SOME EFFECTS OF THE USE OF CONTENT-BASED INSTRUCTION ON STUDENTS'

ORAL PROFICIENCY LEVEL

Sara S, Burbano and Luisa F, Ríos

Submitted to the School of Human Sciences

in partialfulfillment of requirements for the Bachelor of Arts Degree

in English and French teaching

Departmentof Linguistic and Language

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Nota de responsabilidad

Las ideas y conclusiones aportadas en el siguiente trabajo de grado son responsabilidad

exclusiva de sus autores

Artículo 1º del acuerdo N. 324 de Octubre 11 de 1966 emanado del Honorable Consejo

Directivo de la Universidad de Nariño

NOTA DE ACEPTACIÓN

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Presidente del Jurado

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Jurado

San Juan de Pasto, Noviembre _____ de 2017

Resumen

Este documento pretende demostrar algunos efectos de la aplicación del enfoque denominado instrucción basada en contenidos (CBI) en términos de competencia oral en estudiantes de grado once de una institución pública en Pasto, para este caso: Liceo de la Universidad de Nariño. Es conocido que muchos estudiantes tienen problemas con el aprendizaje del inglés, en especial cuando los estudiantes tienen que enfrentarse con situaciones reales donde es necesario hablar en un idioma extranjero. De esta manera, uno de los beneficios de usar el enfoque de la instrucción basada en contenidos es que los estudiantes pueden aprender un idioma a través de contenido dado el hecho de que ellos "usan el lenguaje como un medio para entender el contenido y no como un fin en sí" (Richards and Rodgers, 1986, p.118). De esta forma ellos se sienten más seguros hablando inglés y así su competencia oral mejora. Esta investigación está basada en la descripción del problema, las bases teóricas que soportan esta investigación y la metodología de la misma. Finalmente, este estudio será útil para el proceso de enseñanza-aprendizaje porque los estudiantes pueden aprender vocabulario y pueden mejorar su producción oral usando contenidos en lugar de la gramática de lenguaje.

Palabras clave: instrucción basada en contenidos, competencia oral, vocabulario, idioma extranjero, aprendizaje.

Abstract

This paper is intended to demonstrate some effects of the application of the Content-Based Instruction (CBI) approach in terms of oral proficiency in eleventh grade students of a public institution in Pasto, in this case: Liceo de la Universidad de Nariño. It is known that many students have problems with the English learning, especially when learners have to face real situations where they need to speak in a foreign language. Thus, one of the benefits of using Content-Based Instruction is that students can learn the language through contents given that they "use the language as a means of understanding content, rather than as an end in itself" (Richards and Rodgers, 1986, p.118). In this way they will feel more comfortable speaking in English so that they will improve their oral proficiency. This research is going to be explained based on the problem description, the theoretical basis which support the investigation and the research methodology. Finally, this study may be useful for the teaching-learning process because students may learn vocabulary and improve their oral performance by using contents rather than the grammar of the language itself.

Keywords: Content Based Instruction, Oral Proficiency, Vocabulary, Foreign Language, Learning.

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SOME EFFECTS OF THE USE OF CONTENT-BASED INSTRUCTION ON STUDENTS'

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Introduction

In the last century, methods and approaches have appeared influenced by Linguistics and

psychology to contribute to the Language teaching and learning. The first method appeared was

the Grammar Translation method which was called the Classical method. Then, a serial of

methods and approaches such as Total Physical Response, Audiolingual, Cooperative Language

Learning, Suggestopedia, Task Based Language Learning and others appeared innovating the

way of teaching. Each of these methods came with new theories, features, procedures and

materials that complemented the methods above-mentioned.

Throughout the course of the innovation of methods and techniques, a new approach

emerged with a new perspective of how a foreign and a second language should be learned and

taught. Content Based Instruction appeared with current strategies, methodologies oriented to the

use of them in real contexts and situations.

However, the problems with the language learning still persist leading teachers to redesign

their methodologies. For instance, although in Colombia a lot of programs have been

implemented in the educational system in order to improve the English oral proficiency, there are

still many shortcomings in this subject. According to EF English Proficiency Index (EF EPI)

Colombia ranks the 49th position among 72 countries surpassing only countries such as

Venezuela and Guatemala.

CBI courses allow teachers to do an extensive use of materials most of them created by the

instructors and related to the context. Unfortunately, there is small gap between the Content Based Instruction theory and its application. Through the Foreign language teaching history, learners and teachers acquired some habits that still remain. One of those persistent habits is that the language teaching is similar to translate full texts or teaching explicit grammar.

This study points at knowing the importance of teaching a foreign language in a way that helps students, it means by contents rather than by teaching the grammar of the language itself. In this way, the structures of the language are going to be learnt by students in an implicit manner making connections and deductions of the rules.

Chapter I: The Problem

Problem Description

The development of the oral language production is still a predicament in most of high schools. Although many students know vocabulary and how to write, at the moment of speaking they have still some problems. Thus, Teachers have problems with the participation of students in their lessons. According to Rönnerdahl and Johansson (2005) "it has been suggested that as much as 99% of all communication is spoken" (p.11). It means that spoken language has relevance in the English teaching and learning process and the oral proficiency is the main characteristic of this skill.

Some students prefer writing or doing other activities instead of practicing the speaking skill. Learners do not feel comfortable when they have to report something orally. If this problem is not solved the poor performance of students could become an issue not only for teachers, but also for students.

The application of Content-Based Instruction (CBI) would be useful in the way that students can learn vocabulary; they could improve their oral competence and increase their motivation (Grabe&Stoller, 1997). Likewise, it is argued that the CBI is an approach developed in the target language and when we interact with the foreign language, we can acquire it most effectively

Research questions

What are/is the effect(s) of using Content Based Instruction on the oral proficiency level of students in eleventh-grade English class at a public high school in Pasto?

What are some possible weaknesses of the students' oral proficiency in English?

What teaching strategy based on the CBI approach can be used to improve the oral proficiency in English?

Objectives

General Objective

To determine the effect(s) of using Content Based Instruction approach on students' oral proficiency in English.

Specific Objectives

To determine the effectiveness of Content Based Instruction approach in students' oral proficiency.

To identify some weaknesses of students' oral proficiency level in English.

To apply a teaching strategy based on the CBI approach to improve oral proficiency.

Justification

The Department of Linguistic and Languages of the University of Nariño proposed some criteria to increase the scientific knowledge of students in order to contribute to the solution of social and cultural needs of the community. One of the criteria is referred to the experimentation of pedagogical models of teaching and the experimentation of techniques, strategies and didactic resources directed to the development of the Linguistic and communicative competences. Based on that, this research pretends to investigate how the CBI approach affects the English learning of students.

This research project is relevant because it could benefit the way of how a foreign language is learnt and taught. Most of English lessons are carried out based on the teaching of grammar however, what CBI lessons pretend is to give students the opportunity to perform orally the L2.

Therefore, this study intends to strengthen students' oral proficiency levels by using new techniques and strategies.

The group chosen for the study is the students of eleventh grade in view of they have more fluency, accuracy and know more vocabulary than a student of a lower grade. Also, these students are more trained to understand the language and master the four language skills: Reading, writing, listening and speaking. The eleventh graders will be the most benefited in terms of L2 performance and the knowledge acquired.

Limitation of the study

To develop this research, it is necessary to know that some difficulties could appear progressively. These could be since the beginning of the process until the application itself. Some concerns correspond to the lack of students and teachers' disposition in terms of the time needed to accomplish the purpose of the study. Besides, it is possible that some students present anxiety symptoms and shyness at the moment of producing spoken language because of the complexity of the topics or the limited vocabulary. So, students could have problems with the reading comprehension and the understanding of some materials such as textbooks and videos. In the case of vocabulary learners could turn to use their native language to express opinions or ask questions.

Chapter II: Literature review

Theoretical Framework

The subject of this research project is based on the application of the approach known as Content Based Instruction (CBI), which is one of the most common and recent approaches used in the English teaching of a second language. The intention of this chapter is to explain some of the most important theories and positions that some researchers and professionals have postulated about this topic.

Approach

Anthony proposed a three-way distinction: "approach, method and technique" defining approach as "a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning" (Anthony, 1963 as cited in Kumaravadivelu, 2006, p.84). Then, Richards and Rodgers (1982) changed what Anthony had proposed for a new distinction of terms: "approach, design and procedure". Although these concepts seemed to be the same, this new system was broader in its scope and wider in its implications. In this way, Richards and Rogers define approach as "those assumptions, beliefs and theories about the nature of language and the nature of language learning which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classrooms" (Richards and Rodgers, 1982 as cited in Kumaravadivelu, 2006, p.86).

The system proposed by Richards and Rodgers is surely broader and more detailed when they introduced their terms of design and procedure. Despite this structure has some drawbacks, nowadays a lot of models of language teaching follow this structure. The theory of language is one of the elements that explains how an approach works. The theory of language learning talks

about the basis for the language learning for a teaching method. According to the model of

Anthony an approach must be composed by an appropriate design taking into account the

objectives, the syllabus, the types of learning or teaching activities, the role of learners and

teachers and the materials.

Content Based Instruction

Content- Based instruction is an approach which appeared in the last decades and it allows

learners to be exposed to the L2. The main purpose of this approach is that students learn an L2

through the learning of content. CBI theory principally focuses on the improvement of the four

skills (Listening, speaking, reading and writing) but, some researchers including Kasper (2000)

have contributed empirical evidence that demonstrate the impact of CBI in ESL education. They

show how students were able to increase their English production. In this way, students not only

learned language, they expanded their knowledge as well. According to Snow and Brinton

(1997), with the application of CBI approach, students are able to receive information about the

curriculum and to develop the task in the target language at the same time they acquire the

second language in a way different to the academic, it means in a natural way. They said "kill

two birds with the same shot". With this approach students are going to learn "content", it means

some scholar topics such as Mathematics, Geography or technology but also different current

useful issues.

The idea of CBI is that students acquire the content instead of the grammar of the

language. Grammar must be learnt in an implicit way discovering the main goals and subjects of

each class. Additionally, the use of this kind of instruction is useful to the extent that students are

going to have a meaningful control and participation not only academically but also culturally

and in social contexts (Kasper, 2000). Moreover, the achievement of this approach will allow

students to think by themselves integrating the four language skills. "They practice authentic reading, listen to the teacher's comments and speak about the content. Finally, they write certain tasks to consolidate what they have previously listened to, read and spoken" (Snow and Brinton, 1997, p.15).

Some characteristics of this approach are basically associated with the use of content, materials and the need of integration of four skills. "It supplements exposure to input through language-enhanced instruction (e.g., Skills-based instruction and consciousness raising about uses of grammar, lexis, style and register)" (Richards & Rodgers, 1986. p.119). Likewise, the use of CBI courses provides assistance to foster and the development of language production, fluency and accuracy. "Finally, it aims for a balanced focus on fluency and accuracy". (Richards & Rodgers, 1986, p.119). Also, Met (1991) emphasized the importance of CBI within the acquisition of a second language when learners focus on meaningful content rather than on the language itself.

Theory of Learning

The learning through this approach bases on comprehension which is quite important so that the acquisition of a L2 occur. In this way teachers should enable students to comprehend the curriculum presented (Lyster, 2011 as cited in Richards and Rodgers, 1986, p.121). Another important aspect is negotiation that is carried through teacher and Learners. Besides, corrective feedback plays an important role due to students can develop awareness and accuracy. Lyster (2007) provides six types of feedback: clarification request when the teacher does not understand the message explained by the student; explicit correction when the teacher provides directly the correct form of the incorrect student's utterance; recast when teacher makes know the student that his statement was incorrect but in an indirect way; elicitation makes reference to three

techniques used by the teacher to correct students directly: by asking questions, by pausing, by asking to reformulate the utterance; repetition when teacher repeat the incorrect utterance raising his tone of voice and metalinguistic feedback which makes reference to the comments or questions related to the student's erroneous utterance without provide the correct form in an explicit way.

Teacher and learner's role

Teachers are in charge of selecting the material and adapting the topics. According to Brinton (1989), (as cited in Richards and Rodgers, 1986) teachers are the main responsible of updating the way of teaching. Besides, Stryker and Leaver (1993), (as cited in Richards and Rodgers, 1986) suggest that a teacher must: vary the format of any class, use different techniques where the group work is included, organize jigsaw activities, define the background knowledge and language skills, help learners to develop better strategies for learning, use the most appropriate strategies for error correction and also teacher must develop and make students to have a high self-esteem.

In the other hand, the main learner's goal is becoming autonomous, it means that students come to "understand their own learning process and take charge of their own learning from the very start" (Stryker & Leaver, 1993, cited in Richard and Rogers, 1986, p.127). Besides, in CBI, "learners are expected to acquire language together with content through the noticing and awareness- raising activities the teacher makes use of- hence, the learner is, expected to process language consciously as well as intuitively" (Richards and Rodgers, 1986, p. 127)

Models of CBI

Theme- based Model: This approach can be used as an activity that supplies the study of

the grammar itself with some alternatives activities and readings of subjects such as food, animals, sports, etc. This language course offers an integration of the four skills through the use of different techniques and materials. In this course teachers use a syllabus where different kinds of interesting topics or themes such as "the cinema" or "the city" are organized in a subordinated way to the more general theme.

Sheltered Model: It refers to those courses that are taught in the second language by a specialist for learners who have been grouped together for a specific purpose, designed to provide specialized content principally in university levels. (Brinton, 1989, as cited in Richards & Rodgers, 1986). The instructor chooses and provides content to students but, this content has a level of difficulty and besides the teacher adjusts some requirements to accommodate the learner's language aptitudes.

Adjunct Model: This course is more complete than others because students focus on two courses: language and specific content. It is used to connect the English as a second language classes to the content classes. In this way, adjunct model can "enhance students' self-confidence with a feeling of using the new language to accomplish real tasks". (Striker & Leaver, 1997, p.4)

Syllabus

The design of a CBI syllabus depends on the content, if it is primarily content driven or language driven that is the reason why there various types of syllabus have been proposed. Some of them such as: the grammatical syllabus, the lexical syllabus, the functional-notional syllabus, the task-based syllabus among other ones. (Richards & Rodgers, 2001, p.30).

Procedure and Lessons

Organizing a lesson around CBI will depend on what we want to teach or what our

students want to learn. Topics, subjects and materials are the most important items, for that reason, it is quite important to choose a subject in which we can use a lot of materials. Teachers should consider that in these lessons integrating the four skills is an important goal. Another important activity is using group work and team-building techniques. Besides, the teacher can do an activity in which students write or read. Finally, it is important to do a task or organize homework.

Oral proficiency

Oral proficiency is defined as "the ability to produce sequence of sounds that make up language" (August, 2008, p. 6). Proficiency is the ability to use language in real world situations in a spontaneous interaction. In other words, is how speakers native or non-native can get on with ease in a context. The context and the age play an important role in how the language is learned and acquired. Currently, there are some tests to evaluate proficiency. "Oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts (topics) and situations." (Omaggio, 1986, as cited in Stein,1999, p.1).

Oral proficiency development has become an important aspect for teachers and learners in the last years. Nowadays, although English has become popular and some countries have progressed in Bilinguals programs, the oral production and the communicative competence is still a problem. Students have problems at the moment to speak, there are some cases in which students have a good grammar level or they write almost perfectly, but at the moment to produce spoken language they have difficulties with accuracy, proficiency. These three concepts have appeared in second language acquisition and they have their prominent role in language teaching

and learning process due to they are linked to Students' performance. (Freeman,1978, as cited in Housen and Vedder,2012, p.2).

Oral proficiency or language proficiency is the most important characteristic or ability to develop. "The term "proficiency" is used a great deal in the modern global world. We use it to describe our children's competency in a foreign language both in the classroom and in a foreign country as they are able to read and interpret signs and menus in a language other than English." (Berdan, 2014). Nowadays, several institutions and programs have developed numerous tests to measure the oral proficiency of speakers. However, it is an obstacle that students have because of the cultural, educational and motivational backgrounds which contain. So, in this perspective; context is important in the development of language. Many students give up due to they are no able to develop proficiency in language.

English has become almost a universal language because of several factors such as; Economy, academic, culture and media. Likewise, English has been studied since the last and its study has attracted a big number of researchers and educators. For this reason, a lot of approaches and methods such as; Grammar translation, Total Physical Response, The Communicative approach, Natural Method among others, have appeared in order to contribute to the Learning and Teaching of languages. So, as teachers the development of oral proficiency is quite important and this skill has relevance in English learning because, it allows students to be able to communicate in real situations.

Palmer (2010) says "the students' language development is the first reason for why a teacher shall focus on oral communication in the class" (p.38). It means that through communication teacher and students can share information. Also, teachers can provide

knowledge and exchange or negotiate meaning with their students. Furthermore, Palmer (2010) points out in the importance of giving guidance to our students.

The American Council on the Teaching of Foreign Languages is an American organization which is in charge to provide some guidelines in order to expand the teaching and learning of the languages around the world. They have designed the ACTFL Proficiency Guidelines to assess the proficiency of a foreign language speaker. They try to describe how learners or speakers have to do according some categories. The guidelines are classified in different proficiency levels: Novice, intermediate, advanced, superior and distinguished.

Novice: in this category, learners are able to produce lists of sounds and short messages. They can provide limited messages. They are separated in: novice low, novice mid and novice high.

Intermediate: Learners are able to talk about familiar topics or daily life topics. Also, they can give meanings or asking simple questions in order to survive with the language. Intermediate level is separated in: intermediate low, intermediate mid and intermediate high.

Advanced: Advanced learners are going to be able to participate in conversations. Their proficiency is going to be abundant. Also they are going to be able to talk with confidence and ease. Vocabulary and structures will be well-managed.

Superior: Learners will be able to communicate with accuracy, fluency and proficiency and they will be able to talk with a high domain of topics in formal and informal settings. They could be coherent with their explanations and they could give explanations and meaning of words.

Distinguished: Speakers will be able to talk with accuracy, efficiency and effectiveness. They are going to be able to give abstract concepts and to use language skillfully. Their discourse would be extent and sophisticated. However, the non-native accent and the limited cultural references could be still a problem in this category.

These guidelines were designed also for listening, reading and writing. They are useful to evaluate and assess students that are learning languages. Other standards are proposed by the Common European Framework put by the Council of Europe. These guidelines are used in the most of European countries and others such as Colombia and Philippines. The CEFR propose three categories: A, B and C. A is divided into A1 and A2 and it has been called Basic user. B has the same categories than A and with the C category is similar.

Oral proficiency has a relevance in immersion programs due to that is the way to show the language that learners have acquired. At the same time Content-Based instruction appears allowing the learners be exposed to the target language. Receiving content students are going to improve their four skills (listening, speaking, reading and writing). Immersion programs give students the chance to receive a continuous input and output. "Immersion programs are based on the theoretical assumption that language is acquired through comprehensible input in the classroom" (Swain, 1985 cited by Stein, 1999, p.9). Additionally, Krashen(1985) in his input hypothesis talks about how to be exposed to an environment rich in comprehensible input is enough to acquire the language.

Ways to foster oral proficiency

As teachers, we can be creative at the moment to look for ways of alternatives to foster the oral proficiency of our pupils. Some of them are:

Group work and small discussions: According to Palmer (2010) discussions in small groups is a useful and pertinent way to work with oral proficiency. In this way, students will not suffer anxiety attacks, they are going to be more comfortable at the moment to talk with their friends or their close group.

Provide and encourage Vocabulary learning: When students learn vocabulary, they will have a better domain of language and basically the will feel more confident at the moment to speak.

Encourage oral production in your classrooms: It is a way to interact with students. Teacher cannot force students to talk; teacher can ask students questions related to interesting topics. Also, it would be successful if teachers can play games with their students.

Related Research

Bolaños (2013) presented a research project which has a relevant importance for the present research because it is oriented to the application of the CBI approach. In this study it was proved that the use of this approach has more strengths than weaknesses. It means, according to the results obtained, that the students' progress has positive results.

In 2011, Ruiz carried out a research which seeks to investigate about the relevance of CBI approach when it is applied in a group of tenth grade by using music. The results showed by the study were positive and the author could make a book about the techniques and strategies used in music as a teaching material.

The Research by McDougald (2007) was developed in order to observe the possible effectiveness of the implementation of CBI in the program's degree and in bilingual education

programs. This research can highlight the historical analysis of the bilingual program in our country, as well as the origin of this approach and its importance in teaching and learning foreign languages.

Chapter III: Research Methodology

Paradigm

Given that the goal is to collect information of the level of English oral proficiency of students through observations, this research is going to be developed based on the positivism. Besides, it will allow researchers to describe and analyses the gathered information to prove the effectiveness of the approach. This paradigm works with quantitative methods which are dedicated to collect, to process and to analyze numerical data based on some variables that the researcher has already determined. "As a philosophy, positivism is in accordance with the empiricist view that knowledge stems from human experience. It has an atomistic, ontological view of the world as comprising discrete, observable elements and events that interact in an observable, determined and regular manner" (Collins, 2010, p. 38) In addition, it is based on the deductive method or reasoning, it means from the general to the particular. Accordingly, this study is mainly objective considering that it explains behaviors and other observable phenomena and employs preconceived concepts and existent theories.

Type of Research design

This is a semi experimental and observational research. This is a type of research that collects, analyses and describes the data, the situations, costumes and attitudes that are predominant in a group. Besides, it allows the researcher to summarize the information about the characteristics and behaviors gathered of the group or people studied. For this research it will be needed an intact group. "An intact group is assembled by any process other than by random assignment by the researcher"(Kothari, 2004, p. 214). The purpose of this research is to test the oral proficiency level of one group of 28 students in an eleventh grade English class at a public

high school by means of observations and questionnaires so that this type of research is beneficial because the investigator can see in detail what is happening in the classroom and how is the level of proficiency that students have before the research and how the same level changes after the application of the CBI approach.

It is necessary to establish the variables that will be used for this research. The word variable can be understood as anything that can change or be change by some factors. In that way, the dependent variable will be the variable that depends on other elements, in this case the oral proficiency, it will be measured based on the application and effectiveness of the CBI approach. On the other hand, the CBI approach is the independent variable. Due to it is the element that does not have any change along the research.

Additionally, there are other concepts such as the mean, mode and median which are important to know because will be used to carry out this project. According to Kothari (2004), the mean refers to "the value which we get by dividing the total of the values of various given items in a series by the total number of items". The median is "the value of the middle item of series when it is arranged in ascending or descending order of magnitude". The mode is "the most commonly or frequently occurring value in a series" (p. 132). These measures of central tendency will be used to measure the number of students with low proficiency in English as well as the number of students who change the level of proficiency after the application of the approach.

Research Scenario

To carry out this research will be necessary to apply an oral test to students before the investigation starts. This test will be based on an oral interview to measure their oral proficiency.

CONTENT-BASED INSTRUCTION ON STUDENTS' ORAL PROFICIENCY

According to the Language Testing International (LTI) the oral interview is a valid and reliable testing method that measures how well a person speaks a language. An oral proficiency test will be applied to eleventh grade students to know their English level. This text consists on an interview about students' personal preferences and their daily life. The reason for this is that the ability to identify what they like considering that this kind of information is useful to develop the study. Moreover, this kind of activity is closely tied to vocabulary mastery which is important due to the importance of knowing vocabulary in the spoken language. (Cameron, 2001)

Firstly, teacher speaks to the whole class asking about how they are or how they feel. Secondly, in small groups they develop the activity. Each student has 1 to 3 minutes to talk about the topic. It is a simple activity that allows teachers to be aware of their learners' level and their interests which is useful information for the following lessons.

The development of the research will continue with the observations. This process and the whole research will take two hours per week. It should be pointed out that the observation process will be about 5 weeks. In those two hours of class, one researcher will use different materials and topics to make students improve their oral proficiency level. These classes are designed according to five lesson plans (Fig. 5-9) which have different items to make students develop their speaking skill. At the same time, the second researcher is going to be focused on the behavior of students using an observation format (Fig.1). This step is going to be developed through five observations which is the same number of lessons.

When the investigation finishes, students will be tested once more with a new oral test to see the effect of the CBI approach in their oral proficiency. This test consists on an oral presentation that will be presented individually. Students will choose a topic of their interest and they will talk for about 5 minutes. They are able to use different materials and tools for making

the presentation more striking and they will be ready to answer some questions asked by the researchers. The idea of this oral presentation is to use the content and vocabulary learnt during the lessons and to develop their speaking and proficiency skills.

The collection of information is going to be carried out in order to analyze the data and collected material that will be organized in tables and charts. To organize this information it will be useful some measures of central tendency such as the mean, the median and the mode to know the average of students who improve their oral proficiency.

Setting

Liceo de la Universidad de Nariño is an educational institution located in the 5th Street # 32A-86 in Villa Campanela Neighborhood in Pasto city. This is an institution dedicated to the education of different levels such as preschool, elementary school, secondary school and vocational school as is stated in the institutional mission. This school has a lot of different places which are useful for the learning and recreation of the students such as the library, computer rooms, video rooms, sports fields, the classrooms among others. Liceo de la Universidad de Nariño has a unique school day of six hours which is comprised from 7:00 a.m to 1:30 p.m from Monday to Friday. Nowadays, the Liceo de la Universidad de Nariño is positioned as the best public school nationally.

Subjects

This research is going to be developed with twenty eight students of eleventh grade from Liceo de la Universidad de Nariño. The ages of the students that will participate in this study are between 15 and 17 years and they are of both genders. In this institution, there is not an established reference in the students talking about the origin of them since they come from

different neighborhoods that exist in the city of Pasto. The socioeconomic status of the learners is between 2 and 4. The mentioned institution is a public school and it is formed by the school administrators, directive teachers, teachers, students and the general service staff.

The group for this research is twenty eight students of eleventh grade group one of which 16 are women and 12 are men. (See appendix: fig. 4) All the students from this group will be involved in the classes development and their consequent analysis. It is important to take into account that the gender, age or economic status of the students does not have any atypical effect in the study. The ages of the learners are between 15 and 17 years belonging to strata 2, 3 y 4. It is important to know that this group was chosen without any special criteria given that they have more capacity to understand the language and have more experience reading, writing, listening and speaking in English as they have spent more time in the school.

These students will be evaluated for about 5 weeks taking into account that the institution only provides 3 hours of English per week. Each English class will be about two hours in which the first hour will be for the explanation and preparation of the topics and the second hour for the development of the activities.

Data collection techniques

For data collection, it is important and necessary to take into account the observation as technique of this research.

Observations are the visual recordings of what is happening in real contexts, they allow the researcher to watch the behavior of students before the application of the approach studied in this research. It means to notice what is happening in the classroom and outside. With observations, the investigator can follow the development of the investigation and take notes of the progress of

the same. In this research the format of the observations (Fig. 1) are designed to follow the progress of students in terms of how well students speak in English. This format has some aspects to be observed such as the security of students when speaking in English, the use of vocabulary and expressions as well as the correct grammar, the pronunciation and mistakes, the fluency of the questions and answers as well as the ideas and thoughts.

Data analysis techniques

After having developed the five lessons and having made the observations, it will be easier to analyze the information. The results of the observations will be evaluated in a different format (Fig 2) which has the different categories tested and the number of times students participate.

Once the information of the observations and questionnaires is gathered, it will be organized in tables with different sections in which the results can be analyzed with ease. This table is based on a comparison of the formats from the first to last observations (Fig. 3). It means that researchers are going to compare the number of students' participation along the investigation from the beginning to the end. Given that the oral proficiency is the variable to be measured the analysis is going to be univariate. In this way it is necessary to know the standard deviationconcept. This is defined "as the square-root of the average of squares of deviations" (Kothari, 2004). This concept will be useful to watch if students have a positive progress along the investigation and if at the end of the same their oral proficiency has a higher level than at the beginning of it.

To better analyze the results obtained in the research it is important to know the measures of central tendency to give more consistency to the analysis of the information obtained.

Mean: In Mathematics and statistics, this is a measure of central tendency. It is average of

all set of numbers. To calculate mean, it is necessary to add together all of the numbers in a set and then divide the sum by the total number of items.

Mode: This is the value which appears frequently in a set of data values. Sometimes, a set of data can have more than one, this is called mode bimodal.

Chapter IV: Administrative Aspects

Timetable

ACTIVITY SCHEDULE																
	2016						2017									
ACTIVITY	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Design	▓															
Problem Description		▓														
Theoretical Framework				▓												
Research Method			▓													
Preliminary project					▓											
Corrections Delivery						▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓

Budget

For obtaining the best results of this research some resources are required. Some of them are the renting of video rooms and computer rooms for some classes. Also, some books are going to be necessary for the English teacher and also some photocopies are needed for making students work and developing the research in a good way.

Item	Quantity	Total
Photocopies	500	60.000
Computers	16	40.000
Video Rooms	1	20.000
Total:		120.000

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CONTENT-BASED INSTRUCTION ON STUDENTS' ORAL PROFICIENCY

Appendices

University of Nariño
Department of Linguistics and Languages
English and French program

Observation Format

Place: Liceo de la Universidad de Nariño   **Grade**: Eleventh
Session number: _____   **Date**: _____

Aspects to observe	Details of the observation
Students feel security speaking in English.	
Students use the expressions and vocabulary learnt in classes.	
Students try to avoid pronunciation mistakes.	
Students develop the subject correctly.	
Students know the correct grammar to express in English correctly.	
Students ask and answer questions with fluency.	
Students express their ideas and thoughts.	

Fig 1. Observation format

CONTENT-BASED INSTRUCTION ON STUDENTS' ORAL PROFICIENCY

University of Nariño
Department of Linguistics and Languages
English and French program

Observation Results format

Place: Liceo de la Universidad de Nariño **Grade**: Eleventh
Session number: _____ **Date**: _____

Aspects observed	Number of participation
Students feel security speaking in English.	
Students use the expressions and vocabulary learnt in classes.	
Students try to avoid pronunciation mistakes.	
Students develop the subject correctly.	
Students know the correct grammar to express in English correctly.	
Students ask and answer questions with fluency.	
Students express their ideas and thoughts.	

Fig. 2 Observationresultsformat

CONTENT-BASED INSTRUCTION ON STUDENTS' ORAL PROFICIENCY

	University of Nariño				
	Department of Linguistics and Languages				
	English and French program				
	Comparison observation format				
Aspects	**#participation observation 1**	**#participation observation 2**	**#participation observation 3**	**#participation observation 4**	**#participation observation 5**
1					
2					
3					
4					
5					
6					
7					

Fig3. Comparisonobservationformat

LICEO DE LA UNIVERSIDAD DE NARIÑO
Sede: CENTRAL

Universidad de Nariño
2017

_____   _____
Docente   **Materia**

No.	ESTUDIANTES	
	CODIGO	**NOMBRES**
1	30295	ALVAREZ BENAVIDES ISAAC
2	30515	APRAEZ PADILLA JUAN JOSE
3	30098	BASTIDAS GOMEZ GABRIELA
4	30298	BURBANO BRAVO DAYANA CAROLINA
5	30303	DIAZ ORTIZ MARIA ALEJANDRA
6	30302	DELGADO QUICENO VICTOR DANIEL
7	20296	FLOREZ RUANO DIEGO ANDRES
8	30307	GUERRON CHAMORRO ANGELA MARIA
9	30310	JARAMILLO ARAUJO MARIA GABRIELA
10	30333	JOJA MARTINEZ XIOMY ALEXANDRA
11	30517	LOPEZ DIAZ LUISA MARIA
12	31026	LOPEZ MELO LYZETH DAIHANA
13	20300	LUCERO TULCAN JUAN SEBASTIAN
14	31036	MARTINEZ MOLINA ANGELICA MARIA
15	30581	MEDINA BURGOS JHONATAN DAVID
16	30317	MELO DIAZ DIANA CAROLINA
17	20303	MORA QUASQUER ANDRES MAURICIO
18	30320	NAVARRO REYES MANUEL ALEJANDRO
19	30171	OBRES CAICEDO ANGELA SOFIA

20	30873	PATIÑO BUCHELI JACOBO
21	20362	PORTILLA BUCHELI NATALIA DEL CARMEN
22	20311	RAMIREZ HERNANDEZ JUAN JOSE
23	30516	REVELO MUÑOZ ANGELA VANESSA
24	30168	ROSERO PASTAS DAVID SANTIAGO
25	20320	ROSERO TIMANA JOSE GABRIEL
26	30853	SILVESTRE GOYES SILVIA VALERIA
27	30522	SOLARTE CARDENAS KATHERYN JOHANA
28	30514	VAZQUEZ CASTRO LAURA ALEJANDRA

Fig. 4: Students' list

CONTENT-BASED INSTRUCTION ON STUDENTS' ORAL PROFICIENCY

LESSON PLAN 1

Topic: Water shortage

Goal: Students will be able to express and give their own opinions

Objectives:

To develop oral and critical skills through the discussion of the wrong use of water and its impact in our daily life.

To practice giving advice and listening to others students' point of view.

Materials: board, markers and copies.

1. Teacher introduces the topic and gives a brief explanation about the problems that come with the water shortage. Also. Teacher points out in the local and national problems.

2. Teacher provides a brief explanation of how students can give opinions utilizing expressions.

3. Teacher asks students to make smalls groups to develop the activities. First, teacher gives students a sheet which contains an article. Students and teacher will read it at the same time. Students will ask questions about the unknown vocabulary for a better understanding and comprehension of the text.

4. Students discuss in the small groups sharing ideas about the article. Then, they will collect the most relevant ideas to share with the other groups.

5. Once they have discussed, students will propose some solutions and they will prepare proposals that help to reduce the impact of the water shortage.

6. Finally, students will choose one classmate per group to share some of the proposals made by them.

Fig. 5 Lesson plan 1

LESSON PLAN 2

Topic: Indigenous people in Colombia or Native Colombians

Goal: students will be able to express their own opinions and ask using wh questions

Objectives:

To develop oral and critical skills through the discussion of the way of life of the Indigenous tribes in our country and department.

To ask and answer open questions (wh questions)

Materials: Board, Copies, computer and video beam.

1. Teacher introduces the topic and gives a brief explanation about the history of our continent and our country and people who inhabit here.

2. Teacher provides a brief explanation of how asking using the wh questions.

3. Teacher show a video about the problems that Colombian Indigenous face currently. Students will take notes about relevant aspects in the video.

4. Students ask questions related to the unknown vocabulary. Also. teacher asks questions about the video.

5. Teacher asks students to make smalls groups to develop the activities. First, teacher gives students a sheet which contains an article. Students and teacher will read it at the same time. Students will ask questions about the unknown vocabulary for a better understanding and comprehension of the text.

6. Students discuss in the small groups sharing ideas about the article. Then, they will collect the most relevant ideas to share with the other groups.

7. Once they have discussed, students will propose some solutions to improve the indigenous everyday life.

8. Finally, students will choose one classmate per group to share some of the proposals made by them.

Fig. 6 Lesson plan 2

LESSON PLAN 3

Topic: Colombian declaration of Independence

Goal: students will be able to express and give their own opinions

Objectives:

To develop oral and critical skills through the discussion of the independence of our country and the role that had some characters.

To produce correctly sentences using the past of the verbs

Materials: Board, Copies, computer and video beam.

1. Teacher introduces the topic and gives a brief explanation about the independence context, some antecedents and some characters who contributed to the independence process.

2. Teacher provides a brief explanation of how using the past tense

3. Teacher show a video to contextualize students on how was the society and the culture in that time and the events that triggered in the emancipation.

4. Students ask questions related to the unknown vocabulary. Also. teacher asks questions about the video.

5. Teacher asks students to make smalls groups to develop the activities. First, teacher gives students a sheet which contains an article. Students and teacher will read it at the same time. Students will ask questions about the unknown vocabulary for a better understanding and comprehension of the text.

6. Once they have understood the topic, In the same groups, students are going to perform a short role play based on the topic. This play role should not last more than four minutes.

7. The rest of students make observations about the other groups' performance.

8. Finally, Students give opinions about the topic

Fig. 7 Lesson plan 3

LESSON PLAN 4

Topic: Finding your ideal job

Goal: students will be able to express and give their own opinions

Objectives:

To develop oral and critical skills through the discussion of what students consider are the best jobs

To produce correctly sentences using the conditionals

Materials: Board, Copies, computer and video beam.

1. Teacher introduces the topic and gives a brief explanation about the importance of working and how this labor has contributed to the economic growth of the societies.

2. Teacher provides a brief explanation of how using the conditionals

3. Teacher show a video about the labor regulations and the work activities in Colombia

4. Students ask questions related to the unknown vocabulary. Also. teacher asks questions about the video.

5. Teacher asks students to make smalls groups to develop the activities. First, teacher gives students a sheet which contains an article. Students and teacher will read it at the same time. Students will ask questions about the unknown vocabulary for a better understanding and comprehension of the text.

6. Once they have understood the topic, In the same groups, students discuss in the small groups sharing ideas about the article. Then, they will collect the most relevant ideas to share with the other groups.

7. Students are going to talk about their ideal job, How this would be and how it would affect their own lives.

8. Students are going to answer some questions related to the topic and using the

   conditionals. These questions are related to the problems that employees have to face at

   present.

9. Students brainstorm and give some conclusions about the topic and the lesson.

Fig. 8Lesson plan 4

LESSON PLAN 5

Topic: The media and the entertainment industry

Goal: students will be able to express and give their own opinions

Objectives:

To develop oral and critical skills through the discussion about the importance of the media, mass media and the entertainment world in the contemporary society and how it has affected its everyday life.

To produce correctly sentences using the Discourse Markers.

Materials: Board, markers, copies, video beam, audios

1. Teacher introduces the topic and gives a brief explanation about the impact of the media in the current society. Also, teacher speaks about the entertainment world and the influence in children and teenagers.

2. Teacher provides a brief explanation of how using the conditionals

3. Teacher makes students listen an audio about the impact of mass media in the last years.

4. Students ask questions related to the unknown vocabulary. Also. teacher asks questions about the audio. If students have not understood the audio, teacher can repeat it.

5. Teacher asks students to make smalls groups to develop the activities. First, teacher gives students a sheet which contains an article. Students and teacher will read it at the same time. Students will ask questions about the unknown vocabulary for a better understanding and comprehension of the text.

6. Once they have understood the topic, In the same groups, students discuss in the small groups sharing ideas about the article. Then, they will collect the most relevant ideas to share with the other groups.

7. Students are going to watch a video about some famous discourses given by well-known people in the entertainment industry that became a milestone thanks to the influence of the mass media.

8. Finally, Students are going to elaborate a kind of improvised speech about the topic and using the discourse markers recreating some famous discourses.

Fig. 9 Lesson plan 5