Definition of Quechua Dialect Expressions as a Way to Improve English Oral Production

By:

Fredy Jair Morales Achicanoy

Submitted to the School of Human Sciences

in Partial fulfilment of the requirements for

the degree of B,A. In the Department of

Linguistics and Languages

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November 2018

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NOTA DE RESPONSABILIDAD

"El desarrollo de los contenidos de este trabajo de investigación se asume con responsabilidad única y exclusiva del autor

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Resumen

El propósito de este estudio será describir cómo el empleo del dialecto y expresiones de origen quechua comúnmente usadas en la ciudad de San Juan de Pasto, puede ser utilizado en las clases de inglés a manera de actividad en clases para mejorar la producción oral en los estudiantes de grado once pertenecientes a un colegio de nuestra ciudad, y cómo este recurso cultural puede ser utilizado para el aprendizaje del inglés en un contexto real. Las observaciones tendrán lugar dentro de clases con el fin de evidenciar las técnicas que se llevan a cabo y los recursos empleados para las prácticas de la habilidad oral. Posteriormente se hará un diagnóstico sobre los conocimientos que tienen los estudiantes en cuanto a conceptos que van desde lo académico hasta lo cultural y que luego serán puestos en práctica por medio de tareas. Como parte de una investigación acción participativa, el punto de vista por parte del objeto de estudio en cuanto a los conceptos manejados durante el proceso de investigación, será crucial para obtener resultados satisfactorios al final de la aplicación de las tareas asignadas.

El uso del dialecto comúnmente hablado en nuestra región, podría servir como una alternativa para el aprendizaje significativo del inglés, ya que su aplicación tomará lugar en un contexto real, con contenidos propios de una región en particular, la cual incluye características culturales que permiten apreciar el estudio de un idioma extranjero (inglés), como algo que trasciende más allá de la instrucción netamente académica dentro del aula de clases.

Palabras clave: Quechua**,** dialecto, aprendizaje en contexto, aprendizaje significativo, aprender inglés como idioma extranjero, habilidades orales.

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Abstract

The purpose of this study will be to describe how the use of the Quechua dialect and colloquial expressions commonly spoken in San Juan de Pasto can be used inside the classroom as a class activity to improve the oral production of the eleventh grade students of a school of this city, and how this cultural resource can be used for learning English in a real context. The observations will take place inside the class with the aim of making evident the techniques which are carried out and the resources used for the practice of oral skills, later a diagnosis will be made regarding the knowledge that the students have regarding concepts that go from academic and cultural perspectives, and that will be put into practice through tasks. As part of a participatory action research, the point of view of the object of study about the concepts dealt during the research process will be crucial to obtain satisfactory results at the end of the application of the tasks assigned.

The use of the dialect commonly spoken in this region could work as an alternative for the meaningful learning of English, since its application will take place in a real context with contents proper from a region in particular which includes cultural characteristics that allow estimating the study of foreign language (English) as something that goes beyond the clearly academic instruction inside the classroom.

Key Words: Quechua, dialect, learning in context, meaningful learning, learning English as a foreign language, oral skills.

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Introduction

Modern society has shown us that learning a second language is no longer a privilege as it used to be some time ago; nowadays, it is possible to say that learning a second language has become a key factor if personal interests aim to be one step ahead in a competitive society, and seek to forge a better future in individual success and labor fields. While learning English, students and people in general have concerns of how to improve the different skills and sub skills that languages demand. Consequently, a wide range of methods and approaches have been designed and discussed along the evolution of second language teaching; many of these intend to cope what students, teachers and the learning community need taking into account the background of the students, their atmosphere as well as socioeconomic conditions; once these aspects are identified, the most suitable strategies are set to achieve effectiveness when learning a second language.

While it is intended to learn a language effectively by the application of different methods and approaches, the importance of grammar focus, memorization of rules, and exercises to get an accurate ear and proper pronunciation seem to be still a priority for the discovery of a new language world, this relegates the importance of historical and sociolinguistic factors to a secondary place as they can be considered irrelevant. At the moment of learning English, students as well as tutors seem to be reluctant about considering the study of languages from a cultural perspective. Authors like Choudhury (2014) stand that "A critical question arises in terms of English language teaching, that is, whether to teach 'culture' along with English or not" (p.1). This is a starting point to discuss if English as a foreign language must be taught as school

subject to fulfill or if the fact of learning English as a second language might lead us to discover its spirit through cultural features.

As said before, since language learning somehow takes us to a further mind expansion towards new worlds, we should take into consideration that languages are not only meant to be a bond between parts of speech and grammar rules, as there are some extrinsic aspects that make a language fascinating. One of them is the lexicon that people use in certain regions and contexts and how this lexicon has settled to the point of being a common denominator in a certain region. Due to these facts, it is hoped to highlight the use of the dialect commonly spoken in Pasto, as a trigger to boost the oral skills in the English classes in our region. The project will aim at the application of some didactic strategies based on cultural aspects and the simulation of real situations that can happen in our local environment, and that identify people from San Juan de Pasto, as part of a meaningful strategy for learning English as a second language as well as to put into practice the paradigm of learning and teaching English in context.

Justification

At present, English learning has become a key element for the achievement of personal and professional success. However, to get to know a language, we must be aware that during the process of learning a foreign language, we need to consider some factors, which are not necessarily related to the academic formation inside the classrooms, but to the discovery of elements that make part of the cultural identity of a language. In words of Ibañez (2012), "Cross-cultural pragmatic aspects should be taken into consideration in addition to the traditional linguistic perspective to learn a new language" (p.4).

The English language is subject to different ways of being interpreted according to the world view and context of its speakers. This means that individuals must associate English with what

they already have in mind about their language, as well as to assent the idea that some features such as grammar, vocabulary, phonetics, etc, may differ from the ones found in their mother tongue, and that such differences are what make not only English but languages in general, something gipping to learn. In words of Deziner (2017, p.40), "When a foreign language is learnt, it can be said that input, feedback, aptitude, motivation, instruction and social interaction have a big effect".

Along the process of achieving good levels in different skills, the task of students is also linked to the fact that they need to take into consideration that there is a history and heritage behind English, and if those facts were given more importance, students would expand their knowledge and vision about the language. This would also lead to recognize, that as well as English has its own cultural richness, so does their own language (Spanish), and the sort of dialect which is spoken in the place where they live. Consequently, students will be actually modeling themselves in a cultural world through English language learning. According to Choudhury (2014, p.3) "Languages have dual characteristics: both work as means of communication, and carriers of culture. A language without a culture is unthinkable, so is human culture without language. A particular language is a mirror of a particular culture".

As part of personal experience while being an English student and teacher, and considering certain methods and approaches designed by experts in linguistics and in the TESOL fields, it has been possible to evidence the need of applying teaching techniques in real contexts, or at least putting into practice approaches that can be adjusted to the needs that students have as well as their setting. Furthermore, it would be pertinent to develop a research where the main focus aims at taking advantage of the dialect commonly spoken in Pasto, in this case the expressions which have been inherited from Quechua, as a linguistic characteristic from the southern region

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to motivate students to activate their oral skills. From the appreciation of the regional speech of the students and their atmosphere, it can be possible to implement meaningful alternatives whose aim is to enhance oral production while learning a foreign language (English). In the mist of this work, it is important to make clear that the intension of this project is not to influence students to join any type of regionalist movement or to adopt a new world view based on Andean values and its beliefs, but it is hoped to raise awareness of where some lexicon commonly used in Pasto comes from, and how it could be used as a pedagogical resource within an English class in the southern region of Colombia to trigger t oral skills in more significant ways.

Problem

How can students improve their oral production in English classes through the definition of Quechua dialect expressions spoken in San Juan de Pasto as an alternative activity to be used in class?

Problem Description

Taking into account that the curricula designs applied in many public high schools in San Juan de Pasto have a very limited time during the week, and they focus on the fulfillment of topics related to the learning of grammar tenses and training for the achievement of high scores in state tests, the time left for the improvement of oral skills tend to be more limited. In words of Gutierrez (2005), "In Colombian public schools, the writing, reading, listening, speaking skills are not developed enough due to factors such as the number of students per classroom, and the excessive use of grammar approaches cause demotivation in learning English" (p.84). As a result, the oral skills of the students are limited, since they pronounce isolated words or phrases that have been learnt by heart instead of producing complete ideas or keeping conversations.

When public school students get their degree, they are aware of different English tenses and grammar but unfortunately they cannot put into practice their oral skills. Therefore, their communicative competence has not been developed enough after having completed all the learning stages at school level. The weak communicative competence that public school students have in Colombia and in San Juan de Pasto can be an aftermath of the lack of oral production in the classrooms; this situation sooner or later might become an issue if students want to have access to higher levels of education due to policies established by the National Ministry of Education. According to Gómez (2017), "Eleventh grade students should have a B1 level; final semester students from undergraduate non-English programs should achieve a B2 level, and final semester students from undergraduate English programs should reach a C1 level" (p.143).

Objectives

General Objective

To describe the possible contribution of a cultural component like of the definition of Quechua dialect expressions spoken in San Juan de Pasto as a way to improve the English oral production of 11th grade students of Maria Goretti high school.

Specific Objectives

To implement pedagogical class activities based on a cultural component for students to improve their oral production.

To analyze the relevance, benefits and limitations of defining Quechua dialect spoken in San Juan de Pasto as a trigger to improve the English oral production.

To raise awareness about the origin of the dialect spoken in Pasto to be used as a cultural component for learning English in context.

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Limitations

In the development of all studies, it is evident that in order to obtain the final results one must overcome the mishaps and limitations which impede the development of the project. Here will be described some of the important limitations that might take place:

- Some students can feel reluctant to use vocabulary which belongs to an indigenous root.

- Some students can also make fun of some terms by being considered old fashioned

- Some words can be unfamiliar and difficult to understand for students.

- Not all students are likely to show interest in the topics presented.

When the limitations are found, the pertinent intervention by the researcher will allow the effective development of the project. For instance, some plans will take place to counter the possible diversions or mishaps that could happen. Among them, the rearrangement of activities and schedule will be considered to offer students striking ways of introducing the topic. In the first place, the sensitization to the importance of learning a foreign language for making part of a competitive society in labor and academic fields seems to be the main excuse to start to familiarize with the English language. At the same time, it is important to aware students of learning alternatives which have basis on their reality and context to put into practice all the concepts that they learn in real and useful situations. Second, to let students know that learning a foreign language is not merely a set of grammar rules that they have to learn by heart, since language are backed up by social, cultural and historical backgrounds, and of course their mother tongue and dialect is not an exception. In the meantime, some activities can be readjusted to make them more attractive to students until all partakers feel comfortable.

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Chapter Two

Referential Framework

Background

Throughout this research process, some works around the world related to highlighting the importance of dialects spoken in specific regions as a trigger to improve oral production have been found. Also, some research works focused on the influence of the Quechua language in the dialect spoken in Pasto seem to have an important appreciation among distinguished ethno-linguistic researchers of the University of Nariño. On the other hand, works focused on the dialect spoken in San Juan de Pasto as a trigger for improving English oral production have not been found. This gap encourages the development of this research project.

Within the works that share some similarities with the project presented here, the author would like to give a special mention to the following: Dialect and the Learning of English as a Second Language in Kenya by Gatavi (2013) where she stands that Kenya is a country composed by 42 tribes which speak different dialects. Due to the phonetic and grammar differences that such dialects have compared to English, Kenyan students make an effort to disassociate the phonetics and grammar features of their mother tongue when speaking English. So, Gatavi (2013) takes into consideration the dialect and cultural background of Kenyan students as a factor to encourage English learning through the use of their own dialect. Gatavi finds the lack of native English teachers in her country as a chance to learn a foreign language based on Kenyan students context.

Not associated to English learning but to cultural contents as an important component inside languages, the author would like to give a special mention to the following works which highlight the background of the dialect spoken in San Juan de Pasto: Influencia de la Lengua

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Quechua en el Dialecto Pastuso ¨ (1976,1978), and ¨Etimologia de algunas calles de Pasto que llevan nombre indigena ¨ (2008), by Alonso Mafla Bilbao, whose purpose is to acquaint about the influence and cooperation given by indigenous languages to the lexicon that characterizes the common speech of the inhabitants of the department of Nariño. Through this research, professor Mafla lures readers to appreciate their language and dialect from historical, cultural, geographical, and social perspectives. Moreover, Maffla (1976,1978, 2008) seeks to let readers know about the origin and meaning of traditional places in San Juan de Pasto, not only noticing a possible influence of languages like Quechua, but, from different ancestral communities that have been present in the department of Nariño.

Theoretical Conceptual Framework

This research will focus on Quechua dialect expressions spoken in Pasto as a strategy for enhancing the oral production in 11th grade students of Maria Goretti high school in Pasto. To carry out this project, it is necessary to introduce some important conceptual and theoretical bases that may help the development of this project. To start, as the following project aims at proposing a new alternative of learning English as a foreign language in our region, it is necessary to highlight the concept of English foreign language (EFL)

English Foreign Language (EFL)

This is a term mostly used to refer to students whose mother tongue is not English, but they can learn it in their own country, either as a requirement and policies at school or as a part of a personal study in private institutes. In words of Nayar (1997, as cited in Tarnopolsky, 2000), "EFL is taught in countries where it has little or no internal communicative function or sociopolitical status" (p.27). EFL tutors do not have to be native English speakers to teach the language, since most of them are trained to teach academic contents of the English language, as

well as skills and sub skills. The materials used in class are mainly written, and they are designed to simulate real life situations with contents which aim to reach stages adjusted to the policies that every country wants to follow. These characteristics apply to the Colombian context, and therefore, this is how English learning will be approached in this project.

Within the study of English as a foreign language, many methods and approaches have been designed to be applied accurately in relation to the characteristics of English language students, as well as their needs. So, here are some relevant methods that adjust to the proposed project.

Context Based Learning (CBL)

It is a methodology which centers on the idea that social contexts are crucial for the acquisition of new knowledge since the social background and the setting of individuals help determine their previous knowledge. From this point, CBL focuses on learning and teaching concepts which are suitable for the needs of students as they are already aware of their background. This methodology makes use of real or imaginary life situations in specific settings to try to give students confidence at time of acquiring new concepts. Wilson (1993, as cited in Hansman, 2001) argues that "learning is an everyday event that is social in nature because it occurs with other people; it is 'tool dependent' because the setting provides mechanisms that help and structure the cognitive process" (p.44). In relation to the project presented here, CBL accommodates accurately because the concepts to be shown are strongly linked to a particular characteristic of the setting of the students. Also, English context based learning, in one way or another is attached to cultural and social features that help determine the needs that students have. On the other hand, as students implied in the development of this project have to develop a series of activities based on cultural features which belong to some characteristics proper from their background, it is pertinent to allude to the importance of Task Based Language Learning.

Task Based Language Learning (TBL)

It is an alternative approach which centers on the use of authentic language while students develop meaningful tasks while putting into practice the target language. Willis (1996, as cited in Rodriguez & Rodriguez, 2010) defines a task as "an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p.1). This approach, first works with a pre-task activity with introductory topics and vocabulary to be used; the instructor also presents the objectives to be achieved and the intention of doing the task. Students are given time to prepare themselves with notes, vocabulary, grammar and questions. Second, a cycle of tasks planning and report takes place. While students complete the task in pairs or groups, the teacher observes and monitors the activity providing the necessary help; later, students socialize their task orally or through a written report. Finally, feedback is given as a result of the observation and assessment for better results in upcoming tasks according to the needs of the students. Since one of the objectives in this project is to enhance oral skills of students, based on cultural contents and real contexts, the Task Based Learning approach can work pertinently, also the active participation of students and teachers can contribute to the methodology planned for this research. In addition, since the aim of this project is to make use of the dialect spoken in San Juan de Pasto in order to improve the oral skills of a group of students of a public school in this city, it is important to take into account some concepts which define the meaning of oral language skills and the components that derive from the ability of oral communication while learning a foreign language.

Oral Language skills

As human beings who are continually coexisting with other individuals, the communication through different means is one of the most relevant social activities that take

place every day in different corners of the world. The oral language seems to be the most effective and direct means for communicating with the whole world; but the oral language communication in a foreign language is not only meant to be an action where words are randomly released as it constitutes the union of different skills and sub skills for making communication effective. Bachman (1990, as cited in Garbati & Mady, 2015) highlights some components to oral communicative competence. The organizational competence includes grammatical and textual features such as vocabulary, morphology, syntax and discourse genres. The Pragmatic competence is composed of requests, promises, and offers, and finally, the sociolinguistic competence relates to sensitivity to language register and dialect. Equally important and mentioned before, vocabulary plays an important role at determining our oral expression and even our cultural background, so it is pertinent to have some brief concepts about vocabulary and its relevance for the development of this project.

Vocabulary. It is often referred to the understanding and use of lexicon in different situations, how words are used taking into account the level of education, context and society. In English foreign language, it can determine how an individual has progressed in terms of the academic formation as well as a part of a personal study and life experience. Vocabulary can be divided in active and passive vocabulary. Active vocabulary is related to the words that are understood and constantly used, while passive vocabulary is related to the lexicon that has been learnt, but it is not used frequently. Henriksen (1996, as cited in Fortes, 2007) argues that vocabulary knowledge in a foreign language can be defined as accurate comprehension and the ability to translate the lexical features into L1, or the ability to paraphrase and define the words that be presented in different situations.

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Phonological awareness. As part of the components that need to be taken into account while learning a foreign language, the phonological aspects contribute to the proper development of oral and listening skills. In this section it is intended to introduce a brief concept and characteristics of the phonological awareness. Snow, Burns, & Griffin (1998, as cited in Schuele, 2015) argue that "phonological awareness refers to a general appreciation of the sounds of speech as distinct from their meaning. When that insight includes an understanding that words can be divided into a sequence of phonemes, this finer-grained sensitivity is termed phonemic awareness "(p.1). As stated before, the phonological awareness is mainly associated to pronunciation and listening skills, and from the perspective of English learning this component is crucial since English is known as non-phonetic language which demands accuracy in the reproduction of sounds that might not commonly used in our L1. The accurate reproduction of phonemes is vital to make comprehension efficient as well as to understand when someone else is speaking. It becomes difficult to understand sounds that our brain barely identifies due to the lack of replication. On the other hand, accent is somehow present in the phonological skills, and it is something which can be hard to master, but it might represent a big deal if it affects the phonemes.

Syntax. Of similar importance to phonological awareness, syntax enacts equal importance in this project as some tasks to be developed by students aim to the definition and paraphrasing of colloquial vocabulary used in San Juan de Pasto, so, not deeply but still important, syntax must be taken into account to achieve the expected good results while students are developing tasks.This component is related to the function of the words in grammar terms, in other words, syntax plays an important role when speaking happens as it denotes the correct use and structure of the parts of the speech according to the rules of every language. According to Tallerman

(2015)" The term 'syntax' is used to mean the study of the syntactic properties of languages. In this sense, it's used in the same way as we use 'stylistics' to mean the study of literary style". In addition, Miller (2002) States that "syntax has to do with how words are put together to build phrases, with how phrases are put together to build clauses or bigger phrases, and with how clauses are put together to build sentences" (p.11).

   Pragmatics. The place and time while applying the following project is essential when using some lexicon which is distinctive in our region. In this sense, the definition of pragmatics cannot be left behind. This competence refers to the ability to use the right words with the right person at the right moment when oral language is produced. It is associated to the grammar that has been already internalized as well as the sounds that the brain can recognize. In addition, the recognition of vocabulary and meaning in different situations is crucial to give an accurate feedback and avoid misunderstandings. To support this, Horn and Ward (2004) assert that "pragmatics is the study of those meanings which depend on the context and which are systematically abstracted away from in the construction of content or logical form" (p.10)

   Fluency. Seeing that this project involves students to speak, fluency seems a pivotal aspect to be considered in this project for the procurement of satisfying results. Richards (2006 as cited in Shahini, 2017) suggests that "fluency is the use of naturally occurring language when a speaker engages and maintains in meaningful communication. This communication would be comprehensible and ongoing in spite of limitations in one's communicative competence" (p.100). The researcher believes that fluency can described as the ability to express in a foreign language in terms of proper rhythm, timing and pace, making communication easy and effective while interacting with other speakers. Fluency is not meant to be how fast a person can release

words; it is how accurate a person can be in terms of speaking while making use of correct grammar and vocabulary letting a conversation flow in the most natural way.

Oral Language Skills Development in EFL

This project aims at the enhancement of oral skills in students of a public school in our city. For this reason, it would be pertinent to take into consideration some parameters related to the development of oral language skills, in a setting whose relation to an environment where English is spoken as a native language differs significangtly.

Nowadays, the interest of developing oral skills as the most important means of communication seems to have gained priority when learning English, as students aim at becoming more efficient through speaking. The need to be able to interact verbally with other English speakers, either native or not, and the desire of being able to express ideas, opinions or thoughts, becomes the main goal for students of this foreign language. O'Malley (2013) notes that: "Oral language is important because it provides the foundation for literacy development; it is essential to academic achievement in all content areas, and it is critical for overall success in school" (p.1). On the other hand, the oral language is not only related to the mere ability of speaking, as it constitutes a set of skills that embrace vocabulary domain, listening comprehension, grammar patterns, phonetics,fluency, etc.

Meaningful Learning

The need of taking advantage of previous knowledge for the achievement of satisfactory results for this project it is one of the highlights at time of applying the tasks which consist of the recognition, common use and definition of common dialect expressions that make part of our daily life in the southern region of Colombia. This is a big reason of making mention of meaningful learning.

Ausubel (2000, as cited in Ballester, 2014) remarks, "the most important single factor influencing learning is what the learner already knows" (p.199). In other words; meaningful learning happens when students gain a new knowledge, and they can relate previous concepts to new ones. This allows students to expand their ideas, making them more solid when certain stages are reached. This also leads students to a greater retention of concepts due to the association that they make between previous and new knowledge. In addition, Ausubel (2000, as cited in Cuzco & Zhagüi, 2010) suggests that students must be active while teachers must reinforce new learning by underlining, completing missing concepts and giving additional examples. (P.17). in the same manner, Rhalmi (2011) alludes to three learning stages and teaching elements proposed by Ausubel such as: Advance organizer, presentation of learning task or material and the strengthening of cognitive organization (p.3).

Advance organizer. On this stage it is intended to make clear the objectives of the lesson to be presented, later to expose the lesson to identify the context and attributes, finally to show the previous knowledge and experience that students have regarding the topic to be discussed.

Presentation of learning task. This stage consist of the arrangement and focus on materials presented in the activities and later making a logical order of them through discussion, experiments, reading and meaningful activities.

Strengthening of cognitive organization. This final stage consists of the gathering of ideas and opinions that have come out as an aftermath of the revision of the materials exposed as well as the cooperation that all the participants have given. In some cases, further explanations or clarifications must be given in order to prevent diversions.

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Culture in EFL Learning

In a like manner, languages are strongly attached to cultural aspects since they can be seen as a common denominator in the beliefs, manners, traditions, behaviors and the world views of societies. Sowden (2007, as cited in Hoang, 2010) argues that "culture tends to mean the core of societies. Artistic, and intellectual traditions are linked historically with a particular, ethnic or national group" (p.5). When learning English as a foreign language, students are not only involving themselves into a world where academic patterns seem to be a priority, but they are discovering new worlds through languages, and they are also re-discovering themselves as individuals who make part of a society that has its own culture and background.

Nowadays, the need of learning and teaching culture seems to become stronger as students are much more exposed to social, political and worldview information which is globally consumed, and it is also linked to the academic instruction that students receive at school. Here comes the need of raising awareness in students and teachers about culture. Brdarić (2016) states that "Culture should be an essential part of teaching English as a foreign language because one of its main aims is intercultural communicative competence (ICC), which refers to knowledge of social groups and their practices and customs" (p.7).

In other words, culture in EFL learning will be taken into account for this project because it not only takes students to get to know more about the culture of the target language, but this can also work as a bridge to encourage students to discover themselves from a cultural and social perspective.

Dialect spoken in San Juan de Pasto

Since the following project is aimed at taking into account cultural features to be instructed in real contexts, it would be pertinent to raise awareness in students about the relation that the

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indigenous languages have with the dialect spoken in San Juan de Pasto, in cultural and linguistic terms.

Languages are subject to continous changes through time. This causes morphological and syntactic changes. It does not turn into a different language but a variation from the same with certain characterisctics which are proper from the region where the variation has taken place. So there is a coexistence between the language and the dialect. In other words, the dialect is a special form of speaking which can be rustic or colloquial because of the use of new vocabulary, modifications cognates and false cognates. It represents either an evolution or retrospection of the language of origin, due to facts such as a slow evolution, geograhpy, society, economy, politics, world view, and culture. In words of Solarte (2009), "dialects are distinguished by a group of speakers, their etnicy and their material and spiritual creation (crafts, daily activities, games,songs, tales, myths,etc)". All these features provide dialects with particular characteristics in the lexicon which reflexes the way of living of the speakers. San Juan de Pasto can be characterized by the dialect spoken by its inhabitants, who somehow are bonded to ancestral traditions, beliefs or manners which have an indigenous influence, either from Quechua or from other aboriginal tongues which later have constituted a whole syncretysm. Bastidas (2006) argues that the diverse indigenous precence and cultural richness in the teritory of Nariño are some historical facts that through the time constitute hybritation of iberic, mestizo and indigenous linguistic elements that will remain in the culture, and the Spanish spoken in the South of Colombia (p.17).

There are multiple investigations that suggest that many of the words included in the "*Dialecto Pastuso*" have been the aftermath of a strong influence from indigenous tongues and dialects that have been located in the south west region of Colombia and northern Ecuador.

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Within the dialects that have cooperated to the current dialect spoken in Pasto, Guambiano, Muisca, Tumaco, Barbacoa, Nahualt etc seem to have been the most influential ones, although the strongest one comes from Quechua. Sanz (2006) argues that Quechua was introduced in the south of Colombia as a result of an attempt of expansion of the Inca empire in the northern regions. He also stands that Quechua was introduced to the south of Colombia by Spanish missioners as a civilization tongue in order to approach the indigenous dwellers of the region (p.34). In pre-colonial times, there were two predominant indigenous groups in the area that nowadays is known as The Atriz Valley. They were the Pastos and Quillacingas. Although they shared the same territory their manners and language were different. The vestiges that are still preserved from their culture consist of few archaeological items such as handcrafts, vessels and petroglyphs. And from an etnolinguistic view, researches show vestiges of the Pasto and Quillacinga language in toponyms and anthroponymy that are still in use not only in San Juan de Pasto but the departament of Nariño.

 Motivation in Learning English

   On the other hand but not less important, it is necessary to consider motivation as a key factor for the development of this research. Motivation can be defined as the energy that encourages to follow our goals and dreams without excuses or complaints. A motivated student is willing to take risks and expand their knowledge to new horizons. At time of learning English as a foreign language, motivation is a crucial factor to set goals high and achieve them. In words of Guerrero (2015), "it is common to hear that the success or failure of a language learner to master a second language (L2) depends on their motivation" (p.96). Thus, the role of teachers and institutions becomes crucial at time of motivating students to learn English.

EXPRESSIONS AND ORAL ENGLISH PRODUCTION

It is common to have students who are committed to the cause of learning English since they have set their goals, and dreams and ambitions are linked to the advantage of dominating a foreign language. On the other hand, there are some students who see English as a mandatory subject at school that has to be approved for continuing with their academic formation, or simply it has no major relevance for their life project. Dörnyei (2009) asserts that "the behaviour of language learners in various communicative tasks is determined by a wide range of variables. Motivation is a complex issue, involving the intricate interaction of learners factors, situational factors, task factors and others that can emerge" (p.1).

Since this project features a cultural aspect which is strongly attached to the identity of the people from San Juan de Pasto, the author considers that motivation can be enhanced by taking into consideration topics which are close to the background and cultural experience of the students. Thus, motivation might play a huge role to inmerse students into the concept of learning English from a cultural perspective which might cooperate to the personal and academic success of the students.

EXPRESSIONS AND ORAL ENGLISH PRODUCTION

Chapter Three

Research Design

This chapter focuses on the essential methodological aspects that will be considered to develop the study, such as: the type of research, setting, population, sample, data collection techniques and analysis.

The Researh Paradigm

The paradigm that will be used for the development of this research will be qualitative due to its characteristics which focus on data that is not meant to be registered on numbers as the main objective is to observe concepts and feelings. Thereby, a qualitative research aims at the observation of attributes and values of individual and social cultures or contexts. Tojo and Takagi (2017) state that " Qualitative research enables researchers to examine and understand the complex behaviors and experiences of individual learners" (p.37). In this sense,this paradigm is suitable for this research because the important fact is not to measure the performance of the students by using numbers, but to observe how they react to the proposed strategy, and how their oral skills can be improved.

Type of Research

The type of research that will be applied to develop this project will be the Participatory Action Research (PAR) which is a study and action with qualitative characteristics that seeks to obtain reliable results to get collective situations based on the participation of the group to be researched. In words of Kach and Kralik (2006, as cited in MacDonald, 2012), "PAR is considered democratic, equitable, liberating, and life-enhancing qualitative inquiry that remains distinct from other qualitative methodologies". The purpose of the PAR is to change the environment and assume the reality of a population through the following parameters: to join the

processes of knowledge with others to generate a complete framework; to share information which has been based on popular knwoledge with a wider population. When the knowledge has been shared, the individuals have the determination of adopting such new concepts or not. The goals in the educative field are shaped by the triangle of Kurt Lewing, which emphazises on research, formation and action. The research stage has to begin with the identification of the problem and the need to find a solution for it. In the formation stage, it is important for the researcher to set objective goals, and work on how the problems found before can be solved through meaningful strategies that contribute not only to the academic formation but to a social and personal growth. Finally, the action stage intends to put into practice the new concepts learnt to generate changes in personal or social levels. However, the people implied in the research have the autonomy of adopting those new concepts to their lives or not. Also, they can express their feelings about the process and results as part of a work that has been developed collectively.

Setting

The study will be carried out at Institucion Educativa Municipal María Goretti. This institution is characterized for being a traditional girls school located in the city center of San Juan de Pasto. Its Institutional educational Project (PEI) is designed to achieve the goals proposed for all public high schools in the area of English. Also the institution bases its English instruction on the syllabus designed by the teachers in charge of each grade.

The Mission of IEM Maria Goretti is to educate the female childhood and youth from the popular sectors of the city, substantiated in a personalized and humanized philosophy to build a more human and fair society, and its vision is to get recognition through the projection of the students. In addition, its policies of quality aim at the compromise with the strengthening of the

significance, pertinence, inclusion and efficiency of its institutional educational project (PEI), the quality of its educative community, and the continuous improvement of its processes.

Most students of this school come from popular neighborhoods of San Juan de Pasto, whose inhabitants are bound to a series of manners, beliefs and cultural traditions that still obey to some ancestral roots. Although at present there is a kind of disdain for some traditions and use of regional lexicon which can be associated to lower class individuals and people with indigenous and rural roots, before the eyes of a whole country like Colombia and even continent, *pastusos* (People from Pasto) are known in the country by some characteristics that might differ from other Colombian people. Pastusos are meant to be shy when interacting with people from other regions, probably because of the conflicts that this region has had to face since colonial times as well as its late integration with the rest of Colombia. Montenegro (2003) states that a distinctive characteristic of Pastusos is their way of speaking, whose vocabulary is rogue and has Quechua terms. Other distinctive features are present in manners, traditional festivities and behavior.

Population

The population is made of students of the 11th grade at IEM Maria Goretti, morning shift, calendar 2018. In their English syllabus, topics such as the use of relative clauses and common expressions for defining vocabulary are included.

The group to be selected is made up of 36 students, all are women aged between 14 and 17, and the teacher in charge of the group. This group has been chosen because it is assumed that the students who are in their last year of high school have been already taught a considerable amount of English grammar rules which may allow them to have a better performance at time of speaking rather than students who are in lower grades.

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Data Collection Techniques and Instruments

Taking into account that the project proposed here will follow the participatory action research principles, the techniques that will be used obey to the foundational orientations proposed by Kurt Lewin and his research- action – formation triangle, which implies a diagnosis, the development and execution of action plans, and further feedback and reflections from the object of study that will allow readjusting or staking out new actions.

As part of the scheme mentioned before, the researcher will carry out an interview, the direct observation of the performance of the students in the tasks as well as their feedback. The interview, tasks and the direct observation have been chosen because they are suitable techniques that help make a diagnosis and obtain first-hand information about the context where the events take place, the knowledge that students have in relation to the concepts to be instructed, as well as to evidence the performance and behavior of students while developing tasks. All the novelties and procedures will be registered in an observation log. With this tool, it might be possible to witness the progress as well as the limitations that the students will have in the development of oral skills based on a cultural aspect such as the dialect spoken in San Juan de Pasto. Finally, the feedback of the participants towards these collection techniques is very important, since they involve a mutual interaction, the opinions given by the students would reflect their interest for the topics as well as their motivation to improve in their oral skills.

Analysis and Interpretation of Data

For this project the researcher will consider the results obtained by the data collection techniques. These will be based in relation with the main and specific objectives proposed at the beginning of the study in order to describe the contribution that the dialect spoken in San Juan de Pasto as a trigger to improve the oral skills in students of the eleventh grade of Maria Goretti

high school may give. First of all, it is necessary to consider some regulations that allow the

normal development of the project. These are related to the request of formal permissions from

the institute and family of the students, in order to avoid interferences with the learning process

that students have at school. Once a formal permission is obtained, the presentation and

application of the project will take place. After this, a report of the project presented in class will

be given to the institution for a possible approval and inclusion as a methodological strategy to

be used in the English class. The analysis of data will be done following the next order:

- To observe the most significant information showed in in class including materials, strategies

and techniques used to improve oral skills. All the novelties will be recorded in the observation

log that has been designed for this project.

- To analyze the information obtained through the interview in order to know about the concepts

that the students have regarding the dialect spoken in San Juan de Pasto, the importance of

culture and their setting at the time of learning English as a foreign language.

- The data will be assembled with the information collected during the research, the instruments

such as observations and interview will determine the positive progress of the research, the

necessary changes and strategies that might cooperate to avoid diversions or misunderstandings.

- The feedback provided by the students, is intended to show their interest and progress, and this

could determine the viability of the application of the project, or the necessary adjustments to be

taken into account for successful results

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Administrative Aspects

Schedule

	Activities 2018	August	September	October	November	December
1	Project realization	x				
2	Proposal presented at the institution		x			
3	Approval of the project			x		
4	Application of the first, interview task and observation			x		
5	Application of the second interview task and observation				x	
6	Socialization and feedback					x

Budget

Table
Research budget

Details	Values
Photocopies	20.000
Transportation (Visit to high school)	23.000
Typing of the project	90.000
Incidentals	80.000
OVERALL	213.000

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Appendix 1

Interview 1 for Students

UNIVERSIDAD DE NARIÑO
FACULTAD DE CIENCIAS HUMANAS
LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES,
LENGUA CASTELLANA E INGLES

TRABAJO DE INVESTIGACIÓN INSTITUCIÓN
EDUCATIVA MUNICIPAL GORETTI

1. What motivates you to learn English?

_____

_____

_____

2. What are the skills that you would like to improve?

_____

_____

_____

3. How can your context facilitate English learning?

_____

_____

_____

4. How often does your teacher emphasize on oral skills exercises?

_____

_____

_____

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5. Do you think that it is important to know about the origin of your language? Why, why not?

_____

_____

_____

6. How do you think English helps to know about other cultures and your own culture?

_____

_____

_____

7. Do you or your parents use colloquial vocabulary from Pasto ?

_____

_____

_____

8. Do you think that the use of cultural topics in class can help you to improve your oral skills?

_____

_____

_____

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Appendix 2

Task 1

Look at the glossary and mark the words that you recognize, then choose five words, give their definition and tell the class when you have heard or used those words before

Word in Spanish	Quechua	English meaning
Andes n.	**Anti n.**	*A major mountain system of South America*
Achucar v.	**Chakachikuy.v.**	*To get stuck*
Aco n	**Hak'u.**	*Flour, ground corn*
Achacar v.	**Achakiy v**	*To blame someone*
Aguaguado adj.	**Wawatu adj**	*A person with a childish behavior*
Alpaca n.	**Alpaka n,**	*South American hoofed mammal related to the llama.*
Ango n.	**Hank'u n.**	*Sinew, tendon*
Auca adj.	**Awqa n. adj**	*Enemy, savage, a child who has not been baptized*
Bamba n. adj.	**Bamba adj.**	*Plain lane, suffix for place names*
Cacana. n	**Akanayay v.**	*To take a dump, poop*
Cachicar v.	**Khachuy v.**	*To chew*
Capuli n,	**Kapuli n.**	*Bittersweet fruit that grows in the Andes*
Caracha n	**Qaracha n.**	*Scabies, crust*
Carisina adj	**Qari n. China adv**	*Man , A woman who is not keen on doing the housework*
Cocha n.	**Kucha n.**	*lake*
Cascar v. pegar	**K'askay n.**	*Stick, to hit someone or something*
Concho n.	**Qoncho**	*Greasy leftovers from a roasted pig or other animal*
Coto n. Cotudo adj.	**Q'oto. n.**	*Mumps. Word to describe a man whose Adam's apple is big*
Cucho n. adj.	**K'uchu n.**	*Corner, slang for an old man*
Cuco n, adj	**kuku**	*Ghost, evil spirit that scares people*
Cueche adj.	**K'uychi n.**	*Rainbow*
Cumbamba n. Cumbambon adj,	**Waqosapa n.**	*Chin. A person whose chin is prominent*
Curco adj.	**Qhorpo adj.**	*A person whose posture is forward head*
Cuy n.	**Kuy n.**	*A small, furry animal without a tail, raised as a pet and for use in laboratories and commonly eaten in the Andean regions*
Chagra n.	**Chakra n.**	*Crops*
Chambon adj.	**Ch'anpa n.**	*A person who does not do things well*
Chantar v.	**Ch'atay v.**	*Accuse*
Changar v.	**Chaka n.**	*Leg, to put someone`s leg on somebody while sleeping*
Chara n.	**Sara n.**	*Barley malt, a traditional soup prepared in the south of*

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		Colombia
Chaucha adj.	**Chawcha adj**	*Small portions of something*
Chimba n. adj.	**Chimba n.**	*Braid, bad quality product*
Chingo n. slang	**Chingag n.**	*Slang to reefer to penis*
Chilpa n. Chilposo adj.	**Chilpi n. adj**	*Old clothes, person who is dirty and wears old and ripped clothes*
Chiltar n.	**Ch'eqtay v.**	*To break something in small pieces*
Chirimoya n.	**Chirimuya n.**	*A Green fruit commonly eaten in South America*
Chirle adj.	**Chirli adj.**	*Watery*
Chiro n.	**Chirichiy**	*Small banana, an item of clothing*
Choclo n.	**Choqllo n.**	*Corn*
Chucha adj.	**Ch'irchi adj**	*Weak person, coward*
Chulla n.	**Ch'uya n.**	*Water, residual liquid from the rice*
Chunchullo n.	**Ch'unchul n.**	*Viscera, bowels*
Chuma n.	**Ch'onqa n.**	*State of drunkenness*
Chumar v.	**Ch'onqay v.**	*To suck, to consume alcoholic drinks*
Churo n. Churoso adj.	**Ch'uru.**	*Snail, cur, curly person*
Chuspa n.	**Ch'uspa n.**	*Bag*
Enchoclar v	**Ch'olqokuy v.**	*To sheathe something*
Gangoso adj.	**Qhanqo adj.**	*Person whose voice is quite nasal*
Guagua n.	**Wawa n.**	*Small child*
Guaico n.	**Wayq'o n.**	*A hot place*
Guaicoso adj	**Wayq´usu**	*A person who comes from a hot region*
Guambra n.	**Warma n. adj**	*Adolescent, Word to mean young woman*
Guache adj.	**Wasanchaq adj.**	*A person whose behavior is rude*
Guaricha adj.	**Waricha adj**	*Slut*
Guata adj	**Wata adj.**	*Small, short person*
Guasca n.	**Waskha n**	*Rope*
Guayusa n.	**Wagusa n.**	*Traditional handcrafted drink*
Haba n.	**Habas n.**	*Broad bean*
Locro n.	**Loqru n.**	*Traditional soup from San Juan de Pasto*
Longo adj.	**Lungu**	*Person whose background is indigenous*
Llama n.	**Llama n.**	*A woolly-haired South American ruminant of the genus*
Lluspir v.	**llusk'ay v.**	*To slide off*
Mate n.	**Mati n.**	*Recipient used to drink*
Mica n.	**Maqay n.**	*Potty*
Macana n	**Maqay. V**	*To punish*
Michicato adj.	**Mich'a kay adj.**	*Avaricious person*
Micho n.	**Michi n**	*Cat*
Minga n.	**Minkaa n.**	*Community meeting*
Mita n.	**Mita n.**	*Turn of work*
Mote adj.	**Mut'i**	*A kind of corn which has been boiled*
Mucha n.	**Much'a n.**	*kiss*

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Ñapa n	**Yapay v.**	*Add, to give something extra*
Ñato adj.	**Ñatu adj**	*A person whose nose is small*
Ñuco adj.	**ñuk'u adj**	*A crippled person*
Olloco n.	**Olluko n.**	*Ulluco, is an Andean tuber crop, similar to the potato, but more vividly colored and with a flavor like a combination of beet and potato.*
Pambo adj.	**Pamba adj.**	*Flat*
Paspa n.	**Phaspa.**	*Dryness*
Pasposo adj.	**Phaspasqa**	*A person whose skin is dry*
Pay v.	**Pay n.**	*Word to say thanks*
Pichingo n. slang	**Pishqu n. Pichiku n.**	*Small bird, slang to refer to penis*
Picha n.	**Chma n.**	*Rheum, eye booger*
Pinga n.	**Pingay n.**	*Slang to refer penis*
Pite. Adj v.	**Pitay v**	*Small thing*
Pucho adj.	**Puchu**	*leftovers*
Pupo n.	**Puputi n.**	*Navel, belly button*
Quicha n.	**Q'echa n.**	*To uncover something, diarrhea*
Quinoa n.	**Kinwa n.**	*A grain high in nutrients traditionally grown as a staple food high in the Andes*
Quiño n.	**Kiñu n.**	*To make a cleavage*
Quique n.	**Kiru n.**	*Tooth*
Raja n	**Raqra.**	*Crack, fissure*
Runa adj.	**Runa n.**	*Ordinary person, breadless dog*
Sungo n.	**Sonqo. N**	*Heart, viscera*
Taita n.	**Tayta n,**	*Father*
Tatay inter.	**Atatay n.**	*Interjection to express disgust*
Tambo n.	**Tambo n.**	*Small place of rest*
Tingue v.	**Tinkuy v.**	*To hit something using the fingers*
Topo. N	**Tupu n.**	*A small earing*
Tula. N	**Tulu**	*Bag, similar to a gym sack*
Tullido adj	**Tulluyay v**	*To get thin*
Tulpa n.	**Tullpa n**	*Bonfire*
Tunda v.	**Tunduy v.**	*To hit something*
Zanja n.	**Zankha**	*Ditch*

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Appendix 3

Diary Log

Universidad de Nariño	DIARIO DE CAMPO Área: Inglés Básica secundaria Grado: once IEM Maria Goretti - Año lectivo 2018	Profesora del área de Inglés: Janeth Tapia Chamorro
		Investigador: Fredy Morales
Fecha:	Hora de inicio:	Hora finalización:

Actividad a observar	**Concepto**
Familiarización con el tema presentado	
Disposición e interés en la actividad	
Términos del dialecto pastuso que los estudiantes conocen	
Vocabulario usado para definir términos	
Pronunciación y fluidez	
Habilidad de escucha y comprensión	
Comentarios y opiniones de los participantes	

EXPRESSIONS AND ORAL ENGLISH PRODUCTION

Appendix 4

Task 2

Let`s role play! Work in groups; imagine that you have a foreign friend who has spent some days in Pasto and she has heard some Pastuso words that she can`t understand as her Spanish is not good enough yet. Your mission is to explain the words that your friend heard. Let her know the meaning, and give an example where the word can be used.

Choose five words that you have learnt from the glossary. Think of places or situations like the street, a market, a restaurant, a party, a meeting with friends, carnivals, a short trip to a town in Nariño, when you went to see a football match at the stadium, a song that you heard, etc.

For Example:

-Hey, I was walking down the street and I heard a man calling CARISINA to a young girl who seemed to be her daughter. Can you explain the meaning of that word?

-Well, Carisina is a term commonly used in my city to refer to a woman who is careless, or not very good at doing housework. It is sometimes a bit offensive to use if the person you are talking to is unfamiliar. So be careful!