A didactic sequence as a pedagogical tool to support ANCLA tutees L2 learning process.

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Trabajo de grado

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Abstract

English learning's significance is increasingly more evident due to the national educational policies and global language potential. Consequently, higher education institutions explore alternatives and strategies in pursuance of enhancing English learning as a foreign language. In this sense, programs such as the ANCLA program of Pontificia Universidad Javeriana support students who are in need with their English learning process, through the accompanying of volunteer students from the Bachelor of Arts in Modern Languages with emphasis on English and French, who do not count with teaching experience.

Ergo, this research explores and studies the effects of a didactic sequence, in conjunction with the resource bank proposed by Coronado (2018) in her dissertation, in the development of English productive skills of 8 Tutees divided into two groups: Participants with didactic sequence (DS) and participants with no didactic sequence (NDS). In this regard, this study is in the line of Experimental research, and a mixed approach; and information was gathered through 3 data collection instruments: Pre and Posttests, field notes, and a survey. Similarly, quantitative data analysis was carried out statistically, while qualitative data analysis was carried out through a coding process. From data analysis, we conclude (1) Experimental group participants (DS) present a better use of simple past tense in relation to Control group participants (NDS). As well, (2) it was evidenced a better attitude and commitment regarding their learning process in the Experimental group participants (DS) than in the control one. Although the research objective does not contemplate the effect of such a didactic sequence on Mentors, data analysis shows a significant contribution to their pedagogical identity.

Keywords: Didactic sequence, productive skills, Peer tutoring, ANCLA program

Resumen

La relevancia del aprendizaje de inglés es cada vez es más evidente producto de las políticas de educación nacional y el potencial global de la lengua. En consecuencia, las instituciones de educación superior exploran alternativas y estrategias para fortalecer el aprendizaje de inglés como lengua extranjera. En este sentido, proyectos como el programa ANCLA de la Pontificia Universidad Javeriana brindan apoyo a estudiantes que necesitan reforzar su proceso de aprendizaje respecto al idioma por medio del acompañamiento de mentores, quienes son estudiantes voluntarios de la Licenciatura en Lenguas Modernas con énfasis en inglés y francés sin experiencia docente.

Por consiguiente, esta investigación explora y estudia los efectos de una secuencia didáctica, en conjunto con el banco de recursos propuesto en el trabajo de grado de Coronado (2018), en el desarrollo de habilidades productivas en inglés de 8 tutorados divididos en grupos: participantes con secuencia didáctica (SD) y participantes sin secuencia didáctica (NSD). Para tal fin, se llevó a cabo una investigación experimental con un enfoque mixto, haciendo uso de tres instrumentos: pre test y post test, diarios de campo y encuestas. Siguiendo la línea de investigación experimental, el análisis de datos cuantitativos se realizó estadísticamente; y el análisis de datos cualitativos se llevó a cabo por medio de un proceso de codificación. Este análisis evidencia que (1), los participantes del grupo experimental (SD) presentan un mejor uso del pasado simple respecto a los participantes del grupo control (NSD), y (2) los participantes del grupo experimental (SD) muestran una mejor actitud y compromiso con su proceso de aprendizaje respecto al segundo grupo. Aunque el objetivo de la investigación no contempla el efecto de la implementación en los mentores, los resultados muestran un aporte significativo en la identidad pedagógica de los mismos.

Palabras clave: Secuencia didáctica, habilidades productivas, tutoría entre pares, programa ANCLA

Resumé

L'importance de l'apprentissage d'anglais devient de plus en plus évidente, car les politiques d'éducation nationale et le potentiel mondial de la langue. Par conséquent, les établissements d'éducation supérieure explorent des alternatives et des stratégies pour renforcer l'apprentissage d'anglais comme langue étrangère. À cet égard, des projets tels que le programme ANCLA de la Pontificia Universidad Javeriana fournir un soutien aux étudiants qui ont besoin de consolider leur processus d'apprentissage d'anglais, au milieu de l'accompagnement des étudiants volontaires de la Licence en Langues Modernes avec spécialisation en anglais et français, qui n'ont pas d'expérience en enseignement.

Ergo, cette recherche explore et étudie les effets d'une séquence didactique, en lien avec la banque de ressource proposé par Coronado (2018) dans sa thèse, sur le développement des compétences productives de 8 tutelles divisé en 2 groupes : des participants avec de la séquence didactique (SD), et des participants sans séquences didactique (SSD). Ce travail est réalisé dans le cadre d'une étude expérimentale avec une approche mixte, en utilisant 3 instruments pour collecter d'information : Pré et Post tests, notes de terrain, et enquête. Dans cette ligne, l'analyse d'information quantitative est d'ordre statistique, tandis que l'information qualitative s'est déroulée grâce à une processus de codification. Cette analyse permet de démontrer que (1) les participants du groupe Expérimental (SD) présentent une meilleure utilisation du passé simple en anglais par rapport aux participants du groupe Contrôle (SSD) deuxième groupe. De la même manière, (2) il a été démontré une meilleure attitude et un meilleur engagement dans le processus d'apprentissage des participants du groupe Expérimental (SD) en ce qui concerne le deuxième groupe. Même si l'objectif de la recherche ne considère pas les possibles effets de la séquence didactique sur Mentors, l'analyse de l'information démontre une contribution significative à leur identité pédagogique.

Mots-clés : Séquence didactique, Compétences productives, Peer tutoring, Programme ANCLA

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CHAPTER 1: INTRODUCTION

1.1 Introduction to the study

English has stood out as one of the most widely spoken languages in the world. As stated by Crystal (2012) "a quarter of the world's population is already fluent or competent in English, and this figure is steadily growing – in the early 2000s that means around 1.5 billion people" (p.23). Such numbers indicate that the language has acquired greater prestige globally, reaching fields such as politics, economics, social, technological, among others. Consequently, non-English speakers have found themselves in the need of learning the language to perform in such environments, so they look for different courses, programs or projects offered in each country, which could help them to acquire the language in order to have better opportunities both at the working and economic level and, more importantly, to belong to a system that requires that knowledge.

People's English proficiency level- as a second or foreign language- fluctuates according to social, cultural, educational, economic, or political factors. For instance, according to a statement from BBC news (2018) "the Scandinavian countries have a remarkable proficiency level of English due to their solid educational systems, a daily interaction/contact with English in media, and a deep-rooted culture of internationalization"[1] (para.3) Similarly, the Netherlands have a very high language scale due to the business they maintain with other Anglophone countries such as the United States. On the contrary, in the Latin American region this picture is disconcerting. According to a report by Cronquist and Fiszbein (2017), Latin American countries (except from Argentina) have a low proficiency level in English due to their economies and social contexts. To illustrate, in countries like Brazil or Ecuador, learning English is not

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[1] En general, los escandinavos tienen un dominio del inglés notablemente alto, gracias a **sólidos sistemas educativos, exposición diaria al inglés en los medios y una arraigada cultura de internacionalismo**

affordable for many people due to its high cost even when the language is deemed as a tool to have a better economy. This information shows the existence of an economic barrier that hinders the learning of English in addition to other factors like the lack of a good-quality class/course.

Like in Brazil, in Colombia there is a low proficiency level of English. The EF English Proficiency (2019) stated that Colombia ranks 17th among the countries of the Latin American region, and number 68th in the world, having a very small percentage of people who speak the language. This might be due to the fact that in Colombia learning English is not an option for many people for economic or geographical reasons. Indeed, according to a survey ran by the British Council (2015), 40% of the participants said that they cannot afford learning English due to its high costs, 35% due to the lack of English courses or programs provided by the national government, and 25% because of a lack of interest since they consider it unnecessary for their lives. All these factors have a bearing on the lack of Colombians' motivation to learn English even though it is well known that learning the language represents an advantage when looking for a job.

Keeping this situation in mind, the Colombian Government has implemented a variety of projects in order to reach a higher level of bilingualism in the country such as Law 1651, 2013 or Law of Bilingualism (2013), Colombia Bilingüe (2014), Colombia, Very well (2015), and El Programa Nacional de Bilingüismo (PNB). The PNB aimed at preparing the Colombian population to perform and interact in a globalized world, in which a cultural understanding, an efficient communication, and the use of English as a lingua franca are essential. In order to reach that goal, the ministry of education has promoted the PNB in the different educational levels from primary to higher education- in compliance with international standards (Plan Nacional de Bilinguismo, 2004), expecting secondary or middle school students to reach a B1 and students in higher education B2 (Cárdenas and Miranda, 2014). However, despite the efforts made by the government, the results of the PNB have not been as positive as expected which is shown in the results of some examinations that test students' English level like Pruebas saber Pro (national exam) or IELTS, TOEFL (international proficiency tests). In like manner, in an article written by Simon Granja from El Tiempo (2016), a local newspaper, the Ministry of Education states that

the reason of a poor English proficiency level lies on three important aspects:(1) the fact that English has not been an actual goal for the public educational system at schools, (2) English teachers low proficiency level, and (3) the lack of resources.

1.2 Rationale for the study

Based on a report by The British Council: Education Intelligence (2015), it is a fact that very few students in primary and secondary education learn the basis of the English language before reaching higher education, which results in having students struggling with the learning process at university. For this reason, higher-education institutions in Colombia, especially universities, have designed English programs aiming at helping learners strengthen their skills. Some examples of those programs are the extension courses for adults at Universidad Nacional, the specialized seminars for English practice at Universidad de los Andes, and the ANCLA program at Universidad Javeriana Bogotá which aims to accompany and support the learning process of English as a foreign language of undergraduate students at the same university.

Thanks to this English teaching/learning program, both mentors (students of the last semesters of the B.A in Modern Languages with emphasis on English and French) and tutees (students majoring in the different programs offered by the University) have been benefited. On the one hand, tutees have benefited from more personalized spaces where they can have more chances of clearing up class doubts or questions; and also, to practice more what they considered necessary in the target language. On the other hand, ANCLA sessions are the first opportunity for mentors to start exploring pedagogical events and enhance teaching skills by designing activities that address the tutees' needs and interests. As a matter of fact, in order to know how efficient and pertinent mentors' activities are, a self-assessment process has been carried out at the end of the academic semester and during ANCLA's meetings. It has allowed ANCLA mentors to reflect upon their own practice by looking for ways to enhance the tutees learning process, and therefore, designing more appropriate activities and material. In Boud (2001) words, performing such sort of self and peer assessments (as teachers and students from the program

ANCLA) entail a more significant impact for mentor than formal appraisals, and at the same time, it allows them to learn and improve their teaching practices.

Despite the benefits mentioned above, some difficulties have been observed regarding the lack of pedagogic material for learning a L2. Although mentors counted with some facilities and tools for their sessions like computers, headphones, and boards (when having sessions on-campus before the Covid-19 pandemic), both physical and virtual material is scarce. Only one research project has proposed a virtual resource bank for mentors; that is the Coronado (2018) research. Such research affirms that ANCLA has only a few physical resources which do not have evidence of being used. Instead, mentors decide to search, adapt, and apply virtual activities such as PowerPoint presentations, songs, videos, games and among others, which tend to be mainly for teaching grammar or listening (Coronado, 2018). On the same matter, we created a questionnaire (for the justification process) that demonstrates statistically the lack of pedagogical materials for satisfying tutees' needs, which was answered by 22 mentors according to their experiences in the Program. It was found that 81 percent of mentors do not know about ANCLA's pedagogical resources, while a 19 percent do know them, but they never use such materials. By the same fashion, all participants without exceptions claimed to not have heard about the bank of resources mentioned before.

Concerning tutee's needs, it has been accepted (from the same questionnaire) that some of the mentors do not have a vast experience in designing their tutoring sessions. According to 19 mentors, it is demanding and difficult to design or adapt material as each tutee has a different language level, need and major. In addition, not all mentors have enough time to plan and design their tutoring sessions or it is challenging to choose and plan activities based on the specific skills that tutees need to work on (listening, reading, speaking, and writing). Therefore, keeping in mind the fact that ANCLA has been seen as the first pedagogical experience for most mentors (pre-service English teachers), it is important to provide them with a tool that could serve as a model to understand a tutoring session structure, and that offers a variety of activities to address different needs which could consequently benefit the tutees part of the program. Hence, our interest in providing ANCLA mentors with a didactic sequence supported by some online

material was born after having analyzed the importance of helping not only these pre –service teachers plan meaningful activities, but more importantly, to help tutees strengthen their learning process. To do this, we will provide a variety of activities in the didactic sequence focused on the receptive and productive communicative skills and in a specific grammar form which has been identified to be difficult by the researchers (simple past tense).

1.3 Research question and objectives

The main objective of the present study was to identify how the use of a didactic sequence on the use of simple past tense influenced the participants' productive skills. Hence the research question guiding this study was: what is the effect of a Didactic Sequence in a tutoring program -ANCLA- at PUJ with A2 learners of English, in the development of productive skills?

1.3.1 Specific objectives

- To design a didactic sequence for the use of simple past tense to support the teaching/learning process of some ANCLA sessions.
- To identify the participants' difficulties regarding productive skills in English (speaking and writing)
- To evaluate the didactic sequence relevance for mentors and tutees of the ANCLA program

CHAPTER 2: Literature Review

2.1. Theoretical Framework

The following chapter represents the backbone of our research project as it depicts some theories, perspectives and ideas from different authors regarding the main concepts of our research question: didactic sequences, productive skills and ANCLA as a peer-tutoring program. First, the concept of didactic sequence is represented within the structure of curriculum. Second, some theories regarding peer-tutoring are explained together with the description of ANCLA as a peer- tutoring program that supports the English language learning process at Javeriana University. Finally, the concept of productive skills is explained first from a historical perspective to later focus on some of the most common methodologies to teach speaking and writing.

2.1.1 Didactic sequence within the curriculum structure

2.1.1.1 Curriculum

Curriculum in education is commonly interpreted from different perspectives. According to Stern (as cited in García Santa-Cecilia, 2000), curriculum refers not only to a "set of factors involved in the teaching and learning process: materials, equipment, examinations, teacher training, etc."[2](p.4), but also to "the content of a course" [3]. From a similar perspective, Hewitt (2006) affirms that curriculum "embraces schools and schooling; it is what is taught there". In addition, Hewitt states that "a curriculum is not specific to a place or setting but can exist in many forms as a set of experiences". (p.35). He also proposed the concepts of formal and informal curriculum based on the content. According to Hewitt the formal curriculum is represented by all those explicit topics that guide the process of learning in any course while the informal one considers teachers' modifications to the curriculum meaning adding or excluding topics that the teachers consider necessary and beneficial for the students.

A broader view of curriculum is given by Finney (2002) who states that curriculum "refers to all aspects of the planning, implementation and evaluation of an educational program,

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[2] Conjunto de factores que intervienen en el proceso de enseñanza y aprendizaje: materiales, equipos, exámenes, formación de profesores, etc.
[3] El contenido de una asignatura

the why, how and who well together with the what of the teaching-learning process" (p.70). That is to say that a curriculum organizes the content (topics) of the class and establishes the way (methodology) teachers will use to address the topics to be learned together with a purpose or a reason. In addition, a curriculum states the way students will be evaluated (formative, summative assessment, etc.) to identify what students learnt in a specific period in their courses.

From the concept of language teaching, Richards and Schmidt (2010) conceive curriculum as an educational program which is oriented by students' goals. In this sense, curriculum development makes sense if it is designed based on students' necessities, which are shaped into goals to be satisfied. Additionally, Richards and Schmidt (2010) complemented such a definition by adding other curriculum's elements. First, they mentioned that a curriculum states all "the teaching procedures and learning activities that will be employed" (p.151); meaning the set of activities (procedures) that students and teachers follow in their classes, and the methodologies implemented for L2 teaching/learning process. Besides, there is an evaluation or assessment process that must be considered in a curriculum; that is all the means that teachers use to assess or test students' learning process to determine if the curriculum or program goals are achieved or not.

Finally, a much broader view of the curriculum is presented by Allen (2015) who says that "it is a very general concept which involves consideration of the whole philosophical, social and administrative factors which contribute to the planning of an educational program" (p.61). As it is evinced, the author goes beyond the definition of curriculum, conceiving it as a concept much broader than just planning the objectives and content of a course. In this sense, this concept involves aspects such as the role of language in society, the role of a learner and a teacher, among other aspects. In the same manner, Allen (2015) also identifies some levels or stages relevant for the development of a curriculum: the concept formation (role of language), administrative decision-making (designing general objectives) material design, classroom activity, evaluation, and syllabus.

2.1.1.2 Syllabus

As mentioned above, a syllabus represents a key component of a curriculum. As stated by Allen (2015) a syllabus "refers to that subpart of a curriculum which is concerned with the specification of what units will be taught" (p.61). In other words, a syllabus presents all the detailed content that will be covered in a course, while a curriculum, as stated by Allen (2015), is a more general system based on social and cultural principles that shapes the methodology, evaluation, or even the role of language for students and society.

Likewise, Dubin and Olshtain (as cited in García Santa-Cecilia, 2000) claimed a significant difference to be considered between curriculum and syllabus by stating that "syllabus translates the philosophy of the curriculum into a detailed teaching plan that will vary according to the type and level of the student body; so that, from the same curriculum, different syllabi can be derived"[4] (p.21). In other words, various syllabi can make part of a curriculum, but there is not more than one curriculum inside a syllabus. In fact, not all syllabi are the same since they can vary considering the level or other factors that can affect the content of a course. For instance, if an institution offers two different courses: one for different proficiency levels and another one for specific purposes, although the two courses are based on the same curriculum, each course has its own syllabus based on the particularities each one has.

As it has been explained, a syllabus differs from the curriculum as it only emphasizes mainly on "the content of the program and the sequence in which it will be taught" (Richards & Schmidt, 2010, p.151). Additionally, Richards and Schmidt (2010) mention some types of syllabus as follows: the grammatical syllabus, just like the structural-analytical approach, which mainly focuses on grammatical structures; the lexical syllabus that focuses on vocabulary and collocations; the integrated syllabus which puts together some language components as grammar, lexis, and different language skills; and, a less traditional syllabus, the negotiated syllabus, which

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[4] Por su parte, el syllabus traslada la filosofía del currículo a un plan detallado de enseñanza que variará en función del tipo y del nivel del alumnado; de modo que, a partir de un mismo currículo, pueden derivarse diferentes syllabus. El currículo es, por tanto, una declaración de principios, mientras que el syllabus especifica los detalles de un curso concreto.

uses a student-centered approach that considers the learners' needs to create a program before and during the course to establish the topics to be studied.

2.1.1.3 Didactic sequence

The concept of didactic sequence has received various definitions and interpretations from different authors. According to Frade (2009) a didactic sequence is a group of activities which aims to support students' learning process and their skills, that is to say, a pedagogical tool based on the use of themes and activities to foster significant learning acquisition. Similarly, Zabala (2000) describes a didactic sequence as a set of structured, linked, and articulated activities which aim to reach some specific academic goals based on a specific purpose, effect, and relevance. Additionally, since a didactic sequence is based on a syllabus, developing, and reaching specific objectives within a period of time should be taken into account during its design.

In this vein, Schneuwly and Bain (as cited in Pardo et al., 2013) define a didactic sequence as a group of activities whose purpose is to boost the learning process, characterized by activities specifically organized bearing in mind students' progress. In other words, it is a very important tool for the learning process which focuses on students' strengths and needs, which are supported and enhanced by a group of significant activities to be developed in line with the academic program, and subsequently within a specific period of time. Other researchers who conceive a didactic sequence as a teaching tool are Buitrago, Torres and Hernández (2009). They also mention that this tool works as a guide that structures a class or set of classes bearing in mind syllabus content, and which focuses on the when, what, and how for students to reach the goals of the course.

Although Tobón, et al. (2010) agree with the previous definitions of a didactic sequence: a set of activities which aim to achieve some academic goals, they add some new elements to the concept. On the one hand, the importance of teachers' support and feedback during the development of didactic sequences as a tool to guide the students towards the class goals and helping them develop critical thinking skills by making them aware of their progress and

difficulties, that is to say, including metacognition in the learning processes. On the other hand, Tobón et al. propose critical thinking in teachers as a feature required to recognize, analyze, and adapt the activities within the didactic sequence. These characteristics would define the necessary changes that should be made to achieve both content and students' goals. Additionally, Tobón et al. (2010) point out some characteristics of didactic sequences such as the connection to the syllabus or course program, the focus on a specific skill, the adaptability to the context and students' progress, and the intended sequence in which every piece must fit and match appropriately to reach a solid, logical, and effective, but adjustable structure. These characteristics lead to a wider comprehension of the teaching and learning context by providing information about progress, difficulties, performance, prior knowledge, interests, among others during the implementation of a didactic sequence.

It has also been found that the term "Didactic Unit" has been used for some researchers as a synonym of Didactic Sequence. To illustrate, PRO FLE (professionnalisation en Français langue étrangère) (n.d.) states that a didactic unit is an academic proposal of linked activities, essential in the development of teaching strategies and learning processes. This definition is shared by authors, such as Schneuwly and Bain (as cited in Pardo et al. (2013) when describing a didactic sequence. Furthermore, like Tobón et al. (2010), PRO FLE also highlights adaptability and educational context as determining factors in the designing of a didactic unit.

After having described   and analyzed the previous definitions of a didactic sequence, the one presented by Tobón et al. (2010) was considered the most appropriate for this research study as it includes relevant factors that are crucial to take into account in the designing of the Didactic sequence for this study. Therefore, our didactic sequence intends to design activities following an intended sequence aiming at the achievement of some specific goals regarding some specific language skill (speaking and writing). Besides, as illustrated by Tobón et al. (2010) as well, our didactic sequence intends to develop critical thinking skills in tutees' learning process by identifying their weaknesses, strengths, and difficulties to reflect on; that is to say a metacognitive process. In the same way, the didactic sequence is part of tutee's syllabus as they tend to bring to sessions their needs concerning doubts or questions about their classes.

2.1.1.4 Lesson plan

As it has been shown, planning a course implies following a structure that goes from the macro to the micro. Each part or stage of this structure goes deeper, considering more specific features and less time. In this sense, a lesson plan corresponds to the last level of the planning of a course which is relevant for our thesis dissertation as it helps us understand where the structure of the curriculum finishes and how all these concepts can be applied to the ANCLA program.

To start with, Nesari and Heidari (2014) state that a "lesson plan is a written description of this process; where the materials, the method, the time and the place of education as well as methods for evaluating the students are described in detail". (p.27). The above-mentioned definition evinces that a lesson plan considers certain relevant aspects before a class, considering questions like how, where, and when. Additionally, the author's perspective also represents a lesson plan as a written exercise (usually in the form of a chart) where teachers imagine and organize a set of activities they plan or adapt. Similarly, Harmer (2012) mentions that "Lesson plans are like maps. They tell us where we are going and help us to take the best route to get there"; meaning that a lesson plan helps teachers to choose the best steps, activities or procedures in order to achieve the objectives of the class. As a matter of fact, the same author states that some teachers can deal with some classes without having a pre-established lesson plan by improvising with creative and innovative classes, which may be satisfactory for many students. Moreover, the author affirms that there can be unexpected moments that may modify the lesson plan of the class by adapting new activities, or by making some decisions like providing students with more time for certain activities.

According to Harmer (2012) there are some relevant aspects to be considered in a lesson plan. In a written lesson plan format, some teachers add a session called outcomes, which anticipate what students will learn in a class. Additionally, it is important to have a class description of the class by observing and making notes about how students behave and deal with the activities of the class, and in this way, teachers can do lesson plans based on their students. Inside the lesson plan, it is highly important to specify the activities to be developed and the

possible interactions (e.g., student-student) that will take place in each lesson plan stage. Further, it is also considered the timing for each part of a lesson plan since it supports the teacher to organize his activities. In the same way, some teachers pre-imagine their classes by anticipating problems that they may have in class regarding the student's context, linguistic issues, or behavioral aspects. To solve such situations, teachers imagine those situations and mention some possible solutions, which can be written in a lesson plan too.

Another similar perspective is shown by Brown (2000), which states extra elements for a lesson plan besides the aforementioned. Firstly, he highlights the importance of identifying and creating a goal which depicts what teachers will teach in class. In fact, such goals tend to be the most important part of a lesson plan as they help to specify the topics of the lesson. In addition, setting objectives explicitly help both students to be aware of what they will learn in a class, and teachers to know what to expect from students and how to help them achieve those goals. Other important aspects to consider when planning a class are class procedures, types of interaction, and materials which refer to all those resources or equipment teachers use in class (e.g., posters, computers, worksheets). Assessment or different types of evaluation should also be considered in a lesson plan in order to help students to identify whether they have achieved the course objectives or not.

Thanks to defining the previous terms, we are able to determine not only their organization in teaching planification but also their features, objectives and the relation between them. Due to the relation between terms, it was an urgence to comprehend the impact of such common points, which might be crucial for designing and developing our Didactic Sequence. First, Curriculum may be considered as the fundamental part for the subsequent terms. Indeed, the curriculum describes a set of information relevant for the execution of the teaching and learning process; for instance: learning and teaching objectives, ideological, theoretical, and methodological bases, content, students' profile, as well as other administrative and academic factors. (Allen, 2015; Richards & Renadya, 2002; Richards & Schmidt, 2010) Second, Syllabus consists of a thorough description of the content, deepening in its organization along a specific course, under the following consideration adapting curriculum descriptors according to students'

profile, and course (Allen, 2015; García Santa-Cecilia, 2020; Richards & Schmidt, 2010). Third, Didactic sequence is defined as the set of appropriately organized and linked activities in favor of students' content comprehension and progression of their learning concerning the syllabi of the course and taking into account students' difficulties and evolutions within a period of time, as it would be weeks or sessions (Tobón et al. (2010), Schneuwly and Bain (as cited in Pardo et al. (2013). Last but not least, a lesson plan is the exhaustively detailed and step by step description of a single class, covering aspects such as class objectives, topic, materials, procedures, types of interactions, time management, etc. (Brown, 2000; Harmer, 2012; Nesari and Heidari, 2014)

2.1.2 Productive skills: methods and approaches

The following chapter presents a historical background of the most representative teaching methods and methodologies to teach productive skills since the didactic sequence proposed in this research project focuses on the development of speaking and writing skills.

2.1.2.1 Productive skills historical background

Teaching and learning a second language have evolved throughout history as these processes depend on the learners' needs and contexts which also change constantly. The first formal and world-recognized method was used to learn Latin and Greek, and it was only available for some scholars who had the means to fund a course. It was created first with the name of the Prussian method, but eventually, it was distinguished as the grammar-translation method from the 1840s to the 1940s. Such method focuses on "grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of texts doing written exercises" (Brown, 2000, p.5). Through this method students could understand grammatical items by translating words or expressions from their foreign language to their mother tongue. In fact, the grammar-translation method was considered the first way of learning a specific skill of the language, which in this case was centered only in grammar, reading and writing. (Richards & Rodgers, 2001)

In due course, the vision of learning and teaching started to look for new innovative and different methods since students were having diverse needs. As affirmed by Richards and Rodgers (2001) the "increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages" (p.7). Due to these linguistic movements, the grammar-translation method began to be rejected, laying the foundations for new methods that support students speaking proficiency, and leading to what we know today as natural methods. Eventually, a natural method called the direct method was created (1850s-1900s). In Stern's (1983) words, the direct method is characterized by "the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique". In this way, the direct method aims at creating a linguistic space just as similar as when we acquire our native tongue, where teacher's instructions, tasks, materials, or any other activity are performed only in the target language avoiding always another language for translation. Regarding the language skills, speaking and listening were taking a higher importance as they were the core of interaction. In addition, studying and practicing pronunciation started to take more relevance as it was key for the development of speaking skills (Stern, 1983).

Between the 1930s and the 1960s, a similar method was originated: the oral approach, as many theorists argued that the direct method had not had a solid theoretical basis. For that reason, the oral approach had higher relevance as it took some features of the direct method and retook the importance of learning grammar. In this sense, the oral approach considers the spoken language relevant as it is used for the teacher to provide students with input as well as for students to be able to produce orally (output) by repeating what the teacher says. Besides, this approach is highly important for grammar learning as it allows students to have a better performance before teaching them reading and writing. (Richards and Rodgers, 2001)

Later, after World War II, as a result of the need the US army had to communicate with other countries, either allies or enemies, the US military provided some special courses which mainly aimed at developing a high level of speaking and listening proficiency. In this manner, the "army method" highly gives importance to the development of pronunciation

which is addressed through certain mimicry or roleplay workshops. Indeed, such practices are carried out by repeating and memorizing a set of logical and coherent phrases. To achieve this, students also take advantage of some resources such as voice recorders, tapes, or any other visual aid. In time, the "army method" became more famous and was world-recognized as the audiolingual method (Brown, 2000).

Going back to the natural approach, Krashen and Terrel (1983) developed and strengthened the theoretical basis of such an approach, which aims at enhancing the oral proficiency skills through basic personal situations. e.g., asking for an address. To achieve this, authors alleged that students need to go first through a comprehension or input process before speaking, which authors defined as "the input hypothesis". Thus, the teachers must always use the target language and address topics that students can use in real-life. After having received enough input, students are allowed to produce (speaking and writing) gradually by announcing short fragments such as non-verbal communication, yes/ no answers, isolated words and so on. Moreover, Krashen and Terrel (1983) pinpoint that this approach "lowers students' affective filter" (p.21); that is, it encourages students to express their thoughts, ideas or feelings thanks to the topics that they consider relevant in their daily life without much fear of making mistakes.

By the end of the sixties, theories of language teaching started to change again due to new and significant perspectives. One of the most world-known and classic language teaching theories was stated by the linguist Chomsky (1957), who demonstrated that language must go beyond the mere study of grammar and structures; instead, he asserted the learner has the ability to create his own individual sentences. Because of this innovative paradigm, theorists started to think about a new functional method/approach that helps learners communicate and deal with real-life situations, which gave birth to the concept of task as an activity that simulates a situation close to the students' reality and needs (Richards & Rodgers, 2001). Eventually, the method was known as the communicative language method which focuses on the development of both receptive and productive skills through the performance of different tasks. (Brown, 2000).

All in all, different methods and approaches have been proposed and implemented for the development of productive skills: speaking and writing. As a matter of fact, many of the methods and approaches presented do not focus on a single skill since learning a language cannot simply happen by focusing on one. Currently, various language programs are taking the foreign language teaching as a whole unit, integrating listening, reading, speaking, and writing. As stated by Brown (2000) "despite our history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skills integration". (p.232). Hence, although the didactic sequence proposed in our research study focuses on productive skills, receptive skills have not been disregarded. On the contrary, they are considered an important complement to the activities proposed. Besides, the methods and approaches previously presented allow us to identify and take as reference some principles and ideas for the design of our didactic sequence. Principally, the communicative language approach due to the conception of language as a tool to perform tasks of daily life, considering the productive and receptive skills. In addition, we considered the natural approach since it highlights the importance of providing relevant input of the real life before learners speak or write (the input hypothesis). As a result, it supports learners not only in their production progress, but also to stimulate their affective filter; that is motivation, and risk-taking among other factors.

2.1.2.2 Teaching speaking principles

Learning how to speak a second or foreign language involves following and performing certain principles to be able to convey a message successfully. As pointed by Brown (2000), a conversation is successful when factors such as turn-taking, interrupting, and keeping a conversation going take place. Moreover, sociolinguistic aspects are also taken into account as non-verbal communication or different styles of speech. In addition, accurate pronunciation is also considered important for language users to express themselves better as well as accuracy and fluency which play a significant role in interaction. The former refers to the correct use of grammar and the correct production of sounds that make a message comprehensive while the latter focuses on speaking as naturally as possible, having an articulated and coherent speech. Concerning emotional factors, for many learners speaking is

not easy since some of them must deal with anxiety factors. Indeed, they might feel afraid of saying something wrong or incomprehensible; and for that and many other reasons, mistakes happen. However, strategies like negotiating meaning when a word or phrase is not comprehensible during the interaction by using synonyms, repetition, explanation are useful to have a better interaction (Brown, 2000).

Having understood what the speaking interaction implies, it is worth analyzing how to address students' needs when focusing on the development of oral skills. According to Richards and Renadya (2002), teachers must provide authentic communicative interactions beyond the comprehension of just grammatical rules. To do this, students must be encouraged to hold a casual conversation in class with their partners or the teacher just as same with outdoor situations with our native language. In this sense, it is highly pertinent to provide learners with topics they might use in real situations as sports, education, food and among several others. Besides, teachers need to know how to draw student's attention to avoid unwillingness to speak. On this matter, teachers must propose attractive topics in order to arouse students' interest and create a need to express their emotions and opinions about such topics. Furthermore, teachers must carry out interactive and structured activities like role-plays, casual dialogues, storytelling, and among others, which should be supported with authentic and relevant material such as tapes, films, opera, radio, news, and others. Authentic situations and material do not only give students an opportunity and confidence, but also to learn and assimilate different scenes and accents to communicate.

Similarly, Brown (2000) agrees and complements the above-mentioned information of how to teach and develop the speaking skill. He mentioned that teachers must encourage and give chances to students to initiate a conversation instead of waiting for questions and instructions. As an actual fact, students must be able to open the conversation, maintain or change the topic, to do follow-up questions and any other natural factor in a casual conversation. Moreover, the author suggests using oral dialogue journals which consist of daily recordings to have more practice outside classrooms. This teaching strategy is not only a space to express reactions, opinions, and comments, but also it allows teachers to provide

feedback about students' recordings, considering their weaknesses and strengths. In fact, the author claimed it has been a very handful tool adaptable for big or small courses, and even, quite profitable for tutorings. Among other useful interactive activities, it is also recommended by Brown (2000) simulations, interviews, discussions, problem-solving activities and among many others to practice the speaking skill. Regarding our didactic sequence, some activities are based on the aforementioned authors (Brown, Richards and Renadya) ideas since we will apply mostly casual conversations or discussions, storytelling, interviews and recordings in different moments,

2.1.2.3 Teaching writing principles

Writing consists of sharing a direct and interactive space between a writer and a reader where the act of communication takes place (Celce-Murcia, 2001). Both speaking and writing skills have some specific and relevant features to bear in mind; however, there are certain differences that are worth highlighting. According to Brown (2000), a speaking speech is brief, every word that we say vanishes almost instantly, while writing represents a more permanent and longer speech. In addition, in the writing process a writer has more time to write and rewrite a composition in order to have a good product while when speaking production time is instantaneous. Moreover, in a writing process, a writer must shorten the distance between himself and the readers if he wants his ideas to be understood. To achieve this, the writer predicts the audience's knowledge and perspectives to avoid any misconception of his ideas.

Writing might be more demanding than the speaking skill for some people since writers must bear in mind the orthography and vocabulary of a written text. The former refers to all written symbols used to shape and create words and phrases. In fact, it is one of the most important aspects to develop our writing skills, especially if the symbols system is quite new and different for learners who are accustomed to other symbols. Indeed, the above-mentioned features also depend on the context of the writer. The lexis and orthography have relevance regarding informal or academic writing contexts; that is to say that writers need to pay attention

to the formality of the language. Other aspects to bear in mind when writing are redundancy issues, vocabulary variation, complexity of phrases and structures, among others (Brown, 2000).

Once we understand the factors to appreciate a writing composition, it is essential to broach some important strategies to teach the writing skill. Similarly to the teaching speaking process, teachers must provide their students with authentic activities that they might use in real life situations. As a matter of fact, considering daily life context might shape the writing format: in other words, writing texts can turn into academic (essays), vocational/technical (e.g., a letter for a corporation) or for personal purposes. Thus, teachers must be able to teach genuine communication considering students' needs and the audience with activities such as writing a report, a letter to a company, or even a personal diary. Among some other teaching strategies, teachers allow feedback spaces between classmates, that is to say peer-editing. It provides learners with an opportunity to read and learn vocabulary, perceptions, or any other strategy for writing a text. In the same vein, some teachers use the freewriting strategy, which consists of developing mainly learners' ideas rather than being concerned by grammar, spelling, punctuation, or any other sort of mistake. Besides, to teach how to write a coherent and outstanding text, teachers recommend learners to make a list of ideas to organize their ideas; that is the writing planning process called brainstorming. (Brown, 2000)

In a similar fashion, here are some other stages or strategies to create a well-structured final product. According to Richards and Renandya (2002), the production of a written text must follow four specific stages: planning, drafting, revising, and editing. The former refers to the process of gathering information and generating ideas through different activities that teachers tend to apply such as brainstorming and rapid-free writing. The second stage happens when simple ideas start to be written considering the target audience (e.g., classmates, the teacher, family) and the type of text (expository, argumentative, narrative). After this stage, revision takes place by looking not only for grammar or punctuation mistakes, but also for content and cohesion issues. This feedback process helps the writers to correct and enhance possible weaknesses in order to make it easier for the audience to understand the message. During the last

stage all the necessary corrections are made making sure the text communicates the intended message.

2.1.3 Peer-tutoring and ANCLA

2.1.3.1 Peer-tutoring

It has been found that the concept of peer-tutoring is a term used by different authors under other various names such as peer-learning or mentorship. To begin with, the concept of peer-learning is as old as other pedagogical strategies such as Collaborative or Community action, a method of learning and teaching in groups. Topping (2005) states that peer-learning is likely to have always been part of teaching and learning both in and outside the classrooms; however, different authors have started to describe and define the concept just recently which implies that peer-learning as a term is slightly new compared to its practice, and that it is more commonly studied from the concept of Cooperative Learning.

In this vein, Gerlach (as cited in McLaren, 2014) describes Cooperative Learning as an inherent social act, in which interaction between students or participants is fundamental in the achievement of goals. Bearing this mind, learning is conceived as a contributing process that requires students' involvement and contribution of abilities and knowledge in order to fulfil a common goal. Like Gerlach (as cited in McLaren, 2014), Topping (2005) pinpoints the participants' status as equals in terms of grade, age, and/or subject comprehension, and roles, making emphasis on the fact that Cooperative Learning takes place in very small groups. However, McLaren (2014) claims that there are various ranges of groups, such as pairs of students (a dyad), small groups (3-5 students), classroom (25-35 students), and large-scale in online learning (hundreds or even thousands of students).

Similarly, (Boud, 2001) describes peer-learning as a bidirectional process, mentioning "Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants" (p. 9). Although Boud affirms that this concept is quite

abstract due to its various interpretations, he considers peer-learning as a term that covers different types of learning with counterparts. Basically, peer-learning is an educational tool based on learning through teaching to partners or classmates (learning by doing). That is to say, it is an active way of stimulating knowledge acquisition since it requires a wider comprehension of themes and lessons. In Boud's (2001) words, the aforementioned tool requires a reflecting process, as it is learning how to learn. In this manner, the author also makes a description of formal and informal peer-learning implementation. Informally, teaching is not so successful due to a lack of expertise and knowledge to carry out a lesson. Being less favorable than those with preparation in this area. On the other hand, formal peer-learning is helpful for both parts as it helps to strengthen understanding. In addition, Boud highlights that peer-learning cannot supersede "traditional" teaching since it is an educational tool for supporting, studying, and enhancing students' learning process.

On this matter, it is possible to affirm the term peer-tutoring has been considered a formal form of peer-learning due to the previous-tutoring preparation in which mentors are instructed on how to explain topics, and how to interact with tutees, based on Boud's (2001) description. Additionally, peer-tutoring contemplates mentor and tutee integrity (same status), their difficulties, and needs. Indeed, a wider comprehension of the tutee is expected, treating him as equal and helping him to adapt and try different ways of learning. Moreover, according to Topping (2005) Peer- tutoring is emphasized on curriculum, working syllabus related content in tutoring sessions, helping, and accompanying students in their learning process without ignoring or being a substitute of traditional classes. All in all, peer-tutoring is an educational tool that can be implemented at schools and universities in order to support the learning process in a more informal way compared to what happens in the classroom.

Finally, a concept linked to the ones explained above is mentorship or mentoring. According to Topping (2005) mentorship refers to "a supportive and encouraging one-to-one relationship", characterized by "positive role modelling, promotion of raised aspirations, positive reinforcement, open-ended counselling, and joint problem-solving". In other words, mentoring aims to boost not only the learning process, but also the participants' (known as mentees)

aptitude towards the subject, their performance. In addition, Topping (2005) makes emphasis on a higher proficiency and expertise in a specific area in the one who guides (known as mentor), suggesting a no-manager role, contrary to the traditional teacher-student relation, but indicating a relation and an interaction between both parts as equals. This implies a less restricted and hierarchized relation in which the mentor has no absolute control over lessons and activities. Similarly, Yirci and Kocabas (2010) refer to mentoring as a supporting and accompanying process in which a senior (experienced part) gives assistance to a junior (untrained part). Furthermore, Daresh (as cited in Yirci & Kocabas (2010) presents a similar perspective by claiming that mentoring is widely used in professional and personal construction within a real laboral context, but with a less stressful environment, and describes mentors as teachers, guides, counsellors, and positive role models.

In conclusion, analyzing the types of Peer learning descriptions has offered a comparison between them, allowing us to determine which of these types is in the line of our study. Firstly, Cooperative learning is based on supportive learning, in which every member of a group is expected to contribute in pursuance of a goal. Secondly, in Peer Tutoring there is a relevance in supporting other students with their learning process regarding the class content; as well, being prepared on some teaching-learning strategies. Finally, Mentoring is a positive and encouraging supportive process, comprising an experience and a junior part, working on boosting the learning process of the latter, granting an open-to-discussion and -doubt space, in which students could feel less stressed and confident to participate. In this sense, the concept of mentorship fits into ANCLA's description due to sharing similarities in regards of expertise and teaching notions, as well as, defined roles, because it is a relation between "equals". Similarly, Mentoring correlates to the research objective of supporting language learning process regarding productive skills, which requires certain expertise and knowledge in the area.

In this way, Mentoring is reflected in ANCLA mentors' attitudes which are generally friendly and open with Tutees in and out of the sessions, resulting in a free or lower stress environment for Tutees to use the language. Likewise, the Didactic Sequence relies on mentors' performance to be successfully developed.

2.1.3.1 ANCLA

It is crucial for the context and objectives of this research project to define ANCLA and to describe its functions and characteristics keeping in mind that the didactic sequence proposed for the implementation stage was designed aiming at fostering ANCLA tutees' productive skills. To begin with, ANCLA was born in 2014 at Pontificia Universidad Javeriana (Bogota), since Adriana Salazar, academic advisor at that time, identified a problem regarding English learning appropriation in a group of students from the B.A in Modern Languages, who tended to retake the same level of English, or passed it with the minimal grade. Bearing this mind, Adriana Salazar and Carlos Rico, in charge of the language area,(Coordinador de lenguas) prepared a proposal based on Mentorship, in which volunteer students with better appropriation of the language (mentors) supported students who were struggling to learn it, under the following considerations: working on benefiting both parts (getting teaching experience, and boosting learning), and mentors must be coursing methodology and didactics, so it was possible to apply the strategies seen in class. In this sense, the purpose of ANCLA was to enhance the English learning process centered on students from the B.A in Modern Languages in the first place. In 2015, due to a solicitation of an English course made by the university vicerectory given the number of students from other majors at the university who did not achieve the English level required, ANCLA was expanded and officially offered to students of all the majors in the institution, not as a course but as an accompanying project. This transition and expansion of the program was the beginning of what is known today as ANCLA: a mentorship program that aims to support undergraduate students' language learning processes regarding English, which offers support to other languages like French, and Spanish since 2017. Currently, ANCLA not only supports the learning process of students from various majors at the university, but it is also requested by administrative staff, who are enrolled in EFAS (English For Administrative Staff).

Regarding the structure of ANCLA, it is a volunteer program for both students and administrative staff who are in need with their language learning process and Mentor from the

major. As a matter of fact, students and administrative staff could request language learning support through an application form sent by email to whoever is taking an English or a French level. The language support given by ANCLA comprises 12 sessions within a period of 12 weeks (2 hours per session), in which there is a mentor and as minimum a tutee. On the other hand, B.A in Modern Languages students could enroll as mentors once they are taking or after taking Methodology and Didactics (L2 Program), as well as, completing an application form. Indeed, thanks to this subject, B.A in Modern Languages students are encouraged to participate in ANCLA, and so to take their first steps in teaching. In addition to this, mentors act as guides supporting, encouraging, and accompanying students in their learning process. Similarly, Mentors have access to a set of tools they could use in their tutorings, such as laptops, headsets, markers, boards, etc.

2.2 State of the art

Along this section, data from various research are considered for the development of the state of the art from this study. In this sense, a thorough searching exercise of research, dissertations, articles, etc. was carried out to find sources of data which support our study. As a matter of fact, it was essential the use of various databases such as Ebsco, Google Scholar, the university repository, and others; as well as, selecting the writings related to the following topics, didactic sequence in ELT, peer tutoring, ANCLA and productive skills. Similarly, their publication date was considered (not previous to 2010, except for 2 studies), context (national or international), language (English, Spanish), and type of sources (academic texts).

2.2.1 Previous research on didactic sequences and ELT

To begin with, it is worth mentioning that there has not been much research on the creation and implementation of didactic sequence and ELT in tertiary education. Nevertheless, we found some studies that were carried out at national and international level in primary and secondary education which give us a general understanding of the influence of some didactic

sequences on students' English learning process. It should be noted that the digital didactic sequences from the studies also pinpoint some common elements in terms of structure (warm-up, procedure and conclusion), supporting students' learning process from two sides: cognitively and metacognitively. The former concerns the student's learning process and critical thinking while the latter focuses on attitude and autonomy when learning English as a second or foreign language.

At a national level, a study carried out in Colombia at Universidad de Antioquia by Valencia (2015), showed that designing and planning a didactic sequence for an English course, has a positive influence on students' oral performance. The participants of the study, 36 tenth grade students, could take advantage of a variety of resources such as videos, images, journals, podcasts, among others that helped them improve their oral skills. To achieve this, the researcher designed some didactic sequences that consisted of three stages: warm-up, procedure, and final product. The former refers to the introduction of the topic; the procedure presents all the activities students can do to practice, and the final product refers to the final tangible or visual product which demonstrates students' understanding. Additionally, these didactic sequences addressed different topics: the world cup, MTV cribs "my house", my reservation and storytelling. Data from the study shows that the didactic sequences mentioned had a positive effect on the students' attitude, discipline, and performance on the language, which was evident in students' development of autonomy, critical thinking, and the development of collaborative work skills.

Another research done by Valdiri and Valdiri (2015) at Universidad Libre, Colombia, proposed the implementation of a didactic sequence called digital writers[5] for second grade English learners with the objective of strengthening and enhancing teaching and learning processes for English writing skills. To achieve this, authors presented a guide of a didactic sequence divided into two parts: a general planning of a didactic sequence and a systematization of each activity. The former entails some aspects of a didactic sequence such as description of the activities, expected learning, resources and description of a final product while the later

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[5] Escritores digitales

encapsulates aspects of a didactic sequence after they are implemented in class; that is some reflections about what students learned and what is necessary to enhance while developing a class. Additionally, the authors structured the didactic sequence of digital writers considering some ICT resources as online tales, journals, and posters. As a result, it was found that the didactic sequence fostered a higher motivation and attitude to learn the language thanks to the variety of resources and activities supported by ICTs. In addition, the participants improved some psychomotor skills such as orthography due to the coherent and logical procedures of the didactic sequence. Finally, the authors highlighted the positive influence of the didactic sequence on teachers' pedagogical practices due to the new and creative activities designed to develop writing skills.

Another study carried out by Chaves and Fernandez (2016) at Universidad del Valle, Colombia, proposed the design, application, and assessment of a didactic sequence in a EFL context with an emphasis in oral skills at a public school in Cali. The first part of the didactic sequence consisted of providing learners with some input in order to contextualize them and prepare them for the activities. Then, some activities were carried out to review structures and vocabulary and to do some listening practice (storytelling time, songs, etc.), as well as speaking practice (role plays, telling story, etc.). Finally, there was an interaction stage in which didactic games were used as a tool to reinforce and develop input comprehension learnt in class. After the implementation, the authors found that students had an increased interest and comprehension in English, and they were more accurate and faster while solving activities. Furthermore, there was an improvement regarding oral skills and performance in the language.

At an international level, a research done by Reyes et al. (2012), in Valencia, (Spain), proposed the use of digital tools through some didactic sequences aiming at improving the English skills of low proficiency level students. The didactic sequences were organized using a scaffolded approach whose intention was to guide students to a final product (the presentation of a story). The authors concluded that didactic sequences supported on digital tools have a high effect on students' attention, engagement, and motivation towards the language even in those who did not have it at the beginning of the process. Besides, after working on grammatical and

lexical elements in a workshop, students distinguished when and how to use some structures (e.g. present simple vs. present continuous), this improvement was evident in students' final productions. In addition to this, it was possible for the teacher to adapt the workshops considering class progress, difficulties, and abilities. That is to say, the workshops and activities could be modified based on students' improvements and needs throughout the implementation of the didactic sequence.

Another international study done by Pardo, et al. (2013), also in Valencia proposed the use of some didactic sequences aiming at developing students' writing skills in English as a foreign language in a public school in Catarroja, Spain. Indeed, the study focused on the development of an expository text through the use of a didactic sequence, in which 6 grade students were expected to acquire and apply some elements that would enhance their writing skills and performance such as vocabulary, redundancy, coherence and organization of ideas. Like other studies, this one proposes a didactic sequence that consisted of a warmup or introduction for students to know the goals and topic of the class; a practice stage to include some specific activities; and a final product which in this case was the written expository text. The researchers concluded that the students were able to produce a simple and well-structured expository text, and that students' writing performance improved with the implementation of the didactic sequences.

The previous research depicts some significant input for our study; in fact, there are two aspects worth highlighting considering the objective of our research study: (1) the structure of the didactic sequences, and (2) the effects of the didactic sequences on students' learning process. The first one is represented in both studies with the following structure: a warm-up, practice (or procedure) and a conclusion with a final product. This structure of a didactic sequence gives us some guidance to adapt our didactic sequence to address ANCLA's community. On the one hand, mentors, who have any or very little experience in teaching, could access a clear and organized proposal for their tutoring sessions; on the other hand, tutees could be benefitted by the variety of activities proposed. The second aspect considered gives us some insight on the benefits of some didactic sequences, and how they boost students' attitude towards

learning English as a second or foreign language. Moreover, as the previous studies showed that the use of digital material supporting the didactic sequences enhances the learning process, we have decided that the design of our digital didactic sequence should be supported by the use of some of those tools in order to address students' needs and interests which may probably result in a better English learning process.

2.2.2 Previous research on peer-tutoring and ANCLA

In the first instance, we explore some research concerning the impact of peer-tutoring on students' learning process in both national and international contexts. Peer Learning is an essential factor in the development of ANCLA's tutoring s and ANCLA's community since it is a program for and by students. The selected studies highlight some ideas of how significant and beneficial this pedagogical tool is for the students' learning process of a FL. Then, we find some studies of ANCLA; such studies represent a stricter outlook. Since ANCLA started their services not a long time ago, there are just 4 studies which are focused on different areas. Despite of this situation, it allows us to understand how mentors benefit from tutorings as it is an experience for their training and pedagogical strategies.

Even though there has not been much research on peer tutoring at national level, Ariza and Gonzalez (2009) give us a meaningful perspective of this pedagogical practice in Colombia. This study set out an analysis of tutees who attended some tutoring sessions with mentors of higher semesters majoring in Bachelor of arts in EFL (English a Foreign Language) at Universidad Pedagógica & Tecnológica de Colombia. Data collected from observations and interviews from tutees and mentors allowed the researchers to conclude that the tutees could make some reflections upon their role as future teachers thanks to their tutoring sessions with mentors and that mentors got more encouraged and active in their teaching training process. It was also found that tutees became more autonomous as they talked about their needs during the tutoring sessions, and they even started elaborating and taking material that they wanted to apply for the sessions. Most importantly, it was evident that peer-tutoring supported students' English

proficiency level in terms of knowledge, skills and attitudes which was demonstrated in their English classes.

At an international level Marieswari and Prema (2016) aimed to examine the effectiveness of peer tutoring as a pedagogical tool to learn English with a group of 8th graders in India. The research had two groups: a first group with a traditional way of learning, and a second one leaning through peer learning, in which students, who had a good English proficiency, were trained to teach, or assist their mates within the English classes. After data analysis, it was found that: first, there was an increase in students' motivation with peer tutoring; second, peer tutoring triggers a friendly environment that fosters English learning among tutees and mentors; and finally, both mentors and tutees improved their English skills more in comparison to the group that used a traditional method.

Another international research study was carried out by Jeong (2011) on the benefits and challenges of reciprocal peer tutoring in the development of reading skills at a Korean university. Data was collected from students' perceptions, opinions, and reports of the course. After analyzing data, the author concluded that students believe that they could develop more their language skills through peer learning and that working with peers helped them understand difficult concepts, and to develop their own learning strategies. In addition to this, students had an improvement in comprehension skills, such as analyzing texts and identifying main ideas. Furthermore, it was concluded that the peer-tutoring lowered stress levels and fostered interaction while using the language constantly.

Likewise, Coronado (2018) conducted an analysis on the materials used in ANCLA tutoring sessions to later design a resource bank to efficiently support the teaching-learning process of the program. Data was collected through surveys to determine the type, objective, and impact of materials used by mentors, as well as tutee expectations regarding the materials. The design of the resource bank considered tutees' levels, necessities, and the survey results. It was found that mentors believe that tutees should work on their grammar and vocabulary, and they proposed the use of interactive materials in order to catch mentees' attention and interest. In

addition, it was concluded that a writing and a reading section were not going to be included in the resource bank as these skills are addressed in students' English classes. Indeed, Coronado (2018) designed a bank not only for mentors, but also for fostering autonomous working. Nonetheless, the resource bank has not been tested.

Santana and Vargas' research (2016); on the contrary, did not focus on material, but on the analysis of ANCLA mentors' perspectives in regard to the tutoring sessions. In this sense, researchers analyzed 14 mentors' narratives considering two main aspects: emotional and pedagogical ones. It was found that regarding emotional aspects mentors feel encouraged, committed, interested, and satisfied during the tutoring sessions. Nonetheless, certain aspects were negative such as the fact of feeling discouraged and doubtful about their performance as mentors when tutees do not attend the tutoring sessions. Considering pedagogical aspects, it was revealed that mentors had a positive influence on their pedagogic practices as they had the chance to design their own material, and they could enhance their pedagogic strategies and methodologies to teach English as foreign language. Most importantly, the authors stated that ANCLA is a valuable for in-service teachers for them to discover their role as future educators.

A final study was done by Cortés and Giorgi (2017) to identify the professional identity traits of six ANCLA mentors. The researchers obtained some results based on three main stages of analysis: current and imagined identities situated in the Anchor context, reconfiguration of teaching identity, and a vision of being a discursively constructed teacher. The former unveiled that mentors have decontextualized identities that were changing during their pedagogical practices. In fact, some mentors adapted some pedagogical practices of some of the teachers they had classes with along their major. The second revealed that mentors are frequently shaping their professional identity through social interaction (negotiation), that is they are often in a process of discovering themselves. The last element showed that mentors modify and construct their vision of what a teacher is by creating different speeches. All in all, the researchers stated that ANCLA represents a space where pre-service teachers can both apply the theory learnt in class and enhance their pedagogical practices by dealing with real teaching contexts.

Previous studies give us two relevant insights for our research: the impact of peer-tutoring for teachers and learners and the importance of doing research in the program ANCLA. The former allows us to comprehend that peer-tutoring involves more than explaining or learning a topic using the target language. Instead, it also contemplates the teaching/learning factors such as the importance of design relevant material, the feelings, or affective principles (e.g., stress) which are essential to foster a good academic atmosphere, and that peer-tutoring represents a different pedagogical dynamic whose purpose is mainly addressed to learners needs. Secondly, studies linked to the program ANCLA reflected the progressive improvements given by a few studies. It is highly significant for the program the above-mentioned studies as they support both mentors and tutees to comprehend and facilitate the teaching/learning practices. As a matter of fact, ANCLA's tutorings are usually the first pedagogical practice for mentors who must deal with different teaching factors. Hence, such studies give them an opportunity to explore more their identity as future teachers, considering what is necessary for tutees to learn satisfactorily. In this sense, the program is opened to carry out more studies as our dissertation with the didactic sequence, which pretends to be a relevant experience and resource for the program ANCLA by improving tutees learning process and guiding mentors' practices coherently.

2.2.3 Previous research on productive skills

To comprehend and explore the following section, we search national and international studies in regard to the development of either speaking or writing skills using different resources, which are mainly supported by the use of ICT's. The selected studies underline not only the effects on the productive skills performance, but also how such didactic materials can trigger affective, metacognitive, or other unexpected findings in the students' learning process. In similar fashion, some research accentuates the impact of implementing a specific material/platform on teachers' pedagogical practices, being perceived mainly as an advantage to look for different ways of teaching English or French.

At the national level, a study at Universidad Nacional in Pereira (Colombia) by López (2017) who investigated the effects of using an educational platform and the writing process wheel cycle (planning, drafting, editing, final version) for the development of writing skills on a

pre-intermediate EFL course of 12 students. The digital platform, called Quia, allowed students to be enrolled in a variety of games to learn new vocabulary, expressions, and grammar that were considered useful for the writing activities. The analysis of the data led to the following conclusion: (1) the participants improved aspects such as writing performance, vocabulary, attitudes, and confidence while writing, (2) there was a positive impact on grammar, syntax, and morphology, and (3) there was an increase in interest, motivation, and engagement towards the learning of the language. Finally, according to López, the use of ICTs as a learning tool or as a support to the learning process, triggers confidence in students with the language since they are provided with models and feedback that make them rethink and rewrite digitally their own texts. Moreover, some of the ICT tools implemented in class were images, videos, and audios that caught student's attention and encouraged them to learn new words and grammar tenses.

In the same line, a study performed by Ruiz and Castañeda (2016) from the Pontificia Universidad Javeriana (Bogota) researched the effects of using a webpage called *Wewrite!* on students' writing performance, considering different text formats: the argumentative, narrative, and expository ones. The online page was used by a 16-English-low-advance-course of the B.A Modern language major. On top of that, the webpage was conducted through three different phases: 1) the design phase 2) the implementation phase and 3) the evaluation phase. The later research step revealed all the results caused by the online page. On this matter, it was found that this virtual space allowed students to have self and peer feedback when they shared their compositions, and eventually, students were more able to identify weaknesses and strengths while writing a text. Furthermore, learners stated that this virtual platform is a helpful resource that represents a chance to practice and develop the writing performance skill.

Additionally, Yate, et al. (2016) conducted a study on the use of open educational resources (OER), at SENA (Servivio Nacional de Aprendizaje) in Villavicencio, Colombia. Throughout the study, SpeakApps and OERs (Langblog, Video Chat and Tandem) were used for the development and fostering of oral skills in English in a blended-learning course (virtual and onsite classes). SpeakApps consisted of a compilation of activities divided into projects in order to boost and improve oral skills allowing teachers and users to design and adapt projects or

activities for an English class. The participants were 15 pre-selected students from English basic proficiency level whose improvement was measured and observed by using semi-structured interviews and by observing their performance in the activities such as presentations and interactions with other students and teachers. The researchers concluded that the OER had a positive impact on the improvement of oral skills as learners were able to improve their performance with the language by becoming more fluent, having better pronunciation as well as grammar, and by increasing their vocabulary range. Furthermore, it was found that students' motivation, interest, and confidence when using the language increased after using this type of material.

Likewise, Torres (2019), from Universidad de la Sabana, carried out a study regarding the effect of an ICT supported educational proposal on the development of English oral skills on students from 2 grade at a school in Bogota. In this vein, the author designs her proposal based on a pedagogical model known as TPACK (Technological Pedagogical Content Knowledge), which consists of using ICTs in favor of learning and teaching processes, as it would be Youtube, ClassNet, movie maker, images, multimedia, etc. Furthermore, the research's population was a group of 24 students from 2 grade, who worked on vocabulary, pronunciation, and fluency during an introduction phase (9sessions). Then, they have a production phase (12 sessions), in which students would be able to apply their learning from the previous phase and develop a product of their choice (songs, role games, interviews, etc) and its subsequent presentation in an informative program. As a result of such an educational proposal, the researcher concluded it was plausible to evince an advancement in students' oral skills such as pronunciation, and fluency. Similarly, students improved their grammar and vocabulary. Moreover, findings pinpoint motivation, creativity, and use of language were observed along the sessions and during the sessions in students.

Productive skills development through ICTs has also been conducted with other languages different from English. One of those studies was done by Torres and Peña (2018) at the Universidad Javeriana in Bogota with a group of high intermediate French level students. This research aimed to analyze the effect of the use of WhatsApp on the participants' oral skills.

To achieve the above-mentioned goals, authors made six workshops with different topics and activities that students had to perform in WhatsApp groups (A and B) encouraging participation. by asking students to send audios, photos, short texts, or even memes about a variety of topics like music, social networks, Colombian stereotypes, etc. From those workshops, authors found that students' oral proficiency in French regarding fluency and coherence of ideas improved which; consequently, benefited the students' grade in the DELF examination. Additionally, it was evident that the use of WhatsApp made students more active and interested in learning the language in and outside the class.

Some similar studies on the development of productive skills have been carried out at an international level. On the one hand, Benmeddah (2017) from the University of Tlemcen, Algeria, observed the role of ICTs in the learning process and the development of oral skills in EFL classes in a group of thirty-four students (English beginners) and six teachers. Among the ICT tools implemented for the study, the students and the teachers made use of social networks (specially Facebook or YouTube), email accounts and other virtual platforms as npr-org, which was used to practice listening. The findings showed that ICTs play a significant role in enhancing speaking skills as these digital tools (specially networking sites) allow students to be more participative and active in class. Additionally, it was concluded that ICTs are not only beneficial for students, but also for teachers as they are provided with new ways of planning their lessons with more varied and contextualized activities for students, which motivates them to learn and use the language with the most real-life-like situations as it happens when using social networks.

In the same line, Yang et al. (2012) conducted an analysis on the impact of voice over instant messaging (VoIM) in the development of oral skills of 30 freshman students taking at English course at a Taiwanese university. Data was gathered through the students' online interactions in VoIM with 3 different levels: non-structured, structured without assistance, and structured with assistance. After analyzing the data collected, the authors concluded that the online interactions helped students improve their oral skills, but that some guidance from the tutor to initiate and sustain meaningful interaction is needed as well as constant assistance to receive significant feedback. Moreover, it was found that students were more confident and

subsequently more participative in interactions due to different activities performed in Skype as debates and roleplays.

Another research was carried out by de Sousa and Soares (2009) in Brazil with a group of 13 teachers (from second to fifth grade) aiming at helping students develop writing skills in Portuguese by using blogs. The students were asked to introduce themselves by writing a profile, and about some topics of interest. After their first production, students were given some feedback by their teachers to later rewrite their compositions. In fact, at the beginning of the research, teachers were concerned about the use of a blog for their classes, but then they evidenced some positive results in students' writing skills. First, students' compositions allowed teachers to identify what they needed to work on regarding coherence and cohesion of ideas. Additionally, students became more immersed and interested in writing. Regarding structure, researchers in conjunction with the teachers developed a 6-meeting didactic sequence divided into parts 3. An initial introduction to the blogs, subsequent activities similar to the reference blogs and corrections, and a final version of the writings. At the end of their study, authors stated teachers identified the potentiality of digital tools, as writing blogs, in the development of writing skills through a didactic sequence. Furthermore, students' interest was triggered, according to teachers' assertions and researchers' notes, not only the content and the topics covered, but also discussing about the blog with students from other classes.

The previous studies are significant for our research purpose as they serve as a reference point to analyze different strategies and tools used to help students of English as a second or foreign language improve and boost both writing and oral skills with the support of ICTs. The different tools proposed provide us with insights on which ones we could possibly use along the proposal of the didactic sequence as well as how to use them in a meaningful way. In addition, these studies have allowed us to recognize the importance of implementing ICTs in classes since it has been proved that levels of motivation, performance, and participation have been positively influenced.

CHAPTER 3: Research Design

The following chapter presents the research design used in this research which aims at analyzing the effects of a didactic sequence on the development of productive skills in a group of A2 tutees, part of a tutoring program that takes place at Javeriana University called ANCLA. First, we will identify the approach and type of research chosen; second, we will describe the population; subsequently, the data collection instruments will be expounded, and finally, we will depict the research methodology.

3.1 Research approach and type of research

3.1.1 Research approach

A mix method-approach is "defined as the systematic integration of quantitative and qualitative methods into a single study in order to obtain a more complete "picture" of the phenomenon"[6] (as cited in Sampieri, 2014, p.534). In other words, a mix method-approach combines both quantitative and qualitative research and provides different perspectives which could represent a more complete research about the phenomenon. To achieve this, researchers collect, gather, analyze and mix the information in a single study using the data collection instruments of both approaches: observations, questionnaires, artifacts, interviews, among others. Such information allows researchers to have varied data; consequently, a deeper analysis.

According to Creswell (2012), quantitative research "identifies a research problem based on trends in the field or on the need to explain why something occurs." (p.13) In other words, quantitative research represents a study in which the researcher analyzes and understands phenomena of any field. Besides, "quantitative research is used to consolidate beliefs (logically formulated in a theory or theoretical scheme) and accurately establish patterns of behavior of a

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[6] los define como la integración sistemática de los métodos cuantitativo y cualitativo en un solo estudio con el fin de obtener una "fotografía" más completa del fenómeno

population"[7] (Sampieri, 2014 p.10). In that sense, quantitative research pretends to confirm or demonstrate a hypothesis, an idea, or a theory by analyzing some common patterns. Such patterns (or variables) involve making two or more groups (or individually) with different features or attributes that allow investigators to compare, analyze and interpret data (Creswell, 2012). Quantitative research also predicts the research outcome due to the initial theories and hypothesis formulated before interpreting the data collected. As a matter of fact, such hypotheses are addressed through specific research questions and statements that are measurable for subsequent statistical analysis. Thanks to this research characteristic, quantitative research tends to be objective, avoiding personal conceptions, beliefs, or opinions in the interpretation of the data analysis; that is to say a subjective influence difficult to avoid in qualitative research (Sampieri, 2014).

On the other hand, as stated by Sampieri (2014) "the qualitative approach seeks mainly the "dispersion or expansion" of data and information"[8] (p, 10). Such information is expanded and explored due to the participants' experiences considering their context, effects or any other detail that has an influence on them. In fact, qualitative research pretends to delve into participants' perceptions or points of view regarding the hypothesis or research question. In this sense, the nature of qualitative research is flexible and holistic, which encompasses research topics that are not typical in quantitative research such as social, emotional, phycological, among others. (Sampieri, 2014)

Additionally, qualitative research is employed directly with the population context, describing, and exploring every single detail that is considered relevant for the researcher. As a matter of fact, qualitative research is performed in "natural" spaces; that is situations and events of real life where the context continues normally whether being studied or not. In this matter, this research approach focuses on studying and analyzing the participants in situ, without controlling, altering, or having any other influence on the population. Instead, the researcher must preserve and get most of the information considered pertinent for the study through participants'

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[7] El cuantitativo se utiliza para consolidar las creencias (formuladas de manera lógica en una teoría o un esquema teórico) y establecer con exactitud patrones de comportamiento de una población
[8] El enfoque cualitativo busca principalmente la "dispersión o expansión" de los datos e información.

narratives, experiences, or any other document (photos, videos, texts) to be analyzed (Strauss and Corbin, as cited in Gialdino, 2006).

Considering the research questions and objectives of our study, both quantitative and qualitative data represented significant information to be analyzed. The quantitative research approach helped us identify the effect of the digital didactic sequence regarding the correct and incorrect use of the language by tutees in oral and written tasks. This was done by analyzing and comparing statistics from two different groups: an experimental group in which participants were exposed to the didactic sequence, and a control group in which participants were not exposed to the didactic sequence. On the other hand, the qualitative approach served to analyze important data during the implementation of the didactic sequence such as tutees' reactions and attitudes towards the activities proposed, tutees' use of the language in progress while being exposed to the didactic sequence in four different sessions, and mentor's attitude and activities proposed. Both quantitative and qualitative data provided us with a more complete scene to analyze the effects of a didactic sequence on tutee's productive skills.

3.1.2 Type of Research

Bearing in mind the aforementioned objectives of this research project, an experimental type of research was used. According to Creswell (2012), in experimental research ideas are tested in order to determine "whether they influence an outcome". That is to say, this type of research aims to measure, evince and identify the impact or effect of a "hypothesis" through its implementation. Similarly, Cohen, et al. (2007) affirm that in experimental research control and manipulation of the conditions of a specific event is required. In this sense, the authors allude to a reconfiguration, an exclusion, or an addition of a simple factor or various factors to establish its impact on the event. Considering the previous definitions, our study is in the line of experimental research as it is fundamental to measure and evince the impact and the influence of a didactic sequence on ANCLA's tutoring sessions context.

Cohen, et al. (2007) also explain that an experimental research could be either *Quasi-experimental* or *True experimental* being one of their main differences the way the participants are organized into groups. In this vein, in quasi-experimental research the participants are put in determined groups under some specific criteria while in true-experimental research the participants are distributed in two groups randomly: An Experimental group and a Control group in order to contrast the information obtained from each part. In addition, Cohen et al. (2007) mention variants of true experiments regarding an implied tool as the measurement test, or pre- and post- tests, which help to analyze data more accurately. Therefore, this study fits into the true-experimental type since the participants were assigned random groups: four participants were part of the experimental group (with the didactic sequence, which will be called from now DS) and the other four participants were part of the control group (without didactic sequence, which will be called from now NDS).

3.2 Participants

The present research study was conducted at Javeriana University in Bogotá, Colombia, with a group of 8 students majoring in different programs, and who were taking the first English levels (0, 1, and 2) officially offered by the Languages Department to the students of the university. Participants were volunteers and their group's distribution was randomly-chosen; in other words, we did not organize them considering their level, major or any other feature. In the first tutoring, the participants, like other tutees from ANCLA, were asked about the reasons and expectations of requesting tutorings, and their experience with the language. In this vein, Participants affirm they are in ANCLA, due to a desire for improving or comprehending the language. Similarly, we observed various experiences with the language, finding positive and neutral ones, but not extremely negative experiences, that may act as a hindrance during the tutorings. Regarding the difficulties, participants claimed they need to work on more vocabulary, speaking, and oral skills, such as pronunciation, or fluency. These 8 participants will be addressed as tutees along the research.

In addition, there were 4 mentors who are pre-service teachers majoring in Modern Languages taking the last semesters of the program and having completed with requirements to be part of ANCLA (taking or having taken the subjects methodology and didactics and complete an application form). Regarding mentors' experience, all mentors have been enrolled in ANCLA for 3 or more semesters; additionally, 2 of them had done their practicum, while the other 2 were in it. Additionally, we participated in the research process, working as participant observers who perform the same guidelines as other mentors who volunteered in the research, that is 4 mentors supporting ANCLA sessions. In terms of expectations, mentors joined ANCLA for gaining teaching experience, and applying their learning in favor of student's comprehension in a lower stress environment. That is why, Mentor's act as guides for tutees, encouraging their tutees to participate in activities, ask their questions and doubts, and use the language. Similarly, mentors are in charge of preparing and organizing the sessions.

3.3 Data collection instruments

The collection of data in this study was carried out using three different instruments relevant for the accurate analysis of the information found. A pre/post-test was used to evince the effects of the didactic sequences on the participants' productive skills before and after the implementation. In addition, observations and field notes were used to gather information about the events that took place during the implementation of the didactic sequence during the tutoring sessions. Finally, surveys/questionnaires were used: one for mentors who used the didactic sequence, another one for mentors who did not use the didactic sequence, and a different one for tutees. These surveys/questionnaires aimed at analyzing and identifying mentors and tutees' perceptions and reactions towards the implementation of the didactic sequence.

3.3.1 Pre and Post test

To begin with, pre- and post- tests are part of the true experiment variant from experimental research being tools to measure and compare the groups involved in the study. In this vein, Similarly, Cohen et al. (2014) define pre-tests as a method to measure parity, or the

initial level of the groups, while post-tests are mainly to reveal impact on groups as well as on each participant of an intervention, or variable. Dimitrov and Rumrill (2003) affirm that these types of tests are implemented not only to compare but also to measure groups' outcomes, acting pre-tests as a reference for the post-test regarding mistakes, scores, among others.

Regarding this research study, an oral and a written pre and posttest were implemented in both the experimental and the control group during the first and the last tutoring session of the implementation of the didactic sequence. The pre-test **(see Appendix A and B)** aimed at identifying the tutees' initial oral and written level regarding the use of simple past tense. It consists of an interview about tutees' anecdotes and a writing composition in which they narrate an experience about their lives. Mentors asked tutees to perform them as naturally as possible, that is to say, without the use of any dictionary or virtual aid and considering mentors guidance. The post-test **(see Appendix C and D)** aimed at identifying and analyzing the tutees' use of the simple past tense in oral and written tasks after the implementation of the didactic sequence. Mentors applied more authentic activities that make them speak about their childhood and write about their first love. As same as the pre-test, tutees were not allowed to use any resource and they had to be carried out in a specific time or number of words. This instrument was relevant for our research objectives as it gave us important information about the effect of the tool proposed on the tutees' productive skills.

3.3.2 Observation and Field notes

Based on Creswell, (2012) "observation is the process of gathering open-ended, firsthand information by observing people and places at a research site." (p.213). In this sense, observations allow researchers to look into individual/people's behavior, ideas or experiences according to a specific context. Such analysis and comprehension of data is used to interpret or forecast a theory or hypothesis. Applying this sort of instrument, in quantitative research, involves creating a set of classifications or categories to address a more focused and centered research; and in this way, it supports investigators in the collection of relevant information

according to their perceptions, mental constructs or interests for accomplishing the research process (Gray, 2014).

In addition, observations entail some roles for researchers which are performed depending on their interests in the study. One of those roles is as participant-observer which happens when the observer takes part in the activities, events and experiences of the sample studied. The second possible role is as a non-participant observer which refers to the observer who does not get involved in the activities and events of the population studied. The observer is considered an "outsider" since his participation consists only in taking notes, recording information, or collecting any type of relevant information. However, depending on the research needs some observers can partially take both participative and non-participative roles (Creswell, 2012). Concerning our research methodology, we performed a non-participative role since we observed the tutoring sessions of the 3 different mentors guided by some specific criteria that allowed us to limit the data necessary for the investigation, and we did not interfere in any of the activities carried out by mentors during any of the sessions.

Collecting data during an observation is usually supported by some research tools. Some researchers use technological devices to record or take photos/videos while others use more traditional methods like field notes to later analyze and study the information collected. Field notes understood as "the data recorded during an observation" (Creswell, 2012, p.216) is one of the most common and useful resources for gathering information since it provides flexible ways to collect it. Information can be gathered while or after an observation. Moreover, data can be written as a full or partial (just fragments or quotes considered important) transcription of the participants' speech. Additionally, field notes can include a pen portrait of participants, a description of the physical place, a description of the participants' behavior, or any other event (Cohen et al., 2007).

From a similar perspective, Hammersley and Atkinson (as cited in Vasilachis, 2006) visualize the field notes as an "reflective analysis" since researchers observe and gather information that they consider necessary to be analyzed according to the research objectives;

although, it is important not to fall into biased ideas guided by feelings, emotions or any other intellectual idea that might affect the results of the study. In this sense, field notes are also a tool or a resource to detect prejudiced or partial ideas in order to ensure the reliability of our research. Moreover, field notes allow researchers to expand and find out new hypotheses and theories thanks to the flexible nature of this sort of data collection. Such advantage serves as a basis to depict the methodological framework or theory of a research, and it opens new possibilities for further discussion or research which is evinced in comments, questions, or any other uncommon or inexplicable situation besides the data collected concerning specific criteria (Vasilachis, 2006).

Considering our research question and objectives, field notes were used since they represent a flexible and adaptable research tool for gathering information about opinions, perceptions and attitudes from tutees and mentors. Field notes were taken from both groups (experimental and focus) during the 4 different tutoring sessions each mentor had. Since the tutoring session happened virtually, it was possible to record 32 sessions in order to collect all the necessary information and, at the same time, recheck any possible detail we could have missed during the observation. A virtual format was designed and completed by the researchers during or after each session (considering the recorded sessions) in order to analyze specific and relevant data like mentor procedures, tutees attitude and possible difficulties during sessions. Indeed, we wrote notes in the form of quotes, key words, thoughts and even hypotheses for further research concerning the above-mentioned criteria. **(See Appendix E).** Observations together with field notes were relevant for our study as they provided us with important data to interpret and analyze in order to answer the research question regarding the effect of the didactic sequence on tutees' productive skills as well as its effect on mentors' teaching procedures which is also one of our research objectives.

3.3.3 Survey/questionnaire

According to Cohen et al. (2014) a survey is a tool to gather data which aims at "describing the nature of existing conditions or identifying standards against which existing

conditions can be compared or determining the relationships that exist between specific events" (p.205). This is to say that a survey helps researchers determine specific and/or involved factors along the study in order to obtain significant information in regard to the impact of the tool implemented. As a matter of fact, Sampieri (2014) affirms [9]"questionnaires are used in all types of survey" (p. 217), suggesting questionnaires might be a complement to a survey per se. Likewise, Scheuren (2004) supports Sampieri's assertion by stating "Planning the questionnaire is one of the most critical stages in the survey development process". (p.15) and mentioning the stages of a survey. Firstly, Scheuren presents it as the planning and development of a survey, in this section it is possible to highlight two aspects: determining the population for the survey and elaborating a questionnaire outline. Secondly, we find the pretest, or a checking step, in which the population and the questions are tested in order to identify flaws in both parts. Thirdly, adjustments are carried out based on the flaws determined in the previous stage, designing the final version to ensure the gathered data would be pertinent. Fourthly, we find the implementation and collection of data from the questionnaire. Finally, in Scheuren's text, there are two stages regarding the coding and analysis of the information gathered. In this sense, we have considered pertinent to define the concept of questionnaire.

On the other hand, Gray (2014) describes questionnaires as a set of questions organized in a pre-determined way in order to gather specific information from the participants. Indeed, questionnaires make part of the most used data collection instruments in research due to their efficacy to reach the population and its low-cost regarding time for designing and implementing. Nonetheless, Gray (2014) also states that this tool requires a certain level of expertise from researchers since the questions and their order as well as the expressions used would affect the information provided by respondents; for this reason, it is important and necessary to design and test a questionnaire before its implementation focusing on the type of questions, the question's intention, and the respondents' capacity to answer the questions. In addition, Gray (2014) mentions that type of questions has an impact on the information obtained; meaning that while open-ended questions provide researchers with rich data, closed questions help to focus on

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[9] Samiperi (2014) Los cuestionarios se utilizan en encuestas de todo tipo (p.217)

identifying specific facts for analysis. In other words, open-ended questions allow respondents to expand their answers although the researcher might take more time analyzing and selecting data. In contrast, closed questions, in the form of true/false, likers, and multiple choice, allow for a faster analysis as they provide specific information although leaving aside the richness of the information.

Following the nature of the mixed-method approach used in this study, we designed a format **(see Appendix F, G, and H)** that helped us gather important information regarding mentors and tutees opinions, perspectives, satisfaction, difficulties and possible suggestions in regard to the tutoring sessions and the implementation of the didactic sequence. We decided to include some questions in the first place following the concepts and principles of a survey design in order to collect some statistical information to complement the data obtained from the pre/post test; additionally, the second part follows the concepts and principles of a questionnaire design in order to complement the data obtained from the observations and the field notes. This instrument was significant for this research study as it provided us with relevant information to answer the research question.

Having expounded the data collection instruments for our research, it is also essential to highlight when and how we applied them. The pre-test took place in the first session and the post-test was carried out in the final session of each (first instrument) tutee by implementing writing and speaking activities. Data from the observations and field notes (second instrument) were collected during each session, considering the sessions with the pre/posttest. As each tutee performed four sessions, there are 32 field notes, which are recorded to recheck the data, and they follow specific criteria to delimit the research scope. Ultimately, we asked mentors and tutees to respond to a set of questions in a survey (third instrument) in the last session by using an online application.

3.4 Didactic sequence design and implementation

3.4.1 Didactic sequence design

The literature review shed some light on the concept and structure of a didactic sequence and the teaching methodologies in regard to productive skills to be used for the design of the didactic sequence to be used in this study. First, understanding the didactic sequence as a set of coherent and logical activities designed to accomplish a specific academic goal (Tobón et. al, 2010). In the same vein the didactic sequence is based on a specific structured proposed my some authors who share or add many pertinent factors to consider as (Buitrago et al., 2009; de Sousa and Soares, 2009; Rubio, 2009; Tobón et al. , 2010; Zabala, 2000) second, using the vision of Brown (2000) and Krashen and Terrell, (1983) regarding the principles to teach productive skills, the didactic sequence is based on the communicative and natural approach principles. The former states the importance of a learner as a social agent that is able to communicate in genuine situations, considering the communicative skills and a final task which are highly linked to our didactic sequence. The latter being important for our didactic sequence as the input hypothesis plays an important role on learners authentic learning acquisition and the possible effects on tutees concerning the affective filter while performing the activities.

It is essential to stress the role of the teacher, the student, and the material, as well as the conception of language when we carry out the didactic sequence activities. As ANCLA performs one-to-one sessions, they are commonly known as peer-tutoring; however, we interpret ANCLA beyond the traditional or common peer-tutoring sessions; that is to say mentoring (Topping, 2015). In consequence, the role of the mentors consists not only as an expert of the language who teaches and solves questions, but also a facilitator who supports and encourages tutees attitude and breaks with the hierarchy of teacher-student. Regarding the tutee role, it is conceived as a social agent who can use the language for real-life situations, considering the communicative skills and the grammatical rules of the language. On this matter, the role of the material consists not only in a support for tutees and mentors to develop productive skills, but also to develop the comprehension and use of grammar thanks to the implementation of the bank of resources of

Coronado (2018). All in all, the language is interpreted as a tool or mean to convey thoughts, opinions, emotions about the reality and it connects the mentor and the tutee with the support of authentic materials in a didactic sequence. Such a didactic sequence was designed following the subsequent process.

First, we had to create the diagnosis which aimed at being provided with an initial idea of tutees' speaking and written level. Regarding the speaking section we created some open-ended questions which follow a specific sequence beginning with simple ideas and ending with more complex ones. The writing diagnosis consisted of a short of large compositions that depended on learners' knowledge to perform the task. The second and third session of the didactic sequence are conformed by a set of activities organized coherently considering all the communicative skills, especially the productive ones. As a matter of fact, we appended in the didactic sequence links from the bank of resources when more practice was needed. It included mostly grammar and pronunciation activities to reinforce tutees learning, and it also, complemented the didactic sequence. Finally, we designed activities to practice the content seen that might be profitable before performing the last final task. Once the tutees went back over the topics, we applied a final writing and speaking task designed by us. The writing task consisted of a 150-word text about and specific subject matter, while the speaking task was a 2-minutes long conversation between the tutee and the mentor. Eventually, the mentor gave feedback for the tasks carried out, especially the speaking one which recorded and analyzed in depth with the tutee.

In addition, we created two didactic sequences organized with the above-mentioned structure. The first didactic sequence designed addresses the university life topic and the present simple **(See Appendix I)** It was implemented from February 9 to 19 with almost all the participants (around three mentors and seven tutees) as a preliminary phase to test its performance, difficulties, and aspects to enhance. Besides, a teacher from the major gave us feedback about the didactic sequence according to his/her knowledge and experiences teaching the language. Keeping those perceptions in mind, we were able to create a more attractive didactic sequence considering the teachers', mentors' and tutees' suggestions or opinions. In fact, most of the comments were a matter of organization, structure, or minor mistakes (e.g.,

spelling). By the same boat, the last didactic sequence developed presents the topic of memories and the past simple **(See appendix J),** which is the material to be analyzed in our dissertation.

3.4.2 Implementation

The implementation of the didactic sequence was carried out in the last week of February and the first week of March 2021. The participants: 8 tutees and 4 mentors, met 4 times for two weeks having two tutoring sessions each week. Mentors 1, 3 and 4 used the didactic sequence (experimental group) while mentors 1, 2 and 4 did not use it (control group); they used their own resources for the tutoring sessions which is what ANCLA mentors usually do since the program does not provide them with any specific material to be used. Since the didactic sequence was composed of four specific sessions, as explained previously, each group followed some specific instruction in each of those sessions:

Sessions	Procedures Experimental group (DS)	Procedure Control group (NDS)	Instrument
Tutoring session 1	Mentors and tutees were asked to sign an informed consent, explaining that they will have to attend one more session in two weeks. In the same manner, they are told that they could dispose of didactic material for the tutorings. Having confirmed their participation, mentors were asked to apply the diagnosis exercise for tutees, which was divided into a speaking and a written pre-test. We asked mentors to record the session	Mentors and tutees were asked to sign an informed consent, explaining that they will have to attend one more session in two weeks. Here we clarify mentors that we will not interfere in their tutoring, they can do or apply any activity they consider opportune, but regarding the past simple tense Then, mentors are asked to implement both speaking and writing diagnosis (pre-test) for their tutees. We asked mentors to record the session.	Pre-test Field notes
Tutoring session 2	Mentors must apply the didactic sequence activities.	Mentors are only required to have extra tutoring and teach	Field notes

	They can omit or add new activities they consider pertinent. Having clarified this, mentors start normally implementing comprehension activities from the material. Then, mentors apply small interactive activities using the didactic sequence or the bank of resources	the past simple using the means and approaches they considered relevant.	
Tutoring session 3	Similarly, to session 2, mentors continue using the didactic sequence. In fact, activities are more productive, so we asked mentors to support and guide them in such activities. If it is necessary, they can		Field notes
Tutoring session 4	First, mentors must go back over the content and topics learnt so far. Eventually, they are asked to apply the final writing and speaking task illustrated in the didactic sequence. Once tutees finish, mentors must give feedback with the tutee. To finish the tutoring, mentors asked their students to reply to a survey given by us. Mentors must answer a different survey as well.	Mentors could check the topic of past simple if they considered necessary. However, it is mandatory that mentors make their tutees to perform the speaking and writing activity. They must give feedback to their tutees as well. To finish the tutoring, mentors asked their students to reply to a survey given by us. Mentors must answer a different survey as well.	Post-test Survey Field notes

3.4.3 Ethical considerations

In this section, it is necessary to evince the considerations taken during the study in order to follow the research principles of validity and reliability. In this vein, Cohen et al. (2014)

affirm: "the awareness of ethical concerns in research is reflected in the growth of relevant literature and in the appearance of the regulatory codes of research practice formulated by various agencies and professional bodies". That is to say, there is a set of codes which encompasses the development of the research and the information gathering process within a framework of ethics and morals. Hence, our research study was designed in the line of three codes: informed consent, anonymity, and confidentiality based on Cohen et al. (2014).

Firstly, an informed consent is understood as a confirmation or refusal of participants' cooperation in the research. Similarly, Diener and Crandall (1978, as cited in Cohen et al., 2014) define this code "as the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions". That is, an informed consent refers to a document with detailed information about the research per se (purpose, methods, etc.), so the participants are aware of their role in a study; consequently, the participants of this study received a consent letter by email at the beginning of the process informing them about the objective of our study, the procedures, and the ethical considerations to be taken. Secondly, Cohen et al. refer to anonymity demands as a clear protection of participants' identities along with any allusion which may work in revealing someone's identity. This is why Plummer (1983, as cited in Cohen et al., 2014) suggests changing names, among other aspects, in order for the participants not to be recognized. As a result, we decided to refer to the participants by using numbers: participant 1, participant 2, and mentor 1, mentor 2, and so on. Finally, confidentiality, defined by Cohen et al. as a promise between both parties (participants and researchers), consisting of the discreteness and the secrecy regarding sensitive or intimate information given by participants, was also assured along the study by only keeping the information relevant to answer the research question and without making reference to any private detail of any of the participants.

CHAPTER 4: Results and Data analysis

The following chapter depicts the analysis and results of the data gathered with the use of the collection instruments (pretest/posttest, field notes and surveys/questionnaires) in order to answer our research question about the effects of a didactic sequence on tutees' productive skills part of a tutoring program-ANCLA-at PUJ. The information presented corresponds to a total of 12 participants among which there were 4 mentors and 8 tutees. The processes and steps that took place during the analysis of the data following a mix-method will be explained.

4.1 Data management procedures

A mixed research design implies "the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, to make inferences product of all the information collected" [10] (Sampieri, 2014, p. 534) As stated in previous sections, a mixed method approach provides us with a wider perspective to be explored and studied, considering both objective and subjective insights from the participants. Nonetheless, a mixed approach tends to prioritize either the qualitative (QUAL) or quantitative (QUAN) results, considering the non-chosen as a support that validates, confirms, or complements the prioritized approach. In other words, this type of approach allows researchers to elaborate, enhance, illustrate, and clarify the results from one method with results from the other method by "understanding the overlapping and different facets of a phenomenon" (Johnson and Christensen, 2014, p.665). In fact, there are two sorts of analysis procedures: sequential and concurrent. The former considers either quantitative or qualitative data first, putting the non-chosen research in a secondary plane; that is, as a support for the other source of data depending on the research pertinence (QUAN→qual; or QUAL→quan). Unlike the sequential design, the concurrent prioritizes equally both qualitative and quantitative data (QUAN↔QUAL). In broad terms, this analytical procedure involves using both types of data at the same level of importance (Sampieri, 2014).

Considering our research purposes, we followed a sequential explanatory mixed method design which according to Creswell (2012)," consists of first collecting quantitative data and

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[10] la recolección y el análisis de datos cuantitativos y cualitativos, así como su integración y discusión conjunta, para realizar inferencias producto de toda la información recabada

then qualitative data to help explain or elaborate on the quantitative results". (p.542). In this regard, we prioritized mainly the analysis of the data collected during the pre/posttest as it evinces more explicitly the tutees' learning process regarding their productive skills, considering statistically their incorrect and correct use of the target language: simple past tense. The pre-test and the post-test used in the first and last session of the implementation of the didactic sequence represent the quantitative data as well as some of the data gathered in the survey used after the implementation. On the other hand, data collected through field notes and questionnaires during and after the implementation of the didactic sequence represent that qualitative data of this research which helped to support, extend, complement, and verify the quantitative results.

4.2 Data analysis methodology

This research followed a mixed method approach in which quantitative and qualitative data analysis procedures were applied for both the experimental (DS) and the control (NDS) group. First, quantitative data was analyzed through a comparison between DS tutees' and NDS tutees' number of times they used simple past tense correctly and incorrectly during a specific time frame. Second, qualitative data was analyzed following a coding process in order to triangulate the data gathered from the different instruments aiming at visualizing the effects of the didactic sequence on tutees' productive skills.

In this line, Johnson and Christensen, (2014) state that "open coding is the first stage in grounded theory data analysis which involves examining the data (...) and naming and categorizing discrete elements in the data" (p. 613). In other words, open coding is a process of identification of patterns or shared points most frequently mentioned by participants. Similarly, Sampieri (2014) asserts that open coding is a process which consists in the analysis and comparison between "units or segments" of information found from the data collected, as well as being the basis of the first version of categories. In this study, the information was analyzed in the light of both the research objectives and the research question. This first open-coding analysis took place after having gathered the data from the field notes and the surveys. First, we examine the transcripts and data from both field notes and the survey, in order to identify

frequent notions, descriptions or expressions, followed by determining their relevance and pertinence regarding the study objectives. Consequently, these units were organized into charts using some colors as shown in Table 1.

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Field notes	Survey
Tutee's positive attitude (green) Negative attitude: Dark berry red L1 use: orange Material difficulty (easy): cyan Material difficulty (hard): dark blue Mentor's approach: light orange color Tutee's progress: purple Mentor's encouraging attitude: Yellow Self-monitoring: Pink Tutees questions and doubts: Dark green Expanding answers : light blue	didactic sequence opinion: light yellow Mentor and tutees relationship: green Mentor's opinion about tutees progress: purple Satisfaction of tutee's needs: orange Tutee's communicative skills: cyan Tutee's grammar use: blue Mentor's communicative teaching focus: red Mentor's teaching approach: light red

The second step taken was Axial Coding which according to Johnson's and Christensen, (2014) aims to describe a "phenomenon" and its development. This type of coding consists of creating categories through the comparison of patterns in favor of understanding a phenomenon and the features that impact the study. Furthermore, Sampieri (2014) affirms that Axial Coding aims at classifying categories in determined subjects, or bigger categories that cover a specific notion (general category) leading to a thorough understanding of the data as a whole. In the present research study axial coding was done after having analyzed the initial codes that resulted from the first open coding process. This is to say that the first codes were analyzed in order to

make connections among the concepts found which, subsequently, allowed to create the categories that represent the most significant information read from the data as shown in table 2.

Category	Codification words
Tutees' attitude	- Encouraged - Self-confident - Asking question - Expansion of ideas - Self-monitoring
Mentor's teaching approach	- Motivation - Communicative approach - Grammar-based approach - Use of L1
Material	- Pertinence - Level of difficulty

To conclude the coding process, Selective Coding took place. Sampieri (2014) affirms that Selective Coding's main objective consists in organizing for one last time the categories obtained during Axial Coding in order to discard non relevant categories or identify possible connections among categories that might give explanation to determined events. Additionally, Sampieri states that Selective Coding requires the description of each category, explaining its "nature", purpose and definition, and validating its relevance for the study. In this sense, this coding stage aims at selecting research related categories, which support the study objectives and describe the whys and wherefores of an event. To summarize, Selective Coding represents the last coding step that requires a deeper analysis and interpretation of the data gathered in the light of the theory that leads the study. Therefore, Selective Coding in this study was done by analyzing the preliminary categories that emerged in the axial coding process and by finding stronger connections and concepts to answer the research question as shown in Figure 1.

Past-tense accuracy

Speaking and writing skills

What is the effect of using a Didactic Sequence in a tutoring program- ANCLA- at PUJ with A2 learners of English, in the development of productive skills?

TUTEES' LEARNING PROCESS ENGAGEMENT

Tutee's atitute- language use awareness- expansion of ideas

DIDACTIQUE SEQUENCE RELEVANCE

Mentor's perceptions- tutee's needs

4.3 Categories of analysis

Once the coding process was finished, three categories emerged to respond to our research question: (1) past- tense accuracy, (2) tutee's learning process engagement, and 3) the didactic sequence relevance. The former reflects numerically tutees learning progress concerning productive skills when using simple past tense. The second category reveals the impact of the didactic sequence on tutees' learning process which mainly lowered the affective filter (Krashen

and Terrel, 1983) and strengthened some metacognitive skills. The last category makes reference to the didactic sequence relevance for both mentors and tutors, in which it is evinced the perception of each group (Experimental and Control) in regard to positive aspects, needs, and suggestions about the didactic sequence and sessions.

4.3.1 Past-tense accuracy

The present category reflects the results obtained from the Pre/Posttests (instrument 1 used during the first and last session of the implementation) which showed us statistically the number of mistakes made before and after the implementation regarding the use of simple past tense. Data collected reveals that the number of mistakes made regarding verb form (irregular and regular), auxiliary verb use (in negative and interrogative statements), and the function of the simple past tense decreased in both groups. Nevertheless, the DS group revealed a smaller margin of error and a more significant and progressive learning process. The results will be presented in two different sections: speaking skills and writing skills.

4.3.1.1 Speaking skills

Data collected from the pre/post test allowed us to identify important data regarding the use of simple past tense in oral tasks. Although in both groups the reduction of mistakes was evident, when looking at the data from each participant, the numbers reflect more progress in the participants of the experimental group as shown in Graphics 1 and 2.

Graphic 1

Number of mistakes in the oral task (DS group) Pre and Post test

Graphic 2

Number of mistakes in the oral task (NDS) Pre and Post test
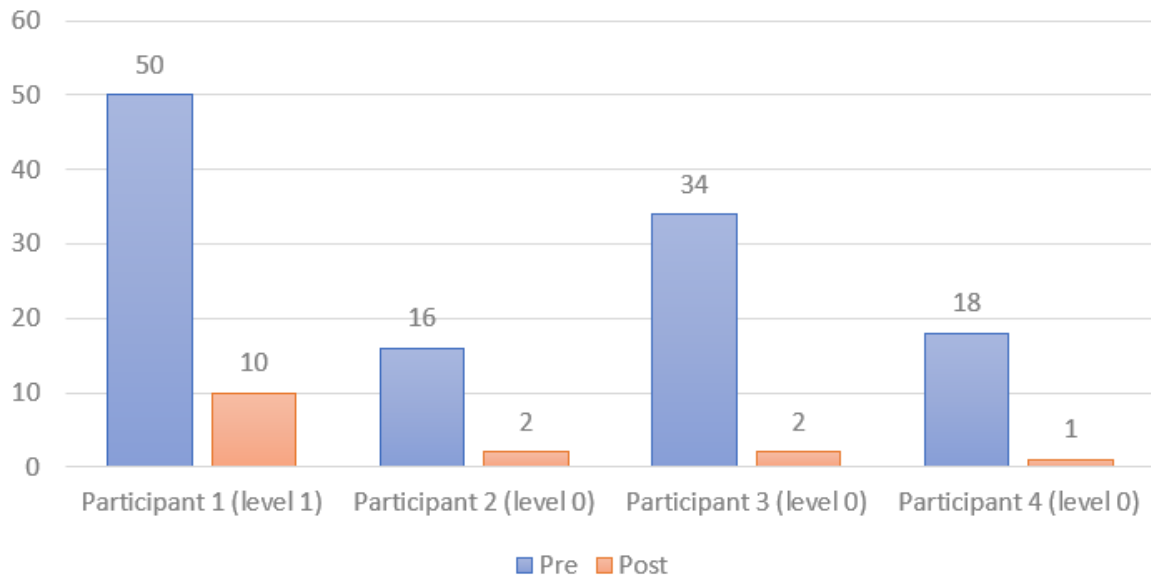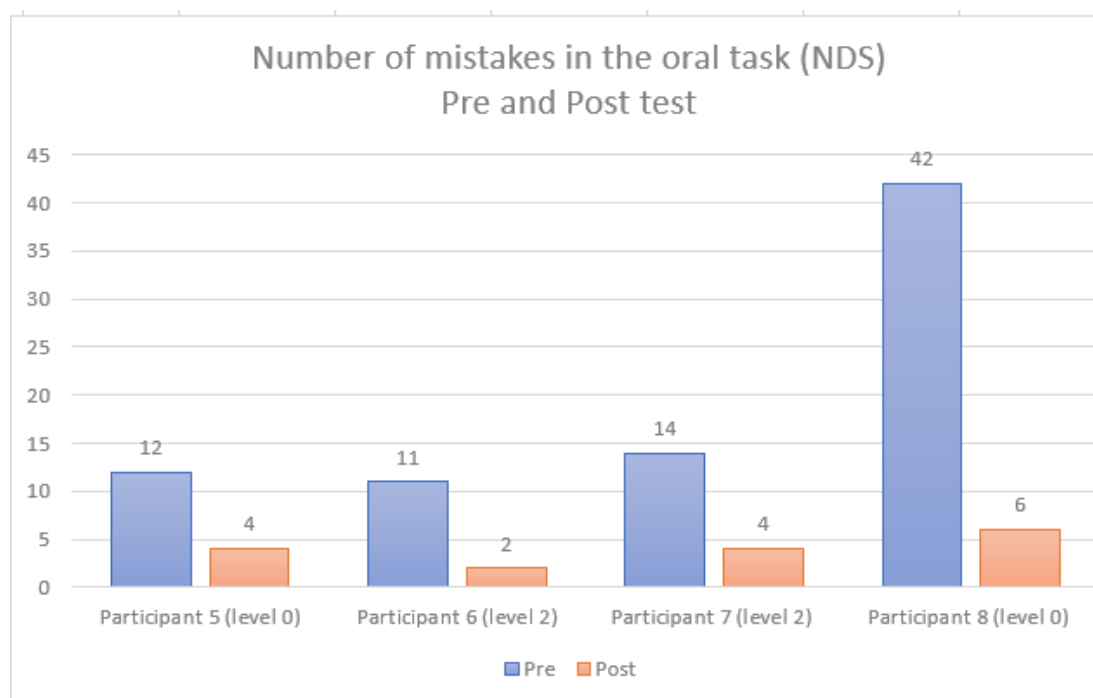
Graphic 1 shows that the participants in the experimental group made more mistakes in total in the pre-test than the control group; that is 118 against 79 mistakes. Similarly, the number of mistakes in both groups in the post-test is 15 against 16 mistakes. However, when comparing the number of mistakes per participant and considering their English level, especially in the case of level 0, it is possible to analyze that the participants of the DS group (participants 2, 3, and 4) made less mistakes compared to the ones in the NDS group (5 and 8). It is also important to consider that according to the program of each level, the tutees taking level 0 and 1 had not been exposed to the use of simple past tense in their classes formally while the tutees in level 2 were actually working on that topic in their formal English classes while being part of this study. Excerpts 1 and 2 illustrate some of the types of mistakes made by some of the participants.

Excerpt 1

Pre-test: experimental and control group.

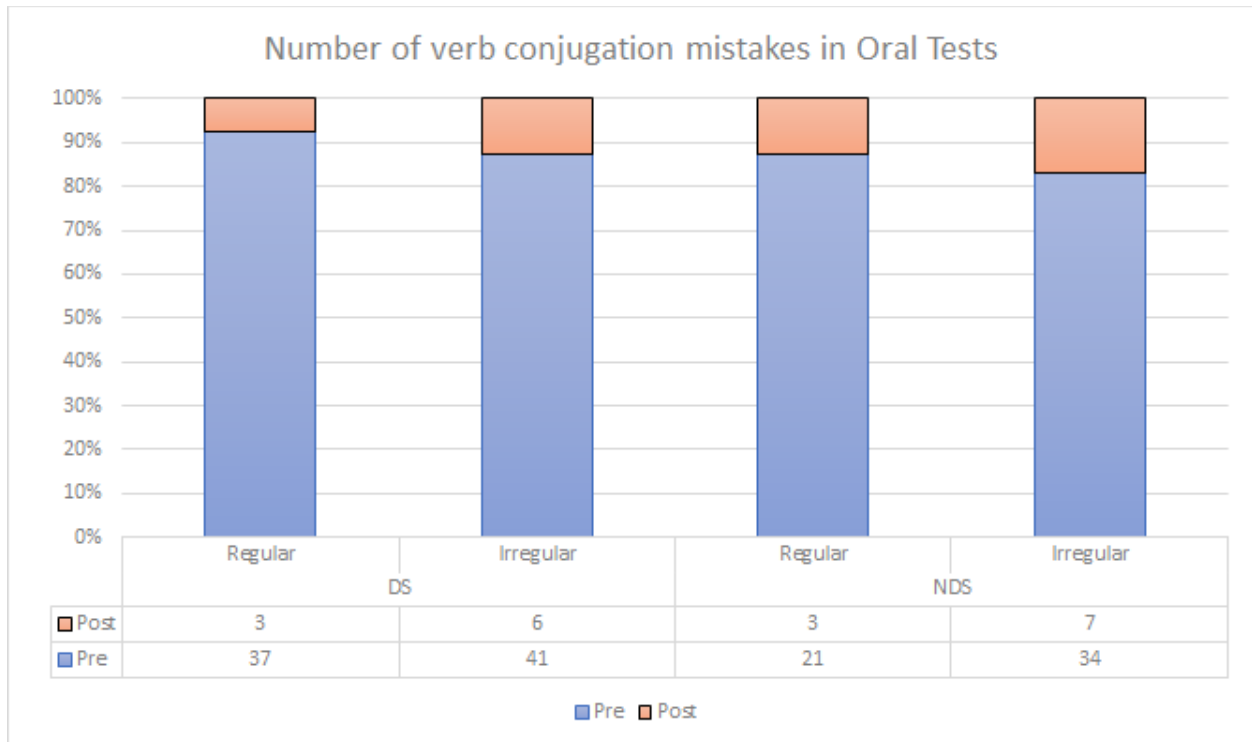| DS	NDS
P1 My weekend... **it's** a very hard weekend, but **it's** good, I about my family… I **talk** about my family. In Javeriana **not pass** to me. **P2** I remember my friends, I **play** volleyball and we scap.. how do you say escapar? we **run away** always from the school **P3** Last weekend I **study** a lot. I **talk** with my friends. I eat pizza. **P4** I **have** problems in school. I defend my friend and **hice** la pelea. It is not for a boy jaja	**P5** I **was going** to school at 6 o'clock, no no no, … to school at 3 pm. After school, I **won't gone** home to .. too and **have** lunch. **P6** I wake up at 5 am, I take a shower, and I had breakfast, later tomaba la ruta,.. take a bus. **P7** I **was wake** up at with 5 am, after **take** a shower, down stairs for take my breakfast. **P8** I **are wake** up, I take a shower. Después, me encontraba con friends and we **go** to school.

Excerpt 2

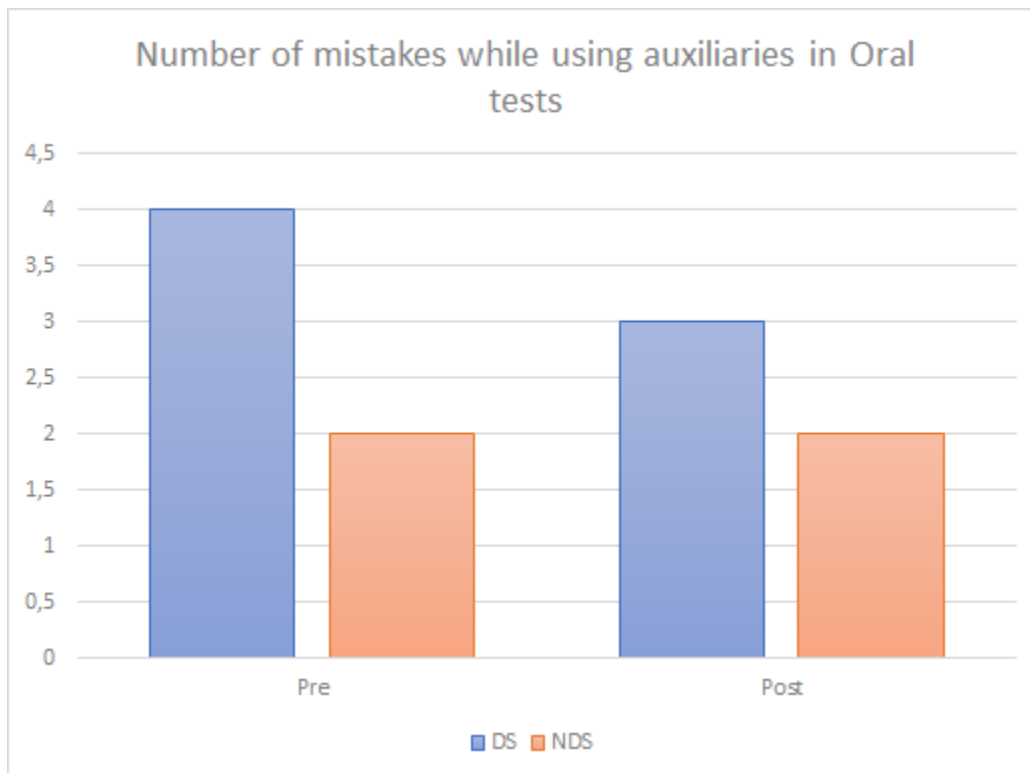**Post-test: Experimental and control group.**

DS	NDS
P1 I played soccer with my cousins and watched many movies with them. I cooked for my parents in weekend, and I was **going** to the mall with my mother in the Sunday. **P2** That emm it included music or information? mmm but now they do not have cassets. In my house no casettes because they were old, we emm **give** them. **P3** The program was about three friends. They **were liked** to present a show. They had a program, and they presented some game, emm chistes, etc. **P4** I remember we **watched** movies. many times, movies **did not pla**y well. they **were broken.** I also remember the VHS rewinder for the movies and the machine **was broken,** you **had** to do manually emm hand like the casster to fix.	**P5** inside the cassette they **have** tape, many time broken when I was little. I had many cassettes that belonged to my Grandparents. **P6** Freddy was very smart with the all team, the technology, and Sam was a different friend because **he** is rude. And sometimes Sam was aggressive. Sam and Freddie were in a relationship. **P7** the program was very funny… and the program, se trataba, no sé cómo decirlo…. were about two brothers, one bother Drake and one Brother Josh. And They **had** one sister. She was very bad, and very rude. **P8** I **liked** knd very much emmm I watch it in carton Network. There **was** a lot of series in that emm channel? I remember that I **see** this program in the afternoon after I went to school.

The previous statements show some of the most common mistakes made by the participants in the pre/post speaking tasks regarding past simple verb form, function, and auxiliary verb use. In terms of the most common mistakes, we have evidenced participants from both Experimental and Control groups struggled more with the conjugation of irregular verbs during Pre- and Post-tests, finding an average of 44 mistakes in regards of irregular verb conjugation compared to the 37 linked to regular verbs in both Pre- and Post- test (Graphic 3). Similarly, the use of auxiliaries was identified as a difficult factors in participants' performance, in Graphic 4, we found that despite participants intended to use "did" as auxiliary in negative sentences or questions, they were not able to achieve it, resulting in expressing themselves through affirmative sentences most of the time.

Graphic 3

Number of verb conjugation mistakes in Oral Tests

	DS		NDS	
	Regular	Irregular	Regular	Irregular
Post	3	6	3	7
Pre	37	41	21	34

Pre Post

Graphic 4

Number of mistakes while using auxiliaries in Oral tests

DS NDS

4.3.1.2 Writing skills

Based on the data gathered from the pre/post tests in both groups DS and NDS, it was found that the number of mistakes made by the participants in both groups when performing written tasks is quite similar. The types of mistakes analyzed in the written papers (between 100 and 150 words) were related to verb form, function, and auxiliary verb use. The numbers do not show a significant difference between DS and NDS groups. Graphic 3 and Graphic 4 depicts the number of mistakes made by the participants of the study when performing written tasks.

Graphic 4
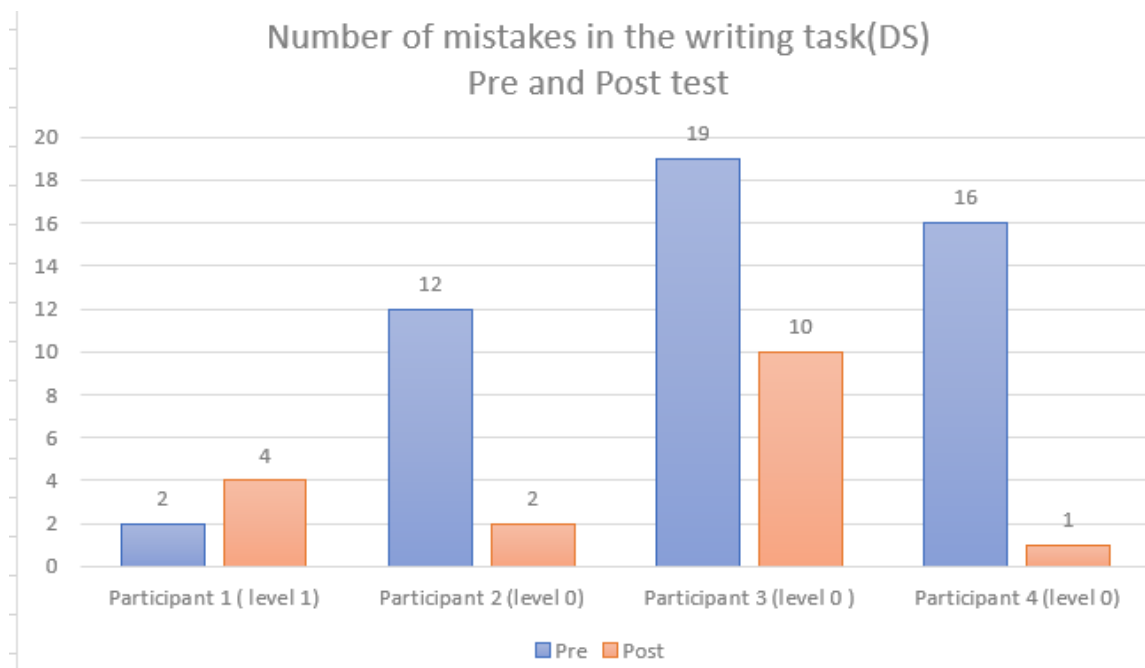
Graphic 5

Number of mistakes in the writing task (NDS)
Pre and Post
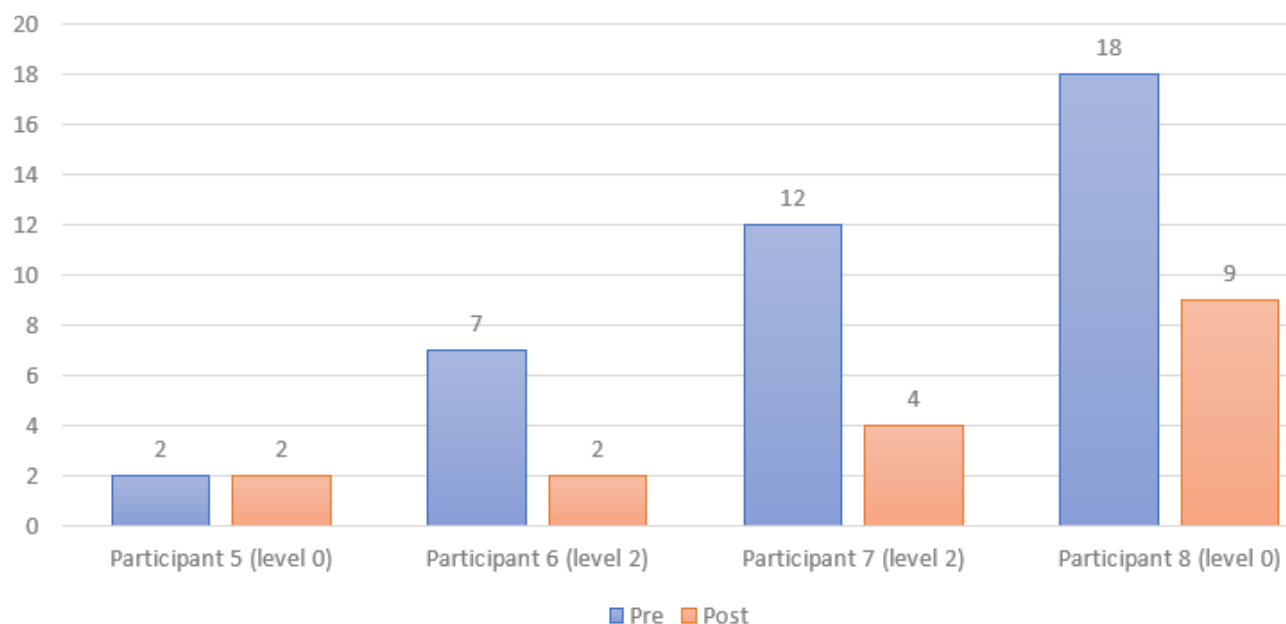
By comparing the total number of mistakes in each group, it can be said that the didactic sequence did not have a significant impact on tutees' writing skills. While the participants in the DS group made 49 mistakes in total in the pre-test, the participants in the NDS group made 39; and regarding the post-test the number is exactly the same 17 mistakes in total in both groups. However, it is important to consider again the difference in the level of some participants and their exposure or lack of exposure to the use of simple past tense in their formal English classes. As mentioned before, participants 6 and 7 were studying that same topic in class while for the rest of the participants the use of the simple past tense was something rather new and not much practiced in other contexts. Excerpts 3 and 4 illustrate some of the written mistakes found in both groups.

Excerpt 3

Pre-test: Experimental and control group.

DS	NDS

P1: I <u>was going</u> to the mall with my mother in the Sunday **P2:** she <u>(no queria)</u> travel in the airplane **P3:** We <u>can play </u>and talk. **P4:**After <u>ate</u>, some of us rode a boat	**P5:** Also<u> visit </u>to family lives in Acacias **P6:** I <u>liked went</u> to wak (caminar) in the forest **P7:** in this place <u>no have</u> much to do **P8:** in that moment we<u> not have </u>money

Excerpt 4

Post-test: Experimental and control group.

DS	NDS
P1: It **was** a great day for me, and I **believe** for her too. A long-time way we <u>do not spoke</u>. **P2:** We <u>remembered </u>that I **cried** for the death in the movie avengers in the game. **P3:** <u>¿Why you saw</u> me a lot?, he <u>think </u>that I **was** very intense because I always **saw** him all the time. **P4:** It is <u>used to called</u> People. My parents **did not use** messenger.	**P5:** That day my father **came** to pick <u>they her his</u> name, ... **P6:** I **remember** once that my friends (girls) **were** angry because he <u>start talked </u>about me. **P7:** I **met** him the last semester, because he and I <u>take </u>the same class. **P8:** He **studied** with me in sixth grade when we<u> are</u> children

       The previous statements show some of the most common mistakes the participants of both groups made in the written tasks proposed in the pre and posttest. Those mistakes make reference to the use of the verbs, and the use of the auxiliar. In this line, we also identified a connection between the oral tests and the writing ones in terms of verb conjugations, and a higher difficulty regarding irregular verbs with an average of 23-23 mistakes, while there are just 13-14 mistakes on average linked to regular verbs conjugation. Likewise, participants' use of auxiliaries requires more attention due to the complication observed in Graphic 6 from both Experimental and Control groups, obtaining at least one mistake regarding auxiliary use per participant.

Number of verb conjugation mistakes in Writing Tests

	Regular	Irregular	Regular	Irregular
	DS		NDS	
Post	2	9	2	6
Pre	14	16	9	14

Pre Post
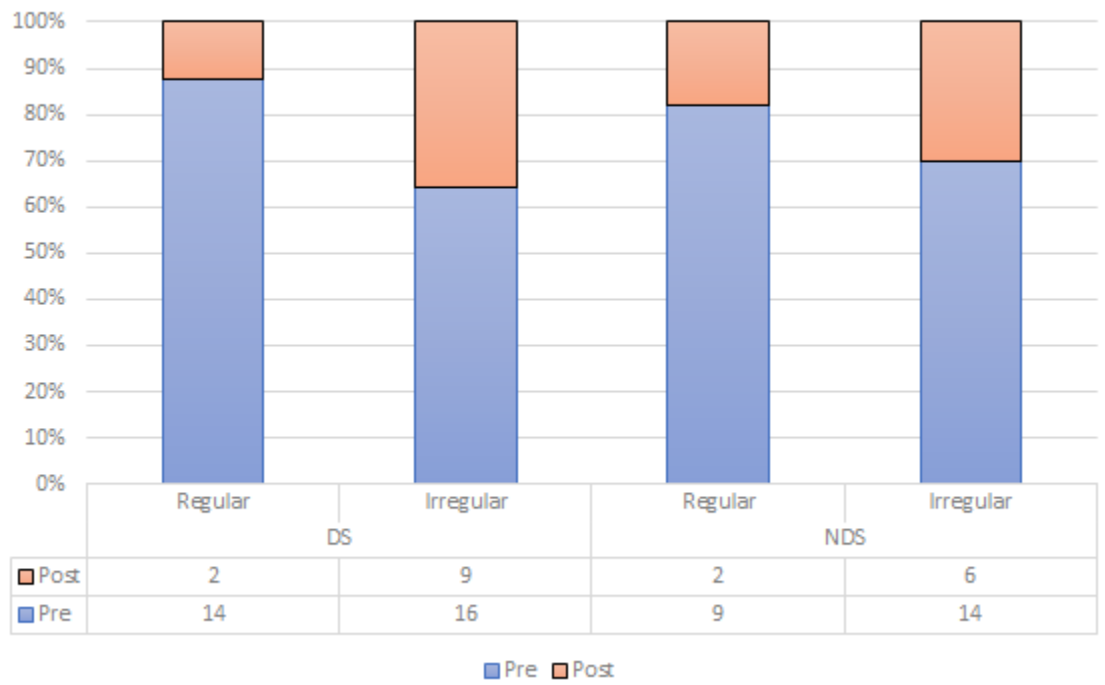
Number of mistakes while using auxiliaries in Writing tests

DS NDS
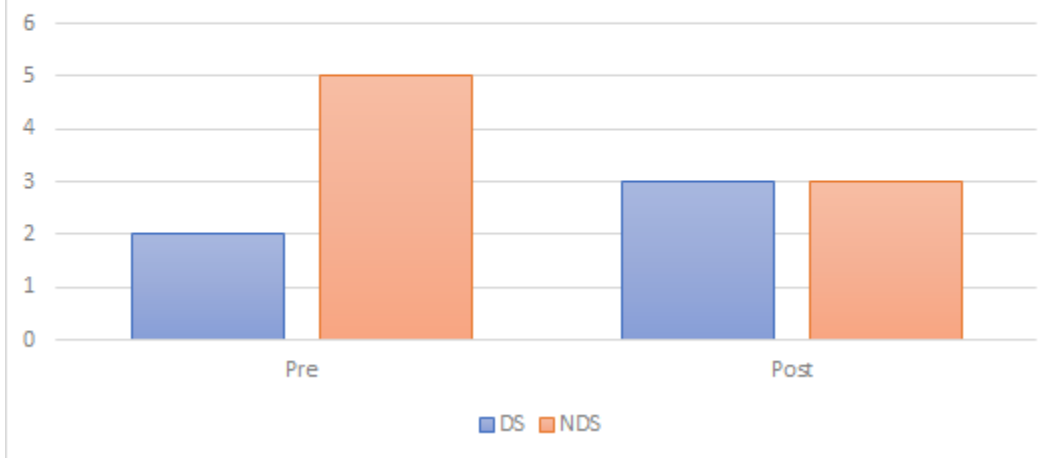
4.3.2 Tutee's learning process engagement

The analysis of the data from the field notes and the survey (instruments 3- in the last didactic sequence sessions) reveals that the use of the didactic sequence helped the tutees have a better engagement with their learning process. It was found that the participants in the experimental group (DS) had a more positive attitude during the tutoring session in comparison to the participants in the control group (NDS). It was also found that the tutees in the experimental group (DS) became more self-confident and started to self-monitor which was not evident in the tutees of the control group (NDS). These findings will be explained into two different sections named positive attitude and language use awareness.

4.3.2.1 Positive attitude

The data collected in the field notes (instrument used along the tutoring sessions) and the survey/questionnaire (instrument used in the last session of the implementation) revealed that the activities proposed in the didactic sequence were well-perceived by tutees in the experimental group triggering a good attitude during the tutoring sessions and a good disposition to perform those activities. Excerpts 5 and 6 show some of the comments made by the participants in different moments of the implementation.

Excerpt 5
Experimental group. Field notes.

P1: *¡Ay, carajo! Took! / noooo, esa no era / it's filled! /* "me sentí bien haciéndolo, podrían volver a hacerlo

P2: *"nooo castigo, no me gusta este juego"*- she laughs- / *"I love this game, I emm learn, pero odio tus reglas jajaja"*

P3: *"I remember the case of teams, "el que dice pero sebastián" it is very funny"*

P4: "*uyy pero cómo podemos jugar por aquí" / "quiero subir por emm stairs, para ganar jajaja"*

Excerpt 6

Experimental group. Survey. Question # 3: ¿Cuál es su opinión respecto a las actividades llevadas a cabo durante las sesiones?

P1 "*Me parece que las actividades realizadas en las sesiones son las adecuadas y super interesantes*"

P2: "*Son muy interesantes y me hicieron profundizar más en los aspectos de lectura, habla, y escucha*"

P3 *Ayudan mucho en el proceso de aprendizaje y hacen buen complemento con los temas que estamos mirando en clase*

P4: "*estoy muy a gusto con lo que he aprendido y todas las sesiones el docente procura ser siempre sus clases dinámicas divertidas*"

Data collected from the experimental group reveal some specific factors to highlight. First, it is notable (in excerpt 5) that tutees are highly interested in the activities to learn the language; especially the games as the board game, the memory game or the Jumanji's game, and even, tutees 2, 3 and 4 tried to speak and expand their answers using the language without any concerning. Secondly, tutees 2 and 4 do not only perceive the didactic sequence activities relevant and dynamic, but also, they seemed to have been supported with some specific needs since they stated it is appropriate to practice reading, speaking, and listening, and even, as a complement for their English courses. Therefore, we considered that a good attitude was triggered in tutees thanks to the interactive and varied activities and remarkable topics of the past. On the same matter, tutees seemed to forget or not pay enough attention to grammar, instead, they focus more on expressing their ideas and emotions.

Regarding the tutees in the control group (NDS), who were asked to do other types of activities proposed by mentors who did not have the didactic sequence, the data revealed that although the activities proposed along the tutoring sessions were well-perceived by the participants, their attitude was rather neutral; indeed, two participants (P5 and P8) showed lack

of attention and confusion during the tutoring sessions. Excerpts 7 and 8 show some of the comments made by the participants.

Excerpt 7

Control group. Field notes.

P5: *"que enredo, pero si siento que me ayudo, no nos dan muchos espacios así en clase, o al menos virtual"*

P5: *"hay muchas palabras de ahí que no entendí, ni cómo se pronunciaban"*

P5: *"creo que es más los nervios al hablar, que no el hablar, así como tal"*

P7: *"esto me pone nerviosa"*

P8: Mentor: *"me dices si la clase está aburrida o si hay alguna inquietud con la clase"*

   P8: "no es que no entendía, perdón"

   P8: "no, mejor diré los verbos en español, de verdad no se"

Excerpt 8

Control group. Survey. Question # 3: ¿Cuál es su opinión respecto a las actividades llevadas a cabo durante las sesiones?

P5: *las actividades ayudan mucho en el proceso de aprendizaje*

P6: *Ayudan mucho en el proceso de aprendizaje*

P7: *"Estas actividades me han ayudado en el aprendizaje de inglés"*

P8: *"las actividades son super dinámicas, puedo practicar muchas reglas y repasar la conjugación"*

Through the analysis and comparison between both groups we were able to identify important results regarding attitude and disposition triggered by the use of the didactic sequence. The answers to some questions in the survey reveal that the participants in the experimental group (DS) showed interest in the activities proposed, and they were also encouraged and excited to talk, or even write, about their experiences. It is relevant to mention that the activities proposed in the didactic sequence used in the experimental group (DS) were intentionally focused on interactive games and catchy topics. In contrast, the participants in the control group (NDS) were not exposed to such didactic resources, instead, mentors used their own activities which tend to be based on grammar. It should be noted that performing grammar activities are not seem negatively by tutees, although grammar lessons might make them worry more about having any conjugation mistake than expressing their ideas. Hence, this analysis shows that the didactic sequence triggered tutee's positive attitude towards the tutoring sessions which can highly impact their motivation "individual trait, related to a person's goals and beliefs, that is observed through task persistence and positive feelings toward an activity" (Celce-Murcia, 2001, p.199).

4.3.2.3 Language use awareness

The analysis of the data collected in the field notes along the tutoring sessions of both groups DS and NDS revealed that the participants of the DS group started to show significant sign of language use awareness by correcting their own mistakes and by asking for help when they felt something was wrong in their speech, a metacognitive strategy known as self-monitoring. According to Ellis and Zimmerman (2001) "self-monitoring is a process we use to direct attention and enhance metacognitive awareness of some aspect of our cognitive and behavioral functioning" (p. 205). Although the development of metacognitive skills was not

considered during the design of the didactic sequence, data shows significant results worth highlighting.

The data gathered reveals that the participants of the experimental group corrected their own mistakes regarding the use of simple past tense eight times along the process while the participants in the control group did not do it, which demonstrates a certain level of awareness from the participants of the experimental group. Excerpt 9 illustrates some of the mistakes as well as the corrections made by the participants in the experimental group.

Excerpt 9
Experimental group. Field notes.

P1: "e*stá "in 80's" bien?" / "I have ... I had"*

P2 *"noo, I don't remember the past of listen, listened vallenato? / Creo que esta mal el pasado de eat."*

P3 *"I eat... ate a sandwich"/ " No. I'm fine, I need study more verbs."*

P4 "*emm I see. saw some old objects"*

.

These statements show the participants' awareness in regards to the use of verbs in the past tense and their own identification of needs which might be the result of the activities proposed in the didactic sequence. In this regard, the 4th (board game) activity from the 2nd session aims for identifying the verb form and pronunciation in every item. Likewise, in the 3rd session, tutees develop activities of recognizing how and when pronounce the different "ed" sounds (1st activity), as well identifying their own mistakes through recording the reading of a paragraph (4th activity).

4.3.3 Didactic sequence relevance

This category illustrates mentors and tutees' opinions and perceptions collected from surveys (instrument 3) about the didactic sequence and other materials implemented in ANCLA sessions. Data collected points out that the didactic sequence is conceived positively as it is an enriching, practical and needed resource. Nonetheless, the comprehension input and other extra activities are suggested by participants in both experimental and control groups. Findings will be depicted in two sessions concerning the didactic sequence: mentor and tutees perception.

4.3.3.1 didactic sequence mentor's perception

Based on the collected information from the surveys implemented with Mentors from the Experimental group, it was found a generally positive perception in respect to the implementation of the Didactic sequence, and the content in it. In addition to this, Mentors from the Experimental group provided some suggestions regarding activities and vocabulary complexity for tutees. Graphic 5 represents mentors' perception regarding aspects from the didactic sequence.

Graphic 5
Experimental group. Pregunta #2: Califique los siguientes aspectos de acuerdo con su nivel de satisfacción en las tutorías del proyecto ANCLA

Relevant pedagogical resources for mentors (DS)
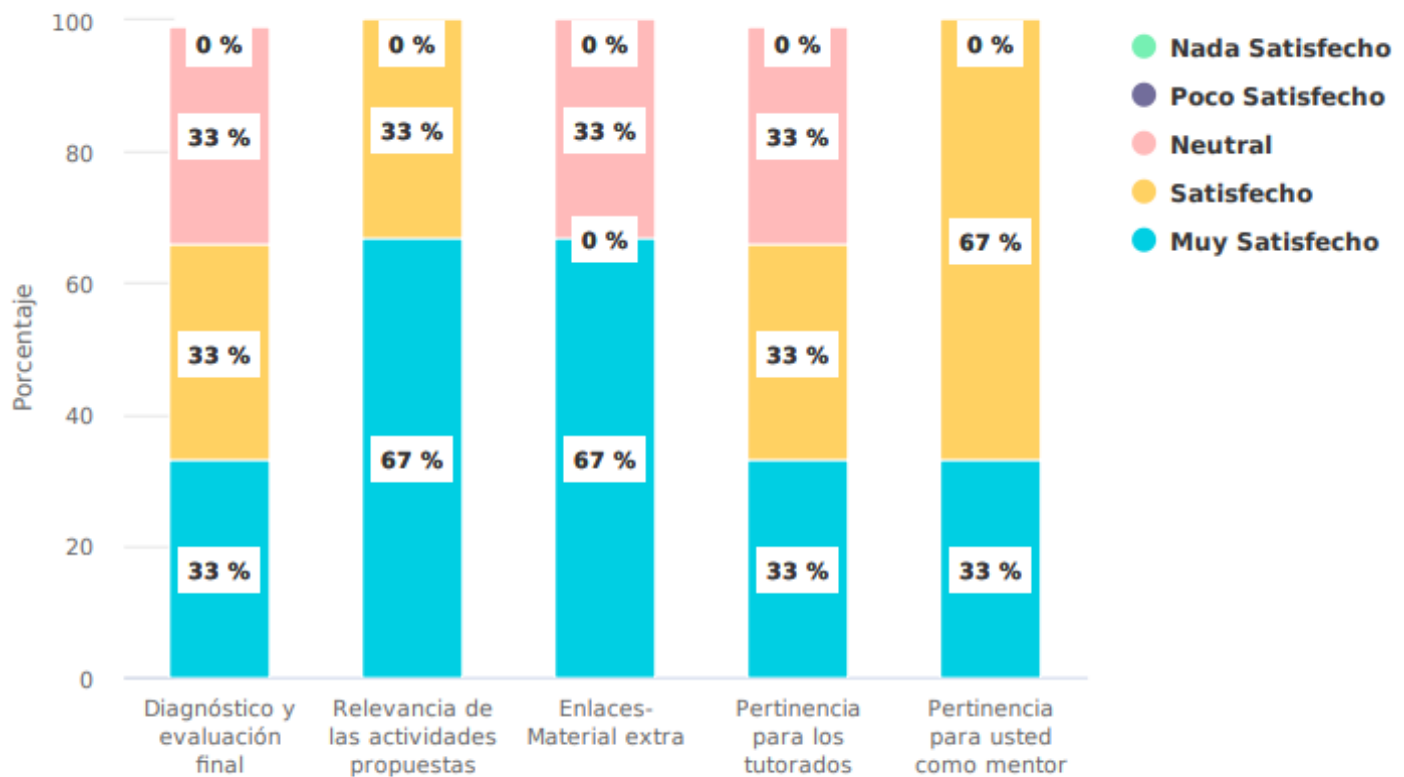
By analyzing Graphic 5, it is observed that the Didactic sequence was well received by Mentors from the experimental group, being graded positively in most of its aspects. In this sense, a high level of satisfaction was found in aspects linked to both proposed activities, and extra material regarding their relevance during the sessions. Similarly, Mentors have perceived the Didactic sequence as a pertinent tool in the development of tutorings, resulting in a satisfactory and higher perception from the three mentors. Moreover, aspects such as the diagnosis and the final assessment, and its pertinence for tutees were a breaking point for Mentors, since it seems there are various perceptions about them. In the following excerpts (10 & 11), it is plausible to evince mentors' favorable comments and suggestions concerning the Didactic sequence per se.

Excerpt 10

Experimental group. Survey. Question 6) ¿Recomendaría el uso de secuencias didácticas a sus compañeros mentores? Sí, No ¿Por qué?

> M1 *"un buen material que está organizado coherente y lógicamente para cuando los estudiantes necesiten revisar el tema de pasado simple. Igualmente, considero que el banco de recursos ofrece una amplia gama de recursos para poder usarlos a gusto."*
>
> M3 *"Sí, son una gran guía en el sentido de preparación y desarrollo de sesiones"*
>
> M4 *"Si, son un apoyo a la hora de planear las sesiones y pueden estar siempre a la mano"*

Excerpt 11

Experimental group. Survey. Question 4) ¿Tiene ud. alguna sugerencia respecto a la secuencia didáctica (actividades, enlaces, diagnósticos, etc.)?¿Cuál o Cuáles?

> M1 *"El input es en ocasiones complicado para los tutorados"*
>
> M4 *"Algunos textos tenían vocabulario un poco difícil para los tutorados. Sería mejor reemplazar ciertas palabras por otras que sean más transparentes al Español.*

In this vein, Mentors from the experimental group (DS) have considered the didactic sequence as a useful and coherent resource which can be used as a guide for their sessions and affirm they would recommend it. Notwithstanding, mentors also assert some considerations need to be taken into account, due to the level of difficulty in some of the activities proposed regarding the input.

4.3.3.1 Didactic sequence mentor's perception

Similarly, to the experimental group, mentors' conceptions of the control group reflected comments and suggestions with regards to ANCLA's materials. On this matter, mentors were given a set of options they considered relevant for the program in the graphic 6, and they consider other teaching resources as well in the excerpt 12

Graphic 6

Control group. Survey. Question 6: ¿Con cuál de los siguientes recursos o tipos de apoyo le gustaría contar para el desarrollo de sus tutorías?

Relevant pedagogical resources for mentors (NDS)
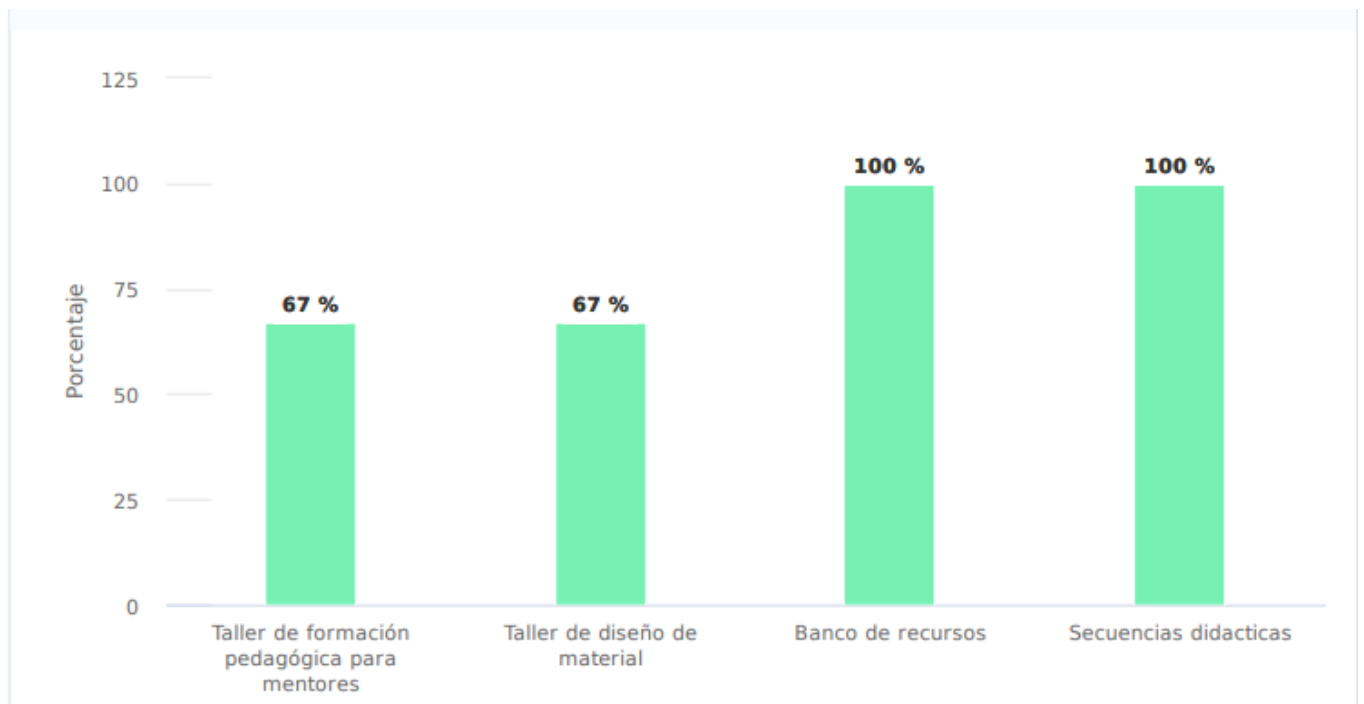
       Graphic 6 illustrates that mentors in the control group are interested in implementing different resources that they considered necessary for their tutorings. As a matter of fact, all mentors give special attention to the implementation of a bank of resources and didactic sequences, while a significant percent of mentors address their attention to pedagogical workshops. It is worthy to remember that the experimental group disposes of both didactic sequence and the bank of resources for teaching their tutorings, as opposed to mentors of the control group who considered them relevant to apply since they must adapt or design activities by themselves. Excerpt 12 reflects mentors' reasons to have different resources in their

ANCLA's sessions.

Excerpt 12.

Control group. Survey. Question 7. - ¿Con cuál de los siguientes recursos o tipos de apoyo le gustaría contar para el desarrollo de sus tutorías?

M1: Si, siento que sería una propuesta interesante el tener diferentes recursos y apoyos para el desarrollo del acompañamiento. Tener diferentes ideas y que a su vez se puedan adaptar a las necesidades de los estudiantes.

M2: Sí, ya que cuento con poco tiempo y no estoy muy seguro sobre lo que preparo para las tutorías.

M3: Tener más material para la práctica de pronunciación, los estudiantes no se sienten muy cómodos o seguros de muchos fonemas en Inglés. Así mismo, considero pertinente realizar actividades para practicar vocabulario básico

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The excerpt 12 depicts mentors' needs concerning tutorings materials. Indeed, they suggested different resources as pronunciation and vocabulary activities, which are conceived by mentors as an essential necessity to supply for tutees of the program.

4.3.3.2 didactic sequence relevance for tutees

In this section, information regarding tutees' perception about the material implemented in their tutorings, either it be the experimental and control group, are illustrated in the graphic 7. Likewise, other aspects concerning mentor-tutee relationship are contemplated in the survey question.

Graphic 7

Tutees Survey. Question 2: Califique los siguientes aspectos de acuerdo con su grado de satisfacción en las tutorías del proyecto ANCLA
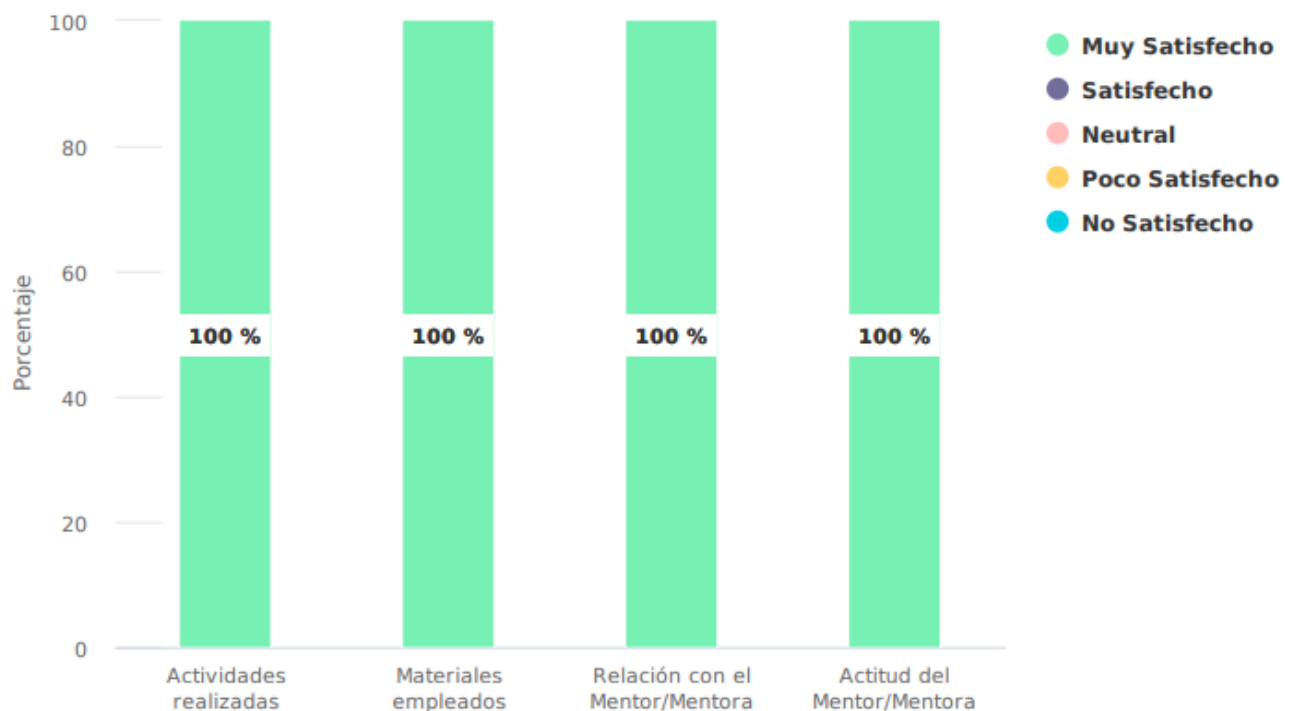
Based on Graphic 7's information gathered, it is concluded that every tutee, regardless of their group Experimental or Control, claims to be highly satisfied with each aspect of their tutorings, activities, resources and relation with their mentors. It is worth mentioning, despite the positive rating, tutees also made suggestions to keep in mind for the tutorings. Excerpt 13 depicts their comments.

Excerpt 13

Experimental and control group. Survey. Question 4 ¿Cuál es su opinión respecto a las actividades llevadas a cabo durante las sesiones?

P1: "*Se puede orientar algunas películas, cómics o otra formas de expresión*"

P2: "*No, ninguna. Todo excelente*"

P3: "*Ninguna sugerencia*"

> *P4: "Pues la verdad siento que así están bien porque ya está implementado el convertir el aprendizaje del inglés en algo didáctico"*
>
> *P5: "hacer mas speakin"*
>
> *P7: "Tener más sesiones de n la semana sería de gran utilidad para los estudiantes"*
>
> *P8: "No tengo"*

In this line, and according to the comments in Excerpt 13, Tutees from both groups suggest the following considerations as relevant in the sessions' development: Working on oral skills, taking into account other resources to teach (comics, or films), and surprisingly more sessions per week.

Chapter 5. Conclusions

Throughout the following section, the conclusions of this research study will be presented considering the main and the specific objectives. Therefore, we will present the effects of the didactic sequence proposed on the development of ANCLA tutees' productive skills, and the implications of this tool in the context of the B.A. in Modern Language at Javeriana University. In addition, we will mention some of the difficulties and limitations that emerged along the study. Finally, we will mention some recommendations for future research regarding the tutoring sessions offered by ANCLA that might be relevant to enhance the program.

5.1 Conclusions

The main objective of this study was to analyze the impact of a didactic sequence on ANCLA tutees' productive skills specifically on the use of simple past tense. From the data gathered and a thorough analysis we concluded that the research accomplished the objectives stated and answered the research question positively. First, in regard to the nature of the quantitative research, the experimental group (DS) improved significantly their accuracy in the

past simple tense use while speaking and writing, decreasing the amount of the mistakes in the verb form, auxiliary form and the function. Although tutees of the control group (NDS) presented also a positive advance decreasing their mistakes, it should be emphasized that the control group were more experienced using the language as they were part of higher English levels in comparison to tutees of the experimental group. Hence, results of the experimental group illustrate a more compelling progress than the control group. Second, tutees of the experimental group depicted more learning engagement due to the didactic sequence activities. In fact, they depicted a more positive attitude, and also, they were more aware of their learning process since they started correcting themselves while speaking or writing. It is true that tutees of the control group were also interested in their mentors' activities and resources; nevertheless, they did not present the same degree of enthusiasm doing the activities. Instead, they were more neutral or felt nervous and insecure about their abilities in productive skills. To achieve the above-mentioned results, we followed the subsequent specific objectives.

With regard to the first specific objective, which refers to the design of a didactic sequence, whose activities were focused on speaking and writing tasks being practiced in four-sessions. Mentors and tutees of the experimental group (DS) use the didactic sequence, while the control group (NDS) executed different resources taken mainly from online platforms. It is worth mentioning that the concepts explained in the theoretical framework were of significant insight in order to understand the structure of a didactic sequence, and the principles of the communicative approach which we found appropriate since our focus was to provide the participants with interactive tutoring sessions in which they could talk confidently about different topics.

Regarding the structure of the didactic sequence, we decided to follow the one proposed by most authors (Buitrago et al., 2009; de Sousa & Soares, 2009; Rubio, 2009; Tobón, S., Pimienta, J. y García, 2010; Zabala, 2000) since we considered it appropriate in respect to relevant factors in the design of a didactic sequence, such as defining the objectives considering learners needs and skills to work, and providing tutees feedback about the aims achieved. Therefore, the first session of the didactic sequence consisted of a diagnosis that helped us to

identify tutees' knowledge and weaknesses regarding the use of the target language. Sessions number 2 and 3 presented different activities aiming at exposing the tutees to the function and the different possible forms of the simple past tense. The last session was meant to evaluate tutees' progress on the use of the target language, so a final written and speaking task was proposed which was recorded in order for the mentor and the tutee to identify strengths and weaknesses. The process of designing a didactic sequence was significant for us as researchers and pre-service English teachers due to its role in our research, and usefulness in our future teaching practices. Therefore, the first objective was achieved since we designed and structured a didactic sequence following the necessary theoretical framework and tutees notable needs, and also, we were able to test it.

Concerning the second specific objective accomplished, the diagnosis and the evaluation carried out in the first and last sessions (pre/post-test) of the didactic sequence provided us with essential data about the tutees' difficulties and improvement regarding the use of the simple past tense while performing oral and written tasks. On this concern, mentors from both experimental and control group implemented the same tasks on the pre and posttest to compare the effects of a didactic sequence and other mentors resources in tutees learning progress. It was found that tutees' most common mistakes were related to the form of the verb (for regular and irregular verbs), the function of the tense, and its different variations (negative and interrogative phrases). It was also evident that the participants had some difficulties dealing with emotional factors like anxiety, lack of confidence and motivation which we learned, along the implementation, are important aspects to consider because they are likely to affect tutees' performance in their productive skills. Bearing in mind tutees' difficulties when performing oral and written tasks in English, we could say that the program ANCLA should foster mentors to design proper materials such as the didactic sequence that involves topics and activities coherently articulated concerning tutees needs, which are commonly linked to their course contents. In the same way, mentors can provide tutees with attractive activities that decrease the levels of anxiety and stress in sessions, triggering their confidence in their skills and use of the language.
.

The final specific objective alludes to the didactic sequence evaluation concerning the relevance level for mentors and tutees of the experimental and control group. To sum up, the didactic sequence was conceived positively by mentors of the experimental group, which is interpreted as a well-structured, useful, and logical material for tutees. In the same way, mentors of the control group, as opposed to the previous group, expressed their interest and necessity to carried out ANCLA's material for their tutorings, especially the didactic sequence and the bank of resources. Besides, although mentors and tutees are highly satisfied with the resources executed in each session, they recommended some extra resources or aspects to keep in mind to strengthen the didactic sequence effectiveness. In this concern, the ANCLA program could promote the use of the didactic sequence as it might be useful not only for developing productive tutees skills and teaching the past simple, but also can be interpreted as a guide for mentors to organize their tutorings.

All in all, the research question has been answered and we achieved all the objectives thanks to the analysis and comparison of the experimental group (DS) and the control group (NDS), providing ANCLA with extra resources as the didactic sequence and the bank of resources. It has a notable impact on the program as mentors can implement varied material to enhance tutees' productive skills, and simultaneously, it provides mentors with an organized and logical material that supports them to plan their tutorings and save time. In this sense, The ANCLA program has demonstrated to be a quite effective space thanks to the effects of peer-learning sessions where mentors and tutees learn from each other. However, we could say that ANCLA should foster not only the use of the resources designed and implemented in the dissertation, but also open and promote spaces for designing genuine materials to share with other mentors, and in this way, strengthen and complement the ANCLA's program through time.

5.2 Research limitations

Throughout the research process, we experienced a specific situation that limited the implementation of the didactic sequence and its possible results: the number of mentors and

tutees who participated in the research study which was fewer than we expected. Our objective was to have a bigger number of mentors and tutees in order to have more data regarding the implementation of the didactic sequence and, therefore, enrich the analysis. However, this was not possible because before the implementation started, a global pandemic had changed our educational context which represented a heavier academic load for the students in general, so not many students from the B.A in Modern Languages volunteered to be mentors of ANCLA.

Additionally, since the implementation of the didactic sequence required mentors to have tutoring sessions twice a week, some of them did not accept because of the lack of time that resulted from the academic load they were experiencing due to the pandemic. Indeed, the tendency in ANCLA is to have only one session weekly with only one tutee, but during the semester of the implementation the number of tutees increased, so mentors were asked to have more than one in their sessions. This represented more preparation from the mentors, the reason why some of them decided not to be part of our study. This situation also meant that the tutees in our sessions could have different levels which also affected the implementation of the didactic sequence; and especially the analysis of data which could have been more assertive if the participants had had the same level.

5.3 Further discussion

Bearing in mind that our main objective was to enhance ANCLA tutees and mentors learning/teaching processes, the following section will present some possible future research which might be beneficial to the program, the tutees, and mentors. First of all, after having analyzed the positive perception of mentors and tutees regarding the activities and material proposed in the didactic sequence, we consider it relevant to do more research in relation to different material that could contribute to the development of the tutoring sessions. That material should focus on the development of different skills (vocabulary use, speaking, listening, reading, and writing).

Moreover, after having analyzed some of the tutees' most common mistakes when performing oral tasks, we conclude that it is also important to do some research in relation to pronunciation, especially for the beginner levels (0-3). We experienced that the tutees in those levels struggle and are concerned about their pronunciation performance. In fact, the survey applied after the implementation revealed that mentors and tutees recommend having material concerning pronunciation practice. In addition, more work on pronunciation could probably strengthen tutees' confidence which could therefore impact tutees' speaking skills.

Finally, since it was evident that the mentors who did not use the didactic sequence focused on more grammar-based methodologies than on communicative ones, we consider it worth studying the different teaching methods and approaches used by ANCLA mentors. Those types of studies could be of great insight regarding the vision of language teaching that the students of the B.A in Modern Languages from Javeriana University have; and consequently, some findings about the most effective ones for the specific ANCLA population could be proposed.

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Appendices

Appendix A (pre-test)

<mark>First session diagnose</mark>

Pontificia Universidad Javeriana
Speaking skill diagnosis (first session)
Mentor's name: _____
Date:_____
tutee/student's name_____

Dear Mentor: please ask the following questions to your mentee in order to identify his/her strengths and difficulties regarding the use of simple past. Ask to follow up questions if necessary to help the mentee expand his/her ideas. Do not forget to take notes on the mentee's correct and incorrect use of the language**. <u>Please record the interview.</u>**

1. **How was your weekend? What did you do?**
2. **What do you remember about your school?**
3. **Tell me about your routine at school.**
4. **How did you go to school every day?**
5. **What did you like to do in breaks?**
6. **Tell me if you got in trouble at school, and why?**
7. **What did you do after school?**
8. **How was your first day OR semester at University?**
9. **How many friends did you make on your first day/ first semester?**
10. **Tell me about that first friend at university (appearance, personality, likes, dislikes, how you met)**

Questions	Correct use of the language	Mistakes
1.		

2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Appendix B (pre-test)

Pontificia Universidad Javeriana
Writing skill diagnose
Mentor's name: _____
Date: _____
Tutee/student's
name_____

Write down a short paragraph about your last vacation. Tell me where you went, when it was, what you did, who you were with, etc.

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Oral Task

1. Back to the good old days

Are we so old? Probably you remember some things that were common when we were young, and now they exist just in memories. Spin the wheel to find one of these things, and talk about it, present it, what it was, and a story about the object, who used it.

A. The tutee has a final presentation (1:30-2:00 min long). The mentor must record his/her tutee for a feedback exercise (Mentor could ask for more information, if necessary). Remember to give the tutee some time to prepare his/her ideas.

B. After the presentation, both mentor and tutee listen to the recording for a feedback exercise. Then the tutee must answer the following questions (it could be in English or Spanish):
- How did I feel doing this exercise?
- Which is my progress? What did I learn?
- What were my mistakes in my presentation?
- What do I need to practice more?

C. The mentor concludes the exercise with his feedback about the recording.

Click on me to Spin

2. **Who was your crush? Writing about my Crush**

Write down a short description talking about your first or last crush. Mention when, where and how you met him or her, what he or she was like, what you did together, why he or she was your crush, if you made a move. (150 words)

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Appendix E

Field notes scheme

ANCLA program date: Session #	Mentor: _____ 1. participants: 1 and 2
	Didactic sequence: yes no

Topic: present past		
	Event	comments/observation
	Mentor's procedures:	
	Mentee's attitude/ reaction	
	Level of difficulty/ (explain)	

Preliminar version (without the use of apps)

Questions for tutees

1. Califique de 1 a 5 su progreso respecto al aprendizaje de inglés con el apoyo de las sesiones con ANCLA, teniendo en cuenta que 5 es un gran avance y 1 un avance reducido.

2. Califique de 1 a 5 su experiencia en las sesiones con ANCLA, teniendo en cuenta que 5 es muy buena y 1 muy mala.

3. Marque la(s) habilidades que cree haber mejorado con el apoyo de las sesiones de ANCLA
   a. Reading
   b. Writing
   c. Listening
   d. Speaking
4. ¿Cuál es su opinión respecto a las actividades llevadas a cabo durante las sesiones?

5. ¿Tiene usted alguna sugerencia respecto a las actividades realizadas? ¿Cuál?

Appendix G

Questions for mentors with didactic sequence

1. Califique de 1 a 5 su experiencia durante las tutorías haciendo uso de las secuencias didácticas. Siendo 5 la calificación más alta y 1 la más baja.

2. Califique de 1 a 5 el progreso de su tutee/mentee a lo largo de las tutorías con las secuencias. Teniendo en cuenta que 5 es la calificación más alta y 1 la más baja.

3. Califique de 1 a 5 los siguientes aspectos de las secuencias didácticas. Teniendo en cuenta que 5 es la calificación más alta y 1 la más baja.

    a. Diagnóstico y evaluación final
    b. Relevancia de las actividades propuestas
    c. Organización y secuencia de las actividades propuestas
    d. Enlaces
    e. Pertinencia para los tutorados
    f. Pertinencia para usted como mentor

4. ¿Tiene Ud. alguna sugerencia respecto a la secuencia didáctica (actividades, enlaces, diagnósticos, etc.)? ¿Cuál o Cuáles?

5. ¿Recomendaría el uso de secuencias didácticas a sus compañeros mentores? Sí, No ¿Por qué?

Appendix H

Questions for mentors without didactic sequence

1. Califique de 1 a 5 su experiencia durante el proceso de tutorías teniendo en cuenta que 5 es la calificación más alta y 1 la más baja

2. Califique de 1 a 5 el progreso de su tutee/mentee a lo largo de las tutorías siendo 5 la calificación más alta y 1 la más baja

3. ¿Qué tipo de actividades y /o recursos empleó en las tutorías? Explique algunas.

4. Le gustaría contar con algún tipo de apoyo y/o recurso para el desarrollo de sus tutorías. Sí, No ¿Por qué?

5. ¿Tiene usted, en su rol de mentor, alguna sugerencia respecto al Programa ANCLA? ¿Cuál o Cuáles?

Pontificia Universidad Javeriana

Proyecto Ancla

Didactic sequence # 1

Information about the class		
Mentee's name: **Mentor's name:**	**Level of proficiency:** A2+	
Language: English	**Time: 1: 50 min per session**	**# of sessions: 4 sessions (2 weeks)**
Student background (major, level, age, English program, semester)		

Information about the didactic sequence
Subject: University life **Linguistic goals:** To talk about facts and habits by using the present simple. **First session's goal:** To gather information about student's knowledge and skills regarding the use of present simple. **Second session's goal:** To talk about routines and hobbies at university by using the present simple. **Third session's goal:** To describe and talk about people at university, their likes, and dislikes by using the present simple. **Fourth session's goal: To** review the present simple and provide feedback on strengths and weaknesses.

Final oral task: The tutee has a final presentation in the last session. He/she presents some basic information about himself/herself (name, age, what he likes or dislikes). Then, he explains why he/she likes the university, what his/her favorite places are, what he/she likes to eat there, best teacher or friend, and so on)	**Final written task:** The tutee will write about his/her favorite teacher at university (name, age, likes, dislikes, subject, reason why he /she likes him/her).

DIDACTIC SEQUENCE # 1 -SIMPLE PRESENT (FACTS AND ROUTINES)

	OBJECTIVE	TIME	MAIN ACTIVITIES	OUTCOME
SESSION 1	To gather information about student's knowledge and skills regarding the use of simple present.	110 minutos	• Interview and written exercise to identify weaknesses and strengths regarding the use of the target language.	• A list of correct and incorrect uses of simple present.
SESSION 2	To talk about routines and hobbies at university by using the present simple.	110 minutes	• Recognition of key vocabulary to use with the target language. • Writing exercise about routines. • Speaking exercise describing the routines of some characters.	• A written text about routines.
SESSION 3	To describe and talk about people at university, their likes and dislikes by using the present simple.	110 minutes	• Reading, writing, and speaking exercises to identify and use the 3rd person in affirmative, negative and questions.	• A written text about a friend.
SESSION 4	**To** review the present simple and provide feedback on strengths and weaknesses.	110 minutes	• Speaking task describing habits, routines, and people at university. • Written task is a short biography talking about a famous person you admire, mentioning his/her name,	• Feedback report

			profession, likes, hobbies, routines, family, friends, etc.	

Pontificia Universidad Javeriana
Speaking skill diagnosis (first session)
Mentor's name: _____
Date: _____
Mentee/student's name_____

Dear Mentor: please ask the following questions to your mentee in order to identify his/her strengths and difficulties regarding the use of the language. Ask to follow up questions if necessary to help the mentee expand his/her ideas. Do not forget to take notes on the mentee's correct use of the language and mistakes**. Please record the interview.**

1. **What 's your name?**
2. **How old are you?**
3. **Where do you live?**
4. **Who do you live with?**
5. **What do you like to do in your free time?**
6. **Tell me about your family.**
7. **Tell me about your daily routine.**
8. **What places do you like at the university/ in your city, and what do you do there?**
9. **What subjects do you take, and which is your favorite? why?**
10. **Tell me about your best friend at university.**

Questions	Correct use of the language	Mistakes
1.		
2.		

3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Pontificia Universidad Javeriana
Writing skill diagnose
Mentor's name: _____
Date: _____
Tutee/student's name_____

Who do you admire?

Write down a short biography talking about a person from your family. Mention his/her name, profession, likes, hobbies, routines, family, friends, etc.

_____
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To talk about routines and hobbies at university by using the present simple.

1. **Select a word from the box and match the verbs with its corresponding image. Put a letter (A-L) inside the parenthesis.**

Eat ( )	**Sing( )**	**Write( )**	**Do( )**	**Work out( )**	**Buy( )**	**Take ( )**
Read( )	**Teach ( )**	**Study( )**	**Sleep( )**	**Participate( )**		

2. **Use the verbs in the box to create sentences about you, your relatives, and friends.**

    - _____
    - _____
    - _____
    - _____
    - _____
    - _____

3. **Fill the following chart with sentences about your routine in the university or during classes taking into account how often you do them. The adverbs are in order of frequency.**

100%	always	
90%	usually,	
80%	normally	
70%	often	
20%	hardly ever	
0%	never	

4. Read the following text and do the following activities with your mentor.

My routine before the quarantine

- I am Adriana, and this is what I do every day. I get up at 5:30 am, and I go to the bathroom. I have a 15-minute shower with warm water. Then, I get dressed, and I comb my hair. After my mom makes some breakfast, we eat. It is **usually** pancakes or cereal. Then, I go to university. I **always** take Transmilenio, but I **hardly ever** have a seat. So, I **usually** arrive tired there. Once I arrive, I meet with my friends, and we go to our classrooms. After classes, we go to building 67 to buy some food, but **sometimes** we like going to "Basicas" place as it is bigger. Finally, I go home, and I do homework.

My routine

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

A. According to the text, answer the following questions (complete sentences)

A. What does Adriana do at 5:30 am every day?

B. What does Adriana usually eat for breakfast?

C. Where does Adriana go after classes?

B. Write your own routine using some frequency adverbs.

_____
_____
_____
_____
_____
_____
_____
_____
_____

5. SPEAKING:

The mentor gives his student a character for this activity(randomly). The tutee will describe the routine of the character given. The mentor will remind the tutee to use "s" or "es" depending on the verb as well as the frequency adverbs given. For example: El Chavo always goES to the park.

This is "El Chavo". He usually wakes up at 9:00 am.

get out of his barrel	- 9:20 am
take a shower	- 10:00 am
have breakfast	- 10: 30 am
play with Chilindrina	- always.
go to school	- 12:00 pm
study with his friends	-never

This is "Betty". She always takes a bus to Ecomoda at 7 a.m,

wake up	-5:30 a.m
take a shower	-6:20 a.m
brush her teeth	-6:40 a.m
go to the bus stop	- (usually)
write reports	- (always)
have lunch.	
dream of Armando	-10 p.m-5: 30a.m

To describe and talk about people at university, their likes, and dislikes by using the present simple.

1. Read the following comments about people who study at university. Then, do the following activities.

  a. Match each text with its correspondent feelings.
  b. Answer the following questions based on the short texts. Answer with complete sentences.
     -   Why does Pedro not have free time?
     -   Why does Sarita feel bad?
     -   Where and what does Frank study?
     -   What does Andres think about his university?
     -   How old is Pedro?
  c. The tutee, under the guidance of the mentor, underlines the verbs in each short text. Then, the tutor helps the mentee reflect on the function of the verbs which is to talk about facts and routines. Also help the mentee SEE the difference between 1st and 3rd person in affirmative and negative statements.

The university, is the best time of my life?

A

Andressmarts@: My name is Andres, I live in Bogota and I'm 21 . I study at Tadeo Lozano University. I really like it. Now, I'm more independent and I study what I like, which is engineering. Also, the university is huuuge, but I don't know all the places that I can visit there.

B

Saritaxdd@: My name is Sara and I study at Rosario's University. I don't like it here. It is too far from my house and I hate Transmilenio. In addition, it is my first semester here and I don't know anybody. What do I do ? I feel very sad about this situation.

C

Pedroxxmaster10@ I am Pedro and I am 20. I study with my sister at El Bosque University. I'm tired of my university. Teachers give me tons of homeworks. Actually, I don't have a social life any more!! However, my sister likes this place a lot, she always does her homework, and even, she has free-time. What is her secret? I feel totally angry about this situation.

D

FranKarbonara45@: My name is Frank and I start university tomorrow. It is Uniminuto's University. I feel so nervous because I'm a freshman, but I feel excited as I want to meet new people. I want to learn about psychology and help people. Any recommendations for a new student?

2. Choose the correct answer based on the statement. The mentor will help the mentee analyze the different auxiliaries used in negative and interrogative forms.

a. Where can you write "lives"? a. I ___ near Birmingham. **b.** Alice and Emma ____ in Ireland. **c.** My aunt ____ in Scotland.	**e. Which is the correct answer to this question?** **Does your sister work here?** a. Yes, she do. b. Yes, she have. c. No, she doesn't.
b. Where can you write "don't"? a. Paul ___ likes coffee. b. It ___ rain much in Mexico. c. I ___ have a car.	**f. (have)** **Tom _____ a new car.** a. have b. haves c. has
c. Which word goes in the space? ____ you live near here? a. Does b. Do c. Are	**g. (Not know)** **My brother _____ about the party.** a. do not know. b. does not know. c. do not knows
d. Which sentence is correct? a. Maria haves a brown dog. b. Tom goes to work on Sundays. c. My parents does the shopping on Saturday	**h. (watch)** **My dad _____ TV every evening.** a. watches b. watch c. watchs

Taken and adapted from: https://www.examenglish.com/grammar/present_simple.htm

3. Complete the following text by filling the gaps with the correct conjugation in present simple.

Today **1.** _____ (be) the last day with my parents and friends. Classes **2.** _____ (start) tomorrow and I **3.** _____ (not/understand) how holidays **4.** _____ (end) so fast. Additionally, I **5.** _____ (feel) anxious and concerned because tomorrow **6.** _____(be) my first time at university in another city, in Cali. I **7.** _____ (not/have) friends or family there and I **8.** _____ (hate) to be alone. Indeed, I **9.** _____ (not/be) pretty sociable or outgoing to make friends. Fortunately, I **10.** _____(like) my major, which is psychology, and the university. In addition, Lisa, one of my best friends, **11.** _____(want) to study there too. She **12.** _____(be)a very nice and kind person. She 13**.** _____ (always/help) me when I 14**.** _____(be) in trouble. Unlike me, she **15.** _____ (prefer) to speak to people all time about food, travelling, hobbies or their future professions. In fact, Lisa is very smart. She **16.** _____ (always/have) good grades, even in maths or chemistry. However, she **17.** _____(not/plan) to study medicine, but arts because of her talent. She **18.** _____(totally/love) drawing and painting stuff. I **19.** _____(hope) we can study together at the same university, but she **20**. _____(need) to speak quickly with her parents first.

4. Read the following text and organize it. Put a number (1-9) in each chart.

A. Duvan Duarte is my best friend from university. He is 19 years old, and she is from Cali. (   )

B. So, he takes his own lunch or food. (   )

C. He is tall and he has blond hair (   )

D. He studies to be a lawyer because he wants to help people, but he says that Colombia is a very unfair country. (   )

E. Concerning the university, he likes almost every dish at his university. He eats the famous "pescaito" or "round chicken sandwich" (   )

F. He is a really nice friend and I take classes with him every day. (   )

G. but he thinks it is too expensive (   )

H. He likes working out at the university's gym; he likes to run every Monday and Wednesday. (   )

5. Now it is your turn! you must write down about your best friend at the university. Give some basic information about him and talk about what he likes and dislikes. You can talk about food, favorite places, favorite teachers, subjects, etc.

_____
_____
_____
_____
_____
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_____
_____
_____
_____

6. Discussion. Answer the following questions with your classmate or your Mentor. Remember to use very complete ideas. You have 10 minutes to think about the answers before speaking.

- How old is your favorite teacher at university?

- What subject does she/he teach?

- What kind of activities does he/she do in class?

- Does he/she do a lot of funny activities?

- Do many students participate in his/her classes?

- Why is he/she your favorite teacher?

1. **Topic review**

Extra activities
1. People -Characteristics-Vocabulary
2. Jobs and Occupations- Vocabulary
3. Listening Someone's description
4. Daily routine game

Taken from: https://bancoderecursosanc.wixsite.com/bancoderecursosancla

2. **Read the following texts about "confesiones javeriana" and answer the following questions. Take some time to think about your answers. Discuss them with your mentor.**
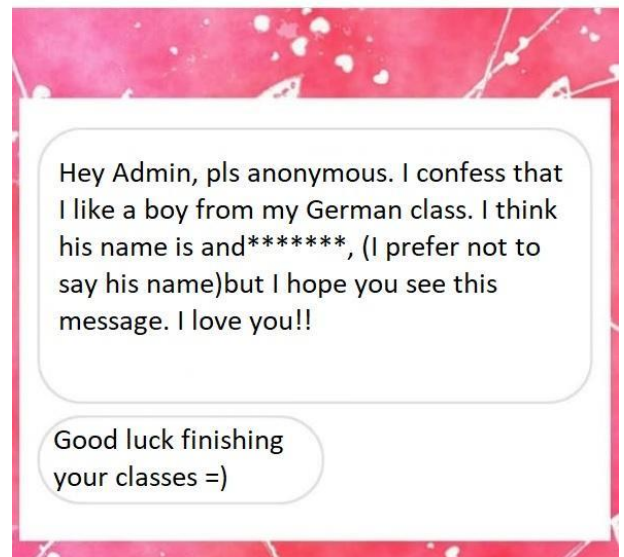
confesiones_javeriana :

Hi admin, I would like to say that this is a terrible semester, I don't like studying virtually. I prefer to see my classmates and teacher's faces. I miss when I go with my friends to "La pecera"or "Atico. I don't like to be here always in my house

Thx =(

➤ Which comment do you agree with? Why?

➤ What's your favorite building at the university? Why?

➤ How often do you read Confesiones Javeriana?

➤ What strategy do you use to catch someone's attention?

➤ Where do you go out now? How often do you go to those places?

confesiones_javeriana :

Hey Admin, pls anonymous. I confess that I like a boy from my German class. I think his name is and*******, (I prefer not to say his name)but I hope you see this message. I love you!!

Good luck finishing your classes =)

confesiones_javeriana :

Hi admin, I would like to say that this is a terrible semester, I don't like studying virtually. I prefer to see my classmates and teacher's faces. I miss when I go with my friends to "La pecera"or "Atico. I don't like to be here always in my house

Thx =(

➤ What do you prefer: virtual classes or on-campus? Why?

➤ What do you or your friends post in Confesiones Javeriana? How often do you post your comments there?

Are you prepared for your final oral task?

Final oral task:

A. The tutee has a final presentation (1:30-2:00 min long). He/she gives some basic information about himself/herself (name, age, likes and dislikes). Then, the tutee explains why he/she likes the university, what his/her favorite places are, what he/she likes to eat there, best teacher or friend, and so on). The mentor must record his/her tutee for a feedback exercise (Mentor could ask for more information, if necessary).

B. After the presentation, both mentor and tutee listen to the recording for a feedback exercise. Then the tutee must answer the following questions (it could be in English or Spanish):
- How did I feel doing this exercise?
- Which is my progress? What did I learn?
- What were my mistakes in my presentation?
- What do I need to practice more?

C. The mentor concludes the exercise with his feedback about the recording.

Final written task:

Write down a short biography talking about a famous person you admire (writer, singer, actor, artist, etc.). Mention his/her name, profession, likes, hobbies, routines, family, friends, etc. (150-200 words)

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Appendix J

Pontificia Universidad Javeriana

Proyecto Ancla

Didactic sequence # 2

Information about the class		
Mentee's name: **Mentor's name:**	**Level of proficiency:** A2+	
Language: English	**Time: 1: 50 min per session**	**# of sessions: 4 sessions (2 weeks)**
Student background (major, level, age, English program, semester):		

Information about the didactic sequence
Subject: Memories   **Linguistic goals:** To talk about past facts and habits by using past simple.   **First session's goal:** To gather information about tutee knowledge and skills about the use of past simple.   **Second session's goal:** To talk about past habits by using irregular and regular verbs.   **Third session's goal:** To express the function of artifacts or inventions (stories) by using simple past, and its time expressions (yesterday, in + date).   **Fourth session's goal:** To review/practice past simple topics by performing activities and provide feedback to the tutee(s) about his/her strengths and weaknesses regarding the topic.

Final oral task: The tutee has a final presentation in the last session. He shows some technological devices that his parents were accustomed to use to his mentor.e.g. A vinyl record, a VHS, etc. Such objects can be physical or with pictures.	**Final written task:** The tutee writes down a short description talking about his/her first or last crush. Mention when, where and how you met him or her, what he or she looked like, what you did together, why he or she was your crush, if you made a move, among other aspects.

DIDACTIC SEQUENCE # 2 -SIMPLE PAST (Past actions and habits)

Pontificia Universidad Javeriana
Speaking skill diagnosis (second session)
Mentor's name: _____
Date: _____
Tutee/student's name_____

Dear Mentor: please ask the following questions to your mentee in order to identify his/her strengths and difficulties regarding the use of simple past. Ask to follow up questions if necessary to help the mentee expand his/her ideas. Do not forget to take notes on the mentee's correct and incorrect use of the language. **Please record the interview.**

1. **How was your weekend? What did you do?**
2. **What do you remember about your school?**
3. **Tell me about your routine at school.**
4. **How did you go to school every day?**
5. **What did you like to do in breaks?**
6. **Tell me if you got in trouble at school, and why?**
7. **What did you do after school?**
8. **How was your first day OR semester at University?**
9. **How many friends did you make on your first day/ first semester?**
10. **Tell me about that first friend at university (appearance, personality, likes, dislikes, how you met)**

Questions	Correct use of the language	Mistakes
1.		

2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Pontificia Universidad Javeriana
Writing skill diagnose
Mentor's name: _____
Date: _____
Tutee/student's name_____

Write down a short paragraph about your last vacation. Tell me where you went, when it was, what you did, who you were with, etc.

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Memories

School days

1A. Comprehension/speaking activity: read the following anecdotes with your tutee and discuss the following questions:

- Do you feel identified with any of the stories?
- Which one do you like?
- Do you remember any funny anecdotes from your school?

1B. Under the guidance of the mentor, the mentee answers the following questions. The mentor explains and expands on the new topic.

- Do those anecdotes talk about present or past situations?
- What is necessary to talk about past events?
- What is the difference between the black and red words underlined?

- What is the purpose of the blue underlined words? Give more examples if possible.

2A. Find the pair of each image/word in the simple past. Click on the following link for the activity or click on the image.
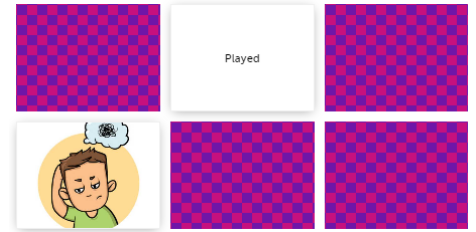
Click here: Activity

3A. **Grammar practice**

Played

Last weekend, on a scholar expedition, there were a lot of cows. I scared them, but they ran to my teacher and classmates. They started to run as well XD

Some days ago, I had a virtual class, but I felt asleep. Then, I accidently turned on my camera and my classmates saw me. =(

My chemistry classes were so boring. Yesterday, I felt asleep. My teacher clapped and I woke up scared, I clapped also and everybody laughed at me.

one day, a friend wanted to be streamer/youtuber and he did not go to class. I told my teacher that and she transmitted it in class. We saw him playing and making jokes hahahah

Complete the following text by filling the gaps with the correct conjugation in past simple. Do not forget negative sentences in some cases.

Remember: How to write in past simple?

I ate changua this morning   I did not eat changua

    1.   **Subject**
    2.   **Verb**
    3.   **Complement**

    1.   **Subject**
    2.   **Auxiliar**
    3.   **Verb (base form)**
    4.   **Complement**

My first four-legged friend

It **1.** _____(be) Saturday night. The day that my life **2.** _____(change). That day **3.** _____ (begin) in the worst way possible. I **4.** _____(not/have) breakfast in the morning because I **5.** _____ (be) late for my classes. I **6.** _____ (go) to the bus station and **7.** _____ (take) the first bus to go to the university. I **8.** _____(be) worried as my French teacher always closes the door. Fortunately, I **9.** _____ (arrive) right before that class, but then something horrible **10.** _____(happen). I **11.** _____ (have) a pop quiz and I **12**. _____ (not/remember) anything. Next classes **13.** _____(not/be) the best either, I **14.** _____(felt) tired and hungry, I **15.** _____(not/know) anybody to ask for help. I **16.** _____(want)to end the day as soon as possible. However, when I **17.** _____(arrive) home, a surprise **18.** _____ (be) waiting for me. I remember that when I **19.** _____(enter) my house, a puppy **20.** _____(smile) and **21.** _____(move) his tail. I **22.** _____(ask) excitedly, Who is this? My parents **23.** _____(say): It is your new friend. I **24.** _____ (be) so happy and that day **25.** _____(become) the best day of my life because I **26.** _____(get)my best friend, my first pet.

4A. Write about your last trip. Mention food, tourist places, activities, etc. Include at least 6 verbs of the concentration game or the test about the dog.

_____

_____

_____

_____

_____

_____

_____

_____

Speaking exercise

4. Let's play! The mentee clicks on the following link and reads the instructions with the mentor. Both mentor and mentee play together. Each one with a different token.

Click here for playing: [Activity](#)

INVENTIONS OF THE OLD DAYS

1. Let's practice some verbs conjugation and their pronunciation, click on the following link to start the game.

   CLICK ON ME: Let's Pronounce

2. Simple past has regular and irregular verb conjugation. As you noticed regular verbs end in "ed", but surprisingly it does not sound the same in all cases. There are 2 links below that explain how to pronounce "ed" in every case. Then practice your pronunciation with the following verbs:

How to pronounce regular verbs

Tips to pronounce "ed"

STOP	START	MARRY
SELECT	TRY	CONNECT
PLAY	STARE	HAND
CRY	SNORE	REQUIRE
WORK	WAIT	DECIDE
LIKE	USE	RELOCATE
THANK	TEST	PLACE

Comprehension activity

3. **Let's hear Edison's biography, and practice your listening skills. Listen to the audio (0:19-1:07) and fill in the gaps with the verbs in past simple. You will listen to the audio twice. (Play speed: 1.25)**
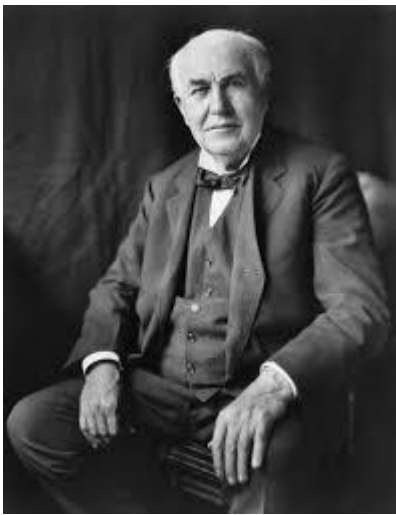
Thomas Edison _____ an American inventor and businessman. He _____ _____ in 1847 Milan, Ohio, US. He _____ many devices such as electronic power generation, mass communication, sound recording, and motion pictures. Early in his career he _____ as a telegraph operator. In 1876, he _____ his first laboratory facility in Menlo Park, New Jersey. He later _____ a botanic laboratory in Fort Myers, Florida. Edison _____ twice, and _____ 6 children. He _____ in 1931.

Taken and adapted from: https://www.youtube.com/watch?v=q0Dqf6PNQdg

4.1 Read the following fragments about the curious origins of artifacts are used daily, then answer the following questions.

Matches

In the early 1800's, John Walker, a British pharmacist, prepared medicines every morning, and mixed the chemicals with wooden sticks. One day, he noticed that one stick had something on it, and to clean it, he scraped it off on a surface, but the stick caught fire. So, he started making and selling these sticks. In addition, he did not patent his invention, so everybody was able to have matches, and start the fire easily. Some years later, matches quickly became popular all over the world.

wooden sticks: little pieces of tree that we use for many purposes, like cooking (pinchos) or cleaning our teeth.

Scrape/Scrape off: to remove an unwanted covering or a top layer from something, especially using a sharp edge or something rough.

Catch fire: something has fire or is burned.

Be able to: to have the capacity to do something.

- What did John Walker prepare every day?
- What did John use to mix chemicals in the 1800's?
- What was John's invention?

Post-it Notes

Doctor Spencer Silver worked in 3M company in 1968. One day, he did not create a super strong glue, but he created a weak one, this glue just worked with a piece of paper on the wall, but surprisingly Silver was able to relocate the paper many times. Before 1975, a colleague found a use for his invention. This colleague had nothing to mark his notes in his book, so he used Silver's glue on a paper, and surprisingly it worked. The name Post-it notes came later. Then, people had them everywhere in homes, schools, and offices.

**Glue:** substance we use to stick paper or other things.

Be able to: to have the capacity to do something.

Colleague: a person you work with.

- Where did Dr. Spencer work in 1968?
- What kind of glue did Dr. Spencer create?
- What could Spencer do with the paper?
- Why did the colleague use Silver's glue?

Taken and adapted from: https://www.youtube.com/watch?v=qO1brxn1rNs

4.2 Ask the mentee to read the previous texts aloud, correct his/her pronunciation. Record yourself with [Vocaroo](#), so you can hear the recording to know your own progress.
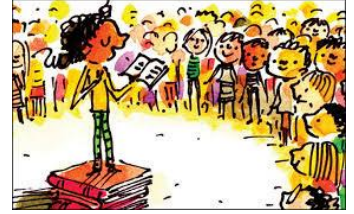
5. Tell us about a person you admire, what he or she did, how this person looked like, how he or she inspired you. Record yourself with [Vocaroo](#), and then share it with your mentor.

1. **Topic review:** Click on the following links to have more practice in the past simple.

Extra practice

- <u>Verbs Conjugation</u> 1
- <u>Verbs Conjugation 2</u>
- <u>Verbs in past</u>
- <u>Listening with past simple and present simple</u>
- <u>Listening about What she did on weekend</u>

taken from:
https://bancoderecursosanc.wixsite.com/bancoderecursosancla

2. **Board game:**

Can you survive Jumanji's game? Under the guidance of your mentor, click on the following link to access the Jumanji's world. Both mentor and tutee(s) play together. Also, there are more instructions on the game board. ¡Good luck!

Click here: Jumanji game

Oral Task

3. **Back to the good old days**

Are we so old? Probably you remember some things that were common when we were young, and now they exist just in memories. Spin the wheel to find one of these things, and talk about it, present it, what it was, and a story about the object, who used it.

A.   The tutee has a final presentation (1:30-2:00 min long). The mentor must record his/her tutee for a feedback exercise (Mentor could ask for more information, if necessary). Remember to give the tutee some time to prepare his/her ideas.

B.   After the presentation, both mentor and tutee listen to the recording for a feedback exercise. Then the tutee must answer the following questions (it could be in English or Spanish):

- How did I feel doing this exercise?
- Which is my progress? What did I learn?
- What were my mistakes in my presentation?
- What do I need to do to practice more?

C. The mentor concludes the exercise with his feedback about the recording.

Click on me to Spin

1. **Who was your crush? Writing about my Crush**

Write down a short description talking about your first or last crush. Mention when, where and how you met him or her, what he or she was like, what you did together, why he or she was your crush, if you made a move. (150 words)

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Appendix K

Informed consent for mentors (using didactic sequence or without them)

Bogotá, febrero 8 de 2020

Consentimiento informado

Yo _____ mentor(a) en el área de inglés del programa ANCLA acepto participar voluntariamente en la investigación dirigida por los estudiantes Andrés Felipe Palomino Ruiz y Santiago Enrique Ortiz Abril de la Licenciatura en Lenguas Modernas de la ¨Pontificia Universidad Javeriana.

Declaro haber sido informado/a de los objetivos y procedimientos de la investigación y del tipo de participación que se me solicita. Con relación a ello, aceptó participar en 8 en ocho tutorías de ANCLA. Acepto también que los investigadores asistan como observadores no participantes a dichas secciones. Declaro además haber sido informado/a que mi participación no involucra ningún daño o peligro para mi integridad. Declaro saber que la información entregada será confidencial y analizada por los investigadores. Por último, la información recolectada será analizada e interpretada meramente para fines académicos por los investigadores.

Acepto ser partícipe de la investigación, protegiendo mi privacidad y mi quehacer pedagógico:

_____

(Firma del mentor participante)

Atentamente,

Andres Felipe Palomino Ruiz y Santiago Enrique Ortiz Abril

Estudiantes Investigadores de la licenciatura en Lenguas Modernas con Énfasis en inglés y francés

Pontificia Universidad Javeriana

Ante cualquier novedad, pregunta o comentario ante el proceso de investigación, el participante puede contactarse con los investigadores mediante los siguientes medios de comunicación. correo electrónico: a-palomino@javeriana.edu.co, cel: 3167107010 - santiago_ortiz@javeriana.edu.co; cel: 3102868875

Informed consent for tutees

Apreciado tutorado:

Actualmente nos encontramos desarrollando nuestro proyecto de grado como parte de los requisitos de grado de la Licenciatura en Lenguas Modernas. El proyecto que se llevará a cabo es una investigación sobre el desarrollo de las tutorías en el proyecto ANCLA y su impacto en tutorados y mentores.

Con este fin, nos gustaría recolectar información sobre tus tutorías, y tu opinión sobre ellas, así como contar con tu consentimiento para analizar los datos que recolectemos de tus sesiones en ANCLA.

La información será usada únicamente en el marco de investigación académica: para el desarrollo de nuestra tesis, y/o para compartirla con ANCLA. Si das tu visto bueno para el uso de dicha información, recuerda que tus datos personales serán confidenciales, no aludiendo a nombres, carreras, edades o géneros. Por último, en caso de no querer continuar, puedes retirar la presente autorización en el momento que desees.

Agradezco tu ayuda.

Cordialmente,

Santiago Enrique Abril Ortiz

santiago_ortiz@javeriana.edu.co

Andrés Felipe Palomino Ruiz

a-palomino@javeriana.edu.co

***

Carta de consentimiento informado

Yo, _____, estoy de acuerdo con que la información en relación con mi proceso de aprendizaje, recogida en las tutorías, observaciones, pre/post evaluaciones y/o encuestas sea usada para propósitos de investigación académica. Estoy al tanto de que esta información se usará de manera anónima, es decir que no habrá referencia a mi nombre y que la misma no altera mis calificaciones, ni recibiré retribución económica alguna por mi participación. Entiendo que, aunque doy mi consentimiento ahora, puedo cambiar de opinión en cualquier momento y revocar esta autorización.

Comentarios adicionales:

_____

_____

_____

Firma: _____

Nombre: _____

Cédula: _____

Fecha: _____

Bogotá, Febrero de 2021.