

Research Article**INTELLECTUAL CHALLENGES FOR IMPROVING ESL STUDENTS' PERFORMANCE DURING PANDEMIC*****Jorge Wilson Torres Hernández**

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Abstract

This article presents the findings of a research carried out in two public educational institutions in the city of Bucaramanga, in Colombia, where an initial analysis of the English level of the students was carried out. This analysis showed that English level of students was similar in its linguistic, lexical and grammatical components. Based on this problem, which revealed a profound deficit, an action-research-type intervention with a mixed approach was implemented, based on a didactic sequence that invited students to a series of intellectual challenges whose accompanied and formative assessment invited them to improve during the process. Initially, a questionnaire was carried out with features similar to those presented in the Knowledge 11 test, carried out in Colombia by ICFES. Then, with the characterization of the population, the intervention started: the purpose was to make the tasks complex that were conventionally planned inviting the exercise of rote learning. At the end of the intervention, it was possible to collect and analyze the information to reach some satisfactory conclusions that revealed the importance of taking the pedagogical processes one step forward and articulating the evaluation process in a coherent way: a student aware of his own learning process.

Keywords: Formative assessment, Didactic sequence, Action research, learning, Pedagogical processes..

INTRODUCTION

The Covid-19 pandemic has become one of the greatest challenges that countries must face in the economic, social, cultural, and political spheres, representing a threat to progress in educational terms because it has affected nearly 1, 2 billion students worldwide (UNESCO, 2020). Specifically, in the Colombian educational sector, decisions similar to those of other nations have been made, establishing collective isolation to reduce the spread of the virus, which led to the closure of educational institutions, public and private schools, universities and institutions of higher education by canceling face-to-face activities in order to mitigate the speed of the spread of the virus and save the lives of young children, parents and the educational community in general in the first quarter of 2020 (Presidency of the Republic of Colombia, 2020). To respond this new pandemic, the virtual work at home strategy has been promoted to continue with the academic calendar, guaranteeing the training process. However, this transition from face-to-face to virtual education has been complex, since it put great pressure on teachers, students and their parents (Cachón *et al.*, 2020), due to the abrupt change in the way they receive their education and an uncertain future, facts that may have led students to experience enormous difficulties in maintaining their academic motivation. In order to face these new challenges and guarantee a quality educational process of the foreign language during the pandemic, an action research-type intervention was carried out in two institutions with similar sociocultural characteristics in the north of Bucaramanga Colombia, based on the creation of a didactic sequence that poses intellectual challenges to students and which encourages assessment for learning in contrast to traditional rote teaching based on information storage, which is not very effective for the development of meaningful learning. The subsequent lines show the process carried out for the present intervention, its impact and the positive impact evidenced in the tangible changes present in the groups in relation to their processes and learning habits of the study language.

Corresponding Author:** *Jorge Wilson Torres Hernández* UNAC- México.**THEORETICAL BACKGROUND*Elements to create intellectual challenges**

This section presents the elements that were taken into consideration for the creation of the intellectual challenges in order to reinvent and give continuity to the quality training processes of teaching and learning English in two educational institutions in Colombia. To begin with, it is imperative to point out that the current situation caused by the anxiety faced by children and young people in the country has a negative impact on their motivation to carry out their educational work, therefore, the first element taken into consideration for the elaboration of intellectual challenges as a strategy to analyze cognitive improvement is academic motivation. In this regard, Bernaus & Gardner (2008) state that motivation is understood as the combination of the desire to learn the second language and the effort made to achieve it. Similarly for these authors, motivation plays a significant role in the success of language learning. Following this same line, it can be affirmed that the motivation of the learners towards the English language can to some degree have a great influence on their results. This idea is supported by Dörnyei (2010) who states that enthusiasm, commitment and persistence are keys to the success or failure of language learning. Ellis (2012), for his part, expresses that it is the duty of the teacher to explore in greater depth the factors that are involved in the motivation of students to perform the tasks properly, in this way it is relevant to determine the factors that affect the motivation of students, especially in the practical sense for the teacher. Now, some insights that have emerged over the years about what motivation means are worth highlighting. It should be noted that motivation is a complex psychological process that is not easy to define. For Melendy (2008) it is related to the internal need and the behavior that pushes people towards the achievement of their objectives. Similarly, based on this statement, it is evident why some people perform better and are more efficient in their jobs. For this reason, this variable is crucial in learning English. Harmer (2015) alludes that motivation is the internal impulse

that pushes the individual towards action. On the other hand, Lightbown & Spada (2013) mention that motivation in the second language learning can be explained with respect to two factors: the communicative needs of the learners and their attitudes towards the second language. Similarly, *Parsons et al.* (2001) declare that motivation is a relevant element or factor in the learning process, in addition, motivation and learning have the same importance to achieve some objective; learning allows participants to acquire new knowledge and skills while motivation encourages them to carry out their learning process. Liu & Jackson (2008) describe motivation as the result of conscious and unconscious factors which stimulate and vitalize individuals to continue in their activity in order to achieve set goals. These factors can be viewed from the perspective of internal or external elements such as the intensity of desire, the reward for achieving goals, and the expectations of others. Gardner & Masgoret (2003) mention that motivation is perceived in relation to three elements: effort, desire and affection; effort refers to the time spent learning the language and the learner's drive. Desire refers to how much the student wants to be competent in the language and affection refers to the emotional reactions of the subject in relation to the study of the language. Now, over the past decades, they have set out to understand how motivation improves student learning and performance in school. Academic motivation relates to students' beliefs, goals, and values determined by academic or school-related assignments (Wentzel & Wigfield, 2009). In this sense, the importance of motivation towards knowledge is the factor that prevails at present in relation to the teaching-learning processes. The rote learning, the absorption of content and the unbridled search to supply the student with theory, are counterproductive methods today. Traditional teaching methods based on the exposure of knowledge are not very effective in the development of meaningful learning (Talanquer, 2015). Therefore, the visualization of the present intervention began at the time when the author perceived very low levels in terms of the command of the second language (English) among students, together with the various socio-economic problems of the population object of this research as well as the problems unleashed after the global pandemic of COVID-19.

In such a scenario, the author of this text envisioned a hypothetical projection: first, the possibility of carrying out a different, more effective type of assessment. In this context, formative assessment leads to the development of competencies, for which the teacher selects and plans their practices and instruments, in a way that allows them to collect as much information as possible during the teaching process, making use of techniques and instruments (García et al., 2019). Second, since there was a chance that such intervention was comparative, which would give an even broader perspective in response to the objectives. The population studied here not only showed a significant deficit in terms of intellectual development, but also social growth. Many of their households today, in fact, are below the poverty line. Based on the previous analysis of the educational community, the following three research questions arose: first: In what way could the fact of carrying out an intervention that includes progressive processes of qualitative, formative evaluation affect a group of students? Second, how to know, with evidence, the impact made by a study of this nature? And finally, in what way to carry out an intervention that generates tangible changes in this group? Likewise, this study had a general objective that dealt with "determining the progress of the students from a didactic

sequence whose evaluative process was formative" and its three specific objectives "initially diagnosing the cognitive level of the sample in the area of English", "to stimulate a pedagogical intervention based on meaningful learning and formative assessment" and "to determine the impact achieved on the research subjects"

In connection with the above, "challenges" were considered, since challenges are a current trend among young people. With this initial appreciation and without ignoring that the internet is an essential resource in the daily life of the new generations, the author of this article envisioned the opportunity to integrate an improvement and analysis strategy, complemented - in a successful way - by the provision of some institutional laptops with mobile internet for the development of work at home to students, sample subjects of this research: a laptop and a sim-card with mobile internet for the rest of the year 2020. With this, ignition occurred to an investigative process by the teacher, who listed a series of steps for the achievement and discovery of the hypothesis raised here. First, by identifying an unacceptable situation that needs improvement, in other words, defining the problem, needs assessment, and hypothesis ideas. From the statement of the problem with its respective diagnosis, the justification of the present investigation and, then, the particular characterization in the groups to intervene, precisely identifying the real needs of the participants. Then, developing a plan of action or implementation, that is, the central part of the intervention. Within this proposal, this cycle included the design of the action plan with which the experimental group was intended to intervene and then its development. Finally, the evaluation of the measures taken, contemplated in this phase, the analysis, the systematization of the information, the obtaining of conclusions and the reflection on the actions carried out (McKernan, 1999).

First, a survey was conducted to measure trends in students. Based on the needs of the students since they have a main role in the design and application process of the foreign language teaching process. In this sense, according to *Iwai et al.* (1999) these instruments aim to collect information for the subsequent development of the curriculum. Therefore, its purpose is to allow teachers to determine the needs of students in pedagogical and didactic terms in such a way that they adapt to the particular learning characteristics of a group. This survey revealed their tastes, knowledge of ephemeral current situations (the viral) and an amazing display of challenges that are carried out online. Right afterwards, a diagnostic questionnaire was carried out, with which it was possible to discover the insufficient level of the majority, in terms of linguistic, semantic and pragmatic skills related to mastering a second language, in this particular case the English language.

Next, we proceeded with the characterization of the sample, in order to design a didactic sequence that would give a specific response to their needs. In the encyclopedic search to feed this design, an interesting dose of significant learning was chosen, first of all, since the student is an active processor of information and learning is systematic and organized as it is a complex phenomenon that is not reduced to simple memory associations (Díaz Barriga and Hernández Rojas, 2002), which clearly indicated that it was necessary to move away from cold, encyclopedic and theoretical knowledge, in order to approach practical reality and the use of a second language in an eventual practical scene of communication.

Now, it is imperative to highlight at this point the mechanism used by the teacher to make transformations and adaptations of the content to present it to their students called didactic transposition. According to Chevallard (1991), the didactic transposition corresponds to the complex process of adaptive transformations of wise knowledge or scientific knowledge to the knowledge to be taught, in such a way that a reduction of the distances between both types of knowledge is generated. In other words, this concept refers to the transformations that knowledge undergoes when it is incorporated into the didactic system. This is how, based on this theory, the different elements that make it possible to understand what happens in transpositional processes are exposed, through work on disciplinary knowledge, which manages to explain how knowledge passes from scientific scenarios to school systems, establishing the knowledge taught and the knowledge learned.

The transformations from wise knowledge to taught knowledge involve executing an epistemological vigilance, this implies that the teacher questions himself about what he requires, and also leads him to strengthen himself with different tools that allow him to reflect, make decisions, question the evidence, question about simple ideas, and detach from the familiarity of the object of study. It is worth noting that the didactic transformation consists of five stages: 1. Wise knowledge, which arises from research carried out by scientists in a specific area; It must be transposed because the scientific models are quite complex for students to understand them initially, for this reason, it must be modified by the social system, determining which knowledge is required to be taught (Astolfi et al., 2008). 2. The knowledge to be taught, at this stage, the Ministry of National Education in Colombia at the head of a commission of experts, rewrites the properties and definitions of the chosen contents of the wise knowledge to be taught, thus organizing the teaching objects, plans and curricular programs and bases. 3. School knowledge, during the phase, texts and manuals are created for the students, contextualizing the knowledge for the time and culture. 4. The knowledge taught, in this stage the teacher makes modifications of the school knowledge in the knowledge taught, making modifications in their own knowledge of the objects to be taught. 5. Knowledge of the student, this stage includes the transformations carried out from the knowledge taught to the appropriation of knowledge by the student.

According to Díaz (2004), the didactic transposition is an instrument that allows teachers, through observation, analysis, formulation and contrast of hypotheses, to assess the path made between theory and practice, in other words, to carry out a reflective understanding, a manifestation and an understanding of intentions of the act of teaching-learning. Therefore, the didactic transposition creates connections between the concept and the classes of pedagogical relationships, teacher-students as well as the practice of teaching based on concrete and particular situations that involve the interpretation of this in one sense or another, of the same. Thus, educators, through the confrontation between the two types of knowledge, achieve a greater degree of critical reflection and as a consequence, they manage to qualitatively modify knowledge to make it more understandable for students. In correspondence with the didactic transposition theory, a requirement is presented that carries out an examining action known as epistemological surveillance, whose objective is to determine the distance that exists between expert knowledge and classroom knowledge after the

transposition is carried out. In other words, its function is the regular one that is carried out in the classroom without presenting deviations from wise or scientific knowledge. According to Chevallard (1991), the role of epistemological vigilance resides in carrying out an analysis on the didactic interpretation in its essence so that it enjoys the same structure as scientific knowledge, although its methods and approaches of representation of meanings vary. Hence the fact that epistemological surveillance guarantees the quality of knowledge since it avoids a degradation of knowledge. Therefore, teachers, as well as other actors in the educational system, have the obligation to carry out the exercise of epistemological surveillance constantly and with the purpose of examining its validity so as not to incur dogmatism and the mummification of teachable knowledge that leads to deformations that deteriorate the quality of teaching. In short, the performance of an inadequate didactic transposition followed by an absence of epistemological vigilance, causes a failure in teaching because the teacher prefers to use their own explanations and heuristic methods as objects of study. Likewise, Joshua (1996) states that in order to carry out the didactic transposition it is necessary to take into account in a more systematic way the different practices that can be taken as a starting point for a transposition, likewise, it is necessary to contemplate the concept of wise knowledge, to reflect on the indisputable diversity of structures of each discipline in the classroom, in equal measure the limits to which they are subject. In this sense, the Ministry of National Education of Colombia MEN (2012) states that teachers must promote in their students the development of competencies in relation to knowledge, skills, values and attitudes, in such a way that significant transformations are generated in the methodologies offered. Within the classrooms, likewise, it is imperative to understand the relationship between theory and practice, updating and didactic transposition of knowledge in formative potential from the recognition of its structure, content and social and cultural value.

However, the theory of didactic transposition is not commonly found in the teaching of English as a second language / foreign language, unlike other languages such as French or Spanish. However, it is necessary to determine and analyze the pedagogical transformations of knowledge that occur to L2 through this transposition process, in such a way that the didactic component can be improved, identifying which are the distances, ruptures, tensions, rethinking, and modifications that occur between wise knowledge and knowledge taught in the foreign language. According to Widdowson (2002) ESL / EFL teachers must transform the English language into didactic sequences. Hence, lies the importance of creating and putting into practice a didactic sequence in which each session becomes a constructive, progressive and constantly growing challenge (Tobón *et al.*, 2010), therefore its distribution in sessions, that although it is true they concatenated the subject-matter of learning with each other, they well gave an evaluation accompanied during the process, having in high appreciation the work of the student as an active subject of their cognitive construction, privileging the qualitative over the quantitative. Therefore, each session of the didactic sequence contained an interesting ingredient of surprise: the students did not have to wait until the end of the period to define their figures or numerical qualifications, pretending to verify or not the achievement of a definitive process. For this reason, the teaching and learning process requires continuous evaluation, for which it is suggested to take into account the purposes of

formative evaluation, understood as an evaluation focused on effective and permanent feedback from the teacher (López, 2010). In this sense, the evaluative balance was based on accompaniment and feedback, understood as a process that informs about the learning process as the student assumes criteria based on information that the teacher provides. In terms of learning, there is useful information for the student and another that is not (Chávez and Martínez, 2018). In fact, high-quality feedback helps students gain a deeper understanding of concepts and motivates them to stay involved in the learning process (EDUCREA, 2017). Next, an exit questionnaire was carried out, as a final test. The purpose of the latter was to determine the progress and possible variations achieved at the cognitive level by the subjects participating in the research. With this intervention, a positive result could be appreciated: despite the difficulties involved in carrying out action research in the midst of a pandemic, added to other determining factors such as the lack of economic resources on the part of the families, in the term of the first days of compulsory confinement, the latent threat of school dropout, a subject that in Colombian public schools is a shadow that looms fearfully in the real statistics of educational practice.

METHODOLOGY

This research was carried out in the Action Research modality (McKernan, 1999) and had a mixed approach (Hernández et al., 2010) since, for the discovery of the data, it used both perspectives: quantitative and qualitative. Here, in addition, it was necessary to use data collection methods, in order to systematize them and analyze realities inherent to pedagogical practice, but which escape the eye of the research teacher.

Nature of the participants

For the present investigation, two tenth grade (fifth grade) classrooms were taken from two official Educational Institutions of the city of Bucaramanga, in Colombia, whose socio-economic conditions were totally similar: vulnerable neighborhoods next to the escarpment of the landing of the municipality (high-risk zone, in the style of the favelas in Brazil), consumption and sale of narcotic drugs, illegal armed gangs controlling the area, homes made of boards and other recycling materials. Parents without formal employment.

Resources for data collection

The intervention dynamics was carried out through synchronous classes through the Google Meet application, which has certain characteristics for conducting virtual classes. These are described below:

- Facilitates distance communication between teachers, students and the educational community in general.
- Messages during video calls are safe since the teacher allows entry to the respective students in charge.
- It is possible to divide the students into small groups during the video call for simultaneous discussions.
- Attendance is much faster since the time of entry, exit and time of stay of students during virtual classes is recorded.
- The survey option can be used to initiate discussions, give feedback, and ensure student understanding.

On the other hand, it should be noted that this research had the approval of the legal representatives, parents or guardians who

signed the respective informed consent authorizing the recording of their children. Next, some of the main collection techniques that were implemented in this research will be mentioned, in accordance with the approaches suggested by theorists in AI (action research), very particularly in the educational field, cited, of course, in the present work. In table 1. next to each technique, mention is made of the instruments that are channeled in them, in order to specify the route adopted in this study. This course includes the routes: Diagnosis, Design and intervention and Evaluation (McKernan, 1999).

Table 1. Collection and information techniques and instruments

Collection techniques	Instruments
Questionnaire	Questionnaire administered in group Poll
Participant observation	Document analysis Photographs and video recordings Field diary

Author's creation based on (McKernan, 1999), (Latorre, 2013).

In the same way and in order to outline the research, the teacher must use the evaluation, not as a unilateral and terminal action, but as an instrument that will guide his teaching based on the data that the permanent evaluation provides him on the learning that the student possesses and those that they can continue to acquire (Castillo and Cabrerizo, 2009), these techniques and instruments are shown in Table 2.

Table 2. Evaluation techniques and instruments

Techniques	Instruments
Observation	Category Systems Checklists Anecdotal record Classroom journal
Interrogation	Questionnaires Exams Objective tests
Other techniques	Portfolio Rubrics

Author's creation based on (Castillo & Cabrerizo, 2009)

Regarding the central instrument used for the development of the intervention, the research teacher opted for the systematization of twelve sessions of didactic sequence, whose dynamics is the assessment by competencies (Tobón et al., 2010), which allowed the students to experiment a challenging or unbalancing situation at the cognitive level in each session, according to the terms of meaningful learning (Díaz Barriga, 2006). According to the initial characterization carried out on the sample group and in accordance with the trends evidenced by the same subjects in the affinity survey, the teacher-researcher wove the following didactic sequence, synthesized in Table 3. In this table, the distribution of the didactic sequence is shown, divided into five key moments that led the rhythm of learning in a concatenated way, but without leaving the evaluative segment until the end. For each of them, there was a synchronous virtual class, through the Google Meet platform and, of course, with the design of thematic guidelines by the researcher. In addition to the key moments and the development of the sessions themselves, each intellectual challenge or challenge invited students to a real, practical and effective approach to the communicative process of a second language. The researcher followed the feedback of each step, session and challenge, inviting the students to be motivated, with the certainty that the participants would always have the possibility of doing better.

Table 3. Didactic sequence applied to the sample groups of Educational Institutions A and B

Didactic sequence, firstterm	
"SOS: surviving or surrendering, the english learning challenge"	
Moments of the teaching sequence sessions	Sessions
1 Cognitive conflict exploration <i>Moment of approach and imbalance</i> At this point a couple of problematic situations arise in which encyclopedic knowledge must be at the service of resolving a conflict: it is necessary to be totally practical. .	Session 1 The mission of your life Creation of a writing to survive: a message from the students, in English, after being abandoned in a strange country
	Sesión 2 Take a pic without camera Entrusted work: make a faithful portrait of everything that is possible in a place that you are going to be commissioned.
2. Preparation Introduction of concepts, procedures and analysis This section seeks to challenge students intellectually and seek a connection between a hypothetical situation and encyclopedic knowledge. The successful management that the participants give it will show the adequate mastery of language and communication skills.	Session 3 WRITING CHALLENGE, PART I Sentence classification According to the moment, the need and the construction of the sentence as a unit of meaning.
	Session 4 ARGUMENTATIVE CHALLENGE Refutation or validation? Based on ideas (randomly proposed by the teacher) the students will try to adopt a position. The most important thing will be to argue, that is, to give the reasons WHY.
	Session 5 WRITING WHILE HOSTAGE You will create an S.O.S. Hey, but not so fast! It is necessary to encrypt it very well, so that the "who have the power" do not discover what it says
3. Knowledge structuring Theoretical explanation through guides, examples and tutorials that the teacher will provide in due time through all possible channels (platforms, emails, WhatsApp group, among others ...) In order to know what intellectual implication each topic disseminated during the academic period has as a background.	Session 6 LOST IN AMERICA First written and spoken impressions of a student left behind in the United States.
	Session 7 SURVIVING WITHOUT A CENT The student had to devise a survival plan so as not to "starve" after being abandoned in the United States.
	Session 8 ARGUMENTATIVE CHALLENGE, PART II The magic of convincing the interlocutor Real samples Do we watch television with a critical eye?
4. Expression Knowledge application In these two sessions, students will show how they acquire knowledge, as well as strengthening intellectual skills of invaluable utility for the challenges that the global world and the future (whatever their predilection in terms of professional choice) offer them. Based on a survey and a series of topics "thrown" at the participants, they will make use of the "kinds of arguments" in order to defend their position.	Session 9 THE SHIP OF YOUR DREAMS <i>Using conditionals</i> Based on a survey and a series of topics "thrown" at the participants, they will make use of the "kinds of arguments" in order to defend their position.
	Session 10 WRITING CHALLENGE, PART II <i>#PerfectWritingChallenge</i> The challenge of writing well. Three challenges that will show the ideal way to create a written composition according to the need of the communicative scene.
5. Product Time when the students show the acquired knowledge and the practical use of the same through the mastery of competences in a hypothetical scene that will be for its dynamization	Session 11 BECOME A JOURNALIST The student is the last survivor of a city. You must broadcast a piece of news: but, to make yourself understood, you must do so in English.
	Session 12 BECOME A PUBLICIST Similar to the previous session, the student will have to create or design a product, advertise it and sell it: it is a complete work of writing, speaking and performance.

Table created by the author, based on the development of the implemented didactic sequence.

RESULTS AND DISCUSSION

In order to answer the questions that raised this study, it is important to start a tracing of them, in convergence with the objectives of the research. First, the results of the survey carried out by the teacher-researcher to the two groups of students were analyzed. This survey sought to inquire about aspects that the students were most interested in, trends and affinities in terms of the possible pedagogical universe that would be feasible to provide them.

From such an inquiry, Figure 1. and Figure 2 account for it. In these results it was possible to show that the students of the two educational institutions preferred challenges, challenges planned to invite them to "do" something that implied practicing some skill. With 58% and 72% of choice, respectively in schools A and B, the teacher-researcher had this very present when designing the central intervention. On the other hand, for the design and implementation of the two tests (diagnostic and final) the author teacher used parameters similar to those provided by the Colombian Institute for the

Evaluation of Education ICFES (2020) in its second language test, whose distribution In both types of questions (multiple choice of single answer) and score on a scale from 0 to 100, these performance levels are detailed in Table 4.

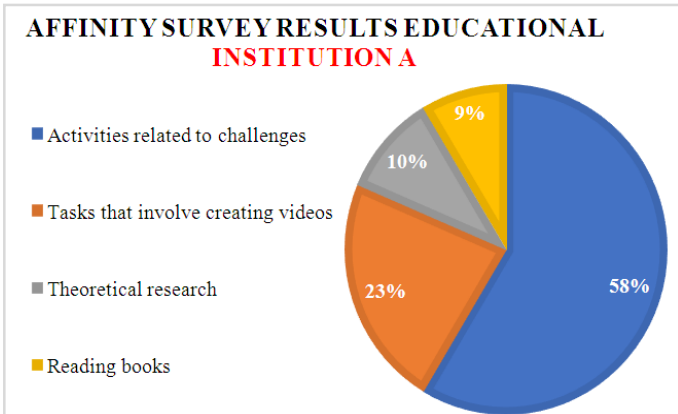


Figure 1. Affinity and trend survey results

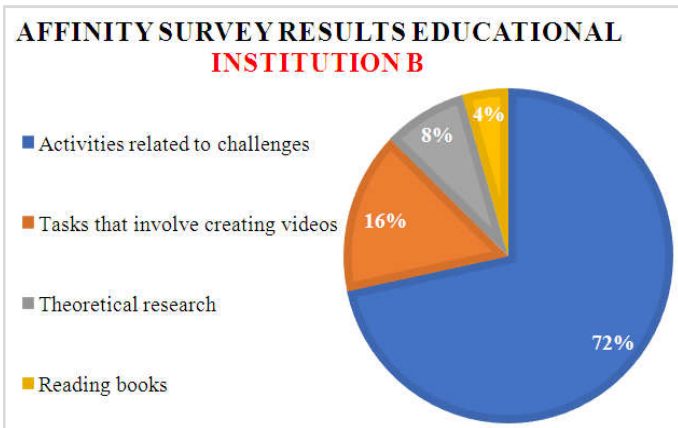


Figure 2. Affinity and trend survey results

Table 4. Scoring of the multiple-choice questionnaire

Performance level, knowledge 11 test, english subject	
Level	Score range
Advanced	89-100
Satisfactory	62-88
Mínimum	43-61
Insufficient	0-42

Bearing in mind the weighting shown above, we proceeded with the first questionnaire-type test administered in a group (McKernan, 1999), the results of which can be seen in Figure 3. and Figure 4.

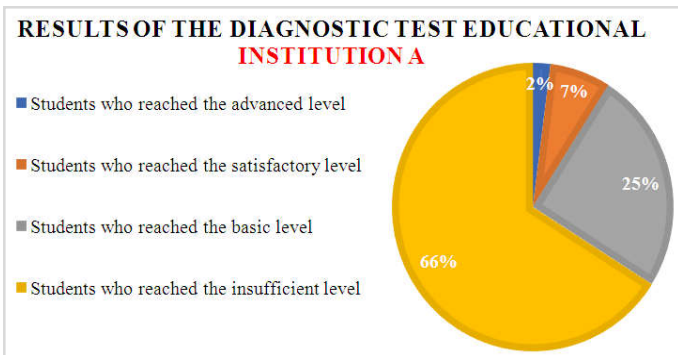


Figure 3. Diagnostic test results Educational Institution A

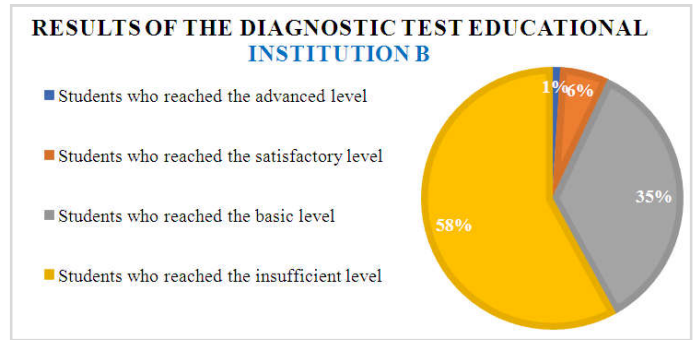


Figure 4. Diagnostic test results Educational Institution B

In these results it was possible to show the manifest deficit of the two intervened groups: 2% and 1% of advanced level, which contrasted with the respective 66% and 58% of the two Educational Institutions (A and B), in terms of their performance in the test. With this scenario, the teacher initiated the central intervention that required a series of detailed strategies in a didactic sequence of twelve sessions, supported by meaningful learning and activities similar to those that any person would face in a practical communication situation.

In addition to the previous ideas - which up to now have emphasized the quantitative - the research teacher maintained the constant accompaniment that is required when working on a formative assessment process. Taking into account that this type of evaluation directs the teaching-learning process in the search for the fulfillment of objectives and the development of competencies in each class session (García *et al.*, 2019). Finally, the exit process or final test was carried out. With similar characteristics to the diagnostic test, the same students carried out the process again, under the modality called questionnaire administered in a group (McKernan, 1999). Next, the results obtained in this process can be seen in Figure 5. and Figure 6.

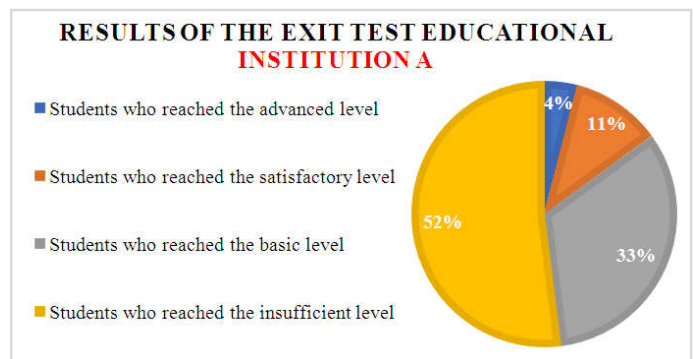


Figure 5. Final test results Educational Institution A

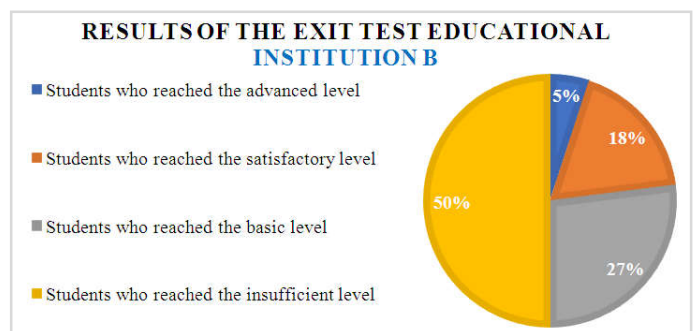


Figure 6. Final test results Educational Institution A

In contrast to the diagnostic process, the sample group showed an improvement in terms of results. With figures of improvement of the advanced level that are in the percentages 2 to 4% and 1 to 5% in Educational Institutions A and B, respectively, the balance of the intervention revealed an important improvement. It should be noted that the memory, theoretical and clearly encyclopedic situations that the students once conceived as the domain of knowledge were also modified, by staging the domain of a second language pragmatically. This materialized in the development of the final test, which, like the diagnosis, raises hypothetical communicative situations in English.

Concussion and recommendations

It was possible to appreciate here that, as in the research carried out by (López, 2010), constant accompaniment and feedback is essential in the assessment process. Creating opportunities for students to be actively involved in the teaching-learning process should be a priority for all teachers interested in promoting meaningful learning. However, the simple implementation of student-centered teaching models and strategies cannot be considered as a sole guarantee of educational quality (Talanquer, 2015). It is important to mention that, despite the improvement that occurred with this intervention, there are still several factors that must be taken into account, such as infrastructure, technology, and, above all, socio-economic conditions of the participants. Although it is true, through the present study there was a substantial improvement in terms of their processes and habits of learning acquisition, the truth is that this experience left invaluable lessons to all the agents involved in it, as participants and recipients of the process. Cognitive, and as the teacher-researcher, as an active and reflective subject in the dynamization of processes. It is feasible, of course, to replicate this intervention in scenarios with contextual, socio-economic conditions and similar actors in order to contrast results.

List of abbreviations

ESL English as a Second Language
ICFES Colombian Institute for the Evaluation of Education
MEN Ministry of National Education of Colombia

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