

THE APPLICATION OF COMMUNICATIVE TASKS AND THEIR EFFECT ON HIGH
SCHOOL STUDENTS' PERFORMANCE

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NOTA DE RESPONSABILIDAD

"Las ideas y conclusiones aportadas en el trabajo de grado, son responsabilidad del autor"

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RESUMEN

El objetivo del presente trabajo es describir la aplicación de actividades orales y como afectan el desempeño oral de los estudiantes de un colegio publico de nuestra ciudad. Este trabajo esta dirigido a los profesores y estudiantes de las diferentes instituciones educativas de Pasto. La aplicación de diversas actividades orales y una serie de estrategias para incrementar el nivel de "speaking" y desempeño oral también son presentadas. Para cumplir con dicho propósito un pre-test y un post-test, fueron aplicados para tener una idea mas precisa del hecho en mención. Despues de haber analizado la correspondiente información; los resultados mostraron que en la institución en la que se llevo a cabo el tratamiento, existe una carencia de actividades comunicativas por esta razón, el desempeño oral de los estudiantes no fue totalmente satisfactorio; además ,se encontró qué el proceso de enseñanza del inglés se esta llevando a cabo sin un enfoque apropiado.

ABSTRACT

This degree work aims to describe the application of oral tasks and their effect on highschool students' performance . This work is intended to the teachers and students of the different highschools in our city. The application of various oral tasks and a set of strategies for increasing the students speaking level in terms of oral performance are also presented. In order to accomplish this issue, two instruments like a pre-test and a post-test, were applied to have a clear idea of this fact. After having analyzed all the collected information, the results showed that in the chosen public high school there is a lack of communicative activities ,for this reason, the students' oral performance was not good as one can expect. In addition, it was found that the English teaching process is being carried out without an appropriate approach.

CHAPTER I

THE RESEARCH PROBLEM

This chapter will be focus on the problematic situation faced by our students in relation to the speaking skill inside the learning English process. There will be a detailed overview of the specific area of study which is the reason for this research project. The description, evaluation, and significance of the problem will also be presented. Finally, limitations and delimitations of this study will be considered.

Description of the Problem

With the passing of time the English teaching field has become relevant due to its complexity. Thus, different analyses and studies have been carried out in order to explain some related issues. It is also important to take into account that English is a subject that has gained relevant reputation in the Colombian education. However, some teachers do not update their knowledge, and this can be reflected on the proficiency of their students because of the lack of oral activities inside the classroom. For this reason, the implementation of oral activities in order to improve the speaking skill of the students and how it affects the English teaching process will be an essential part of this study.

Another aspect that makes this description possible is the misunderstanding between the terms communicative

competence and speaking skill. Some teachers do not seem to recognize that there are many differences between these two concepts.

Finally, since this research is experimental, useful information will be collected by applying a pretest and a post test as well.

Problem Statement

What is the effect of applying communicative focused activities in a public high school?

Problem Evaluation

First of all, the research problem is considered to be important due to the fact that it belongs to the English teaching field.

This research is based on a real problematic situation. Thus, it intends to contribute to a better understanding of the English teaching practice in an EFL setting like Pasto.

Significance

Most of the students at the end of school tend to show a low level of oral proficiency. For this reason, I have considered that it is important to analyze this problem which is a real fact, in order to contribute to a possible solution in the future. Besides it is necessary to make teachers aware of the fact that the English teaching field is constantly evolving.

The real environment in which English is currently taught in Colombia is not the most appropriate. It might lead

students to lose their motivation towards learning a foreign language (in this case English), because they are just learning vocabulary and grammatical structures which are commonly taught using the L1 and most of the time the contents of the syllabus are decontextualized.

Besides, the time devoted to foreign language teaching is short and in some schools it is carried out by people who are not teachers.

For a long time, some teachers have taught English without having a complete theoretical background. In consequence, they have neglected the significant aspects in relation to methodology, materials and strategies that can be applied inside the classroom.

Taking into account the current status of our public high schools when it comes to the English teaching process one can suggest that students are experiencing a lack of communication activities.

General Objective

To implement oral tasks in a public high school and examine their effect on the development of students' oral proficiency.

Specific Objective

To apply a pre-test and a post-test with the purpose of determining the students' proficiency before and after the treatment.

To provide an overview of current topics such as interaction, communicative competence, and inductive learning.

To design, apply and analyze the effect of interaction-focused tasks on students.

Taking into consideration that the proposed problem to be researched is very important for the improvement of the English teaching practice; the teachers, the administrators, and, the participants are going to play a key role when developing and applying the instruments of this research project in order to accomplish the objectives mentioned above. Another aspect that I have found to be a limitation is the real environment of our country; it is possible to have some difficulties due to strikes in the high schools chosen for this study. Considering the fact that the research project will be carried out in a public high school, then, it is possible to find some obstacles in terms of the few number of hours devoted to teaching English.

Delimitations

Conceptual:

It is important to define some terms that will be used through out this research in order to establish the right comprehension of this work.

Focus on Form: Long, (1991: 45-46), claims that focus on form draws students attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication. Focus on form is an occasional shift

of attention to linguistic code features by the teacher and/or one or more students- triggered by perceived problems with comprehension or production.

TASKS: Krahnke (1987:57) states that "the tasks become a way of bringing the real world into the classroom". In this case the teaching of the target language involves the use of authentic language in real contexts

Communicative Approach is a theory of language that starts from a communicative model of language and language use. According to Littlewood, (1981), it is based on the communicative theory which states that learners must realize that the people (number, age, sex, status, roles, personality, etc.) the place, the time and the topic will signal a specific social situation where the learner will need to use a colloquial, informal or formal variety of English in talking with his/her listener. It also represents a transition between the traditional methodologies and strategies which were used many years ago. It is an important source to design instructional systems to teach a second language. Besides the role of the teachers and students are presented in this approach in order to provide the activities and the techniques that must be applied in the learning teaching process.

Fluency Over Accuracy: Brumfit (1984) states that fluency is "the maximally effective operation of the language system so far acquired by the student". Fluency in speaking can be thought of as the ability to generate and communicate one's

ideas intelligibly and with relative ease but not necessarily with accuracy.

Students working on fluency need extensive speaking opportunities in informal contexts to develop this skill.

Communicative Competence: Based on the ideas of Richards and Rodgers (2001), this concept has to do with the realization of the speech act and also the different skills which are involved in it, (listening, speaking, reading and writing). It also refers to all the aspects that a speaker needs to know in order to use a language appropriately in a real context and different situations.

Inside communicative competence theory, language is a tool to express meanings and ideas. Besides, this concept deals with the learning teaching process that takes place when learning a second language because, interaction and communication begin inside the classroom however, this concept must be spread towards the real world.

Presentations: According to Josef Essberger (1998), a presentation is a talk which is not necessarily short and it can be about any topic. On the other hand, presentations may be given individually or in groups. Besides the use of additional sources such as video, internet and others is essential.

CHAPTER II

LITERATURE REVIEW

In this chapter main aspects will be analyzed in order to clarify the research problem. To begin with it is important to claim that to make a description of a problematic situation involves the participation of the people who have already made relevant contributions in the complex field of English teaching. For this reason, in this section a description of different conceptions and theories will be presented taking into account its relevance for this project.

It can be said that teachers need to have a previous and wide knowledge about the strategies that they need to apply in the classroom. Therefore, they could develop proficiency on their students. If students feel motivated, they are going to make an effort to improve their level of speaking. In addition, in this section there is a detailed description of the speaking teaching process.

Finally, there is a wide theoretical background in relation to the object of study which is speaking. Around the world, a large percentage of people (students), want to learn a second language in order to develop proficiency in speaking. To speak English well is a complex process. As a result of this, it has been said that speaking is a useful source to express your ideas; however this is not an easy task because

every act of communication has a purpose and each purpose involves different skills on it.

A common purpose is to make social contact with people from a foreign country, in this sense you must be able to express opinions, to persuade someone about something or to clarify information about certain issues, for instance, the weather, business, feelings and so on. In consequence, the context in which we are in reflects the purposes or intentions mentioned above. Brown (1994: 241), cited by Shumin states that there is tremendous variation cross-culturally and cross-linguistically in the specific interpretations of gestures and body language.

The previous statement must be taken into account because learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must be aware of how native speakers use the language through interpersonal exchange. This means social interaction; for a better understanding of this assumption it is necessary to refer to diversity (paralinguistic elements, intonation, stress and so on) besides , this concept is strongly related to the role of the teacher in the classroom and the kind of strategies that are being applied when trying to reinforce the speaking skill in the students.

According to Krashen, Long and Scarcella (1982:205), quoted by Thornbury Scott (2005:205), to learn a second a language at an early age allows the learner to acquire a

higher level of proficiency in contrast to those who begin the English learning process being adults.

Oyama cited by Kang Shumin (1999:205), quoted by Thornbury Scott states that there is a phenomenon called "fossilization" which is commonly found in adults who try to learn a foreign language but they have a lot of difficulties during the learning process. As a result they can not develop oral proficiency appropriately.

The relevance of the four skills must be taken into account, that is to say; they are not isolated, and there is a strong link between them. "Speaking feeds on listening which precedes it". There is a double role during the interaction process; each speaker listens and speaks as well. According to Mendelsohn and Rubin (1995: 35), while listening learners must comprehend the text by retaining information in memory integrate it with what follows and continually adjust understanding of what they hear in the light of prior knowledge and of incoming information. As a result of this, speaking is closely related listening.

On the other hand, there are a lot of factors that make possible that a learner succeed in his/ her L2 learning process. From a pragmatic point of view any language allows to interact with others inside our social context. Thus, when learning a foreign language the student needs to know and understand its real use in context. In consequence, the analysis of cultural and behavioral aspects it is required and

must play a key role inside the teaching process. Hymes (1971), states that L2 learners need to know the linguistic knowledge, but also the culturally acceptable ways of interacting with others according to the situation.

The speaking effectiveness that a person can achieve it also depends on some components which are the basis for this ability. At this point communicative competence plays a key role when exchanging information or ideas. Canale and Swain (1980), cited by Shumin, quoted by Thornbury Scott (2005), claim that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence, which reflect the functional aspects of communication. As a result of this, to speak with a high level of proficiency requires an integration of different features that makes possible the process of communication.

The concept of interaction has to be understood on the part of the students in order to achieve communicative competence in its whole. For this reason, it is necessary to mention that the spoken language has two important functions which are interactional and transactional. The interactional function is focused on social relationships established by the speakers and the transactional function is related to the way that the information and ideas are conveyed. Therefore the teachers should provide students with plenty of variety in their class activities in order to acquire an interaction atmosphere between the students. Rivers (1987), states that

communication derives essentially from interaction. In consequence, all the strategies proposed by the teacher have to be interesting and motivating for the students.

However, to learn a foreign language in the country where you were born does not guarantee a lot of opportunities to speak outside the classroom so, classroom -interaction is the key for improving the speaking level of the students.

According to Nunan (1989) cited by Shumin quoted by Thornbury Scott (2005), the designing of interactive activities considering all the skills involves the students in a variety of communicative purposes. Thornbury (2005), states that the lack of genuine speaking opportunities to talk does not allow the students to go beyond the classroom context. Students know a lot of grammar and vocabulary but most of the times they are not able to interact using the L2; in this sense the use of authentic materials is essential when it comes to deal with the real necessities of the students in an EFL environment in the same way; students should be encouraged to practice the different features of the target language and the basic skills as well; for these reasons teachers need to recognize what their students need in real situations therefore, to talk about focus on form, CLT, and other important aspects inside the English teaching field become relevant to choose the ideal activities in order to improve the communicative abilities of the students. The following activities can be implemented in

any setting in order to deal with the objectives of this research.

Aural Activities

A careful selection of some news reports and other meaningful tapes are useful in this process, because they promote interaction and the teacher can provide input when necessary. Students can listen to different segments of a tape and then create groups in order to make each student responsible for one segment of the tape. In this way they can negotiate the meaning of the story and answer a worksheet which motivates them to speak.

Visual Activities

The appropriate use of films, videos and soap operas can help the students who belong to foreign language settings to observe different accents and distinctive patterns of behavior which are important to learn a language as a whole.

According to Carrasquillo (1994: 140), cited by Shumin the exposure to a varied range of authentic speech used in real situations adds relevance and interest in the learning process.

Practice of dialogs and dramatizations can also lead to a deeper learning.

Material Aided

To implement a variety set of reading materials including comprehension questions can lead to a creative production in speech on the part of the students. Newspaper articles,

textbooks, comics, menus from restaurants etc. are useful to help learners to deal with real situations they can encounter in their everyday life.

Cultural Awareness

The target language culture is relevant when learning the language because; it shapes the students' communicative competence. Therefore it is essential to recognize which is appropriate or inappropriate for a specific culture when maintaining a conversation.

Brown and Yule (1983: 40), state that a great number of cultural assumptions which would be normally presupposed, and not made explicit by native speakers, may need to be drawn explicitly to the attention of speakers from other cultures. These activities can provide a lot of benefits to the learners because they provide an excellent way for improving their fluency of speaking and their communicative competence as well.

In addition, looking for new ways to encourage students to interact between them is a goal that can be achieved by using different sources; one of them is the implementation of presentations. According to Essberger (1998), this strategy has the following advantages: the students feel no pressure to speak about any topic, the listening skill is also improved in this type of activities, it gives confidence when using the target language, students who need to use the L2 in their jobs can take advantage of this strategy, and finally those who

like to discuss about different themes feel free to express their opinions with ease. The uses of presentations represent a great opportunity to practice speaking as much as possible.

However, the implementation of this teaching strategy is linked to the real level of speaking of the students, culture is another feature to take into account because, depending on the nationalities, people are used to talk without feeling threatened, while others are afraid to talk, if a student is an expertise on something, this represents an advantage, but in other cases it is common to find students that do not have nothing to talk about. For this reasons, it is necessary to say that the implementation of this practice has to be done with tact. To apply an activity like this on unreceptive students will be counter-productive in consequence; asking and suggesting it helps to create an appropriate speaking environment.

Most of the time, students ask themselves "what will I talk about?" at this point a teacher needs to be prepared in advanced. To elicit the interest of the students is a good way to promote the use of presentations, by asking them about their likes and dislikes, their hobbies, their daily activities etc, provides confidence.

On the other hand, the right use of time is essential, for instance, 5 or 10 minutes are enough time to answer some of the students' questions; this will depend on how many

students there are the available time and the time schedule. Although time limits are necessary, presentations are so valuable that being flexible it is required in order to highlight the spontaneity of a conversation.

Another aspect to take into account has to do with the equipment the students can use in their presentations. Obviously, this depends on the additional resources an institution has however, to encourage students to use realia, wall charts, or any kind of material relevant for this practice is useful and give the students a certain degree of self confidence.

The success of the activity will also depends on the preparation; in this point the teacher can use extra time. For instance, some minutes before finishing the class will help the students to prepare their talks. The main objective of this activity is to increase the level of speaking on the students but without reading a text, instead of these they can use some key words and notes. The teacher can give some tips about writing the key words and notes in order to give his students additional preparation.

A speaking strategy like this, it offers plenty of interaction inside the classroom. This leads us to think about the concept of question -taking, which generally is applied after rather than during the presentation as a result of this the students need some time to think about their questions. In the same way, some extra time can be devoted to give feedback

on each presentation; depending on the level and the culture this must be done with tact.

The teacher has to highlight negative and positive aspects of the activity emphasizing some features such as body language, and audience rapport. The comments of the rest of the students are another kind of feedback on the student's presentation although; it is necessary to recognize that in all cases, the audience should be looking for positive points at least as much as for negative ones.

For a better understanding of what the act of interaction means in its entirety inside the speaking skill it is necessary to mention some theories which are relevant to this study.

Krashen's Second Language Acquisition Theory.

Krashen (1987:9), states some hypotheses like: The acquisition -learning distinction, the natural order hypothesis, the monitor hypothesis, and the input hypotheses. Finally, the concept of the affective filter is taken into account.

Acquisition Learning Hypothesis.

It states that there are two different ways of building up language competence in a second language. The first difference states that language acquisition is a subconscious process which is similar when a child acquires the first language. For this reason, children learning the first

language do not analyze the fact that they are acquiring the language.

On the other hand, a second differentiation is related to language learning. This is a conscious process which involves knowing the rules, understanding, and using them. This distinction between acquisition and learning must be considered in the English teaching field due to the fact that the environment in which the language is taught is foreign. It means that learners are exposed to the target language inside the classroom, but outside they do not need it to communicate.

Thus, this learning concept has a remarkable incidence in the learning process. Learners are the ones that must be conscious of their own way of learning. However, it is also true that children can learn a foreign language when they are exposed to it, then learning as a conscious process is not always the only way of apprehending the target language.

The Natural Hypothesis.

This claims that acquisition tends to get certain grammatical structures early and others later. Thus, some morphemes are learned at the beginning of the process and others later. This hypothesis must be studied in deep due to its usefulness. Teachers can redesign their way of teaching the grammatical structures.

The Monitor Hypothesis.

It assumes that acquisition and learning are used in specific ways and have specific functions.

Acquisition initiates utterances and has to do with fluency. Different from learning which only functions as monitor or editor. In this way, the form of the utterances is not the same after it has been produced by the acquired system.

There are some studies that assume the existence of the three basic types of performers of the monitor user; the first one is Monitor over-user. It refers to performers who always take into account their output. Thus, fluency becomes troublesome for them. Another performer is Monitor Under-User. It has to do with the idea that performers make a low use of the monitor. In contrast, the Optimal Monitor User means that the performers make right use of the monitor in the adequate moment and when it does not obstruct communication. Krashen (1987:10)

The Input Hypothesis.

According to Krashen (1987) this hypothesis is related to acquisition, not learning. It refers to the fact that learners are supposed to move one level to another when acquiring the language. In this process the context is a compulsory parameter. Also, when moving from one stage to another the actors pay more attention on the meaning of the message rather than its form.

Affective Filter Hypothesis.

Krashen (1987) states that there are affective aspects which are directly involved in the second language acquisition process. In relation to this hypothesis one can consider some

categories like: motivation, it implies that people whose motivation is high usually do better in second language acquisition. Self-confidence and good self-image, it assumes that learners with high levels of self-esteem are the ones that become successful. The last category which is low-anxiety assumes the idea that people with low levels of anxiety can improve their development in second language acquisition.

This hypothesis gives an important contribution to the humanistic pedagogy. Nowadays, teachers must be conscious that students are human beings learning a skill (language) and not just robots receiving information. Besides, anxiety of the learner can be measured inside the classroom. Thus, teachers can help their students to reduce their level of anxiety throughout the implementation of different pedagogical activities.

Interactionist Theory

Vigotsky, cited by Ligthbown & Spada (1999), states a socio-cultural theory of human mental processing, all language learning emerges as a consequence of social interactions among persons. Vigotsky claims an important aspect in learning a second language which is the zone of proximal development. This refers to the rank of accomplishment that a learner gets when there is assistance from an advanced interlocutor.

In addition, the interactionist theory states the importance of the modified input to which learners are exposed

to. And also the different ways in which learners interact by using conversations.

Thus, interaction becomes a necessary element for language acquisition. This perspective is the most complete theory in relation to second language acquisition. For this reason, it can be established that when a child acquires the first language, he/she needs the interaction with other people in order to acquire communicative competence.

CHAPTER III

THE METHOD

Research Type

Quantitative Research:

The aim of this type of research is to analyze social conflicts; its foundations are related to the early rationalism and scientific thoughts and epistemological postures as well.

Knowledge is based on facts, leaving aside the individuals' subjectivity. Besides, the researcher becomes an authority of the process.

This type of research was selected because one will be able to realize what is the real situation of some public high schools of our city. In the same manner, to incorporate some alternatives for improving the level of speaking on the participants of this research project. In this sense, instruments such as a pretest and a post-test for collecting data will be applied in order to register and measure their abilities.

Population, setting, and, sample

Population

The participants that will be chosen for this study are from eleventh grade. Their ages range from fifteen to eighteen years old (male and female) and most of them belong to low and middle class. The institution is located in the south east of

our city; the number of students is twelve (girls and boys). At a certain point, teachers will get involved in this research.

Data Analysis

It is important to establish a procedure with the purpose of making a systematic and organized plan for this research. First of all, the researcher performs a previous observation of the chosen high school in order to make the application of this research. This will make possible to collect the data by means of a pre-test and a post-test.

Ethical Issues

Besides, the researcher has a compromise of confidentiality with the participants in relation to the collected information.

In this aspect, the necessary permission will be asked, in order to prevent negative consequences so that the researcher will report the progress of the participants.

The population will be granted that all information gather from the instruments will be confidential or not. For this reason, responsibility is relevant to know that this research will not affect the population involved in this process.

CHAPTER IV

RESULTS AND DISCUSSION

Along this chapter a complete analysis of the data and the description of the results will be presented with the purpose of accomplishing the goals proposed in the first chapter. In order to collect the data the researcher made use of a pretest, and different meaningful tasks which enhanced students to produce oral elicitations.

At the end a posttest will be applied with the purpose of measuring student's progress when using the foreign language.

The pretest consisted of three open questions with their corresponding open items. First of all, students were given a pretest in a written way. The students understood some of the questions however, it is necessary to say that when carrying out this instrument; the use of the mother tongue was required to clarify meanings to obtain the oral responses.

Secondly, some oral tasks such as dialogues, (asking for and giving personal information, talking about free time) and presentations were performed as well.

After having applied the pretest and the posttest the following results were obtained.

Pretest: transcripts

STUDENT 1:

1. How often do you go shopping?

ANSWER:

I go with much often

A) Who do you go with?

ANSWER:

I go with my family and my friends

B) When do you go shopping?

ANSWER:

I go when I need clothes

C) Why do you like going shopping?

ANSWER:

Why my like known new mode

D) Where do you go shopping?

ANSWER:

I go the ware house

2. What do you do in your free time?

ANSWER:

I practice sports, and enjoy of my free time

A) How often do you do this?

ANSWER:

With much often

B) Why do you like to do that?

A/Why my like enjoy of my free time

C) When do you do this activity?

A/ in my free time, Saturday and Sunday

D) Where do you do this activity?

A/ in the park

3) Who is your favorite actor/actress?

A/ My favorite actor is Jackie Chan

A) Why is he/she famous?

A/ By his great ability in martial arts

B) How old is he/she?

A/ no remember

C) What is the name of his/her latest movie?

A/ no remember

D) What is this movie about?

A/ No remember

Pretest

STUDENT 2:

1. How often do you go shopping?

ANSWER:

I don't go with much often

A) Who do you go with?

ANSWER:

Almost always with my parents

B) When do you go shopping?

ANSWER:

When I need clothes

C) Why do you like going shopping?

ANSWER:

Why my like be the mode

D) Where do you go shopping?

ANSWER:

(No answer)

2. What do you do in your free time?

ANSWER:

I practice deports

A) How often do you do this?

ANSWER:

I practice With much often

B) Why do you like to do that?

A/Why my like be in form

C) When do you do this activity?

A/ in my free time

D) Where do you do this activity?

A/ in the parket, in the court and the stadium

3) Who is your favorite actor/actress?

A/ Mi favorite actor is Lucia Jackman

A) Why is he/she famous?

A/ By your great work

B) How old is he/she?

A/ no remember

C) What is the name of his/her latest movie?

A/ It' name is x men the chronicles de wolverine

D) What is this movie about?

A/ This movie about of mutants of wars

Pretest

STUDENT 3:

1. How often do you go shopping?

ANSWER:

I go every two days

A) Who do you go with?

ANSWER:

I go with my friends

B) When do you go shopping?

ANSWER:

I go the saturday

C) Why do you like going shopping?

ANSWER:

Why my like accompany my friends

D) Where do you go shopping?

ANSWER:

To the mall

2. What do you do in your free time?

ANSWER:

Football

A) How often do you do this?

ANSWER:

With much often

B) Why do you like to do that?

A/because it is a good sport

C) When do you do this activity?

A/ Why my like

D) Where do you do this activity?

A/ in the court, of my neighborhood

3) Who is your favorite actor/actress?

A/ Is silverterter stalone

A) Why is he/she famous?

A/ For his big movies

B) How old is he/she?

A/ wild

C) What is the name of his/her latest movie?

A/ (no answer)

D) What is this movie about?

A/ The about is action

Pretest

STUDENT 4:

1. How often do you go shopping?

ANSWER:

I go shopping every six months

A) Who do you go with?

ANSWER:

I go shopping with my mom and sometimes with my dad

B) When do you go shopping?

ANSWER:

The date but sure to go shopping it is in December

C) Why do you like going shopping?

ANSWER:

To my I like to go shopping because it is very amusing

D) Where do you go shopping?

ANSWER:

In general I go shopping to the Castillo de la ropa

2. What do you do in your free time?

ANSWER:

In my time free to me I like to listen music or to see the
tele

A) How often do you do this?

ANSWER:

I carry out this every day after studying

B) Why do you like to do that?

A/ I like to make this because I fond very divert...

C) When do you do this activity?

A/ I carry out this each you see that I have time

D) Where do you do this activity?

A/ I carry out this activity in my house

3) Who is your favorite actor/actress?

A/ My favorite actor is chaguan

A) Why is he/she famous?

A/ I believe that is very famous because all like es the one
he works

B) How old is he/she?

A/ He is 19 years old

C) What is the name of his/her latest movie?

A/ The name of their movie but recent is terminator

D) What is this movie about?

A/ The plot of this movie is the three are many in the main character is like and in that of its parents

STUDENT 5

1. How often do you go shopping?

ANSWER:

I go shopping every month

A) Who do you go with?

ANSWER:

I go shopping with my family and sister

B) When do you go shopping?

ANSWER:

No answer

C) Why do you like going shopping?

ANSWER:

Me like go of shopping because is entertain

D) Where do you go shopping?

ANSWER:

I go of shopping to the warehouse

2. What do you do in your free time?

ANSWER:

In my free time practice dance

A) How often do you do this?

ANSWER:

Me like practice dance every week

B) Why do you like to do that?

A/ Me like practice dance because is wholesome

C) When do you do this activity?

A/ I practice dance to be happy

D) Where do you do this activity?

A/ practice dance in the stadium

3) Who is your favorite actor/actress?

A/ My favorite actress is diego cadauid

A) Why is he/she famous?

A/ she is famous for have talent

B) How old is he/she?

A/ diego cadauid have twenty eighth year

C) What is the name of his/her latest movie?

A/ the have of the nover famous is cartel

D) What is this movie about?

A/ the novel is entertaint because is of good importance and
you actor-actriz are talents

STUDENT 6

1. How often do you go shopping?

ANSWER:

I go shopping every month

A) Who do you go with?

ANSWER:

I go of shopping with my family and friends

B) When do you go shopping?

ANSWER:

No answer

C) Why do you like going shopping?

ANSWER:

Me like go of shopping because is entertaint

D) Where do you go shopping?

ANSWER:

I go of shopping to the warehouse

2. What do you do in your free time?

ANSWER:

In my free time practice dance

A) How often do you do this?

ANSWER:

Me like practice dance every week

B) Why do you like to do that?

A/ me like practice dance because is wholesome

C) When do you do this activity?

A/ I practice dance to be happy

D) Where do you do this activity?

A/ practice dance in the stadium

3) Who is your favorite actor/actress?

A/ My favorite actriz is sharik leon

A) Why is he/she famous?

A/ she is famous for have talent

B) How old is he/she?

A/ sharik leon have twenty eighth year

C) What is the name of his/her latest movie?

A/ the name of the novel famous is passion de gavilanes

D) What is this movie about?

A/ the novel is entertaint because is of good importance and you actor-actriz are talents

STUDENT 7

1. How often do you go shopping?

ANSWER:

I go shopping a you see a year

A) Who do you go with?

ANSWER:

I go shopping with my dad and my sister

B) When do you go shopping?

ANSWER:

As a rule always I go shopping in December

C) Why do you like going shopping?

ANSWER:

To my I like to go shopping because I like to have new things

D) Where do you go shopping?

ANSWER:

I usually go shopping to the exito

2. What do you do in your free time?

ANSWER:

In my time free to my I like to read or to listen music

A) How often do you do this?

ANSWER:

I carry out this in the nights before go to sleep

B) Why do you like to do that?

A/ because I find something very amusing

C) When do you do this activity?

A/ I very frequently carry out this activity

D) Where do you do this activity?

A/ I carry out this activity in my house

3) Who is your favorite actor/actress?

A/ My favorite actor is brad pid

A) Why is he/she famous?

A/ I believe that it is famous because he is very good actor

B) How old is he/she?

A/ he is 51 years old

C) What is the name of his/her latest movie?

A/ the name of their movie but recent is troya

D) What is this movie about?

A/ the plot of this movie is the

STUDENT 8

1. How often do you go shopping?

ANSWER:

I go shopping every 8 months

A) Who do you go with?

ANSWER:

I go shopping with my mom and sometimes with my dad

B) When do you go shopping?

ANSWER:

The date but sure to go shopping it is in December

C) Why do you like going shopping?

ANSWER:

To my I like to go shopping because it is very amusing

D) Where do you go shopping?

ANSWER:

In general I go shopping to the herlu or the exito

2. What do you do in your free time?

ANSWER:

In my time free to my I like to listen music or to see the television

A) How often do you do this?

ANSWER:

I carry out this every day after studying

B) Why do you like to do that?

A/ I like to make this because I find very relajante

C) When do you do this activity?

A/ I carry out this each you see that I have time

D) Where do you do this activity?

A/ I carry out this activity in my house

3) Who is your favorite actor/actress?

A/ My favorite actor is daniel

A) Why is he/she famous?

A/ I believe that it is famous because all like as the one he works

B) How old is he/she?

A/ he is 17 years old

C) What is the name of his/her latest movie?

A/ the name of their movie but recent is "harry potter y el misterio del principe"

D) What is this movie about?

A/ the plot of this movie is that there are many mysteries in the main characters like and in that of its parents

STUDENT 9

1. How often do you go shopping?

ANSWER:

I go shopping each three days

A) Who do you go with?

ANSWER:

I go shopping with my mother and sometimes with father

B) When do you go shopping?

ANSWER:

shopping is in December

C) Why do you like going shopping?

ANSWER:

To my I like to go shopping because I like

D) Where do you go shopping?

ANSWER:

I go shopping to the "Amorel"

2. What do you do in your free time?

ANSWER:

In my time free see the movies of television

A) How often do you do this?

ANSWER:

I every day after homework

B) Why do you like to do that?

A/ I make this and I find very "chevere"

C) When do you do this activity?

A/ you see that I have time

D) Where do you do this activity?

A/ I do this activity in my house

3) Who is your favorite actor/actress?

A/ My favorite actor is Sebastian Martinez

A) Why is he/she famous?

A/ she is famous because television

B) How old is he/she?

A/ he is 34 old

C) What is the name of his/her latest movie?

A/ el ultimo kiss

D) What is this movie about?

A/ the plot of this is love impossible

STUDENT 10

1. How often do you go shopping?

ANSWER:

I gone much

A) Who do you go with?

ANSWER:

I go with my brother big

B) When do you go shopping?

ANSWER:

I when I want

C) Why do you like going shopping?

ANSWER:

mi like fashion

D) Where do you go shopping?

ANSWER:

I go the "alkosto"

2. What do you do in your free time?

ANSWER:

I practice football, and exercise

A) How often do you do this?

ANSWER:

Often in free time

B) Why do you like to do that?

A/Why my like

C) When do you do this activity?

A/ On Sunday o friday

D) Where do you do this activity?

A/ in the yard with friends

3) Who is your favorite actor/actress?

A/ My favorite actress is Angelina Jolie

A) Why is he/she famous?

A/ By she is beautiful

B) How old is he/she?

A/ I No know

C) What is the name of his/her latest movie?

A/ I no know

D) What is this movie about?

A/ No answer

STUDENT 11:

1. How often do you go shopping?

ANSWER:

I go all days

A) Who do you go with?

ANSWER:

family , friends

B) When do you go shopping?

ANSWER:

When is Christmas or happy birthday

C) Why do you like going shopping?

ANSWER:

Is nice

D) Where do you go shopping?

ANSWER:

To the "exito"

2. What do you do in your free time?

ANSWER:

I play and see TV

A) How often do you do this?

ANSWER:

much often the weekends

B) Why do you like to do that?

A/ like enjoy the life

C) When do you do this activity?

A/ Saturdays in general

D) Where do you do this activity?

A/ in the park

3) Who is your favorite actor/actress?

A/ My favorite actor is Van Damme

A) Why is he/she famous?

A/ For his strong

B) How old is he/she?

A/ He forty

C) What is the name of his/her latest movie?

A/ No remember

D) What is this movie about?

A/ No answer

STUDENT 12:

1. How often do you go shopping?

ANSWER:

I go every week days

A) Who do you go with?

ANSWER:

I go with my friends or the girlfriend

B) When do you go shopping?

ANSWER:

Sometimes Saturdays

C) Why do you like going shopping?

ANSWER:

For to be with the friends

D) Where do you go shopping?

ANSWER:

To the fabric of clothes

2. What do you do in your free time?

ANSWER:

I play deports and exercise

A) How often do you do this?

ANSWER:

much often all days

B) Why do you like to do that?

A/because is a good...

C) When do you do this activity?

A/ Why like Gym

D) Where do you do this activity?

A/ in the court, of my house

3) Who is your favorite actor/actress?

A/ Flora Martinez

A) Why is he/she famous?

A/ She is very good

B) How old is he/she?

A/ Fine thanks

C) What is the name of his/her latest movie?

A/ "Rosario Scissors"

D) What is this movie about?

A/ The about is action and pistols

POST-TEST: Transcripts

Student 1

1. How often do you surf the net?

A/ Twice a week

A) Who do you go with?

A/ I go with my best friend

B) When do you do this?

A/ when I have free time

C) Why do you like surfing the net?

A/ because is interesting

D) Which are your favorite web sites?

A/ You tube, face book...

2. What do you do on weekdays?

A/ I study and do my homework

A) How often do you do study with your classmates?

A/ When there exams

B) Do you like to study alone or with your classmates? Why?

A/ I like to study with they because I learn more

C) When do you study alone or with your partners?

A/ Sometimes on Thursday

D) Where do you do this activity?

A/ In my house

3. What is your favorite place to go for a walk?

A/ Chimayoy

A) Why?

A/ because is nice

B) How often do you go for a walk?

A/ once a month

C) Who do you go with?

A/ I go with my girlfriend or family

D) How much time do you spend walking?

A/ an hour or sometimes 30 minutes

Student 2

1. How often do you surf the net?

A/ All the week

A) Who do you go with?

A/ I go with my best friends or classmates

B) When do you do this?

A/ when I can

C) Why do you like surfing the net?

A/ because it's important...

D) Which are your favorite web sites?

A/ You tube, hi 5 etc

2. What do you do on weekdays?

A/ I study or read

A) How often do you do study with your classmates?

A/ When I have proofs

B) Do you like to study alone or with your classmates?

Why?

A/ I like to study alone

C) When do you study alone or with your partners?

A/ forever

D) Where do you do this activity?

A/ In house

3. What is your favorite place to go for a walk?

A/ Chapalito

A) Why?

A/ because it is tranquil

B) How often do you go for a walk?

A/ often a month, or a week

C) Who do you go with?

A/ I go with my family

D) How much time do you spend walking?

A/ some minutes

Student 3

1. How often do you surf the net?

A/ When there is no class

A) Who do you go with?

A/ I go alone

B) When do you do this?

A/ when I have money

C) Why do you like surfing the net?

A/ because it's good for the education

D) Which are your favorite web sites?

A/ videos, rapid share and others

2. What do you do on weekdays?

A/ I study or watch TV

A) How often do you do study with your classmates?

A/ When I can

B) Do you like to study alone or with your classmates?
Why?

A/ I like to study with my best classmates

C) When do you study alone or with your partners?

A/ When is possible

D) Where do you do this activity?

A/ Sometimes in my house

3. What is your favorite place to go for a walk?

A/ The park or the street

A) Why?

A/ because I like this

B) How often do you go for a walk?

A/ when my father cans

C) Who do you go with?

A/ I go with my brothers

D) How much time do you spend walking?

A/ I don't know

Student 4

1. How often do you surf the net?

A/ When I have homework

A) Who do you go with?

A/ I go alone

B) When do you do this?

A/ when I have money or coins

C) Why do you like surfing the net?

A/ because it's good for learn

D) Which are your favorite web sites?

A/ videos "de" you tube

2. What do you do on weekdays?

A/ I study, play in the computer

A) How often do you do study with your classmates?

A/ Never

B) Do you like to study alone or with your classmates?
Why?

A/ I like to study alone

C) When do you study alone or with your partners?

A/ when is "examen"...

D) Where do you do this activity?

A/ in my house

3. What is your favorite place to go for a walk?

A/ No favorite place

A) Why?

A/ No answer

B) How often do you go for a walk?

A/ No answer

C) Who do you go with?

A/ No answer

D) How much time do you spend walking?

A/ No answer

Student 5

1. How often do you surf the net?

A/ When I have to find information

A) Who do you go with?

A/ I go alone

B) When do you do this?

A/ when I have money to pay

C) Why do you like surfing the net?

A/ good for learn many things

D) Which are your favorite web sites?

A/ wikipedia because it is interesting

2. What do you do on weekdays?

A/ I watch TV, good programs

A) How often do you do study with your classmates?

A/ Sometimes

B) Do you like to study alone or with your classmates?
Why?

A/ Is better with classmates.....

C) When do you study alone or with your partners?

A/ when is "examen"... Or homework difficult

D) Where do you do this activity?

A/ in house or houses of classmates

3. What is your favorite place to go for a walk?

A/ The farm of my father

A) Why?

A/ because it is calm

B) How often do you go for a walk?

A/ when is vacation

C) Who do you go with?

A/ with my all my family

D) How much time do you spend walking?

A/ I don't remember

Student 6

1. How often do you surf the net?

A/ I seldom surf the net

A) Who do you go with?

A/ I go with friends

B) When do you do this?

A/ When I have to do homework

C) Why do you like surfing the net?

A/ because I can find lots of information

D) Which are your favorite web sites?

A/ Every things

2. What do you do on weekdays?

A/ Study, help at home, and watch TV

A) How often do you do study with your classmates?

A/ Rarely

B) Do you like to study alone or with your classmates?
Why?

A/ Never

C) When do you study alone or with your partners?

A/ Remedial exam

D) Where do you do this activity?

A/ I study in my bedroom

3. What is your favorite place to go for a walk?

A/ The park of neighborhood

A) Why?

A/ because it is healthy

B) How often do you go for a walk?

A/ when I can have time

C) Who do you go with?

A/ with my girlfriend

D) How much time do you spend walking?

A/ Much time

Student 7

1. How often do you surf the net?

A/ I rarely surf the net

A) Who do you go with?

A/ I go with my friends

B) When do you do this?

A/ I surfing the net at weekends

C) Why do you like surfing the net?

A/ Because is interesting and funny

D) Which are your favorite web sites?

A/ My favorite sites are You tube and face book

2. What do you do on weekdays?

A/ I study in the morning

A) How often do you do study with your classmates?

A/ I study rarely with my classmates

B) Do you like to study alone or with your classmates?
Why?

A/ I like study alone because I can concentration

C) When do you study alone or with your partners?

A/ when is exam difficults

D) Where do you do this activity?

A/ in the library of the school

3. What is your favorite place to go for a walk?

A/ I no walk much

A) Why?

A/ I don... understand

B) How often do you go for a walk?

A/ Never

C) Who do you go with?

A/ No answer

D) How much time do you spend walking?

A/ No answer

Student 8

1. How often do you surf the net?

A/ I sometimes surf the net

A) Who do you go with?

A/ I go friends

B) When do you do this?

A/ at weekends

C) Why do you like surfing the net?

A/ Because interesting and important

D) Which are your favorite web sites?

A/ My favorite sites are You tube

2. What do you do on weekdays?

A/ In morning study, in afternoon study with my friends

A) How often do you do study with your classmates?

A/ I study often with friends

B) Do you like to study alone or with your classmates?
Why?

A/ I like alone because I concentration

C) When do you study alone or with your partners?

A/ when I have to do homework

D) Where do you do this activity?

A/ in the library or the bedroom

3. What is your favorite place to go for a walk?

A/ The street

A) Why?

A/ going to school

B) How often do you go for a walk?

A/ sometimes walk

C) Who do you go with?

A/ alone

D) How much time do you spend walking?

A/ dirty minutes

Student 9

1. How often do you surf the net?

A/ I rarely surf the net

A) Who do you go with?

A/ I alone

B) When do you do this?

A/ When I have homework

C) Why do you like surfing the net?

A/ I don't like

D) Which are your favorite web sites?

A/ Nothing

2. What do you do on weekdays?

A/ Study and listen to music, watch TV, do my homework

A) How often do you do study with your classmates?

A/ Never

B) Do you like to study alone or with your classmates?
Why?

A/ I study alone

C) When do you study alone or with your partners?

A/ somedays

D) Where do you do this activity?

A/ the bedroom

3. What is your favorite place to go for a walk?

A/ The football court

A) Why?

A/ because I play

B) How often do you go for a walk?

A/ sometime in the break

C) Who do you go with?

A/ alone

D) How much time do you spend walking?

A/ 20 minutes

Student 10

1. How often do you surf the net?

A/ I surf the net usually

A) Who do you go with?

A/ I surf the net alone

B) When do you do this?

A/ I surf the net weekends

C) Why do you like surfing the net?

A/ I can find lots of information homework

D) Which are your favorite web sites?

A/ Favorite you tube

2. What do you do on weekdays?

A/ I Study, I do my homework and play computer games

A) How often do you do study with your classmates?

A/ Never

B) Do you like to study alone or with your classmates?
Why?

A/ I study alone

C) When do you study alone or with your partners?

A/ always

D) Where do you do this activity?

A/ I study the bedroom

3. What is your favorite place to go for a walk?

A/ The park

A) Why?

A/ because I like

B) How often do you go for a walk?

A/ Saturdays afternoon

C) Who do you go with?

A/ with friends

D) How much time do you spend walking?

A/ almost one hour

Student 11

1. How often do you surf the net?

A/ I surf the net often

A) Who do you go with?

A/ I surf net alone.

B) When do you do this?

A/ I surf the weekends

C) Why do you like surfing the net?

A/ Because is easy use

D) Which are your favorite web sites?

A/ Favorite videos of all

2. What do you do on weekdays?

A/ I Study, I do my homework, play video games

A) How often do you do study with your classmates?

A/ I stuffy with my classmates rarely

B) Do you like to study alone or with your classmates?
Why?

A/ I like study alone because is better

C) When do you study alone or with your partners?

A/ alone is necessary

D) Where do you do this activity?

A/ I study in my bedroom

3. What is your favorite place to go for a walk?

A/ I prefer play basketball

A) Why?

A/ because I like much

B) How often do you go for a walk?

A/ Sometimes

C) Who do you go with?

A/ alone or company

D) How much time do you spend walking?

A/ I don't know

Student 12

1. How often do you surf the net?

A/ I sometimes

A) Who do you go with?

A/ I go surf the alone

B) When do you do this?

A/ no answer

C) Why do you like surfing the net?

A/ Because is easy of asked

D) Which are your favorite web sites?

A/ Messenger, hi 5

2. What do you do on weekdays?

A/ play X-box

A) How often do you do study with your classmates?

A/ No, because alone is best

B) Do you like to study alone or with your classmates?
Why?

A/ best alone

C) When do you study alone or with your partners?

A/ always

D) Where do you do this activity?

A/ I study in the table

3. What is your favorite place to go for a walk?

A/ I no walk

A) Why?

A/ No answer

B) How often do you go for a walk?

A/ Never

C) Who do you go with?

A/ no answer

D) How much time do you spend walking? A/ no answer

Most of the students didn't understand the different questions for this reason; it was required to translate them into the mother tongue.

Furthermore, it was required to provide students with a brief explanation of the topics presented in the pretest: (daily routines, free time, likes and dislikes) and some examples of the possible answers which were reinforced by means of applying different tasks during the treatment.

The first question was: How often do you go shopping? Some of the answers were: "I go with much often", "I gon't with much often", "I go every two days", "I go shopping every six months", "I go shopping a you see a year", "I go shopping each three days", "I gone much", "I go every week days", "I go all days", "I go shopping every month".

According to this, it can be analyzed that students provided some correct answers, that is to say, that in terms of grammar the structure of the sentence was appropriate, the pronunciation was not right, the vocabulary they used was too basic; and for this reason, they provided short sentences as answers.

The sub question A was: Who do you go with? Some of the answers were: "I go with my family and my friends", "Almost ever with my parets", "I go with my friends", "I go shopping with my mom and sometimes with my dad", "I go of shopping with my family and friends" , "I go shopping with my dad and my sister", "I go shopping with my

mother and sometimes with father" "I go with my brother big",
 "family , friends", "I go with my friends or the girlfriend".

Most of the answers were correct, because a large number of students are used to memorize the answers and sometimes they add some variations to them; according to this, a sudden change in the Approach of an English class it is relevant, when trying to improve the fluency of the students. That is to say that the implementation of a communicative approach while a topic is explained can lead the students to understand in a better way the real sense of learning a foreign language.

Hymes (1971) claims that L2 learners need to know the linguistic knowledge, but also the culturally acceptable ways of interacting with others depending on the situation or the corresponding context.

The sub question B was: When do you go shopping?

The answers were: "Sometimes Saturdays", "When is Christmas or happy birthday", "I when I want", "shopping is in December", "The date but sure to go shopping it is in December", "As a rule always I go shopping in December", "I go when I need clothes", "I carry out this every day after studying" It was observed that, given the previous answers. The students do not know how to use the corresponding prepositions when it comes to say the days of the week and the months of the year :(On Saturdays, in December).

The lack of a real attitude towards learning does not allow them to improve their oral fluency this was notorious

when they just looked for some words in the dictionary in order to answer this question, at this point the interference between the L1 and the L2 has to be taken into account.

The sub question C was :) Why do you like going shopping?
 The answers were: "Why my like known new mode", "Why my like be the mode", "Why my like accompany my friends", "To my I like to go shopping because it is very amusing", "Me like go of shopping because is entertain",
 "To my I like to go shopping because I like to have new things", "To my I like to go shopping because I like", "mi like fashion", "Is nice", "For to be with the friends".

In this question it was seen that, students still do not know the appropriate use of the object pronoun: me, and the possessive adjective: my. As it was said in the literature review communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence, which reflect the functional aspects of communication.

According to the previous assumption, what students need is to realize that learning a foreign language is not only to pronounce some isolated answers or sentences. They need to interact and communicate their ideas.

The sub question D was: Where do you go shopping?
 The answers were: "I go the warehouse", "To the mall", "In general I go shopping to the Castillo de la ropa", "I go of shopping to the warehouse", "I go of shopping to the

warehouse", "I usually go shopping to the exito", "In general I go shopping to the herlu or the exito", "I go shopping to the Amorel", "I go shopping to the "Amorel"

"I go the alkosto", "To the exito", "To the fabric of clothes".

In the previous answer it can be analyzed that, when looking for some new vocabulary in the dictionary, students do not utilize it properly. Some of them used the word:

"warehouse", to refer to a shopping centre or a mall.

However, the rest of the students did not present many difficulties when answering to this type of questions given the simple structure of the answer thus, as one can expect they used the proper names of the most common stores in our city.

The second question was: What do you do in your free time? The answers were: "I practice sports, and enjoy of my free time", "I practice deportes", "Football", "In my time free to me I like to listen music or to see the tele" "In my free time practice dance", " In my free time practice dance", "In my time free to my I like to read or to listen music", "In my time free to my I like to listen music or to see the television", "In my time free see the movies of television", "I practice football, and exercise" "I play and see TV", "I play deportes and exercise".

It can be said that, most students tend to think in their native language while giving an answer in English,

Because of the fact that, some words are similar in both languages (e.g. practice and práctica), in addition to; the correct usage of certain verbs such as: watch and see was something complicated for them. On the other hand, students are not able to give their own information. Most of them are used to respond questions using the traditional answers.

Sub question A was: How often do you do this?, the answers were: "With much often", "I practice With much often", "With much often", "I carry out this every day after studying", "Me like practice dance every week", "Me like practice dance every week", "I carry out this in the nights before go to sleep", "I carry out this every day after studying", "I every day after homework", "Often in free time", "much often the weekends", "much often all days".

The main characteristics of their answers as one can realize is that, because of the lack of meaningful oral activities; students still do not recognize the appropriate usage of the frequency adverbs and time adverbs. They associate the way they express that information in English, the way they do in Spanish. In addition to, when they have to use the pronoun "I", some of them used a verb which is not the most appropriate (carry out). As it was indicated they were required to use time adverbs or frequency adverbs, in the answers; but it was concluded that they did not use any of them.

Sub question B was: Why do you like to do that? The

Answers were: "Why my like enjoy of my free time", "Why my like be in form", "because it is a good sport", "I like to make this because I fond very divert...", "Me like practice dance because is wholesome", "me like practice dance because is wholesome", "because I find something very amusing", "I like to make this because I find very relajante", "I make this and I find very "chevere", "Why my like", "like enjoy the life", because is a good..."

It was observed that, when it comes to the use of the conjunction "because", just one of the students use it correctly; but other students instead of using this conjunction, used the interrogation adverb: " why", in order to use the one already mention which is used to express a specific reason to do something, another relevant aspect to take into account is how they do not recognize the difference between utilizing "my", "me", and "I"; which was also notorious in the prior answers.

Sub question C was: When do you do this activity? The answers were: "in my free time, Saturday and Sunday", "in my free time", "Why my like", "I carry out this each you see that I have time", "I practice dance to be happy", "I practice dance to be happy", "I very frequently carry out this activity", "I carry out this each you see that I have time", "you see that I have time", "On Sunday o Friday", "Saturdays in general", "Why like Gym".

To start with, a few students tried to answer correctly; the rest did not know that questions which begin with "when" need to be answered by using adverbs of time such as: On weekdays, at weekends, once a week, twice a week etc.

Sub question D was: Where do you do this activity? The answers were: "in the parket", "in the parket, in the court and the stadium", "in the court, of my neighborhood", "I carry out this activity in my house", "practice dance in the stadium", "practice dance in the stadium", "I carry out this activity in my house", "I carry out this activity in my house", "I do this activity in my house" "in the yard with friends" , "in the park", "in the court, of my house".

During this analyzes it is important to highlight the fact that some students omit the pronoun "I", in some of their answers, besides; given the type of English teaching classes they have been exposed to, it can be said that they do not recognize the real sense of learning a foreign language, that is to say, its real function depending on the context.

On the other hand, it can be asserted that, fluency is the result of having a certain level of communicative competence; this concept is not only related to the speaking ability but; writing, reading and listening respectively; According to Mendelsohn and Rubin (1995: 35), while listening, learners comprehend, retain, information in memory and integrate it in their conversational exchange As a result of this, speaking is closely related listening.

The third question was: Who is your favorite actor/actress? The answers were: "My favorite actor is Jackie Chang", "Mi favorite actor is Lucia Jackman", "Is silverter stalone", "My favorite actor is "chaguan", "My favorite actress is Diego Cadavid", "My favorite actriz is sharik leon", "My favorite actor is brad pid", "My favorite actor is daniel", "My favorite actor is Sebastian Martinez", "My favorite actress is Angelina Jolie", "My favorite actor is Van Damme", "Flora Martinez".

In order to give a correct answer, students were required to talk about their favorite actor/actress however; some students got confused with the words actor and actress. On the contrary, ten students used the possessive adjective "My", properly; one student used the word "mi" which is correct in Spanish, but not in English; another one utilized the word "is", in order to give his answer. Something notorious was the fact that one of the students just said the name of his favorite actress, without using the common structure (my favorite actor/actress is...), which is correct in terms of using the target language fluently not accurately. That is to say, that the student did understand thus, the elicitation was correct.

Sub question A was: Why is he/she famous? The answers were: "By his great ability martial", "By your great work", "For his big movies", "I believe that is very famous because all like es the..." "she is famous for have talent" "she is

famous for have talent", "I believe that it is famous because he is very good actor", "I believe that it is famous because all like as the one he works", "she is famous because television", "By she is beautiful", "For his strong", "She is very good".

Based on these answers, it was observed that; the use of the adjectives was not correct at all; students do not know how to use properly the adjective "big" which is mainly used to describe something large in size e.g. (big brother, big house), instead of using "great", which is more suitable (for his great movies). Another aspect that was difficult for them was the use of the pronoun: "it", instead of "he". The possessive adjectives were something very complicated for them: (your, instead of his/her). To sum up, certain grammatical features which are essential when try to express something fluently; were not present, thus the lack of meaningful oral activities.

Sub question B was: How old is he/she? The answers were: "no remember", "no remember", "wild", "He is 19 years old", "Diego Cadavid have twenty eighth year", "sharik león have twenty eighth year", "he is 51 years old", "he is 17 years old", "he is 34 old", "I No know", "He forty" "Fine thanks".

Although the students were in 11th grade at the moment of applying this pretest, some basic questions such as: how old are you?, or how old is he/she?, were kind of complicated for them, they do not use properly the verb TO BE, when telling

the age of someone. On the other hand, a student answered, "fine thanks", to the question mentioned above, that is to say, that he understood how old are you? Instead of how are you?.

Sub question C was: What is the name of his/her latest movie? The answers were: "no remember", "It name is x men the chronicles de wolverine", "no answer", "The name of their movie but recent is terminator", "the have of the nover famous is cartel", "the name of the novel famous is passion de gabilanes", "the name of their movie but recent is troya", "the name of their movie but recent is "harry potter y el misterio del principe", "el ultimo kiss", "I no know", "No remember", "Rosario Scissors".

It was seen that there are some difficulties when using the word "his", which given the structure of this question, was the most appropriate to use in the answer however; three students utilized "their" instead of the word mentioned above, e.g. "the name of their movie but recent is troya". According to this answer, and the other ones already described above, it can be asserted that "their", and "his", have the same meaning for them.

On the other hand, the common assumption of translating everything was observed once again in the answers.

Sub question D was: What is this movie about? The answers were: "No remember", "This movie about of mutants of wars", "The about is action", "The plot of this movie is

the three are many in the main character is like and in that of its parents", "the novel is entertaint because is of good importance and you actor-actriz are talents", "the novel is entertaint because is of good importance and you actor-actriz are talents", "the plot of this movie is the", "the plot of this movie is that there are many mysteries in the main characters like and in that of its parents", "the plot of this is love impossible", "No answer", "No answer", "The about is action and pistols".

Based on these responses it can be said that, besides the interference presented in the students answers, when it comes to contextualized answers, some of them were not able to say anything; according to this it can be concluded that some students tried to do their best effort when providing the elicitations, but others showed a notorious lack of interest and attitude towards and during the pretest.

After applying the pretest and some meaningful oral tasks to the students, in order to verify the treatment validity, the reasearcher applied and analyzed the following potstest and the results obtained were:

The first question was: How often do you surf the net? The answers were: "twice a week", "all the week", "When there is no class", "When I have homework", "When I have to find information", "I seldom surf the net", "I rarely surf the net", "I sometimes surf the net", "I rarely surf the net", "I surf the net usually", "I surf the net often", "I

sometimes".

At this point of the treatment, it was notorious a slight progress of the students; they began to understand the point of interacting in English, above all in their answers; most of them felt more secure when responding to the questions. According to Nunan (1989) cited by Shumin quoted by Thornbury Scott (2005), the designing of interactive activities considering all the skills involves the students in a variety of communicative purposes. In consequence, it can be said that, the more teachers apply oral tasks, the more students will take advantage of their lessons.

On the other hand, it was seen that the ones who did not were interested in the activities did not show any progress. As a result of this, it can be asserted that, an appropriate attitude towards learning is one of the main aspects when acquiring a foreign language.

Sub question A was: Who do you go with? The responses were: "I go with my best friend", "I go with my best friends or classmates", "I go alone", "I go alone", "I go alone", "I go with friends", "I go with my friends", "I go friends", "I alone", "I surf the net alone", "I surf net alone", "I go surf the alone".

Thornbury (2005), states that the lack of genuine speaking opportunities to talk does not allow the students to go beyond the classroom context. Students know

a lot of grammar and vocabulary but most of the times they are not able to interact using the L2; in this sense the use of authentic materials is essential when it comes to deal with the real necessities of the students in an EFL environment. As one can observe the first question and the second question are strongly related and in the same way they refer to a very common fact; nowadays, almost all the young people surf the net, some of them do it alone others go with their friends. In short based on the previous answers and the ideas of Thornbury it can be said that, the materials and the communicative purposes of an English class are one of the keys to improve the fluency of the students.

Sub question B was: When do you do this? The answers were: "when I have free time", "when I can", "when I have money", "when I have money or coins", "when I have money to pay", "When I have to do homework", "I surfing the net at weekends", "at weekends", "When I have homework", "I surf the net weekends", "I surf the weekends", "no answer".

To start with this part of the analysis it is necessary to say that, some students forgot just certain words when providing some of the answers (also this was seen in some of the previous answers), e.g. "at". In terms of interference between the L1 and the L2, answers such as: "when I can", "when I have money", were among others a constant during the treatment, (as it was mentioned in the

pretest); which was something normal given the conception they have towards English.

Sub question C was: Why do you like surfing the net? The answers were: "because is interesting", "because it's important...", "because it's good for the education", "because it's good for learn", "good for learn many things", "because I can find lots of information", "Because is interesting and funny" "Because interesting and important", "I don't like", "I can find lots of information homework", "Because is easy use", "Because is easy of asked".

Although, the students were not enough accurate, the majority of them tried to be fluent as much as they could. However, at times they tend to forget easily, the correct way of answering some questions which was another constant observed through out the whole treatment.

Sub question D was: Which are your favorite web sites? The answers were: "You tube, face book...", "You tube, hi 5 etc", "videos, rapid share and others", "videos de you tube", "wikipedia because it is interesting", "Every things", "My favorite sites are You tube and face book", "My favorite cities are You tube", "Nothing", "Favorite you tube", "Favorite videos of all", "Messenger, hi 5".

Based on this answers, it can be asserted that they felt secure with this the easiest questions, this was one of them, as a result of this; once again it was also

observed, the importance of the context when learning the target language; contextualized questions are very useful when giving confidence to the students in order to improve their fluency while they began to develop their speaking skill.

The second question was: What do you do on weekdays? The answers were: "I study and do my homework", "I study or read", "I study or watch TV", "I study, play in the computer", "I watch TV, good programs", "Study, help at home, and watch TV", "I study in the morning", "In morning study, in afternoon study with my friends", "Study and listen to music, watch TV, do my homework", "I Study, I do my homework and play computer games", "I Study, I do my homework, play video games", "play X-box".

It was analyzed how conversational a topic can become for the students, in the same way; when they know that they are doing something useful with the language the majority tend to do their best when providing the answers. It also can be said that; when a certain topic is taught by using the students as protagonists the feedback you receive and the results you obtain can be the best ones one can expect.

Sub question A was: How often do you do study with your classmates? The answers were: "When there exams", "When I have proofs", "When I can", "Never", "Sometimes",

"Rarely", "I study rarely with my classmates", "I study often with friends", "Never", "Never", "I study with my classmates rarely", "No, because alone is best".

As it has been commented during the pretest and the posttest, some questions were not difficult for the students, however some cultural aspects are not clear enough to them. In the literature review was stated that according Brown and Yule (1983: 40), a great number of cultural assumptions which would be normally presupposed, and not made explicit by native speakers, may need to be drawn explicitly to the attention of speakers from other cultures. For example, the answer "When I have proofs", instead of: "when I have to take an exam", are among the most common mistakes EFL learners make when answering to certain questions, for this reason; specific cultural assumptions related to the use of some verbs and expressions must be taken into account.

Sub question B was: Do you like to study alone or with your classmates? Why? The answers were: "I like to study with they because I learn more", "I like to study alone", "I like to study with my best classmates", "I like to study alone", "Is better with classmates.....", "Never", "I like study alone because I can concentration", "I like alone because I concentration", "I study alone", "I study alone", "I like study alone because is better", "best alone".

It was seen that students still do not know that a

great number of nouns can work as verbs; they confuse the words "concentrate" and "concentration", to specify that they prefer to study alone. On the other hand, interference was another notorious aspect in the answers: "best alone" or "I like to study with they (them) because I learn more". As one can see the concept of the object pronouns and its corresponding use it is something difficult for the students to recognize rapidly.

Sub question C was: When do you study alone or with your partners? The answers were: "Sometimes on Thursday", "forever", "When is possible", "when is "examen"...", "when is "examen"... Or homework difficult", "Remedial exam", "when is exam dificults", "when I have to do homework", "somedays", "always", "alone is necessary", "always".

As one can realised, the use of some adjectives was not the most appropriate ,and to be more specific some students think that adjectives can take a plural form. Although, at times they present some dificulties to follow the instructions given in some questions; the necessity of using the structures of the native language when responding was a constant during the posttest.

Sub question D was: Where do you do this activity?the answers were:"In my house", "In house", "Sometimes in my house", "in my house", "in house or houses of classmates", "I study in my bedroom", "in the library of the school",

"in the library or the bedroom", "the bedroom", "I study the bedroom", "I study in my bedroom", "I study in the table".

It can be asserted that, the lack of meaningful Oral activities do not allow students to use the vocabulary in a correct way when trying to give a complete answer, e.g. "I study in the table". For this reason, some students are not able to expand their answers.

The third question was: What is your favorite place to go for a walk? The answers were: "Chimayoy", "Chapalito", "The park or the street", "No favorite place", "The farm of my father", "The park of neighborhood", "I no walk much", "The street", "The football court", "The park", "I prefer play basketball", "I no walk".

It could be analyzed that, they are not familiarized with useful expressions like "go for a walk", for this reason, (the use of the mother tongue was required, the same way it was used during the pretest and the posttest) On the other hand, the lack of basic vocabulary about this topic was the main obstacle when providing the elicitations.

Sub question A was: Why? The answers were: "because is nice", "because it is tranquil", "because I like this", "No answer", "because it is calm", "because it is healthy", "I don... understand", "going to school", "because I play", "because I like", "because I like much", "No answer".

None of the students was able to support their answers with specific details, they were required to give long answers but they are used to respond that way.

Sub question B was: How often do you go for a walk? the answers were: "once a month", "often a month, or a week", "when my father cans", "No answer", "when is vacation", "when I can have time", "Never", "sometimes walk", "sometime in the break", "Saturdays afternoon", "Sometimes", "Never".

As it can be seen here, the students were required to use the adverbs of time and the adverbs of frequency, however, they did not answer as it was expected. It was observed that when they stop practicing oral activities, some of them tend to tend to forget easily, the common manners of responding to certain questions.

Sub question C was: Who do you go with? The answers were: "I go with my girlfriend or family", "I go with my family", "I go with my brothers", "No answer", "with my all my family", "with my girlfriend", "No answer", "alone", "alone", "with friends", "alone or company", "no answer",

Sub question D was: How much time do you spend walking? The answers were: "an hour or sometimes 30 minutes", "some minutes", "I don't know", "No answer", "I don't remember", "Much time", "No answer", "dirty minutes", "20 minutes", "almost one hour" "I don't know", "no answer".

It is necessary to say that, for subquestions C and D, they were required to answer them in a different way because; they were joined as one question: Who do you go with? And How much time do you spend walking? However, they did not understand them; in consequence, it was necessary, to separate the questions following the same model of the previous ones presented during the pretest and the posttest. But, as it was observed they just provided short answers not the ones the researcher expected. As a conclusion, they were required to speak a bit more, in order to verify a progress in terms of fluency, but this objective was not achieved.

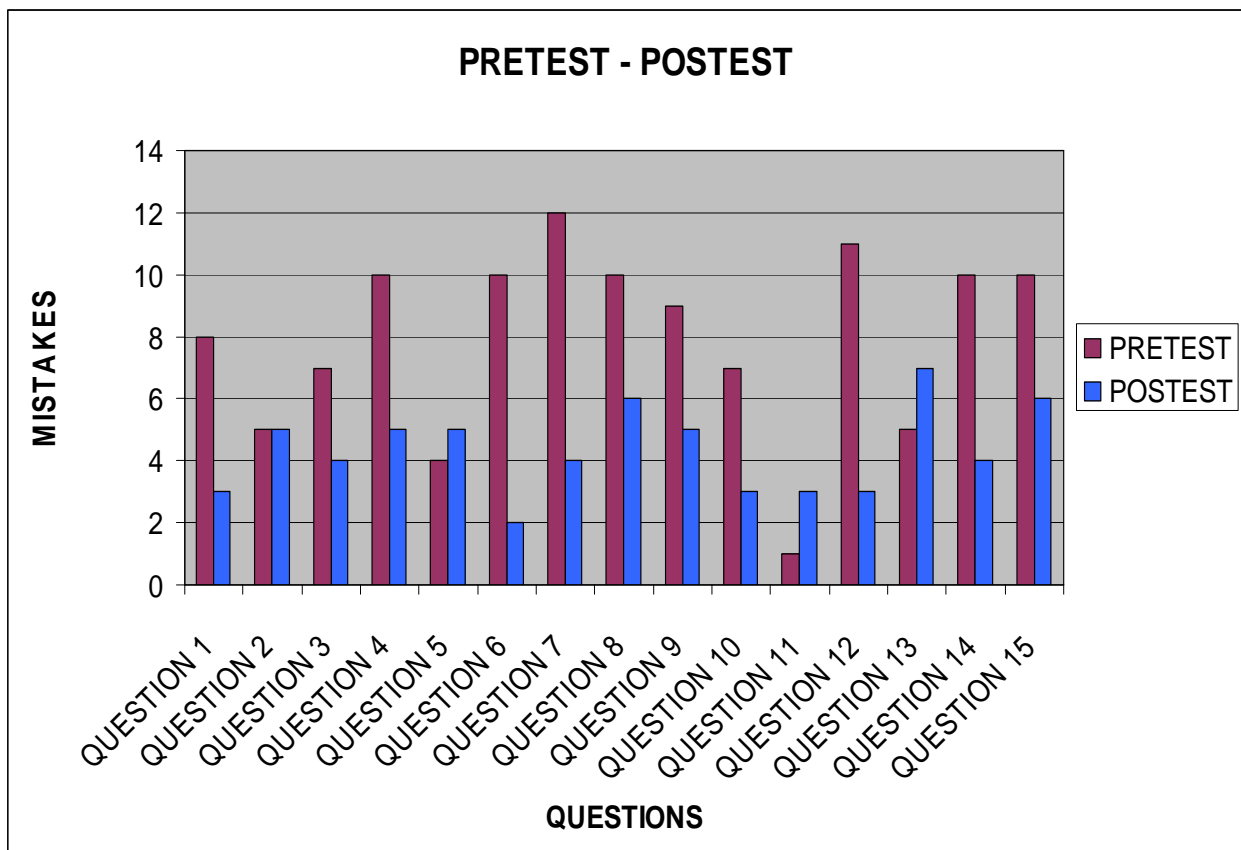


figure 1 pre-test - post-test.

To conclude with this analysis, a figure is presented with the purpose of showing the results obtained after applying the pretest and the posttest in relation to the questions and the corresponding mistakes in terms of accuracy made by the students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In this section of the research project conclusions are drawn in order to bring this analysis to an end.

In the first chapter the general objective and the three specific objectives were postulated. The general objective was: To apply a pre-test and a post-test with the purpose of determining the students' oral performance before and after the treatment.

According to the answers provided by the students in the pretset and the posttest; it was analysed that they are not able to produce authentic language; they just produce short sentences; in consequence it is impossible to talk about a speech act on the part of the students. Hymes (1971) claims that L2 learners need to know the linguistic knowledge, but also the culturally acceptable ways of interacting with others depending on the situation; that is to say that, the classroom has to be not only the place of instruction, but a space that provides students the opportunity to interact with each other, however; it was seen that the teacher was not concerned about the importance of improving the fluency on their students.

For this reason, students did not feel secure when answering the questions, given the type of instruction they have been exposed to. It is necessary to assert the relevance

that the different grammatical features represent for the students thus, they are just aware of grammar leaving aside accuracy and fluency, because; they do not recognize the real functions a foreign language has, (in this case English), depending on the context or the specific situation.

It also could be concluded that the use of the mother tongue during the classes does not allow students to have at least a slight contact with the target language.

Another important aspect to be concluded is the misunderstanding regarding the concept of the use of oral tasks in the classroom thus, the common assumption of some teachers in our city; they think that the most important thing is grammar and its rules, which have to be memorized by heart; in consequence, it is necessary to say that the different grammar topics students learn can be introduced to them deductively not inductively, or by using oral tasks or short dialogues.

RECOMMENDATIONS

Once the analysis of the collected data was finished, it is important to consider some aspects that are useful in order to enhance the conditions for the English learning- teaching practice in our city.

First of all, it is relevant that teachers be aware of the fact that a foreign language has to be taught according to the setting and the student's needs. For this reason, it is advisable that teachers continue with their process of self actualization in relation to strategies and methodology. It was seen that most teachers based their teaching practice in traditional aspects. In consequence, it is necessary that teachers update their knowledge given the current circumstances of our country in terms of education.

In addition, teachers may start forcing themselves to produce English inside the classroom. Otherwise, it is impossible to talk about bilingualism in our country. Only if students are exposed to the target language and meaningful oral tasks in order to make them understand the importance of learning a foreign language by speaking it; oral performance will take place in the classroom.

Finally, as it was analyzed the way in which English is taught it is not the most appropriate, on one hand the lack of resources, and the time schedule do not permit to reinforce the English level students, but on the other hand it can be

asserted that the attitude learners have towards their learning process it is also relevant.

APPENDIXES

PRETEST: Provide answers to these questions:

June 26, 2009

1. How often do you go shopping?

- A) Who do you go with?
- B) When do you go shopping?
- C) Why do you like going shopping?
- D) Where do you go shopping?

2. What do you do in your free time?

- A) How often do you do this?
- B) Why do you like to do that?
- C) When do you do this activity?
- D) Where do you do this activity?

3. Who is your favorite actor/actress)?

- A) Why is he/she famous?
- B) How old is he/she?
- C) What is the name of his/her latest movie?
- D) What is this movie about?

July 17, 2009

FREE TIME ACTIVITIES

A: Hi, (student's name) what do you do in your free time?

B: I (frequency adverb) go to the movies with my girlfriend

A: That's nice

B: What about you? I (frequency adverb) listen to music at weekends

A: cool! I love music too.

B: What are you going to do tomorrow?

A: I'm going to study for a quiz then I'm going to play x-box

B: can I go with you?

A: Yeah! No problem

July 24, 2009

TALKING ABOUT DAILY ACTIVITIES:

1. According to the movie mention which activities do the actors do?
2. Discuss which are similar in our city?
3. Choose one of the activities and perform it (pair work)

July 29, 2009

MY FREE TIME

1. Listen to the recording
2. What is the situation presented?
3. Identify the frequency adverbs that you hear
4. Produce at least three sentences using real information.
5. Take turns to ask each other questions about daily and free time activities

July 31, 2009

READING ABOUT FREE TIME

CRAIG'S FREE TIME

“My free time is very important to me. On weekdays I’m quite busy and don’t have time to relax much. I have to go to school and do my homework. When I have some free time, I usually watch TV, read or listen to music. Sometimes if my friend Tom isn’t busy, we meet and play computer games at home or play football in the park near his house. At weekends I do lots of different things with my friends and family. On Saturday mornings I usually clean my room and go shopping with my brother. Saturday evening is my favorite time of the week. I enjoy meeting my friends and going to a fast food restaurant. There we eat and talk and later we go to the cinema. On Sundays I often spend the day with my family. We go for long drives in the country. I really like the country side. We go on picnics or have lunch at different restaurants. It is a nice and relaxing way to end the week”

1. Based on the reading make a short presentation (5 minutes aprox.) describing what you do on weekdays and at weekends.

POST-TEST: Provide answers to these questions:

August 26, 2009

FREE TIME AND DAILY ACTIVITIES

1. How often do you surf the net?

- A) Who do you go with?
- B) When do you do this?
- C) Why do you like surfing the net?
- D) Which are your favorite web sites?

2. What do you do on weekdays?

- A) How often do you do study with your classmates?
- B) Do you like to study alone or with your classmates? Why?
- C) When do you study alone or with your partners?
- D) Where do you do this activity?

3. What is your favorite place to go for a walk?

- A) Why?
- B) How often do you go for a walk?
- C) Who do you go with?
- D) How much time do you spend walking?

San Juan de Pasto.

Junio 18 de 2008

Especialista

LUIS ANTONIO PAREDES CARVAJAL

Rector

Institución educativa municipal Santa Bárbara

Dirigido a la coordinadora académica

SOCORRO HERNANDEZ ARTEAGA

Cordial saludo:

Mediante la presente me permito comedidamente solicitar a usted me permita realizar la aplicación de un pre-test (cuestionario previo) enfocado a desarrollar la fluidez oral en el área de Inglés de los estudiantes de grado 11 (del curso que usted crea conveniente asignarme), el cuál tiene como principal objetivo; recoger la información necesaria para continuar con el desarrollo de mi proyecto de grado titulado: "IMPLEMENTATION OF ORAL ACTIVITIES IN A PUBLIC HIGH SCHOOL"

Por su atención y respaldo le presento mis consideraciones de respeto.

Atentamente,

Raúl Fernando Riascos Narváez

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