

**A Case Study of Cooperative Learning: A Didactic Proposal EFL Learning Process Implications  
Through Sponsorship Adapted with core skills of Microteaching *in* Tenth Grade Students**

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Universidad Pedagógica Nacional

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By

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A thesis submitted to the Faculty of Humanities, Department of Languages at Universidad Pedagógica Nacional as a requirement to obtain the degree of Master in the Teaching of Foreign Languages

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## **Abstract**

This document presents a final report of the qualitative case study, carried out with a group of tenth-grade students from the private catholic Villa Guadalupe Eucharistic School in 2020. To document and analyze the implications of implementing a didactic proposal that breaks away from teacher-centered instructions; this results in the participation of the students through peer sponsorship, using basic core skills of micro-teaching, such as the design of materials, the planning of classes, and the search for methodology and didactic strategies for learning English as a Foreign Language (EFL), based on cooperative learning.

For data collection, observation, audio and video recordings, field diaries, three semi-structured interviews, and a questionnaire were selected, based on Grounded Theory for the data analysis. After the implementation of the proposed didactic and its data analysis, it was concluded that peer sponsorship based on cooperative learning using core skills of micro-teaching skills had a high influence on the increase of oral production and attitudes towards the language in English class. This influence was based mainly on the following four aspects:

According to the teachers in charge, mutual help among the students motivated them to express themselves in English as a foreign language (EFL) in their classes at school (Annex # 1) and in agreement with the findings. Second, the student's attitudes during cooperative learning had a positive influence, reducing the anxiety levels, lack of motivation, and increasing their self-confidence. In other words, the effective filter towards EFL decreased. Third, the type of activities developed in the micro-classes by the sponsor-students changed the negative perception that the sponsored-students showed in the exploratory questionnaire, in classroom observations and in the semi-structured interviews. Finally, the implementation of innovative didactics carried out in the tenth grade not only helped all the students to increase their vocabulary but also promoted their oral skills in English.

Keywords: Cooperative learning, Zone of proximal development, Affective filter, Peer sponsorship,  
core skills of Micro-teaching and didactic innovation

Este documento presenta un informe final del estudio de caso cualitativo, realizado con un grupo de estudiantes de décimo grado del Colegio Católico Privado Eucarístico Villa Guadalupe en el año 2020. Con el objetivo de documentar y analizar las implicaciones de la implementación de una propuesta didáctica que rompe con la instrucción centrada en el profesor; dando paso a la participación de las estudiantes a través del apadrinamiento entre pares, usando competencias básicas de microenseñanza, tales como: el diseño de materiales, la planificación de clases y la búsqueda de metodología y estrategias didácticas para el aprendizaje de Inglés como lengua extranjera (EFL), tomando como base el aprendizaje cooperativo.

Para la recolección de datos se seleccionaron observaciones, grabaciones de audio y video, diarios de campo, tres entrevistas semiestructuradas y un cuestionario tomando como referente la Teoría Fundamentada para su respectivo análisis. Después de la implementación de la didáctica propuesta y su análisis de datos, se concluyó que el apadrinamiento entre pares basado en el aprendizaje cooperativo usando habilidades básicas de microenseñanza tuvo una alta influencia en el incremento de la producción oral y en las actitudes hacia el idioma en la clase de inglés. Esta influencia se basó principalmente en los siguientes cuatro aspectos:

En primer lugar, la ayuda mutua entre las alumnas las motivó a expresarse en EFL en sus clases en el colegio, según lo afirman los docentes a cargo (Anexo # 1). y de acuerdo con los resultados de la investigación. Segundo, las actitudes de las alumnas durante el aprendizaje cooperativo influyeron positivamente disminuyendo los grados de ansiedad, falta de motivación aumentando su autoconfianza, en otras palabras, el filtro afectivo hacia EFL disminuyó. En tercer lugar, el tipo de actividades desarrolladas en las micro-clases por las estudiantes-apadrinadoras, cambió la percepción negativa que las Alumnas apadrinadas evidenciaron en el cuestionario exploratorio, en observaciones de clase y las entrevistas semiestructuradas. Por último, la implementación de la didáctica innovadora llevada a cabo en décimo grado no sólo ayudó a todas las alumnas a incrementar vocabulario, sino que, también fomentó



sus habilidades orales en inglés.

Palabras clave: Aprendizaje cooperativo, Zona de desarrollo próximo, Filtro afectivo, Apadrinamiento entre pares, habilidades básicas de Microenseñanza e innovación didáctica.

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## **Introduction**

The main aim of the Colombian Ministry of Education since 2005, has been the improvement of communication skills in English as a foreign language in different fields, for that reason the actions and policies around the teaching and learning of English in Colombia have been changing. The current regulations, curriculum proposals, and projects schools were designed and implemented based on their contexts throughout the country (MEN, 2004-2019; MEN, 2014c). These documents reflect the country's interest in providing high quality education in order to develop skills and competencies that would improve competitiveness at the international level. 1.1. Towards a bilingual Colombia. The Programa Nacional de Bilingüismo 2004 - 2019 (GNP), that program includes the following components: design and socialization of the “Basic Standards of Competence in Foreign Languages: English”; diagnosis of language proficiency levels of English teachers and learners; teacher development both in language and methodology provided by partner institutions (MEN, 2006). At the same time, Eucharistic School pointed out as one of the most important aspects the implementation of strategies for the development of competences.

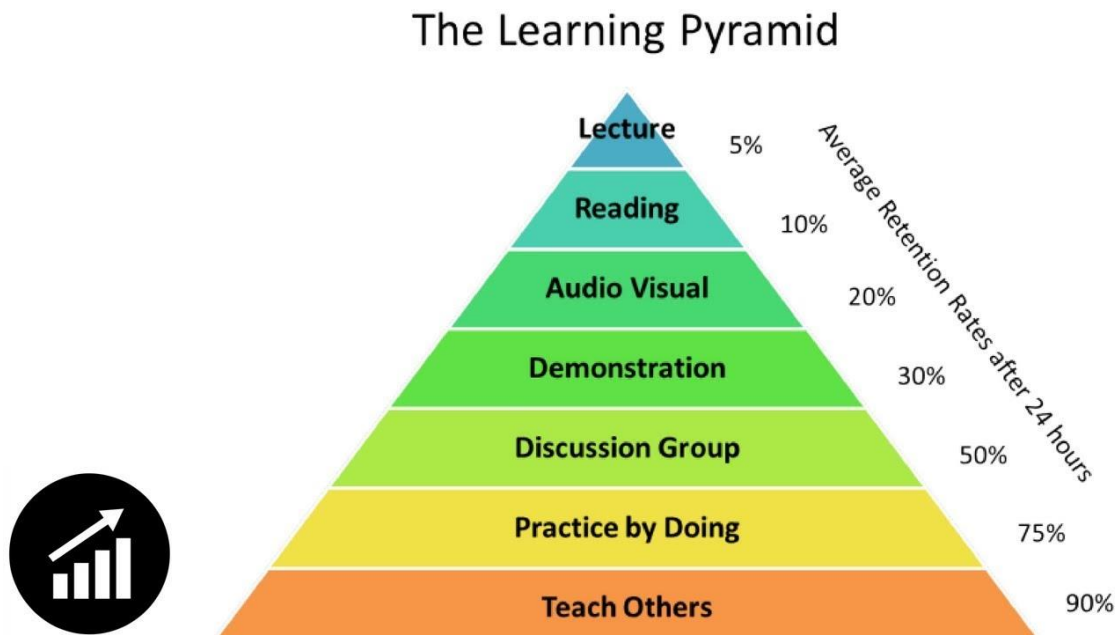
Consequently, the field of foreign language teaching in the last two decades has been widely explored by Educational, mainly led by the Ministry of Education and supported by a number of other initiatives from the public and private sectors, also accompanied by research and continuing education programs led by higher education institutions, to improve teaching, at all levels and from all fields of knowledge, this drives us to reflect on our teaching practices (Cárdenas, 2010). Unfortunately, existing research on this subject is not very widespread and does not influence teaching practice. For this reason, the present research project proposes new teaching-learning alternatives, following the constructivist approach, where the teacher and the student dialogue and interact, co-constructing

knowledge. It is a qualitative study case that analyzes the impact of the implementation of an innovative class didactics through peer micro classes, peer sponsorship, and cooperative learning between ten students who are in the advanced English group with students who are in the basic English group.

The interest in carrying out this intervention came from the need of analyzing the implications the educational system in which I am working as a teacher, looking for a strategy that will revolutionize the practices that I have been carrying out for more than ten years in the classroom through traditional methodologies and didactics. In addition to make my students part of a more dynamic and significant process in the academy, for this research were used support methodologies such as, rendered as teaching, peer learning, or co-learning. Which have as a goal innovative didactics in learning by teaching. According to Durán (2014) we have the traditional concepts of learning and teaching as two separate activities. The previous concept makes it perfectly clear that the student who receives the pedagogical help of their partner (the tutored student, in the peer tutoring) learns as result of the personalized support that allows the one-to-one relationship or in a small group. teachers are aware that we learn more when we teach; since we have to study previously in order to be able to explain effectively and adequately to our students; in other words, teaching is a procedure of give and take duality. This is evidenced in the theory of the Edgar Dale (1954) learning pyramid in the base zone of active learning, Dale (1954) explained that the broad base of the cone illustrated the importance of direct experience for effective communication and learning. Especially for young children, real and concrete experiences are necessary to provide the foundation of their permanent learning. Dale (1954) theorized that learners retain more information by what they “do” as opposed to what is “heard”, “read” or “observed”. His research led to the development of the Cone of Experience. Today, this “learning by doing” has become known as “experiential learning” or “action learning”. The theory is diagramed and

explained in the next Figure:

**Figure 1. The learning pyramid**



Source: Dale (1969)

At the pyramid base the most important factor for this research is shown (teaching others with a 90 % percentage) as the most effective way of learning, on the one hand, the student must master what he or she is explaining and focus on it in all possible ways, thinking of examples so that the learner understands him or her as best as possible. On the other hand, it is a satisfaction for the sponsor-students (S-T) to see that others learn and listen to them, which will motivate and involve (S-T) more in their study. These benefits both the student who teaches and the student who is taught since by having the same language of equals, it allows them to better understand the subject matter and learn to work cooperatively (Wagner, 2017). Although this theory has not been proven, it makes a lot of sense if we analyze the process that occurs in education by teachers, who strengthen their knowledge to the extent

that they transmit it to their students. Therefore, this research can contribute in part with the evidence in the classroom (Durán, 2014). But to defend the idea that teaching is an effective way of learning requires, mandatorily, to be contrasted with the available scientific knowledge.

This perspective of changing roles from student to teacher, allows us to break down the barriers of conventional educational paradigms that have set the standard in teaching for many decades in Colombia, in which the students' dynamics are summarized in listening and participation assigned, in other words, it is only the teacher the one who transmits knowledge. Under this innovative educational practice, students can share experiences, points of view, and ways of understanding and explaining the world; thus, environments of trust and mutual respect are stimulated in the face of individual learning rhythms and styles, and different social, economic, and cultural aspects. This research project then shows the role of a sponsor-student an active receptor agent in the process, with the ability to accompany, guide, and learn from the perspective of their students, that deepens on the effects that might spring up from the implementation of the methodology and approach. Also, this project intends to find possibly useful information that allows the understanding of this new didactic proposal in the classroom.

Language teachers who are willing to analyze the learning languages environments in all the changes and challenges mentioned will find the teaching process as a constantly adaptation to methodologies, promoting the interaction of their students to real stages of the L2 through this new educational vision. In other words, the teacher-researcher will have the possibility to interpret the learning process in a real context. Thus, the language teacher will not only converge in the repetition of grammatical concepts expressed in books or workshops without any assimilation, or the teaching of a curriculum that for years has restricted the freedom of teaching, conditioning it to apply certain practices or activities in the classroom.

## Chapter 1

### Contextualization

Villa Guadalupe Eucharistic School is a private Catholic Institution, located at 170 No. 36 - 32, in the north of Bogotá, it was established on January 19th, 1987, as a single-sex school, in 2008 it was changed to a coeducational school, therefore it has more female population than male. Currently there are 92 boys and 458 girls in total 550 students. The curriculum is guided by the educational philosophy of María del Refugio Aguilar & Torres, the founder of the Eucharistic community and her dedication to developing “the school as a large family presided over by Jesus and Virgin Mary.

The mission of Eucharistic School is to develop “students of conscience and action, by strengthening the ethical, spiritual, intellectual and social dimensions, through the development of the reflective, analytical, critical and creative mind to be a good person in society. It also provides a curriculum designed to develop skills and create options for higher education, understanding that education is a formative process, centered on Jesus Christ the Teacher, and ordered to the cultivation of wisdom and virtue, which leads to human flourishing, the school recognize that parents are the primary educators of their children, and seek to form a partnership that best serves the needs of children and families.

Its vision is to be recognized as an educational institution that makes possible a culture for life from the Mercedarian Eucharistic Charisma, with high academic level and the living of values, contributing to society, happy graduates with skills that contribute to the environment in which they live. The pedagogical approach is structured in accordance with three premises: human beings are holistic and are in a continuous process of growth, taking God as the life base; societies have the responsibility to motivate the development of human beings; and education is



the process through which a society makes such development possible. The school pursues to develop different abilities in its students: self-regulation, autonomy, and critical thinking. Self-regulation is assumed by the students through the use of cognitive and metacognitive strategies which help them recognize how they memorize. To achieve the institutional goals mentioned above, the school follows its own methodology in each subject matter lesson (math, social studies, etc.). *MODEMRA*.

The language program tries to provide the student with a general context which allows them to interact with their environment in an active critical way, as well as to promote the use of electronic resources such as educational platforms or virtual groups, blogs, and video portals that help develop learning activities. In 2010, an intensive English program was implemented, which means students take up a daily hour of class dedicated to learning English, this curriculum has a core of eight lessons per week divided in the four communication skills: speaking, listening, reading, and writing, based on the English proficiency program posited by the Common European Framework.

## **Statement of the problem**

### **Needs analysis phase**

This case study was carried out at a private school with an intensive English curriculum, where English is taught as a requirement for people who are involved in different contexts such as education, business, politics, religion, and so on. For this reason, the institution acts according to the National English Standards given by the National Ministry of Education and at the same time, by the Common European Framework of Reference for languages (CEFR).

Bearing in mind this normative frame, as it was explained before, the school implemented three English levels from third grade to eleventh with six hours of class per week. It means they have at least one hour of English class per day in order to improve the proficiency in English. However, in my teaching experience in the classroom for three years and considering the objectives of the international standards such as the CEFR and the National Bilingualism Program as well as the school objectives, students who are in basic and some of intermediate level groups, demonstrate lower levels of proficiency than expected based on their performance in the classes. Motivation and lack of participation and even engagement.

Furthermore, they have struggled to speak in English, they express how nerve-racking is talking in front of the class at the school as a result they got low self-confidence (Annex 1). As an emotional response that can lock down the mental processes of learning a new language. Besides, the number of hours is not enough to learn the language and reach the required level proposed by the school and teachers who work at the school at these levels say they feel frustrating because even though they look for strategies and methodologies for the class there are not changes in attitude, all the

aspects mentioned before make the students do not show progress, do not participate, and always say that they do not like the subject because they are not interested in learning English. (Annex 1).

To validate what the researcher perceived, and to be able to define the problematic situation related to the English as foreign language (EFL) student's perception, several inquiries were made, through dialogues with teachers and students (Annex 1). Then the teacher-researcher decided to make this research with tenth-grade students, because two main reasons, the first one was because the researcher had worked with this group for three years and the second one because she had more class meetings with this group of students, (eight hours per week).

After choosing the group, it was necessary to implement a solid indicatory diagnosis with through a questionnaire previous to start the process (Annex 2). According to the results and considering Krashen's theory; the prime assumption was that students had their affective filter was affected. And during the process with the other instruments this premise was corroborated.

### **The problem**

The focus of this study is based on observations at the Villa Guadalupe Eucharistic School related to the EFL student's perception, taking as reference dialogues with teachers, students and a questionnaire carried out by the teacher-researcher during the second academic term of the year 2020. These previous processes provided evidence about the students' perception of learning English as a foreign language since they have a lack of motivation because they feel framed and pigeonholed under a classification of levels. As well as the placement the final scores and assessments implemented by the school to identify the language proficiency skills, a high percentage of students presented low skills language performance and their knowledge did not correspond to the achievements established by the school's curricular plan (see annex # 5scoring sheet). This added to the "basic" label that conditions them and affects their affective filter towards the subject. On this basis, the decision was to analyze the

impact of cooperative learning through the application of the didactic innovation of peer learning and microteaching practices.

Therefore, this research project states the importance of implementing different, innovative, and didactic classes in which the students' voices, interests, context, and ways of thinking are included through micro-teaching, sponsorship, and cooperative learning. To this aim, each of the advanced students placed in an advanced group sponsored one of their friends who was placed at a basic level. In their first meetings, they got a dialogue about the difficulties they have when they are learning English. With this information they will develop a lesson plan and activities they will carry out in order to help them in the process of learning the foreign language.

According to Durán (2014), one of the best strategies that can be used in the academic process is learning by teaching; called "new learning", because, experiences and proposals clearly explained, we learn by teaching when we turn the activity of learning and teaching into a dialogue with others and with ourselves, when we imagine minds that we want to transform, he uses Bereiter and Scandinavia's expression, we do not limit ourselves to telling we do not limit ourselves to saying what we know, but we transform it in order to communicate it to other.

It is important to have more information about this type of didactics to apply them in our educational contexts, since it has been proven that the use of this new competence (learning to teach), can improve the students' observation, listening and experimentation, abilities also understood in the competence of learning to learn. This is the key aspect of teaching by learning. Durán (2014) regrets that these are two verbs that are conjugated separately because from the most humanistic conception of education, teaching is not a monologue, it is a dialogue with others.

## **Research questions and objectives**

### **Research question**

What are the implications of Cooperative Learning practice in an EFL Learning didactic proposal through Sponsorship adapted with core skills of Microteaching in Tenth Grade Students?

### **Research objective**

To analyze the implications of the application of a didactic innovation proposal in the English as a foreign language class through of Sponsorship Adapted with core skills of Microteaching at the basic and advanced levels of English as a foreign language in the tenth grade at Colegio Eucarístico Villa Guadalupe.

### **Subsidiary objectives**

To describe the process of implementing a didactic innovation proposal at the basic and advanced levels of English as a foreign language in the tenth grade of the Villa Guadalupe Eucharistic School.

To document the influence of implementing a didactic innovation proposal, at the basic and advanced levels of English as a foreign language has on the tenth grade students at Villa Guadalupe Eucharistic School.

To examine the role of a didactic innovation proposal in the English as a foreign language class through of Sponsorship Adapted with core skills of Microteaching at the basic and advanced levels of English as a foreign language in the tenth grade of the Villa Guadalupe Eucharistic School.

## **Rationale**

Teaching has always been associated with teachers, but what would happen if this paradigm were change whit a group of students who have lack of motivation to learn and the lack of willingness to use English in the class? From this premise it was decided to implement an innovative didactic proposal, in the process of learning English as a foreign language. Here, the role of students changes since they can actively collaborate in teaching and, consequently, in the learning of their classmates.

In this way, an exchange of knowledge between peers is accomplished, achieving double learning, since the students who are sponsored go deeper into topics that are difficult for them and the student who are teachers micro-teaching learns by teaching and helping their peers, generating cooperative learning between peers. So, the goal was to describe the implications of the application of a didactic innovation in the English as a foreign language class through micro-teaching, cooperative work, and peer sponsorship at the basic and advanced levels of English as a foreign language in the tenth grade at Colegio Eucarístico Villa Guadalupe.

To broaden the understanding of the concept of sponsorship, it is important to remind the theory of the "zone of proximal development and scaffolding" (Vygostki, 1978, p. 56). Every function in the child's cultural development appears twice: first it appears on the social level, and later, on the individual level; "first between people (interpsychological), and then inside the child (intrapsychological). An operation that initially represents an external activity is reconstructed and begins to occur internally [...] An interpersonal process is transformed into an interpersonal one" (Vygostki, 1978, p. 57).

According to Bruner (1965, in Ismail, 2015) "the difference between learning and the level of competence that a student can achieve when guided and supported by another person and from this derived the idea that an adult or another partner of the apprentice could help the child to reach his next developmental zone, either by copying the behavior or by motivating him, this is called Scaffolding defined as a support and guidance provided by more knowledgeable or capable individual to carry out a task that the children would not be able to complete independently, scaffolding is a process of guidance that can bridging the gap between what the child has already known and what the child is supposed to know" (p.154).

The apprentice, he says, is immersed in a socio-cultural world and it is through interaction, especially communicative interaction with the other, that it is possible to build a world with meaning to learn the acts of the imagination that give meaning to experience (Bruner, 2015). In other words, the tutor leads the students to discover relationships between concepts so that they can build propositions by themselves. The previous concept is well-adapted for this research due to, the guidance will be an important aspect to analyze. This information gives a general idea about the concepts in which sponsorship forges its bases, because it has its purpose in making some meaningful activities to get the knowledge in peers, using skills and abilities to analyze issues in their communities and encourage the creation of innovative activities.

## **Chapter 2 Theoretical Framework**

This chapter describes in detail the concepts, theories and the state of the art that provide the basis for this case study. To develop this research project, five main concepts were considered, which are well defined, discussed and analyzed by different authors. The contributions made by these researchers were important to the developing, application and analysis of the impact of cooperative learning through the implementation of peer tutoring with core skills of micro teaching, in students' attitudes and learning processes in the English as a foreign language class. For this, the five main constructs were: cooperative learning, micro teaching, sponsorship, zone of proximal development and actual minds, possible worlds.

### **Cooperative learning**

The education developed by most teachers and in most schools has been changing the traditional teaching model, based on magisterial classes directed at students who must behave passively and exclusively as listeners (Mascolo, 2009). In recent decades, student centered pedagogy has provided serious challenges to traditional lecture-and-test modes of education in colleges and universities. Advocates of student-centered pedagogy generally proceed from the constructivist position that maintains that learners construct their understandings through their actions and experiences on the world. Student- centered thinking has spawned a burgeoning interest in the use of a variety of different active learning methods in and out of the classroom. These include collaborative learning, experiential learning, problem-based learning, and a variety of other pedagogical methods.

In addition, the dynamics in the classroom are generally teacher-centered, and there is hardly any participation or interaction between students or teachers on an equal standing. This model neither allows for reflective activities nor the development of social and cooperative skills.



There is theoretical and practical evidence regarding the benefits of cooperative learning. Although cooperative work is challenging, it is necessary to promote and foster a habit of cooperation at school. Therefore, it is suitable to involve the entire educational community, since it has been demonstrated that cooperative learning improve the quality of learning and promote the development of social skills in young people as well as in adults, Cooperative learning, where students work in small groups to accomplish shared goals, is widely recognized as a teaching strategy that promotes learning and socialization among students from kindergarten through college and across different subject domains (Johnson, 2002).

Cooperative learning is a strategy used in different contexts, especially in education, to help learners to reach different goals, this encourages students to pursue common goals, and encourages them to care about the integral development of all members of the community, as opposed to attitudes that generate competition and self-centeredness. In other words, cooperative learning is not focused on the way the teacher dictates their class content, it is focused on the student's actions, It has been used as a teaching strategy to assist students to manage conflicts and to help students identified as bullies learn appropriate interpersonal skills (Guillies, 2014). This allows not only to achieve the notional or conceptual objectives of a specific course, but also to be able to develop social natural skills.

Following this line, the students-sponsor were included in the teaching environment to pursue common goal in the classroom, because they were not only given a process for the class but also, they got a great responsibility with their sponsored students who had a very difficult skill to understand EFL.

Moreover, Johnson (1999 ) argues that the general theory of learning is a dialectical and dialogical process in which an individual contrast his or her personal point of view with that of another until an agreement is reached. This dialogue, moreover, is not unrelated to intimate and personal reflection. Likewise, cooperative learning increases self-confidence, encourages the development of critical thinking, strengthens the feeling of solidarity and mutual respect, and reduces feelings of

isolation (Guillies, 2014). The students, for example, must be committed to cooperative learning, be responsible, motivated, and strategic.

Their work will be developed in teams, and in general they must know how to share, listen, reflect, evaluate, and develop higher level skills. And teachers, for their part, encourage students to use their own knowledge and ensure that learners share their knowledge and learning strategies. The teacher also helps students to listen to opinions, receive criticism, develop critical-creative thinking, and participate in open and meaningful dialogues.

Cooperative learning is a teaching model focused on the work and acting of students, through the different interactions generated in the classroom. Though this learning method discusses how students' model many of the verbal behaviors their teachers use in their own discourse with their peers to promote thinking and learning (Gillies, 2008). Thus, the fundamental objective of cooperative learning is that all members in a team learn not only the school contents, to the maximum of their possibilities, but also that they can develop social skills that allow them to work as a team, favoring their relationships and respecting personal differences.

However, working cooperatively requires much more than an organization of students and chairs in a classroom for them to present a certain task. Teaching to cooperate must consider five fundamental elements (Johnson, 1999; 1994) in the development of a model designed to enhance everyone's skills in accordance with their expectations and possibilities.

The first main element of cooperative learning is positive interdependence. Teachers must propose a clear task and a group objective for students to develop together. The members of a group must be clear that the efforts of each member not only benefit oneself but also the other members. This positive interdependence creates a commitment to the success of others in addition to one's own, which is the foundation of cooperative learning. Without positive interdependence, there is no cooperation.

The second essential element of cooperative learning is individual and group responsibility. The

group must take responsibility for achieving its objectives, and each member will be responsible for fulfilling the part of the work that corresponds to them. No one can take advantage of the work of others in the group.

The third essential element of cooperative learning is stimulating interaction, preferably face-to-face. The students must carry out a task together in which each one promotes the success of the others, sharing existing resources and helping, supporting, encouraging, and congratulating each other for their commitment to learning.

The fourth component of cooperative learning consists of teaching students some essential interpersonal and group practices. Cooperative learning is inherently more complex than competitive or individualistic, because it requires students to learn both school contents (task execution) and interpersonal and group practices necessary to function as part of a group (teamwork).

The fifth fundamental element of cooperative learning is group assessment. This evaluation takes place when group members analyze the extent to which they are achieving their goals and maintaining effective working relationships. Groups must determine which actions of their members are positive or negative and make decisions about which behaviors to retain or modify. For the learning process to improve steadily, members need to carefully analyze how they are working together and how they can increase the effectiveness of the group.

Based on this information, it is possible to realize that cooperative learning as a teaching tool might have results not only in the students' learning but also in the development of social skills that allow positive experiences in the development of common tasks. Therefore, it is important to say that thanks to the mediation of cooperative learning in this research, the student's personality has strengthened with the perception of an increase in personal efficacy that reduces the levels of anxiety and personal insecurity frequently produced by their own academic activity, while there is an improvement of self-concept and personal self-esteem in students in the development of the micro-

classes planned by sponsor-students (Fernandez de Haro, 2011)

To cut it short, cooperative learning allows us to reflect on our pedagogical practice to carry out an appropriate educational intervention that promotes the formative development of students. This practice is carried out from a careful planning of learning objectives, school activities and their respective social organization, from a perspective where cooperation between peers favors the teaching-learning process and allows us to build solid relationships between equals that favor the construction of knowledge and the construction of meaningful learning.

### **Microteaching**

With the aim of designing a new didactic in teaching English as a foreign language in a low self-motivation environment, several techniques and methodologies related to peer learning were explored, the first one analyzed was peer tutoring, nevertheless it was not functional with the goals of the didactic, those were to follow a sequential approach and elaborate short lessons plans, the second one was learning by teaching, which was not effective either, due to the fact that to perform this kind of practice it is mandatory to have a previous training to teach classmates, and the third was the peer sponsorship, with great adaptation to the goals of the design, however in this technique there was no mention of class design, class recording, constant process guidance and search for methodologies, this led the researcher to look for other concepts.

It was found the micro-teaching, even though, Microteaching, is a technique for pre-service teachers who want to have a training technique for learning teaching skills, in which it is employed real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. This Stanford technique involved the steps of “plan, teach, observe, re-plan, re-teach and re-observe” (Rem (Remesh, 2013, pp. 158-163). Some of these cores were adapted to this new didactic, taking as a reference Derrida’s theory (1989, p. 395) in the didactic proposal suggested by the teacher-researcher in this

study; this adaptation will be approached later.

According to Campos (2005). An important tool in the development of micro-teaching is the use of the recordings of the sessions to later be used as a guide to evaluate our behavior, that of the students, the environment, the resources, and the techniques used, this core was useful because of the pandemic situation forced us to have virtual classes by meet a platform that allows the programing a recording. The recorded-on video instrument which made possible, among other things, the detailed and in-depth study of models or samples of behaviors and skills to be acquired. The video allows the self-observation indispensable for the teacher; it is the "feed-back" instrument par excellence (Guardia, 1988).

In micro teaching there are several situations that were useful in the didactic proposed:

- Although they are simulated situations, the teaching happens.
- The complexity of a normal class is reduced: the duration time, the difficulty of the subject and the content change.
- Micro teaching focuses on achieving a specific goal. A theme, a process, etc. These aspects are called abilities or skills.
- Micro teaching represents a total control of everything, time, students, space, among many others that allows greater achievement of objectives. Micro-teaching allows directing and controlling easily and with more precision, teaching practices since all the variables -the planning, the duration, the number of students, the self-analysis, the observation, and criticism of the supervisor- are controlled and subject to modification (Domínguez Fernández, 1988).
- In micro teaching, knowledge of the results is increased through feedback. Feedback is the return to the pre-service teacher of an objective image of their pedagogical behavior that allows them to form an opinion on their effectiveness as a teacher. It will therefore be the starting point, both for pre-service them self-correction and for reinforcement and confirmation of

pedagogical skills and behaviors (Zafrilla, 1984; Wittrock, 1989).

The development of different aids such as induction or motivation happens from the first moment in which they start a new topic or a new class. It also promotes verbal communication, since they have to use a good tone of voice, vocalize, use an adequate vocabulary and speed when speaking.

Finally, an integration of the previously imparted knowledge must be made, in such a way that it can be linked with what they are receiving at the moment, and thus the student can perceive a feeling of satisfaction when seeing their progress.

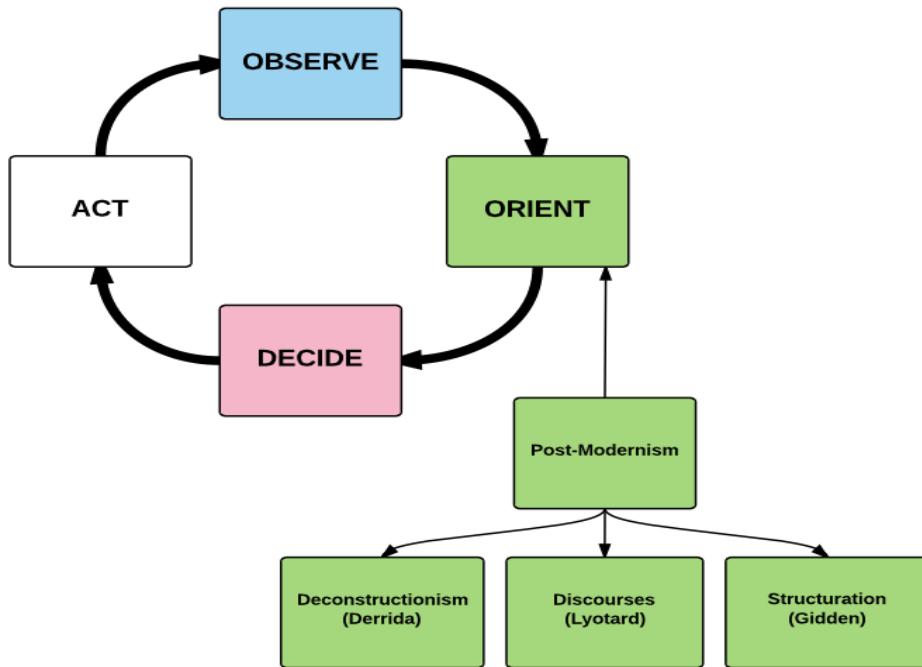
As it was mentioned before, the practice of micro teaching is designed exclusively for pre-service teachers in training who want to improve classroom practices; nevertheless, after carrying out an analysis of this technique it was identified several factors that can be adapted in the deployment of this didactic proposal. These factors are:

**Table 1: Factors for the deployment of a didactic proposal**

MICROTEACHING	
Limited number of participants	One or two students
Short classes	Time for class performance varies from 3 to 10 minutes.
Safety practice	These can be improved
Method of approach	Selected teaching activities and practice them.
Planning and implementation of a class	Use lesson plan Development of own materials for the class
Material evidence for the class.	Encourages a constructive environment.
Variation of stimuli	It refers to the individual, group and teaching techniques used to catch the learner's eye.
Monitoring Group Control	Group Control Identification of the type of students and groups for which activities should be designed.
Teaching-learning process evaluation	The teacher in charge analyzes each class and provides feedback in order to improve certain classroom practices.
The session is recorded on video or audio, and the teacher can immediately view his or her performance and receive feedback on specific aspects of the lesson.	

Source: Jiménez, Pérez, Ortega, Rodríguez, (2015).

**Figure 2. Postmodern tools**

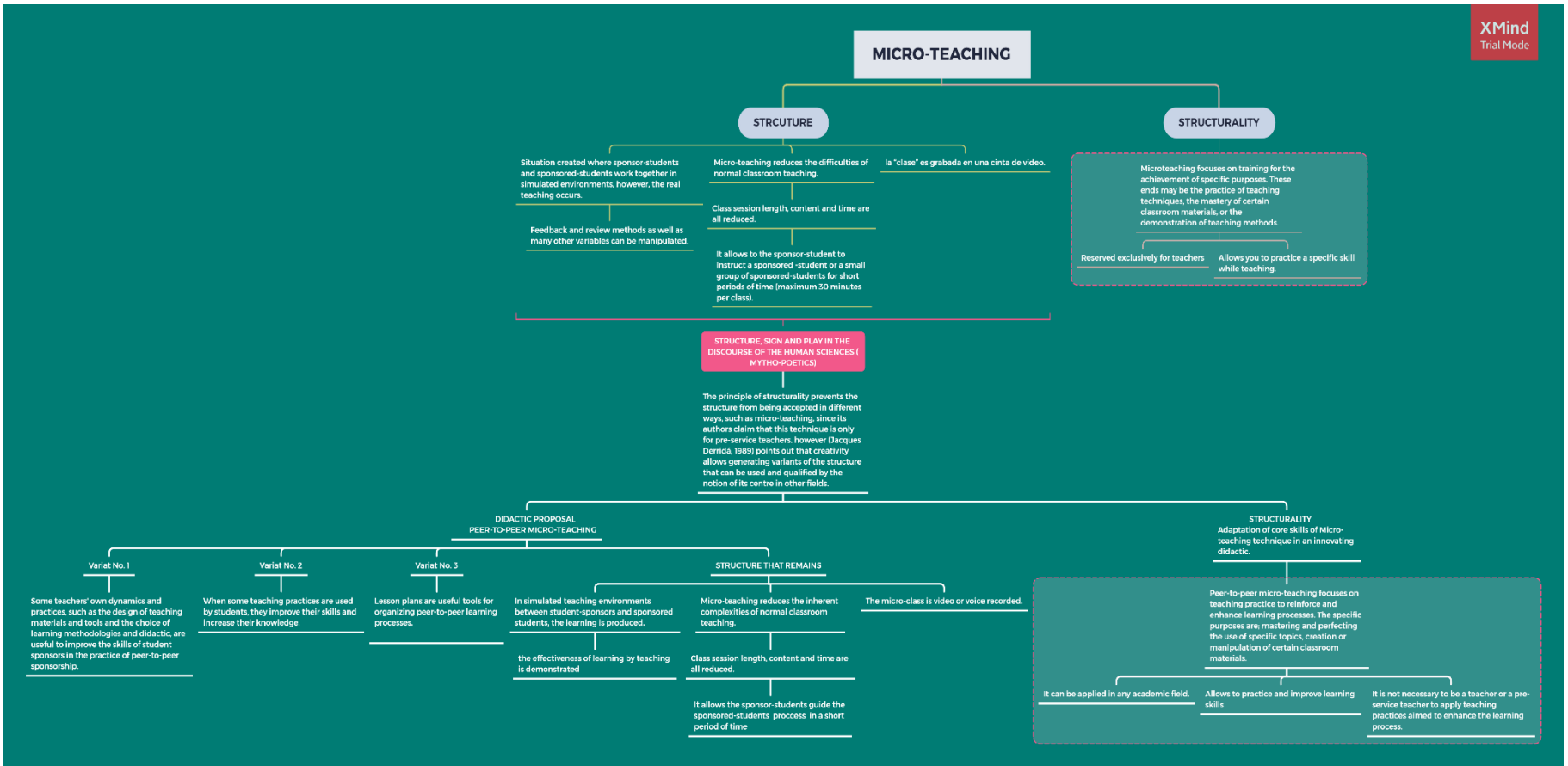


Source: Strohmeyer (2015).

Derrida (1989), in *Structure, Sign, and Play in the Discourse of the Human Sciences*, deploys lucidly what we can call the deconstructive strategy from the critique to Lévi Strauss' project. Still immersed in the structuralist horizon, but at the same time drifting apart from it, Derrida undermines some of its fundamental grounds. The text invites us to rethink from a different perspective some of the concepts of the French ethnologist. In other words, it was supported the Mytho poetics theory to generate variants of the micro-teaching structure suitable for the didactic implementation proposed in this case study, according to figure 3:

**Figure 3. Microteaching**

Source: Own elaboration





## **Sponsorship**

Sponsorship was the teaching strategy was the most adaptable in this didactic proposal, here is presented all the characteristics. This concept can be seen as an uncommon teaching strategy that allows the identification of a pertinent and inclusive perspective in the learning styles that are currently being developed and in which the learner separates from his or her responsibilities in the acquisition of knowledge, in this style of two-way teaching. The teacher role is more a support in the face of doubts, and a motivation towards research during the time in which knowledge is to be imparted.

Before carrying out this process, it is necessary that the teacher prepares the class and the specific stages and moments to work on the weaknesses in which the student has difficulties. The teacher must visually and creatively exemplify the form of projection of the subject of teaching. It is important to mention that this approach attempts to produce more motivating results in the analytical perspective. It accomplishes a process of reciprocal convenience between teacher and student.

Human nature allows us to develop and perfect several skills in the process of growth, making humans capable of interacting with the reality in which they operate in a very particular way, and with other individuals who share the same environment. During the learning stage of the human being, it is known that for many people it is very difficult to reach the learning of a topic to 100 %, and it is here where the teacher, acting as a support for the student, must create a didactic solution of academic content so that the student can completely acquire this knowledge. This process is called sponsorship. This teaching didactics has the following objective: To encourage peer learning to bring the students closer together through the process of teaching and learning supported by a partner at their same level but who handles the acquisition of shared knowledge in a more advanced way.

According to what has been said, we can say that it is possible to stimulate a style of learning in which there is corporatism and motivation between students or learners in the school environment. Therefore, we focus on the synthesis that the learning between peers is a model of didactics widely relevant and very significant in this process of acquisition of knowledge within the schools. The previous information gave a great suggest conducting the didactic adaptation because this is established when a student, considered an expert in each content, instructs others considered novices (Damon & Phelps, 1989) In this type of interaction, students manifest a different level of skills; therefore, a relationship with differentiated roles and a low equality among members is established.

It is interesting to note how, through this methodology, in contrast to the interaction between adult and child, the tutor is not an authoritarian figure and manifests very interesting and potentially different skills of his own than those presented by an adult. Secondly, (Damon & Phelps, 1989) talk about cooperative relationships. From this perspective, students who have the same level of skill or competence work together in the performance of a defined task. All members develop the same role; therefore, an equal relationship is established between each of the participants.

Finally, the authors talk about cooperative learning among equals. This last type of interaction is characterized by a relationship focused on the acquisition and/or application of an established knowledge among a group of students with heterogeneous skills within margins of proximity. Thus, this relationship occurs when students must work together to achieve a common goal in the construction of the knowledge of their peers (Moreno, 2002)

Mentoring sponsor-students can be separately defined as an encouraging and supportive one-to-one relationship with a more experienced worker, who is not a line manager, in a joint area of interest. It is characterized by positive role modelling, promotion of raised aspirations, positive reinforcement,

open-ended counselling, and joint problem solving. It is often cross-age, always fixed-role, quite often cross-institution, and often targeted on disadvantaged groups (Topping, 1998)

It was decided to use sponsorship instead of tutoring, because this Method can vary on at least 13 organizational dimensions we did not apply (Topping, 2015)

1. Curriculum content — the knowledge or skills or combination to be covered. The scope of Peer Tutoring is very wide, and projects are reported in the literature in virtually every imaginable subject.
2. Contact constellation — some projects operate with one helper working with a group of peers, but the size of the group can vary from two to thirty or more. Sometimes two or more helpers take a group together. PT in pairs (dyads) is more intensive — there is less opportunity to drift into token participation in a pair.
3. Within or between institutions — while most PT takes place within the same institution, it can also take place between different institutions, as when young people from a high school tutor in their neighborhood elementary (primary) school, or university students help in regular schools.
4. Year of study — helpers and helped may be from the same or different years of study, and/or be the same or different ages.
5. Ability — while many projects operate on a cross-ability basis (even if they are same-age/-year), there is increasing interest in same-ability PT. In this the helper might have superior mastery of only a very small portion of the curriculum, or all might be of equal ability but working towards a shared, deeper and hopefully correct understanding. Failures in ‘meta-ignorance’ can be a problem — the helper doesn’t know that they don’t know the correct facts.

6. Role continuity — roles need not be permanent, especially in same-ability projects. Structured switching of roles at strategic moments (reciprocal PT) can have the advantage of involving greater novelty and a wider boost to self-esteem, in that all participants get to be helpers.
7. Time — PT might be scheduled in regular class contact time, outside of this, or in a combination of both, depending on the extent to which it is substitutional or supplementary for regular teaching.
8. Place — correspondingly, PT can vary enormously in location of operation.
9. Helper characteristics — if helpers are those who are merely average (or even less) all partners should find some challenge in their joint activities. Although the gain of the helped might not be so great, the aggregate gain of both combined may be greater.
10. Characteristics of the helped — projects may be for all or for a targeted subgroup, such as the especially able or gifted, those with disabilities, those considered at risk of under-achievement, failure or dropout, or those from ethnic, religious, linguistic and other minorities.
11. Objectives — projects may target intellectual (cognitive) gains, formal academic achievement, affective and attitudinal gains, social and emotional gains, self-image and self-concept gains, or any combination. Organizational objectives might include reducing dropout, increasing access, etc.
12. Voluntary or compulsory — some projects require participation, while in other helpers self-select. This can have marked effects on the quality of what ensues.
13. Reinforcement — some projects involve extrinsic reinforcement for the helpers (and sometimes also the helped), while others rely on intrinsic motivation. Beyond simple social praise, extrinsic reward can take the form of certification, course credit, or more tangible reinforcement such as money. Extrinsic reward is much more common in North America than elsewhere, and this has led to some debate about possible excess in this regard. The availability of extrinsic

reinforcement can have effects on recruitment in voluntary projects, which might be good or bad. The previous information was taken from (Topping, 2015)

In this research the students in advanced levels did not get the training to teach, and they did not have a curriculum plan, they analyzed the individual difficulties and according to those they planned their classes. The main phases of this process, are the following:

- The first meeting is exploratory and virtual. Its purpose is to get familiar with each other. This interaction is free and takes place in Spanish. In other words, the first meeting between sponsor-students and sponsored-students is to get to know each other. In these first meetings they talk about the English process and the most difficult situations they have faced in their English class, and in this way, a close and relaxed relationship is created between the two members of the couple.
- The sponsor-students are the ones who choose their couples, who will keep on meeting and working cooperatively during the whole school year. It is common for older students (godparents) to choose their friends who are in basic.
- Once the pairs have been established and validated by the teacher, they meet again online, the rest of the school year one per week extra classes. They organize their schedule.
- Considering the difficulties mentioned by their sponsor-students in the first meeting, students who are in advanced plan their classes with the lesson plan given by the teacher, on this document they consign links and tools used for the classes.

## **Zone of Proximal Development**

The zone of proximal development, ZPD, refers to the correlation between a real level of development and a potential development. In context, it is manifested that the child has previous experiences related to different areas, such as Geometry (figures, sizes, brief operations), among others. These previous experiences before the preschool educational stage are considered highly decisive, which come to support the educational process in Preschool. Therefore, the learning process does not begin in the initial educational stage. For this reason, Vygotsky affirms that "In the period of first questions, children change different objects names in their environment, they just learn from the first life moments to schooling" (Vygotsky, 1978, p. 56).

During early childhood, there are two levels of evolution. "The first of them is called real evolutionary level in which there is the individual development ability, development of the mental functions of a child, established from certain evolutionary cycles carried out. When we determine the mental age of a child using tests, we almost always deal with the actual evolutionary level" (Vygotsky 1978, p. 57). And the second one is the potential development level, being this the response to the activities under supervision or cooperative learning.

The ZPD for achieving a task is a cyclical process. First, the learner is situated in an actual level of development. Then, he/she is provided with a challenging task. The achievement of this task should be encouraged by a more skillful peer, by an adult, or by a knowledgeable person. Finally, once the task is achieved, it will be mastered and internalized by the learner. This means that in a further occasion the learner will be able to do this task by him/herself. This process starts all over again when another challenging task is assigned. (Mora Torres, 2020)

It was pursued to develop this level of independence of the low-skilled students by introducing them in the cycle above described. In order to maintain the students into the ZPD, the tasks the students are provided with should not only be challenging, but also achievable. Besides, the tasks must be

interesting and culturally meaningful (Feuerstein, 1921 as cited in Ferreiro, 2007; Roosevelt, 2008). In this vein, providing the students with opportunities to write about what they wanted would permit them to find meaningfulness in their writings, and include elements whose source were their own contexts.

Returning to the conceptions about zone of proximal development, the difference in age between the real level of development mentioned above (skills for the development of individual activities), and the level of potential development (response to activities, low supervision or cooperative work) is crucial.

Therefore. The zone of proximal development has a characterization from prospective mental development. All in all, it is affirmed that the zone of proximal development is considered as one of the instruments that allow us to understand development internally. Therefore, there are cycles, maturation processes and processes in a state of formation, reflecting Vygotskian schools of thought, and necessary to balance any damaging excess of challenge

In this study I wanted to reclaim the importance of the major goal of scaffolding in teaching represents view the ZPD characteristic of transfer of responsibility for the task to the student, because the ZPD implies scaffolding because there is a constant interaction among sponsor-students and sponsored-students to pursue learning goals. Additional to, the learners who have difficulties in EFL skills can improve learning processes by working with peer.

### **Jerome Bruner: Actual minds, possible worlds**

This theory is considered because it fits the needs of this research project. First of all, *Actual minds, possible worlds*, a text published in 1986 by the American psychologist Jerome Bruner, is a compilation of a series of essays that, in an attempt to make his ideas a little more accessible and with the aim of specifying the theories proposals, face a process of rewriting and restructuring.

The text is divided into three parts: the first is entitled *Two natural kinds*, the second *Language and reality*, and the third, *Acting in constructed worlds*. In *Language and reality*, made up of five essays, "important reflections on the ways that subjects have to build bonds and relationships with our peers are reflected, especially through the use of language as a vehicle of human expression" (Bruner, 2015, p. 154). Finally, in the third part, questions related to language, education and culture are addressed, and how, through various theoretical approaches, it seeks to respond to a changing society that requires educational models that adjust to its realities, which in turn they are affected by a myriad of problems.

As mentioned above, the second part of the text focuses on the importance of peer relationships for the construction of collectivities through language, but also for the individual construction of thought. Now, in his first essay entitled the transactional self-Bruner posits the importance of what is called "transactions", since that is the key to how human beings, in this exchange of ideas between peers, mainly through language, are able to understand a world that is created around themselves, their assumptions and their common beliefs.

Construction of realities from the perspective of human development, from the psychological position, humans begin their development from the position of the "I", understanding that the child creates his realities based on a central element: himself. However, in the process of growth, the reading of the world changes and a link is generated between one's own reality and collective perspectives. As Bruner (cited in Chávez, 2001) explains it, "to show that a child (or an adult) cannot, for example, figure out what three mountains he sees before him might look like to somebody viewing them from their "back" sides (to take as our whipping boy one of the classic experiments demonstrating egocentrism), does not mean he cannot take another's perspective into account in general" (p. 163-164).



The 21st century education requires methodical teaching models that promote interaction, collaboration to all those who are part of our educational communities and are looking for comprehensive training committed to fair and equitable social development according to the needs in our current contexts. Hence, the teamwork and joint cooperation, between these members who want to achieve common aims, gain much more strength and relevance in current educational systems than when competition and acting in an individualistic way are privileged.

The aforementioned theoretical approaches were analyzed and selected in order to give a line or style to this research. These theoretical-methodological perspectives allowed selecting three essential purposes based on the theory. The first purpose was to establish a series of relevant criteria for the research to clarify concepts. It allowed to reflect on the most appropriate concepts for the adaptation of the proposed didactics. In this way, Sponsorship between peers were high adapted.

Sponsorship because it does not require previous training to guide the process among peers and it is not based only on tutoring, therefore, it allows to have continuity of certain topics for a considerable period. Likewise, the concept peer-tutor or preservice-teacher was not adjusted to name the students who guided the process, because a peer-tutor only clarifies concepts in an isolated way and without a lesson plan like a class, whereas a preservice-teacher is a person who has studied a university degree with the purpose of working in the educational field. Therefore, the concept of sponsor-students (advance level students) and sponsored-students (basic level students) was established to name the students who performed the research. Because, in this methodology a monitor or instructor was an older child of higher capacity, who was duly prepared by the director to teach them the subjects taught. It does not mean that this monitor is not acquiring knowledge from their parents in the process. In this study this double learning was evidenced in the micro-classes recorded, because in some cases the sponsored-student clarified concepts or vocabulary that sponsored-students did not have (See annex 2).

The second purpose was to illustrate the range of contents of microteaching technique, in order

to clarify the fact that the aim was not to use all the characteristics mentioned. This is because the school is not a teaching school, and the aim of the students is not to be teachers. Therefore, it was necessary to adapt some core skills, helpful for the sponsor-students who structured, planned, organized and searched for pedagogical methodologies to guide the short classes.

## **Chapter 3**

### **State of the art**

This section aims to provide an approach to some of the studies that have been developed in the field of learning for several years, both in Colombia and abroad. This is imperative to understand the applicability of certain factors to this project. Therefore, it is important to take a look at the history of the implementation of these methodologies (Bazaco, 2005). To begin with, mutual teaching method of teaching became widespread in Latin America in the first four decades of the nineteenth century. In Mexico City in 1822, it was founded a philanthropic association of primary education among the poor classes, called Lancasteriana company in honor of Joseph Lancaster. In this teaching technique, the more advanced students taught their peers (Sanabria Munevar, 2010).

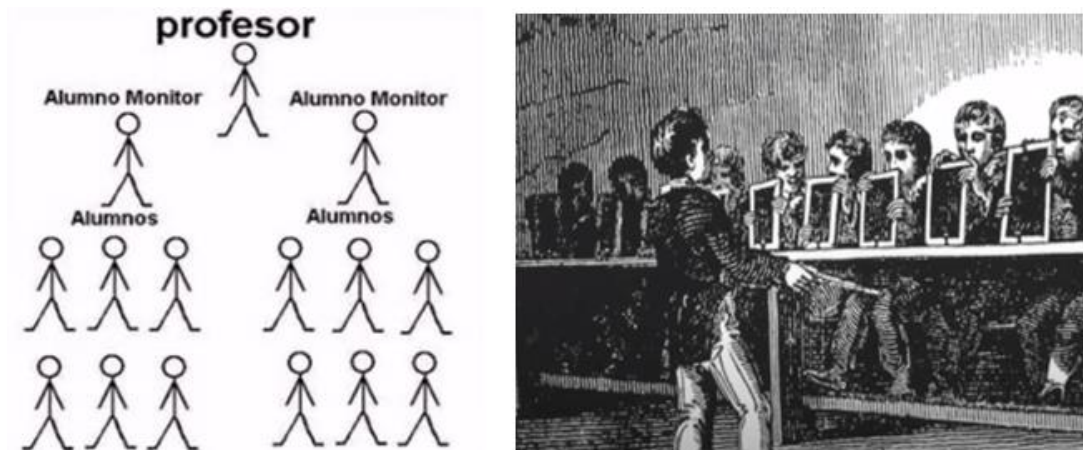
Mutual teaching known as Lancasterian or monitorial, was a method of school organization and teaching established in Madras (India) in 1796 by the Anglican pastor Andrew Bell (1753-1832). Two years later, Joseph Lancaster (1778-1838) at the age of 19, decided to put an elementary school for poor children in a working-class neighborhood in Borough Road. Lancaster realized that the children did not have the resources to pay for school supplies or teachers, thus he proposed a method without materials or teachers (Rizoma, 2019).

This mutual system was first established in England, then in the rest of Europe and finally in several Latin American countries (Mexico, Guatemala, El Salvador, Honduras, Colombia, Venezuela, Peru, Ecuador, Bolivia, Brazil, Argentina, Chile, Uruguay, Jamaica and Haiti). The Foundation was given in England in 1811, by the Anglican National Society for Promoting the Education of the Poor in the Principles of the Established Church throughout England and Wales, and, by the Royal Lancasterian Society in 1808, which in 1814 would become the British and Foreign School Society.

Later, in Spain in 1818 with the support of the state, a Lancasterian model school was created, directed by the officer John Kearney, during the constitutional triennium (1820-1823) (Bazaco, 2005).

In this methodology a teacher could teach from 200 to 1000, thus lowering the cost of education. All the students were divided into small groups of 10, and the group received the instruction of a monitor or instructor who was an older child of higher capacity, who was duly prepared by the director to teach them the subjects taught such as writing and arithmetic, as well as Christian doctrine. Orders, rewards, and punishments in schools were common. On the walls there was a wooden Christ (Zapata, 2017).

**Figure 4. Structure of the mutual teaching methodology**



Source: (Zapata, 2017).

The method was successful because the students progressed quickly, thereby it would bring to Lancaster great recognition in his country, the English nobility provided help to maintain his school, through the subscription of 26 periodic brochures called: *The School is a place of learning, a place of learning, a place of learning*. There were improvements in education. This reputation was essential to guarantee the expansion of the system in several countries. In 1810 Joseph Lancaster, had a meeting

with Francisco Miranda, Simón Bolívar and Andrés Bello, where he explained the benefits of his method and how relevant it could be for the project of the new Latin American nations (Sanabria Munevar, 2010). Bolívar, interested in the system, visited the Lancaster school in Borough Road and, years later, organized the travel and stay of Lancaster to Venezuela.

In 1819 after the Independence in Colombia, there was a social, territorial, political fragmentation, and a devastated economy due to the consequences of the bloody conflict.

This forced the leaders of the freedom and emancipation movement to engage a series of "reforms in the legal, economic, social and political orders aimed to ground the rising nation in Western political culture" and to bring it out of its deep crisis to start strengthening the project of nationhood. Education was also an integral part of these reforms, looking for other issues, "to form a professional elite for the leadership of the republic and to provide primary education to the subjects, almost all of whom were illiterate" "to prepare the citizens in the right to vote, which was a requirement to know how to read and write". (Sanabria Munevar, 2010, pág. 57)

Between 1819 and 1841 Francisco de Paula Santander was considered the founder of public education in Colombia. As vice president, he oversaw choosing the Lancastrian or Mutual Education system, which allowed the massification of instruction in first letters and arithmetic principles. The use of the method served as a tool to achieve the requirements of the rising republican society. This type of methodology was implemented from 1821 to 1844, focused on disseminating the Lancastrian system and unifying the method for all primary schools and for the Normal School. To achieve the unification of the method, the government ordered the printing and diffusion, in each of the schools, of the Manual of the System of Mutual Education Applied to the Primary Schools (1826).

Its implementation was not easy, especially in the remote regions, and its execution did not

achieve the expected results. In 1820, Santander established "the foundation of public schools in the cities and towns which had their own resources. The teachers had to teach, using the mutual or Lancastrian teaching system, the principles of arithmetic, to read and write, and they had to inculcate the principles and dogmas of morality of the Catholic Church: "With the creation of schools, uniformity was sought. Thus, the system of public instruction and becomes an essential piece for the dissemination of the Lancastrian system in the. (Sanabria Munevar, 2010)

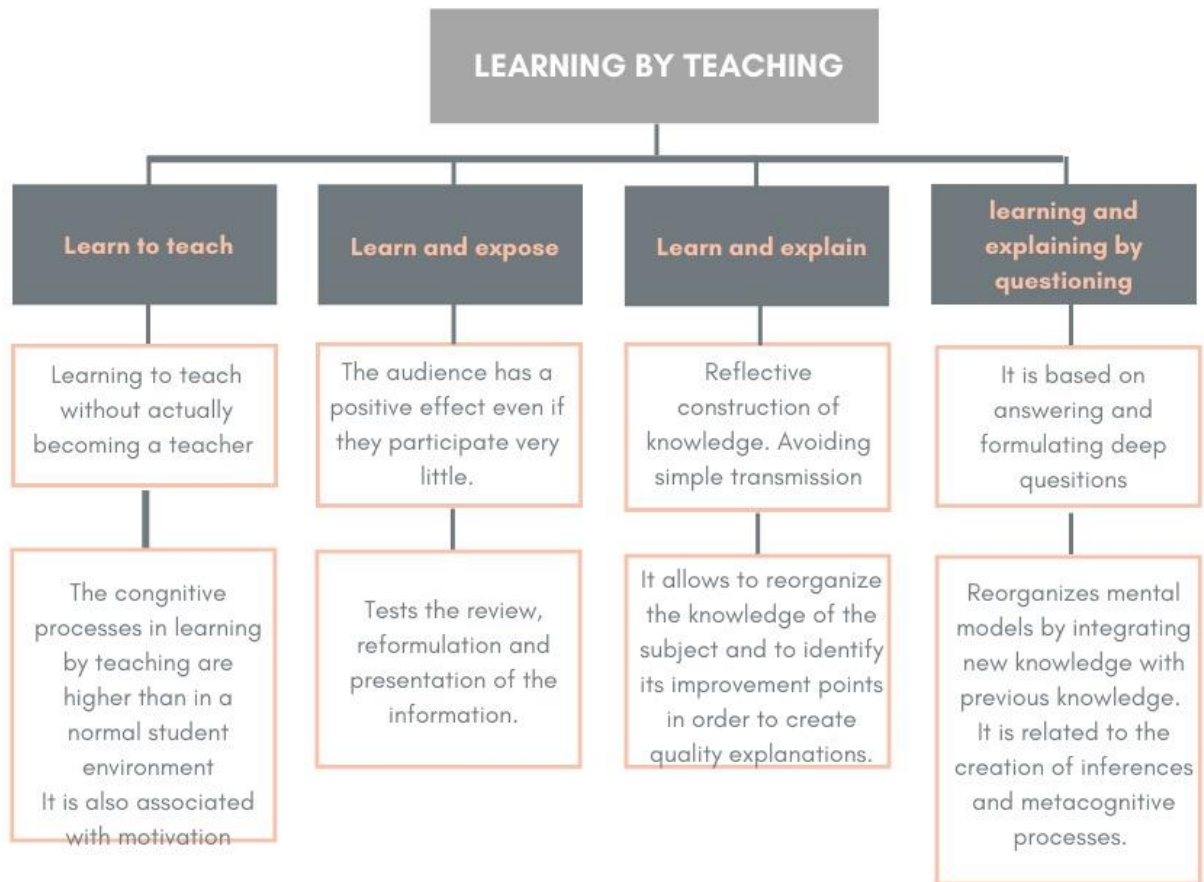
In 1821 the Lancastrian schools began to operate in Bogotá, under the direction of Fray Sebastian Mora (Sanabria Munevar, 2010). The first school with the method of mutual teaching would be the basis for establishing the first Normal School in the country, for the training of teachers. A year later, on January 26<sup>th</sup>, it was decreed that the instruction of teachers from the different provinces would be in the Mutual Teaching Method, under the direction of Fray Sebastian Mora. The pre-prepared teachers in this school had the obligation to transmit what they had learned to other teachers. This system was losing strength due to the control of discipline that encouraged competition order and obedience through the awarding of prizes for achievements, and also through the punishment of errors (Sanabria Munevar, 2010). For Saldarriaga, Lancaster's method had a series of punishments for faults against reading, writing and arithmetic lessons, and those related to obedience, and even hygiene: "(...) physical pain punishments were used (spanking, trapping) or "infamous" punishments: "confinement" (confinement to do some tasks under surveillance), or (...) hats or signs with the names of the faults ("lazy", "distracted", "donkey", "pig")" (Zapata, 2017).

Regarding to learning by teaching. In the Lancastrian method of instruction, if one of the students learns the material, he or she is rewarded for successfully passing the information on to another student. This method is currently known as peer tutoring. The advantages of the Lancaster and Bell methodologies have not been sufficiently explored.

The concept of learning by teaching can be found as well. It has all the characteristics of the Lancastrian method; nevertheless, the latter does not contain the disciplinary element that was a factor in the breakdown of the methodology. In the last decade, there have been research studies based on peer tutoring that have been undertaken in different contexts and countries, which have allowed teaching to evolve and change the current paradigms, where the teacher was the center of teaching, for more dynamic methodologies. For this reason, we will take a look at the different theories and studies that have allowed this evolution through time.

According to the evidence and results of Topping et al (2016) in the last century in the seventies there were already studies that showed the effects of learning on the teacher himself and that these come from the evaluation of peer tutoring practices. The experiment shows that exposure to either large groups or small audiences improves our learning and deepens our knowledge and better the quality, because by preparing the information to others and by reviewing and reformulating the information, it produces knowledge (Annis, 1983). Reviewing peer tutorials, learning to explain and not only for us, but including others, promotes learning, as others may identify flaws or inconsistencies as they may have different points of view (Roscoe, 2007).

**Figure 5. Teaching by learning**



**Source:** Adapted from Diana Carolina Diaz Quintero 2019 infographic on learning by teaching

There is a research project in Bogotá, at Universidad Libre. Its starting point is the macro project of the DIDAKTIKOS research group: "A dialogic approach to promote self-regulation in the learning of a foreign language in an education program". It is developed with a population of 7 students and 3 teachers of the bachelor's program at the basic, intermediate and advanced English levels in the



Faculty of Education Sciences of the Humanities and Languages program in the morning and afternoon schedule.

The population is made up of 4 first-semester students and 3 of more advanced levels students who, due to the shortcomings presented in learning English as a foreign language, resort to the tutoring program that the University has and which is offered in this case by teachers of the basic, intermediate and advanced levels. The research project is qualitative. The analysis of the different cases of the tutored students is made, and what occurs during those encounters is observed. Finally, the analysis of the results is made based on the theoretical and referential framework set out in the corresponding sections of the project.

Now, the researcher focuses his work on a broad theoretical framework that reviews theories applied to tutoring, autonomy, the materials that should and can be used in these teaching-learning processes, and the advantages, disadvantages, needs and demands of the learning of English as a foreign language.

The author-researcher points out that “it seeks to show mentoring and dialogue as facilitators in the teaching and learning process and how autonomy can influence the strengthening of the apprehension of English as a foreign language” (Suárez, 2015, p. 14)

After several months of research, the following conclusions are obtained: In the first place, the time of the tutoring is essential in the training process, since if the adequate time is not allotted, the learning will not be significant for either of the two individuals. It is to remark that the student who is receiving the teaching focuses on the creation of methods of autonomy that allow him to understand tutoring, not only as an instructional process, but also as a lateral accompaniment to the main task of learning that falls clearly on him.

In this vein, Pontificia Universidad Javeriana, one of the most important universities in Colombia (Semana, 2021), has also focused its attention on peer learning and teaching as a strategy that can strengthen educational processes. On this occasion, the students Kathalina Ibargüen Rivas and Luz Mary Moreno Mosquera (2018) propose as a master's degree thesis the Implementation of the Lector-godfather Program with ninth and first grade students at Gabriela Mistral Educational Institution in Cali (Ibargüen y Mosquera, 2018).

In this case, they are a group of ninth grade students who, through a sponsorship process, carry out reading exercises with first grade students, applying the MIEL technique in which they were previously instructed. It was observed at the end of this research project that both groups of students significantly improved their reading process, understanding that the constant support and feedback generated are fundamental factors in the meaningful learning of the subject matter. This type of theory is considered, as indicated by its authors, "as a tutoring between equals which is based on the creation of pairs of people who assume an asymmetric relationship derived from the adoption of a role of teaching tutor and apprentice tutored who work for a common goal known and shared that is achieved thanks to an interaction framework regulated by a teacher" (Moreno, 2018, p. 25). Now, they do it within the framework of a quasi-experimental, pre and post type investigation, which indicates that there is an evaluation of the experimental group before the application of the peer teaching method and after its execution.

One of the great conclusions that can be drawn from this process is the need that the students who will fulfill the role of tutors must be trained to be able to perform adequately. This indicates that there will be a strengthening process in the student who will oversee directing the tutoring process cognitive skills. First grade students also significantly improve their learning because they feel guidance more than authority. The company of their tutor is welcomed; she or he exercises in one way

or another a similar role in the learning process for, in all cases, both are students, and both are learning.

Continuing with the evaluation of the mentoring, the authors posit that

Another aspect that is valued in the implementation of the sponsorship and mentoring program is the opening of communication spaces between peers (godson - godfather) to strengthen teamwork, recognition and respect for the other, as well as the experience of values such as: solidarity, companionship, commitment to learning and tolerance towards waiting time in the face of a partner's difficulty (Moreno, 2018, p. 66).

The meaningful construction of the pedagogical material prepared by the sponsor-students for each of their sponsored-students and in the application of the method in each of the sessions developed (Moreno, 2018, p. 66). In this way, it is observed that mentoring spaces between peers, beyond generating specific knowledge about a certain area, create bonds of community between the individuals who participate in this process. That means, constant dialogues are generated between individuals and student knowledge is produced.

## **Chapter 4**

### **Research Design**

This chapter describes the methodology used for the development of this investigation. This section includes the description of the research paradigm and approach, the researcher's role, the environment and participants, the procedures used to collect data and their use along with the data collection instruments.

#### **Research paradigm**

This research was conducted for two main reasons: the first one was a personal teacher-researched desire to implement a didactic strategy in my pedagogical practice, which enables me to overcome the teacher-centered approaches perpetuated for many decades in the teaching of English as a foreign language. This didactic proposal is based on cooperative learning through peer sponsorship with the use of core skills of microteaching, such as: the design of teaching resources, lesson plans, and the research of methodologies and didactic strategies to enhance the development of micro classes recorded and analyzed. The second is because by implementing this didactic strategy, It was possible to analyze the implications that resulted in the process, taking as a reference a problem situation that has been evidenced at the institution where the didactic strategy was carried out, and which are the students' perceptions in basic levels.

It is noteworthy to mention that, in the last several decades, the context of the learning processes, the linguistic relationships, and the discursive relationships teachers-students and students-teachers, have been experiencing a continuous transformation. Therefore, the importance of generating spaces that allow clarifying the importance of an integral discourse in foreign language teaching, in order to suggest its use in the education environment, to satisfy both, teachers' and today

students' needs and concerns. Therefore, it is possible to conduct a theoretical survey on several research projects referring to the implementation of an innovative didactic approach that gives students a voice and active participation in the teaching of English as a foreign language.

In order to ensure teachers of English do not feel the pressure tedious classes without participation of their students, it is important to address the contributions of their students in the classroom , it is crucial to integrative students during the classes development, this can break the paradigm perpetuated for years where the discourse focuses on communicative aspects linked to teachers, as cited by Fagan (2012) since these are the interlocutors who most often manage the interactions of students and direct the communicative flow of the class. Several research projects are emerging around this topic. Two of them will be addressed here, in order to have an approach of the processes and evidence generated by the integrative discourse, the first one is *Research protocol: Teacher interventions aimed at engaging students in dialogic mathematics classroom* (Cheung, 2017).

They recruited sixteen elementary schools using the new elementary mathematics curriculum promoting student's active participation in the classroom instruction. Thirty-two teachers were selected, two from each school. From the schools selected, half were assigned to the intervention group and half to the no-intervention control group. Several factors were considered, among these, the location of the schools in the neighborhoods, students' mathematics achievement level based on a territory-wide basic proficiency test administered by the Hong Kong Examination Authority and intended to monitor the city's compulsory education system. Teachers in the intervention group were surveyed on the evaluation of each of the intervention sessions. Three questionnaires were administered. The following research items are used in this process:

1. Identify the attributes of relationships with students' cognitive and affective learning.
2. Understanding conceptual tools to explore basic instructional principles and practices for engaging students in disciplined, about content-rich instructional tasks.
3. Analyzing and reflecting on the patterns of classroom discourse and their relationships to student learning.
4. Identify challenges to organize classroom discourses that can support and extend students' thinking and learning about teachers' meaningful practices, using guided questions.

Individual and paired analysis was carried out.

The outcomes of this research are, students' discursive behaviors, and teachers' perceived effectiveness in teaching mathematics in general and teachers' perceived effectiveness in outcomes are students' perceived interest in learning mathematics, their engagement with mathematics.

The second research project analyzed is: *Dealing with unexpected learner contributions in whole group activities: an examination of novice language teacher discursive practices* (Fagan, 2012) examines the discursive practices of a novice English as a second language (ESL) teacher dealing with unexpected learner contributions in whole group classroom interactions during teacher-student initiated talk sequences. The study draws on two fields of research: classroom discourse studies investigating teachers addressing learner contributions in classroom interaction, and language teacher education research showing teacher expertise as a factor in the construction of classroom communication. Using conversation analytic methods, two initial practices emerged from videotaped data of novice teachers who overlook learner contributions and assume the role of information provider. These practices are presented with a focus on the sequential settings in which they occur, and the various interactive resources used to construct them. The paper concludes with an

examination of how these findings contribute to both classroom discourse and language teaching literature.

Both the research and the theories explored allow us to elucidate that giving students a voice in the classroom, providing them with answers and adequate guidance, valuing their interventions and discourses, allows us to generate adequate environments for co-constructing knowledge, without the teacher losing any kind of authority; on the contrary, it generates confidence, tranquility, and security for students to develop their communicative skills. Consequently, it can be inferred that the spread of mono-discursive curricular spaces can affect foreign language learning, which is why it is important to include integrative discursive practices in the EL learning process, since this practice will allow teachers to guide their students more effectively, allowing them to act as an important part of the learning process.

## **Research approach**

### **Case Study**

A case study is a sample that is frequently designed to illustrate and give more specific information about research. It gives examples of real people in real context and situations, enabling the understanding of ideas more clearly than simply by presenting them with abstract theories. Indeed, a case study can enable readers to understand how ideas and abstract principles can fit together (Nisbet, 1984). Case studies can address situations in ways that are not always susceptible to quantitative analysis. Case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects (Nisbet, 1984).

A case study can make theoretical statements, these must be supported by the evidence presented. Sturman argues that a distinguishing feature of case studies is that human systems have a wholeness or

integrity to them rather than being a loose connection of traits, necessitating in-depth investigation (Sturman, 1997).

this research method is as an excellent option that allows research from observation, analysis, reading and evaluation of circumstances in which the individual (student, group of students, institution, among others) is taken as a total or integral system. In addition, the case study considers an instant in action, therefore it considers the study of real people in real situations or events.

Now, the main characteristics of a case study can be summarized in the following points:

1. This type of investigation must be rich in describing the events relevant to the case. For this reason, there must be special care in the selection of which are the most relevant events, and additionally, they must be analyzed.
2. It would be crucial to have a chronological account of the events.
1. Although the facts must be analyzed, it is essential to emphasize the importance that the events speak for themselves, much more than the analysis, judgment or evaluation carried out by the investigator. It should not be analyzed under any bias, so that the research is not affected.

The case study can be categorized depending on the approaches that have been given to it. There is the exploratory case study, which functions as a pilot for other research studies or research questions; descriptive, which provides narrative accounts; explanatory, which focuses on the verification of certain theories previously proposed; interpretive, in which inductive conceptual categories are developed in order to examine initial assumptions.

It emphasizes the importance of information selection for several reasons. A case study must be able to demonstrate validity and veracity, therefore, the evidence with which it is going to work must be completely objective. Now, for this reliability process, the information with which you are going to work is essential. It cannot and should not be ignored that there are unique events that are fundamental in the



case study. Likewise, they may be unique, and their load of information within the object of study may be essential. The observation process that is carried out must be honest, conscious, and objective. Above there are possible advantages of using a case study in an investigation.

**Figure 6. Possible advantages of a case study**

Possible advantages of case study

Case studies have a number of advantages that make them attractive to educational evaluators or researchers. Thus:

- 1 Case study data, paradoxically, is 'strong in reality' but difficult to organize. In contrast, other research data is often 'weak in reality' but susceptible to ready organization. This strength in reality is because case studies are down-to-earth and attention-holding, in harmony with the reader's own experience, and thus provide a 'natural' basis for generalization.
- 2 Case studies allow generalizations either about an instance or from an instance to a class. Their peculiar strength lies in their attention to the subtlety and complexity of the case in its own right.
- 3 Case studies recognize the complexity and 'embeddedness' of social truths. By carefully attending to social situations, case studies can represent something of the discrepancies or conflicts between the viewpoints held by participants. The best case studies are capable of offering some support to alternative interpretations.
- 4 Case studies, considered as products, may form an archive of descriptive material sufficiently rich to admit subsequent reinterpretation. Given the variety and complexity of educational purposes and environments, there is an obvious value in having a data source for researchers and users whose purposes may be different from our own.
- 5 Case studies are 'a step to action'. They begin in a world of action and contribute to it. Their insights may be directly interpreted and put to use; for staff or individual self-development, for within-institutional feedback; for formative evaluation; and in educational policy making.
- 6 Case studies present research or evaluation data in a more publicly accessible form than other kinds of research report, although this virtue is to some extent bought at the expense of their length. The language and the form of the presentation is hopefully less esoteric and less dependent on specialized interpretation than conventional research reports. The case study is capable of serving multiple audiences. It reduces the dependence of the reader upon unstated implicit assumptions...and makes the research process itself accessible. Case studies, therefore, may contribute towards the 'democratization' of decision-making (and knowledge itself). At its best, they allow readers to judge the implications of a study for themselves.

Source: Adapted from Adelman et al. (1980)

For the purpose of this qualitative study, it was adopted a case study design. It was appropriate because the data collected and analyzed was through video recordings of the classes, lesson plans written by the peer tutors and interviews; in which participants were asked to answer open-ended reflections about their experiences along the process. Data also included the researcher's classroom observations and journal notes. By using a case study, it is possible to be understood by a wide audience (including non-academics), also, it is possible to catch unique features that may otherwise be lost in larger scale data, this information can embrace and build in unanticipated events and uncontrolled variables. Finally,

they are strong on reality because provide insights into other, similar situations and cases, thereby assisting interpretation of other similar cases (Cohen, 2000).

## **Setting**

This research project was carried out with tenth graders at Colegio Eucarístico Villa Guadalupe, located at Cl. 170 #17A-32, Usaquén, Bogotá. It is a Private Catholic institution guided by Hermanas Mercedarias. The institution offers primary and secondary education. The socioeconomic strata of the students' family's range between 3 and 4 (on the 6-point scale used in Colombia, being 1 the lowest possible social class, and 6 the highest) and they live in neighborhoods very close to the school. The school offers educational services from preschool to eleventh grade. The buildings have thirty classrooms in the primary section and forty in secondary. The school also has a chapel, a cafeteria, a library, nuns' dormitories, and some classrooms from different areas, such as computer rooms, and English rooms.

The students' schedule in traditional classes is from 7:00 am to 3:00 pm. Now, amidst the global pandemic, the school had to change to virtual classes with a schedule from 7:00 am to 1:30 pm. There are approximately 460 students. Besides, according to the school's curriculum and PEI (pedagogical project of the institution), the pedagogical model is the Holistic Transformative Pedagogical Model, which implies that teachers can use different pedagogical methodologies. However, they have to evaluate through meaningful learning. The school's purpose is to educate integral human beings who can help the society and are able to improve their lives from different educational perspectives. (CEVG, PEI, 2019).

## **Participants and sampling**

As it was explained before from third grade the groups are divide in basic, intermediate, and advanced. It was decided to carry out the research with a group of students who are in basic and in advanced. The target demographics included eight males; their ages range from fourteen to fifteen, the

students in tenth and eleventh grade are composed just by girls who have been at the school since it was girls school. The participants in this research process were students from advanced and basic levels. Eight girls from the advanced level and eight girls from the basic. A questionnaire was applied to know how the experiences and English learning motivate them. Students who are in the basic level do not have a high motivation to learn English, they did not like to learn English because they considered it was difficult to learn and they thought they were not good at learning a foreign language. Although there was a high number of students who did not like the English language, most of them would like to share their knowledge with their peers through group description.

### **Data collection instruments and procedures**

For the case study, the implementation of the tools that facilitate the gathering of information based on the study subject is fundamental, so the subjective data is a fundamental part of the investigation to achieve through the analysis and the interpretation of how people think, feel and act, the investigator is the main instrument in the data recollection, the interpretation and the report, for that reason, we need the design and the application of flexible instruments that can be modified according to the results obtained.

### **Field diary**

Inside the investigation, the field diary plays a fundamental role since this instrument the investigator recollects information based on the observation and the influence that is caused within it. In the book “Educación y prácticas en la educación de personas adultas” it established that “the field diary is characterized by an instrument that allow us collect information about the problematic raised in an investigation” (Lucio, 2011, p. 86). Therefore, it is used as a notebook where all the evidence that is perceived from the researcher's observation is consigned.

One highlighting characteristic of this field diary is that allows the observer to make the

assignment of the relevant information in relation to the objective of the investigation since this information can be recorded systematically that facilitates its interpretation and analysis.

Therefore, from the methodology of the investigation three possible factors are postulated to be taken into account in the design of a field diary, which are the description, the argument, and the interpretation. As for the description, the diary must have detailed and objective information about the context in which the observation takes place, as well as the description of the caused relations between the study subjects and the performance inside the established environment.

The argument refers to applied theory in the analysis of the context observation previously developed, this aims to give the field diary more argument and relevance inside the own

observation of the investigation. Finally, the interpretation is the main point of the diary, where two points are taking into account: the comprehension and the interpretation, which must be treated from the theory to realize the analysis as the result of this observation, from an objective point with the purpose of not falling into a simple exercise of data collection without a clear end.

**Table 2. Field diary**

FIELD DIARY	<p>(...)She is an easy-going student, who appreciates each class and does pay attention. Always answers every single question I make and participates a lot. I have no complaints about my student.</p>	<p>(...)Catalina and I have been friends for almost two years and I am really proud of her because she wants to learn no matter what, she is always ready to work which is absolutely good because we match vibes, I love the way she tries to understand and talk.</p>	<p>(...)she had always a nice attitude, she was always exited and wanted to learn more. She was always disposed to record the different microteachings</p>	<p>(...)It was remembering topics that I had learnt years ago. I had to study before every class, so that I knew what was being taught.</p>
	<p>(...)Introduce my methodology to Catalina with the aim of knowing how the classes will work.</p>	<p>we both had lots of fun and learnt a lot that could help her from now on. Her behavior was perfect, she was always willing to participate in all the activities and make the most out of all of them, she asked questions when she didn't understand, she tried to talk English all the time during the class, after I explained her new meanings she tried to apply them from that moment on to the next classes</p>	<p>(...)I like her way of working and that she is very committed to our classes, always having fun and learning new things.</p>	<p>(...)We learnt new vocabulary, new expressions, new slang by watching people whose first language is English, expressing themselves on a more casual and natural way of speaking. In this experience we both learnt and gain lots of knowledge about this language.</p>
	<p>(...)My main goal as a teacher is to let my student go beyond the limits, I plan on letting her interpret situations her way, and if it is necessary, I will correct her mistakes. I learned how to be patient because I'm used to be stressed about everything</p>	<p>The motivation that the both of us had at the beginning of this classes was making her to be and give the best of herself, so that way she could improve her English level in absolutely every sense possible. She really was happy and motivated to assist to every class because we both knew she would learn a lot that day and she would keep that knowledge from that moment on and being possible to apply it and develop her level with it</p>	<p>(...)she looks happy in the classes and now she is less afraid of make mistakes.</p>	<p>(...)Her talking abilities have improved a lot, she seems to have more vocabulary and to follow a more solid structure when forming sentences.</p>

### **Audio Recordings or videos**

The recording is a very used tool for the data collection inside the qualitative investigation making part of the observation exercise; it allows the recreation of the interaction and its transcription, “recordings are the suitable method to the exploration of the narrative aspects” (Burín et al, 2008, p. 2).

For the investigation inside the classroom, the exercise of recording the sessions to be investigated facilitates the observation and the analysis of the qualitative information of the investigator with relation to the study subjects.

Wajnryb (1992) suggest that it is about a capacity that depends on the ability to observe and interpret the class sessions and that facilitates the comprehension of the classroom to improve teacher performance. This author establishes five assumptions to develop the capacity of observation: A reflective professional development model, the nature of the relationship between trainer and observed based on “help” or “facilitation”, the importance of the class as a primary source for teacher development, observation understood as a skill that can be "trained", and observation tasks as the basis of experiential learning.

It is important to highlight the stages of the information analysis through a tape recorder, which includes description and transcription of the information and obtained data. The description as its name says, has the goal of describing each one of the aspects of context and the exercise of the session, aiming to identify in detail every data that helps the qualitative research.

### **Table 3. Micro-classes videorecording**

VIDEO RECORDINGS  
MICRO-CLASSES

<p>(...)Offer an activity to my student about English tenses to recognize how many of them she knows.</p>	<p>(...)Catalina and I have been friends for almost two years and I am really proud of her because she wants to learn no matter what, she is always ready to work which is absolutely good because we match vibes, I love the way she tries to understand and talk.</p>	<p>(...)I believe her knowledge of the language is a lot better thanks to her participation and attention on the classes.</p>	<p>(...)Her talking abilities have improved a lot, she seems to have more vocabulary and to follow a more solid structure when forming sentences.</p>
<p>(...)I decided to test my student's English level with a Cambridge exam, after that I created an activity in which Catalina had to write the missing words in different tenses. Finally, I asked her aspirations for the class and she said she wanted to learn more vocabular</p>	<p>(...)My best friend has totally improved in every single skill and aspect of the language, she learnt tons of new words and meanings that she will be able to use, her grammar improved impressively, she reads faster in English, now that she has a bigger knowledge of it and a bigger vocabulary, she has watched on her own English episodes or movies without subtitles and her understanding of it has gone a lot better since the classes, on her speaking at the beginning she was a little shy talking English and sometimes she didn't knew what to say because she didn't had enough knowledge of the language, but absolutely all of those aspects have improved a lot, making her feel more comfortable talking in English.</p>	<p>(...)Learning a language is not easy, we all know that, it is hard to study new words, grammar and speaking but if we want something, we have work hard to get it. I'm going to make sure that Catalina achieves her goal.</p>	<p>(...)She had some troubles with grammar sometimes, how to put verbs on the correct times and things like that, after the lessons, the TV episodes, the songs, the talking, thinks go really better on this skill for her.</p>
<p>(...)Present how and how often the classes will be to my student</p>	<p>(...)relationship is exactly the same, except that they really enjoy to learn.</p>	<p>(...)Lack of motivation, at first she tried but then she just gave up.</p>	<p>(...)She has improved her listening and speaking because we work a lot with videos and points of view, she learned new vocabulary and grammar with websites that provided exercises.</p>

## **Semi-structured interview**

For this, the interview meets this aim, defining it as a conversation with a specific purpose that is different to the simple fact of converse, since it is a technical instrument that adopts the shape of an informal and friendly dialogue within an environment that favors the goal of the investigation, fulfilling the purposes of the communication between the interviewer or the investigator and the subject of study or interviewed. However, and with the purpose of focusing a little bit more on the instrument, a semi-structured interview has to be applied to present a higher level of flexibility, and this is different from the structured one because this last one starts from posed questions which can be adjusted to the interviewees since it allows knowing and comprehending the point of view of the interviewed, allowing maintaining enough uniformity to achieve interpretations in accordance with the purpose of the study, posing closed and open questions within its structure.

Martínez (1992) raises a series of recommendations to implement a semi-structured proposal such as count with a guide of interview, with questions grouped by topics or categories, based on the objectives of the study and the literature of the topic; choose a nice place that encourages a deep dialogue with the interviewed without sound that can interrupt the interview and the recording; explain to the interviewed the purposes of the interview and request the authorization to record or video-record it; ask the personal data that are considered appropriate for the purpose of the investigation; the attitude in general of the interviewer must be receptive and sensitive, he/she can't show disapproval of testimonials. Guiding questions for the semi-structured peer-to-peer interview Micro-class 8.

## **Table 4. Semi-structured interviews**



SEMISTRUCTURE  
INTERVIEWS

<p>(...)Pues, yo también trabajé con mi profesora y me pareció una clase muy buena</p>	<p>(...)Y también tuve que tener mucha paciencia porque yo a veces me estreso, pero yo intenté tener la mejor actitud con Studen M y pues yo le pregunté a lo último que si la había presionado mucho y ella me dijo que no, que había tenido mucha paciencia y eso me sorprendió porque no soy así (R). JAJAJA Paula!</p>	<p>(...)Their motivation was so good, they wanted to be my students and that made me actually like to teach them, thanks to the last experience I really felt low.</p>	<p>(...)I think I have learned to manage my time and organize my classes, I also have the opportunity to study topics that perhaps I had forgotten.</p>
<p>(...)fue muy buena profesora, me enseñó muchas cosas y me pareció muy bueno</p>	<p>(...)I am proud of Silvia because she managed to control her fear and speak confidently, developing her speech skills and improving her pronunciation in a significant way. In this first exercise, I could see Silvia's commitment since she explained her learning process to me, so it will be easier to learn the language</p>	<p>(...)Silvia's biggest dream is to work in New York as a journalist. For that reason, she needs to speak in English as correctly and fluently as possible; without the need to be perfect. Therefore, I want to be part of her learning process, not only as a teacher but also as a friend, so she can be able to share her ideas and thoughts.</p>	<p>(...)She has improved a lot in her speaking skill and pronunciation because it is one of the topics we have worked on the most.</p>
<p>(...)que me gustaron mucho las metodologías que usó mi profesora</p>	<p>(...)When you are trying to build something, it is usually better to build it with a partner, so my idea is to teach to Manu the topics that I would have liked to learn when I was starting this process. I want to work with her as a team.</p>	<p>(...)The motivation that the both of us had at the beginning of this classes was making her to be and give the best of herself, so that way she could improve her English level in absolutely every sense possible. She really was happy and motivated to assist to every class because we both knew she would learn a lot that day and she would keep that knowledge from that moment on and being possible to apply it and develop her level with it</p>	<p>(...)Being the teacher helped me to improve my pronunciation because I felt confident while I was speaking since Silvia is my best friend, and she believed in me to teach her. Also, listening to my voice while editing the class allowed me to identify my mistakes and correct them instantly, which is helpful for my learning process.</p>

**Table 5. Interview's questions**

Question	Question's aim
¿Qué es lo que más se te dificulta en el aprendizaje de inglés?	Identify the most difficult skills in their learning process.
Consideras que estás mejorando tus habilidades en inglés con el apoyo de tu compañera de nivel avanzado. Si, ¿por qué? No, ¿por qué?	To identify and illustrate the perception about the didactic proposal.
¿Cuál es tu opinión sobre el apadrinamiento y microenseñanza entre pares?	Analyze the students' opinions about the application of peer sponsorship and micro-teaching didactics.
Describe tu experiencia en el proceso de microenseñanza y apadrinamiento entre pares.	To illustrate some implications of the implementation of peer sponsorship and micro-teaching didactics.
Recomendarías a tus compañeros de nivel básico el apoyo a través de microenseñanza y apadrinamiento entre pares Si, ¿por qué? No, ¿por qué?	Contrasting positive and negative experiences of peer sponsorship and micro-teaching.

**Table 6. Guiding questions for the semi-structured interview**

Question	Supplementary question # 1	Supplementary question # 2
¿Cómo describiría la experiencia cooperativa cuando estabas trabajando con tu compañera?	¿Cómo esta experiencia ha cambiado la percepción que tenías de la clase de inglés?	A nivel personal, ¿qué ha generado en usted esta experiencia de cambio de rol en el aula?
¿Cómo vivió la relación con su compañera desde el rol docente-estudiante en comparación con el rol amiga-amiga?	¿Qué papel jugó la relación de amistad en el desarrollo de las actividades?	
¿Cuál era su percepción frente al idioma antes del proceso mencionado?	¿Qué actividades le impactaron notoriamente frente a este?	Ahora cambió esa percepción (SI-NO), ¿en qué sentido?
¿Cuál cree que es su nivel de inglés después del apadrinamiento y micro-enseñanza con su compañera en comparación con su nivel inicial? ¿Por qué?	¿Ha tenido alguna influencia la actividad con tu compañera en tu nivel de inglés?	Describe su desempeño académico en el aula antes y después del apadrinamiento y micro-enseñanza con su compañera.

## Chapter 5

### Instructional Design

This chapter presents the pedagogical intervention of a qualitative case study carried out at the school called Colegio Eucarístico Villa Guadalupe, Bogotá with tenth graders, in order to analyze the implications of implementing a didactic proposal based on cooperative learning. Besides, it describes the pedagogical activities implemented to answer the research question: How does the practice of Cooperative Learning, through a didactic proposal of Sponsorship Adapted with core skills of Microteaching between peers at advanced and basic levels influence the learning of English as a foreign language in tenth grade students? To promote and understand the implications of sponsorship practices with core skills of Micro-Teaching. An overview of the research development is presented here.

First, in the first meeting with the sponsor-students the teacher-researcher posed the following instructional objectives:

- To foster peer sponsor-students to look for their own tools and materials to teach and learn.
- To promote peer feedback focusing on the topics planned for the micro classes.
- To listen to the students' preferences voices in relation to their preferences for learning a foreign, how they preferred to work in class, and the type of activities they enjoyed the most.
- To give the students the opportunity to be part of learning English as a foreign language process at school.

Before this intervention, Students-sponsor had to organize eight micro-classes by meet. In the first meeting, the student sponsors made a general recognition of the EFL learning difficulties, identifying students' needs, interests, and how they liked to have English micro-classes.

Based on this inquiry they had to organize the activities with the teacher-researched guide, the instructions given to the sponsoring students were detailed as follows:

1. The first and the last micro-class would be in Spanish to give the sponsored students the confidence to express their opinions naturally.
2. The maximum length of the lessons was a half hour.
3. Before each micro-class they had to plan the classes with authentic material or materials designed by them.
4. They always had to make a follow-up of the previous classes with their sponsored students.
- 5 To ensure attractive and interesting micro classes.
5. It was mandatory to record the classes.
6. The teacher-researcher had to be sent the class recordings and lesson plans in order to be reviewed
7. Students-sponsors had to analyze the teacher-researcher feedback to correct mistakes made in the development of the micro-class.
7. The teacher checked the videos and lesson plans to correct grammar mistakes and grammatical concepts.
8. The students received feedback of mistakes made, it was mandatory to start next classes correcting the mistakes made so that the sponsored student would have clarity in the use of pronunciation, structure or common mistakes.
9. Each lesson plan and each micro-class was assessed and graded.
10. At the end of each process the students received a grade, the students with the best performance and evident improvement in their own and their partner's language were exempted from the final exam.

All the recorded classes, the lesson plans and the two interviews were analyzed at the end of the process with grounded theory; the actions and repetitive behaviors were a fundamental support for establishing the categories. The following section will discuss some important aspects to understand better some relevant concepts and aspects in this study.

### **Vision of classroom**

First, the vision of the classroom in the didactic proposal in this case study was based on different main aspects, first based on the student's perception about EFL at the institution she worked second because she wanted to look for a new tool to give them the possibility to have another different experience in the class of EFL. She wanted to break the teacher-centered vision at this school. In this way, (Flutter, 2019) argues the need of including students' voices in educational contexts, since these have focused their efforts on making students learn what is established in the curricular plans and programs. Nonetheless, it has been often forgotten that educational effectiveness is associated with the quality of the students' formation as integral, autonomous, and responsible people in charge of their formative processes. This implies fostering their active participation, but students' engagement in school has been weak due to the greater relevance of the traditional hierarchical format, where teachers are in charge of selecting and proposing activities and class material; this has generally prevented knowing what they think and feel. For this reason, it is necessary to promote environments to listen to them and recognize their voices, what does the term "student voice" mean to you? Does it mean listening to students' opinions? Involving students in decisions about their learning? Giving students equal say in decisions about school management and governance? This commentary analyses and critiques the ways we tend to think about young people's responsibilities, roles, and rights to participate (Flutter, 2019).

All in all, the active participation of students in the classroom provides meaningful referents for analyzing educational problems, because they have a lot to say on the subject and, given that they are the ones who produce school results, their involvement is essential to improve them (Howley, 2020). According to Vallejo (2013) “the proficient language teacher must know how to articulate in a pertinent and creative way the different types of disciplinary and professional knowledge he/she has when planning, promoting, conducting, and evaluating learning processes” (p. 17). This proposition allows us to realize the importance and power of discourse in different areas of society, especially in the field of foreign language teaching, which has always focused on the role of the teacher. To generate favorable spaces for students to achieve competencies to face situations in society, this allows generating adequate environments to co-construct knowledge.

### **Vision of language**

Having considered CEFR, it is also reasonable to look at the language vision of Cárdenas (2010), about Alfonso Lev Vygotsky (1978) who talks about the relation of the language as an instrument of social exchange, for which, the kid through the interaction with others not only acquires new knowledge but also affirms his/her linguistic development “Based on the previous, the language vision is argued as a semiotic tool that participates in the thought construction, in the same way as the social relations mark the communicative functions in the human being” (Vygostki, 1978, p. 56).

Therefore, the decision of this postulate argues the accompaniment process that is realized by the students to their partners giving as result the consolidation of their pre-knowledge in the idiom and the linguistics abilities that we need according to the school grade in which they are found.

## **Vision of learning**

In addition, foreign language teachers have always taken as theoretical references different authors who have defined language in different ways. One of the main authors is Saussure who defines language as an essential part of language, and that it represents both the social product of the faculty of language and the set of necessary conventions adopted by the social body that allow the exercise of the faculty of language in (Saussure, 1961). Likewise, Chomsky and Halliday have contributed to the current conceptualizations of the concept in question, since the discussions of these theorists have given rise to major currents of modern linguistics, structural linguistics, and functional linguistics, which have focused either on the form or on the meaning of linguistic production (Waugh, McNay, Dewar, & McCaig, 2013). The theory posed by Lev Vygotsky (1979) makes emphasis on the relationship between the individual and the society, this relationship causes a learning derived from that natural interaction that helps not only to the sociocultural development, but also contributes to the appropriation of knowledge that the same society contributes to cognitive process; therefore, it goes to the learning by mediation model where the support of the other is established for the construction of knowledge.

So it is understood as a two-levelled learning development, the first one in an effective development, as everything that can be made by itself and the upcoming development as everything that is capable of being made with the help of a higher level partner, and the notion “Zone of proximal development is defined as the distances between the current actual development level of the kid characterized for the independent resolution of problems and the potential development demonstrated by the resolution of problems under the guide or mediation of an adult or in collaboration with more capable partners” (Fracca, 2003, p. 75) from there its derived this second postulate of this vision properly talking of the zone of proximal development, in which, it is mentioned the level that can

acquire a student with the accompaniment of a guide or a partner with a higher level of knowledge who not only contributes with cognitive support, but also develops in the student the need of reaching the same level and the empathy of teamwork. In this specific case study, teamwork is established between similar, allowing that the students that are found between the standards of basic level of the English subject receive support, guide, and accompaniment of the students with standards of higher level of the same grade, more specifically the tenth grade students. The next figure gives a general idea about the cycle process.

**Figure 7. Pedagogical intervention cycle**



Source: Own elaboration

The graphic above shows the pedagogical intervention states carried out in this case study. The steps were developed in this way:

Before to star the research, it was applied a questionnaire to corroborate the teacher assumption about



statement's perception, she talked to teachers and students about the EFL environment. Subsequently to its analysis and interpretation the project was presented to the students. Right before advanced level students chose their basic level partners. Afterwards teacher-researcher presented the goals and objectives to get their views about the peer Sponsorship adapted with core skills of Micro-teaching didactic proposal. Then it was shown the definition of partner selection criteria with a creation of a long list of prospective partners. Just then, right partner was chosen for creating value in alliances to start the micro classes. Teacher -researcher explained the lesson plan format to give the students a guide to organize the micro-classes

The Micro classes were developed in this way (Annex 5)

Micro class 1. First virtual meet. Sponsors talk to their students about the skills they consider need to improve. (This class was in Spanish)

Micro classes 2-7. Development of Lessons plans according to the basic students' necessities.

Micro class 8, Eight virtual meet. To talk about the process (Sponsor-students vs sponsored-students)

A Semi structured interview was applied and answered to have more information about the process.

(This class was in Spanish). (Annex 4)

The following format was created to show the daily process students fill within their micro-teaching,

**Figure 8. Lesson plan micro-teaching 1**

### DAILY LESSON PLAN MICROTEACHING AND SPONSORSHIP

School:	Eucarístico Villa Guadalupe				
Date:	April 22 <sup>nd</sup> , 2020	Term	2	Microteaching #	1
Teacher	Paula Andrea Velez		Grade level:	Advanced 10 <sup>th</sup> grade	
Student	Manuela Peña Martínez		Grade level:	intermediate 10 <sup>th</sup> grade	
Starting time	05:30 p.m.	Ending time	05:42p.m		
Topic:	Introduction to the class and English level test.				

TEACHER GUIDE	
Lesson objectives / learning targets	<ol style="list-style-type: none"> <li>1. Make my student understand what are we going to do in class and what she can learn by different learning and didactic methods.</li> <li>2. Do a diagnostic test that allows me to know her knowledge about English.</li> </ol>
Activity	Complete the sentences taking into account the context, the tenses and the verb to be.
Resources	<ol style="list-style-type: none"> <li>1. Power point presentation</li> <li>2. Zoom</li> </ol>

Class description	<p>The class started by introducing ourselves. First, I told her I was going to be her English teacher and that she was going to learn a lot of new topics and vocabulary through different tools, such as Kahoot, debates, videos, songs and activities.</p> <p>After that, we talked about our ideas and expectations about the class to know each other better and check her speaking skills.</p> <p>Finally, I presented some questions in power point about grammar where she had to complete sentences with the correct words for testing her English level and teaching her some basic information about the language.</p>		
Class analysis	Co-construction of knowledge	<p>When you are trying to build something, it is usually better to build it with a partner, so my idea is to teach to Manu the topics that I would have liked to learn when I was starting this process. I want to work with her as a team.</p> <p>For that reason, in this first class I tried to not talk so much so I could listen to her and understand what she wanted with the microteaching.</p>	
	Linguistic aspects	Reading	It doesn't apply
		Writing	It doesn't apply
	Speaking	<p>This is the most difficult skill for her. She does not know how to express her ideas in English and she have to learn more vocabulary.</p>	

Source: Own elaboration

Second: Sponsors-students talk to their students about the skills they consider need to improve. Based on that, the students/teachers designed the lesson plan.

**Figure 9. Lesson plan micro-teaching 2**

DAILY LESSON PLAN					
MICROTEACHING AND SPONSORSHIP					
School:	Eucarístico Villa Guadalupe				
Date:	April 28 <sup>th</sup> ,2020	Term	2	Microteaching #	2
Teacher	Paula Andrea Velez Bernal		Grade level	Advanced 10 <sup>th</sup> grade	
Student	Manuela Peña Martínez		Grade level	Intermediate 10 <sup>th</sup> grade	
Starting time	4:10 p.m.	Ending time	4:43 p.m.		
Topic:	How to write a recipe				

TEACHER GUIDE	
Lesson objectives / learning targets	<ol style="list-style-type: none"> <li>Learn the basic vocabulary to write a recipe.</li> <li>Recognize different instruments and verbs that are used in gastronomy.</li> </ol>
Activity	Guess the correct verb according to the description your teacher gives you. Then create a little recipe using the information you learned.
Resources	<ol style="list-style-type: none"> <li>Zoom</li> <li>PowerPoint presentation</li> <li>Factile website</li> </ol>

Class description	<p>First, I asked her about her previous knowledge about gastronomy for introducing the topic. Then, I showed a presentation with the main parts of a recipe, such as the title, the ingredients, the sequence words and the verbs that are used for cooking like bake, boil, preheat, fry, toast, whisk, so forth. After that, I gave her some meanings of these words in Spanish and I solved her doubts.</p> <p>Finally, we played a game in Factile, which is a website that allows you to create an online Jeopardy-style quiz game board in minutes. There Manu could choose a random box and she had to select the correct verb according to the description, as she answered, she was earning points or "dollars" like in a reality show.</p> <p>Example: make or become something liquefied by heat = melt</p>	
	Co-construction of knowledge	<p>When you are trying to build something, it is usually better to build it with a partner, so my idea is to teach to Manu the topics that I would have liked to learn when I was starting this process. I want to work with her as a team.</p> <p>For that reason, in this class I tried to take one of my student's favorite hobbies, which is cooking in order to build a better environment for learning, make an interactive class and take Manu's opinion into account.</p>
Class analysis	Reading	It doesn't apply
	Writing	It doesn't apply
	Grammar	She knows how to differentiate most of the verbs that are used in gastronomy and she knows its past and past participle form.

Source: Own elaboration

Third. The lesson plan was applied according to basic students group necessities.

### Figure 10. Lesson plan implementation

Source: Own elaboration

	Speaking	She has to improve the pronunciation of some words.
	Listening	She understands everything I say.
Personal relationship: Behavior and attitudes observed in the participants while you were carrying out microteaching and sponsorship.		As her friend, I could realize that this class was wonderful for her because she loves to cook, so she is so interested in learn all the vocabulary and technic language that has to be used in a recipe.  She wants to study gastronomy so she paid a lot of attention to the presentation, she had the best attitude and she looked very comfy and happy with this topic.
Motivation		Make Manu to feel proud of her success and her mistakes and help her to achieve all of her purposes with the language.  I want to teach Manu interesting topics according to her likes and hobbies in order to make enjoyable classes.
What personal and English language aspects do you think you have improved with micro-teaching and sponsorship?		I have learned to listen to the opinions of my student to prepare classes that she like and that make it easier for her to learn English.

What personal and English language aspects do you think your student has improved with micro-teaching and sponsorship?	She has improved her vocabulary and she has increased her knowledge about different topics. She looks happy in the classes and now she is less afraid of make mistakes.
--	---

#### Evidences

The 'Evidences' section displays three video thumbnails. The top thumbnail shows a student with a cartoon avatar overlay. The middle thumbnail shows a teacher with a cartoon avatar overlay. The bottom thumbnail shows a slide with the text 'make or become something liquefied by heat.'

The same process was done with the following six micro-teachings

**Figure 11. Lesson plan micro-teaching 3**

Source: Own elaboration

**DAILY LESSON PLAN  
MICROTEACHING AND SPONSORSHIP**

School:	Eucarístico Villa Guadalupe				
Date:	May 25 <sup>th</sup> , 2020	Term	2	Microteaching #	3
Teacher	Paula Andrea Velez		Grade level	Advanced 10 <sup>th</sup> grade	
Student	Manuela Peña Martínez		Grade level	Intermediate 10 <sup>th</sup> grade	
Starting time	4:00 p.m.	Ending time	4:20 p.m.		
Topic:	WH questions				

TEACHER GUIDE	
Lesson objectives / learning targets	<ol style="list-style-type: none"> <li>Understand the two types of questions that exist in English language.</li> <li>Make sentences with WH questions (what, where, who, which, so forth)</li> </ol>
Activity	<ol style="list-style-type: none"> <li>Match each WH question with its respective function.</li> <li>Match some questions with its correct answers.</li> </ol>
Resources	<ul style="list-style-type: none"> <li>- Zoom</li> <li>- Cerebriti</li> <li>- Canva presentation</li> <li>- Gmail</li> </ul>

Class description	<p>First, I gave to my student a general concept of the WH questions to have clear the topic and understand it better. After that, I decided to show to her a Canva presentation where I explained each WH question, its respective meaning and how it could be used in an interrogative sentence. After that, I presented two games created by myself in cerebriti app and I made Manu do some activities where she had to match different words in order to get points.</p> <p>Finally, I created a great and comfortable learning environment by asking asked her if she have enjoyed the class and how have she felt.</p>	
	Co-construction of knowledge	<p>When you are trying to build something, it is usually better to build it with a partner, so my idea is to teach to Manu the topics that I would have liked to learn when I was starting this process. I want to work with her as a team.</p> <p>For that reason, in this third class I tried to Make an enjoyable class giving her didactic methods for learning, such as games and asking her some questions in order to know her better.</p>
Class analysis	Reading	It doesn't apply
	Writing	It doesn't apply
	Grammar	She recognizes each WH question and how to use them for asking something.
	Speaking	She is improving her speaking skill a lot and she is being less shy, but sometimes she uses sentences in past with present verbs. She needs more practice.
Linguistic aspects		

**Figure 12. Lesson plan implementation 3**

Source: Own elaboration

	Listening	She understands all what I say.
Personal relationship: Behavior and attitudes observed in the participants while you were carrying out microteaching and sponsorship.		As her friend, I have realized that she is feeling more confident with the microteaching process. Now she expresses her ideas more easily and she looks so happy with the activities and the games that I have for her.  Her attitude is being the best and I'm proud of her.
Motivation		Make Manu to feel proud of her success and her mistakes and help her to achieve all of her purposes.
What personal and English language aspects do you think you have improved with micro-teaching and sponsorship?		I have realized that not all people have the same level and ability to learn English, I have understood that I have to teach patiently in order to make my student understand all the topics and things I'm saying.
What personal and English language aspects do you think your student has improved with micro-teaching and sponsorship?		She has been aware of her mistakes and she have tried to correct them. Besides, she has learned new vocabulary and now she has a better speaking and listening level.

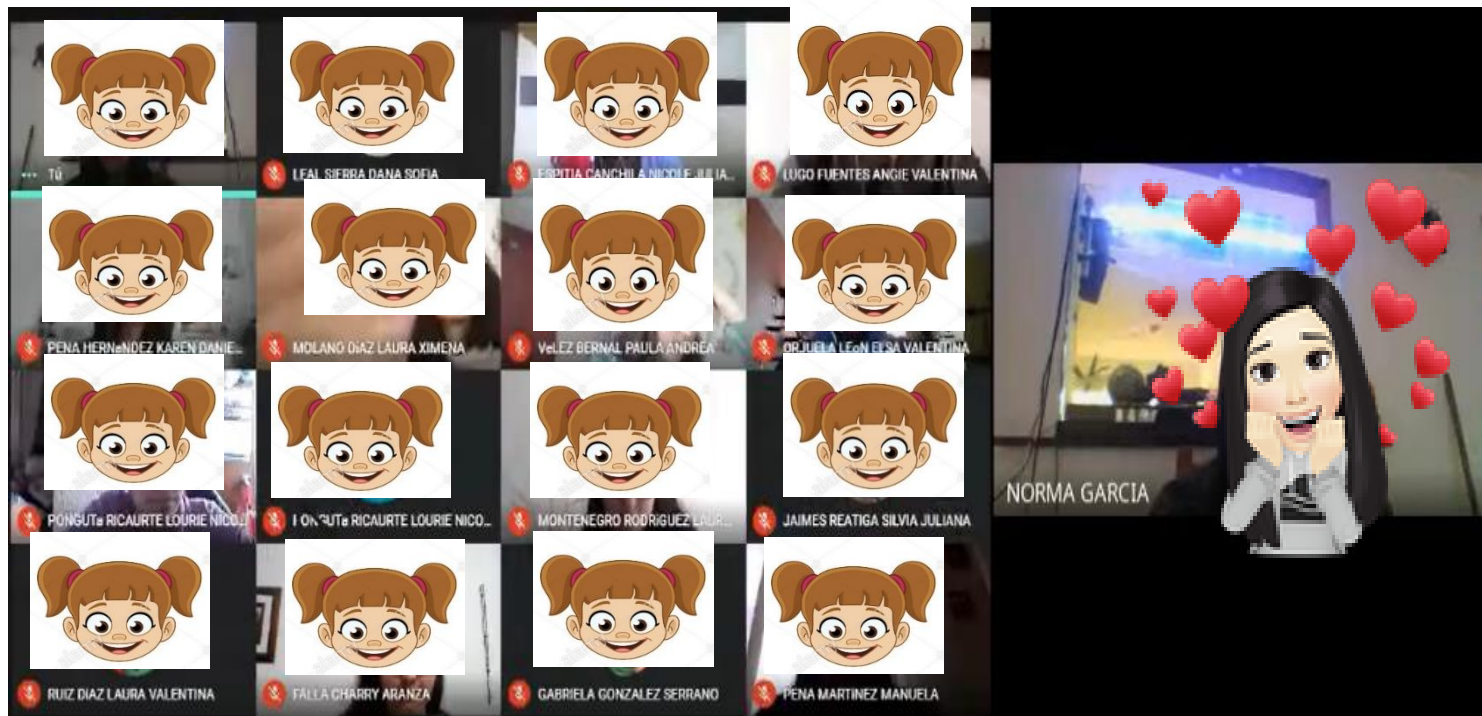
**Evidences**

The 'Evidences' section contains three screenshots from a Zoom meeting. The top screenshot shows two participants, each with a cartoon avatar of a girl with brown hair in pigtails. The middle screenshot shows a presentation slide with a list of items and a small video inset of a person. The bottom screenshot shows a presentation slide titled '7. Why' with a cartoon character pointing to a signpost.



About cooperative learning, it is important to mention that the sponsor-teachers planned the activities according to their likes and favorite activities since they wanted to motivate their friends to learn English as a foreign language. They chose the class material according to their student's level. At class No. 8 the sponsor-students talked to their students about the microteaching and the sponsorship activities done, here they got the opportunity to express their opinions about the didact proposal. To close the process, they got a semi structured interview organized by the teacher in charge, this information was imperative to identify all the four categories.

**Figure 13. Group activity**



### **Presentation of teacher-researcher intervention**

At this stage, the researcher introduced the research to the advanced students, it was done by classroom platform. At this stage, the students had to choose their peer to start the classes. They were attentive and interested in starting the process. Technology such as computers, smart rooms, phones, and different platforms such as zoom, classroom, and WhatsApp were used in all micro-teaching. It was meaningful for the research and for students because we had the opportunity to analyze the recorded classes. In each micro class the lesson plan was developed differently because the students/teacher wanted to look for different strategies to improve their partner's English level. Just the first class was in the mother tongue to have a good environment to express their experiences in English classes.

### **Implementation of the intervention**

After the presentation of the project, the couple's organization and first meeting, advanced students developed the lesson plan and activities. They had to organize different kinds of activities, games, and strategies to catch the eyes of their students. In total there were eight classes. The last meeting was in a group, the main goal was to talk about their perception about the process and the activity. During the practice stage, students worked cooperatively in groups, helping each other. The teacher was guiding their process and helping them with difficulties they had during the development of each activity giving feedback after the practice stage, participants had to present their lesson plan to the teacher which was the evaluation stage.



### **Assessment of the lesson plan**

At this stage, students had to present their lesson plan with the date, grade level, starting time, ending time, topic taught, lesson objectives / learning targets, activity, resources, class description, class analysis, co-construction of knowledge, linguistic aspects: Reading, writing, grammar, speaking, listening and the classes recording on video or voice recording. Those aspects were determined to evaluate the student's final work. The material used, pronunciation, and coherence in their speech.

### **Assessment supervision**

The feedback was given to students during the whole process of the development of each class, but at the end of the evaluation, the feedback was given to improve the next classes those oral and written mistakes students made during the evaluation and during the practice; besides, the researcher also solved students' doubts in relation to the topic taught in the micro class.

## **Chapter 6**

### **Data analysis and findings.**

#### **Procedure for data analysis**

This chapter gives details of data analysis and the founding that was gotten in this investigation exercise, the relevant information from this preliminary analysis was formalized in recordings, polls, interviews, and field diaries.

#### **Data Analysis Approach**

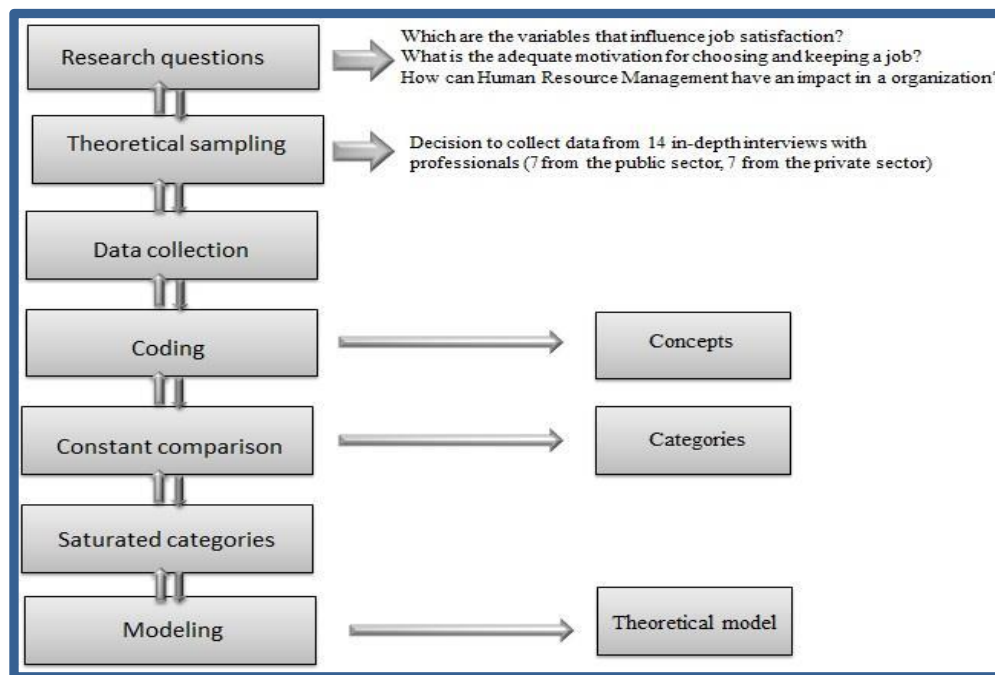
Regarding this case study's research objective, the methodology that best fits to analyze the data carefully to extract the relevant information is the Grounded theory raised by (Strauss, 1994) it is based on how humans encode what they experience from their interactions with the physical world in language (Evans, 2006). This methodology attempts to explain the fundamental underlying relationships of a given reality through the codification of data, this is used to provide the theory of a specific reality through codification data. The same data is used to provide the theory of a specific reality and thus provide or complement established theories "to resemble 'reality' by bringing together a series of concepts based on experiences" (Strauss, 2001, p. 22). GT can be defined in three parts: data collection, coding and analysis of the data. The result of this procedure is the creation of a structure around one or several one or more central categories that explain the reality studied. This reality can be Theoretical reflections, experiences, interviews, opinions, and perceptions, among others (Strauss, 2001).

In this qualitative analysis the goal is to get a conceptualization process based on the emergence of social patterns from the research data, this points to inductive and qualitative development of this case study. Hence, the design of the information analysis will be given under the effects caused by the

observation process as a whole. First, the participants' interaction and the performance that was made in the exercise of microteaching executed by the girls as empirical data of the exercise, moreover, the observation exercise as spectator and investigator focusing on the tools to the objective of the investigation. That is the reason why it will be taken into account the constant comparative method which consists in the recollection, codification, and the analysis of the data obtained.

Other important aspects of the grounded theory are the steps about open coding. The first step is the data reading (Micro classes recordings transcription), this procedure must be done several times in order to identify the possible categories, then the reading is repeated to identify the common themes that provide the preliminary categories that will be integrated in the next phase of the analysis.

**Figure 13. Stages of grounded theory**

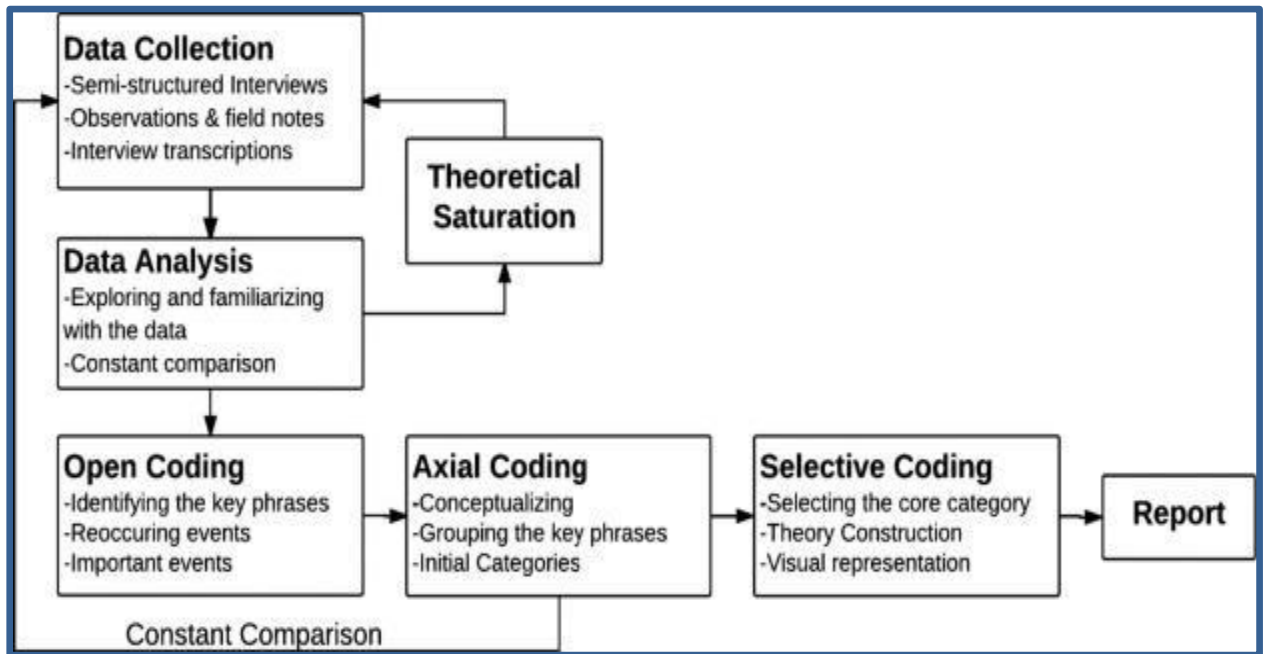


Source: Ivascu (2016)

The second step is axial coding, it consists of analyzing the application of a peer microteaching and sponsorship didactic at the local private Catholic school through a case study in order to identify

the relationships between the open codes obtained. This procedure makes it possible to narrow down the commonalities of the data that can be presented as categories. Then, selective coding is done to show the main variables of the data which leads to the identification of the relationships between the open codes obtained. This type of analysis made it possible to recognize imperative aspects to answer the implications of the microteaching and peer sponsorship didactic implementation. This exercise led to the construction of the categories that will be presented in this chapter, as well as to the development of the conclusions.

**Figure 14. Data analysis**



Source: Sciencedirect (2018)

### Procedures for Data Analysis

Whyte (2014) stands out the organization of data sources available to work with at the outset of the study, “select from the data assembled for analysis and then select analyzed data to make further statements about what has been found, some of which may be included in the categories”. The digital technologies allow making further choices about what to keep for the long-term, selecting what data to

make available or to dispose of.

In the first moment, the recollection is done using the tools mentioned in the beginning of this chapter under the parameters of the case study and the qualitative inductive investigation. In the second moment, the codification consists of dividing and classifying the data obtained in categories and concepts for the analysis through understanding the categories like all those elements that can be classified and support the theoretical explanation of the investigation. Finally, the data analysis in which the investigator performs the axial coding process in which the new data is compared to the categories resulting from previous comparison processes; followed by that, we continue with the process of selective codification in which the categories are integrated for reducing the number of the quantity of concepts and to be able to delimit the theory.

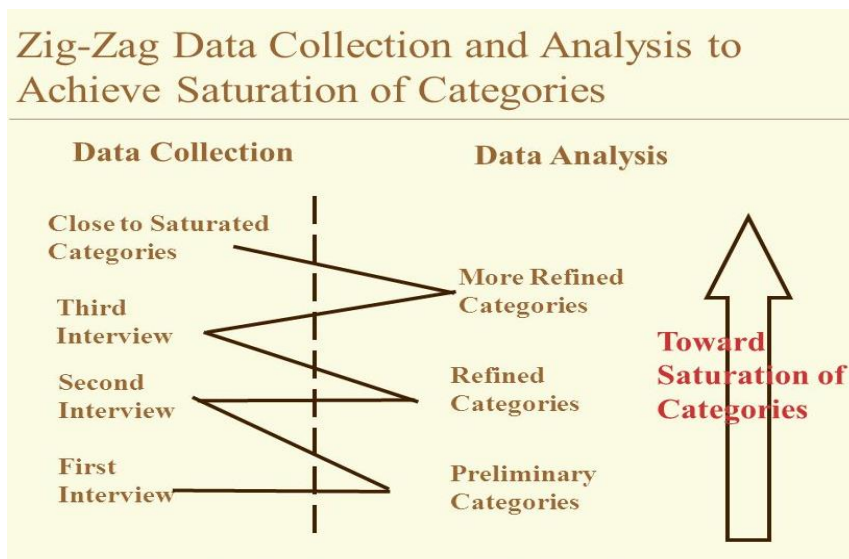
Moreover, it is worth highlighting the function of the central category which will be in charge of focusing on the explanation and giving sense to the relation between the data obtained arguing the pattern of social behavior object of this case study. In this structured way, data are read, and categories are built according to the repeated patterns that spring up from the information. Such categories will later give answer to the hypothesis initially raised in the objectives.

The sorting was determined by the types of data provided by each instrument: questionnaire, field diaries, audio, and video transcripts. For this classification, it was meaningful to use Classroom Platform which organizes the information by dates, thus it was possible to guarantee the chronological organization of each data entry. All the videos were transcribed in order to allow the results to be generalized and to minimize the possible bias in the selection. Finally, the questionnaire was organized by participants. After having all the information typed in, the reading of the data began to identify the most relevant data and to hierarchically organize the topics that were considered critical for the research. This ongoing reading exercise allowed answering the research question (Freeman, 1998) and at the same time allowed extracting the evidence that would form the open coding units that would lead

to the development of categories.

The theory selected for this study offers a conceptual basis for understanding, designing ways to analyzed the data collected in the process. With the aim to inform, assess and refine the goals, in order to develop a realistic and relevant answer for the research questions, moreover to identify potential validity threats to the conclusions. It also helps you justify this research.

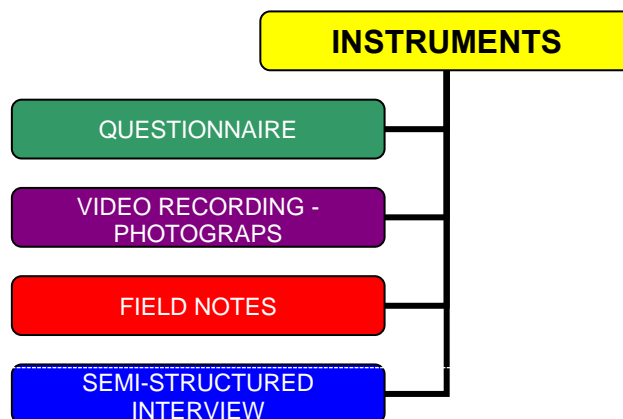
**Figure 15. Zig-Zag Data Collection and Analysis**



Source: Creswell (2002)

In order to triangulate the information obtained in a reliable manner (Denzin, 2005), each activity was applied to each micro-class, thus, more punctual data were obtained. Classroom recordings are an instrument that allows us to analyze the attitudes of the participants during the intervention. Similarly, the transcripts help to recognize every detail during the process. The following table shows the instruments implemented:

**Figure 16. Instruments**



Related to the questionnaire, a data collection matrix was designed, defined as a "diagrammatic representation of a set of ideas (Strauss, 2012), in which the object of study is located in a total range of macro and micro consequences in which it is immersed (Strauss, 2012). Therefore, this matrix allows the construction of a systematic, logical and integrated account, as it facilitates the understanding of the relationships that constitute the analyzed information.

The next graphics show the results of the student's answers from Questionnaire 1.

**Figure 17. Student's answer for questionnaire 1**



Source: Own elaboration



The students who answered pretty low and low, are in basic level moreover the students who answered high or pretty high are in advanced. The same happened in this answered student who answered pretty low and low, are in basic level moreover the students who answered high or pretty high are in advanced.

There is also, a point to be considered, related to the semi-structured interview, because this information also was crucial to reinforce the categories classification. to analyze this data a matrix was designed, taking as a base the Strauss and Corbin matrix (Strauss, 2012). See on annex figure matrix for coding interviews. Source: own elaboration based on the data collection matrix proposed by Strauss and Corbin (Strauss, 2012) See Annex 1 to find the first matrix with the complete information.

In the first row labeled matrix for the coding of the semi-structured interview and the micro-class recordings, the reference name of the matrix is written. In the second row called subject, the pseudonym assigned to each of the students who took part in the research is written. Finally, there is a set of rows in which all the evidence is transcribed by fragments. Each fragment of the interview is assigned a number, starting with the number 1 for the first fragment, 2 for the second, and so on. In addition, two other matrices were used to organize the information: one to synthesize the information from the interviews and another matrix for the analysis of the emerging categories according to their repetition.

**Table 7. Matrix for semi structured interview coding**

MATRIX FOR SEMI STRUCTURED INTERVIEW CODING				
STUDENT	CATEGORIES			
A				
B				
C				
D				

Source: Own elaboration. (See Annex 2 to find the matrix with the complete information)

Above there is the information about the semi-structured interview. The objective of this

interview was to collect information about the students' perception during the micro classes. It also seeks to gather opinions, anecdotes, points of view and opinions, that help to detail the characteristics in the development of the EFL class of the tenth-grade students.

Table 7 presents the protocol used to guide the semi-structured interviews. The semi-structured interview was in Spanish so that the students could express all their opinions without fear of making mistakes in the foreign language.

**Table 8. Guiding questions for the semi-structured interview**

Guiding questions for the semi-structured interview		
Question	Subsidiary questions	Objective of the question
1) ¿Cómo describiría la experiencia cooperativa cuando estabas trabajando con tu compañera?	1) ¿Cómo esta experiencia ha cambiado la percepción que tenías de la clase de inglés? 2) A nivel personal, ¿qué ha generado en usted esta experiencia de cambio de rol en el aula?	To document the students' experience of cooperative learning through peer-to-peer sponsorship. (Analysis level)
1) ¿Cómo vivió la relación con su compañera desde el rol docente-estudiante en comparación con el rol amiga-amiga?	1) ¿Qué papel jugó la relación de amistad en el desarrollo de las actividades?	To illustrate the role-playing role based on the experiences. experience during the micro-classes (Analysis level)
1) ¿Cuál era su percepción frente al idioma antes del proceso mencionado?	1) ¿Qué actividades le impactaron notoriamente frente a este? y ¿por qué en comparación con otras actividades? Ahora cambió esa percepción (SI-NO), ¿en qué sentido?	Contrast the experiences in school classes and classes with classmates. (Analysis level)
1) ¿Cuál cree que es su nivel de inglés después del apadrinamiento y micro enseñanza con su compañera en comparación con su nivel inicial? ¿Por qué?	1) ¿Ha tenido alguna influencia la actividad con tu compañera en tu nivel de inglés? 2) Describa su desempeño académico en el aula antes y después del apadrinamiento y micro enseñanza con su compañera. 3) Describa su desempeño académico en el aula antes y después del apadrinamiento y micro enseñanza con su compañera.	To analyze if the students feel any change in their language level after the experience. ( Knowledge level)

Source: Own elaboration based on the cognitive levels of Bloom's taxonomy (1956).

## Triangular analysis

Regarding qualitative micro classes interviews, information from semi-structure interview and emerging categories abstracted according to the frequency of their naming, it was reviewed, through the systematization of data matrix, concepts and expressions identified in the interviews related to the phenomenon to be studied. The quantitative analysis was carried out according to the number of times they were mentioned by the interviewees. Those words were reviewed by means of the matrix for the systematization of the interview data, the concepts and expressions that were related to the phenomenon to be studied.

Taking into account the grounded theory format the data analysis occurred on a rolling basis and involves these Steps: Recruit and collect data sampling making constant comparisons between different excerpts of data based, one of the evidences to generate the categories was the repetition

In the third matrix (Figure 3) there are two columns that display their variables vertically. Within the first column, labeled emerging category, the following are the concepts abstracted in relation to the object of study: Cooperative learning through peer-to-peer in EFL classroom. The second, Number of frequencies, shows the number of times this concept is mentioned by the students.

According to the matrix, the words with the highest number of repetitions are *Vocabulary* with 123 repetitions, *learn* with 103 and *learning* with 84 repetitions. Thereby, generating the category of *LANGUAGE LEVEL*. Likewise, the words *class* with 130 repetitions, *examples* with 134, *teacher* with 107 and *student* with 95 repetitions got the category of *ROLE-PLAY*. Furthermore, the word *friend* had 100 repetitions, *fun* 84, *help* 73 and *friendship* 10 times, engendered the category of *RELATIONSHIP*. Finally, the word *trust* 40 times, *anxiety* 20 and *motivation* 25, allowed the category of *AFFECTIVE FILTER*. Despite the fact that some categories are found with a lower frequency of naming, it does not

mean that they are less important when it comes to including them within the list of criteria that allowed generating the categories.

The findings of population characterization as well as the experiences gathered in the micro classes and the semi-structured interview show that peer learning is effective. Considering that, they feel identified by age and tastes, they agree about which activities are the most attractive at the time of learning. Therefore, it is important to consider the students' participation in order to co-construct knowledge in the classroom. Furthermore, it is worth remarking when the student feels a quiet environment without the pressure of grades, it shows that it is possible to acquire the language in a different and more creative way. Although, it is essential to keep in mind that the purpose of the students considerably influences their attitude of receptivity to the contents and even the methodologies in the class. That is to say, cooperative learning among peers not only brings benefits in terms of approaching and strengthening the language, but also cognitive processes of psycho-emotional level in the student, which may be considered by teachers in a higher percentage. In the following, a deeper overview of the categories that emerged from the triangulation of the data will be provided. Below there are the other analysis to generate and establish the main categories.

## **Categories**

The aim of this study was to analyze the implications of a EFL Learning Didactic Proposal Process Through Sponsorship Adapted with core skills of Microteaching. The following graphic organizer illustrates the categories emerged from the data analysis. The first step to generate the categories was the gathering of fragments obtained from the interviews, observations, field diaries and the analysis of the class recordings, obtained from the labeling process carried out in the open coding. These were then associated according to their characteristics and features within a specific category; a further process which allowed a Second moment: formulation and description of the interpretative

categories that were sufficiently saturated, dense, and developed in terms of their dimensions and properties. Thus, in this second moment, a series of "interpretative categories were formulated, these were called interpretative because their purpose was to contribute to the interpretation of the findings, which were grounded according to their similarities. This action ensured the formulation of a theoretical model that explains the interactions between the teacher-researcher, the participants, and the mathematical knowledge in the virtual scenario. In the next section the four categories illustrated in the next diagram founded will be explained.

#### Category 1: **Role-play**

According to Valdivia (2017) the role-play is a strategy that allows the students assume and represent roles in a context of real situations or realistic, typical of the academic or professional world. Roleplaying pedagogy has been shown to be effective for achieving learning outcomes in three main domains of learning: affective, cognitive, and behavioral. In the same way by making students assume the role of another person, the same students are practicing empathy and the take of perspective. This can take to a major self-reflection and conscience by the students when they take the abilities that they have learnt in the theory and they put them into practice; this creates a deeper cognitive link with the material, which facilitates the learning process. Lastly, the use of the role-play as a formation tool helps pupils to change some behaviors and to use the best practices in real life.

For this investigation the analysis of the data obtained in the process of observation established the role-play as a fundamental category, in which the tenth-grade students take the role of a professor to transmit their knowledge to their partners who are playing the role of the students while they are practicing their English level with the guide of their partner.

Through the process, it was possible to identify the role play category because students assumed and represented their roles as teachers and students in the context of real micro classes. First of all, the students-teachers designed and implemented different didactic strategies and tools such as:

## DEBATES

The image is a screenshot of a YouTube video player. The video title is "THE ART OF DEBATE" in large, bold, white and green letters. The video is from the channel "THINKR". The video player interface includes a browser address bar showing "youtube.com/watch?v=LesGwz74Gp8t=3s", a search bar, and a list of suggested videos on the right. The suggested videos include "How to win an argument" by Business Insider, "how to ALWAYS win a argument" by Coffee Break, "Dirty Tricks" by Dirty Tricks, "Mix: THINKR" by YouTube, and "Belanova - Rosa Pasto" by Belanova's channel.

Debate: Never Lo... X +

youtube.com/watch?v=LesGwz74Gp8t=3s

Entornos Digitales | YouTube | geología, foto, ADA | historia | legislación | CALAIRE | legislación | tesis | EMA

#1

Terra M...  
www.youtube.com

Siguiente REPRODUCCIÓN AUTOM

WIN AN ARGUMEN 2:00

How to win an argum...  
Business Insider  
213.940 visualizaciones  
hace 4 años

how to ALWAYS win a argument  
Coffee Break  
2,3 M visualizaciones  
hace 2 años

Dirty Tricks 5:14

Mix: THINKR  
YouTube

Belanova - Rosa Pasto  
Belanova's channel  
87 M visualizaciones



Videos or tv shows: The students-teachers used those tools to let their partners-students identify dialogues to increase vocabulary, thus both could improve pronunciation and develop the ability of listening comprehension. That aspect strengthened their level of English with the different kind of exercises used not only to catch their eye but also, to help them in the acquisition of new structures in context.

In this way the partner-students were developing interest in the class of English, the LE, and the learning strategy that was implemented. Other tools were debates, some students-teachers based their lesson on such sort of activities to improve their speaking, fluency, and critical thinking.

- *Student C: So today I'm gonna be teaching you some debate language... When I am in the classroom we first start gathering the information, so we watch a video or tell each other about the ... So in an informal debate we don't know we start with formalities, we always start like: my point of view, and then, we have to sides, the pros and the cons...*

– **Figure 18. Activities designed by students**

In their role of teacher-students, they argued that they used debates to improve their critical thinking skills, in that way their “pupils” acquired better poise, speech delivery, and public speaking skills, partner-students affirmed, during the semi-structured interview, that they could increase their

self-confidence to talk and enhanced teamwork skills and collaboration.

Additionally, they said that their students liked to play with different types of platforms where they can use a bunch of interesting activities in which they have interactive apps or tools that helped them to achieve their teaching goal as these following cases:

*-Student Q: Okay. So, we're going to play different games with Kahoot, to learn and I'm going to show you some videos and after that we are going to talk about what did you understand about the video or ideas that you have or opinions. -*

In the previous one, we can observe how from the exercise, they appropriated criteria or terms such as learning environments and co-construction proper of a teaching and learning process designed in the teaching exercise; however, it should be understood that this occurred empirically, since there was no guide about the pedagogical concepts by the teacher. Furthermore, the students-teachers felt they got the authority to correct mistakes.

In regard to the authority, we can see how the two sides of the exercise marked their role and limited their behavior firstly to be a traditional teacher, then with the teacher guide they changed the traditional classes and they started to plan fun classes, the students-teachers started with a warm-up activity clarifying to their partners-students they have the students role, so they implicitly mark their role as teachers who will be directing, evaluating, and correcting the proposed activity in each session.

This could be evidenced when the “student C”, generated an environment where her role was just as a teacher. During a session, her partner-student “student M” refers to “student C” as "teacher" and on ones as "Miss.". However, when “student M” tried to refer to “student C” as her friend, the “student C” creates a barrier telling her: *“remember, in class I am the teacher”*.

Furthermore, it's important to take into account that in the role-play these types of behaviors are generated when they are immersed in the activity and in their respective role, so it can also be



evidenced that even though their English teacher did not give them that instruction, the girls assumed this posture and behavior with their classmates in the micro classes, specifically when they realized they made mistakes in vocabulary, pronunciation, or grammatical structures. As we can see below:

*- Student D: I decided to test my student's English level with a Cambridge exam. after that I created an activity in which she had to write the missing words in different tenses. Finally, I asked her aspirations for the class and she said she wanted to learn more vocabulary.*

As result of this roles exercise, some students were grateful for the different strategies their teachers-students designed because they consider those activities were suitable to enjoy and learn at the same time.

The third aspect found after a careful observation in the lesson plans was the unexpected phenomenon in relation to the grammatical teaching, Although, the students' interest at the school is to avoid grammar topics, no matter their English levels (advanced or basic). Most of the teachers-students planned their classes based on grammar. One of the most notorious cases was the one with the student in the role of teacher-student, who planned as the main objective the grammatical teaching, on this way:

*-Student D: We are going to learn simple present, we will start with verbs "stay, eat, drink, go, swim", you drink, we drink, they drink, I drink" ...*

*-Student Q: First, I gave to my student a general concept of the WH questions to have clear the topic and understand it better-*

Here it is evident how students have a misconception about English teachers, they think that, being a teacher, it is essential and necessary to teach grammar structures. The last parameter of the analysis refers to the design and the structure of the class. The students in their vision of teachers have pretty marked a role as educators and exercised their directives from this level of "power", to plan or develop their classes.

In this point it was analyzed the lesson plan structure which was successfully implemented by

them not only empirically but also unconsciously. This makes us think that this design did not require any previous indication from the teacher who directs the project. From the observation it is possible to identify that all of them have the same class development because they use their teachers of English class structure as a reference.

All in all, the role-play can be an effective strategy at the school since it is observed how the students appropriately adopt their role and the characteristics of this, making students search strategies to support the learning language process with activities that increase their interest in the language, changing the idea and the perception about the English class. It is to remark that this strategy improved the teacher-student and partner-student level of English because the exercise helped to reinforce their knowledge and the vocabulary.

#### **Table 9. Role play**

Semi-structured interview #1	Field diary	Micro classes	Semi-structured interview #2	Observations and teachers perceptions
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Example #1	Example #2	Example #3	Example #1	Example #2	Example #3	Example #1	Example #2	Example #3	Example #1	Example #2	Example #3	Example #1
(...)Make my student understand what are we going to do in class and what she can learn by different learning and didactic methods	(...)My main goal as a teacher is to help my student to improve her English through different recreational activities that promote communication skills, such as speaking and listening. Besides, I will correct her mistakes in a friendly way if it is necessary so she can understand better	(...)I want my student to feel more confident when she is speaking and expressing herself in English, for that reason I try to be as patient and loving as possible	(...)She is an easy-going student, who appreciates each class and does pay attention. Always answers every single question I make and participates a lot. I have no complaints about my student.	(...)Introduce my methodology to Catalina with the aim of knowing how the classes will work.	(...)My main goal as a teacher is to let my student go beyond the limits, I plan on letting her interpret situations her way, and if it is necessary, I will correct her mistakes. I learned how to be patient because I'm used to be stressed about everything	(...)Offer an activity to my student about English tenses to recognize how many of them she knows.	(...)I decided to test my student's English level with a Cambridge exam, after that I created an activity in which Catalina had to write the missing words in different tenses. Finally, I asked her aspirations for the class and she said she wanted to learn more vocabular	(...)Present how and how often the classes will be to my student	(...)Pues, yo también trabajé con mi profesora y me pareció una clase muy buena	(...)fue muy buena profesora, me enseñó muchas cosas y me pareció muy bueno	(...)que me gustaron mucho las metodologías que usó mi profesora	(...)Para mí, las profesoras-estudiantes aunque sentían más responsabilidad con el asunto de enseñar

Category #1  
ROLE PLAY

## **Category 2: Interpersonal relations**

The interpersonal relations are a factor in the integral development of the being, for that reason, the interaction with a partner allows people to strengthen their individual and collective skills. In the classroom, the interpersonal relations are a base in the development of the kid, this theory is raised by the theory of Lev Vygotsky (1978) about the (ZDP) (García, 1995, p. 116) “The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (García, 1995, p. 116).

Evidence suggests that there were different manifestations for empathy between teachers-students and partners-students. According to Bruner, the interpersonal relations from the metaphor of the scaffolding (Sánchez, 2016, p.116). The teacher or the partner who helps is able to master his/her own action through his/her own conscience and his/her own control (...) according to this, the teacher plays in fact the critical function of “scaffold” the work of learning to make it possible for the kid (Sánchez, 2013, p. 116).

The interaction in the exercise between the girls who have the role of teachers and the other ones who have the role of students reflex behaviors and development of cognitive abilities which are typical of scaffolding that allowed students not only to maintain a sponsor-student relation but also maintain and strengthen their bonds of friendship that were before the exercise.

Now, at this point of observation between pairs, it has been demonstrated the impact in the goals and the standards of each part, both students in role of teachers, and students in the role of students.

To integrate the scaffolding theory in the classrooms it is necessary to employ resources and tools which promote the cooperation between peer groups. In this exercise, the design of the classes by the students started from their common interests either the range of age or the contemporaneity by their

partners that identifies not only tools but also common spaces that allows the development of the abilities of the one who teaches and the one who learns. Unir Revista, (2020) portraits that some of the applied resources in this methodology are: The project, the worksheets, the thinking-based learning... This last not only allows to work the language, but also will promote the exercise of the freedom of opinion and thinking, something fundamental for a better personal development and evolutive of the students.

By last, within this observation process it could be identified the advance of the girls in the role of the students-partners and the teachers-students thanks to the mutual reinforcement of the knowledge, fulfilling by this the premise or objective of the scaffolding. Bruner (2015) affirms that the learning comes to be an active processing of the information that each person organizes and build from their own point of view. The apprentice interacts with the reality organizing inputs according to their own categories, possibly creating new, or modifying the pre-existing ones.

The relationships are found inherent inside the exercise of the education, in this category we can see the support between partners from the zone of proximal development by Vygotsky and the scaffolding metaphor by Bruner, this process helps students in the exercise to appropriate the knowledge and reach the abilities in which they showed shortcomings, specifically in the speaking and the listening of the English language. Likewise, we can observe how it strengthens relationships between themselves, increasing the level of confidence, empathy and fraternity inside the couples that perform the exercises giving as result not only the increment of the communicative abilities but also the coexistence and social abilities.

### **Table 10. Relationship**

Semi-structured interview #1	Field diary	Micro classes	Semi-structured interview #2	Observations and teachers perceptions
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Category #2 RELATIONSHIP	Example #1	Example #2	Example #3	Example #1	Example #2	Example #3	Example #1	Example #2	Example #3	Example #1	Example #2	Example #3	Example #1
	(...)As her friend, I could realize that this class was wonderful for her because she loves to cook, so she is so interested in learn all the vocabulary and technic language that has to be used in a recipe.	(...)My relationship with my friends became better and even funny to record and having the class with them. Initially, was weird but when the time passed it became funny and even interesting.	(...)I love her very much and I want her to feel very good with her English. She is very happy to improve all of her skills and she is going to do her best.	(...)Catalina and I have been friends for almost two years and I am really proud of her because she wants to learn no matter what, she is always ready to work which is absolutely good because we match vibes, I love the way she tries to understand and talk.	we both had lots of fun and learnt a lot that could help her from now on. Her behavior was perfect, she was always willing to participate in all the activities and make the most out of all of them, she asked questions when she didn't understand, she tried to talk English all the time during the class, after I explained her new meanings she tried to apply them from that moment on to the next classes	The motivation that the both of us had at the beginning of this classes was making her to be and give the best of herself, so that way she could improve her English level in absolutely every sense possible. She really was happy and motivated to assist to every class because we both knew she would learn a lot that day and she would keep that knowledge from that moment on and being possible to apply it and develop her level with it	(...)Catalina and I have been friends for almost two years and I am really proud of her because she wants to learn no matter what, she is always ready to work which is absolutely good because we match vibes, I love the way she tries to understand and talk.	(...)My best friend has totally improved in every single skill and aspect of the language, she learnt tons of new words and meanings that she will be able to use, her grammar improved impressively, she reads faster in English, now that she has a bigger knowledge of it and a bigger vocabulary, she has watched on her own English episodes or movies without subtitles and her understanding of it has gone a lot better since the classes, on her speaking at the beginning she was a little shy talking English and sometimes she didn't knew what to say because she didn't had enough knowledge of the language, but absolutely all of those aspects have improved a lot, making her feel more comfortable talking in English.	(...)relationship is exactly the same, except that they really enjoy to learn.	(...)Y también tuve que tener mucha paciencia porque yo a veces me estreso, pero yo intenté tener la mejor actitud con Studen M y pues yo le pregunté a lo último que si la había presionado mucho y ella me dijo que no, que había tenido mucha paciencia y eso me sorprendió porque no soy así (R). JAJAJA Paula!	(...)I am proud of Silvia because she managed to control her fear and speak confidently, developing her speech skills and improving her pronunciation in a significant way. In this first exercise, I could see Silvia's commitment since she explained her learning process to me, so it will be easier to learn the language	(...)When you are trying to build something, it is usually better to build it with a partner, so my idea is to teach to Manu the topics that I would have liked to learn when I was starting this process. I want to work with her as a team.	(...)se sienten en confianza con sus compañeras y esto ayuda a que despejen dudas básicas

### **Category 3: Affective filter**

The Affective Filter hypothesis embodies Krashen's (1985) view that a number of 'affective variables' play a facilitative, but non-causal role in second language acquisition. These variables include motivation, self-confidence, anxiety, and personality traits. Krashen (1985) claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition. Low motivation, low self-esteem, anxiety, introversion and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition, a positive affect is necessary, but not sufficient on its own, for acquisition to take place.

According to Krashen (1985) in the learning process exist variables associated with the success or failure of acquiring a second language, he named those variables affective filter known as an invisible psychological barrier that can facilitate or hinder the production of language; when this factor is high, people feel stressed out, anxious and they lack self-confidence. In most of the cases the result is always the same, they are not successful in acquiring a second language. However, if the affective filter is low, they have more possibilities to be successful in the learning of a second language. (Krashen, *The Input Hypothesis: problemas e implicaciones*, 1985). In the construction of knowledge, emotional variables appear associated with the success or failure of acquiring a second language, called affective filter. Affective filter is an invisible psychological barrier that can facilitate or hinder the production of language when it is high, "people can experience stress, anxiety and lack of self-confidence that can inhibit the success of the acquisition of a second language, in addition, the low affective filter facilitates risk-taking behavior with respect to the practice and learning of a second language" (Krashen, 1985) which can either increase or decrease the entry of understandable information. When the filter is active, the input cannot reach the parts of the brain where the acquisition occurs. Many language students

realize that the reason they have problems is because they are nervous or ashamed and simply cannot concentrate. This theory is made up of three variables: motivation, self-confidence and anxiety.

The hypothesis establishes a relationship, either negative or positive, between the individual's affectivity and the language acquisition process. Such variables of affectivity that are established, according to the author, identify three categories of study: motivation, anxiety, and self-confidence. However, the author is emphatic in indicating that although the affective filter is important for second language acquisition, it is a factor that is outside the acquisition system as such, and therefore directly affects the input by impeding or facilitating it. Professor Olga Contreras (2012) summarizes the affective filter hypothesis as follows: "Krashen attributes considerable importance to affective factors, since for him they are directly related both to the process of second language acquisition/learning and to the results obtained throughout and at the end of this process" (p. 123).

Now then, the affective filter hypothesis also has an impact on the new conception of the teacher's language since it is the teacher "who can provide input and help make it comprehensible in a low anxiety situation". (Krashen, 1982, pág. 39). Reviewing the categories proposed by Krashen, the first one he refers to is motivation. He indicates that "it is one of the most important factors for a student to acquire more ability than another, to achieve success in their learning process" (Pizarro & Josephy, 2010, p. 211). It is also necessary to consider authors such as Gardner, who defines it as "the effort that a person uses to learn the language, the desire that this entails and the satisfaction that he/she experiences during this activity" (Gardner, Lalonde, Moorcroft, & Everts, 1987). Likewise, according to the authors, there are two types of motivation: integrative motivation, which has as its objective the learning of the second language with a unique interest in it, and the subject thus becomes an active actor in all the learning contexts that are presented to him or her, and the instrumental motivation which objective is not merely language learning, but it is influenced by the desire to pass exams, study in countries where the target language is spoken, and interact with other people.



In regard to the previous theory, the students involved in this project expressed out that learning a language, specifically English, is a difficult and non-interesting process. Aspects such as lack of comprehension of the texts in English, incorrect use of some grammar rules, lack of vocabulary, and affective factors that influence the learning of English as they are the non-linguistic variables; as well as demotivation, fear, nervousness, anxiety, and low self-confidence have been affecting the English as a foreign language construction of knowledge. Thus, a relevant aspect evidenced in the peer microteaching classes analysis was the high anxiety and low self-confidence they have in their classes, this factor has hindered their learning of English as a second language, it was possible to realize that these psychological conditions are unfavorable since some students had a mental block that barred their learning process.

Given all the aforementioned influences and reasons, tenth grade students evidenced the approval and acceptance of peer micro-teaching as a good strategy related to their context that could expand their abilities to improve their learning of English, this because they consider that this new didactic proposal facilitated communication since they have more possibilities to talk and participate in the class without pressure. They affirm that the peer microteaching in turn facilitates the construction of meaningful knowledge in the language; in as much as these students observed that these classes promoted safety, affection, trust, respect, and understanding which generates a more active and fluid class participation. Finally, these different activities planned by their teachers-students made they feel safe, understood, and motivated to ease the process of learning new vocabulary.

The motivation of the students can be analyzed as follows. It is evident that when they take classes with their friends or classmates, they feel more comfortable when learning the language due to multiple reasons: first, the activities developed within the framework of microteaching are activities that are intended to go contrary to the activities proposed by the English teachers in the courses, that is, they are activities that at no time focus on grammar or if they do, it is presented indirectly. None of the students assume the teaching of the language from the mere learning of grammar. The same perception

occurs with skills such as listening or speaking, even though they are skills that are worked on, the participants do not feel them as peremptory within microteaching. A second reason is the comfort they feel with their classmates, as they do not see in them the authority figure and perhaps the intimidation they may feel with their teachers. This issue will be addressed in the next characteristic of the affective filter, anxiety.

Additionally, it can be observed that the students present both types of motivation, some of them began to feel a real interest in learning the language, being this their objective as such, while others state that they know the importance and necessity of learning English for the optimal development of their lives. In Krashen's (1985) terms, some present instrumental motivation, while others present intrinsic motivation. In both cases, it is observed that the participants of this teaching-learning process increase their level of motivation towards the language, and at least in this sharing with their classmates, they show a greater affinity with the language, an affinity that had not been present before, since they felt the obligatory nature of the subject as their main objective.

There is the issue of anxiety which is defined as "the apprehension or fear experienced when a situation requires the use of a second language in which the individual is not fully competent" (MacIntyre & Gardner, cited in Pizarro & Josephy, 2010, p. 213). In this way, it is evident that anxiety is produced because of possible previous situations that have predisposed the individual to the use of language. Thus, there are three important components to consider:

1. Communicative apprehension, according to the authors, is that individual level of fear or anxiety that a person faces before a communicative situation in the language, in front of a person or a group of people. It is important to consider that this communicative apprehension is influenced by personality factors of each learner. Although the individual seeks to create environments that allow him/her to socialize with his/her peers, the verbalization process is affected.

2. Fear of negative evaluation: this factor also depends to a great extent on the image that is

projected of an individual in front of a group. Therefore, the student seeks not to expose him/herself to negative evaluations that may be produced in his/her peers.

Finally, self-confidence and its direct link to learning processes are discussed. This is of course a task shared between the two main actors in the teaching-learning process, the teacher and the student. As mentioned at the beginning, the pedagogical action must adjust to the needs of a classroom that takes into account the affective filter in its professional work, therefore, a healthy atmosphere in terms of trust must be fostered within the classroom or learning spaces. Likewise, it must be guaranteed that there is trust between the teacher and the learner, so that the learner is able to get involved in a fluid, natural and pleasant process. (Pizarro & Josephy, 2010, p. 223)

It is evident that the students in this study also create a link between confidence and learning, as they feel comfortable in the teaching environments and assume that language learning is easier.

*-Student A: me sentí muy bien al poder aprender en parejas entonces, había un nivel muy bueno de confianza (AF), entonces sentí que era mucho más efectivo aprender así.*

**Table 11. Affective filter**

First Stidents Interview class # 1	Field diary	Micro classes	First Stidents Interview class # 2	Observations and teachers perseptions
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Category # 3 AFFECTIVE FILTER	Example # 1	Example # 2	Example # 3	Example # 1	Example # 2	Example # 3	Example # 1	Example # 2	Example # 3	Example # 1	Example # 2	Example # 3	Example # 1
	(...)I realized that she is shy when she speaks in English and she finds difficult to carry on a long conversation with me. In the body language, I could see that she can't look at me for a long time because she gets nervous and she doesn't show confidence when she is saying something.	she decided to tell me about her difficulties with the language, which is not easy for everyone so I gave her some advice to improve her English which is not bad, she just needs to practice.	(...)by developing the communicative competence of the student and the teacher through the improvement of personal confidence.	(...)she had always a nice attitude, she was always exited and wanted to learn more. She was always disposed to record the different microteachings	(...)I like her way of working and that she is very committed to our classes, always having fun and learning new things.	(...)she looks happy in the classes and now she is less afraid of make mistakes.	(...)I believe her knowledge of the language is a lot better thanks to her participation and attention on the classes.	(...)Learning a language is not easy, we all know that, it is hard to study new words, grammar and speaking but if we want something, we have work hard to get it. I'm going to make sure that Catalina achieves her goal.	(...)Lack of motivation, at first she tried but then she just gave up.	(...)Their motivation was so good, they wanted to be my students and that made me actually like to teach them, thanks to the last experience I really felt low.	(...)Silvia's biggest dream is to work in New York as a journalist. For that reason, she needs to speak in English as correctly and fluently as possible; without the need to be perfect. Therefore, I want to be part of her learning process, not only as a teacher but also as a friend, so she can be able to share her ideas and thoughts.	(...)The motivation that the both of us had at the beginning of this classes was making her to be and give the best of herself, so that way she could improve her English level in absolutely every sense possible. She really was happy and motivated to assist to every class because we both knew she would learn a lot that day and she would keep that knowledge from that moment on and being possible to apply it and develop her level with it	(...)Considero que el hecho de que exista separaciones de niveles y que ellos estén en básico hace que se sientan desestimados y que en básico no tienen que esforzarse puesto que lo que se hace en básico es mucho más fácil que lo que tendrían que hacer en otros niveles. En otras palabras, están es su zona de confort y en general no sienten la necesidad de superarse.

#### **Category 4: Language level (LL)**

Taking into account Krashen's outlook, in his Monitor model's book, (Krashen, 1982) when he says "How can we understand language that contains structures that we have not yet acquired? The answer to this apparent paradox is that we use more than our linguistic competence to help us understand. We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us" (Krashen, 1982, p. 21). It is possible to discuss and to be focused on how language level could be affected during micro-teaching lessons in the learning process. A clear example is the next conversation between students during micro-teaching lessons.

*-Student c: OK, so British English and American. So do you... like, have you worked on it . Like, what are your strategies to understand better or you don't have any.*

*-Student C: I try watching TV shows and movies, but if I put the movie or TV show without subtitles I don't understand....(LL)*

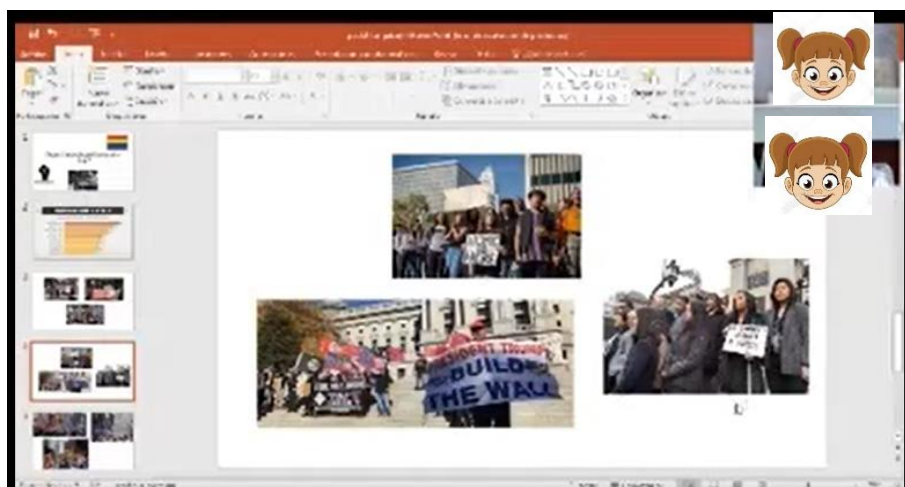
Thus, it was found that the best way to increase and get better speaking skills is giving and supplying clear input. So, with time, students are going to be ready for complex speech. Moreover, for Krashen (1982) the learning process has five steps, so it is possible to explain that; during the first step the input hypothesis is associated with acquisition. During the next step, people acquire by understanding speech. Especially, for the author, "It says that if the acquirer understands the input, and there is enough of it,  $i + 1$  will automatically be provided" (p. 21).

Additionally, when there is a scenario with a lot of learning and teaching situations, it is possible to analyze them from different views. Of course, all the characters have experiences, thoughts, knowledge and other aspects that make sense when it says that they are involved in situations which demand engagement. So, getting focused on the next linguistic corpus, it is important to explain what happens there.

-Student c: You asked for vocabulary for conversation, so I made you a presentation in PowerPoint to... yes. So today we're going to learn vocabulary for conversation with friends that you know, I mean, not new people, but the person we\_\_\_\_\_ talking English. (LL)...-

-Student C: I could search for more polite vocabulary for conversations, for example, if you're meeting a new person, you're not going to be like yo, hey. you'll be like Hi, good afternoon. SO if you want I can search vocabulary for formal conversation with new people. Yes?(LL).”

**Figure 19. Activity by sponsored teachers**



To illustrate step by step the previous linguistic corpus, it is possible to say that students who got a role as teachers acted similarly to real teachers, but performing as well, but focused on vocabulary and English grammar. Here it is necessary to say that; “(ii) Evidence from second language acquisition: simple codes. The input hypothesis also holds for second language acquisition. First, as presented earlier, the second language acquirer, child or adult, is also an "acquirer", just like the child acquiring a first language. Also, according to hypothesis (2), there is a natural order of acquisition for second language as well as first language, so we can talk about the second language acquirers'  $i + 1$  as well.” (Krashen, 1982, p. 24)

Furthermore, vocabulary, grammar and communication's process help with second language

acquisition. In another way, it confirms that acquisition is supported by a clear input code. At the same time, it is possible to see in that linguistic corpus that the teacher prepares simple vocabulary, in order to clarify vocabulary and support speaking skills. So, *“The final part of the input hypothesis states that speaking fluency cannot be taught directly. Rather, it “emerges” over time, on its own. The best way, and perhaps the only way, to teach speaking, according to this view, is simply to provide comprehensible input”* (Krashen, 1982, p. 22). At the same time, it is considered pretty important to say that, for the author, when someone learns a language, it happens in a spontaneous but predictable way. So, the acquisition process happens in a different percentage. It means that it is going to be learned in different moments of the process. Days, weeks, months or years later.

That is the reason why, at the beginning of the third corpus, it is necessary to verify and explain how it is possible to analyze it. So, when students tried to communicate with each other, they figured out that there were troubles with communication. They just required a product with persistence, forgetting that it requires time, pedagogical strategies, motivation, and so on.

For Krashen (1982) it happens because “adults, and children in formal language classes, are usually not allowed a silent period. They are often asked to produce very early in a second language, before they have acquired enough syntactic competence to express their ideas”. (p. 27). Of course, those kinds of performances are a kind of classroom’s replica. Also, the student mentioned the need for time, saying there was a lack of vocabulary and understanding. In addition, it is possible to check that students tried to talk about politics, but the lack of vocabulary didn't let them. Namely, the student is going to try to compare L1 with L2, but is going to find an error. So, here are some examples about it. “The resulting error is often referred to as “interference”. But according to Newmark, it is not interference at all; it is not the result of the L1 interfering with second language performance, but the result of ignorance--the lack of acquisition of an L2 rule that is needed in performance.” (Krashen, p. 27)

Next, for the author there are many varieties about learning English as a second language. In that

corpus, it is possible to say that “if acquisition is more central, and learning of less use to second language performance, and if comprehensible input and the filter are the essential causative variables for second language acquisition, the classroom should help only to the extent it supplies comprehensible input in an environment conducive to a low filter. This may indeed be, as mentioned earlier, its main function.” (Krashen, p. 33). Considering the previous argument, there is the possibility to compare benefits about two cognitive processes about English as a way of communication. In the first view, the author says that acquisition is more significant, so students could get better as they think in another language.

But, in the second view, it probably helps but with a different percentage of learning. Also, the author says that it is essential to get a low filter. And those kinds of factors are related to input. Yet, it is indispensable to know that during learning English process, to have a rich input source is one step more. Namely, out of classes, to guarantee a proper environment and context for getting that rich input in teacher-students and partners-students.

It was evident that communication is longer and more suitable than before. So, students at this point have more skills and tools to interact with each other about reality. In other words, “The input hypothesis also holds for second language acquisition. First, as presented earlier, the second language acquirer, child or adult, is also an “acquirer”, just like the child acquiring first language” (Krashen, p. 24). So, those kinds of steps are revealing the process of second language learning happens in a similar way as first language. In that case, with similarities between them. In Krashen’s (1982) words, “as is the case with caretaker speech, modifications made in foreigner-talk and teacher-talk are not made for the purpose of language teaching, but are made for the purpose of communication, to help the second language acquirer understand what is being said” (p. 24).

However, more specifically with seventh corpus, it says that when there are some lakes of vocabulary, structures, ideas, or another grammatical category, it happens because during the input process, students are not paying attention to it. In the meantime, the evidence focuses on contrasting and



discussing how people learn another language.

The language level of the student C is very good academically. Two situations can be observed regarding this issue. First of all, even though the two students do not have the same level, Student c does not try to make their conversation easier or more understandable. Of course, sometimes you need clarification so that the conversation can continue, but it does not diminish the quality of your oral communication. This leads to the second situation and that is that the student throughout the classes begins to acquire words from student c vocabulary. A clear example is the use of the word "so". In one of the sessions, the explanation that student C made it evident, from that moment it was observed how student G adopted it in her vocabulary and begins to carry it out correctly. And for the author, this kind of situations concerns from The Affective Filter hypothesis since it “states how affective factors relate to the second language acquisition process.” (Krashen, 1982, p. 30)

As a conclusion, it is possible to say that the implications of the implementation of sponsorship with some core skills of Microteaching allows the co-construction of knowledge, by having spaces in which students can have tools to achieve common goals to increase the level of confidence, changing the perception of the foreign language and therefore the levels of affective filter are decreased. Consequently, the construction of knowledge is seen as a way to perceive EFL learning as an opportunity to increase vocabulary through activities that are attractive to them and catch their attention according to their age through interaction with their peers. As a result, social constructivism could serve as a platform to achieve common goals.

In summary, in order to answer the research question and achieve the research objectives, four categories were found. These categories emerged after analyzing the data through Grounded Theory.

## **Table 12. Language level**

First Stidents Interview class # 1	Field diary	Micro classes	First Stidents Interview class # 2	Observations and teachers perseptions
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Category # 4 LANGUAGE LEVEL		Example # 1	Example # 2	Example # 3	Example # 1	Example # 2	Example # 3	Example # 1	Example # 2	Example # 3	Example # 1	Example # 2	Example # 3	Example # 1
		<p>What personal and English language aspects do you think you have improved with micro-teaching and sponsorship? I consider that thanks to microteaching, I felt more confident speaking English, I have learned new vocabulary and I have improved my pronunciation.</p>	<p>(...)I learned how to write faster barely making mistakes, even so when I saw a mistake I tried to correct It in the correct way. Also the sponsorship was failing a little, maybe because of the homework and compromise.</p>	<p>(...)For me, it was remembering topics that I had learnt years ago. I had to study before every class, so that I knew what was being taught.</p>	<p>(...)It was remembering topics that I had learnt years ago. I had to study before every class, so that I knew what was being taught.</p>	<p>(...)We learnt new vocabulary, new expressions, new slang by watching people whose first language is English, expressing themselves on a more casual and natural way of speaking. In this experience we both learnt and gain lots of knowledge about this language.</p>	<p>(...)Her talking abilities have improved a lot, she seems to have more vocabulary and to follow a more solid structure when forming sentences.</p>	<p>(...)Her talking abilities have improved a lot, she seems to have more vocabulary and to follow a more solid structure when forming sentences.</p>	<p>(...)She had some troubles with grammar sometimes, how to put verbs on the correct times and things like that, after the lessons , the TV episodes, the songs, the talking, thinks go really better on this skill for her.</p>	<p>(...)She has improved her listening and speaking because we work a lot with videos and points of view, she learned new vocabulary and grammar with websites that provided exercises.</p>	<p>(...)I think I have learned to manage my time and organize my classes, I also have the opportunity to study topics that perhaps I had forgotten.</p>	<p>(...)She has improved a lot in her speaking skill and pronunciation because it is one of the topics we have worked on the most.</p>	<p>(...)Being the teacher helped me to improve my pronunciation because I felt confident while I was speaking since Silvia is my best friend, and she believed in me to teach her. Also, listening to my voice allowed me to identify my mistakes and correct them instantly, which is helpful for my learning process.</p>	<p>(...)Desde mi punto de vista y experiencia, vi que muchos estudiantes que estaban siendo apadrinados mejoraron significativamente puesto que tenían tiempo para preguntar lo que no entendieron y les dio pena decir en clase</p>

## **Chapter 7**

### **Conclusions**

This chapter provides the conclusions of this study in relation to the proposed objectives and the research question. Furthermore, the limitations and strengths identified are presented, while finally, some suggestions are posited for similar analyses and research projects in the future. The conclusions reached are as follows.

Through the analysis of the data collected in this research, it was observed that the students-teachers were looking for strategies to improve their practices in the micro-classes, with the strategies that improved speaking and listening skills, being these activities the most recurrent. It was concluded that the identification of this type of practice occurred mainly because the students claimed that the English teaching practices at school are perceived as boring and focused on learning grammar, centered on the use of the book.

It was also observed that the participants felt more relaxed in the classes with their classmates because they said that they did not feel the pressure of grades or criticism when they make mistakes while speaking in public. That is why it is important to clarify that the guidance of the language teacher is essential because it was evident that the students made mistakes when transmitting the knowledge, so the teacher had to give feedback in each micro class in order to correct these mistakes in the following classes. This means that, despite giving them power, the teacher cannot be separated from teaching, it is necessary for the teacher to constantly supervise the students; in other words, teachers' role was not limited to supervising, but also involved mediating knowledge transmission practices. In this framework, the teacher was seen as a knowledgeable subject who had the last word at times when learners had doubts about the use of the language.

This practice made it possible to evidence a co-construction of knowledge where the participants felt that they were already participants as they felt comfortable in classes that were not teacher centered. In addition, they realized that the dynamics allowed them to increase the level of confidence in their level of competence. In fact, these under-confident participants realized that they could make valuable contributions in the classes. Consequently, this type of empowerment can give students confidence to ultimately motivate them to participate more actively in the process of learning English as a foreign language.

The assignment of this power ratified the existence of the ability to transmit knowledge. In other words, if students are active participants, empowered agents and listened to, learning not only languages, but also other subjects could be viewed more positively in schools. For instance, the students involved in the study, through role-playing, present empathy processes that allow for greater self-reflection and awareness in their learning processes. For this reason, it is important to emphasize that whoever takes the role of teacher in the role-play integrates theory with practice in an optimal way, which is why there is the creation of a much stronger cognitive link, which facilitates learning. The students, regardless of the role they play, generate a different interest in the language, taking into account that they are developing activities in other additional learning contexts than the classroom, in which the roles played by the individuals are very well established.

It is relevant to highlight that the students involved in the teaching role had no pedagogical and didactic training at all. They applied language teaching from their personal experiences of learning English as a foreign language. They took into account which methodologies, activities, themes, the way of approaching the contents, etc., are more in line with or far from their individual interests and ways of learning. After this selection, they chose certain activities that made it possible to establish the work

guide during the micro-teaching sessions.

Bearing in mind the above mentioned, it can be concluded that the personal position of the students in relation to the teaching-learning of the foreign language had direct implications with another of the categories presented: interpersonal relationships. When the peer teaching process was presented, some common interests were structured that allowed the students to develop in what Vygotsky (1934) defined as the Zone of Proximal Development, which basically explains the potentiation of the individual's capacities when he/she feels supported by an adult or, in this case, a peer more competent in some discipline.

It is equally important to talk about the incidence of the affective filter at the time of learning. The students present higher levels of self-confidence, which theoretically allows their cognitive development to improve. Of course, being among peers and forgetting a little the pressure generated by the authority figure and other implications that the teacher has within the classroom, allows individuals to generate optimal development spaces. By establishing positive relationships between the individual's emotionality and language learning, progress is evident. Of course, it is not the only factor to consider, but it is necessary to show that it is a fundamental articulatory point to reflect upon when talking about an improvement in learning through sponsorship in the micro-teaching of English as a foreign language.

## **Implications**

The foreign language teacher should always look for ways to generate adequate, innovative, and different environments for learning. This allows students to enjoy their stay at school. Therefore, teachers can provide the opportunity to co-construct knowledge; if this happens, students would not see him/her as a holder of knowledge, but as a guide. As a consequence, it is advisable that the teaching environments of English as a foreign language take into account the implications that this study shows.

As it provides an idea of a didactic adaptation applicable to the EFL classroom; since it can not only be useful to generate autonomy, responsibility, love for the language and therefore improvement of vocabulary and the four skills, but also helps students build their own knowledge. The didactics of peer sponsorship with core skills of the use of microteaching in a private Catholic school was a tool which enabled students to develop strategies to co-construct knowledge in a low-anxiety environment. However, the advanced level students who sponsored the basic level students can also make mistakes affecting their peers during lessons. Therefore, it is important that the teacher is always attentive to guide the processes to provide appropriate feedback. Within these cooperative practices there is a cognitive and behavioral interdependence in which the participants worked comfortably. In a further way, this didactic strategy allows students who do not feel confident about their English proficiency to gain self-confidence and lower stress levels. The variation that occurred is basically in the traditional role of the teacher as he/she is helped by his/her students to look for strategies to improve the academic process. From this experience as a teacher researcher, I learned that by giving students the opportunity to be active participants in the class, innovative ideas can be produced.

Throughout this investigation it was possible to evidence the advantages that teamwork has between pairs. On one hand, it contributes to the intellectual and cognitive development of the students and, on the other hand, they secure their interpersonal relations. In the same way, it is worth highlighting the importance and the utility of the scaffolding metaphor for the reinforcement in the students that have to reach the level and standards required. In this specific case, the students of intermediate level managed to obtain the necessary abilities to reach the advanced level of the institution.

Moreover, the implementation of the basic structures of the micro-classes facilitates the work of the students that should guarantee the progress of their partners, designing classes and activities that not only were of their liking, but also demonstrated a pedagogical support to the exercise of teaching and

learning. Likewise, the role-play performs an important role for this exercise, as the students have a great response to their roles, assuming their characteristics, whether it was a student or a teacher. In the first case we can see the participation and compromise; notwithstanding, in the second case, it evidences the image and the perception that they have on their teachers and creates a positive change on the perspective they have on the work teachers perform.

### **Limitations of the study**

At the beginning of the project, one of the limitations was the lack of background research related to the topic of peer sponsorship in the field of English as a foreign language. Consequently, it was necessary to look for researchers who had sponsorship as a pedagogical intervention in other studies and other areas. This means that more research needs to be done in this field in order for this technique to become a theoretical construct.

, Even though microteaching method, is a practice purely for pre-service teachers, it was adapted for this didactic strategy for non-teaching students, required an exhaustive study to have the adequate theoretical support to adapt some of the core practices of this methodology to the project's didactic strategy.

In addition, for this intervention, all the micro classes were planned in a face-to-face way at the school during English class hours; nonetheless, at the time of the application, the COVID 19 pandemic arose, which impacted the normal course of the face-to-face classes, leading us to look for implementation strategies in a virtual environment, during the afternoon. This affected in many occasions the schedule of the student teachers who had to count on the time of their classmates and not all of them were willing to participate in the afternoon hours.

## **Further research**

Lastly, as a final recommendation, it is suggested to continue researching the application of the didactics of peer sponsorship with basic micro-teaching skills in different areas of education and different teaching local contexts. For instance, peer sponsorship between students in higher grades with elementary school children, students who start first grades in high school, or in university contexts, students in the last semesters with students in the first semesters who have difficulties in some learning process. In addition, to survey a wider group of students to clarify some contents to expand the interpretation spectrum and other components of the proposal, in order to complement what it has produced in this study with other aspects of peer sponsorship with some basic micro-teaching skills, such as the identified categories. Therefore, the following questions remain: How could peer sponsorship with core skills of micro teaching be implemented in other fields of education or in the EFL classroom? Could peer sponsorship with core skills of microteaching be focused on other academic fields?



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### Annex # 1 Teachers' opinion

Clara Paz docente de nivel básico e intermedio, ha trabajado en la institución por 20 años:
Cuando yo entré al colegio no había niveles, el inglés era igual para todos. Era una editorial y todos aprendían lo mismo, obvio, en clases se notaba quienes tenían la habilidad y quienes no, entonces uno iba al ritmo pues normal, y por eso los que tenían habilidad optaban por tomar clases privadas en institutos en la tarde para adelantar, ya sabían que en el colegio no se podía sino lo normal y la gente que iba colgada pues, tenía que superar dificultades, con refuerzos, privadamente o estudiar más, es decir, el nivel todos eran lo mismo. Cada año subía el grado, otro nivel de libro de la misma editorial, es decir, lo normal.
Cuando se decidió implementar los niveles siempre se pensó en los tres niveles básico, intermedio y avanzado y las chicas muy habilidosas que ya habían tomado sus clases por aparte quedaban en avanzado, las de nivel normal en intermedio y unas en básico, ¿por qué en esa época los estudiantes querían más en básico?, porque los estudiantes era fácil, no tener que estudiar, no tener que esforzarse y sacar buenas notas que era lo único que les interesaba para el promedio del todo el colegio, muchos estudiantes decidían hacer la parte fácil, me quedo en el examen de nivelación a sacar lo mínimo para quedar en básico porque en básico no había que estudiar, las tareas eran fáciles. Había unas que, si querían que estaban en intermedio y en avanzado, es esa época se decidió que fueran los profesores los que elegían el nivel porque eran lo que sabían su proceso, entonces saben que niñas se le median y quién no.
Al principio era por facilidad, con el tiempo ya unas si querían superarse porque eran tildadas como las que no sabían. A los docentes de básico les tocaba muy duro porque tenían que motivar a los estudiantes, segundo arrastrarlos porque muchos eran perezosos y nivelarlos, porque recibían estudiantes de otros colegios en cualquier etapa del año escolar, entonces todos llegaban a básico porque eran de colegios que no tenían nivel, muy pocos de intermedio y en avanzado, pero en general todos quedaban en básico porque eran estudiantes que habían echado de otros colegios. Era muy difícil motivar a los estudiantes porque era el grupo rezagado, los que no querían.
Yo considero que hay varios factores de la actitud de los estudiantes, uno en muchos casos por la pereza, otro porque es más fácil y también porque en el colegio no se tenía contacto con personas nativas que le brindaran contextos reales, que eso es importante que vean que lo que han aprendido si sirve y que vean la posibilidad de comunicarse, es muy poca opción de comunicarse con otra persona. Recuerdo mucho que unas niñas se emocionaban cuando podían hablar con personas de otros países, pero, eso era esporádico, esa parte de interacción es la que hace falta mucho en Colombia, que puedan ver, palpar y vivir esa experiencia, no solo el aprendizaje del libro sino, también obras de teatro que claro en la clase se hacen o juego de roles o publicidad para que hablen más, por eso no ven el más allá no ven la posibilidad. Otro aspecto es la nota, porque para ellos lo más importante es la nota y no la experiencia real, talvez falta más valorar lo nuestro para mostrarle a otros. Alguna vez se intentó quitar los niveles y fue caótico especialmente para los de más nivel.

La docente Lyda Vollmunth Docente de nivel intermedio y Básico, cuatro años trabajando en la institución:

Durante las clases las niñas nos dicen que las clases en el colegio son aburridas, son solo cátedra, que solo se usa el libro, que son pocas las actividades según ellas lúdicas, considero que la propuesta didáctica que estás implementando contribuye bastante, la amistad que hay entre las dos estudiantes, que les da esa confianza de poderse equivocar de poder preguntar, de poderse equivocar las veces que quieran, lo otro es que las niñas que son profesoras en un 90% se esforzaron por hacer clases dinámicas lúdicas enfocándose en los gustos de ambas unas pensando en lo que les gustan a sus compañeras- estudiantes más porque le conocen los gustos y lo que quieren estudiar en un futuro, ellas piensan que el vocabulario que seleccionan les va a servir en un futuro, buscaron actividades que se enfocaban en los gustos de ellas para hacer actividades, la mayoría hicieron actividades de Speaking y de vocabulario

Para mi, las profesoras-estudiantes aunque sentían más responsabilidad con el asunto de enseñar realmente la amistad no cambió, lo único que hacían era como concentrarse más en lo que estaban haciendo, pero que incluso par algunas que para algunas que antes de tener esta actividad casi no se veían por el asunto de la pandemia y ahora gracias a las clases se pueden ver más y se han unido más como amigas, en otros casos dijeron que justo eso de la amistad era lo que justo había hecho que la actividad fluyera que por que se conocen, por ejemplo en el caso de estudiante X, que ella como es toda tosca y habla enredado que le sirve mucho la relación de amistad que tenían, porque la niña que tenía a su cargo la conoce cómo es que habla entonces no se tiene que preocupar por hacer la super explicación que las niñas ya le entienden, que no se tiene que preocupar por ser muy rosadita o amorosa porque sus amigas saben cómo es ella, que digamos que lo que predomina el éxito es que sean amigas.

Todas dicen que mejoraron, que les gustaría que las clases fueran más de esa manera con lúdicas todo el tiempo, que ojalá se lograra que fuera algo más personalizado, pero que ellas entienden que en el colegio no se puede pero que lo que influyó también fue que fuera personalizado que estuvieran solas emmm, por ejemplo en el caso de Estudiante X, dice que a ella no le gustan las clases y nunca le van a gustar, pero que por lo menos le sirvieron las clases, que son cosas que no había aprendido en toda su vida, que le sirvieron mucho para la presentación del Icfes, porque los temas que ellas estudiaron fueron los temas que a ella le sirvieron entonces ella sintió que le había hizo muy bien el el Icfes, en el caso de otras niñas, dicen que mejoraron su nivel de speaking que porque eso de pronto hace falta, pero que ellas también entienden que hay que trabajar el libro.

Que se dieron cuenta que hay otras formas de aprender inglés y no con lo que solamente se ve acá en el colegio, algunas dijeron que era más fácil, que la forma como uno lo dicta en el colegio, hace que ellas lo vean difícil pero que como lo vieron con sus amigas es más fácil de aprender ósea, en conclusión, el inglés no es tan difícil de aprenderse si se enseña con la técnica corriente.

Nataly Gómez Docente de Nivel intermedio, ha trabajado en la institución por dos años:

Considero que el hecho de que exista separaciones de niveles y que ellos estén en básico hace que se sientan desestimados y que en básico no tienen que esforzarse puesto que lo que se hace en básico es mucho más fácil que lo que tendrían que hacer en otros niveles. En otras palabras, están es su zona de confort y en general no sienten la necesidad de superarse.

Desde mi punto de vista y experiencia, vi que muchos estudiantes que estaban siendo apadrinados mejoraron significativamente puesto que tenían tiempo para preguntar lo que no entendieron y les dio pena decir en clase.se sienten en confianza con sus compañeras y esto ayuda a que despejen dudas básicas. También el escuchar otros acentos es una ayuda extra para acomodar el oído y ayuda a que entiendan más. Y por último, la personalización de las tutorías, ayuda a que tenga un contacto real y se vean obligados a utilizar el inglés como puente de comunicación.

### Annex # 2 score results

9	Saber										PROMEDIO	Saber Hacer										PROMEDIO	Saber Ser										PROMEDIO	A U T O	Evaluación Trimestral	CALIFICACIÓN PARCIAL	DEFINITIVA	DESEMPEÑO	1 6 7 2 7 1 8	1 9 7 2 7 1 8	2 1 7 2 7 1 8
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3								
11	4,5	3,3	3,0	3,5							3,6	3,0	5,0	3,5	3,5							3,8	4,0	3,9								4,0	3,8	3,6	2,1	3,5	3,5	Desempeño Básico			
12	4,8	4,5	3,0	2,8							3,8	3,0	4,8	3,5	4,0							3,8	4,0	4,0								4,0	4,2	4,0	2,7	3,6	3,6	Desempeño Básico			
13	4,7	3,5	3,0	3,0							3,6	3,0	3,7	3,5	5,0							3,8	4,5	3,8								4,2	3,8	3,6	2,7	3,6	3,6	Desempeño Básico			
14	5,0	4,3	3,0	5,0							4,3	3,5	4,8	3,5	3,5							3,8	3,8	3,8								3,8	3,5	4,5	3,9	4,0	4,0	Desempeño Básico			
15	4,3	4,4	3,5	3,0							3,8	4,0										4,0	4,0	4,0								4,0	3,8	4,0	2,1	3,6	3,6	Desempeño Básico			
16	5,0	3,3	3,8	3,7							4,0	3,5			3,5							4,0	4,0	3,9								4,0	3,6	3,6	1,8	3,5	3,5	Desempeño Básico			
17	4,7	4,9	2,5	2,8							3,7	3,5	4,3	3,5	4,5							4,0	4,0	4,0								4,0	3,8	3,8	3,6	3,8	3,8	Desempeño Básico			
18	4,6	4,5	5,0	3,9							4,5	4,5	4,0	3,5	5,0							4,3	4,5	4,0								4,3	3,7	4,0	2,4	3,9	3,9	Desempeño Básico			
19	3,5	3,0	3,0	4,5							3,5	3,0	5,0	3,5	4,0							3,9	4,0	4,0								4,0	3,8	3,8	2,7	3,6	3,6	Desempeño Básico	A		
20	4,5	2,7	2,5	5,0							3,7	3,0	4,3	3,5	3,7							3,6	3,8	3,8								3,8	3,8	3,9	3,6	3,7	3,7	Desempeño Básico			
21	5,0	4,2	5,0	3,9							4,5	4,0	4,5	3,5	3,5							3,9	5,0	5,0								5,0	4,0	4,0	2,1	4,0	4,0	Desempeño Básico			
22	5,0	3,5	3,0	2,8							3,6	4,0	4,3	3,5	5,0							4,2	4,0	4,0								4,0	3,8	4,0	2,7	3,7	3,7	Desempeño Básico			
23	5,0	3,3	5,0	4,5							4,5	5,0	3,6	3,5	5,0							4,3	4,0	4,0								4,0	4,0	4,2	2,4	3,9	3,9	Desempeño Básico			
24	4,5	3,5	3,2	3,5							3,7	2,5	4,3	3,5	5,0							3,8	3,8	3,7								3,8	3,6	3,8	2,7	3,6	3,6	Desempeño Básico			
25	4,8	4,3	2,5	2,0							3,4	4,3	4,3	3,5	5,0							4,3	5,0	5,0								5,0	4,5	4,5	3,9	4,2	4,2	Desempeño Alto		A	A
26	4,0	3,5	5,0	2,0							3,6	4,0	3,5	3,5	3,5							3,6	4,0	3,8								3,9	3,8	4,0	3,6	3,7	3,7	Desempeño Básico			F
27	4,0	3,7	5,0	3,9							4,2	4,0	3,6	3,5	5,0							4,0	5,0	5,0								5,0	4,0	4,5	3,0	4,1	4,1	Desempeño Alto			
28	5,0	4,5	5,0	2,0							4,1	3,0	3,7	3,5	5,0							3,8	4,5	4,0								4,3	4,0	4,5	3,6	4,0	4,0	Desempeño Básico		R	
29	4,0	3,8	5,0	2,5							3,8	3,0	4,0	3,5	4,8							3,8	4,0	4,0								4,0	3,8	4,0	3,3	3,8	3,8	Desempeño Básico		R	
30	4,3	4,0	3,0	2,0							3,3	3,0	4,5	3,5	4,0							3,8	3,8	3,8								3,8	3,7	4,2	3,6	3,6	3,6	Desempeño Básico			
31											0,0											0,0										0,0				SIN CALIFICACION	INCOMPLETO				

AM	AT	AU	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ			
Evaluación Trimestral	CALIFICACIÓN PARCIAL	DEFINITIVA	DESEMPEÑO	Asistencia																
				7 / 2 / 1 / 8	8 / 2 / 1 / 8	2 / 2 / 1 / 8	2 / 2 / 1 / 8	1 / 3 / 1 / 8	1 / 3 / 1 / 8	4 / 4 / 1 / 8	4 / 4 / 1 / 8	5 / 4 / 1 / 8	6 / 4 / 1 / 8	9 / 4 / 1 / 8	10 / 4 / 1 / 8	11 / 4 / 1 / 8	12 / 4 / 1 / 8	13 / 4 / 1 / 8	14 / 0 / 1 / 7	
				1	2	3	4	5	6	7	8	9	10	11	12	13	14			
				1,5	3,2	3,2	Desempeño Bajo													
				2,4	3,8	3,8	Desempeño Básico			A	A	A								
				3,3	3,7	3,7	Desempeño Básico													
				4,4	4,2	4,2	Desempeño Alto													
				2,0	3,2	3,2	Desempeño Bajo					A	A	A	A	A	A	A	A	
				2,7	3,9	3,9	Desempeño Básico	R	R		A									
				3,0	4,0	4,0	Desempeño Básico													
4,4	4,3	4,3	Desempeño Alto																	
2,7	3,9	3,9	Desempeño Básico																	
	SIN CALIFICACION	INCOMPLETO																		
	SIN CALIFICACION	INCOMPLETO																		
	SIN CALIFICACION	INCOMPLETO																		
	SIN CALIFICACION	INCOMPLETO																		
	SIN CALIFICACION	INCOMPLETO																		
	SIN CALIFICACION	INCOMPLETO																		
	SIN CALIFICACION	INCOMPLETO																		
	SIN CALIFICACION	INCOMPLETO																		

STARTERS - EUCARÍSTICO VILLA GUADALUPE.pdf | 7 / 8 | 63%

Grade:		
Shields	Students	%
1 a 2	21	32%
3 a 4	32	49%
5	12	18%
Total	65	100%

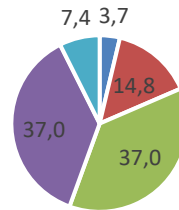
5

6



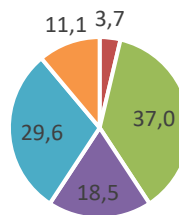
### Annex # 3 Questionnaire

¿Cuanto disfrutas el aprendizaje del ingles (Porcentaje)



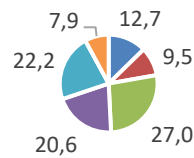
- Muy bajo o nada
- Bajo un poco
- Medio o regular
- Alto o mucho
- Muy alto o bastante

¿Qué tan alta es su motivación (Porcentaje)



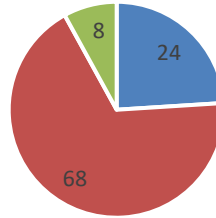
- Muy bajo o nada
- Bajo un poco
- Medio o regular
- Alto o mucho
- Muy alto o bastante

Si tu motivación fue baja que lo desmotiva (Porcentaje)



- No entiende el idioma
- Ha tenido malas experiencias
- Se me dificulta hablar
- Se me dificulta entender cuando me hablan
- Se me dificulta escribir

## ¿cómo te gustaría mejorar tu nivel?



- Practicar speaking con mis compañeros de nivel avanzado
- Practicar el idioma con extranjeros
- otra/s, ¿cuál?

COLEGIO EUCARÍSTICO VILLA GUADALUPE

CONTESTE LA SIGUIENTE ENCUESTA TOMANDO COMO REFERENTE LA SIGUIENTE ESCALA VALORATIVA:

1	Muy bajo o nada
2	Bajo un poco
3	Medio o regular
4	Alto o mucho
5	Muy alto o bastante.

En una escala de 1 a 5

1. ¿Cuánto disfrutas el aprendizaje del inglés?  
2
2. ¿Qué tan alta es tu motivación por aprender inglés?  
2
3. Si tu motivación es baja, marca cuál de las siguientes actividades te desmotiva
  - No entiendo el idioma en general X
  - He tenido malas experiencias al aprender el idioma \_\_\_\_\_
  - Se me dificulta hablar X
  - Se me dificulta entender cuando me hablan X
  - Se me dificulta escribir \_\_\_\_\_
  - No entiendo la gramática \_\_\_\_\_

6. ¿Qué tanto te gusta aprender con las siguientes actividades?

- A. Gramática 5
- B. Debates sobre temas de actualidad (con madrina de apoyo) 4
- C. Películas 3
- D. Libro 2
- E. Lectura de temas de preferencia 3

7. Te gustaría tener la oportunidad de practicar con tus compañeras de otros niveles, sin sentirte presionada. 5
8. Te gustaría aprender con una madrina (estudiantes de nivel avanzado para mejorar tu nivel). 5

### Annex # 4 Coding matrix

Student	MATRIX FOR SEMI STRUCTURED INTERVIEW CODING
A	Bueno, entonces voy a empezar con la pregunta número uno, que obviamente todas tienen que responder, entonces, en el orden que ustedes quieran, listo.
B	¿Cómo describiría la experiencia cooperativa cuando estabas trabajando con tu compañera?
C	Que empiece Silvia, y le sigue...(RP)
D	Siguen el orden, y piden la palabra por favor(RP).
E	¿Me dijiste a mí? Bueno. Pues <b>la verdad me gustó mucho(AF)</b> , en especial con cualquier persona que haya trabajado pero, pues yo trabajé con Lourie y <b>la verdad sí me gustó mucho</b> a pesar pues de <b>que somos buenas amigas (R)</b> ella fue muy buena profesora (RP) y pues dejó como de lado eso <b>como que fuéramos amigas (R)</b> y fue muy buena profesora, me enseñó muchas cosas y me pareció muy bueno(RP) sí.
F	Muy bien. Sigue tu
G	emmm, sí, <b>a mí me gustó mucho la experiencia yo trabajé con Elsa y fue muy divertido y aprendí mucho, pues, porque con amigas uno aprende mucho más (R), y pues tiene más confianza (AF).</b>
H	Muy bien, sigue tu.
I	Pues, yo también trabajé con Elsa y <b>me pareció una clase muy buena (AF)</b> , <b>ella nos enseña muy bien (RP)</b> , así que sí fue <b>bastante agradable(AF)</b> , que ella <b>nos enseñara(RP)</b> .
J	Angie: Ahora sigue Manu. Manuela, no sé si estás hablando, o sea, yo te veo con el micrófono abierto, pero no escucho nada...

### Annex #5 pedagogical intervention

The next table shows the stages of the research pedagogical intervention and the elements of each didactic unit.

Stage 1	Questionnaire	Activity	Purpose
		The students answered the questions	To motivate students to answer questions to obtain an overall measure of their perceptions, levels of motivation and opinions about the English classes.
Stage 2	Introduction	The project is presented to the students	To introduce in the Verbally presentation the goals and objectives to get their views about the peer Sponsorship and Micro-teaching didactic proposal.
Stage 3	Partner selection	Definition of partner selection criteria. Creation of a long list of prospective partners. Final Choice partner	To select the right partner for creating value in alliances to start the micro classes.  To give the time to advanced students to choose their basic level classmate to start the micro classes.
Stage 4	Lesson plan (annexed next page)	The teacher explains the lesson plan format.	To give the students a guide to organize the micro-classes.
Stage 5	Micro class # 1	First virtual meet	Sponsors talk to their students about the skills they consider need to improve. (This class was in Spanish)
Stage 6	Micro class # 2	Second virtual meet	To start the lessons according to the basic students' necessities.
Stage 7	Micro class # 3	Third virtual meet	To teach, learn different topics and practice some skills.

Stage 8	Micro class # 4	Fourth virtual meet	To teach, learn different topics and practice some skills.
Stage 9	Micro class # 5	Fifth virtual meet	To teach, learn different topics and practice some skills.
Stage 10	Micro class # 6	Sixth virtual meet	To teach, learn different topics and practice some skills.
Stage 11	Micro class # 7	Seventh virtual meet	To teach, learn different topics and practice some skills.
Stage 12	Micro class # 8	Eight virtual meet	To talk about the process (Students teachers Vs peers)
Stage 13	Students and teacher meet	Semi structured interview	To apply and answer the semi structured interview to have more information about the process.

Table - Didactic Units Stages designed by Norma García Fonseca 2020

### Annex # 6 Coding matrix

MATRIX FOR SEMI STRUCTURED INTERVIEW CODING				
STUDENT	CATEGORIES			
	ROLE PLAY	RELATIONSHIP	AFFECTIVE FILTER	LANGUAGE LEVEL
A	Pues, yo también trabajé con mi profesora y me pareció una clase muy buena (AF), ella nos enseña muy bien (RP), así que sí fue bastante agradable (AF), que ella nos enseñara (RP).	Con nuestras amigas es más divertido porque como te decimos pues, (R) aprendemos más y estamos en confianza (AF).		En la última clase mi profesora y yo lo que hicimos fue buscar palabras que son, o sea, que no son comunes, que yo se las pongo y ustedes nunca las han escuchado en su vida pero que tienen un significado común y su pronunciación es muy muy difícil, o sea había palabras que yo no sabía pronunciar a

				pesar de tener un nivel digamos alto,
B	Ella fue muy buena profesora (RP) y pues dejó como de lado eso y fue muy buena profesora, me enseñó muchas cosas y me pareció muy bueno(RP) sí.	porque pues es con amigas y uno se divierte más, los métodos son diferente pues entonces es mejor y uno se siente mejor (R).	me enseñó de una forma, como divertida(AF)	
C		Y también tuve que tener mucha paciencia porque yo a veces me estreso, pero yo intenté tener la mejor actitud con Studen M y pues yo le pregunté a lo último que si la había presionado mucho y ella me dijo que no, que había tenido mucha paciencia y eso me sorprendió porque no soy así (R). JAJAJA Paula!	muy divertido todas las actividades que hicimos, pues jugamos stop, completamos letras de canciones, hicimos cosas como muy dinámicas, entonces sí, me lo disfruté mucho, y ya (AF).	que gracias a ti creo que me va a ir mucho mejor en el ICFES porque las temáticas que abordamos juntas me salieron en el examen, entonces, muchas gracias (LL).
D				
E	que me gustaron mucho las metodologías que usó mi profesora (RP),			no sé cómo está ahorita mi nivel de inglés, o sea, en general, pero sí siento que sí avancé con las clases con Lourie, lo admito, por la parte de que, de la gramática y del speaking y del listening, en eso sí avancé mucho, eh, pero pues actualmente no sé cómo esté, creo

				que sí avancé, pero así así como específico, creo que no sé, pero sí tuve un gran avance (LL).
F		Yo trabajé con Student R y la verdad me gustó mucho porque aparte de que es mi amiga (R), pues le tenía mucha confianza, ella siempre como que buscaba variar las actividades y eran siempre divertidas, me ayudó muchísimo a repasar el inglés, a aclarar muchas dudas que tenía y pues nada (AF).	Yo opino que es muy interesante, es una idea muy interesante, que aprendí muchas cosas (AF), fueron tanto divertidas como, tanto dinámicas como de aprendizaje, como que sí podía entender y las actividades fueron muy divertidas y ya (AF)	pues mi nivel de inglés creo que siempre ha sido como el mismo pero yo creo que con estas clases uno como que gana más vocabulario y pues al uno ganar más vocabulario y confianza, pues yo creo que el nivel de inglés aumenta, pero no lo sé (AF)
G	es muy buena profesora (RP).	digamos que a ti ya te conocen como la forma en la que tú hablas y en la forma en la que te expresas, entonces digamos que si no fuera alguien, fuera si no, o sea, si no es alguien para mis amigas, pues digamos que sería más complicado porque no sé si realmente me van a entender o si realmente las formas en las que yo hablo o en las que yo me expreso o que yo directamente les pueda decir, pues		yo pienso lo mismo, no sé si mi nivel subió, pero siento que he mejorado en algunas cosas, por ejemplo, el listening o el speaking, siento que ahora pues es un poco mejor, pero no sé si como tal el nivel haya subido (LL).

		<p>en la cara que no, que está mal, entonces pues, ahí sí me tocaría ser un poco más suave y aprender otras maneras de enseñar y pero con mis amigas(R)</p>		
H			<p>me gustan mucho las clases(AF), con, pues con Lala, porque como decían, es como, entonces es como mucho más agradable la clase(AF), eh, uno aprende mucho más porque se utilizan técnicas diferentes (AF) a las que uno utiliza en el colegio(AF),. Además, es como un espacio diferente(AF),</p>	
I	<p>Paula Latorre: Bueno, yo trabajé con Student C y la verdad, yo no sabía que había tantas maneras como de aprender inglés, ella me enseñó muchas maneras didácticas, su forma de trabajar, el que aún así no nos hayamos hablado sino hasta ahora, así virtualmente, la manera en que</p>	<p>yo pienso que en las clases siempre traté de mantener esa conexión entre amiga-amiga porque ambas teníamos la confianza para hablar y yo para explicarle a ella la clase (AF)</p>	<p>me sentí muy bien (AF) poder aprender en parejas entonces, había un nivel muy bueno de confianza(AF), entonces sentí que era mucho más efectivo aprender así(AF).</p>	



	<p>me enseñó me ayudó demasiado (RP), me hizo entender que el inglés es fácil de aprender cuando se quiere y de muchas maneras diferentes a que sólo leer y escribir (RP),</p>			
J				<p>Bueno algo corto es que me tocaba repasar, o sea, como dijo Angie, yo tampoco aprendí nada nuevo, pero sí reforcé algún vocabulario que tal vez se me había olvidado o tal vez en el vocabulario debate aprendí algunas expresiones que tal vez yo no tenía (LL) .</p>
K	<p>de hecho, me gusta pues que sea como con una profesora y una niña, porque yo sé que en el colegio eso no se puede, pero digamos que estas clases eran más personalizadas, (RP)</p>	<p>Aparte nosotras que no nos vemos y así tuvimos como otro momento pues para compartir y digamos nosotras a veces, eh, chismeábamos, como se dice, pero pues obviamente en inglés y fue como otra manera de hacer la relación como más natural y todo y entonces pues, la confianza (R) tuvimos como otra perspectiva</p>		

		(FA).		
L	Que empiece Silvia, y le sigue...(RP)		me pareció una clase muy buena (AF), bastante agradable(AF),	
M	Nicole: Siguen el orden, y piden la palabra por favor(RP).			
N	ella fue muy buena profesora (RP) y pues dejó como de lado eso y fue muy buena profesora, me enseñó muchas cosas y me pareció muy bueno(RP) sí.	pues con Laurita somos mejores amigas desde mucho tiempo y nos queremos mucho (R), ¿sí? entonces pues siempre queremos mejorar y que mejoremos las dos(LL), y siempre queremos avanzar, y pues digamos que esta vez como que yo tuve la oportunidad de aportarle algo (R)		
O			, pues le tenía mucha confianza, ella siempre como que buscaba variar las actividades y eran siempre divertidas, me ayudó muchísimo y pues nada (AF),	

**Annex # 7 Coding matrix frequency of nomination**

*Matriz de análisis de categorías emergentes según frecuencia de nombramiento*

<b>Emerging category</b>	<b>Frequency of Appointment</b>
<i><b>Role play</b></i>	
Teacher	107 times
Student	95 times
Homework	17 times
Activities	23 times
Methodology	24 times
<i><b>Interpersonal relations</b></i>	
Friendship	10 times

## **Annex # 8 Consent from the school**

Rectora  
Madre Cristina Trillos Nausa  
Colegio Eucarístico Villa Guadalupe  
Bogotá

Respetada Rectora:

Actualmente me encuentro realizando una investigación como requisito de grado en la Maestría en Enseñanza de Lenguas Extranjeras de la Universidad Pedagógica Nacional. El proyecto de investigación busca **ANALIZAR LAS IMPLICACIONES DE UN TRABAJO COOPERATIVO ADAPTADO CON HABILIDADES BÁSICAS DE MICROENSEÑANZA ENTRE PARES DE GRADO DÉCIMO**. Por lo anterior, solicito su autorización para realizar en algunas sesiones de clase, actividades de recolección de datos que serán útiles para llevar a cabo el objetivo antes mencionado. Las técnicas que utilizaré para tal fin son grabaciones de clase, diarios de campo, escritos producidos por los estudiantes, encuestas y fotos. Los estudiantes participarán de manera voluntaria y libre y se podrán retirar en cualquier momento durante la investigación sin ninguna consecuencia. La participación de los estudiantes en este estudio no generará ningún costo económico por parte de los estudiantes, padres de familia o institución. Igualmente se garantiza que la información recolectada tendrá completa reserva y solo se empleará para fines académicos, y se manejará con estricta confidencialidad y protección de la identidad de los estudiantes. El colegio tendrá acceso a toda la información producto del análisis de los datos recolectados y a los resultados de la investigación mediante una socialización con las directivas y los profesores. Agradezco su atención y apoyo al desarrollo de este proyecto.

Cordialmente.

Yo María Cristina Trillos Nausa  
rectora del Colegio Eucarístico Villa Guadalupe  
una vez informada del proyecto que realizará la profesora: Norma Suleima García Fonseca.  
Doy mi aval para el desarrollo de la investigación.  
Firma

Annex B. School Consent  
**SOLICITUD DE AUTORIZACIÓN**

Rectora  
Madre María Cristina Trillos Nausa  
Colegio Eucarístico Villa Guadalupe  
Bogotá

Respetada Rectora:

En el año 2.020 se realizó una investigación como requisito de grado en la Maestría en Enseñanza de Lenguas Extranjeras de la Universidad Pedagógica Nacional. El proyecto de investigación buscó **ANALIZAR LAS IMPLICACIONES DE UN TRABAJO COLABORATIVO ADAPTADO CON HABILIDADES BÁSICAS DE MICROENSEÑANZA QUE REALICÉ CON LOS NIÑAS DE GRADO DÉCIMO EN EL NIVEL AVANZADO Y SIN NINGÚN COSTO.** En este proyecto las estudiantes realizaron algunas sesiones de clase entre ellas, a través de actividades de recolección de datos que fueron útiles para llevar a cabo el objetivo antes mencionado. Las técnicas que se utilizaron para tal fin son encuestas, grabaciones de clase y diarios de campo, escritos y producidos por las estudiantes. Solo se tomó la evidencia documental de las clases, procesos y resultados. No se mostrarán fotos ni los videos de las niñas dado que, están amparadas por la Ley 1098 de 2006, Código de la Infancia y la Adolescencia, en el artículo 33 que consagra el derecho a la intimidad de los niños, niñas y adolescentes, debiendo garantizar la protección contra toda injerencia arbitraria o ilegal en la vida privada de los menores. Las estudiantes participaron de manera voluntaria y libre. La participación de los estudiantes en este estudio no generó ningún costo económico. Igualmente se garantiza que la información recolectada tendrá completa reserva y solo se empleará para fines académicos, y se manejará con estricta confidencialidad y protección de la identidad de los estudiantes. El colegio tendrá acceso a toda la información producto del análisis de los datos recolectados y a los resultados de la investigación mediante una socialización con las directivas y los profesores.

Agradezco su atención y apoyo al desarrollo de la investigación.

Cordialmente,

Norma Suleima García Fonseca

## Annex # 9 Parent's Consent

Vicerrectoría de Gestión Universitaria  
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP  
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 “Por la cual se dictan disposiciones generales para la protección de datos personales” y la Resolución 1642 del 18 de diciembre de 2018 “Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

### PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

<b>Título del proyecto de investigación</b>	A Case Study of Cooperative Learning: An EFL Didactic Proposal Learning Process Implications Through Sponsorship Adapted with core skills of Microteaching in Tenth Grade Students.
<b>Resumen de la investigación</b>	Este estudio de caso cualitativo surge por dos razones, la primera por el deseo que tiene la investigadora de implementar una propuesta didáctica, que le permita romper con las prácticas mono-discursivas centradas en el docente que se han perpetuado por décadas en la enseñanza de inglés como lengua extranjera, con el fin de establecer prácticas integradoras en la enseñanza de inglés, brindando una participación activa a los estudiantes. Dicha didáctica se basa en el aprendizaje colaborativo a través del apadrinamiento entre pares con el uso de competencia básicas de la microenseñanza, tales como: la creación de materiales de clase, planeación de clases y búsqueda de metodología y estrategias didácticas que mejoren el desarrollo de micro clases que son grabadas y analizadas. La segunda es porque al implementar esta didáctica puede documentar y analizar las implicaciones que se dan en el proceso, tomando como referente

	la percepción frente al área de inglés, que tienen los estudiantes de décimo grado de nivel avanzado y básico, desde un rango de edad de 15 a 16 años, en el Colegio Privado Eucarístico Villa Guadalupe, calendario A, ubicado en Bogotá Colombia.
Descriptor clave del proyecto de investigación	Aprendizaje cooperativo, Zona de desarrollo próximo, Filtro afectivo, Apadrinamiento entre pares y Microenseñanza.
<i>Descripción de los posibles beneficios de participar en el estudio</i>	Beneficios personales no hay. Se contribuye al hallazgo de conocimiento al participar en un proyecto de investigación. No hay ningún tipo de retribución ni positiva ni negativa a la población observada.
Mencione la forma en que se socializarán los resultados de la investigación	Los resultados no se socializan con los participantes. Todo resultado deriva de un proceso de análisis de los datos obtenidos luego de la observación de la población y contribuyen a la creación de conocimiento.
Explícite la forma en que mantendrá la reserva de la información	Tomando como referente la constitución Política de Colombia en su artículo 15 consagra el derecho fundamental a la intimidad familiar y personal y al buen nombre, derecho del cual deriva nuestra legislación en materia de habeas data y la Ley 1098 de 2006, Código de la Infancia y la Adolescencia, en el artículo 33 que consagra el derecho a la intimidad de los niños, niñas y adolescentes, debiendo garantizar la protección contra toda injerencia arbitraria o ilegal en la vida privada de los menores. La investigadora se compromete a garantizar los derechos de las estudiantes de grado décimo participantes en el proyecto en mención. Por ende, no compartirá, imágenes o datos personales de las menores, por disposición legal, solo hará uso de la información recolectada en el proceso investigativo.
<b>Datos generales del investigador principal</b>	<b>Nombre(s) y Apellido(s): Norma Suleima García Fonseca</b>

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollarán el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4D.

En constancia, manifiesto que he leído y entendido el presente documento.

Firma,

Firma del participante (si aplica),