

THE QUANTITY OF ENGLISH ORAL PRODUCTION

**The Quantity of English Oral Production of Eleventh Grade Students from Three Public
High School Institutions in Pasto**

Diana L. Solarte Klinger

**Submitted to Faculty of Human Sciences
in partial fulfillment of the requirements for
the degree of B.A in English and French
Linguistics and Languages Department
University of Nariño
Agosto, 2012**

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NOTA DE RESPONSABILIDAD

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

Artículo 1 del acuerdo N° 324 de octubre 11 de 1966, emanado del Honorable Consejo Directivo de la Universidad de Nariño.

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Nota de aceptación:

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Resumen

Sabiendo que actualmente el idioma Inglés ha adquirido gran importancia en el mundo entero, diferentes países como Colombia se han interesado en desarrollar este idioma de una manera más apropiada. En nuestro caso, el gobierno Colombiano ha planeado tener ciudadanos bilingües en un futuro cercano. Para lograr este objetivo, es importante saber cuál es la situación real de la producción del Inglés como idioma extranjero. Este estudio tuvo como propósito diagnosticar la cantidad oral del Inglés de estudiantes de grado once de tres colegios de Pasto. Los resultados fueron obtenidos a través de la aplicación de un examen oral llamado “Speak Test” el cual indicó la baja cantidad de producción oral basándose en el número de oraciones, palabras y promedio de palabras por oraciones. Al final, este estudio espera que sus resultados sean tomados en cuenta para mejorar el estado de la educación del Inglés en nuestro país.

Palabras Clave: bilingüe, diagnostico, cantidad oral del inglés, examen oral, oraciones, palabras.

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Abstract

Knowing that nowadays English language has gained great importance around the world, different countries like Colombia are interested in developing this language in a more appropriate way. In our case, the Colombian government has planned to get bilingual citizens in a near future. To reach this aim, it is essential to know what the actual situation is concerning the production of English as foreign language. This study was intended to diagnose the English oral quantity of eleventh grade students from three public high school institutions in Pasto. The results of the study were obtained through the application of an oral test called “Speak Test” which showed the low quantity of oral production regarding the amount of sentences, words and average words per sentence. Finally, this study expects its results to be taken into account to improve the state of English education in our country.

Keywords: bilingual, diagnose, English oral quantity, oral test, sentences, words.

The Quantity of English Oral Production of Eleventh Grade Students from Three Public High
School Institutions in Pasto

Recently, the demand of knowing a foreign language has being stressed in the Colombian educational field; this is the reason why different policies have focused on generating programs which help students to improve their language proficiency. In order to assure these programs will reach their objectives, as a first step, there would be necessary a diagnostic study which reflects what is actually happening. Once the situation is known, plans could start taking into account the problems encountered.

Regarding the above mentioned state of affairs, it is visible that the government wants to generate a change in English education implementing plans such as “Plan Nacional de Bilingüismo” in order to improve our way of life. This section pretended to show a study of English oral production and release the situations presented in our educational context.

This research project was designed to give a diagnosis of the production of English language in our setting, especially in the oral competence. The aim of this study was to be a starting point in a long process of improvements for the foreign language education in order to profit from the benefits that mastering English competences offers.

Chapter 1: Introduction to the Study

Nowadays, to have knowledge and use of the English language is very important; it is required for many purposes in life since by mastering a second language, people have more opportunities in their future professions; they can work, communicate with other people, and make themselves understood. This can also be important for the eleventh grade students from our school system as they will surely have the opportunity to travel abroad after having learned the foreign language properly for their own purposes.

In order to have an adequate use of English, there are different components that must be mastered successfully and productively. Among the components to be managed are grammar, lexicon, and a correct pronunciation, but there is a problem especially in high schools regarding oral production; teachers have neglected to pay attention to the oral proficiency of English. On the other hand, teaching of grammar and vocabulary still prevails in our setting; classes are devoted to grammatical instruction and to the learning of vocabulary, sometimes not completely needed.

Considering foreign language education in Colombia, since 2006 the government has required that students from all grades attain a certain level of English according to the Common European Framework: from 1° to 3° level A1, from 4° to 7° level A2 and from 8° to 11° level B1. In order to reach this purpose, the competences expected to be developed by students were established in the English Colombian standards (MEN, 2006) which were based on Common European Framework (CEF). In spite of that, the issue of communicative competence (oral production) has been ignored since students are not exposed to the actual language they are

trying to learn, instruction is virtually in the students' mother tongue and there is no challenge for learners to speak in English communicatively. Teachers do not teach students how to manage the oral component in order for them to be orally proficient and neither educational institutions give oral English the importance it deserves.

All these problems are already known by the government, that is why it has been trying to implement the "Programa Nacional de Bilingüismo" (PNB) in order to improve the English teaching quality and to get bilingual Colombian citizens highly competitive when speaking in English. Despite the fact that most teachers consider Colombian government's idea a utopia, "Programa Nacional de Bilingüismo" is being stressed in our country.

Nowadays, English is an essential element in Colombia, so it is important to make a diagnosis about the student's oral production as it can be considered a real evidence which shows the actual English level of students in high schools. This way the government can have an initial idea of what the real situation with the foreign language learners is and then implement the best strategies to undertake improvement for the English language in our educational institutions.

With all the reasons above in mind, this research was carried out with eleventh grade students since they, in the last grade of high school, are allegedly proficient that is, they have supposedly attained a considerable level of English and are capable of producing spoken language for real communication (oral production). Consequently, this research was intended to make an initial diagnosis about the quantity of oral production in students from three public high school institutions in Pasto.

Research Question

Based on the above considerations, the research question is as follows:

What is the quantity of English oral production of eleventh grade students from three public high school institutions in Pasto?

Justification

Most of the countries around the world want to get their citizens bilingual. Colombia is not the exception; by 2019 the government demands that all the people speak a language other than their mother tongue. The starting point for this purpose is based on “Programa Nacional de Bilingüismo” (PNB). Hence, it is time to start realizing the importance of English as it is the universal language. We need to start evaluating the level of speaking of our students as a reference for future improvement.

Conducting a research work of this kind could be significant and worthwhile in our setting since not only students but also teachers and administrators can benefit from it. Apart from realizing the importance of learning a second language, this research could make them aware of the extent of students’ English oral production and its importance for further development. This project could be a way to approach the quantity of English oral production in the different educational institutions in our city and be a reference for other institutions in Nariño.

Conducting a research work of this kind could attempt to make Colombian students aware of the significance that oral production has in order to become proficient in English and benefit from the insertion of Colombia in the new global knowledge society. International exchanges, scholarships to study abroad, trips, English immersion courses and better opportunities could be some benefits that students have when mastering the English oral competence.

Most important than anything, this project could be a starting point for further research attempting to find causes which affect the extent of oral production in public high schools in Pasto and find possible solutions for enhancing and fostering this skill in the near future. Finally, this research could be the base for improving the students' oral production level in a qualitative type of study implementing different strategies at other stages of research.

Objectives

General Objective. The main objective of this study is:

To determine the quantity of English oral production of eleventh grade students in three public high schools in Pasto.

Specific Objectives. Other important objectives are:

- To adapt and apply an oral test in order to diagnose the English oral production of eleventh grade students from three public high school institutions.
- To record students when carrying out the oral test.
- To transcribe the students' oral production.
- To quantify students' responses in English oral production.

- To determine the quantity of the students' oral production through the transcription of their participation in the test.

It is important to understand that the oral production for the purpose of this research means the amount of words and sentences that can be counted as a measure of oral production in English.

Limitations

The potential problem that arose during the development of this research was mainly associated with the disposition and attitude of students towards the fact that they were being recorded and evaluated in their English oral production. Some of them were shy when speaking in English and others were afraid to talk as they did not want to make mistakes.

Some parts of some recordings did not have a clear sound because of the students' tone of voice or the echo on the different places where the oral test took place. Finally, time was another limitation in conducting this research project, since the number of students in classes was high; some students did not take the test. Therefore, they could not be recorded.

Chapter 2: Review of the Literature

Theoretical Framework

Some important authors such as Underhill (1987), Allwright (1991), Bailey (1991) and Bentley (2007) have focused in terms of quantity and quality of speaking. However, in our present situation, a lot of concern by the Ministry of Education has been put on the quantity of oral production to ease the road to improve its quality. Some main aspects, which are closely related to the main topic of this research project, are explained below.

The Importance of a Foreign Language in the Classroom

According to Oak (2000), people who learn a foreign language get many intellectual and cognitive benefits. When people express themselves in another language, they automatically improve their ability to express themselves in their native tongue. In terms of community, learning a new language will also increase understanding for other cultures. This becomes a powerful tool since the ability to communicate in a foreign language increases both the quality and the quantity of the relations.

On the other hand, taking into account Long and Krashen's points of view (quoted by Allwright & Bailey, 1991) when a foreign language is implemented in the classroom, learners interact with their classmates to correct their mistakes and achieve an adequate use of grammatical structures. This could be a good way to avoid anxiety and learners could feel confidence to express their ideas in front of their peers.

According to Bentley (2007), when learning a foreign language the most important issue is to interact using the language. Therefore, teachers' lessons in a language course need to be

varied containing written, reading, listened and spoken tasks as well. Teachers have to ensure that their students develop all the competences in the target language. Most of the time, oral production is ignored by teachers while grammar and vocabulary exercises are of paramount importance in language classes. This is the reason why teachers need to find new strategies for improving this situation exposing their students to the foreign language and making them able to practice and speak it. One main strategy could be teachers' use of "lower and higher order talk" (Bentley, 2007) where lower order talk is used for checking understanding while higher order talk is used for expressing opinions and developing cognitive skills. Both kinds of talks can help the students to get in touch with the target language improving specially their oral competence.

Characteristics of Spoken Language

Bengoa (2008) declares that in some language courses, teachers fail to distinguish between spoken and written language. The litmus test for this assertion is to ask whether the syllabus or curriculum treats spoken language as something distinct from written language with its own grammar, syntax and lexicon. If productive skills work is a vehicle for the teaching of structures rather than training for skill and sub-skill acquisition, then the course would probably have to be described as a grammar based course, no matter how communicative it is hyped up to be.

Here then, are some of the features of spoken language stated by Bengoa (2008):

- It is both time-bound, and dynamic. It is part of an interaction in which both participants are usually present, and the speaker has a particular addressee or addressees in mind.
- Spoken language makes greater use of shared knowledge than written language.
- Participants are usually face-to-face and so can rely on feedback (extra-linguistic cues to aid meaning). The lexicon of speech is usually

characteristically vague using words which refer specifically to the situation. Deictic expressions are very commonly used, for example: *that one, in here, right now*.

- Interlocutors give and receive immediate feedback (p. 60).

As it is clearly understood from the above features, when practicing spoken language in a foreign language course, learners use their knowledge about grammar, vocabulary, different uses of the language to express their thoughts/feelings and communicate to each other.

The spoken language takes into account more than one participant since each of them has to understand the others so as to create a real communication using the same language and talk about the same topic as well. Besides, when foreign language students practice dialogues, they become monitors and autonomous learners given that they can help among themselves correcting some oral errors in their partners' speeches (without teacher's help and reducing anxiety). On the other hand, students use the spoken language in actual time sharing a common context. This situation makes learners be prepared for rethinking about their language knowledge when speaking in the target language.

Some other features stated by Bengoa (2008), explain that using spoken language, interlocutors show their ideas not only through their voices but also using aspects such as face expressions and body language. These aspects are important for people who are interacting as they can confirm what is being said with the language (voice). Informal expressions and uses of the target language can be practiced in classes; it means learners can bring real life communication to their course. Interlocutors can make some mistakes when talking, so they have to pay attention to everything they say to reduce errors and make a good performance when speaking.

Other features of spoken language described by Bengoa (2008) are:

- Speech is very suited to social functions, such as passing the time of day or any situation where unplanned and casual discourse is desirable. It is also good at expressing social relationships, opinions, and attitudes in part due to the vast range of nuances, which can be expressed by prosody and accompanying non-verbal features.
- Negotiation of meaning is common and often a large part of any conversation.
- Interruptions and overlapping are normal and are generally very common.
- Negotiation of topic is also very important: yes but..., anyway..., right then...
- It has many routines and this can make it very predictable. For example you never say, in a bread shop. But, each situation has its own discourse which has been historically and socially defined (p. 60).

In this manner, the above characteristics of spoken language show that one main advantage of using it is the learners' speech improvement. When learners improvise, they make use of their actual language knowledge; this way, learners try to learn every foreign language component in order to improve their level. In addition, the receiver can realize how well transmitters handle their fluency, accuracy, intonation, grammar, and vocabulary when talking and interlocutors can talk about a specific topic discussing their own points of view. Finally, situational and process developments are essential because they make participants consider time and context in their speeches.

Types of Classroom Speaking Performance

As stated by Brown (2010), there are six types of classroom speaking performance which are expected to be developed in a classroom when practicing the oral competence in a foreign language course.

The first of them is *Imitative*. This first category is related to drills which are an essential part when learning a language since they focus on the form of the language, help to learn some chunks and to differentiate some linguistic features. On the other hand, it offers practice through repetition which is a controlled activity (since the drills could be limited, learners can learn them in an easier way). The second category named *Intensive* is more demanding than the first one. It can be carried out through activities in groups where the students practice grammatical aspects of the language. The third type of speaking performance, *Responsive*, is related to questions made by the teacher and answer from students. This category does not imply dialogues. The students just answer some questions in a meaningful and free way according to what was asked. The fourth category named *Transactional* is related to dialogue. Teacher and students can exchange information through questions and answers. It is interesting how in this type of classroom speaking performance the conversation can extend according to the interventions of each participant. In the fifth category, *Interpersonal*, the language is used to share personal ideas and maintain social relationships. Students practice the language taking into account topics present in their lives and outside the classroom. They can use colloquial language, share emotions, feelings and use their own language without a previous preparation. When practicing *Extensive* speaking performance, students can say unplanned monologues (summaries or oral reports) in a more formal way.

Students and Teacher's Talking Time

In a foreign language course, the key for becoming a better English speaker is to speak in the target language. English foreign language students need to practice English through talking tasks, but what is the balance between students talking time and teachers talking time?

Cotter (2010) argues that students should speak 70% of the lesson and teachers should speak 30% of the time in most situations in a common language course. Students need to talk more than the teacher since the practice is a vital tool for learning the target language (English).

In some cases, when language students live in countries where their citizens speak a language different from the target language, learners have the opportunity for practicing it just in the classroom. Teachers have to implement less time introducing any topic, giving instruction/ feedback or explaining some activities to make their students put into practice the language and improve their oral competence.

Testing Oral Production

To determine every language competence, it is vital to test them through a kind of instrument. Talking specifically about oral competence, Cabrera (2010) considers that evaluation comprises the whole idea of diagnosing oral production in the following way:

- Any language evaluations should give students opportunities to demonstrate what they know and can do with language, and should be seen as invitations to show what students have learned in a context that has significance to them. These evaluations should be culturally sensitive, be appropriate to the task at hand, and require students to perform, create, or produce something.
- Evaluation should become the tool for planning and teaching. Student should be asked to evaluate their own learning and to set goals for future learning.
- When students use language in meaningful situations to accomplish specific goals, consideration should be given to the content and the process that the students use to accomplish the final product. Teachers should consider each aspect when they are evaluating students' work to arrive at a judgment (e.g., student needs scaffolding support for comprehending main ideas) or to determine a percentage. (Cabrera, 2010)

The evaluation needs oral questions in order to evaluate students' speaking ability.

Factual questions force students into listening carefully and answering in real time since they

communicate in authentic conversations. While students answer questions, teachers can take notes in order to realize the different language problems that students could have and their actual oral production.

Although the oral production is difficult with large classes, teachers can try with different instruments for making an easier speaking testing. For example, advanced students can participate in role play, oral tests, discussions or debates. Moreover, they can record their students to make a later evaluation. Listening and speaking are essential components for diagnosing oral production (oral linguistic proficiency); that is why most of the tests need to measure both skills at the same time. Speaking in English could be a challenge for most learners even though they come from an oral culture; in this case, teachers have to use a good instrument for helping them to speak and show their oral proficiency satisfactorily.

Taking into account Cabrera's point of view (2010), a test can be a good instrument to measure oral competence. In order to carry out a test, it is important to be closely related to its definition and its features.

What is a Test?

“A test is a method of measuring a person's ability or knowledge in a given domain”
(Brown, 2001, p. 384).

It is clear that a test is as a method which has an ordered sequence of procedures and techniques which help to collect some sort of information about the test takers' knowledge. The assessment through tests can be formal or informal. In the formal assessment, the measurements are quantified mathematically. On the other hand, in informal assessment, the measurements are inexact.

Now, when the aim of the test is measuring test takers' knowledge of a foreign language, it should sample language behavior and deduce general ability in a language. In addition, the test should take into account two main classical criteria: practicality and validity.

Practicality: The test is practical when it is easy not only for test takers, but also for evaluators or when it does not need much time to be managed.

Validity: The test is valid when its different techniques and tasks measure exactly what is intended to be measured. The observation could be a good instrument to know if the test lacks validity. Both types of validity - Face validity and Construct validity - are important since they assure the good results of the test.

Kinds of tests. There are some kinds of tests which have specific functions; they make the evaluators focus on the important areas according to the test aims. In addition, they help to ask: Why the test was made?

Brown (2001) explains that there are different kinds of tests which have specific purposes. Each of them has its own characteristics and is carried out in different ways.

Diagnostic Tests. These tests are tailored to determine which linguistic units or competences need to be reinforced. They have a check list to know what students should know and answer in the test. Thanks to them, it is possible to know if students have acquired the language points before taught.

Placement Tests. They indicate where the learners are. These tests are related to the levels of the language curriculum in an educational institution since their aim is to place students in their appropriate course according to their language knowledge.

Achievement Tests. These are used to know if the students have achieved the objectives of a unit or lesson in a course.

Aptitude Tests. The aim of these tests is to try predicting the success in a person's language learning. They try to measure the ability to learn a language different from the mother tongue.

Proficiency Tests. As its name shows, these sorts of tests are used to assess proficiency in competence in a foreign language through tasks of grammar, vocabulary, reading and oral comprehension, among others. Around the world people take proficiency tests; one of the most known is TOEFL (Test of English as a Foreign Language).

Elicitation Techniques for Oral Tests. In the field of TESOL, many researchers have created different methods and techniques which are a guide for teaching and testing a foreign language in a more successful and easier way. This same situation occurs when talking about oral tests, some experts on this topic such as Brown (2001) and Underhill (1987) have shared some techniques to be implemented in oral tests according to their aims and needs.

To know what could be the appropriate or best techniques to implement in a particular oral test program, it is important to know every feature of these techniques. Some of them have a slight variation and others are completely different. Next, some oral test techniques implemented into the oral test designed by the author of this research will be explained in detail.

Interview. For most of interviewers, this technique is the unique and most common implemented in an oral test. The interview follows a pre-determined structure, but learners have the freedom to say what they actually think. This technique lets interviewers and test takers to make a face-to-face direct exchange.

Some techniques have similarities among them. In the case of “Interview”, it shares similarities with two more techniques: “Discussion” and “Question and Answer”. When comparing “Interview” with “Discussion”, it is clearly seen that both techniques need interesting topics which encourage learners to talk as much as possible. In addition, the interviewer maintains the control and the initiative during the test. When learners finish their comment, the interviewer develops other topics or makes other question.

A main similarity that “Interview” and “Question and Answer” share is that the interviewer is more authentic, the topics present in these techniques are explored in detail to allow learners to develop their communicative competence. In order to carry out the technique “Interview” in a successful way, the interviewer has to follow some stages: An introductory part with some personal questions in order for learners to relax and feel less anxious. During the interview, the different questions and topics should be chosen by the interviewer according to the learners’ level. A wind up part in which the interviewer thanks the test takers for their help and they know that the test is over.

Question and Answer. Underhill (1987) explains that this technique consists of a series of disconnected questions which are graded to increase difficulty. Since these questions are not related to each other, there is no real conversation. The topics used in this technique are easily answered by the test takers so they can speak for a great amount of time. If test takers do not answer a question, the interviewer can move on to another question and so on. For the successful result of this technique, it is essential starting with short simple questions, such as “What is your name?” “Where are you from?”, and then ask more complex questions.

According to Underhill (1987), some of the most common questions asked when applying this technique in an oral test are descriptive questions, justification questions, yes/no questions and tag questions. Next, there are some examples of them:

What do you do?

Do you like speaking English?

Tell me a little about your family

Where do you live?

Why do you want to learn English?

Using a Picture or Picture Story. For this technique, the interviewer gives the test takers a picture or a sequence of pictures. After the test takers have studied every image, the interviewer asks them to describe the picture according to their own points of view. In this technique a cartoon story is a good way to allow learners to add their own interpretation about the events involved in the picture; the story could have from four to twelve drawings which could be described by the test takers.

The advantage of using this technique is that a series of picture is a visual stimulus which provides test takers with a specific topic. Although the topic is fixed before the learners do the oral test, they can use different words or phrases for describing the picture. In addition, the evaluator can know the different students' personal interpretation and ideas.

A variation of this technique is to allow learners to look at the picture and then ask specific questions to get particular information about the images. When asking for questions about a picture, the oral test is an effective way to know what the test takers' vocabulary knowledge is. In the case in which test takers do not know some words related to the picture,

there will be a disadvantage since they could not get good results nor show a good proficiency when speaking. It is important to say that in this technique, the oral test focuses on two tasks: the description of people and events or the interpretation and discussion of specific questions about the picture.

Sentence Completion from Aural or Written Stimulus. Underhill (1987) indicates that this technique works with incomplete sentences that are presented to the test takers. They are asked to read them and suggest a way of completing these sentences using few words or phrases. When carrying out this technique in an oral test, preparation time for students is not necessary as the sentences can be freely completed with students' own ideas.

All the oral test techniques described by Underhill (1987) contribute to the ability to communicate, they are an effective manner to encourage test takers to do the test in a more easy and enjoyable way. Test designers always have to adapt techniques to their own circumstances (setting, learners' age, level and background) to design the best test. Some tips to succeed in applying these techniques in an oral test are: re-tell the questions when students ask for clarification, not to over-correct errors, not to interrupt unless necessary and not to answer the questions when test takers do not know the answer.

Recording Oral Tests. Underhill (1987) in his handbook of oral testing techniques "Testing Spoken Language" indicates that oral tests can be recorded on tape as the basis for assessment, as data for moderating the consistency of assessment, and finally, as teaching material on which to base correction and feedback.

Since the purpose of this research project concerns determining the level of oral production of some students through recorded tests, it is important to have a clear idea about the

process of recording them. Tests can be recorded on audio tape in order to mark and transcribe them later; this could be a good technique to assess oral tests since the tape can be replayed and listened again and again. Oral tests can be marked at anytime and anyplace allowing evaluators to analyze every single detail from the recordings. When recording an oral test as a basis for assessment, it is essential that every aspect be as clear as possible in order for the evaluator to make a good assessment about learners' performance in the oral test.

Advantages and Disadvantages of Recorded Oral Tests. Underhill (1987) explains further that recording oral tests has a great number of advantages and disadvantages for evaluators and learners. Apart from marking the test wherever and whenever is desired, this kind of assessment helps to record different people at the same time. In this way, the test can be taken by many people at once and the evaluator can know the individual oral performance from each person. When learners are embarrassed to speak in front of other people, recording individual tests can be a good strategy to make learners relax and speak comfortably.

On the other hand, recording oral tests can pose a set of disadvantages which are important to take into account for marking them. Although, the evaluators of the test can hear the whole test as they would be in a live test, they cannot see the visual aspects of communication that students express: gestures, body language or silence; it means that the evaluator can miss essential aspects which could be important for the assessment. If there are some problems with the recordings (unclear or unsatisfactory learners' speeches), the evaluator cannot ask for clarification as is used in live tests.

Some technical difficulties can be present: poor quality recordings because of the learners' voice, echoes or noises. Things like those could affect the recordings and prevent

evaluators from making a good assessment. By using recording machines, some learners could be afraid of speaking into them; consequently they can misunderstand and complete the tasks incorrectly, thereby giving a not desired impression.

Essential Aspects of an Oral Test. Oral tests are different from other kinds of tests; they need a different procedure and a thorough way to be carried out. Underhill (1987) explains some essential aspects which are examined below.

The instructions are considered as the basis for test takers' good comprehension of the test procedure, that is why they are an indispensable part to every kind of test and always have to be present in it. Instructions are generally given at the beginning of each part of the test in written or orally to ensure that the students have a high degree of familiarity with the test. To give instructions in the students' mother tongue is a useful way to ensure that the learners can understand how to do the tasks.

Underhill (1987) states that an oral test does not need to be held in a special room, with particular furniture or with a profound silence of an examination hall. Most of the times, when an oral test is carried out in a special room, test takers feel nervous and uncomfortable because of the unusual equipment arranged in there. On the other hand, when the test is carried out in an ordinary room, test takers and evaluator relax and perform as usual in their daily life. This way test takers benefit from the test doing it as a good learning experience. Other important aspect is the relation between evaluator and test takers since it can influence the results of the test. The evaluators have to present themselves as friendly people in front of the test takers and must be interested in all their utterances.

In addition, there are three main moments in which the evaluator must be as human as possible to hold a good test and obtain the data expected from the test takers. These important moments are: before, during and at the end of the test.

Before the test, the first aspect to take into account is the preparation of it. The test designer has to explain and give instructions about the process of the test before learners take it to ensure that they are familiar with the system in advance. An oral test is generally prepared in advance with every question carefully planned. The designers of the test should fix series of questions in order for learners to have the same opportunities when taking it. Secondly, a good oral test consists of several techniques placed in a sequence which may either be fixed in advance by the designer of the test or left to the interviewers' experience. It is vital to have more than one technique in a single test as this is an authentic way to allow learners do different things with the language. In addition, an oral test with several parts offers advantages to learners and gives them the opportunity to develop their potentialities in a better way.

Besides, in this part of the test evaluator and the test takers need to introduce each other in order to gain confidence. The evaluator describes the purpose of the test to let students know what the test is about and what aspects are going to be taken into account in their performance during the test. Finally, tasks and instructions have to be as transparent as possible in order for learners to know exactly what to do.

During the test, an aspect to consider is the time of testing; the length of an oral test is determined according to the parts that it has and the length of student's answers. Generally, an oral test could take between three and thirty minutes long, learners can produce more of the foreign language in five minutes than in twenty more; it means brevity is not an important aspect

in the test. The personality and background of the students could influence the duration of the test as well as its procedure. If the students lack of confidence or have no a well-founded background of the foreign language, they will need more time than others to complete the test.

In addition, in this part of the test the evaluator, as a human being, has to be prepared for every unexpected situation presented at that moment. Many students will express their feeling; others could get distracted from the real purpose of the test or speak about other topics different from the ones of the test.

At the end of the test, the evaluator must allow test takers to know that the test is over and thank them for their help. In this part learners have to be convinced that they made a very positive contribution to the success of the test.

As conclusion, every moment of the test is important and the interviewer has to find a way to make test takers feel important and encourage them to give their best. When they feel that their opinions and ideas are essential, they relax and forget the pressure of the test giving their best performance.

Test Evaluation. When the test has being carried out, test designers have to focus on their own particular circumstances. For this reason level, topics, and techniques for each test are unique. The test procedure should not be taken from somewhere else, it has to be authentic and with its own characteristics. On the contrary, if a test procedure is a copy from another, it would not work well and its results would not be the best.

Underhill (1987) says that when evaluating a test, the test taker should answer the question: Does the test work properly? This simple question can help to solve the enigma taking into account the different types of validity.

In order to know if a test worked well, one way to approach the uncertainty is asking the people who live the test (test takers, test designer, administrators) how they saw the design and the content of it. If they agree saying that they liked the test, it is a good way to know your job was well done.

It is important to know that people who take the test give real information about the research work of the test. Their opinions are not only reflected on their comments but also in their scores (face validity). On the other hand, test takers have to deal with real tasks and topics in the test, in this way evaluators can know how well they assume the same task in a real situation. When using a real task in a test, it is possible to predict the future performance of the test takers when facing a real situation in their future lives (predictable validity).

When doing a test with researching purposes, which is not a part of the syllabus like in the case of this research project, it is important to focus on “English Standards” since they are a guide that helps the researcher to know the language competences that students are able to master.

Previous Research

To conduct this research project, the researcher based on two previous research works. The first one is called “Quality, Type and Amount of Language Used inside an EFL Classroom in a High School in Pasto”, Muñoz and Lopez (2002). In this descriptive study, its authors conducted two different interviews (one by teachers and one by students) where interviewees gave their points of view about the diverse topics concerning quality, amount and type of language used in their classroom. Conducting this work, the authors realized that there were some problems when teaching and learning a foreign language such as students’ motivation and

teachers' strategies and methodologies which reflected a low quantity and amount of the target language in the EFL classrooms in Pasto.

The authors of this research concluded that the quality, the type and specially the amount of target language in a high school in Pasto was low because of student's attitude since most of them were not aware of the importance of learning a language different from the mother tongue, so they did not use the target language (English) most of the time in English classes.

The second research work is called "The Quality, Type and Amount of Foreign Language in Some Public High Schools in Pasto", Burbano and Narvaez (2003). This work was taken as a basis since it deals with the amount of foreign language use in the classroom in some public high schools in Pasto. This research showed that the authors have also been interested in the amount of language, not only in speaking but also in writing, reading and listening. Another similar feature of this work was that they conducted the research by taking into account interviews and debates to measure the amount of English language produced by the students. In this research, it was found that the authors gave their opinions and expectations with respect to the research process in high schools. The results obtained concerning the amount of students' time was low since they were not exposed to the target language; besides the students were not motivated to produce output.

Chapter 3: Methodology

Design

This diagnostic research was of quantitative type (ex post facto) and its main objective was to diagnose the English oral production of eleventh grade students from three public high school institutions.

To measure the oral production, this project took into account one main characteristic of an oral diagnostic test, which was the students' amount of oral production. This study was carried out with three groups from three public institutions (one group per institution) where eleventh grade students were assessed in terms of oral production by means of an oral test (adapted from a well known English test called "Speak Test").

Subjects

The subjects to work with in this research project were eleventh grade students from three public high schools in Pasto from a middle-low socioeconomic level: I.E.M. Mercedario, I.E.M. Ciudad de Pasto and I.E.M. Tecnico Industrial.

This research was conducted with three groups (each per institution) chosen at random. In I.E.M. Mercedario, the participant group was 11-2. In it, there were twenty five (25) students divided into (5) five men and (20) women. These students were between the ages of 16 to 18.

In I.E.M. Ciudad de Pasto, the participant group was 11-A. In this group participated twenty five (25) students (12 men and 13 women) between the ages of 16 and 19. The last participant group belonged to I.E.M. Tecnico Industrial. A total of seventeen (17) students took the test (11 men and 6 women). These students were between the ages of 16 and 18.

In total, there were sixty seven (67) participants from three high school institutions who took the test.

Materials

In order to record students' oral production, a digital MP4 clip player (Onida Japan- ON 5844GB) was used. In addition, a research diary was used to take notes as well.

Instruments

Taking Underhill's (1987) observations and recommendations, an adaptation of the oral test called "Speak Test" by ETS (Education Testing Service- Princeton) was applied by the author of this research work.

In this test, there was the implementation of tasks based on different techniques in order to assess the quantity of English oral production from different perspectives. In addition, the test had a total of seventeen tasks divided into six parts (an introductory part and five sections). All of them required a minimum of English oral production.

The first part of the test was "The Introduction". This part consisted of two questions to start the conversation with the student. The questions were: What is your name? / Where are you from? On the other hand, the first section was called "The Missing Parts". In this section there were three sentences which had to be completed with the students' own information. The incomplete sentences were: On vacation I usually .../When I arrive home after school, I .../ I like my school because... The second section or "The Singer" was a series of four images presented in a poster, which told a funny story of a man and the different situations that happened to him. In this part, the students used the images for telling their own story. The third

section called “The Classroom” consisted of three questions about a classroom scene. The questions were: How many people can you see in this picture? / What are these students doing? / What interesting things do you see in this picture? In this part of the test, the students had to answer the questions according to what they were seeing in a poster. The fourth section or “Your Life” had three tasks which had to be done according to the students’ own life experience. The first task was to describe the family; the second and third were to answer to the questions: What is your favorite TV program? Why? Finally, the fifth section called “Personal Opinion” the students were asked about their personal opinion regarding their high school experience. Students had to answer the questions: Do you like your school? Why?

As noticed below, the oral test implemented different techniques in each part. In the introductory part, the technique used was interview. The degree of difficulty of these questions was easy, as they were the first part of the test. The technique used in the first section was sentence completion from written stimulus. The second and third section implemented picture story. In these two sections, students based their tasks on the images. The fourth section used question and answer technique while fifth section implemented interview technique. The oral test was based on the techniques stipulated by Underhill (1987) in his handbook of oral testing techniques.

Procedure

To diagnose the students’ oral production, the procedure to follow was:

- The researcher carried out a pilot study in Luis Eduardo Mora Osejo high school in order to know students’ receptivity of the oral test.

- The researcher asked in advance the principals' permission for doing the oral test in the three institutions.
- The researcher, together with the advisor adapted the oral test.
- The test was applied with each student at the time. This test was recorded in order to transcribe it and then to obtain results. The order in which the test took place was I.E.M. Mercedario, then I.E.M Ciudad de Pasto and finally I.E.M. Tecnico Industrial.
- The researcher transcribed the recordings.
- The data collected was measured.
- Finally, the researcher gave some conclusions, implications and recommendations for further research projects.

Variables

Since this is a quantitative study (ex post facto design), there was no independent variable to manipulate, but it was considered what students had learnt up to that moment. The purpose was to determine the extent of eleventh grade students' English oral production of three public high school institutions in Pasto.

Data Analysis

To determine the extent of students' oral production, this research took into account the quantity of language produced by students. The amount of speaking: words, and correct-incorrect sentences. Descriptive statistics, average words per sentence were used to get a reliable diagnosis.

This study focused on sentences since they are the largest unit of grammatical organization within which parts of speech (e.g. nouns, verbs, adverbs) and grammatical classes (word, phrase, and clause) are said to function.

In order not to be confused with the way in which the data was collected, some definitions related to it were presented taking into account Richards, Platt & Platt's (1992) definitions.

Words: The smallest of the linguistic units which can occur on its own in speech or writing.

Phrase: An expression (can be a single word, but usually more) which contains a single thought but is not necessarily a complete sentence. Words make up phrases; phrases make up sentences.

Elliptical Sentence (Construction): A construction in which some words have been omitted because of the logic or pattern of the entire sentence.

Incomplete sentence: A sentence which does not express a complete thought and therefore not grammatically correct. Sentence fragments are problematic because they are disjointed and confusing to the reader. There are three main causes of fragments: (a) a missing subject; (b) a missing verb; (c) "danger" words which are not finished. For example: In Japan, during the last war and just before the armistice.

Discourse: Units which are larger than the sentence (e.g. paragraph) are regarded as examples of discourse.

Pilot Study

The pilot study was carried out in Luis Eduardo Mora Osejo high school with a group of fifteen (15) students from eleventh grade. The instrument used to collect information was an oral test “Speak Test” (modified by the author). A digital MP4 clip player was used in order to record and transcribe the students’ responses later.

The aims of this pilot study were to know the students’ receptivity of the oral test, find some failures in its design and finally improve it making some corrections in the different sections.

At the beginning of the test, students did not want to do it, they argued that their English level was not so good and they did not want to make mistakes when speaking. Later, when the procedure and the aim of the test were explained, they agreed to do it. During the test, most part of students hesitated to answer the questions; others asked for clarification or gave their answers in Spanish. At the end of the test, the students said that it was easy and that the use of MP4 clip player was a good methodology to forget that they were recorded by it. They assured to feel comfortable with the way in which the interviewer carried the test out. The recordings were clear enough to transcribe and measure the student’s responses.

At the end of this pilot study, the test suffered some modifications: the third question from the introductory part and the third question from the third section were omitted. These questions were: Are you ready? / What do you think the teacher is doing?

On the other hand, the fifth section was totally changed from “What is your opinion about your school?” to “Do you like your school? Why?”

Before the pilot study, the time stipulated for each student to do the test was about fifteen (15) minutes; after it, the students took ten (10) minutes.

Chapter 4: Results

Data Analysis

According to Underhill (1987) the difficulty of assessing oral competence is reflected on the ways used to assess it. Oral competence does not fit the conventional assumptions that other competences have in order to be assessed. It is decision of the researcher to choose an instrument and implement it to finally get results.

The results of this study were based on the information collected through an adapted recorded oral test (Speak Test by ETS) applied to eleventh grade students of three public high school institutions and which was later transcribed (see Appendix A).

The participants of each institution were students who belonged to the same level or course. Each group of students was represented as follows:

Table 1

Number of Participants per Institution

PUBLIC HIGH SCHOOL INSTITUTIONS	NUMBER OF PARTICIPANTS
I.E.M. Mercedario	25
I.E.M. Ciudad de Pasto	25
I.E.M. Tecnico Industrial	17
TOTAL	67

After the administration of the test and the transcription of the recorded answers, three matrixes were designed for presenting and interpreting participants' responses in each institution. Every matrix consisted of a codification which was represented by eleven (11) categories:

CS	Correct Sentence
SG	Sentence with Grammatical Problems
IS	Incorrect Sentence
ES	Elliptical Sentence
CP	Correct Phrase
IP	Incorrect Phrase
IA	Irrelevant Answer
UE	Unintelligible Expression
N	Number of Words
NP	No production
DNS	Discourse Number of Sentences

For a clearer understanding of the codification, each category was explained according to the way in which the participants performed when doing the tasks. Correct sentences and phrases are those complete constructions without any grammatical error. The incorrect and grammatical problem sentences are those incomplete or ungrammatical. Elliptical sentences referred to correct sentences in which some words are omitted because of the logic of the entire sentence. Irrelevant Answers are those which do not have importance or are not pertinent. Unintelligible Expressions referred to the difficulty for understanding them. No Production referred to tasks in which participants do not say anything and Discourse Number of Sentences is the number of times that participants say more than one sentence in an intervention.

Once the categories were explained, the following table shows the consolidated data of the total number that each category got in the three high school institutions.

Table 2

Consolidated Data of the Codification

Codification	Total
CS	354
SG	351
IS	109
ES	36
CP	20
IP	62
IA	42
UE	4438
N	355
NP	277
DNS	

On the other hand, each matrix contained a total score of number of sentences, number of words and average words per sentence produced by participants in each of the six parts of the test. The total score of number of sentences referred to the number of times students' responses occurred on each category of the codification, while the average number of words per sentence was presented to get specific information about the production of words per each sentences.

The first matrix (see Appendix D) showed the responses of twenty-five (25) students of eleventh grade (11-2) from I.E.M. Mercedario. The responses of twenty-five (25) students from I.E.M. Ciudad de Pasto were presented in the second matrix (see Appendix F). The third matrix contained the responses of seventeen (17) students (11-1) from I.E.M. Tecnico Industrial (see Appendix H).

The next tables are presented strictly for showing basic and descriptive statistical analysis of sentences (correct and incorrect). These tables focused on sentences since they express a complete thought and include the other categories of the codification. The following tables

present the number of sentences, their respective classification (correct - incorrect sentences), the total number of words produced by each student and the average of words per sentence from the three high school institutions

Table 3

Production of Sentences in I.E.M. Mercedario

PARTICIPANTS	WORDS	SENTENCES	
		Correct	Incorrect
1	40	7	5
2	27	4	3
3	61	8	7
4	25	4	3
5	32	5	3
6	29	4	5
7	40	5	7
8	66	9	7
9	15	5	1
10	28	4	4
11	214	16	20
12	21	3	2
13	63	6	7
14	36	7	4
15	61	5	7
16	38	4	9
17	20	3	2
18	25	4	3
19	73	5	11
20	18	2	5
21	51	5	9
22	28	6	6
23	40	5	7
24	14	1	3
25	38	4	4
TOTAL	1103	131	144
AVERAGE	44,12	5,24	5,76

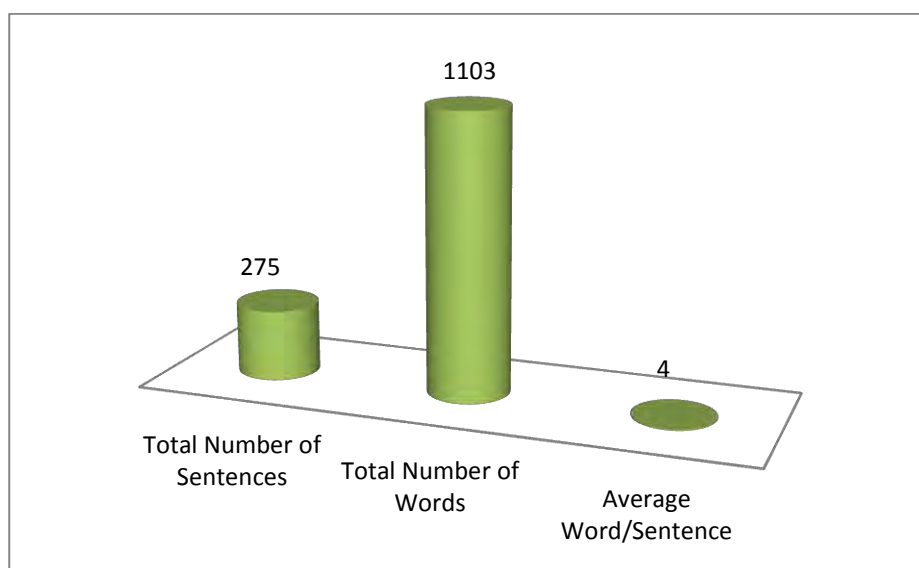
Table 3 shows that incorrect sentences were more frequently produced by the participants than correct sentences. Moreover, it is easy to see that some students produced more sentences

than others (e.g. cases N° 8, 11, 19 vs. N° 9, 17, 24). The average production of sentences is in the range of eleven (11) taking into account correct and incorrect sentences. But the average of production of correct sentences per student was reduced to only 5, 24

Chart 1

I.E.M. Mercedario: Consolidated Results of Sentences and Words

Total Number of Sentences	275
Total Number of Words	1103
Average Word/Sentence	4,0



According to Chart 1, I.E.M. Mercedario students produced two hundred seventy-five (275) sentences with a total of one thousand one hundred three (1103) words. In addition, the average indicates that there was an approximation of 4, 0 words per sentence.

Next table shows the information related to sentences produced in I.E.M. Ciudad de Pasto

Table 4

Production of Sentences in I.E.M. Ciudad de Pasto

PARTICIPANTS	WORDS	SENTENCES	
		Correct	Incorrect
1	495	71	5
2	135	14	10
3	72	9	6
4	32	3	5
5	7	3	0
6	52	9	6
7	46	6	5
8	20	5	2
9	54	5	3
10	28	6	2
11	165	16	13
12	59	9	9
13	40	4	6
14	28	3	5
15	20	2	3
16	40	8	3
17	18	4	1
18	30	5	2
19	51	3	6
20	58	7	5
21	99	12	7
22	55	10	5
23	63	5	8
24	34	6	4
25	40	5	7
TOTAL	1741	230	128
AVERAGE	69,64	9,2	5,12

In this case, Table 4 shows that there was a high production of correct sentences, whereas incorrect ones were the less produced. The average illustrates that participants produced separately a number of 9, 2 correct sentences and 5, 12 incorrect sentences in the whole test.

It is important to emphasize the cases N° 1 and N° 5. The first case got four hundred ninety- five (495) words and a total of seventy- one (71) correct sentences. In contrast, the case N° 5 produced three (3) correct sentences with a total of seven (7) words.

Chart 2

I.E.M. Ciudad de Pasto: Consolidated Results of Sentences and Words

Total Number of Sentences	358
Total Number of Words	1741
Average Word/Sentence	4,8

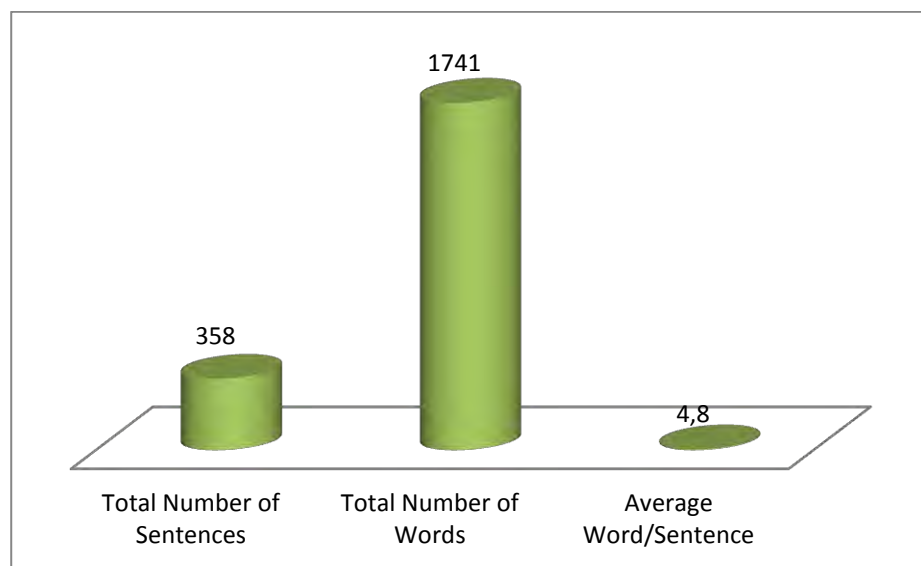


Chart 2 indicates that I.E.M. Ciudad de Pasto students produced one thousand seven hundred forty-one (1741) words which were represented in three hundred fifty-eight (358) sentences. There was a total of 4, 8 words per sentence.

Next table shows the information related to sentences produced in I.E.M. Tecnico Industrial

Table 5

Production of Sentences in I.E.M. Tecnico Industrial

PARTICIPANTS	WORDS	SENTENCES	
		Correct	Incorrect
1	43	9	5
2	44	1	5
3	144	15	9
4	16	2	3
5	28	6	3
6	112	12	10
7	51	7	3
8	75	7	9
9	21	5	2
10	21	5	2
11	42	4	3
12	39	4	4
13	42	8	3
14	31	4	3
15	31	2	4
16	15	3	2
17	65	8	9
TOTAL		820	102
AVERAGE		48,2352941	6,05882353
		4,64705882	

According to Table 5, learners produced more correct than incorrect sentences. Some cases such as N° 3 and N° 6 produced the highest number of words, while N° 4 and N° 16 got less than seventeen words when doing the test. The average shows that each student produced about 6, 05 correct sentences and a number of 4, 6 incorrect sentences.

Chart 3

I.E.M. Tecnico Industrial: Consolidated Results of Sentences and Words

Total Number of Sentences	181
Total Number of Words	820
Average Word/Sentence	4,5

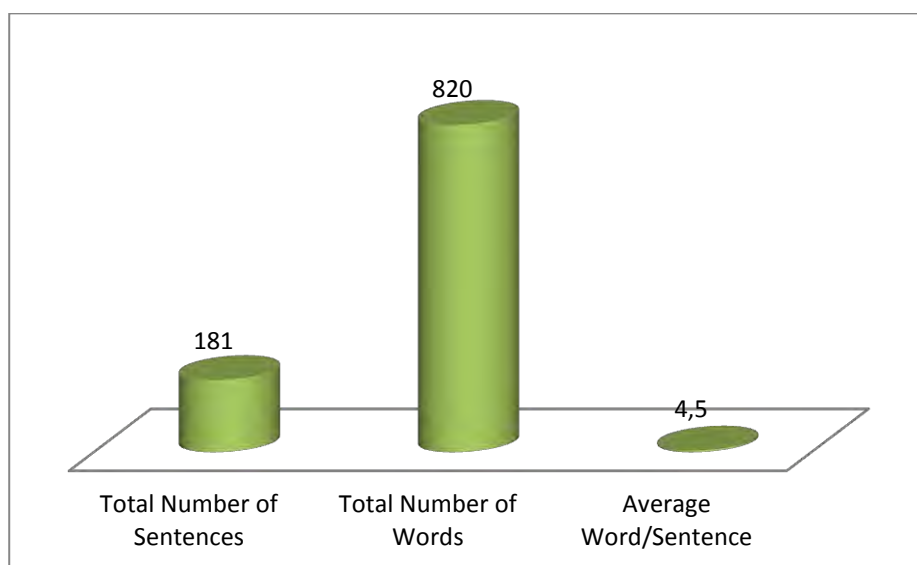


Chart 3 shows that the total of sentences produced by I.E.M. Tecnico Industrial students was one hundred eighty-one (181), a number of eight hundred twenty (820) words and a production of 4, 5 words per sentence.

Regarding Tables 3, 4, and 5 it is possible to know the number of words and sentences produced per participant in the oral test. Although there was no distinction of tasks, the total number of words and the average were presented according to the whole group without taking into account participants' responses separately.

In order to make a complete and clearer presentation of the results of this study, the next tables will identify the correct and incorrect sentences produced in each high school institution. Since these tables are divided into six (6) parts, it is easy to notice the number of sentences, words and words per sentence produced in the different sections and their respective tasks.

6. I.E.M. Mercedario Oral Production:

Number of Sentences and Words per Sections

Table 6.1

Oral Production of Correct Sentences (Complete and Elliptical) in I.E.M. Mercedario

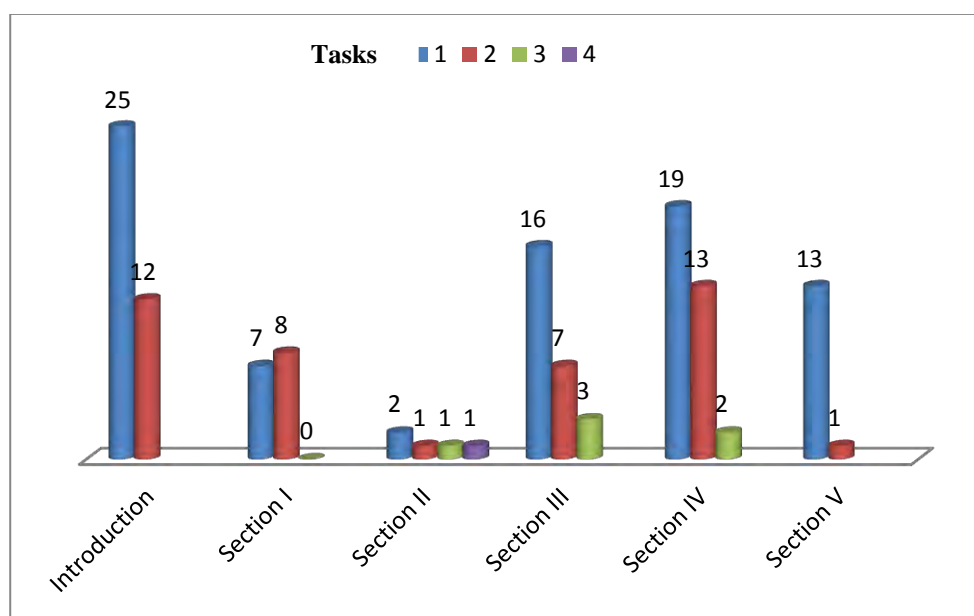
	INTRO		SECTION I			SECTION II				SECTION III			SECTION IV			SECTION V		TOTAL
Task	1	2	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	17
CS	25	12	7	8	0	2	1	1	1	16	7	3	19	13	2	13	1	131
TW	127	39	11	23	0	11	8	4	9	17	15	16	116	79	4	13	8	500
M ^{w/s}	5	3,2	1,5	2,8	0	5,5	8	4	9	1	2,1	5,3	6,1	6	2	1	8	3,8

CS: Correct Sentences TW: Total Words M^{w/s}: Mean Words/Sentence

Table 6.1 indicates that the major production of correct sentences occurred in the first task of the introduction since it was the easiest and familiar part. On the contrary, the third task of the section I which dealt with discourse production did not get any complete sentence. Sections III and IV got a large number of sentences, but section II did not get a good quantity since it mainly dealt with discourse. In total there was a production of five hundred (500) words and an approximation of 3, 8 words per sentence.

Figure 1

I.E.M. Mercedario Oral Production: Number of Correct Sentences (Complete and Elliptical)



In Figure 1, the bars graph shows the number of correct sentences produced in the different sections of the test. The graphic illustrates a difference between the introductory part and the section II. On the other hand, the last three tasks of this same section and the last task of the test did not share any difference according to the production of correct sentences.

Table 6.2

Oral Production of Incorrect Sentences in I.E.M. Mercedario

Task	INTRO		SECTION I			SECTION II				SECTION III			SECTION IV			SECTION V		TOTAL
	1	2	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	
IS	0	5	14	1	4	25	17	11	6	0	9	9	22	9	6	0	6	144
TW	0	21	80	5	5	100	40	30	27	0	27	35	122	46	32	0	33	603
M ^{w/s}	0	4,2	5,7	5	1,2	4	2,3	2,7	4,5	0	3	3,8	5,5	5,1	5,3	0	5,5	4,1

IS: Incomplete Sentences TW: Total Words M^{w/s}: Mean Words/Sentence

In Table 6.2, it was easy to notice the high production of incorrect sentences (e.g. sections II and IV). In some tasks, words tripled in number the sentences produced by the students (e.g.

first tasks of sections I, II, IV). The major number of sentences and words was produced in section II. In contrast, the lowest production of sentences occurred in the first part of the test. At the end, there was a production of six hundred three (603) words and a 4, 1 words per sentence.

Figure 2

I.E.M. Mercedario Oral Production: Number of Incorrect Sentences

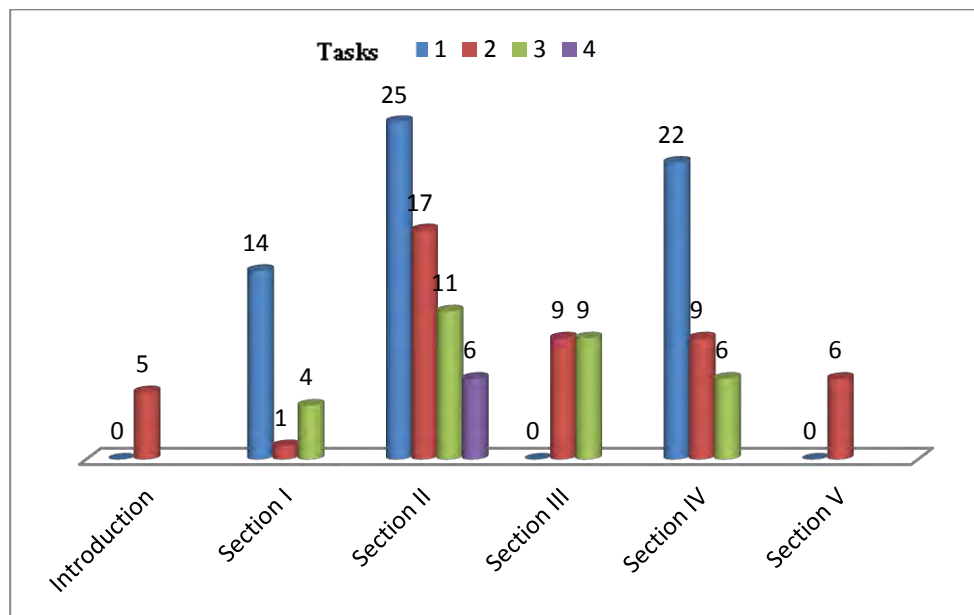
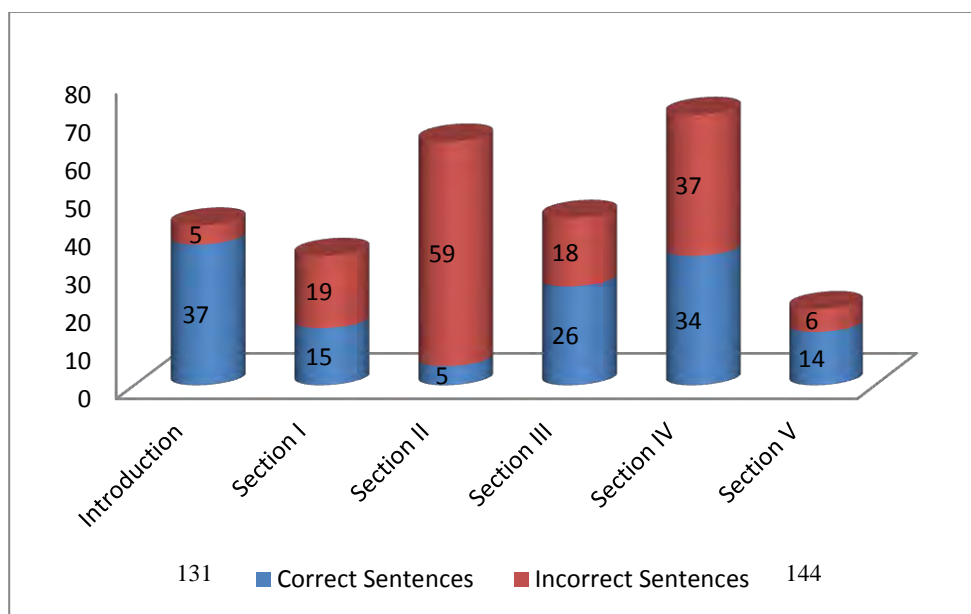


Figure 2 shows there was no differences among second - third tasks of section III and forth task of section II, IV and V. In addition, it indicates that the lowest production of sentences occurred in the first and last part of the test (introduction and section V). In contrast, the highest production occurred in section II.

In order to summarize all the above information about I.E.M. Mercedario, the next figure presents the result of the total production of correct and incorrect sentences got per section in this institution.

Figure 3

I.E.M. Mercedario: Oral Production of Sentences per Sections



As shown in figure 3, I.E.M. Mercedario students produced a high number of one hundred forty-four (144) incorrect sentences, while the quantity of correct sentences was one hundred thirty-one (131).

In this case, the quantity of sentences is divided. Three sections followed a patron and got more correct than incorrect sentences. In the first part of the test (Introduction), students produced a total number of thirty-seven (37) correct sentences. In contrast, the quantity of incorrect production was represented with five (5) sentences. Section III got twenty-six (26) and eighteen (18) correct and incorrect sentences respectively. Section V got a correct production of fourteen (14) sentences and six (6) incomplete sentences.

Conversely, the rest sections got a higher production of incorrect sentences. In section I, learners produced a quantity of nineteen (19) incorrect sentences. In section II there was a large quantity of 59 (fifty-nine) incorrect sentences, while the correct were not more than five (5).

Although section IV got thirty seven (37) incorrect sentences, there was a minor number of correct ones (34).

7. I.E.M. Ciudad de Pasto Oral Production:

Number of Sentences and Words per Sections

TABLE 7.1

Oral Production of Correct Sentences (Complete and Elliptical) in I.E.M. Ciudad de Pasto

	INTRO		SECTION I			SECTION II				SECTION III			SECTION IV			SECTION V		TOTAL
Task	1	2	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	17
CS	24	16	19	11	10	5	5	0	2	16	4	8	44	17	1	19	29	230
TW	116	61	94	53	61	35	24	0	15	22	17	39	253	100	2	24	169	1085
M ^{w/s}	4,8	3,8	4,9	4,8	6,1	7	4,8	0	7,5	1,3	4,2	4,8	5,7	5,8	2	1,2	5,8	4,7

CS: Correct Sentences TW: Total Words M^{w/s}: Mean Words/ Sentence

Table 7.1 indicates that there were a high number of correct sentences which contained one thousand eighty-five (1085) words and a production of 4, 7 words per sentences.

The third task of section II is the only which did not get correct sentences, whereas section IV got a high number of sixty-two (62) sentences and three hundred fifty-five (355) words.

Figure 4

I.E.M. Ciudad de Pasto Oral Production: Number of Correct Sentences (Complete and Elliptical)

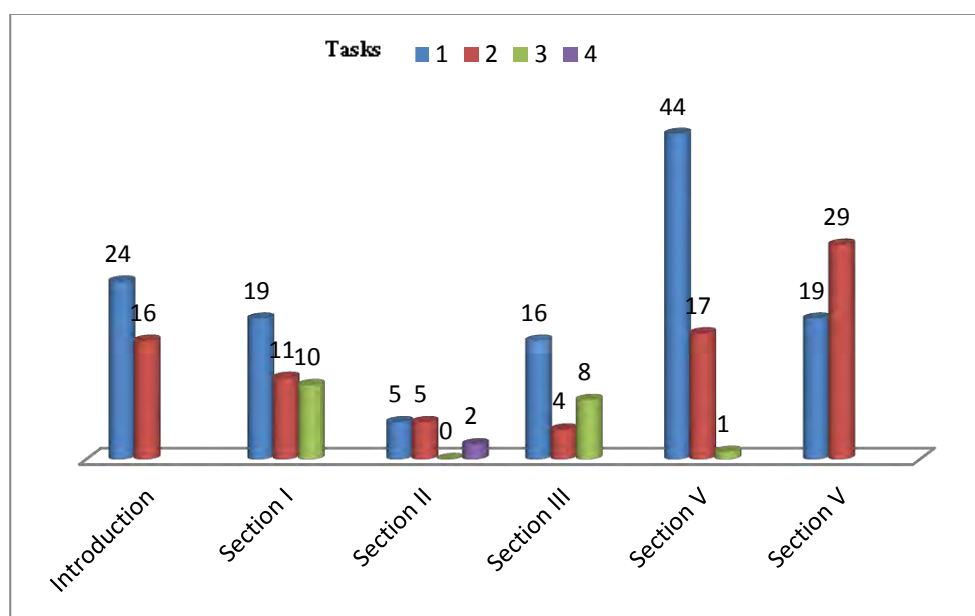


Figure 4 shows a high production of correct sentences in the first and second tasks of each section. The major number of sentences occurred in sections IV and V. However, section II got the lower production.

TABLE 7.2

Oral Production of Incorrect Sentences in I.E.M. Ciudad de Pasto

Task	INTRO		SECTION I			SECTION II				SECTION III			SECTION IV			SECTION V		TOTAL
	1	2	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	17
IS	1	6	6	3	5	10	5	4	6	2	13	16	32	8	2	0	9	128
TW	3	23	24	16	27	65	35	38	35	9	36	83	165	48	8	0	36	651
M ^{w/s}	3	3,8	4	5,3	5,4	6,5	7	9,5	5,8	4,5	2,7	5,1	5,1	6	4	0	4	5

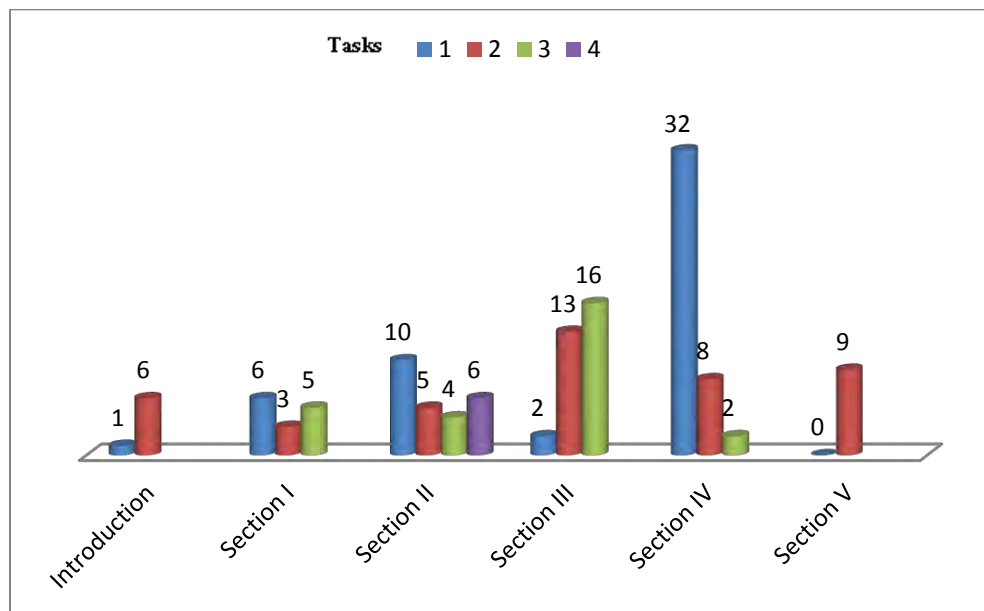
IS: Incomplete Sentences TW: Total Words M^{w/s}: Mean Words/Sentence

Table 7.2 shows that there was no production of incorrect sentences in the first task of section V. This same section got the lowest quantity of sentences and words. On the other hand, the table emphasizes that twelve (12) tasks got less than ten incorrect sentences.

When doing the test, students from I.E.M. Ciudad de Pasto produced one hundred twenty-eight (128) correct sentences and six hundred fifty-one (651) words. It means there was a production of 5, 0 words per sentence.

Figure 5

I.E.M. Ciudad de Pasto Oral Production: Number of Incorrect Sentences



In this case, the graphic shows a high quantity of incorrect sentences. Although the highest production of sentences occurred in sections III and IV with a total of seventy-three (73) sentences, the introductory part and section V got the lowest production, each with less than ten (10) sentences. In addition, there was a similarity of quantity between some tasks of sections I, II and introduction (first, forth and second tasks respectively).

Figure 6

I.E.M. Ciudad de Pasto: Production of Sentences per Sections

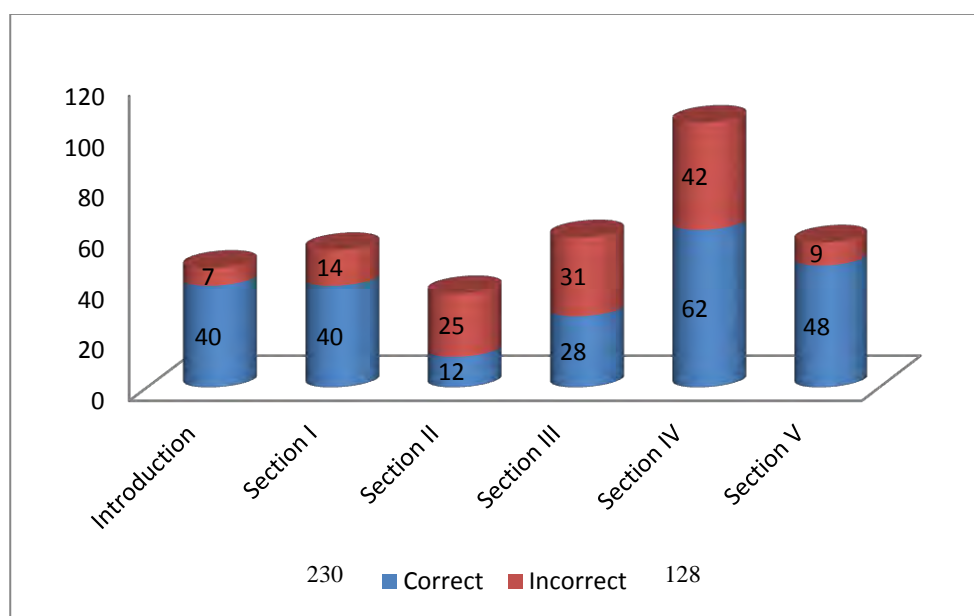


Figure 6 clarifies that the total of correct sentences produced by the eleventh students of I.E.M. Ciudad de Pasto was two hundred thirty (230), whereas one hundred twenty-eight (128) was the quantity of incorrect sentences produced in the test.

The introductory part and sections I, IV and V got a higher quantity of correct sentences. In the introduction, students produced a total of forty (40) correct and seven (7) incorrect sentences. In the first section, there were forty (40) correct sentences and fourteen (14) more incorrect. Sections IV and V got a total of sixty-two (62) and forty-eight (48) correct sentences and forty-two (42) and nine (9) incorrect sentences respectively.

In contrast, in sections II and III the quantity of complete sentences was higher than incomplete ones. Section II got twenty-five (25) correct sentences and in section III, students produced thirty-one (31) correct more.

8. I.E.M. Tecnico Industrial Oral Production:***Number of Sentences and Words per Sections****Table 8.1**Oral Production of Correct Sentences (Complete and Elliptical) in I.E.M. Tecnico Industrial*

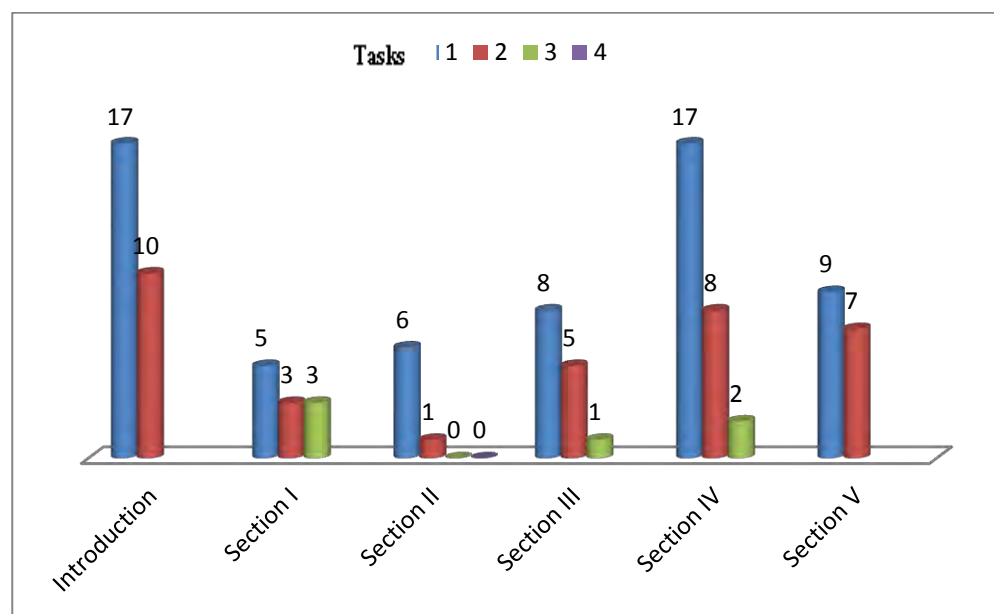
Task	INTRO		SECTION I			SECTION II				SECTION III			SECTION IV			SECTION V		TOTAL
	1	2	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	17
CS	17	10	5	3	3	6	1	0	0	8	5	1	17	8	2	9	7	102
TW	83	40	14	8	13	35	6	0	0	17	13	4	83	48	6	9	34	413
M ^{w/s}	4,8	4	2,8	2,6	4,3	5,8	6	0	0	2,1	2,6	4	4,8	6	3	1	4,8	4

CS: Correct Sentences TW: Total Words M^{w/s}: Mean Words/Sentence

Table 8.1 indicates that there was a large production of complete sentences in the test. The most visible cases of high quantity were: introduction and section IV. The lowest number of sentences occurred in section II (seven sentences and forty-one words). Regarding the number of words, there were more of them than sentences per task. A total of one hundred two (102) correct sentences and four hundred thirteen (413) words were produced in the test. At the end, there was a production of four (4) words per sentence.

Figure 7

I.E.M. Tecnico Industrial Oral Production: Number of Correct Sentences (Complete and Elliptical)



This graphic reveals that the first task of the introductory part and the whole section IV got the highest number of complete sentences. The first tasks of each section follow a patron: they got the major number of sentences. Only section II got less than ten (10) complete sentences.

TABLE 8.2

Oral Production of Incorrect Sentences in I.E.M. Tecnico Industrial

	INTRO		SECTION I			SECTION II				SECTION III			SECTION IV			SECTION V		TOTAL
	1	2	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	
IS	0	3	5	3	3	9	2	2	3	0	5	6	23	7	2	2	4	79
TW	0	14	22	12	8	48	8	7	10	0	20	31	124	39	13	4	19	379
M ^{w/s}	0	4,6	4,4	4	2,6	5,3	4	3,5	3	0	4	5,1	5,3	5,5	6,5	2	4,7	4,7

IS: Incorrect Sentences TW: Total Words M^{w/s}: Mean Words/Sentence

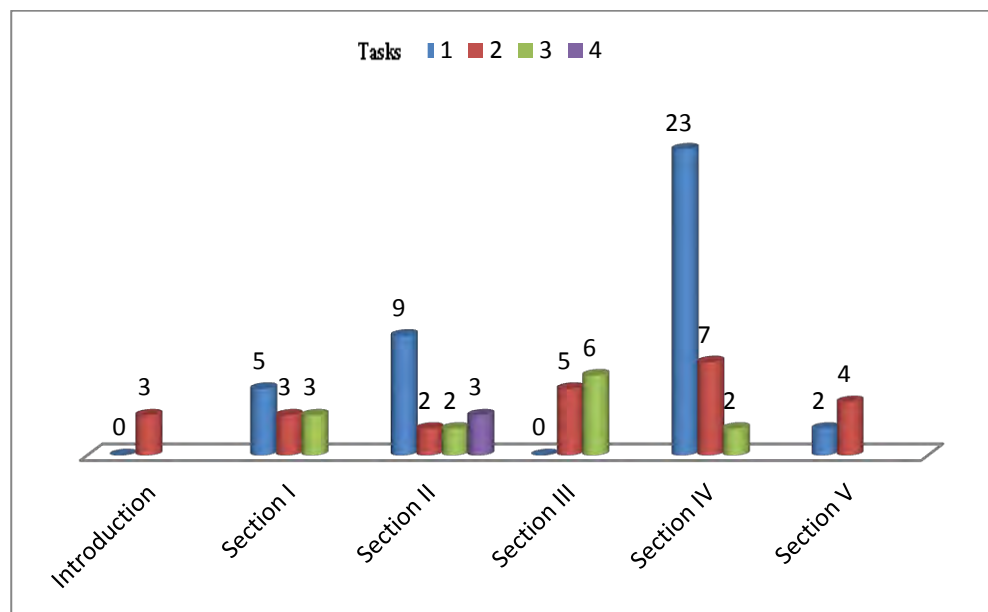
In this case, section IV contained more incorrect sentences. In contrast, the lowest production of sentences occurred in the introduction.

It is important to emphasize that two (2) of seventeen (17) tasks did not get any incorrect sentence (first tasks of introduction and section III). The first task of the section IV got the major number of words and most of the tasks got less than five sentences per each one (e.g. second tasks of introduction, sections I, II and V).

Students produced a total of seventy-nine (79) incorrect sentences and a quantity of two hundred twenty-nine (229) words. The production of words per sentence was 4, 7.

Figure 8

I.E.M. Tecnico Industrial Oral Production: Number of Incorrect Sentences



This bars graphic illustrates that the highest number of incorrect sentences occurred in the section IV (there was a production of thirty-two (32) sentences) and the lowest in the introductory part. First tasks of introduction and section III did not get any incorrect sentences.

On the contrary, there was an equal production of sentences in nine (9) tasks of the test (second and third tasks of sections I, forth task of section II; second and third tasks of section II and third task of section IV; etc).

Figure 9

I.E.M. Tecnico Industrial: Oral Production of Sentences per Sections

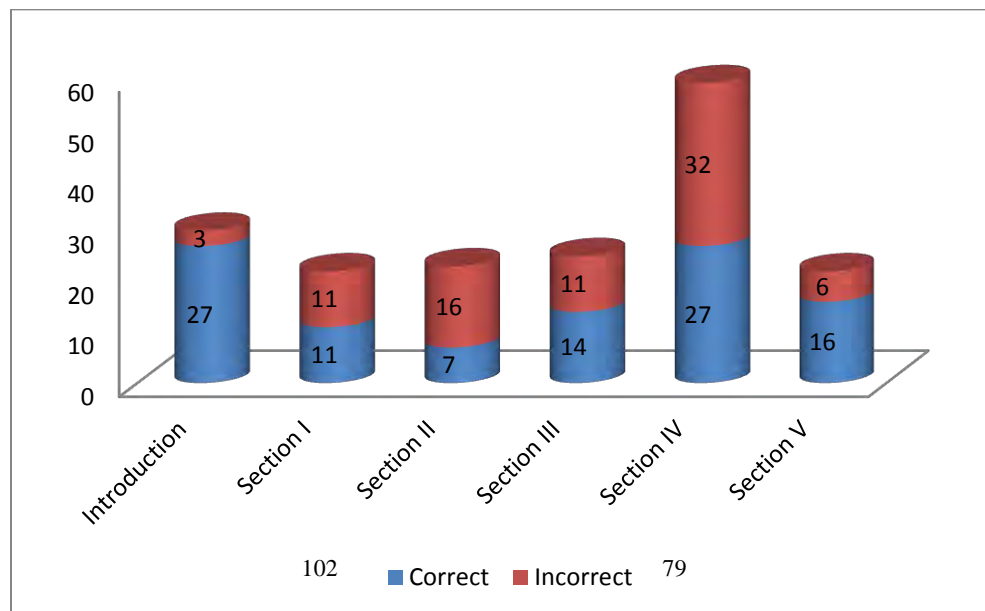


Figure 9 indicates that eleventh students of I.E.M. Tecnico Industrial produced a high number of one hundred three (103) correct sentences and a lower quantity of seventy-nine (79) incorrect sentences.

The introductory part, section III and V got more correct than incorrect sentences. In the introduction, there was a production of twenty-seven (27) correct sentences against three (3) incorrect sentences. In section III, there was no a big difference between the production of sentences: fourteen (14) correct against eleven (11) incorrect sentences. In section V, six (6) of twenty-two (22) sentences were incorrect, whereas the rest of sentences sixteen (16) were correct.

In contrast, the production of incorrect sentences in sections II and IV was larger than correct production. Section II got a number of sixteen (16) incorrect sentences and in section IV; students produced a quantity of thirty-two (32) incorrect sentences. Finally, section I got the same number of correct and incorrect sentences.

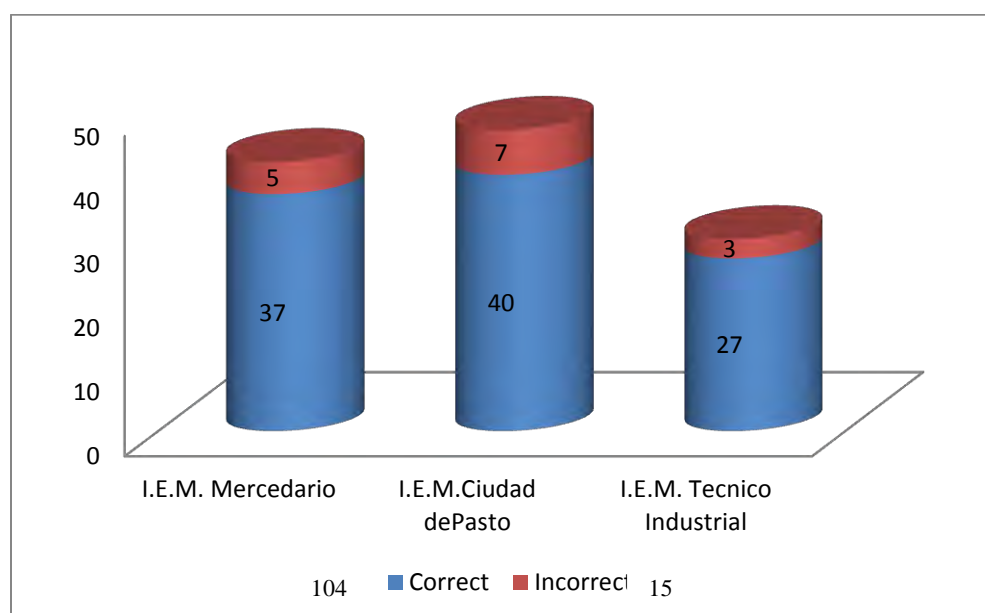
Discussion

Once data was presented, the discussion is as follows:

Inter Group Differences. As it was stated in the Chapter III, the instrument to measure the quantity of oral production was an oral test called “Speak Test”. The analysis of results was presented taking into account the sections of the test and their respective tasks. At first, the analysis focused on interinstitutional differences in order to know the oral production in each high school institution. Now, the following figures will show the production of sentences of the three institutions in each part of the test

Figure 10

Introduction: Oral Production of Sentences in the three high school institutions



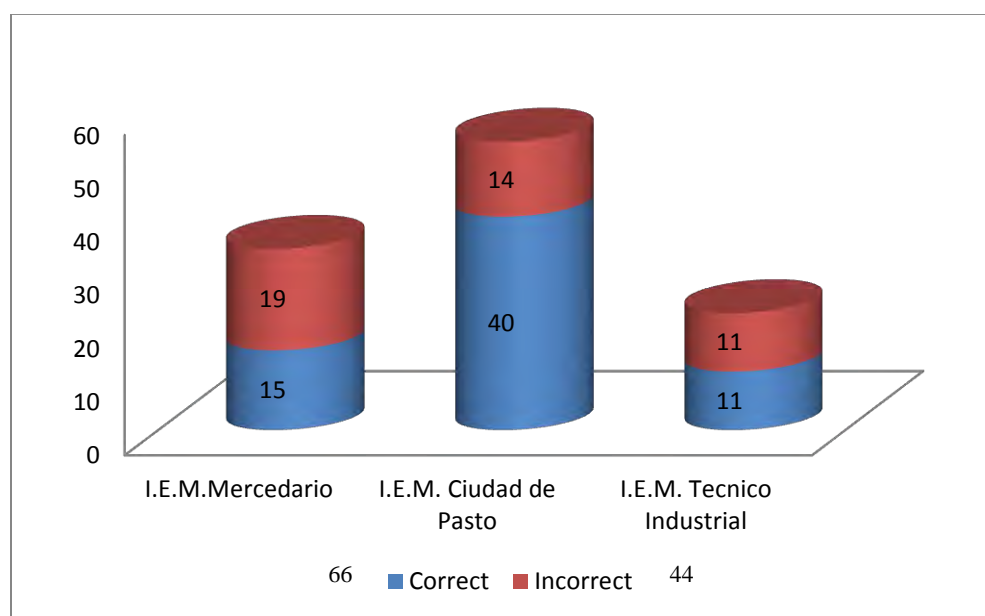
This figure indicates the oral production of the three high school institutions obtained in the first part of the test: *The Introduction*. This first part pretended to be a way to start the oral test and develop a conversation between learners and interviewer. The first and second tasks of this part were answering to the WH-questions: What is your name? Where are you from?

As seen in Figure 10, the three institutions showed a high production rate of complete sentences in both tasks. One possible reason why most of the sentences produced in this part were correct could be the familiarity that students have with this type of questions, since they as drills and building blocks are practiced from the first moment that learners study English. In addition, the questions focused on personal information; which means students were able to give an answer taking into account their own reality. On the other hand, it is important to emphasize that the low number of incorrect sentences produced in the second tasks of this same part occurred for two reasons: the first reason was related to the grammatical errors contained in the sentences. A clearer example of this kind of sentences was: “My from in Pasto”. This participant changed the pronoun “I” for the possessive “my”. There was no conjugation of verb TO-BE (am). Moreover, the participant put the preposition “in” before his/ her city home.

The second reason took into account the incomplete sentences. For example: “My name Danilo”. This sentence was considered incorrect since it did not express a complete thought.

Figure 11

Section I: Oral Production of Sentences in the three high school institutions



In Figure 11, it is easy to appreciate that the three high school institutions got a high number of complete sentences in *First Section* or *The Missing Parts*. This section consisted of three incomplete sentences which were related to students' personal information.

The learners' task was to complete the missing parts by adding personal details. As shown in Figure 11 there was a production of sixty-six (66) complete sentences against a total of forty-four (44) incomplete sentences. Some possible reasons to justify the high production of correct sentences in this first section is saying that it contained open sentences, which allowed students to complete them in an unlimited number of ways. In addition, they promoted oral competence and students could give extra information.

To complete the first two sentences: "On vacation I usually .../ When I arrive home after school, I ..." students needed just to say few words or a simple verb. By contrary, the third

sentence: “I like my school because ...” was more complex to be completed since it was necessary to add a complete idea (subject + verb + complement).

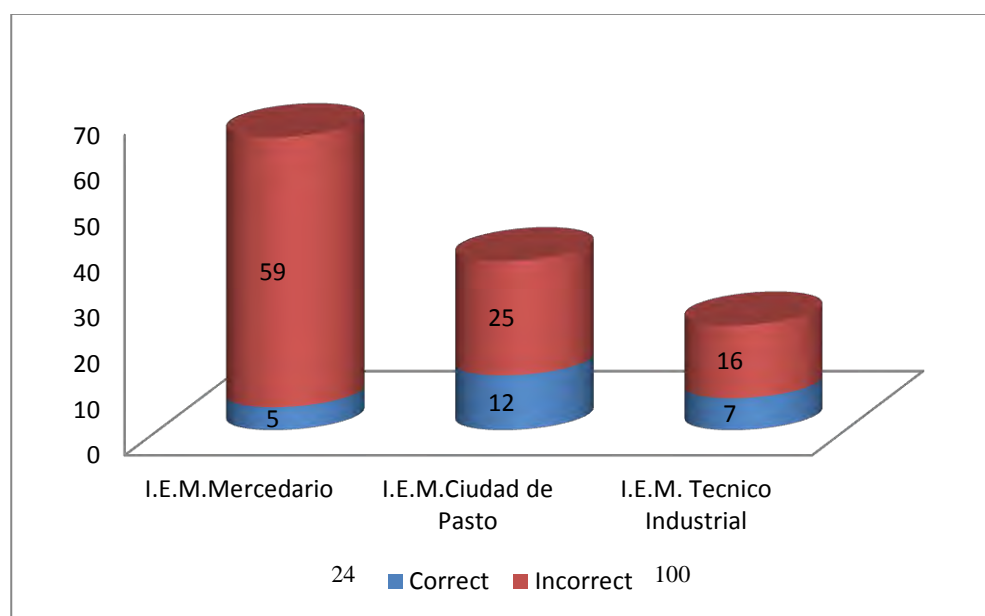
Taking in mind the above mentioned, there were two reasons to consider a sentence as incorrect. The first reason was related to different grammatical problems in complete sentences such as the lack of subject or the incorrect use of verb form. Some incorrect sentences in the first section were: On vacation I usually dancing / I like my school because have very best friends

The second reason why some sentences were considered incorrect was because of the production of Spanish words in students’ speeches. Some students completed the missing part of the sentences using words in Spanish. A clearer example of incorrect sentences was: When I arrive home after school, I eat and hacer homework

Although the sentence has a complete meaning, it has a word in other language; in this situation the sentence was considered grammatically incorrect since the mixture of languages is an unconventional and arbitrary usage. The most evident reason why some students used some words in their mother tongue was the lack of vocabulary.

Figure 12

Section II: Oral Production of Sentences in the Three High School Institutions



Section Two or *The Singer* referred to the degree of creativity that students had when creating and interpreting the sequence of four pictures which was given by the interviewer.

Figure 12 shows the total result of sentences produced in the three high school institutions. As is shown in the graphic, there was a quantity of one hundred (100) incorrect sentences, whereas twenty-four (24) correct sentences were produced in section N° 2.

A main possible reason why this result has been obtained could be the lack of vocabulary. Although the series of picture contained just four images, students needed to know basic vocabulary to tell their own story. Students might know how to say the name of some objects and some verbs which were presented in the pictures.

In this section, the lack of vocabulary could be a big problem as students could not express their thoughts; which means there was little production.

Bengoa (2008) stated that one feature of spoken language is students' mistakes when speaking. This situation is due to the unplanned discourse that students produce. Some incorrect sentences obtained in this section were: One day, he sing in the árbol / Pedro is ...

These two sentences reflected the lack of vocabulary one way or another. In the first sentence, the student substituted the English word "tree" for the Spanish one "árbol". By contrast, in the second example the student made an incomplete sentence. These two cases show that the lack of vocabulary could generate grammatical problems in complete sentences, arbitrary use of words in another language or incomplete sentences without any meaning.

On the other hand, students who knew more vocabulary than others produced correct sentences. They provided good responses and the interviewer could know their perceptions and realize the incredible imagination and creativity that they had. This last situation agreed with Underhill's argumentation about picture story since this technique is a good way to trigger student's creativity and provide the opportunity for interviewers to know interviewees' points of view. Taking into account the above in mind, a correct answer obtained from the oral test was: One day there was a man that liked to sing next to a tree, then the man started to sell fruits ...

Figure 13

Section III: Oral Production of Sentences in the Three High School Institutions

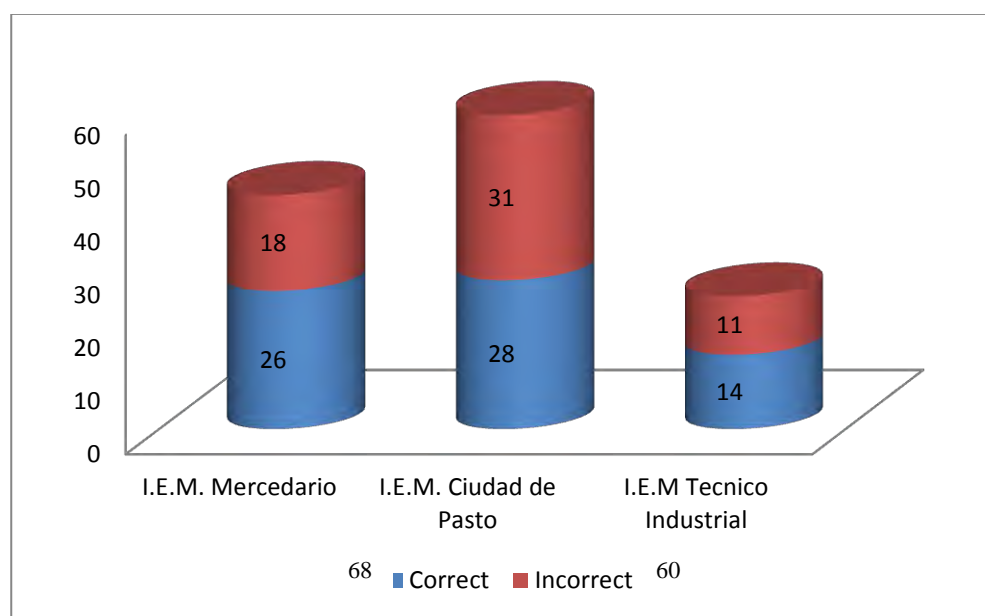


Figure 13 illustrates the three high schools production of sentences in *Third Section* or *The Classroom*. In this part, there was a total of sixty-eight (68) correct and sixty (60) incorrect sentences. This section consisted of three WH-questions which were related to a picture of a classroom scene. In this part of the test, students were asked to answer three questions: How many people can you see in this picture? / What are these students doing? / What interesting thing do you see in this picture?

The main reason why this section got more correct than incorrect sentences could be the simplicity in which these questions could be answered. All questions might be answered only with a simple word. For example: How many people can you see in this picture? Twenty
 What are these students doing? Playing
 What interesting thing do you see in this picture? Flowers

In the above cases, although the questions were answered with only one word, they were considered correct or better known as elliptical. In elliptical sentences some words are omitted since they are inferable from the context. In this study, elliptical sentences were considered grammatically correct since they had the necessary information to be understood.

Regarding the similar quantity of production of correct and incorrect sentences in this section, it is possible to state that some sentences were produced incorrectly because of the grammatical errors in complete sentences (the use of Spanish words or the lack of a part of the sentence. In the example: “the students is científicos” the learner used the incorrect form of the verb TO-BE conjugating “they is” instead of “they are”. In addition, the word “científicos” is not an allowed word to get a correct sentence in English.

Figure 14

Section IV: Oral Production of Sentences in the Three High School Institutions

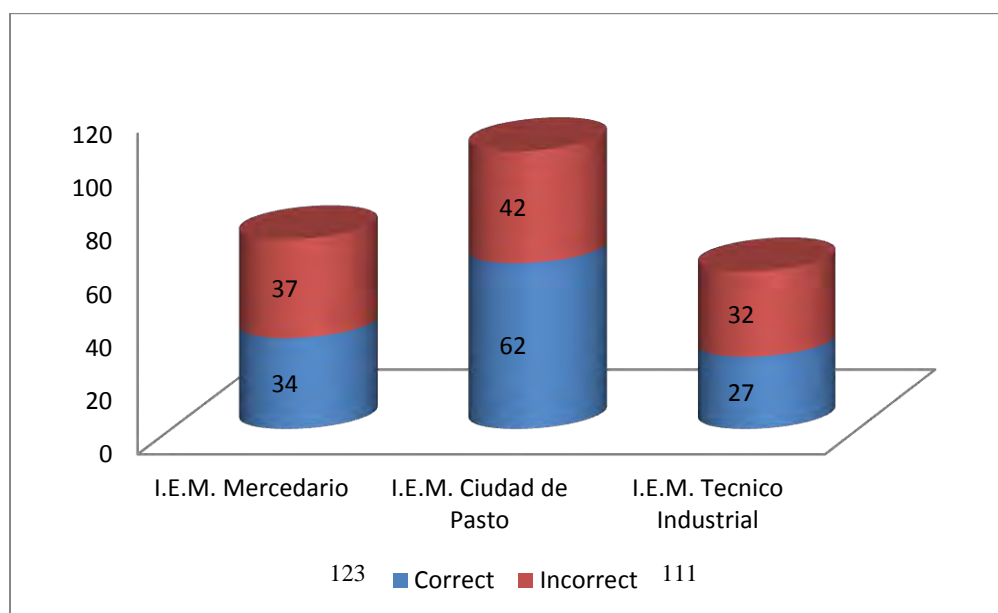


Figure 14 shows that in *Forth Section* or *Your Life* there was a total of two hundred thirty-four (234) sentences divided into one hundred twenty-three (123) correct and one hundred

eleven (111) incorrect sentences. This section consisted of three main tasks. The first task was related to the family and how the students describe their relatives. The second and third tasks consisted in answering: What is the favorite TV program and why?

Taking into account that these tasks referred to personal aspects of the learners, this section got the highest production of sentences in the whole test. The first task was successfully done by most of the students since they used basic topics such as family members, numbers and adjectives. For example, “my family is happy” or “my family is my father, my mother, one brother and three sisters”.

The second task was as easy as the first one, but the third task needed a reason to be answered. Although the major part of sentences was correctly produced, a minor number of incorrect sentences occurred too. Some examples illustrate the most common errors produced in this section:

What is your favorite TV program? “My program favorite is Los Simpsons”

Why? “Why is interesting”

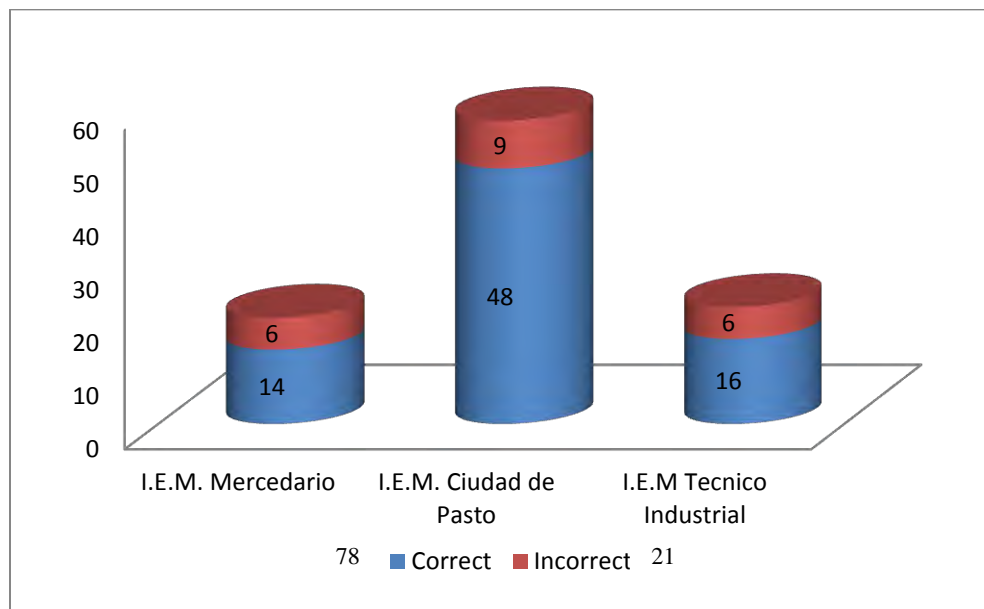
In the first example the student changed the adjective order, so the sentence was incorrect. In the second example, the student answered the question with the word “why” instead of the word “because”. These answers were considered incorrect since they had some grammatical problems.

In this part of the test, some advantages were identified. The first advantage was that students spoke more time than the interviewer; this way, they practiced the target language to become a better English speaker (Cotter, 2010). The second advantage was that the interviewer

realized the student's likes and perceptions about their lives. And the third advantage was that students expressed their feeling when talking about the family and forgot that they were taking an oral test.

Figure 15

Section V: Oral production of Sentences in the Three High School Institutions



Fifth Section or Personal Opinion got a total of seventy-eight (78) correct sentences and twenty-one (21) incorrect sentences. This section contained the questions: Do you like your school? Why?

The first was a yes/no question which referred to the personal opinion about the high school. In this question, most of the students produced more elliptical sentences. For example: Do you like your school? Yes/no

It is important to clarify the elliptical answers were considered correct sentences since they responded to the question in an understandable way.

On the other hand, the second question was not so easy to be answered since it needed a reason to justify the previous answer. In this case, learners could not give a reason or sometimes they made grammatical errors. For example, “why is very good”. This example is considered incorrect because of the incorrect use of the word “why” to give a reason.

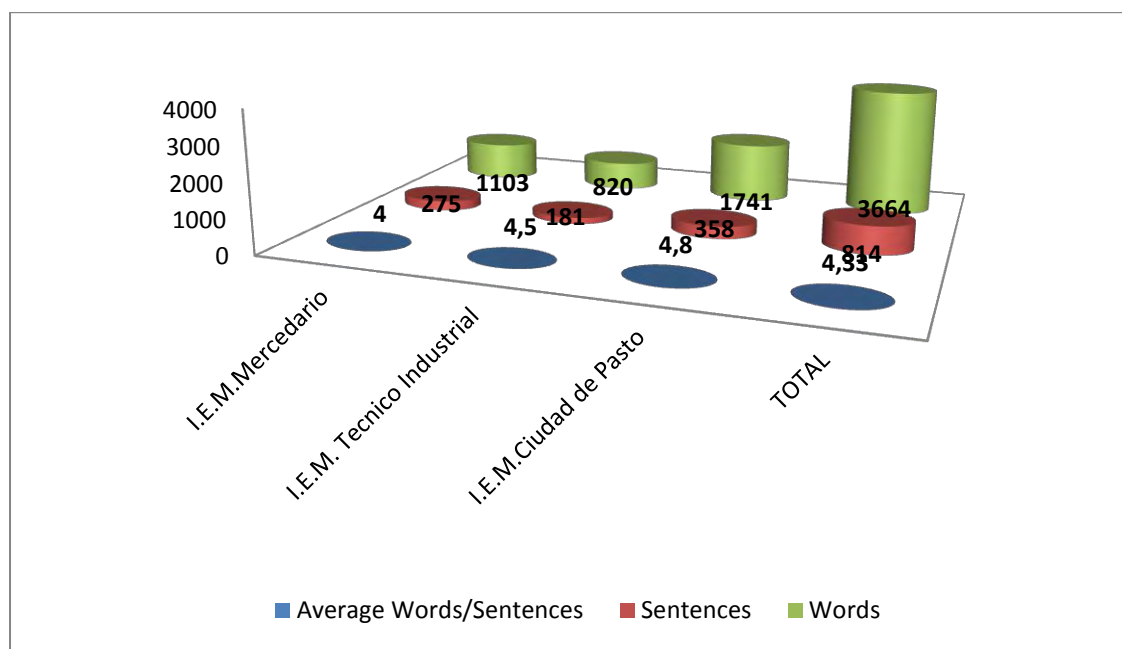
In fifth section occurred an unexpected situation. Some students answered the first question in a correct way, but in the second, they did not say any word. This situation let think that ask for an opinion could be a disadvantage when assessing a communicative competence since people could be afraid of saying what they think and could not produce anything.

Now that it is clear the total number of sentences produced in the sections by the eleventh grade students of the institutions, it is time to establish the total results of the three high schools in the Speak Test.

Whole Group Statistics.

Figure 16

Total Result of the Three High School Institutions



Making a detailed summary of the data obtained through the “Speak Test” applied in the three high schools, the results showed that there was a total production of eight hundred fourteen (814) sentences divided into four hundred sixty-three (463) correct and three hundred fifty-one (351) incorrect sentences. Moreover, three thousand six hundred sixty-four (3664) words and a quantity of 4, 33 words per sentence.

The three institutions that participated in the oral test got different results. I.E.M Ciudad de Pasto got the first place with a total of three hundred fifty-eight (358) sentences, one thousand seven hundred forty-one (1741) words and an average of 4, 8 words per sentence. I.E.M. Mercedario got the second place with two hundred seventy-five (275) sentences, one thousand one hundred three (1103) words and an average of 4 words per sentence. Finally, I.E.M. Tecnico

Industrial got a number of one hundred eighty-one (181) sentences, eight hundred twenty (820) words and an average of 4, 5 words per sentence.

Underhill (1987) insists that the instrument to measure spoken language should have more than one technique in order to know the different things learners can do with the language. This principle was applied to “Speak Test”; the techniques used in this oral test were different each from other and thanks to it, the researcher of this study could know the activities or tasks that eleventh grade students from the three institutions prefer to do in the English classes. In addition, the results obtained through the oral test reflected the type of foreign language education students are receiving in their high schools.

Regarding I.E.M. Ciudad de Pasto, the major quantity of correct and incorrect sentences occurred in the same section: section IV (see Figure 6). This situation made consider that in this high school institution, learners practiced “Responsive” classroom speaking performance (Brown, 2001) since they could answer questions in a meaningful way and expressed their thoughts through oral communication. On the other hand, the results showed a low interest in grammar because of the different grammatical problem found in the answers.

Taking about I.E.M. Mercedario, the high number of correct sentences in the introduction and incorrect ones in section II (see Figure 3) showed that the students practiced “Imitative” speaking performance. Learners could introduce themselves using chunks (e.g. my name is, I am from). By contrast, there was a difficulty to share their feelings and speak freely about a specific topic.

On the other hand, the large number of correct and incorrect sentences produced in I.E.M. Tecnico Industrial occurred in the introduction and section IV (see Figure 9). This result

indicated that students from this high school, as in the previous institution, practiced “Imitative” speaking performance. They knew how to say their names and their city home, but there were some difficulties when asking some questions to the evaluator.

Level of Oral Production. The data obtained through the “Speak Test” provided statistical results which were measured in terms of number of sentences (correct-incorrect), number of words, and average words per sentence. These results showed that in the three high school institutions there was a total production of three thousand six hundred sixty-four (3664) words, a quantity of 4, 33 words per sentence and a total of eight hundred fourteen (814) sentences divided into four hundred sixty-three (463) correct and three hundred fifty-one (351) incorrect sentences.

In order to this study could be understood, “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés” were taken into account as reference. In this way, all these numbers could have a meaning and the results got a level. This study considered two main Colombian standards of English belonged to last group of grades (10 - 11) which are related to oral production and based on the level B1 from the Common Reference Levels.

- Participo en conversaciones en las que puedo explicar mis opiniones e ideas sobre temas generales, personales y abstractos
- También puedo iniciar un tema de conversación y mantener la atención de mis interlocutores; cuando hablo, mi discurso es sencillo y coherente. (MEN, 2006)

Although these Colombian standards were not measured according to number of sentences, words and average words per sentence, they indicated indirectly the extent of English oral production that students need to show B1 level proficiency.

To participate in conversations, give reasons and explain ideas about general topics, as stipulated in the first Colombian standard, learners probably would need to produce more than

one simple sentence per intervention. At least, each sentence should have among eight and thirteen words. For example, “I like to live in Pasto because it is a city which has many interesting things such as ...”

Now, relating this standard to some parts of the oral test in which students were asked to express ideas and explain them (e.g. sections IV and V), it was found a big difference. In the test, the production of sentences and words in this kind of tasks was in the range of three and two sentences and four words per sentence (see Tables 6.1-7.1-8.1). In this way, it is easy to realize the low level of production in the three high school institutions.

On the other hand, the second Colombian standard indicates that learners can express their thoughts in spontaneous and comprehensible discourse. It is supposed that the production of sentences and words to this kind of standard would be about six and seven sentences and ten or thirteen words per sentence. For example, “Mi family is conformed by five people. I love my family because they are very funny. My dad is Bob and he is a teacher. He is tall and his hair is short. My mom is Sara and...” This above sentence could be an ideal sentence in a discourse or conversation for level B1.

Regarding this previous standard and other part of the test in which learners were intended to make a discourse (e.g. section II), there was a bigger difference. In section II occurred the lowest production of correct sentences and words, which means there was no real production of discourse since the quantity of sentences and words was low.

At the end of this study, it was demonstrated that in the whole test, each student from the three high schools produced a total of twelve (12) sentences with 4, 3 words each. Seventeen tasks would allow for at least seventeen (17) sentences. Now, taking into account that section II

and the first task of section IV were related to discourse production, students needed to produce more than five (5) sentences in each of them. All this information would probably assume that the expected production of sentences per student was twenty- two (22) or twenty-five (25).

Taking the above in mind, it was necessary to say that the quantity of English oral production of eleventh grade students from three high school institutions in Pasto was dramatically low because the low number of sentences and number of words per sentence.

On the other hand, other research projects: “Quality, Type and Amount of Language Used inside an EFL Classroom in a High School in Pasto” (Muñoz and Lopez, 2002) and “The Quality, Type and Amount of Foreign Language in Some Public High Schools in Pasto” (Burbano and Narvaez, 2003) concluded that the amount of students’ speaking was low.

Although this research project and the two above mentioned were carried out in different institutions, with different participant and different instruments, their results were the same: the quantity of speaking foreign language in high school institutions in Pasto is very low.

Chapter 5: Conclusions, Implications and Recommendations

Conclusions

It is important to emphasize the contribution that this study intended to make since the topic of oral production has not been given the importance it deserves. In addition, it is essential that Colombian government realize the current situation in the language program related to the oral production in our English language classes. This as well as other diagnostic studies is the first step to change the way English language is being taught and learnt in our settings. Although the English language has been given a big importance in the last years, its implementation has never changed nor even for eleventh grade students. Classes traditionally follow the method in which grammar and vocabulary are the main topics to be practiced in writing, while oral competence is neglected.

This study agreed with Bentley (2007) who stated that teachers need to change the traditional flow of English classes exposing learners to the target language and making them practice the oral competence. In order to reach a change, it is required more studies and research that, first of all, diagnose the actual situation to finally adequate methodologies and strategies according to the obtained results. Taking the above in mind, it is important to say that this study can be a useful step in diagnosing the English quantity of oral production in high school institutions in Pasto as well as a teachers' base to find possible reasons for the poor results of oral production of this study.

This research was conducted through an oral test which intended to measure the oral production according to different techniques implemented in the sections. As stipulated by Cabrera (2010) when using different techniques, teachers could know what students can do with

the language and which techniques are more productive. Because of the different techniques used in the test, each part of it asked students to do something different, but at the end, the data was collected from the whole test getting a consolidated result.

The implementation of the oral test showed suitable and feasible results which answered the research question and this allowed determining the level of oral proficiency. Through the research process, it was possible to state that the quantity of English oral production in the three high schools in Pasto was dramatically low. Although I.E.M. Ciudad de Pasto got the highest number of correct sentences per student, the quantity of words produced per sentences in the three high school institution was statistically almost the same and is still very low. These results indicated that the students produced sentences with about four words each. This fact has to be of great concern for Ministerio de Educación Nacional (MEN), teachers and institutions since with this limited production of words in an intervention; they cannot express their thoughts in a complete and clear way.

The results obtained through the oral test took as reference “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés” from tenth and eleventh grade. These standards stipulate different tasks in which learners are expected to produce more than one sentence with relative words. Regarding them and the results of this study, it is clearly noted that there was a big difference between the way in which learners intend to do the tasks according to the standards and what they actually did in the oral test.

Taking into account the above mentioned, this study was considered a diagnose since after being based on those standards that focused on oral production, it was possible to know

what happened with the oral competence of the foreign language in three high school institutions of Pasto.

Since Colombian government aim is to develop the bilingualism in 2019, it is time to start demanding more diagnostic research and studies which serve as guide for creating strategies and starting to improve the educational situation. Along these lines, it is necessary to encourage student to demand the practice of English skills, especially oral communication in order to profit from the advantages that knowing a foreign language offers.

Implications

For the achievement of the government's idea of the project "Colombia Bilingüe" by 2019, the foreign language education in our country should be subject to improvements. Now that it is known the difficult situation regarding the oral competence, it is important to set changes which would be introduced to improve it.

As a first measure, English oral competence must be regarded as a main part of foreign language classes. The implementation of better programs focused on teachers' training could be a way to make them able to focus the English classes on oral competence. In this way, students can listen to and then speak the language. The government should invest more funds in materials and laboratories where students practice English among them and their English teachers. Standards should not only be written in a document; they might be a valid and real guide for teaching, learning, and assessment in our English classes.

Recommendations

For further research to be conducted on this same topic, some recommendations would be useful in order not to present complications in the study according to the instrument and its implementation.

When at some extend, the study needs the transcription of recordings, it is necessary to get clear and understandable recordings in order to listen to them and get worthwhile information from them. This first recommendation is related to the place where the recordings take place. As stated by Underhill (1987), it does not need a gloomy place in which there are not noises at all and where the students are afraid of enter to, but it is important to look for an agreeable place in which there are no situations that obstruct the quality of the recordings. The best option to avoid all these aspects is asking for a room which is far from the street or where other people do not have access in order not to record another voice different from the interviewee.

The second recommendation is about the length of the oral test and their sections, as explained below; every section was based on a technique which asked learners to do different tasks from the other sections. Underhill (1987) says that the usage of several techniques to assess a skill is beneficial because of the huge number of tasks and the different ways to assess them. When researchers want to implement more than ten techniques in a simple test, it is not necessary to do more than one task per technique, since the results of tasks derived from the same technique will be similar. If researchers apply in a test one task per technique, the time per participant would be less while more people could take the test.

The third recommendation refers to the material to record voice. In the case of this study, the usage of a MP4 clip player caused a beneficial effect on the test. When doing the test, the

students forgot that they were recorded since the MP4 was a very small device and the interviewer clipped it on the students' collar. The usage of this device could be a good strategy for not making students feel uncomfortable or afraid of speaking into it.

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APPENDIX

Appendix A. Speak Test

Universidad De Nariño

I: Interviewer

S: Student

...: Pause – (...): Very Long Pause

INTRODUCTION

Student Hears:

I: Hello, nice to meet you, my name is Lorena Solarte

I: What is your name?

S: _____

I: Where are you from?

S: _____

En esta prueba tú demostrarás que proporción de inglés hablas. Vamos a conversar, yo te voy a hacer algunas preguntas, tú me contestas en forma clara y en inglés. Vamos a comenzar con la primera sección.

SECTION I**“The Missing Parts”****Student Hears:**

I: En esta hoja tú podrás ver tres oraciones incompletas, las oraciones están relacionadas con situaciones comunes de tu vida diaria. Lo que debes hacer es leerlas completando la parte faltante en inglés. Por favor cuando estés listo habla claro y fuerte.

Speak Test**Universidad de Nariño****SECTION I**

1. On vacation I usually _____
2. When I arrive home after school, I _____
3. I like my high school because _____

SECTION II

“The Singer”

Student Hears:

I: En este afiche encontrarás una serie de imágenes que cuentan una historia. Por favor, estudia cada imagen, para esto tienes un minuto. Cuando te de la señal inicia creando tu propia historia comenzando desde la primera imagen finalizando con la cuarta. Recuerda que tu historia debe ser contada en inglés. Te sugiero que empieces tu historia diciendo **one day...**

SPEAK TEST

UNIVERSIDAD DE NARIÑO

SECTION II



S: _____



S: _____



SECTION III**“The Classroom”****Student Hears:**

I: Ahora verás una escena de un salón en donde hay muchos eventos. Primero debes observar la escena, para esto tienes un minuto. Al finalizar el minuto, te haré algunas preguntas y tú deberás responderlas en inglés.

I: 1. How many people can you see in this picture?

I: 2. What are these students doing? (Those who are in the circle)

I: 3. What interesting things do you see in this picture?

Speak Test**Universidad de Nariño****SECTION III**

S: _____

SECTION IV**“Your Life”****Student Hears:**

I: En esta sección tú deberás contestarme algunas preguntas acerca de tu vida. Después de haberte hecho cada pregunta, debes contestarla en inglés hablando tanto como puedas sobre cada tema.

I: 1. Describe your family

S: _____

I: 2. What is your favorite TV program?

S: _____

I: 3. Why?

S: _____

SECTION V**“Personal Opinion”****Student Hears:**

I: Esta es la última parte de la prueba, te voy a hacer una pregunta de opinión personal, trata de hablar lo que realmente piensas. Desde el momento en que te haga la pregunta, tienes un minuto para pensar, enseguida hare la señal para que respondas en inglés.

I: Do you like your school?

S: _____

I: Why? Give some reasons

S: _____

Appendix B. Pilot Study

SPEAK TEST

UNIVERSIDAD DE NARIÑO

I.E.M. Luis Eduardo Mora Osejo

Prueba Piloto

INTRODUCTION

STUDENT HEARS:

I: Hello, nice to meet you, my name is Lorena Solarte

I: What is your name?

1. My name is Kelly

2. My name is Miller Alexander Silva

3. Luisa Fernanda Cárdenas

4. My name is Yuliee

5. My name is Brenda

6. My name is Luis David López

7. Angie

8. My name Miguel Angel

9. My name is Wilmer

10. My name is Jose

11. My name is Hosman

12. My name is Erika

13. My name is Lucia Rosales

14. My name is Jimmy

15. My name is Robinson Moreno

I: Where are you from?

1. I'm from Pasto

2. I'm from Pasto

3. Of Puerto Asís Putumayo

4. ... I am Colombian

5. Where are you from, I am from Putumayo

6. I am from Pasto

7. Where are you from?

8. ... I'm from Putumayo

9. I'm from Pasto

10. I'm from Cali

11. I am from Pasto

12. I am from Pasto

13. ... You from in city

14. I am from Pasto

15. No entiendo

I: En esta prueba tú demostrarás que proporción de inglés hablas. Vamos a conversar, yo te voy a hacer algunas preguntas, tú me contestas en forma clara y en inglés. La prueba durará aproximadamente 10 minutos.

I: Are you ready?

1. Yes

2. (...)

3. Yes

4. ... Yes
5. Yes
6. Yes
7. Yes
8. ...
9. ...
10. Yes
11. Yes
12. ... Ok
13. ... Yes
14. I ready
15. Yes

SECTION I

“The Missing Parts”

STUDENT HEAR:

I: En esta hoja tú podrás ver tres oraciones incompletas, las oraciones están relacionadas con situaciones comunes de tu vida diaria. Desde este momento tienes un minuto para leer las tres oraciones en silencio y cuando te de la señal las lees completando la parte faltante en inglés. Por favor cuando estés listo habla claro y fuerte.

1. On vacation I usually ...
1. I am ...
2. I am read ..., play soccer
3. Look TV, listen music...
4. Look TV, is family ... is family in party
5. You ... in the place soccer
6. Jump, look TV and play in the park
7. ...
8. I am playing football

9. I play football with my friends
10. I... work with my father in supermarket
11. ... I'm player soccer and the friends
12. Basket and my friends
13. (...) I am like playing basketball
14. (...)
15. ... Play football

2. When I arrive home after school, I ...

1. I ... I am ... I...
2. I speak ... study and play soccer
3. I ... eat, play
4. I ... no la entiendo esa
5. I listen music
6. I am ... look TV
7. ... No entiendo lo que dice aquí
8. I am sleep
9. I chat on my computer
10. I... watch TV
11. (...)
12. (...)
13. I ...
14. ...
15. I... ni idea

3. I like my high school because

1. (...)
2. I am like (...)
3. (...) Porque... It is ??
4. (...) Tampoco
5. ... Is ??
6. It, it is nice
7. ... Si
8. ... My school very good
9. No entiendo profe (...) I like my teachers
10. (...)
11. ...
12. ... No

- 13. I am ... like friends
- 14. ...
- 15. Is ... very beautiful

SECTION II

“The Singer”

STUDENT HEARS:

I: En esta hoja encontrarás una serie de imágenes que cuentan una historia. Por favor, estudia cada imagen, para esto tienes un minuto. Cuando te de la señal inicia creando tu propia historia comenzando desde la primera imagen finalizando con la cuarta. No comiences a hablar hasta que te de la señal. Recuerda que tu historia debe ser contada en inglés. Te sugiero que empieces tu historia diciendo **ONE DAY...**



- 1. One day a musician,
- 2. He is eee sing... he is ...
- 3. One day Pedro was sing and a song
- 4. He is mister.... Guitar... guitar
- 5. One day is music
- 6. Holiday ... is mister is singer
- 7. One day ... a man
- 8. One day ... he is singing
- 9. He sing
- 10. One day... a man is ... play guitar and sing
- 11. One day a man ... in the ... in the music is ...
- 12. One day ... a man in the park...

13. One day... the man y the song
14. One day Peter play guitar
15. ... No sé cómo hacer



1. One day a music
2. He is... no me acuerdo
3. But the people, la gente
4. The person... the person
5. People no listen music
6. Holiday... es mister, ... the fruit?
7. ... No sé qué decir
8. ... No, ahí si ya no
9.
10. ...
11. ...
12. ...
13. The men bad the song
14. ... and Peter is singing... and...
15. ...



1. One day a guitar and fruits
2. ... no me acuerdo
3. ... no
4. The mister not ...
5. Two fruits....
6. Holiday is mister (...)
7. ...
8. ...
9. (...)
10. ...
11. ...
12. ...
13. He ... for
14. and then ...
15. ...



1. One day ...
2. No, mejor esa la paso
3. (...)
4. ... No
5. (...)
6. ...
7. ...
8. He is happy, pero en este
9. ...
10. ...
11. ...
12. ...
13. And he... sell fruits
14. ...
15. ...

SECTION III

“The Classroom”

STUDENT HEARS:

I: Ahora verás una escena de un salón en donde hay muchos eventos. Primero debes observar la escena, para esto tendrás un minuto. Al finalizar el minuto, te haré algunas preguntas y tú deberás responderlas en inglés.



I: 1. How many people can you see in this picture?

1. ...
2. ... they are studying in the match , they are playing
3. Como asi? Twenty people
4. Que están haciendo? No, no? No
5. in the study ... Twenty people
6. Twenty people
7. Twenty peoples?
8. ... Twenty people
9. (...) twenty people
10. ... the classroom ... with twenty people
11. Twenty people
12. Cuantas personas veo? Twenty people
13. ... the twenty people
14. ... twenty people
15. Students... twenty people

I: 2. What are these students doing? (those who are in the circle)

1. What ... teacher and boy and cat what ... and boy and computer
2. ... they are... playing
3. They are look a muñeco, como se dice muñeco?
4. ... the students is, no the students are, no, tampoco
5. The boy is play
6. ... the boys ... play?
7. (...)
8. ... cuantos estudiantes hay?
9. Play? Playing
10. (...)
11. They are play
12. ...
13. ... The students are play
14. They ...
15. No se, (...) playing

I: 3. What do you think the teacher is doing?

1. No se la pregunte ya me la respondió
2. ... she is ... playing. están jugando parece
3. He is... él esta, he is with a boy
4. The teacher and boy and the teacher and the boy and cat
5. The teacher....
6. The teacher... play ?? the boys and the cat
7. No se responder
8. They are playing
9. (.....)
10. Mmm...
11. They are playing cat
12. ...
13. The teacher is ... the teacher y the boy, the niño
14. Teacher is ... boy ... animal?
15. ... playing a cat

I: 4. What differences do you see compared to your classroom?

1. (....)
2. ... my classroom is color green, it is black, ah no no me acuerdo bien ... white. It is classroom computation

3. No, no creo
4. ... Las differences is to... differences is computer
5. The classroom... is studying high
6. (...)not in the computers
7. Flowers
8. ... it is ... in the flower, it is in the computer. Alla arriba si no
9. No teacher
10. ... the computer, the flowers
11. ... no compu
12. ... computers, flowers...
13. Different the classroom ... computers, play, eating, understand...
14. ... flowers, computers... fish, fruits
15. ... we are more ... computation, computer que aquí no hay

SECTION IV

“Your Life”

STUDENT HEARS:

I: En esta sección tú deberás contestarme algunas preguntas acerca de tu vida. Después de haberte hecho cada pregunta, tienes un minuto para pensar y cuando te haga la señal debes contestarla en inglés hablando tanto como puedas sobre cada tema.

I: 1. Describe your family

1. My Mother este ... I am from Colombia, my father... I am from Colombia, my brother I am fro Bogotá...
2. My family ... is five. My father is work, my mother is enferm ... my brother ... is studying
3. ... my family is... is... my family is big and happy
4. ... my family... is my mother work office, my father work in cars, my... brother ... study en la university
5. ... your family best of the best
6. My family is my mother, my grandmother ... and my sister
7. My family is tall and ...

8. My family is my father, my mother and three brothers
9. My family is my mother and two brothers
10. My family is ... my mother is work with my father in the supermarket, y my brother is student in the school of Santa Clara
11. My family is ... my father, my mother ... three sister ...
12. My family is five people, two, three men and two woman
13. My family it is mother my sister and I
14. My family is ... beautiful ... is big, in my house... six people
15. My family is... very different

I: 2. What is your favorite TV program?

1. my favorite is basketball
2. My ... program is Discovery
3. My favorite TV program is.... Is Discovery
4. My program favorite is movies
5. My favorite is ... in the TV novellas
6. My favorite program is movie trailers
7. Is Akter Atari
8. My favorite TV program is Los Simpsons
9. I like Discovery channel
10. My favorite program is Discovery
11. My favorite TV program is "The Simpsons"
12. My favorite TV program is novels
13. My favorite TV program is ... story de love
14. My program favorite is ... Simpsons
15. My favorite TV program is Los Simpsons

I: 3. Why?

1. (...)
2. ...why....why ... present animals
3. Because is ... interesting
4. Because, because ... I have...
5. Why ... it is funny
6. (...) it is nice
7. Why...

8. Porque, porque.....is very well
9. Is.... No se teacher. It is nice
10. For... is interesting
11. Because... it is nice
12. No, esa no la se
13. ... because it is interesant
14. (...) because... no sé como se dice
15. Because is divertido. Cómo se dice? ... is nice

SECTION V

“Personal Opinion”

STUDENT HEARS:

I: Esta es la última parte de la prueba, te voy a hacer una pregunta de opinión personal, trata de hablar lo que realmente piensas. Desde el momento en que te haga la pregunta, tienes un minuto para pensar, enseguida hare la señal para que respondas en inglés.

I: What is your opinion about your high school?

1. My school ... no, no.
2. My school is cerca, it is ... Más no creo
3. Como se dice un poco?
3. My opinion about ... of my school is...is it is ?? y his teachers are little ... happy
4. ... the school interesant is class, is ... interesant...
5. Your school is very well
6. My school is nice and clean
7. My like ... this ... school very
8. My opinion is very well
9. The school and teachers is good
10. My school is interesting for your teachers and my friends
11. My opinion about school is ... is a school (...) interesant
12. No, pasémola

- 13.** My opinion about your school is very small and the teacher are good
- 14.** ... is small and very interesanting
- 15.** My opinion about my school is that ... is very beautiful

Appendix C. Speak Test I.E.M. Mercedario**SPEAK TEST****UNIVERSIDAD DE NARIÑO****I.E.M. Mercedario****INTRODUCTION****STUDENT HEARS:**

I: Hello, nice to meet you, my name is Lorena Solarte

I: What is your name?

1. My name is Daniela
2. My name is Angie Daniela Arciniegas
3. My name is Nayibe Argotty
4. My name is Diego
5. My name is Jenny Marcela
6. My name is Camila
7. My name is Angie Estefania
8. My name is Leidy Andrea Cabrera Benavides
9. My name is Deisy Katherine
10. My name is Brayan Alexander Garcia
11. My name is Alejandra
12. My name is Tania Hernandez
13. Hello, my name is Angie Hidalgo
14. My name is Marino Esteban Lasso
15. My name is Diana Martinez
16. My name is Esteban Martinez
17. My name is Jennifer Mera
18. My name is Maria Fernanda
19. My name is Lorena Pabon
20. My name is Diego
21. My name is Ana Carolina Paz
22. Leidy Paz
23. My name is Jennifer Alexandra Ramos Insuasty

- 24. My name is Alejandra Rodriguez
- 25. My name is Paula Andrea Salazar

I: Where are you from?

- 1. I'm from Pasto
- 2. I'm from Pasto
- 3. I'm from Pasto
- 4. No
- 5. I'm from Pasto
- 6. In the Pasto
- 7. My from in the Pasto
- 8. I'm from Mercedario
- 9. ...
- 10. ...
- 11. I am of Sevilla- Valle
- 12. ...
- 13. Is in Pasto
- 14. Colombia
- 15. I'm from La Union Nariño - Colombia
- 16. Where are you from Pasto
- 17. I'm from in Pasto
- 18. ... Colombia
- 19. I'm from Colombia
- 20. (...) Pasto
- 21. ...
- 22. Yo vivo, I'm from Pasto
- 23. ...
- 24. ...
- 25. My from Pasto

I: En esta prueba tú demostrarás que proporción de inglés hablas. Vamos a conversar, yo te voy a hacer algunas preguntas, tú me contestas en forma clara y en inglés. Vamos a empezar con la primera sección.

SECTION I**“The Missing Parts”**

I: En esta hoja tú podrás ver tres oraciones incompletas, las oraciones están relacionadas con situaciones comunes de tu vida diaria. Lo que debes hacer es leerlas completando la parte faltante en inglés. Por favor cuando estés listo habla claro y fuerte.

1. On vacation I usually...
1. Dancing
2. Buy...
3. Library in the ... and learn
4. ... Soy malo
5. Bailar... I dance
6. ... I usually travel
7. (...) play
8. Watch TV, visit I friends
9. Pero es que yo de inglés no entiendo nada
10. No, paso
11. Travel to the house of my mother and ... I ... try live so happy, and very fun. In these travels I am with my brothers and my father... but this is only in vacations because I haven time in (español)
12. On vocabulary... no
13. La primera es donde estuve en vacaciones... in Pasto, estuve en Pasto
14. ... gym
15. ... travel from Cali, Pereira, ... house of family
16. The football
17. ...
18. I am donde my grand- mother
19. ... Play con my family
20. Soccer and también ...
21. ... in Cali, La Cocha
22. In my family
23. Listen music

24. I am, is, I am ...

25. Driver other municipe and read

2. When I arrive home after school, I ...

1. (...)

2. No, esa no

3. ...

4. ...

5. ...

6. ...

7. ... play

8. Watch TV

9. ...

10. ...

11. Sleep and I eat, but... I play in the computer y with my friends I play basketball y
ya

12. One day is the dancing ...

13. School Mercedario

14. ...

15. I am happy of school

16. Mercedario

17. ...

18. No sé

19. No la entiendo

20. Paso

21. School Mercedario school

22. Study

23. Student, study

24. ...

25. Sleep, eat

3. I like my school because ...

1. (...)

2. ...

3. Music...

4. (...)

5. ... yes. My like school my friends, my teacher

6. ...

7. Is interest
8. Study
9. ...
10. ...
11. I ... like not my school
12. ...
13. ...
14. ...
15. ...
16. Study
17. ...
18. ...
19. Porque, we... I con my friends, my teacher
20. Paso
21. No, esa no
22. ... Learn
23. ... I ... ??
24. My school like ...
25. My friends, my teachers

SECTION II

“The Singer”

I: En este poster/afiche encontrarás una serie de imágenes que cuentan una historia. Por favor, estudia cada imagen, para esto tienes un minuto. Cuando te de la señal inicia creando tu propia historia comenzando desde la primera imagen y finalizando con la cuarta. Recuerda que tu historia debe ser contada en inglés. Te sugiero que empieces tu historia diciendo **ONE DAY...**



1. Only one ... Juan is singer with guitar / And the singer... the fruits / The fruits in the ?? / And fruits in the table
2. (...) One day ... / ... / ... / ...
3. One day ... he is singing music / he... / he is the fruits / ...
4. The boy (...) / Tampoco / ... / the boy can
5. One day... / ... / ... / ...
6. One day Juan music ... / on two Juan music fruits / Juan, fruit, music / On five Juan buy fruit ... sister
7. One day is vacation musical / One day, music no les gusto ... no much / ... / ...
8. One day Luis is singing / After, ... good carrot and y vegetal and... / ... / no sé cómo se dice vendió
9. (...) No sé las palabras/.../.../...
10. Is, are tocando guitarra ... / ... / ... / ...
11. One day a man playing guitar and sing ... / but in a little moment, ... many vegetables... llegaron come and / he stop your song because he saw many vegetables and / he decided ... vender sell this vegetables and the people begin comprar

12. Is the ... fruits / ... / ... / ... happy
13. One day is sing in the natural / Today is ... is natural lake / Record zanahories / Day, he is ...
14. One day yo, I eat zanahories, / music/...
15. One day a mister listening song ... /the mister (...)/ the mister is happen fruits and .../...
16. One day, he is sing / he is triste, he is pensando / ... /...
17. One day, estoy cantando
18. Como empezar, a ver? /... /... /...
19. One day John, I play guitar / the fruits... / the fruits ... golpear / John ... have the fruits in the supermarket
20. One day... the work on the sun /... /... / ...
21. John dancing / John eat apples ... / Jhon ... buy zanahors, oranges /...
22. One day ... I / ... / .../ one day at the supermarket I buy the fruits
23. One day, mister is toca guitar / mister le fastidia el ruido/ mister le tiran verduras / mister está vendiendo frutas
24. One day... /... /... /...
25. One day, a sing play guitar/ fruits in the ?? / the fruits and guitar / fruits happy

SECTION III

“The Classroom”

I: Ahora verás una escena de un salón en donde hay muchos eventos. Primero debes observar la escena, para esto tendrás un minuto. Al finalizar el minuto, te haré algunas preguntas y tú deberás responderlas en inglés.



I: 1. How many people can you see in this picture?

1. Twenty
2. ... No, esa no
3. They are write in table
4. ...
5. Quien está comiendo manzana?
6. Que se mira en la pintura? Twenty
7. Twenty
8. ... Twenty
9. Twenty
10. ...
11. Creo que twenty
12. Twenty
13. Twenty
14. Twenty
15. Twenty
16. A ver, study, fish, table, pencil

17. They? Twenty
18. Veinte, twenty
19. ... Twenty
20. Paso
21. Twenty
22. Twenty
23. Twenty
24. ...
25. ... No

I: 2. What are these students doing? (those who are in the circle)

1. ... they are playing
2. The study are... the student are playing
3. They are ...
4. They ... playing
5. They are playing a robot
6. Is playing
7. Is playing
8. They is playing with marioneta
9. Playing
10. He's are studying artes plasticas
11. They are playing
12. They playing
13. Is we...
14. Playing
15. She is looking the mannequin
16. They is playing
17. In the explication
18. ... Two
19. Playing
20. ... They playing
21. Playing
22. Play
23. Boys
24. ...
25. Are in seat

I: 3. What interesting things do you see in this picture?

1. The computers, el board, desk, flowers
2. No, esa no
3. He is in the computer, he is write, he is eat
4. No
5. Quien esta pintando?
6. In the classroom computers
7. ... ellos estan pintando
8. They have love, they have play
9. ...
10. ...
11. In this classroom ... of the persons are different activity. In this class ... aren't one activity for all
12. ...
13. Como asi, que estan haciendo?. The student is in the board, ... is the teacher and student with dog
14. No
15. I interesting the picture of children ...
16. They is studying
17. (...)
18. Pintando?... pictury
19. Ellos ... are buying fruits, he study
20. Paso
21. ... No
22. Play
23. He is board, flower, dog
24. (...)
25. ...

SECTION IV

“Your Life”

I: En esta sección tú deberás contestarme algunas preguntas acerca de tu vida. Después de haberte hecho cada pregunta debes contestarla en inglés hablando tanto como puedas sobre cada tema.

I: 1. Describe your family

1. My family is my father, my mother, ... one brother ... three sisters
2. My family are compuest for ... mother, father y brother
3. ... I are my mother, my father, my sister

4. My family is ... my mother, my father y sister
5. My mother is ... my mother is intelligent, I ...
6. My family is father, mother, brother, grand-mother ... cat
7. My family, my mother, my sister
8. My family is good, ... my father is work ... taxi, my mother is very happy... my sister is very good
9. My family is ... no se palabras en ingles
10. Describe... my family is amable, solidary y responsabli
11. My family is ... different. My Fathers... my mother live my brothers, they are twins and she live with her marido, she lives in Armenia. I live with my father, he have a new wife; she is so, she is very fun, she is a good madrastra. I live with my two brothers and my two sisters.
12. My family are, is my mother, my sister ...
13. My grand-father, my grand- mother and five aunt and two uncles
14. ... my father ?? , my mother ??, my brother is studying criminalistica, my brother pequeño... my brother estudia in school
15. My family is short, my father, my mother, my sister
16. My family is ... pretty, beautiful
17. My father, my mother, ... solo soy hija unica
18. My family ... my mother, my father, four brother y yo
19. My family is compuesta por my father, my mother, my brother. My father ... work en a restaurant, my mother ... are in la house and my brother study
20. Is my ... I love my work
21. My family, my mother, ... my mom is Judith del Carmen Tulcán, my father Jose Maria, my sister is David , is I'm studying en la ...
22. My family ... (español) happy, collaboration, friend
23. My name de mom Carmen Insuasty, My name ... father Jaime Ramos
24. My family ... my mother, father, brother, sister
25. My family is mother, ... father, my brother

I: 2. What is your favorite TV program?

1. ... My program favorite is ... las novelas
2. My favorite program is Nick
3. My favorite program is H2O sirenas del mar
4. My favorite program The Simpsons
5. My program favorite is dance
6. My program favorite is high school music
7. My program favorito is peli, la music
8. My favorite TV program is La Rosa de Guadalupe

9. The Simpsons
10. My TV program Play Zone
11. Yo casi no veo television ... but I like Colombia tiene talento
12. Is, my program favorite is ... the football
13. My favorite TV program is Buena suerte Charlie
14. My favorite programa is Los Simpsons
15. My favorite program is Yo me llamo
16. My program favorite is football
17. In the ... telenovelas
18. Tv y novelas
19. My favorite TV program is Destruídos en segundos
20. TV program, The Simpsons, TV RCN
21. The TV program ... novelas
22. My favorite TV programa is ... A mano limpia
23. My programa favorite is Mujeres al limite
24. Favorite program Los Simpsons
25. My favorite program is Simpsons

I: 3. Why?

1. Why... No
2. Why... for seeing pictury
3. Why my like
4. The Simpsons ...
5. Why is like very dance
6. ...
7. ...
8. (...) why is muy interesant, speak much young
9. Porque ...
10. Los Simpsons
11. Because I could see many abilities of the persons of my country
12. ...
13. Why... explication and sister (...) family
14. Por, why divertido y me distrae
15. Why song...
16. ...
17. ...
18. Why TV y novelas
19. Porque ... Why we ...
20. Is Muy interesant
21. Why?

- 22. Porque I speak what ... como friends
- 23. Porque son interesant
- 24. Why, porque?
- 25. Because I view it

SECTION V

“Personal Opinion”

I: Esta es la última parte de la prueba, te voy a hacer una pregunta de opinión personal, trata de hablar lo que realmente piensas. Desde el momento en que te haga la pregunta, tienes un minuto para pensar, enseguida hare la señal para que respondas en inglés.

I: 1. Do you like your school?

- 1. Yes what... aprender como se dice. What is interesting
- 2. The school...
- 3. Yes
- 4. No
- 5. Yes
- 6. (...)
- 7. Yes
- 8. On my school ...my course, my friends son good
- 9. O sea que me gusta de mi escuela... the teachers, my friends
- 10. No
- 11. No
- 12. My school is agradable and ... por los friends, the teacher...
- 13. Yes
- 14. Yes
- 15. My school is very well for ... the teacher
- 16. No
- 17. Ahí comienzo cómo? Yes
- 18. Que pienso de mi escuela? My school unique
- 19. Like my school is the teachers
- 20. Paso
- 21. My school is interesant ...
- 22. Yes
- 23. Yes
- 24. Like school my happy
- 25. My school is ...

I: 2. Why? Give some Reasons

1. ...
2. ...
3. Why ... very interesant and I like
4. (...)
5. Porque ...
6. ...
7. No sé
8. ...
9. ...
10. (...)
11. In this school ... my (español). I'm from of Armenia, in this city the education is so ... is hard because the teachers are so organizados and they aren't (español) but in this school the education is so muy suave. I not, I could not (español)
12. ...
13. Why ... porque hear and ...
14. Why
15. ...
16. Why is very good
17. Mercedario school (...)
18. ... Is big
19. ...
20. ...
21. ...
22. Why learn
23. Es interesant
24. ...
25. ...

Appendix E. Speak Test I.E.M. Ciudad de Pasto**UNIVERSIDAD DE NARIÑO****I.E.M. Ciudad de Pasto****INTRODUCTION****STUDENT HEARS:**

I: Hello, nice to meet you, my name is Lorena Solarte

I: What is your name?

1. My name is Laura
2. My name is Daniela Solarte
3. My name is Angie Laura
4. My name Danilo
5. My name is Jhon Jairo
6. My name is Daniel Paredes
7. My name is Jhon Sebastian
8. Natalia
9. My name is Daissy Alpala
10. My name is Angie Lorena
11. My name is Alfonso Joaquin Patiño Galarza
12. My name is David
13. My name is Jimmy Fernando
14. My name is Paula Carvajal
15. My name is Diana Marcela Gelpud Carpio
16. My name is Angela Montilla
17. My name is Yuliana
18. My name is Jairo Naspiran
19. My name is Cristian Pupiales
20. My name is Dario Chamorro
21. My name is David Erazo
22. My name is Jhonathan Benavides
23. My name is Dayana
24. My name is Jessica
25. My name is Angie Melissa Muñoz

I: Where are you from?

1. I am from Pasto
2. I'm from to Pasto
3. I'm from Pasto
4. I am from Pasto
5. ...
6. I'm from Pasto
7. My from is Pasto
8. I am from Pasto
9. I am from Pasto
10. I am from Ipiales
11. I'm from Colombia
12. I am from Pasto
13. I'm from the Pasto
14. I'm from Pasto
15. In Pasto
16. I live in ... Catambuco
17. I live in Catambuco
18. I from in Pasto
19. ... you're from is Pasto
20. I'm from Pasto
21. ...
22. I'm from Pasto
23. My from in Pasto
24. Where from ... donde naci, Cali
25. I am from Pasto

I: En esta prueba tú demostrarás que proporción de inglés hablas. Vamos a conversar, yo te voy a hacer algunas preguntas, tú me contestas en forma clara y en inglés. Vamos a empezar con la primera sección.

SECTION I

“The Missing Parts”

En esta hoja tú podrás ver tres oraciones incompletas, las oraciones están relacionadas con situaciones comunes de tu vida diaria. Lo que debes hacer es leerlas completando la parte faltante en inglés. Por favor cuando estés listo habla claro y fuerte.

1. On vacation I usually ...

1. ... I stay at home right, I don't travel because I am a violist and I play viola in a ... orchestra and it's really hard for me to get time for other things right, and we have concerts during the vacations; for that reason I don't travel, but in my free time ... I play in the computer or chat or something like that
2. Travel to Tuquerres to visit my ... grand- mother
3. Estoy nerviosa... I ... travel ... to town
4. Es que no las se pronunciar
5. ... La verdad yo soy malo pa'l ingles
6. Travel
7. ... (español) is practicing music, playing guitar
8. No escribo? ... swim
9. ... watch TV
10. I work
11. ... playing basketball, enjoying with my friends, travel
12. ... practice sport
13. Is the from ... the house in the Pasto
14. I am play, study
15. Ni idea, si sé lo que dice pero no sé cómo responderlas
16. (...) listen music
17. ... I listen music
18. No...
19. is sport
20. ... watch TV, play, run
21. Go to the Chachagui and swim
22. Play football
23. On vacation Cali
24. ay no...
25. ... studio

2. When I arrive home after school, I ...

1. I eat, ... then, I take a little rest, then I go to the ... music school. I usually spend my time there, and in the night, well I arrive at six P.M more or less
2. I have lunch with my family
3. Go when my mom and eat
4. ...
5. ...
6. ... Have lunch and sleep
7. ...
8. No se
9. ...

10. ... the teacher
 11. Study, playing basketball, walk
 12. ... paso
 13. I am work the home ... activity is the class
 14. ...
 15. ...
 16. ...
 17. Paso
 18. ...
 19. No recuerdo como es que es
 20. I...eat and hacer tareas
 21. ... Eat my luch
 22. Watch TV
 23. ... is monday
 24. ... no sé como se dice almorzar, descansar
 25. develop homework
-
3. I like my school because
 1. I am here for ...since... tenth grade and I was in the Liceo de la Universidad and I like here because it's not so hard but it's a good school right, so I have time for other thing that I like like music
 2. Here are my friends
 3. It is ... a school ... when I ... learn
 4. ...
 5. ...
 6. ... Because...
 7. ... porque is interesting
 8. ... yes
 9. Have very best friends
 10. ... yes
 11. Is very big, is calm and the classmates ... they are very happy
 12. ... because my school is very big
 13. ...
 14. ...
 15. ...
 16. ...
 17. ...
 18. Esa parece como una pregunta... I like because... tengo la idea en español pero ...
 19. For a good teachers and a good student
 20. ...

- 21. : The education is very good
- 22. ... class the física
- 23. I like my school for ever
- 24. Por la educación, the education, for... the enseñanza
- 25. Aprender

SECTION II

“The Singer”

I: En este poster/afiche encontrarás una serie de imágenes que cuentan una historia. Por favor, estudia cada imagen, para esto tienes un minuto. Cuando te de la señal inicia creando tu propia historia comenzando desde la primera imagen y finalizando con la cuarta. Recuerda que tu historia debe ser contada en inglés. Te sugiero que empieces tu historia diciendo **ONE DAY...**



1. One day there was a man that liked to sing ... next to a tree/ that... the animals that lived in that tree realized that him was really bad so, ... and they didn't like him, so he was ... (le tiraron como) well, so it was really annoying, so the animals that were birds and ... rabbits tried to, I don't know, get him away/ Well, so Him, ... this day get him fruits for doing something different to sing/ so he took the fruits and started a... sell the whole of fruits, he started to sell them
2. One day a man is ... singing a song/ after they design a carrot /and she think that he ... will ... thought this carrot /and he push a mall, I don't know
3. Pablo singer/ Pablo ...no/.../...

4. One day ... he ... the musical in the park/ she is ... song vegetables ... Vegetal in the park/ she... the fruit in the park/ she is ...
5. ...
6. One day a man play the guitar, one day There are... /... /...
7. ... One day No /.../.../...
8. One day ... people sing/the talent/vegetals/the vent
9. One day ... he is singer / ... and carrots and potats/ ... vegetables/ sell fruits and vegetables
10. no se/ .../.../...
11. One day ... a man is ... sing on a theater/ and then, the man ... was hate by the persons /and the man ... is descepcionated because he's not singing very good / and then the man... dedicated to sell vegetables and fruits
12. One day a man ... play the guitar / after, the man is shot with no se / the man think ... that should ... no sabia como decir vender/...
13. One day ... is the man/ is the man in the frutas/... /...
14. One day is ... one man is sing / ... /... /...
15. One day in sing ... /... /... /...
16. .../.../.../...
17. No, no se/... /... /...
18. One day no no /.../.../...
19. One day Carlos ... is a person what ... what noise music... for the ... for the... for the not good... very good and decided... presentation and concert ... and is ... to take out... for the public and is obligat... in the fruits... in the make square
20. One day he play guitar/(...) I think, he think a vegetables.../.../...
21. One day Camilo sing at the ... in the supermarket /and people don't like this sing /and paso /later Camilo... sell the fruits and... the fruits
22. One day I ... in the picnic, I play the guitar/ after ... I don't play the guitar because ... vegetables / after the vegetables... / arm my own ... store of vegetables
23. No, sinceramente no/.../.../...
24. One day ... en ingles esta como grave ... One day he sing in the árbol.../ .../.../...
25. Un dia a man Singer/ see fruits /no se / ... and buy fruits

SECTION III

“The Classroom”

I: Ahora verás una escena de un salón en donde hay muchos eventos. Primero debes observar la escena, para esto tendrás un minuto. Al finalizar el minuto, te haré algunas preguntas y tú deberás responderlas en inglés.



I: 1. How many people can you see in this picture?

1. ... Twenty, twenty people
2. ... Twenty two
3. ... this is picture twenty people
4. She study Castellano
5. ... Twenty
6. ... Twenty
7. ...me podrias repetir la pregunta? Twenty
8. ... no
9. ... twenty
10. ... (español) twenty
11. Twenty people
12. Many people
13. Tengo que decir en inglés? ... Many people the picture, they play,... the homework... study, hello
14. Twenty
15. Is happy

16. ... twenty
17. ...
18. ... twenty-two
19. ...
20. How many people can you see in this picture... the people speak, fighter
21. ... twenty
22. ... twenty
23. Many people can you see, study... teacher... alumnus
24. ... (español) ... eighteen
25. The students

I: 2. What are these students doing? (Those who are in the circle)

1. In the circle? They are... I don't know, playing with a matachin, with a toy ... I think
2. She's playing with a mannequin
3. This is student ... playing
4. They are... es un muñeco? They are...
5. Playing
6. They are ... studying a zoológico
7. Two students... playing
8. ...
9. _ y escuela
10. Armando un muñeco
11. They are ...
12. Play with a toy
13. ... play
14. Play
15. jugar, play
16. Two
17. No, paso
18. Two
19. An student playing in ... se me fue la palabra
20. The students are play
21. Walk to the ... walk
22. They are ...
23. These students do is studying geometric figures
24. They ... the students is ... científicos
25. ... play

I: 3. What interesting things do you see in this picture?

1. I am seeing that everybody is doing something different ... used the thing that ... people supposed to do in a classroom
2. interesting? The boys ... playing, it is taking the fish
3. This is picture ... many people ... students ... in the classroom ... these are the ...
4. She ... is... interesting
5. No
6. ...
7. ... lo interesante de la pintura... no
8. ... me corchó
9. ... speak, talk, reading
10. No se
11. Oh, the two students are writing in the table, the teacher ... took an animal, the ... she's writing ... your classmates, ... they ... are give amour, the students I computer, and the student are... have a tiny demon, the two students are fishing a fish
12. ... one student ...
13. Agression, study
14. ... play
15. Is interesting, I...
16. ... one
17. Paso
18. No
19. The interesting in the picture is ... teacher and student
20. The interesting ... study a fighter and play
21. They are working in the computer and he ... open the door
22. ... interesting is... the teacher I am ... stand...watch a cat
23. Interesting... it's funny
24. The picture is interesting por... porque todos experimentan diferentes cosas
25. No, no se

SECTION IV

“Your Life”

I: En esta sección tú deberás contestarme algunas preguntas acerca de tu vida. Después de haberte hecho cada pregunta debes contestarla en inglés hablando tanto como puedas sobre cada tema.

I: 1. Describe your family

1. My family, well. I actually don't live with my ... mother, my father; I live with my ... aunt and the family. I have two dogs, they are ... white, curly hair, they are nice, I really love them, they are always with me , they are happy, every time, they say hi

- moving their ... tail. So it's hard to take care of them because they go out and run and run and ... these days ... it has been running and they, when they go out, they arrive home dirty and we have to clean them, to wash them, so, but I love them
2. My dad Vicente, she work at Boyacá Avenue, my ... my sister study in Pachas high school ... my mom is therapist, she don't work at the moment. I have a parrot, I have a squirrel ... I live in Fatima I like to walk for the volleyball park and visit to my family
 3. ... my family ... my family ... is my father ... the work in Cars, my mom is ... in the house, my sister ... studying, ... I don't ... work
 4. ...my family ... fifty
 5. (...) No
 6. My family is ... a big family, ... is a happy family, we are ... six people
 7. ... my father is music, play guitar, accordion; my other is engineer, work is the local computer
 8. My family desert, I tall... my mamá tall , I not papá
 9. My family is biggest, have ... mother, father and brother ... brother and one sister... have how much cousins and ...
 10. My mother is ama de casa, my father is drive, my brother is student
 11. oh, my family is divided, majority live in Pasto... I live with my mother and two sisters, my father live in Popayan ... because she works in Alpina company
 12. My family, in my family... are ... five members. I have one brother and one sister... I live with my mom, I have a pet; one dog
 13. My family ... the good one, the study, homework... lesson
 14. ... my family is ...very well ...
 15. My family is ... happy, is ... interesting, is ...
 16. my family is ... in my family... for my father is Carlos Eduardo Mantilla Erazo my mother is Martha Cecilia Cardenas, ... I'm Angela Montilla
 17. Paso
 18. Describir a mi familia? My family is altos, tall, fat, short
 19. My family ... is conformed for father, is mother, and brother and I
 20. My family ... is my father, mother and sister and brother
 21. In my family ... are five people and... I have two brothers; one brother and one sister, they are living in other ... ciudad and... they are professionals and...
 22. My family is my mother... white and ... my father is ... the color ... black, they have worked in the mechanic taller, I ... have two brothers
 23. My family is conformed for my father Gerardo, my mother Bertha, my brother it's Camilo, Alex y Luis, my grandmother... the best, my grandfather is ??, my cousin it's Mafe, my dog Danger
 24. ... My family is divertí, divertida, are... como malgeneados

25. My family is cuatro persons: mother, father and sister. Mother is nurse; father is ...
my sister is ...study

I: 2. What is your favorite TV program?

1. I don't know, I don't ... watch TV, well not so much; when I'm going to sleep, I turn the TV on but it's for sleeping

2. I don't see TV

3. My favorite TV program is ... movies

4. Repitame la pregunta. My favorite ... to Caracol

5. ...

6. I don't watch TV

7. My ... favorite program is MTV

8. My TV program Los Simpsons

9. My favorite TV program is The Simpsons o South Park

10. The Simpsons

11. My favorite TV program ... no, I'm dedicated to sport and study. I prefer internet and website

12. My favorite TV program ... Fox Sport, XPM

13. ... My is ... from the TV notice, documenes, documents

14. ... telenovelas

15. Is Los Simpsons

16. My favorite program ... is ... Los Simpsons

17. My favorite program is ... Discovery Channel

18. My favorite TV programa is Discovery

19. My favorite TV program is The Discovery Channel

20. My favorite TV program is ... the ... program de music

21. I don't like TV

22. My favorite TV program is Discovery Channel

23. My favorite TV program is Discovery

24. My favorite program in TV is Discovery

25. My favorite TV program is ... películas

I: 3. Why?

1. ...

2. ...

3. Final destination, ... dragon ball ... the last final

4. ...my house

5. ...

6. ...

7. It's interesting, many music

8. ... why divertido

9. ... education

10. la verdad sé muy poco de Los Simpsons

11. Yes

12. Because is very interesting because ... show NBA o sports

13. ...

14. _

15. Why is chevere

16. ... program ...

17. ...

18. Because is important

19. Why is present very good documentals

20. Why ...

21. ...

22. Why is interesting, productive

23. why favorite program TV is Discovery

24. Porque las cosas son interesantes... interesting

25. Porque is interesting

SECTION V
“Personal Opinion”

I: Esta es la última parte de la prueba, te voy a hacer una pregunta de opinión personal, trata de hablar lo que realmente piensas. Desde el momento en que te haga la pregunta, tienes un minuto para pensar, enseguida hare la señal para que respondas en inglés.

I: 1. Do you like your school?

1. Yes

2. ...no

3. Yes

4. Yes

5. ...

6. No

7. ... yes

8. Yes

9. ... like ... no I school

10. ... the education, eso ya

11. ... more or less, más o menos

12. Yes

13. Yes

14. Very well

15. ... is chevere

16. ... no

17. No

18. Yes

19. ... my school is very good for what ...

20. I like my school

21. Yes

22. Yes

23. Yes

24. Yes

25. Yes**I: 2. Why? Give some Reasons**

1. I like... I'm going to ... yes, I like it because I wanna start saying that when ... we were changing from one place, one classroom to other and I got new friends, and my ... classroom is amazing, I really like it because there are, is people of ... well, there is every kind of people; there are the funny people, there are the smart people, there is people of people but it's ok, just on ... Friday we had a party and we danced a lot and it was really funny. I like it because of them ... I have my friend, I have people to ... who I can trust, I ... I am happy... the other thing that I don't like about the class is that it's very cold, It's something I can see

2. Because the study is very hard because the teacher Vicente Obando ... and I can't understand anything

3. My school is a good school, good... learn ... good teachers

4. Why...

5. ...

6. Because I have many problems

7. Is interesting school what ... present many activities

8. School why teachers

9. ... no

10. ...

11. Because is very happy,... is, is calm and I feel good

12. I like because compartir with my friends, ... learn many things

13. I like the ... opportunity... play the school ... english, my favorite subject is english

14. ...

15. ...

16. ...

17. No, paso

18. Why, because ... is important ... para continuar con los ...

19. ...

20. The teachers, the students but...

21. Because the people, are many ... are happy and the ... the teachers ... know the subject of ... lo que enseñan

22. Why is a good school... my ... my...

23. It's... interesting, good study

24. Porque... because... para ser profesional y para salir adelante... because is profesion y is... divertí, como divertido

25. Aprendo...

Appendix G. Speak Test I.E.M. Técnico Industrial

UNIVERSIDAD DE NARIÑO

I.E.M. Técnico Industrial

INTRODUCTION

STUDENT HEARS:

I: Hello, nice to meet you, my name is Lorena Solarte

I: What is your name?

1. My name is Brenda Katherine Gustin
2. My name is Laura de la Cruz
3. My name is Jeiber
4. My name is Ivan Dario Guerrero
5. Luis Guillermo Vargas
6. My name is Jeisson
7. My name is Roberth Francisco
8. My name is Martha Micanquer
9. My name is Brayan Sanchez
10. My name is Camila Vasquez
11. My name is Johan Sebastian Rodriguez
12. My name is Jose William
13. My name is Christian Martinez
14. My name is Daniel
15. My name is Jonathan Cerón
16. My name is Daniela
17. My name is Dahana

I: Where are you from?

1. I'm from Pasto
2. I from is Pasto
3. I'm from Cali
4. ...
5. Colombiano
6. I'm from in Pasto
7. I am from Pasto
8. I am from Pasto
9. I'm from Colombia
10. ...
11. I'm from Pasto
12. My from is Cali
13. I'm from ... La Union Nariño Pasto
14. I am from Pasto
15. ... I'm from in ... Putumayo
16. ...
17. I'm from Pasto

I: En esta prueba tú demostrarás que proporción de inglés hablas. Vamos a conversar, yo te voy a hacer algunas preguntas, tú me contestas en forma clara y en inglés. Vamos a empezar con la primera sección.

SECTION I

“The Missing Parts”

I: En esta hoja tú podrás ver tres oraciones incompletas, las oraciones están relacionadas con situaciones comunes de tu vida diaria. Lo que debes hacer es leerlas completando la parte faltante en inglés. Por favor cuando estés listo habla claro y fuerte.

1. On vacation I usually
1. ... dance

2. ... osea la completo con lo que tu... no, paso
3. vacation que es.... Play football and travel with my family
4. ... puedo decir lo que significa? ... go park
5. No ...
6. ... traveling, I go... to park
7. ... cafeteria
8. ... out ... with my parents or my friends
9. ... no, no sé
10. travel
11. voy de viaje, pero como le digo?... no sé
12. in january for Cali
13. ... study
14. ... I going ... I going for travel
15. ...
16. ... como se dice hago?
17. Going family the travel

2. When I arrive home after school, I
1. ...
2. I arrive, la palabra no se
3. I eat, I study
4. ... no
5. ... study, do homework
6. Go the house
7. ... paso
8. Go house or with ... friends
9. ...
10. playing in the friend
11. ...
12. ... paso
13. ... study ...

14. am ... no, paso

15. Ronditas de San Juan

16. ...

17. ...

3. I like my school because

1. Is great

2. Paso

3. I have ... my best friend

4. A mi me gusta mi colegio porque... have taller

5. Que me gusta de la escuela? My like ... learning much

6. I study, I learn

7. ... room Galileo Galilei aula

8. ... I smile with friends

9. For...for ... como se dice garabatos

10. ...

11. ... yo quiero mi escuela porque ... is big

12. ... is ... the students

13. room, classrooms and cafeteria

14. I like ... como se dice cafeterias, I like ...

15. Yes, like

16. ...

17. ...

SECTION II

“The Singer”

I: En este poster/afiche encontrarás una serie de imágenes que cuentan una historia. Por favor, estudia cada imagen, para esto tienes un minuto. Cuando te de la señal inicia creando tu propia historia comenzando desde la primera imagen y finalizando con la cuarta. Recuerda que tu historia debe ser contada en inglés. Te sugiero que empieces tu historia diciendo **ONE DAY...**



1. One day... Singer.../ one day ... no/ ... / ... one day he sell fruits
2. One day he is a sing/ free day he is an angry, three day, he is a .../ finish ... is a ...
3. ... one day Carlos was singer/ when... paso/ ... / ...
4. One day... touch guitar/ ... two day... don't to ... fruit to buy /... no/ the four day ... do fruit
5. One day... I was playing guitar/ and ... much fruits/ then the buy
6. ... one day a mister is singing.../ other day a mister is singer ... to frutas/ the mister is... paso, no me acuerdo/ ...
7. One day ... Pedro is a work singer/ ... and you he ... looser in work/... you... busco... you ... new job , new work/ Pedro is... paso
8. One day... a ... old man..want sing, but ... she...have ... / ... /.../ ...
9. No, paso

10. One day, he is singer.../ one day... /.../...
11. One day sing a song/ de pronto como se dice.../ no, paso/...
12. One day a man named Christopher... sing a song and plays guitar in the park/ but place to have that the tree ... (como se pronuncia árbol?) magic / is excited and ... guitars/ and sell them
13. ... one day ... a Singer song.../ after,... paso/.../...
14. One day in singer and ??/ one day ... a singer... of ... no like/ la tercera no se/ one day in the ... no
15. One day ... a man playing guitar ... and singing song / he ?? carrots ... y .../ after.../...
16. One day ... no sé cómo expresarme / .../ .../ ...
17. One day Michael is a singer/ and is furious.../ ... going a park .../ and supermek... and shopping frutas

SECTION III

“The Classroom”

I: Ahora verás una escena de un salón en donde hay muchos eventos. Primero debes observar la escena, para esto tendrás un minuto. Al finalizar el minuto, te haré algunas preguntas y tú deberás responderlas en inglés.



I: 1. How many people can you see in this picture?

1. ...
2. Is a class
3. I see ... some people... twenty
4. ... no
5. Twenty
6. I can... see ... very people
7. ... they are playing in class and... they are...
8. ... I see... twenty people
9. ... el niño?...
10. ...twenty
11. Esa si paso
12. ... is happy
13. ... twenty
14. ... twenty
15. Paso
16. ... twenty
17. ... many people... students

I: 2. What are these students doing? (Those who are in the circle)

1. I point two children playing
2. Play in ...
3. ... there are playing wis toy
4. que están haciendo?. two students playing
5. They are ... examining a robot
6. ... they... they are don play with ... a object
7. ... they are... is ... playing ... muñeco
8. ... the students are ... see ...children small, small children
9. ... jugando... playing
10. ...
11. los que estan con el muñeco? ... play toys

12. ...

13. Playing

14. ... play and toys

15. ... point to playing

16. Que están haciendo? He, she playing

17. My friends

I: 3. What interesting things do you see in this picture?

1. Pictures

2. ... paso

3. There is a student , there are a people eat, a children have a car, the student is read

4. Que de interesante veo en la pintura?. what students ... no

5. (español) ... actividades

6. I see in the picture ... very actions... and ... the students ... do... much ...action

7. ... the... you interesity is study

8. ...the students are ... are interesting ... the cars, they... smile and funny

9. ...

10. ...

11. No esa si paso

12. No, paso

13. ...

14. ... studying a computer

15. ...

16. ...

17. ...

SECTION IV**“Your Life”**

I: En esta sección tú deberás contestarme algunas preguntas acerca de tu vida. Después de haberte hecho cada pregunta debes contestarla en inglés hablando tanto como puedas sobre cada tema.

I: 1. Describe your family

1. My father, my name is Diego, my mother is Ruby, my brother is Andres
2. My family... my father, my mother y three, two sisters, I, two son
3. I ... have one brother, my name's brother is Jeisson, he is a police officer, ... his name my father is Ever, he is a police officer and he is a 40 years old his name of my mother is Soraida, he is a manager
4. ... My family is ?? y ... and... family I love
5. My family ... work in ... a dent, help
6. My family ... is ... my mother work in the restaurant; my brother study in the Sena, my sister... is working in the ... center small, my father no live with ... me
7. My father is ... carpenter work, my mother is ... ama de casa, ... my brother is studying ... in ... a ... ITSIM
8. My family had five people... my family have three children, two ... men... have a father, I have two brothers...
9. My family ... is, my family is...
10. ... my family are... I like my travel... in the city ...
11. My family ...the conformed four persons: my mother, my father, my sister...and I
12. ... My family is... grand
13. My family is ... great and ... very big. Is ...
14. My family is ... short, father mother y ... y brother
15. ... my family is happy ... is son... is son...
16. ... my mom ... es que la verdad no sé nada
17. My family is Catholic, is ... is big. My father is hard work, is work in the taxi drive, is ... attractive, my mother is ... housewife, is ... is beautiful, is ... intelligent. My brother is ... my brother is Danny ... studied in air force... is good driver... ok

I: 2. What is your favorite TV program?

1. My favorite TV is Simpsons
2. I favorite TV program is Los Simpsons
3. My favorite TV program is Discovery Channel
4. ... I ... miro cannel through TV
5. My program favorite The Simpsons
6. My favorite TV program is ... comedy
7. My favorite TV program is football Mania
8. ... I don't have TV interesiting
9. My favorite TV program is Discovery Channel
10. Disney Channel
11. My favorite program is ... The Simpsons
12. My favorite TV program is ... is the music
13. My favorite TV program is ... mirar XPM
14. My TV program is ... football play
15. is... Colombia Tiene Talento
16. My favorite TV program Dragon Ball
17. My favorite TV program is Caracol

I: 3. Why?

1. ... is ??
2. No
3. Because ... interes programs
4. Por que present action
5. Why, because look problems and Casos de... Life Real
6. South Park
7. I am... the football
8. ...
9. ...
10. ...

11. ... esa si paso
12. ... interesting
13. Because is ... is very important for me
14. ...for... for my, I like ... soccer
15. Why... watch ... talent pues
16. ...
17. ... what, for me is interesant. I like

SECTION V

“Personal Opinion”

I: Esta es la última parte de la prueba, te voy a hacer una pregunta de opinión personal, trata de hablar lo que realmente piensas. Desde el momento en que te haga la pregunta, tienes un minuto para pensar, enseguida hare la señal para que respondas en inglés.

- I: 1.** Do you like your school?
1. Yes
 2. My school good ... is happy
 3. Yes
 4. ... a ti te gusta la escuela? Yes
 5. (...) my like ... responsable, teachers
 6. ... yes
 7. ... my like the school... is cafetery
 8. I like
 9. Yes
 10. ... no, no sé
 11. ... the school ... like because is big
 12. ... no
 13. Yes
 14. No, no se esa
 15. ... yes

16. Si me gusta el colegio, no? ... Yes

17. Is ... is especialities

I: 2. Why? Give some Reasons

1. ... is great ... is great

2. ...

3. Because ... because I learn, I have a good teacher... have a speciality

4. What friends... in the class, the class

5. ...

6. ... I like my school because I study, I ... I speak with my friends, I ... I learn very much, I like the activities in my school

7. ... for ... very good

8. Because ... I study

9. ... no

10.

11.

12. The students happy... nada más

13. ... because ... and ... very beautiful and ... paso

14. ...

15. Why porque ... I like study

16. Es que no sé cómo expresarme

17. ... study

