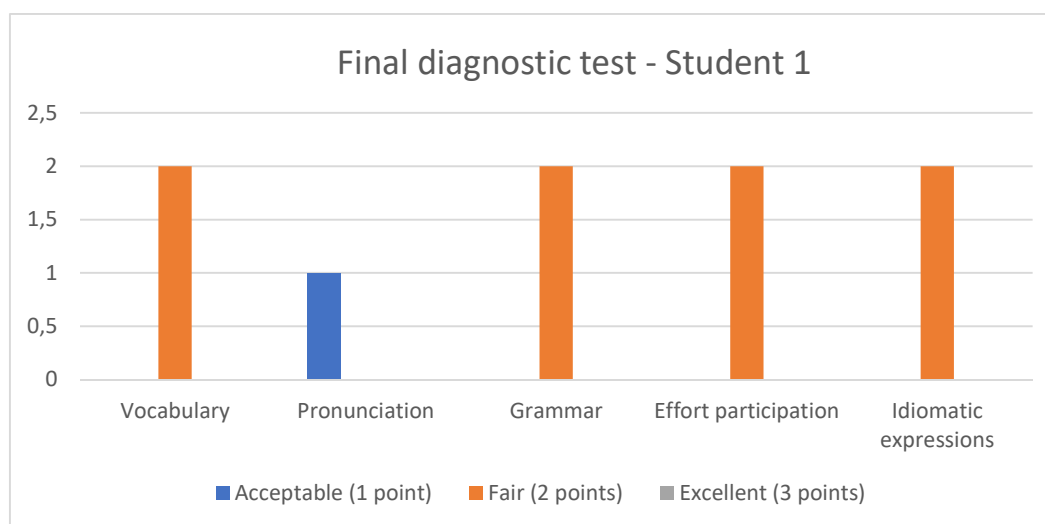
Final diagnostic test - student 1. Results found in the final assessment for the first student

| Criteria | Acceptable (1 point) | Fair (2 points) | Excellent (3 points) |
|-----------------------|----------------------|-----------------|----------------------|
| Vocabulary | | x | |
| Pronunciation | | x | |
| Grammar | | x | |
| Effort participation | | | X |
| Idiomatic expressions | | x | |

Note. This table shows the results of output assessment, including the new item, idiomatic expressions.

Figure 5

Results found in the final assessment for the first student



Note. In the figure, it can be found a barr graph with the final results for the first student regarding the output evaluation, and it was included a criteria with idiomatic expressions.

It was determined that the student learned new vocabulary, practiced his pronunciation, and learned more than two idiomatic expressions, which allowed him to have conversations with his other classmates to participate in simple conversations. Besides, he improved his oral skills in a simple way, because his pronunciation of some words got better, too. Obviously, it is necessary more time to study the student's interactions with people who use the language.

Table 9

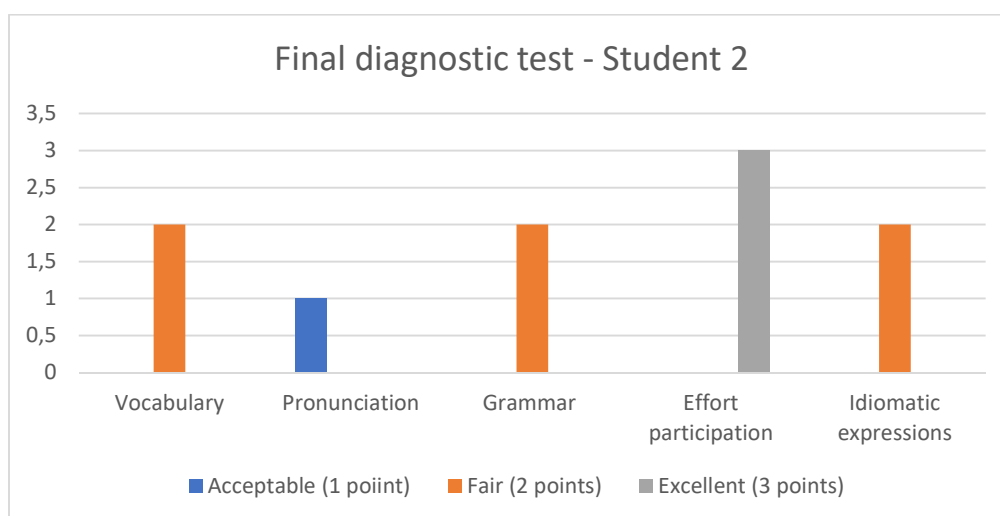
Final diagnostic test - student 2. Results found in the final assessment for the second student

| Criteria | Acceptable (1 point) | Fair (2 points) | Excellent (3 points) |
|-----------------------|----------------------|-----------------|----------------------|
| Vocabulary | | x | |
| Pronunciation | x | | |
| Grammar | | x | |
| Effort participation | | | x |
| Idiomatic expressions | | x | |

Note. In this part, it can be found the final assessment rubric, which included idiomatic expressions as well as other criteria to evaluate student number two.

Figure 6

Results found in the final assessment for the second student



Note. This picture shows the final results for the second student according to the output evaluation.

In the second final diagnostic test, the student could not improve his pronunciation, because he had more problems with his mother language and it was already difficult. With the purpose to deal with the cognitive disruption explained in Table 4, it was necessary to see a repetition of the words that implied a pronunciation difficulty. With the guidance, it was easier, and also when he saw that other students did it, since he felt motivated to talk with them.

Table 10

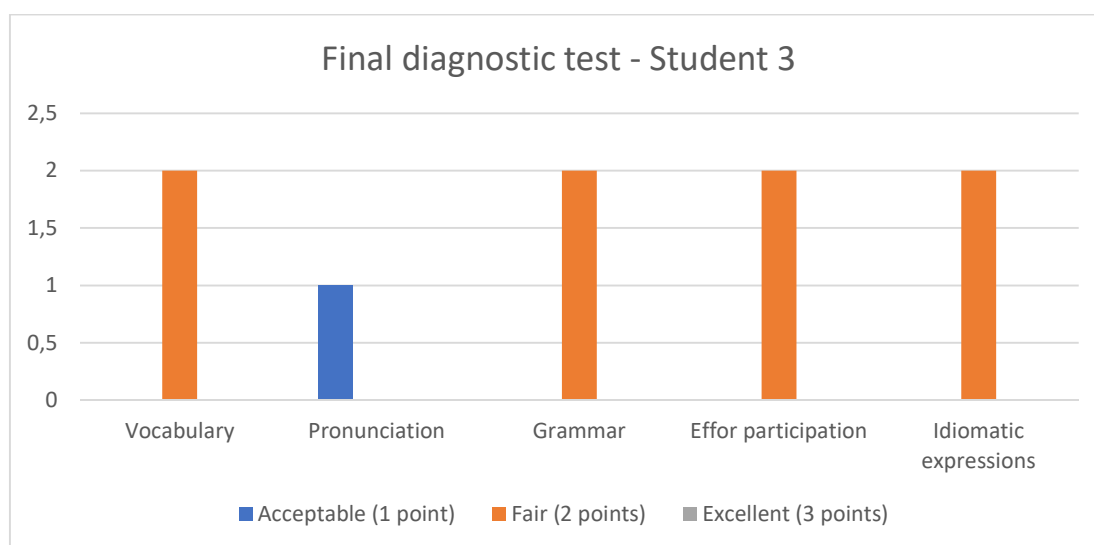
Final diagnostic test - student 3. Results found in the final assessment for the third student

| Criteria | Acceptable (1 point) | Fair (2 points) | Excellent (3 points) |
|-----------------------|----------------------|-----------------|----------------------|
| Vocabulary | | x | |
| Pronunciation | x | | |
| Grammar | | x | |
| Effort participation | | x | |
| Idiomatic expressions | | x | |

Note. In this case, the results of the implementation of the project for the third student are presented.

Figure 7

Results found in the final assessment for the third student



Note. This part shows general information about the learning process of student number three.

In this table, it can be seen that the student acquired new vocabulary and idiomatic expressions. However, her pronunciation did not get better; but, with practice, she improved this oral skill. Most of the time, she tried to do the exercises, but she didn't have time, because she had to do some other schools tasks. Nevertheless, the teacher would let her solve the exercises in class and she would receive her feedback.

Table 11

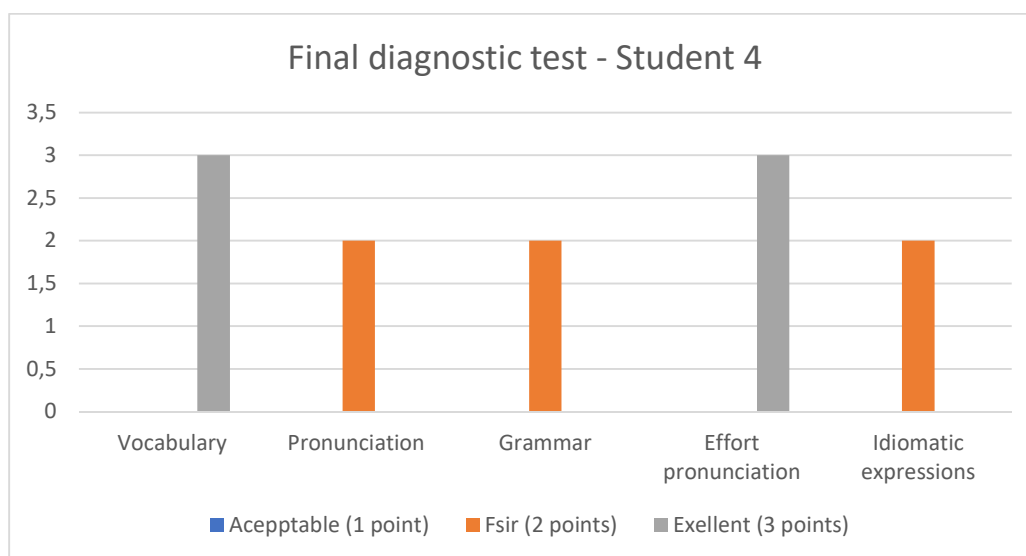
Final diagnostic test - student 4. Results found in the final assessment for the fourth student

| Criteria | Acceptable (1 point) | Fair (2 points) | Excellent (3 points) |
|-----------------------|----------------------|-----------------|----------------------|
| Vocabulary | | | X |
| Pronunciation | | x | |
| Grammar | | x | |
| Effort participation | | | X |
| Idiomatic expressions | | x | |

Note. These are the results of the output assessment for the fourth student.

Figure 8

Results found in the final assessment for the fourth student



Note. In the figure, the final learning process of the fourth student regarding the output evaluation is presented, and it was included a criteria with idiomatic expressions.

In the student's diagnostic test number 4, he learned new idiomatic expressions and vocabulary, which helped him to better understand the language. The student didn't have as many difficulties, because he had bases on the language, and he said to have experience with English, because he had studied in others intitutions. This student had an excellent progress, as well as the first student, who had a good participation in the activities and during the whole process of this project.

8.4.3. Results analysis

Despite the fact that the project time was short, students had good skills development due to the implementation of the TBL approach; this way, they learned different words and the contexts in which these should be used, since activities were focused on examples. Besides, the teacher used the BLT methodology with the purpose of fomenting their communication skills; this, having in mind that every learning objective in the modules had a communicative purpose, one of which was that they could introduce themselves appropriately, and now they can. They are also able to understand what another person is saying. Nevertheless, it is important to mention that students did not participate in the first class, but in the next classes they were more eager to do so, and more attentive. At the same time, with the idiomatic expressions, they have a chance to approach the American culture.

This project also had into account students' styles, learning, likes and dislikes, previous knowledge, and feedback; the former, because the most important was to understand the language, and the participation and personal development of the students were required to do so. It can be said that all the process depends on teachers' motivation, but every class also evaluated the students' participation: this determined if they understood the information given by the teacher. To cut it short, through this project students could learn more vocabulary and improve their pronunciation, mainly with the TBL approach combined with idiomatic expressions and technological tools; this way, the teacher had a better chance to do their job.

9. Material assessment

9.3. Assessment of the first peer evaluator

After the implementation of the project, the peer evaluators made an assessment. In this part, there is a description of the first peer's professional profile:

The first peer evaluator was Carlos Fernando Herrera Castiblanco. He has a Bachelor Degree in Philology and Languages Teaching at Libre University, and a Master's Degree in Hispanic American Literature at Caro & Cuervo Institute. He also has experience in pedagogy and education, language and human development in institutions as Libre University, La Gran Colombia University, Minuto de Dios University Corporation, Antonio Nariño University,

Colombian Autonomy University Foundation, Sinu University and Cordoba University. His profile can be reviewed in this link (CVLAC): https://scienti.minciencias.gov.co/cvlac/visualizador/generarCurriculoCv.do?cod_rh=000178855

8



RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DE ENSEÑANZA UAN

EVALUACIÓN PAR EXPERTO 1: Carlos Fernando Herrera Castiblanco

Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima.

A continuación, se explican los descriptores para la interpretación del puntaje obtenido.

5: Excelente (cumple con el aspecto evaluado)

4.5 - 4.9: Sobresaliente (el material debe ser ajustado en aspectos mínimos)

3.5– 4.4: Aceptable (el material requiere de ajustes sustanciales)

1 – 3.4: No cumple con los aspectos requeridos.

NOTA: Si la evaluación tiene un promedio igual o inferior a 3.4 se considera un material que no cumple con los parámetros de calidad exigidos, por lo tanto, no se acepta para ser presentado a Comité de Trabajos de Grado.

| INDICADORES | VALORACIÓN | | | | | OBSERVACIONES |
|--|------------|---|---|---|---|--|
| | 1 | 2 | 3 | 4 | 5 | |
| El material presenta ampliamente el soporte de realización de pilotaje In situ. | | | | | X | |
| La estructura del material presenta contenidos de modo secuencial que permiten la apropiación del conocimiento y su respectiva evaluación. | | | | | X | |
| Son congruentes los contenidos y la presentación del material. | | | | | X | |
| La información ofrecida es relevante y de interés para la población seleccionada. | | | | | X | |
| El material diseñado permite mejorar procesos de aprendizaje. | | | | | X | |
| Está identificado correctamente con: título, población a quien va dirigido y área disciplinar correspondiente. | | | | X | | Se sugiere que, en el encabezado de cada uno de los módulos, se escriba también la población y el nivel: Preteens Learners Level 1 |
| Total valoración Contenido: | 4.8 | | | | | |

| FUNDAMENTACIÓN PEDAGÓGICA | 1 | 2 | 3 | 4 | 5 | |
|--|-----|---|---|---|---|--|
| Presenta objetivos claros y coherentes en función de los procesos de aprendizaje. | | | | | X | |
| Existe interrelación de contenidos con nueva información | | | | | X | |
| El material desarrollado permite al estudiante reflexionar críticamente sobre el nuevo conocimiento. | | | | | X | |
| El nuevo conocimiento permite el manejo de estrategias de búsqueda e indagación en el estudiante. | | | | | X | |
| El material permite transversalidad con otras asignaturas. | | | | X | | El componente léxico-semántico es eje transversal de la propuesta; el énfasis en la adquisición de vocabulario es prueba de ello. El material deja abierta la posibilidad interdisciplinar; un ejemplo de ello es el video de Harry Potter. Todos estos son aspectos positivos, pero la transversalidad podría enriquecerse en una próxima etapa de implementación o aplicación de la propuesta. |
| Total valoración Fundamentación Pedagógica: | 4.8 | | | | | |
| DISEÑO | 1 | 2 | 3 | 4 | 5 | |
| La articulación de diversos textos (icónicos, filmicos, gráficos, etc.) impactan favorablemente y generan interés. | | | | | X | |
| Presenta las respectivas citas de textos, contenidos o imágenes propias de derechos de autor. | | | | | X | |
| Total valoración Diseño: | 5.0 | | | | | |
| MATERIALES DIGITALES Y ENTORNOS VIRTUALES DE APRENDIZAJE | 1 | 2 | 3 | 4 | 5 | |
| Instructivo: Se presenta un instructivo (video, manual) que da cuenta detalladamente de los diferentes pasos para su | | | | | X | |

| | | | | | | |
|--|-----|--|--|--|---|--|
| ingreso, manejo y sus respectivas recomendaciones y técnicas en relación con este tipo de aprendizaje. | | | | | | |
| Accesibilidad: El ingreso a la página, blog, App, o plataforma es de fácil acceso. Si es necesario una clave, esta es recuperable mediante un procedimiento muy simple. Funciona en cualquier equipo de cómputo, navegador, etc... | | | | | X | |
| Navegación: Los enlaces para la navegación está claramente etiquetados, colocados consistentemente, y permiten al lector desplazarse fácilmente de una página a otras páginas relacionadas (hacia delante y atrás), y llevan al lector donde él o ella espera ir. El usuario no se pierde. | | | | | X | |
| Contenido: Toda la información provista por el estudiante en el sitio web es precisa y todos los requisitos de calidad han sido cumplidos. | | | | | X | |
| Interactividad: Los OVA, App, Blog, Web, etc., manifiestan, desde el diseño, diversidad de estrategias para facilitar la interacción del estudiante con la plataforma, los recursos y objetos de aprendizaje, así como con el tutor, los pares y con los materiales educativos en general. | | | | | X | |
| Total valoración Materiales Digitales y Entornos virtuales de aprendizaje | 5.0 | | | | | |
| Nota evaluación final: 4.9 | | | | | | |

EVALUACIÓN FINAL: 4.9

OBSERVACIONES (si considera necesario mencionar otras): ¡Felicitaciones! Este es un trabajo que manifiesta una adecuada organización, claridad, dedicación y objetividad. Existe coherencia entre los planteamientos de la propuesta y el material didáctico presentado. La propuesta, en general, es acorde con una evaluación formativa, que es la que se espera que oriente la implementación o aplicación.

This peer pointed out that the project is a good material to teach a second language, since it is organized, clear, dedicated and objective. Also, he gave some recommendations about items

in the project; one of these suggestions was: “It is suggested that, in the heading of each of the modules, also write the population and the level: preteen students level 1”. Therefore, in the project’s next application, this suggestion is taken into account. Another suggestion was done regarding the interdisciplinary component, so in the next application such aspect is improved with other disciplines and new didactic units: Maths, Social Sciences, Biology, English, Philosophy, etc. These were combined with other methodologies that allow teachers have more possibilities with their students to improve their oral skills. Furthermore, it helps students to participate in their learning, considering their likes and dislikes, life experiences, interactions with other cultures, previous knowledges, styles learning, among other factors.

The second peer evaluator was Sandra Milena Robayo Peña. She has a Bachelor Degree in Bilingual Education Teaching in English and Spanish at the Colombo American University Institution, a Master in Education with Emphasis in Didactics of English at the Colombian Externado University. She has more than 17 years of experience in the educational field; these, with institutions like: Colombo American Centre, Colombian Catholic University, Santo Tomas University, Manuela Beltran University, Ecci University, and Antonio Nariño University. Her profile can be seen in the following link (CVLAC): https://scienti.minciencias.gov.co/cvlac/visualizador/generarCurriculoCv.do?cod_rh=000184482

RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DE ENSEÑANZA UAN
EVALUACIÓN PAR EXPERTO 2: SANDRA MILENA ROBAYO PEÑA

Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima.

A continuación, se explican los descriptores para la interpretación del puntaje obtenido.

5: Excelente (cumple con el aspecto evaluado)

4.5 - 4.9: Sobresaliente (el material debe ser ajustado en aspectos mínimos)

3.5 - 4.4: Aceptable (el material requiere de ajustes sustanciales)

1 - 3.4: No cumple con los aspectos requeridos.

NOTA: Si la evaluación tiene un promedio igual o inferior a 3.4 se considera un material que no cumple con los parámetros de calidad exigidos, por lo tanto, no se acepta para ser presentado a Comité de Trabajos de Grado.

| EVALUACIÓN PARA DISEÑO DE MATERIALES DE ENSEÑANZA | | CATEGORÍA DEL MATERIAL: Material de enseñanza digital: LET'S PUT OUR THINKING CAPS ON! | | | | | OBSERVACIONES |
|--|--|--|---|---|---|---|---|
| INDICADORES | | VALORACIÓN | | | | | |
| CONTENIDO | | 1 | 2 | 3 | 4 | 5 | |
| El material presenta ampliamente el soporte de realización de pilotaje in situ. | | | | | | x | |
| La estructura del material presenta contenidos de modo secuencial que permiten la apropiación del conocimiento y su respectiva evaluación. | | | | | x | | Los módulos tienen nombres muy interesantes que se conectan entre sí, pues usan expresiones idiomáticas. Sin embargo, las temáticas entre módulos podrían conectarse. Sugiero empiecen de lo más sencillo a lo que representa un reto. Ejemplo: "Introducing yourself" debería ser uno de los primeros módulos. |
| Son congruentes los contenidos y la presentación del material. | | | | x | | | Recomiendo usar una plantilla única para cada guía, ya que unas guías tienen bordes y otras no. El tipo de letra cambia en cada una de ellas. El diseño debe ser estandarizado. |
| La información ofrecida es relevante y de interés para la población seleccionada. | | | | | | x | Las temáticas de superhéroes y películas resultan atractivas para la población seleccionada. |
| El material diseñado permite mejorar procesos de aprendizaje. | | | | | x | | Se sugiere implementar una sección de autoevaluación "self-assessment" así el estudiante tendrá la opción de evaluar su propio proceso. |
| Está identificado correctamente con: título, población a quien va dirigido y área disciplinar correspondiente. | | | | | x | | La población no es especificada en el material. |
| Total valoración Contenido: | | 4,2 | | | | | |

| FUNDAMENTACIÓN PEDAGÓGICA | 1 | 2 | 3 | 4 | 5 | |
|--|-----|---|---|---|---|---|
| Presenta objetivos claros y coherentes en función de los procesos de aprendizaje. | | | | x | | Para el tipo de población el objetivo debe redactarse de forma corta y simple. Así mismo, se sugiere resalte en la plataforma Google classroom. |
| Existe interrelación de contenidos con nueva información | | | x | | | Debe existir transición entre módulos. Se sugiere crear una actividad que dé paso a otro módulo o viceversa una actividad que inicie reciclando el vocabulario o temáticas vistas en módulos anteriores. |
| El material desarrollado permite al estudiante reflexionar críticamente sobre el nuevo conocimiento. | | | x | | | Se pueden mejorar las actividades para que los estudiantes tengan la oportunidad de crear y reflexionar. |
| El nuevo conocimiento permite el manejo de estrategias de búsqueda e indagación en el estudiante. | | | x | | | El material de guías no muestra estrategias de aprendizaje específicas, es decir, si una actividad es de escuchar (listening) se debe determinar la estrategia de aprendizaje que se practicará. Ejemplo, listening for specific information etc. |
| El material permite transversalidad con otras asignaturas. | | | | x | | El material incluye diferentes temáticas que podrían usarse en otras asignaturas. Sin embargo, el enfoque y tipo de actividad debe cambiarse para que pueda ser implementado. |
| Total valoración Fundamentación Pedagógica: | 3,4 | | | | | |

| DISEÑO | 1 | 2 | 3 | 4 | 5 | |
|--|-----|---|---|---|---|---|
| La articulación de diversos textos (icónicos, filmicos, gráficos, etc.) impactan favorablemente y generan interés. | | | | x | | La selección de temas y contenidos es atractiva para el tipo de población. |
| Presenta las respectivas citaciones de textos, contenidos o imágenes propias de derechos de autor. | | | x | | | Es importante citar las imágenes y videos que se usen. Sugiero shutterstock para descargar imágenes que no necesitan ser citas. |
| Total valoración Diseño: | 3,5 | | | | | |

| MATERIALES DIGITALES Y ENTORNOS VIRTUALES DE APRENDIZAJE | 1 | 2 | 3 | 4 | 5 | |
|--|-----|---|---|---|---|--|
| Instructivo: Se presenta un instructivo (video, manual) que da cuenta detalladamente de los diferentes pasos para su ingreso, manejo y sus respectivas recomendaciones y técnicas en relación con este tipo de aprendizaje. | | | | | x | |
| Accesibilidad: El ingreso a la página, blog, App, o plataforma es de fácil acceso. Si es necesario una clave, esta es recuperable mediante un procedimiento muy simple. Funciona en cualquier equipo de cómputo, navegador etc... | | | | | x | |
| Navegación: Los enlaces para la navegación está claramente etiquetados, colocados consistentemente, y permiten al lector desplazarse fácilmente de una página a otras páginas relacionadas (hacia delante y atrás), y llevan al lector donde él o ella espera ir. El usuario no se pierde. | | | | x | | La navegación es clara. Sin embargo, recomiendo usar plantillas tanto para presentaciones y guías. Cada una de ellas tiene un diseño diferente y no da la sensación de pertenecer a una misma lección. |
| Contenido: Toda la información provista por el estudiante en el sitio web es precisa y todos los requisitos de calidad han sido cumplidos. | | | | | x | |
| Interactividad: La OVA, App, Blog, Web, etc. manifiesta desde el diseño, diversidad de estrategias para facilitar la interacción del estudiante con la plataforma, los recursos y objetos de aprendizaje, así como con el tutor, los pares y con los materiales educativos en general. | | | | | x | |
| Total valoración Materiales Digitales y Entornos virtuales de aprendizaje | 4,4 | | | | | |
| Nota evaluación final 3,8 | | | | | | |

OBSERVACIONES (si considera necesario mencionar otras):

Una Corredor la idea de usar expresiones idiomáticas como foco en el diseño y enseñanza de inglés como lengua extranjera, es una idea innovadora y capta la atención de los estudiantes. Es necesario estandarizar las plantillas al diseñar guías de aprendizaje, ya que se evidencia uso de diferentes fuentes y diseños en ellas. Debes citar videos e imágenes, se recomienda usar shutterstock para descargar imágenes gratuitas. Es indispensable especificar la estrategia de aprendizaje que se trabaja.

The suggestions made by the second peer evaluator will be taken into account and applied to the material in another opportunity, since she indicated that it is necessary to make some adjustments regarding the design of the didactic units, due to the fact that these have the same structure and student could get confused. The purpose is to continue with the project and apply it in educational contexts; therefore, the adjustments will depend on the needs of students for their oral skills. Moreover, navigating on the page is simple, however the patterns used for presentations and guides must change to a similar design; and activities can improve so students can interact more with their classmates and other subjects: Math, Social Sciences, Natural Sciences, etc. Finally, the origin of pictures and videos used in the project is identified in the platform, by suggestion of the peer evaluator.

After the suggestions and advices for the project are analyzed, students can practice and improve in a fun and appropriate way, allowing the interaction with different technological tools. On the other hand, teacher Sandra indicated that it is important to implement a self-evaluation so the student has the chance to share their opinion about their own process; it can include an assessment to evaluate the activities, the teacher intervention, and the thematics seen in the class.

10. Conclusions and recommendations

10.3. Conclusions

After the analysis of the project's results and assessment, it was concluded that every student who participated in the project had different difficulties in their oral skills, grammar, vocabulary and pronunciation; as well as different ways to assimilate the language. Considering these aspects, and in order to improve students' difficulties, certain methodologies were implemented, such as TBL, lexical approach, micro and macro skills (Brown, 2015), technological tools (Google Classroom, Worksheets, Edpuzzle, Genially, Prezi) and different idiomatic expressions; these last, depending on the vocabulary seen in class, which contributed to communicate and interact naturally. Besides, through this material, teachers have to follow several steps to perform the topics in a dynamic way; for that reason, this material is a good tool to teach languages, but it is important to consider the recommendations given by the peers evaluators, in order to achieve better results. At last, after studying the comments, the methodology and the results, the conclusions that refer to the tools used to obtain the final results are presented; these are favorable.

10.3.3. Conclusions regarding the implemented methodology

- Taking into account the interdisciplinarity in the learning and teaching process of a foreign language, some methodologies can be combined with other subjects, because they facilitate the interaction with different situations. Besides, students learn new vocabulary and new grammar structures and, at the same time, they improve their oral skills by getting confidence.
- The lexical approach in the teaching process helps teachers to follow a structured process; this methodology has some useful phases to prepare topics for the classes.

- In order to improve students' communicative skills, this project took into account micro and macro skills by Brown (2015), since these allow students to receive and interpret messages in a correct way during the learning process; this helps them to understand the context where communication takes place, depending on the speaking context.
- It is important to design a self-assessment that lets students know their development during the learning process. Also, self-assessment can identify some difficulties or doubts that students have, but, out of fear or shame to the comments of their classmates, they don't do them.

10.3.4. Conclusions regarding the technological tools used

- The technological tool implemented in the project was Google Classroom, because, according to Fernández (2020) “this platform allows teachers and students can manage the classroom in a collaborative way using the internet” (par. 3). Furthermore, with this platform, the teacher created documents and shared information about idiomatic expressions through didactic units, and students received their feedback with the comments that the teacher sent. In other words, this platform was an excellent option, due to its flexibility.
- Besides this platform, there are others than can be used for the development of the project, like Genially (creative presentations, using infographs, creative pictures and video-performances); Liveworksheets, which, according with Álvarez (2020), is used to: “digitalize activities in a fun way, design cards in many formats, perform a wide variety of activities: multiple selection, matching, choosing from a list, etc.” (par. 4).
- Through these technological tools, the teacher performed their classes in a dynamic way, and it helped students to have a flexible and collaborative learning process, while improving their oral skills and communicative competence.

10.3.5. Conclusions regarding the results

- With the implementation of the project, students acquired more confidence; this, since they reinforced their vocabulary and improved their participation along with the evolution of the project.
- It is essential that the student participates, as this contributes to have a significant learning process. This could be verified when the teacher asked about topics that students would like to see in the course; this was interesting to them, because it is easier to learn when it comes to aspects that they can assimilate.
- Although the students did not have time to develop the didactic units, they did not feel some sort of inflexibility from the teacher, since she gave them feedback on each session. Therefore, it is important to negotiate with them, so they can feel safe.
- The implemented project aimed to structure classes with a better presentation; in every didactic unit, there were different activities that allowed students to prepare themselves for the next class. However, some students did not have time to do the activities; but the teacher was flexible in this aspect, because they had to facilitate the learning process and the educational practice.

10.4. Recommendations

- Implement a self-assessment, so students can know their learning process. According to Arias et al. (2012), “self-assessment is essential because student makes informed decisions about actions to self-regulate, that is, improve his/her strengths and overcome the difficulties, on the other hand, the teacher regulates herself with pedagogical actions to overcome difficulties and reinforce success in learning” (p. 106).

Considering the forementioned, students can participate in the learning process in a conscious way, because the teacher can optimize the time and contribute to reinforce other abilities and knowledges in class. On the other hand, it is possible to implement a co-evaluation to contribute with the cooperative work in the classroom.

- Implement similar patterns to the didactic units, so students don't get confused with every activity. It is important to clarify that the didactic unit represents a way for the teacher to impart knowledge; for this, every topic should interrelate all the elements that contribute with the learning process. As a result, the design of the didactic unit would give an added value to the teaching provided by the teacher.
- Consider to use topics that students like, according to their ages, learning styles, difficulties and abilities; this could reinforce their vocabulary and complement other skills.
- Have in mind that Google Classroom requires to know the level and learning objectives; therefore, students can also know about these aspects.

10.4.3. Other recommendations

This project would not have been possible without the participation of the students in the implementation process, as well as the peer experts in the assessment process. According to the previous recommendations, idiomatic expressions should be combined with technological tools: the first allow to generate more pleasant and natural conversations, and they are recommended with the didactic material to teach other subjects in English and, thus, increase the students' approach to the foreign language. Although the time was short, this project helped students not only to improve their oral skills, but also to have the ability to interact while solving situations that could arise in their daily lives, so they could work on their communicative competence, which contributes to understanding different contexts.

11. References

- Abril, C. A., & Acosta, E. L. (2015). *Aplicación de las TIC como herramienta didáctica para la enseñanza - aprendizaje de la técnica básica del balonmano con los niños del grado quinto del colegio nydia quintero de turbay I.E.D. [Tesis de licenciatura]*. Universidad Libre de Colombia.
- Álvarez, J. M. (2008). Evaluar el aprendizaje de una enseñanza centrada en competencias. In J. G. Sacristán, *Educación por competencias, ¿qué hay de nuevo?* (pp. 206-234). Ediciones Morata.
- Álvarez, T. (2020). *Actividades interactivas a distancia con Live Worksheets*. Retrieved from <https://www3.gobiernodecanarias.org/medusa/edublog/cprofessantacruzdetenerife/2020/04/17/actividades-interactivas-a-distancia-con-live-worksheets/>
- Arias, C. I., Maturana, L., & Restrepo, M. I. (2012). Evaluación de los aprendizajes en lenguas extranjeras: hacia prácticas justas y democráticas. *Lenguaje*, 40(1), 99-126.
- Baralt, M., & Morcillo, J. (2017). Task-based language teaching online: A guide for teachers. *Language Learning & Technology*, 21(3), 28-43.
- Barros, A., & Flores, F. (1974). Dislalia: ¿Problemas de lenguaje o problemas de habla? *Revista chilena de pediatría*, 45(6), 501-504. doi:<http://dx.doi.org/10.4067/S0370-41061974000600004>
- Brown, D. H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy. Fourth Edition*. Pearson.
- Buisán, C., & Marín, M. Á. (2001). *Cómo realizar un Diagnóstico Pedagógico*. Alfaomega Grupo Editorial.
- Cano, E. (2015). Las rúbricas como instrumento de competencias en educación superior: ¿Uso o abuso? *Profesorado. Revista de Currículum y Formación de Profesorado*, 19(2), 265-280.
- Córdoba, E. (2016). Implementing Task-Based Language Teaching to Integrate. *Profile Issues in Teachers' Professional Development*, 18(2), 13-27. doi:<https://doi.org/10.15446/profile.v18n2.49754>

- Council of Europe. (2020). *Common European Framework of Reference for Language*. Council of Europe Publishing.
- Council of Europe. (2020). *Common European Framework of Reference for Languages Learning, teaching, assessment - Companion Volume*. Council of Europe.
- Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.
- Fernández, Y. (2020). *Google Classroom: qué es y cómo funciona*. Retrieved from <https://www.xataka.com/basics/google-classroom-que-como-funciona>
- García, M. S., & Luján, C. I. (2015). *English, Technology and Telecommunications*. Editorial Club Universitario.
- González, R. (2016). Innovative resources based on ICTs and authentic materials. In A. Pareja, C. Calle, & P. Rodríguez, *New perspectives on teaching and working with languages in the digital era* (pp. 83-93). Research-publishing.net.
- Herrera, G., & Prendes, M. P. (2019). Implementación y análisis del método de aula invertida. Un estudio de caso en Bachillerato. *Innoeduca: International Journal of Technology and Educational Innovation*, 5(1), 24-33.
- Krasen, S. D., & Terrell, T. (1998). *The Natural Approach Language Acquisition in the Classroom*. Hertfordshire: Prentice Hall Europe.
- Lewis, M. (1997). *Implementing the Lexical Approach*. Now Thomson/Heinle.
- Lewis, M. (1997). *Implementing the Lexical Approach: Putting Theory into Practice*. Heinle ELT.
- Martínez, W., Esquivel, I., & Martínez, J. (2014). Aula Invertida o Modelo Invertido de aprendizaje: Origen, sustento e implicaciones. In I. Esquivel, *Los Modelos Tecnológicos Educativos, revolucionando el aprendizaje del siglo XXI* (pp. 143-160). DSAE-Universidad Veracruzana.
- McCarthy, J. J. (2004). *A thematic guide to Optimality Theory. (Research Surveys in Linguistics)*. Cambridge University Press.
- Ministerio de Educación. (2016). *Derechos básicos de aprendizaje inglés. 6° a 11°*. Gobierno de Colombia.

- Murga, H. D. (2016). *Las expresiones idiomáticas y el desarrollo de la destreza oral del idioma inglés en los estudiantes de décimo año de la educación general básica de la Unidad Educativa "Luis A. Martínez" de la ciudad de Ambato. [Tesis de licenciatura]*. Universidad Técnica de Ambato. Retrieved from <http://repositorio.uta.edu.ec/jspui/handle/123456789/24453>
- Núñez, J., Téllez, O., & Monroy, J. M. (2019). *Diagnóstico del estado del bilingüismo en Bogotá. [Informe final]*. Fedesarrollo. Retrieved from <http://hdl.handle.net/11445/3906>
- Quidel, D., del Valle, J., Arévalo, L., Ñancucheo, C., & Ortiz, R. (2014). La enseñanza del idioma inglés a temprana edad: su impacto en el aprendizaje de los estudiantes de escuelas públicas. *Vivat Academia*(129), 34-56.
- Richards, J. C., & Rogers, T. S. (1986). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Rochmad, Z. (2014). *Efforts to improve students' speaking skills through communicative activities: a classroom action research at grade VIII of SMP N 8 Yogyakarta in the academic year 2013/2014. [Thesis degree]*. State University of Yogyakarta.
- Rozati, S. M. (2014). Language Teaching and Task Based Approach. *Theory and Practice in Language Studies*, 4(6), 1273-1278. doi:<http://dx.doi.org/10.4304/tp1s.4.6.1273-1278>
- Santos, M. Á. (1995). *La evaluación: un proceso de diálogo, comprensión y mejora*. Aljibe.
- Santos, M. Á. (2003). Tell me how you evaluate and I will tell you the type of professional and person. *Revista Enfoques Educativos*, 5(1), 68-80.
- Vannini, M. (1978). *El Aprendizaje de Idiomas Extranjeros*. Universidad de Los Andes, Consejo de publicaciones. Retrieved from El Aprendizaje de Idiomas Extranjeros.
- Willis, J. (1996). *A framework for task-based learning*. Longman.

EFL MATERIAL TO IMPROVE ORAL SKILLS THROUGH THE USE OF IDIOMATIC EXPRESSIONS IN PRETEENS LEARNERS



I am Lina Corredor, a student Bachelor's Degree in Spanish and English Teaching.

This material is part of my degree project, and it is explained in it.



The present material was designed to improve oral skills naturally in preteens learners, through the use of idiomatic expressions. To understand this better, Mc. Carthy (2002) points out that idiomatic expressions and their learning is an important part of any language learning, due to, they are within most conversations of a native of a foreign language.

This course was part of the Extension program of B.A Spanish and English at Antonio Nariño University and was taken by four students between 10 and 11 years old on Saturdays from 8:00 a.m. to 10:00 a.m. during the period of February to May, 2021.

Tutorial:

Dear Peer evaluator,

In this tutorial you can find the steps to log in on the Google Classroom course, with the purpose that you know the teaching material, the methodology and the evaluation of the course designed by me called: **LET'S PUT OUR THINKING CAPS ON!**

Objectives:

1. To explain through this tutorial, the specific steps to log in to the course.
2. To know the content and methodology which was carried out in the course.
3. To evaluate the course through the rubric set up by the Faculty of Education.

LEARNING
INTERACTION
CREATIVITY

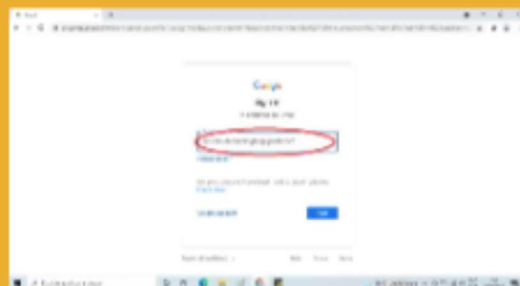
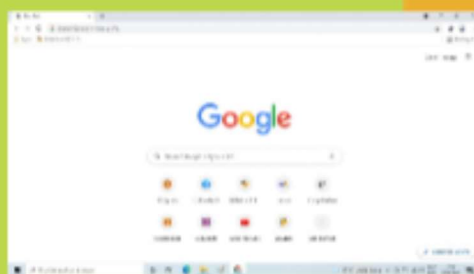


MOTIVATION
AUTONOMY
TOOLS

LET'S PUT OUR THINKING CAPS ON!

You are the protagonist of your own learning!

TUTORIAL



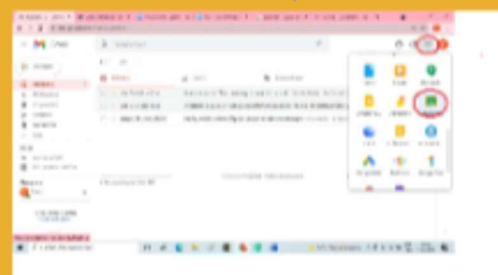
STEP 1:

Go to the Google Chrome website and look for the Gmail option.

STEP 2:

Enter with the following username:

universidaduaningles@gmail.com
Password: Uan1234567



LET'S PUT OUR THINKING CAPS ON!
You are the protagonist of your own learning!



When you are in the course: Let's Put Our Thinking Caps On, you can see the website logo and the content.



STEP 3:

Go to the G-Suite and log in into the Google Classroom.

LEARNING
INTERACTION
CREATIVITY



MOTIVATION
AUTONOMY
TOOLS

LET'S PUT OUR THINKING CAPS ON!

You are the protagonist of your own learning!

TUTORIAL CONTENT



MODULE 1: I'M MAD ABOUT CYCLING!

Learning objective:

Student can learn to speak daily situations using present continuous and present simple tenses.



MODULE 2: THAT'S MUSIC TO MY EARS!

Learning objective:

Student can practice new vocabulary using idiomatic expressions with the body parts.



MODULE 3: I'M FULL OF BEANS!

Learning objective:

Student talks about his/her favorite food using idiomatic expressions.



MODULE 4: IT'S NOT MY CUP OF TEA!

Learning objective:

Student can tell about his/her using simple sentences.



MODULE 5: WHAT'S UP!

Learning objective:

Student can say hello and goodbye in different ways.



MODULE 6: THE APPLE DOESN'T FALL FAR FROM THE TREE!

Learning objective:

Student can talk about his/her family describing their hobbies, likes and dislikes.



MODULE 7: TEACHER IS RACKING MY BRAIN!

Learning objective:

Student can interact each other using idiomatic expressions about school.



**Good
job!**