Using Task Based Learning Approach to Foster Oral Production in 8º Graders

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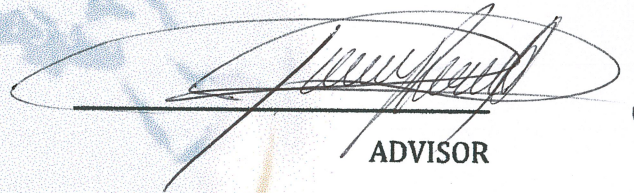
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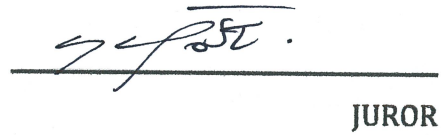
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ABSTRACT

This research project is focused on the description and analysis of the processes of fostering oral abilities with the implementation of Task Based Learning using speaking techniques in interactive method with a story as a tool in eight graders students in a public school in Bogota. Thirteen students participated in the project for more than two months. Among the main sources to obtain data, questionnaires, researcher observations, students' portfolios and students recording transcription were used. Through the data analysis it was revealed that students during this pedagogical implementation faced different aspects to improve their English level in class; to do it were used strategies and three techniques implemented in relation with activities such as: minimal responses, talk about English, picture activity-game, guessing activity-game and story activity-game.

Besides, at the end of the implementation of activities based on task based learning grounded on speaking techniques as a conclusions appears that those activities allowed the acquisition of new vocabulary to help students understand and comprehend the story, also improve pronunciation in eight graders, encourage students' participation in English classes and finally develop metacognitive process that allowed improvements in their target language.

CHAPTER 1

Introduction

The acquisition of a foreign language represents a challenge and an opportunity for learners to learn new knowledge. Nowadays in this competitive world it is imperative for Colombian students to be ready when facing adversities, for that reason it is essential to train students with necessary elements and this can only be achieved through education. In this way, learning a foreign language has been seen like a hard challenge for Colombian students since it represents learning something new, far from their daily reality. Having in mind this, Colombia's Ley General de Educación (1994) enacted the acquisition at least in one foreign language, the majority of the cases English. It offers the students the opportunity to grow academically providing students a comprehensive training in order to develop skills, aptitudes and knowledge getting also access to scientific and technical developments. In English classes it is necessary to provide students elements that facilitate the learning process of a foreign language since it gives an extra skill. For those reasons for Colombian students knowing and speaking a foreign language helps them to face the adversities and build a professional profile which will be their best tool.

In order to learn a second language it is important to take into account the process and stages that learners have when they learn a foreign language. It is also necessary to consider the environment in which they are learning. It gives students a space where they feel comfortable and where they can also develop their communicative skills, with this in mind the development of skills appears as an essential part for teachers and students.

The learning process of a new language involves the development of different skills. Speaking skill is one of those skills, it appears as a main stage in their acquiring language process because it gives the opportunity to produce an output of what they have learned, but when the idea of speaking arises for learners it signifies aspects like fear and nervousness and in some cases it prevents a good development of communicative skills. It was evidence in researcher observations.

According to the necessity of the improvement and development of the English language this study focuses on the development of speaking skill in students through the implementation of task based learning approach with the use of different strategies and techniques managed by the researcher. This methodology was proposed because the participants of this study were observed, and the results showed that most of the students feel nervous to talk in English and to express their ideas. It is due to the majority of learners present a basic level of English, for that reason most of the time learners try to translate the words into English but they failed with pronunciation and meaning of the sentences. This build a mental restriction inside students making they do not want to speak in classes. This kind of study provides an opportunity for students to work on their oral skills, providing a space where students could learn a foreign language.

Additionally, to establish activities for oral language development means to create and apply activities to students in order to increase and develop their oral skills. In order to apply useful speaking activities it is necessary to think about what makes those activities suitable for students. As Bailey (2005) and Goh (2007) states that methods to improve the development of speaking need the construction of syllabus, use of principles to teach, types of tasks, use of materials, and a correct process of speaking assessment. Having in mind those aspects, it is

necessary to think about more than the activities it is also necessary to have into account the design of those activities and in base of what it will be developed. To implement useful and suitable activities is essential that those activities are planned as a method that promotes oral communication, in base of it speaking techniques were linked to the activities, it means that through the activities learners work techniques that allow them practice and improve their speaking skill.

The use of those techniques need to promote speaking, but in this case is necessary to think also about participants. Bearing in mind this arise the necessity to promote speaking participation, it develop appropriate task according to students taking into account English level, background and interest, it was recommended for the English skills development of ESL learners (Bailey 2005; Nunan, 2006; Patil, 2008; Trent, 2009; Zhang, 2009). Taking into account learners' aspects researcher could develop and implement activities based on strategies designed for them.

This paper presents the process and stages in which the pedagogical intervention were divided, according to the methodology proposed, finding what activities the researcher implemented with students in class, working with task based approach using strategies and techniques that through activities allow the use of different elements as pictures, scripts, board games, story, flash cards, etc. Those are important elements in class owing as it provides students some vocabulary and structures to help students to produce oral language in base to talk about characters or objects that appear in those elements. Also some observations of the class during the process are appended to the document in order to show the reader a view of the process that students have during the development of the implementation and the process that participants had.

Through this study the researcher is going to show how the use of task base learning approach grounded of the practice of some speaking techniques work in the fostering process of oral language in eight graders students in a public institution.

JUSTIFICATION

This research project born from the interest of the researcher and the necessity of fostering oral communication in students who present difficulties in speaking skill. Their previous English classes were focused on the writing development, reading and grammar skills. It is because the curriculum of the school is focused on the development of English through the use of this skill putting aside listening and speaking considering them difficult to work with it in the classrooms. Listening and speaking skills are a vital part of learning process due to through the development of these skills students can receive and produce language. Based on previous students' observation in English class when these skills appeared inside classroom students did not feel enough confidence to practice and to explore it. It made students limit their own participation during the English classes and at the same way their own learning process.

Researcher found that one of the main skills that students want to learn is speaking skill and it has a relevant importance in this project because students recognize it as something important to know and that they did not do in their previous English classes. Besides speaking is one of the bases to communicate between learners and speakers. It also represents for most of the learners a huge step in their process of learning. To learn a foreign language it is necessary to give to students the space and time to learn according to their necessities.

In order to foster oral communication in eight graders, researcher decided to implement task based learning as methodology of implementation. The purpose of used task

based learning was introducing a new alternative in English classes that allowed students to learn English in a way that they did not know before this project.

Task based learning was implemented using different strategies that promote students' participation and speaking techniques with the purpose to work with activities that in base of a story allowed students to speak in English. The aim tool to work with task based learning was a story; it was to give to students something about what they could talk in English classes knowing the vocabulary, understanding the story and in base of this speak about it.

In conclusion the main reason why researcher worked on this topic is because researcher-teacher felt the necessity to implement a methodology besides use a tool that allowed participants develop their oral skills and do practical and interesting the moment when they speak and in that way motivate them to produce oral language in class.

Research Problem

The idea of this research project arose due to previous observations and experiences from the researcher because she noticed the lack of speaking activities, vocabulary knowledge, correct pronunciation and the high level of nervousness when speaking in English in eight graders students in their English classes. Students showed anxiety about speaking, and said that they had not had good experiences speaking because they did not felt comfortable when they did it because in previous English classes they did not have a lot practice of it and when they did not feel sure about speaking and it promoted in students fear to make mistakes. In this sense previous English classes had made speaking a tedious skill to work on classroom by students.

During English classes the learners develop activities but they did not deep into the skills because students felt not prepare to do it according to their English level, it because students recognized they had a low English level and for that reason they did the activities in order to get a grade but not with the purpose to have a learning process, students read and listened to the story but they did not speak about it because they did not know how to do it. For that reason it was essential to propose activities that allowed them to speak. Taking into account this, researcher proposed a main tool that allowed students to speak about it in classes it was a story. The story needed to be interesting for students since it was the main instrument to catch students participations, the story as tool need to be striking and have interesting topics that allowed them engage with the plot, it because students did not feel motivation or interest to speak in class and the story would help students to have a extra interest to participate in classes because it was something new that could catch their attention. But students could not speak if they did not know how to do it. As Gebhard (1996) stated "Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form" (p.169), it means students need to be able to share their ideas and thoughts in this case about the story speaking about the plot or characters all with the purpose of producing language, but to do it students needed to have a space to practice it.

The participants of this study said that in previous English classes they did not have the space to produce orality in class. Having in mind this the researcher saw the necessity to think on activities that allowed students practice and produce language during the pedagogical implementation. Besides this, students showed interest about speaking in class but they need to talk about something for that reason was chosen a horror story that catch their attention it was in base of the first speaking technique, to speak about interesting topic for students, but according

to students' English level the story needs to be easy to understand that have an interest topic for them and also an important topic is that the story was not so long because long stories for them were boring, since students not were used to read in English and long stories could be not striking for them. In base of the previous observations researcher also noticed that students participated more if they work on groups, for that reason the proposed activities in the implementation need to made students work in groups but also was important to planned individual activities that permit students concentrate to complete a task. All the activities had the same purpose of foster speaking. Nunan (2003) defines speaking as the process of producing systematic verbal utterances to carry a meaning, with this purpose was essential to think what kind of oral language students are going to produce, having in mind this the activities need to fit with the purpose, students' interest and necessities, it because students need to have an accurate lesson that allowed them speak but also is necessary to provide them different elements to this process as the knowledge to start talking focusing on the oral productions and not in the structure.

During the first session observation previous to the implementation, it was evidenced that students were not used to speaking in English in their classes. Speaking activities implemented in first class were not easy because students not wanted to participate and they talked about they did not feel secure talking in English because they did not know how to do it, for this reason it was necessary to implement strategies that allowed students participation in oral activities. It was a challenge since students were used to develop activities based on grammar in their notebook. Besides, the grammar was worked on exercises in classes that were not situated in a context or a reality near to them. Hence, those exercises did not match with student's reality or interest. This lack of congruence made students not to feel motivated to speak in class. It is

possible that it was a reason students did not have an appropriate level of vocabulary or a correct structure to speak. As Tarigan (1990) says speaking is a competence that allow express, explain and share thinking, feelings, and ideas" in this order speaking allow humans communicate, and this is what students need communicate their ideas in the foreign language but to do it is necessary do it accurately, this means students need something about talk and that is the story but also needs a process to develop their speaking and are activities worked on class that permit it.

According to the survey and data gathered through the observations and the questionnaires done by the researcher at the beginning of the study, the researcher realized that speaking inside the classroom was not high developed as other skills, and it represented a challenge for students since they were not used to doing activities that work on the development of this skill. The data obtained from the questionnaire and the interviews showed that students felt anxious to speak in English because they worried about the correct pronunciation of the words and the meaning of them. This situation appears because students have not a clear comprehension about what they want to say and in the same way how to express it, it is due to they recognize the lack of knowledge that they already have about how to speak in a foreign language.

The researcher looked for methods which provide elements to the development of the oral skill, Task Based Learning Approach was chosen as the approach in which the implementation was based. It was bearing in mind necessities of the participants and the proposal of the study it fits with the stages of the class that allowed a communicative stage, because the main aim of this approach is the communicative practice in order to get the oral production of the students, through a variety of activities handed during the English classes.

Research question

- What does task based learning approach based on the use of speaking techniques inform about the fostering process of oral production in eight graders?

Research Objectives

General Objective

- To foster the development of oral production in eight graders through the implementation of Task Based learning Approach in a public institution using speaking techniques.

Specific Objectives

- To encourage students through strategies that promote student`s participation when working with specific tasks using it as the main tool to communicate on the English classes.
- To implement speaking techniques in English classes of eight graders allowing students develop and have contact with English foreign language.
- To develop activities bearing in mind Task Based Approach with the purpose of having a communicative practice in which students will be able to speak in English.

Purpose Statement

- The purpose of this study is to encourage students to speak in English through activities based on task based learning that allowed them communicate in an oral way.

The idea of this project born from student's necessities of fostering oral language in their English classes, for that reason was established a main question that inform about the use of an approach in order to reach the general and specific objectives that have the purpose of provide in classroom a space where is able to produce orality in base and approach and the use of a strategy and techniques that allow students participate in activities that at the same time allow them have contact with English foreign language with the purpose of have communicative practice.

CHAPTER 2

LITERATURE REVIEW

Chapter two presents the literature review and theoretical constructs in which the research project is focused. In the first part the reader has the opportunity to read about some previous studies which have similar methodologies, strategies or materials that helped researcher to identify some features, each one is related to the main three constructs of this research project.

As this study is based on TBLA arise the necessity to inform about this approach; in this order of ideas it is important to talk about it, as Farahani (2009) with his study "*A Study of Task-based Approach: The Effects of Task- based Techniques, Gender, and Different Levels of Language Proficiency on Speaking Development*" does three questions 1- Does the application of task-based approach to teach speaking have any effect on the speaking proficiency of male and female learners of English? 2- Is there any difference in terms of speaking proficiency development between male and female learners of English who have experienced task-based techniques to teaching speaking during a semester? 3- Is there any difference in terms of the degree of progression between intermediate and advanced English learners of the same gender under task-based approach of teaching speaking? The methodology that he used having in mind his question was to focus on the tasks being included in the syllabus, in that order he determinates the thematic content and then he divided the groups according to the gender and level of knowledge in English in intermediate and advance level. Following the conclusions of Farahani he stated that "task-based techniques seemed to be quite influential on the development of speaking proficiency especially for those of advanced who were in higher cognitive and

psychological levels"(p. 39), students with a higher English level had a "meaningful relationship" with the task-techniques which are strongly social, cognitive and psychological instead intermediate participants had a less development in pattern of speaking in real-life situations since they have not confidence in the task, meanwhile the conclusions of this study showed that the gender have not any effect in the development of speaking ability This study has a relation with the current project because their main point is the work with TBLA managing it as a part of the syllabus of the course. He worked the approach integrating it with the purpose, objectives, topics and goals of the course while in this project task based approach was integrated as a part of the planning of each lesson incorporating all of the previous features mentioned. Having this is mind each task was proposed in order that the participants could reach each goal according to the study, but in this case the researcher did not incorporated task based approach in the syllabus; researcher took into account each one and according to them planned the activities and the development of those.

      In that order Peña and Onatra (2009) in their study *"Promoting Oral Production through the Task-Based Learning Approach: A study in a public Secondary School in Colombia"* looked in this approach an alternative to promote oral skills since in their setting oral skill is put aside in regular classes tending to work on reading and writing developing cognitive processes. Since their main purpose was to promote oral skills, they had as an objective to design and implement tasks which encouraged students' oral output. They proposed a main question: What do students' performances tell us about oral output when they engage in activities that follow the task-based learning approach? And to answer it they proposed other two sub-questions: 1.What happens when an oral activity implies individual performance? and 2. What happens when an oral activity implies pair performance? Then the researchers analyzed the task proposed by the

TBL approach managing it with a purpose and a clear outcome. The class work was arranged as a sequence of tasks and its the task that generates the language to be used carrying out a series of tasks for which they will need to learn and recycle some specific items of language, those kind of activities and tasks were used in both projects established in series with sequence of cognitive process where students used previous knowledge about language and also what they learnt about the story in this case, they had to work in class connecting what they learnt in each class, working on reinforcement previous knowledge at the beginning of the classes to then practice it through the task in class.

The proposed methodology of the previous study is based on Willis (1996 to check how in classes researcher could propose the tasks, but in this previous study they first determine interesting and meaningful topic for the subject. Second to plan tasks in sequence with the same objectives (oral production). Third to plan the process of communicative tasks with lead a final task. Forth selected suitable material for the classes and finally, planned the procedures and instruments for the assessment process. The planned tasks were divided in order to answer the questions of the research, one kind was worked individually in presentations and the other where in pairs or groups were students had to communicate. Another relationship between those studies is that this study took into account this two kinds of communicative productions but not with the same purpose, for this project handing this two kind of activities allowed to create a good environment where students could speak among them without have fear to be humiliated.

Another finding in the previous study showed that letting learners observe a model during the task cycle is an excellent guide to better understand the purpose and possible outcome of a task. This part was meaningful for the project since it allow see that is important that students recognize their own learning process in order to overcome their mistakes. Also

researcher recognize from this study that it is important to allow student knowing what are the objectives or the task; in that order of ideas participants could be focus on reach those objectives it was what the researcher proposed in this previous project.

Another previous study developing speaking skills is *"Enhancing the development of speaking skills for non-native speakers of English"* by Boonkita (2010) he took into account task-based learning approach (Nunan, 2006) to expose his findings about his two main research questions conducted in his participants: 1) What factors help EFL learners to improve/develop their speaking skills?, and 2) What are EFL learners' strengths and weaknesses in speaking English for special communication?. In order to answer the se question first participants of this study were recording in all their oral activities, second they listened and received classmates and instructor feedback; third students answered interview questions in order to answer the first question. Forth researcher analyze participants' recording focusing on speaking content, pronunciation, and language use to answer the second research question.

The findings of this project were in base to answer the two research questions, and through the interviews researcher gathered that student's confidence in speaking was mainly reported as a factor that strengthened speaking performance. The used of tasks based on speaking activities change according to the design of the lesson it allowed participants prepared themselves for speaking among the activities, because once each speaking task was well-prepared, they did their presentations and it become an effective strategy to reduce anxiety. This study has similarities with the current project since both are focused on the development on speaking skills through the use of task based learning as the methodology to improve oral language. Through this project researcher look how students' answer allow the researcher have meaningful information that help him to planned activities taking into account students interest,

weaknesses and necessities. In base of it researcher needs to know how implemented it, here it is important the approach used; in these cases task based learning allow the researcher create activities focused on students need to develop speaking skills.

In the same way researcher take into account a previous study related to oral communicative activities "*Using communicative activities to develop English speaking ability of Mathayomsuksa three students* " by Nanthaboot (2012) where he established two purposes; the first one to investigate the effect of using communicative activities on the English speaking abilities of Mathayomsuksa 3 students. Second purpose is to study students' opinions through communicative activities. The researcher of this project implemented a pre-test to identify student's weaknesses in speaking activities, then apply communicative activities as drawing, drilling, planned short conversations, role plays and produce oral reports. All those communicative activities included any activity that encourage students to speak with and listening to their classmates.

After the researcher applied those activities students did a post-test showing changes and improvements in participants. This study was taking into account because it has the same purpose to develop speaking activities with a similar communicative approach, because task based learning is a branch of it. This previous study allow realize some of the present problems of speaking activities and some problem of teaching speaking, in base of it the researcher implemented communicative activities that in his conclusions allow him see that the implemented activities provided students speaking skills which help to develop their oral communicative competence. In their conclusions to reach the second objective to know about students' opinions the researcher perceive students found communicative activities were satisfied according to their necessities additionally those communicative activities help students to

improve their pronunciation, grammar and vocabulary, besides it students improve their speaking fluency showing an improvement in their oral skills. In base of these findings, communicative activities appeared as a good alternative to produce oral language, because those activities encourage student to speak and listen to the other speaker promoting communication. Also as was said before that task based learning was chosen as the approach of this project and it is a branch of the communicative approach that means that allow communicative activities focusing in the development of oral activities what is the methodology to foster speaking through the implementation of the current project; for that reason communicative activities were also implemented in this project taking into account speaking strategies to developed it.

Following this line of though speaking strategies are important to develop speaking skill for that reason Wahyuni (2013) presents her project *"L2 Speaking Strategies employed by Indonesian EFL Tertiary Students across Proficiency and Gender"* This study reports what strategies students use in relation to L2 and speaking proficiency, as well as gender; also how students use those strategies; and why they use them in specific ways. This study looks for strategies that allow students use strategies; here researcher used the two general divisions of strategies direct or indirect. The first class is direct strategies divided into three sub-classes called memory, cognitive, and compensation strategies. Those strategies implemented the use of images, sounds, physical movements, review the topic, practice repetitions, analyze the images, make predictions, use mime and use linguistic clues. The second key class is indirect strategies, where is also divided into three subclasses, metacognitive, affective, and social strategies; the strategies allow learners make predictions about their learning process, connecting materials to the purpose of the lesson, control anxiety, encourage learners participation, asking for clarification and talk about their own process.

Wahyuni (2013) used those strategies through test and through the implementation of English classes based in curriculum school. The instruments to get the information were test, interviews and questionnaires, through the previous instruments researcher find that students improve their English level in terms of proficiency and accuracy, also to answer why students use strategies, students showed that usefulness of the strategies was the primary reason for all the ways of the strategy use and the pleasure in using those strategies because they recognized it as effectiveness in order to resolve activities and present the test, lowing their anxiety and improving their grades.

Taking into account the use of strategies to teach and help students to learn the researcher of the current project guided by the use of some of the previous strategies proposed, decided to use as direct and indirect strategies; it with the objective in the fostering process of oral production. To do it researcher take into account the use of strategies in the previous project and the communicative activities planned in base of task base learning approach, taking into account all this three major factors allow the researcher planned activities following a process where student is able to speak using strategies through activities that encourage them participate and produce oral language.

THEORETICAL FRAMEWORK

This chapter supports the development of speaking skills through the use of task based learning approach as the methodology to implement activities. In order to demonstrate it, this theoretical framework presents and describes the process of speaking development taking into account different aspects which appear inside the classroom. This chapter presents the main constructs of this research project.

The first construct is **oral production** where it is explained its importance, also it include three sub-constructs. The first one is speaking skill where it has a description of the process, and stages that learners pass through its development and aspects which this process implies; the second one is motivation, where it is explained motivation and social influence to learn a foreign language. Finally the third sub-construct is speaking techniques, here includes a description of what is a strategy and how implemented it, also it is include three different techniques in base a speaking strategy with interactive model. The second construct is "**Task Based Learning**"; this is the methodology in which this research is based in order to prepare and plan students' tasks with the purpose of fostering speaking skill.

These constructs are the basis to develop this research project and take the most important theoretical aspects of each one in order to implement and develop this project improving speaking skills for eighth graders.

Oral Production

Oral production has an important relation with speaking because in this one, students most of the time provide more value to this skill than the others as reading, writing and listening,

students feel more anxiety related to the oral production, and in that way the main benefit for them is to achieve to get a natural conversation in which they can develop, share their ideas and be able to communicate with other people using the language in a complete way. Researcher wanted students to be able to use the language as correctly as possible and with a purpose. McCarthy (1991) suggests several types of speech that are probably among the most frequent (as yet, no one has produced a reliable frequency count): casual conversation, monologues of various kinds of speeches, telephone, service encounters, organizing and directing people, classroom talk, those types of speech has an important role during the acquisition of a second language, because all of these ones have the specific purpose of the development of the speaking skill in students taking as the main issue the oral production as an meaningful strategy to do it.

Nunan (1991) suggested that "to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language" (p. 39). The author talks in this statement about the importance of that oral production has during the learning of a second or a foreign language, because he described how the abilities of the students can be measured in terms of knowing if the students are able to produce the language in order to keep a natural and spontaneous conversation and in addition the author highlight the importance that the speaking has during the process of acquiring a foreign language and in the same way the role that oral production involved on it, all of this due that the students has to follow a process in order to get the construction of the language, the production of this one with the elements and the strategies gave and developed during the English classes and in which aspects those ones are in benefit for the acquisition and the production of the language.

Considering that oral production needs to take into account activities and strategies to develop in learners the process of fostering oral communication, the activities need to be based on strategies of communication that promote interaction and performance among speakers. Taking into account this researcher also need to have present different aspects through the process of learning a foreign language, those aspects have been studied by teachers, trainers, physiologists and linguistics. It is also important that learners have their own process and its necessary the use of learning strategies. For this project was decided to use two strategies proposed by The National Capital Language Resource Center (2004) which engage students that are not used to speak in a foreign language with activities that allow students participate in an oral way.

The first one is using minimal responses; the use of minimal response are focused to those students who present lack of confidence and prefer to be quiet and to listen to their classmates, this alternative have the purpose to encourage students to join to the class build up a standard of minimal responses. "Minimal responses are predictable, idiomatic phrases useful in conversations which indicate understanding, agreement, doubt front responses to the other speaker" (The National Capital Language Resource Center, 2004, pag1) give minimal responses to students in class, allowed students to get more vocabulary and create confidence to speak with other person, since students feel could answer what the other speaker is saying, also having this minimal responses they recognize their process of learning and the development they have. The researcher took as an important part the fact to explain the necessity of these minimal responses to the participants in lesson because in this way they recognize how they are learning and how they use it.

The second one is using language to talk about language; it is focused on students that feel uncomfortable, nervous and afraid to speak in a foreign language when they do not understand another speaker or when they realize that his classmate did not understand what was said. This strategy made students conscious about that learn a foreign language is a process and is important that they recognize they could have difficulties and they need to face it to improve it and learn. The National Capital Language Resource Center 2004, said that the teacher has the possibility to "help students overcome these difficulties doing that learners understand those situations can appear in any type of interaction" here is proposed to give to students some strategies and phrases to use for explanation and comprehension in order to overcome the fear to make mistakes, explaining to the participants that when you are learning a foreign language is normal to ask for clarification.

Speaking skill

Bering in mind these strategies and the use of the story is important to remain the purpose of this project is to develop oral communication, in order to achieve this is essential to develop speaking skill in students, it has a big relevance in their learning process of learn a foreign language in words of the sociolinguist Dell Hymes (1974) who describes speaking in a model where he analyzed different elements which presents in the linguistic interaction taking into account more than grammar structure also the context in which the speaker is talking, his model is explicit in an acronym S.P.E.A.K.I.N.G where in the eight divisions are included sixteen components

"Setting and scene components, it refers to the place and time where the speech is taking place, the scene is more related with the context.

Participants, the speaker and audience, "Linguists will make distinctions within these categories; for example, the audience can be distinguished as addressees and other hearers" it means that you could tell a story but not for all the audience is the message they are other hearers.

Ends, in it is include the purpose and the goals what means the story of the message that you want to say have a purpose it could for all the participants of just for the audience.

Acts sequence, the sequence of the event of how all the situations occurred having an introduction, plot and end.

Key, is what gives a "tone" for the speech, it means according how the words are said you can infer the feelings as sadness happiness, depression, etc.

Instrumentalities, "Forms and styles of speech" the linguistics and non- linguistic elements used to produce the speech. Example: a table, accent, French.

Norms are the social rules that the participants follow unconsciously it means the range of the speech, the vocabulary, the structure, the attitude that they present.

Genre, is the kind of speech- the kind of story if is for entertainment, historical or educational." (p.54, 56, .58 & 60)

In this sense it is necessary to contextualize it if the participants are learners from a public school where they are learning a foreign language, here it is the setting and scene and when students speak they do this in different moments sometimes for an specific part other to all the audience they have in classroom, but is necessary to identify how they reproduce sentences but not are able to produce a complete speech without practicing it before. After this is analyzed,

the proposed activities need to allow students create speeches having sequence and meaning, also the use of instruments could be tools but not in all the cases are useful since it could distract them, and also the norms and the genre are determinate for the purpose of the task they have to develop in the lesson.

In relation to this Brown (2007) defines some principles for teaching speaking skills as "encourage the use of authentic language in meaningful context, it is about the effort and the creativity that the teacher has to implement in the class to devise authentic context and meaningful interaction and the material that the teacher uses to do it has an important influence". (p.57) In relation to this study, theory has significant relevance because researcher can use a a story to learn a foreign language as is English in Colombian context, the use of meaningful material give the students the opportunity to interact and work while the student is learning, for that reason each material worked in class provides students elements to work and play with it in order to reinforce previous and create new knowledge. It refers that the use of tales which are interactive and entertainment for learners are really useful materials; where scripts, images, games and recordings are a help to students to develop their process of learning changed what they are used to work in their previous English classes.

Additionally, in terms of teaching principles, Brown's mentions that those principles "bring to the students opportunities to initiate oral communication" (p.56) because part of the oral communication competence is the ability to initiate conversations, make questions, and control conversations between the students and the next one is to encourage the development of speaking techniques. Those principles talk about asking for clarification, asking someone else to repeat something, using mime and not verbal expression, those strategies are applied on lesson plans specifically in guided practice, because in this part is where researcher can check reading

comprehension and make some tasks in order to make sure that students acquire understanding. (p. 57)

Nunan (1991) adapted types of oral language in two categories. The first one is monologues that could be planned or unplanned; the second are dialogues that could be interpersonal or transactional (p.251). Researcher chose monologues as the appropriate type of language in order to made students could start speaking; because this type of oral language fits with the methodology of the project and the previous strategies to promote students participation, because students could planned what say using idiomatic phrases, that means that task allow students to plan what they are going to say,

However, dialogues instead of monologues promote social relationships because in this one could interact more than two people. Having in mind this, researcher see transactional dialogues as a way where students can speak among them but they do this in a planned way.

According to Brown (2007) transactional dialogues carry out the purpose of exchange information, (p. 273) it fits with the purpose of the present project because this allows student to speak, and the idea of the researcher is to do this is a controlled way where students are able to speak knowing what they are saying. It means that researcher through task applied activities that allow monologues planned and transactional dialogues and in each case students planned what they said.

In the same perspective Johnson (2001) describes the development of oral communication and the production can be defined as "any type of interaction that made the use of spoken words, an interaction that is really important and essential nowadays. It has also been seen like the ability to communicate effectively through speaking and also in writing is highly

valued inside the classroom" (p. 34), in that way students could develop writing and speaking skills at the same time, interacting with these skills promoting language inside classroom in different forms. According to this Lyons (2011) shows some useful strategies to improve the practice of the English language not just in the class; also outside the class she suggests speaking practice *options and opportunities* outside of class time (p.11). For example, encourage students to practice speaking tasks. Encourage students to listen and observe conversations and interviews on TV and Internet. Students may also have access to cassettes and books for pronunciation practice. Taking into account that participants are from a public school the time of the lessons is limited and they need useful tools inside classroom which help students to improve their process, this is the main reason why the main tool was a story that give to students an input of elements that permit students speak, promoting fostering oral production. This is what researcher can achieve, that the students can develop their communicative skills speaking about something, to do it students listened and read the story, but the main point is use this input to produce an output where they use the new vocabulary practicing oral language without the grammatical pressure.

All this elements were provided by researcher during implementation having in mind interests, motivation and social factors form participants of the project. This with the purpose to aim the general objective of this project, to foster oral production in participants through the use of activities based on task based learning, since this point rise a important topic when learners are acquiring a foreign language investment.

Motivation

It is partially known as the attitude and interest that a person has about something in this case learning a foreign language. Taking into account this is essential that researcher reflect

about the different aspects that interfere in the learning process of foreign language. It has been studied by teachers, physiologists and linguistics, as personal difficulties that learner present during their learning process. Furthermore there are other factors which impact on language learning process such as learning strategies, aptitude, attitudes, age and motivation or affective factors Brown (1999).

In this order of ideas Krashen (1983) input hypothesis is based on the theory that exist five interrelated hypothesis to acquire or learn a foreign language, here the researcher is going to deep into the affective filter hypothesis.

According to Krashen & Terrell (1983) the affective filter hypothesis establish that for a learner who feels tense, angry, anxious, or bored not is easy acquire or learn language, in this project students felt anxiety when they speaking in English and did not feel the confidence to do it. According to Dulay and Burt (1977), learners with optimal attitudes have a lower affective filter. A low filter means that the performer is more open to the input language; taking into consideration this arise the necessity to create inside English class a environment that helps students to decrease their anxiety and at the same time motivate them to participate in activities.

As Spada (2006) states "making connections between English language and the language learners, learners' motivation and attitude are powerful influences for success in second language acquisition" (p.57). If students feel comfortable they could participate more in class, increasing their participation into the activities and at the same time the opportunity to improve their English level. This idea is important from researcher, because if students have an active participation in class they give themselves the space to practice language, and if they do this in class their oral development could increase.

Taking into account students' participation was proposed strategies that allow participants introduce them into the activities, but at the same time is important to consider that students need to be involved in their learning process for that reason appears the investment they have into their process. Norton Peirce (1995) explained investment in her work on second language learners' motivation as the description of learners learning a second language and their interest in particular social identities.

"If learners invest in a second language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital. Learners will expect or hope to have a good return on that investment a return that will give them access to hit her to unattainable resources" (p. 17). Bearing in mind this conception in the project what is suitable for learners is to bring features and sources that allow an easier process of learning. Taking into account this, it is important to say that participants of the present project acknowledge the objective of this project, as Norton (1995) said it permitted students create expectations about English classes, the activities worked in this class and their own development during activities.

Bearing in mind Norton Peirce (1995) researcher took as important issue resources in class. Providing to the learner resources which allow students have a scaffolding learning process. In that order what researcher proposed where activities based on games and strategies with different resources which allow students' participation in English class.

Following this line of though, it is important to think about the role of teacher-researcher in this topic and according to Vygostkian theory the role of the teacher is as a mentor who guide the children to learn, what fits perfectly with the approach proposed in this project

TBL, which propose the teacher-researcher as a mentor who observe and give feedback to their students in different stages. Also Vygosky's theory is based on the best way to have a successfully learning process in groups of work, bearing in mind this some activities during implementation were worked in groups, but also was necessary developed individual activities because it were according to the approach proposed which also take into account feedback ad this is an important aspect to learning process in each participant.

Having in mind this, Brown (2007) states that affective factors influence students production in many cases, an is the role of the teacher to provide warm in class, and at the same time encourage students to speak, researcher propose that through activities it is possible to made students encourage to produce spoken language. (p. 269)

In order to emphasize the lessons towards the oral production it is necessary to follow a structure and approach in this case was Task Based Learning Approach, which allow researcher proposed different activities to work on objectives, and this research project is based on the development of speaking for that reason was necessary to acknowledge that to foster this skill it is also necessary to work with other skills since all of them are related to the production of the language and inside class researcher involved different skills with the proposal to improve speaking skills. As the researcher- teacher need to work with those skills and the main tool as complement it is necessary to use teaching strategies to wrapping and develop in accurately process this project.

Speaking Techniques

This project take into account techniques because in base of this researcher could create activities that allow students have and accurately process of learning, but first is necessary

understand where a techniques born, in this case the techniques proposed born from a strategy. This strategy is called interactive model, to talk about how implement a strategy the Teaching and Learning Laboratory Massachusetts Institute (2015) states that strategies are decisions about how a course or a person could learn. In order to choose a strategy is important to see all the features that involve the group in which the teacher is going to perform, those features include aspect of learners, learning aims, the curriculum and the way the teacher teaches. After this aspect have been evaluated the teacher decide to focus the strategy to a specific point, it could be about teach content, structure, method of assessment, etc. In this project was chosen a strategy to develop speaking skill.

According to Teaching and Learning Laboratory Massachusetts Institute (2015) there are five steps that allow carrying out a correct implementation of teaching strategy. The first one is to analyze three elements; students' features, objectives of the project and the interest of researcher. Having in mind this the strategy needs to fits with all this elements because all of them are interrelated, when the researcher analyzed this three elements need to think about how they are related and how all this have the same purpose. In the second step the researcher thinks on the space, time and resources, in this case it will be the classroom, the English class and different materials used in class that are linked to the activities, also needs to think about the limitations that present during the implementation and how could overcome. Then in the third step researcher need to made decisions about how to organize their implementation, in this case this project has a scaffolding development where students need to have elements to start talking to then produce by themselves. The fourth step is asses students development, this practice needs to be connect to the approach of this project, so students need to be able to recognize their mistakes but also the improvements and the final step is use the feedback to improve students

mistakes, the researcher also see how activities worked on class. It could be positive or negative but this procedure need to be done in a conscious way, this methodology of applying teaching strategies allow the researcher to identify how his performance is and how students could improve.

Having in mind this procedure to implement a strategy is necessary to think in what kind of strategies are useful for researcher and participants of this project, in this aspect appears Oxford (1990 cited in Brown (2007)) states taxonomy of learning strategies; in her words there are two groups of teaching strategies, the first one is direct or cognitive strategies, here the learner apply to practice language, direct strategies provide different ways to remember in an efficient way, use students cognitive process. The second is indirect or metacognitive strategies, these strategies made learners organize and assess their learning process allowing the opportunity to learn from others. (p. 217)

According to Oxford (1990) there are four main different approaches to teaching strategies. Here researcher is focused on one "interactive techniques". This strategy makes teacher involve their students in their development, what it means is that are students who develop strategies to learn.

Speaking strategy with interactive techniques are the use of techniques that allow to the researcher implement tasks in classes where students have the opportunity to learn while they are developing their activities; in those activities students are developing their own skills. For example, based on Oxford (1990) the strategies applied in this project were through the development of some specific activities, through guessing games and role plays that are activities proposed in this project, students share in small groups lowering their anxiety to speak. Another

strategy used is to record students' oral production and made they recognize their own mistakes; sometimes among them practice their mistakes to improve it.

Brown (2007) proposed some techniques in base to interactive techniques to teach speaking, researcher took into account the following three techniques:

1. Provide intrinsically motivation techniques, it means to try to relate activities with students interest, that at the same time full with the knowledge goal. (p. 275)

2. Provide appropriate feedback and correction, because students need teacher give linguistic feedback since for them get this outside of classroom is not easy, but give feedback means that students also noticed their errors and he need to look how improve it. (p. 275)

3. Capitalize on the natural link between speaking and listening, if a teacher is focused on speaking skill eventually listening skill appears in classroom, and is essential to integrate those skills because they can reinforce between them. Researcher from this technique recognize that if students are fostering speaking consequently they will work with other skills, and those skills will help students to get a better understanding and at the same time the increase their knowledge. (p. 275)

Researcher took into account different aspect to implement speaking techniques with interactive model, as consider the methodological approach, the main tool and the purpose of the project. The three previous techniques allow the researcher to implement a speaking strategy focus on fostering oral language, in relation with activities based on task based learning approach. It means that the proposed activities by the researcher took into account the three previous techniques to teach speaking.

Task Based Learning

Teachers and textbooks use a variety of approaches; those are divided into two groups first Direct: turn taking, topic managing, questioning strategies. Indirect: oral interaction through work group and task work.

In that order Sanchez (2004) said that Task based learning approach belongs to the second group. The emergence of the TBLA is connected to what became known as the 'Bangalore Project'. This project initiated in 1979 and completed in 1984 but this approach has been taken as branch of the communicative language approach. (p. 41)

Considering that communicative Language Teaching has a theory of language and the central aspect here is communicative competences Hymes (2010) defines competence as what a speaker needs to know in order to be "communicatively competent" (p.3). Moreover, Canale and Swain (1980) claim "four dimensions of communicative competence that are defined as Grammatical competence, Sociolinguistic competence, Discourse competence, and Strategic competence", (p.9) all these competences are related to the process of the learner. It means that the learner reach each one at one, all these can reach through different settings where students can practice communication.

Besides, Richards and Rodgers (2001) define communication principles as Task and meaningfulness principles.

"The first one includes activities that involve real communication which are supposed to promote learning. The second element describes activities in which language is used for carrying out meaningful tasks which are also supposed to promote learning. In the last states language would be meaningful and authentic to the learner in order to support the learning

process, bring to classroom that kind of material and activities allow students to evolve in communicate skills". (p.51)

Bearing in mind these communicative principles in the current project means that activities are the task, and they need to have a language purpose that allow students to produce language, but to do it students need and input in this case researcher used a story, it is to provide students an input that allow them produce an input.

Besides, those principles from researcher point of view are useful and necessary for a communicative task because take into account elements as activities and resources to implement a meaningful foreign language lesson. Is imperative for the researcher to promote in participants communication through classes and activities and this could achieve having in mind the focus of those is language, just having clear the purpose of the class for researcher and participants is possible work on the principles.

According to Prabhu (1987), he noticed that his students can learn with non-linguistic problem as when they were concentrated in linguistic. Based on that it was born a project named Bangalore Project it witch thought that tasks were a way of using natural student's mechanism for second-language acquisition, and were not conscious, it can be related with real-life communication. (p.41)

Acknowledging that it is necessary to recognize the way people teach because it has an effect in students, in this research project was planned to work with tasks as an approach to guide participants, in order to evolve their communicative skills in a scaffolding process but to do it first is necessary to know what a task is.

Researchers as Long (1985) defines tasks as looking at what people usually do in real life:

"A piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road. In other words, by 'task' is mean the hundred and one things people do in everyday life, at work, at play, and in between. Tasks are the things people will tell you they do if you ask them and they are not applied linguists". (p. 12)

This definition remarks the idea for a speaker that it is follow what other person say. Considering this Prabhu identified the three main types of tasks, first as information gap, second reasoning gap, and third opinion gap, emphasizing in linguist knowledge in reasoning gap, instead of it Rod Ellis (2009) cited by Hismanoglu & Hismanoglu (2011) states that a task has four main characteristics "(1) the provision of opportunities for natural language use; (2) learner-centeredness; (3) focus-on-form; (4) the kind of task; and (5) the rejection of traditional approaches to language teaching" , in this sense task in classes is introduced as something that the learners is going to reach working with previous language knowledge focus on communication and meaning but the learner is not necessarily conscious about the linguistic process that he is having. (p.48)

However, task has to be reformulated in terms that it is necessary to contextualize it; as Crookes (1986) adding to this definition the idea of "a piece of work or an activity, usually with a specific objective, undertaken as part of an educational course, this allow to change the

objective to an educational course" (p.48) In this case the objective of the task here is to foster the oral communication. Beside, Crookes was focused on needs and possibilities of the learners, what means that the objective researcher proposed in each lesson has to be coherent with what the learner is able to produce in linguistic terms.

Instead Candlin (1987) departs from Crookes' proposal. He specifies that

"a task involves a set of activities ('one of a set... sequence able... '), that they imply a problem which must be solved, that interaction of various kinds must be activated and that a goal will be pursued and can be achieved deploying cognitive and communicative procedures, either taking advantage of already existing knowledge or creating new knowledge if necessary to achieve the completion of the task, procedures and goals are mentioned as two of the ingredients of a task". (p.48)

Taking into consideration this is important think that a task not just work with previous knowledge also it requires the production of something new for the learner, it would be reach through procedures or stages that the student have in class where they can develop or work on this new knowledge base on the purpose of the class. Based on this, researcher chose to use the types of task proposed by Prabhu (1987); information gap, reasoning gap and opinion gap but is necessary to adapted it as Crookes (1986) said, this kind of task need to have a educational purpose but to create this tasks is necessary to think that the task need to be practical activities that could be developed in class and need be interesting for students.

As it was mentioned, Prabhu classified in three main categories which were choose to work on the current project; information-gap tasks, opinion-gap tasks and reasoning-gap tasks.

Information-gap task is a task in which one participant has information that other participants do not have and they must communicate in order to exchange the information and in this way complete the task, this task has value for this research project since it allowed the oral communication in participants in a control manner where students can speak following some rules as was handed in this project.

Opinion-gap task, these tasks require the participants to exchange opinions about some topics following a literature review there are three kind of tasks inside this; convergent tasks, open tasks and divergent tasks.

"Convergent tasks require students to agree on a solution to a specified problem. In divergent tasks students are assigned different viewpoints on an issue and they have to defend their positions and refute their peers'. Open tasks are those in which participants know that there is not a predetermined solution to the focused problem but they try to find a reasonable one". (p.24)

Reasoning-gap task is a task where the participant is focused in reasoning about a specific topic, such as synthesizing the information and internalizes it in order to have a coherent knowledge about it.

The researcher also agree with Zanon (1994) quoted by Asian EFL Journal Press (2006) he proposed two kinds of tasks first "communication task" in which the learners is focus in meaning and not in form (grammar), and second "enabling tasks" in which the purpose is form what it means grammar, pronunciation, structure, vocabulary and functions. This classification help teachers to see what activities or tasks they want to work in class since having this mind is easier for them to establish what tasks are able to reach the goals of the curriculum.

From this point of view researcher chose "communicative task" that fits with the types of task proposed by Prabhu, because in his categories allow to create communicative activities that is going to focused more on produce orality instead the way to produce it.

In addition Nunan (1989) offers a definition focused also on the language classroom: A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language; while their attention is principally focused on meaning rather than form. Following this point of view J. Willis (1996) present her own definition, TBLA consists of the pre-task, the task cycle (task, planning and report) and the language focus. The components of a Task according with D. Willis and J. Willis (1996) are:

1. Goals and objectives
2. Input
3. Activities
4. Teacher role
5. Learner role
6. Settings (p.49)

In spite of this is one of the most complete definition and process of TBLA as its name suggests the task is the main point to improve skills. Teachers should have in mind with this approach that they do not program what part of the language will be studied, because the lesson is based on what the task is about and how the students are going to resolve it. In this way the language is developed according to the need the student has in order to reach or complete the task.

As stated above by Willis and Willis(1996, as cited in Sanchez (2004)) they offered their own definition of task as "task are always activities where the target language is used by the

learner for a communicative purpose (goal) in order to achieve an outcome" (p.49)with this concept it is easy to refer to a task as a field completely communicative where the learner is able to produce the foreign language through he is doing a task in which is necessary that the learner works with previous knowledge and take the resources he thinks are necessary, but as was mentioned before by Zanon cited by Asian EFL Journal Press (2006) not all the task have the same purpose, so the communicative practice needs certain tasks which allow the free development and others in which the focus is the form, those tasks are selected by the teacher in this case the researcher looked what task fit better with the purpose of each lesson taking into account the weaknesses and strengths that the participants of this study have.(p.187)

Taking into consideration that Sanchez (2004) quoted Willis and Willis (1996) already affirmed that in each stage of the class the teacher or trainer needs to consider different aspects, as in the pre-task where the topic or language is introduced in context, (p. 58 & 59). The teacher provides a model of the task and is expected of students also could elicit previous knowledge to work with it. Besides, it gives students the rules or instructions to do the task stage.

Then in the Task stage students complete the task using different language resources since the main point of the task focuses on communication rather than grammar structures, having in mind the purpose of the task does not be repetitive because the task itself is a communicative goal, students work on reaching it for that reason it is necessary to establish to students what the main goal of the task is, when they start working on it and also the task does not limit the language use by students.

Eventually in planning students prepare or plan what they are going to present in an oral or written way to explain what or how they did their task. Meanwhile the teacher in this stage is available to answer students question about language.

In the Report stage students present to their classmates their task, it offers motivation to continue working on, they think about their mistakes and how to improve it.

The final stage "Language focus" is divided in two parts the first one is the analysis in which teacher focus on relevant or main issues he noticed during the task or report to analyze language structure or grammar tenses, it is what student used during the activities in which they present problems or weaknesses.

Finally the second part is Practice here teacher selects which parts of the speech are necessary to work base on the needs of weaknesses of students presented in the task and report stages, then through different activities students work on those parts of the language

Although there are several effective frameworks for creating a task-based learning lesson, the proposal by Estaire and Zanon (1994; Lee (2000); Prabhu (1987); Skehan (1996) and Willis (1996) cited in Ellis (2011)) is essential to determinate the order and the stages of the classes worked with the participant of the present project. Having in mind this proposal the structure that researcher chose to develop the lesson of this project follow is pre-task, during task and post-task using the different types of task proposed by Prabhu (1987) and adapting if with the communicative proposal of Zanon (1994); it is going to be explained in the instructional design (see chapter 3); where is explained in detail all the task and procedures to foster the oral production in participants. (p.80)

Task based learning approach takes into account different aspects in the learning process of the learners, they develop at the end a final task that is the result of previous activities in different stages handing a scaffolding process it means step by step for each learner during the whole class, as Task Based Learning Approach is a branch from Communicative Approach the final task has similarities whith it, the task here is what researcher choose Zanon (1994) propose of communicative task, selecting producing language rather than form. The task is based on the purpose of communication, the learner reproduce language working with their skills, but the main aim of this stage is to continue fostering oral production so the final task in this project is always focus on speaking, in the communicative task participants are able to have meaningful material to work in lessons and improve their L2 trough tasks, those tasks are proposed by the researcher being communicative since the beginning of the class until then end.

The methodology used to develop the tasks is based on activities in the different stages of the class as was mentioned previously. For those lessons the use of teaching strategies was an essential part to foster oral production in the participants changing the kind of tasks among the lessons having in mind the goal of each one.

CHAPTER 3

RESEARCH DESIGN

Chapter three deals with the explanation of the type of research in which is based this study. Then researcher presents the research paradigm and describes the research approach, after that, the setting she presented, the participants and the data collection instruments that were implemented in the research project are mentioned. Finally it is presented the ethics issues that I as researcher and teacher took into account to work on the project.

Research Paradigm

This study attends to a qualitative approach since this kind of research is focused on seeing and analyzing a range or patterns about behavior or perceptions from a population, in this case eight graders. According to Cresweel J. (2012) "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to human or social problem", (p. 4) having in mind this idea and the main objective of this study is to focus on the oral production to students, while it is implemented a story to explore its developed a Task based learning, understanding the process each student had during the implementation process, researcher analyzed them as individuals and one group in order to answer the research question.

Considering that, and following the paradigm, researcher was aware that the results of qualitative research are descriptive and the researcher include interpretations which arise from the data collected that at the same time are based on the research instruments worked with participants, and are those elements which gave the researcher the space to do the descriptions and interpretations which are an essential point of the stage of analyzing data.

In terms of Creswell (2011) *"qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and you need to learn more from participants through exploration."* (p. 16). It embraces the fact that participants live in a context and it is important for researcher, to bear in mind this aspect in order to do what they actually are part from the project, the idea that they are working is to foster their oral skill, then it is essential because they are conscious about their process of learning, having this is mind and using qualitative research allow obtaining data about beliefs, opinions and ideas from participants about their process, highlighting the idea of work on the activities sometimes with games and purpose in classes allowing real oral production in their performance.

 Research Approach

The research approach used in this project is "Action research" to define what actions research is, Burns (2006) defines action research as a combination of two activities "action and research". The *action* is the process how develops something within a particular social context, in this case the context is classroom, and the action allow interventions into the context to make changes that improve the process. The *research* is the systematic observation and analysis of developments and the changes that occur through it the development, in this analysis of the action bring out issues that allow making further changes it based on the outcomes of the analysis. (p.290)

According to Burns (2010), action research is the process to create a connection between the ideal (the appropriate way to do things) and the real (the actual way how thing are doing). It means a reflection about the practice of the teacher as research, in this case teacher

takes have the same role of researcher and observe and analyze participant, their context, his own personal teaching methods while he is inside the project. Besides, Brown (2005) establish action research as "professionalization" that allow transform the teacher, because through the observation he could evolve a change his way of teaching (p. 90). The teacher/researcher has a direct relation with participants that promote an interaction into the research environment. As Lee (2006) states action research has a privileged place because allow make changes in order to improve the process and abilities of the learners.

Certainly, Burns (2005) stated action research has some educational purposes in second language as: find solution to particular educational problems. To provide solutions that creates connections between academic resources and practical performance. To simplify professional reflection about teachers practices. To inform teacher-researcher about researcher' skills. In addition in Burns (2010) this purpose has some objectives as about teacher- researcher need to be aware weaknesses and difficulties in his project. Following this line of thought Burns (2010) states that in action research is essential to identify what are the issues that need to be improved or enhanced inside project it could be participants, methodology, practices or teacher. Is necessary to analyze all this issues and in base of it researcher need to provide a probable solution.

Having mind this, the participants of the project need to be chosen and it occur according to a criteria as Creswell (2012 b) establishes as essential part the description of participants with meaningful information about them in their context, (p.14) in this opportunity the English lessons. It is important to take into account this aspect, because in qualitative studies what the researcher does is to go beyond of the description to identify specific issues which then

appears as data and important themes, it could appear in interviews or observations identifying features from the cases.

In the present project, the objective of fostering oral communication demands participants talk among them, in the interest to achieve this objective is necessary to follow a procedure, for that reason this project is divided into three stages that are going to be executed during the implementation. The first stage is to identify weaknesses and difficulties that students present in their oral communicative skills. The second stage is to plan strategies and techniques that allow to the participants overcome those difficulties while they develop oral activities in base a story where they can find a variety of objects, elements and characters to talk about it. Finally, the third stage is to implement those strategies and techniques inside activities that promote the fostering process of oral skills in English class. In this stage the viability of the strategies, techniques, tool and methodology were questioned due to their relevance in the achievement of the objectives of the current project. After the stages are finished, an analysis of the results will provide findings about participants and methodology implemented, it with the purpose of answerer if the objective was achieved or not.

Setting

The school is located in Engativa Zone, Villa Amalia neighborhood, in Bogotá, Colombia. Students belong to first and second socioeconomic strata. It is a public school and count with 1.232 students divided in two schedules, at the morning is primary with 612 students and in the afternoon have media and high school with 620 students. The number of students per course was very large; in the majority of the cases 45 or more students, in this study were involved 38 students. The majority of the participants lived near to the school and one lived a 30

minutes away the school. Inside the school there were some technological resources such as computer rooms, language laboratory and software with "Internet" access.

The school has different programs but in this case the one relevant to the study is the language laboratory where students have computers and desks to work, but the use of it is restricted due to students' behavior. In this space students are focused on work on worksheets from different pages from internet where they work in phrases and tenses. The classes managed a routine which include an explanation, do exercises as matching and make sentences, are few occasions where students work on speaking, writing or listening skill. What they practice in English class is mainly the tenses for that reason they are focus on how use verb *to be* in sentences. Students see English language as something difficult to learn, although, some of them are interested in learning it and they see speaking as the ability which give the light that you handle and know the language.

Participants

The selected group was eighth graders; it was composed by 13 girls and 25 boys. Their age range was between 13 and 14 years. Their English level was elementary (– A) due to the context in which the live without contact with foreign language in and the few English classes they have in school (three hours per week of 45 minutes).

Taking into consideration the routine of the class, researcher stated as a goal the construction of a good rapport. Taking into account this the researcher tried to encourage students to work in the development of speaking skill, fostering oral production. The sample chosen by the researcher was under the criteria of having in the project different kind of students

which represent the total population; for that reason, the researcher picked 13 participants for this research project.

According to Anesth (1991) sampling theory has two basic classifications: probability and nonprobability. The second one nonprobability samples are not at random; it means the sample is selected according to the need of the study. In this study non-probability sample was chosen because each element was selected to be part of the sample according to the criteria of researcher, increasing the representativeness of the population and it allowed to the researcher to get information which represent the target population.

When the population is defined time to choose an accuracy sample; the sample is the representative target of population, now called participants. However, to choose a population and sample it is necessary to define criteria which include all the features presented in the target population. In this case the criterion was:

1. Students which presented different levels of English high and low.

2. Students with misbehavior and good behavior during the classes. What it means, is that it was include all the significant from the population, since showing all the case is a warranty of everyone for being included in the research study, this is called *comprehensive sampling* according to LeCompte & Preissle (1993) and Patton (1987, 1990) .

After, the sample of the population has been chosen the next step that was select the instruments which allow the researcher to get the data from the participants.

Data Collection Instruments

The instruments used in this research project were chosen from the necessity and the opportunity to get meaningful information from participants. It was taking into account participants and researcher's point of view. The instruments used to collect data information were: Observations, questionnaires, artifacts and recordings.

Observations

Considering that, observation is defined by Marshall &Rossman (1989) as "the systematic description of events, behavior and artifacts in the social setting chosen for study"(p. 93) according to this the research study, observations brought the study important details about the process in different classes where researcher could observe and realize the behavior, the feelings, and development of the English language in the students. Following this line of thought Dewalt & Dewalt, (2002) states that "participants observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities. It provides the context for development of sampling guidelines and interview guides" (p.265) bearing in mind this, the researcher did observations about the kind of activities participants did in their educational context. These observations gave the researcher the possibility to know and recognize the necessities of the participants and how they work on it. Also, participants' attitude present during the meaningful stages of the class.

Questionnaire

The second instrument used was a questionnaire that according to Ong'anya, G., and Ododa (2009) *"is a set of systematically structures questions used by a research to get needed information from*

respondents", that is a definition which made think us about what kind of information researcher needed to get from the participants, it was in order to give an answer to our research question having in mind that the information needs to be natural and be not manipulated in any form.

Oppenheim (1992) states that questionnaire needs a purpose and he establishes that is *"An important research instrument and a tool for data collection, a questionnaire has its main function as measurement"* (p. 100) Questionnaires are instruments that bring information in terms of knowledge, attitudes, opinions, behaviors, facts, etc. The questionnaires in this case were instruments designed by the researcher, the measurement in a research study depends from the sample of the population, because they are which give the answer to the questions, the measurement of the answer depends of the type of questions it could be factual or analytical.

The questionnaires used in this study were used in different stages, one at the beginning of the implementation and the second at the end of the implementation. The first one was a diagnosis questionnaire that students presented in the first class. It was useful for researcher in order to recognize weaknesses and strengths from students, then at the end they presented one in the last class to recognize their learning process during their participation in the project.

Students' artifacts

Artifacts are the material worked by the participants, it is the material or evidence which document the past, Goetz and LeCompte (1984) defined artifacts as an important issue from researchers, because artifacts are the stuff that people make and do which their knowledge or aptitudes, they simplified the obtaining data, also, they are accessible for the researchers, they contain information about the lesson, and artifacts allowed the analysis of certain matters and showed the students' process in English class. The author converged at some essential guidelines for artifact collection. They pointed four stages for this method: the first one is "locating

artifacts, second identifying the material, third analyzing it, and forth evaluating it" (p. 155). The authors suggested to the researcher that is important to be informed about the subjects, it does easier identify the more useful artifacts.

Recording- tapes

Lastly, the recordings, Wilkinson, and Birmingham, (2003) says "The research examine the recorder looking for details and specific features" listening the speech and transcribe all the words as accurately possible to catch all the real speech that students produced. In this project researcher reordered and transcribed all the speaking activities in order to get data which show the process, development, and emotions that each students had during the project doing the activities.

The data obtained from the camera give to the researcher the exact record of what happened, it perceives all the details about what was saying for the people all the time. That is the main feature of the recorder, the researcher has the opportunity to listen and be aware about things that he probably do not remember from the activity, besides, this instruments give the opportunity to bring real information not only about content but also it could bring out the emotions or feelings about the participants at that moment, the researcher needed to describe all the issues that appeared during the speech. All those aspects are data which appeared in order to give to the researcher all the information. All the data obtained from the recordings must be transcribed focus in knowledge and attitude from the participants during the development of the oral activities where they spoke in English doing different tasks.

In synthesis the data collected instruments the role of researcher's observations had a great value because with this instrument, researcher gathered information about the impressions

participants had during the processes they developed. Regarding to students' artifacts, they were developed in drawings in which they recognize characters and vocabulary from a story; also recording tapes were effective since the researcher could identify and understand more about the learning situation of oral skills.

Ethics

To talk about participants it is essential to have some criteria, this criteria is researcher' ethic. According to Schlenker and Forsyth (1977) states ethic as what is correct or incorrect, they used three approaches in terms of exposure the value of things researcher manage. The first one is the deontological approach, the second is utilitarianism and the third one is ethical skepticism in this approach. There are also involved the values and moral from the researcher, those ethical issues are defined by the culture and the conscious of the researcher who determine what is right or wrong, whose are based on their principles as human is process of learning, were those principles who decided how managed the study.(p.99)

Under these circumstances was determinate to not use participants' name in order to protect their identity. Their names were changed by numbers, to each student was assigned a number. It was with the purpose to do not infer with their privacy and confidential information, also it was taken into account the process of authorship to avoid plagiarism, the researcher of this project cited all the authors which were a help to review theory and define some principles of this project.

The study was developed under the permission of parents and academics from the school who allowed the participation of students in the project, parents signed a format where they gave their consent for the study. (See Annex 1 permission letter)

Researcher had become aware of the ethical guideline to do a research project, according to Jhonson and Christensen (2008) the honesty and integrity, for that reason writing or reporting the methodology used in the project is meaningful, in stages as implementation, collecting and analyzing the data, doing all this as the more precisely way possible did not avoid anything which affect the project, all this in order to get conclusions which give to the reader or future studies the validity of this project.(p.124)

CHAPTER 4

INSTRUCTIONAL DESIGN

Chapter four covers the description of the methodological procedures based on the theoretical framework; implementing task based learning to foster the students' development oral skills. Here we do a description of the methodology used by the researcher during the implementation stage describing the use of the approach and the implementation strategy used.

The pedagogical intervention used by the researcher in the project is establish on the use of task based learning as the approach practiced in class, and the use of a story grounded on speaking techniques as the methodology to foster oral production in eight graders. Taking into account those features and participants from the project it was necessary to identify students' difficulties as students do not know enough vocabulary for a complete understanding of the story it is a difficulty in the process of develop oral communication, because students need to be able to understand the story to talk about it. It implied researcher need created lesson plans in order to catch students' attention making them conscious about they do tasks that facilities the understanding of story for a better comprehension, using stages of the approach to reinforce vocabulary, and tasks that required to use the vocabulary they have learnt explaining what they have learnt.

Acknowledging this, Rose (1985) claims that, "a story is, in fact, a good mnemonic or memory aide. A story links words to be remembered and it causes you to build up scenes that have visual, aural and sensory actions for you." (p. 45). Researcher took this statement of what is a story fits with the use of how researcher handle story in class, developing speaking strategies

that facilitates their oral process, aids such cartoons, visual images, board games were used during the pedagogical intervention. The idea of using these aids is to make the understanding of the story easier in terms of content, sequence and coherence, because just when the story is comprehended the participants can speak about it. Participants did tasks as drawing, matching, have their own dictionaries, making sentences with vocabulary from story and create oral presentations in relation with the book, have allowed learners to have familiarity with the story and at the same time they work on all the skills as writing, reading, speaking sometimes listening, what makes them improve their second language acquisition, remember that speaking techniques in interactive models , establish the connection of all the skills as a technique that allow students improve.

Having in mind the approach and the techniques researcher consider about how to achieve the main objective of the study foster oral production, to do it was necessary that the instructional design fits with the specific objectives; the first one is the application of strategies which promote students participation, second one the use of those speaking techniques in the implementation to promote interaction and the third one the practice of activities grounded on task based learning promoting communication.

One of the first goals into the research project was build inside the classroom a friendly environment with student's help making they have a place where they could feel free when speaking. Doing it is possible to reach the first specific objective, for that reason in the research project researcher needed to take time to know the participants in a personal way from this the researcher could create a good rapport in classes. Having in mind this was necessary to choose what kinds of strategies were suitable to promote students' participation in class. At the

end the strategies proposed by The National Capital Language Resource Center (TNCLRC) which fit better with the proposal.

As was explained in chapter 2, the first strategy to promote students participations was minimal responses (p. 27) to encourage students to talk in English, with the help of idiomatic phrases, it was used in two lessons the first one in the first stage of the project were students follow instructions and movements, following minimal responses through movement they were able to remember vocabulary. The second was implemented in the second stage of the project were students choose ten favorite idiomatic phrases from their vocabulary bank; they worked with those phrases in terms of pronunciation.

The second strategy was using language to talk about language; it was used in different classes in different stages as a way to make students conscious about their process.

These strategies were used in diverse classes where the researcher-teacher spoke with students about language and the process of learn a foreign language as English; these strategies were accompanied by activities where they did a vocabulary bank to reinforce their phrases and attitudes in class. (See Annex 3 Students Portfolios)

In the same way to reach the second objective Faerch & Kasper (1983, cited in Brown (2000)) define speaking strategies and techniques as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal".(p.127), according to this statement the speaking techniques in base to the strategy are a proposal in order to solve problems, in this case develop oral communication in eight graders; the techniques need to be planned by the researcher taking into account students' difficulties and

weaknesses that need to be improve to increase their development in speaking a foreign language.

According to Cook (1996), speaking strategies also could be called compensatory strategies because in his words "L2 learners are always having to compensate for the limited vocabulary at their disposal" (p. 90), what it means is that if students do not have a huge range of vocabulary they need to use strategies that allow them to speak and communicate with all that they know, having into account this, students need to work and improve their knowledge in base of what they already know. In the present project students work three speaking techniques that are grounded in a speaking strategy, this techniques are a proposed by Brown (2005) those techniques fits with the activities proposed where students need to create sentences with their previous knowledge adding new vocabulary, also the construction of those sentences were evolving through the pedagogical implementation, because at the beginning students did first in a written way they did it in a spoken way unpracticed. In this case strategies implemented through activities were in base to three techniques that allow students to work with previous knowledge but at the same time permit the construction of new knowledge.

In order to reach the third specific objective implement activities to foster oral production developing communication, the researcher decided to use activities in relation with games, what it means is that the base to create those activities were games that needed to be modified to fit with the methodological process and the pedagogical purpose of this project. To do this first researcher took into account what activities-games could help students to speak in class, for that reason the researcher took into account Wright, Betteridge, &Buckby in 1984 established a classification of games in ten categories, that allowed students to have an active participation in activities inside class.

They proposed games as a strategy to contextualized learners with meaningful language, where they have an intense and significant language practice because games encourage learners to participate but researcher modified those game in order to help students to learn and practices all the skills according to speaking techniques combining those skills in different stages of the class; in this order were selected three games proposed to students a differ activity in class; those activities-games support the objectives of the project and were according to the methodology of task based learning approach.

First Picture Activity-Game; most of these games involve the learners in the relative free use of all language at their command. They involve comparing and contrasting pictures, considering differences or similarities and possible relations between pictures. This activity-game, made students draw and chose a character to speak about it, as it was a t the beginning of the project students just read aloud.

Second Activity -Guessing and Speculating Games; in these games someone knows something and the others must find out what it is. There are many games and variations based on this simple idea. This was presented as an activity in the second stage where students practice vocabulary and need to ask questions and answered it, this was not game since students to could do the activity need practice how ask, remember vocabulary, and practice pronunciation, this activity was a challenge for students because it was one of the activities were they needed to listened and answer to their classmate.

Third Story Games; these games provide a framework for learners to speak as well as write stories and share them with classmates. This was presented as an activity that permit students t create their own material, where students talk about characters, object and settings in

the story it makes student develop cognitive process because they have to recognize specific

features from each object and create coherent sentences without practice, and this activity-game

was in base a technique proposed in speaking strategies. (See Annex 3.2 & 3.3 Students

Portfolios)

These activities encourage students to participate in class; to do it the researcher

planned and adapted the games in base to develop activities in base of speaking strategies.

Having in mind this, researcher needs to identify the relation between the

instructional design with the research question, and to answer it the researcher considered what

do activities inform about the use of task based learning in base of speaking techniques to foster

the oral production in eight graders? activities proposed in the lessons showed the performance

of students while the activities were developed, and through the use of different instruments

researcher collected the information of activities which at the end give and answer about the use

of those activities in relation to task based learning (here after TBL) to foster oral production. So

the use of activities grounded on the approach with the purpose of promoting communication

give to us answers in the next chapter.

Pointing on the objectives of the activities researcher gave to student's bases to

communicate. Students first listening to then speaking in English, it was in base to third

technique, to do it researcher at the first classes read alone and then read aloud with students, the

lessons were based on the approach and using elements from story. First at the beginning of

some classes students need visual clues: pictures related to the story, images and draws. This is

to reinforce the story making that students understand it, second students did predictions about

the story using their previous knowledge, third according to the classes read and listened the story and fourth activities in relation with the story which allowed speak.

According to speaking techniques in interactive method students develop skills in order to speaking for that reason stories were the tool to make students work with different skill, with this in mind the researcher needed to provide learners clues to make easier the process of understand it; for that reason reading and listening the story were necessary processes because these were skills that help participants to reinforce the context and the meaning of the story doing easier the understanding process, this in base of technique to naturalize the link between listening and speaking (p. 38), because when students understand the story they can talk about it. As was stated previously the classes were based on fostering oral production, for that reason the lessons were divided in the stages of the TBL approach that are: pre-task, task, language focus based on the authors already mentioned in the theoretical framework.

Pre-task, in this stage teacher presented to the students a topic related to a context providing them grammatical constructions, vocabulary and the elements which help students to improve their skills, in this stage the teacher provide to students a model to follow it**.** The presentation stage, make the input for the class is highly important because here is where teachers showed, what we want students to do and learn. The idea is to catch the attention of them through interesting topics and asking question to them about their favorite tale story in order to motivate and give them clues about the topic of the class, it in base to the first technique (p.38), doing that they are ready and they start thinking about what they can provide to the class, also is a way that they will get more vocabulary related to the topic of the class

Task, is the second stage of the class where students develop the task, in this case is complete activities that at the end will be a task. In this stage teacher act as a monitor of students' work checking what they do and how they are doing it. Teacher needs to plan the activities with time to be focus if at the end students were able to do the task, that is the point of the approach, because is the task which give the students the opportunity to practice the new knowledge. It is also important to take into account that researcher needs to organize the classroom and create a good environment in order that the students had a good disposition to listen to the story. It with the purpose to made them tried to understand what they are listening, but at the same time means have a good rapport in classroom in order to develop a "learning environment" in this aspect take into account students' motivation and the use of the first technique.

Finally, learning focus, this stage is divided in two, first one analysis; here them students complete the task examine specific features they practice while they did the task. The second part is practice, where teacher choose how reinforce what participants have learned in the lesson, this procedure take into account the aims of each class. This stage is focus on develop communicative competences, the idea is through the task student achieved more security and confidence to start talking and in this way increase their English level, during the previous task they have been acquiring enough knowledge about the story, characters, functions and places that is the point of pre-task and task, knowing it learners have to speak about issues from the story, at the end they created and represent aspects from the story using productive skills, in that way they could develop their speaking skills base on the horror story.

Then the schedule of the project was an important tool as the way it had the specific time in which the study was developed, following a coherent road in which students had the process this study offers.

Session	Learning Objectives	Pedagogical Activities	Data Collection Instruments
Week1	- Students were able to acquire new vocabulary through images. - Students practiced the pronunciation of the new vocabulary related to the story. - Students were able to identify and know new vocabulary using recording tapes and the reading of the story. - Students were able to talk about their favorite character saying specific characteristics that they recognize from the story (students practiced their presentation). - Students listened to their recording to recognize how they spoke and	Pedagogical implementation ↓ Pre- task ↓ 1. Teacher will explain a horror tales is. 2. Teacher will present some flash cards to students know new vocabulary related to the story. (Rope, wood, lamp judge, suitcase, ceiling, shadow). 3. Students will say the previous vocabulary in Spanish and teacher will say in English, at the same time students will create a vocabulary bank with these words. ↓ Task 1. Students will have the first fragment from the story; here students will look for unknown words (highlighting). 2. The students will look for the meaning of those words in their dictionaries while among all teacher will create a vocabulary bank with all the unknown words. 3. Then students will listened the story while they are reading it, (teacher stops to explain what is happening). 4. Then students have to say if some sentences are true or false in base what they already read and listened. • Malcolm was a student. • He had been a student for twenty-one years. • He was near the end of his colleges studies. • He needed a quiet place to study. • He wanted to live in a house with quiet people. • Malcolm was afraid from the rats. 5. Students to do this activity first identify the words of the flash cards, then look if unknown words were there and finally tried to translate without help the sentences, when they understand the meaning they answered it ↓	Video recording Students artifacts Observations.

	analyze how their performance was.	Post- task 1. Teacher asked what were the main characters of the tale are and students will answer (Judge, rats, Malcolm, people from country town). 2. Teacher will explain what a picture game is and how they will do this task: - Students need to choose their favorite character. -Draw their character. - Look for specific features of this character in the reading. -Choose a part of the reading to read aloud. - Practice how the will do their presentation. (Teacher will record them while their present) -Students will listen their recording to analyze how they read, and check how their presentation was.	
Week 2	- Students were able to review the story though questions, in their answer they practiced previous vocabulary. - Students were able to reinforce the vocabulary of minimal response highlight it in the reading of the tale. - Students were able to listened and recognize specific words to the story. - Students listened to their	Pedagogical implementation ⬇ Pre- task ⬇ 1. Teacher will ask some questions and students will answer them. • Why Malcolm want to go to a quiet country town? • What did the old woman who owned the hotel tell? • Malcolm about the old house? • What animals were on the judge' house? 2. Students will answer in Spanish and teacher will highlight previous vocabulary. 3. After students will write some sentences from the book where appear prepositions • Malcolm stood up and moved <u>towards</u> the rat. • He stopped <u>behind</u> the chair. • The rat disappeared <u>into</u> a hole. Teacher will underline those words in order to explain that they are Prepositions of Place and teacher will give an explanation of it. ⬇	Video recording Students artifacts Observations.

	recording to identify their mistakes and fluency reading aloud. - To make students conscious about that those mistakes and feelings are part of their learning process.	**Task** 1. Teacher will give to students (3) pages of the tale where they will underline place' prepositions. At the end among all we will review it. 2. Students will listen to the story and teacher will stop and they said what prepositions appeared in the recording. 3. Students in his own words have to say how the object and prepositions appear in the story, creating sentences. ↓ **Post- task** 1. Students will do a cartoon using their favorite character from the story. 2. Students have to write short sentences related to the character in the cartoon. 3 Students will read their cartoon to the teacher while they will be recording. 4. Students will listened to their recording and they have to say what they do like and not like from the story. 5. Teacher will give feedback to students in pronunciation and coherence of the cartoon.	
Week 3	- Students were able to practice preposition through movements using minimal responses. - To make students talked about how they felt speaking in English in previous presentations. - To make students	**Pedagogical implementation** ↓ **Pre- task** ↓ 1. Students will remember minimal responses following the movements of the teacher, then they will do just listening and saying at the same time. 2. Students will say the main features of their favorite's characters. 3. Students will talk about their previous presentation and the use of the vocabulary of the story. ↓	Video recording Students artifacts

		Task	Observations.
	recognize that they need listened to comprehend and then speak. - Students were able to say questions (practicing them before) and answered it using vocabulary from the story.		

Task

1. Students listened the recording and teacher stopped the recording and they will say what characters and objects they could recognize from the story.
2. Then teacher will write some sentences on the board according to main issues from the story, and students will say if is true or not in their words.
- Malcolm was able to see clearly the judge's picture.
- Outside, the wind was blowing strongly.
- Malcolm saw the rat, it was n the rope.
- The judge came slowly towards Malcolm.
- Malcolm was unable to move.
- The alarm bell began to ring.
- There was a smile on the judge's face.
- The rat's eyes were staring at Malcolm.

Students will use Spanish to answer and teacher will make student use previous vocabulary.

Post- task

Students will do an activity in pairs where they have to ask to their classmates for information that they don't have, the vocabulary is related to the tale.

1. Teacher will divide the students in pairs they will ask for the information of their classmates using some questions guessing what objects of the tale their classmate has.
2. Then students will answer a question for it they have to use their list of elements. (Writing)

"What would you do in Malcolm' place?"
After students will finish their answer students will share it, students will analyze if is coherent doing a discussion.

| Week 4 & 5 | - Students were able to practice the correct pronunciation from vocabulary of the story.

 - Students were able to use previous knowledge and used it with new vocabulary from story.

 - To made students conscious about they can use previous knowledge to speak about something new.

 - Students were able to create short sentences in a story without planned it.

 - To made students spoke about how they felt speaking without practice what they said.

 - To show if students have improved speaking skill through an activity. | Pedagogical implementation

 Pre- task

 1. Teacher will organize students in two groups to play "hang-man" with vocabulary of horror related to the first class. Students will spell the word in English. (Squeaked- frightened- shadows- scratched- afraid- fading- disappear- shadows).

 Ask your classmate:
 Do you have_____?
 1._____ a rope in your house?
 _____
 2. _____ wood in your house?
 _____
 3._____ a suit case in your bedroom?
 _____
 4. _____fear of rats?
 _____
 5._____an alarm bell?
 _____
 6._____portrait in your house?

 2. Students will listen to the words and practice their pronunciation and will say their meaning. Also in this activity they will recognize vocabulary not related to story as previous knowledge.

 3. Students will be prepared to listen to the story without reading. | Video recording

 Students artifacts

 Observations. |

Task

1. Students in groups created their own "Board Game", with the characters, objects and settings from the story.

2. Then they started to play creating sentences according with elements of the board, at the end they have to add an extra chart with a character of place to end the game, just one could win.

3. Students will be divided in two groups where teacher explained they will do a "play", the process they followed is:

- First inside the groups they choose what character from the story they will like performance.
- Second students of each group had to give ideas to create a story.
- Third each student had to create their script (teacher corrected pronunciation and coherence from the script).
- Forth they presented their play to their classmates.

Post- task

1. Teacher will dived the class in two groups each group will do a "play" with the characters of the tale they can change and perform as they want but speaking in English.
   - Each group will have 10 minutes to prepare their play.
   - Each group will have 10 minutes to perform their play.
   - Each group will choose 5 of the words on the board to include in their play.
2. Teacher will pass checking content, plot, script, pronunciation and attitude in the play.
3. Students will listened to their oral presentations and will recognize their mistakes and say what they have improved.

In this chapter the methodological aspects were explained, i.e. the setting, the participants, the instruments and data collection instruments. In the following chapter, is presents the description of the pedagogical intervention.

CHAPTER 5

DATA ANALYSIS AND FINDINGS

The previous chapter made reference of the use of Task Based Learning using speaking strategies to foster oral production. In this chapter are going to be presented the results of the data analysis gathered along the lessons implemented based on the approach and the strategies in order to explain and understand the relevance of the use of a story working on task to foster oral production based on the findings.

In order to collect data researcher used four instruments such as observations, questionnaires, students' artifacts and recording tapes. Once the data was collected, the information was transcribed and researcher started to read and recognized patterns that were repetitive along the lessons and the relationship of those patterns with theoretical constructs; it was evidenced to be important to researcher' attention regarding the participants' learning process. The patterns were presented during the implementation and it was necessary to take them into consideration to identify the categories and codes which fulfills this study concerning to the main question, the general objective and the specific objectives.
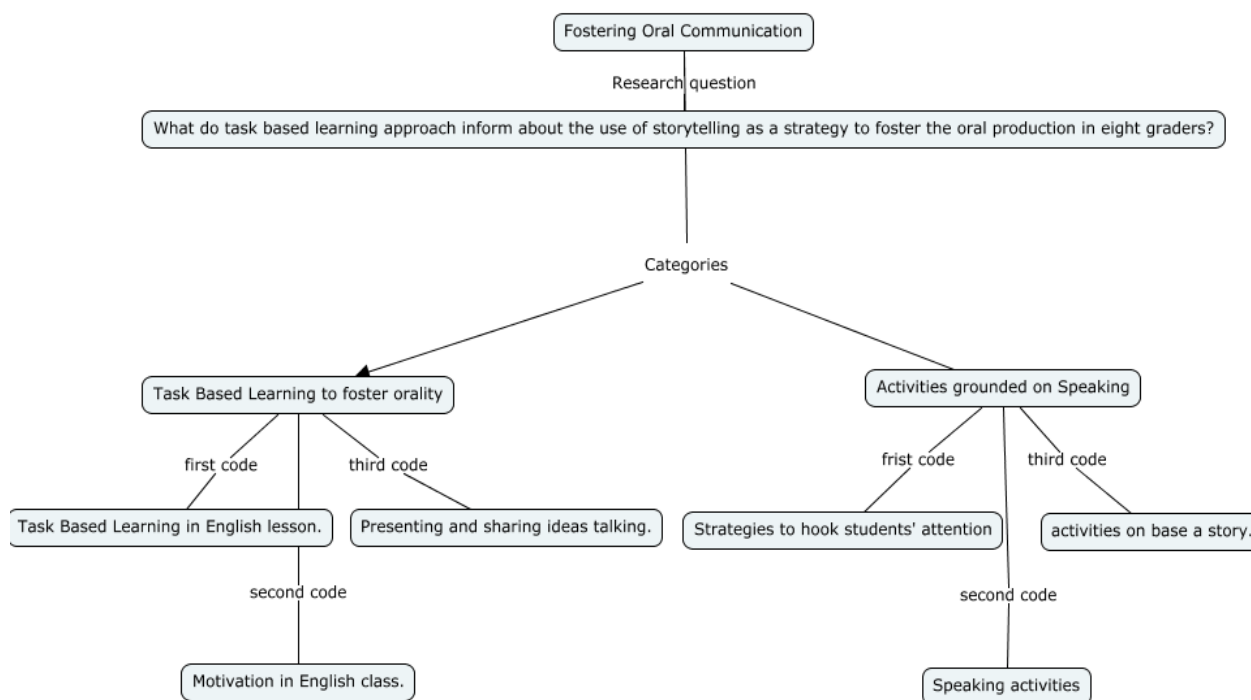
(Figure 1 Categories and codes)

The following categories answer the research question and aim the objectives of this project.

The overall general objective of this project was to foster the development of oral production in eight graders through the implementation of Task Based Learning using speaking strategies, based on this objective rise the first category;

Task Based Learning to foster orality

The purpose of task based learning is to provide opportunities through task for language acquisition and skill-development through collaborative knowledge. Bearing in mind this, recording tapes allowed researcher to see the improvements students presented during the project and how useful this project could be in the second language acquisition, taking into account its first objective to foster the development of oral production, also the improvement of

vocabulary knowledge, but beside this the evolve of other skills, such as reading or listening. Through the recording tapes researcher could analyze if the process students had was fruitful, measuring what participants acquired and improved during project implementation.

Recordings were done during three main activities, these recording shows the process during implementation project, the first recording was on the first week the second recording was on the second week, the third was on the third week and the last one was on the fifth week. In the first recording (1.1) showed that students did not a correct pronunciation were very nervous to speak in English, in the same week they presented a second speaking activity (1.2) where they read their cartoon about story and make mistakes of pronunciation and change words or omitted words difficult to say, the third recording students presented mistakes in pronunciation and did not feel secure doing questions and answer it, the fourth showed an improvement in pronunciation and agility to do sentences in English, the last recording showed that they did not be afraid to produce orally English reducing their anxiety to speak. (Annexes 1, 1.2, 2, 3 & 4 Recordings)

Researcher proposed speaking activities which allowed and provided a place where students could speak and develop their English skills, and it was acknowledged by students that recognize this project as an alternative to learn identifying this lesson had different stages with a new way to teach and a new way to learn;

Excerpt N. 01

"me ayudo por lo que íbamos escuchando cómo se pronunciaban las palabras y así corregirlas al hablar". (Annex 2.2, Questionnaire question 3 line 3, student N.1, date 24/09/2015),

Excerpt N. 02

"pues antes no sabía mucho las clases y la profesora me fueron enseñando poco a poco a pronunciar y a escribir". (Annex 2.1, Questionnaire question 1 line 1, student N.1, date 10/09/2015),

Fragments like these were answers from students in questionnaires in the beginning and at the end of the implementation, where through this answer researcher identified that students recognize improvements in their speaking skills. The use of TBL allowed students to themselves acknowledge an improvement in their skills, focus more on speaking and pronouncing correctly, in base of this arises the first code of this category;

TBL in English lesson

Task based learning during the pedagogical implementation was the methodology that the researcher followed to propose activities to students. In the stages that TBL propose allowed students to get an input to then practice and after it use this new knowledge in a communicative practice, in this case the practice was in a oral way, through these stages students recognized a change in their English classes;

Excerpt N. 03

"si, porque tenían más dinámica (clases) y una forma de enseñar diferente a las otras profesoras y se hacían más entendibles las actividades". (Annex 2.1, Questionnaire question 6 line 1, student N.13, date 10/09/2015)

Task based learning approach has different stages to develop the class and researcher used each one in order to foster oral communication. Bearing in mind that, it was a process that required the use of all the skills to acquire a second language, for that reason was necessary to work in each lesson providing task which help student, at the end by instruments of data collection researcher see that students were able to recognize some stages of the classes although in lessons they were never mentioned,

Excerpt N. 04

"Primero nos ponía la fecha, luego nos explicaba lo que teníamos que hacer con ejemplos, luego escribía la actividad en el tablero, luego calificaba y cuando quedaba mal nos decía que teníamos que mejorar", (Annex 2.1, Questionnaire question 5 line 1, student N.13, date 10/09/2015),

The fact that students recognized stages of TBL makes of this approach something significant, because they recognize that during implementation English classes had changes and those changes were accompanied by tasks that allowed them speak in English during the class. It means that students acknowledged that the methodology implemented in this project was different and allowed them have a different perception of their English class as a place where they could practice the foreign language with activities that made them practiced their skills,

Excerpt N. 05

"Si porque en estas clases nos dábamos la oportunidad de participar más, de darnos la oportunidad de saber mas" (Annex 2.2, Questionnaire question 1 line 1, student N.9, date 24/10/2015)

Students during project change their mentality of English classes of something so structured towards a place where they could learn a foreign language doing a variety of activities. Those activities in relation with the story allowed students to participate more in class, doing these activities students face difficulties because they were not used to develop task in relation to speaking, reading, drawing, etc.; students were able to do this because tasks gave to them the opportunity to produce language in classes.

Excerpt N. 06

"Yo si lograba notar mis errores dependiendo cada ejercicio o trabajo que nos colocaban y que no conocía pero lograba entender y corregir". (Annex 2.2, Questionnaire question 5 line 1, student N.15, date 24/10/2015)

One of the most important issues in TBL is language focus was that students were able to have a metacognition process, knowing their improvements and mistakes, and this project allowed participants to have it. According to Wenden (1998), metacognition is a form of cognition that allows awareness- rising in a level of thinking process that involves self-management over cognitive processes. In this project metacognition process gave to the learner the opportunity to recognize their mistakes and work on them, in this aspect were useful video recordings because when students speak and the researcher recorded then they listened and recognized if they say well or omitted words, and they were awake what they had to work on. This stage of TBL was important in the project because students started to worry about how they did the activities, and asked to the researcher how they can improve and have a better pronunciation, it was a great impact for researcher because at the beginning of the project some

students did not have interest on improving their English, and after activities they were able to recognize that they had a change through the implementation they were able to learn more.

Learn in this place was a process were interfere different factors, one of those was motivation which was one of the sub-constructs of theoretical framework where was developed the idea of motivation and investment from learners. These aspects appeared because it was necessary to take into account the context where students were situated.

Promoting an environment where students realized that English is a foreign language that they are learning in an educative context was important because they were able to recognize that this is a process where they can allow the fact of make mistakes but all of this is in an environment where they can practice their skills. Based on this Mitchell & Myles (2004) quoted "Learning is socially and it involves increasing participation in communities of practice", what students noticed they worked in group in order to improve their English level in classes, examples:

Excerpt N. 07

"Si participábamos más en la interacción en Inglés donde cada uno corregíamos y entendíamos cada tema dado en realizar las oraciones y corresponder a la interacción" (Annex 2.2, Questionnaire question 6 line 1, student N.10, date 24/10/2015)

Excerpt N. 08

"porque eran actividades en las que se repasaba y se interactuaba con los demás". (Annex 2.1, Questionnaire question 2 line 1, student N.7, date 10/09/2015)

Answers like these allowed the creation of the second code of this category;

Motivation in English class

Participants of this project notice that during the implementation they worked as a group and the activities proposed allowed them participating more in English classes, interaction was a word they marks because it was something they did not used to work in English. The fact to started to listen to themselves speaking in English recognizing they have a process, participation was allowed because according to the methodology of work they were able to work individually, in pairs or in groups which consent students have an active participation through the lessons.

Excerpt N. 10

"Si, las actividades me ayudaron a participar ya que entendíamos mejor, y no solo seleccionaba a los mejores, sino que iba seleccionando a todos". (Annex 2.1, Questionnaire question 6 line 1, student N.13, date 10/09/2015)

Excerpt N. 11

"Esas habilidades (actividades) me ayudaban a sentirme mas seguro de participar" (Annex 2.1, Questionnaire question 6 line 1, student N.4, date 10/09/2015)

According to this Vygotsky say "a child's greatest achievement is possible in play, achievements that tomorrow will become her basic level of real action", this quotation fits with the techniques and games used in this project, why, because what students watch as activities allowed them to have minimal responses that in the future is a tool to have real communication.

Games as "guessing game" were one step for students understood that they need to be a listener and a speaker in a conversation. The games worked in this project gave to the learner the bases for a future have real communication, it would be possible if participants watch games and activities for way that provided them knowledge into practice.

At the beginning of the project participants were not used to speak in English classes in English due to they did not have the space and the opportunity to do it,

Excerpt N. 12

"porque con la profesora "…." a nosotros no nos ponía a hablar, cambio con esta clase perdimos como más el miedo a hablar en inglés" (Annex 2.1, Questionnaire question 1 line 1, student N.9, date 10/09/2015)

For that reason when this project proposed activities that required produce orality it was a challenge for students which no had the bases to speak in the foreign language, taking into account this rise the third code of this category;

Presenting and sharing ideas talking

Following this line what researcher did was to give students elements to speak about it, as images, characters, fragments form the story and objects. The first recording showed what were students' mistakes made when spoke for first time about the story. In the following transcriptions the reader could see the pronunciation mistakes and researcher observations about student's attitude and development through the speaking activity.

Excerpt N. 13

- A famous judge lived there a long time ago. The woman explained

"a ==famous==…no no …a faimus ==yudde== ==live== ==e== ==tiri== a long time ==ago==.. the yoman explinid" (laughing)

"He was the third boy to speak and before he started to speak he was laughing because he was nervous when he started his presentation he noticed that his pronunciation was bad so he stop himself and he said he cannot do it then he listened his teacher said the same sentences, after that he said the sentence making mistakes of pronunciation and at the end teacher corrected the last word and he did it well. When he finished his presentation he continued laughing because he was so nervous to speak in English".   (Annex   5.1,   Video   Recording   Transcription   and   researcher   observations,   Activity Presentation their favorite character, Students 7 date 10/09/2015)

Excerpt N. 14

"We are group number five. There is …there is a story about that house. People say strange things about it. No one wants live there.

"we are number ____ five. Tere tere is Como era?… tiri has a story ==about== ==the== house people ==said== ==stranch== ==thinks== <u>about</u> <u>it</u>. No one no one wants lo laiv there"

"Student number 12 started doing her presentation and she omitted the word group and then when she was starting her script she forgot it, and her classmate took her place saying her part, then student again started her speech making some pronunciation mistakes and changing one word for another it could be because for her it was easier say this word, at the end she repeated two words because she looked confused and her classmate help her to remember her script saying at the same time, after that the students ended her speech". (Annex 5.1, Video Recording Transcription and researcher observations, Activity Presentation their favorite character, Students 12 date 10/09/2015)

The previous examples from the data recording transcripts were from the first activity that students were recorded. In the activity students chose their favorite character and looked in the story a fragment where he appeared and read aloud; it was not easy for them in terms of language and anxiety. Because it was the first time they read aloud in front of their classmates, and they did not felt good reading and pronouncing correctly words.

In the second video recording students did a cartoon about a character from the story, where they did a short script and then they presented reading it aloud. This speaking activity represent another step for students oral production, were they starting saying vocabulary worked in class about the story, and listened their classmates. While they was reading researcher was recording them and they listened their classmates at the end they listened themselves and notice what were the main mistakes in pronunciation and fluency, it was in base to implement the second technique it means that in base of the recordings students could receive a correct feedback and at the same time the produce feedback to themselves.

Excerpt N. 15

- I will kill you (I <u>will</u> <u>kill</u> <u>you</u>)
- You want to do it (You want to__ it)
- Of course I want to do it (of course <mark>I</mark> want to__ it)
- No you can't I am going to avoid jajaj (no you <mark>can</mark> I am going <mark>to</mark> avoid)
- With a simple knife (it with a <mark>simple</mark> <mark>knife</mark>)
- I am able to kill you (I am <mark>able</mark> <mark>to</mark> kill you)
- They start to fight (they start <mark>to</mark> <mark>fift</mark>)
- Surprise I have a gun Bang bang (<mark>surprise</mark> I have a <mark>gon</mark>)
- NO...

- Game Over Malcolm (game over Malcolm)

"Student chose The judge and Malcolm as his characters, it make his presentation speaking in a natural way he looked enjoying what he was doing, he presented some mistakes in order he said the words as he write it for that reason when he speak it did not sound natural also with the word "surprise" he had already practice the word and he had said good but when he did the presentation he said wrong probably the student was a little nervous. (Annex 5.1.2, Video Recording Transcription and researcher observations Activity Presentation Cartoon, Students 7 date 10/09/2015)

Excerpt N. 16

- C.W. cleaning woman hello! (cleaning woman hello)
- M. Malcom hello! (malcom hello)
- C.W. How are you? (How are you?)
- M. good and you (good and you)
- C.W. I clean the house (I clean the house)
- M. what do you do? (what do you do do?)
- C.W. okey (ok)
- M. I will go to read a book (I will gu to read a book)

"She in general had a good performance speaking in English and she was not nervous she read her cartoon having some mistakes as in the second question she decentralized and did a incorrect pronunciation of the verb and then corrected it also the underlined word in the script marks the exaggeration that she did to pronounce what it makes it sound not natural but her attitude while she was speaking was calm and this allow her to concentrate and did a good presentation also when teacher first read the carton she was highly concentrated in how teacher

pronounced each single word it helped her to do her presentation" (Annex 5.3, Video Recording Transcription, Activity Presentation Cartoon, Students 7 date 10/09/2015)

In this session students asked to the researcher if they could read first the cartoon because they wanted to hear the correct pronunciation, this allowed students to practice listening drilling and then reproduce it. In this activity participants were enthusiastic in order to do their presentations and was evident that they looked more relaxed to read what they write about their characters, they keep continue making mistakes about pronunciation but they started using vocabulary from the tale, that was an improvement for them, since they were words unknown for students.

The following example is the recording number three where students practicing guessing game, it was one of the most difficult speaking activities for students, in this lesson teacher guided students in order they could do the activity.

Excerpt N. 17

Student No. 5

Can I see it now?

Student No. 8

Yes

Student No. 5

Can we eat it?

Student No. 8

No

Student No. 5

is it big/small/soft and hard?

> Student No. 8

Big and hard.

> Student No. 5

is it red/ yellow and gray…grey?

> Student No. 8

White

> Student No. 5

Is it used every day?

> Student No. 8

No

> Student No. 5

Can we use here?

> Student

No,

> Teacher

Do you know what is?

> Student No. 5

No

Comedor

> Teacher

No, again

> Student No. 5

Dining room

> Teacher

No no

Student No. 5

Book

Teacher

No

Student No. 5

Ceilina

Teacher

Ceiling

Student No. 5

Ceiling

"Students number 5 had to guess what was the object from the story that they were talking about, but it was not easy for that reason teacher help them pointed in order to he recognized the object, when he did it he tried to say incorrectly but he almost had the idea of the word, then teacher say the word and he correctly" (Annex 5.3, Video Recording Transcription, Activity Guessing Game, Student 5 date 17/09/2015)

In this activity students work on doing questions, through this game students were able to have a meaningful task where they reinforce vocabulary, although the point was speak they were also focus on understanding the questions and knowing the vocabulary from the tale, so this activity engage the use just not one skill, they did work with reading, listening and speaking process to could answer. Also it is important to highlight that in order to do this activity they first had to write the question then tried to understand and among all the participants translate without dictionaries, this made students comprehend each question.

The last oral activity students did was the play, they presented two plays. The first group did their play according to the story adapting to what they want to say and represent.

Excerpt N. 18

Student No. 1 - Malcolm

I am going to ..study at the university

Student No. 7 - Judge

I am here … to kill you Malcom this is the final

Do you not scare me.

(appear rats)

Student No. 1 - Malcolm

Cleaning woman!

Student No. 11 - Cleaning woman!

Hello Mrs. Malcolm what is happening?

Student No. 1- Malcolm

Cleaning this please.

Student No. 1- Malcolm

Ok, I am going to clean this in a moment.

(she gone, and arrive the lawyer)

Student No. 10

Hello my name is katherin and I am the lawyer

Student No. 1- Malcolm

Nice to see you, I am a student….a…a ... and I got to speak with Hotel woman go,

(They go to the hotel woman)

Student No. 13 - Hotel woman

Hello welcome,

  Student No. 1

Thank you.

"This play was based on the plot of the story, choosing each one their favorite character and creating their scripts, this group in particular practice a lot how they will speak and how they have to performance during the play, although they did the play with nervous and repeated some words at the end students felt happy because they were able to do a play and it was something amazing for them. Students during the play made some mistakes of pronunciation, but they have improvements since the first class (see annex 4.1 transcript of video recording First activity Presentation of their favorite character) where they omitted the last syllable or added syllables at the end in this play they did not presented those mistakes as the first time they were recorded". (Annex 5.3, Video Recording Transcription, Activity Play, Group No.1 date 15/10/2015)

From this fragment of the play it was easier to recognize the improvement students had, some participants more than others example, student No.11 although their speech was short she did not make any mistakes and say perfectly. Also student number 7 which at the beginning showed a lot anxiety to speak in English collaborated actively in their performance practicing what they had to say, the student through all the classes was focus on the correct way to say the words, at the end he had some problems because he forgot his script, but through the view of the researcher was obviously that he presents an improvement in oral communication, speaking more natural perfecting his pronunciation having more order when speak.

This project allowed researcher to comprehend through video recordings students can increase their English level if is used a tool to provide feedback, in this case speaking

techniques with a story provide students meaningful knowledge, think about strategies useful and interesting from participants that are related to them. It means that in class the center are students' necessities and is the labor of the teacher work on it, and see the manner to help them to improve them.

Reading and analyzing the data one issue was recurrent in students' answer it were the use of activities, it deals with students' reactions and perceptions about the way students worked on class in base of task based learning with the use of a story, students had different reactions about the activities during the implementation of the project.

Excerpt N. 19

"In this activity students took a big part of time to prepare due to them were a lot nervous to speak in English and a lot of them laugh while they were doing their oral presentation but when they ended their presentation they returned to their desk and talk about how they felt and how they did it, students were a lot enthusiastic in this activity and participated with good attitude" (Annex 4.1, Researcher Observation, Activity cartoon, paragraph 5 date 10/09/2015)

Excerpt N. 20

"Si porque tenían más dinámica y una forma de enseñar diferente a los otros profesores y se hacían más entendibles las actividades". (Annex 1.1, Questionnaire question 6, student N. 13, date 24/09/2015)

The previous excerpts are from researcher and one student where talk about the first activities worked in the implementation. Student` perception about activities in the first part of

the implementation talk about their previous English classes, and it was something that different students highlight in their answers. From this answers born the second category;

Activities grounded on Speaking

Beside this, students also noticed that tis activities were focus on the development of oral language, but also students recognized those activities were a different way to learn as an example;

Excerpt N. 21

"Las clases eran organizadas y entendía el tema aunque pareciese que no tuviera mucha coherencia con otras maneras de enseñar y aprender" (Annex 1.1, Questionnaire question 5, student N.4, date 24/09/2015)

Students saw this project as a different English class which at the same time broke some paradigms that students had in their minds about how English classes were. The use of TBL through activities using a tool as a story gave to participants a different space to learn.

Strategies hook students' attention

Is the first code of this category since eighth graders during the pedagogical implementation worked on English classes developing activities based on strategies that were focus on the development of speaking skills. Researcher took into account different strategies as was stated in theoretical framework (see chapter two page 25), in this aspect when researcher analyzed the data, one principle strategy was representative "Minimal response", it was because students evidence this strategy as an activity which was worked in class,

Excerpt N. 22

"Los minimal response, si porque nos ayudaba a coordinar" (Annex 1.1, Questionnaire question 2, student N.5, date 24/09/2015)

Excerpt N. 23

"Minimal response, me ayudaba a responder los comandos en ingles" (Annex 1.1, Questionnaire question 2, student N.4, date 24/09/2015)

This strategy worked in class with prepositions and idiomatic easy phrases, minimal response were proposed in order to give students get more vocabulary and build confidence to speak, for students was easier recognized minimal response as getting vocabulary following phrases that teacher said, in this activity students practice new vocabulary doing the action and saying at the same time. (See Annex 3 Students Portfolios)

Besides, this strategy was used as a vocabulary bank that students did in their English portfolio with the idiomatic phrases, in this class students had to choose minimal response what was easier for them to learn and they presented it to the researcher (see Annex 3 Students Portfolios). This activity allowed students to reinforce vocabulary, and they keep continue working in it through English classes. The idiomatic phrases were chosen according to participants' English level. Also researcher highlight that students putted a lot effort to improve their pronunciation in this activity, for them was imperative to do a perfect pronunciation of the phrases,

Excerpt N. 24

 "Students took their time to prepare their short presentations about idiomatic phrases, this was because they first read all of them and then choose what they like the most, after they

started to practice the pronunciation of each phrase, to do it correctly they asked to the researcher to read all and emphasize in the correct pronunciation of each phrase, some of the students wrote next to phrases how they listened the phrase in order to pronounce it in the same way". (Annex 4.3, Researcher Observation, Activity Phrases, paragraph 7 date 17/09/2015)

Krashen and Scarcella (1978) pointed that if learners have routines and patterns of communication (minimal responses) these ones do not represent a huge language acquisition development and are different from communicative skills process that they develop by themselves "language chunks are in their words useful in establishing and maintaining relations, "but" do not serve a primary role in language acquisition", (p.295) they recognize that learners use it in terms of communicate or to express themselves, what is the purpose of this project, but in terms of the authors if the learner use idiomatic phrases is not a "natural process" of the language acquisition, because theses one are related more to "tools" of language acquisition.

Moreover, in order to acquire a foreign language class researcher used three games in order to promote speaking skill inside English class, that is code two;

Speaking-Activities

Those activities were implemented in base speaking techniques in interactive strategy model using as a base a some games, changing the methodology of those to create activities according to students needs in order to made students develop communicative skills encouraging learners to practice speaking,

Excerpt N. 25

"Dibujar porque esto nos ayudó más a diferenciar una cosa de la otra" (Annex 1.1, Questionnaire question 2, student N.4, date 24/09/2015),

Excerpt N. 26

"Draw me ayudaba a identificar el cuento con sus personajes" "en la de las características tocaba mencionar todo en ingles" (Annex 1.1, Questionnaire question 2, student N. 13, date 24/09/2015),

Picture activity-game was one of the most representative activities for students; it was evidenced in students' answers from questionnaire one (see Annex 2.1 Questionnaire first part of implementation) when they recognize this activity as a way to learn, for students these activities were different and represented something different in their English classes. Drawing was worked in the first week of classes, but it was one of the most important because they notice that draw engage them with other activities allowing them learn, in this class students draw and choose some characteristics of their favorite character they took of the story when the character appeared and they have to read a short fragment of the story, during the implementation it was the first time participants speak completely in English, and it was in base to their interest following the first technique to work with students' interest and likes (see Annex 5.1 transcription Cartoon Recording date 10/09/2015).

This activity was a challenge for students since it was the first class where participants speak in English, and it was a challenge for them since it was something they were not used in their English classes, students since this activity as the door of the new activities in English class,

Excerpt N. 27

"Students took a big part of time to prepare their presentation due to them were a lot nervous to speak in English and a lot of them laugh while they were doing their oral presentation, when students ended their presentations they returned to their desk and talked about how they felt and how they did it among them, students were animated and anxious in this activity, but what was important for researcher is students participated in the activity although they did not comfortable speaking in English." (Annex 4.1, Researcher Observation, Activity Presentation Characters, paragraph 5 date 17/09/2015)

Based on this excerpt, researcher noticed that students felt pressure about spoke in English and they saw the activity as something different where they have to work with speaking skill. When students finished speak researcher gave them feedback about the mistakes they made and how improve it. It was a stage for the classes that students were used to have during the implementation, it happen when students spoke and researcher recorded them.

The second activity -game used by the researcher was a guessing game; it was implemented in the third week of the project,

Excerpt N. 28

"Guessing game took more than one class because students really felt anxious about how they can do question and how they can answer. First they practiced the questions alone and answers. Some of them were nervous and felt intimidate, for those students was difficult to do this activity and took time because they postponed the game looking how their classmates presented" (Annex 4.3, Researcher Observation, Activity Guessing game, paragraph 4 date 01/10/2015)

Excerpt N. 29

"me ayudaron las preguntas ya que teníamos que hacer entender al otro lo que estábamos hablando" (Annex 2.2, Questionnaire question 2 line 5, student N. 1, date 24/09/2015),

This game was difficult to play for students, because it required that they spoke and listened their classmates and it was something that they do not tend to do, since researcher' view this activity demanded a lot attention from students in order to know how answer the questions,

Excerpt N. 30

"Students felt pressure about how speak in English but also about how they would understand what the other person was saying, this activity was a challenge since the fact that they have to practice first vocabulary to then do questions and finally give the answer, this game required a process and was not easy for students" (Annex 4.3, Researcher Observation, Activity Guessing game, paragraph 5 date 01/10/2015)

The main point of this project was worked on fostering speaking communication and this activity allowed students to try to communicate among them, and also helped students to recognize the importance to listen the other speaker when they are communicating.

Analyzing the data in the second questionnaire, students' answer talks about what they thought about stories, and they related it in how stories were linked with activities. One of the main activities that students recognized easily was the board game, it was based on Story activity-games, and this activity in words of students was something dynamic,

Excerpt N. 31

"El juego de la mesa si, porque nos ayudaba a ser más didácticos con el inglés", (Annex 2.2, Questionnaire question 2 line 1, student N. 5, date 24/09/2015),

Excerpt N. 32

Students were playing alone among them and did two rounds of the game, they really enjoy the game it was obvious in your face since the class ended and they continued playing until see who was the winner. (Annex 4.4, Researcher Observation, Activity Board game, paragraph 6 date 15/10/2015)

These previous excerpts make reference to this activity was something new for students that they enjoy they saw it as a game. For researcher it was and useful strategy to practice new knowledge from the story, but at the same time was emphasis on the development of the speaking skill,

Excerpt N. 33

"Me ayudó el juego de mesa ya que íbamos haciendo oraciones rápidas y conclusas" (Annex 2.2, Questionnaire question 2 line 3, student N.1, date 24/09/2015),

These insights were the base to think about the third code of this category:

Activity in base a story

The Horror Story was the base to students did sentences in the activity, they in that activity created and said sentences suddenly they did not have time to practice, students did those sentences according to what they knew about characters, setting and objects from the story, it was easier for some participants than from others, but then all of them were able to produce sentences in English without the necessity to have their portfolios with them.

Fitzgibbon and Wilheim (1998) states "stories promoted as fostering natural communication allowing students to experience authentic language input" (p. 24), taking into

account this quote researcher saw that students were able to produce language in base to this activity. Students more than communicate showed they were working on their bases to speak in English in the implementation because they use the story as the tool to spoke about something and with the methodology of the game they did the sentences looking that according to the character what they said had coherence, but also when they said a sentences they were focus on how the sentences were said, it means in structure that the sentences had all the elements as subject, verb and complement, in the complement was when they related it with the story. The use of a story allowed students hearing the plot working on understand it, to then based on the plot speak about it.

The story was worked during the implementation with activities, one was a play, this activity was also based on Story activity-game, this play was the final activity worked by students during the implementation of the project and students were working on their speaking skill. The play at the beginning of the project was proposed as the most challenging activity for students in order to speak without researcher help, but when students did the play they showed confidence about their performance speaking in English, it was because they had a process to present their play, as students explain in the following excerpts,

Excerpt N. 34

"Para la obra de teatro nos hicimos en grupo, escogimos personajes luego creamos la historia y luego hicimos los guiones según el personaje y la profe después nos corregía" (Annex 2.2, Questionnaire question 1 line 1, student N.12, date 24/09/2015),

Excerpt N. 35

"cuando hicimos la obra de teatro ayudo muchísimo porque uno se sentía como si fuera algo normal", (Annex 2.2, Questionnaire question 2 line 4, student N.5, date 24/09/2015),

Excerpt N. 36

"Recuerdo haber hecho una obra y me ayudaron a desenvolverme hablando sin dudarlo y con confianza, y ahora me siento con mucha más confianza para hacer otra obra y decirlo más natural. (Annex 2.2, Questionnaire question 2 line 1, student N.4, date 24/09/2015),

In order to do this play students had a process where they use vocabulary, objects and characters related to the story, at the end they saw the play as something not so difficult, because they get the enough knowledge to perform it, with the preparation they had to do the play they recognize that they knew enough vocabulary and identify elements from the story, they did know the stages of a story and it was the base to develop their plays. In words of Swain 1995, said that the output enhances fluency, aware metacognition in speakers and gives the opportunity to receive a correct feedback; students at the end of the play felt more natural using the vocabulary and the knowledge they gathering through the project because they were conscious about this project, and how it was in base to foster oral communication, the previous feedback they get in other activities allowed them to know how to pronounce different words and how they speak in English it facilitated their performance in the play.

Beside students recognized that those activities were grounded on the horror story and it was the activity to develop communicative skills. In base of this students thought about how stories helped them to improve their English development,

Excerpt N. 37

"Las actividades basadas sobre el libro me ayudaron a tener una mejor comprensión lectora en inglés", (Annex 2.2, Questionnaire question 3 line 1, student N.4, date 24/09/2015)

Excerpt N. 38

"si, porque mejore en el habla en Inglés con el cuento, en pronunciar el vocabulario normal y aprendí a mejorar mi hablado" (Annex 2.2, Questionnaire question 3 line 1, student N.10, date 24/09/2015)

Whit these student's answers researcher saw that students recognized the story was a way to learn and comprehended English in a way that they did not know before project implementation, in students' answers they said that the story was a manner to link English with learning a foreign language,

Excerpt N. 39

"Pues si porque los cuentos lo ayudan a uno a familiarizarse con el inglés" (Annex 2.2, Questionnaire question 3 line 1, student N.2, date 24/09/2015)

Excerpt N. 40

"Si porque fue como el tema para el comienzo a desarrollar el habla en ingles" (Annex 2.2, Questionnaire question 3 line 1, student N.9, date 24/09/2015)

In base of students answers researcher saw how the horror story was a element which permitted students to engage in class, the use of speaking techniques and activities with the story during implementation allowed students reading, listening and talking about the story, in words of Fitzgibbon and Wilheim (1998) the use of a story in class is with the purpose of involve

students according to their interest, it consent to the learner to take place because he wants in way more natural, all this while the learner is in a communicative context.(p.24) In this project students saw stories as a way to engage with learning English language. Reading and listening a story in English classes helped them to face a new perspective from English that they did not know before this project, as they answered the use of a story was a manner to know English, and the horror story was chosen based on their interest and English level through the activities proposed in class at the end they felt natural speak in English were they did the play.

Excerpt N. 41

"Students did not work before with a story in the English classes, so they saw it as something different, as a new element in their lessons, they looked interested on because they wanted to participate taking notes about the story and its vocabulary", (Annex 4.1, Researcher Observation, Activity Board game, paragraph 6 date 10/09/2015)

The use of a story was a different strategy to acquire a second language beyond focus on develop skills, participants acknowledged stories as a way in which they can take different elements to develop their English level, bearing in mind that it works with different activities that allowed them to work on vocabulary, structures, and skills.

Having described and exemplified the relevant features embraced by the two research categories, what follows is the final chapter of the present project where is exposed the conclusion and findings of this pedagogical implementation.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions arose from the analysis and categories found in based of the implementation of TBL in base speaking strategies using a story as a tool , were identified four main conclusions to allowed researcher to answer the main question and achieve the objectives of this. It is also established in this chapter further research on fostering oral communication and student`s perception about some activities.

Conclusions

The general objective of this research project was to foster the development of oral production in eighth graders through the implementation of task based learning using speaking techniques in a public institution.

During the implementation researcher proposed three specific objectives that allowed them to reach the general objective. The first one was to develop strategies that promote students participation when work in specific tasks using it as the main tool. The strategies used in this project were Minimal Reponses and Talk about language.

As conclusion the use of the first strategy was useful but is necessary to planned how to students are going to practice the knowledge, besides, is necessary take into account how you as teacher propose the activity to motivate students to participate, for example in this project minimal responses was used with preposition topic and then some idiomatic phrases were provided to students. The use of this strategy in the first part was focus on build up confidence through repetitions understand the meaning, this activity was one of the most memorable in

students because in students answer it was a repetitive answer about useful activities (see chapter 5, page 67, 68) Through this activity students participated and it was the purpose of this strategy, besides, participants saw this activity as something easy to do because they first repeat researcher movements but then they had to do it alone and with practice they understood what mean each minimal, in this way they were creating a meaningful way to learn vocabulary.

The second way of how this strategy was implemented not was useful because did not allow students practiced the new vocabulary, students had 25 minimal responses and they had to choose ten their favorites idiomatic phrases, students memorize the idiomatic phrase understanding the meaning in their mother tongue and then they have to repeat in front of the teacher. The fact that students had not this practice made them do not create confidence to speaking, and it is the point of the minimal responses develop confidence to participate, students in this case just have a vocabulary bank but did not have the enough practice to develop what they learn at that moment.

If students do not have the place and time to practice with strategies that permit construct confidence in their oral abilities, the activity and the process of learning do not have a correct method of execution because it did not allow to the learner to work with what he has learn, and is through the practice that speakers can develop their oral competences. In this aspect students from this project did not practice those phrases in an useful way for them. The manner in which they presented those phrases could be better if they had shared among them rather than presented to the researcher, they probably in this manner would have a meaningful activity as was the minimal response with the prepositions.

The second strategy used was talk about language, this strategy shows as a result students did not have fear to make mistakes at the end, because researcher in all the classes spoke to students about the process that they had, in all the lessons in different spaces researcher and students talk about their learning process. It was with the idea to make students aware about they could make mistakes because they are learners of a foreign language and in this process they learn from those mistakes.

In conclusion this process was effective since with feedback students were aware about their process and how they could improve it and they understood that working on classes they could advance in their English level (see chapter 5, page 98 and 99 students insights), but they could do this because is necessary to open this kind of space in class where the feedback need to be positive, it means give to students the way how they can improve and not just highlight their mistakes, therefore is necessary to highly the advance that students present in class.

The second specific objective was to implement speaking techniques in eighth graders allowing contact with English foreign language. To reach this objective researcher implemented three speaking techniques in interactive model. It means proposed activities in base of student's interest and likes to motivate them speak. For that reason was chosen activities as draw and board games that allow them play at the same time practice oral language in this aspect motivate student's participation and it was a useful technique. Also the appropriate feedback was related to the previous strategy that at the end makes students were aware about their speaking process and developed metacognitive process. The final technique allowed have different activities where students write, listen and read all with the purpose of have different activities that develop their learning process.

Besides, the use of the story allow students practice English language knowing more vocabulary, tenses, and through stages of the class made students listened and read the story. During stage of the class the story allowed students at the beginning just understanding phrases of the story and recognizing characters, to speak about them. The fact that students were able to do this was an improvement in their English level. Summing up, the use of the story used in different activities grounded in speaking allowed students to advance in their learning process because made students practice language through their likes and allow have a scaffolding process.

Moreover researcher implemented speaking techniques to foster oral communication, at the end this techniques allowed students to listened, read and comprehended the story what made students felt more near to English language (see chapter 5, page 80 students insight), it because as Oxford (1990) states speaking techniques allow propose activities that include different listening, reading and even writing skills, since the acquisition process of L2 is in base to make the learner able to produce language, in this case using all the previous mentioned skills. In synthesis the use of speaking techniques in this project allowed participants improving their English level because it gave to students the opportunity to have contact with language, that they did not knew before, researcher worked a story providing students vocabulary, tenses and structures in an implicit way making students get all these knowledge through activities that allowed a meaningful understanding but not in a forced learning process all this happen according to the manner in with researcher implemented techniques and it was in base to the task based learning approach.

In view of that was established the third and final specific objective it was implemented activities bearing in mind task based learning with the purpose of having a communicative practice in which students were able to speak in English.

Through the implementation of activities also were included games and strategies that allowed reach the same objective, to choose the correct activities, games and strategies researcher observed students did not were used to produce orally in English, in order to do start this process were chosen techniques previously explained in relation with the story and games as first picture activity-game, second activity- guessing game and third story activity-games. The first game was implemented in the first week of implementation were student draw their favorite character of the story and give them characteristic based on the story, this allowed students understand vocabulary and comprehend better the story (see chapter 5, page 70 students insights) because it was a help to them to start recognizing positive and negative characteristics of the character at the same way it made they comprehend the plot of the horror story.

The second activity-game was Guessing and Speculating Games; this game was one of the most difficult to develop by students because it engage questions and answer (see chapter 5, page 72 excerpt of researcher observation), and students did not have the bases to do questions so researcher took time to explained this after it they practiced questions and also practiced how they could answer, but based on students' performance it would be better if this game were one of the last activities because as was stated previously students did not have the base and practice to develop an activity like this, it was a challenge for students some students did good with difficulties other needed teacher intervention to could finish the activity, probably if students

would have the enough practice with information questions they could do this activity without teachers' help.

The last one game was Story Activity- game; it was developed in different classes in the first week to start working with this game students did a cartoon (see Annex 3.1Students portfolios) where they create short sentences t their character base done the story, then it was implemented through board game where students create sentences more complex and structured about the characters, objects and setting form the story, in researcher view since the first implementation of this game to this was an improvement in students learning because in cartoon students presented various mistakes of coherence and meaning while in the second part students' sentences have coherence also were according to the character and had good grammatical structure, the third and final implementation of this game was the play where students have a process they could present. In the play students share their story to their classmates and it was the main point of this game, students created scripts for their characters and also created a stories that had coherence and were related to the horror story worked o class, the first group follow the plot of the story and the second group changed it, students took the main characters of the story and bring them to their reality.

Based on this students had a different perspective of the story as Tudor (2001) states "students exchange ideas on a subject which is of personal relevance to them, they are more likely to experience a personal motivation to use the language and communicative ideas", in their play students choose characters and their features and they adapted according to what they know in their environment, and it was something that researcher did not expect form participants, it was interesting and allowed researcher to think that the use of this games allowed students to

have a different cognitive process. At the end the use of this game helped researcher to aim the objective and go beyond because through the games based on task based learning during communicative stage students were able to practice oral abilities and speak in during the class and it was the purpose of this project.

Bering in mind this and the general objective to foster oral production in eight graders is essential think that participants of the project had a process of development their speaking skill where students starting to get used to speak in English class having a scaffolding process, this process made students started to participate speaking in class, and the procedure to do it was first allowing students know elements of sentences, then they can reproduce what was said through drilling, then to produce sentences by themselves and after that students were able to create scripts in their English class applying all their previous process. It was not an easy process since participants' English speaking was in an elementary level, since in their previous English classes students get used to speaking in their mother tongue without felt the necessity to speak in the target language. Through implementation of this project students found activities as something interesting (see chapter 5, page 83 students insight) that allowed them starting produce oral communication centered in their level and likes.

When students are provided with a place where they can speak about something they know they will continue participating on class. In regards Candlin (1980, as cited in Ellis (2011)) who in his words said the classroom context has a communicative environment that is distinct from the communicative contexts of the world outside, that reason it have been challenged the way of assess the communicativeness of classroom speech, what means it according to our project is that in English classes researcher as teachers bring to students the bases to

communicate through structures, vocabulary and pragmatic but all this is controlled by ourselves in our role of guide inside classroom, but participants outside the classroom or outside the project need to build up their own strategies to produce oral communication which allowed them to have a real conversation, the role of activities worked on class is to provide to students the opportunity to get knowledge through the practice and have continue contact with the target language.

In general, the use of speaking activities based on task based learning in English classes provided students a stage in the class to produce communication; in this case it was focused on the development of speaking skill. Researcher conclude that activities and games developed during implementation of the project allowed a development of speaking skill because if fostered students to speak during English class something that they did not do before. Participants of this project according to researcher' perceptions improving their oral abilities since the first class to the last, because through all their process they understood that they could make mistakes and learn from it, then when they work on their mistakes through practicing it with the purpose to overcome, it generate is the learner the opportunity to speak without felt fear to made mistakes when speak and it allows they will be getting a better performance in their speaking.

Researcher stated it because they saw an improvement in participants since their first recordings where they talking about their favorite character to the last recording where they did a play. Based on the play; the improvements students demonstrated were in base of pronunciation, neutrality to speak and anxiety. Based on transcription of students recordings, where researcher highly mistakes of pronunciation, neutrality and did comments about students anxiety when they did their speaking activities, researcher exposed the changes that students presented during the

implementation of this project showed that at the end students were able to speak reducing their pronunciation mistakes, acquiring a wider range of vocabulary in relation to the story, also according to researcher comments the level of students' anxiety while developing speaking activities was lower compared with the first two weeks of implementation project, and finally neutrality to speak. What means it is that students at the beginning of the project when they spoke they paused themselves when they were speaking because they were afraid of pronouncing incorrectly, at the end in the final recording is exposed that they did not present this problem anymore, because they acquired confidence to speak in the target language through all the implementation and the tool that allowed was the activities.

Implications

The implications that this project takes out are related to participants, teacher- researcher and in the educative institution grounded in the implementation project and the impacts that surge at the end of it.

Participants' implications considerate self-awareness of their learning process, as being conscious of acknowledge their mistakes and appropriate of it, besides students enhancement their skills improving their pronunciation and increasing their vocabulary. Regarding to a metacognitive process where they ask about how to improve and work on it. Students asked to researcher how they could do it better, it started a cognition procedure where they search the way to upgrade their pronunciation, their writing and their mode to speak, it made students have an active role in their fostering process because motivation of improvement born from them. Students included themselves in their learning process permitting participated in activities proposed in the project that allowed them to speak in the target language.

Concerning the implications for researcher that this project carried out, the first one is the methodology implemented and researcher take it as the way they could teach and students could learn. During the pedagogical implementation, researcher chose an approach that allowed executing strategies and activities where students did tasks which permit the teacher in class think about students' necessities and implemented strategies, games and activities inside English class could adapt to the curriculum and also help students to have an active participation.

What researcher learned from this research project and implementation was that making students participate more in class it could foster their oral abilities, it was the fact to involve them in this process, because when a students is conscious about what he is learning and what he is going to learn and understand his thinking is adapted to achieve this aim, also is important to highpoint the idea that they are the owners of this process because when students have this idea in their mind they are aware that they can control their improvements through the practice. This mental process allows students changing their point of view about what they can learn inside a classroom, changing their attitude and behaviors in class. But it is necessary that the guide of the teacher must be positive about the improvements and the developments of the class, researcher is aware that this process take time because the construction of a good rapport is built up through the practice inside classroom.

Besides, other implication that this project brings out at the end of the project was that students and researcher were immersed in English class were the main resource was a story, it was new for all us. This practice was the space where researcher as teacher implemented a speaking strategies to foster orality, using a story to go beyond to the improvement of reading skill involving the expansion to listening and speaking skill, beside that increase vocabulary and

allow practiced tenses in past and present, it impacted our role as teachers because we knew an interesting and useful element that inside English class could allow different spaces to expand the knowledge in different aspects.

Besides, at the end this project allowed other English teachers from the school to had interest to the development of speaking activities inside English class, looking for ways to change the curriculum to implement the development of speaking skill, also the use of stories was taking into account by the directors to think about a reading English program in the institution for some grades.

Finally the implication in educational Colombian context, teaching a foreign language in public institutions is a request and this research project expose the use of an approach in relation with the use of a strategy, it may offer a learning process specialized on fostering oral abilities. It allowed students to develop different cognitive process that allowed understand and comprehend learning process with the use of activities that also permitted students connect their context with English resources.

Limitations

During pedagogical implementation researcher faced two main limitations, the first one was the length of English class and the second was the place where implementation was developed. The first limitation was that classes had limited time so some activities took more time and it was necessary to extend the activities and reduce the time for others, besides sometimes the English classes were taken by the institution to develop government projects and the class needed to be postpone. It made class sometimes lost the procedure and it was difficult to made students concentrate again in the tasks that they had been working, I consider that my

biggest limitation was time because sometimes students did not finish their activities on time so then it was necessary to take time from the other class to complete the activities and it the majority of the cases happen for the second limitation.

The second difficulty and most recurrent during the implementation was that after the second week of implementation researcher did not have an established classroom and sometimes we had to worked in the library, language laboratory or multitask room. It was uncomfortable for researcher and students that presented their discomfort with comments and many times they proposed better places to study. Also it was a challenge because according to the place sometimes the space was small for the activity and it was uncomfortable to students move while they develop or present their reports. Besides sometimes students were in a place and they had to move to another place to start the class again and it took time of the implementation at that makes lessons took one more of a week as it was proposed at the beginning. But at the end researcher created a schedule that allowed students to know where the class were developed using all the possible places in the school.

Further Research

Although this project was focused on the development of oral communication the use of a story as a tool in relation with the approach allowed have other process that researcher did not contemplate before and are considerate as further research bearing in   mind conclusions, limitations and implementation.

The first issue it would be interesting to carry out a study in which the use of story have more interaction in student's development, according to students interest short stories are a good

option but also is important to those stories are related with students' context. This was a matter that arise researcher's interest because it was not contemplate when story was implemented and born from students interest what show it would be an interesting experience for future participants. Besides, researcher considers that the process of listening to a story by a recording and by the teacher had different aspect inside students. Based on this experience participants were more engage with the story when teacher read the story to them, and not listened from the record. It showed a different connection from personal reading to technological listening.

Second, the execution of activities based on techniques that allowed the development of speaking skills it was very interesting for researcher, this aspect is more related to the fact that these activities allowed teacher communicated with students giving not just instructions also providing clues and feedback about their performance in class in terms of behavior and English level. Work this two elements were possible because techniques are focus on improve English but those strategies need to be adapted to student and it enter teacher role to guide students and it motivates researcher to improve their pedagogical intervention in classes.

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Annexes

Annex 1 (Authorization Letter)

Bogotá, DC, 30 de Julio del 2015

Señores:

Padres de familia de los estudiantes del Colegio Villa Amalia Grado 802

Cordial Saludo,

Señores padres de familia de grado octavo la siguiente apta es para evidenciar la aprobación de ustedes

para participación de los estudiantes de grado 802 de manera autónoma y voluntaria en el estudio

"Using Task Based Learning Approach to fosterorality Oral Production in 8º Graders" en donde

se busca implementar diferentes estrategias y actividades que permitan al estudiante fomentar y

interactuar más con su habla en el idioma extranjero Inglés, usando cuentos y una metodología

en base a actividades y juegos. El nombre de los participantes quedara en el anonimato y se

recolectara información a partir el desarrollo de cada uno en las clases de Ingles

Atentamente

Catalina Fuelantala Pulido.

_____

Estudiante de licenciatura en inglés, de la Universidad Minuto de Dios.

Annex 2 Questionnaires

Questionnaire 2.1

Activities   Story Task Base Learning   Speaking   Invesment

1. ¿Como crees que es hoy en día tu expresión oral en Inglés en comparación de la primera clase?

_____

_____.

2. ¿Cuáles actividades usted piensa que le ayudaron a mejorar su habla en Inglés?

_____

_____.

3. ¿Considera que el uso de cuentos en la case de inglés le ayudo a mejorar su expresión oral en inglés?

_____

_____.

4. ¿Considera que las actividades fueron organizadas?

_____

_____.

5. ¿Evidencio o reconoció las etapas de la clase?

_____

_____.

6. ¿Considera usted que las actividades le permitieron participar en clase?

_____

_____.

Student 1.

) ha mejorado un poco Gracias al proyecto.

) La lectura del cuento me ayudo.
Los abujos y caracteristicas me ayudó un friz.
La Cordera que se hizo en grupo me ayudo
3) si, me ayudo ya que uno o yo iba entendiendo
lo que no y lo que si, porque a medida
de que iba escuchando ybamos aprendiendo.

) Si, las actividades fueron organizadas ya
que nos iban enseñando como paso por paso.
Y a medida de que ibamos aprendiendo nos
iban enseñando o exigiendo.

5) Si me pude dar cuenta del orden de las
las clases.

6) si, las actividades me ayudaron a participar
ya que entendiamos mejor, y no solo selecciona
ba a los mejores, si no que iba seleccionando
a todas.

Student 2.

Como crees que es hoy
7 Rta: Pues antes no sabia dia mucho las
clases eso y la profesora me fueron enseñando
poto a poto a pronunciar y escribir
2) La de las caracteristicas de los personajes
la de los comandos de preposicion y pues
aprendi mucho porque en lo de las caracteristicas
Tocaba mencionar todo en ingles
3) Si porque tocaba poner demaciado cuidado para
entender
4) Si porque el orden fue demaciado correcto y
pues todas las clases fueron muy cheveres y
disciplinadas
5) Entonces nos decia el tema y lo que ivamos hacer
luego nos evaluaba los talleres y nos ayuda a
mejorar lo mal mencionado y lo correcto
6) Si porque todas las actividades eran de comprension
y cuidado a la clase y luego hablar en ingles

Student 4.

1 como Crees que es tu habla hoy en dia
desde que hablaste en Clase.
* Mi habla ha mejorado Notablemente
* Draw = me ayudaba a identificar el cuento con sus personajes
* read story = si por que leer me ayuda a comprender
* minimal response = me ayudaba a responder a los comandos
en ingles
3* si por que me ayudaba a escuchar y educar
mi Oido.

4* si las acciones sirvieron y me daban la seguridad
para poder hablar con mas claridad.
5* las Clases eran Organizadas y entendia el
tema anunque pareciese que No tubiera mucha
coerencia o con otras maneras de enseñar y aprender
6* esas habilidades me ayudaban a sentirme
mas seguro de participar

Student 5.

1 Cómo crees que es hoy en dia desde la
primera vez que la grabe?
Bien e mejorado leyendo el cuento
2 * Los minimal responste si porque nos ayudaba a coordinar
* Coando nos grabo si porque quito la pena
* El dibujar no creo que me halla ayudo
3 Si porque me ayudaba a poder entender la poima
de un escrito
4 Si porque la profesora tuvo muy buena organizacion
para enlazar temas
5 Si porque eran muy obvias y algo predecible
6 Si porque al realizar diversas actividades se
puede aprender mas y mejor si las actividades
son dinamicas
7 Si esos actividades me ayudaron a mi habla
porque al estar en grupo convivíamos

Student 7.

Rta= Pues creo que he mejorado la pronunciación y a hablar más rápido ya que antes lo # pronunciaba como leyendo.

Rta=
- Seguir los comandos de preposiciones
- Lo de las características de las persona
- La lectura del cuento de terror.
Por que eran actividades en las que se repasaba y se interactuaba con los demás.

Rta= Si, por que se practicaba la lectura y la pronunciación.

Rta= Pues si, yo creo que estaban organizadas de una manera para repasar el vocabulario, la pronunciación el como leer.

Rta= La profesora al comenzar la clase nos decía lo que hibamos a ver o hacer, calificaba las actividades y nos evaluaba.

Student 9.

No y esa fue la primera vez que able.

* Si yo mejoré. por que con la profesora Elsa ella a nosotros no nos ponía a hablar cambio con esta clase perdimos como mas el miedo a hablar en ingles.

* Cuando dibujamos d características: eso me ayudo mucho.
Cuando estabamos en grupo por que avia mas ayuda me senti Bien.

El cuento tambien, por que eso fue la herramienta para el habla en ingles.

* Si por que fue como el tema para el comienzo a desarrollar el habla en ingles

* Si me pareso que fue ordenada esta esa clase de preposicion porque fue paso a paso.

* Si por que me considero que able Bien por eso lo por primera vez segui la lectura mientras escuchabamos el audio.

* Si claro por que primero el grupo era mas pequeño entonces podiamos participar mas ahora si podia era mejor.

Student 10.

1. Como Crees. Hoy en dia = Hablo si mejor el ingles con la profesora ela no entendia muy bien algunas como algunas no Hoy endia Hablo mucho mejor y lo manejo mejor.

2. seguir los comandos de pronunciaciones, la lectura dibujar los personajes= por que me considero que

3. mis companeros mejoramos mas.

3. Si por que entendi en pronunciar palabras que. No entendia bien.

4 Si porque las entendia llevaban el orden para poder entenderlas y poder concentrar mi mente.

5. La profesora catalina primero nos deba el tema. nos explicaba y nos decia lo que tenia de mejorar. Nos ayudaba con oraciones y nos ayuda a pronun-ciar las cosas bien y al final nos ponia Nota o Firma de lo que Haciamos.

6. si porque Había mas interacción cada uno entendia mas y aprendiamos mas enseñabamos a realizar las cosas mejor.

Student 12.

1) Como crees? que es hoy dia tu habla en ingles?

* Yo pienso que mejore mucho en las clases de catalina porque esta actualizad en el idioma.

2) Seguir los comandos de preposiciones, las lecturas, dibujar los paisajes me sirvio porque! eso me ayudo a desarr ollar mi habla.

3) Si por la lectura y escucha porque eso cuando nos tocaba leer la profesoramos corregia las palabras y pronunciacion.

4) Si porque todo llevaua depende lo que mirabamos una actividad por eso creo que si habia orden.

5) La profe nos explicaba lo que ibamos a hacer luego ponia actividad y hace sucesi ivamente y ponia Firmas al final antes nos corregia

6) Si porque ela hacia pausas y nos preguntaba por ejemplo que letra o palabra en todo los espacios

Students 13.

1¿ Como crees que es hoy en dia tu habla en
ingles en comparacion de la primera clase?
R.t.a Pues creo que no es muy buena
por lo que no lo llevo tanto a practica
este idioma.
2¿Actividades?
R.t.a: Dibujo del personaje que yo escogí del
cuento.
• Las caracteristicas de los personajes
• Ja del juego de escalerita con los botones
• Ja lectura de la guia.
• Dibujar porque esto nos ayuda más a
diferenciar una cosa de la otra.

3 Si pienso que el uso de cuento me ayu-
do a mejorar mi habla en ingles porque
me ayuda a tener una mejor pronunciacion
y cuando la profe nos corrige en una
palabra.
4. yo si pienso y considero que fueron or-
ganizados porque todo llevaba como su
orden de aprendizaje.

5 Primero nos daba la fecha
• Juego nos explicaba lo que teniamos que
hacer con ejemplos.
• Juego escribia la actividad en el tablero.
• Juego calificaba y cuando quedaba mal nos
decia que teniamos que mejorar.
• Juego nos calificaba.

6. Si porque tenian mas dinamica y una
forma de enseñar diferente a los otros
profesores y se hacian más entendible
las actividades.

Annex 2

Questionnaires 2.2

Activities   Story   Task Base Learning   Speaking   Invesment

1. ¿Como crees que es hoy en día tu expresión oral en Inglés en comparación de la primera clase?

_____

_____.

2. ¿Cuáles actividades usted piensa que le ayudaron a mejorar su habla en Inglés?

_____

_____.

3. ¿Considera que el uso de cuentos en la case de inglés le ayudo a mejorar su expresión oral en inglés?

_____

_____.

4. ¿Considera que las actividades fueron organizadas?

_____

_____.

5. ¿Evidencio o reconoció las etapas de la clase?

_____

_____.

6. ¿Considera usted que las actividades le permitieron participar en clase?

_____

_____.

Student 1.

1) mejore mi habla en ingles ya que pronunciaban mejor las palabras.

2)
- Me ayudo la actividad de lo obra porque la prof nos iba ayudando a como decir las palabras.
- Me ayudo el juego de mesa ya que ibamos haciendo oraciones rapidas y concluidas.

- Me ayudaron las preguntas ya que teniamos que hacer entender al otro lo que hablabamos.

3) Me ayudo por lo que ibamos escuchando como se pronunciaban las palabras y asi corregirlas al hablar.

4) Si, porque nos iba enseñando a medida de que ibamos aprendiendo nos iba poniendo por que si lo ultimo lo ponia primero nos ibamos a confundir.

5) Si, yo me daba cuenta de mis errores ya que me corregian al final de la clase o actividad

6) Si, ya que nos daba el espacio para hab nuestros guiones o correspondencia

Student 2.

1) Estuvo mucho mejor que la primera porque en la primera estaba como mejorando la escritura ya despues ya era la pronunciacion

2) Pues uno aprende mucho de la primera a la obra porque uno ya sabe la pronunciacion mas a menos

3) Pues si porque los cuentos lo ayudan a uno a familiarizarce con el ingles

4) Si porque ya desde el primer dia hasta el dia de la obra nos conociamos mejor y hace trab en orden

5) Si porque la profe nos pacsaba en la obra y nos corregia

6) Si porque la obra fue donde mas hablamos y interactuamos

Student 4.

Student 5.

Student 7.

> Ato= Que había mejorado la forma en
> que leía y en que formaba facilmente
> oraciones en ingles.
>
> Ato= La actividad del juego de mesa
> en donde se tenía que crear oraciones
> con los personajes del cuento
>
> Ato= Si, por que se practica más a
> fondo la lectura, el significado de las
> palabras (vocabulario).
>
> Ato= Si, estaban bien ordenadas, por que
> haci era el orden.
>
> Ato= Si, por que la profesora primero
> nos daba instrucciones y luego haciamos
> la actividad.
>
> Ato= Si claro, había mas participación
> por que había mas interaccion.

Student 9.

> * Esta abanzada por que a la primera clase apiendy
>   Pero no lo mismo como la ultima fue un
>   proseso donde poco a poco fue exitoso.
>
> * a) las oraciones porque hay me di cuenta que pudo aser
>   una oracion saviendo y teniendo en cuenta lo que
>   estaba escribiendo y lo que significaba.
>   · Tambien el jugo.
>   · y cuando ablamos en ingles.
>
> * Quia por que es algo es como una herramienta para
>   desarollar mas nuestro proceso de habla de
>   ingles.
>
> * Si es el correcto por que primo era como saber de
>   que era o sobre que es la obra y primero avia
>   que aser oraciones etc. Si uvo un orden.
>
> * Si si por que ella la profesora nos explicaba instrucciones
>   y nos corregia despues de hablar o escribir.
>
> * Si por que en estas clases nos dabamos la oportunidad de
>   participar mas de darnos la oportunidad de saber mas.
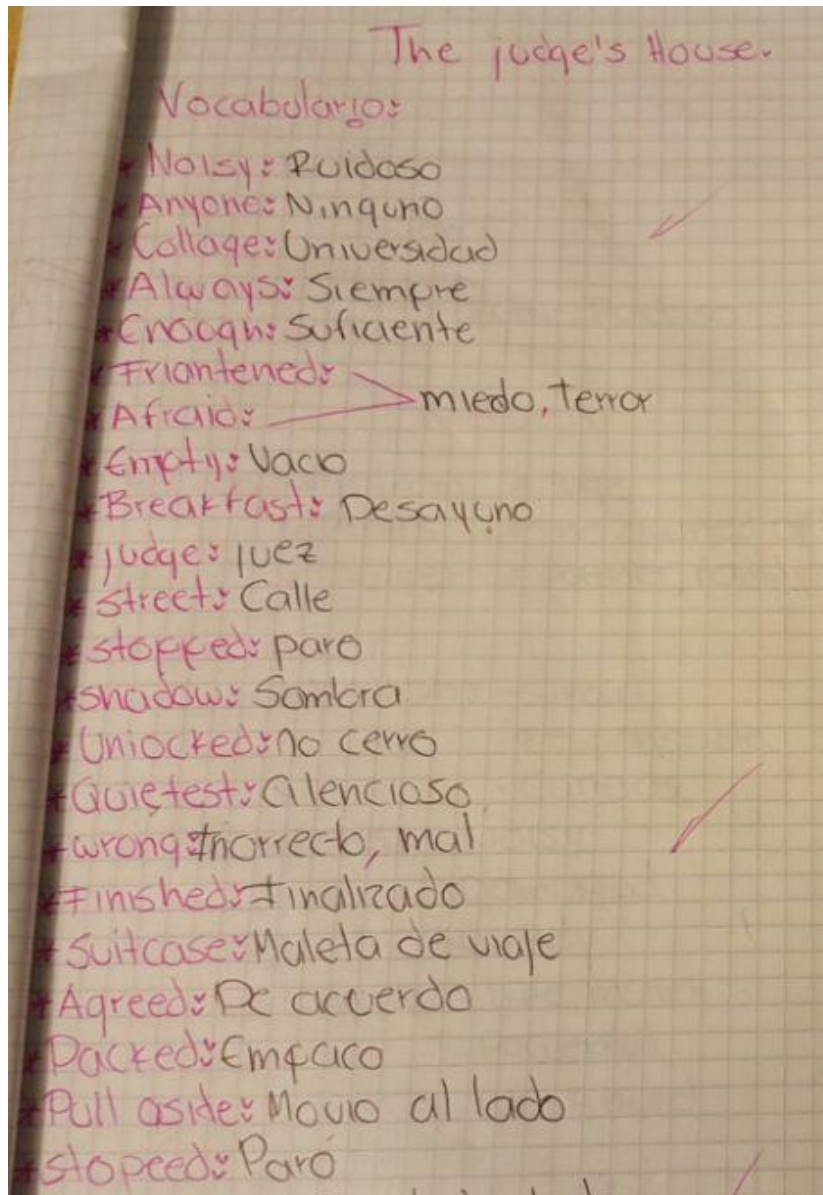
Students 10.

Student 12.

Student .13

1 Nos reunimos en grupo
Cada uno escogimos nuestro personaje.

2 Como crees. que es hoy en dia tu habla
en ingles en comparación de la primera
clase.
yo creo que es mejor porque cada clase
ivamos avanzando más y más y vamos
viendo temas mas avanzadi.

3 Las actividades que me ayudaron en mi
habla de ingles fueron
· Cuando tenia que crear frases porque esto
  me ayudaba a acordar palabras
· Cuando leia porque me servia para pro.
  nunciar y de conocer mas palabras.
· La obra de teatro etc.

4 yo pienso que si mejorado porque esto
me ayuda a pronunciar mejor. y a
conocer palabras nuevas.

5. Si . porque cada vez iba avanzando
más

6 La profe nos daba instrucciones de lo
que teniamos que hacer.
Luego de que nosotros haciamos la prueba nos
carregia. Ose que yo si me daba cuenta
de las etapas de la clase.

7 Si porque yo me daba cuenta que
hacia mas cosas como el habla,
la escucha la lectura en cambio de
las otras clases

Annex 3 Students Portfolios
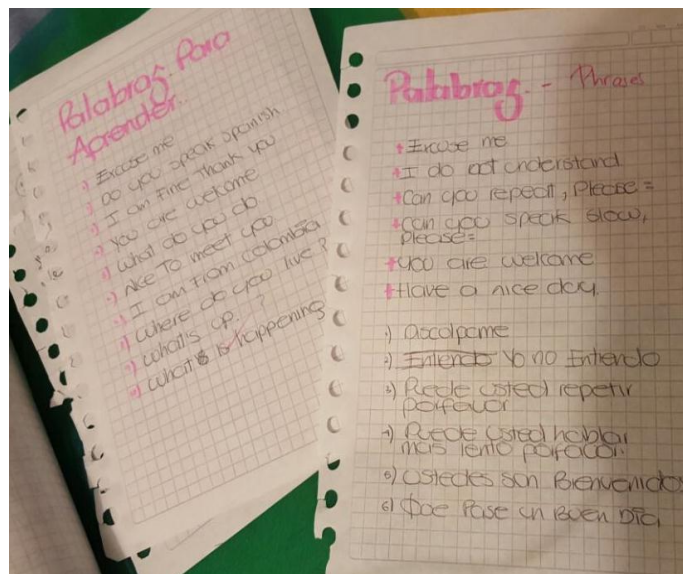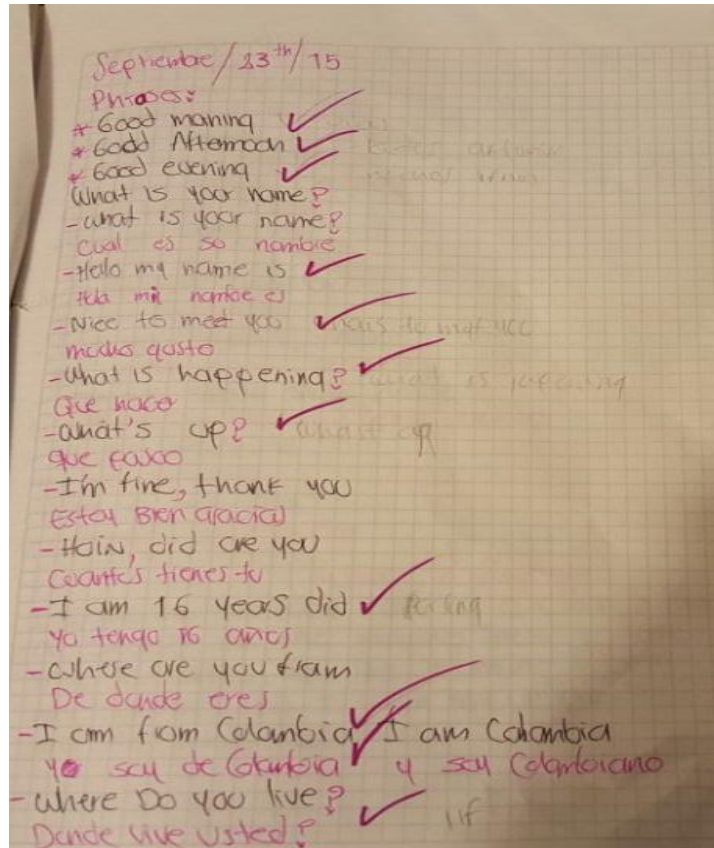
Vocabulary Bank

Students Cartoon
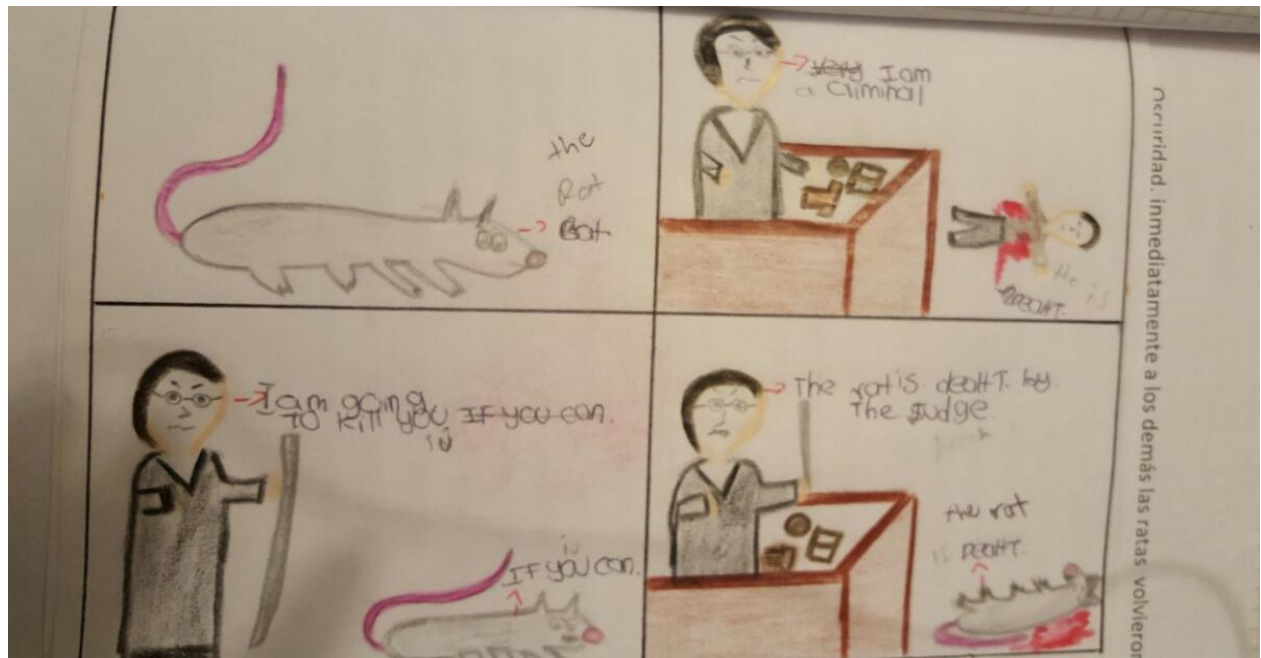
Minimal Response

Annex 4 Teacher Observations

1.

	Stage / P	Comments
1.	Teacher wrote on board the name of the tale and showed to students the Jude's Tale they understood what a tale is and said to the teacher the name of different tales in Spanish, then students understood they will read a horror tale. Teacher showed to students the flash cards and explained the meaning they have and explained that they are elements from the book.	students saw stories as manner to engage with English language, read and listened a story in English classes helped them to new w a new face from English that they did not know before this project "students did not work before in English classes with a story, so they saw it as something different a new element in their lessons, they looked interested on because they wanted participate taking notes about part of a story and vocabulary
2.	Students received the reading of the tale and working in groups were they had to underline unknown words after that teacher listened the students who said the unknown words while students were doing this teacher was correcting pronunciation and at the end students created a vocabulary bank from the tale. Teacher explained to students they will listened a recording from the tale so was necessary that they were quiet, they needed follow the recording reading at the same time. Students looked loss following the reading so teacher stopped the recording some times and were asking to students what already happen in the story after some times they started to understood and started answer.	In this stage students were a little nervous and constantly say to the teacher that they didn't know a lot words so the teacher explained that it will change and they changed their attitude. At the beginning when teacher stopped the recording and asked what had happen in the tale students could not answer but then they started answer the questions in Spanish and with coherence they actually were understanding the tale an were able to understood the main even from the tale.
3.	Teacher at the end of the recording asked to students what the main characters of the tale were and students were able to said also then students worked in groups and drawn the characters of the tale then among all they gave to characters some characteristics and then they decided if they have similarities or differences. Students choose a character from the tale what they like most and look for a part in the reading in which that character appeared, here students choose a part and they said in a way of presentation of his character, students read again the script and called the teacher to helped them with the pronunciation .	In this stage students spoke in Spanish given the characteristics of the characters but then they repeated in English practicing speaking. Students took a big part of time to prepare their presentation due to them were a lot nervous to speak in English and a lot of them laugh while they were doing their oral presentation, when students ended their presentations they returned to their desk and talked about how they felt and how they did it among them, students were animated and anxious in this activity, but what was important for researchers was students participated in the activity although they did not comfortable speaking in English While students received their feedback at the end they recognized what mistakes they did in their presentation and asked to the teacher how they could improve it. Students presented big interest to improve their pronunciation and speak correctly.

Aspects	Ye	No	Comments
Were the aims of the lesson achieves?	x		Students get new vocabulary which they will practice in other classes. Also students were able to recognize the main characters of the tale and give characteristic to each one. Students were able to speak in English about their favorite character from the tale.
Students speak in English during the class?	x		Teacher divided the class and at the end students spoke in English with a final activity but they were practicing with previous activities.
The activities allowed students practice speaking before the communicative stage?	x		All the activities gave to the students were engage in order to promote speaking during the whole class.
Were students practicing the language skills in class?	x		Students during the class practiced Listening, reading and speaking in different stages of the class.
What attitudes students did show face speaking activities?			Students during the speaking activities were a lot nervous but they had a good attitude and when someone made fun of them among their classmate motivate to continue with the speaking activity.

2.

	Stage / Proc	Comments
1.	Teacher asked students what the characters are, doing students remember them they were able to said the characters and made comment s about it in Spanish. Then teacher write on the board some sentences where appeared preposition then teacher gave to students an appendix where they can see the prepositions with images and teacher with characters and elements of the classroom explain the preposition doing students understood the meaning of the prepositions. Then students listened and read a part of the horror tale also they underlined the prepositions on the reading.	Students were able to answer the questions it means that they were able to understand and comprehend the story. Also if they did comments about the characters is because they are able to recognize characteristics of each one. Students answered the questions in a correct way but in Spanish they did not use English to answer they just listen to the teacher.
2.	After that they recognized what characters appeared again and what are news. Then when a paragraph ended the teacher stopped the recording and asked what preposition had appeared in it. After the recording finished students did a cartoon with two characters of the tale they could choose what they want.	Students took a great part of the time to do their cartoons while one of them were finishing they called the teacher and practice the pronunciation and some of them write how they listened the word and then repeated did this help students to feel comfortable when they were doing their presentations.
3.	Teacher did a cartoon with some students and other students preferred do themselves their cartoon. When they were doing the cartoon they called the teacher for help because they had did not know how write in English what they want to say their characters. Also when they ended their cartoons with the script they called the teacher in order she read it and they could listened and learned the correct pronunciation of the words. Some students in their cartoons did not have coherence so at the end of the presentations teacher spoke with each one about what mistakes they committed.	Students were sitting in groups and when they were presenting their cartoons the people who stayed in the table was in silent listened their classmate and listened how he or she said the words and when he/she committed a mistake sometimes them interrupt and corrected among them. It was a help for the students who corrected their mistakes and also it help themselves to notice if they were speaking correctly. Students received their feedback with attitude of improvement about how they pronounced and how they use characteristics from characters in their presentation, take they it took into account and check how they did their presentation.

Aspects	Ye	No	Comments
Were the aims of the lesson achieves?	x		Students practiced vocabulary related to the horror tale. Students learned prepositions of place but they need more time to practice.
Students speak in English during the class?	x		Students spoke in English when they were doing their presentations and some of them did some question to the teacher in English while the others listened them.
The activities allowed students practice speaking before the communicative stage?	x		The activities worked before of communicative practice were a tool in order students know more about the story and had contact with English also when they listened the correct pronunciation it enhanced students participation and motivated them.
Were students practicing the language skills in class?	x		Students during the class practiced listening, reading and speaking in different stages of the class.
What attitudes students did show face speaking activities?			Students while their were doing their presentation were respectful with their classmate of the group and help among them with the pronunciation also at the end when the teacher said the mistakes they were respectful and corrected, also was obvious that some of them continue been nervous when speak in English and do not feel secure when speak in front of their classmates.

3.

	Stage / Procedures	Comments
1.	Students practiced prepositions with a game where the teacher ask and they answered saying the meaning in Spanish, then students were stand up realizing the preposition that teacher said using elements from the classroom. And after that teacher explained to students what now on they will work on "minimal responses" as how do you say? what did you say? Why did you say?, with this questions students practiced wh questions, students worked writing questions using it and translated to the mother tongue in order they actually recognize the meaning. Then students in the same two groups played hang-man with vocabulary related to the horror tale.	In this activity students had a great attitude since they first have an activity to remember and then with the play they were able to do it correctly. The minimal responses is an oral activity necessary for students since it gave to students phrases o questions which help them to clarify when they do not understand using this they will be focus in what the other person answer it was something new and efficient for them since it means they are able to speak and listen. Students had problems because they did not know the alphabet in English so they used mimic to could play
2.	Teacher explained that day they will listen and read the tale without teachers' help. After that students organized their desks in completely silent and they started reading while listened the recording, teacher was stopping the recording giving time to them in order to they really understand what was happening. After that teacher ask to students about what happen in the tale for pages, teacher wrote on the board the main issues while students said those in Spanish and some in English. Then students received "minimal responses" as useful phrases that help them when they have conversation, teacher explained what means each one and they choose their favorite 10 and learned it to them said to the teacher,	After they ended to listened and read the tale they took their time to write what they understood form the tale asking to the teacher about some words from the tale In this part students speak in Spanish and English to mention some issues from the tale but what they rally recognize was vocabulary worked in previous classes in this word where they speak in both languages. Students took their time to prepare their short presentations about idiomatic phrases, this was because they first read all of them and then choose what they like the most, after they started to practice the pronunciation of each phrase, to do it correctly they asked to the researcher to read all and emphasize in the correct pronunciation of each phrase, some of the students wrote next to phrases how they listened the phrase in order to pronounce it in the same way.
3.	Teacher organized students in pairs and each one gave vocabulary from the tale and six questions where students have to translate the meaning of all, when students finished the activity teacher drilling with all of them the correct pronunciation of the vocabulary and the questions. Then teacher explained the "guessing game" and how they have to do, teacher explained to each group how they have to ask and how they have to answer giving an example to all the students. First students practiced between them without help and then they presented the game to the teacher while she regarded them speak but in some cases they did not how to answer so they pointed or used elements, at the end teacher gave to the a feedback about pronunciation saying what they did good and what they have to improve.	Guessing game took more than one class because students really felt anxious about how they can do question and how they can answer. First they practiced the questions alone and answers. Some of them were nervous and felt intimidate, for those students was difficult to do this activity and took time because they postponed the game looking how their classmates presented. Students felt pressure about how speak in English but also about how they would understand what the other person was saying, this activity was a challenge since the fact that they have to practice first vocabulary then do questions and finally give the answer, this game required a process and was not easy for students

Aspects	Ye	No	Comments
Were the aims of the lesson achieves?	x		Students practiced question' structure and were able to do questions to their classmate through the activities. Students were able to write and mention the main situation from the tale.
Students speak in English during the class?	x		Students did in different stages of the sessions practicing the questions, doing the communicative practice and doing all the activities they had the opportunity to speak.
The activities allowed students practice speaking before the communicative stage?	x		The activities worked before the communicative practice helped students to get enough vocabulary, knowledge and confidence to spoke in English not just during the communicative practice, they speak in all the activities.
Were students practicing the language skills in class?	x		Students during the class practiced Listening, reading and speaking in different stages of the class.
What attitudes students did show face speaking activities?			They presented a lot attitudes as nervous, anxiety, happiness, sadness what, because when they practice some activities and they noticed that were not easy for them they had negative feelings but them when they prove to themselves that they were able to do it those feelings change and heir attitude in class changed during the session they participated with good attitude and enjoy the activities with their classmates.

4.

Stage / P	Comments
1. Teacher started the class organizing students in classroom, calling the list and checking uniform. Then teacher organized two groups and explained the rules to play Pictionary where students practiced verbs and do sentences in present simple with different pronouns. After that teacher asked students if they remember what means minimal response and which were worked in class, students answered it and practice pronunciation about it. **2.** Then teacher divided the group in two and all copy six questions that teacher said, this exercise took time since for them it was something new and they not are used for it, but all of them did it, when they finished of copy the questions according to appendix 1 among all correct the questions and then they practiced pronunciation. Then they worked in two groups and they divided the question first number one and group number two answered then group number two asked and group number one answered. Then students organized themselves in groups of three to play "board game" teacher gave to each group a paper and eleven images related to The Judge's House tale (characters, object and settings). Teacher explained that they will create their game and gave the time to do it, after that teacher showed how they will play and what the rules of the game are **3.** 1. The counters were buttons. 2. The dice was a coin with face moved one and with stamp moved two charts. 3. Students according with the image did a sentence in present simple in relation with the horror tale.	This activity allowed students to establish a routine. Students played enjoying the activity and reinforce what they have ben working in English class sentences in present simple and verbs. The process of work in minimal response is essential for class since it provide confidence to students in order to speak in the lesson. While they were writing the sentences they were translating the word and among them recognizing the elements of the questions and when they not recognized what the teacher said two or three students helped saying the word or spelling in Spanish. In this speaking activity students were nervous to speak in front of their classmates because they were face to face doing the questions and it was not easy so this activity was guided by the teacher in order students really answer the questions, it was effective since it was a help for students to foster their speak and changed their attitude for the next activity. In this activity teacher first showed each image and they recognized from the tale saying the name in Spanish then when the teacher gave the example of the game some students did sentences to confirm they actually understood the rules. Students were playing alone among them and did two rounds of the game, they really enjoy the game it was obvious in their face since the class ended and they continued playing until see who was the winner.
Students do a round themselves while teacher checked how they played, they play creating a variety of sentences in present simple and relating with the characteristics of the tale. Then they played in front to teacher while she regarded how they play and how they did the sentences. Then students were divided in two groups to create a play. Students have a process to create it through two classes: First they chose their characters. Second among group' participants create a story. Third students created their scripts asking to the teacher how it was written and how they could pronounce. Finally they presented their play.	As they previous have worked in present simple and playing with verbs some of the students asked to the teacher how they can do sentences so the teacher asked fro verbs and students were able to said more than 10, after that she gave an example and other students continue in this way all of the students created their sentences before play the game This activity took more than one class since it took time for them to practice sentences and the game but in both classes in with they play they looked enthusiastic for their work. The play was the next activity and it tallowed students to have the opportunity to be more independent in class, because they develop it as a project where they choose every detail, at the middle of the process they asked to the teacher how they could better. It was a class where teacher saw how students were conscious about their improvements and advances in English class.

Aspects	Ye	No	Comments
Were the aims of the lesson achieves?	x		Students reach the aims through different activities and stages of the class because all the activities worked on class allowed the process of foster student oral work.
Students speak in English during the class?	x		They spoke while they were doing all the activities planned for the lesson but students continued speaking in their mother tongue.
The activities allowed students practice speaking before the communicative stage?	x		All the activities worked in the lesson were connected among them with the same purpose to foster the speaking in students; all those activities gave to learners' vocabulary, knowledge, structure and motivation to talk in English.
Were students practicing the language skills in class?	x		The activities allowed in the class worked different skill as listening while they listened to their teacher, writing and reading when they were doing their questions and speaking to communicate with their classmates.
What attitudes students did show face speaking activities?			Students in some activities were predisposed because they did not feel confidence to speak or have enough knowledge but then when we speaking among all those students recognized that actually they have been learning verbs, questions and pronunciation, so this motivate and changed their attitude to participate in the activities.

Annex 5 Video Recording Transcriptions

Annex 5.1 Transcription Speaking Activity

Students' presentation about their favorite character.

Dd add   Sd no clear word gb change to correct pronunciation ___ omitted a word

Student No. 1

Me da pena. We are group number one , we choose the judge

 (we are group numb one, we choose the jodch)

Students number one have one mistake of pronunciation since the word "judge" is not easy to pronounce also he omitted the "r" in one word because he tried to say it fast. And when his classmates were speaking he put attention in what others speak although at the beginning he was so nervous and he tell to his teacher.

Student No. 2

We choose the judge. We are number two

(will choose the jud. We are number two)

He was the lieder of the group and he decided to do the presentation for that reason he wanted to do it correctly but he made some mistakes saying wrong the subject of the sentence but when one of the girls of his group was nervous he said "do it, do it" motivating her t continue with her speech.

Student No. 3

He ordered the criminals to be hanged. Many people died because he showed them no mercy

(He order the criminalas tobe hang many peiople dared becouss he showed them no mercy)

Students number four was the last girl of the group to speak and she memorized her script for that reason she memorized the pronunciation according what she already have read and heard. She made mistakes with words in past because she omitted the last part of the verbs which end with "ed" also did a extra effort saying "because" adding ss at the end of the word.

Student No. 4

He was a very cruel man. He had no mercy on any criminal.

(He guos a very cruel mon. He hat no mercy on any criminal)

He was a lot nervous when was he turn to speak and he did not read he memorize his script for that reason he was over nervous. He presented some pronunciation mistakes because he did not know how pronounce the auxiliary verb in past. At the end of his presentation he screamed because he was animated to speak in English.

Student No. 5

We are group number three

(we are group number tdree)

He was the first person to speak in his group doing the presentation. In his presentation he made mistake since he tried to do a effort saying correctly three but he added a "d" to the word making it sound strange and wrong.

Student No. 6

You can't live there. She said. You can't live in that house

(you can liv tere.she said.You can lived in that hous)

Student number six was the second boy to speak in his group and he made pronunciation mistakes because he read and he could not do the negative form of the verb since students do not practice pronunciation in class also he said the pronouns as he read in a wrong way saying watch single word of the pronoun in a Spanish way. At the end we can see he add a "d" to one word and omitted the last "e" in the word house creating a bad sound of the words. But this guy when notice that one of his classmates have problems to continue he said to him "no no continue be serious" motivating his classmate to continue.

Student No. 7

A famous judge live there a long time ago. The woman explained

(a famous…no no …a faimus yudde live e tiri a long time ago.. the yoman explinid) (laughing)

He was the third boy to speak and before he started he was laughing because he was nervous when he started his presentation he noticed that his pronunciation was bad so he stop himself and said he cannot do it after he listened his teacher he said correctly and continue speaking making mistakes of pronunciation at the end teacher corrected the last word and he did it well. When he finished his presentation he continue laughing and put his hands covering his face he was so nervous.

Student No. 8

He had no mercy on any criminal. He ordered the criminals to be hanged

(He hed no mercy ain criminal. He ordere the criminals tobet hang)

He was the last boy to speak and he did it fast he changed the sound "a" for "e" said in a wrong way the word also he change the pronunciation of the word "any" maybe because he tried to sound more natural English but what he did was said totally wrong then he omitted the "ed" of the verbs because for students is easier erase that part of the word when they speak also pronounce "to be" as it sounds in Spanish.

Student No. 9

He was a very cruel man. He had no mercy on any criminal

(He guas a very cruel man. He had nu no mercy on an criminal)

Student number 9 did a strong pronunciation of each single Word making some pronunciation mistakes and changing a word for that reason she repeated and did it well but at the end she mitted a letter for a Word maybe because for her was difficult to say correctly. She looked so nervous when she was reading her script because some girls were laughing but her classmates say that please do not make fun so she continued Reading.

Student No. 10

He ordered criminals to be hanged

(He ordered the criminal to be hanged)

This girl make some pronunciation mistakes since she said the Word according what she read and add an extra word a way of "tag" also when she noticed that some girl were making fun her

classmate she said please stop and it also allow that she showed more confidence when she was speaking.

Student No.11

Many people died because he showed them no mercy

(==many== people ==died== ==becouss== he ==shower== ==jim== mercy)

She was the last girl of the group to talk and she tried to do it fast for that reason and for acknowledge she had some mistakes on pronunciation since she said the word as the way she write it also she change totally the sound a word because she did not know how say.

Student No. 12

We are group number five. There is …there is a story about that house. People say strange things about it. No one wants live there.

(we are number ___ five. Tere tere is Com era… tiri has a story ==about== ==the== house people ==said== ==stranch== ==thinks== about it. No one no one wants lo laiv there)

Student number 12 started doing her presentation and she omitted the word group and then when she was starting her script she forgot it, and her classmate took her place saying her part, then student again started her speech making some pronunciation mistakes and changing one word for another it could be because for her it was easier say this word, at the end she repeated two words because she looked confused and her classmate help her to remember her script saying at the same time, after that the students ended her speech.

Student No.13

That house has been empty for many many years. The lawyer told him

(that house has been empty for ==many== ==many== years. The ==lawyers== told ==jaim==)

Student number 13 started her speech because her classmate forgot her part so she started and she had few pronunciation mistakes also add "s" from a Word. The students noticed that her classmate had some problems to continue with her speech so she helped her classmate repeating the Word at the same time.

Annex 4.2 Transcription Speaking Activity

Student Cartoon.

  Dd add   Sd no clear word gb change to correct pronunciation __ omitted a word

        Student No. 1

M. Please carefully clean the paint.   (Pleise carefull cleat the paint)

C.W. Cleary if I clean with care   (Clary if i clen with car)

M. I' ll get anything call me   (hey i jet anyting call me)

C.W. anything good I call you   (anything good i call you)

M. clean and everything.   (clean and everything)

Before started the activity he looked for the teacher since he was enthusiastic to present his cartoon and do his presentation, student made mistakes of pronunciation because he read as he wrote also what he wrote does not coherence in English but in students' translation he understood what he wanted to say, while he was speaking in English we had some nervous but was able to end his presentation and put a lot attention how his classmate did.

        Student No. 2

The Rat   (the rat)

You are going to die hang (you are going to die hang)

I am a criminal (I am an criminal)

The eyes of the rat are evil and mean (The eyes of the rat are evil and mein)

If you can End   (if you can end)

He did his presentation although he omitted some charts of words in order to not speak in English he did not have enough confidence to speak a lot in a second language, he presented problems to speak in order that they read and pronounce each single word although he is working

in his correct pronunciation before to do the presentation he asked to the teacher to read his cartoon and he learned how pronounced some words although he still making it.

Student No. 3

Hello woman   (Hello woman)

Hello Malcolm   (Hello Malcolm)

How are you?   (How are you?)

 I am good   (I am ==good==)

I will clean   (I will <u>clean</u>)

If you need something call me   (If ==you== need ==something== ==<u>calll</u>== me)

Ok, I will call   (ok, I will call)

Ok, I will do

The student made her presentation reading what she had written in her cartoon make some problem of pronunciation in some words saying this in the same way she wrote it, also at the end she did feel self-conscious to continue speaking in English because some classmate were looking her so at the end she omitted the last part of her cartoon.

Student No. 4

The Rat   (the rat==s==)

You are going to die hang   (you are going to die hang)

I am a criminal   (I am___ criminal)/

The eyes of the rat are evil and mean   (the aish eyes of the <u>rat</u> are evil and ==main==)

If you can End   (==aif== you can end)

The student did not have the complete cartoon for that reason it is not coherent but when he read his cartoon he did not present problems of pronunciation he took his time to pronounce the words in the way he though was the correct he before presented his cartoon he was practicing the pronunciation and studying his cartoon.

Student No. 5

I will kill you (I will kill you)

You want do it (you want do it)

No you can't (no you ==can==)

I am going to avoid it (I am going to avoid ___)

I will kill you with a knife (I will kill you …with a ==nife== knife)

Noooo… (noo)

The judge start laughing (the judge start laughing)

The judge comes back to the paint (the ==jud== judge come back to the paint)

Nobody come back to my house (nobody come back to my house)

The student in his presentation when read omitted some words at the end of the sentences also when he said a word and he recognized he had said it wrong he repeated for do it correctly but he could not pronounce the negative form of can it for students is not easy do it so they pronounce it in his positive form.

Student No. 6

I will kill you (I will kill you)

You don't do it (you don't do __)

Of course I can do it (of course I <u>can</u> do… ==do== it)

No you can't I am going to avoid (no a no ==no== you can I am going ==the== ==avod==)

Jajajajaj with a simple knife (jajjaja with a ==simp== ==knif==)

I am able to kill you (I am ==able== ==all== you)

They start to fight (==did== to ==fif== ==start==)

Surprise I have a gun (==so== surprise I have a gun)

Game over Malcolm (==gam== ==oved== Malcolm)

This students made a lot mistakes of pronunciation because he was not concentrate in the speaking activity for that reason he read in disorder or omitted some words also he repeated

some words because when he was Reading he had to start again to concentrate in what he was saying.

Student No. 7

I will kill you (I <u>will</u> <u>kill</u> <u>you</u>)

You want to do it (You want to__ it)

Of course I want to do it (of course ==I== want to__ it)

No you can't I am going to avoid jajaj (no you ==can== I am going ==to== avoid)

With a simple knife (it with a ==simple== <u>knife</u>)

I am able to kill you (I am ==able== ==to== kill you)

They start to fight (they start ==to== ==fift==)

Surprise I have a gun Bang bang (==<u>surprise</u>== I have a ==gon==)

NO...

GAME OVER MALCOLM (game over Malcolm)

The student choose the judge and Malcolm as his characters it make his presentation in a comfortable way when he did was obviously that he was enjoy it, he presented some mistakes in order he said the words as he write it for that reason when he speak it did not sound natural also with the word "surprise" he had already practice the word and he had did good but when he did the presentation he said wrong probably the student was a little nervous.

Student No. 8

I will kill you (I will ==ill== you)

You want do it (you want do __)

Of course I can do it (of course I can do it)

No you can't I am going to avoid it (no you ==can== … I am ==you== to avoid)

Jajajjjaja with a simple knife (it with a simple naife)

I am able to kill you (==you== am ==able== to kill you

They start to fight (they start to fight)

Surprise I have a gun Pum Pum (<mark>surprised</mark> I have a gun)

Game over Malcolm (game over Malcolm)

This student made some mistakes when pronounce some words but his problem doing this presentation was he changed some words for pronouns or change the pronoun for others pronounces because he did not know how to say the word for that reason was not easy understand what he said.

       Student No. 9

Rat (rat)

He is going to die hang (he is going to <mark>dich</mark> <mark>to dich</mark> hang)

I am a criminal (I am a<mark>n</mark> criminal)

The eyes are cruel and evil (<mark>they</mark> eyes are… are cruel and <mark>evil</mark>)

The enormous rat (the <mark>enormo</mark> <mark>mo</mark> the enormous rat)

I am going to kill you (I am going __ kill you)

If you can (<mark>you</mark> no I <mark>you</mark> can if you can)

The rat is death by the judge (<mark>they</mark> rat is death bi the judge)

student read the cartoon worked in class she chose the rat and the judge for be her characters in the cartoon in it the judge try to kill the rat and at the end he kill it, when she was speaking she made some mistakes because she was not secure about the correct pronunciation of some words and for that reason she repeated them also she add extra letters when she spoke maybe because for her was easier to said it in this way also she change a word for a pronoun because the pronunciation of the pronoun was easier to remember than the word an in some lines she omitted words when she read probably for her nervous. In her presentation when she was not secure about a word she looked her teacher in order to check if she did it good or wrong and it give security to her to continue speaking.

       Student No. 10

The rat (The rat)

I am a criminal (I am a criminal)

(je is the ay)

I am going to kill you (I am going to kil yo you)

If you can (if you can)

The rat is death by the judge (The rat is di bi the judge)

The rat is death (the rat is deat)

When the student read her presentation she did in a not natural way since she pronounced as marking each single word she still continued having problems when speak since she put herself nervous but now she improve the pronunciation in some words that had been worked in the tale, also when she said wrong a pronoun a classmate correct her immediately and she said properly this time.

Student No. 11

He is going to die hang (he is going to die hang)

I am a criminal (I am a criminal)

The enormous rat (the enormous rat)

The eyes of he rat are cruel and evil (the eis of the rat are cruel and evil)

I am going to kill you (I am going to kill you)

If you can (if you can)

The rat is death by the judge (the rat is did death bi the jud judge)

This student was so nervous and she did not want that her classmates listened her talking in English in general have a good performance speaking in English and when she did not know how to pronounce the word she looked her teacher asking how she can say it.

Student No. 12

C.W. cleaning woman hello!

(cleaning woman hello)

M. Malcom hello!

(malcom hello)

C.W. How are you?

(How are you?)

M. good and you

(good and you)

C.W. I clean the house

(I clean the house)

M. what do you do?

(what do you do do?)

C.W. okey

(ok)

M. I will go to read a book

(I will gu to read a book)

She in general had a good performance speaking in English and she was not nervous she read her cartoon having some mistakes as in the second question she decentralized and did a incorrect pronunciation of the verb and then corrected it also the underlined word in the script marks the exaggeration that she did to pronounce what it makes it sound not natural but her attitude while she was speaking was calm and this allow her to concentrate and did a good presentation also when teacher first read the carton she was highly concentrated in how teacher pronounced each single word it helped her to do her presentation.

Student No. 13

C.W. cleaning woman hello!

(cleaning woman hello)

M. Malcom hello!

(Malcolm hello)

C.W. How are you?

(who how are <mark>you</mark>)

M. good and you

(good good and <mark>you</mark>)

C.W. I clean the house

(<mark>i clean</mark> the house)

M. what do you do?

(Malcolm what do you do)

C.W. okey

(okey)

M. I will go to read a book

(I will <mark>gu</mark> to <mark>read</mark> a book)

First teacher read her cartoon in order students check the pronunciation then she presented her cartoon to the teacher reading for that reason in a part she did in disorder, the problem that she presented was because some of the words she said as she wrote and in the last part the word *go* she pronounced as *u* because she wants to make it sound different but she unknown the correct pronunciation also in other part she had a correct pronunciation in all the question and in the answer when she finished her presentation she motivate her classmate to continue her with the presentation putting a lot attention how she did.

Annex 5.3 Transcription Speaking Activity

Guessing Game

Dd add   Sd no clear word gb change to correct pronunciation __ omitted a word

       Student No. 5

Can I see it now?

       Student No. 8

Yes

       Student No. 5

Can we eat it?

       Student No. 8

No

       Student No. 5

is it big/small/soft and hard?

       Student No. 8

Big and hard.

       Student No. 5

is it red/ yellow and gray…grey?

       Student No. 8

White

Student No. 5

Is it used every day?

Student No. 8

No

Student No. 5

Can we use here?

Student No. 8

No,

Teacher

Do you know what is?

Student No. 5

No

Comedor

Teacher

No, again

Student No. 5

Dining room

Teacher

No no

Student No. 5

Book

Teacher

No

Student No. 5

Ceilina

Teacher

Ceiling

Student No. 5

Ceiling

Students number 5 had to guess what was the object from the story that they were talking about, but it was not easy for that reason teacher help them pointed in order to he recognized the object, when he did it he tried to say incorrectly but he almost had the idea of the word, then teacher say the word and he correctly.

Annex 5.4 Transcription Speaking Activity

Play.

(GROUP NUMBER 1)

Dd add   Sd no clear word gb change to correct pronunciation __ omitted a word

Student No. 1 - Malcolm

I am going to ..study at the university

   Student No. 7 - Judge

I am here … to kill you Malcom this is the final

Do you not scare me.

(appear rats)

   Student No. 1 - Malcolm

Cleaning woman!

   Student No. 11 - Cleaning woman!

Hello Mrs. Malcolm what is happening?

   Student No. 1- Malcolm

Cleaning this please.

   Student No. 1- Malcolm

Ok, I am going to clean this in a moment.

(she gone, and arrive the lawyer)

   Student No. 10

Hello my name is katherin and I am the lawyer

   Student No. 1- Malcolm

Nice to see you, I am a student….a…a ... and I got to speak with Hotel woman go,

(They go to the hotel woman)

   Student No. 13 - Hotel woman

Hello welcome,

   Student No. 1

Tank you.

This play was based on the plot of the story, choosing each one their favorite character and creating their scripts, this group in particular practice a lot how they will speak and how they have to performance during the play, although they did the play with nervous and repeated some words at the end students felt happy because they were able to do a play and it was something amazing for them. Students during the play made some mistakes of pronunciation, but they have improvements since the first class (see annex 4.1 transcript of video recording First activity Presentation of their favorite character) where they omitted the last syllable or added syllables at the end in this play they did not presented those mistakes as the first time they were recorded.

(GROUP NUMBER 2)

MALCOM

Student 6 - Rat

Hi Malcom.

Student 4 – Malcolm

How are you?

Student 6 - Rat

Good and you, Malcolm a place to stay

Student 4 – Malcolm

I t know a play to stay

Student 6 - Rat

Ok let's go to a Hotel

NEXT DAY

Student 4 – Malcolm

Hey rat my things

Student 6 - Rat

I don't know your things

Student 4 – Malcolm

I am going to condent….demand you

Student 6 - Rat

I need you lawyer

Student 9- Lawyer (a)

Yes, I will help you.

Student 4 – Malcolm

I need helps

Student 5: Ok I am going to help, go

Student 4 – Malcolm

Ok

IN THE COURT

Student 9- Judge

God, order in the court.

Student 6 - Rat

I don't have the things of Malcolm

Student 5- Lawyer (b)

The rat stile Malcolm

Student 4 – Malcolm

Rat stale my things

Student 6 - Rat

No

This program will be in next second week, 2 October.

Ok,

TWO WEEKS LATER

Student 8- Judge

I condemn to the rat for steal Malcolm things

Student 9- lawyer (a)

He is innocent.

Student 4 – Malcolm

No he is guilty

Student 5- Lawyer (b)

We won

This group took as the base to do their play the main characters of the horror story and adapted the plot to their reality. In this play students made different mistakes of pronunciation and coherence of sentences; it was not easy to understand what was going on in the play because students were dispersed   and did not remembered their scripts for that reason difficult to catch what's going on, in general students did not have a good performance, but what was interesting on this group, it was that they proposed an a different alternative not following the story, they adapted and created their story not with animals they changed it for humans, changing the meaning of words with a different context, it was interesting for researcher since it was not something planned.