

**ANALYZING DIFFERENT STRATEGIES WHICH HELP FE Y ALEGRIA SCHOOL'S
TENTH GRADERS EXPRESS ORALLY IN ENGLISH**

CARLOS ANDRES MARTINEZ CUDRIZ

CARLOS MIGUEL GOMEZ CORTES

DEIBER CASTRO CAICEDO

Presented to

Dr. HAROLD CASTAÑEDA

**FUNDACION UNIVERSITARIA COLOMBO INTERNACIONAL
ESPECIALIZACION EN LA ENSEÑANZA DEL IDIOMA INGLÉS**

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**Tesis de grado para obtener el título de
Especialistas en la enseñanza del inglés**

Tutor: Dr. Harold Castañeda

**FUNDACION UNIVERSITARIA COLOMBO INTERNACIONAL
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Acceptance Mark

Judge

Judge

Cartagena, Junio de 2014

DEDICATION

This Project is dedicated, firstly, to God who strengthens us every day to develop our teaching work; to our families who gave us support in all aspects to see crystallized our desires; to all people who, in one or another way helped to the completion of this research

Carlos Andrés Martínez Cudriz

Carlos Miguel Gómez Cortes

Deiber Castro Caicedo

GRATITUDE

The authors of this work present our gratitude to God for giving us the gift of life, strengthen and guide us in this process with success.

In the same way, infinitely grateful to the University for conducting this research educational project; mainly the teacher and tutor Dr. Harold Castañeda for his valuable guidance in the process thread of this work.

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THANK YOU!

ABSTRACT

This investigation is focused in the Different Strategies Which Help Fe Y Alegría School's Tenth Graders to Express Orally in English. Besides of identifying and analyzing different strategies which help to improve students' speaking skills based on an interactional perspective by developing this skill by carrying out different kind of interview, role plays, and small talks which let students experience the reality of the topics taught.

In this research the unstructured observation was applied as method to gather information, because it is selective in focus and it can be easily adapted to the individual Classroom situation. Unsystematic or unstructured observation is one that takes place in an open, unstructured, unsystematic and without the use of special tools to collect the data. It is usual in the qualitative research and is used by sociologists, anthropologists and ethnographers in their field research, which seeks by a more direct way, the knowing in depth way some realities of individuals, groups and communities.¹

They were taken six activities and transcribed to a format (unstructured) the dates: 1. Context identification, 2. objective, 3. description of the situation (numbers of observed students), teacher description, time, conclusions etc), 4. Columns with dates as: language, turn, actor, events, and found categories.²(First, it is important to say if the interaction was taken place and besides if the interaction was unidirectional or bidirectional).

¹ CERDA G, Hugo. "Los elementos de la Investigación". Ed. El Búho Ltda... Santa Fe de Bogotá. Pág. 251.

² See Appendix

The observed object was a group of 30 teenagers (20 males and 10 females) between the ages of 14 and 16 with a basic level of English at an official school of Cartagena, studying 4 hours per week.

The clue words that guided this research project were:

- Interaction
- Learning Strategies
- Oral skill
- Activities

INTRODUCTION

“See the classroom with an outsider’s eye but
With an insider’s knowledge” (Van Lier, 1988:1).

Oral interaction is one of the most important communicative skills when learning a foreign language; above all if this language is going to be assumed as a second language; that’s the case of English which has gotten vital importance. Bearing in mind this modern and globalized world where people know that it is necessary open their minds to many changes in terms of education.

These changes start by solving classroom problems; so teachers must be involved in a wider range of roles, they must be creative and provide to their students a varied type of activities, use motivating material resources and be good guides; in other words, manage in a successful way a learning process.

It is necessary, nowadays, for teachers to be reflexive, analytic in order to develop reflection processes on English teaching practices- These reflection processes can be managed in different ways and one of them is doing research (Wallace, 1998).

It seems interesting to take speaking as a big source of information for this analysis process in communicative skills. Wright (1987)³ emphasizes that many communicative activities imply learners in face-to-face encounters in the classroom.

Speaking, from all points of view, is a useful way to facilitate the acquisition of any language; through this learners can practice and keep interesting conversations with appropriate turn taking conventions and also this allows them to establish how well they can understand and make themselves understood.⁴

It is precisely speaking the skill which is going to be analyzed in this research project. This is a descriptive study in the scholar context of the Institución Educativa Fe y Alegría de las Gaviotas in Cartagena city. In this target 10th grade group, there are 30 teenagers (20 males and 10 females) between the ages of 14 and 16 with a basic level of English. This group was selected because students are not able to communicate in English, and because of teachers' lack of strategies which do not foster students' speaking skills. With this project it is waiting students use the language properly and try teachers change framework about the strategies which are being used currently; so to develop speaking students' skills by using different communicative strategies. Expecting to achieve the goals of this project is aiming at through tools such as: small talks, dialogues and interviews, by generating different communicative strategies to be carried out in the English classroom ; by training teachers in the implementation of communicative strategies.

³ See “ A framework for teaching and learning” in Wright , T (1987)

⁴ <http://www.ecml.at/Portals/1/documents/related-research/projectseminarDN.pdf>

Based on the informal survey which was applied at the end of the class, it can say that students find pretty difficult to express their ideas orally in English and tend not to understand or express ideas orally in English. However, they like English and they are aware about the importance of English Language in this moment of history. Some other factors that can be identified as the most important ones in relation to learning difficulties include lack of motivation and dynamism during the class and not enough practice inside and outside the classroom. By other side, students' neighborhood is surrounded by lots of stores and places where they must make use of a language orally, so speaking should be perceived in a positive way.

So, In this opportunity, researchers have the responsibility to analyze the process of second language acquisition and the language teachers themselves, to increase this knowledge, "not only by collecting data in the classroom, but also to interpret that data in the context of its occurrence." (Van Lier, 1988:1).

There are some interrogations in this research which conduit to moments of reflection about the role as teachers; for example, what are teachers doing in their teaching process in order to facilitate students' learning?; do they implement strategies according to the students' needs; if Fe y Alegría tenth grade students like English, why do not they manage to develop speaking skills at the school setting? , and so on; Obviously, this thinking addresses this general research question: "What strategies should help students express orally in English based on an interactional perspective?. And then, we think immediately in this research objective: "To identify and analyze different strategies which help to improve students' speaking skills based on an interactional perspective in the students of tenth grade of Fe y Alegria School".

In order to conduct this research and achieve the proposed objective, it is necessary to characterize the actual used activities and to understand what goes on in the classroom and why; in this sense it is possible to implement or develop the speaking skill by carrying out different kind of role-plays, dialogues, individual presentations or simulations which let students experience the reality of the topics taught.

There have been many investigations about this topic, for example a manual which has been designed by members of the Professional Development Service for Teachers. Its sole purpose is to enhance teaching and learning in Irish primary schools and will be mediated to practicing teachers in the professional development setting⁵. According to Developing Speaking Skills and in order to teach effective speaking skills teachers need to:

- explicitly model effective speaking in a formal and informal manner
- Provide opportunities for students to engage in conversational-style speaking e.g.
- using the shop area, providing scenario cards
- give students tasks that involve observing and recording effective speaking
- use role-playing to teach and reinforce good conversational skills
- carry out activities where the whole class read aloud
- teach the rules that govern social interaction as mentioned above
- create organic charts to capture the mannerisms associated with effective speaking

⁵ (<http://pdst.ie/sites/default/files/Oral%20Language%20Booklet%20PDF.pdf>)

Chastain (1998, pp. 330- 358) by his side, says that speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct. One of the problems that teachers need to face in order to teach a foreign language is to prepare students to be able to use the language. How this preparation is done, and how successful it is, depends on how well teachers understand their aims. For that, it is necessary to recognize that a certain amount of grammar and vocabulary is required and to clearly understand, the difference between knowledge about a language and skill in using it (Bygate, 1987).⁶

⁶ <http://pdst.ie/sites/default/files/Oral%20Language%20Booklet%20PDF.pdf>)

THEORETICAL FRAMEWORK

Education is the most important area in the integral formation of a person. It has always been a controversial topic because the results from external evaluations have not been the best, analyzing the various state tests; since there is no equity between private and official curriculum of universities, even though, they are regulated by the government through the Ministry of Education. The curriculum is not relevant to the needs of learners. It is common to hear young people say they don't need they are learning at school. Students' receiving a kind of computer, totally theoretical when what they need is practice. Despite the standards, there is no consistency between what is stated in them and the reality of the regions.

Based on education law, Education should be a lifelong process; personal, cultural and social training that is based on a holistic view of the human person, his dignity, rights, and duties.⁷

Education seeks full personality development without other limitations than those that put the rights of others and the legal order, within a process of comprehensive, physical, mental, intellectual, moral, spiritual, social, emotional formation, ethics , civic and other human values. Access to knowledge, science, technology and other goods and values of the culture, the promotion of research and encouragement of artistic creation in its various forms⁸; addition to the full development of basic communication skills; such as Speaking, listening, reading and writing.

⁷ <http://www.col.ops-oms.org/juventudes/Situacion/LEGISLACION/EDUCACION/EL11594.HTM>

⁸ <http://www.col.ops-oms.org/juventudes/Situacion/LEGISLACION/EDUCACION/EL11594.HTM>

In Educational field, learning of foreign language plays an important role in the development of the communicative competences, because students' skills can grow activating their mental process.

Communication skills include many things – using the target language effectively, the way in which the person is speaking to, his/her body language including facial expressions, pitch and tone of the voice, interpersonal skills. Effective communication skills are now required in each and every aspect of life. English Teachers are expected to have good command over the language and possess excellent communication skills.⁹

The central focus in classroom activity is the interaction or speaking, and this is the main tool to teach language for communication, which is the principal function that language has. Interaction involves students when the topic developed is useful and interesting for him/her ; this topic is so important in language-learning situation , because through interaction , students can increase their language compendium as they listen to or read authentic material, or even the output of their fellow students in discussion.

In interaction students can use all they possess of the language, all they have learnt or casually absorbed, in real life exchanges where expressing their real meaning is important to them . (Rivers 1981: 160-2). And , in this same sense the popular author Vigotsky has made his contribution in the interaction field , it would be interesting , take him as a reference in this study .

⁹ <http://www.teachingenglish.org.uk/forum-topic/communication-skills-teachers-english>

Being speaking skills one of the most important elements of the learning language process, is very crucial that students develop that skills in order to acquire the appropriate knowledge and to apply it in different situations. That shows that learners actually get comprehensible input to get along in any moment when the necessity of speaking emerges.

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of needs, response to the needs. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also they know what to say, why say it, and how to say it (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.¹⁰

In other words, Speaking is the productive skill in the oral mode. It is more complicated than it seems at first and involves more than just pronouncing words. There are three kinds of

¹⁰ http://www.cal.org/caela/esl_resources/digests/Speak.html

speaking situations in which people can be immersed; for example: interactive, partially interactive and non-interactive.¹¹

Interactive speaking situations include face-to-face conversations and telephone calls, in which people are alternately listening and speaking, and in which people have a chance to ask for clarification, repetition, or slower speech from their conversation partner.

Some speaking situations are partially interactive, such as giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as recording a speech for a radio broadcast.

Here are some of the micro-skills involved in speaking. The speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Words together in correct word order.
- Use vocabulary appropriately.

¹¹ http://www.cal.org/caela/esl_resources/digests/Speak.html

- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying¹²

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.¹³

Along all history, many changes in linguistic theories have taken place, specially, in the ELT, (English language teaching) a widely-used teacher-centred term ; where the methodology is really relevant in the teaching-learning process, and according to the way as most people teach or learn so , a specific learning-teaching approach must be applied.

According to Jill Kerper Mora, Among these second-language teaching methods, it can say for example, the **Grammar-Translation Approach** , which was generalized to teaching modern languages. Here, Classes are taught in the students' mother tongue, with little active use

¹² <http://www-01.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/GudlnsFrALnggAndCltrLrnngPrgrm/SpeakingSkill.htm>

¹³ <http://www.nclrc.org/essentials/speaking/stratspeak.htm>

of the target language. Vocabulary is taught in the form of isolated word lists. The **Direct Approach** ; *this approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.* Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation. **The Reading Approach** ; This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language. **The Audiolingual Method**, This method is based on the principles of behaviour psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. Teaching points are determined by contrastive analysis between L1 and L2. **he Silent Way** , This method begins by using a set of colored rods and verbal commands in order to achieve the following: To avoid the use of the vernacular. To create simple linguistic situations that remain under the complete control of the teacher to pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime. To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. **The Communicative Approach-Functional-Notional** , This method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used. **Notions** are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. **Functional**

Categories of Language; Mary Finocchiaro (1983, p. 65-66) has placed the functional categories under five headings as noted below: *personal, interpersonal, directive, referential, and imaginative*. **Personal** Clarifying or arranging one's ideas; expressing one's thoughts or feelings: love, joy, pleasure, happiness, surprise, likes, satisfaction, dislikes, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, moral, intellectual and social concerns; and the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, or warmth. **Interpersonal,** Enabling us to establish and maintain desirable social and working relationships: Enabling us to establish and maintain desirable social and working relationships: greetings and leave takings. **Directive** , Attempting to influence the actions of others; accepting or refusing direction: making suggestions in which the speaker is included , making requests; making suggestions , refusing to accept a suggestion or a request but offering an alternative persuading someone to change his point of view requesting and granting permission, asking for help and responding to a plea for help , forbidding someone to do something. **Referential** = talking or reporting about things, actions, events, or people in the environment in the past or in the future; talking *about* language (what is termed the metalinguistic function: = talking or reporting about things, actions, events, or people in the environment in the past or in the future. **Imaginative,** Discussions involving elements of creativity and artistic expression : discussing a poem, a story, a song, a play, a painting, a film, a TV program, etc. , expanding ideas suggested by other or by literature or reading material ,creating rhymes, poetry, stories or plays , recombining familiar dialogs or passages creatively ,

And **Total Physical Response** , James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The student is not forced

to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

Even nowadays, many language teachers continue implementing some old methods (e.g. the grammar translation method) that tend to separate aspects of syllabus design from methodology. “ *Traditional models tend to restrict themselves to objectives specification, content selection, grading and evaluation*” (Nunan 1985a:2-3)

This actual and globalize world demands many changes in education, starting by solving classroom problems and “ *the most effective ways of solving professional problems, and of continuing to improve and develop as teachers, teacher-trainer or manager in ELT is through reflection on professional practice*”, . (Wallace, M. 1998). Reflection on practice can be managed in different ways and one of them is the research.

Research is a systematic process of asking in order to looking for solutions to problems through of collecting and analyzing information . Allwright & Bailey (1991)

“*Research is a special kind of inquiry, since not all inquiry is based on data collection and analysis*” (Wallace, M. 1998).

‘*Research is a systematic approach to finding answers to questions*’ (Hatch and Farhady 1982,p. 1) .

Designing the present research is really important to have a careful study of the paradigms about research. In this case the paradigm that is going to be implemented is the qualitative-descriptive with a methodology based in a social classroom interaction.

All these contributions will be analyzed thoroughly, in order to correlate all aspects of development of communication skills with the characteristics of the group being investigated and based on the analysis, with clear criteria to choose those activities that facilitate the development of oral expression.

The Classroom must be seen as an infinite source of research issue where innovated teachers attempt to answer far-reaching the question: What Strategies Help Tenth Grade Students From Fe Y Alegría School To Express Orally In English? And To Get The Objective : To Identify And Analyze different strategies which help to improve students' speaking skills based on an Interactional Perspective.

Classroom process research is related to the description of people involve in speaking acts and happenings that occur in the classroom to this respect , Van Lier (1988: 71) expresses “ *Second-language classroom research, in studying the processes and circumstances of second-language development , aims to identify the phenomena that promote or hamper learning in the classroom*”.

However in this research we follow the learning process of a specific student community and we study all possible situations why students do not like English, or in this case, if students actually like English why do they not have skills to develop as much inside as outside classroom.

METHODOLOGY

“ Speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (Bailey and Savage 1994)

Certainly, this is one of the most important steps in a research process. According to Nunan (2002) a researcher who assumes research as a systematic process of inquiry consisting of some aspects which follow this order: questions, problems or hypothesis, data and analysis and interpretation of data); In that order of ideas, the procedure was developed as follows :

At Firstly, it was necessary to ask students develop varied type of activities based on lesson plans, such as interviews, role plays, and small talks. Researchers took their time observing the behaviors and performance of these students in the basic skills, in order to make the diagnostic and detect the problem. In that first contact, students admitted that they have problems in foreign Language; and they tried to use the English Language, but it was very difficult to them.

After some observation sessions, it was possible to determine the research problem, and define it into a study field, In this case, it was communicative approach, specially, oral interaction or speaking.

After defining the problem, researchers started a process of documentation or information about the study object topic, to acquire a wide background and understand many aspects from real educational context or personal experiences. Once the overall objective was raised; it was decided what paradigm use. Among the different types of research it was considered

Qualitative paradigm which advocates the use of qualitative methods, - it is concerned with understanding human behavior from the actor's own frame of reference, - it is naturalistic and uncontrolled observation, - it is subjective, - the data is closed, the insider perspective.

Besides, being qualitative, this research is descriptive and explanatory; in the sense that reproduces by describing the most predominant characteristics of people focus of interest of this project; it is explanatory it tries to find the reasons for these phenomena occurring in a certain way and establish the factors that determine this situation. Analysis proceeds by extracting themes or generalizations from evidence and organizing data to present a coherent, consistent picture.

Strategies for data collection used in this research were, interview and direct observation in the performance of students by developing the speaking skill by carrying out different kind of interview, role plays, and small talks which let students experience the reality of the topics taught.¹⁴

- Individual / Group Interviews. Answers obtained from interviews tend to be more valid than those from questionnaires; interviewers have to be careful not to influence the respondents answers by the way the questions are formulated.
- Observation. A careful observation of what is going on in the classroom may give researchers a clear indication of areas for analysis. Observation can be structured or unstructured, and may involve the use of audio or video recording equipment.

¹⁴ <https://www.press.umich.edu/pdf/0472032038-web.pdf>

In this research the unstructured observation was applied as method to gather information, because it is selective in focus and it can be easily adapted to the individual Classroom situation.

They were taken six activities and transcribed to a format (unstructured) : 1. Context identification, 2. objective, 3. description of the situation observed students (numbers of observed students, teacher description, time, conclusions etc), 4. Columns with dates as: language, turn, actor, events, and found categories.¹⁵(First, if the interaction was taken place and besides if the interaction was unidirectional or bidirectional)

The observed object was a group of 30 teenagers (20 males and 10 females) between the ages of 14 and 16 with a basic level of English at an official school from Cartagena, studying English 4 hours per week.

The activities which let observe the performance of students were: Role plays “Describing my House” and “Asking for and giving directions”; small talks “What can you do?” and “Have you ever....?” And Oral interviews “What are your plans for the future?”; which have been transcript to observations format or cards¹⁶.

Throughout the process of collecting information for the respective analysis, they could not miss some drawbacks; for example in the planned date for this purpose, the students group was attending an institutional activity and it could not be performed observing the class. They were

¹⁵ See Appendix

¹⁶ See Appendix

about two failed attempts. It was necessary to prepare a well-argued and convincing for the purpose of this study group put all their readiness and motivation in the development of variety activities or strategies for the collection of information. Apart that talk, there was difficulty in scheduling the date for the meeting as a group; because members are working in places far away from each other. But finally, it was possible to reach the purpose.

It is important to consider that Speaking is an :''activity requiring the integration of many subsystems ,all these factors combine to make speaking a second or foreign language a formidable task for language learners ,yet for many people ,speaking is seen as the central skill'' (Bailey and Savage 1994,P.Vi-Vii)

DATA ANALYSIS AND RESULTS

In this stage of the research process which objective is analyzing different strategies Which Help Fe Y Alegría School's Tenth Graders Express Orally in English, it is necessary to evidence the results that emerged from the instruments applied to observed students in order to find the type of activities that they enjoy and which generate interaction.

The students of this school belong to a low socio-economical level. They are 30 teenagers (20 males and 10 females) between the ages of 14 and 16 with a basic level of English at an official school from Cartagena, studying English 4 hours per week. They find pretty difficult to express their ideas orally in English and tend not to understand or express ideas orally in English according to the observations. . However, they like English and they are aware about the importance of English Language in this moment of history. Some other factors that can be identified as the most important ones in relation to learning difficulties include lack of motivation and dynamism during the class and not enough practice inside and outside the classroom.

Among many activities from development of oral expression in English language, three types were chosen: Small talks, role plays and interviews. These types of activities were the basis for the session's observations. Two sessions of classes for each observation and interview were applied; 6 records for which observation were required to fill out, which looked aspects like Context identification, objective, description of the situation (Observed numbers of students,

teacher description, time, conclusions etc). Columns with dates such as: language, turn, actor, events, and found categories. (First, if the interaction was taken place and if the interaction besides unidirectional or bidirectional was).

According to the results analyzed from the first observed class session, Small talk (will-will not), the first, After had seen the topic the students had to choose a classmate to make a free small talk using expressions in future with will and will not.

DESCRIPTION OF THE ANALYSIS.

In this activity some of them, at first were nervous but anyway they were able to do it well and others were really confident in the small talk. The instructions of the activity were given and they felt free to start and take some minutes talking, even some of them interacted with more than one classmate. So, it can deduce many of students like English, they enjoy when they are participating in this language, but their performance in speaking skill is regular.

The second activity which was taken as instrument was Role-play based on the topic : Directions. Places: Mall, Pharmacy, Market, Church, School, University, Beach, City hall, among others).

The warm up activity consisted on put on the wall a flashcard with a place hidden. The picture of the place was turned, so student's didn't see the image hidden, then the teacher turned the flash card around and the students said if they identified the place. The teaching procedure was displayed a slide with a map of the city and gave to each student a flash card with a random

location. Then they worked in groups asking each other how they could get to the place they had in the flash card.

The assessment consisted on the teacher showed the students a map and asked them explain or draw a route to get to a specific place which was been said by the teacher.

Every student received a map with common places in a city and they first had to observe carefully the streets, avenues and where every place was located; then each one chose his/her starting place and from there they asked instructions to get to the different destinations. At the moment of the activity the students stood up and went around giving and asking directions with the map. Using expression such as: How can I get to the mall?

OBSERVATION ANALYSIS:

The students were confident to participate in the whole activity, asking questions and giving instructions: They also asked questions to the teacher about vocabulary; they wished to use in the interaction, and some of them even helped others that needed to improve their pronunciation or some feedback before begin the activity. There was a lot of interaction because of the design of the activity in which each Student had to go around and speak with every one, using a map of a city. One helpful thing for them was the knowledge they had of the topic. None of the students were nervous to participate; they showed a lot of autonomy and wish to use the language during the activity, obviously some showed more interests than others.

The third activity was the Interview. In this activity the students were interviewed individually with questions in present perfect tense such as: what have you done this month? What Colombian cities have you visited? What Colombian food have you eaten? Have you been abroad? They had to answer as good and as long as possible. They also had the chance to ask question to the teacher with the same structure.

OBSERVATION ANALYSIS:

In the interviews the students were confident responding naturally as normal at the beginning of the interview some seemed nervous but after the first question they started to speak with fluency and confidence. Most of them were able to understand the questions and it wasn't necessary the repetition and they did ask question, after every question they respond immediately and accurately with the right vocabulary and words. In conclusion Students enjoyed the interviews feeling free spontaneous.

In the Closure part of the class with these topics students got very important information about things they see in their daily lives and they communicate due to all the activities which were carried out in the classroom because of that reason the teacher asked some random questions to recap and check whether or not everything was learnt and understood clearly.

As homework the teacher provided students with some links.

According to their needs, many students consider English is really important nowadays, and they need to develop skills in this language, because they are going to use it after school , when

they finish secondary school ;and a large number of them think that they will use English in the place of work; others will use it in the street talking with people. They would like to improve all the skills but specially speaking.

According to their answers, they said learn more participating in the classroom activities. students also mentioned that they use the dictionary if they do not know a word. When somebody talks to them, they ask the talker to repeat if they do not understand a word, others try to understand word by word; some of them try to understand the general idea. Only 5 students from focused group (30) use dictionary in class.

When studying vocabulary most of students write the meaning of each word in Spanish; others repeat the word or write it many times to memorize it.

Based on their answers and observations, students prefer to study in practice classes. They also mentioned that English provide them with basis to enter to technical and university careers.

From all the skills, students consider speaking is the most important.

It could observe, English teachers frequently revise the study plans, change methodology, combine strategies and plan new activities , present new topics, when they consider is necessary to implement dynamism and interest to English Language learning.

Teachers prefer to organize the chairs in a circle when having a class. They think that they could help improve students' performance by reinforcing the goals not achieved and restructuring the teaching methodology.

Concerning the English learning, all of the students are very motivated to go to the English class. The 100% of them like English, therefore it is necessary to take this into account in order to satisfy student's needs. Besides, students are aware about the importance of English Language in this global world.

They prefer to work in pairs, and maybe working in pairs is a good strategy to learn how to speak a foreign language; however, sometimes they like to work individually. An excellent way to keep this positive attitude in them is carrying out interesting activities and teaching varied strategies that give them the opportunity to take part in the teaching-learning process.

Some students consider English as a support in their future labor aspect; they see the English opportunity as a medium that could help them get a job; so it is important to apply activities that generate interaction. This interaction must be seen in terms of the following categories: First the Unidirectional interaction. This is going to take place when teacher explains the topic without waiting for students answers; in other words, the communication takes place in only one direction.

Second, the bidirectional interaction. This is the ideal communication. It takes place when teachers explain and students ask questions, and vice versa; in other words this process is really a communication process and the class is more interactive. It guarantees the knowledge in major

proportion, based on the concept of communication, which is a process involves a sender, a receiver, a message, a channel, a code, a communicative intent and context; Only in this way can be communication as interaction

Relating to Language on class, it should be functional. Communicative functions and skills should be developed bearing in mind the context, deciding on what kind of specific events students are going to use it. It is necessary a person uses the language with a communicative intention. He or she must decide what code use, through which channel according to the communicative situation.

Regarding approaches to learning, Activities are going to be based on the cognitive aspect; the conscious construction of knowledge plays an important role in the way students learn ; the idea is that students interact with themselves, with the teacher, with materials, and above all , with the context. Almost all cognitive approaches to learning are concerned with how everyday Experiences are transformed or processed into mental images or sounds and stored for later use. In other words, they are concerned with how information is processed. It is logical, therefore, that cognitive psychologists have chosen the information processing model or computer as their metaphor of choice.¹⁷

¹⁷ <http://ows.edb.utexas.edu/sites/default/files/users/borichgd/book/chapter5.pdf>

CONCLUSIONS AND IMPLICATIONS

The final step of this research is this chapter which involves the aspects derives from the analysis of the results, and the implications in terms of objectives, methodology, motivation, strategies, needs and expectations of students.

In that sense , implications that make to design and elaboration of activities for the development of communication skills, especially speaking, which is the focus of this research project are possible after a process of observation, analysis and interpretation of the development of English classes in the 10th grade of the Institución Educativa Fe y Alegría de las Gaviotas and having as parameter the goal set and the research question at starting this project, it can say:

Students like English and they are aware about the importance of English Language in this moment of history.

- There isn't enough practice inside and outside the classroom
- While students were doing the activities they were nervous but anyway they were able to do them well and others were really confident in the small talk. The instructions of the activity were given and they felt free to start and take some minutes talking, even some of them interacted with more than one classmate.
- They also asked questions to the teacher about vocabulary; they wished to use in the interaction, and some of them even helped others that needed to improve their pronunciation or some feedback before beginning the activity.
- There was a lot of interaction because of the design of the activity in which each student had to go around and speak with every one, using a map of a city

- One helpful thing for them was the knowledge they had of the topic.
- They admitted they have difficulties to participate in dialogues and conversations and they understand the need to read too.
- As regards the relevance of the skills that students need to develop, they consider speaking is the most important skill.
- Teachers consider that their possible change in curriculum could be in speaking emphasis and carry out their own materials design.

Answering the research question of this project: What strategies should help students express orally in English based on an interactional perspective? And focusing in Yellen, Blake, & DeVries (3rd Ed. 2004)¹⁸ it can say that speaking skills, like listening skills, are often neglected in the classroom or teachers assume that they does not require instruction or facilitation. In order to communicate effectively through speaking, teenagers (14 – 16 years old) must exhibit fluency, clarity. Such verbal communication skills are learned through practice and observation of an effective speaker, such as the teacher; so , The key to encouraging speaking skills in the classroom is creating the proper environment, according to Yellen¹⁹ young students should feel relaxed, and social interaction with peers should be encouraged. It should be useful to speak clearly with proper pronunciation in order to communicate with others; to speak expressively with feeling and emotion and avoid the monotone; to speak effectively in different

¹⁸ YELLEN, BLAKE, & DEVRIES. “Developing Speaking Skills”. Holcomb Hathaway Publishers, Scottsdale, AZ. Notes from *Integrating the Language Arts*, 3rd Ed. 2004. En Internet: (<http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm>)

¹⁹ YELLEN, BLAKE, & DEVRIES. “Developing Speaking Skills”. Holcomb Hathaway Publishers, Scottsdale, AZ. Notes from *Integrating the Language Arts*, 3rd Ed. 2004. En Internet: (<http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm>)

situations: with individuals, small groups, and the whole class and to utilize speaking in all the communication arts and content areas to further learning.

Other speaking strategies are Conversation and Discussion. The teachers try to engage students in talk with other classmates in a relaxed environment. Socialization skills as well as language are enhanced when students engage in conversations and discussions. Conversation is informal, spontaneous, and relatively unstructured. Discussion is more formal and usually topic-centered talk. It focuses on a specific topic or purpose. Both are similar in what they build on the student's home-learned experiences and serve to give practice in pronunciation, fluency, expression, and vocabulary. They also help children build confidence to express them orally.

In order to practice conversation, teacher can plan "talking times" every week. During this activity, students seat in a circle way and talk about whatever interests them. The rest of the class limits to listen and observe; later there is an interchange.

In the discussion strategy, the goal is to reach a conclusion or solve a problem. Before starting the discussion, the topic should be clearly defined and understood by everyone. It is Usually, stated in the form of a question (Should children have to do chores to earn an allowance?). Great discussion topics come from literature, school events or problems, experiences, current news, etc. Students discuss the topic and try to reach some sort of consensus. Other types of discussions are panel discussions and debates.

There are other strategies that can improve the speaking skills, such as: Brainstorming, Interviewing, creating a newscast, campaigning, show-and-tell & sharing, drama and oral

language development, choral speaking, storytelling, theater acting and so on. The idea is to select the pertinent type of strategy to implement in class according to the objective of the class. And then how to develop speaking skills?. To develop this skill, the students need intensive practice. Speaking practice is usually done in pair & group work.²⁰ Language experts have organized oral skills into four distinctive types:

Drills or Linguistically Structured Activities: Teacher provides a particular structure and the students practice it by repeating it. For Example, Student 1 to Student 2:

I'm Noreen. What's your name?

Student 2 to Student 3:

I'm Anam. What's your name?

..... So on.....

- Performance Activities. Students prepare him beforehand and deliver a message to a group.e.g. Student's Speech
- Participation Activities. Students participates in some communicative activity in a "natural setting".e.g. Discussions on some topics.
- Observation Activities. Students observe something, write a brief summary and present his finding to the class.

Some Most Commonly Used Activities:

²⁰ By Noreen Arshad . En internet: (<http://www.slideshare.net/nourinarshad/class-activities-for-developing-speaking-skills>)

- Short Speeches: students may be given some easy topics

Prepare them in verbal or written form

Come to stage or deliver a lecture or speech for given time frame before the class.

- Gap Activities. It is a form of a Dialogue. One person has some information which the other person does not have.

An interview or self introduction is an activity of this kind

In this way information gap is fill. This activity will remove the student's hesitation.

- Role play. This is also a form of dialogue. Students may be asked to play different roles in the form of a drama. Students play different roles. e.g. one student act like shopkeeper and the other as the customer in a shopping situation,. This exercise will encourage the students to speak in real life situation.
- Discussions. Teacher will give some topics or pictures. Give them instructions how to proceed. Students will discuss the topic. Then the teacher or leader of group ask the questions and discussions are carried out.

After talking about the conclusions it is important mentions some pedagogical implications that have been analyzed, regarding aspects such as, approaches to education, students' motivation, students' attitudes, syllabus, objectives, , methodology, materials, approaches to language, approaches to learning.

About Education, approaches have been selected taking into account the educational context, the school context, the needs of students and the need to shift paradigms to improve the quality of education. This approach is the Hermeneutic, which looks at the education as a way to

encourage people to ask questions to them, and to establish knowledge in order to have a new way to think. This approach combines constructions of knowledge, formation, and human development.

Around the English learning all of the students are very motivated to go to the English room with regard to student's opinions on methodology, it is really positive in the English learning. When in class they prefer to work in pairs, and that is a good strategy to learn how to speak a foreign language, however, sometimes they like to work individually. An excellent way to keep this positive attitude in them is carrying out interesting activities and teaching varied strategies that give them the opportunity to take part in the teaching-learning process.

Bearing in mind the students observations, the syllabus is going to be focused in speaking skills (skills -centered).

Relating to materials, they are going to be designed in a functional way regarding speaking skills; they should have high impact; they should be authentic, increasing confidence, easy, in order students can get their objectives.

Relating to language, it should be functional. Communicative functions and skills should be developed bearing in mind the context, deciding on what kind of specific events students are going to use it.

Regarding approaches to learning, it is going to be based on the cognitive aspect; the idea is that students interact with themselves, with the teacher, with materials, and above all , with the context.

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APPENDIX

INSTITUCIÓN EDUCATIVA FE Y ALEGRÍA LAS GAVIOTAS

Teacher's name: Deiber castro Carlos Martinez Carlos Gomez	Grade: Beginners Beginners Beginners	Term: second term	Date: April 29, 2014	Allocated time: 50 min
Relevant recent work:	<i>Places in the city, hobbies and abilities, verb to be</i>			
Topic of the lesson:	Asking for directions, different kinds of hobbies/can and can't for abilities, Saying where things are located. Hotel and vacations			
Objective: to ask and give directions to talk about different hobbies and abilities we can or we can't do To ask and answer about where things are located. To talk about present perfect To ask and answer question with will and will not To ask and give information about vacation and register at the hotel				
Key words for places in the city	Hobbies and abilities	Prepositions of place / furniture, appliances		
Monuments	wind surfing	couch-bookcase-lamp		
Beach	golf	curtain-armchair-rug		
Hotel	soccer	mirror-clock-sink		
Museum	cycling	television-desk-chair		
Street	climbing	refrigerator-microwave		
Avenues	sky diving	washing machine-stove		
Mall	can	IN / ON / UNDER		
Block	can't	BEHIND / IN FRONT OF		
Square	can you...?	NEXT TO / BETWEEN		
Church	tennis	Where is.....?		
Where is...?	play the piano	Where are?		
How can I get to...?	Play the guitar			
There	Play the drums			
Over there				
Materials/equipment: flash cards, cd, power point slides, posters, maps, pictures				

Lesson stages	Interaction	Skills involved	Time
<p>warm-up activity: PLACES</p> <p>Put up on the wall a flashcard with a place hidden. The picture of the place will be turned so students will not see the image hidden, then the teacher will turn the flash card around and the students will say if they identify the place.</p> <p>Warm-up activity: HOBBIES AND ABILITIES</p> <p>Show students different images where they can see the hobby reflected, so every time the teacher show an image, students will repeat loudly the name of that activity.</p> <p>Warm-up activity: Furniture and Appliances</p> <p>The teacher will show pictures of a few pieces of furniture and some appliances of his house to the students in order for them to see and get familiar with them by asking questions like "What's this?"</p> <p>Warm-up activity (gone, eaten) The teacher will show images of the most visited and known places in the country world and the Ss will say if they have been in every place or not. The same will be done with food from different place, asking them if they have eaten them or not.</p> <p>Warm up activity will / will not The teacher writes on the board and speaks about his future plan using will and will not, then ask student to repeat some negative and affirmative expressions.</p>	<i>T – Sts</i>	<i>Speaking Listening</i>	<i>10 min.</i>

Teaching procedures (lesson core):			
<p>PLACES: Display a slide with a map of the city and give to each student a flash card with a random location. Then they will work in groups asking each other how they can get to the place they have in the flash card.</p> <p>HOBBIES AND ABILITIES: Form a big circle inside the classroom and give a picture to each student with a hobby on it. Then each student will say loudly the name of the hobby and once all students have said the hobby, they will change randomly the pictures with another student so they will have a different picture in their hands to start over and saying the name of a hobby again as quickly as possible.</p> <p>SAYING WHERE THINGS ARE LOCATED: The teacher will present and practice the pronunciation of important prepositions of place such as IN / ON / UNDER / BEHIND / IN FRONT OF / NEXT TO / BETWEEN by giving clear examples and acting out. And will practice each preposition by using command drills as follows: “Where is my / your / the book / chair / desk / clock?” Students will answer the teacher’s questions according to the position of the object in question.</p> <p>Present perfect The teacher will show Ss of places their typical food, then teacher make examples in affirmative negative and question forms, finally they practice pronunciation.</p> <p>Will and will not The teacher play a funny video with people telling their plans for vacation expressing what they will and will not do, then Ss copy and tell what people in the video will or will not do. The students express their plans using will and will not.</p>	T – Sts	Speaking Listening	20 min
	Sts – Sts	Speaking Listening	20 min
	T-Ss	Speaking Listening	20 min

<p>Assessment:</p> <p>Places:</p> <p>Student will carry out a role play in which one of them will play the role of a foreigner and ask a direction and the other one will play the role of local person saying the route to get it.</p> <p>Hobbies and abilities:</p> <p>Students will perform some small talks in which they will ask their families' hobbies and abilities.</p> <p>WHERE THINGS ARE LOCATED:</p> <p>The students will carry out a role play In which one of them will be a visitor asking questions about the parts of the house he is visiting and the other respond where every part is.</p> <p>Present perfect</p> <p>The students will be interviewed by teacher using the present perfect, with questions such as: have you been abroad? What have you done this month? What Colombian cities have you gone? What Colombian typical dishes have eaten?</p> <p>Will and will not</p> <p>students will perform a free small talk pressing their future plans using will and will not.</p>	<p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	<p>Speaking Writing</p> <p>Speaking</p> <p>Listening Writing</p>	<p>10 min</p>
<p>Closure:</p> <p>With these topics students will get very important information about things we see in our daily lives and they will communicate them with ease due to all the activities which were carried out in the classroom because of that reason the teacher will ask some random questions to recap and check whether or not</p>			

<p>everything was learnt and understood clearly. As homework the teacher will provide students with some links which will help them rehearse.</p> <p>Places: http://www.youtube.com/watch?v=VIDkAjluz2k http://www.youtube.com/watch?v=-dUK4cC2WxE</p> <p>Hobbies and Abilities: http://www.youtube.com/watch?v=kVy1FpVTnjik http://www.youtube.com/watch?v=YdKgtxBoofs</p> <p>WHERE THINGS ARE LOCATED: http://www.youtube.com/watch?v=5UJxEinW0Xs http://www.youtube.com/watch?v=idJYhjGyWTU</p>	T-Ss		10 min.
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Annex B: Observation Card No 1

OBSERVATION CARD No 1

DATE:	INSTITUCIÓN EDUCATIVA FE Y ALEGRÍA LAS GAVIOTAS
COURSE:	Beginner
ACTIVITY:	Small talk (will-will not)
<p>DESCRIPTION OF THE ACTIVITY:</p> <p>After had seen the topic the students had to choose a classmate to make a free small talk using expression in future with will and will not.</p> <p>DESCRIPTION OF THE ANALYSIS</p> <p>In this activity some of them at first were nervous but anyway they were able to do it well and others were really confident in the small talk. We just gave the instructions of the activity and they felt free to start and have some minutes talking, even some of them interacted with more than one classmate.</p>	

OBSERVATION CARD No 2

DATE:	INSTITUCIÓN EDUCATIVA FE Y ALEGRÍA LAS GAVIOTAS
COURSE:	Beginner
ACTIVITY:	Interviews
<p>DESCRIPTION OF THE ACTIVITY:</p> <p>In this activity the students were interviewed individually with questions in present perfect tense such as: what have you done this month?, what Colombian cities have you visited?, what Colombian food have you eaten?, have you been abroad?. They had to answer as good and as long as possible. They also had the chance to ask question to the teacher with the same structure.</p> <p>OBSERVATION ANALYSIS:</p> <p>In the interviews the students were confident responding naturally long and clear answers and speaking accurate. As normal at the beginning of the interview some seemed nervous but after the first question they started to speak with fluency and confidence. Most of them were able to understand the questions and it wasn't necessary the repetitions and they did ask question, after every question they respond immediately and accurately with the right vocabulary and words. In conclusion Ss enjoy the interviews feeling free spontaneous</p>	

OBSERVATION CARD No 3

DATE:	INSTITUCIÓN EDUCATIVA FE Y ALEGRÍA LAS GAVIOTAS
COURSE:	Beginner
ACTIVITY:	Roleplay (Dirección)
<p>DESCRIPTION OF THE ACTIVITY:</p> <p>Every student received a map with the common places in a city and they first had to observe carefully the streets, avenues and where every place was located, then each one chose his/her starting place and from there they ask instructions to get to the different destinations. At the moment of the activity the students stand and went around giving and asking directions with the map. Using expression such as: How can I get to the mall?</p> <p>PLACES: Mall, pharmacy. Market, church, school, university, beach, city hall among others.</p> <p>OBSERVATION ANALYSIS:</p> <p>The students were confident to participate in the whole activity, asking questions and giving instructions, they also asked questions to the teacher about vocabulary they wished to use in the interaction, and some of them even helped others that needed to improve their pronunciation or some feedback before begin the activity. There was a lot of interaction because of the design of the activity in which each Ss had to go around and speak with every one, using a map of a city. One thing helpful for them was the knowledge they had of the topic. None of the students were nervous to participate; they showed a lot of autonomy and wish to use the language during the activity, obviously some showed more interests than others.</p>	

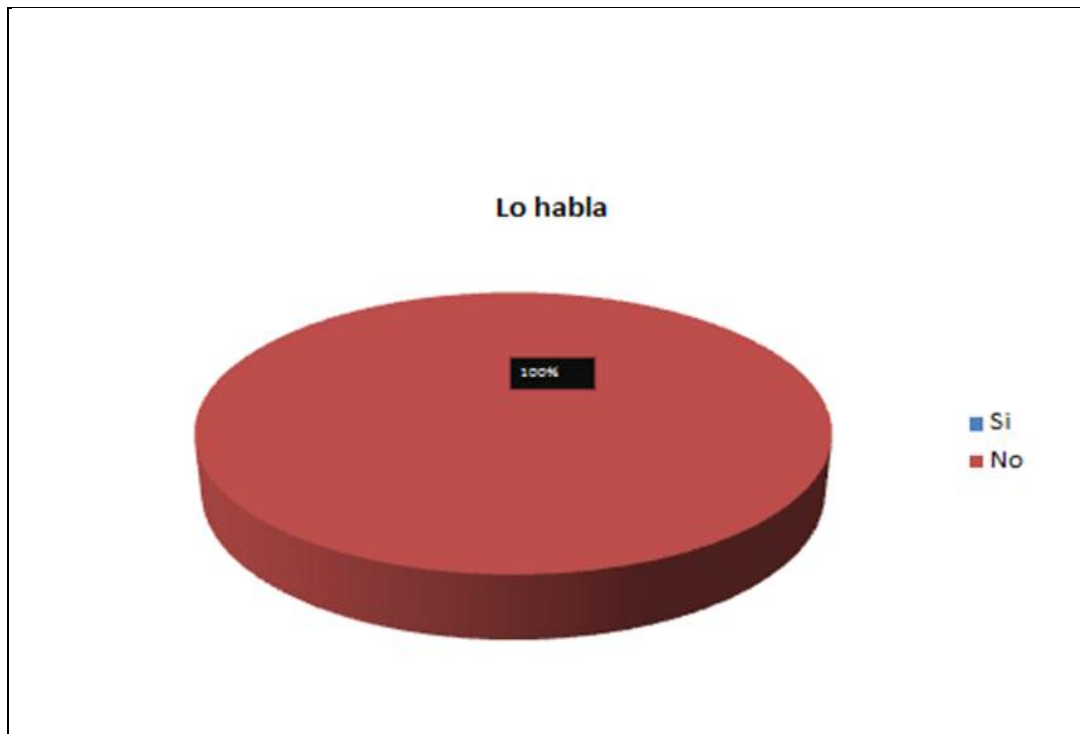
Annex D: Photographic evidence



Source: Research group

Annex E: Needs analysis Evidence

10th graders find pretty difficult to express their ideas orally in English.



Source: Research group

Annex F: Timetable

Pedagogical intervention

To develop the speaking skill by carrying out different kind of role-plays, interviews and small-talks which let students experience the reality of the topics taught.

Date	Lesson - Activities
23-04-14	Role-play: Describing my house
30-04-14	Small talks: What can you do?
7-05-14	Role-play: Asking for and giving directions
14-05-14	Oral interview: What are your plans for the future?
21-05-14	Small talks: Have you ever.....?

Source: Research group