

**THE IMPLEMENTATION OF ROLE PLAYS, INFORMATION GAPS, AND  
SIMULATIONS AS STRATEGIES TO IMPROVE THE ENGLISH  
SPEAKING SKILL IN TENTH GRADERS  
AT SOLEDAD ACOSTA DE SAMPER SCHOOL**

**PRESENTED TO:  
HAROLD CASTAÑEDA**

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## **ABSTRACT**

This paper focuses on the improvement of oral communication skills (OCSs) of 10<sup>th</sup> grade students at Soledad Acosta de Samper public school in Cartagena who have had few opportunities of being exposed to a communicative environment for learning English as a foreign language. They have felt so nervous and unsure to establish conversations before implementing this project.

There is a detected problem in Colombia which is referred to the low level of speaking skill that students develop when they finish high school programs. According to the last study published by the Banco de la República in 2013, less than 1% of students get the B2 level when they finish the secondary. Our school has been affected by this reality, too. That is why four systematic lessons focused in communication were prepared to exchange information in the classroom. Findings of pre and post intervention revealed that those teenagers have shown a market improvement by giving them opportunities to practice using three strategies: role play, information gap, and simulation.

## **INTRODUCTION**

The most important goal for an English teacher is that his or her students can be able to communicate using the language that is being taught by him or her, but students in our country, especially in public schools, do not use this language in authentic situations. They prefer to use their first language because of their lack of self-confidence when they are asked to speak the second language.

English has become the most important language in the world. It is the language of international business, politics, and diplomacy. Many people speak it all over the world, and many others want to learn it very well because they think it opens the door to success. In this globalized world the competitiveness is bigger each day, and everybody wants to get better positions in their fields of choice. Therefore, Speaking English nowadays offers many advantages to everyone. It means that you are open to the knowledge, information, and communication world. Having English as a second language offers many work opportunities. It is absolutely necessary to improve our students' English communicative skills in order them to be competent in this globalized world.

Developing speaking skill on students at a public school in L2 in a successful way is not an easy job. The speaking process of children starts at home at early age. They develop oral abilities surrounded by a natural environment and in this way they acquire their first language. When children start elementary school, English is included in the curriculum only one hour a week, in many cases without a communicative approach, as it occurs in our school. At the IEO Soledad Acosta de Samper, 16 students of 10<sup>th</sup> grade have been intervened through an action research. It is because instead of their 10 years studying English they were not able to establish a conversation in this

language. We detected this problem observing classes, through a survey applied, and interviews done to students.

## **2.1 FOUNDS OF KNOWLEDGE**

The Institucion Educativa Soledad Acosta de Samper is a public school. It is located in Blas de Lezo neighborhood, which is in the Southeast of Cartagena, Colombia. This institution offers a good level of education to the city. It was founded 66 years ago in order to face the need of female population who wanted to study a higher education. The government of Bolivar Department created the female University in careers like business, social work, architecture, and then this university was taken by the National government and changed its name to COLEGIO MAYOR DE BOLIVAR, where the Liceo Femenino was born as an annexed school, in 1949. It began with 21 students and its first promotion was in 1955.

On November of 1963, the school is named LICEO NACIONAL FEMENINO SOLEDAD ACOSTA DE SAMPER. Later, by means of the law document No. 0849 on May 30th of 2002, which was created in order to fusion schools, it added Emiliano Alcala Romero, Ana Maria Perez de Otero, and San Fernando schools. The first and the second ones are located in El Socorro neighborhood, and the third one is located in San Fernando neighborhood; being the Soledad Acosta de Samper the principal place. In 2003, male students were accepted.

The school offers kinder garden, primary and secondary school service to the community. It has a big building with big rooms, lights, fans, seats, a teacher desk, a white board for each classroom. The room size is for 45 students, but teachers have around 35 in

each one. The school counts with a library, two System rooms with forty computers each one, a Physics and a Chemistry labs, and a Conference room, too.

Since its foundation, the school has had a good position in the city as one of the best public school, not only because most of its students get good scores in the government test \*Prueba saber\*, but also because they pass the Cartagena university exam to obtain a higher education, including scholarships offered by important universities of the region. For that, many people of middle and low social class in Cartagena want their children to study there.

The school offers English classes three times a week in the secondary program, one hour a week in primary and kinder garden. English is taught as a foreign language. Most of the students have an A1 – level when they start the secondary and it is supposed they have to be at least in B1 when they finish high school according to the goal of the Ministry of Education. The majority wants to learn the language, but the methodology offered by the school has not been very effective to get this objective until now. However, it has been classified as the best public school in Cartagena and Bolívar.

Most of students who come to study at IEO Soledad Acosta de Samper consider English as an important subject for people who want to be successful in their future work field. Others think that English is necessary to have a good job related to tourism industry in Cartagena. They also think that during the time that they have been studying English they have learned so many grammatical aspects of the language. The majority of them love the idea of speaking English in front of the class, but they cannot do this. A few of them attend to particular English classes in different institutes of the city because they can pay for it. A lot of the students' parents are prepared professionally and they are conscious of the English learning importance.

The school also has an international English native volunteer who came from the United States in an agreement program with the Colombian government, whose purpose is to improve students' English level in public schools. She has been supporting English classes in 9th, 10th and 11th grades since July 2014. It has been good for the school because students have had the opportunity to listen to genuine English and they are more interested in learning this language.

## **2.2 NEEDS ANALYSIS**

Speaking is an important skill in learning languages, and it has observed that students have spent almost ten years at the school familiarizing with English, but they are not able to exchange oral information in a natural way. Students appear to have limited exposure to speak English in classes. Therefore, most of them seem to have trouble to communicate orally. Besides, it appears that they need to be encourage communicating more in order to increase their abilities.

Speaking is the most important skill in human language production. People express their thinking and establish relation with others thanks to this ability. The basis of human communication is the speech. Who has the ability to manage the word has the power of conviction. The actual world needs people prepared to communicate effectively not only in their first language, but also in other languages because it is a part of being a competent and universal citizen. The English speaking improvement in Colombian education has become a necessity. The country needs to show that we can be able of exchanging ideas with the rest of the world using a second language. Unfortunately, this goal has not been gotten yet according to the last study done by the Banco de la República on bilingualism in Colombia

in 2013 which states that less than 1% of the students who finish high school got a B2 level of English, and 90% of them got A1 level (Sanchez Jabba, 2013). A high percent of students do not speak English when they finish their high school program, and many of them come from the public education. They are not able to understand or speak English. These difficulties have resulted for many reasons, but especially because of the old fashion methodologies applied in the classrooms. This problem has been part of our school reality, too.

The needs analysis carried out at this educational institution shows that students want to improve this skill. In a survey applied, students expressed that they want to speak but they feel so nervous, or they think they do not have enough vocabulary to create natural and spontaneous conversations. All of them agree that speaking is the most important skill when learning a foreign language, because it shows immediately that a person can communicate using the new language. Sixteen students of tenth grade were selected to be part of this project and they all were able to attend classes in the morning. All of them were in favor of implementing this project. To overcome this situation we have formulated a research question: How can role plays, simulations and information gaps be implemented to improve the speaking ability of our tenth grade students at Soledad Acosta de Samper?

To answer this question, an action research has been implemented to investigate and analyze if applying communicative strategies in the classroom, the speaking skill can be improved. The development of this research took part in the classroom trying to simulate a natural environment for learning, assuming the students context as a key element to motivate their speaking production.

To achieve these purposes was possible because of the active participation of the learners who developed four practical units of work. We observed the classes, applied

some surveys, made some interviews, videotaped dialogues, and applied some oral tests.

### **2.3 RESEARCH QUESTION**

How can role plays, simulations, and information gaps be implemented to improve the speaking ability of our tenth English students at Soledad Acosta de Samper School?

### **2.4 RESEARCH OBJECTIVE**

To improve the speaking ability of sixteen tenth graders at Soledad Acosta de Samper through the implementation of three communicative activities: role plays, information gaps, and simulations.

### **2.5 SIGNIFICANT OF RESEARCH**

Two secondary teachers of Soledad Acosta de Samper expect this action research be useful in terms of:

- Helping 16 tenth grade students to improve their speaking skill.
- Offering new alternatives for solving future problems in teaching speaking with this experience.
- Regarding to improve the quality of teaching English as a foreign language at the IEO Soledad Acosta de Samper.

### **3. THEORETICAL FRAMEWORK**

The speaking production in the process of learning a foreign language has been investigated for many specialists in the field of teaching. Gilliam Brown and George Yule (1983) in the book *Teaching the Spoken Language*, said “learning to talk in the foreign language is often consider to be one of the most difficult aspects of language learning for the teacher to help the students with” (pg.25). So, it is necessary that we as language teachers apply a set of new strategies rather than simply repeat the same in the classroom.

According to Kathleen M. Bailey from the Monterrey Institute of International Studies in USA, for many years people taught speaking by having students repeat sentences and recite memorized textbooks dialogues. It means that through the audio-lingual repetitions many drills were designed to familiarize students with the target language structures. In this way, people spent many years trying to learn a language by practicing grammatical structures without getting a real appropriation of the language patterns.

In this project we paid special attention to five principles described by this author to teach speaking, those are:

1. Be aware of the difference between second language and foreign language learning context.
2. Give the students practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or pair work and limited teacher talk.
4. Plan speaking tasks that involve negotiation for meaning.
5. Design classroom's activities that involve guidance and practice in both transactional and interactional speaking.

Taking into account these important principles we decided to implement this project focusing in communicative activities to promote the speaking skill improvement. It was necessary to adopt some strategies which let us gain oral production in students progressively. We chose three of these: Role play, Simulation and Information gap. These strategies were planned as important tools to evaluate students' progress during the implementation.

Sixteen 10th graders at the institution intervened were very interested about improving their oral skill. Through a self evaluation they considered that they have not been successful in this field because they are not able to speak English. We found that this concept about themselves obey to the reason that "learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency" (Jack C. Richards).

### **3.1 SPEAKING**

#### **3.1.1 The definition of speaking**

Speaking is one of the two productive skills in the language teaching field. It is defined as a process of building and sharing meaning through the use of verbal or oral form (Chaney, 1998; 13 and Gebbhard; 1996:169). The ability of speaking is relevant in human life. Ramelan (1992:13) said that all human beings wherever they live always speak a language. Tarigan (1990:15) said that speaking is the competence to express, explain and convey thinking, feeling and ideas.

Based on the explanations above we can say that speaking is a human process which involves sounds, symbols, ideas, knowledge, opinions, beliefs, and context. Some authors give their own definitions of speaking establishing a difference among the terms speaking, speech and spoken language. Itkonen (2010 in his study, Spoken language Proficiency Assessment, presents his own understanding of the three concepts, explaining that speaking refers to the physical effort for producing sounds in pieces of languages, while speech refers to the sounds produced in the act of speaking, and spoken language as the oral production of the language adhering the grammatical rules in a way to be understood in coherent and continuum utterances.

### **3.1.2 Elements of speaking**

Speaking has important elements that we should take into account because they are used to judge the speaking quality of speakers. They are:

#### **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 proficiency 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. Scott Thornbury, 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) 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 (Martin Bygate, 1997). “Grammar is 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 (Victoria Fromkin and Robert Rodman, 1998:pg14).” 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.

### **3.1.3 Functions of speaking**

Some theorists consider that the speaking in human interaction has purposes or functions. That means what speaking serves for. Brown and Yule (1983) consider that there are three main purposes for speaking. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches (Jack C. Richards, 2008). These functions are:

**a. *Talk as interaction***

It refers to what we normally call “conversations”, and its primary purpose is to establish and maintain social relations. “When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others (Jack C Richards, 2008). One of the characteristics of this type of talk is that it is very interactive; the listeners give a lot feedback.

**b. *Talk as transaction***

In this type of talk the most important is what is said or done rather than the participants and how they interact socially with each other. “In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding”. (Jones 1996:14) However, Burns (1998) identifies two types of transactional function of the language. The first one includes situations where the focus is on giving and receiving information and where the speakers focus primarily on what is said or achieved (e.g., asking someone for directions). The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

### **c. *Talk as performance***

It refers to the talk that transmits information to an audience such as presentations in the classroom, or a politician speech. “Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.” (Jack C. Richards, 2008).

It is very important that English teachers have very clear all of the three concepts mentioned above, because they must determine what kinds of speaking skills the class will focus on. For determining what kind of functions of speaking the class needs to focus on, teachers must include the observation, the interviews, and diagnostic testing.

#### **3.1.4 The speaking skill in the classroom**

As we have said before: speaking is the most important skill when learning a foreign language. The development of the four communicative skills is necessary, but people consider they are learning when they are able to speak. It is the evidence of a good result, for that, it is important to be focused in the social communication. Louma (2004) states that “the ability to speak in a foreign language is as the very hard of what it means to be able to use a foreign language”(p .5). It means that learners express their own way of seeing life when performing in a foreign language. Everyone expresses ideas in the way that understands the world. To learn a foreign language it needs to be useful in real situations, on the contrary students will think that this knowledge will not be applied in the normal daily activities.

When teachers expect their students have opportunities for exchanging information in the class it is applied in the normal daily activities. necessary utilize meaningful things for stimulating them to speak. There are many activities that can be implemented for that. We selected three of these as we mentioned: role-plays, simulations and information gaps. They were worked through four particular planned lessons inspired in the context of the school and we planned several tasks. These activities were done to promote the development of oral skills.

Harmer (2009) talks about three reasons to make learners speak in the classroom. He said that using speaking activities gives the learners the chance to practice real life situations in the classroom. Second, the practice of the oral skill in the classroom through speaking activities provides feedback of the use of language for learners and teachers, and finally he said that with the practice of oral tasks in the classroom students have chance of interact.

#### **a. Role play**

Harmer (2009) proposes role play as one of the most useful activities which encourage learners to use their critical thinking. Role plays simulate real life situations and students act with a different personality to their own.

“A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context”. (Gower et al, 2005). It means that role play offers many opportunities for oral communicative practice, and the simulated situations could be from their own or out of their context.

### **b. Information gap**

Harmer also proposes several activities and games with the purpose of speaking and exploring different communicative situations. He suggested the information –gap game in which learners can be in charge of solving puzzles, describing pictures and giving opinions. These activities encourage students to have fun, motivation, self confidence and appropriation of their context.

### **c. Simulation**

Jeremy Harmer in his book, *The Practice of English Language Teaching*, asserts that “students simulate real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feeling they do not necessarily share”. That means that learners can play the roles of many characters as if they were really them. It allows students to practice general oral fluency and train for specific situations. Ken Jones states that for a simulation to work it must have the following characteristics:

- **Reality of function:** the students must not think of themselves as students, but as real participants in the situation.
- **A simulated environment:** the teacher says that the classroom is an airport check-in area, for example.
- **Structure:** students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

#### **4. METHODOLOGY**

Action research in education can be defined as the process of studying a school situation to understand and improve the quality of educative process (Hensen, 1996; Jhonson, 2012; Mc Taggar, 1997). It provides practitioners with the new knowledge and understanding about how to improve educational practices, or resolve significant problems in classrooms and schools (Mill, 2011; Stringer, 2008).

Based on our own experience as English teachers in a Colombian public school in Cartagena, we can state this following comment “Our actions affect students’ opportunities for interchanging information in a foreign language learning process.” For instance, some teachers assert that is not important to teach to speak the second language because it takes long time and the students are not going to be evaluated orally in the Icfes Test, and they decide to emphasize on reading comprehension, and on learning vocabulary and grammar. But the question is if we must teach English to prepare our students for the Prueba Saber 11 or to be competent in a second language. We think that in this globalized world we must point to the latter if we want to prepare excellent future professionals.

Action research method offers us a different point of view of our daily activity as educators. Now, we can identify some problems in the classrooms with a researching perspective. After finishing our career we have had restrictive work options to engage in critical reflective activities about our pedagogical practice, but we have to recognize that doing this study has really been a challenge. It enriched our performance in the classroom. The main goal of this was to look for a better way of teaching English in order to enhance the quality of the education that sixteen students receive at SAS in English as a foreign language. Richard Sagor talks about the action research effectiveness in his book *Guiding*

*School Improvement with Action Research* (May, 2000). “It helps educators be more effective at what they care most about their teaching and the development of their students. Seeing the students’ growth is probably the greatest joy educators can experience. When teachers have convincing evidence that their work has made a real difference in their students lives, the countless hours and endless efforts of teaching seem worthwhile”.

Our perspective as researchers has been focused on improving oral English communication of these sixteen students at SAS. We feel we worked better in helping them to acquire abilities to exchange information. For implementing this method we designed four lessons with unique characteristics of our school community. We focused the interest in the low level speaking problem and followed the steps for this method.

This research has been assumed as quantitative and qualitative. It is easy to describe how the intervention improved the students’ speaking skill. We took into account the following aspects:

- The students self evaluation referred to speaking.
- The design or our authentic material according to our community needs in order to get the results expected.
- The development of the process observing, analyzing, evaluating and systematizing the data found.

These procedures have been arranged for the principal and the teachers who have been working in the project at the IEO Soledad Acosta de Samper. We started from our previous experience in this field acquired through the specialization, with the

interest of the students and the expectations of the school. Ideas like community context, meaningful learning, and communicative focus, simulation of a natural atmosphere, interaction and transaction were explored.

## **4.1 THE SUBJECT AND THE OBJECT OF STUDY**

### **4.1.1 The subject of the study:**

The subject of this study is a group of sixteen tenth grade students of Soledad Acosta de Samper Public School in Cartagena. They were chosen based on the teacher in charge decision who realized through observation that they are not courageous enough to involve in the speaking learning process. The students wanted to speak English, but they were not able to do it. That is why they needed an appropriate strategy to help them improve their speaking.

### **4.1.2 The object of study**

The object of this study is role play, information gap and simulation as strategies applied to improve student's speaking ability.

### **4.1.3 The teachers' role in the study**

In this action research we were observers and designers of the plan of action. We prepared the assessment and planned four contextualized units which we consider are authentic material. We were in charge of the students while implementing the project and

we took notes of everything that happened in the classes. We also collected data, furthermore we analyzed it.

#### **4.1.4 The time and place of the study**

This research was carried out for a month started from April 8<sup>th</sup> to May 8<sup>th</sup> of 2015. The place was a classroom at Soledad Acosta de Samper School in Cartagena de Indias –Colombia.

#### **4.1.5 The research design**

The most difficult part in this action research was starting, because we had to determine the real problem that our students had. Then, we formulated the research question and it was accepted by the research methodology teacher. This was the first step on conducting this research because it was also necessary to think about a possible solution to solve the problem. We considered that the speaking skill development of them was the most interesting point to investigate. Then we continued planning the syllabus. Four contextualized lesson plans were prepared to be implemented for these students.

We felt that the time was so limited. We started the action research and we continued for about a month. Students went to school in the morning, for two hours three times a week (from 8:00 to 10: AM). Both of us tried to carry out the planned action. One of us was in charge of the class, while the other was observing and taking notes. We functioned as co-teachers working for the same goal. Sometimes, one of us was recording the students while other was conducting the class. During the observation we carried out to find and obtain the development of the learning process and the effect of the action.

The data taken was quantitative and qualitative. After collecting data, we analyzed the learning process of students. Our action research project started as follows:

1. Mapping the community context.
2. Designing and applying a survey.
3. Formulating the research question.
4. Theorizing about how to teach speaking.
5. Defining authors for our theoretical framework.
6. Designing authentic material.
7. Class implementation.
8. Plan of action.

<b>PLANNING</b>	<b>ACTING</b>
1. Placement test. 2. Choose the appropriate topics and material related to the syllabus. 3. Plan the four lessons. 4. Prepare the observation Check List for the students.	1. Give the expressions and vocabulary needed. 2. Explain the instruction for practicing. 3. Practicing role plays, simulations, and information gaps to present them in front of the class. 4. Evaluate and give general conclusions.
<b>OBSERVING</b>	<b>REFLECTING</b>
1. Observe the students participation. 2. Videotape their participations. 3. Observing students' achievement.	1. Evaluate our teaching process. 2. Analyze the students' achievement. 3. Revise the lesson plan for the next class.

## **4.2. THE TECHNIQUES OF COLLECTING DATA**

Techniques applied on collecting data were observation, surveys, interviews and questionnaires. The data obtained was qualitative and quantitative.

### **4.2.1 Observation**

Observation was done to identify learning activities, specifically speaking activities directed by ourselves and to reveal problems of the speaking process in the classroom. First of all, we applied a placement test to know the level of students before implementing the project.

It was necessary to be conscious that we are not native speakers and that is possible we can make mistakes, too. We needed to be concentrated when students do their oral production to analyze it correctly.

### **4.2.2 Survey**

Thornbury defines *survey* as a more elaborated milling activity which involves learners asking and answering questions in order to complete a questionnaire. (pg: 83).

### **4.2.3 Interviews**

The term interview means a meeting for obtaining information by questioning a person or people. Interviews can be divided into two rough types, interviews for assessment, and interviews for information. (Santhya, Swaroop Debasish). Interviews tend to be more qualitative and heuristic than questionnaires.

#### **4.2.4 Questionnaires**

This technique involves eliciting something from informants: usually factual information about themselves and their teaching situation, or attitudes, opinions on some issues. Questionnaires tend to be quantitative and more easily generate conclusive findings. (Michael J. Wallace, 2012, pg: 47).

### **4.3 ASSESSMENT**

We assessed the process with the objective to follow up the students' performance and their speaking improvement during the intervention. The Common European Framework of Reference for Languages (2001) consolidates this term offering the words *validity, reliability, and feasibility*.

Taking into account the different types of assessment of the CEFRL we applied an *Achievement Assessment* which is referred to the accomplishment of the goal. Our goal was the improvement of the students' speaking skill . We tried to do our best motivating these learners to achieve the oral communicative ability.

As Gilliam Brown and Yule said, speaking is considered the main ability to work in an EFL classroom, but it is the most difficult to evaluate. Our students were not evaluated orally very often because of the large number of the students in the groups, but during in the implementation we dedicated time to encourage their oral production giving them opportunities to talk, exchange ideas, and giving opinions.

#### **4.3.1 Assessment rubric**

The students' assessment was done with the following rubric:

## SPEAKING SKILL RUBRIC

Student's name \_\_\_\_\_ Date \_\_\_\_\_

Criteria	Points assigned	Points given	Comments
Students give excellent answers with accuracy respect to both <b>Content</b> and <b>Language</b> demonstrating that they understand the tasks and respond adequately.	<b>5</b>		
Students give very well answers which contain very few errors when using content and language in communicative situations.	<b>4</b>		
Students understand the task and respond adequately, although the response may contain inappropriate words and/or grammar errors.	<b>3</b>		
Students have some deficiency in the oral production when are able to understand if the question have been formulated more than once.	<b>2</b>		
Students have major deficiency in the response when they are not able to understand or answer a question even after they have been repeated or rephrased or when the students give a garbled or highly ungrammatical response.	<b>1</b>		

## **6. DATA ANALYSIS**

This section presents the process of data analysis to give answer to the research question. The analysis process developed through the data collected from four techniques: *observation, surveys, interviews, and questionnaires*. We implemented them during four weeks in a sixteen tenth grade students' group, in which aspects related to their oral development of English as a foreign language were observed and analyzed. As soon as the observations finished, the process of analysis of the information gathered started.

We designed an organized scheme in order to group the information. After that, the aspects found from the different instruments were organized and written in this document.

### **5.1 Questionnaires**

#### **5.1.1 Survey 1**

This survey was designed in order to identify students' interests and expectations in front of the development of communicative abilities that shows us what aspect of the language they wanted to improve. This instrument was applied to 16 students of tenth grade at Soledad Acosta de Samper. The questions asked to participants are the following:

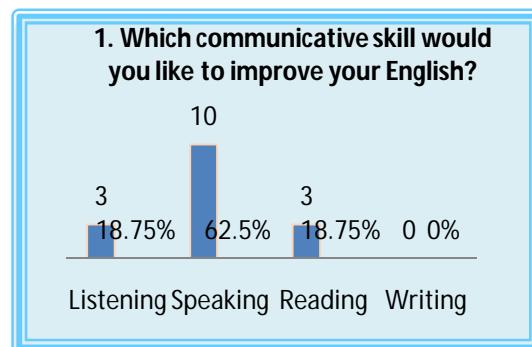


Figure 1. Communicative skill that students want to improve.

Figure 1 shows that 62.5 % of students want to improve their speaking skill. “Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.” (Bailey, 2003).

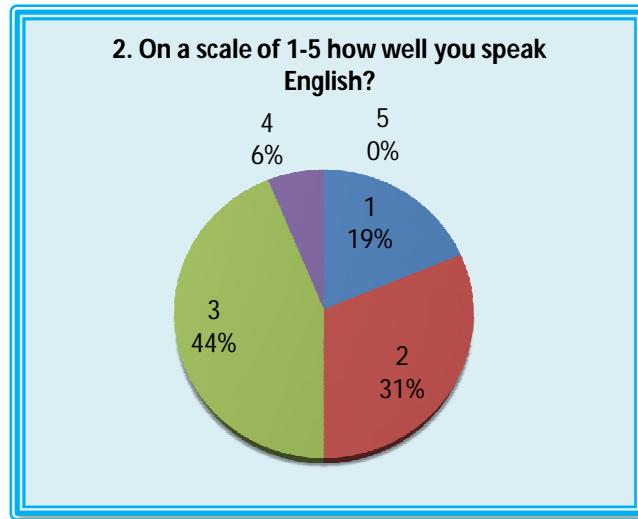


Figure 2. Students’ opinions about their speaking skill proficiency

Figure 2 shows that 44% percent of the students say that they speak English okay. It is contradictory with the result of the question above. We think that it obtained this result due to the students did not have a clear orientation about what was the meaning of 1, 2, 3, 4, and 5. This question should be more descriptive. Furthermore, most of them are not familiarized with these kinds of questionnaires, and others thought they were going to be evaluated according to their response. We assert that because some of them asked about it while they were completing the survey.



Figure 3. Students' feelings facing English oral Communication

Figure 3 displays 60% of the students say that they feel nervous when they are asked to speak in English. It shows that if students are nervous is because they lack of self-confidence which is a barrier for learning a second language. Krashen claims with his Affective Filter Hypothesis that learners with high motivation, self-confidence, a good self-image, and low level of anxiety are better equipped for success in second language acquisition.



Figure 4. Students' difficulties when they speak English

The last question is an open question. Six of sixteen students consider that they need more understanding about what people are telling them. It is 37.5% percent. They say the same about increasing the vocabulary, and pronunciation. According to the needs analysis, students have an imperious necessity to improve their speaking skill.

### 5.1.2 Survey 2

This survey was designed to know the actual learning conditions and needs of sixteen tenth grade students in an English foreign class at SAS public school before implementing the action research project.

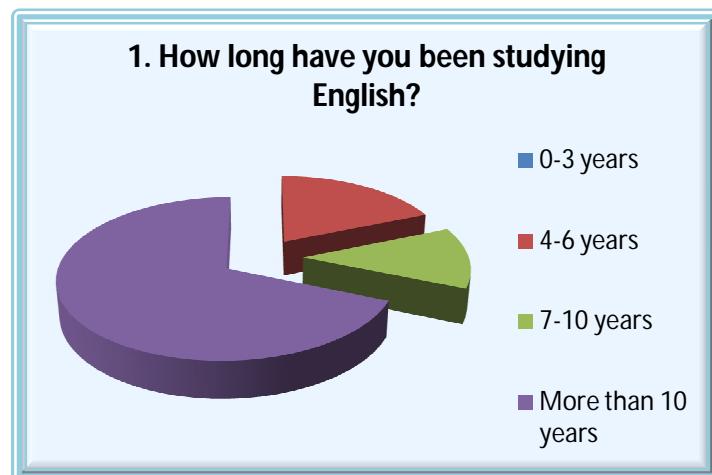


Figure 5. Students' time average of being studying English before the implementation of the project

A 69% of students have been studying English for more than ten years. A 19% of them have had 4-6 years learning English. That means that they have only studied this foreign language since they began their high school. A 13% of them have studied since 3<sup>rd</sup> or 4<sup>th</sup> grade. All of these results corroborate the difficulties that the Colombian Educational System has on the teaching and learning of this subject. Our school reflects this reality, too.



Figure 6. Main student's reasons for studying English

Most of the students consider that English is important for further studies; it represents 81% of them. A 6% thinks that English is useful for social reasons; the same percentage is for entertainment, and mandatory reasons. According to these results, we noticed that students give especial relevance to learn English because it offers great benefits for their future.

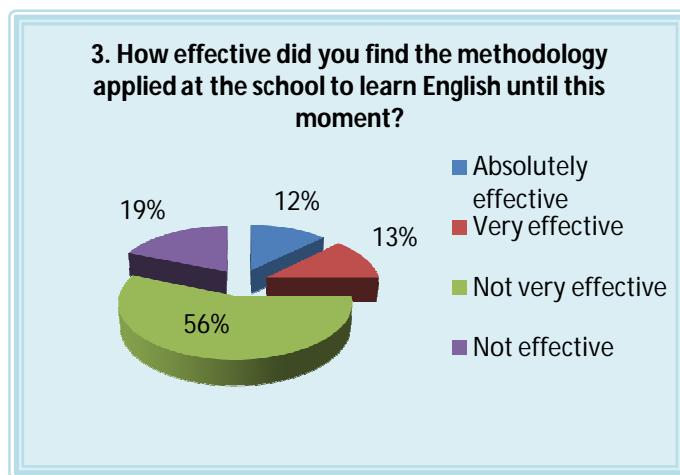


Figure 7. Students' opinion about English methodology effectiveness at SAS

A 56% of the students consider that the methodology applied at SAS has not been very effective; a 19% of them say that it is not effective; a 13% believe that it has been very effective; and other 13% think of them thinks that it is absolutely effective. Interpreting this, we can say that students feel that they have acquired some knowledge of English language, but it is not enough.

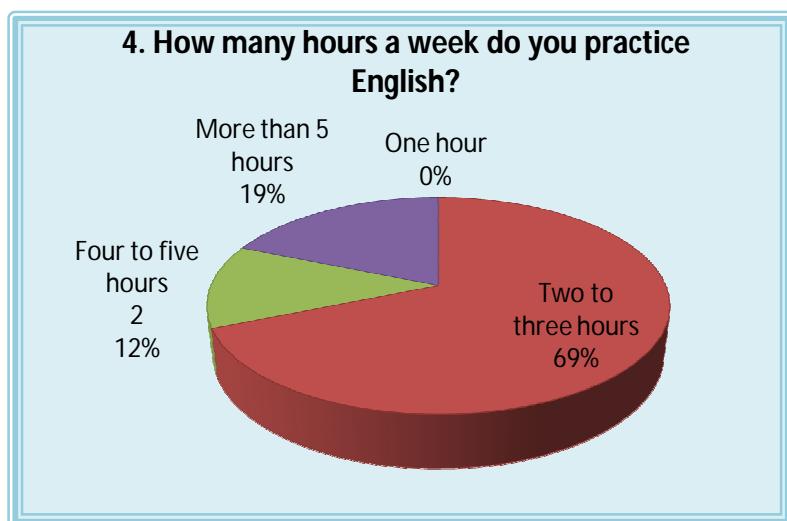


Figure 8. Students' English practice time

Eleven students dedicate two or three hours a week to practice English. That means that the only student's contact with English is at school because it is equivalent to the regular program hours. It represents the 69% of the students. Only four students spend from 4 to 5 hours to practice English. It is 31% of the total.

### 5.1.3 Survey 3

This survey was done to know the perception of the sixteen ten grade students in front of the strategies applied during the implementation of this action research at SAS.

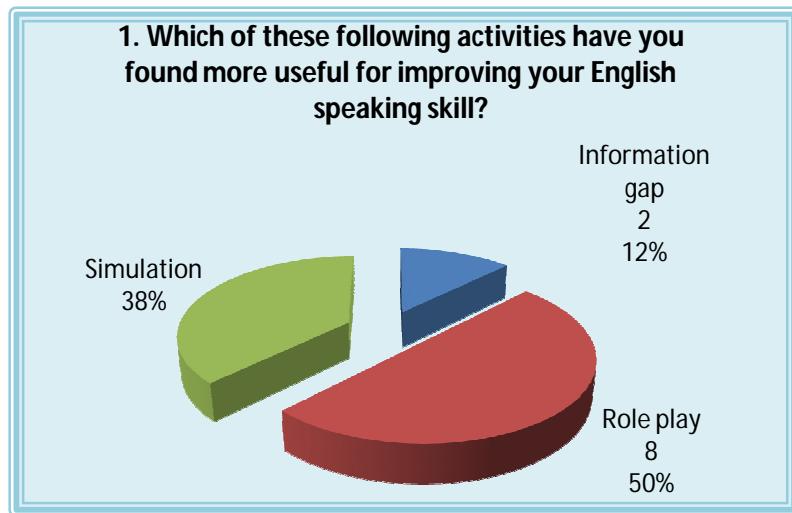


Figure 8. Students' opinion about which of the strategies used during the implementation of the project is the best

A 50% of the students consider *role play* as the most useful strategy to develop their speaking skill; a 38% of the learners say that simulation is their favorite at the moment of doing oral activities; 12% of them chose information gap. The purpose of this question was not only to gather evidence on whether we had improved students' speaking skills, but also to learn how we could further improve our teaching practice. We also needed to know which of the intervention strategies were most effective and to be able to rank them.

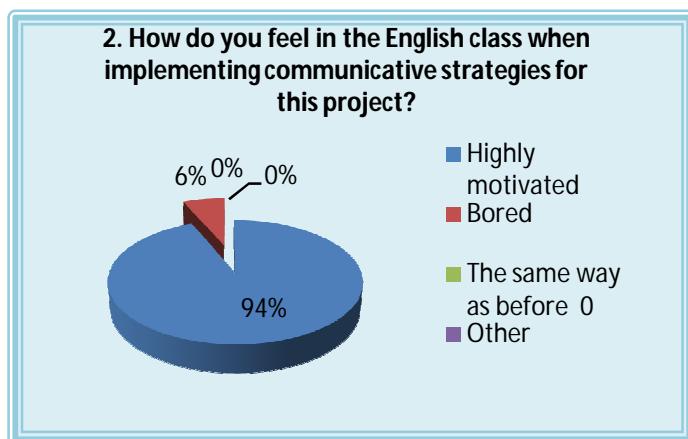


Figure 9. Students' feeling during the classes

Students expressed that they felt highly motivated during the classes because they were more dynamic, interesting and enjoyable. Moreover, they suggested to continuing using them in their English classes.

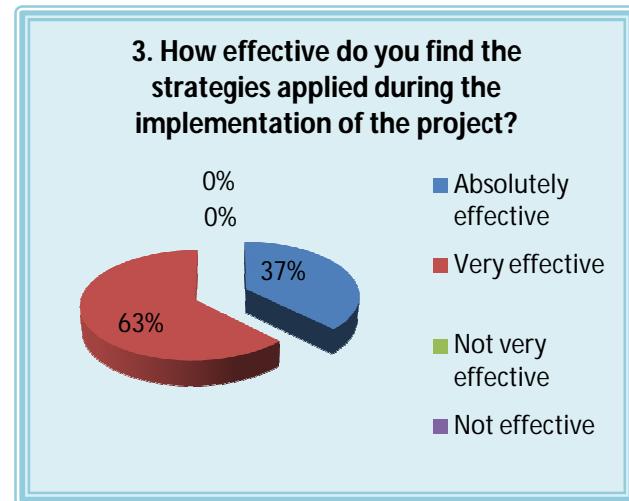


Figure 10. Students' opinions about the Effectiveness of the strategies Used in the project

The majority of the students consider that the strategies applied were very effective during the implementation and they felt motivated to speak in class.

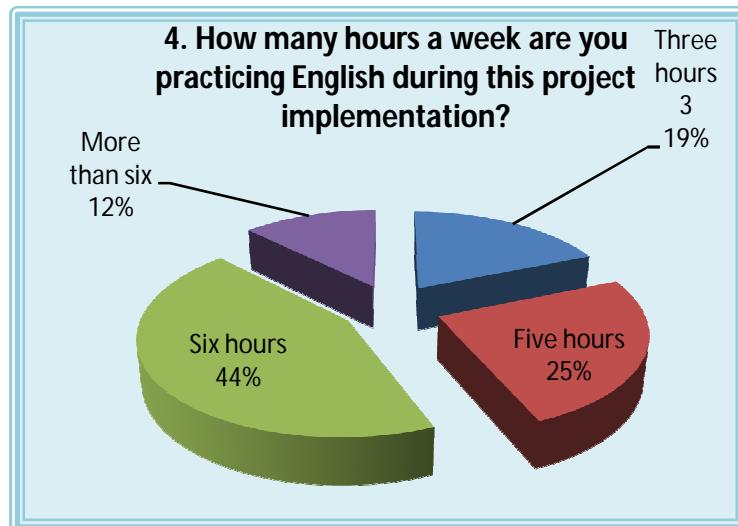


Figure 10. Students' English practicing time during the the implementation of the project

This graphic shows that the sixteen students increased their English practice during the time of the project implementation.

## 5.2 Observations

The following are some transcripts of our students' artifacts. They were taken from videorecording produced during the implementation process.

### 5.2.1 Role play 1

#### Gabriela and Valentina:

Gabriela: Hello, it is nice to meet you. I'm Gabriela and I'm new in this neighborhood.

Valentina: Well, welcome to our neighborhood. It is nice to meet you, too.

Gabriela: Someone told me that this is a dangerous neighborhood, is it true? Is there much crime?

Valentina: Oh, no! That's not true. This is a peaceful place to live. No, no there is none.

Gabriela: Oh, I see. And is there much noise in this neighborhood?

Valentina: Yes. The neighbors, eh... are a little noisy on weekends. Some people usually play music loud.

Gabriela: I have two little kids, are there any parks near here?

Valentina: Yes, There are a few. There is one in Tercera Etapa.

Gabriela: Are there any malls?

Valentina: No, there aren't any.

Gabriela: Is there much pollution?

Valentina: Yes, there is much pollution. People usually throw garbage on the streets and there is a lot of traffic, too.

Gabriela: Are there any schools near here?

Valentina: Just one, which is on Main Avenue.

Gabriela: Oh well, thank you very much for your help.

Valentina: you are welcome. Have a nice day!

In this transcript we can observe that Gabriela starts the conversation introducing herself. She uses the first singular person of verb to be correctly, that means she uses the language accurately. Besides, she takes into account the context when she says: “I’m new in this neighborhood”. Valentina answers giving her welcoming to the place where they are living and she also introduces herself. It is evident that there is a good pronunciation.

Gabriela is looking for information about the neighborhood when she says: “someone told me that this is a dangerous neighborhood, is it true? Is there much crime?” We have the evidence of the students’ progress when they use new vocabulary and structures of the language which were offered as input when we were teaching unit one.

Valentina offers the information needed by Gabriela, and clarifies the wrong beliefs she has about the neighborhood using positive adjectives to describe it. Valentina uses the interjection *eh...* in order to think which word is the most appropriated to continue talking. In the rest of the conversation the students continue looking for and offering information.

We can analyze here that this oral production was not spontaneous, just previously prepared by them before acting it in front of the class. We noticed that both of them were a little nervous. We consider that it is normal in this stage of the implementation of the project.

### **5.2.2 Role play 2**

#### **Rodrigo, Hanna and Andrea**

Rodrigo: Oh! Look at those cell phones, Hanna.

Hanna: They are...they are so beautiful.

Rodrigo: Which one do you prefer?

Hanna: Oh! It's so beautiful. I like blue...I like the blue ones. How much is it?

Andrea: It's... one hundred ..thousand pesos.

Hanna: Oh! It's so expensive.

Rodrigo: No. don't worry. I will pay for you.

Hanna: Oh! Darling. Oh! thank you.

Rodrigo: It's a present for you.

Hanna: Oh! Thank you.

Rodrigo: Thank you.

This oral production was taken during the development of unit two: *How much is it?* At the moment of this video-recording, students were most self-confident, and more natural when exchanging information. We offered them input and feedback constantly. For that reason, they gained security and they acted more naturally. Rodrigo and Hanna produced this conversation without a previous plan; they only have the situation and the roles that they were going to play. We noticed that they showed an spontaneous flirting situation between them in a more natural way.

### **5. 3 Simulations**

#### **Ana and Sheyla**

Hanna: Hello, I'm Hanna. What's your name?

Lía: Hello, Hanna. I'm Lía. Nice to meet you.

Hanna: Lia, do you live in this neighborhood?

Lía: Yes, I do.

Hanna: What do you think about this neighborhood?

Lía: Well, Hanna I'm new in this neighborhood and because of I want to know more about this place. So, tell me Hanna, how much crime is here?

Hanna: There isn't much. It's a safe neighborhood, but sometimes early in the morning around two o'clock it's not a safe.

Lía: Ok. Are there any restaurants around here? I'm hungry.

Hanna: Yes. There's one on the corner of First Avenue. Do you want to go with me?

Lía: Yes, let's go.

This oral artifact was done when students had acquired some abilities to communicate orally and spontaneously. They were able to produce their own conversation applying the vocabulary studied, as it is evident, in the conversation above.

We can appreciate that students are able to give directions by using the vocabulary with a good pronunciation, intonation, and accuracy.

## **5.4 Interviews**

The interviews were done in order to check the students' perceptions about their English learning process during the implementation of the project and to evidence students' progress. The first interviews were done in Spanish following the instruction of our research methodology teacher in order to gather clear information about their opinions in front of the action research project. Some of the questions formulated were:

- What is your opinion about this project?
- Before implementing the project how did you perceive the English classes?
- What is your opinion about the activities?

(See videos as evidence)

All students expressed positive opinions about the intervention. They established comparisons between the traditional classes' activities and the ones used during this research. They also suggested that teachers should do this to change the old fashion way of teaching English because it is really boring for them. In general terms, their perceptions were positive.

A first placement test was applied before the implementation. This was done through an interview format. Twelve functions were the point of reference to define the students' English oral conditions before implementing the project. (See annexes).

The following is an interview done to a student at the end of the process which is one of the evidences that our students started to develop their oral skill, this was done through a placement test.

Placement test 2

- Student: Hi!
- Teacher: How are you? How are you today?
- Student: I'm okay.
- Teacher: Okay, so.. What's your name?
- Student: Hanna.
- Teacher: Hanna. What's your last name, Hanna?
- Student: Maturana.
- Teacher: Hanna Maturana. That sounds like Hanna Montana.
- Student: Yeah! Ha,Ha, ha
- Teacher: Okay, so...What grade are you in?
- Student: I.. I'm in 10<sup>th</sup> grade.
- Teacher: So, what is your group?
- Student: D.
- Teacher: D. Okay. Ah.. Hanna, tell me a little about yourself. So..Where do you live?
- Student: I live in Cartagena, Colombia.
- Teacher: So, what's your neighborhood?
- Student: My neighborhood is La Gloria 2.
- Teacher: La Gloria 2. Where is it?
- Student: Eh! Is it between eh..El Campestre and..El Carmelo. It's a little neighborhood.
- Teacher: It's a small neighborhood. Okay...
- Student: Only has three streets.
- Teacher: Oh. It has only three streets. But.what's..so..you told me that your neighborhood is small. But eh..what about the stores. Is there restaurants or grocery stores, any supermarket. So...how
- Student: No.Only, only have a one grocery store.
- Teacher: One grocery store. What is the name? What is its name?

- Student: Eh..La Galaxia.
- Teacher: La Galaxia. Ooh, okay. And is it near to your house?
- Student: Yeah! Eh! La Galaxia is..eh two house, one house two my house. It's in the Corner.
- Teacher: On the corner of..
- Student: of my..my street.
- Teacher: Aha! Okay. So, wher...Who do you live with?
- Student: I live with my mom and my father.
- Teacher: Okay. What's your ..your mother's name?
- Student: Eh..Merly.
- Teacher: Merly.
- Student: Her name is Merly.
- Teacher: Merly. And what about your father?
- Student: Eh..My father,eh..Franklin.
- Teacher: Franklin, Okay. And what does your mother do?
- Student: My mom, my mother eh.. is studying.
- Teacher: Eh..What is she studying?
- Student: She is studying eh.. Administracion Turistica y Hotelera.
- Teacher: Oh..so.Touristic administration
- Student: uhm.
- Teacher: And what about your father?
- Student: My father have a jewelry.
- Teacher: Ah... Your father has a jewelry.
- Student: Yeah!
- Teacher: So,Where is the..Where is the jewelry?
- Student: In the town.
- Teacher: Oh! Downtown. And What is the name?
- Student: Eh...I can't remember now. Eh..Emerald Cartagena.
- Teacher: Oh! Emerald Cartagena. Okay, so, do you have any sisters and brothers?

Student: Yes. I have eh..four half brothers. Half brothers.

Teacher: Oh! four half brothers.

Student: Three sisters and one brother.

Teacher: And what are their names? What are your sister's names?

Student: Maria Carolina, Andrea Carolina, Lila Rosa, and my brother is Luis Alfonso.

Teacher: Luis Alfonso. Are they..Are they older than you?

Students: Yeah!

Teacher: Ah! Okay. How old are you?

Student: I am fifteen.

Teacher: Oh! You are fifteen years old. So, tell me about your likes and dislikes. So, do  
Do you like music/

Student: Yeah!

Teacher: What kind of music do you like?

Student: Eh..Pop music, electronic music, and recently I like champeta music.

Teacher: Oh! Yeah! So, What's your favorite song?

Student: Enh..El dilemma.

Teacher: Ah. El Dilemma.

Student: Yeah! Of Zaider

Teacher: Aha.

Student: Because I love dance, and this song is so, eh..

Teacher: Ah, okay. So, that song has swing.

Student: Yeah! I like dance, I love dance. I love love.. no se. I don't know.

Teacher: And who's your favorite singer.

Student: Bruno Mars.

Teacher: Bruno Mars. But... Does.. does he sing champeta?

Student: No. He sings pop music.

Teacher: Oh. Pop music.

Student: He is hawaiiano.

Teacher: He's from Hawaii? I didn't know that. Okay, so. Eh.. Tell me about your house?

- Do you live in a house or in an apartment?
- Student: I live in a house.
- Teacher: So..what's your house like?
- Student: Ah. My house is a little small because eh..eh..is only for three people, my Parents and me.
- Teacher: Okay. How many..how many rooms does it have?
- Students: Two.
- Teacher: Only two.
- Student: Yeah! One bathroom.
- Teacher: And how do you go to school?
- Student: I have a transportation.
- Teacher: A private transportation? Okay.Ah. So..Which one do you prefer about ..about.. food, for example. So, What kind of food do you like to eat?
- Student: Eh..A lot of food. I love food.
- Teacher: Sweet, greasy food, typical food.
- Student: Everything. Empanadas
- Teacher: You like empanadas, right?
- Student: I love arepas de huevo.
- Teacher: Oookay. So, do you know or have you ever traveled to another country?
- Student: No.
- Teacher: Soo, have you been to another different city?
- Student: Yeah!
- Teacher: So, what city have you visited?
- Student: I've visited Riohacha, Valledupar, Monteria, and Barranquilla.
- Teacher: Which one do you like better?
- Student: Eh..Valledupar.
- Teacher: Why?
- Student: Valledupar is so beautiful.
- Teacher: Oh! really?

- Student: Yeah. Eh..Vallenato music is a typical music here and..
- Teacher: Music there.
- Student: Yeah. Music there. Eh..I like some.. some songs, like Silvestre Dangon.
- Teacher: Silvestre Dangon. And what about Diomedes Diaz? So do you like Diomedes Diaz? Not too much?
- Student: Not much. Bu I see the soap operas.
- Teacher: Ah! So, you are watching the soap opera. And what do you think about that?
- Student: Eh..I don't know. He is eh..he was a great singer.
- Teacher: Aha! He was a great singer, but as a man, as a husband?
- Student: Uhm, as a husband?
- Teacher: He was so terrible.
- Student: Yeah!
- Teacher: Ha,ha,ha. Yeah! I agree with you.
- Student: He likes a lot of woman.
- Teacher: Women.
- Student: Women. And he don't take only one.
- Teacher: He didn't..he didn't have. Aha!
- Student: He didn't have only one.
- Teacher: Aha!
- Student: He want a lot of woman, and I think that is so bad.
- Teacher: Yeah. I agree with you. Okay, Hanna aah.so what do you think about about. About the..the English classes that we had?
- Student: I think they are so didactic.
- Teacher: Uhm.
- Student: Eh..You watch us eh.. diapositivas.
- Teacher: Okay. The.. slides..the slides.. that I prepared.
- Student: Uhm. And videos. I think that they are so good.
- Teacher: But do you think ..do you think that you learned eh a little more English?
- Student: Yeah! I learned a lot of English with you.

Teacher: Oookay. Okay, Hanna. It's nice to see you again and thank you for helping me.  
Bye.

Student: Okay, bye.

We consider Hanna Maturana is one of the most motivated students of these sixteen 10<sup>th</sup> grade students. She was always ready to work on each activity. At the beginning she was nervous and she only answered until task number four referred to likes and dislikes. But in this last one, she demonstrated that she gained self-confident and she was capable of responding almost all the tasks proposed with some grammatical errors though. (See video).

## **CONCLUSIONS**

After this analysis we can conclude that speaking skill is the most important ability in a foreign language classroom, and it is the most difficult to teach; that is why as teachers, we need to implement strategies which promote the communication in a foreign language.

It is important to adopt an open position of changing the old methodologies in Colombian public schools in order to get better results and implement new strategies to get oral production

It is necessary to start researching since our classrooms, analyzing the problems with a scientific perspective and being convinced that we can help to solve our daily difficulties with a new of pedagogical thinking as English teachers.

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## Annexes

### Appendix 1:



### INSTITUCION EDUCATIVA SOLEDAD ACOSTA DE SAMPER LANGUAGE MODERN DEPARTMENT

*Generamos oportunidades exitosas!*

#### LICENCIADAS:

MYRIAN VALENCIA GONZALEZ  
MARIA ELENA CASTILLA

### SURVEY No. 1

Name Alexander Andres Altamirano Rhenals Age 15 Grade 10C Date March 24 2015

1. Which communicative skill would you like to improve your English?

- Listening
- Speaking
- Reading
- Writing

2. On a scale of 1-5 how well do you think you speak English?

- 1
- 2
- 3
- 4
- 5

3. How do you feel when you are asked to speak in English?

- Excited
- Okay
- Nervous

4. What is the most difficult part about speaking English?

I don't understand what other people say

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## Appendix 2: Survey 2



### INSTITUCION EDUCATIVA SOLEDAD ACOSTA DE SAMPER

English Learning Project implementation  
Methodology: Action Research  
Survey No. 2

**Objective:** To know the actual learning conditions and needs of sixteen 10<sup>th</sup> grade students in an English foreign class at SAS public school before implementing an action research project.

Student's full name Rosibelie Paillier Betty Date abril/16/2015

Please tick (✓) the appropriate box.

1. How long have you been studying English?

- A. 0 – 3 years
- B. 4 – 6 years
- C. 7 – 10 years
- D. More than 10 years

2. What is your main reason for studying English?

- A. For further study
- B. For social reasons
- C. For entertainment
- D. For mandatory reasons

3. How effective did you find the methodology applied at the school to learn English until this moment?

- A. Absolutely effective
- B. Very effective
- C. Not very effective
- D. Not effective

4. How many hours a week do you practice English?

- A. 0 – 1
- B. 2 – 3
- C. 4 – 5
- D. More than 5

## Appendix 3



### INSTITUCION EDUCATIVA SOLEDAD ACOSTA DE SAMPER

English Learning Project implementation

Methodology: Action Research

Survey No. 3

**Objective:** To know the perception of the sixteen 10<sup>th</sup> grade students in front of the strategies applied during the implementation of an action research project at SAS public school.

Student's full name Camila Vi's Ba. Date 8/05/2015

Please tick (✓) the appropriate box according to your opinion.

1. Which of these following activities have you found more useful for improving your English speaking skill?

- A. Information gap
- B. Role play
- C. Simulations

2. How do you feel in the English class when implementing communicative strategies for this project?

- A. Highly motivated
- B. Bored
- C. The same way as before
- D. Other  which one? \_\_\_\_\_

3. How effective do you find the strategies applied during the implementation of the project?

- A. Absolutely effective
- B. Very effective
- C. Not very effective
- D. Not effective

4. How many hours a week are you practicing English during this project implementation?

- A. Three hours
- B. Five hours
- C. Six hours
- D. More than 6

## Appendix 4

PLACEMENT CONVERSATION TASKS  
(Before the intervention)

NAME Karolays Arias Jiménez GRADE 10ºC DATE 04/09/201

TASK #	DESCRIPTION	EXAMPLES	TASK RATING
1	Greetings, Introduction	<ul style="list-style-type: none"> <li>• Hello. How are you?</li> <li>• My name is _____.</li> <li>• I'm a teacher here.</li> <li>• What's your name?</li> </ul>	+ <input checked="" type="checkbox"/> -
2	Talk about self	<ul style="list-style-type: none"> <li>• Tell me a little about yourself.</li> <li>• Where do you live?</li> <li>• How many languages do you speak?</li> </ul>	+ <input checked="" type="checkbox"/> -
3	Talk about family	<ul style="list-style-type: none"> <li>• Do you have any brothers and sisters?</li> <li>• How many brothers and sisters do you have?</li> <li>• Where do they live?</li> </ul>	+ ✓ -
4	Talk about likes and dislikes	<ul style="list-style-type: none"> <li>• Do you like movies (TV/music, etc) do you like?</li> <li>• What's your favorite movies (TV program/type of music, etc)?</li> <li>• Do you go to the movies on weekends?</li> </ul>	+ ✓ -
5	Talk about daily schedule	<ul style="list-style-type: none"> <li>• What time do you get up?</li> <li>• When do you come to school?</li> <li>• What do you do every day?</li> <li>• What do you do in your free time?</li> </ul>	+ ✓ -
6	Talk about or describe home	<ul style="list-style-type: none"> <li>• Do you live in a house or an apartment?</li> <li>• What's it like?</li> <li>• How many bedrooms does it have?</li> </ul>	+ ✓ -
7	Talk about preferences	<ul style="list-style-type: none"> <li>• Which do you like better, _____ or _____? (vallenato, salsa)</li> <li>• What kind of music/food) do you prefer?</li> <li>• Why do you prefer _____ better?</li> </ul>	+ ✓ -
8	Talk about places	<ul style="list-style-type: none"> <li>• What other city/country do you know?</li> <li>• What is that city/country like?</li> <li>• What's the weather like there?</li> <li>• Is it hotter or colder than here?</li> </ul>	+ ✓ -
9	Talk about the past	<ul style="list-style-type: none"> <li>• Where did you grow up?</li> <li>• Did you study English in elementary school/ high school?</li> <li>• What other languages did you study?</li> <li>• What was your favorite subject?</li> </ul>	+ ✓ -
10	Give advice	<ul style="list-style-type: none"> <li>• What advice would you give to tourists visiting your country/city?</li> <li>• Where should they go?</li> <li>• What should they be careful of?</li> </ul>	+ ✓ -
11	Talk about leisure-time activities	<ul style="list-style-type: none"> <li>• Do you like to play sports?</li> <li>• What sports do you like to play/watch?</li> <li>• Do you enjoy watching TV?</li> </ul>	+ ✓ -
12	Talk about travel	<ul style="list-style-type: none"> <li>• Have you ever been to _____?</li> <li>• How many times have you been there?</li> <li>• When did you go there last?</li> <li>• Where else have you travel?</li> </ul>	+ ✓ -

## **Appendix 5:**



### **INSTITUCION EDUCATIVA SOLEDAD ACOSTA DE SAMPER**

English Learning Project implementation  
Methodology: Action Research

#### **INTERVIEW SCHEDULE**

Interviewee \_\_\_\_\_ Intended duration \_\_\_\_\_ min.

Date: \_\_\_\_\_ Interview began: \_\_\_\_\_

Location: \_\_\_\_\_ Interview Finished \_\_\_\_\_

Actual duration: \_\_\_\_\_ min

**Topic:** Students' perceptions in front of the project implementation and English learning.

1. Háblanos de ti y tu percepción frente al aprendizaje del idioma inglés.
2. ¿Qué opinas sobre este proyecto? Específicamente sobre las estrategias metodológicas utilizadas.
3. ¿Sientes que has mejorado?

## Appendix 6



### INSTITUCION EDUCATIVA SOLEDAD ACOSTA DE SAMPER

English Learning Project implementation

Methodology: Action Research

#### OUTCOMES EVALUATION

No.	Students' names	Greetings and Introduction	Talk about self	Talk about family	Talk about likes and dislikes	Talk about preferences	Talk about places	Talk about the past	Talk about prices	Talk about travel
1	ALTAMAR RHENALS ALEXANDER									
2	ARIAS JIMENEZ KAROLAYS									
3	BUSTILLO SALAZAR SHEYLA									
4	CARRILLO PERIÑAN ANDREA MELISSA									
5	CONTRERAS MARZOLA GABRIELA									
6	DIAZ ROMERO KEYLA VANESSA									
7	GONZALEZ CALLEJAS LAURA									
8	HERNANDEZ OROZCO JUAN MARCOS									
9	JAIMES MADRID RODRIGO LEON									
10	MATURANA COGOLLO HANNA CAROLINA									
11	MELENDEZ GALE VALENTINA									
12	PAILLIER BELTRAN ROSIBELLE									
13	PINTO TORRES CINTHYA									
14	SUAREZ FORTICH GUILLERMO									
15	VERGARA HOYOS ANA MILENA									
16	VISBAL ROMAN CAMILA ANDREA									

## Appendix 7

### Lesson Plan 1

**INSTITUTION:** Soledad Acosta de Samper High School

<b>Teachers' names:</b> Myrian Valencia Maria Elena Castilla	<b>Grade:</b> 10th	<b>Term:</b> Second term	<b>Date:</b> 04/10/2015	<b>Allocated time:</b> 3 hours				
<b>Topic of the Lesson</b>		What's my neighborhood like?						
<b>Standards to work on:</b>								
<ul style="list-style-type: none"> <li>Identifico situaciones, personas y lugares en una conversación sencilla. (pg26).</li> <li>Utilizo imágenes e información de contexto para comprender lo que escucho (.pg26).</li> <li>Respondo preguntas teniendo en cuenta mi interlocutor y mi contexto.</li> </ul>								
<b>Goals:</b> To develop specific language activities related to the community of Blas de Lezo in order to improve the speaking skill in the tenth graders.	<b>Terminal Objectives:</b> <ul style="list-style-type: none"> <li>Students should be able to identify and describe some specific places of their neighborhood saying what these places are for.</li> <li>Students should be able to ask for and giving information about location of the most popular places of their neighborhood.</li> </ul>		<b>Enabling Objectives:</b> <ul style="list-style-type: none"> <li>By watching a satellite map of the Blas de Lezo neighborhood students should be able to identify its most interesting places.</li> <li>Observing a neighborhood map, students should be able to give location of places by using the correct prepositions.</li> <li>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.</li> </ul>					
<b>Key words:</b> supermarket, grocery store, shopping center, school, internet café, clinic, paper shop, hospital, next to, behind, in front of, across from, there is, there are, how much, how many, noisy, crime, pollution, privacy, cleanliness, animal problems, a lot, much, many, a few, a little, none.								
<b>Materials/Equipment:</b> Computer, the internet, video beam, New Interchange Full Contact 1.								
<b>INSTRUCTIONAL PROCEDURES</b>								
<b>Lesson stages</b>	<b>Interaction</b>	<b>Skills involved</b>	<b>Time</b>					
<b>Warm up:</b> Modeling how to do the task by matching, students will get familiar with the vocabulary of places.	Teacher-student interaction	Reading	10 minutes					
Modeling the example definition for bank: "It's a place where you keep your money"; students will	Teacher-student Interaction  Student-student interaction	Listening-Speaking	10 minutes					

work in pairs asking for a definition for each of the ten places.			
Showing some pictures of the neighborhood, the teacher will present important places of the community in order to know more places' names.	Teacher-student interaction	Listening-Speaking	15 minutes
Listening and practicing a conversation, the teacher will present questions and responses with <i>there is/there are</i> , as well as the <i>prepositions of place</i> , in the context of talking about locations of places in a neighborhood.	Teacher-students interaction	Listening and speaking	15 minutes
In pairs, students will practice the use of the prepositions of place by using the Google map website.	Student-students interaction	Speaking	15 minutes
Students will work in pairs, one of them will try to locate a specific place on a neighborhood map based on his/her partner's direction.	Student-students interaction	Writing and speaking	15 minutes
Listening and practicing common complaints about neighbors, students will talk about similar situations in their neighborhoods.	Teacher-students interaction	Speaking	15 minutes
Listening and practicing a conversation, the teacher will present questions and responses with <i>how much/how many</i> , as well as the <i>quantifiers</i> , in the context of describing a neighborhood.	Teacher-students interaction	Listening and speaking	15 minutes

<b>Assessment:</b> Following the structure of the conversations above, students will create a similar dialogue in pairs, by using the real context of their neighborhoods, and they will videotape it.	Student-students interaction	Writing and speaking	15 minutes
<b>Closure:</b> 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 interaction	Speaking	35 minutes

## Appendix 8

### Lesson Plan 2

**INSTITUTION:** Soledad Acosta de Samper High School

<b>Teachers' names:</b> Myrian Valencia and Maria Elena Castilla	<b>Grade:</b> 10th	<b>Term:</b> Second term	<b>Date:</b> 04/17/2015	<b>Allocated time:</b>
<b>Topic of the Lesson</b>	How much is it?			
<b>Standards to work on:</b>				
		<ul style="list-style-type: none"> <li>Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. (pg27).</li> <li>Uso mis conocimientos previos para participar en una conversación.</li> <li>Respondo preguntas teniendo en cuenta mi interlocutor y el contexto.</li> </ul>		
<b>Goals:</b> To develop specific language activities related to the community of Blas de Lezo in order to improve the speaking skill in the tenth graders.	<b>Terminal Objectives:</b> <ul style="list-style-type: none"> <li>Students will be able to develop communicative competences to buy and sell things of their interest by using a correct vocabulary and self-confidence when interchanging ideas related to this topic.</li> <li>Students should be able to use their communicative skills to talk about prices in real situations.</li> <li>Students should be able to give opinions, discuss, express preferences and make comparisons, buying and selling things.</li> </ul>	<b>Enabling Objectives:</b> <ul style="list-style-type: none"> <li>By watching a video tape students will feel motivated to creative a similar production describing particular shopping situations.</li> <li>Listening to people shopping, students will interchange information related to prices and opinions.</li> <li>Reading about “Cartagena’s marketplace”, students will prepare in pairs an oral presentation about local preference at the moment of determine what to buy.</li> </ul>		
<b>Key words:</b> How much is...?; how much are...?; this, that, these, those, one, ones, which, it is, they are.				
<b>Materials/Equipment:</b> Computer, the internet, video beam, worksheets, notebooks, videos.				

INSTRUCTIONAL PROCEDURES			
Lesson stages	Interaction	Skills involved	Time
<b>Warm up:</b> By showing to the students a survey result about young people clothing preferences in Cartagena, the teacher will introduce this topic to them.	Teacher-students interaction	Speaking	10 min.

Listening and practicing a conversation, the teacher will present a real situation in which people go to a shopping center to buy special things they need.	Teacher-students interaction	Listening and speaking	15 minutes
Following the structure of this conversation, students will create a similar dialogue by using their personal preference information.	Student-students interaction	Writing and speaking	15 minutes
Completing conversations, students will practice with a partner, adding prices to the items and asking and answering questions.	Student-students interaction	Speaking	10 minutes
Preparing a role play “For Sale”, students will put in practice the vocabulary studied in this lesson.	Student-students interaction	Speaking	10 minutes

<b>Assessment:</b> Students will prepare a role play. They should record a video presenting these kinds of situations,	Student-students interaction	Speaking	
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<b>Closure:</b> Students will search information about Cartagena marketplace and will prepare an oral presentation about this.	Student-student interaction	Speaking	
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## Appendix 9

### Lesson Plan 3

**INSTITUTION:** Soledad Acosta de Samper High School

<b>Teachers' names:</b> Myrian Valencia Maria Elena Castilla	<b>Grade:</b> 10th	<b>Term:</b> Second term	<b>Date:</b> 04/24/2015	<b>Allocated time:</b> 3 hours			
<b>Topic of the Lesson</b>		Have you ever travelled in a pirate ship?					
<b>Standards to work on:</b>							
<ul style="list-style-type: none"> <li>Participo espontáneamente en conversaciones sobre temas de mi interés. (pg.27)</li> <li>Respondo preguntas teniendo en cuenta a mi interlocutor y a mi contexto. (pg. 27)</li> <li>Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés de una forma natural. (pg.27)</li> </ul>							
<b>Goals:</b> To develop specific language activities related to the community of Blas de Lezo in order to improve the speaking skill in the tenth graders.	<b>Terminal Objectives:</b> <ul style="list-style-type: none"> <li>Students will be able to use their communicative skills to express unusual ways to spend time in different places of the city.</li> <li>Students will be able to ask for and give information about interesting things that they have done in their hometowns.</li> <li>Students will be able to develop communicative competences to describe past events and experiences by using contextualized situations.</li> </ul>	<b>Enabling Objectives:</b> <ul style="list-style-type: none"> <li>By brainstorming, students will tell to the class unusual ways of spending time in Cartagena.</li> <li>Sharing information, students will refer to indefinite events in the past.</li> <li>Presenting a short conversation in pairs, students should be able to talk about unusual ways to spend their time.</li> </ul>					
<b>Key words:</b> Have you ever, past participles of regular and irregular verbs, already, yet							
<b>Materials/Equipment:</b> Computer, the internet, video beam, worksheets, New Interchange Full Contact 1.							
<b>INSTRUCTIONAL PROCEDURES</b>							
<b>Lesson stages</b>	<b>Interaction</b>	<b>Skills involved</b>	<b>Time</b>				
<b>Warm up:</b> Brainstorming activity with the class by introducing the topic thinking of interesting or unusual things that can be done in the neighborhood or in the city.	Teacher-student interaction	Speaking	10 minutes				

<b>Warm up:</b> By showing to students some pictures of different and exciting events, and at the same time, some amazing places they will establish where can they live extraordinary experiences.	Teacher-student Interaction	Speaking	10 minutes
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<b>Teaching Procedures</b>			
Showing a picture of the winter, the teacher will present a place where people can know the snow in Cartagena. (Mall Center “Snow Magic”). Students will be asked for their opinions and they will share different points of view about this place.	Teacher-student interaction	Speaking	15 minutes
Listening and practicing a conversation, the teacher will present questions and responses with <i>the present perfect</i> as well as the adverbs <i>already</i> , and <i>yet</i> , in the context of talking about events that happened before now without specifying the time exactly.	Teacher-students interaction	Listening and speaking	15 minutes
Students will complete the conversations using the present perfect and then, they will practice with a partner.	Student-students interaction	Writing and speaking	15 minutes
<b>Assessment:</b> Students will express their experiences writing a short paragraph about an unusual experience they have lived and share this in front the class.	Student-students interaction	Writing and speaking	15 minutes
<b>Closure:</b> Students will be given feedback at the end of each student's presentation, and also a general feedback at the end of the class.	Teacher-students interaction	Speaking	35 minutes

## Appendix 10

### Lesson Plan 4

**INSTITUTION:** Soledad Acosta de Samper High School

<b>Teachers' names:</b> Myrian Valencia Maria Elena Castilla	<b>Grade:</b> 10th	<b>Term:</b> Second term	<b>Date:</b> 05/04/2015	<b>Allocated time:</b> 3 hours
<b>Topic of the Lesson</b>	It's a very exciting city?			
<b>Standards to work on:</b>				
		<ul style="list-style-type: none"> <li>Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. (pg27).</li> <li>Uso mis conocimientos previos para participar en una conversación. (pg27).</li> <li>Respondo preguntas teniendo en cuenta mi interlocutor y el contexto situacional de la conversacion. (pa 27).</li> </ul>		
<b>Goals:</b> To develop communicative competences to ask about and describe cities, offering real information about places of interest.	<b>Terminal Objectives:</b> <ul style="list-style-type: none"> <li>Students should be able to use their communicative skills to talk about descriptions of cities and hometowns.</li> <li>Students should be able to ask for and give suggestions about vacation destination using the modal verbs <b>should</b> and <b>can</b> in real situations.</li> <li>Students should be able to create, in group of three, a short guide to fun places in the city and socialize it in front of the class.</li> </ul>	<b>Enabling Objectives:</b> <ul style="list-style-type: none"> <li>By matching questions with correct answers, students will practice conversations about places of interest in this place by using real information according to their preferences.</li> <li>By listening a short conversation, students will practice vocabulary related to description of places and entertainment.</li> <li>By describing three neighborhoods of the city, students will state two positive and two negative features for each one, in group of three.</li> <li>By watching a short video about tourism in Cartagena students will feel motivated to create a similar production describing exciting places to visit in the city.</li> </ul>		
<b>Key words:</b> Really, very, pretty, boring, cheap, beautiful, interesting, relaxing, safe, spacious, ugly, can , should.				
<b>Materials/Equipment:</b> Computer, the internet, video beam, New Interchange Full Contact 1.				

INSTRUCTIONAL PROCEDURES			
Lesson stages	Interaction	Skills involved	Time
<b>Warm up:</b> Showing the students five pictures of popular places in Cartagena, the teacher will introduce the students this topic, by asking them which ones of those would they like to visit and why. After that, the teacher will ask them for putting the places pictures in the order from the most interesting to the least interesting.	Teacher-student interaction	speaking	10 minutes
Presenting two columns (A and B), the teacher will ask the students match each word in column A with its opposite in column B, in pairs; then, they will add three more adjectives to the list.	Teacher-student Interaction  Student-student interaction	Speaking	10 minutes
Showing some pictures of the neighborhood, the teacher will present important places of the community in order to know more places' names.	Teacher-student interaction	Speaking	15 minutes
Choosing two places they know, students will describe them, in pairs, using the words of part 1.	Student-students interaction	Speaking	15 minutes
In pairs, by listening and practicing a conversation, students will get familiar with the new vocabulary about places' descriptions.	Student-students interaction	Speaking	15 minutes
Presenting two columns (A and B), the teacher will ask the students match each question in column A with its correct answer in column B, in pairs; then, they will practice the conversations.	Teacher-student Interaction  Student-students interaction	Reading and speaking	15 minutes

Listening and practicing a conversation, students will get familiar with the use of <b>Should</b> and <b>Can</b> .	Teacher-students interaction  Student-students interaction	Listening and Speaking	15 minutes
Teacher's explanation about the use of conjunction, adverbs before adjectives, and modal verbs <b>Can</b> and <b>Should</b>	Teacher-students interaction	Listening and speaking	10 minutes
<b>Assessment:</b> Students will prepare a role play about positive and negative features of the neighborhood. They should record a video in group of three	Student-students interaction	Writing and speaking	10 minutes
<b>Closure:</b> <ul style="list-style-type: none"> <li>• Showing the videotapes in front of the class, students will socialize the videos. The teacher will comment the positive and negative aspects of them.</li> <li>• Students will create a short tourist guide where they describe exciting places to visit in Cartagena</li> </ul>	Teacher-students Interaction  Teacher-students interaction	Speaking  Writing	35 minutes  10 minutes