FOSTERING SPEAKING SKILLS THROUGH ROLE PLAY IN A COURSE 9ᵀᴴ AT CCCA IN CARTAGENA

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Abstract

Course 9 students from the adult English program at Centro Cultural Colombo Americano de Cartagena experience a big problem: sometimes they do not know how to convey their ideas in English. However, from the experience teacher-researchers have gained after working at the aforementioned language institute for more than fifteen years, most students seem to lack the necessary vocabulary to express themselves appropriately and accurately when facing communicative encounters or conversing with other peers. This action research describes the effect on fostering speaking skills through role play, an intervention that includes a nineteen-day English course at the CCCA in the city of Cartagena. Two surveys were administered during the course of this research study, one at the beginning of Course 9 to participant students and the other one their former ELT teacher. Both surveys included issues related to students' performance in class. Then four lesson plans were implemented to involve participant students in communicative speaking activities. Findings suggest that the intervention was helpful. Further research is needed to find out the extent of the application of more communicative speaking activities throughout the rest of the English courses at the CCCA.

Key words: speaking skill, role play, group work, collaborative work.

INTRODUCTION

The aim of this research study is to foster speaking skills through the use of role plays in course 9TH students at Centro Colombo Americano of Cartagena at its Cuatro Vientos branch. Harmer (2011) states that speakers of English participate in a range of different genres and situations to use a range of conversational repair strategies, so that they can survive in typical functional exchanges. So, the ability to speak fluently not only implies the knowledge of language features, but also the ability to code and decode information in the target language itself.

The research instruments employed for this research study will be surveys with an English teacher, surveys from students, class observations and four lesson plans. In the students' survey, they will be asked to indicate which communicative skill they would like to improve and what the perception is they have of their language competence, among others. Through classroom observation, it will be noticed the attitudes and performance of students have toward speaking activities.

This project was carried out as follows: there were four classroom observations in Course 8, a survey for Course 9 ELLs, which students had to complete online by using Kahoot, a written survey for Course 8th ELT teacher, and the implementation of four lesson plans. Then we triangulated the data gathered. After this, we implemented four lesson plans that included several role plays in which students exchanged information simulated the registering process at a hotel. After implementing these activities, we evaluated how effective those activities were in fostering speaking skill through role play.

CONTEXT

The Centro Cultural Colombo Americano Cartagena (CCCA), which was founded in 1961, is a bi-national and non-profit institute that began as the initiative of a group of distinguished American and Colombian citizens, with the sponsorship of the American Embassy in order to foster the cultural bonds between the United States and Colombia, through the teaching of the English Language. The Colombo offers the community of Cartagena an English program for adults, young adults, teenagers and children. Moreover, the institution has two other programs: translation of written documents and bilingual administration and accounting, which prepare students for the challenges of the new globalized, bilingual world.

There is also a high percentage of students who come from other towns where English is not taught at school and another percentage of students come from other cities like Monteria and Sincelejo. Most of the population of students who come to the Centro Colombo Americano, come with the wish to communicate in the target language and helping the students achieve this goal is the main purpose of the teaching strategies. These teaching strategies rely on the relevance of teacher-student, students- students, students-teacher interaction in the target language, which are supported in the teaching methodology document released by the Academic Office in 2015 and was presented to the teachers during a workshop in the month of January.

With the objective of conducting this research, we selected a course 9th. The criterion was based on the English proficiency level the students at this course had. The adult program is a sixteen-level program and each level of the program lasts nineteen academic days. The students in this course use a book named NETWORK 3, from Unit 1 to Unit 4. Each book is comprised of 16 units. The whole program has 4 books. Some other materials and resources adopted by

teachers are as follows: workbook with listening exercises, a multipack CD with student book/workbook, audio download, class audio CDs, DVD, online class management, iTool Digital Resources with video. Assessment wise, students are to take 2 quizzes, one oral and the other one written. Likewise, they also take two final exams in the exact same way.

NEEDS ANALYSIS

Speaking is an important skill while acquiring a second language and it has been brought to our attention that Colombian students spend almost ten years at school familiarizing with a second language, in this case English. However, they are not able to exchange or interact with their peers orally. One probable reason we believe this happens is because ELLs appear to have limited exposure to spoken English while in school. Therefore, they seem to have trouble communicating orally and it appears that they need to be encouraged to express more in the target language.

Through speaking, students can convey ideas and establish different relationships with others (Thurnbury, 2005). The current world is in need of people prepared to communicate effectively not only in their first language, but also in a second one because we are now part of more competent and globalized world (Graddol, 2006). Colombia cannot be left alone in this worldwide process, which is why the government through the Ministry of Education requires Colombian high school and college students to be proficient in English (Serie Guías 22, 2006).

The needs analysis carried out at CCCA shows that students would like to improve their speaking skill. In a survey applied, students expressed that they would like to speak more, but feel nervous and they think they do not have the appropriate vocabulary to convey their ideas during conversations. The majority of them agree that speaking is one the most important skills

when acquiring a second language. Sixteen students in Course 9 were selected to be part of this project. To overcome this situation, we formulated a research question: what speaking skills do students in course 9TH at CCCA develop with role play? To answer this question, an action research was implemented to investigate and analyze if applying role plays in the classroom would foster speaking skill.

RESEARCH QUESTION

What speaking skills do students in course 9TH at CCCA develop with role play?

RESEARCH OBJECTIVE

To identify what speaking skills students develop when using role plays in a course 9th at CCCA in Cartagena.

THEORETICAL FRAMEWORK

There have been several shifts in the teaching of foreign languages in the last forty years. One of those changes responds to the increasing importance that was deposited in the teaching of speaking, and giving it its proper place in the foreign language classrooms. English language teachers shifted from a grammar-based classroom to a more functional-based approach to help language learners achieve their communicative goals while acquiring a second language. In that order of ideas, Communicative Language Teaching (CLT) gained its place of importance as to be one of the most widely used approach in language teaching in the last three decades. Richards (2006) states, since its inception in the 1970s, CLT has served as a major influence on language teaching practice around the world.

According to Richards and Rodgers (2001: 155), CLT aims at two very specific things: first, to make communicative competence the language goal of language teaching and second, to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. The Communicative approach starts from a theory of language as communication, and the goal of language teaching is what Hymes (1972) referred to as "communicative competence." In Hymes's views, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to: whether (and to what degree) something is formally possible, whether (and to what degree) something is feasible, whether (and to what degree) something is appropriate, and finally, whether (and to what degree) something is in fact done, actually performed (Richards and Rodgers, 2001: 159).

The definition of speaking

Some scholars (Brown 1994; Burns & Joyce 1997) define speaking as an interactive process of constructing meaning that involves producing and receiving and processing information. Byrne (1984) states that speaking is oral communication, which is the ultimate goal in language teaching nowadays. Communication is a two-way process that takes place between a speaker and a listener, involving productive and receptive skills. Conclusively, Huebner (1969) asserts that speaking is the main skill in communication. Having said that, it is understood that through speaking, someone can communicate ideas, feelings, and the like so that another person can interpret his utterances.

Rivers (1978: 162) claims "through speaking someone can influence another person". And in the words of Halliday's functional account of language use, a speaker would use linguistic knowledge of a language to accomplish these functions: instrumental (to use language to get things done), regulatory (use language to control the behavior of others), personal (use language to express personal feelings) and interactional (use language to create interaction with others). According to Richards & Rodgers (2001: 159), "Halliday's theory of language functions complements Hymes's views of communicative competence."

Nonetheless, there are some factors that need to be taken into consideration when talking about speaking, because many people tend to use them interchangeably when they are not. Those aspects are: fluency, accuracy and comprehensibility. Thornbury (2011: 6, 7) states, "speed is a factor in fluency, but it is by no means the only one, and research into listener's perceptions of a speaker's fluency suggests that pausing is equally important as well." Richards & Schmidt (2002) define fluency as the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.

Elements of speaking

Speaking has important elements that English language teachers should take into account because they are used to judge the speaking quality of speakers. They are as follows:

a. Pronunciation

It is defined as the way that the sentence is spoken (Harmer, 2009). It also involves intonation which is the way that the voice goes up and down at the moment that people talk. All

languages have common and different sounds (phonemes) that, in English, determine the meaning of a word (Thornbury, 1988). Learners of a new language need to identify and try to imitate to the high level, those new sounds in order to avoid their listeners' misunderstanding.

b. Fluency

Fluency is not the ability to speak fast. Speed is only a factor. All speakers pause, even the proficient ones because they have to draw breath. People need to stop from time to time, to allow their listeners catch up the conceptualization of a formulated utterance. But the frequency that a speaker pauses is a clear sign of he or she has a problem with speaking production. Thornbury (2011: 7), in his book *How to Teach Speaking,* asserts that "in terms of how listeners rate a speaker's fluency, the frequency of pausing is more significant than the length of pauses."

c. Accuracy

Accuracy is defined as the quality or state of being correct or precise. In the language learning process means that apprentices of a second language must use the written and oral language correctly without grammatical errors. Bryne (1988, cited in Lan, 1994, p. 59) states that "accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic, or discourse features of language."

d. Grammar

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Fromkin and Rodman (2011, p. 13) define grammar as "the sounds and the sound patterns, the basic units of meaning such as words, and the rules to combine all of these to form new sentences with the desired meaning. To understand the nature of

language we must understand the nature of grammar, and in particular, the internalized, unconscious set of rules that is part of every grammar of every language. Every human being who speaks a language knows its grammar." Consequently, grammar is very important in speaking because if the speaker does not have a control of grammar structure, he or she cannot speak English well.

Being in the classroom and having the students practice and perform in oral activities requires them to use grammatical structures appropriately, and this is when the term accuracy takes place. Richards & Schmidt (2002, p. 204) define fluency as "the ability to communicate ideas effectively." As foreign language teachers, we need to keep in mind that the act of speaking occurs spontaneously and transiently in real time. Wong (2002) states that producing spoken language can be very time-constraint for any student, and that is what might make learners extremely challenging to speak English fluently and accurately.

When compared with native speakers, it is harder for English language learners to use accurate pronunciation, grammar and vocabulary (Bygate, 2005). Pronunciation plays an important role in regards to intelligibility (Goh, 2007). Mispronouncing a single sound causes the listener's misunderstanding, and various uses of stresses as well as intonations result in totally different meanings. If learners often make mistakes at the levels of sounds, stress and intonation, their speaking accuracy will be greatly affected as a result.

Summing up, language teachers need to find effective ways to help their ELLs improve their speaking competence. There is a model in ELT that is widely used and that we will follow and that is the PPP teaching method, which consists of the stages: presentation, practice and production. At the level of presentation, the language teacher presents a situation and the target

language in context at the same time for the students. In the practice stage, learners are to practice the target language items using accurate reproduction techniques. Finally, at the level of production, pupils use the target language to perform in different communicative acts.

In their description of language learning of CLT, Richards & Rodgers (2001) state one element that underlies the theory of learning is the communication principle, and activities that involve real communication promote language learning. Another element they talk about is the task principle, in which language is used to carry out meaningful tasks to promote learning. A last element is the meaningfulness principle, which refers to language that is meaningful to the learner supports his learning process. Therefore, we have selected learning activities based on how well they engage language learners in meaningful and authentic language use contexts.

Littlewood (1981) distinguishes between "functional communication activities" and "social interaction activities" as major activity types in CLT. Functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture, one learner communicating behind a screen to another one and giving instructions on how draw something, or how to complete something instead. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.

METHODOLOGY

A great deal of concern for ELT teachers arises when talking about communicative skills and speaking in the language classroom. "The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources" (Richards, 2006, p. 1). Hence researchers and scholars are permanently searching for the suitable method or approach to make the students benefit the most from their language classes. At Centro Colombo Americano, English teachers always talk about the best ways to make their students actively participate in class and produce, and this is why the present action research study will focus on fostering speaking skills through role play in a Course 9th.

Since we have been reviewing literature from a long time ago, and have not come across anything significant and meaningful for our context, we decided to undertake this action research study to find out a possible solution to our contextual problem. As Mills (2003) states, "the essence of action research is teacher's solving everyday problems in schools to improve both student learning and teaching effectiveness." Action research is "an approach designed to mainly achieve, to develop and to improve teaching and learning" (Mills, 2003, p. 261). Based on these characteristics, we believe this is the most suitable research method we can rely on.

On the one hand, we have a problem with students' developing their speaking skills, which reflects on their overall class performance, which consequently affects their grades (see class card 1 on the annex section). Based on the observation log, students in Course 8th struggled in class to effectively communicate their ideas in English. On the other hand, we have at our hands a research method that will enable us to investigate at the Centro Cultural Colombo

Americano to interact with teachers and students as much as possible to come up with some pedagogical solutions.

Mills (2003, p. 261) claims, "good action research practice integrates theory, practice and meaningful applications". In this present action research study, we examined carefully the available literature, the classroom observation logs, the students' surveys and the teachers' survey to understand the reasons why students cannot actively participate in class as it is expected.

The present action research study was conducted at Centro Cultural Colombo Americano at cuatro vientos branch, in the city of Cartagena. To conduct this research, we chose a Course 9th. This class was selected, because the students have acquired an A2 linguistic knowledge of English proficiency in the adult program based on the Common European Framework of Reference (CEFR). This class is made up of 19 students, 13 female students and 6 male ones. 75 per cent of the students in this class are enrolled at Unicolombo, a CCCA educational partner. 15 per cent belong to the bilingual program and the 10 per cent are called "outsiders", which refers to those students who are not enrolled in any Unicolombo educational program, but pay the full tuition fee for their English classes. Since they are college students, 38 percent of them are learning a second language for work-related purposes either to strive for improving their quality of life or for enrolling in a Master's degree program with a university in the United States. The teachers participating in this case study are the researchers, because one of them is teaching a Course 9th at 10:30 am.

This action research features what good action research integrates: theory, practice and meaningful applications (Mills, 2003, p. 261). We identified a problem, which is the oral production in students in Course 8th. An action plan was implemented based on the triangulation

of the research instruments to foster the speaking skills through role plays and to improve teaching effectiveness. This action research is also a case study since it describes what happens in one particular classroom with no further pretentions of generalizing the findings.

RESEARCH STAGES

Action Research Stage	What we did	What we obtained
Observation	We applied surveys to students and teachers. We also recorded class observations. We examined students' final marks for oral proficiency, and interviewed them as well.	A researchable problem: Students at Course 9th at CCCA have difficulties developing their oral communicative skills
Plan	We created 4 lesson plans in which roles plays were central as strategy to develop oral skills.	We created a plan based on the information collected to strengthen speaking skills through role plays
Implementation	We implemented 4 lessons on the following dates: April 7th, April 18th, April 24th and April 28th of 2017.	We videotaped the four lessons and transcribed specific parts where we saw evidence of oral skills development
Evaluation	We analyzed the transcriptions as our main data.	We stablished the following analytical categories: 1. Attitudes and performance 2. Limited exposure to speaking 3. Desire to improve speaking 4. Struggling to communicate 5. Developing speaking skills 6. Teaching effectiveness

CATEGORIZATION FROM DATA COLLECTION INSTRUMENTS

Categories	Operationalization	Students' Survey	Teacher Survey	Observation	Lesson Plans	Tasks	Total Frequency	%
Attitudes and performance	Relationship between language production and the feelings Ss have toward the L2 acquisition process.	4	4	40	40	30	118	26%
Limited exposure to speaking	Lack of interesting and meaningful oral activities.	0	1	10	00	5	16	4%
Desire to improve speaking	Feelings and motivation Ss have to do better at the level of speaking.	3	3	50	20	15	91	20%
Struggling to communicate	Difficulties to convey ideas in the L2.	3	3	30	15	10	61	13%
Developing speaking skills	Improving speaking through controlled activities.	3	3	40	40	30	116	25%
Teaching effectiveness	Motivate Ss to learn and acquire the target language.	1	1	20	20	15	57	12%
	Total	14	15	190	135	105	459	100%

DATA ANALYSIS AND RESULTS

After the implementation of each lesson plan, it was necessary to analyze the information taken from the data collection instruments: an online survey for Course 9 students, a written survey for Course 8 teachers, class observation logs, and the implementation of 4 lesson plans. The following is the analysis of each category.

ATTITUDES AND PERFORMANCE

In the operationalization process, we defined this category as the relationship between language production and the feelings the participant students have toward the L2 acquisition process. During the class observations and the implementation of the different tasks, we observed that students experienced a high frequency in relation of this category. In terms of language production, we could reflect upon the results from the Course 8 and Course 9 classcards a gradual increase in speaking subskills, such as proficiency, fluency and vocabulary (See Table 1, Comparison between Course 8 and Course 9 Oral Performance).
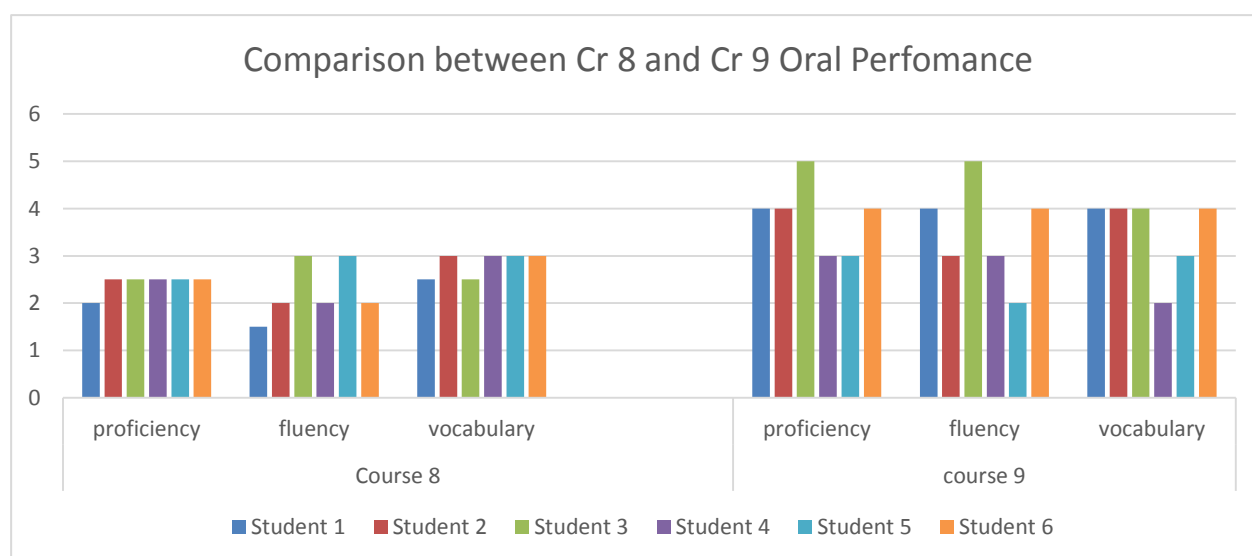

Table 1, Comparison between Course 8 and Course 9 Oral Performance

Observation: "students are more attentive and eager to participate in class. During the class, they take notes to write down the vocabulary they know they need for the activities we are designing for them." We could also notice that the level of fluency dramatically increased in those participant students who were registered in Course 8 and then became part of Course 9. We consider this category as something being positive, because we were able to increase one of the speaking subskills and help the students be better and improve and strengthen their speaking skill, which had a direct impact on the performance students had both in class, as well as in their oral final exams.

LIMITED EXPOSURE TO SPEAKING

This category refers to the lack of interesting and meaningful oral activities students participated in before and after this research project. We see this category as being negative, because participant students are to be exposed and involved in communicative activities to develop and strengthen their speaking skill. Their Course 8 teacher when answering Q1 on the teacher survey, which communicative skill do you think your former students in course 8 need to improve, he stated *"many of them finish Course 8 with poor speaking abilities. This is probably because there is not enough speaking during the class."* After the increase in the students' performance results we can assert positively that good speaking activities help students improve their speaking subskills, for instance fluency, vocabulary and pronunciation.

In our research study, we proposed the implementation of role plays, which combine group work, collaborative work, and independent work at the same time. By implementing these practices, students can benefit greatly, and as the teacher survey revealed in Q4, which speaking activities do you think your former students would like to be implemented more, the teacher affirmed, *"I think they would like more group work and probably some games where they had the*

chance to speak more." A negative impact on a category like this one can be turn into a more positive one by implementing more communicative speaking activities, which will eventually be translated into better communicative results on final oral exams.

DESIRE TO IMPROVE SPEAKING

This category refers to the feelings and motivation students have to do better at the level of speaking. In the survey that we gave Course 9 students at the beginning of the course, in Q1, which communicative skills would you like to improve, we could find out that 11 students out of 16, which represents 69% of the group, would like to improve speaking. Participant students are truly motivated to improve in this area, however when we contrasted the response between Q1 and Q2, we realized that their desire to improve is linked to their personal perception of how well they think they speak the target language (See Table 2, which communicative skills would you like to improve and Table 3, how well do you speak English).
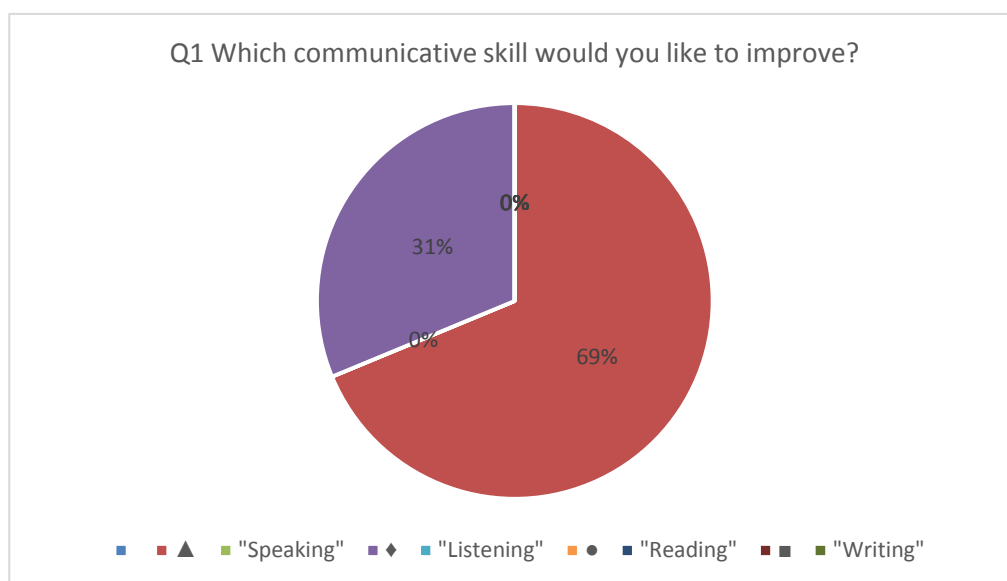

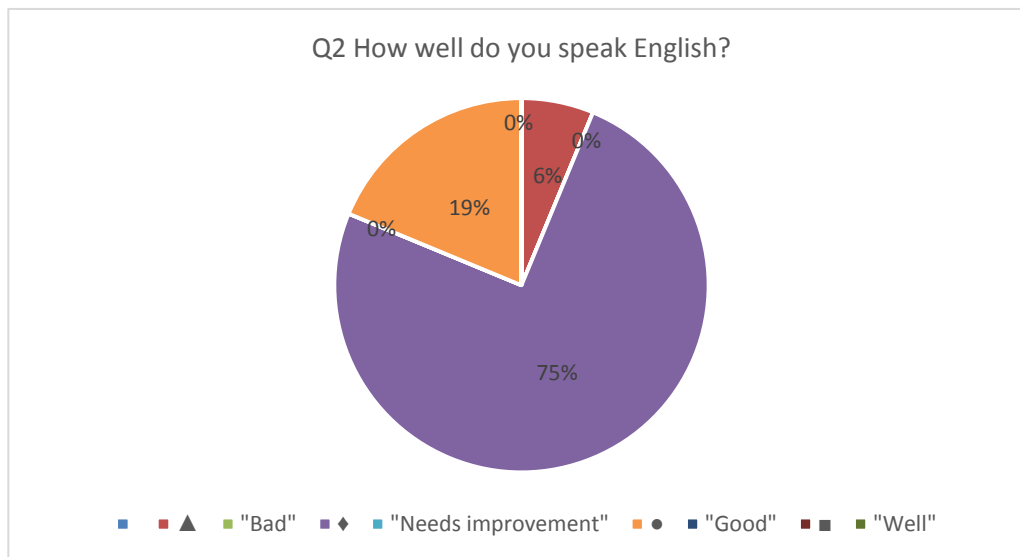*Table 2, Which communicative skill would you like to improve?*

Table 3, How well do you speak English?

We could also observe in class when students were performing their roles plays that their attitude towards the activities was always positive, which also validates one of their answers in the survey they took at the beginning of Course 9. *Observation: "students are very much interested in this activity (role play at the hotel). They are working collaboratively and assigning roles to each member of the group. All the members in each group are actively participating, so that they can get rewarded to obtain a great grade on this activity. The environment in the classroom is conducive to learning and learning is taking place in the form of group work."*

STRUGGLING TO COMMUNICATE

Struggling to communicate has to do with the difficulties participant students experience to convey their ideas in the L2. And one hypothesis we had was that everything had to do with their vocabulary. We believe that if they lacked the necessary vocabulary to communicate their ideas, they would automatically experience breakdowns during the communication process in the speaking activities carried out in class; therefore, their ability to communicate would be hindered. During the observation process when speaking activities took place, we could notice that conversation occurred because we gave the students the vocabulary needed to engage in those communicative activities. *Observation: "as we gave participant students the right vocabulary to*

engage in the roles plays, we could observe a more collaborative environment. Students were

interested in completing their activities."

DEVELOPING SPEAKING SKILLS

This category has to do with improving speaking through controlled activities. As we interpreted the needs analysis, we found out that students, if they wanted to improve their speaking skill, they were to be involved in communicative activities at the level of speaking. In the four lesson plans we presented, there were always a communicative activity for the participant students to practice their speaking skill. In the first lesson plan, it was a communicative exchange in which students had to introduce themselves and ask questions to a classmate to get to know him/her better. In the second lesson plan, English learners had to talk about unexpected experiences they have lived. In lesson plan 3, students were to describe their house, and in order to do so, they had to exchange information with someone else in the classroom. Finally, in lesson plan 4, they were to talk about people they remember. All of these activities have something in common: they foster communicative skills at the level of speaking.

During the observation process, it was evident the students' engagement level in each proposed speaking activity. *Observation: "students are motivated in every single activity. We can observe that after each speaking activity we designed for them, they are always asking for more. Something else that we can observe is the use of the right vocabulary in each activity. It was evident the use of vocabulary not only at the level of speaking, but also at the level of writing. In the written quiz in Course 9 we saw a great deal of vocabulary used appropriately, and on the final oral exam, they used vocabulary aptly."* As was previously stated in the analysis of the category Limited Exposure to Speaking, participant students need to be involved in more speaking activities and teacher can foster speaking skills by designing and implementing them.

TEACHING EFFECTIVENESS

This last category refers to motivating students to learn and acquire the target language. In the language acquisition process, it is extremely important to motivate language learners to study and to involve them in communicative activities, which demand for them to produce orally or in written.   In the observation process, we noticed that when we addressed the importance on speaking a second language, students were always receptive to the message. *Observation: "Nowadays, it is remarkably important to be able to speak a second language, name it English, French, German or Mandarin, even Spanish. When you speak a second language, many doors will be open for you, you can improve your quality life, and you can also access to scholarships to study abroad. Speaking a second language right now is the same as to know how to write and read in any language, which means it is a must in this globalized world."*

In all lesson plans, we also addressed motivation by involving participant students in roles plays and group work assignments. As a consequence, a tremendous increase in students' grades could be noticed in our classroom. When we look at the results in Table 1, we can see how much students improved and achieved communicative competence in only one cycle (19 days). When we asked again some of the students how well they speak English, they said they now think they speak well, which means they felt highly motivated in Course 9.

CONCLUSIONS AND IMPLICATIONS

The data collected throughout this small-scale research study allows drawing the following conclusions:

- The difficulties participant students had when facing the challenge of speaking in class seem to be due to not having the appropriate and required vocabulary to convey their ideas in the target language, lacking exposure to communicative speaking activities in the classroom, among other reasons.

- Most students who participated in this research study agreed at the end that this intervention was of high relevance and contributed to the improvement of their speaking subskills to express appropriately their ideas. Most of them stated off record that more group work and collaborative work should be implemented in all courses at the Centro Cultural Colombo Americano de Cartagena.

- The students' perception in regard to the relevance and effectiveness of this research study is supported by the fact that the participant students obtained a higher grade in their Final Oral Exam grade. Three of the speaking subskills that were tremendously impacted were fluency, vocabulary and pronunciation.

- Another finding we were able to draw was the benefit of the intervention. Most students stated that after finishing Course 9, they think they were capable of conducting a conversation without hesitating or being intimidated by their interlocutor. So, a negative aspect that we considered during the data analysis became a positive thing: students are now more confident in themselves.

- Although the overall core of the findings shows that the intervention seems to have been beneficial, it is indeed clear that the classroom-based communicative activities

implemented in Course 9 played an important role in the success of this research study. It would be important to explore in depth why teachers are reluctant to create and design communicative activities in their classes when they clearly have a great result in fostering and developing communicative competence in students.

- Based on the results of the present study, implementing communicative speaking activities in English courses at the CCCA would be ideal and necessary to help students acquire and use target vocabulary taught in classes.

As a small-scale study, it is necessary to look closely at these findings as a first step to describe the speaking problems students have to deal with when trying to convey their ideas during class time or group work. It is true that the necessity for implementing more communicative speaking activities should be a must in English courses at the Centro Cultural Colombo Americano de Cartagena. As a new generation of ELT teachers is emerging, studies like this one are to be relevant to indicate teachers which best teaching practices to implement in order to be successful and to help students acquire communicative skills. We personally believe that this research is not enough. However, it can be the beginning of more action research cases that can be implemented to improve the quality of teaching at the CCCA.

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ANNEX 1 (ESTA NO-ANEXAR COPIA)

Annex 2

Lesson Plan 1

Institute: Centro Cultural Colombo Americano de Cartagena (CCCA)

Teachers´ names: Neil Pabón Joaquin Ricardo	**Level** 9	**Term** 2017	**Date:** 2017-03-03 – 2017-03-30	**Alloted time:** 2 hours
Topic of the lesson	Introduce Ourselves			

Standards to work on:
• Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas.   • Utilizo información para describir mi vida personal y ocupación.   • Escribo un texto corto relativo a mi vida personal, mi entorno o sobre hechos que me son familiares.   • Uso mis conocimientos previos para participar en una conversación.

| **Goals:** Introducing yourself, Asking/answering questions to learn more about someone. | **Terminal objective:**
 • Students should be able to talk about themselves.
 • Students should be able to ask appropriate questions when introducing themselves to someone new.
 • Students should be able to describe what they do. | **Enabling objectives:**
 • By watching a set of pictures, students will be able to identify marital status .
 • By writing isolated sentences students should be able to describe what a typical morning is like for them.
 • Presenting a short conversation in pairs students should be able to videotape a community situation in which main objective is related to vocabulary of places |

			and locations.

Key words: married, divorced, retired, unemployed, engaged, single, self-employed, widowed, staff, team, surf, bake cupcakes, get up, take a shower, get dressed, have/eat breakfast, watch the TV news, go to the bus stop, check one's email, drink coffee, read the newspaper, go to meetings.

Materials/Equipment: books, CD player, flashcards, TV, laptop computer, markers, eraser, copies, video.

INSTRUCTIONAL PROCEDURES			
LESSON SATGES	**INTERACTION**	**SKILLS INVOLVED**	**ALLOTED TIME**
Warm up: In order to identify students´ prior knowledge, the teacher will ask the students about their life. The teacher will write some model questions on the board to ask students such as: "What´s your full name?" "What do you do?" "What do you like to do in your free time?"	Teacher-students	Listening and speaking	5 minutes
Have students create a list of appropriate questions to be asked someone you are meeting for the first time. Additionally, you will discuss with your group ways that you can make someone new feel comfortable. (e,g; Where do you work? Is a good question, but "How much money do you make?" It´s too personal. During small group work, take notes on language use related to student –generated questions. This varies culturally so this will be an important discussion. Show a model conversation from the book presenting a way of introducing yourself. Tell Ss to listen and read along. Ask comprehension questions about the conversation.	Teacher-students	Listening, reading and speaking	25 minutes
Showing some pictures from the book of Personal information, the teacher will present vocabulary of marital status and occupation.	Teacher-students	Listening and speaking	5 minutes

The teacher will show a video to the students to present vocabulary about daily routines. Then teacher will show a flash card to students with different daily activities to reinforce the vocabulary and present the use of simple tense. He will also ask them questions about the activities presented	Teacher-students	Listening and speaking	15 minutes
Explain how the affirmative and negative sentences work in the simple present. Explain that the spelling rules for adding an –S ending to verbs are the same as for the plural ending of nouns.	Teacher-students	Reading and writing	15 minutes
Ask Ss to complete the sentences in Task 2 based on the information they read in Task 1. Ask them to work in pairs. Have the Ss compare their answers with a partner. Check answers with the class.	Student-student	Reading, writing, listening and speaking	10 minutes
The teacher will provide students a survey about daily routines. He will ask students to interview each other based on the list of questions. Later, Ss will report to the class what his or her classmate does on his/her typical day.	Student-student	Reading, listening and speaking	10 minutes
Assessment: Following the structure of the conversations above, students will create a similar dialogue in pairs, by using the real context of their life, and they will videotape it.	Student-Student	Writing - speaking	10 minutes
Closure: Showing the videotapes in front of the Class, students will socialize the videos. The teacher will comment the positive and negative aspects of them.	Teacher-Students	Speaking	

Lesson Plan 2

Institute: Centro Cultural Colombo Americano de Cartagena (CCCA)

Teacher name: Neil Pabón Joaquin Ricardo	Level 9	Term 2017	Date: 2017-03-03 – 2017-03-30	Alloted time: 2 hours
Topic of the lesson	Things happen			
Standards to work on: • Reconozco los elementos de enlace de un texto oral para identificar su secuencia. • Reconozco el propósito de una descripción en textos narrativos de mediana extensión. • Escribo narraciones sobre experiencias personales y hechos a mi alrededor • Converso con mis compañeros y mi profesor sobre experiencias pasadas y planes futuros.				
Goals: To help students understand how to use tenses for narrating. To provide students with opportunities to understand and practice talking about unexpected experiences.		**Terminal objective:** • Students will be able to talk about a remarkable event in their lives • Students will be able to provide advice for others.		**Enabling objectives:** • By listening to a conversation and looking at expressions with get + a*djectives, nouns and past participle,* students will be able to identify ways and words to narrate past events. • By reading and understanding a story with two versions, students will be able to define the meaning of certain words within the text and organize events in order of importance.

			• By watching a video from a motivational speaker and practicing conversations, students will be able to recall forms of advice and provide advice as reaction to other people's life stories.

Key words: unpack, tour, unexpected, get locked out, get hungry, get a text, get lost, get ready, get home/ get to work, go wrong, secret, spill, yell, edge, get changed, as soon as, control, deal with, react, attitude, accident, kiss, pick up, motivational, speaker, clinical, psychologist, present, energy, social relationships, perceive, influence, crucial, time management, role models, raw, impact.

Materials/Equipment: books, CD player, flashcards, TV, laptop computer, markers, eraser, copies.

INSTRUCTIONAL PROCEDURES			
LESSON SATGES	**INTERACTION**	**SKILLS INVOLVED**	**ALLOTED TIME**
Warm up activity: Tell Ss to look at the pictures. Ask, Who can you see? Where are they? Continue by asking, What do you think Russell is doing? (He's sitting on some steps. He's moving into an apartment).	Teacher-students	Listening and speaking	5 minutes
Play the recording once, tell the Ss to listen and read along. Then ask questions about the conversation to check comprehension: *What are their names? Whose apartment is it? When did Russell move in? Why is he outside? Why doesn't he call the building manager?* Ask Ss to raise their hands to answer the question.	Teacher-students	Listening and speaking	5 minutes
Tell students to practice the conversation by working in pairs and modifying information from the conversation with information of their own. Students must have the opportunity to play both parts.	Student-student	Listening and speaking	10 minutes
Tell students about a time something went wrong and explain how it made you feel- Include expressions with *get*. Use pictures to introduce expressions with *get* and explain their meaning. Ask students to tell you examples with the expressions presented and reminding them about the past tenses when narrating past experiences. Then have students write from two to five examples in their notebooks.	Teacher-student	Listening, speaking, and writing.	15 minutes

Ask a student to tell you about a time something went wrong for her/him and ask follow-up questions based on the narration. Tell students to work in pairs and talk/ask questions about their experiences. Monitor the use of past tenses.	Student-student	Listening and speaking	10 minutes
Point out the story *the 90/10 secret* – a story with two versions –. Ask previous questions such as *What has happened? How do you think her parents will react?* After reading, ask comprehension questions and elicit the meaning of new vocabulary out of context. Show students isolated sentences regarding the text. Tell them to order events and use proper connector (background knowledge from previous courses).	Teacher-students	Reading and writing	20 minutes
Have students work in pairs and ask them to write about a life event. Then students should exchange their texts and write different versions for the ending of the stories.	Student- student	Reading and writing	20 minutes
Ask students if they have ever given or received any kind of advice based on previous experiences and what they were about. Show students a video/ Play the audio about a motivational speaker and explain that the speaker tries to have a positive impact on people's lives and experiences. Afterwards, tell students to go back to their classmates' life stories in the previous exercise and think of advice for them.	Teacher – student - student	Listening and speaking	15 minutes
Assessment: Following the structure of the conversations above, students will create a similar dialogue in pairs, by using the real context of their life, and they will videotape it.	Student-Student	Writing	10 minutes
Closure: Showing the videotapes in front of the class, students will socialize the videos. The teacher will comment the positive and negative aspects of them.	Student-Student	Reading and writing	5 minutes

Lesson Plan 3

Institute: Centro Cultural Colombo Americano de Cartagena (CCCA)

Teachers´ names: Neil Pabón Joaquin Ricardo	Level 9	Term 2017	Date: 2017-03-03 – 2017-03-30	Alloted time: 2 hours
Topic of the lesson	Buildings everywhere!			
Standards to work on: • Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas • Comprendo instrucciones para hacer reservas en hoteles y aeropuertos. • Utilizo información para describir lugares. • Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho • Escribo un texto corto relativo a mi casa y barrio. • Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas.				

Goals: To develop communicative competences to ask about and describe housing and other places in the community.	Terminal objective: • Students should be able to describe their home. • Students should be able to write about their home and neighborhood and other places around. • Students should be able to check into a hotel.	Enabling objectives: • By listening to a conversation and looking at lexical sets of words to talk about housing, students will be able to describe their homes and their inside. • By reading the text Sofa Surfing, students will review and practice about definite and indefinite

		articles and ways of describing places.
		• By watching/listening to a video about "The Alhambra", students will talk about descriptions of famous and interesting places (e.g hotels).
		• Presenting a short conversation in pairs students should be able to videotape a community situation in which main objective is related to vocabulary of checking into a hotel.

Key words: subway stop, convenient, basement, housing, travelers, get in touch, show people around, get together, reservation, double room, luggage, toothbrushes, check in, delay, dark, light, building, tolerant,furniture, living room, bedroom, kitchen, break the bank, in a quiet location, traveler, spacious, hall, balcony, garage.

Materials/Equipment: books, CD player, flashcards, TV, laptop computer, markers, eraser, copies, video.

INSTRUCTIONAL PROCEDURES			
LESSON SATGES	**INTERACTION**	**SKILLS INVOLVED**	**ALLOTED TIME**

Warm up: In order to identify students´ prior knowledge, the teacher will ask the students about their place where they live. The teacher will write some model questions on the board to ask students such as: "Do you live in a house or an apartment? How many people live in your home? What color is the kitchen?	Teacher-students	speaking	5 minutes
Showing some pictures of the neighborhood, the teacher will present important places of the community in order to know more places' names and their description. Show a model conversation from the book presenting What´s it like? Tell Ss to listen and read along. Ask three Ss to read the conversation. Check pronunciation and intonation. Ask questions about the conversation to check comprehension.	Teacher-students	Listening, reading and speaking	15 minutes
Work in group of three and practice the conversation	Student-students	Reading and speaking	15 minutes
Have students to listen and repeat to get familiar with the new vocabulary about places' descriptions.	Teacher-students	Listening and speaking	10 minutes
The teacher presents the grammar and explains about the use of Articles by introducing an example (pictures or hold objects in your hand). Tell students to look around in the classroom and say more examples. Provide students with a photocopiable exercise for completing statements with the right articles and then comparing with a partner. Then ask Ss to complete the sentences with a definite or indefinite article in the book.	Teacher-students	Listening-Speaking -writing	15 minutes
Encourage students to read the text Sofa surfing and ask questions such as *what do you see? What do you think someone will do there? What is Sofa Surfing.* Point out the bolded words and provide definitions so that students can match them with the right words from the	Teacher-students	Reading and speaking	10 minutes

text.			
Have students write a profile for Sofa surfing including information about their homes: *Where do you live? What's your neighborhood like? Where can visitors sleep? Will you show the visitor around? Where will you go? How long can the visitor stay?* Students must exchange information with a partner.	Student- student	writing	15 minutes
Ask Ss some questions about the picture in the book to check basic comprehension (e.g. Who do you see? Where are they?). Play the CD for Ss to read and listen. Then ask questions about the text (e.g. What kind of room do they want?)	Teacher-student	Reading, listening and speaking	10 minutes
Play the audio again and have Ss complete the form. Put Ss in pairs to role play checking into a hotel.	Student-student	listening and speaking	10 minutes
Assessment: Following the structure of the conversations above, students will create a similar dialogue in pairs, by using the real context of their life, and they will videotape it.	Student-Student	Writing - speaking	10 minutes
Closure: Showing the videotapes in front of the class, students will socialize the videos. The teacher will comment the positive and negative aspects of them.	Teacher-Students	Speaking	

Lesson Plan 4

Institute: Centro Cultural Colombo Americano de Cartagena (CCCA)

Teachers´ names: Neil Pabón Joaquin Ricardo	Level 9	Term 2017	Date: 2017-03-03 – 2017-03-30	Alloted time: 2 hours
Topic of the lesson	Seeing old friends			
Standards to work on: • Muestro una actitud respetuosa y tolerante al escuchar a otros. • Respondo preguntas teniendo en cuenta mi interlocutor y el contexto. • Uso mis conocimientos previos para participar en una conversación. • Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre experiencias pasadas y planes futuros.				

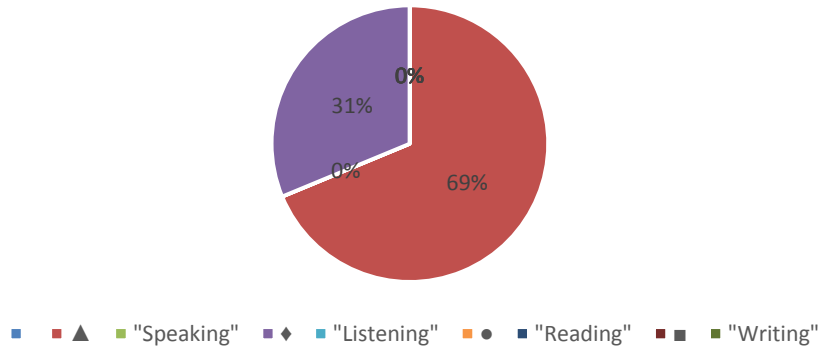| Goals: To develop communicative competences to talk about specific people they remember.	Terminal objective: • Students should be able to talk about seeing an old friend. • Students should be able to develop communicative contextualized situations. • Students will be able to develop communicative competences to talk about their lives up to now by using phrasal verbs and self-confidence when interchanging ideas related to this topic.	Enabling objectives: • Sharing information, students will refer to indefinite events in the past. • By listening to a conversation about meeting an old friend, students will learn about everyday expressions for recognizing people. • By studying the phrasal verbs and reading the text *Lost friend*

| | | | *finder*, students will gain understanding on the topic and will practice on their use. |
| | | | • By watching/listening to the video *Finding a lost friend,* students will talk about relationships and how to keep in touch with old friends. |

Key words: run into, image, notice, shave, be up to, fall in love, break up, come up, come on over, reception desk, familiar, drop off, catch up(with), on the road, exhausting, be up to, mature, reconnect, notice, hang out, curious.

Materials/Equipment: books, CD player, flashcards, TV, laptop computer, markers, eraser, copies, video.

INSTRUCTIONAL PROCEDURES			
LESSON SATGES	**INTERACTION**	**SKILLS INVOLVED**	**ALLOTED TIME**
Warm up: In order to elicit ideas the teacher will write on the board: How can you find old friends? And will write them on it.	Teacher-students	speaking	5 minutes
Showing the picture from the book, the teacher will present the conversation. Ss read and listen. Call on Ss to repeat individually. Check pronunciation. Ask questions about the conversation to check comprehension.	Teacher-students	Listening, reading and speaking	10 minutes
Ss Work in group of three and practice the conversation	Student-students	Reading and speaking	10 minutes
Have students to listen and repeat to get familiar with the new vocabulary About phrasal verbs. Go over the information. Check comprehension.	Student-students Teacher-students	Listening, writing and speaking	15 minutes

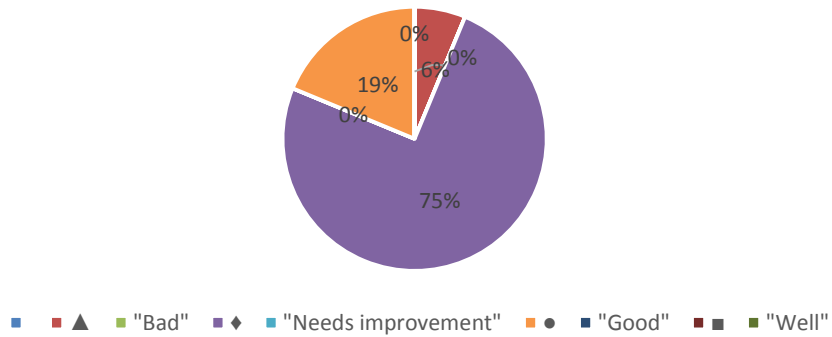|			
Then, Have Ss write the phrasal verbs next to the correct definitions, then compare answers with a partner. Go over the answer with the class.			
The teacher presents the grammar and explains about the use and concept of phrasal verbs. Elicit more phrasal verbs students might be familiar with. Ask Ss to write the phrasal verbs on the lines to complete the sentences.	Teacher-students	Listening-Speaking -writing	15 minutes
Ask Ss some questions about the text in the book to check basic comprehension. (e.g. What do they think about each other?). Play the CD for Ss to read and listen.	Teacher-student	Reading, listening and speaking	10 minutes
Play the audio again and have Ss order the events in the correct order.	Student-student	listening and speaking	10 minutes
Students should get in pairs. Ask them to imagine the just ran into an old friend after a couple of years. Ask them to make a list of expressions they would use when reacting to recognizing an old friend, and questions they would ask. They may practice with a partner.	Student-student	Speaking	15 minutes
Focus students' attention on the photo related to the video *Finding a lost friend. A*sk them *What do you think is the relationship between the people? How do you think they met?* Elicit/teach the words: hang out, sad, log onto, friend request, curious, mature, reconnect, break-dancer. Show students the video and ask comprehension questions about how people get in touch with old friends.	Teacher – student	Listening and speaking	15 minutes
Assessment: Following the structure of the conversations above (p. 23), students will create a similar dialogue in pairs, by using the real context of their life, and they will videotape it.	Student-Student	Writing - speaking	10 minutes
Closure: Showing the videotapes in front of the class, students will socialize the videos. The teacher will comment the positive and negative aspects of them.	Teacher-Students	Speaking	

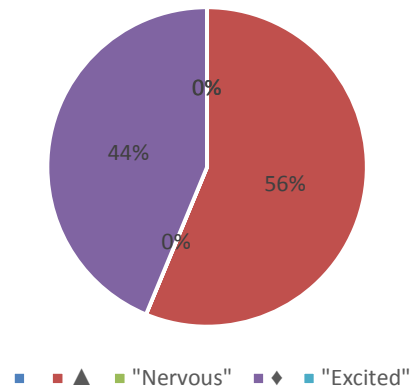Annex 3

Survey taken by students on the Kahoot Platform.
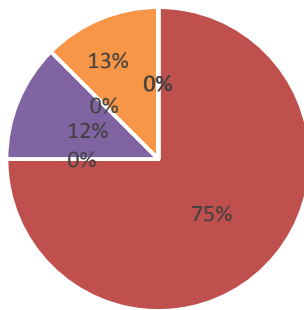
Q1 Which communicative skill would you like to improve?

- 0%
- 31%
- 0%
- 69%

■ ▲ ■ "Speaking" ■ ♦ ■ "Listening" ■ ● ■ "Reading" ■ ■ ■ "Writing"

Q2 How well do you speak English?

- 0%
- 6%
- 0%
- 19%
- 0%
- 75%

■ ▲ ■ "Bad" ■ ♦ ■ "Needs improvement" ■ ● ■ "Good" ■ ■ ■ "Well"

Q3 What is your reaction when people talk to you in English?

- 0%
- 44%
- 0%
- 56%

■ ▲ ■ "Nervous" ■ ♦ ■ "Excited"

Q4 Which speaking activities would you like to be implemented more in your class?

13%

0%

0%

12%

0%

75%

■ ▲ ■ "Roles plays" ■ ♦ ■ "Simulations" ■ ● ■ "Projects"

Q5 Why are you atudying English for?

0% 0% 0%

31%

38%

0% 0%

25%
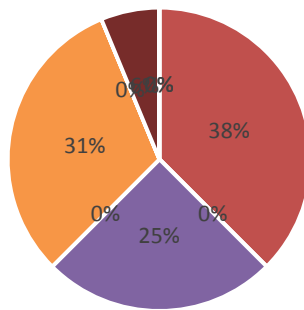
■ ▲ ■ "Work" ■ ♦ ■ "Study" ■ ● ■ "Travel" ■ ■ ■ "Personal relationships"

Annex 4

Students performing a role play!