SOME STRATEGIES FOR TEACHING DIALOGUES SUCCESSFULLY

UNIVERSITY OF NARIÑO

FACULTY OF HUMAN SCIENCES

DEPARTEMENT OF LINGUISTICS AND LANGUAGES

SAN JUAN DE PASTO

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GLOSSARY

COMMUNICATIVE COMPETENCE: may be defined as the ability to use a language in a context.

LANGUAGE LEARNING STRATEGIES. Can be defined as specific behaviors, steps and actions taken to encourage students' own learning, through the storage, retention and use new information about the target language.

MOTIVATION: is considered as important part, in the process of learning English.(impulse, emotion, courage).
Desire that moves one to a particular action.

PUPPET: This is a useful and nice tool to teach children because the puppets call their attention and the same time feel motivated.

TEXTBOOK: is the tool of students and teachers' tool to work in the classroom.
The textbook in the classroom represents a help for the students to practice and understand better the themes of each class.

RESUMEN

Esta investigación se hizo en la escuela de primaria “San José de Bethlemitas”, el estudio fue hecho para mejorar la competencia comunicativa de los estudiantes por medio de algunas estrategias en la enseñanza de los diálogos.

El test y el post-test fueron aplicados a 20 estudiantes entre 10 y 12 años, el grupo conformado de mujeres y hombres de grado quinto.

Los cuestionarios fueron diseñados cuidadosamente, esto hizo posible hacer un buen análisis de datos.

Comparando los resultados del pre-test y post-test , después de el análisis estadístico, se pueden decir que las estrategias basadas en ayudas visuales y títeres fueron apropiadas para animar a los estudiantes a hablar y participar en clase.

SUMMARY

This research was done in the elementary school “San Jose Bethlemitas” the study were did to improve the communication competence of the students by means of some strategies in the teaching of dialogues.

The test and post-test were applied to twenty students between 10 and 12 Old, the group consisted of female and male students of fifth level.

The questionnaires was designed carefully, it did possible doing a good data analysis.

Comparing the results of the pre-test with the post-test, you observe an increase in the results, after the statistical analysis, you can said that the strategies based in aids visuals and puppets were appropriate for encourage students speaking and participating during the class.

DEDICATED TO:

I thanks my parents for their patient support.

Luz Amanda.

DEDICATED TO:

I thanks God, my parents for their collaboration.

.

Eddy.

ACKNOWLEDGEMENTS

We are grateful to the following people for their invaluable assistance in the preparation of this monograph; Helda Alicia Hidalgo, Hector Rosero and Armando Agreda.

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I. INTRODUCTION TO THE PROBLEM

During our practice we were aware that the Students of fifth level of the school “San Jose Bethlemitas” had a lack of interest to participate in the classroom activities during the English classes.

We spoke with experienced Teachers about our topic of research and we concluded that it is very important to develop a research directed to study the learning of English as a foreign Language and specifically to develop the skill of oral proficiency.

This monograph offers suggestions on how to help the students learn new techniques for acquiring habits of speech which should be taken into account by foreign language teachers at the primary school.

1.1 PROBLEM STATEMENT

All time English teachers face the problem of lack of oral skill is the classroom because the students do not have enough useful vocabulary to obtain a communicative purpose.

Students therefore wish to acquire fluency in learning a foreign language with the goal of developing communicative competence.

1.2 RESEARCH QUESTION

Can students improve communication using adequate strategies for learning dialogues?.

1.3. HYPOTHESIS

If the students use some specific strategies to learn dialogues, they will be able to use the foreign language in terms of communication.

1.4 SIGNIFICANCE

This research is important, because the students will be able to improve the oral communication skill, through the application of some strategies as a suggestion for

teaching the spoken language, which should be taken into account by teachers who teach foreign languages at the beginning levels.

Therefore, we consider that in the teaching and learning processes of a Foreign Language, the use of dialogues, is very important for retaining the topics easily.

With this research we would like that the Students participate in their own learning and enjoy it .

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To improve the communication competence of the students by means of some techniques in the teaching of dialogues.

1.5.2 SPECIFIC OBJECTIVES:

_ To encourage the students to produce basic speech acts.

_ To observe the students´ reactions after the application of the treatment and analyze it.

_ To help students to integrate their purposes of communicative activity drills for obtaining communicative meanings.

1.6 LIMITATIONS:

The following are the limitations we faced during the application of the treatment; Insufficient time to carry out the treatment, we taught English to Students of fifth level of elementary school two hours weekly, and we also had a large number of students (forty-two) and this does not permit us to apply the treatment correctly. There were not enough materials for working in the English classes for achieving the objectives of the research.

II LITERATURE REVIEW

In our research we found that the pronunciation process is the most difficult to learn. The Students made a lot of mistakes when they were acquiring the pronunciation of any English word because the sound system of the second language is hard and unknown for the students.

Our purpose for teaching dialogues is to maintain the ability and interest of the students, so that they can have a conversational situation where vocabulary and idioms are not too demanding and the errors become not excessive.

2.1 THEORETICAL FRAMEWORK

The present paper deals with the improvement of conversation through some strategies for using dialogues, so it should be necessary to take into account the meaning of learning strategy.

Teachers take into account a practical application at classroom level and selection of activities for teaching strategies to the students (Ellis and Sinclair, l989).

In our point of view the learner strategies involve different kinds of steps, plans, retains , used by the students to facilitate the learning of a Foreign Language, so the students regulate the learning process.

Marion and Robert (1999) say that “the strategies have been a growing interest among Psychologists, in the cognitive strategies people use to think, to learn to solve problems”.

We believe that the cognitive strategies are one of the resources that learners use to learn something most effectively for the particular type of learning involved.

Learning a language involves communication with other people, including an ability to manage and regulate consciously the use of appropriate learning strategies for different situations.

2.2 SECOND LANGUAGE LEARNING

Every and Echrlich (1992) consider that “a common observation made by people involved in the field of second language is that adult second language learners almost always do not attain native like pronunciation in a second language, because adults simply can not produce many of the types of sounds which turn up in child’s speech”.

We think that children can acquire a second language easily, because they haven't even acquired the habits of their mother tongue, therefore the child can be heard to repeat versions of what the teacher says and is in the process of adopting a lot of vocabulary from this speech. In the first two or three years of age children require interaction with other language-users in order to bring the language-faculty into operation with a particular language such as English. For an adult, it is more difficult to learn a foreign language because he has many features of his first language.

Finochiaro and Bonomo (1973) Say that "when the children are six or seven years old may perhaps sharpen their knowledge of the grammar, increase their stock of vocabulary and develop one or more styles of speaking" (page No. 120).

It is extremely unlike that the child or learner is acquiring the language simply through a process of consistently imitating the teacher's speech. The child develops special abilities, moreover these abilities are exclusively possessed by humans for learning any language and the child seems to be biologically motivated to speak.

Marion and Robert (1997) Say that "the learning of a foreign language involves far more than simply learning skills or a system of rules of grammar; it involves an alteration in self image, the adoption of new social and cultural behaviors and way

of being and therefore has a significant impact on the social nature of the learner" (page No. 160).

It is clear that language learning is intricately involved with communication. Our students could help themselves in their correct pronunciation and fluency and also in understanding the culture of the foreign language speaking by means of the use of dialogues which provide communication in the classroom.

In our society people can interchange their ideas, they can be transmitters or receivers in a communication situation and their habits of language can be passed on from one generation to another.

2.3 LEARNING STRATEGIES

Weaver and Cohen (1997) Say that "language learning strategies can be defined as specific behaviors, steps and actions taken to encourage students' own learning, through the storage, retention and use of new information about the target language. They are conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language task, represent goal directed behavior, and personalize the learning process" (page No. 1).

When the author says that the learner must personalize the language learning process, it is because generally the students only repeat the dialogues and this does not permit the interaction that requires communication in a foreign language because there isn't spontaneity and language is not involved in real situation.

Marion and Robert (1997) point out that. "a learning strategy is like a tactic use by a player. It is a series of skills used with the particular learning purpose in mind" (page No. 145).

Learning strategies involve an ability that the people use to try to succeed in the complex task of learning a language. Learning strategies are also a process to learn more effectively a foreign language and to acquire the skills of self-directed learning.

2.4 COMMUNICATIVE COMPETENCE

The communicative competence may be defined as the ability to use a language in any context.

Brown Douglas classifies the communicative competence in four subcategories: thus:

_Grammar competence: it is the knowledge of vocabulary and the rules to construct new words, pronunciation and construction of sentences.

_Linguistic competence: it is the knowledge of the socio-cultural rules, which requires the comprehension of social-context in which people are using the language.

_Discourse competence: it is concerned with the relationship of sentences in order to construct a meaningful discourse.

_Strategic competence: it is the way people manipulate language to get communicative goals: repetition, hesitation, avoidance guessing, etc; are samples of strategic samples.

All of this leads us to think that teaching any language is a great and full task, because it is complex to integrate in a school program different kinds of competencies, which necessary to get a quiet fluency in that language. However, it is necessary to point out that the language teaching of a foreign language must be graded, thus: it is advisable that in primary school the communicative competence must be taught stressing listening and speaking, because it has proved that children learn better a foreign language when they are able to pronounce the words written on the paper; the same can be applied to speaking skill: the students improve their learning when they are able to distinguish a sounds of a language, or when they can distinguish one similar sound from another, grammar competence has to be taught without emphasizing the analysis of structures.

When the students can manage the two previous skills, they can be introduced in the learning of the discourse competence, this stage generally is carried out in high school. The discourse competence is one of the main competencies to deal with at this level. The students learn techniques and abilities to construct and organize, ideas in a text by using connectors or conjunctions, in other words students are introduced in the textual competence cohesion and coherence, which are the two main elements to achieve a meaningful text.

2.5 EVALUATION

The main objective of the evaluation in the process of learning is clearly defined in the affirmation of MEN (Ministerio de Educación Nacional).

“La evaluación busca analizar en forma global los logros, dificultades, o limitaciones del alumno y las causas y circunstancias que como factores asociables inciden en su proceso de formación”.

So, teachers can measure his/her pedagogic activity through evaluation in any subject they are dealing with, and in any stage of his/her teaching activity.

2.5.1 EVALUATING THE COMMUNICATIVE SKILL (SPEAKING)

The evaluation of the speaking skill has to do with the correct knowledge of grammar, discourse and souci-linguistics aspects achieved by the students in every session.

The kind of evaluation is closely related with the methodology the teacher use.

Evaluation becomes a thermometer through English teachers can realize if the methodology that they are using is correct or not.

The evaluation of the speaking skill represents one of the most important step in a learning process, because this means to evaluate aspects as:

* pronunciation, (accuracy).
- vocabulary.
- Grammar.

That is to say, the linguistic competence:

The most advisable strategy to carry out this evaluation is to work in groups. This permits the students to interact with each other through dialogues.

Besides, working in groups make them more willing to speak and participate in different ways. Learners get relaxed and begin to take the initiative much more.

When the evaluation is applied in this manner, it creates excellent results that go far beyond the teacher's expectations, because this will permit students to self

evaluate by hearing what their classmates are speaking. They will try not to make the same mistakes but imitate the successes.

This evaluation activity always has to be headed by the English teacher who becomes a guide whose explanations and directions must clarity student's doubts and mistakes in the right time.

So we can see as we mentioned in previous lines an evaluation made in this way will permit not only to test merely the knowledge of learners, but it will give a valuable help to know if the methodology the English teacher is applying is working or not.

2.6 MOTIVATION: THE CAUSE OF LEARNING

Marion and Robert (1997) say that "motivation is more than simply arousing interest". (Page No. 121.)

It is a behavior that leads subjects to do any task. Motivation has been called, with good reason, the cause of learning, because through this behavior students may achieve in a easier way the success in any kind of life-activity (self-realization). Concerning the field of language learning if learners are motivated,

they participate a lot in class, work in groups successfully, resolve the class activities in an easier way and help the teacher carry out his/her class. In short, motivation is the engine, to a large extent, of learning. The teacher, of course, has the task to create and maintain a high motivation toward the learning of English.

About this aspect, Vanegas, Luis Evelio and Zambrano Lilian Cecilia say: “no importa que los niños no asimilen mucho material linguistico, lo importante es que mantengan una actitud positiva hacia el Ingles, hacia el profesor, hacia las actividades, en suma, hacia todo lo que rodea el acto de aprendizaje”.

Although these lines are addressed to language learning in children of primary school, they also may be applied in high school students or university students.

So, motivation is presented as an important mean to get the teacher’s objectives in the classroom. Students are willing to participate more and to carry out the class activities. Besides, if students are motivated they can overcome any difficulties might present during the process of learning.

Flor Arteaga and Helda Alicia Hidalgo (2000) comment that “motivation plays a very important role in a foreign language learning. It is necessary to create an environment of confidence, achievement, acceptance, sincerity, praise in teaching English to children ” (page No. 53).

We believe that motivation is a result of a combination of different aspects such as: interest in communication between the teacher and the students, appropriate strategies to teach any topic of the class, appropriate teacher's control, that is to say he/she becomes a guide and a leader in his/her classroom who displays a good will toward the subject he/she is dealing with, in this case the learning of English, the teacher is the model students imitate. All these aspects really motivate people to learn more and more.

The following lines explain clearly some investigations about this topic. Firstly the behaviorism explains the motivation in terms of stimulus response and the contemporary cognitive studies explain human behavior from the point of view of perceptions, expectations and values of people.
These investigations focuses the attention in the so-called scale of needs.

Abraham H. Maslow proposed a scale of needs of the human beings, he said that there is a five-basid scale of needs ranked in the order people need to meet them. The following picture shows clearly this classification.

In this way, this theory may serve teachers to realize that the lack of motivation they usually observe in the classroom might be due to a poor diet, shyness, feeling of rejection, etc. These kinds of aspects make up probably the main obstacle in the process of learning and developing of the students, who experience the need of self-realization.

2.7 THE NEED OF ACHIEVEMENT

Other researchers as David Mc Clelland and Jhon Atkinson (1983) thought that human behavior may be explained in terms of only one need: the need of achievement. It means a wish of success in any daily life activity, especially in those activities which involve success or failure: for example activities as sports: bowling, sports competition or resolving a test, a crossword, etc.

Mc Clelland, based on his investigations came to the conclusion that motivation is a behavior that may be developed in all subjects.

We can say that that teacher ‘s task in the classroom is very important, he/she has to encourage the students to set the goals and reconsider them from time to time and to note their success or failures when they get their goals. This kind of behavior leads them to succeed in any daily life activity and this kind of behavior means that students are motivated.

2.8 PRONUNCIATION PROCESS

Teaching pronunciation is one of the most difficult challenge that language teachers have to cope with. This is a decisive skill in the process of understanding a foreign language. The good pronunciation of the words create confidence in the students to study this subject, and makes sure the acquisition of the oral fluency. It

will be hard for learners to make sense to a language which words or letters they cannot pronounce. It is almost sure that they lose interest in the subject and their school yield will fall significantly.

It could say that if English teachers do not emphasize in this point. It will be difficult for him/her to teach a foreign language. No matter the techniques they apply in the classroom, we must not forget that the first abilities. In the process of teaching of a second language, generally, the child listens, learns and so, he begin to speak.

We have to imitate this natural process and this can be achieved through suitable and appropriate strategies. Some of these strategies may be aimed at teaching dialogues, because dialogues are appropriate means to develop pronunciation where learners can interact in real conversation. The most important thing is that students talk a lot as the only way to learn the phonetic of the foreign language.

Psychology, linguistics and other sciences are important in the process of learning foreign language. They present the elements of the language to be learned and the development of the skills to be acquired. The pronunciation process is primarily an oral phenomenon.

Dalton and Serdlhoter (1995) say that "pronunciation expresses a sense of individual identity". (page No. 23)

The exchange of accurate information must be in groups with a particular community that acquires the sound system of a second language and wants to practice their pronunciation of the second language. Many times there are difficulties for communicating in groups because some members do not have a good pronunciation level.

Avery and Echrlich (1992) say that "students may wish to improve their pronunciation in order to make themselves more comprehensible" (page No. 102).

We believe that in the pronunciation process the foreign learner chooses a basic model for imitating; the one the learner considers appropriate.

Nowadays the English teaching and learning processes are very important because it is the teacher who makes a significant contribution to English language learning. The teacher facilitates the process of language teaching and he/she motivates his/her students to become more proficient in English.

III. METHODOLOGY

3.1 DESIGN

For developing our research, we have chosen the pre-Experimental design, most exactly, the intact group design. We worked with two groups of students.

Both experimental and control groups received a pretest and a post- test, but the experimental group received the treatment, while the control group did not.

The pre-test was applied for obtaining information about possible problems that the students had for pronouncing the words and a post-test for knowing if the treatment improved or not the conversation of the experimental group.

GROUPS	PRE-TEST	TREATMENT	POST-TEST
Experimental	T1	X	T2
Control	T1		T2

3.2 SUBJECTS:

We worked with students of fifth level of the elementary school "San José Bethlemitas" a public institution with discipline and moral values. We taught two hour a week. The students were 20 between 10 and 12 years old: 12 are female and 8 are male.

Everybody is from urban population of middle social class.

SAMPLE

From 42 students registered in the fifth level of the school "San Jose Bethlemitas" only 20 students collaborated with voluntary participation.

3.3 INSTRUMENTATION:

Both experimental and control group received a pre-test and a post-test for measuring the independent and dependent variables, but only the experimental group had a treatment that consists in applying some strategies for developing conversation in students.

We worked with strategies such as : the dialogues conversations and picture description. For example: in the dialogue we used greetings; the students

practiced the sentences, then they repeated and finally the teacher corrected the mistakes.

The materials that were used consisted on, billboard, real objects, pictures, drawings. The treatment was based on the audio-visual aids and eclectic method. We used scores from 1 to 10.

3.4 VARIABLES

3.4.1 INDEPENDENT VARIABLE

The application of some strategies in the classroom.

3.4.2 DEPENDENT VARIABLE

The improvement of conversation, through dialogues.

3.5 PILOT STUDY

We worked with 20 students of fifth level, they were divided in two groups in random selection , one group is the control group which worked with a pre-test and a post-test without treatment.

The other is the experimental group to which we applied a pre-test for detecting the different errors that they presented in pronunciation of words. After we selected two strategies such as: the dialogues, picture's description , to apply them during a month approximately and then we applied a post-test to check their improvement in pronunciation of words.

The purpose of our study was to try the treatment, and see if the result was good or bad.

3.6 PROCEDURE

The 20 students were divided in two groups. One is the control group. They had a pre-test and a post-test.

The other group is the experimental group, which had a pre-test for obtaining statistical information and we did a comparison with the results of the post-test.

The treatment was done during two months for one hour a week.

The participation in this research was voluntary from the students with the informed consent of the Superior Mother of the institution and Parents of family.

3.7 DATA ANALYSIS

For getting the data we applied first a pre-test and a post-test and the observation of class.

We organized the data for doing the descriptive statistics with sample data. Then we displayed the data. The final data display was represented in graphics and diagrams.

3.8 ETHICAL ISSUES

Our study was realized in the school "San José Bethlemitas" in Pasto city. For doing the study we ask for permission to the Superior Mother of the school and with students and their Parents; the participation was voluntary.

In this research there was not any harmful situation for the students.

3.9 STRATEGIES USED IN THE PILOT STUDY

We applied the following strategies:

STRATEGY NUMBER ONE

NAME: LIKES AND DISLIKES

OBJECTIVE: To make the Students apply the learnt expressions.

PROCEDURE:

1. The teachers teaches the Students a vocabulary about beverage with the expressions I like and I don't like.

2. then the teacher draws on the board face expressions: one happy face and a sad face for explaining like and dislikes

A. I LIKE

B. I DON'T LIKE

BEER (B)	COKE
WINE (B)	WHISKY
TEA	MILK
CHOCOLATE	LEMONADA

3. The teacher asks the students to look at the drawings.

4. The Students write short sentences for describing the drawings, by using the verb “like” in affirmative and negative form. Such as:

* I like chocolate but I don’t like lemonade.
* I like coke but I don’t like beer.

5. At the end the teacher corrects the mistakes and socializes them to make a general correction.

MATERIALS: Board and drawings.

STRATEGY NUMBER TWO

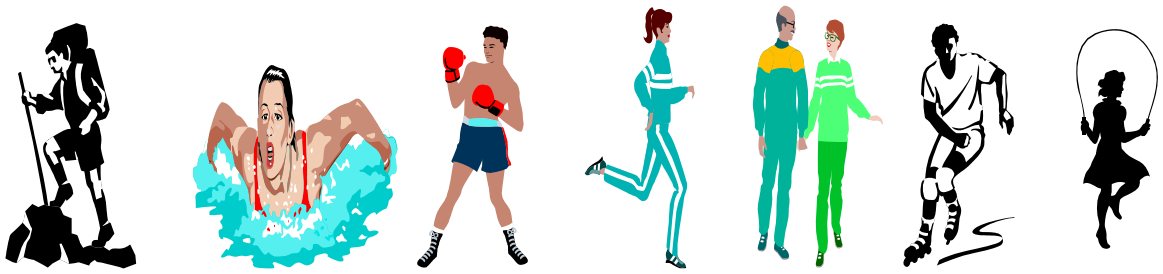
NAME: SPORTS

OBJECTIVES: To learn some verbs with “ING” for increasing vocabulary.

To use and understand the present progress structure.

PROCEDURE:

1. The teacher explains the students the topic about “sports”; He shows them some drawings with each sport, as: climbing, swimming, boxing, running, walking, skating, and jumping.



2. The teacher does an imitation of each sport.

3. Using chain practice the teacher asks a question about the action.

Teacher: what am I doing?

Students: you are swimming.

4. the teacher continues asking questions with each sport.

MATERIALS: Pieces of paper with a picture in each one.

STRATEGY NUMBER THREE

NAME: TALKING ABOUT PHOTOS USING THE VERB "TO BE"

OBJETIVES: To create a conversation based in some photos of Students' families.

PROCEDURE:

1.The Teacher explains the students that the families are composed of: father, mother, brother, sister, grandfather, grandmother, etc.

2. The students bring some photos of their families to the class.

3. The teacher makes students work in pair (A and B)

4. The student "A" begins with the following question:

A: Would you like to see this photo?.

B: Sure: it is a very nice photo. Who are they?

A: This is my family.

B: Your family is very nice. Who is she?

A: She is my mother...

5. Both follow with the conversation, describing each one.

6. Finally the teacher and the students make the respective correction.

MATERIALS: Realia (photos)

STRATEGY NUMBER FOUR

NAME: PREPOSITIONS

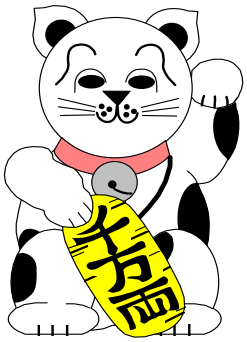
OBJECTIVE: To use of pictures and the puppets for learning prepositions.

PROCEDURE:

1. The teacher chooses some prepositions for teaching the students.

3. The teacher explains the preposition in general terms with puppets

3. The teacher puts the puppets in different places



The cat is in front of the puppet.

4. the students analyze the use the of the preposition and then, they answer the question.

Where is the cat?

The cat is under the puppet.

5. the teacher corrects the mistake and explains them.

MATERIALS: puppets and pictures

STRTATEGY NUMBER FIVE

NAME: KNOWING EACH OTHER WITH PUPPETS

OBJECTIVE: to greet

To ask and give personal information.

To introduce a friend.

PROCEDURE

1. The teacher does an example, introducing himself using expressions like this: Hello, Hi, Nice to meet you, Bye!

2. In pairs, each student gives similar information as his/her teacher, but this time with their own information. They construct a short dialog.

Puppet A: Hello.

Puppet B: hi

Puppet A: My name is Sandra, and you?

Puppet B: I'm Ana. What about your friend?

Puppet A: He's Carlos: He's student like us.

Puppet C: Well, Nice to meet you.

Puppet B: Nice to meet you too. Bye!

Puppet A-C: Good bye! See you later.

3. Finally the last student gives his/her own information with his/her puppet and he/she repeats the personal information in front of the class.

MATERIALS: Puppets

TECHNIQUE NUMBER ONE (See appendix number three)

NAME: LIKES AND DISLIKES.

Based on drawings, Students write a dialogue in present tense and express likes and dislikes.

Example:

CHOCOLATE

WHISKY

* Do you like anything to drink?

* Yes, of course,

* Would you like whisky?

* No, i don't like whisky

* What do you like?

* I like chocolate

with this dialogue, We can explain the verb "TO LIKE" in present tense (Affirmative and negative form) .

EVALUATION.

We showed some drink drawings to the students for a speaking evaluation then we did different questions like: What do you like?

STRATEGY NUMBER TWO (See appendix number four)

NAME: SPORTS.

Firs of all, the students learn some verbs of sports with “ING”. Then the students look at the picture and answer the following question :

* What is peter doing?

* He is running.

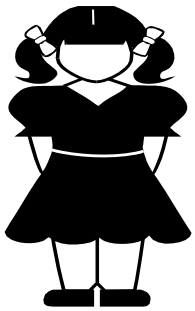
EVALUATION

We gave some photocopies to the students with a list of questions about this topic for completing.

STRATEGY NUMBER THREE (See appendix number five)

NAME: TALKING ABOUT PHOTOS USING VERBS. (THE VERB “TO BE”)

We use some photos in order to introduce the members of the family for practicing the verb “To be”. The student asks questions and the other answer him.



Who is she?

She is my sister.

EVALUATION.

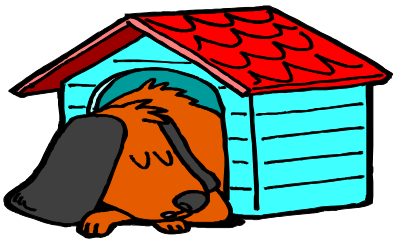
Using drawings with sentences in Spanish and English, for completing.

Afterwards, the students recognize their own members of the family.

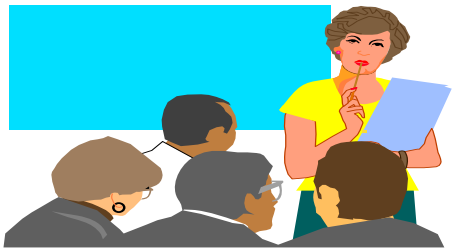
STRATEGY NUMBER FOUR (See appendix number six)

NAME: PREPOSITIONS.

We explained to the students that they have to join a picture with a sentence by identifying the correct preposition for each drawing.



The teacher is in front of the students.



The dog is in the house.

EVALUATION:

With some photocopies of pictures and easy and understable drawings and

sentences , we explained “doing an example” in front of the class.

STRATEGY NUMBER FIVE (See appendix number seven)

NAME: MAKING FRIENDS WITH PUPPETS.

The students bring puppets to the classroom and they name them. Two students develop the dialogue with the puppets.

ANDREA

VICKY

ANDREA: Hello

VICKY: Hi! What is your name?

ANDREA: My name is Andrea and you?

VICKY: My name is Vicky. Nice to meet you too. Bye.

ANDREA: Good bye! See you later.

EVALUATION

The students give information about their own puppets.

IV RESULTS

4.1 EXPERIMENTAL DESIGN

4.1.1 Description of the pre-test and the post-test of the final study:

The pre-test was applied to 20 students of 5th level of the primary school who study at the School “San Jose Bethlemitas”.

It contained the following points:

- In the first point, the students must read the dialogue and then they complete the sentences with the correct word to use in each blank.

- In the second point, the students complete the sentences taking into account the pictures using the verb “like” in positive and negative form.

- In the third point, the students put the correct letter in blank, looking the pictures

* In the fourth point, the students fill the box with the family’s members.

- In the sixth point, the students complete the reading with the prepositions.

CORRECT ANSWERS:

I. Peter likes apple juice

Peter doesn’t like beer

II.
1. I like coffee but I don’t like wine.
2. I like coke but I don’t like tea.
3. I like chocolate but I don’t like beer.
4. I like milk but I don’t like whisky.

III.
1. c.
2. d.
3. a.
4. f.

5. b.

6. e.

IV. a. walking

b. swimming

c. skating

d. running

V. Grandfather----Grandmother

Father----------Mother

Brother----------Sister

Uncle----------Aunt

Nephew---------Niece

Son----------Daughter

Husband--------Wife

VI. in---with-----near-----in front of-----by

4.1.2 Results of the pre-test of the final study:

in the pre-test the students made mistakes in the different writing structures. They had bad results in their pre-test.

They had the following errors:

- They did not write the preposition correctly

* They could not organize in the box the family's members correctly.

- They confused the use of the verb "like" with the beverage.

- They could not put the word in the back correctly.

- They did not put ING in the verbs when it is after the verb "to be".

The results obtained by the students were:

- 5 students obtained a grade between 5.0 and 5.9; this is an insufficient grade (I)

- 15 students obtained a grade of 6.0 and 8.0; this is a good grade (B).

4.1.3 Results of the post-test of the final study:

- 3 students obtained a grade of 5.0 and 5.9; which are insufficient grades (I).

- 14 students obtained grades between 6.0 and 7.9; which are good grade (B).

- 3 students obtained grades between 8.0 and 9.0; which are excellent grades (E).

4.1.4 Description of the pre-test of the pilot study:

The pre-test was applied to 10 students of 5th level of “San Jose Bethlemitas School”.

It contained the following points:

- In the first point, the students circle the appropriate question to complete the conversation.

- In the second point, the students look the pictures and complete the sentences.

- In the third point, the students circle the correct letter.

CORRECT ASNWERS:

I.

1. A: I´m Janeth Young.

B: Hi; I'm Susan Peter, Nice to meet you.

2. A: what's your name?.

B: His name's Mark Smith.

3. A. What's your name and address?.

B. Michael Harris, 33 Riverside drive.

II.

1. a. Swimming.
2. b. Running.
3. c. Walking

III.

1. a. My mother.
2. b. My sister.
3. c. My uncle.
4. d. My grandfather.

4.1.5 Results of the pre-test of the pilot study:

In the pre-test the students made mistakes in the writing structures. They had bad results in their pre-test.

However they made the following mistakes:

- They forgot add “s” in the after third person.

- They confused “wh” question, for example: what for when.

- They confused the meaning of some verbs of sports for example: skating for jumping

* They doubled last consonant in all verbs and add ING, for example in the verbs skating for skatting.

The results obtained by the students were:

- 6 students obtained grades between 4.0 and 5.9; this is an insufficient grade (I)

- 4 students obtained grades between 6.5 and 8.6; this is a good grade (B).

4.1.6 Results of the post-test of the pilot study:

The students obtained good results ,so, the strategies applied in the treatment, helped them to improve their knowledge.

The results were:

- 2 students obtained grades between 4.0 and 5.5; this is an insufficient grade (I)

* 6 students obtained grades between 6.0 and 8.0; this is a good grade (B).

- 2 students obtained grades between 8.7 and 9.5; this is a excellent grade (E)

4.2 MEASURES OF CENTRAL TENDENCY AND VARIABILITY

4.2.1 MEAN:

The sum of scores by its frequency in the distribution divided by the total sum of frequency.

CONTROL GROUP	EXPERIMENTAL GROUP
6.46	7.46

This measure shows us that experimental group had the major average, it was equal to 7.46 and the control group had the smaller average, it was equal to 6.46

4.2.2 MODE:

The most frequent score in the distribution.

CONTROL GROUP	EXPERIMENTAL GROUP
7.0	8.0

4.2.3 MEDIAN:

This measure shows that the 50% of students of experimental group obtained grades upper to 7.65 and the 50% of students of control group obtained grades upper to 6.65.

CONTROL GROUP	EXPERIMENTAL GROUP
6.65	7.6

4.2.4 RANGE:

The difference between the highest score and the lowest score in a distribution.

CONTROL GTROUP	EXPERIMENTAL GROUP
10	10

EXPERIMENTAL GROUP STUDENTS

PRE – TEST

No.	Grades
1	7,0
2	6,8
3	6,5
4	6,5
5	6,4
6	6,3
7	6,3
8	6,0
9	5,5
10	5,5

MEAN	6,28
MEDIAN	6,35
MODE	6,50
RANGE	10

INTERVAL	FRECUENCY
GRADES	# STUDENTS
0 a 1	0
1 a 2	0
2 a 3	0
3 a 4	0
4 a 5	0
5 a 6	2
6 a 6	7
7 a 8	1
8 a 9	0
9 a 10	0
TOTAL	10

EXPERIMENTAL GROUP STUDENTS

POST – TEST

No.	GRADES
1	8,1
2	8,0
3	8,0
4	7,9
5	7,7
6	7,6
7	7,5
8	7,0
9	6,5
10	6,3

MEAN	7,46
MEDIAN	7,65
MODE	8,00

RANGE	10

INTERVAL	FRECUENCY
GRADES	STUDENTS
0 a1	0
1 a 2	0
2 a 3	0
3 a 4	0
4 a 5	0
5 a 6	0
6 a 7	2
7 a 8	5
8 a 9	3
9 a 10	0
TOTAL	10

CONTROL GROUP STUDENTS

PRE-TEST

NO.	GRADES
1	7,3
2	7,1
3	7,0
4	7,0
5	6,8
6	6,3
7	6,3
8	5,8
9	5,4
10	5,2

MEAN	6,42
MEDIAN	6,55
MODA	7,00
RANGE	10

INTERVAL	FRECUENCY
GRADES	STUDENTS
0 a 1	0
1 a 2	0
2 a 3	0
3 a 4	0
4 a 5	0
5 a 6	3
6 a 7	3
7 a 8	4
8 a 9	0
9 a 10	0
TOTAL	10

CONTROL GROUP STUDENTS

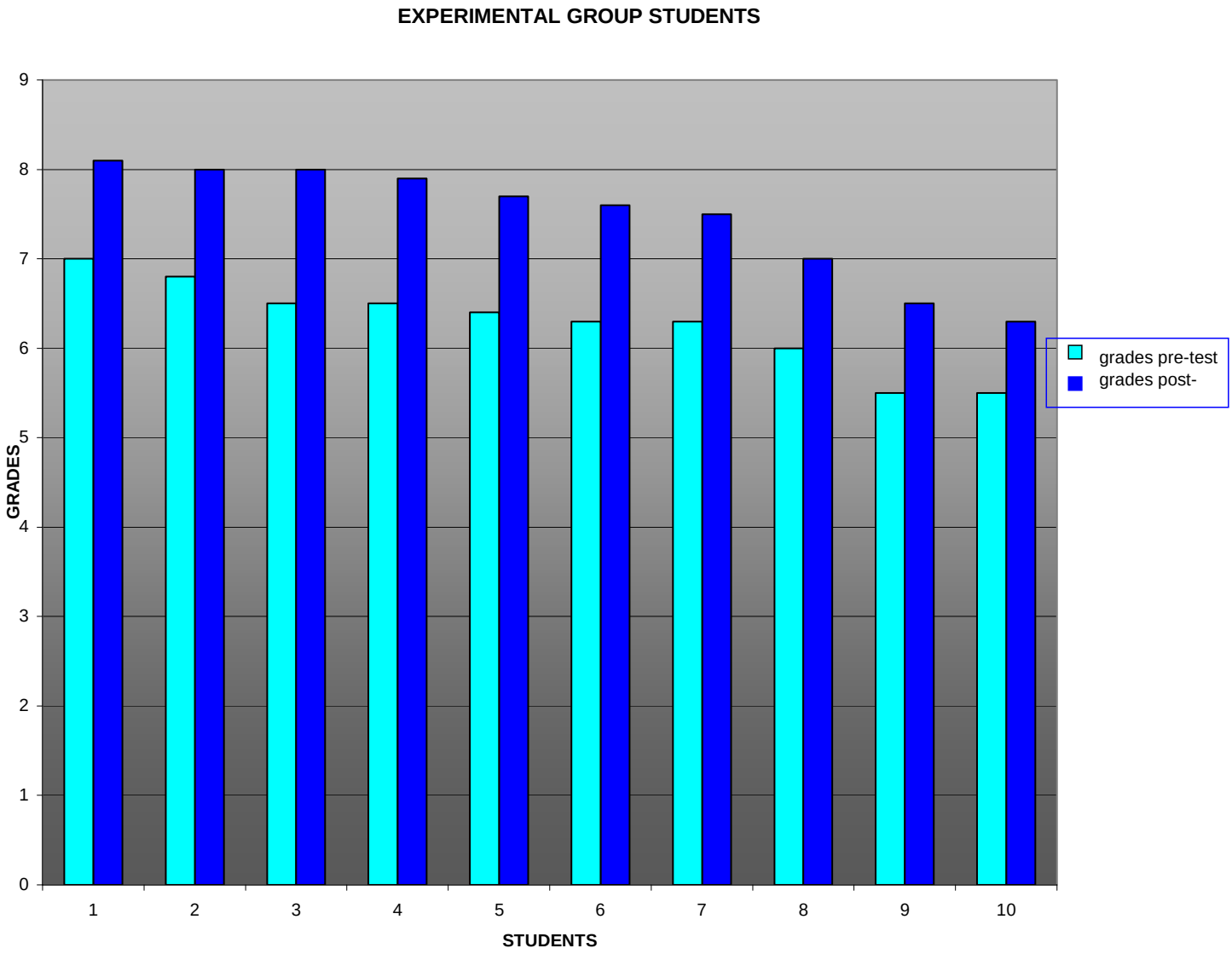
POST-TEST

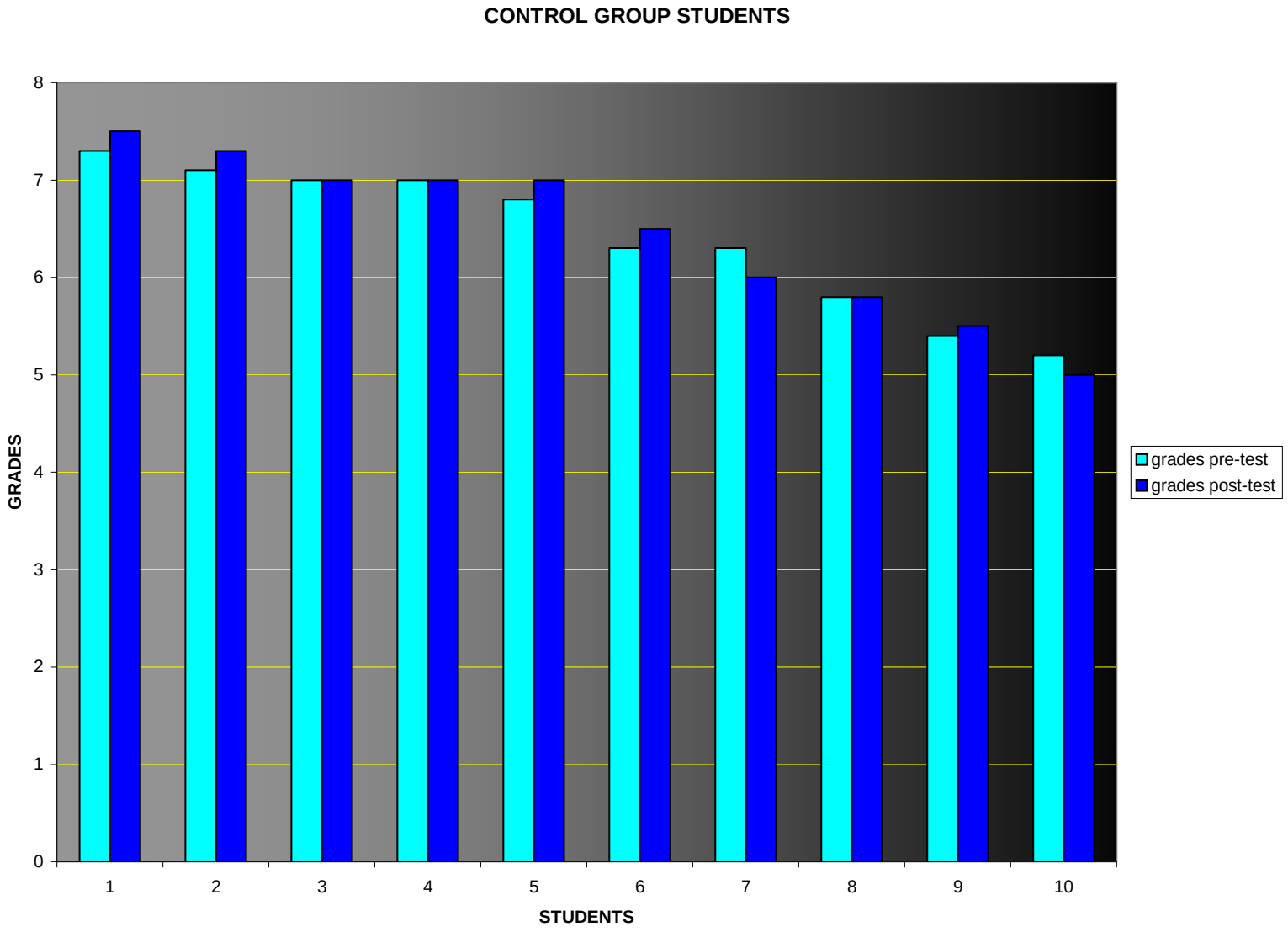
N0.	GRADES
1	7,5
2	7,3
3	7,0
4	7,0
5	7,0
6	6,5
7	6,0
8	5,8
9	5,5
10	5,0

MEAN	6,46
MEDIAN	6,75

MODE	**7,00**
RANGE	**10**

INTERVAL	**FRECUENCY**
GRADES	**STUDENTS**
0 a 1	**0**
1 a 2	**0**
2 a 3	**0**
3 a 4	**0**
4 a 5	**0**
5 a 6	**3**
6 a 7	**2**
7 a 8	**5**
8 a 9	**0**
9 a10	**0**
TOTAL	**10**


EXPERIMENTAL GROUP STUDENTS
GRADES
STUDENTS
0
1
2
3
4
5
6
7
8
9
1
2
3
4
5
6
7
8
9
10
grades pre-test
grades post-


CONTROL GROUP STUDENTS
GRADES
STUDENTS
0
1
2
3
4
5
6
7
8
1
2
3
4
5
6
7
8
9
10
grades pre-test
grades post-test

4.3 TATISTICAL ANALYSIS OF THE FINAL STUDY

Comparing the results of the pre-test with the post-test, we can observe an increase in the results of the post-test, since the lowest grade of the pre-test was 5,5 and the highest grade was 7,0 ; while in the post-test the lowest grade was 6,3 and the highest was 8,1.

The tables show us the increase clearly. In the pre-test the most common grade was 6,5 while is found in the first interval (5,0 a 6,0) ; in the post-test the most common grade 8,00 while is found in the third interval (8,0 a 9,0). Therefore, there was an increase of 1,5 points.

After this statistical analysis, we can said that our strategies were appropriate to help the students to improve the communication competence based in the teaching of dialogues, because these reached the objectives in a middle-high percentage.

V. CONCLUSIONS AND SUGGESTIONS

5.1 CONCLUSIONS .

- Students feel motivated with the help of visual aids and puppets, through this strategy they are willing to participate actively during the class.

- Free and spontaneous speech activities which involve dialogues ,requires ways of stimulating students to converse in an atmosphere that creates or increases student's confidence , this is specially meant to those shy or unmotivated learners.

- The use of this kind of strategies arise the interest in the students, because they permit them to speak in the foreign language a lot, through short dialogues , that increase not only the amount new vocabulary learned but

develop the learners' speech and fluency , what is the main objective of this paper.

- Dialogues represent a good opportunity to learn not only the foreign language itself (that is to say, grammar, vocabulary, useful, expressions, etc), but with this strategy learners can participate in class interacting each other through role plays.

- Finally we can say that is was a good experience for us to carry out this paper. It permitted us to improve our pedagogic work, by applying methods and strategies that turned out be excellent for increasing learners' motivation towards this foreign language.

- We realized that it is not important clutter up the students with the great deal knowledge ; the teacher must be a guide that gives learners the key to expand themselves their knowledge.

- The usual visual aids in those strategies facilitate and encourage the students motivation into the speaking process.

5.2 SUGGESTIONS

1 ._ In language classes it is advisable to make the students work in groups, so they have to chance to communicate their thoughts, or ideas in the classroom without any fear of criticism for the rest of their classmates, on the contrary they will have confidence to talk in the foreign language because they feel the support of their partners.

2._ It is important that language teachers emphasize in fluency than accuracy, and this is achieved by letting learners speak a lot, without correct their grammar mistakes at the moment they are speaking , but later, to the whole class. So as we can see it is up to the teacher to create a pleasing environment in the classroom in order to get the best achievements of the students .

3._ Each strategy for teaching dialogs must be divided in graded steps, (procedures), each the teacher has to develop his/her class with three main stages: a warm – up activity, a developing activity and follow -up activity.

4._ Evaluation can be applied from the beginning of the class, in other words, every stage of the strategies permit the evaluation.

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APPENDIX

APPENDIX NUMBER ONE

PRE-TEST AND POST-TEST

NAME:_____ GRADE:_____ DATE:_____

I Completar las oraciones.

1. Leer el dialogo y completar las oraciones.

PETER: I'm thirsty. Is there anything to drink?

MARY: Of course. Would you like beer?

PETER: No thanks. I don't like beer.

MARY: Would you like some apple juice?

PETER: Oh, Yes please.

Peter like_____

Peter doesn't like_____

II. Completar las oraciones con los dos listados de bebidas usando LIKE y DONT LIKE. Tenga en cuenta los dibujos.

Wine	Coffee
Tea	Coke
Beer	Chocolate
Whisky	Milk

1 I _____ _____ but I _____ _____ _____

2 I _____ _____ but I _____ _____ _____

3 I _____ _____ but I _____ _____ _____

4 I _____ _____ but I _____ _____ _____

III. Mire los dibujos y coloque la letra en la oración correspondiente.

1. _____ She's swimming in the pool.

2. _____ He's running in the championship.

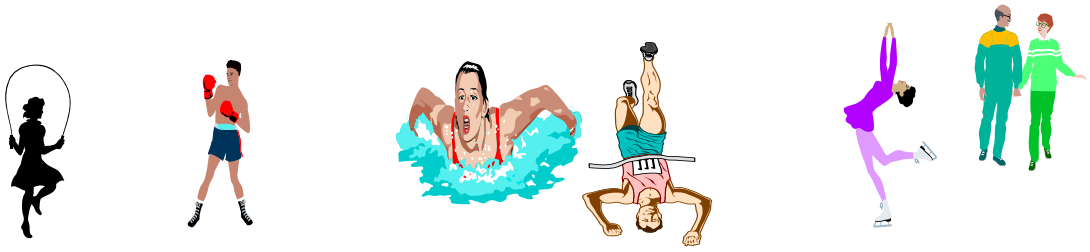
3. _____ She's jumping very happy.

4. _____ They're walking in the park.

5. _____ He's boxing on the ring.

6. _____ He's skating in the rink.

a.- b.- c.- d.- e.- f.-



IV Coloque el verbo de forma correcta.

a.- Mary is _____ for the city.

(walk)

b.- Peter is _____ in the sea.

(swim)

c.- My mother is _____ in the park.

(skate)

d.- My father is _____ on the mornings.

(run)

V. Llenar el siguiente cuadro con los miembros de la familia.

Grandfather	Grandmother
Father	
	Sister
Uncle	
	Niece
Son	
	Wife

VI. Coloque una preposición de el cuadro en cada espacio en blanco

by, near, in front of, with, in

James lives ------ a small house. He lives ------- two other boys, who are students. The school is ---------- to their house ------ ---------- ------ the bank. He goes to the school ------ bicycle.

APPENDIX NUMBER TWO

PRE-TEST AND POST-TEST OF PILOT STUDY

NAME_____GRADE_____DATE_____

I. Encierre en un circulo la frase que completa la conversación.

1. A: I'm Janeth Young.

   B: _____.

   a. Hi, I'm Susan Peters; Nice to meet you.
   b. What's your name.

2. A: What's his name?

B: _____

a. Sandra Carlson

b. My name is Mark Smith

3. A: What's your name and address?

B. _____.

a. Michael Harris, Kra. 33 No.15-02

b. China King Restaurant.

II. Mirar las figuras y completar la oración.

1. a. What does she doing?

b. She is _____

2. a. What does he doing?

b. He is_____

3. a. What do they doing?

b. They are_____

III. Escoja la respuesta correcta y complete la oración.

1. The wife of my father is....

a. My mother b. My grandmother

2. The nephew of my parents is.....

a. My brother b. My sister

3. The brother of my mother is.....

a. My uncle b. My aunt.

4. The father of my mother is.....

a. My grandmother b. My grandfather.

APPENDIX NUMBER THREE

Strategy number one

ESCUELA SAN JOSE BETHLEMITAS

NAME:_____GRADE_____DATE_____

I. Contestar la pregunta usando el verbo like en forma afirmativa y negativa según indique el enunciado, mirar las figuras para realizar la oración.

Coffee

Affirmative form

A: What would you like coffee?

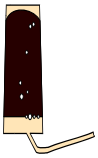
B: _____

Whisky

Negative form

A: Would you like drink?

B: _____



Orange juice

Affirmative form

A: What do you like drink?

B: _____

Beer

Negative form

A: What you don't like?

B: _____

II. Realiza 5 oraciones utilizando las expresiones "like and don't like".

1. _____but_____

2. _____but_____

3. _____but_____

4. _____but_____

5. _____but_____

APPENDIX NUMBER FOUR

Strategy number two

ESCUELA SAN JOSE BETHLEMITAS

NAME_____GRADE_____DATE_____

I. Unir las respectivas oraciones con los dibujos

She is swimming in the pool.

He is climbing in the mountain.

She is skating on the ice.

He is running in the championship.

He is jumping

APPENDIX NUMBER FIVE

Strategy number three

ESCUELA SAN JOSE BETHLEMITAS

NAME_____GRADE_____DATE_____

I. completar el dialogo deacuerdo a las imágenes.

A: Would you like to see this photos?

B: Sure, It is very nice photo. Who are they?

A: They are my_____

B: Who is she?

A: She is my_____

B: Who is He?

A: He is my_____

APPENDIX NUMBER SIX

Strategy number four

ESCUELA SAN JOSE BETHLEMITAS

NAME_____GRADE_____DATE_____

I. Unir con una linea la imagen con su respectiva oración.

* The teacher and the student are in front of the board

* The doctor is behind of his patient.

* The cats are in the box

* The letters are on the table.

APPENDIX NUMBER SEVEN

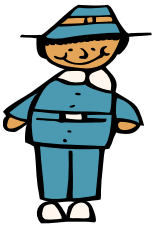
Strategy number five

ESCUELA SAN JOSE BETHLEMITAS

NAME_____GRADE_____DATE_____

I. Hacer un dialogo usando los titeres con los siguientes datos.

A.



B.

A. Carolina

B. Carlos

Carolina lives in the panoramico neighborhood. Carlos lives in the tamasagra neighborhood.

Carolina is studying in the San Jose Bethlemitas school.

Carlos is studying in the San Felipe School.

She likes play basketball and He likes play football.