

ORAL COMMUNICATION AND INTERACTION: WAYS TO USE IN THE EFL
CLASS

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CLASS

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language

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To our beloved family...

We thank our professors: Catalina Lalle and Paula Ramirez who were the ones who supported us on this project. Also people from school Luigi Pirandello who allowed us and helped developing it in order to succeed on this project

To future colleagues and students, you are our motivation.

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ABSTRACT

Las habilidades del habla son elementos importantes y esenciales para la práctica y uso de cualquier lengua, puede representar o mostrar las habilidades obtenidas por el hablante en términos del uso del código lingüístico, estructuras y reglas, conocimientos culturales y metalingüísticos, y otras características aprendidas durante el proceso de adquisición y aprendizaje; adicionalmente, permite al hablante usar la lengua como una herramienta para la comunicación y le da acceso al mundo que le rodea a través de la comunicación e interacción con su realidad.

El propósito de este estudio es mejorar la comunicación oral e interacción como herramientas benéficas que puedan mejorar el proceso de adquisición y aprendizaje de una lengua extranjera durante las clases de inglés con los estudiantes de primaria de un colegio privado bilingüe en Bogotá. Para obtener esta meta, fueron realizadas seis (6) sesiones basadas en una orientación de aprendizaje y enseñanza comunicativa, junto con actividades del enfoque de aprendizaje basado en proyectos. El desarrollo de estas actividades quedo evidenciado a través de notas de campo; además se incluyó una entrevista en la cual se identificaron las percepciones de los estudiantes hacia las actividades que se realizaron.

Partiendo de estos conocimientos, se evidencia en los resultados que el enriquecimiento de las prácticas de la comunicación oral y la interacción en el aula fomentan el aprendizaje de la lengua extranjera misma en términos de aprendizaje y adquisición, por lo tanto son tópicos a tener en cuenta al momento de plantear nuestras clases y prácticas pedagógicas al momento de enseñar.

Key Words: Oral Communication, Interaction, Classroom Interaction, Communicative Language Teaching Approach – CLT, Project-based learning –PBL.

INTRODUCTION

Speaking skills are important and essential parts of the practice and usage of any language; it can represent or show the speaker's abilities obtained in the use of the linguistic code, structures, rules, cultural knowledge, metalinguistic language and other features learned during the language learning process; besides, it allows the speaker to use language as a tool for communication and also, it permits the speaker to have access to the world that surrounds him through the communication and interaction with his reality.

When students interact or even communicate in a foreign language, we as English language teachers start wondering what tools we can use to accomplish this goal, we think it is hard to make students speak in a foreign language they do not approach too much and if they do not have an appropriate use of it, they lack of motivation so it makes that we as teachers feel frustrated because we cannot accomplish our goal in teaching in the languages field that is assuring students' communication in a foreign language, making sure they make a proper use of the language and that in their cognitive process we assure they acquired the input given.

The purpose of this study is to enhance oral communication and interaction as beneficial tools that can improve the foreign language learning process in the English classes of primary students of a private bilingual school in Bogota. To accomplish this goal we made use of some activities based on the Communicative Language Teaching Approach and into this language teaching approach some project-based activities (Project Based Learning approach (PBL)) that helped us to have students interacting and communicating in English, the results from these activities were taken from field notes that we used to identify the weak and strong aspects from each activity, including an interview in which we identified students' perceptions towards the activities that were carried out.

CHAPTER 1

1.1 STATEMENT OF THE PROBLEM

Language learning is a hard process for some people, especially if the learner does not count with enough opportunities to practice and use the language learned during the complete process of getting in contact with a foreign language such as English. Tsou (2005) mentions Swain's (1985) "output" hypothesis, which "suggest that learners need the opportunity for meaningful use of their linguistic resources" (p. 46). Much of the required opportunities for using the target language should be presented with the purpose of enhancing the learning process during the lesson, then for speaking, the use of the natural oral communication and interaction in class are two important and useful factors that at the end can influence the speaking performance, and in a higher level, the language learning process itself.

But having enough oral communication and interaction in the lesson and in the process of learning a language, such as English as a Foreign Language (EFL), is not understood as an opportunity for students and teachers to have a meaningful learning; it is pointed the importance of paying attention and being conscious about the oral communicative practices used in the English class in order to improve them to benefit the whole learning process of the language itself. To see how this aspect was accomplished in a group of primary students, some class observations were carried out at the bilingual school 'Colegio Luigi Pirandello' in Bogota.

The findings obtained from those observations showed different bases for our research. First, although different kind of activities were carried out, we noticed a certain lack in the levels of students' speaking production because of the absence of oral communication and interaction during the lessons. Unfortunately, even though different strategies were applied in order to create appealing lessons for the students, most of them do not communicate orally, and it established that the speaking skill of the language that is being learned cannot be developed properly.

Specially, the development of speaking and listening skills of the foreign language is affected because the deficiency in the communicative practices that should be focused on oral communication and interaction; it mainly happens because lessons are concentrated on reading and writing skills. During the observations and lessons we carried out during our teaching practicum in the school, we noticed how it is much more common to emphasize on reading and writing skills in the process of teaching-learning of a foreign language such as English; it tends to be forgotten the use of the language through activities in which oral communication and interaction might be included as valuable aspects to use in order to achieve the use of English language. The lack of these two aspects do not respond to the need of developing communicative and speaking skills in the EFL process of each student, and this finally influences the final mode of using the target language learned by them.

Furthermore, this lack in the practice of the speaking and listening skills during the lesson, finally influences the natural usage of the language; that happens because in the lessons the habit of excluding the natural process of learning a language from the interaction and communication in socializing with others was found, forgetting the idea

based on Halliday's theory (1979) of the language as a product and representation of society and social interaction.

Another finding, provided from the observations and experiences in the school, it was observed that when teaching any topic, a lot of Teacher Talking Time (TTT) was more frequent rather than Student Talking Time (STT) (Corwin, 2004); it finally will determine the quantity and quality of oral communication and interaction for learning purposes on what is said in the class; it is known that during the presentation stage of the lesson, and a bit in the guided practice stage, the amount of TTT is higher, because in these two stages is where the teacher speaks more than students, but during the communicative practice stage, students are supposed to communicate orally and interact more among them. Nevertheless, these activities can lead to some difficulties such as misbehavior problems among students; the disorganization of the classroom; students start to speak in their mother tongue; and finally, that was very relevant for us, they forget the target language and how to use it orally.

Also, having in mind the interaction between students, during our observations and lessons it was noticed that students tend to interact only in their mother tongue: Spanish; Students do not use the foreign language either in the English class and other content areas such as science and mathematics. What Lopez et al. (n.d) said about this is that without the practice of the language inside the class the development of the learning process and bilingualism is not possible; so, to strengthen the students' ability to practice the language through the communication and interaction will offer a better development in the acquisition and learning of the language itself; likewise, by the improvement of the

students' interaction and communication in English for more purposes than those of the lesson, will offer a natural use of the language.

Therefore, because of the different findings, the students' oral performance in the foreign language learning process has taken importance for us during our classes, observations, and experiences with primary students at the institution. Moreover, it has offered us a good point of interest because it is something that offers excellent opportunities for language learning and practices; but it also demands a careful attention in benefit of meaningful students' learning processes, being this something that every single EFL teacher should consider; with this in mind, enhancing oral communication and interaction through activities among the lessons, with the purpose of improving and encouraging the English language learning process has become our reason of study.

1.2 JUSTIFICATION

At the beginning of this research, it was found during some observations and classes, a lack in the levels of the speaking skills and in general, in the use of the foreign language that was being learned by a group of four-grade students at the private school Luigi Pirandello located in Bogota; Students tended to use their mother tongue during the sessions rather than the target language and their levels of participation, interaction and communication in the foreign language were too low and it influenced the final results in the English class; it was noticed the need of looking for the improvement of the foreign language learning during the class on these students by enhancing oral communication and interaction in the English Foreign Language (EFL) classroom as tools to be in contact with their reality with another language different from their mother tongue.

That is why the focus of the study is to enrich the students' language learning process through the development of their oral production using as base the process to communicate and interact orally with others. The use of those aspects in activities focused on the speaking performance, and based on a Communicative Language Teaching and a Project base Approach in pro of the foreign language learning is important in the English language teaching because, we found, these two factors are a key in order to enhance the students' language learning process in the foreign language current education.

As student-teachers, the way we accomplished this goal with the group of four grade students was by the implementation of an action research which look forward to enhance the language learning but also to improve our teaching practices when teaching a foreign language such as English. We identified the need of changing our teaching practices

inside the classroom and in our teaching practicum, so this research is not only based on the need of our students but also in our professional development as English teachers.

1.3 RESEARCH QUESTION

From analyzing the problems and facts presented before, the question that is used during this paper is:

- How to enhance the oral communication and interaction of a group of primary students by the implementation of the Communicative Language Teaching Approach in English classes at a private bilingual school in Bogota?

1.4 RESEARCH OBJECTIVE

After having in mind the general points we noticed, the main objective of the research is based on what we want to focus on, and it is:

- To enhance the oral communication and interaction of a group of primary students by the implementation of the Communicative Language Teaching Approach in the EFL class at a private bilingual school in Bogota.

CHAPTER 2

As it was mentioned above, the purpose of this research was to enhance the oral communication and interaction on the EFL class with a group of primary students at a private bilingual school in Bogota. To achieve this goal, it is necessary to explain in detail, which concepts and theories were fundamental for the study and those which we were centered on as well. These concepts and theories contributed to the research because they had allowed us to do a deep analysis over the areas of knowledge related to this work focus and also had given the bases for the activities needed for the proposal.

2.1 THEORETICAL FRAMEWORK

Communicative Language Teaching Approach

The Communicative Language Teaching or Communicative Approach, which for this research is used on the different activities carried out, taking into account students' needs and interests in favor of enhancing oral communication and interaction during the lessons to benefit the foreign language learning process. To go deeper on this approach we will show some perspectives of different authors about this topic.

Savignon (1991), says that Communicative Language Teaching (CLT, as it will be mentioned along this paper) has become a term for methods and curricula that embrace both the goals and the processes of classroom learning; achieving the objective of using the language for communication and learning, both at the same time, it offers the two opportunities in the learning process; this not only allows students to have the advantage of a language different from their mother tongue but also the chance to improve the

communicative performance and use of the same language learned. Besides, connected to this last relevant point, there is the development of the communicative competence, that in words of Savignon is “The central theoretical concept in communicative language teaching” (p. 1); this communicative competence in our observations was found as a lack in the students’ language learning process and language practice; the use of oral communication and interaction through CLT gave the improvement not only of the oral production of the group of students but also the language learning understood as a whole.

Berns (1990) mentions about CLT that "Communicative language teaching is based on a view of language as communication, that is, language is seen as a social tool which speakers use to make meaning” (p. 104). It is in this part where this research focuses on the natural characteristic of the oral communication and interaction as elemental parts of the normal process of socializing. The language is the medium used to communicate, interact and get in contact with the reality that is around us, and talking about the learning process in a foreign language such as English, it also refers to the way we practice a language for constructing meaning and ideas for sharing with other people; encouraging the use of this tool (the target language) for sharing and interacting orally in the classroom and lessons benefited the different competences that the School Luigi Pirandello wants to achieve through its educative model.

Besides, referring to this topic, we wanted to include Banciu & Jireghie’s (2012) cite about David Nunan's (1991) five features of Communicative Language Teaching:

1. CLT as an emphasis on learning to communicate through interaction in the target language,
2. CLT as the introduction of authentic texts into the learning situation,
3. CLT as the provision of opportunities for learners to focus, not only on language but also on the learning management process,
4. CLT as an enhancement of the learner's own personal experiences as important contributing elements to classroom learning
5. CLT as an attempt to link classroom language learning with language activities outside the classroom.

From these five principles by Nunan, on this research we wanted to go deeper into two (2) that have taken importance during this work; the first feature, *CLT as an emphasis on learning to communicate through interaction in the target language*, which clearly is linked to our main topics communication and interaction as tools for teaching and learning processes; it is through interaction and communication in the lessons that learning is something possible to achieve and develop but focusing on the target language, that is why CLT becomes our tool to succeed on this aim. And then, we also took Nunan's feature number three, *CLT as the provision of opportunities for learners to focus, not only on language but also on the learning management process*, to enrich our lessons and activities planned for the sessions that allowed us to enhance the language learning process by offering to students the chance to explore and develop their skills for interaction and communication in the EFL lessons.

Additionally, CLT is an approach in which activities have the role of spaces for giving opportunities for learning and communicating; so, as a goal of this research was to help the students during their language learning process, being this possible by the implementation of activities and tasks which benefit students in multiple ways; to achieve this, our lesson plans and the activities that compose them were related to the CLT approach; Canale and Swain (1980) say that by means of CLT activities, the "classroom activities reflect, in the most optimally direct manner, those communication activities that the learner is most likely to engage in" (p. 33) this means that the different activities for each lesson in this project have been thought to be appealing for students and to motivate them to participate, interact and communicate during the lessons; also, as activities should be as meaningful and useful for the teacher and students as possible, and should offer "genuine communication" (Swain, 1980, p.32) taking into consideration the aspects that activities in CLT must pay attention to such as the "social interaction, the relative creativity and unpredictability of utterances, its purposefulness and goal-orientation, and its authenticity"(p. 33).

Project-based learning from a CLT view

For this research, communicative activities were based on a project-based approach (PB) that departs from learning and teaching as a matter of more than transmitting and memorizing just words and structures in the lessons, but also as something that allows students to construct knowledge by doing activities and tasks of what they already understand following different stages and sequences of a project in order to make, do or achieve a final product (Biggs and Tang, 2007) From PB emerges the project-based

learning (PBL) that “is a comprehensive, deep learning approach to classroom teaching and learning that engages students in the investigation of authentic problems” (Blumenfeld et al. 1991, p. 369) and real situations of the lesson and the factual reality.

Adderley et al. (1975, p.1) as cited on Rossini and Sharon (2010) explain some of the implications of PBL:

1. It involves the solution of a problem, though not necessary set by the student himself/herself;
2. It involves initiative by the student or group of students, and needs a variety of educational activities;
3. It usually results in an end product (e.g., report, computer program, a model);
4. It often goes on for a considerable period of time;
5. Teaching staffs assume advisory roles instead of authoritarian.

Krajcik, Czerniak & Berger (1999) explain that PB approach guides students to explore and be immersed on important and meaningful activities and processes that are constructed by collaborative work. Students work together, collaborate with each other during the process and activities, communicate, interact, share ideas, negotiate and create final products (Blumenfeld et al. 1991). These activities and processes help students to learn and acquire new knowledge, and apply that information in making the final products or projects (Houghton Mifflin n.d.) which is essential for enriching and reinforcing the new knowledge.

Project-Based Learning (PBL) is a student-centered tool based on learners' learning activities where students are more "autonomous as they construct meaningful artefacts through their learning process" (Grant n.d.) this allows students to carry out a series of stages where they can create something that will be the not only the result of a topic but also the outcome of their learning process; also, they will develop their autonomy which helps to retain learners' interest on the process and mainly in the project, and to motivate them to be responsible for their own learning process and the activities they do during the lesson (Worthy 2000) and that is something that help us to do each activity of the lesson plans during the six sessions that are needed for enhancing the foreign language learning process of this group of students.

Communicative Language Teaching and project-based approach became the optimal medium for our research; the comprehension of its characteristics and features have allowed us to change the ways we use classroom activities but having in mind them as opportunities for helping students during their foreign language learning process.

Once we have explained what Communicative Language Teaching is for our research, the next part of this work is to continue with the second construct that was our focus to achieve the purpose of enhancing the oral communication and interaction in the group of students of Luigui Pirandello's School, so classroom interaction in this part will be explained.

Classroom Interaction

To accomplish this research, classroom interaction was taken as the one of the central ideas we want to focus on. In consideration, to show some of the different viewpoints regarding this topic, we want to start defining what the concept of *interaction* means for this study by citing Ellis (1991) (as cited on Graham, 2011) who says that interaction is "the social behavior that occurs when one person communicates with another. Interaction in this sense is interpersonal. It can occur face-to-face; in which case it usually takes place through the oral medium." (p. 20 – 38); a social behavior implies the contact with others in order to share knowledge, experiences, ideas, points of view, etc.; this process departs from the communication among people using different mediums, but in specific the oral one.

Since in our work we were looking forward to have students working among them and interacting in small groups, the idea was students to use English - the target language - so that they were able to succeed on the communication aspect parting from the point that they would be discussing, making decisions and sharing ideas in an oral way. Continuing with the previous idea of Ellis, interaction is interpersonal. "Interaction involves not just expression of one's own ideas but comprehension of those of others. One listens to others; one responds (directly or indirectly); other listen to respond" (Rivers, 1997, p. 4).

In this part the emphasis of the study was located: to put into practice that process of sharing through the oral medium but generating comprehension, response and communication of what was being said by the other and the context in which students were involved. All of this was with the purpose of enhancing the language learning and the language use too, parting from this point while students were presenting their ideas to all

their partners, the clue was to check students' comprehension from what their partners presented by making questions from the teacher; in addition the public (other students and teachers at the classroom) asked the presenters about their presentations.

Of the rendering of Moussa (2013) based on Long's (1983) Interaction Hypothesis theory, we could establish the importance of interaction for the group of students of this research, because through the interactional collaboration, a concept presented on the theory that fundamentals the interaction as a social behavior among the classroom, "learners are more likely to achieve better levels of comprehension of the new input in their effort to communicate through interaction (Ellis 1999; Ellis 1998; Ellis 1995; Long 2006; Ellis 1997)" (p. 1). By having in mind students' previous knowledge, it was easier for them to practice the language, because each person knew different expressions so they facilitated that input among themselves; they could practice with their classmates, and if a person did not know how to say something, his partner had helped him or her so that interaction process was shown but so did teamwork ability.

To explain the previous quote in Moussa's words, he says that: "the modified input created within interaction can be facilitating in explaining linguistic forms that learners found difficult to understand" (p.3). By modified input, we understood "the input that is created through interaction by the interlocutors, in order to facilitate their comprehension (Ellis 1999)" (Moussa. 2013, p.3). In other words, what is shown is that students could get the input easily if they work together; in this research, kids were selected as the population because the experiences we have had so far; kids love working with partners, especially if they work with people they know well because of the confidence.

To understand the different forms of interaction that were relevant for this study, some information about it will be presented on the following pages:

Forms of interaction

Having interactive and communicative activities in the lesson implies having in mind the forms of interaction manifested in the EFL classroom. In fact, Ellis (1994) proposes that a person can learn a foreign language using it through different interactions, according to that, a language can also be acquired by the learners through in-classroom interaction. For this research, in-classroom interactions contact among the students are usual but specific during the lesson's time; the idea with this work was that students could have resources such as teamwork, so they could get the input easier and they would enhance their collaborative skills among them during the in-classroom interaction and time; to understand the relevance of some of the kinds of interactions, we will mention Angelo (1993) who states that classroom interaction can be either between teacher-student or student-student, so in the following pages these forms of interaction are being explained.

Teacher - student interaction

Usually this form of interaction can be understood in the lesson which is teacher-centered, students assume a passive role in which they only listen, answer some questions made by the teacher, and take notes about his speech (Tuan & Nhu, 2010). Sometimes, it can be considered as typical or irrelevant in the classroom having in mind what was mentioned before, but actually, in a study done by Musumeci (cited by Trang, Thi & Nhu, 2010: 31) there was found that this form of interaction on the amount of Teacher Talking Time (TTT) is used around 66% or 72% during the lessons; So, it is something to pay

attention to. Since this project was not only to enhance and improve the students' language learning through interactive and communicative processes but also something meaningful for us as foreign language teachers, that is why it is important to specify some patterns that take place on this form of interaction:

Initiation-Response-Feedback (IRF)

Thornbury (1996:4) found that this typical interaction pattern in the teacher-dominated language classroom follows the Initiation - Response - Feedback (IRF) sequence. In this pattern of discussion and interaction between the teacher and students, the teacher opens and closes the exchange and the students' output is limited to a response during the second turn; the Teacher Talking Time (TTT) and Students Talking Time (STT) are unequal because the teacher controls the topic and general discourse by directing turn taking. Students do not count with an active role and just are asked to reply what the teacher says. This pattern took importance during this project because a grammar topic presentation was done along with the students but starting from the point observed during the classes and observations, students used to have a grammar topic explained in a very conservative way where the grammatical structures were only written on the board and then copied in students' notebooks; the idea was not to change their minds at once by using an implicit grammar explanation but step by step. So, this pattern was used just to make some concepts by checking questions and checking students understanding from the topic.

Trong, Thi and Nhu (2010: 31), mention an example of this form of interaction:

Teacher initiates the first turn

“I” – T: What do you do when you're under stress?

Student responds in the second turn

“R” – L: Go shopping

Teacher follows up at the third turn

“F” – T: Good

On this example it can be noticed that the teacher initiates the conversation with a question, then students answer it, and finally the teacher provides feedback based on students' response. As stated by Van Lier (1996) this model is the typical one during lessons and is characterized as a “closed, rather than an open, discuss format” (p.152) However, taking into account what was seen during the observations and lessons, and based on Hells (1993) it can be contrasted by saying that this feedback provided by the teacher can help students to have further interaction, and this form of interaction help students to extend their thinking, and to justify and clarify their ideas. Based on that example shown, topic presentation and explanation was taught following this form of interaction and teaching strategy.

Teacher questioning

In teacher – students' interaction, the main and most common tool used by the teacher is “*questioning*” and Corey (1940) (in Hargie, et al: 1981: 66) says that the teacher questioning is fundamental in terms of classroom interaction; this is also supported by Gall (1970) who says that questioning is “one of the basic ways by which the teacher stimulates students' thinking and learning” (p. 707). During the six sessions of implementation, students were not only asked to make a presentation, but to enhance their foreign language

learning processes through oral interaction and communication, and one of the most effective ways to make it is by questioning; the idea was that students did not only answer teachers' questions with a *yes* or a *no*, but they gave answers with supports for their ideas, feelings and thoughts. While developing the lessons we were brainstorming ideas about the project they were doing or even about the topic presentation, and students could give quick answers so they could enhance that communication in English that was one of the main issues seen and that took us to develop this project.

Tuan and Nhu, (2010) present Ur's view (2000: 229), by saying that "the teacher questioning serves purposes such as letting learners present their ideas, testing their understanding knowledge or skills, engaging them actively in participating in learning, stimulating their thinking and getting them to review and practice previously learnt materials" (p. 32.). As it was stated above that we made concept check questions about the matter of the lesson to assure students' understanding over the topic and not only that, but while presenting their projects, public had questions about their project and students could start developing the ability to give quick answers without feeling stressed or scared for what they were saying.

Types of questions

Long and Sato (1983, p.275) propose two questioning techniques: *display* and *referential questions*. Display questions are those ones in which the teacher knows the answer beforehand and students' display knowledge. These types of questions were used during the concept check comprehension part where we as teachers already know the answer from the topic but questions were made to assure students' understanding. On the

other hand, referential questions are the ones in which the answer is not known by anyone neither the teacher, which means students are supposed to generate social discourse; this technique is mainly used when teacher's aim is to develop students' speaking skills and expects to create a social-like atmosphere. With this type of question, students were expected to develop critical thinking in a more relaxed way; usually, they take too long for thinking of an answer, so one of the achievements with this questioning type is that students do not take long and they can give answers in a more relaxed way.

The second pattern of interaction that can be found in the EFL classroom is the interaction between students and other students. This pattern will be exposed in the next part of this document.

Student - Student interaction

The other face of the classroom's interaction is the student- student interaction. In this form of interaction; Tuan and Nhu (2010) mention that in this case "students are the main participants and the teacher plays a role of monitor or observer" (p.35). Usually it is a better option rather than teacher – students' interaction because it can conclude on collaborative practices that should facilitate language development. This normally occurs as learners share information with their peers and receive feedback. Tuan and Nhu (2010) classify the interaction patterns in learner-learner interaction and in pairs it is called peer interactions. Since this type of interaction is the most relevant, we will define the aspects which are the center of this project.

Pair-work and group-work

Harmer (1981, in Luu, 2010: 36) proposed that pair-work increases the amount of talking time in the interaction patterns. In fact, pair-work and group-work have the right to talk freely and the cooperation among students and classroom's environment is more relaxed and becomes a friendly place. Doughty and Pica (1986, in Luu, 2010: 36) say that "group-work is more likely to lead to negotiation of meaning than interaction with the teacher"; so, the idea is that the teacher can use group-work to maximize students' speaking ability and in this project, this type of interaction in groups is used constantly. So, in this proposal, students worked together on a presentation about an invention, starting from the point that students can put onto practice a grammar topic covered on the lessons by developing collaborative work in which they comprehended the input given by their teachers and partners' help.

Wegerif, Mercer and Dawes (1999) (in Luu, 2010: 36) state some conditions that are required for collaborative interaction, and we will explain them by showing an example of project-based stages like the one students followed in this research.

1. ***All information is shared:*** students in their groups showed the invention they created in a previous session individually, and then they shared it by telling their partners what it can do and how it works.
2. ***The group seeks to reach agreement:*** after the invention was shared, students selected one invention by using a decision-making technique and they worked based on it, they created a new invention.

3. ***Challenges are expected:*** Since students do not interact most of their time in English, so they were challenged on the lessons because they had the need of interacting in English without taking too much time for thinking how to express their ideas.
4. ***Alternatives' are discussed before a decision is made:*** Students decided what to put on their presentations, what to say, the order things had to be said and presented.
5. ***All in the group are encouraged to speak by other group members:*** Students were aware of being asked questions about their project and they were challenged by answering them without hesitations.

The understanding of the different patterns of interaction was essential for this research, for using oral communication and interaction with this group of primary students for enhancing their language learning process; we were looking for the different opportunities that we as teachers can provide in order to benefit our students, and the comprehension of these factors allowed us to think carefully in order to achieve this goal.

In the next part of this paper, there will be presented some researches that can contribute to our study by offering a viewpoint of the diverse studies in national and international contexts carried out about the different topics in researching when talking about the enhancement of language learning by using interaction and communication as tools in the classroom.

2.2 LITERATURE REVIEW

On this part of our work, it will be mentioned some studies that have been done lately in national and international contexts; these studies are related to this research that is about enhancing the oral communication and interaction in the foreign language learning process among students at the primary level in a bilingual school in Bogota.

One of these researches was carried out at Maria Auxiliadora School in Cordoba in 2007 with 6th grade students; Mendoza (2007) states that there are many factors that affect the foreign language learning process, in which anxiety and nervousness are included. To overcome this issue, some observations were applied giving positive results: the first one is that students find appealing the interaction teacher-student because in most of the activities flashcards were shown and drilling techniques were used; also, another finding from Mendoza was that she observed student-student pattern of interaction, and determined that pair-work is the most appropriate strategy to provoke oral interaction among students.

From the observations made and from the classes we have already had in our teaching practicum, it was seen that in fact the main factors why students do not interact nor communicate are anxiety and nervousness, and since these factors affect the foreign language learning process (Mendoza, 2007) we can take advantage of this study to see what kind of activities can help us to help the foreign language learning process by enhancing the students' oral and communication and interaction. Also, departing from the point that this study focuses on the student-student interaction pattern, which is part of the research focus, so we could compare the results obtained with the ones got from this study and see similarities and differences for giving further activities that help overcoming the issue of

enhancing oral communication and interaction by the Communicative Language Teaching Approach.

Another study is *the application of the communicative approach in second grade students' oral performance* that was carried out at a school in Bogota. What Baquero and Gamboa (2006), the researchers of this project, wanted to describe and analyze was the effect and implication of the Communicative Approach over oral performance on second-grade students. Moreover, what they wanted to prove was that the communicative approach is effective in the oral production as long as the teacher gives communicative situations where students are 'forced' to use oral skills so they can interact among them, expressing themselves naturally, without giving too much importance to the grammar rules but to the message's intention.

The difference of this study with ours is that we are looking for in our study is to enhance the oral communication and interaction as tools in the EFL class; Baquero and Gamboa's study contributes a base for our project referring to the activities that the researchers implemented upon that group of second graders. So from these activities, which are mainly focused on the topic *body parts* and students had to do oral presentations about this topic, to detail it a bit, students had to make the oral descriptions and read a text matching some pictures with the text; so, contrasting the activities and analyzing them for this project and have an idea of which ones are effective and easy to apply when teaching a foreign language such as English; particularly, those communicative activities that can use foster oral communication and interaction for evidencing if these kinds of CLT activities assure the improvement of the foreign language learning process, which is our research focus.

One international study that is important for our research is *Oral Interaction and its Implications in the Learning and Teaching Process in EFL* by Nóbrega (2008). This research has a viewpoint where interaction is understood as a completely normal part of English language teaching and learning; it is something that is considered as informal and fluent in the class and comes from both ways that means that teachers and students produce interaction for different purposes such as communication, negotiation, participation and language learning. (Hall, 2003; Consolo and Vani, 2006,).

One of the findings of the study was that teacher-student interaction is related to the students' interest in the subject and the topics that are being taught in each lesson and it finally influences the students' oral productions; in higher levels of the whole learning process.

Departing from all this brief explanation about this study made by Nóbrega, what we can take from it to our own study is that for enhancing the foreign language learning process in students, they are not the only actors on it, that in order to succeed on interaction patterns teachers have to play a little role on this process as well, which is setting a context so students can develop themselves with ease; although we are focused on student-student interactional pattern, is important the teacher sets a context for developing the activities because as we stated above not having a context may increase students' anxiety for communicating and interacting orally and foreign language learning process cannot be evidenced.

This study focus on the perspective of interaction on the EFL classroom from a socio-linguistics perspective, established by Vigotsky (1978) saying that in this perspective is

where language is a product of the process of socialization between people, so interaction is the medium and result of the same process; in a more specific way this way finally is a product that will reinforce the language learning process. Also, another relevant point in this research is that both teaching and learning are finally interactive processes, it means that they require of constant interaction between teacher and students, giving in this part an important role to the use of it as a possible requirement in teaching and learning a language such as English.

Bearing this statement in mind we can depart from pointing that interaction is not only through words but it refers to socialize with people as Vygotsky stated above, so as it has been exposed, with our project we want to use oral communication and interaction for enhancing the foreign language learning process and without socialization it is not possible to do interaction because these two concepts are hand to hand.

In the next chapter we will be defining what type of study we are carrying out also what instruments we will be using to explore the different ways used to promote oral communication and interaction in the EFL class and also in which research line our project will be centered on.

CHAPTER 3

RESEARCH DESIGN

RESEARCH PARADIGM

Qualitative research

Our work is located in qualitative research; it counts with two main characteristics that mainly belong to this kind of study: First, we based on Johnson's words the first characteristic (2004) who says that it should be a "research relying primarily on the collection of qualitative data" (p.359) On this research this qualitative data was collected by using some field notes and from observations of what happened in the classroom, then we used a semi-structural interview. In addition, we carried out some observations during the teaching practicum, the information obtained from them were the guide to understand the matter of using oral communication and interaction to enhance the foreign language learning process. Bearing in mind the Communicative Language Teaching (CLT) and the different characteristics of the interaction carried during English language classes; also, linked to qualitative data and its relevance for this research, the analysis of the facts obtained through the application of the different qualitative research instruments gave us the final findings and answers to our research question.

The second characteristic of qualitative research refers to the "study of the world as it naturally occurs" (Johnson. 2004 p.359) to solve an issue of our interest as the use of oral communication and interaction in the natural process of learning and using a language such as English; this research is focused on a phenomenon taken from a real context, during this

work, a series of lessons which emphasize on enhancing the language learning process was developed with a group of primary students by implementing the CLT approach of language teaching as the tool for achieving the necessary levels of communication and oral interaction in the speaking performance for a good language learning development.

RESEARCH APPROACH

Action research

Before saying why we decided to locate our research on the action research field, we will define what action research is. Bailey (in Farrel 2007:94) states that action research for language teachers is “an approach to collect and interpret data which involves a clear, repeated cycle of procedures”. Since this research is focused on enhancing oral communication and interaction of these students, it involved provoking their responses through some activities that were planned based on CLT and also project-based methodology and afterwards we interpreted such data to see the results that the activities showed about the whole process and propose the most effective for future appliance.

On the other hand, Stewart (in Farrel 2007:95) mentions one of the fundamentals that constructs our project by explaining that action research “forces teachers to think about what they are doing in the classroom” and it determines some of our actions in order to face a situation or problem that is part of our daily life as teachers inside our classes. In addition, he suggests the reasons and principles on action research for language teachers in the following way:

- It involves collecting information about classroom events, through observation or through collecting information in other ways, such as through interviews, questionnaires or recordings of lessons.
- The research involves some kind of follow-up action.
- This action involves some change in practice, and monitoring the effects of such change.
- To empower teachers by giving them the tools which they can use to further impact changes within the profession in which they work.

Parting from this statement, we make clear why our research is located on this field; as we mentioned above we applied some activities for the use of oral communication and interaction for enhancing foreign language learning processes, so this application involved a follow-up on these activities and we monitored them seeing the effects that these provoked on the students; besides the effects of the activities upon students, the use of questionnaires helped us to see how students felt with the activities applied and it gave us the opportunity to give a more detailed data analysis on our research.

SETTING

‘Colegio Luigi Pirandello’ (LPS) has as its mission to educate the future citizens of Bogota city and Colombia, not only bringing education in content areas for its students but also knowledge for their lives as members of a community. The idea of ‘Colegio Luigi Pirandello’ (LPS) according to its PEI – Proyecto Educativo Institucional – (PEI, p.12) is to bring useful tools to the students, such as the emphasis in English, to encourage students

to have a business perspective; some of the ways the school offers to achieve this are the English laboratories and vocational areas where students can improve their different skills and knowledge to be competitive and able to face a globalized world, these vocational areas that the school has are: health, graphic design & publicity, and international commerce; students explore each of those three areas from sixth to ninth grade, so they can go deep on the subject they would rather prefer in high school.

The school has some agreements with some universities, so students can have access to higher education and these are: Uniempresarial: 'Cámara de comercio University'; Politecnico Gran Colombiano: Students from tenth and eleventh grade while doing their studies at school they do technician programs with universities other institutions such as: Univeridad de la Sabana; EAN (Escuela de Administracion de Negocios) and UNICOC (Institucion Universitaria Colegios de Colombia).

The vision in 'Colegio Luigi Pirandello' (LPS) is to become a well-recognized institution that can bring an excellent educative service for all its community by 2015. Besides, LPS expects to be a school with the best for its students using a model of education for life where they will be educated to be an active part of the society, to achieve this aim the idea is to have the best team work of professionals in the school by improving the bilingual plan and the organization itself for playing an important role in the community and its general context (PEI, p.11).

Humanism is very important in Luigi Pirandello's school and its pedagogical model works with the principles and values for educating the future people of the society. "The humanism fundaments such as responsibility, tolerance, critical thinking, friendship and

discipline are essential in LPS. Each student is expected to develop those attitudes and skills and reflect them in their learning process and life". (PEI, p.18) Pedagogy is understood as a formative process in which all the agents (students, teachers, parents, etc.) are involved in the students' learning process. In LPS the method of teaching for generating students' comprehension is practiced, generally each class follows a process of involving students in the topic through their interests, then the topics' explanation and finally a stage of practicing.

This school particularly works with Pearson Publishing house and most of their books, workbooks and audio - visual materials are bought during the first days of the academic year in a whole pack. The workbook is based on grammar, reading, listening and writing skills, this material helps us in our project by setting a context because every unit of the workbook has a context and in some previous lessons done in our teaching practicum it was seen that students do not feel anxious while speaking if they have a context in which to develop. During our research, we will be using the content from the book to explore the topics and reinforce the foreign language learning process by the use of communicative activities.

In addition, the institution counts with video beams and computers in most of the classrooms and these are disposed to be used by teachers in each lesson. In addition, LPS has an annual reading plan in which students have to read four books in the English area throughout the academic year. Besides this plan, the students in every grade they have 11 hours of intensity for the English subject weekly.

The Bilingual School Luigi Pirandello is located in Engativa (*Carrera 113 No. 74B - 06, Engativa, Bogota, Colombia*), a ‘localidad’ in the south - west of Bogotá city. In general is a neighborhood with a three level in the socio-economic status, and the school is surrounded by family houses, parks and small local shops. Before becoming a school, the buildings were family houses that along the time were adapted to become an educational institution.

PARTICIPANTS

In general, this private school has around 1.000 students (women and men) and works with primary, secondary and high school levels of education; it also has teachers for the different subjects not as in other schools that one teacher has to teach many subjects by his or her own. Now, the participants of this research project are fourth graders (4A), there are 34 students in general divided into 11 girls and 23 boys; the average age on that grade is around 9 to 10 years old.

In addition, nearly all students from this grade were new in the school so that limited a bit the lessons because they were not at the same level of the former students; in order to overcome this issue, the school created a reinforcement program on Saturdays for those people to be at the same English level from the rest of the group. Regarding the development of the different skills, the grade 4A was good at writing, because the head teacher was very into the development of that skill since that was the order of the school so that they could acquire the different grammar structures by practicing in writings and then apply it in the speaking.

Another skill they had developed well was the reading, because that was one of the educational projects for the school to have a plan for the reading comprehension of English; it did not only help to enhance the reading comprehension but to enrich their vocabulary. Finally, students did not developed their listening skill because the school in some cases did not have the resources working well such as the video beam or the recorder, so they had to limit only to the teacher's voice and in the speaking skill it was not well developed because the teacher was focused mainly on writing and reading and since this was the main focus for our project, we developed activities in order to enhance this skill through the use of the oral communication and interaction among students from this grade.

DATA COLLECTION INSTRUMENTS

In this part of this paper, the different instrument used for collecting data during these six (6) sessions will be explained, there were used the following instruments:

Field notes:

Based on Schatzman & Strauss (1973: 105) field notes are some specific formats that contain written descriptions, statements, attempts and explanations of the different aspects that appeared during a specific situation or time. In this part, using field notes came from the viewpoint of field notes as the vehicle for ordered creativity that means, specific information wrote about the aspects of the lesson in order to go further in the process of analysis.

Chiseri-Strater and Sunstein (1997) have done some principles and aspects that should be included when using field notes; we have taken some of them for ours such as:

1. Date, time, and place of observation.
2. Specific facts, numbers, details of what happens at the site.
3. Personal responses to the fact of recording field notes.
4. Specific words, phrases, summaries of conversations, and insider language
5. Questions about people or behaviors at the site.

Besides, for using this instrument, we also need to understand what Schatzman and Strauss (1973) mention, those are the three different kinds of notes that usually are taken during a lesson plan or observation that should be included in a field-note format. During the observations, these types of notes were used because they provided a narrower description of the facts seen during the intervention, so it is necessary to explain them; the three types of notes are "Observational Notes, "Theoretical Notes" and "Methodological Notes"

- *Observational notes (ON)* refer to the "statements bearing upon events experienced principally through watching and listening. They contain as little interpretation as possible, and are as reliable as the observer can construct them." (p.100). The ONs during the field notes taken during the research followed this and method and provided detailed observations of the facts that were analyzed on the following chapters.

- *Theoretical notes (TN)* "represent self-conscious, controlled attempts to derive meaning from any one or several observation notes. The observer as recorder thinks about what he has experienced, and makes whatever private declaration of meaning he feels will bear conceptual fruit." (p.101). this type of notes was an instant post study of the observational notes that helped on the final conclusions needed for the data analysis.
- *Methodological notes (MN)* are linked to the "statement[s] that reflect an operational act completed or planned: an instruction to oneself, a reminder, a critique of one's own tactics. It notes timing, sequencing, stationing, stage setting, or maneuvering. Methodological notes might be thought as observational notes, on the researcher himself and upon the methodological process itself" (p.101). these notes provided detailed information while the sessions were carried out, so they were a self-assessment for the teachers based on the consciousness during the class time.

This instrument provided us an excellent way to collect and organize information of events that made part of our class by the different categories presented before; it was possible to have a method of chronicling the different research events obtained from the observations and lessons in class with the aim of thinking and reflecting about what happened for improving the lessons and achieve the objective of the research.

Interviews:

At first, “interviews are a series of questions and other prompts with the purpose of gathering information from respondents about a specific topic” (Penny Ur 1996:228, in Hockly, N. 2011:4), in our case we use interviews to know students’ opinions, perceptions and ideas about the activities that were done during the six (6) classes; interviews are a widely used tool to access to people’s experiences and their inner perceptions, attitudes, and feelings of reality.

In interviews, we can find different kinds of questions that could be asked to the respondents such as:

- **Open-ended questions:** (Penny Ur 1996:228, in Hockly, N. 2011:4) is said that “there are a number of possible ‘right’ answers, so that more students answer each” During the activities carried out the teachers made open questions to ask their opinions about some inventions showed to contextualize them and their opinion about the posters shown on the science fair.
- **Closed-ended questions:** (Penny Ur 1996:228, in Hockly, N. 2011:4) says that “Only one ‘right’ response gets approved. Sometimes cynically called the ‘*Guess what the teacher wants you to say*’ game”. In this case we used this type of questioning at the moment of checking answers from the book we worked on some lessons.

Based on the degree of structuring and the questions that might be used, interviews can be divided into three categories: structured interviews, semi-structured interviews, and unstructured interviews (Fontana & Frey, 2005). All of them with different characteristics,

but for this study we designed and used a semi-structured interview which is open, and it allow the process of constructing new ideas during the time of the interview by the possibility of discussing more about the result of what the interviewee says.

For this semi-structured interview (See annex 3) ten (10) questions were designed as a framework of themes to be explored. The use of this kind of structure allowed us to have access to the students' perceptions, in this case, this instrument was composed of a series of questions (10 open-ended questions) used to gather information of the students' ideas about the lessons, contents and topics; usually, open ended interview questions are used when the same questions are asked of all the interviewees. In this case each question was asked to three different students.

The perceptions we accessed to are required to identify some aspects we wanted to achieve on this project, such as the enhancement of the students' oral communication and interaction in the language learning process, since there is no too much advance on the use of the foreign language in the classroom, so after doing the interview students were expected to show the advances obtained from the activities, on the other hand it helped to identify the use of the lessons' activities carried out and their effectiveness so that at the end of this research the results we expected can be shown.

Therefore, students could give an answer to the specific questions they choose to respond. In- depth responses were possible because there was possible to make descriptions or explanations about the answer given; also, with the information that was obtained of that, we could do a qualitative analysis of the responses given for the last conclusions about the focus of this study. For this case, we did the interview in Spanish, and it was applied during

the last session (#6) with all the students; with this, the intention was to give students the opportunity to say and communicate all their ideas in the answers they gave by using their mother tongue; the interview was video-recorded to be transcribed for analysis.

CHAPTER 4

INSTRUCTIONAL DESIGN

Based on the Project Based Learning (PBL) defined as “a comprehensive, deep learning approach to classroom teaching and learning that engages students in the investigation of authentic problems” (Blumenfeld et al. 1991, p. 369) we designed a series of activities (See annex 1) which include the enhancement of oral communication and interaction to foster the foreign language learning process and in which students were the participants of a science fair and as (Blumenfeld et al. 1991) says “students work together, collaborate with each other during the process and activities, communicate, interact, share ideas, negotiate and create final products”. So all these steps were the ones that students from Luigi Pirandello’s school followed; they had to work on an invention of their own, they needed to follow a process during each stage, and they had to work in small groups (4 people each); the activities involved were decision making, listening to each other’s ideas, and looking for an agreement were necessary, being this part of communicative and interactive processes.

After students had done the activities they had to create a poster to show an invention and then set their stand for the science fair and give an explanation about the invention they had made; they had to tell about how the invention worked, what it looked like and what it was made of. In addition, they were asked to answer questions made from the other classmates and teachers; all these activities were made based on the principles about classroom interaction and to reach our main aim: the enhancement of the oral interaction and communication.

The pedagogical proposal was designed having in mind the PBL approach defined as “autonomous as they construct meaningful artefacts through their learning process” (Grant n.d.), so the order of it is composed by different stages mentioned above by Blumenfeld et al (1991). All these steps were done per lesson (See annex 2), and since the beginning to the last part of the project, students had to go through it, and at the end the product was the culmination of a procedure and the content that was taught. In the next part, we will show in detail the step by step of this whole planning:

ACTIVITIES AND TIME TABLE

Session and date	Objectives Learning objectives	Pedagogical activity/ies	Kind of data to be collected
<p><i>Session one - Selection of the Invention:</i> Date: September 22nd, 2014</p>	<p>Session Focus' objective: Students made group decisions upon an invention in order to start this process of project-based activities for the research project.</p> <p>Students selected the inventions having in mind the negotiation and discussion skills</p>	<p>Project base activity: First step. Selection of the Invention: During this stage students organized the groups for the project, and then discuss about the inventions they had. This activity was planned to give them the opportunity to expose their ideas, discuss about the inventions and make a final decision for the final project. All of this would show different patterns of interaction and communication.</p> <p>During the Communicative practice (selection of the invention) Teacher used the students' previous knowledge to start thinking about the invention would be worked during the week.</p> <p>So, at first students organized the groups (3-4 students per group) and they</p>	<p>This class might show different patterns of interaction and communication that could be recorded using field notes for its previous analysis, so we (teachers) monitored the patterns of interaction, which in this case would be focus on Ss-Ss pattern and how it took place when selecting the invention</p> <p>In a second change, the data collected came from the interaction among the groups of students; teachers monitored and took notes about the different forms of interaction that students would have done by interacting, discussing and negotiating about the different inventions in order to select one to work about during the duration of this research</p>

<p><i>Session 2 - Design of the Invention</i></p> <p>Date: September 23rd, 2014</p>	<p>Session Focus' objective: Students used group-work attitudes in order to have communication and interaction among the group.</p> <p>Students designed their invention thinking characteristics, descriptions and the usages of the invention having in mind all participants' opinions.</p>	<p>talked about the inventions they had created on a previous lesson and topic. Parting from that, they selected an idea (or a new one) which became the base for the invention. The idea of this activity was that students could start acquiring and applying those interaction techniques in the EFL classroom such as the use of negotiation and making decisions but using L2 language; since they were not used to do it, in order to assure this, teachers would be monitoring and encouraging them in the use of L2.</p> <p>Project based activity: Second step. In this part of the project, students had to draw their invention and design it having in mind the opinions of all the participants of the group; during this stage, they would negotiate about it.</p> <p>First, in the communicative practice (<i>design of the invention</i>) students were asked to get in the work-groups in order to create the design of the invention, which meant the characteristics, descriptions and the usages of the invention.</p> <p>With the initial design, they had to write some of the usages of the invention on a</p>	<p>Based on the project based, the data collected of these exercises were the notes based on the observation of different behaviors, happenings and strategies when interacting and communicating that students had when expressing their ideas and plans without forgetting the practice of the language.</p>
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<p><i>Session three - Invention's poster:</i></p> <p>Date: September 24th, 2014</p>	<p>Session Focus' objective: Students increased the language use among the groups when interacting and communicating normally.</p> <p>Students communicated orally in English and interacted during the whole lesson while the creation of the poster.</p> <p>Students made the poster of the invention following an active participation during</p>	<p>piece of paper, for this they had to include at least 5 usages using the grammatical structures learned previously.</p> <p>While they were working, not only they were asked to negotiate the designing of the invention together as a group, but also to keep communication in English language as much as possible.</p> <p>In the last part, students showed their final designs to the teacher, including the</p> <p>Project based activity: third step. During this activity student had to create the poster of their invention for the last presentation. So, during the Guided practice and Communicative practice of the class students had to work on the creation of it.</p> <p>Before that, one of the teachers did a poster in order to show students a way of creating it. He used the language students were asked to use, and was involved in the activity during the class.</p> <p>After the explanation was completed, for matters of space, students had to work</p>	<p>During this activity students had to create the poster of their invention for the last presentation. They brought different materials per groups with the purpose of making the best poster. On this activity, the data to be collected was based on facts such as students' own motivation to use the language, their personal wish to try to use the language while working. We wanted students to be on a normal situation where they could put in practice not only the structures and vocabulary learned during the previous lessons but also to be immerse on a communicative situation of the daily life. So, while</p>
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<p><i>Session four - Final version of the poster & pre-presentation</i></p> <p>Date: September 25th, 2014</p>	<p>group work.</p> <p>Session Focus' objective: Students enhanced their levels of interaction and communication while augmenting and exposing ideas.</p> <p>Students were able to expose their inventions to the teachers in a pre-presentation.</p>	<p>on the poster on the central square of the School. At the end of the class, students would show their advance on the poster.</p> <p>Project based activity: Fourth step. On this stage, students had to finish their posters of the inventions; they were expected to continue using L2 for communication and interaction like the previous lesson.</p> <p>At the end students had to respond to some questions while they were finishing their posters; teachers asked different question to them such as:</p> <p style="padding-left: 40px;"><i>And what does this part mean?</i> <i>What do you want to say in this part?</i> <i>What is this drawing about?</i></p> <p>So students could do a kind of pre-presentation of most of the ideas of each poster</p>	<p>working they were expected to use English for more purposes than a language focus, and be centered on language as something natural.</p> <p>As students had to carry out the whole process using the L2 either for communicating and interacting with the teachers but also with their classmates; some data from this lesson could offer important results in the analysis of interaction and oral communication, as well as the students' production of the poster.</p> <p>The data to be collected during this stage was the different notes taken about the preview of students' final exposition of their projects. As they were not told about this, it would provide an authentic and real interactive moment between teachers and students.</p> <p>Different facts about conversational skills were measured such as students' levels of comprehension, interaction, argumentation, negotiation, exposition, and communication; all of this data could be recorded on the field note format as observational notes to be analyzed previously.</p>
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<p><i>Session five - Final presentation of the invention</i></p> <p>Date: September 29th, 2014</p>	<p>Session Focus' objective: Students presented the final product obtained during the project-based sessions carried out during the last lessons.</p> <p>Students during the class, they communicated and interacted orally in English during the whole presentation session.</p> <p>Students evidenced good communicative practices during their speaking performance.</p>	<p>and invention, but without being evaluated; teachers provide feedback that could be useful for students to finish and prepare their project for the final science fair.</p> <p>Project based activity: Fifth step. Final presentation of the invention: This time students presented their posters about their invention as if they were in a science fair; they exposed it to the teachers and they had to answer the questions made by the teachers according to their posters and the idea was for them to answer using the structures covered in the classes (used to and used for; may and might)</p>	<p>The activity showed the final results of the language focus' objectives but the most important, it showed different improvements on the students' abilities for communicating and interacting whit a significant development of the L2 learning.</p> <p>Situations like these demonstrated that students could interact with teachers and other students for more purposes of the lesson than the language focus; the different moments of the session provided facts about the levels of language use, interaction, and communication, this data was recorded in the field notes for further analysis.</p>
<p><i>Session six- Interview</i></p> <p>Date:</p>	<p>Session Focus' objective: Students answered teachers' questions about the sessions, so they expressed and gave their</p>	<p>Activity: In this final session we applied a semi-structural interview (See annex 3) in which we identified the different perceptions students had from the</p>	<p>For this semi-structured interview (See annex 3) were designed ten (10) questions as a framework of themes to be explored; in this case the questions were made to three different</p>

<p>September 30th, 2014</p>	<p>opinions about the activities carried out in class.</p>	<p>activities, in addition we discovered how students felt on every session and the results were the ones we expected, we did not only want to enhance the foreign language learning process but the teamwork. From the interview some main points we got were that students could meet a bit in deep people who they did not have work with before or people who they do not interact too much with in the classroom, we found that if they happened to struggle at the moment of communicating either with their partners or their teachers so they helped among them to recall the correct expressions or recruit to the dictionary. All the findings we got from this interview will be explained in detail in chapter 5 from this research.</p>	<p>students each question. The perceptions we got access to were required to identify some aspects we wanted to achieve on this project; such as the enhancement of the students' language learning process since there is no too much advance on the use of the foreign language in the classroom, so after doing the interview students were expected to show the advances obtained from the activities, on the other hand it helped to identify the use of the lessons' activities carried out and their effectiveness so that at the end of this research the results we expected can be shown.</p>
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Based on the findings obtained from these six (6) sessions, during the following chapter we will analyze the data in order to show how enhancing oral communication and interaction in the classroom by CLT approach and PBL is possible in the English language class.

CHAPTER 5

DATA ANALYSIS

Once we have implemented the activities based on a communicative language teaching approach (CLT) and Project-based activities (PBL) we will show in this part the main answers and results obtained from the lessons taught and the post-study of it, in order to see the role and performance of CLT in interaction and communication's processes during the language learning of a foreign language in four-grade students at a private bilingual school in Bogota.

To do this work, we used some instruments such as field notes (See annex 5) which helped us to register relevant information and also to have a written report of each of the events during the lessons and its parts and activities; these field notes were written by one of the researchers in two different stages: first, while the lesson was taking place some notes were taken of the moment of the session; and second, after taking the different notes on the format and then into a digital format, each note was explained and developed deeply into the analysis of the research.

Another second instrument was an interview (See annex 2); the interview done was a semi-structural one in which students were asked ten (10) different open-ended questions; the responses helped us to identify and understand by a qualitative analysis how they felt while each session and how they felt doing the activities proposed.

Once we had implemented the activities and taken all the different notes about the events in the field notes' format, and after having applied the interview, we identified some

events and prompts that took place during the lessons that were usual in both of the instruments; then, of those annotations, we classified them into three (3) main categories that are the most common and take place in interactional and communicative processes and activities for learning English language. Those became a main focus for findings of our project with this population; the categories are divided into specific subcategories that helped us to achieve our objective and consequently give an answer to our research question:

- How to enhance the oral communication and interaction of a group of primary students by the implementation of the Communicative Language Teaching Approach in English classes at a private bilingual school in Bogota?

Now, we will present the data obtained and classified of both of our instruments, this creates categories and its sub-categories; the data was organized in the following way: Using teacher's practices, role and performance; involving students' practices and roles during the lesson; and, using activities that involve the practices of communication and interaction. Below the categorization for each of the categories is shown. (See table 1)

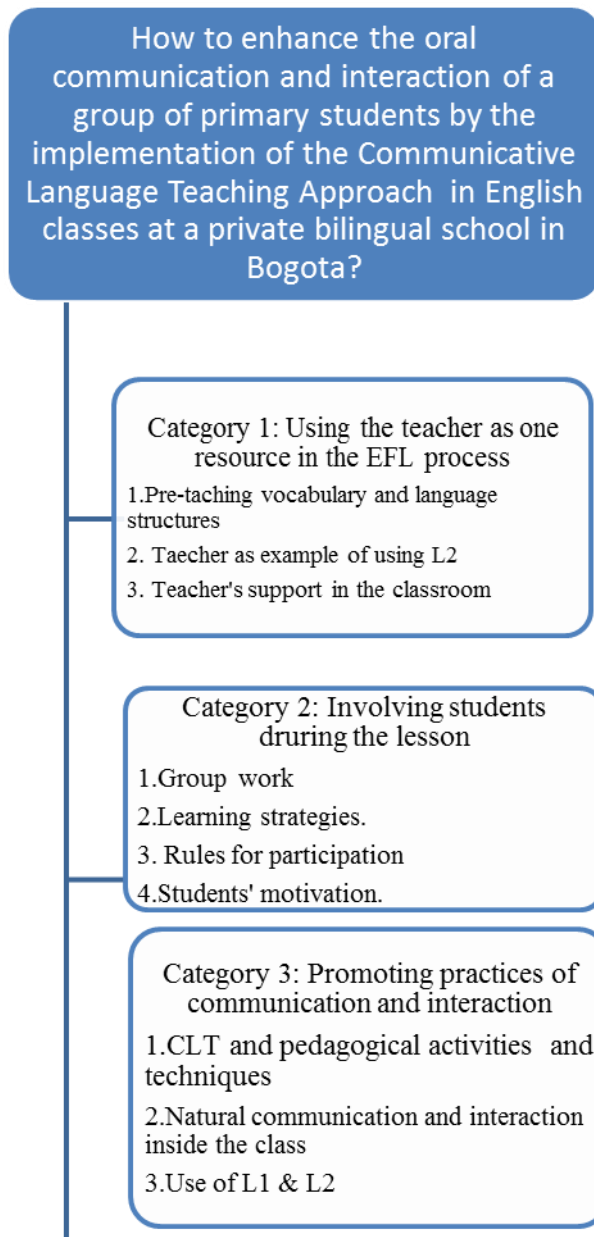


Table 1

USING THE TEACHER AS ONE RESOURCE IN THE EFL PROCESS

On this study, the first category involves the teacher as one completed resource to enhance the foreign language learning process of students; during each one of the lessons, it was found that using the teacher's practices, role and performance, which usually are integrated during every lesson, can have very important outcomes for teaching and learning processes such as an improvement on the input that students receive, as tools for a better development of the whole lesson, as an increment of the levels of understanding and comprehension and so on, that finally ends on a better learning process result of a good teaching.

Of this central idea, this category is composed by four subcategories that explains specific points when talking about the teacher's practices, role and performance as tools for enhancing the students' learning; these components of the teaching gave some principles that clarify how we as teachers, can use them to enrich our classes and the students' levels of learning.

1. Pre-teaching vocabulary and language structures.

This was essential during all the sessions, by teaching vocabulary and language structures before asking the students to do anything during the activities, students could communicate and interact better, this at the end demonstrated better results on the students' language use and learning.

On this subcategory, we do not want just to mention the teaching of vocabulary and

grammar as contents of the language that students were learning during the sessions, but also, and in specific, this process of sharing different linguistic components that allowed students to communicate and interact better.

“Different structures were given in order to offer more opportunities for practicing L2.”

(FieldNote#3, 9/24/2014)

Then, more opportunities to communicate, interact and socialize with other people (students and the teachers at the classroom) by trying to avoid the resource that represents their mother tongue (L1) for those occasions where is necessary to talk with others even using the topic that is being learned or not. It was seen that students did not use the L2 (English) because they do not have enough knowledge of vocabulary and expressions to communicate and interact with their classmates face to face (Graham, 2011); students did not know how to say those expressions and words that they usually use in their mother tongue in order to express themselves and not just the expression of their own ideas but comprehension of those that others had (Rivers, 1997) so, it was necessary to pre-teach not only the components of the contents seen and learned during the lesson, but also those extra ones that people frequently need to express any idea.

^{1 1} During this part and the following one, it will appear some *abbreviations* that made short some specific

words and meanings during the writing of the Field Notes; these are the ones mentioned: T (teacher) TS(teachers) S (student) Ss (Students) L1 (First language) L2 (Second language – Foreign Language)

“T taught some language for the activity. T wrote on the board the sentences and phrases and used drilling techniques for practicing it.

Ss can use phrases such as:

- *Can I borrow your (pencil, scissors, papers, etc.)?*
 - *May I help you in...?*
 - *Can I use your...?*
 - *Thank you!*
 - *Can you help me, teacher?*
 - *Please, can you give me the...?*
- [These phrases were written on the board]*

“T provided different vocabulary in order to use it during the whole lesson. It was useful for students that did not know exactly how to express themselves on the L2; (...) Ss interacted with different people to their group using some of the structures showed at the beginning of the lesson. This time Ss used more English.” (FieldNote#3, 9/24/2014)

Just by offering them, these usual phrases that people use during a normal interaction and communication as modified input (Ellis, 1999 in Moussa. 2013), they could have more opportunities to use English as the first medium to communicate with other classmates and teachers during the lessons; this showed an enhancement on the students’ knowledge of the language because although they could have practice the topic of the lesson, much of the communication needed for sharing with their classmates and teachers demands other kind of expressions or vocabulary that is more from the social contexts than the topic itself in this case.

During the lessons, something which demonstrates the importance of pre-teaching vocabulary and grammar structures of the topic, but also the extra one that students at this

level might need, was that students continued using the structures and expressions the next sessions previous to the one where they were taught;

“Ss continued using the structures given the last class for requesting, interacting, etc.”

(FieldNote#4, 9/25/2014)

They acquired, internalized and personalized the new language’s knowledge and put it into practice, also they kept it on their communication with other people, so maybe it will occur with other students and teachers at the school, improving their communicative competence in the foreign language. Also, another finding that supports this principle of our teaching was the increment of the students’ need for extra expressions and phrases to enrich their use of English:

“Ss asked the TS about some vocabulary or specific sentences they could use for enriching their presentations. TS helped Ss before presenting with vocabulary, pronunciation, etc.

As examples, some of the sentences were:

- ✓ *Thank you, for your attention.*
- ✓ *This was the poster of our invention.*
- ✓ *This was our invention, thank you.”* (FieldNote#5, 9/29/2014)

“Ss felt they needed more knowledge for their presentations; this showed an improvement in their needs for the L2 and their desire for learning and using it more.” (FieldNote#5, 9/25/2014)

On the post reflection about that note, of the session number five, it was revealed

this new necessity for using more the L2 even for having a better performance on the final presentation; the use of the language was aroused on this group of students, and it gave an answer and solution of one of the findings got during the observations, it encouraged us to carry on this research, where it was noticed that students of fourth grade on Luigi Pirandello's school did not have and feel this need and they preferred to use L1 more than acquiring and putting in practice new ways provided by the L2. But at the end of this intervention, something that was achieved was to rise this interest for learning more, going beyond that the limits of a topic.

2. Teacher as example of using L2.

English language teachers are capable users of the language inside the classroom, they become the most accessible resource for students, and on the teachers-participants' performance of this project, it was proved that the teacher himself can be the example for students of this kind of contexts need to enhance their language learning (contexts where the language is learn as a foreign language); the teacher must be the model of the use of the language at the classroom, and for us during this, also is the model to follow while doing the explanations, activities and tasks.

One of the ways students can get input in order to develop their language learning is by the teacher; and in this part, we want to make an emphasis on input goes beyond the explanations of a topic given by the teacher; everything of the teaching is useful for the learner, that is why the teacher became a model and example of the use of the language that is being learned; by the activities that the teacher does students can learn but also by the

way teacher uses the language, they can do it too; as an example of the first part mentioned, one of the techniques used during the topics' presentation of the sessions carried out, which is connected with this role of being a model and example of using English in the classroom, was choral drilling activities during the explanation of the topics:

“Choral Drilling Techniques: This activity or strategy was used to Ss being involved and engaged on the lesson. Ss were asked to repeat what the T said and it was an opportunity for starting using the L1 even as something imposed. This activity was very useful to have students practicing; T was an example of the use of the language. With the grammatical structure, everybody had to repeat it, so there was no chance to avoid practicing orally.”

(FieldNotes#1&2, 9/22-23/2014, 2014)

The activity gave to the students the opportunity to listen to the teacher as the user of the language, catch the different patterns of pronunciation, rhythm, intonation and put in practice the grammar structures and vocabulary that they were learning during the lesson for communicating and interacting later by their own; that demonstrates that a guided activity like this one, led by the teacher, could enrich the learning process but going further than the traditional education and understanding this kind of activities as a teaching support that provides excellent models for learning English.

With this series of activities, it was thought to use this model of being language's user examples with the purpose of offering to the students a better contact with the language by the input they can get by seeing and listening to the teacher; in this process, one of us assumed the role of the example not only of the language use but also of the doer of the activities proposed for the project based.

“T did a poster in order to show students a way of creating it. He used the language students were asked to use.” (...) “He was an example of the language use and the activity itself.” (FieldNote#3,9/24/2014)

“T finished his poster in order to show Ss how it looks like. Students commented about the T’s poster and how it was according to their viewpoint. (...)“(ON) Ss talked about their points of view about the T’s poster; this was a good activity to encourage students to use the L2.” (FieldNote#4, 9/25/2014)

When the teacher worked as a model of the activity, his performance during it offered a kind of input that students could use too during their learning of the language; teachers were using all the time the target language, so the role of working as examples of speakers and users was constantly part of the lessons; as someone with them is constantly using the expressions and vocabulary that occur during the normal communication and interaction, students were forced to use more the language not only with the teachers but also between them; besides, this allowed us to check the development of the lesson by being in a constant contact with the students by being immersed in the same activities and situations, so monitoring and feedback was provided more times than usual.

3. Teacher’s support in the classroom

To tell and guide students in what to do during the lesson is more than that, it goes beyond on this project; during the lessons all the instructions were given using L2, so it became another exposure to the language that is being learned and taught; students paid attention to what the teachers said during the instruction, they were again in contact with the language in order to do the activities proposed per lesson;

“The instructions for working on the design were given in L2. (...) The instructions of the activity were given on L2; Ss had to pay attention to the T in order to know what to do and what to talk or discuss about.” (FieldNote#2, 9/23/2014)

As an opportunity for students to continue practicing by listening to the teachers' speech, it is a process where teachers must be conscious of the way instruction giving is managed during the lesson; linked to the subcategory presented before, the time while the teacher is saying an instruction is part of the contact with the language too; it becomes input for the students too.

New practices occurred during this part of the teachers' talking time (TTT), opportunities for learning the language that happen even if students were not exactly on a topic's explanations part; on the next note will be presented one of the practices found at this research project:

“Instructions were given on L2 during the whole lesson; some Ss translated T's words to L1 or understood the instructions without translation. (...) the use of L2 for giving the instructions was another opportunity to ask Ss to listen to the T and then participate or follow instructions.” (FieldNote#1, 9/22/2014)

Students translated the teachers' instructions to their first language; this was a practice of much of the most useful skills that a learner can develop while learning a second or foreign language; as well as they were practicing their listening skills by paying attention to the teachers, the process of translating an instruction and producing it again in a different communicative code demonstrates abilities of code switching and translanguaging even their language learning background and age.

Also, while one instruction was given, different process of natural communication and interaction could occur inside the class that can enhance the language learning such as negotiation, comprehension checking, clarifications, procedural development, reasoning, memorizing and so on, therefore instruction giving showed a potential field to explore and exploit for future researching.

One extra field that was found during these sessions guide this research to think about the role of different teaching processes like monitoring, supporting and questioning, that can benefit the procedure of the lesson and therefore the students' language learning. Teacher's monitoring helped the students by giving them feedback of their learning of the topics, and also of what they would not know about their invention and posters, so the development of the activity was done in a better way and it contributed to have excellent results at the end; constant monitoring offers a whole view and understanding of each student's process, so the

"The monitoring of the activity and the language used during it was only in L2. T gave the instructions using the foreign language. (...) T monitored the lesson and give instructions, rules, recommendations, suggestion on L2. Ss listened to him and caught most of the information given in the T's speech." (FieldNote#4, 9/25/2014)

Furthermore, listening to the feedback gained of the monitoring of the teachers provides to the students opportunities to get in contact with the language again, they listened to the teachers in order to catch the information that they could take into account of their own process.

As teachers, we are in charge of the lesson and the language learning, the support to

the students process while learning English was something required to do constantly; in some occasions, students needed more than the feedback that teachers gave them; in this part, with populations like primary students (even older) the supporting of an adult while doing any activity becomes something relevant and vital for the learner; supporting the learning process of the students and helping them by giving advises, recommendations and suggestions, or by encouraging and congratulating them, it was shown that they got better results on their final presentations, and therefore their learning.

“TS monitored the presentations and used some questions about the inventions. (...) Ss while presenting their posters hesitated at first, so the head teacher gave them an opportunity to practice a bit what they were really going to say on their presentation and at the second time they improved their speeches, because they used L2 properly, nevertheless they had some grammar mistakes their communication was easy to understand.”
(FieldNote#5, 9/29/2014)

Questioning is important too, as was mentioned during the theoretical framework, it is the most frequent tool used by teachers in the classroom (Corey, 1940) during the lessons; it became a way to know about the students' inventions at first, and likewise, it gave chances for assessing and monitoring the work of the students while they were working on the project.

“While Ss were finishing their posters TS asked different question to them:

And what does this part mean?

What do you want to say in this part?

What is this drawing about?

TS did some questions to the Ss about the posters. (Process questions, Open questions (...)

the last questions for specific information were very useful for guiding students to interact and give information about their projects. They were asked to use the language for communication between the group and the students.” (FieldNote#4, 9/24/2014)

Questions fostered students to interact with the teachers in order to communicate and show their ideas about what they were doing; and answer can offer to the teacher the opportunity to listen to the students and measure their language use, evaluate their process, and correct mistakes and errors that commonly happen while students are learning (Tuan and Nhu, 2010); on this project, questioning helped us to enhance oral communication and interaction processes by the CLT that departs from the questions made based in a the Initiation - Response - Feedback (IRF) sequence (Thornbury, 1996) where students’ respond to the information used by the teacher through a question.

INVOLVING STUDENTS’ PRACTICES AND ROLES DURING THE LESSON

At this part of the work, the different results presented a second category regarding students’ role during the different lessons that were carried out into the pedagogical activities applied. In addition, it will be shown students’ engagement and commitment during the sessions, having these students’ practices that were present on the development of the project helped us to identify the advantages of using CLT in oral interaction and communication for a better learning process of a foreign language, which is the focus of this research.

As in the previous category of findings, some subcategories were found that accomplish this main category, those will be presented during the next part of this paper.

Group work

One aspect for finding students engagement on the lessons was their ability to work in groups, this aspect is essential in the Communicate Language Teaching (CLT) (Berns, 1990) approach and the Project Based Learning (PBL) (Biggs and Tang 2007) focus used on this project; since one of the main characteristics of having a proper communication during the lesson and its process with the proper interaction which is essential for it, to make it possible, it is necessary to interact with other people, and group work is the best resource we had found to achieve this goal.

But to carry out group work, it was thought that to give students the chance to make groups, by their own desire, would offer better opportunities by they selecting the people they wanted to work with:

“Ss organize groups for working according to their own desire. TS did not organize the groups because it was thought that the free election of the people to work with would show better patterns of interaction” (Field note #1, 9/22/2014)

It was important students could make the decision of who they wanted to work with, because it showed the effectiveness and capabilities of the students working in groups and their development of patterns of interaction in the L1 and L2; although some of them did not know who to work with, or why they decided to work with that person, they did a good job working in their groups made by their willingness; as example, they helped each other in anything they needed, especially in terms of communicating with teachers, if any student

happened not to remember a word, their partners supported him or her in their group to say the correct word or expression, this demonstrated the interactional collaboration (Long, 1983) included in the classroom interaction of a EFL class.

Furthermore, grouping became an opportunity to work in order to accomplish the communication and interaction needed to enhance the language learning, because different parts of the lesson and the group work was used to initiate patterns of negotiation, meaning construction, decision making, organization, and others that usually come from the interaction with other people.

“Ss were asked to get in the work-groups in order to create the design of the invention”(...)
“Ss got in groups and they used some time to organize the way each participant would participate and talk about the poster” (Field note #2, 9/23/2014)

Since the development of the activities were done to achieve the culmination of a project, we worked under PBL approach, so the group work helped students to make a decision sharing ideas of some inventions they had done in previous sessions, in this part students could put into practice all language they learned at school; in addition, not only the language but a socio-affective skill is put into practice since it is key for having a proper interactional process; it was found that students interacting in this way are more confident for developing a project, since they could work with the people they feel more comfortable to work with so they could give birth to different inventions.

But during group work, with this kind of groups, it is necessary to monitor constantly the development of activities, but more than that, it is necessary to check some conditions for

group work (Wegerif, Mercer and Dawes, 1999) like if every participant in the group is participating, interacting and learning. Also, a finding obtained from this observation is that students usually have the same end, which in this case was a grade during the term, since they had this goal so they started to work altogether on the project and prepare their speech for the final presentation at the science fair. Every person in the group started to collaborate as on the decoration as with what they were going to say in order to present their project, this finding was obtained from most of the field notes:

“Each participant of the group would participate” (Field note #4, 9/24/2014)

As the main project was based on group work, it is very important that every person from the group gives a part of his or her abilities so that the final product can be a success and students can get their real end accomplished; it was essential for each group the support and monitoring of the teacher, who was the person in charge of observing if everyone took part of the work done.

Since the main goal was not only the ability to work as a team but to develop a communication and interaction to enhance the foreign language learning process but to help each other in order to obtain a goal students not only showed their mastery on the English language but each assigned a role on their presentations, each one gave their opinion on how to develop the invention.

From the *interview*, through some of the questions made (See annex 2) it was found that students learnt how to make a proper teamwork by listening to their partners' ideas and sharing ideas among them. During the next part it will be presented some of the examples that support this idea, but as it was done in Spanish (first language in Colombia) the questions and students' answers have been translated to English.

“Question 1. How did you feel on each session? What do you think of them?”

Student 2: I felt good because I could share with my classmates and it was something interesting too.”

“Question 3. What did you learn on these sessions?”

Student 1: I learnt about teamwork.

Student 2: I learnt to listen to my partners’ opinions and to respect their decisions.”

“Question 6. How did you feel on the science fair?”

Student 2: I felt good because I could work with my classmates and put into practice my English talking about an invention of mine using all the grammar topic we saw.”

(Interview, 9/30/2014) (See annex 3&4),

In addition, they learnt how to describe an invention and tell the usages of it and if they did not know how to say a word while presenting their posters to the public, so they helped each other by telling each other the correct word, or asking the teachers about it rather than speaking or using L1.

“Question 9. Did you speak and communicate in English with your classmates while developing the activities?”

Student 1: Yes, although it was hard, when we couldn't say something so we helped each other reminding the words.

Student 2: Yes, because in our group when we didn't remember about the words we recruited to the dictionary and found the Word to say in the correct way or we asked the teachers.” (Interview, 9/30/2014) (See annex 3&4)

2. Learning strategies

Learning strategies were the tactics used by students on this group in order to succeed on the learning process of English as a foreign language; at first, visual, listening and kinesthetic students develop their own learning strategy according to their specific learning profile; this time while developing the sessions it was found that students were more visual learners since they observed how to do the poster and got the main idea on their minds of the whole process and the explanation done during the presentation of the language focus, then they showed what was seen by putting it into practice; furthermore, they saw the grammar structures they had to use, so in this case they were more listening learners since they were only listening to the teacher on how he pronounced the grammatical patterns.

An important aspect which was obtained, as from the interview and as from the field notes, will be an example to explain the usage of the mentioned strategies used by learners while they learned during this sessions: they used their dictionaries in order to express a word, since one item for students in order to interact with the teacher was to speak using English

all time, they had to look up the proper word to express what they wanted to say. In fact, students made use of this tool for interacting among them:

“Ss used the dictionary for finding the translation to English of some of the objects’ names. This was a difference compared to the first session when Ss just asked the TS for any meaning of a word. Using the dictionary was a learning strategy that Ss do not usually use. If Ss did not remember a word or did not know what word to use, they recruit to the use of dictionaries for looking up to it. They used this tool especially for interacting among themselves.” (Field note #2, 9/23/2014)

But during the development of the foreign language learning by the use of communication and interaction, it was discovered that like in this example, learning strategies were improved to; students stopped asking the teacher every single meaning and started to look at the dictionary and exploit the benefits that a simple tool like this can offer; so, by the raise of the amount of opportunities for sharing with others, and the increment of times that teachers were interacting and talking to the students, the major exposure to the language required of this evolution of the learning strategy in order to accomplish the goals of the lessons.

3 Rules for participation

Participation is important in an interaction process in the EFL classroom because is a key in the Teacher-Students pattern of interaction since this pattern took place inside the classroom while most of the activities and steps of the lessons happen, such as the explanation of the grammar topics and the way they had to develop their poster. Moreover, participation is not possible if there are troubles with discipline or no rules assigned for it;

although students wanted to participate at the same time, it is not possible to have neither appropriate interaction nor communication processes with no a sense of order and control that could enrich the whole lesson's development; for it, the teacher set some rules for controlling the participation during all the sessions, so interaction and participation could take place without affecting the language learning and might offer chances for using the L2; so far, the rule was that students had to raise their hand to participate and they could make it only during three to five times, so that everyone could take place on the participation process; that was included as a RAC's of participation:

“T put the rules for class order, participation and interaction (RAC #)

Using rules for participation: Ss can participate in order, raising their hand and just during 5 times. Each time they participated, they are giving extra points that will be taken at the end of the lesson (Symbolic prize).” (Field notes 1-5, 9/22-30/2014)

To assure students were following the rule set, the teacher wrote on the board a RAC that is a behavior code of the school that can be used to follow how kids behave on the lesson; since students were aware about this code they started to behave better during the time for participation, so it was able to afford good patterns of interaction and oral communication that usually cannot take place because problems of misbehavior and disorder; some students forgot about the rule and they were written the behavioral code on their agendas; Thus, from this observations we got that students in order to have a good behavioral code written they followed rules and it was an effective way to have students interacting at least with the teacher using the foreign language, which is a reason that if

they are aware they will get a good reward if they use English language so a good response can be expected.

4. Students' motivation

If students do not feel motivated on the lesson it turns monotone, which is why the teacher should be the source and creator of that motivation to students; during this research, a positive discipline's technique was used during most of the lessons: using symbolic rewards; if teachers include on their lessons different strategies to motivate students, they can have students using the language in the same way they are expected to do; in this way, if students were given extra points (symbolic prize) for participating, their level of motivation increased; since the teacher only allowed students to use L1 at the first participation, then they had to use L2 only for having their answer validated and because of the extra points students felt motivated and then participated using L2 although they struggled while using it.

“This was very motivating for most of the students (The symbolic reward), they wanted to obtain the extra points and try to participate during the lesson; at first, they participated on L1 and the first round was possible to do it, however after it, TS only accepted turns of participation on L2.

Ss started giving answers on L1 and T asked them to do it on L2 if they want the extra point. After the first time on L1, they started to try to translate their ideas; TS helped Ss that could not give their opinion easily on L2 by explaining or giving some basic concepts or ideas on L2. TS encourage Ss that participated on L2”. (Field note #1, 9/22/2014)

Furthermore, of this note of September 22nd, the teachers' encouragement became something relevant during the next lessons, a new resource to use in the teaching practices; it could benefit students that did not use to speak and participate on English, they avoided the use of the language and the nature of communicating and interacting on this new code; by congratulating and giving the symbolic reward to the students that participated on the target language, other students were influenced and they aroused their interest on the L2.

“TS encourage Ss that participated on L2. It influenced other Ss to use the L2 even if they do not have the custom to do it.

During this stage (the communicative practice) Ss used most of the time L1 during the interaction and communication between them. They were asked to use L2 while TS were talking to them. This showed an improvement in the levels of use of the L2; the last lesson Ss used more L1 even with the TS.

The idea is to motivate Ss to interact between them using the L2 too. To become it something natural, that Ss can use for communicating and interacting.” (Field note #2, 9/23/2014)

Also, at the moment of interacting among them, students used L1, they only used L2 when the teacher was observing them, since speaking must be a natural process of the communicative skill but students felt obligated by the teacher to do so.

“When Ss used L2, it was used because the TS obligated them to do it”

(Field note #1, 9/22/2014 & Field note #2, 9/23/2014)

Of this, for getting that motivation from students, it is necessary they can have some time to practice the language and have a proper communication as among them as with the teacher.

If they have time, students would feel more confident with themselves at the moment of speaking and it can be a natural process not only of the language usage and use but also of the learning processes; after having applied the aspect mentioned above during the final session students started to use more L2 rather than L1 not only among them but with the teachers. In order to achieve a natural use of a foreign language for communicating and interacting and then to have a better learning of the target language, it is necessary to give time to students to practice the language and motivate them to use L2 while talking about something of the lesson.

From the interview made, it was found that students felt more motivated doing activities outside the classroom rather than inside, that is because being there students feel caged and the lesson turns boring for them, while being outside the classroom they felt more motivated to think about their project to have fresh ideas in a more relaxed place; in addition students could interact with people they do not tend to talk with in the classroom and they liked it because they could work with them, share ideas with them and know their different viewpoints.

PROMOTING PRACTICES OF COMMUNICATION AND INTERACTION

In this category, we will show some of the different results of carrying out pedagogical activities which the principle of practicing communication and interaction was involved, and were guided and focused on the role of Communicative Language Teaching CLT approach; through the use of CLT activities based on a PBL view, it will be shown how this

approach provides a good resource when looking forward oral communication and interaction; also, the role of natural oral communication and interaction inside the class; and the use of L1 and L2 during the lessons that could enrich the learning of English and therefore the foreign language learning process.

During the research, different activities, guided to improve the practices and opportunities to enhance the oral communication and interaction in the English class, showed different result in the students' speaking, communicative and interactional performance during the development of the intervention. Students tended to participate and interact more in the target language, their interest on expanding their knowledge about the language was better, and the classroom itself was immerse on an ambient of interaction and communication most of the times. So, starting from these general results based on the field notes and experiences in the moment, during the next parts we will explain how the activities based on CLT and PBL promoted the oral communication and interaction m not only in benefit of the students' learning process but also in our teaching philosophy.

As it was stated on previous pages, each category has subcategories; in this case, this one has three subcategories that are presented after this part.

1. CLT and pedagogical activities and techniques.

Activities are a good place where students can communicate and interact for the purpose to put in practice their language; they can talk to others while the lesson is being carried out, but is during the time for practicing where we can obtain a fruitful improvement of the language learning, that is the reason why during these six (6) sessions,

activities and tasks were taught to the students in order to create this interaction and communication that was thought they would need.

Even though students have an emphasis on the foreign language, in this case English, they did not use it all time for developing and carrying out the class, especially if they have to use it for interacting or communicating orally with the rest of the people. Parting from the point that students lack the use of the language, it was necessary to identify what teaching approach could stop this aspect inside the classroom, and Communicate Language Teaching (CLT) was the one used during this research, because there could be offered an evolution by applying the CLT approach onto the activities students did for enhancing their foreign language learning process.

With language no as the main goal of the lesson, but then the real and normal development that might occur during the processes of teaching and learning of it (Savignon, 1991), the sessions were done in order to offer opportunities to the students to enhance three main aspects such as communication, participation and interaction among the lessons; it was changed the traditional teaching of the school by encouraging the practices of these aspects during the different stages of the planning, those like explanations, practices, tasks and activities that usually took place during this research's lesson plans.

Then, some of the teaching practices and techniques were guided to accomplish the main goals of CLT; for the explanatory part, activities like brainstorming and asking for specific information activities, that are resources while teaching, were used having in mind this central idea; these two techniques were a way of input for the students, that is why during this part it will be explained the role and the way we used them during the lessons.

Brainstorming technique was a very useful activity during some of the lessons because it gave students the chance to expose their ideas by a narrow question or concept about the topic, with the next example of one of the sessions, the use of brainstorming techniques during this research will be explained:

“Brainstorming:

This activity was planned to see the Ss’ ability to communicate their possible ideas about the topic; this offered the possibility to guide students for an activity were they were free to think about the topic and to participate.

During this first stage of presentation, T used the brainstorming technique as a way for encouraging Ss to communicate; students gave their ideas based on these main questions: What inventions have been created lately?” (FieldNote#1, 9/22/2014)

However, one finding of using brainstorming technique was that during the first time it caused some troubles because students started giving concepts using their L1 as they used to do; they accomplished the communicative activity by giving an answer but avoided the use of the target language and they needed for the last parts of the project based activity; so, we had to monitor the development of this kind of activities in order to continue learning the L2; this was possible by stablishing rules for participation and encouraging and awarding students who participate in English, so, motivation and positive discipline was used while lessons took place. Moreover, during the implementation of another brainstorming activity, some improvements were shown in the use of the L2 by what was done during the first time of the explanation, so it demonstrates that the teaching technique was very useful by establishing a better practice based on the monitoring we did

and the implication of CLT approach:

“This activity was planned to see the Ss’ ability to communicate their ideas about what a poster is; they were able to participate according to their previous knowledge of the object they were asked to give ideas about. We wanted to check their ability to communicate their ideas but in L2, showing their use of the language for participating and interacting on English. Most of the Ss participated on L2; they gave most of their ideas by using English; it showed an improvement of the use of the language if we compared the first two sessions. Something important was that Ss only responded to the TS by giving answers on L2, even when they communicate with others Ss on L1 about the possible answers, they used L2 with the TS.” (FieldNote#3, 9/24/2014)

Another teaching technique and activity done during this project was to ask students for specific information about a topic or anything that was done during the lesson; this was based on an Initiation – Response – Feedback (IRF) interaction that as was explained during the theoretical framework, it is a form of interaction that usually happens inside the classroom.

“Asking for specific information:

This activity was used to guide Ss to communicate on L2 about detailed information about different topics such as the use of infinitives (to) gerunds (ing) on the English grammar, the functions of some inventions, etc. When Ss had to be specific about any specific information, they would focus just on the information and use L2 for talking about it.

During this stage T used some Initiation – Response – Feedback (IRF) interaction for engaging Ss on the lesson. This pattern of interaction is common during every lesson.”

(FieldNote#2, 9/23/2014)

Furthermore, there visual aids such were used as flashcards that made easier the explanation and introduction of vocabulary during the lesson; as a way of input for the student, the use of flashcards gave a better change to communicate and interact in English by the questioning of what the objects on the paper were according to the topic:

“During this new stage, we could notice that students used more L2 for talking about the images than the previous lesson where they used more L1 and then a mixture between both languages.” (FieldNote#2, 9/23/2014)

Students’ response to the visual aids made easier the language learning, they interacted and communicated better when watching to the images presented during some of the lessons rather than when writing specific concepts or grammatical structures on the board, so it created more opportunities to express their ideas and thoughts by using the L2 language in pro of the principle of CLT, the natural communication and use of the language for it.

Finally, one of the findings that could be shared of this research is the use of the mother tongue (L1) to benefit the learning of a foreign language (L2); during the explanation of the language focus and the general development of some activities, there were some moments in the lesson where teachers used L1 to enrich the learning of the lexical and grammatical content:

“Grammar translation L1 –L 2 / L2 – L1

This technique was used during the lesson for reinforcing the learning of L2.

The Use of L1 by the T was for Ss could get a better idea of the topic Used to – Used for.

Also, the L1 is a common code between TS and Ss that was used for communicating and interacting.” (FieldNote#1, 9/22/2014)

So, as a technique, the use of L1 showed that the knowledge of the mother tongue during the English classes may be something possible to be used; traditionally, we tend to omit and avoid the first language during the lesson, but the findings and experiences during the research project get us closer to the usage of the common code between students and us like it is Spanish language, and also the phenomenon of *translanguaging* and *code-switching* that usually occur in bilingual classes like this one; the L1 does not necessary have to be negative to the L2 learning, in the other hand, using it properly can benefit some moments of the lesson; it is necessary to think in advance in order to obtain the best of the L1 language, include it when is required and essential during the development of the lesson itself.

2. Natural communication and interaction

On a second subcategory of this third finding, it was discovered that speaking ability should take place as a natural process without having the person struggling for expressing their ideas; during the lessons this natural development of communication and interaction used to happen only on L1; however, during this part, it will be discussed the enhancement of the foreign language learning process of this group of 4th graders, by the increment of patterns of this natural in-classroom interaction (Ellis,1994) but by the use of L2. To start,

the circumstances that refer to this section of this paper will be the ones where the main aim is not the language focus (any language topic that was taught) but the events where students and teachers interacted by talking about any other aspect.

One of them, was that during the development of the lesson number 1, where students started to approach to the use of L2 in the classroom by making some jokes using the words “*caja fuerte*” as “*an strong box*” (Field note #1, 9/22/2014) in a literal Spanish to English translation to talk about a strongbox or a safe; some way it was a good approach to the language, although it was not the correct expression or way of making meaning, students could start playing with the language and get that natural communication be born and inherited as a natural process.

For inheriting this natural process, students used to ask for some objects too, but by using L1 even to the teacher, but then they saw themselves in the need of using L2 for this purpose because the teacher asked them to do it only on L2; then, by the teacher’s guide, students started using expressions such as “*Can I borrow your...?*” “*How do you say...?*” inclusively after for doing comments on a poster made by the teacher which provoked the natural interaction between teachers and students, some expressions were “*It is nice*”, “*beautiful*”, “*it’s amazing*” “*My poster is good too*” “*My poster will be more beautiful*” (See Field note #4, 9/24/2014, and Field note #5, 9/29/2014), so these interaction patterns showed that this kind of activities helps students in their learning process because they can feel that confidence at the moment of using the language that although they make mistakes they can improve it by having fun and communicating with the rest of the people.

Another aspect is worth mentioning in this category is questioning, students usually responded to some procedural questions given by the teacher in order to check the

understanding of the instructions and the whole process of the class about the topic of the day; however, during the lessons, some question about other circumstances were made on English as patterns of social interaction and students continued giving answers and interacting whit others.

“This stage (the presentation stage) was used to get Ss in groups and asked them about the activity of the day. Ss answered that the activity was the presentation of the inventions.

Situations like these demonstrated that Ss could interact with TS for more purposes of the lesson than the language focus”. (Field note #5, 9/29/2014)

These situation showed that students were able to talk about other topics like showing interest on the process of the project, general stuff about the school or other subjects, the activities of the day or maybe about their own lives rather than talking about the language focus, which traditionally is something we used to focus on; as an example, students wanted to develop the task assigned properly (the final presentation) so they had an appropriate interaction process not only among them but with the teacher as well:

At the end, Ss learnt how to make a proper teamwork by listening to their partners' ideas and sharing ideas with other. In addition, they learnt how to describe an invention and tell the usages of it and if they did not know how to say a word while presenting their posters to the public, so they helped each other by telling him or her the correct word. It showed an accurate interaction process because they could communicate with their partners, discuss, give a hand to their partners in their groups so that they could reach the same end which not only was a grade but to use a foreign language in common daily situations that in this case was decision making (*see anex 2: Interview, 9/30/2014*).

3. Use of First Language (L1) and Foreign Language (L2)

Although there are different strategies to give an input to students accurately, in this case students recruit to translate the grammar structure so that they could have a better understanding; during the first lessons we worked on the use of the structure ‘*Used to*’ and ‘*Used for*’ to tell the usages of the different objects; since students were expected to use this structure for describing their invention it was worth they work on different exercises using their workbook, which contained many grammar exercises for this structure. For some students working on the exercises was enough, but using L1 in the lesson helped the rest to reinforce their use, since they are kids they do not know the slight difference between using L1 and L2 in different situations and it provoked that they used L1 in the lessons even with the teacher, it was a misfortune that in most of the cases they saw themselves using L2 as an obligation to communicate with their teacher.

“During this stage Ss used most of the time L1 during the interaction and communication between them. They were asked to use L2 while TS were talking to them.

This showed an improvement in the levels of use of the L2; the last lesson Ss used more L1 even with the TS. The idea is to motivate Ss to interact between them using the L2 too.”

(Field note #2, 9/23/2014)

At the end, students understood the importance of using L2 by being motivated by the teacher using the strategies previously mentioned which showed an improvement in the last session because students made their poster’s presentations at the science fair using the language confidently, but at the moment of participating in the interview made students used more L1 for answering it rather than L2. Perhaps this was presented because of the

lack of vocabulary they have and because they do not have a proper master of expression for an interview at their level yet.

It was interesting observing that students among themselves in the groups they interacted more in L1 but at the moment of interacting with people from other groups they did it using L2,

“Ss used L1 with their classmates of the group, but something really important was that when they wanted to interact with the participants of other groups (Because the monitoring of the TS) they did it trying to use L2.” (Field note #3, 9/24/2014)

What can be inferred from this situation is that students felt the pressure from their partners and teachers which made them use L2 even to ask for an object they would need to borrow like any material (scissors, glue, markets, etc.) or to ask for help in any instruction or situation; it was good to observe this because is a way the natural process of interaction and communication took place even in their first language as in a new one that is being learned, and also that students have good teamwork abilities and provoked everyone's involvement on the learning process of a foreign language for its enhancement.

However, there is something to reflect about, although L1 could be avoided during the classes, especially on the English classes, it is a resource that is included during the development of the lessons; if it is correctly used while the lesson is being carried out, it does not interfere in the learning of a L2; what is more, some new phenomenon appeared as the constant move and switching of languages inside the lesson:

“During some parts, Ss used one language and then they moved to the other” (Field note #2, 9/23/2014)

Students were talking on L1, then they moved to the L2 with some vocabulary and expressions, and finally they came back to L1; this has importance during the learning and acquisition of a L2 in bilingual contexts, *code switching* (move from one linguistic code to another one of a different language) is possible when having students learning the target language, in this case English. Students showed new abilities in their language use that go further than using grammatical and lexical knowledge properly, phenomenon like this one that is linked to *Translanguaging*, not only represents a better foreign language learning but also a development of bilingualism in the EFL classroom.

CHAPTER 6

CONCLUSIONS

After inquiring upon this topic, once implementing some activities that concerned the oral interaction and communication, some important facts and aspects were found that led us to accomplish the first objective proposed at the beginning of the study, and also to answer our research question:

- How to enhance the oral communication and interaction of a group of primary students by the implementation of the Communicative Language Teaching Approach in English classes at a private bilingual school in Bogota?

First, a way that teachers can motivate students to use the L2 orally by the interaction and communication in the English class is if the teacher is a model and guides his or her teaching to the students and their processes while learning. So, if the teacher encourages L2 all time, students realize the use of it as a need, and they start using the language without someone obligating them to do it. Here, we reflected that being the model of the students goes further than just as an example of a speaker, but also as a participant of the communicative and interactional process that are part of the lesson.

Also, it was found that in groups like in primary level, pre-teaching vocabulary's activities provide a better and fruitful learning process; students need structured bases where they can construct meaning, and the bases at this stage come from the vocabulary they would need to express their ideas; pre-teaching vocabulary should be more than giving to the students concepts and ideas of the topic or activity that is being carried out during the

lesson, but here is where it can go further, teachers ought to provide with lexical knowledge that students might need for communication and interaction which will have excellent results during the foreign language learning.

There are more opportunities to practice the language in the classroom than just by the use of a language focus. Instruction giving, questioning, monitoring and supporting while learning and teaching a language such as English are chances and spaces where teachers and students are using the language for more opportunities than the explanations and practices. The class itself is the better result for learning in contexts where the language is not used in other spaces different from the school; so, providing and exploiting each opportunity of language use will benefit the students and teachers too. On the other hand, it was also found out students used to use L1 in the classroom if they see it as an option by avoiding L2 during different stages of the class; the foreign language is not an obligation but should be a need for the students; once teachers had encourage this need for the language in students, the EFL class will have a better development during each session.

Second, involving all the students' practices and actions in pro of the language learning is an excellent tool that should be used while teaching; like group and collaborative work, in which students who would make some mistakes and if they happen to struggle when producing the language while working on their respective groups and activities, their classmates help as a support for giving the student the accurate word or utterance for expressing himself, so this characteristic of the daily life in the classroom involve and benefit the language, and at the end it would be possible to achieve the enhancement of the learning process.

Additionally, students are highly motivated to participate, to interact and to communicate in English classes if these lessons are done outside the classroom; they can think of another environment without feeling any pressure of being inside a classroom, and give an immediate response, instead of if they can work in groups, make decisions on a task easily. And third, everything we as teachers do during the time of the lesson should involve practices of oral communication and interaction and activities based on the Communicative Language teaching, since the beginning of the class the idea is that students can express their ideas orally, even if it is not among them it is shown answering to the questions that the teachers do during the class; bearing in mind the different interaction patterns that can take place into the classroom students start feeling motivated and the need of communicating in a foreign language.

Learning is a natural process, and language learning is not the exception. Communicative language teaching with its point of view as language and project based learning contributes to the acquisition of the foreign language by having the students developing a project divided into steps in which they do not only acquire the foreign language itself, but the ability to interact among them using the language they have acquired so far and develop their teamwork skills.

IMPLICATIONS

For future researchers who want to go deep on this research, it is important to take into account that the final product was proposed by the researchers according to students' needs, but it is key to consider students' interests. Besides of the context that students live in, an

activity that departs from their interests may be highly motivating and encouraging for students, so they have a commitment on the enhancement of the foreign language learning processes. Moreover, it is advisable to take into account another approach besides of the Project-Based Learning, although it is effective to be combined with the Communicative Language Teaching because it allows making a follow-up on the language learning process assuring how students evolve and make use of the linguistic system.

Concerning the contribution of this research to the school, they can make use of the CLT approach and the PBL approach to assure students' comprehension of the topics and not only that, but using these approaches teachers can make sure students use the linguistic code and , in addition, since the school worries about the humanism and some values that help people to live peacefully, this research helped students to develop their teamwork skill and interact among each other with respect.

LIMITATIONS

From this study, we identify two main limitations; first, it was developed for more or less seven months but the implementation of the lesson plans took only 6 sessions; we think that in order to observe an accomplished development and enhancement of the foreign language learning, this kind of research should take more time in order to achieve completely the goals of action research.

Although we observe and obtain very valuable results, these findings could bring more information and data with more time; with more activities, lessons and topics, and routines of class based on the use of Communicative Language Teaching, the Project Base approach

and our focus on oral communication and interaction, students might develop further their language learning.

Finally, during this research was the time of the final presentation of the inventions created by the students; during the last class, for matters of last classes at the school and the necessity for having final grades, we did not have enough time to evaluate the final production of all the students in the way we planned to, so the last part of the project base activity and feedback was not possible at all and was made in a different way.

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ANNEXES

ANNEX 1: ACTIVITIES AND TIME TABLE FORMAT

Session and date	Learning objectives	Pedagogical activity/ies	Kind of data to be collected
Session 1 Date	<i>Learning objective:</i>	<i>Activity:</i>	

ANNEX 2: LESSON PLANS

Lesson Plan Format

Teachers' name		Class length	Date	Nr of session
Grade	Class Level	Activity		Language Skills
Previous lesson summary		Next lesson topic		

Learning objective	Personal aim

Materials and Resources	Bibliography

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions

Learner's expected output	Learner's expected comprehensible input

Stage	Time 1	Interact ion	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script²	Advisor's comments
Opening				
Presentat ion				
Guided				

practice				
Communi cative practice				
Assessme nt				
Closing				

Lesson Plan

Teachers' name		Class length	Date	Nr of session
Carlos Álvarez & Jaime Rojas		50 minutes	September 22nd, 2014	#1
Grade	Class Level	Topic		Language Skills
4 th grade	Beginners – basic	Inventions 2.0 / Used to - Used for Explanation 1 Inventions' selection		Speaking & writing
Previous lesson summary		Next lesson topic		
		Used to - Used for Explanation 1 Invention's usages		

Learning objective	Personal aim
<p>Students will be able to make a decision and selection of inventions created before in class.</p> <p>Students will have a first contact with the topic of the module, and they will be able to recognize some of the functions of Used to – Used for.</p>	<p>We will be able to see how students behave for making decisions in groups.</p> <p>We will foster oral communication and interaction during the lesson by having students making group decisions upon an invention in order to start this process for the research project.</p>

Materials and Resources	Bibliography
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Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<p>Students might not know how to make groups decision in order.</p> <p>Students might not use L2 while making the decision.</p> <p>Students might have problems of misbehaviour and disorganization</p>	<p>Give the rules for students making their decisions in order and calmly.</p> <p>Give clear instructions during the class.</p> <p>Monitor students and checking they are using L2 and taking notes of the words they say.</p>

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> • Students will be able to talk about the topic by sentences such as: The invention we selected is ... Some recent inventions are ... 	<ul style="list-style-type: none"> • Students will be able to respond to: Which invention did you select? Which inventions are recent?

Stage	Time ³	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ⁴	Advisor's comments
Opening	5'	T-Ss	<p>1. Teachers will start the class with the routine used at School Luigi Pirandello: Teachers will arrive to the classroom and will greet to the students: T: Good morning, guys! Ss: Good morning, teachers! T: How are you today? Ss: I feel great, and you. T: I feel great too; please, have a seat. Ss: Thank you, teacher.</p>	

			<p>2. Teacher will write on the board the date (September 22th, 2014) The class number (This will be asked to the Ss) and the topic (used to, used for)</p> <p><i>The idea is to engage students from the beginning to start communication through giving responses to some procedural questions such as:</i></p> <p>3. <i>What date is today? ; What is the number of this session?</i></p> <p>Also, the teacher will mention some extra information that is necessary for the lesson, for this it will be said:</p> <ul style="list-style-type: none"> • Ok guys! Before we start, today I am going to put RACs 3 and 38 if you do not participate in order and in a calm way in the activities, I will put your name on the board in the column of RAC 3. Now if you participate in an organized way I will put you RAC # 38 	
Presentatio n ⁵	10'	T-Ss	<p>1. Using brainstorming techniques, teacher will ask students about the recent inventions that have been created lately. Beforehand, he will show 6 images to contextualize students upon the topic (Inventions) See appendix to know what images will be used.</p> <p>Teachers will ask Ss. The following questions:</p> <ul style="list-style-type: none"> - What inventions have been created lately? - Why do you like those inventions? - What would you change on those inventions? <p><i>The idea of this activity is that students start losing the shyness to participate orally Mendoza (2007) and that they can be pushed for enhancing the use of the English language.</i></p> <p>2. Using individual and choral drilling techniques teacher will practice pronunciation of the words given along students.</p> <p><i>The idea of this activity is that through the repetition, we assure students enrichment of the vocabulary and they can use it in normal conditions for communicating.</i></p> <p>3. Bearing in mind the inventions, teacher will take that vocabulary and he will ask students the different usages of the inventions by making the questions such as:</p> <p>What is a camera used for? What is a camera used to? Ss. Are expected to answer: It is used to take pictures</p>	

			It is used for taking pictures.	
Guided practice	15'	T-Ss	<p>1. Teacher will tell students to open their Students' book page 66 exercises 1-2; he will ask them what they can see on the pictures. This will be done by the following instruction:</p> <p>Activity 1 (5')</p> <ul style="list-style-type: none"> • T. Ok guys, so what can you see in the pictures, animals, objects or people? • Ss. There is a robot; there is a bottle; there is a strange object, like a visor and there are some objects with faces. • T. Well, yes! That is what the objects are; now I want you to observe picture number 1 and altogether we will read the definitions one by one and after we read all of them, you will tell me which definition is the most appropriate for that picture. (This will be done for all the pictures) <p><i>The oral communication and interaction will be worked by asking different kinds of questions as the categories: procedural questions, recall questions, process questions.</i></p> <p>Activity 2 (5')</p> <ul style="list-style-type: none"> • T. Now guys on the second exercise you have to put a number to every item, so if you consider the object to be very awesome you put number 1; if you consider the object is cool, you put number 2; if you consider the object is OK you put number 3 and if you say the object is boring or not interesting you put number 4 (After that teacher will ask some students why they put those numbers) <p><i>This part will offer some opportunities for students to communicate about their perceptions and ideas about something; this activity will put in practice the oral performance of the students and might be useful for interacting with the teachers and other students.</i></p>	
Communicative Practice	15'	T-Ss-T	<p>1. Teachers will mention some of the previous activities carried out during other classes in order to link them to this new topic.</p> <p>T. For this final activity people, do you remember the invention we created when we saw the topic will?</p> <p>Ss. Yes teacher!</p> <p>1. T. Nice! Therefore, what I want you to do now people is to take those inventions out and you get in groups of three very quickly. Then in your groups, you will discuss about your inventions and then you will create a new including parts from your inventions and this new invention will be to present next week on a mini science-fair (this will be</p>	

Oral Communication and Interaction: Ways used in the EFL class.

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			<p>explained very briefly by telling students how the process will be and in addition they will be told that all the evidences will be collected and filed in a folder as a portfolio)</p> <p>T. For this, you will have 7 minutes to discuss and to draw it and tell the usages of that invention and then I will ask you why you selected that invention. (T will be monitoring students and encourage them to use L2 while making the decisions for this he will be taking notes about this usage) (T will ask students to keep the image with them on their notebooks)</p> <p><i>The idea of this activity is that students can start acquiring those interaction techniques in the EFL classroom by the use of negotiation and making decisions using L2 language, since they are not used to it to assure this teachers will be monitoring and encouraging them in the use of L2.</i></p>	
Assessment	0'		<p>1. Using an informal formative assessment, teacher will observe students group work organization and use of L2 taking notes of the words they use in addition teacher use a rubric for checking students' inventions.</p> <p><i>Since we are not focusing on taking grades, but we are enhancing the foreign language learning process by the use of oral communication and interaction, so the idea of this kind of assessment is taking notes of how students use L2 in the classroom so that we can analyse and see how students interact among them, what kind of words they use; how much time they take to give answers and start enhancing the difficulties they may present. In addition, we can have a follow-up with the rubric on the development process of the invention.</i></p>	
Closing	5'	T-Ss	<p>1. Teachers will close the lesson by doing a quick review of the activities done during this session. They will ask students to talk about the lesson by saying:</p> <ul style="list-style-type: none"> • Ok class, how was the class? What did we do, today? <p>The idea is to write some of the questions on the board with the purpose of students to talk about it.</p> <p><i>Teachers will guide the discussion through a Teacher – Students interaction; the questions will focus on Initiation - Response – Feedback in order to encourage students to response orally and interact during this last stage.</i></p> <p>Teacher will say:</p> <p>2. T. Ok class! This is over, close your notebooks, put them into your bag, and lay on your desks while you</p>	

		wait for your next teacher. See you tomorrow.	
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Lesson Plan

Teachers' name	Class length	Date	Nr of session
Carlos Alvarez & Jaime Rojas	100 minutes	September 23rd, 2014	#2
Grade	Class Level	Topic	Language Skills
4 th grade	Beginners – basic	Used to and Used for Inventions' design time!	Speaking, listening
Previous lesson summary		Next lesson topic	
Inventions 2.0		Used to – used for Practice 1 Invention's poster	

Learning objective	Personal aim
Students will be able to describe objects using used to and used through oral descriptions.	We will be able to enhance students' oral performance by encourage them to use the topic of the class into a communicative process.

Materials and Resources	Bibliography
<ul style="list-style-type: none"> Markers and white board Workbook Tape recorder 	<ul style="list-style-type: none"> Canale, Michael & Swain, Merrill. 1980, ' Theoretical Bases of Communicative approaches to Second Language Teaching and Testing', Applied Linguistics, Vol.1, No.1, 1980. Littlewood, W. (1981). <i>Communicative language teaching</i>. United Kingdom: University press, Cambridge Mendoza, L. (2007). <i>Study of factors that affect oral participation in the students of 6th grade at maria auxiliadora in shagún cordoba</i> . (Master's thesis, Fundacion Universidad del Norte, Barranquilla, Colombia). Tuan and Nhu, 2010 L.T. Tuan, N.T. Nhu <i>Theoretical review on oral interaction in EFL classrooms</i> Studies in Literature and Language, 1 (4) (2010), Herrera M. Cruz C. (2013) Big English 5 Ed. Pearson

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Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
Students might have difficulties for making oral descriptions. Students might feel tired because is the last class of the day; they might lack motivation.	Teacher will give students expressions to use the structure seen in class and some others for descriptions by giving an example of theirs. Teachers will do activities short and the final activity will be with students rotating.

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> • It is a Object, with ... • It is used to ... • It is used for ... 	<ul style="list-style-type: none"> • How is your object? • What is it used to? • What is it used for?

Stage	Time ⁶	Interacti on	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ⁷	Advisor's comments
Opening	5'	T-Ss	<p>Activity 1 (5'): Teacher will arrive to the classroom and will greet to the students: T: Good morning guys Ss: Good morning teacher! T: How are you today? Ss: I feel great, and you. T: I feel great too please have a seat. Ss: Thank you teacher</p> <p>Teacher will write on the board the date (September 23rd, 2014) The class number (This will be asked to the Ss) and the topic (Used to and Used for) In addition, teacher will write RAC # 3 and 38 on the board and he will tell students</p> <p>4. T. Ok guys! Before we start, today I am going to put RACs 3 and 38 if you do not participate in order and in a calm way in the activities, I will put your name on the board in the column of RAC 3. Now if you participate in an organized way I will put you RAC # 38</p> <p><i>The idea is to engage students from the beginning to start communication through giving responses to some procedural questions such as: What date is today? ; What is the number of this session? What is the topic of the week?</i></p>	
Presentatio n⁸	20'		<p>Activity 1 (20')</p> <p>Teacher will show students some images about</p>	

		<p>inventions and he will ask Ss. The following questions:</p> <p>T. Ok guys! So now I will show you some images (In total 5, cellphone, laptop, camera, light bulb and washing machine) and you will tell me what is the function of each invention. The idea is that Ss. Discover grammar on their own. For this the teacher will ask Ss. the following questions:</p> <ul style="list-style-type: none"> a. What is the camera used for? b. What is the cellphone used to? c. What is a washing machine used for? d. What is a laptop used to? e. What is a light bulb used for? <p>Ss are expected to give answers using the structure used to / used for and to assure students use it, the idea is that the teacher will put the name of an object on the board (Example: The camera) then he will ask students if the object is singular or plural.</p> <p>Ss. Singular</p> <p>T. Nice! So if it is singular do you use is or are?</p> <p>Ss. Is (Will be put on the board after the camera)</p> <p>T. Good! Now what word would you use used to or used for? (T will point to the part of the topic on the board)</p> <p>Ss. Used to! (Will be put on the board after is)</p> <p>T. Good! Now what is a camera used to?</p> <p>Ss. Take photos (Will be put on the board after used to)</p> <p>T. Excellent, now what is a light bulb used for? (T will write on the board light bulb)</p> <p>Then he will make the same procedure that for used to, just making clear that after the preposition for the verb in -ing is used. Then he will make the same exercise with the rest of objects.</p> <p><i>The idea of this exercise is that students discover grammar on their own, since our research is not based on grammar, the idea to succeed on a lesson is that students are not taught with a traditional method.</i></p>	
<p>Guided practice</p>	<p>45'</p>	<p>Activity 1 (5')</p> <p>Teacher will tell students to open their books on page 67 and he will ask students what objects they see and what their use is, the teacher will give the following instruction:</p> <p>T. Ok people, on exercise 3 the idea is that you match the objects 1-4 to the letter a-d (Teacher will ask what differences they see on those objects)</p> <p><i>The idea of this exercise is that students see themselves pushed by the teacher and answer in English using the structure recently explained.</i></p>	

		<p>Activity 2 (10')</p> <p>T. All right people! Now on exercise 4 you are going to listen carefully to the recording and the idea is that you put the correct word you hear (The recording will be played twice, once will be for students filling the gaps and the second one for students to check answers)</p> <p><i>The idea of this exercise is that students get used to not only listening the teachers' voice but other accents.</i></p> <p>Activity 3 (10')</p> <p>T. Ok guys, now go to page 75 and what objects do you see on exercise 24?</p> <p>Ss. Headphones, a watch, a cordon and an xbox controller.</p> <p>T. Good, so what object do we have first on exercise 2?</p> <p>Ss. These are cordons!</p> <p>T. Nice, so put that on A; then according to the example on number 1 what is the question you see.</p> <p>Ss. What are they used for!(T will tell students to write that question on B)</p> <p>T. Good! Now what are cordons used for?</p> <p>Ss. They're used for tying the shoes!</p> <p>T. Nice! (T will tell students to write it down and to continue with the other exercises.</p> <p>Activity 4 (20')</p> <p>(Teacher will read the setting from the script and he will collect oral answers from students who have to say what they think may happen in the story, beforehand he will tell students to imagine that there could be objects seen on the previous exercise, if they mention any of them they will have to tell the usage of the different items taking into account the structure worked in class) The recording will be played once for student getting the main idea of the listening (This will be without books opened) The second time will be with books opened on page 68 and teacher will be pausing the recording to ask students what they understood from that part of the text. Then, he will make the questions from that listening, which are on page 68 as well and students will answer first written and then they will give the answers orally.</p> <p>Finally, the teacher will ask some students the question of exercise 7 and students will give their answers orally.</p> <p><i>The idea is that students can be exposed to listening material and that they answer orally communicating their opinions to someone in an interactional process.</i></p>	
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<p>Communicative Practice</p>	<p>45'</p>		<p>T. Now people! Go to exercise 21, in there now you are going to make your objects' description, so to do the exercise, get in your groups that you have been working during the whole week and with the chart you have in your books, fulfil it according to what you plan to do, so you need to add how it looks like, what materials will be made of, what it can do, what it has and what it is used for. Then you will assign a name to your invention.</p> <p>Afterwards you will do a description similar to the one on exercise 19 but according to your invention adding the information in the chart you have just made. When you finish you will read it aloud and I will be checking your pronunciation.</p> <p><i>The idea of this exercise is that students express their ideas and start practicing the language for the final presentation and taking advantage of it teachers can start correcting pronunciation mistakes.</i></p> <p>5. After creating the invention's description, students will draw it on a piece of paper; this will help them to decide how their invention looks like. <i>Students have to negotiate the design of the invention. Teachers will encourage the use of L2 on each group.</i></p> <p>6. Students have to specify some of the usages of the invention on the same paper of the drawing. They will show their ability to use the grammatical structures previously learned.</p> <p>7. Teachers will be asking students to tell them some of the ideas for the design and also about the usages.</p>	
<p>Assessment</p>			<p>2. Using an informal formative assessment, teacher will observe students group work organization and use of L2 taking notes of the words they use.</p> <p><i>Since we are not focusing on taking grades, but we are enhancing the foreign language learning process by the use of oral communication and interaction, so the idea of this kind of assessment is taking notes of how students use L2 in the classroom so that we can analyse and see how students interact among them, what kind of words they use; how much time they take to give answers and start enhancing the difficulties they may present.</i></p>	
<p>Closing</p>	<p>5'</p>		<p>Teacher will say:</p> <p>3. T. Ok class! This is over, before you close your notebooks please write the homework, which is working on pages 67 exercise 5 and 75 exercise 23 (Teacher will explain what they have to do briefly) (Then he will tell students to bring the following materials in groups for the poster design: magazines, markers, glue, color pencils, color</p>	

			papers, scissors, card board and newspaper) Now put the notebooks into your bag, and lay on your desks while you wait for the authorization to go out. See you tomorrow.	
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Lesson Plan

Teachers' name		Class length	Date	Nr of session
Carlos Álvarez & Jaime Rojas		100 minutes	September 24, 2014	#3
Grade	Class Level	Topic		Language Skills
4 th grade	Beginners – basic	Used to – used for Practice 1 Invention's poster		Speaking.
Previous lesson summary		Next lesson topic		
Used to – used for Explanation of the topic 2 Invention's usages and design		Used to – used for Practice 2 Pre- presentation of the projects.		

Learning objective	Personal aim
Students will be able to put in practice the previous knowledge they have obtained during the last three classes, Students will communicate orally and interact during the whole lesson during the creation of the poster.	We will guide the activity in order to enhance the foreign language learning process through oral communication and interaction.

Materials and Resources	Bibliography
<ul style="list-style-type: none"> Student's materials & resources: Cardboard, scissors, glue, colors, markets, paper, pasteboard, colored papers, etc. Poster creation Rubric from workshop.on.ca 	<ul style="list-style-type: none"> Canale, Michael & Swain, Merrill. 1980, 'Theoretical Bases of Communicative approaches to Second Language Teaching and Testing', Applied Linguistics, Vol.1, No.1, 1980. Littlewood, W. (1981). <i>Communicative language teaching</i>. United Kingdom: University press, Cambridge Tuan and Nhu, 2010 L.T. Tuan, N.T. Nhu <i>Theoretical review on oral interaction in EFL classrooms</i> Studies in Literature and Language, 1 (4) (2010),

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
Students might have problems of misbehaviour and disorganization. Students might not communicate in the foreign language. Students might not want to work in	Give clear instructions. Constant monitoring and assessing of the process.

groups.	
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Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> Students will create a poster about the chosen invention and will be able to talk about it by sentences such as: It is a... it is used to... it is used for... 	<ul style="list-style-type: none"> Students will be able to respond to: What is your invention? What does it do? What is it used for? What is it used to?

Stage	Time	Interact ion	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ⁹	Advisor's comments
Opening	5"	T-Ss	<p>8. Teachers will start the class with the routine used at School Luigi Pirandello: Teacher will arrive to the classroom and will greet to the students: T: Good afternoon guys Ss: Good afternoon teachers! T: How are you today? Ss: I feel great, and you. T: I feel great too; please, have a seat. Ss: Thank you, teacher.</p> <p>9. Teacher will write on the board the date (September 25th, 2014) The class number (This will be asked to the Ss) and the topic (used to, used for) <i>The idea is to engage students from the beginning to start communication through giving responses to some procedural questions such as:</i></p> <ul style="list-style-type: none"> What date is today? ; What is the number of this session? What is the topic of the week? 	
Presentat ion	15"	T-Ss	<p>1. Teachers start the context creation for arousing students' interest and catching their attention. For this, teachers will say.</p> <ul style="list-style-type: none"> Ok, we have some interesting activities for today; we said we have to do something today, can someone tell us what are we going to do today? Before giving an answer, what is the topic we have been working on during these last lessons? Do you remember? Can someone tell me about it? If you want to answer, raise your hand and I will give you the chance to speak. <p><i>As It was shown, Teachers will use questioning for starting the class through connecting the lesson of the day with the previous lessons and topics. The idea is that students will have to participate orally but in order.</i></p>	

			<p>2. After students have said what the topic is, teacher will tell students what the purpose of the class is. For this introductory part, they will put the objective of the class on the board and also by talking about it.</p> <ul style="list-style-type: none"> • Okay! So, for today we will be working on the poster of the invention you have created, so the idea is to do it and let it finished and completed for today <ul style="list-style-type: none"> ➤ (board) Create the poster of your invention. <p>3. For guiding students during this process, teachers will present some posters based on inventions in order to show students some samples about it.</p> <ul style="list-style-type: none"> • There are some samples of what a poster about and invention is, how it looks like... so, check them. • Look how it is, pay attention to the organization, drawings, images, etc. <p><i>In this part, teachers will use this opportunity to motivate students to communicate and interact orally; teachers will ask students to talk about the samples given. Students will expose their ideas about the poster presented.</i></p> <p><i>Some of the questions (open and process questions) that students would answer are:</i></p> <ul style="list-style-type: none"> ▪ <i>What do you think about this poster?</i> ▪ <i>What is the invention on this poster?</i> ▪ <i>Is it nice? Or not?</i> ▪ <i>What do you think about the invention? What is it used for/to?</i> 	
<p>Guided & Communicative practice</p>	<p>60"</p>	<p>T-Ss Ss-Ss</p>	<p>1. Students will start the process of creating the poster based on the previous design they have done the last class. For starting the class and giving the instructions, teachers will say:</p> <ul style="list-style-type: none"> • For today, as we said, we are going to be working on the posters of your inventions. As you remember, we did a draft about your ideas of invention, and today we will do the poster that you will show for the last science fair. • Take into account the different aspects for the poster such as the images, graphics, letters, organization, tittle, etc. • Organise the work-groups as you have been working during this week, in couples of groups of three people. • We asked you to bring the materials you need for this class. So, please, take your materials out, and let's start working! 	

			<p>2. During the creation of the posters, teachers will encourage students to use the foreign language for communicating and interacting. Every group has to communicate in English and Teachers will give extra points that will be part of the final grade of the presentations.</p> <ul style="list-style-type: none"> • Something important guys, you should use only English to talk during the creation of the posters. • You can use phrases such as: <ul style="list-style-type: none"> ➤ Can I borrow your (pencil, scissors, papers, etc.)? ➤ May I help you in...? ➤ Can I use your...? ➤ Please, can you give me the...? [this phrases will be written on the board] • If you use English, we are going to give you extra points, for the last presentation! <p>3. During this stage the teachers will check the ideas they have done in order to understand what students are going to do with the materials they have bring to the class.</p> <p><i>Students will be working on the posters and teachers will monitor it. For enhancing the foreign language process, teacher will be constantly checking the students' work and if they are using the target language (English) during the whole lesson.</i></p> <p><i>Teachers will give the general instructions and the specific instructions in English. For this, teachers will use closed/opened questions and phrases such as:</i></p> <ul style="list-style-type: none"> ▪ <i>You have to use the materials like this...</i> ▪ <i>Remember to...</i> ▪ <i>And what about...?</i> ▪ <i>I think you should draw something like... what do you think about it?</i> <p><i>Also, the idea is to use normal messages for interacting with the students and motivate them to share and communicate orally. Some of the teachers' discourse also will be:</i></p> <ul style="list-style-type: none"> ▪ <i>That's good! You're doing an excellent work; I think you can improve it by...; you should do something like...</i> ▪ <i>What do you think about your classmate work? Do you have any suggestion?</i> 	
Assessment	10"	T-Ss-T	3. Teachers will check the final product: the final version of the poster of every group. If some students will have not finished the	

			<p>poster yet, they can finish it at home.</p> <p>Teacher (s) will say:</p> <ul style="list-style-type: none"> Well, that is all for today. We will check the last versions of the work you have doing for today. Teachers are going to evaluate the posters; so, stay with your group and when the teachers go to see your work you can show it. Try to think about the reasons for your purposes because the teacher will ask you about that. <p><i>For using the CLT, teachers will use this stage as a situation where they will ask students to present the general ideas of the poster.</i></p> <p><i>Teachers will use some specific Referential Questions for motivating students to talk, such as:</i></p> <ul style="list-style-type: none"> What can you tell me about your poster? What is your invention? What is it used to/for? <p><i>Students should give a response through their speaking but having in mind the normal communication and the interaction with their classmates and teachers.</i></p> <p>4. For assessing the poster, teachers will use a rubric for evaluating it. Poster creation Rubric from workshop.on.ca</p>	
Closing	5"	T-Ss Ss-Ss	<p>4. Teachers will close the lesson by doing a quick review of the activities done during this session. They will ask students to talk about the lesson by saying:</p> <ul style="list-style-type: none"> Ok class, how was the class? Did you like working on the posters? What did we do, today? <p>The idea is to write some of the questions on the board with the purpose of students to talk about it.</p> <p><i>Teachers will guide the discussion through a Teacher – Students interaction; the questions will focus on Initiation - Response – Feedback in order to encourage students to respond orally and interact during this last stage.</i></p>	

Lesson Plan

Teachers' name		Class length	Date	Nr of session
Carlos Álvarez & Jaime Rojas		50 minutes	September 25, 2014	#4
Grade	Class Level	Topic		Language Skills
4 th grade	Beginners - basic	Used to – used for Practice 2 Pre- presentation of the projects.		Speaking
Previous lesson summary		Next lesson topic		
Used to – used for Practice 1 Invention's poster		Used to – used for Final presentation – Science Fair.		

Learning objective	Personal aim
Students will be able to expose their inventions to the teachers in a pre-presentation. Students will be able to use Used to – Used for.	We will bring to students some time where they can expose their final presentations of the inventions.

Materials and Resources	Bibliography
<ul style="list-style-type: none"> Students' Posters 	<ul style="list-style-type: none"> Canale, Michael & Swain, Merrill. 1980, 'Theoretical Bases of Communicative approaches to Second Language Teaching and Testing', <i>Applied Linguistics</i>, Vol.1, No.1, 1980. Littlewood, W. (1981). <i>Communicative language teaching</i>. United Kingdom: University press, Cambridge Tuan and Nhu, 2010 L.T. Tuan, N.T. Nhu <i>Theoretical review on oral interaction in EFL classrooms</i> <i>Studies in Literature and Language</i>, 1 (4) (2010),

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
Students might have problems of misbehaviour and disorganization. Students might not communicate in the foreign language. Students might not have enough linguistic knowledge to talk about the inventions.	Give clear instructions. Constant monitoring and assessing of the process. Encourage students' oral production. Do not take into account most of the language use but the communication.

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> Students will create a poster about the chosen invention and will be able 	<ul style="list-style-type: none"> Students will be able to respond to: What is the invention? What does it

to talk about it by sentences such as: It is a... it is used to... it is used for... • Students will be able to talk about reading by sentences such as: It is a... it is used to... it is used for...	do? What is it used for? What is it used to?
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Stage	Time 10	Interact ion	<u>Detailed</u> description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ¹¹	Advisor's comments
Opening	5"	T-Ss	10. Teachers will start the class with the routine used at School Luigi Pirandello: Teacher will arrive to the classroom and will greet to the students: T: Good morning, guys! Ss: Good morning, teachers! T: How are you today? Ss: I feel great, and you. T: I feel great too; please, have a seat. Ss: Thank you, teacher. 11. Teacher will write on the board the date (September 29 th , 2014) The class number (This will be asked to the Ss) and the topic (used to, used for) <i>The idea is to engage students from the beginning to start communication through giving responses to some procedural questions such as:</i> <i>What date is today? ; What is the number of this session? What is the topic of the module? What do we do last class?</i> <i>During this stage, Communicative Language Teaching (CLT) will be used because the lesson will be based on the use of normal communication for learning a language, such English language.</i>	
Pre-presentation of the projects.	40"	T-Ss	This lesson will be for the preparation for last presentation on the Science Fair. Students will have some minutes to talk with the teachers about the posters and ideas of what they will present the next day. <i>In this part, as it will be another situation for communication, teachers will use this part for interacting with the students and foster them to use the L2. Some of the questions, statements, ideas that can be used during this section might be:</i> <ul style="list-style-type: none"> ▪ <i>And what does this part mean?</i> ▪ <i>What do you want to say in this part?</i> ▪ <i>What is this drawing about?</i> ▪ <i>Do you have any doubt?</i> 	

			<ul style="list-style-type: none"> ▪ <i>Oh! That is excellent!</i> ▪ <i>You should do this...</i> <p><i>Sharing information in this way will offer students some opportunities for practicing the foreign language.</i></p> <p>At the end teachers will collect the posters.</p>	
Closing	5"	T-Ss	<p>Teacher will close the lesson by assigning the homework and remembering students the activity for next week, he will say:</p> <ol style="list-style-type: none"> 5. Ok class! This is over, before you close your notebooks please write the homework, which is working on page 73 exercises 17-18, Reading exercise (Teacher will explain what they have to do briefly) 6. I want you to remember we are having the final presentation on next Monday, so please study and prepare everything. 7. Now put the notebooks into your bag, and lay on your desks while you wait for the authorization to go out. See you tomorrow. 	

Lesson Plan

Teachers' name		Class length	Date	Nr of session
Carlos Álvarez & Jaime Rojas		100 minutes	September 29, 2014	#5
Grade	Class Level	Topic		Language Skills
4 th grade	Beginners - basic	Used to – used for Final presentation – Science Fair.		Speaking
Previous lesson summary		Next lesson activity		
Used to – used for Practice 2 Pre- presentation of the projects.		Interview & Feedback		

Learning objective	Personal aim
<p>Students will present the final product obtained during the project-based sessions carried out during the last lessons.</p> <p>Students will be able to show their posters by using the grammatical structures (used to – used for) and the vocabulary learned during the previous lessons.</p>	<p>We will conclude the implementation of the research project obtaining good and completed results.</p> <p>We will guide and monitor the last activity based on the students' presentations.</p>

Materials and Resources	Bibliography
<ul style="list-style-type: none"> • Last versions of the posters. • Poster Sesion Rubric from RubiStar Web site: http://rubistar.4teachers.org/index.php • Video from Iron Man 2, the movie. 	<ul style="list-style-type: none"> • Littlewood, W. (1981). <i>Communicative language teaching</i>. United Kingdom: University press, Cambridge • Tuan and Nhu, 2010 L.T. Tuan, N.T. Nhu <i>Theoretical review on oral interaction in EFL classrooms</i> Studies in Literature and Language, 1 (4) (2010),

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<p>Students might have problems of misbehaviour and disorganization. Students might not communicate in the foreign language. Students might be shy of being in front of others.</p>	<p>Give clear instructions. Constant monitoring and assessing of the process. Have a relaxed atmosphere. Prevent problems of misbehavior. Organize participation and presentation order.</p>

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> • Students will present the poster of their invention, being able to give information such as: It is a... it is used to... it is used for... 	<ul style="list-style-type: none"> • Students will be able to respond to: What is your invention? What does it do? What is it used for? What is it used to?

Stage	Time 12	Interact ion	<u>Detailed</u> description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ¹³	Advisor's comments
Opening	10"	T-Ss	<p>12. Teachers will start the class with the routine used at School Luigi Pirandello: Teacher will arrive to the classroom and will greet to the students: T: Good afternoon guys Ss: Good afternoon teachers! T: How are you today? Ss: I feel great, and you. T: I feel great too; please, have a seat. Ss: Thank you, teacher.</p> <p>13. Teacher will write on the board the date (September 30th, 2014) The class number (This will be asked to the Ss) and the topic (used to, used for) <i>The idea is to engage students from the beginning to start communication through giving responses to some procedural questions such as:</i> 14. What date is today? ; What is the number of</p>	

			<i>this session? What is the topic of the week?</i>	
Presentat ion	10"	T-Ss	<p>1. Teachers will start the class by asking students to talk about the session and activity of the day. For having students' attention, teachers will say:</p> <ul style="list-style-type: none"> • Ok class! Please, everybody sit down and pay attention to me. • For today we have a very important activity! Can someone tell me what do we have for today? • If you want to answer, raise your hand and I will give you the chance to speak. <p><i>Teachers will give some time to talk about the last activity; the main idea is to foster the oral communication and interaction from the beginning by a question that asks them to give an answer about the lesson. Also, teachers are going to go further in this stage by continuing the dialog and interaction with the students by their speech, this is with the intention of making communication flow normally:</i></p> <ul style="list-style-type: none"> • Yeah! That is the activity for today... the final presentations of our inventions for the science fair! • Ok and how do you feel about the presentation? Great? Anxious? • And what about you? Do you feel like...? • Listen to ... what does s/he said? How does s/he feel? <p>2. As teachers have guided the science fair based on the movie, they will play the video from it in order to start the contextualization of the class. If there is enough time, teachers will ask some students to talk about the part of the movie (optional)</p>	
Guided practice	10"	T-Ss	<p>4. This stage will be a preparation time for the Science fair; students will organise the work-groups and the posters of the inventions in order to expose them. Students will have some minutes to do it.</p> <p>Teachers will say:</p> <ul style="list-style-type: none"> • Let's start the Science fair! Welcome to the Stark Expo 2014! • You will have 3 minutes to get prepared for showing us your inventions with the posters you have created. • So, please. Organize the classroom and let's see who will start the Science Fair. <p>5. Students will be selected randomly in order to</p>	

			<p>expose the invention, so there is not a specific order but everybody has to present it.</p> <p>6. Teachers will give the instructions for presenting the inventions, those are:</p> <ul style="list-style-type: none"> ✓ Present and talk about the invention. ✓ Expose the poster and the reasons for it. ✓ 2 – 3 minutes presentation. <p>7. Also, teachers will give the rules everyone should follow during the presentation.</p> <ul style="list-style-type: none"> ○ Pay attention to the presentations. ○ Do not talk while the other people are presenting the inventions. ○ Think about a question, suggestion, etc. per group. <p><i>The idea is that teachers will give the instructions and rules (orally and on the board), and then they will check the students' understanding about them by some procedural questions:</i></p> <ul style="list-style-type: none"> ▪ <i>What do we have to do?</i> ▪ <i>What does this rule mean?</i> ▪ <i>Please, S read the first instruction number 1...</i> ▪ <i>S, what might we do during the presentations?</i> ▪ <i>How long are the presentations?</i> <p><i>And so on.</i></p>	
Communi cative Practice	60"	T-Ss Ss-Ss	<p>2. For presenting the posters, students will have 2 - 3 minutes to expose it in front of the other students.</p> <p>3. The idea is that each group will have the opportunity to present the inventions and the posters and then, some other students will be asked to make a question, suggestion, etc.</p> <ul style="list-style-type: none"> • Please, group 1... what do you think about this invention? • What is it used for/to? • Do you any question for the group? What is your question? • And this group, what is your answer about your classmate's questions? • What do you think about her/his suggestion? <p><i>In this stage, teachers will guide students to interact between them through the questions, suggestions and ideas.</i></p> <p>4. Teachers will monitor the presentations, and if it is necessary they will help the students during it. Also, they will be in charge of timing the presentations; control de participation and interaction; and finally, the discipline and order of the lesson.</p>	
Assesseme	0'		5. This will be done during the Science fair	

nt			<p>presentation of the students; teacher will move through the different groups and will assess the different inventions.</p> <p>6. Teachers will evaluate the students' presentation taking into account different aspects. For assessing the poster presentation, teachers will use the Poster Session Rubric from RubiStar Web site: http://rubistar.4teachers.org/index.php</p>	
Closing	10"	T-Ss-T T-Ss	<p>8. For closing this activity, teachers will talk about the whole presentations carried out during the last hours.</p> <p>9. Students will help teachers to make a review and summary about the contents and activities done during the lesson.</p> <ul style="list-style-type: none"> • What was your favourite part/class? • What were some of the inventions we have seen? • How did you feel during the last presentation? 	

Lesson Plan

Teachers' name		Class length	Date	Nr of session
Carlos Álvarez & Jaime Rojas		50 minutes	September 30, 2014	#6
Grade	Class Level	Activity		Language Skills
4 th grade	Beginners - basic	Interview & Feedback		Speaking
Previous lesson summary		Next lesson topic		
Used to – used for Final presentation – Science Fair.				

Learning objective	Personal aim
<p>Students will be able to talk about their learning process expressing their ideas, thoughts and feelings during these lessons.</p> <p>Students will use properly Used to and Used for.</p>	<p>We will provide feedback about the whole process but encouraging students to discuss and talk about it.</p> <p>We will carry out an interview for listening students' opinions and perspectives about the lessons.</p>

Materials and Resources	Bibliography
<ul style="list-style-type: none"> • Interview. 	<ul style="list-style-type: none"> • Littlewood, W. (1981). <i>Communicative language teaching</i>. United Kingdom: University press,

	Cambridge <ul style="list-style-type: none"> Tuan and Nhu, 2010 L.T. Tuan, N.T. Nhu <i>Theoretical review on oral interaction in EFL classrooms</i> Studies in Literature and Language, 1 (4) (2010),
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Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
Students might have problems of misbehaviour and disorganization. Students might not want to express their ideas, thoughts and feelings about the lessons. Students might not know how to express their opinions in English.	Let students use L1 or L2. Have a relaxed atmosphere. Organize participation and presentation order.

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> Students will give their opinions: I think ... For me... I felt... Yo pienso... Para mi... Me senti... 	<ul style="list-style-type: none"> Students will be able to respond to: What do you think about the lessons? How did you feel?

Stage	Time 14	Interact ion	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ¹⁵	Advisor's comments
Opening	10"	T-Ss	15. Teachers will start the class with the routine used at School Luigi Pirandello: Teacher will arrive to the classroom and will greet to the students: T: Good afternoon guys Ss: Good afternoon teachers! T: How are you today? Ss: I feel great, and you. T: I feel great too; please, have a seat. Ss: Thank you, teacher. 16. Teacher will write on the board the date (September 30 th , 2014) The class number (This will be asked to the Ss) and the topic (used to, used for) <i>The idea is to engage students from the beginning to start communication through giving responses to some procedural questions such as:</i> 17. <i>What date is today? ; What is the number of this session? What is the topic of the week?</i>	
Closing	15"	T-Ss-T T-Ss	10. For closing this activity and the whole set of sessions, teachers will talk about the whole process carried out during the last 6	

			<p>sessions.</p> <p>11. Students will help teachers to make a review and summary about the contents and activities done during the last 6 sessions. <i>For this whole stage, teachers will reinforce the oral communication and interaction by asking different kinds of questions as the categories: recall questions, process questions, etc.)</i> Teachers will say something like:</p> <ul style="list-style-type: none"> • You did a great work during these lessons! • We have been doing some activities about this topic, what was the topic? Can someone tell me what the topic was? <p><i>(students will give an answer about it, teachers will guide the participation)</i></p> <ul style="list-style-type: none"> • Ok, and what did we do during this classes? Do you remember what the activities were? • Let's check if you remember the activities... what did we do on session # 1, 2, 3? And so on, <p>12. After the summary of the whole lessons, teachers will use an interview to ask students to talk about their feelings and ideas they had have about the sessions. Some of the questions should be:</p> <ul style="list-style-type: none"> • And tell me, how did you feel about these classes? • Did you like the activities? • What was your favourite part/class? • How did you feel during the last presentation? <p>13. Also, the idea of the interview is to know students opinions about the lessons the questions will be in Spanish.</p> <p>14. This interview will be recorded in a video clip for research purposes.</p>	
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ANNEX 3: INTERVIEW

- **Questions**

Entrevista.

Grupal Semiestructurada

1. ¿Cómo se sintieron durante estas sesiones? ¿Cómo les parecieron?
2. ¿Qué aprendieron durante estas clases?
3. ¿Qué actividades hicimos durante estas sesiones?
4. ¿Les gustaron las actividades propuestas en lecciones?
5. ¿Cómo les pareció trabajar en grupos con sus compañeros?
6. ¿Cómo se sintieron en la feria de ciencias?
7. ¿Les gustaría tener una feria de ciencias cada año en el colegio? ¿Por qué?
8. ¿Interactuaron en inglés con sus compañeros durante las actividades?
9. ¿hablaron y se comunicaron en inglés con sus compañeros mientras desarrollaban las actividades?
10. Finalmente, si llegaran a tener actividades similares. ¿Cómo les gustaría que fueran las clases?

ANNEX 4: INTERVIEW'S TRANSCRIPT

Semi structured groupal interview

1. How did you feel on each session? What do you think of them?

Student 1: They were cool, I liked them a lot and I think they were interesting

Student 2: I felt good because I could share with my classmates and it was something interesting too.

Student 3: I felt very good, because all the activities were in the park and I could put into practice my English

2. What did you learn on these sessions?

Student 1: I learnt about teamwork.

Student 2: I learnt to listen to my partners' opinions and to respect their decisions.

Student 3: I learnt about the different inventions and their uses.

3. What activities did we do on these sessions?

Student 1: We did activities in the park, we worked together and we made a poster.

Student 2: Emm ... We created an invention and in the park we made an invention and a poster about that invention and then emm ... we presented it.

4. Did you like the activities proposed on the lessons?

Student 1: Yes, because they were in the park and we were out of the routine of being inside the classroom.

Student 2: Yes, because ... well we were working with our classmates in English.

5. How did you like working in groups with your classmates?

Student 1: It was cool because we worked with people we don't talk too much in the classroom and we meet them more.

Student 2: I was ok because when we didn't know how to say something in English as you said at the beginning of the Project we had to communicate all the time in English, so if we didn't know something among us we helped each other.

6. How did you feel on the science fair?

Student 1: I felt good because we could be creative and work on an invention of our own adding whatever we wanted.

Student 2: I felt good because I could work with my classmates and put into practice my English talking about an invention of mine using all the grammar topic we saw.

7. Would you like to have a science fair each year at school? Why?

Student 1: No, because I wouldn't have time to work on an invention.

Student 2: Yes, because I could show my creations and I want to be an inventor when I grow up.

8. Did you interact in English with your classmates during the activities?

Student 1: Emmmm Yes, but I had difficulties when I was to say something because I didn't have the enough vocabulary or I didn't remember the correct expression to use.

Student 2: Yes, because we saw the need of using English among us.

9. Did you speak and communicate in English with your classmates while developing the activities?

Student 1: Yes, although it was hard, when we couldn't say something so we helped each other reminding the words.

Student 2: Yes, because in our group when we didn't remember about the words we recruited to the dictionary and found the Word to say in the correct way or we asked the teachers.

10. Finally, if you happen to have similar activities. How would you like the classes to be?

Student 1: I would like they were in the park as the activity we did last time with some balls and balloons.

Student 2: I would like they were in the park, playing soccer in English. I mean, that a

team scores a goal answers a question or say something in English and if not the team miss out of the game.

ANNEX 5: FIELD NOTES

Date: _____
 Session # _____ Field Note # _____
 Time: _____ Duration: _____
 Grade: _____ Number of Ss: _____

Field Notes Format

Session objective(s)	Procedure - Sequence of Activities	Pedagogical Activities	Notes ¹
Teachers' objectives Students' objectives			
Observations & Comments		Extras (videos, information, etc.)	

1. Schatzman and Strauss (1973) "Observational Notes," "Theoretical Notes" and "Methodological Notes"

Field Notes Format

Session objective(s)	Class Procedure -& Activities Sequence	Pedagogical Activities & Strategies	Notes ¹
<p>Language Focus' objective: Presentation of the Topic: <i>Used to – Used for.</i></p> <p>Teachers' objectives</p> <ol style="list-style-type: none"> 1. TS will be able to see how students behave for making decisions in groups. 2. TS will foster oral communication and interaction during the lesson by having students making group decisions upon an invention in order to start this process for the research project. <ul style="list-style-type: none"> • Initiate the process of implementation • Start the topic's explanation. <p>Students' objectives</p> <ul style="list-style-type: none"> • Ss will be able to make a decision and selection of inventions created before in class. • Ss will have a first contact with the topic of the module, and they will be able to recognize some of the functions of <i>Used to – Used for.</i> 	<p>T: Teacher TS: Teachers Ss: Students L1: First language L2: Foreign language</p> <ol style="list-style-type: none"> 1. Opening. <ul style="list-style-type: none"> • T started the class by the routine used during the whole year. Ss said to the T the date, number of session • T put the rules for class order, participation and interaction (RAC #)_a 2. Presentation <ul style="list-style-type: none"> • Using Brainstorming ¹ techniques, T asked Ss to give their ideas about the topic. _b • T continued the explanation by using flashcards ². In this part Ss guessed what the objects on the flashcards are. • T introduce the topic <i>Used to – Used for</i> [write the title on the board] T gave the grammatical structure and used a English – Spanish Translation ³ • T used Choral Drilling Techniques for asking students to repeat the structure 3. Guided practice <ul style="list-style-type: none"> • Work on the Students' book. (Lesson plan) 4. Communicative practice (selection of the invention ⁴) <ul style="list-style-type: none"> • T used the Ss' previous knowledge to 	<ol style="list-style-type: none"> 1. Brainstorming Technique. This activity was planned to see the Ss' ability to communicate their possible ideas about the topic; this offered the possibility to guide students for an activity were they were free to think about the topic and to participate. During this first stage of presentation, T used the brainstorming technique as a way for encouraging Ss to communicate; students gave their ideas based on this main questions: <ul style="list-style-type: none"> • What inventions have been created lately? 1. Flashcards. T used this material to ask students to identify the objects presented on the images that were connected with the general topic INVENTIONS. The main idea with this material and activity was to use visual aids in order to ask Ss to participate interact and specially to communicate their thoughts but in L2. Students identified the object and started giving their ideas about it, first on L1 and then on L2. <ul style="list-style-type: none"> ✓ (ON) Visual materials were useful with this group of Ss and in general with populations like it. ✓ (ON) Ss started to participate on L1 and then, they translated their opinions to L2. 2. Grammar translation L1 –L 2 / L2 – L1 This technique was used during the lesson for reinforcing 	<p>Observational Notes (ON), Theoretical Notes (TN) Methodological Notes (MN)</p> <ol style="list-style-type: none"> a. (ON) Using rules for participation: Ss can participate in order, raising their hand and just during 5 times. Each time they participated, they are giving extra points that will be taken at the end of the lesson (Symbolic prize). This was very motivating for most of the students, they wanted to obtain the extra points and try to participate during the lesson; at first, they participated on L1 and the first round was possible to do it, however after it, TS only accepted turns of participation on L2. b. (ON) Ss started giving answers on L1 and T asked them to do it on L2 if they want the extra point. After the first time on L1, they started to try to translate their ideas; TS helped Ss that could not give their opinion easily on L2 by explaining or giving some basic concepts or ideas on L2. TS encourage Ss that participated on L2. c. (ON) Ss organize groups for working

Grade: 4th grade

Number of Ss: 30

Place: School Luigi Pirandello

<ul style="list-style-type: none"> Ss will choose and describe the invention Ss will establish the Inventions' usages 	<p>start to think about the invention Ss will be working on during the week.</p> <ul style="list-style-type: none"> Ss organized the groups (3-4 students per group) _c Instructions were given on L2. Ss talk about the inventions they had created on a previous occasion. Ss select the invention. _d <p>5. Assessment</p> <ul style="list-style-type: none"> Informal assessment. (Lesson plan) <p>6. Closing</p> <ul style="list-style-type: none"> Closure of the lesson. 	<p>the learning of L2. The Use of L1 by the T was for Ss could get a better idea of the topic Used to – Used for. Also, the L1 is a common code between TS and Ss that was used for communicating and interacting.</p> <p>3. Choral Drilling Techniques. This activity or strategy was used to Ss being involved and engaged on the lesson. Ss were asked to repeat what the T said and it was an opportunity for starting using the L1 even as something imposed. This activity was very useful to have students practicing T was an example of the use of the language. The grammatical structure; everybody had to repeat it, so there was no chance to avoid practicing orally.</p> <p>Project-based activity.</p> <p>4. Selection of the Invention: During this stage Ss organized the groups for the project and discussed about the inventions they had. This activity was planned to give Ss the opportunity to expose their ideas, discuss about the inventions and make a final decision for the final project. All of this would show different patterns of interaction and communication</p>	<p>according to their own desire. TS did not organize the groups because it was thought that the free election of the people to work with would show better patterns of interaction.</p> <p>d. (ON) Instructions were given on L2 during the whole lesson; some Ss translated T's words to L1 or understood the instructions without translation. (MN) the use of L2 for giving the instructions was another opportunity to ask Ss to listen to the T and then participate or follow instructions.</p> <p>e. (ON) During this stage Ss used L1 during the interaction and communication between them. They were asked to use L2 while TS were talking to them. When Ss used L2, it was used because the TS obligated them to do it. (TN) Speaking, it must be something normal and that the T motivates Ss to use the language. (TN) TS should give more time for practicing the speaking and communication and make it more relevant for students.</p>
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Date: September 22, 2014

Time: 11:50am - 12:40am

Duration: 50 minutes

Session # 1

Field Note # 1

Grade: 4th grade

Number of Ss: 30

Place: School Luigi Pirandello

Extra notes	Extras (Material, videos, information, etc.)
<ul style="list-style-type: none"> • (ON) Some Ss at the back of the classroom were not engaged on the lesson. They looked distracted and did not want to participate. • (TN) The strategy for controlling participation can finish on ignoring some Ss after they have completed the limit of participation. Once they completed the 5 times of participation, some Ss are not engaged on the lesson. (MN) Overuse of "Spanglish" during the lesson. • (ON) Too much time negotiating the extra points of participation. This consume a lot of time because Ss put more attention to the points they won that in the topic of the lesson. • (ON)Some Ss did jokes by using the language (caja fuerte – strong box) that was good; it showed a natural contact with the language. • (ON) Ss bothering the teacher. They started repeating everything the T said (MN) TS must establish rules for avoiding these situations. 	<ul style="list-style-type: none"> • Flashcards of different inventions. • Ss were given some homework for practicing at home.

1. Schatzman and Strauss (1973) "Observational Notes (ON), "Theoretical Notes"(TN) and "Methodological Notes (MN)"

Field Notes Format

Session objective(s)	Class Procedure -& Activities Sequence	Pedagogical Activities & Strategies	Notes ¹
<p>Language Focus' objective: Explanation of the Topic: <i>Used to – Used for.</i></p> <p>Teachers' objectives</p> <ul style="list-style-type: none"> TS will be able to enhance students' oral performance by encourage them to use the topic of the class into a communicative process. <p>Students' objectives</p> <ul style="list-style-type: none"> Ss will be able to describe objects using used to and used through oral descriptions. Ss will design their invention. 	<p>T: Teacher TS: Teachers Ss: Students L1: First language L2: Foreign language</p> <ol style="list-style-type: none"> Opening. <ul style="list-style-type: none"> T started the class by the routine used during the lessons. ^a Ss said to the T the date, number of session T put the rules for class order, participation and interaction (RAC #)_a Presentation <ul style="list-style-type: none"> T used flashcards to talk about the topic and continue its explanation ¹. In this part Ss had to explain the functions of the objects presented on the images. ^b Asking for specific information ² Chart about the use of the infinitive (to) and the gerund (ing) T used Choral Drilling Techniques for asking students to repeat the structures presented on a chart created by the T. ³ Guided practice <ul style="list-style-type: none"> Work on the Students' book. (Lesson plan) Listening exercises. Communicative practice (design of the invention ⁴) 	<ol style="list-style-type: none"> Flashcards. T used this material to ask students to identify the objects presented on the images and explain the functions and usages of it. The main idea with this material and activity was to use visual aids in order to ask Ss to participate interact and specially to communicate their ideas but in L2. During this new stage, we could notice that students used more L2 for talking about the images than the previous lesson where they used more L1 and then a mixture between both languages. T continued encouraging the use of L2 by controlling the participation on English; those Ss that tried to use L1 were asked to use English if they wanted the extra points. Asking for specific information. This activity was used to guide Ss to communicate on L2 about detailed information about different topics such as the use of infinitives (to) gerunds (ing) on the English grammar, the functions of some inventions, etc. When Ss had to be specific about any specific information, they would focus just on the information and use L2 for talking about it. During this stage T used some Initiation – Response – Feedback (IRF) interaction for engaging Ss on the lesson. This pattern of interaction is common during every lesson. 	<p>Observational Notes (ON), Theoretical Notes (TN) Methodological Notes (MN)</p> <ol style="list-style-type: none"> (ON) Using the same routines during all the lessons creates a pattern of interaction that looks imposed but in some way useful. (ON) Ss used the dictionary for finding the translation to English of some of the objects' names. This was a difference compared to the first session when Ss just asked the TS for any meaning of a word. Using the dictionary was a learning strategy that Ss do not usually use. (ON) TS encourage Ss that participated on L2. It influenced other Ss to use the L2 even if they do not have the custom to do it. (MN) We should find a different way to use the L2 for more than extra points. (ON) During this stage Ss used most of the time L1 during the interaction and communication between them. They were asked to use L2 while TS were talking to them. (ON) during some parts, Ss used one language and then they moved to the other <p>(TN) This showed an improvement in the</p>

Grade: 4th grade

Number of Ss: 26

Place: School Luigi Pirandello

- Ss were asked to get in the work-groups in order to create the design of the invention.
- With the design they had to write some of the usages of the invention on the paper.
- T monitored the Ss' work and asked students to negotiate the designing of the invention. _{c & d}
- The instructions for working on the design were given in L2. _e

5. Assessment

- Informal assessment. (Lesson plan)

6. Closing

- Closure of the lesson.
- Homework.

3. Choral Drilling Techniques.

On this activity Ss were involved and engaged on the lesson by the whole-group practice.

Ss had to repeat what the T said and it was an opportunity for starting using the L1 even as something imposed.

Project-based activity.

4. Design of the Invention:

In this part of the project, Ss had to draw their invention and design it having in mind the opinions of all the participants of the group; during this stage, they would negotiate in L2 the characteristic, description and the usages of the invention

Ss interacted most of the time on L1; however they used more on L2 while TS were monitoring the groups.

The interaction on L2 occurred when TS asked Ss to do it; Ss used the grammatical structures previously learned during the lessons

levels of use of the L2; the last lesson Ss used more L1 even with the TS.

(TN) the idea is to motivate Ss to interact between them using the L2 too. To become it something natural that Ss can use for communicating and interacting.

- e. (ON) The instructions of the activity were given on L2; Ss had to pay attention to the T in order to know what to do and what to talk or discuss about.

Date: September 23, 2014

Time: 12:40pm - 2:20am

Duration: 100 minutes

Session # 2

Field Note # 2

Grade: 4th grade

Number of Ss: 26

Place: School Luigi Pirandello

Extra notes	Extras (Material, videos, information, etc.)
<ul style="list-style-type: none"> • (ON) Some Ss gave answers about anything else just for having the extra points. • (ON) This time Ss used more Spanglish rather than just Spanish. • (ON) Ss asked TS the meaning of some words but using Spanish: one of the Ss needed an eraser and asked in Spanish the T to borrow him one; T asked the S to do the phrase on L2 if he needed • (MN) T asked Ss to use different structures for requesting but in English. Can I borrow your...? How do you say...? 	<ul style="list-style-type: none"> • Flashcards of different inventions. • Ss were given as homework some pages of the Students' book for practicing at home. • Students were asked to bring next class some materials. Scissors, glue, paper, cardboard, colors, markets, etc.

1. Schatzman and Strauss (1973) "Observational Notes (ON), "Theoretical Notes"(TN) and "Methodological Notes (MN)"

Field Notes Format

Session objective(s)	Class Procedure -& Activities Sequence	Pedagogical Activities & Strategies	Notes ¹
<p>Language Focus' objective: Practice of the Topic: <i>Used to – Used for.</i></p> <p>Teachers' objectives</p> <ul style="list-style-type: none"> • TS will guide the activity in order to enhance the foreign language learning process through oral communication and interaction. • TS will monitor the process of creating the posters. • TS will say the rubric of the contents of the posters and demonstrate how to create it. <p>Students' objectives</p> <ul style="list-style-type: none"> • Students will be able to put in practice the previous knowledge they have obtained during the last three classes, • Students will communicate orally and interact during the whole lesson during the creation of the poster. • Students will do the poster of the invention. 	<p>T: Teacher TS: Teachers Ss: Students L1: First language L2: Foreign language</p> <p>1. Opening.</p> <ul style="list-style-type: none"> • T started the class by the routine used during the lessons. Ss said to the T the date, number of session • T put the rules for class order, participation and interaction (RAC #) <p>2. Presentation</p> <ul style="list-style-type: none"> • T asked Ss about the activities of the day. (Initiation – Response – Feedback (IRF)) • Ss talked about the activity that is the poster's creation _a • Ss talked about the materials that they brought to this session. _a • T asked Ss to tell him what is included on a poster and Ss give some main ideas about it (Brainstorming ¹) the ideas were written on the board. • T drew on the board a sample of structure of a poster including some of the ideas given by the Ss. • T gave the rules for working on the posters such as: Ss have to take all the materials that they would need. 	<p>1. Brainstorming Technique. This activity was planned to see the Ss' ability to communicate their ideas about what a poster it; they were able to participate according to their previous knowledge of the object they were asked to give ideas about. We wanted to check their ability to communicate their ideas but in L2, showing their use of the language for participating and interacting on English. Most of the Ss participated on L2; They gave most of their ideas by using English; It showed an improvement of the use of the language if we compared the first two sessions. Something important was that Ss only responded to the TS by giving answers on L2, even when they communicate with others Ss on L1 about the possible answers, they used L2 with the TS.</p> <p>Project-based activity.</p> <p>2. Invention's poster: During this activity Ss have to create the poster of their invention for the last presentation. They brought different materials per groups with the purpose of creating the poster of the invention. They had to do it on groups according to every participant. On this activity, Ss had to carry out the whole process using the L2 for communicating and interacting nor only with the TS but also with their classmates. We wanted Ss to be on a normal situation where they could</p>	<p>Observational Notes (ON), Theoretical Notes (TN) Methodological Notes (MN)</p> <p>a. (ON) Ss discussed and interacted with the TS on L2 about normal situations of the lesson.</p> <p>b. (ON) T gave the rules that had as purpose to guide the Ss to interact and use more the L2. (MN) T provided different vocabulary in order to use it during the whole lesson. It was useful for students that did not know exactly how to express themselves on the L2</p> <p>c. (ON) The activity took place outside of the classroom where students have to do the posters on the floor. (TN) Working there has some pros and cons: It offered a more relaxed environment for Ss, each group was free to work on the floor and do the posters as they wanted. However, Ss were in contact with other distractions such noise, other students, etc.</p> <p>d. (ON) T worked on an invention and its poster too. He was an example of the language use and the activity itself.</p> <p>e. (ON) Ss had to work in groups to make the</p>

Grade: 4th grade

Number of Ss: 28

Place: School Luigi Pirandello

Ss should use only English to talk during the creation of the posters.
 T taught some language for the activity. T wrote on the board the sentences and phrases and use drilling techniques for practicing it. _b
 Ss can use phrases such as:

- Can I borrow your (pencil, scissors, papers, etc.)?
- May I help you in...?
- Can I use your...?
- Thank you!
- Can you help me, teacher?
- Please, can you give me the...?
 [this phrases were written on the board]

- The activity was done out of the classroom because the physical space. _c

3. Guided practice & Communicative practice (Creation of the poster of the invention ²)

- Ss were working on the poster on the main square of the School.
- T did a poster in order to show students a way of creating it. He used the language students were asked to use. _d
- Each participant of the group would participate. _e
- All the instructions, interaction and oral communication should be on L2 _f

4. Assessment

- Informal assessment. (Lesson plan)

5. Closing

- Closure of the lesson.

put in practice not only the structures and vocabulary learned during the previous lessons but also to be immerse on a communicative situation of the daily life.

poster they wanted to show at the last science fair. Each student had to participate and be part of the work

f. (ON) Ss used L1 with their classmates of the group, but something really important was that when they wanted to interact with the participants of other groups (Because the monitoring of the TS) they did it trying to use L2.
 (ON) As one of the T created a poster too, everybody was involved on the activity.
 T worked as another student and has to communicate only in L2.
 (TN) T was an example of the way of working and using the language for interacting.

Date: September 24, 2014

Time: 10:10am - 11:50am

Duration: 100 minutes

Session # 3

Field Note # 3

Grade: 4th grade

Number of Ss: 28

Place: School Luigi Pirandello

Extra notes	Extras (Material, videos, information, etc.)
<ul style="list-style-type: none">• (ON) Ss interacted with people different to their group using some of the structures showed at the beginning of the lesson.• (ON) This time Ss used more English.• (ON) Different structures were given in order to offer more opportunities for practicing L2. <p>(MN) T asked Ss to use different structures for requesting but in English. Can I borrow your...? How do you say...? Can you help me, ?</p>	<ul style="list-style-type: none">• The posters where not finished; it is necessary to finish this on the next lesson and include it during the pre-presentation of the posters.

1. Schatzman and Strauss (1973) "Observational Notes (ON), "Theoretical Notes"(TN) and "Methodological Notes (MN)"

Field Notes Format

Session objective(s)	Class Procedure -& Activities Sequence	Pedagogical Activities & Strategies	Notes ¹
<p>Language Focus' objective: Practice of the Topic: <i>Used to – Used for.</i></p> <p>Teachers' objectives</p> <ul style="list-style-type: none"> TS will bring to students some time where they can expose their final presentations of the inventions. <p>Students' objectives</p> <ul style="list-style-type: none"> Students will finish their posters. Students will be able to expose their inventions to the teachers in a pre-presentation. Students will be able to use the grammatical structure <i>Used to – Used for.</i> 	<p>T: Teacher TS: Teachers Ss: Students L1: First language L2: Foreign language</p> <p>Opening.</p> <ul style="list-style-type: none"> T started the class by the routine used during the lessons. Ss said to the T the date, number of session T put the rules for class order, participation and interaction (RAC #) <p>Presentation</p> <ul style="list-style-type: none"> T finished his poster in order to show Ss how it looks like. Students commented about the T's poster and how it was according to their viewpoint. _a T asked students to bring all the materials for finishing the poster per group (Group-work) _b Again the activity was done out of the classroom because the physical space. <p>Guided practice & Communicative practice (Final version of the poster & pre-presentation:¹)</p> <ul style="list-style-type: none"> Ss were working on the poster on the main square of the School. The monitoring of the activity and the language used during it was only in L2. T gave the instructions using the foreign language _c While Ss were finishing their posters TS asked 	<p>Project-based activity.</p> <p>1. Final version of the poster & pre-presentation: On this stage Ss had to finish their posters of the inventions; they were expected to continue using L2 for communication and interaction like the previous lesson. It was good to see that they continue using some of the expression taught before. At the end Ss had to respond to some questions teachers were asking to every group; as a final pre-presentation, Ss told the teacher some of the main ideas of the poster based on the invention.</p>	<p>Observational Notes (ON), Theoretical Notes (TN) Methodological Notes (MN)</p> <p>a. (ON) Ss talked about their points of view about the T's poster; this was a good activity to encourage students to use the L2. They used words and expressions such as: Nice; Beautiful; it's amazing; good colors. Or even expressions such as: My poster is good too. My poster will be more beautiful, etc. (TN) situations like these demonstrated that Ss can interact with TS for more purposes that teaching-learning.</p> <p>b. (ON) Since last class, Ss discussed how to bring the materials for working on the poster. The group work was planned and they used L2 for selecting who would bring each material.</p> <p>c. (ON) T monitored the lesson and give instructions, rules, recommendations, suggestion on L2. Ss listened to him and caught most of the information given in the TS' speech.</p> <p>d. (ON) TS did some questions to the Ss about the posters. (Process questions, Open questions)</p>

Grade: 4th grade

Number of Ss: 30

Place: School Luigi Pirandello

- different question to them _d:
- And what does this part mean?*
 - What do you want to say in this part?*
 - What is this drawing about?*
- Ss could do the pre-presentation of most of the ideas of each poster and invention.
 - Assessment
 Informal assessment. (Lesson plan)
 - Closing
 Closure of the lesson.
 Final version of the poster.

(TN) the last questions for specific information were very useful for guiding students to interact and give information about their projects. They were asked to use the language for communication between the group and the students..

C Extras (Material, videos, information, etc.)

- (ON) Ss continued using the structures given the last class for requesting, interacting, etc.
- (ON) this time timing was very demanding for TS and Ss.

- Students had to bring the last version of the posters for next week on the science fair.

1. Schatzman and Strauss (1973) "Observational Notes (ON), "Theoretical Notes"(TN) and "Methodological Notes (MN)"

Field Notes Format

Session objective(s)	Class Procedure -& Activities Sequence	Pedagogical Activities & Strategies	Notes ¹
<p>Language Focus' objective: Practice of the Topic: <i>Used to – Used for.</i></p> <p>Teachers' objectives</p> <ul style="list-style-type: none"> • TS will guide the activity in order to enhance the foreign language learning process through oral communication and interaction. • TS will monitor the process of creating the posters. • TS will say the rubric of the contents of the posters and demonstrate how to create it. <p>Students' objectives</p> <ul style="list-style-type: none"> • Students will be able to put in practice the previous knowledge they have obtained during the last three classes, • Students will communicate orally and interact during the whole lesson during the creation of the poster. • Students will do the poster of the invention. 	<p>T: Teacher TS: Teachers Ss: Students L1: First language L2: Foreign language</p> <p>1. Opening.</p> <ul style="list-style-type: none"> • T started the class by the routine used during the lessons. Ss said to the T the date, number of session • T put the rules for class order, participation and interaction (RAC #) <p>2. Presentation</p> <ul style="list-style-type: none"> • T asked Ss about the activities of the day. (Initiation – Response – Feedback (IRF)) • Ss talked about the activity that is the poster's creation _a • Ss talked about the materials that they brought to this session. _a • T asked Ss to tell him what is included on a poster and Ss give some main ideas about it (Brainstorming ¹) the ideas were written on the board. • T drew on the board a sample of structure of a poster including some of the ideas given by the Ss. • T gave the rules for working on the posters such as: Ss have to take all the materials that they would need. 	<p>1. Brainstorming Technique. This activity was planned to see the Ss' ability to communicate their ideas about what a poster it; they were able to participate according to their previous knowledge of the object they were asked to give ideas about. We wanted to check their ability to communicate their ideas but in L2, showing their use of the language for participating and interacting on English. Most of the Ss participated on L2; They gave most of their ideas by using English; It showed an improvement of the use of the language if we compared the first two sessions. Something important was that Ss only responded to the TS by giving answers on L2, even when they communicate with others Ss on L1 about the possible answers, they used L2 with the TS.</p> <p>Project-based activity.</p> <p>2. Invention's poster: During this activity Ss have to create the poster of their invention for the last presentation. They brought different materials per groups with the purpose of creating the poster of the invention. They had to do it on groups according to every participant. On this activity, Ss had to carry out the whole process using the L2 for communicating and interacting nor only with the TS but also with their classmates. We wanted Ss to be on a normal situation where they could</p>	<p>Observational Notes (ON), Theoretical Notes (TN) Methodological Notes (MN)</p> <p>a. (ON) Ss discussed and interacted with the TS on L2 about normal situations of the lesson.</p> <p>b. (ON) T gave the rules that had as purpose to guide the Ss to interact and use more the L2. (MN) T provided different vocabulary in order to use it during the whole lesson. It was useful for students that did not know exactly how to express themselves on the L2</p> <p>c. (ON) The activity took place outside of the classroom where students have to do the posters on the floor. (TN) Working there has some pros and cons: It offered a more relaxed environment for Ss, each group was free to work on the floor and do the posters as they wanted. However, Ss were in contact with other distractions such noise, other students, etc.</p> <p>d. (ON) T worked on an invention and its poster too. He was an example of the language use and the activity itself.</p> <p>e. (ON) Ss had to work in groups to make the</p>

Grade: 4th grade

Number of Ss: 28

Place: School Luigi Pirandello

Ss should use only English to talk during the creation of the posters.
 T taught some language for the activity. T wrote on the board the sentences and phrases and use drilling techniques for practicing it. _b
 Ss can use phrases such as:

- Can I borrow your (pencil, scissors, papers, etc.)?
- May I help you in...?
- Can I use your...?
- Thank you!
- Can you help me, teacher?
- Please, can you give me the...?
 [this phrases were written on the board]

- The activity was done out of the classroom because the physical space. _c

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- Ss were working on the poster on the main square of the School.
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- All the instructions, interaction and oral communication should be on L2 _f

4. Assessment

- Informal assessment. (Lesson plan)

5. Closing

- Closure of the lesson.

put in practice not only the structures and vocabulary learned during the previous lessons but also to be immerse on a communicative situation of the daily life.

poster they wanted to show at the last science fair. Each student had to participate and be part of the work

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 (ON) As one of the T created a poster too, everybody was involved on the activity.
 T worked as another student and has to communicate only in L2.
 (TN) T was an example of the way of working and using the language for interacting.

Date: September 24, 2014

Time: 10:10am - 11:50am

Duration: 100 minutes

Session # 3

Field Note # 3

Grade: 4th grade

Number of Ss: 28

Place: School Luigi Pirandello

Extra notes	Extras (Material, videos, information, etc.)
<ul style="list-style-type: none"> • (ON) Ss interacted with people different to their group using some of the structures showed at the beginning of the lesson. • (ON) This time Ss used more English. • (ON) Different structures were given in order to offer more opportunities for practicing L2. <p>(MN) T asked Ss to use different structures for requesting but in English. Can I borrow your...? How do you say...? Can you help me, ?</p>	<ul style="list-style-type: none"> • The posters where not finished; it is necessary to finish this on the next lesson and include it during the pre-presentation of the posters.

1. Schatzman and Strauss (1973) "Observational Notes (ON), "Theoretical Notes"(TN) and "Methodological Notes (MN)"

Field Notes Format

Session objective(s)	Class Procedure -& Activities Sequence	Pedagogical Activities & Strategies	Notes ¹
<p>Language Focus' objective: Used to – used for Final presentation – Science Fair.</p> <p>Teachers' objectives</p> <ol style="list-style-type: none"> 1. TS will conclude the implementation of the research project obtaining good and completed results. 2. TS will guide and monitor the last activity based on the students' presentations. <p>Students' objectives</p> <ul style="list-style-type: none"> • Students will present the final product obtained during the project-based sessions carried out during the last lessons. • Students will be able to show their posters by using the grammatical structures (used to – used for) and the vocabulary learned during the previous lessons. 	<p>T: Teacher TS: Teachers Ss: Students L1: First language L2: Foreign language</p> <p>Opening.</p> <ul style="list-style-type: none"> • T started the class by the routine used during the lessons. Ss said to the T the date, number of session • T put the rules for class order, participation and interaction (RAC #) <p>Presentation</p> <ul style="list-style-type: none"> • This stage was used to get Ss in groups and asked them about the activity of the day. • Ss answered that the activity was the presentation of the inventions. _a • Ss got everything ready for the presentation of the invention. • Ss asked TS about some vocabulary, sentences and phrases they could use for the presentation. _b • Ss got in groups and they used some time to organize the way each participant would participate and talk about the poster. _c <p>Guided practice & Communicative practice (Final presentation of the poster:¹)</p> <ul style="list-style-type: none"> • T gave the instructions for the activity on L2. • Ss were selected randomly for presenting their poster. • The presentation took place outside the 	<p>Project-based activity.</p> <ol style="list-style-type: none"> 1. Final presentation of the invention: <p>This time students presented their posters about their invention as if they were in a science fair; they exposed it to the teachers and they had to answer the questions made by the teachers according to their posters and the idea was for them to answer using the structures covered in the classes (used to and used for; may and might)</p> <p>The activity showed the final results of the language focus' objectives but the most important, it showed different improvements on the students' abilities for communicating and interacting whit a significant development of the L2 learning.</p>	<p>Observational Notes (ON), Theoretical Notes (TN) Methodological Notes (MN)</p> <ol style="list-style-type: none"> a. (ON) Ss answers to some procedural questions showed their ability to understand information given by the TS and response to it. (TN) situations like these demonstrated that Ss can interact with TS for more purposes of the lesson than the language focus. b. (ON) Ss asked the TS about some vocabulary or specific sentences they could use for enriching their presentations. <p>As examples, some of the sentences were:</p> <ul style="list-style-type: none"> ✓ Thank you, for your attention. ✓ This was the poster of our invention. ✓ This was our invention, thank you. <p>(TN) Ss felt they needed more knowledge for their presentations; this showed an improvement in their needs for the L2 and their desire for learning and using it more.</p> <ol style="list-style-type: none"> c. (ON) Ss' group work went further than the invention and porter's creation. They organized

Grade: 4th grade

Number of Ss: 29

Place: School Luigi Pirandello

- classroom.
- Ss. Took around 5 minutes per presentation. d
 - Before doing the presentation teachers helped students with pronunciation of some words.
 - TS monitored the presentations and used some questions about the inventions.

 - Assessment
 Informal assessment. (Lesson plan)
 - Closing
 Closure of the lesson.
 Final version of the poster.

the group for the final presentation according to the role of each student and the way and order of participation.
 d. (ON) Ss while presenting their posters hesitated at first, so the head teacher gave them an opportunity to practice a bit what they were really going to say on their presentation and at the second time they improved their speeches, because they used L2 properly, nevertheless they had some grammar mistakes their communication was easy to understand.

Extra notes	Extras (Material, videos, information, etc.)
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- (ON) TS helped Ss before presenting with vocabulary, pronunciation, etc.
- (ON) The Head teacher was included on the final presentations; he graded students' performance and the posters they have presented.
- (ON) The head teacher did not use the rubric for the evaluation of the posters.

- Rubric for evaluating the posters (it was not used)

1. Schatzman and Strauss (1973) "Observational Notes (ON), "Theoretical Notes"(TN) and "Methodological Notes (MN)"