

Program for Strengthening Communicative Competences in English for the
Administrative Staff of the Company Temporing S.A.

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Resumen

Título: Programa de Fortalecimiento de las Competencias Comunicativas en inglés para el Personal Administrativo de la Empresa Temporing S.A.¹

Autores: Daniela Junieles Alfonso y Juan Camilo Remolina²

Palabras Clave: Inglés de Negocios, ESP, Competencias Comunicativas, Intervención, Formación Empresarial.

Descripción:

Este proyecto de investigación ha analizado el impacto de una intervención en Inglés en las habilidades comunicativas del personal administrativo de una empresa en Bucaramanga llamada Temporing S.A. en la cual aspiramos a fortalecer sus competencias comunicativas y su conocimiento del Inglés para mejorar y desarrollar el ámbito comercial enfocando el programa curricular en los temas de perfil laboral, ofertas de servicios e Inglés básico en relación con su área profesional dentro de la empresa.

A través de los datos recolectados en una encuesta virtual, un pre-test y un post-test, pudimos identificar la falta de conocimiento de los participantes en la L2 reflejado en un bajo nivel de Inglés, incomodidad al hablar y no ser completamente capaces de expresar ideas en Inglés ni crear oraciones gramaticales bien estructuradas lo que nos llevó a implementar diferentes estrategias además de darles el espacio para practicar con una variedad de actividades de habla que lograron un progreso destacado en cada aprendizaje ya que la intervención incluyó intereses personales y profesionales sugeridos y diseñados para que superen sus carencias, necesidades y deseos.

El estudio enfatiza la necesidad de dedicar más tiempo a enseñar a los aprendices a mejorar su producción oral para evitar errores, mala entonación y reforzar el vocabulario y temas aprendidos.

¹ Tesis de Licenciatura

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Abstract

Title: Program for Strengthening Communicative Competences in English for the Administrative Staff of the Company Temporing S.A.³

Authors: Daniela Junieles Alfonso and Juan Camilo Remolina⁴

Key Words: Business English, ESP, Communicative Competences, Intervention, Company Training.

Description:

This research project has analyzed the impact of an English intervention in the communicative abilities of the administrative staff of a Company in Bucaramanga named Temporing S.A. in which we aimed to strengthen their communicative competences and their English knowledge for improving and developing the commercial field by focusing the curricular program in the topics of job profile, service offerings and basic English in relation to their professional area inside the company.

Through the data collected by a virtual survey, a pre-test and post-test, we could identify participants' lack of knowledge in the L2 reflected on a low English level, discomfort in speaking and not being completely able to express ideas in English nor creating well-structured grammatical sentences which led us to implement different strategies as well as giving them the space for practicing with a variety of speaking activities that achieved a prominent progress on each learner since the intervention included personal and professional interests suggested and designed for them to overcome their lacks, needs and wants.

The study underlines the need to give more time to teaching learners to improve their oral production in order to avoid mistakes, wrong intonation and to reinforce the vocabulary and topics learned.

³ Bachelor Thesis

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1 Introduction

1.1 Context

Communication is an outstanding characteristic of living beings that has been present since ancient times and that has contributed to the evolution of the language. Thanks to this social interaction people have been able to manipulate their messages and the way in which they portray their thoughts. It has been an important element in the learning process not only of one language but in a variety of them. Currently, among these languages English appears as the one that dominates the big circle of languages spoken around the world; English has become the source in which individuals can easily communicate with each other no matter if they belong to different parts of the world.

Therefore, the necessity for knowing English and to adopt it into the normal people routine has increased a lot. In order to make the idea real of being a bilingual person, specifically, in the city of Bucaramanga, a vast list of English institutes is encountered where people can go for an enrollment and, as simple as that, start the learning process in the second language. In addition, both universities and high schools promote contact with the English language; regarding universities, they offer programs to students essentially designed to train people for a future as an English teacher, translator or interpreter among others. On the other hand, some high schools in the city are purely bilingual, where students can interact with the language not only in the language subject but also combined in subjects such as mathematics, science, physics, etc.

However, there exists a big gap concerning the level of English in Colombia. According to the EF English Proficiency Index (s.f), its annual indicator reports that Colombia is in the seventy-seventh (77th) position among one hundred (100) countries. This categorization shows

the low level of bilingualism, not only in Bucaramanga, but also in the whole country and makes a public alarm for Colombia to determine the causes of this devastating panorama. This is how it is important to start with the implementation of new strategies that contribute with a gradual growth of the English level in the population.

Regarding the causes for Colombia to have this place within EF worldwide ranking, many have been the arguments that try to find the origin of this traumatic landscape. Some people think that teachers are the ones that have to make a student talk in English, putting aside the self-effort and motivation of the student; additionally, some others affirm that English classes are totally grammar-based and tend to reduce the social interaction where communication is crucial for the development of the language. In order to start giving solutions to successfully improve the English level of people, ESP pedagogy emerges as a way for learners to rehearse and to triumphantly increase their communicative competences, even in different contexts, as it is the work area.

According to Johns & DUDLEY-EVANS (1991), ESP practice is defined as a pedagogical action with the purpose of promoting the development of research-based English language materials for students, in order to achieve precise goals related to their academic and professional contexts. The author states that this pedagogical movement emerged so many years ago when people from all over the world landed in territories where social interaction in more than one language was a requirement. Moreover, he describes the stages of ESP that in the early years were the guide for the elaboration of the process, the stages that ESP embraces are analysis, creation of materials, discourse analysis, reasons for learning (needs and wants).

Taking into account the business field as our target population to be analyzed, the topic of the project is English training based on ESP pedagogy for the company Temporing S.A.

This project aims to determine the improvement of the administrative staff of the company in the English language. This intervention will benefit both workers of the company and customers that need to contact the institution for a certain professional request. Moreover, it has to be said that this project will be accomplished only in a specific corporation, with a reduced number of people, which results will be only useful for the participants of the process. However, this project and the further studies can help to expand the scope for English teaching based on ESP programs inside the Colombian context.

1.2 Research Question

How does English training, based on ESP programs, for the administrative staff of the company Temporing S.A. help them to improve their communicative competences?

1.3 Justification

In the current world, English has become a crucial element in every single professional profile; this outstanding characteristic has been exploded and adopted by companies which are constantly looking for enriching their prestige and the way in which the business world perceives them. On this basis, we can say that, when conducting an English training process, learners are going to obtain positive results that will help them to be more competent in the English language. Nevertheless, we believe that social and professional interests can also take advantage of this business practice.

Due to this, we decided to work in a company that allows us to put into practice all the English knowledge in a working environment, by teaching and training administrative staff to be competent in a foreign language (FL). The purpose of training them is to strengthen their oral skills and give them a space to practice and use the language inside the commercial field.

Different aspects such as interests, motivation, staff time and commitment will be taken into account to offer the administrative staff the adequate input.

This practice will guarantee a high recognition of the company, by helping them to expand their target community and making use of their bases in their L2. Moreover, we will be fostering an alternative strategy for future English professionals who want to amplify their fields of work.

1.4 Objectives

1.4.1 General Objective

To strengthen the communicative competences of the Administrative Staff regarding the English use for improving and developing the commercial field.

1.4.2 Specific Objectives

To concentrate the curricular program in the topics of job profile, service offerings and basic English, in relation to business for improving oral skills.

To determine if the intervention improves the communicative competences of the Administrative Staff.

1.5 Report Presentation

This study presents a model based on ESP programs with professional workers that aim to improve their communicative competences in English; therefore, in the literature review is discussed the aspects to consider in business English classes and the teacher's role as well as the theories used in relation to ESP programs. Subsequently, the methodology and the analysis

of results are presented in relation to each specific objective posed before. Our conclusions are stated at the end of the paper.

2 Literature Review

2.1 Background

After a careful analysis of different sources that can respond to the objectives posed before, it was found that many ESP programs in business are focused on improving the communicative and writing competences of their learners with a similar approach to what it is expected to accomplish in this study, but with a different sample. However, it is precise to mention that there are no papers in Colombia that follow the scope of this study, they do take into account the context and specific needs of English learners, but none of them mention an ESP program intervention in business that improves their oral skills. On this basis, some articles are presented with useful information that can be analyzed and applied to the ongoing intervention as well as strategies designed to strengthen their communicative abilities.

Every year the necessity for having a bilingual country increases in a big manner and many programs have been launched by the government and different Colombian institutions. They look for solutions to finally eradicate the problem of having a very low bilingualism percentage. However, these strategies have failed in its goal of making the population competent in the English language. As a result, many have been the negative arguments against the distinct ways of teaching the language to Colombian learners and the intention to become bilingual has decreased.

Nevertheless, the way in which a second language is taught is not the only aspect that must be taken into consideration when the idea is to make understand and triumphantly

manipulate the language when talking. Motivation and self-effort are also embraced in every single learning process, and it guarantees a complete internalization of elements that will help the student to be an active participant in a conversation. By taking these three elements into account and according to Dornyei (2013), a communicative approach can be implemented in a way in which specific initial input is transmitted and based on the students' needs. Thus, a variety of strategies can be carried out. The teacher who uses a communicative approach as a crucial element in the normal development of the lessons must be aware of the distinct variables that can emerge regarding students' needs and ways of learning. By knowing the intentions of the students and the reason why they are taking an English course, tutors and teachers can start designing an action plan that suits all the requirements needed to improve the level of the L2 in each student.

Having said that, English for business has been becoming one essential and personal quality that employers seek to find in their workers as well as effective communicative skills in the workplace; most companies expect and look for self-confident candidates that are able to use English in meetings, negotiations or dealing with clients. Due to this, presentation and public skills become essential inside a workplace (Didiot-Cook, Gauthier & Scheirlinckx, 2000; Zanola, 2016). Hence, presentation refers to those abilities required in meetings and professional presentations, while public speaking alludes to a spontaneous and direct conversation.

Considering that this intervention plans to develop some activities with the participants related to the business field, a task-based approach is generally employed in line with ESP courses (Huh, 2006); therefore, the activities foster to use the target language in a meaningful way while they engage learners to the content and prepare them to “real-world tasks” (Huh,

2006, p.5). Additionally, it is mentioned in this article the importance of not only considering the target tasks for the course but also having a balance with the wanted tasks; this view with the purpose of teaching learners what they generally need to know and be able to do in the L2, and at the same time recognizing their specific needs and wants.

In connection with the above, Ramírez (2010) highlights in his study that teachers have an ability to motivate learners by creating a free and safe atmosphere in which learners can feel self-confident and able to interact with others; teachers need to make them conscious of making mistakes when speaking in an L2 and in this manner recognize if they have made any progress in the language. Essberger (2007 as cited in Ramírez, 2010, p.24) mentions that “the person who never made a mistake never made anything”. It is also suggested in this study that activities, such as joining group conversations or role-plays in classes, help learners to develop their oral skills and teachers should be the ones encouraging “students to speak no matter the mistakes in grammar and pronunciation they may have” (p.18).

2.2 Theoretical Approaches

Communicative Approach

In teaching a language, there are many approaches used by educators to engage students in a specific skill in a foreign language (FL); one of these approaches is the communicative language defined as an “approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others” (Duff, 2014, p.15). For developing proper communicative abilities, it becomes necessary for learners not only to be actively involved by interacting with their environment and with other language speakers, but also, they need to recognize how different factors, such as sociocultural norms, linguistic and

formulaic items and learning strategies, can influence their acquisition of an L2 (Celce-Murcia, 2008).

On this basis, the teacher using a communicative approach should design courses to focus on giving learners the competence for the language with materials which encourage interaction, consider the factors mentioned above and concentrate on the learners' needs. According to Dornyei (2013), teaching with a communicative approach requires *explicit initial input components* that offer them the automatization of the language across interactive activities, which will prepare students for having meaningful discussions.

In line with this, it can be said that the communicative approach displaces the common instruction of grammar that was a tendency during long periods of time, where the idea was to supply learners with a vast list of structures that, later on, were supposedly implemented in real - life conversations. The tendency for conducting a grammar-based teaching process has not stopped and currently it takes place in a number of Colombian institutions that leave aside the interaction in real life contexts, where communication is crucial to successfully achieve proficiency in the second language.

ESP Program

In Paltridge & Starfield's book (2014), English for Specific Purposes (ESP) is described as a course designed to meet the specific needs of second language learners in the use of English; this program aims to identify the language needs of the learners and to adapt materials that can facilitate their understanding of the language for reaching particular goals. In addition to it, an ESP program should be oriented towards teaching a topic relevant to the learners' real world and to accomplish certain activities related to their profession.

As it is proposed by Rahman (2015), ESP programs can be divided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The former alludes to teaching English for academic study settings and the latter “involves work-related needs and training” (p.25) in fields such as administration, business or vocational uses for professional adults. Nevertheless, this paper will only concentrate in the second division.

ESP Programs in Business

As previously mentioned, the EOP concept is related with work needs and training; however, this term seems to be too broad and instead we can use Business English as an area of ESP, in line with the scope of this study. Therefore, Business English is described as a social variant used in business environments with lexical, grammatical and syntactic purposes in relation to business activities, and with fields that cover finance trade, business management, marketing, commerce and so on (Jiang, 2015).

Having said that, Business English should guarantee students or trainees to successfully perform in their workplace, with a special emphasis on communication elements and how each culture can influence their learning; also, it becomes necessary to identify English as an international language and to see the value of achieving international connections. Consequently, the teaching of this approach is oriented to “adopt or adapt business conventions and procedures” (Zhang, 2012 as cited in Paltridge & Starfield, 2014, p.194) to reach a common goal and to expand the professional field of an organization.

3 Methodology

3.1 Type of Research

The current study is a mixed method design oriented to collect both quantitative and qualitative data in which the researcher will examine the resulting interpretations of incorporating both sets (Creswell, 2015 as cited in Merriam & Tisdell, 2015). This means that one part of the data will inform and expand our understanding of the other, in this case, the quantitative part integrated by a survey with the target population will allow us to design or adapt any material and tests to the learners' level; consequently, the qualitative part, divided into a pre-test and post-test, will tell the researchers if the intervention has an effect on the learners' communicative competences.

Furthermore, it was adopted a quasi-experimental design due to the nature of the data used to evaluate the effects of the intervention on learners; this specific research design aims to "estimate the effect of a treatment" (Reichardt, 2009, p.60) and if it caused an improvement in the population examined. Reichardt (2009) also mentions that the treatment groups of quasi-experiments "are not assigned to units at random" (p.46).

3.2 Hypothesis and variables

This study formulates two hypotheses:

H1: The communicative competences of the Administrative Staff are influenced by the English training based on ESP programs.

H0: The communicative competences of the Administrative Staff are not influenced by the English training based on ESP programs.

On that account, the two variables for our research study are the communicative competences of the administrative staff and the English training based on ESP programs; the former is a variable dependent on the latter.

3.3 Population and Sampling

The sample is composed by ten participants of the company Temporing S.A. located in Bucaramanga, Santander which offers personnel for covering occasional jobs according to the clients' expectations. They perform different tasks inside the company and have distinctive roles such as psychology, compensation director, operational manager, financial director, computer manager, receptionist and legal- agency- operation and compensation assistants; they also affirm to be in contact with a variety of customers.

The group's age ranged between 22 to 57 years old; 80% percent of the participants are female and 20% are male and most of them recognized to have a beginner and basic English level that corresponds to A1 and A2 in the Common European Framework of Reference (CEFR). Additionally, all the group perceived English as an important tool in their work area to expand their opportunities to get a job and to interact with others.

3.4 Data collection Instruments

The data collection instruments for this study were selected in relation to both the general and specific objectives to acknowledge the strengths or weaknesses of the learners to speak English in their work area.

On this basis, a virtual survey made on Google Forms was conducted (see annex B) with the purpose of recognizing the specific language necessities, lacks and wants of learners

(Kaewpet, 2009); it contains fourteen questions regarding demographic questions and the use of English.

Consequently, a pre-test (see annex C) was also applied as a diagnostic test for recognizing how learners respond to questions involving their personal and work area; it consisted of a short dialogue that evaluated their English communicative knowledge in the professional environment in which they are immersed.

Finally, the post-test (see annex D) was designed similarly to the pre-test to determine if the ESP intervention had some effect on them.

3.5 Resources and Analysis Techniques

In order to accomplish the training implementation and the analysis of the data collected, a variety of resources were used. First of all, during the whole process, the platform Google Meet was the vehicle of communication with the participants. Therefore, we had to accommodate the distinct activities, strategies and tools to this new digital mode. Participants also received face-to-face classes and all the instruments used to collect the data were also applied with each participant at the company. Consequently, slides and a variety of virtual activities were designed and used in relation to the learners' proficiency level and with the focus of improving their speaking abilities.

Secondly, it was used an audio recorder for each of the two tests administered to the participants, we avoid recording their faces due to this action could make participants feel uncomfortable, ashamed and their answers would not have been natural; in this way, it was analyzed each audio taking into account mistakes, doubts, correct and wrong answers and the context for using some words.

Finally, the answers for the virtual survey were taken literally and translated in the sections that required a written response and for the figures showing the percentages were used Microsoft Excel summarizing all the participants' answers for each question.

3.6 Stages and Activities Implemented

The current study was divided into fourteen weeks and four stages that correspond to the implementation of the survey, the pre-test, intervention and the post-test with the administrative staff that agreed to be part of it. During that time, two hours and forty minutes per week after their work time were given to the intervention to develop their communicative competences with a total of 26 hours with forty minutes of English classes and with four weeks left to apply the survey, the pre-test, post-test and to examine all the information gathered. The activities were selected with the purpose of making participants interact and speak in the L2; in this way, during the whole sessions, students reinforced their English knowledge by applying expressions, grammatical tenses and vocabulary related not only to business but also filling the gaps of simple topics they might have forgotten.

Throughout the classes, the participants were in contact with videos and examples of how to respond to a situation in their workplace, how to describe themselves, what they like, and dislike and they were also requested to answer exercises and give their opinions to any task posed at the end of each English session.

4 Analysis of Results

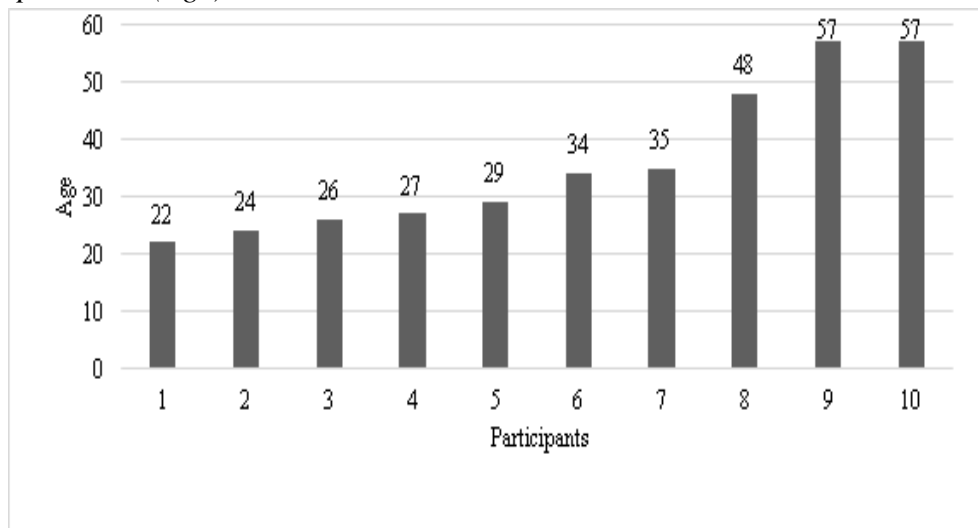
The results obtained from each test and survey to the administrative staff will be presented with its respective analysis; both pre-test and post-test will be compared to show the level and comprehension of the group to the situations posed the first time and then to illustrate the effect of the intervention after taking the post-test.

4.1 Description of Population

A virtual survey before the intervention was carried out with the administrative staff of Temporing S.A. to find out their personal interest, English level, willingness to take the classes among other questions were asked to each participant and analyzed with the purpose of adapting any material and sessions to the participants' interests.

Figure 1

Demographic Data (Age)

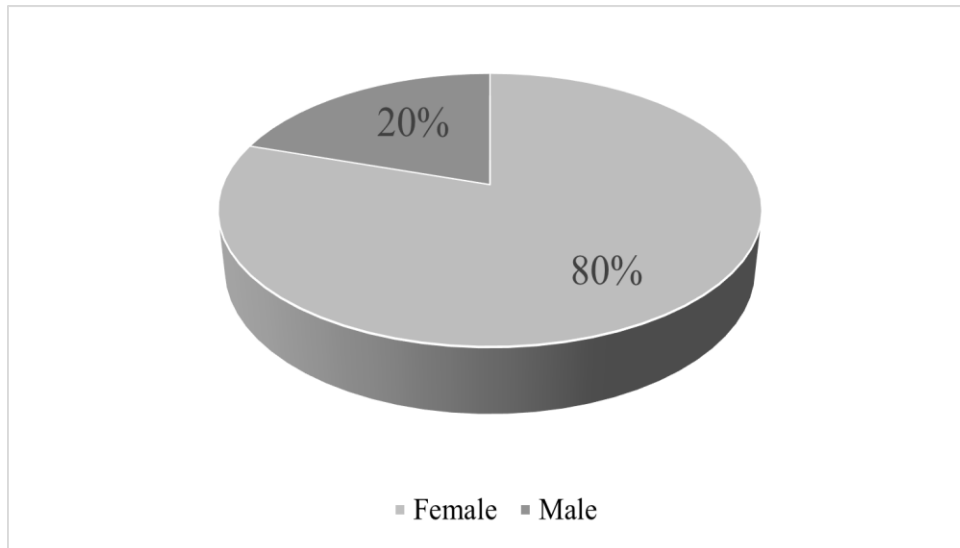


The first demographic question to the ten participants was about their age. It shows a varied group that oscillates between 22 to 57 years old with the highest percentage represented by participants aged 57 years.

The next demographic question (see figure 2) was regarding the participants' sex and most of the group was identified as females with 80%, followed with 20% identified as males.

Figure 2

Demographic Data (Sex)



As can be observed in table 1, the results for position or role performed in Temporing S.A are diverse; all the participants belong to different departments inside the company, 5 of the participants are assistants, 4 of the participants are managers or directors and only one is a psychologist.

Table 1*Position performed in Temporing S.A.*

Participant	Position in Temporing S.A.
1	Operational Manager
2	Operational Assistant
3	Compensation Director
4	Psychologist
5	Receptionist and file assistant
6	Accounting and Financial Director
7	Legal Assistant
8	Agency Assistant
9	Compensation Assistant
10	IT Director

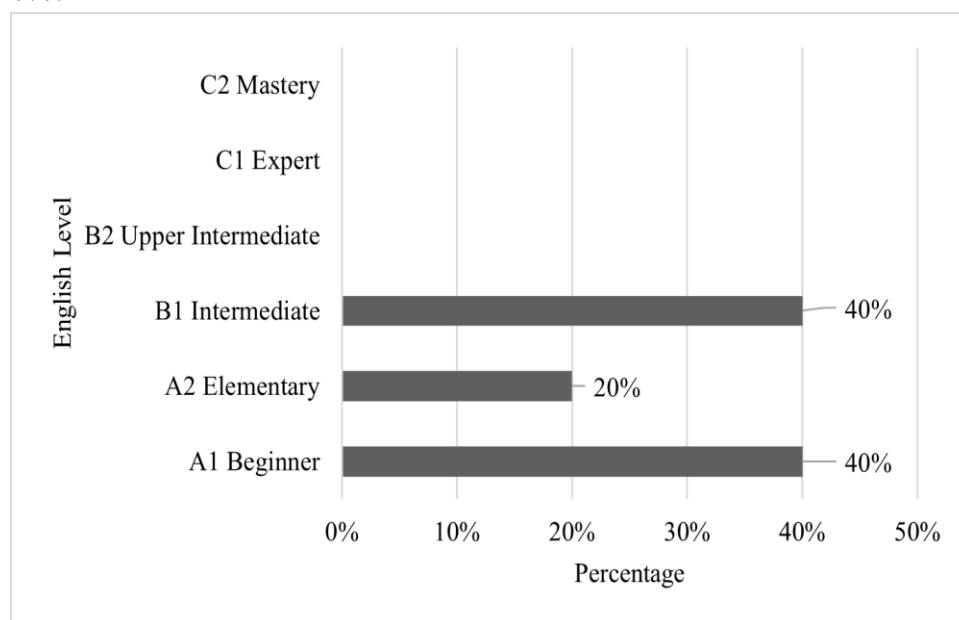
The bar chart (see figure 3) classifies the participant's English level according to the Common European Framework of Reference for Languages (CEFR) that categorizes their language ability. They are estimated to have a Beginner English level (A1) with 40%, an

Elementary English level (A2) with 20% and an Intermediate English level (B1) with 40%. None of the participants considered to be above the B1 level.

In this way, it was necessary to ask participants this specific question in order to implement the intervention that will adapt to their level.

Figure 3

English Level



According to the participants' answers, English is indeed very important in their work area for all the group (see table 2). Two participants considered English essential in communication, three participants answered the contribution to his or her personal and professional growth, other two participants recognized the value of interacting with other people and expanded into the labor field and others identified the importance of English in general and only one participant saw English as an increasingly needed tool.

Table 2

Importance of English in their work area

Participant	Importance of English

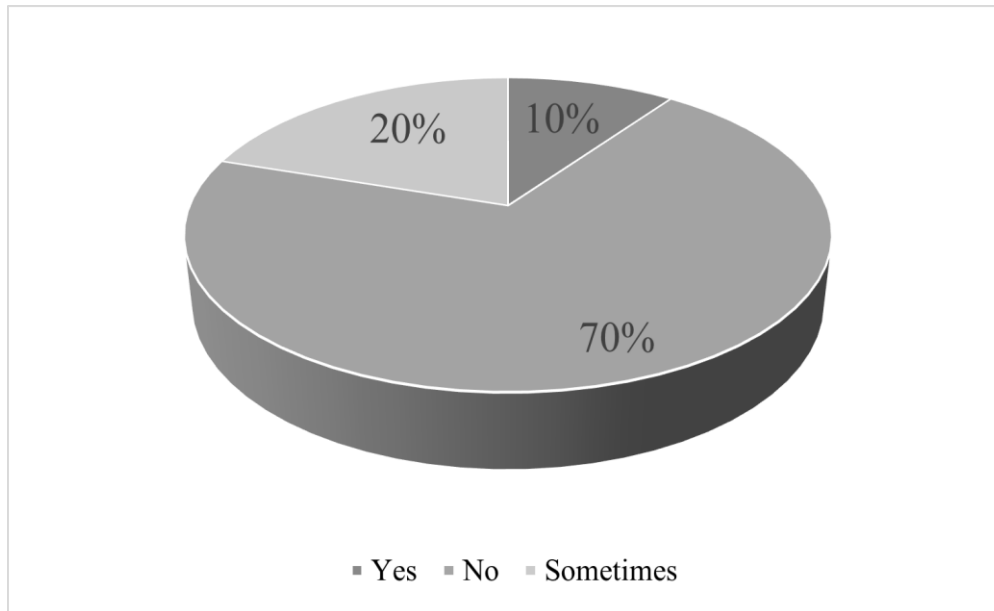
1	To communicate without an intermediary
2	A needed tool
3	To communicate and expand any knowledge
4	It is important
5	It contributes to personal and professional growth
6	To give and ask for information related to the company
7	It is important in any field
8	To interact with clients and to professional performance
9	An opportunity to expand the labor field
10	It is important in a connected and interactive world

For the second part of the survey, participants were asked about their English use at work (see figure 4). The results revealed that the majority of the company with 70% do not apply or speak English inside their work area. However, two participants admit to using it sometimes with 20% and only one with 10% uses English inside the company. In this manner,

we can agree that the people not using English see the value of speaking English even if their position and work area do not require it.

Figure 4

English Use at work

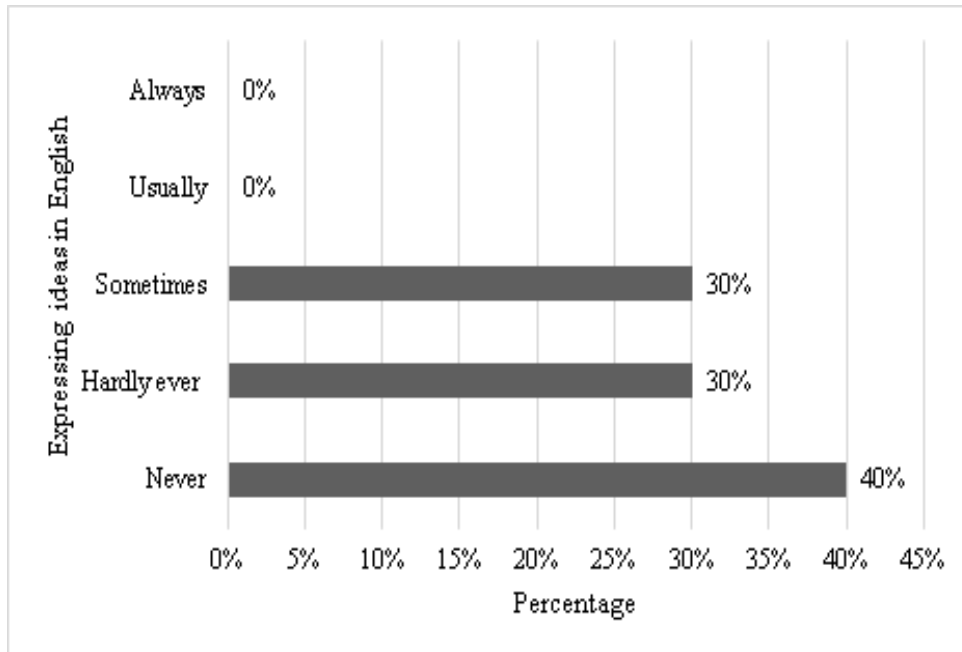


In relation to this question, the people who answered using English at work were requested to also mention the occasions or activities using English; only two people (see table 3) wrote they need English in IT literature or certifications with functions. Although not all the participants are in regular contact with English at work, we could notice they feel motivated and see the value of learning English for adapting to a more interactive and competent world.

Table 3

Activities or Occasions using English

Participant	Activities or Occasions
1	IT Literature
2	Certification with Functions

Figure 5*Expressing ideas in English*

As the previous answers have just shown, more than a half of the administrative staff of Temporing S.A does not use English inside their working place. Therefore, these employees do not possess elements such as vocabulary, grammatical structures or expressions related to the business context.

In this way, the results obtained from the question if they can communicate intelligible and clear ideas in English, supply us with a panorama in which we can reinforce our preconception about the workers' use of English. In a scale from 1 to 5 in which 1 was labeled "never", 2 "hardly ever", 3 "sometimes", 4 "usually" and 5 "always"; four participants selected the option one with 40%, three people went for option two with 30% and the last three people chose option three with 30% (see figure 5).

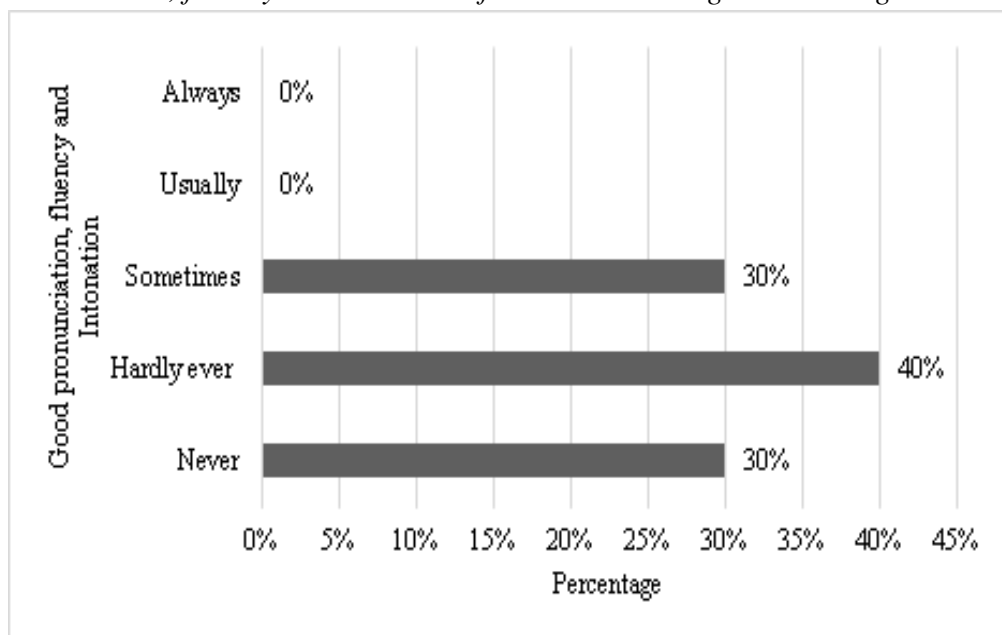
The options one and two have negative connotations due to their low frequency for practicing the English language at work. If we add the number of people from option 2 to option 1, we will attain a total of seven participants out of the ten who may feel insecure to express

their ideas in English connected with a lack of knowledge and vocabulary which are crucial elements to successfully be an active member whether in short or long conversations.

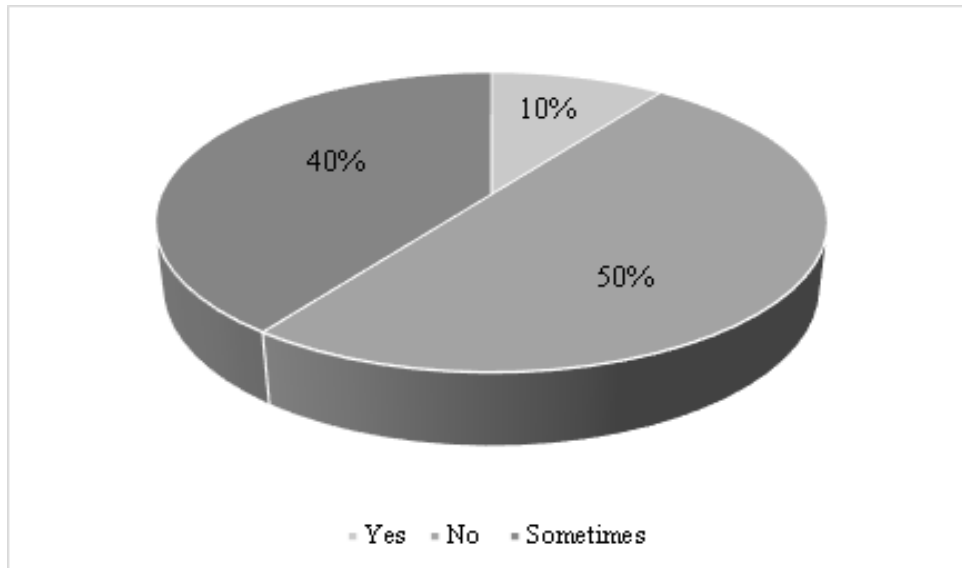
In line with the previous question, there are certain aspects such as intonation, fluency and pronunciation that are associated or at least necessary for expressing ideas in English (see figure 6).

Figure 6

Good pronunciation, fluency and intonation for communicating ideas in English



As we can observe, participants have pointed out that they are not used to communicating in English when working or even on a daily basis. Only three people, representing 30% of the participants, feel that sometimes they have good pronunciation, fluency and intonation when talking, four people selected the option of “hardly ever” with 40% and three people went for the option “never” with 30%. It is likely that participants feel quite behind or do not have high levels of confidence when speaking in English.

Figure 7*English Speaking comfort*

Concerning the question of English-speaking comfort with friends, partners or customers, we could identify that 50% of the participants saw English communication as a really difficult element to reach. Therefore, they selected the option "No" which tells us how uncomfortable they feel speaking in the L2. In the same way, four people represented by 40% think that sometimes they are able to keep a conversation in English regardless of the person they are talking with. Only one person represented by 10% feels comfortable in English conversations (see figure 7).

Additionally, it was asked to participants their greatest difficulty when they have an English conversation (see table 4).

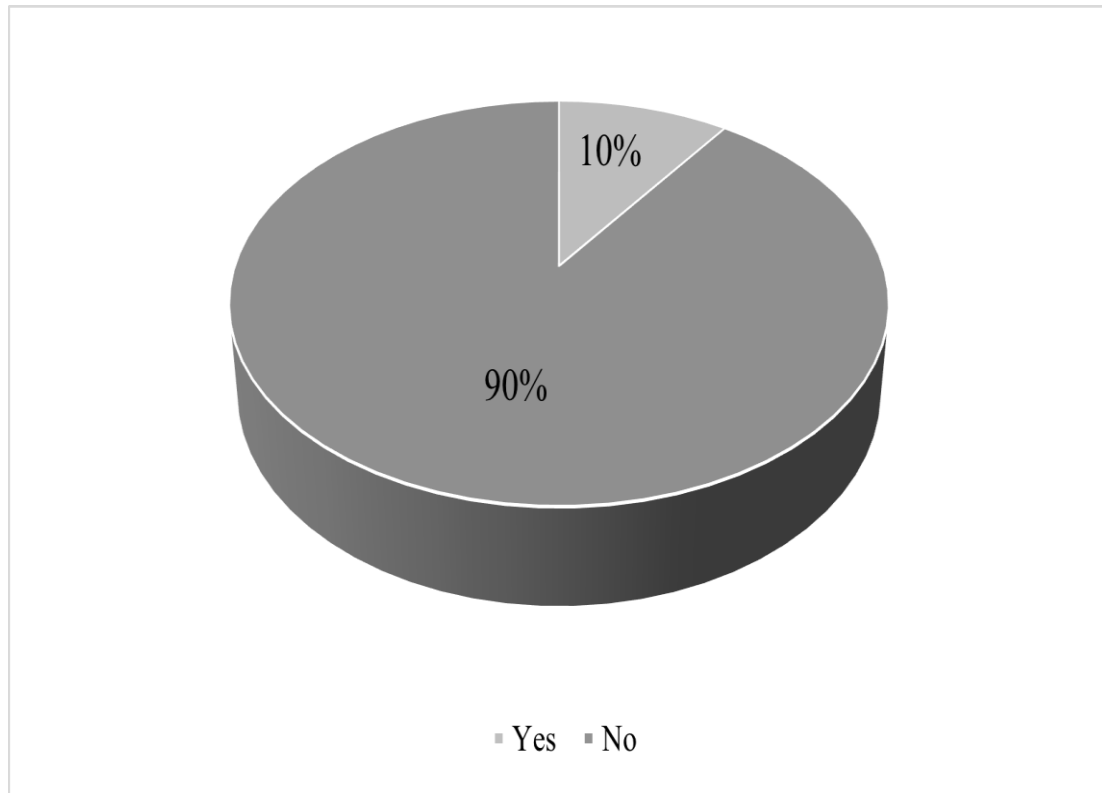
Table 4*The greatest difficulties in English communication*

Participant	The greatest difficulties in English communication
1	Pronunciation
2	Pronunciation
3	Afraid of expressing the inadequate
4	Vocabulary, terminology
5	She/ He doesn't understand the language
6	Pronunciation
7	Vocabulary
8	Verbal rules and word order
9	Lack of confidence (nerves)
10	Thinking in English

Learning English is not always easy, and we asked this specific question to the participants to know what is making their learning process harder. These obstacles can vary

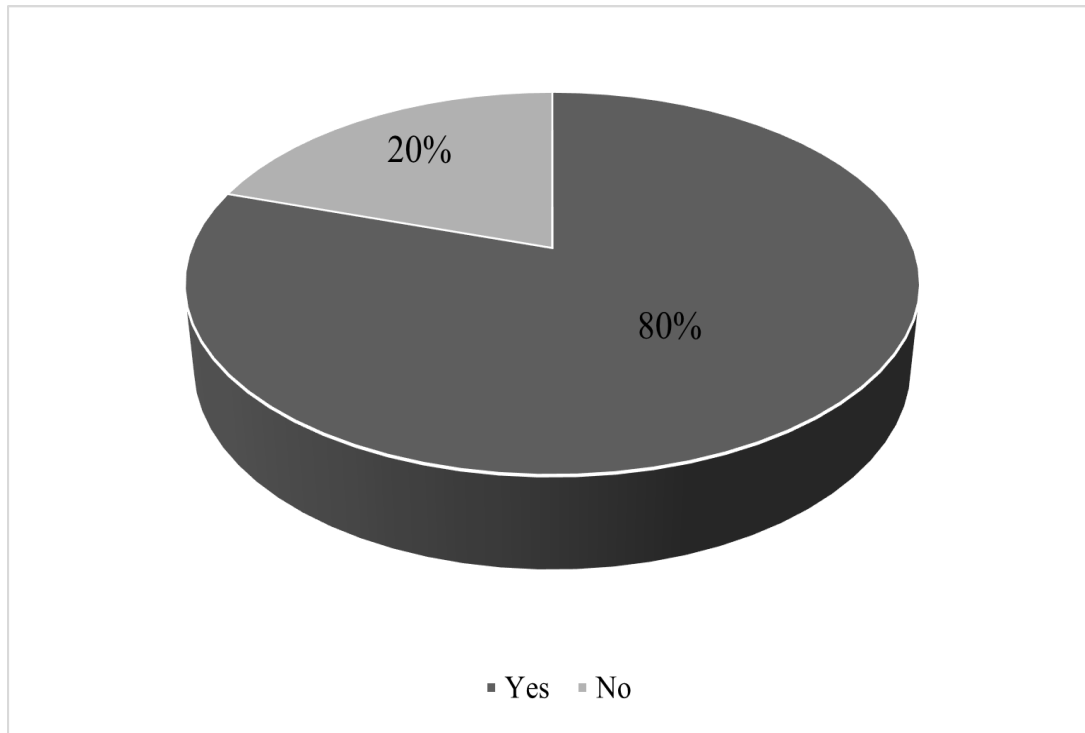
depending on the user who is starting the process. Statements such as “I don't know the structures”, “I am really nervous”, “I am afraid of expressing the inadequate” or “It is difficult for me to learn vocabulary and verbal rules” are some of the answers given by the workers of Temporing S.A when they were asked about their difficulties to speak English. All these answers are related to participants’ lack of confidence, English input and lack of motivation to learn from mistakes which are extremely important aspects if the necessity of speaking English is a means to succeed.

In today’s world there are more companies looking for competent and capable people to speak in English. However, some workplaces do not give so much attention to English proficiency whether it is not seen as something essential, or the working connections of the company are just located in national territory. Nevertheless, being an English speaker has advantages for a CV or for improving the prestige and the economic growth of the company. In this vein, the final section of the survey asked if any of the participants took classes or English tests focused on business; and as we can observe only one participant represented by 10% selected the option “Yes” and the rest of the participants answered “No” (see figure 8).

Figure 8*English classes or tests focused on Business*

According to the participants' answers, eight people represented by 80% are in favor of having an English course to improve their speaking skills. They selected the option "Yes" in which we can infer they are engaged with the project and the learning of a L2. On the other hand, only two people represented by 20% are not interested in attending an English course inside the company (see figure 9). This can be a result of people's age, which makes individuals believe that it is too late to be part of courses such as the one under discussion; moreover, it could be possible that time or personal issues can play a crucial aspect for these two people to not attend to the training process.

Figure 9*Willingness to take English classes for business*



In relation to the previous question, the people who answered “Yes” were requested to also mention the activities, grammatical structures or expressions related to their job that they wanted to learn during the progress of the English classes for business (see table 5). The responses, as it was expected, were in line with communication, vocabulary used in the business field and grammatical structures as well as expressions that allow them to communicate and reinforce their business skills. Only two people gave no answer to this question due to their refusal to be in the course.

Table 5*What participants want to learn*

Participant	Activities, grammatical structures or expressions suggested
1	All the vocabulary related to his/ her job
2	Improve business skills
3	Everything
4	Dialogue
5	Selection processes
6	Everyday vocabulary
7	Legal expressions
8	Grammatical structures and expressions
9	He/ she did not answer
10	He/ she did not answer

4.2. Impact of the intervention in the communicative competences of Oral Production and Oral Interaction

After the virtual survey, a pre-test was implemented with each one of the participants. They were requested to answer and follow the structure of a short conversation planned for them that included personal information and their functions inside the company (see annex C).

We had to simplify the test due to the level of the participants since the majority are between A1 and B1.

Participant 1

In order to test participants' knowledge in the English language, we conducted a short interview in which they were asked basic information about themselves, and some aspects related with their professional profile. This test, as mentioned along this document, is going to be carried out one more time with the intention of detecting workers' progress. Participant 1 was the first volunteer to start with this part developed during the intervention and as we could notice, the lack of knowledge regarding English is noticeable. The test was designed in the form of stages in which the first couple of questions were in an easy range and the following ones were more difficult intended to detect English proficiency with respect to English inside the business field.

Participant 1 clearly knew common elements and patterns when talking in English; therefore, it was not difficult for her to establish a connection with the interviewer to keep the conversation going. The reason why the participant could overcome the situation during the first questions was the fact she had taken some English classes before this intervention. Even though those classes had taken place in the past, she demonstrated that some fundamental characteristics of the English system were still clear. However, difficulties arose when the interviewer asked about her profession as well as her functions inside the company. Participant 1 hesitated when she tried to say what she did and mispronounced some words.

Additionally, when talking about her functions, participant 1 remained some seconds in silence thinking in the answer. It was impossible for her to make up her mind and to give a

concrete reply in English; therefore, she made use of her native language, which is Spanish, to successfully complete the test.

Participant 2

When talking to participant 2, we observed some reliable aspects regarding lack of English competences. Some basic questions such as “what is your name” and “how are you” were asked to the participants. We could identify that the worker still had those commands in her mind, the ones commonly taught in school based on grammatical structures that teachers emphasize to answer in a right single way. Some examples of this are the ones that participant 2 gave when she is asked how she is; the reply for this question is “I’m fine and you?”. What shows that participant 2 does not have a good vocabulary bank to look for similar expressions that help her to convey the same meaning using other words.

In addition, the question that involves names is also answered following only one path. Participant 2 replies to the question “what is your name” by introducing her name and then she uses the expression “and you?” again. This is another example of few vocabulary that the worker possesses. In line with this, laughing can play a fundamental role to detect nervousness or anxiety for speaking in a L2. It is known that people in the majority of cases laugh when they are nervous or anxious when facing a certain situation. In this case, the participant started laughing before saying her age perhaps because she did not know how to say her age in English or simply because she did not want to make public that specific aspect about her.

Participant 2 continues making some errors that with a good guidance in English could have been immediately solved by the learner. Wrong use of verbs, omission of prepositions and mispronunciation among others are also some mistakes performed by the participant.

Participant 3

In the case of participant 3, we could notice that this person has a basic knowledge of the L2; she described information about her very easily but with some spelling mistakes and as the other participants she took pauses before answering the questions. This is commonly found in beginners who take their time not only to think on what was asked but also to form and organize the sentences before giving an answer. Another strategy used by the participant during the pretest was the use of Spanish. She appealed to this language to fill the gap of not being able to give an answer in English and although she indeed understood the question, it was not possible for her to say the word or phrase in English. For instance, when we asked about her profession, her answer was “I am...Ingeniera Agroindustrial” and also when she was asked about her functions inside the company, she said “I... director compensaciones”.

In this way, we can say this participant knows basic elements of English, she is good at listening but could not produce or respond when more complex questions took place in the conversation perhaps because she is limited by vocabulary or grammatical structures.

Participant 4

While participant 4 was answering the questions included in the test, we could evidence she had a very low domain of the language, she barely knew some words in English such as “My name is” and “two cats”. Her answers were short and as the other participants appealed to Spanish when she was unable to express her ideas in English, for instance at the end when it was asked about her profession, she answered “profesional en seguridad, salud y trabajo”. This participant had few spelling mistakes since most of the conversation was responded in Spanish or with words without translation such as “Rionegro, Santander”.

It was also present during the pretest some filler sounds before giving an answer, she made the sounds “Eer” and “Hmm” which let us know she was hesitating or not sure of responding. Ultimately, she understood the questions posed but it seems she was not capable of forming the sentences correctly and instead only gave incomplete answers.

In contrast, the final session with the participants included not only the class designed for that day but also it included the post-test (see annex D). It was carried out with each participant at the end of the session, and it followed the same structure as the pre-test; with this final tool it is possible to determine if the classes had some effect on them. It is supposed that after the process carried out by the preservice teachers in the company, participants had somehow increased their English-speaking skills. From the pretest and this posttest, we clearly could identify some changes regarding English speaking skills.

Participant 1

In order to keep the same order of the pretest, this participant was the first person to answer the post test. As mentioned before, this final test was intended to measure participant's English knowledge but this time taking into account the distinct aspects covered during the whole intervention. Participant 1 successfully overcame the initial questions of the test without any difficulty, and she was able to omit the use of her native language.

During the pretest, which was conducted at the beginning of the intervention, participant 1 decided to use her native language when she was asked about her functions inside the company. At that certain moment, we looked for the reasons why she opted for replying to that question in Spanish; nervousness, lack of information, confusion among others, were some hypothetical reasons for responding in the L2. However, analyzing the results of this posttest we could see that indeed this participant did not say any word or utterance in Spanish.

Therefore, we could infer that what the worker needed to triumphantly develop the whole interview in English was some new basis and guidance since this participant was at a high level in comparison to the other three workers since she mentioned taking English courses in the past that unquestionably helped her to show proficiency.

Nevertheless, those courses were taken some years ago and she did not come back to an English environment until this intervention when she showed relevant progress from the initial test to this one under discussion. Nonetheless, there were still some minor mistakes committed by the participant. For instance, when she was asked “where do you live” she mispronounced the verb “to live”, so instead of saying /lɪv/ she said /laɪf/.

In addition, when trying to say her function in the company she made subject auxiliary inversion “am I accounting technologist” which is not grammatically appropriate in affirmative sentences but in questions. In previous lines, we decided to use the term mistakes rather than errors due to the knowledge of the participant. She committed these mistakes not because she did not know what was good but because she was confused at some point.

Participant 2

Talking about progress, participant 2 accomplished an impressive job in comparison to the first test. The worker struggled at the beginning with some basic aspects such as age, place of living, prepositions and profession. This participant had acquired just some words and expressions in English, but she did not possess a good basis for her to at least introduce herself. Utterances like “I am centro Bucaramanga”, “my profession is psychology”, “I am recursos humanos” and “I work Temporing” were some of the replies made by participant 1 during the first test conducted at the beginning of this intervention. As we could observe, almost during

the whole interview the participant was giving wrong answers which showed us the low English level she had at that time.

However, after completing the last test, the same participant demonstrated that the process she went through during the implementation of this training procedure was worth it. The improvement of participant 2 was clearly proved at the very beginning of the last test, when the participant was asked about her age, she immediately was able to give us the information by saying “I’m thirty years old” and leaving aside the hesitation that made her remain in silence when she tried to answer the same question in the initial test.

Moreover, participant 1 could use the proper verbs and the right sentence order to successfully answer the question “where do you live?” in which she said, “I live in Bucaramanga”. The recent knowledge that she obtained along the intervention helped her to select the right verbs and words to answer the question properly. In addition, she was able to give more information about her, such as profession, her functions in the company and the place where she works.

Some of the answers given by the participant were the following: “I am a psychologist”, “my function in the company is staff selection” and “I work Temporing”. As we can see now the only mistake in this conversation between the participant and the preservice teacher was the lack of the preposition “in” in the last sentence. Therefore, she showed a great evolution since the first test, and we could deduce that what she learned during the diverse lessons was crucial for her improvement.

Participant 3

Regarding participant 3, we could notice during the posttest a comfort and fluency that was not present during the pre-test; this person answered without hesitation and her pauses

were shorter compared to the previous test. Another positive aspect found was that the participant did not use Spanish, she was able to give an answer to all the questions posed perhaps because she was prepared for it or because the intervention helped her to practice and organize a personal and professional presentation in English.

The participant also showed a richer vocabulary, she was capable of telling her age, where she lives and even her profession (Agroindustrial Engineer), something she was struggling with at the beginning; consequently, when we asked her about her functions inside the company, she gave a complete and more accurate response than “director...compensaciones”, in this case, she said it was related with “payroll elements” and “design of accident reports”.

However, we have to mention that the participant mispronounced some words such as “old” since she said it as “gold” and the word “live” was pronounced as “life”. Other mistakes included grammar since the participant used the verb To Be “are” with a singular noun in the sentence “my function are...” The participant also gave a wrong intonation to the word “engineer” and “report” but neither of these mistakes caused interference in the conversation.

Participant 4

For the case of participant 4 we could also evidence an improvement in her speaking ability, she had more confidence and a good attitude while talking with us; this participant had a low English level when the pretest was taken and now, she has learned more vocabulary for introducing herself without using Spanish or without long pauses before giving an answer. It seems she understood all the questions and was capable of giving short and simple answers.

Although the participant showed a progress, she still had difficulties with the pronunciation of some words such as “nine” when she was telling her age, the verb “live” was

pronounced as “life” and the words “professional” and “function” were not well-pronounced even when we mentioned those words before she responded. Additionally, when we asked about her profession, she did not know the name in English, she only said “safety professional” despite we explained her how to say it and how to pronounce it; perhaps she forgot the name or was unable to pronounce it in English.

In the same way, the participant did not use intonation for words such as “safety”, “to prevent” and “injuries”. Her English progress was slow and not so remarkable, but this learner made a great effort to learn vocabulary and basic elements that she did not know before the intervention.

4.3. Development of the Intervention

One important aspect to clarify is that although this study was aligned with teaching English with real life topics related to the participants’ profession, it was not completely accomplished since participants requested to also learn basic topics such as the verb To Be, adjectives and grammatical tenses that included present continuous and present simple. Therefore, our ESP intervention mixed and took into account some other topics that participants suggested could be meaningful for them since the majority of people have not had contact with English since school.

Additionally, something similar occurred when the pre-test was implemented with the learners; the first format included a chart with five situations that might take place inside the company such as the steps to hire a person, a complaining call, the purpose and functions of the company, an interview simulation and the services of the workers. After we applied this test, we realized that indeed the participants were not able to give an answer to the situations due to their English level, they only knew basic vocabulary and did not understand what we

asked them during the speaking test. Therefore, we decided to change it and applied a more simplified test that allowed them to interact and to apply what they already know and do inside the company.

In view of the above, during the ten classes given, participants were able to learn diverse topics that included vocabulary, expressions, grammatical tenses and activities based on their daily lives and specially on their jobs (see annex E). We addressed the questions asked in the test during the classes, teaching learners how to describe themselves for a job interview or how to introduce themselves as well as their function inside the company; since our goal has been interaction and improving their communicative abilities all the classes were planned with the idea that learners practice, interact and speak in English.

5 Limitations

The current year has not been the ideal time for the citizens in the world and specifically for Colombia. Since the pandemic started in 2019, the population have had to deal with this new virus as if it were part of their families. The Covid-19 has spread rapidly around the world and regarding Colombia, many people and even inside Temporing S.A. have died due to this deadly virus or have been infected without being able to go to work or to the English classes. Consequently, after a couple of months living and adapting themselves to this virus, a national strike in Colombia which started in April, led to a chaotic situation during at least three months that ended with many killings, police abuse and vandalism.

This sequence of events forced companies to make some adjustments with the intentions of protecting their administrative staff and to ensure a safe road back home. Under this framework, we as heads of the project, had to change the dates and the hours for the classes

in order to give them the time to return to their homes and also, it made some learners stop attending the classes.

In addition, some other limitations inside the company where we developed our project emerged such as:

- Sick people as we mentioned before, some workers of the company got sick and were unable to attend the classes. They also asked for a week without classes since they lost one of their friends due to Covid-19.
- After the fourth class, some participants were unavailable to attend the classes since one student was in Medellín and others affirmed to have personal commitments or too much work that interfered with the classes.
- Regular and mandatory meetings were usually a problem that interfered a lot with the classes, the participants were always busy or tired at the end of the day.
- The English level of the participants was an aspect we did not expect, they only have a basic knowledge of the language and for that reason it was necessary to change and adapt both pretest and posttest to a more simplified activity.

Nonetheless, these difficulties were successfully solved by us and the company, and as it was planned a complete intervention was accomplished.

6 Conclusions

Although the desire of being a bilingual individual of the world exists in each citizen, people generally do not encourage themselves to achieve this specific goal. Regarding the Company Temporing S.A, there was no evidence of a previous English process that had been

designed for employees with the purpose of helping them to improve their English competences. In line with this, none of the students that belong to the bachelor's degree program in Languages with emphasis on English at Universidad Industrial of Santander, had opted for implementing an English training process for companies as their bachelor thesis.

During the initial stage of the intervention, four interviews were recorded with the intention to have a first insight about the English-speaking level that every participant had at that moment. The recordings were named from one to four and each participant's name was not published because workers wanted to omit this personal information since they did not want the audience to know who they were.

In relation to this initial pre-test, we could observe and identify certain aspects that helped us to come up with conclusions; among this small group of 4 participants, participant 1 clearly set a big difference regarding English level in comparison with the others. The worker under discussion was enrolled in English courses at some point along her life, therefore, the elements and knowledge that she obtained during that process was crucial for her to be one step ahead of the others. However, a couple of mistakes and errors were found that exhibited lack of suitable information or ignorance of the subject under explanation as it was mentioned before.

The rest of the group (participants 2, 3 and 4) displayed a basic conversation using greetings and introducing personal information. Some of the expressions they used in the first pretest were "hello, good afternoon", "my name is..." and "I am ... years old". Nevertheless, these answers were not enough for them to complete the whole interview. We noticed that participant 3 did not know anything about English except saying hello and letting us know her age and name.

In addition, these three participants showed high levels of anxiety and nervousness that is related to lack of knowledge needed to answer the question. It was evidenced in the recording how nervous participant 2 was when talking about her age and some other aspects about herself. What was intended during this intervention was to guide and to help participants to increase their levels of oral communication by introducing new knowledge about English language. The lesson plans (see Annex E) were designed for the levels of -A1 until A2 and the different practices carried out during the implementation of this project included vocabulary related to business.

It was observed how much participants were engaged along the whole intervention since they were eager for participating and making questions to successfully understand the whole idea of the topic. Throughout the lessons, participants argued that it was incredible how they were receiving English input without much difficulty and with topics they were interested in. This situation caught our attention and rapidly we started to deduce the distinct possibilities that make challenging a normal English learning; we can conclude that people's rejection to English has to do mainly with the overuse of theory and grammatical input that some teachers tend to give during their lessons.

Moreover, learners do not have the chance to be part of a talkative environment that ensures and increases their speaking skills. To accomplish this, we kept the same questions included in the pretest in order to compare both Initial and Final test. By doing it, we could detect the participants' progress from Lesson 1 to the day of the final test in which they were interviewed following the same order as planned for the pretest.

In conclusion, it was evident the improvement that participants demonstrated at the final test since they were able to satisfactorily complete the whole interview without leaving aside

any question. Taking advantage of the significant material and instructions given in the course of the intervention, participants could prove to themselves that when being part of an English environment that constituted personal and professional interests, people can reach the goals they want. In addition, we reinforced the fact of having a variety of students that learn at their own pace; this means that everyone is able to learn and that there is nothing impossible for them to achieve. After people can detect what is needed for them to internalize information, they will use the most suitable strategies and methods to triumphantly fulfill the steps required to achieve a goal.

On the other hand, employees of Temporing S.A. were able to fully answer the final test replying to all the questions posed by us. Even more, there was no evidence of nervousness or lack of information from the participants; they were very focused on the interview expressing high confidence levels. In addition, they made use of new vocabulary related to business that was practiced and learned during the intervention. In other words, this intervention revealed that having motivated, participatory and committed people who put all their effort in order to obtain good results, not only improved but also strengthened their communicative abilities in English.

Although learning is a non-stoppable process in which independent work plays a fundamental role, fluency was an aspect that participants did not possess or handle due to time constraints. Therefore, we concentrated on making participants understand English and to be intelligible when being part of an English conversation. Also, participants did not commit errors but mistakes because having the relevant information to answer the questions they failed when pronouncing a couple of words and did subject auxiliary inversion once.

Finally, we could conclude that if we would have had more time to develop this intervention, the results would have shown better results regarding their speaking abilities. It must be said that this intervention was conducted in a time of 10 weeks, 2 hours and 40 minutes per week in the middle of a chaotic year in which the normal sequence of life has been interrupted.

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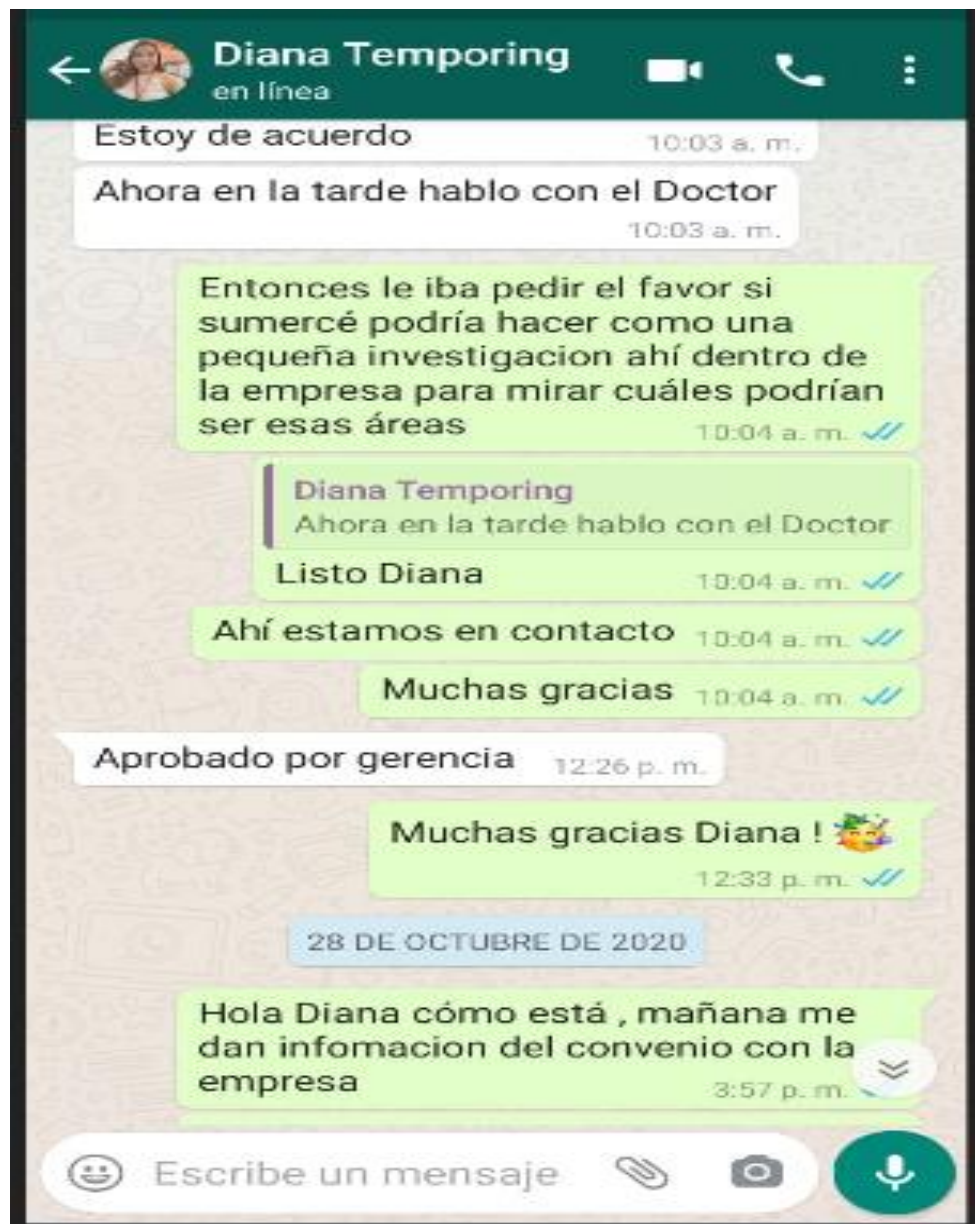
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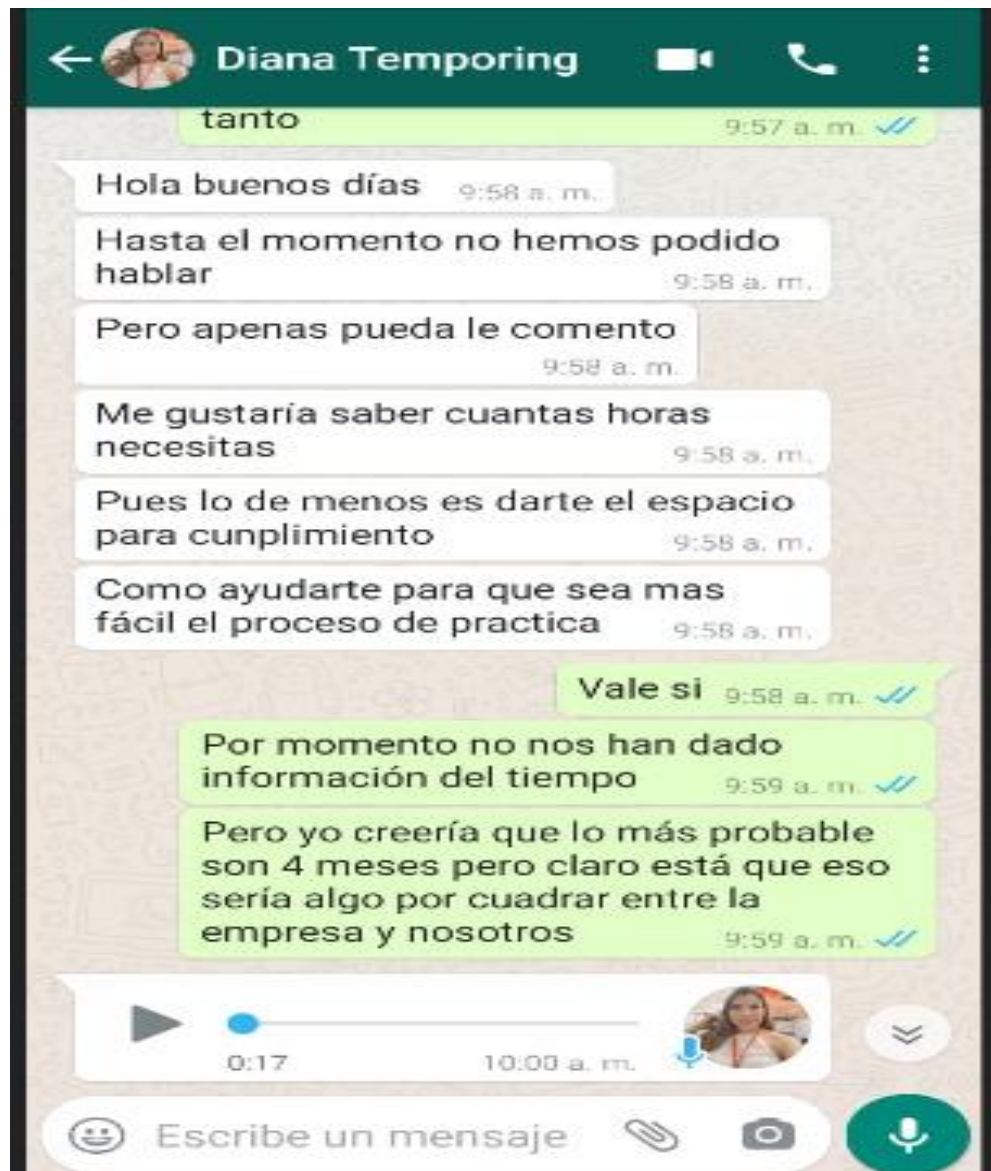
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Annexes

Annex A

Messages to the Company





Annex B**Survey****1. Información General de la Encuesta a realizar:**

Duración: 5-10 minutos	Fecha de la encuesta: Finales de Marzo	Medio: Google Forms	# de Entrevistados: 11 participantes
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Encuesta: Personal Administrativo de Temporing S.A.

Ha sido invitado a participar de la siguiente encuesta la cuál tiene el propósito de conocer su manejo y uso del Inglés dentro de la empresa así como sus expectativas y necesidades. Los resultados de la misma, serán parte de la investigación realizada por estudiantes de la Universidad Industrial de Santander (UIS) que cursan la asignatura Trabajo de Grado I -II y que sirven como base para la futura intervención basada en los programas de Inglés para propósitos específicos (ESP) con el personal de la empresa Temporing S.A. Esta encuesta tiene una duración estimada de 10 minutos, las respuestas obtenidas serán anónimas y su participación voluntaria.

Agradecemos su participación en esta investigación.

Correo

Tu respuesta

Siguiente

Encuesta: Personal Administrativo de Temporing S.A.

Preguntas Demográficas

Edad del participante

Tu respuesta

Sexo del participante

☐ Masculino

☐ Femenino

☐ Otro: _____

¿Cuál es el rol o posición desempeñado en la Empresa Temporing S.A.?

Tu respuesta

¿Qué nivel de Inglés tiene actualmente?

- ☐ A1-Principiante
- ☐ A2-Básico
- ☐ B1-Intermedio Bajo
- ☐ B2-Intermedio Alto
- ☐ C1-Avanzado
- ☐ C2-Avanzado Académico

¿Considera usted importante el Inglés para su trabajo? ¿Por qué?

Tu respuesta

[Atrás](#)

[Siguiente](#)

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Google Formularios

Encuesta: Personal Administrativo de Temporing S.A.

Cuestionario

¿Usa el Inglés en su trabajo?

- ☐ Si
- ☐ No
- ☐ A veces

Si la respuesta anterior es sí, ¿en qué ocasiones o actividades usa el Inglés?

Tu respuesta

¿Es capaz de expresar sus ideas claramente cuando se comunica en Inglés?

- | | | | | | | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|
| | 1 | 2 | 3 | 4 | 5 | |
| Nunca | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Siempre |

¿Tiene fluidez, buena pronunciación y entonación cuando se comunica en Inglés?

	1	2	3	4	5	
Nunca	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Siempre

¿Se siente cómodo/a hablando en Inglés con compañeros, clientes o amigos?

- ☐ Si
- ☐ No
- ☐ A veces

¿Cuál cree que es su mayor dificultad a la hora de hablar Inglés?

Tu respuesta _____

[Atrás](#)

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Google Formularios

Programa de Inglés para Negocios

Alguna vez ha tomado clases o pruebas de Inglés enfocados en la parte de negocios?

- ☐ Si
- ☐ No

Le gustaría tomar clases de Inglés para negocios en un futuro cercano?

- ☐ Si
- ☐ No

Si la respuesta es sí, ¿Qué tipo de actividades, estructuras gramaticales o expresiones le gustaría aprender con relación a su trabajo?

Tu respuesta

Atrás

Enviar

Annex C

Pre-Test/ Interview

Esta entrevista será un elemento fundamental dentro de nuestras actividades académicas como estudiantes de último año en la Universidad Industrial de Santander. La siguiente entrevista en Inglés será totalmente confidencial y cuyas respuestas otorgadas por el entrevistado no serán divulgadas ante terceros. Recuerde que no existen respuestas malas y que deberá responderlas con el conocimiento que posea, con la honestidad y la libertad de sus réplicas podremos tener un excelente análisis de los datos recopilados. Los resultados de la misma serán parte de la investigación realizada por estudiantes de la Universidad Industrial de Santander (UIS) que cursan la asignatura Trabajo de Grado I -II y que sirven como base para la futura intervención basada en los programas de Inglés para propósitos específicos (ESP) con el personal de la empresa Temporing S.A.

¿Antes de empezar con la entrevista tiene alguna pregunta?

Si el entrevistado tiene alguna pregunta se procede a darle inmediata aclaración.

Si no hay más preguntas empezamos con la entrevista y recuerde que no hay preguntas malas, siéntase en la libertad de responder de la manera más tranquila.

a: Hola, ¿cómo te llamas?

b: ¿Hola, buenas tardes, mi nombre es ____ y tú?

a: Mi nombre es _____ soy la encargada de hacer la entrevista

b: Un placer conocerte

a: Lo mismo digo, ¿podemos empezar con la entrevista?

b: Claro que si

a: Está bien, primero que todo quiero saber acerca de ti, nombre, edad, lugar de residencia, si tienes mascotas o no, profesión y lugar de trabajo.

b: Claro que si _____

a: ¿Muchas gracias por tu respuesta, me dijiste que eres _____ me puedes contar cuáles son tus funciones en la empresa?

b: Yo soy la encargada de _____

a: Ok, muchísimas gracias por tu tiempo, nos vemos en otra ocasión.

Que tengas buena tarde.

b: Igualmente. Adios!

Annex D

Post-Test/Interview

Esta entrevista será un elemento fundamental dentro de nuestras actividades académicas como estudiantes de último año en la Universidad Industrial de Santander. La siguiente entrevista en Inglés será totalmente confidencial y cuyas respuestas otorgadas por el entrevistado no serán divulgadas ante terceros. Recuerde que no existen respuestas malas y que deberá responderlas con el conocimiento que posea, con la honestidad y la libertad de sus réplicas podremos tener un excelente análisis de los datos recopilados. Los resultados de la misma serán parte de la investigación realizada por estudiantes de la Universidad Industrial de Santander (UIS) que cursan la asignatura Trabajo de Grado II y que determinarán si la intervención realizada con el personal Administrativo de la empresa Temporing S.A. tuvo alguna influencia en su conocimiento de Inglés y posteriormente en su competencias comunicativas.

¿Antes de empezar con la entrevista tiene alguna pregunta?

Si el entrevistado tiene alguna pregunta se procede a darle inmediata aclaración.

Si no hay más preguntas empezamos con la entrevista y recuerde que no hay preguntas malas, siéntase en la libertad de responder de la manera más tranquila.

a: Hola, ¿cómo te llamas?

b: ¿Hola, buenas tardes, mi nombre es ____ y tú?

a: Mi nombre es _____ soy la encargada de hacer la entrevista

b: Un placer conocerte

a: Lo mismo digo, ¿podemos empezar con la entrevista?

b: Claro que si

a: Está bien, primero que todo quiero saber acerca de ti, nombre, edad, lugar de residencia, si tienes mascotas o no, profesión y lugar de trabajo.

b: Claro que si _____

a: ¿Muchas gracias por tu respuesta, me dijiste que eres _____ me puedes contar cuáles son tus funciones en la empresa?

b: Yo soy la encargada de _____

a: Ok, muchísimas gracias por tu tiempo, nos vemos en otra ocasión.

Que tengas buena tarde.

b: Igualmente. Adios!

Annex E

Lesson Plans

LESSON PLAN FORM 1

Student-teachers names: Juan Camilo Remolina and Daniela Junieles		Institution: Temporing S.A.		City: Bucaramanga			
Date: 28/April/ 2021	Grade: Administrative Staff	Age: 22 to 57 years old	Lesson #: 1	Level: A1-B1			
Objective(s): The students will be able to recall information and to speak in English responding to some situations posed.							
Language Content: I + VERB TO BE, I + VERB? Functions: To talk about personal information and hypothetical situations Vocabulary: Call, attend, work, write, answer, ask, payment, payroll, client service, health at work, live, receive, report design, company, institution. Pronunciation: Check pronunciation.			Skills:	L	R	S	W
						X	
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening	Bell work: T ↔ S		Slides		20 MIN		

	<p>Ts will greet Temporing S.A and they will develop the first stage of the intervention.</p> <p>Once at the spot, Ts will greet workers and they will know more about the preservice teachers. After a brief introduction Ts will let participants know about the procedure of the intervention</p>		
Warm up	<p>Ts will ask participants about their background regarding English learning. Workers and Ts will talk about the information given by the participants in order to conduct a first and rapid scanning. Once finished this interchange of opinions and arguments Ts will be allowed to continue with the pretest.</p>	Slides	20 MIN
Procedure	<p>Ts will talk with the participants one by one. Since they will be still working Ts will have to be patient, so they do not rush to finish quickly. Every single participant will answer five hypothetical situations that can occur within the company. Perhaps these examples can sound familiar to some of the workers due to their frequent contact with clients.</p> <p>The idea of this pretest is to determine the level of English of each participant. Workers are not obliged to answer by using English language, but they will be analyzed based on this language.</p>	<p>Pretest docs format https://docs.google.com/document/d/1lrsH7UjjQWWC3_ZEFLnYhVФуuDqrnB9ivO-aIWEaOk8/edit</p>	1H 40 min
Closure	<p>As soon as Ts finish asking every single participant they will tell students that the next week the sessions will start. If participants have questions or doubts, they can make them before the teachers leave.</p>	Slides	20 MIN

Potential problems and possible solutions:

1. Invite all students to participate, to turn on the cameras and not be afraid of talking in English as well as involve the whole group during the class.
2. Remind students the importance of being on time for the class and to talk to the teachers before the class if they have a problem attending the lesson.
3. Invite students to ask or give any opinion on the topic.

LESSON PLAN FORM 2

Student-teachers names: Juan Camilo Remolina and Daniela Junieles		Institution: Temporing S.A.		City: Bucaramanga	
Date: 05/May/2021	Grade: Administrative Staff	Age: 22 to 57 years old	Lesson #: 2	Level: A1-B1	
Objective(s): To reinforce the English knowledge in business.					
Language Content: present simple and past simple Functions: To talk about normal activities accomplished in the company Vocabulary: Portfolio, internship, sales manager, flyer, to network, to tackle, catch up, beyond your pay grade, on the right track, my hands are tied, cold calling, beat around the bush, out of the loop. Pronunciation: Check pronunciation.			Skills:	L	R
				S	W
				X	X
Stages and Interaction patterns	ACTIVITY	MATERIALS		TIME	
Lesson opening	Bell work: T ↔ S Ts will greet Ss while they join the class. Ts will start by sharing with the participants some personal information. Ts will tell students the purpose of the intervention and they will talk about themselves,	Slides https://docs.google.com/presentation/d/1C4nUxAYJzQgIs2CsS		20 MIN	

	<p>who they are, what they do, where they are among others. Moreover, participants will also have the opportunity to talk and to give some information about each of them.</p>	<p><u>uk2_Ao9nMFef2VLonFQjo-E49Q/edit#slide=id.g35ed75ccf015</u></p>	
Warm up	<p>Ts will show workers some images related to some specific words. These words are connected to some activities and actions that they develop while working. Participants will know new vocabulary that will be useful in the sequence of this lesson.</p> <p>In addition, students will be given information about the use of both present simple and past simple. The examples used to illustrate the proper use of these tenses will involve the expressions and words taught in the initial section.</p>	<p>Slides https://docs.google.com/presentation/d/1C4nUxAYJzQgIs2CsSuk2_Ao9nMFef2VLonFQjo-E49Q/edit#slide=id.g35ed75ccf015</p>	20 MIN
Procedure	<p>Ts will show workers the image of the first activity</p> <p>First Activity in class</p> <p>The first activity is about filling the gaps. In this activity students will have to use the words given in order to complete the gaps. To do so they will have to put in practice the past and present.</p> <p>Then, Ss will read aloud their answers and Ts will correct any mistake in pronunciation.</p> <p>Second Activity in class</p> <p>The second activity is called clouds association. In this activity participants will</p>	<p>Slides https://docs.google.com/presentation/d/1C4nUxAYJzQgIs2CsSuk2_Ao9nMFef2VLonFQjo-E49Q/edit#slide=id.g79a61cc87b014</p>	1H 40 MIN

	<p>see a main word in the middle of some empty clouds. The idea of these exercises is that participants are able to find nouns related to the main word. By doing this, workers will discover and learn new vocabulary that can be useful for their normal development inside the company</p> <p>Third activity</p> <p>Participants will have to create a short conversation using present and past simple and at least 3 expressions learned during the session. Then, share it with the class.</p>		
Closure	<p>Ss will search for words related to the company as homework. Ts will show the slide with the word and Ss are expected to look for new vocabulary.</p> <p>Ts will check homework at the beginning of next class.</p>	Slides	20 MIN

Potential problems and possible solutions:

1. Invite all students to participate, to turn on the cameras and not be afraid of talking in English as well as involve the whole group during the class.
2. Remind students the importance of being on time for the class and to talk to the teachers before the class if they have a problem attending the lesson.
3. Invite students to ask or give any opinion on the topic.

LESSON PLAN FORM 3

Student-teachers names: Juan Camilo Remolina and Daniela Junieles		Institution: Temporing S.A.		City: Bucaramanga			
Date: 12/ May/2021	Grade: Administrative Staff	Age: 22 to 57 years old	Lesson #: 3	Level: A1-B1			
Objective(s): To describe myself as well as other people.							
Language Content: I, she, he, they, we, It, + verb to be Functions: to talk about personal information and functions at work Vocabulary: legal assistant, tall, lawyer, cold, cloudy, work team, conference, secretary, accountant. Pronunciation: Check pronunciation.			Skills:	L	R	S	W
						X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening	Bell work: T ↔ S Ts will greet Ss while they join the class. Ts will ask Ss about previous homework. It was a simple word, in which they had to mention words related to it. The intention for this activity is that Ss expand their English vocabulary each week.		Slides https://docs.google.com/presentation/d/16GIXbBdcY8J1N_LQWe		20 MIN		

	<p>Ts will ask each Ss to share at least one word and to say it aloud. Ts will write the word and will ask other Ss if they know the word; Ts will explain the meaning in case Ss do not know the word.</p> <p>Ts will let participants know the uses of WH questions linked with the verb to be.</p>	<p><u>bEY7tH7OEjhEpk9KdPII5WTX</u> <u>I/edit#slide=id.g79a61cc87b_0_1</u></p>	
Warm up	<p>Participants will listen to a recording about a conversation. In the conversation participants will listen to some people talking about business. The idea is that workers can identify some words that were previously mentioned.</p> <p>Participants will be asked about the words they could listen to, and they will start saying the words out loud.</p> <p>In addition, they will be asked for the corresponding meaning of every single word they could identify.</p>	<p>Recording <u>https://www.linguahouse.com/es/esl-lesson-plans/general-english/meeting-and-greeting/audioplayer/meeting-and-greeting-bemp3</u></p>	20 MIN
Procedure	<p>Ts will show students some examples about how to use the verb to be in sentences with WH questions.</p> <p>Ss will have the opportunity to ask questions in order to solve previous doubts.</p> <p>Ts will explain to the workers how they can form some basic sentences using the verb to be and WH questions.</p> <p>Ts will develop a short dialogue between them for participants to have an example about what they have to present.</p> <p>First Activity in class</p>	<p>First activity <u>https://docs.google.com/presentation/d/16GIXbBdcY8J1N_LQWebEY7tH7OEjhEpk9KdPII5WTX/edit#slide=id.gd3b9d79767_0_0</u></p>	1H 40 MIN

	<p>Participants will have to complete an interview among a manager and an applicant with the appropriate questions. Then, read aloud the sentences.</p> <p>Then, Ss will read aloud their answers and Ts will correct any mistake in pronunciation.</p> <p style="text-align: center;">Second Activity in class</p> <p>Participants will have to work in pairs in order to create a short dialogue introducing themselves, greeting each other and asking each other their name in English.</p> <p>Ts will assign 15 min for the activity and then, Ss will have to personify the dialogues in front of their colleges.</p> <p style="text-align: center;">Third activity</p> <p>As a final activity participants will be requested to do another cloud association exercise. This time they will have to look for 8 nouns related to the word portfolio.</p>	<p style="text-align: center;">Second activity</p> <p>https://docs.google.com/presentation/d/16GIXbBdcY8J1N_LQWebEY7tH7OEjhEpk9KdPII5WTXI/edit#slide=id.gd3b9d79767_0_9</p> <p style="text-align: center;">Third activity</p> <p>https://docs.google.com/presentation/d/16GIXbBdcY8J1N_LQWebEY7tH7OEjhEpk9KdPII5WTXI/edit#slide=id.g79a61cc87b_0_1</p> <p style="text-align: center;"><u>4</u></p>	
Closure	Ss will ask questions in order to solve doubts.		20 MIN

	<p>Ts will talk with the participants about the topic of the class. The idea is to close the session by having a small talk with them using English Language. Since participants have new fresh knowledge, it is important to reinforce before leaving.</p>		
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Potential problems and possible solutions:

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| <ol style="list-style-type: none">1. Invite all students to participate, to turn on the cameras and not be afraid of talking in English as well as involve the whole group during the class.2. Remind students the importance of being on time for the class and to talk to the teachers before the class if they have a problem attending the lesson.3. Invite students to ask or give any opinion on the topic. |
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LESSON PLAN FORM 4

Student-teachers names: Juan Camilo Remolina and Daniela Junieles		Institution: Temporing S.A.		City: Bucaramanga			
Date: 19/May/2021	Grade: Administrative Staff	Age: 22 to 57 years old	Lesson #: 4	Level: A1-B1			
Objective(s): To describe physical appearance and personality of each Ss.							
Language Content: Adjectives (appearance and personality) Functions: to describe people regarding physical appearance and personality Vocabulary: responsible, confident, creative, kind, friendly, shy, funny, intelligent, optimistic, generous, short , tall , medium height , chubby , color eyes, hair , straight, wavy, curly , blond, red , black , brown . Pronunciation: Check pronunciation.			Skills:	L	R	S	W
						X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening	Bell work: T ↔ S Ts will greet Ss while they join the class. Ts will ask Ss about previous homework. It was a simple word in which they had to mention words related to it. The intention for this activity is that Ss		Slides https://docs.google.com/presentation/d/1NJzKAfaxcBawtSn9qf1ZQsxSB9zyrTILyek7tLZrG4/		20 MIN		

	<p>expand their English vocabulary each week.</p> <p>Ts will ask each Ss to share at least one word and to say it aloud. Ts will write the word and will ask other Ss if they know the word; Ts will explain the meaning in case Ss do not know the word.</p>	<u>edit#slide=id.p</u>	
Warm up	<p>Ts will introduce the topic by using a team exercise about adjectives.</p> <p>Ss will be shown a table with missing gaps. Each gap has an image that is related to a word from a word bank.</p> <p>By taking turns, workers will have to choose one word from the bank word and put it into the correct gap.</p> <p>All participants will have the opportunity to participate. Once completed the table students will take turns to read the adjectives out loud.</p>	<p>Slides</p> <p><u>https://docs.google.com/presentation/d/1NJzKAfaxcBawtSn9qfIZQsxSB9zyrTILyek7tLZrG4/edit#slide=id.g81f1b96e19_2_50</u></p>	20 MIN
Procedure	<p>Ts will explain to workers the distinct adjectives that exist to describe people. Since they are a lot, Ts will only show participants the most common ones.</p> <p>By using examples Ts will let participants know how to use a certain adjective inside a sentence and how they can use previous knowledge such as the verb to be, past simple and present simple in this topic.</p> <p>Ts will ask participants to create two sentences by looking at a classmate. They will have to use the adjectives previously shown.</p>	<p>First activity</p> <p><u>https://docs.google.com/presentation/d/1NJzKAfaxcBawtSn9qfIZQsxSB9zyrTILyek7tLZrG4/edit#slide=id.g8a05a627a2_4_16</u></p> <p><u>8</u></p>	1H 50 MIN

	<p style="text-align: center;">First Activity in class</p> <p>Participants will have to write a short description of their personality and physical appearance using the vocabulary taught. Then, share it aloud with the class.</p> <p>Then, Ss will read aloud their answers and Ts will correct any mistake in pronunciation.</p> <p style="text-align: center;">Second Activity in class</p> <p>Students will go to a game called bamboozle. In this game they will be shown some images. The idea is that participants use previous knowledge to describe the person who appears in the picture. The rest of the group can add descriptions if needed</p> <p style="text-align: center;">Third activity in class</p> <p>Pretest: Ts will conduct the-pretest which will be crucial for the final results of this pedagogical intervention. One by one participants will be asked some questions in a form of conversation. To answer this test participants will make use of their previous knowledge about English.</p>	<p>Baamboozle Game: https://www.baamboozle.com/game/86798</p> <p style="text-align: center;">Slides https://docs.google.com/presentation/d/1NJzKAfaxcBawtSn9qf1ZQsxSB9zyrTILyek7tLZrG4/edit#slide=id.gd7ada9adc5_0_5 <u>6</u></p>	
Closure	Ss will search for words related to <i>customers</i> as homework. Ts will show the	Slides	10 MIN

	slide with the word and Ss are expected to look for new vocabulary. Ts will check homework at the beginning of next class.		
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Potential problems and possible solutions:

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|---|
| <ol style="list-style-type: none">1. Invite all students to participate, to turn on the cameras and not be afraid of talking in English as well as involve the whole group during the class.2. Remind students the importance of being on time for the class and to talk to the teachers before the class if they have a problem attending the lesson.3. Invite students to ask or give any opinion on the topic. |
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LESSON PLAN FORM 5

Student-teachers names: Juan Camilo Remolina and Daniela Junieles		Institution: Temporing S.A.		City: Bucaramanga			
Date: 26/May/2021	Grade: Administrative Staff	Age: 22 to 57 years old	Lesson #: 5	Level: A1-B1			
Objective(s): The students will be able to express likes and dislikes about themselves and their family members.							
Language Content: present simple with like and do not like Functions: to talk about people likes and dislikes Vocabulary: mother, father, son, sister, uncle, aunt, grandfather, grandmother, cousin, niece, nephew, daughter, brother. Pronunciation: Check pronunciation.			Skills:	L	R	S	W
						X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening	Bell work: T ↔ S Ts will greet Ss while they join the class. Ts will ask Ss about previous homework. It was a simple word (Customers) in		Slides https://docs.google.com/presentation/d/1koLtdK91Uqq		15 MIN		

	<p>which they had to mention words related to it. The intention for this activity is that</p> <p>Ss expand their English vocabulary each week.</p> <p>Ts will ask each Ss to share at least one word and to say it aloud. Ts will write the word and will ask other Ss if they know the word; Ts will explain the meaning in case Ss do not know the word.</p>	<p><u>2e1hTU-djPXv1ITEqf8Tvd-EwZmcY4p4/edit?usp=sharing</u></p>	
Warm up	<p>Ts will play a video about two people who are having a conversation in a restaurant. Ss will have to pay attention to the dialogue in order to understand the main idea of the talking. After watching the video students will be asked a couple of questions using WH words and the verb like.</p>	<p>Slides</p>	<p>30 MIN</p>
Procedure	<p>Ts will present the vocabulary that Ss are going to use in the class. First, Ts will explain the vocabulary for family members through a family tree. Then, Ts will present vocabulary for expressing likes and dislikes.</p> <p>Ts will ask Ss a couple of questions about what they like to do using the present simple tense.</p> <p>First Activity in class</p> <p>Ss will have to write four sentences using the vocabulary learned during the class (likes, dislikes and family members).</p> <p>3 sentences will be true and one sentence a lie. Let the others find out the lie.</p> <p>Second Activity in class</p>	<p>Slides</p> <p><u>https://docs.google.com/presentation/d/1koLtdK91Uqq2e1hTU-djPXv1ITEqf8Tvd-EwZmcY4p4/edit?usp=sharing</u></p>	<p>40 MIN</p>

	<p>Ss will have to ask their partners 5 questions about his/her likes and dislikes. Then, share with the class what you find out.</p> <p>For example: Do you like ice cream?</p>		
Closure	<p>Ss will search for words related to <i>Employee</i> as homework. Ts will show the slide with the word and Ss are expected to look for new vocabulary.</p> <p>Ts will check homework at the beginning of next class.</p>	Slides	40 MIN

Potential problems and possible solutions:

1. Invite all students to participate, to turn on the cameras and not be afraid of talking in English as well as involve the whole group during the class.
2. Remind students the importance of being on time for the class and to talk to the teachers before the class if they have a problem attending the lesson.
3. Invite students to ask or give any opinion on the topic.

LESSON PLAN FORM 6

Student-teachers names: Juan Camilo Remolina and Daniela Junieles		Institution: Temporing S.A.		City: Bucaramanga			
Date: 02/jun/2021	Grade: Administrative Staff	Age: 22 to 57 years old	Lesson #: 6	Level: A1-B1			
Objective(s): The students will be able to talk about the activities and sports they like or dislike.							
Language Content: I like + ING – I don't like +ING – Do you like? Functions: To talk about the activities and sports Students like and dislike. Vocabulary: Swimming, running, singing, walking, reading, riding a bike, playing an instrument, playing volleyball, roller skating, painting, drawing, listening to music, making dinner. Pronunciation: Check pronunciation.			Skills:	L	R	S	W
						X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening	Bell work: T ↔ S Ts will greet Ss while they join the class.		Slides https://docs.google.com/presentation/d/1LI-KEQP4r0UWJQ1j-		20 MIN		

	<p>Ts will ask Ss about previous homework. It was a simple word (<i>Employee</i>) in which they had to mention words related to it. The intention for this activity is that Ss expand their English vocabulary each week.</p> <p>Ts will ask each Ss to share at least one word and to say it aloud. Ts will write the word and will ask other Ss if they know the word; Ts will explain the meaning in case Ss do not know the word.</p>	<p><u>GZtcoqyrg_Y34w1fxttoMuUbS</u> <u>w/edit?usp=sharing</u></p>	
<p>Warm up</p>	<p>Ts will introduce the topic of sports and activities with the game called “Hot potato”.</p> <p>Ts will share on the main screen 5 images of people doing different activities but before showing the image, Ts will pass around a small object and when the time stops the person holding the object has to:</p> <ul style="list-style-type: none"> • Name the activity • Spell the activity after saying the word • Look at the flashcard and make a sentence <p>Ts will decide what the person holding the object will do and Ss are expected to participate.</p>	<p>Slides</p>	<p>25 MIN</p>

<p>Procedure</p>	<p>Ts will present the vocabulary that Ss are going to use in the class with the structure I like+ Ing; I don't like+ Ing; Do you like+ Ing...?</p> <p>Ts will start reading the vocabulary of sports and activities and Ss will take turns to read the examples; each slide will contain the word, an image or gif and the example.</p> <p>Then, Ts will explain the structure for talking about activities they like or don't like; Ss will add some other activities expressing their own likes.</p> <p>At the end, Ss will guess the word corresponding to the image and also will be asked to share if they like or don't like the activities in the slides.</p> <p>First Activity in class</p> <p>The first activity is created in Canva. Ts will share on the main screen the activity in which they are asked to unscramble six sentences related to the vocabulary of sports and like+ing.</p> <p>Ts will give one example for doing the activity and will assign 10 min to look at each sentence and organize it.</p> <p>Then, Ss will read aloud their answers and Ts will correct any mistake in pronunciation.</p>	<p>Slides</p> <p>Canva Activity https://drive.google.com/file/d/1cc7JvSbCpukIauBnw_RCRp0I8WiynPaP/view?usp=sharing</p> <p>Slides</p>	<p>40 MIN</p> <p>25 MIN</p> <p>40 MIN</p>
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	<p style="text-align: center;">Second Activity in class</p> <p>The second activity will consist of writing two sentences using the structure learned during the class and expressing what Ss like or dislike. Then, Ss will ask another person if she or he likes or dislikes the same thing.</p> <p>Ts will assign 15 min for the activity and then, Ss will share the two personal sentences and what they found out about their classmates.</p>		
Closure	<p>Ss will search for words related to <i>Secretary</i> as homework. Ts will show the slide with the word and Ss are expected to look for new vocabulary.</p> <p>Ts will check homework at the beginning of next class.</p>	Slides	10 MIN

Potential problems and possible solutions:

1. Invite all students to participate, to turn on the cameras and not be afraid of talking in English as well as involve the whole group during the class.
2. Remind students the importance of being on time for the class and to talk to the teachers before the class if they have a problem attending the lesson.
3. Invite students to ask or give any opinion on the topic.

LESSON PLAN FORM 7

Student-teachers names: Juan Camilo Remolina and Daniela Junieles		Institution: Temporing S.A.		City: Bucaramanga			
Date: 09/jun/2021	Grade: Administrative staff	Age: 22 to 57 years old	Lesson #: 7	Level: A1-B1			
Objective(s): The students will be able to express actions they are doing at the moment by using present continuous.							
Language Content: Present Continuous- Answering yes/no questions with the Present Continuous tense. Functions: To practice the present continuous by expressing actions being performed at the moment. Vocabulary: Dancing, working, jumping, surfing, speaking, crying, climbing, riding a horse, skateboarding, sleeping, throwing a ball, writing, cleaning, drinking. Pronunciation: Check Pronunciation with Ss.			Skills:	L	R	S	W
				X	X	X	X
Stages and Interaction patterns	ACTIVITY	MATERIALS		TIME			
Lesson opening	Bell work: T ↔ S Ts will greet Ss while they join the class.	Slides https://docs.google.com/presentation/d/157WdkXc6s6S0NrTISb		15 MIN			

	<p>Ts will ask Ss about previous homework. It was a simple word (<i>Secretary</i>) in which they had to mention words related to it. The intention for this activity is that Ss expand their English vocabulary each week.</p> <p>Ts will ask each Ss to share at least one word and to say it aloud. Ts will write the word and will ask other Ss if they know the word; Ts will explain the meaning in case Ss do not know the word.</p> <p>Congratulate Ss for participating.</p>	<p>EWkwgrI77yqMb8HaYwQUguZ8g/edit?usp=sharing</p>	
Warm up	<p>Lemon Tree song</p> <p>Ss will be introduced to the new topic (present continuous) through a song called “Lemon Tree”.</p> <p>Ss will listen to the song and Ts will tell them to pay attention and complete the worksheet presented. The worksheet contains three activities for completing the spaces using the words given, the second exercise is for putting in order the sentences and the last one is about choosing the correct option.</p> <p>Ss will listen to the song as many times as they need for doing the activity.</p> <p>Ts will check each exercise and will explain any unknown word.</p> <p>Ss are expected to participate and to say if they like, love or hate the song.</p>	<p>Youtube link:</p> <p>https://www.youtube.com/watch?v=l2UiY2wivTs</p> <p>Slides</p>	30 MIN
Procedure	<p>Ts will present the slides to introduce the use and structure of the present continuous.</p> <p>After it, a new vocabulary of activities is presented with its corresponding image or gif and one example. Ss will take turns to read the examples.</p>	<p>Slides</p> <p>Baamboozle Game Link:</p>	<p>30 MIN</p> <p>35 MIN</p>

	<p>Ts will explain the vocabulary or unknown words.</p> <p>First Activity in class</p> <p>The first activity consists of 24 images of people doing diverse activities. Ts will show on the main screen the page and Ss will read and say the action performed in each image using the present continuous tense.</p> <p>Ts will give one example and Ss will have 5 min to look in general the sentences; after it, Ss are expected to participate.</p> <p>Ts will check pronunciation or any doubt about the structure of the sentences.</p> <p>Second Activity in class</p> <p>The second activity is a short reading with some questions at the end called “On a nice Sunday afternoon”. Ts will share on the main screen the text and will ask some Ss to read.</p> <p>The second time, Ts will read and explain unknown vocabulary. Then, Ss will have 10 minutes to answer the questions relating to the reading and will share</p>	<p>https://www.baamboozle.com/game/45030</p> <p>Reading with questions</p> <p>https://drive.google.com/file/d/1OnE9BqKd2-oBpLJvxcXKsHPxpqiRR8gG/view?usp=sharing</p>	40 MIN
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	with the class what they answered. The idea is that each Ss not only reads but talks or discusses their answers.		
Closure	Ss will search for words related to <i>Employer</i> as homework. Ts will show the slide with the word and Ss are expected to look for new vocabulary. Ts will check homework at the beginning of next class.	Slides	10 min

Potential problems and possible solutions:

1. Invite all students to participate, to turn on the cameras and not be afraid of talking in English as well as involve the whole group during the class.
2. Remind students the importance of being on time for the class and to talk to the teachers before the class if they have a problem attending the lesson.
3. Invite students to ask or give any opinion on the topic.

LESSON PLAN FORM 8

Student-teachers names: Juan Camilo Remolina and Daniela Junieles		Institution: Temporing S.A.		City: Bucaramanga			
Date: 16/jun/2021	Grade: Administrative staff	Age: 22 to 57 years old	Lesson #: 8	Level: A1-B1			
Objective(s): The students will be able to talk about their job and functions as well as other occupations.							
Language Content: Vocabulary of jobs and occupations Functions: To learn about other people's jobs. Vocabulary: Doctor, singer, gardener, teacher, nurse, waitress/ waiter, hairdresser, dentist, writer, vet, mechanic, psychologist, accounting technologist, agro-industrial engineer and professional in safety, health and work. Pronunciation: Check Pronunciation with Ss.			Skills:	L	R	S	W
						X	X
Stages and Interaction patterns	ACTIVITY	MATERIALS		TIME			
Lesson opening	Bell work: T ↔ S Ts will greet Ss while they join the class.	Slides https://docs.google.com/presentation/d/1d8af8ACg7i5GT_Ler		15 MIN			

	<p>Ts will ask Ss about previous homework. It was a simple word (<i>Employer</i>) in which they had to mention words related to it. The intention for this activity is that Ss expand their English vocabulary each week.</p> <p>Ts will ask each Ss to share at least one word and to say it aloud. Ts will write the word and will ask other Ss if they know the word; Ts will explain the meaning in case Ss do not know the word.</p> <p>Congratulate Ss for participating.</p>	<p><u>rlBYgr a IBIfAIcrNftCqH4P</u></p> <p><u>k/edit?usp=sharing</u></p>	
Warm up	<p>Ts will introduce the topic about jobs with a crossword. Each Ss will go to the link shared by the Ts and will solve the crossword which has a description of a person's job or occupation.</p> <p>Ts will give some minutes to complete the spaces and after it, they will ask some students to read the description and the name of that job.</p> <p>Ts will explain the unknown vocabulary and will check pronunciation.</p>	<p>Crossword Link</p> <p><u>https://es.educaplay.com/recur-sos-educativos/5396561-jobs_vocabulary.html</u></p>	25 MIN
Procedure	<p>Ts will present new vocabulary to students about jobs and occupations.</p> <p>Each slide will contain the word, one image or gif and its corresponding example. Again, Ss are expected to read the examples.</p> <p>It also included the job of each Ss in the slides with the functions of that person inside the company. Ts will ask Ss to read and repeat when their job is mentioned.</p> <p>Ts will explain the vocabulary or unknown words.</p>	<p>Slides</p> <p>Worksheet Link:</p> <p><u>https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Jobs</u></p>	<p>20 MIN</p> <p>20 MIN</p>

	<p style="text-align: center;">First Activity in class</p> <p>The first activity consists of four images of people working. Ts will ask all Ss to answer the three questions posed for each image by selecting the correct answer in the worksheet. It is related to the vocabulary of jobs, and it is expected that Ss read the question and select the correct option.</p> <p>Ts will share on the main screen the worksheet and will give one example of what they have to do.</p> <p>Ts will check pronunciation or any doubt about the activity.</p> <p style="text-align: center;">Second Activity in class</p> <p>The second activity is a short description of each Ss telling their functions inside the company, their job, what they are doing in that precise moment by using the present continuous tense and describing themselves with adjectives learned during the previous classes.</p> <p>Ts will share an example on the main screen and Ss are expected to follow that example and to create their own description; Then, Ss will share aloud with the class their description.</p> <p>Ss are expected to recycle and apply the topics learned before and they will have around 15 minutes to finish it.</p>	<p><u>and occupations/Jobs rf12086</u></p> <p style="text-align: center;"><u>87ta</u></p> <p style="text-align: center;">Slides</p> <p style="text-align: center;">Worksheet Link</p> <p><u>https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Job interview/Job interview eo1642334gx</u></p>	<p style="text-align: center;">40 MIN</p> <p style="text-align: center;">30 MIN</p>
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	<p style="text-align: center;">Third Activity in class</p> <p>The final activity is a worksheet with questions that are often asked in a job interview. The worksheet has two activities in which Ss have to first, complete the questions and sentences with the phrases in a word bank and then, they will match those sentences and questions with their answers. Ts will ask some Ss to read and complete the activities as well as explain to them that those questions and answers correspond to an interview.</p> <p>Ss are expected to participate and Ts will solve any doubt with them.</p>		
Closure	<p>Ss will search for words related to <i>Work Experience</i> as homework. Ts will show the slide with the words and Ss are expected to look for new vocabulary.</p> <p>Ts will check homework at the beginning of next class.</p>	Slides	10 MIN

Potential problems and possible solutions:

1. Invite all students to participate, to turn on the cameras and not be afraid of talking in English as well as involve the whole group during the class.
2. Remind students the importance of being on time for the class and to talk to the teachers before the class if they have a problem attending the lesson.
3. Invite students to ask or give any opinion on the topic.

LESSON PLAN FORM 9

Student-teachers names: Juan Camilo Remolina and Daniela Junieles		Institution: Temporing S.A.		City: Bucaramanga			
Date: 23/jun/2021	Grade: Administrative staff	Age: 22 to 57 years old	Lesson #: 9	Level: A1-B1			
Objective(s): The students will be able to describe and talk about their daily routines.							
Language Content: Vocabulary of daily routines. Functions: To describe students' daily routines. Vocabulary: wake up, get up, brush your teeth, take a shower, get dressed, have breakfast, go to work, drive or take the bus, work on the computer, have lunch, go home, make dinner, watch tv, wash the dishes, go to bed. Pronunciation: Check Pronunciation with Ss.			Skills:	L	R	S	W
						X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening	Bell work: T ↔ S Ts will greet Ss while they join the class. Ts will ask Ss about previous homework. It was two simple words (<i>Work Experience</i>) in which they had to mention words related to it. The intention for this activity is that Ss expand their English vocabulary each week.		Slides https://docs.google.com/presentation/d/1p8CqT5VAHfkmF4kBultKfikk0_GN_O7		15 MIN		

	Ts will ask each Ss to share at least one word and to say it aloud. Ts will write the word and will ask other Ss if they know the word; Ts will explain the meaning in case Ss do not know the word.	WkdEvcivD3E4/edit?usp=s <u>haring</u>	
Warm up	<p>Ts will start with two short activities for introducing the topic of daily routines.</p> <p>Ts will share on the main screen the page and will ask Ss to match the words with the images; then, Ts will call some Ss to spell the words in the correct order in a game called “Balloon burst”. The idea is that Ss can identify the vocabulary and learn the alphabet when spelling the words.</p> <p>All Ss are expected to participate. Ts will give them 10 minutes to complete the first activity and Ss will say aloud their answers. Also, it is possible to hear the pronunciation of each word so Ts will ask Ss to repeat each one.</p>	<p>Daily Routines Link https://learnenglishkids.britishcouncil.org/word-games/daily-routines</p>	30 MIN
Procedure	<p>Ts will present the slides about daily routines. Ts will tell Ss that the routine is based on a normal day before and after going to work.</p> <p>New vocabulary is presented with its corresponding image or gif and one example. Ss will take turns to read the examples.</p> <p>Ts will explain any unknown word and Ss will pay attention to each one.</p> <p>First Activity in class</p>	<p>Slides</p> <p>Worksheet Link: https://es.liveworksheets.com/worksheets/en/English_a_s_a_Second_Language_(ESL)/Daily_routines/My_daily_routine_no1093340zn</p>	<p>20 MIN</p> <p>25 MIN</p> <p>40 MIN</p>

	<p>The first activity consists of matching the images with the daily routine of a girl in the morning, afternoon and in the evening. Ts will give an example and will call some Ss to participate.</p> <p>Ss will read aloud each phrase.</p> <p>Ts will check pronunciation or any doubt and will ask some Ss if they do the same activities during the day or if they have a different routine.</p> <p>Second Activity in class</p> <p>In the second activity, Ss are expected to write and share with the class their personal routine. They will have to include all the activities done during the day as well as to read it.</p> <p>Ts will give feedback after each description and Ss will have 15 minutes to complete it.</p> <p>Third Activity in class</p> <p>The final activity has eight sentences with vocabulary of routines in which Ss will have to complete the spaces; at the end they will share aloud with the class.</p> <p>Ts will give 10 min to do the activity and then they will call some Ss to give their answers. Ts will pay attention to pronunciation.</p>	<p>Slides</p>	<p>20 MIN</p>
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Closure	Ss will search for words related to <i>Payroll</i> as homework. Ts will show the slide with the word and Ss are expected to look for new vocabulary. Ts will check homework at the beginning of next class.	Slides	10 min
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Potential problems and possible solutions:

1. Invite all students to participate, to turn on the cameras and not be afraid of talking in English as well as involve the whole group during the class.
2. Remind students the importance of being on time for the class and to talk to the teachers before the class if they have a problem attending the lesson.
3. Invite students to ask or give any opinion on the topic.

LESSON PLAN FORM 10

Student-teachers names: Juan Camilo Remolina and Daniela Junieles		Institution: Temporing S.A.		City: Bucaramanga			
Date: 07/jul/2021	Grade: Administrative staff	Age: 22 to 57 years old	Lesson #: 10	Level: A1-B1			
Objective(s): The students will be able to practice WH-questions as well as to learn vocabulary for greeting and saying goodbye.							
Language Content: WH-questions and vocabulary of greeting and farewells. Functions: To practice WH-questions, greetings and farewells. Vocabulary: What, where, who, when, why, how, how old, how many, how often, Formal-informal greetings (good morning/ afternoon/ evening, hello, hi, how are you? It's nice to see you), Formal-informal farewells (goodbye, see you later, bye, see you, take care). Pronunciation: Check Pronunciation with Ss.			Skills:	L	R	S	W
						X	X
Stages and Interaction patterns	ACTIVITY		MATERIALS		TIME		
Lesson opening	Bell work: T ↔ S Ts will greet Ss while they join the class.		Slides https://docs.google.com/presentation/d/18R1Jzjqt_aUey2ZCr		15 MIN		

	<p>Ts will ask Ss about previous homework. It was a simple word (<i>Payroll</i>) in which they had to mention words related to it. The intention for this activity is that Ss expand their English vocabulary each week.</p> <p>Ts will ask each Ss to share at least one word and to say it aloud. Ts will write the word and will ask other Ss if they know the word; Ts will explain the meaning in case Ss do not know the word.</p> <p>Congratulate Ss for participating.</p>	<p><u>X9bT8SPMuZrtTxXGxqaCR</u> <u>eDWUk/edit?usp=sharing</u></p>	
Warm up	<p>Ts will ask six questions to Ss related to the topic for the class. Some of the questions might be known or simple for them but others are not. Ts will explain the vocabulary, what it is asked in each question and will tell them how to respond to it after they give their answers.</p> <p>Ss are expected to pay attention and to ask for any question.</p>	Slides	20 MIN
Procedure	<p>Ts will present the slides about WH-questions, greetings and farewells. Ts will tell Ss that the vocabulary for the class is short since at the end they will take a test. Each slide will contain the word, an image and example read by some Ss. Two slides will explain the different ways of greeting and saying goodbye in English.</p> <p>Ts will explain any unknown word and Ss will pay attention to each one.</p> <p>First Activity in class</p>	<p>Slides</p> <p>Activity Link: <u>https://www.baamboozle.com/game/15547</u></p> <p>Slides</p>	<p>25 MIN</p> <p>20 MIN</p> <p>20 MIN</p>

	<p>The first activity consists of a series of images in which Ss have to complete with a WH question. Ts will give some minutes to look at the questions while they give an example and then, will ask some Ss to read aloud and complete the spaces.</p> <p>Ts will explain the words unknown and all Ss are expected to participate.</p> <p style="text-align: center;">Second Activity in class</p> <p>In the second activity, Ss will have to do something similar to the previous activity. Ss will complete the spaces with a WH question and Ts will tell them that those questions are often asked in a job interview.</p> <p>Ts will think of ideas with Ss of how to respond to those questions.</p> <p>Ts will ask some Ss to share their answers with the class.</p> <p style="text-align: center;">Post test</p> <p>For finishing the class, Ts will apply the posttest with each Ss. It will be individually and only will evaluate the speaking ability.</p>		50 MIN
Closure	<p>Since this is the last class, Ts will ask Ss if they enjoy the classes or have questions. Ss are expected to give feedback to the Ts about the classes and to keep learning English.</p>		10 MIN

Potential problems and possible solutions:

1. Invite all students to participate, to turn on the cameras and not be afraid of talking in English as well as involve the whole group during the class.
2. Remind students the importance of being on time for the class and to talk to the teachers before the class if they have a problem attending the lesson.
3. Invite students to ask or give any opinion on the topic.