

THE USE OF ENGLISH SPEAKING ACTIVITIES

THE USE OF ENGLISH SPEAKING ACTIVITIES AND THE ORAL PRODUCTION ON
STUDENTS OF THE THIRD LEVEL AT THE LANGUAGE CENTER OF THE
UNIVERSITY OF NARIÑO

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Las ideas y conclusiones aportadas en el siguiente trabajo de grado para optar el título de licenciados en Lengua Castellana e Inglés, son de responsabilidad exclusiva de los autores.

Artículo 1° del Acuerdo No. 324 de octubre 11 de 1966, emanado del Honorable Consejo Directivo de la Universidad de Nariño.

THE USE OF ENGLISH SPEAKING ACTIVITIES

Nota de Aceptación

Firma Del Presidente De Jurado

Firma Del Jurado

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Resumen

Este estudio ha sido creado especialmente para ayudar a los estudiantes de lengua extranjera Ingles del centro de idiomas de la Universidad de Nariño, el objetivo de este es desarrollar una producción oral adecuada para su nivel. En consecuencia, esta investigación implementa cuatro actividades comunicativas que son importantes dentro del enfoque comunicativo de la enseñanza del lenguaje (Conversation Grids, Information Gap activities, Dialogues and Role Play activities), cada una de estas actividades trabajarán conjuntamente como un procedimiento que debe facilitar el proceso de aprendizaje, ya que estas proporcionarán a los estudiantes oportunidades para expresar sus ideas y pensamientos, dichas actividades ofrecen un ambiente cómodo y una sensación de éxito que permite a los estudiantes mejorar su competencia comunicativa.

Por medio de constantes entrevistas, los investigadores deben demostrar la utilidad de la aplicación de actividades y cómo estas tareas afectan positivamente la producción oral de los estudiantes. Por otra parte, esta investigación pretende demostrar la importancia de innovar en el proceso de enseñanza y aprendizaje de la lengua extranjera, utilizando actividades beneficiosas que motiven a los alumnos a usar el idioma Ingles.

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Abstract

This study has been specially created for helping to English foreign language learners of the language center at the University of Nariño to develop a suitable oral production for their level. Consequently, this research implements four communicative activities that are significant in the communicative language teaching approach (Conversation Grids, Information Gaps, Dialogues and Role Play activities), each one of these tasks will work together as a procedure that should facilitate the learning process since these will provide students opportunities for expressing their ideas, and thoughts, besides these activities will offer a comfortable setting and feeling of success which may allow learners to enhance their English communicative competence.

By means of constant interviews, the researchers should demonstrate the usefulness of the activities application, and how these tasks affect positively the student's oral production. Moreover, this research intends to prove the importance of innovating in the foreign language teaching-learning process, using delightful and beneficial activities that motivate the students to speak English.

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Introduction

English plays an essential function in numerous fields around the world such as economy, science, technology, politics, and education. Considering this last field as one of the most interest for Colombian government. The National Bilingual Programme (NBP) , created by the Colombian Ministry of Education in 2004 (MEN, for its acronym in Spanish), offers all students in the county the possibility of becoming bilingual in English and Spanish as part of a vision of increased productivity in a globalized world.

The interest for teaching and learning English has grown significantly over the years, and as a consequence, the NBP policy aims to make Colombia a bilingual country through 2019, this policy is supported by the standards of Ministry of National Education, the British council and the Common European Framework of Reference for language (CEFR) which are optimal and necessary to have a proficient English speaker. However, in Colombia, aspects like a big number of students and low level of teaching have been making complex the English acquisition.

Regarding to the objectives of the National Bilingual Program (NBP), this study goals are to highlight the oral production through the use of some communicative language activities such as conversation grids, information gaps, dialogues and roleplays to help students of the third level at the Language Center of the University of Nariño.

This research gives importance to the continuous development of these communicative activities as a process for their improvement. In this regard, Kelly and Watson (1986) stated that if someone has more opportunities to speak, that individual may take advantage of it, gaining confidence and obtaining a better speaking skill which may allow learners to improve their oral performance.

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Chapter I

The Research Problem

This chapter presents all the relevant information concerning to the problem description, problem statement, research question, general objective, specific objectives, justification, and limitations.

Problem Description

Every language skill (listening, speaking, reading and writing) plays an essential role for human beings in order to become communicatively competent. Tavit (2010), in his study, states that in communicative life, people have always used a variety of language skills for the reason to understand others and to be understood themselves. Therefore, each of these abilities have an important value during the English teaching and learning process.

However, this study emphasizes specifically on the speaking proficiency due to the fact that it might be one of the most necessary to be developed by learners in a foreign context. The author's study gives more importance to speaking and listening rather than reading and writing, proposing that these two skills produce real-life integration in students as opposed to reading and writing. Besides, (Baker & Westrup, 2003) affirm that today many employers around the globe are looking for optimal English speakers.

The National Bilingual Program (NBP) was created as a strategy to prepare capable citizens to communicate in English. As it is stated in the guide number 22 of the Basic Standards of Competence in Foreign Languages (2006), the specific objectives of the NBP are: "starting the year 2019 all students must achieve an intermediate level of English (B1 according to the basic standards of proficiency in a foreign language), and similarly, all English teachers must possess at least an intermediate level (B2 according to the basic standards of proficiency in a

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foreign language)” (p.3). The NBP seeks to implement a scheme for the accreditation of the quality of formal and non-formal institutions which are dedicated to the English teaching either be public or private high schools, academies, and universities.

As English has becoming a requirement for Colombians it is necessary to transform the traditional way of teaching for the application of new methodologies that makes English learning dynamic, authors like Rivers (1987) suggests that all language teachers should use authentic materials in order to bring students to a real language contact and culture with the purpose for them to understand the real communicative needs.

Furthermore, it is important for teachers to carry out communicative activities that promote students’ participation, attention, and interest to speak in a foreign language. Klein (1981) proposed that there is a difference between knowing a language and knowing how to communicate. From this, it is possible to infer that knowing a language is not the same as the ability to use it; therefore, it is necessary to speak the language rather than to focus on learning’s grammar only. In addition, Apps (2012) states that a good speaker may convey authority, and at the same he/she may inspire people in many different ways according to their tone of voice, the words that he or she uses, and the confidence that could inspire due to the fact that they may receive a positive response from their listeners.

Problem Statement

Based on prior research studies in the area of English speaking as a foreign language, it is possible to assume that learners in our context are having difficulties in many areas of speaking. Basante (2004), specified that pronunciation mistakes and the deficient comprehension of many English words are difficulties in foreign language students.

Taking into account what has been previously said, the Language Center of the

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University of Nariño has designed a set of courses to support a particular population not just from Nariño but from Colombia, which aims to develop an effective communicative competence in English. In this respect, several local studies have focused on different fields on the improvement of the oral skills at the Language Center of the University of Nariño.

Some of these studies include: The effect of elicitation as a feedback strategy on the development of oral comprehensible output on the students of the first level at Language Center of the University of Nariño (Zapata & Daza, 2014); Classroom Activities used in the Communicative Approach to improve the speaking skills at the Language Center of the University of Nariño (Aguirre & Velazquez, 2010) and, Effects of an assessment grid on the oral performance of students from the Language Center of the University of Nariño (De la Portilla, 2006).

All these studies found a lack of efficiency in a factor of the Language Center student's oral performance, be it in their comprehension, fluency or pronunciation. In addition, the lack of motivation and shyness to speak are evident in learners of the Language Center of the University of Nariño as Aguirre and Velazquez (2010) mentioned in their study. All these problems and some others are impediments for the development of a good English-speaking skill on students of the Language Center of the University of Nariño.

Research Question

How does the use of English speaking activities such as conversation grids, information gaps, dialogues and role plays affect the oral production on students of the third level at the Language Center of the University of Nariño?

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Objectives

General Objective.

To describe the oral production through the application of conversation grids, information gaps, dialogues and role play activities on students from third level at the Language Center of the University of Nariño.

Specific Objectives

1. To identify the students' English-speaking level before the activities' application.
2. To design some communicative activities: conversation grids, information gaps, dialogues, and role plays for the treatment that lasts one semester.
3. To apply the communicative activities: conversation grids, information gaps, dialogues, and role plays for the improvement of the English oral production.
4. To provide a detailed analysis of the student's English oral production after implementing the communicative activities.

Justification

This research project is essentially focused on the field of knowledge denominated "Language acquisition" since it seeks to improve the language command through a process based on means of repetition, observation, and imitation of the language. Chomsky's linguistic theory (1965) states that we must be born with a language acquisition scheme that allows us to acquire the necessary tools for processing the input we received from the environment, either to learn or to improve the language.

In parallel, Colombian teachers have constantly included oral assessments as central tasks in their professional training. They have implemented those with the purpose of supporting a certain topic or avoiding the classes' boredom. Spoken tasks have always been seen as a means

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to foster student interaction making them express in a comfortable setting. Leleu and Kentish (2011) assert that the speaking activities encourage the pupils to talk in an autonomous way; thus, the learner may have more time than in a traditional class in which the teacher is the constant speaker.

Although conversation grids, information gaps, dialogues, and role play activities applied in this study have been used before independently for the improvement of the speaking skill, this study proposes to use these activities in an interconnected way for enhancing the oral ability, since in that way the activities will be connected and might work better as a process rather than as single tasks.

This research process will start with the application of conversation grids. In this regard, Jemma and Wightwick (2013) have highlighted the importance of this activity stating that it focuses the students to be involved in competitive and at the same time cooperative conversation without a direct guidance of the instructor. Similarly, pupils may also increase knowledge and vocabulary of a particular topic.

In this manner, the learners are able to produce a verbal and written input that leads them to complete the next task denominated information gap. In this activity, learners would make use of the information and the vocabulary learned during the conversation grid, but students will have to look for the rest of the information by listening and speaking to each other in order to complete the task as in a real context, just as suggested in Tavi's (2010).

Hence the development of the previous activities leads to a dialogue-based activity in which learners become, as Freire (1993) termed, "co-investigators into the nature of reality" (p.53), due to the fact that they put into practice their creativity in generating a dialogue using the collected information in the previous task. Jemma and Wightwick's (2013) study also

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emphasized in this activity saying that it is a good activity to facilitate verbal interaction in a manner that students get an intensive use of the target language. Next, role play – based activity is the last task to be developed during the process of application.

Through this activity, students put into practice their verbal and nonverbal capacities according to the topic previously worked during the past activities. Ladousse (1987) has stated:

“A group of students carrying out a successful role play in a classroom has much in common with a group of children playing school, doctors, and nurses, or Star Wars. Both are unselfconsciously creating their own reality and, by doing so, are experimenting with their knowledge of the real world and developing their ability to interact with other people” (p.5).

The continuous use of these four activities might result in ameliorating the oral performance of learners. Additionally, these activities encourage learner’s motivation, and as a result, the class becomes dynamic, and learners may communicate in a foreign language with more familiarity and less pressure. Garber (2008) holds that “communicative activities will make participants think about communication in a new and a different way than they ever did before” (p.5).

The purpose of this study is to determine how conversation grid, information gap, dialogue and role play activities affect the oral production since this ability is perhaps the most important capacity involved in the target language learning. Harmer (2001) found that a student with a fluent speaking skill might develop other communicative abilities more quickly than a pupil who is less fluent.

The population of this research are students of the Language Center of the University of Nariño who are on third level which is considered key since this course helps to complement the

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foundations acquired in previous courses that take students to a pre-intermediate level; therefore, it is fundamental in helping students to progress to an intermediate level. For that reason, since the semester B of 2016, the Language Center has implemented a new proficiency test for all the pupils of the third level with the intention to identify whether these students are achieving the English level required.

Finally, it is hoped that this study sheds light on the success of using the mentioned activities in an integrated form so that the study can be replicated at other levels and in different contexts.

Limitations

The next paragraphs describe the possible limitations of this research project which may likely be present in this study application.

Hesitance to speak

Not all the students may have the same confidence at the moment of speaking up in the target language; some of them might feel shy and insecure when they speak in English since most of the learners are not used to performing in front of the class, also because every single student has different internal and external factors that affect the way on how do they add a new language.

Dropout

It is quite common to see in Colombia this multi-dimensional phenomenon where students do not complete the whole course, probably due to different factors either economic, social or for lack of interest. In many cases, these courses start with a big group of 20 students, but at the final stage, a reasonable percentage of learners have dropped it. Therefore, it will be important to motivate students from the beginning of the study to avoid this afterward.

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Age

Students' age will be a limitation of this research application, probably because of the age difference among them; they are generally pupils between 15 to 20 years old. Consequently, in many cases, the learners will perform the activities according to their age in a quite different manner.

First Language

The constant use of the first language and the lack of interest to speak English by some participants could be a difficulty in the development of this study. Some students choose to speak in their first language most of the time, and they simply use the target language when teachers are observing them. Thus, it is important for teachers to motivate student's goal, in this case, improve their English-speaking skill.

Chapter II

Referential Framework

This chapter presents all the literature review about contextual framework as well as the theoretical framework necessary for the development of the research.

Contextual framework

This contextual framework will briefly describe the setting in which the study is going to take place, as well as the mission, vision, and objectives of the location.

The Language Center of the University of Nariño

The Language Center of the University of Nariño has designed a set of courses to assist a particular population in Nariño which intend to develop the different skills and sub- skills in order to promote their communicative competence in the target language and prepare productive

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users of the language. The Language Center courses have followed the Common European Framework to help pupils to reach a B2 level. Thus, this study contributes to enhancing the English-speaking skill in the third level learners, which might help them to be more self-governing, and in this sense, they can practice and reinforce the foreign language knowledge simultaneously.

Vision

The Language Center of the University of Nariño has become a space of teaching innovations and methodological experimentation, which is concerned to give the students an excellent academic training in the management and use of the foreign language. For these purposes, the Center seeks to prepare individuals with the capacity to communicate in cultural societies as in literature.

Mission

The Language Center of the University of Nariño has as a mission to teach foreign languages and contribute to the intercultural training of their participants based on the continuous methodological research.

Language Center Objectives

1. To provide students with the means to express in an oral way, starting from simple conversations to advanced discussions in the language of their preference.
2. To promote the reading of articles written in a foreign language, such as journals, books, and magazines.
3. To guide a conversational practice starting from the first level.
4. To motivate the student towards a continuous learning of the foreign language.

Based on the previous aims, particularly on numbers 1 and 3, this study intends to

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highlight the importance of using oral activities in these courses for the purpose of reinforcing students' speaking skill in English as a foreign language. In such way, they will be able to achieve the required and desired level, according to the national and local regulations.

Theoretical Framework

This theoretical framework reviews the literature of the questions involved in this research, and also gives an overview of some theories or concepts used in the communicative approach.

Communicative Approach

The Communicative Language Teaching Approach (CLT) was set up in the 1960's in Great Britain, but in the early 70s, the scope of the method expanded throughout American proponents. The regional education in North America increased as the concern in this field and the teaching language methods became a priority (Richards & Rodgers, 1986). According to Mortimer (2005), the Communicative Approach concept provides a perceptual experience of how teachers present their teaching role.

Grounded in the previous notion, they identify four communicative classes which are related.

Table 1.

Interactive classes of the Communicative Approach.

	Interactive	Non-Interactive
Dialogic	Interactive/dialogic	Non-interactive/ dialogic
Authoritative	Interactive/authoritative	Non-interactive/authoritative

Taken from Carvalho (2007).

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The interactive/dialogic class refers to the portion of the class when the teacher and the students explore ideas, formulate questions, and work different points of view. These sorts of activities are commonly developed in a class that generally uses the specific method. The CLT activities are based on meaningful and real-life situations. On the other hand, the Non-Interactive/Dialogic class takes place when the teacher gives an explanation, taking into consideration some of the student's perspectives that they offer during class.

For instance, the teacher takes students previous knowledge about the topic, and then these concepts are used to implement new ones. In the interactive/authoritative class, the teacher guides his/her student towards a specific objective following a series of questions and responses. Wilkins (1972) expressed that language should be taught through what learners understand and express rather than traditional concepts of grammar and vocabulary. Lastly, in the non-interactive/authoritative class, teachers are the central subjects of the teaching process for their roles and interactions are extremely significant.

From Mortimer and Scott's (2002) study, it is possible to consider that in each type of class there is a different style of teaching and learning, but in each one there must be a constant communicative interaction between the educator and the learners. The communicative method has a wide variety of activities, techniques, and strategies which are very effective to develop the communicative competence in learners. Nevertheless, an optimal solution depends on how teachers apply and exploit these activities.

Communicative Activities

The CLT approach emphasizes on communicative activities whose main objective is to encourage learners to speak and listen to each other in the classroom. Communicative activities as speaking tasks are important to create an interaction between two or more sides; this motivates

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students' verbal participation as well as the teacher's efficacy in the activities application (Demir, Yurtsever, & Cimenli, 2015) Based on Demir et al.'s (2015) proposal, the communicative activities could help teachers to create real life situations in which language could be as beneficial as useful. Furthermore, these activities may provide the pupils with a relaxing and enjoyable environment which could serve them to express and maintain a better communication flow (Wright, Betteridge, & Buckby, 1984).

According to Nguyen (2010), this atmosphere created by the communicative activities would allow learners to participate in class in a better way; students may forget about their shyness since they would be able to talk without any concern of making mistakes or being judged. In other words, they may feel more confident expressing their ideas in an accurate way due to the fact that communicative activities encourage and require the learner to speak or listen to other pupils. Other purposes include asking and giving information, breaking down barriers of the foreign language, talking about them, and learning about different cultures.

According to researchers of second language learning like Moss and Feldman (2003), when a lesson is focused on developing reading or writing skills, oral activities should be incorporated into the lesson. They also suggest that learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in a traditional class.

In a dynamic environment created by speaking exercises, learners may be able to interact more often, obtaining a good result in the learning process of oral communication because they acquire language more easily when they are interacting and practicing with one another (Moss & Feldman, 2003). However, teachers should be careful with what happens in their class since it could turn into a disorganized and undisciplined time rather than a class in which learners are

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going to acquire language. Consequently, teachers must keep the control of their class, making sure that they do not take a wrong direction. Likewise, it is necessary to realize how communicative activities are going to enhance the students' motivation, confidence and control their discipline problems, using kind words and actions on the teacher's part in order to receive in return a positive behavior from learners (Walters & Frei, 2007).

Eventually, Nguyen (2010), explained that a sociable competition that catches the learners' attention will increase their motivation, and they will become more active and participatory. To this, it is possible to assume that students generally like challenges. The teacher should use this notion in their favor. It does not mean that teachers have to create a competitive environment where pupils are going to "compete" in order to find the best speaker, but prompt them to participate, act together with their classmates, and make them gain interest in communicating their feelings, ideas, and opinions in the target language; in other words, the aim is to create contexts where students want to succeed in communication.

Therefore, the achievement of the teaching and learning process depends on the teacher's attitude, which is a relevant factor in this process. Walters and Frei (2007) suggested that if a teacher is respectful, kind, and uses an excellent level of English, and he/she is a very good communicator, the learning process may be optimal. When a teacher demonstrates a great attitude and encourages learner's strengths, students would be motivated and very participative during class.

Conversation Grid, Information Gap, Dialogue and Role Play activities

The oral activities mentioned are the ones recommended to apply in the classroom to develop this study. Each of these activities is going to be connected to one another during the

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development of this study in order to provide an effective impact on the learner's oral performance.

Figure 1.



Conversation Grid Activity

This activity reviews the previous vocabulary and language structures that have been taught during the class. Students make use of their verbal and written capacities to develop the task; they share, exchange, and gather information related to the topic to complete a table (as shown in table 2 below). During this process, the instructors are monitoring the activity and supporting the students if they need to (Moss & Feldman, 2003).

Moss (2003) expressed that these activities are suitable for beginners for they offer the students' chances to put into practice their verbal and nonverbal abilities using the same information for several times. Therefore, this activity helps the students to build an autonomous learning. Swift (2011) stated that autonomous learning benefits the students to take more responsibility in the learning process and make them more effective than learners who are teacher dependent.

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In order to explain better the concept of this communicative activity, Jemma and Wightwick (2013), defined Conversation Grids as tasks where the students are directly involved in an authentic, self-governing and cooperative discussion without a direct participation from the teacher; students may feel comfortable and free to speak with each other. On the other hand, the teacher's role is an observer, who perceives the communicative abilities and his/her learners' progress from the distance. Nevertheless, the teacher can participate if the class requires it, or if there are some discipline problems or uncertainties related to the activity.

Besides, Jemma and Wightwick (2013) stated that a constant practice of the language structures permits students to increase their vocabulary, knowledge, and their oral performance of a particular topic. Similarly, these authors also mentioned the method of evaluation of conversation grids, consisting in the teacher's permanent observation of the learners' performance in order to notice if the pupils are progressing from every task application.

Table 2.

A Conversation Grid sample.

Topic	Life				
Questions	What are you most grateful for in life?	What makes you happy?	Who do you live with?	What are the most important things in your life?	What is your full name?
Student 1					
Student 2					
Student 3					

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Information Gap Activity

In this activity, learners usually work in pairs, exchanging information to complete the task. Ellis (1999) in Jondeya's (2011) study said that there are two kinds of activity gap. The first is known as one-way gap. This activity consists of one learner who has all the information. For instance, one learner describes a picture and the other learner draws it. The second one is the two-way gap activity, when both learners have certain information, and they must share it with one another in order to complete the task.

Moss and Feldman (2003) defined Information Gap as an activity in which learners look for and share information with each other by means of a constant use of the foreign language. They ask and answer questions in order to complete an assignment related to a particular topic (as shown in table 3 below). These activities are very beneficial because it gives to the pupils the chance to extend their practice speaking but also it increase their motivation, self-autonomy and it encourage their own ideas of the situations in context in which they have to perform. Besides an additional purpose on this communicative activity is that the Teacher could turn the class into a dynamic where the idea is to involve a couple of students or a whole-group.

Ismaili and Bajrami (2016) found that foreign language learners lack motivation and confidence when they are speaking; many of them are silent and passive. Regarding this issue, in their 2016 study, the authors used Information Gap activities that promote learner's communication in the target language. During this activity, students shared information with one another with a constant use of the foreign language.

As the last step of Ismaili and Bajrami's study, students felt more confident and secure to speak English. The teachers knew how well each one of the learners used and understood the target language, observing the student's creativity to develop the activity.

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Table 3.

An information gap sample.

Student A sheets

A Sheet

Language Points

Giving Street Names
It's on Pine Street.
It's on 2nd Avenue.
It's on the corner of 2nd and Pine.

Giving Nearby Landmarks
It's across from the bank.
It's next to the park.
It's opposite the library.

Giving Directions

Do you know where I can find a good Chinese food restaurant?

Yeah. Why don't you try Ming's Dynasty?

It's on 3rd Avenue across from the high school.

MING'S DYNASTY
The luckiest fortune cookies in town

high school

3rd Avenue

Ming's Dynasty

Ask your partner where you can do the following:
buy some steaks.
see a movie
order some sushi
rent a bike
pick up a bathing suit
get some aspirin
purchase some software

Fill in the name of the buildings that belong in the blanks:

(1) Ming's Dynasty
(2) Hungry Burger
(3) Elegant Shoes
(4) Starlight Videos
(5) Mike's Bowling Alley
(6) Monet Cafe
(7) Ace Music CDs
(8) Mark's Supermarket
(9)
(10)
(11)
(12)
(13)
(14)
(15)

Use this map to give your partner suggestions and directions.

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Student B sheets

B Sheet

Language Points

Giving Street Names
It's on Pine Street.
It's on 2nd Avenue.
It's on the corner of 2nd and Pine.

Giving Nearby Landmarks
It's across from the bank.
It's next to the park.
It's opposite the library.

Giving Directions

Do you know where I can find a good Chinese food restaurant?

Yeah. Why don't you try Ming's Dynasty?

It's on 3rd Avenue across from the high school.

MING'S DYNASTY
The luckiest fortune cookies in town

high school

3rd Avenue

Ming's Dynasty

Ask your partner where you can do the following:
rent a DVD
go bowling
grab a burger
buy some shoes
pick up some milk
find a music CD
go for a cup of coffee

Fill in the name of the building that belong in the blanks:

(1) Ming's Dynasty
(2)
(3) Bedwell Theater
(4) Beaches Swimwear
(5) Niko Bikes
(6) Albert's Pharmacy
(7) Future Computers
(8) A and A meats
(9) Edo Sushi
(10)
(11)
(12)
(13)
(14)
(15)

Use this map to give your partner suggestions and directions.

© 2005 www.bogglesworldesl.com

Retrieved from http://bogglesworldesl.com/information_gap.htm**Dialogue - Based Activity**

Wood (2002) expressed that dialogues are popular and appropriate activities for English second language learners, he also described dialogues with the following features:

- A short activity so that students can remember information easily.
- Use of a specific topic or context.
- Practice of specific expressions or language.
- Practice of speaking, but also development of listening and in many cases writing.

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Haryatiandy (2011), define that speaking is a very important ability when people are learning a language since they need to communicate in an oral way with their society. Thus, when speaking is going to be taught, this skill has to be taught creatively and easily. In his proposal, Haryatiandy recommended using dialogues as a technique to improve the speaking skill due to the fact that a dialogue's goal is to get other's opinions and not to defend our own; dialogues also help the students to practice pronunciation, intonation, and even improve their vocabulary. Pupils also have an intensive repetition using the target language in dialogues related to their topics; students speak to one another in an atmosphere where peer teaching is naturally reinforced.

Bilbrough (2007) alleged that activities such as dialogues or discussions can be applied to all levels or classes, and are appropriate for Learners of English as a Foreign Language (EFL). Besides, they are suitable for getting the learners interacting with each other in friendly conversations, and putting to practice their listening and speaking skills.

Figure 2.

A sample of dialogue based-activity

Alex: Hey Jane, John, there is a musical concert in the park. Do you want to go see the band play?

Jane: I am done with my homework; I can go.

John: Me too. Let's go.

Jane: Hey, look at that sport car. Isn't it neat?

Alex: That is exactly the kind of car that I want once I get a good job

Jane: Keep on dreaming, Alex

John: Talking about cars, why is the traffic so heavy today? ...

Retrieved from www.easypacelearning.com

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Role play - Based Activity

Doff (1990), mentioned that in a Role Play activity the students visualize a context, imagine a role, and finally, they apply a dialogue either by improvisation, memorization or in some cases by reading dialogues, the author also describes Role Plays as dynamical and fun activities that help to create a connection between the classroom and the society; also it gives the learners the opportunity to discover their own communicative capacities not just mental but physical.

Amato (1996), stated that the fundamentals to develop a Role play-based activity are functions and grammar. Functions refer to the situations in which students feel the necessity to use the target language, i.e., the most familiar situations in order for students to be able to easily participate. In terms of grammar; his study refers to the appropriate language structure according to the role's topic.

Role plays are tasks where the whole group of students is involved in a particular way, either as speakers, listeners, or viewers. Role play has been shown as a dynamic activity for enhancing communication skills. It gives proper impact to learners. Glenn (2014) claims that role-playing has been used significantly in the classroom no matter the setting, the type of students or the target situations. This technique or activity has been used to improve social skills or to make student learning more participatory in a way that stimulates their learning and imagination

Oduke (2014) expressed that the Role Play is a complex strategy that put students in a challenging environment which guides them to adopt a role, as a result, it facilitates the improvement of the oral skill. Oduke's study was applied to French foreign language learners and their response was very positive. They struggled to surpass their obstacles and lastly

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obtained a motivation in their oral performance. Some authors like Richards and Rodgers (1986), and also Nunan (2004), observe that Role Play activities offer the learners the opportunity to practice different situations that could be present in real life. These authors also stated that learners who have a good command of the target language will not present difficulties in the development of this activity. However, if a learner is not familiarized with the target language he/she will need support from the other learners in order to gain confidence.

This activity process is totally independent for students, that is, the teacher's role is to be a director who is in charge from the distance. Amato (1996) suggested that teachers provide prompts, and help the students observing and assessing their language. Role play activities are generally led by the group of learners. They make decisions on how and what to accomplish. Carvalho (2007) mainly explained that autonomous learning environment provide students a notion of aware their own ideas, and it gives them the opportunity to rehearse the use of a language that is appropriate for dealing with nature.

Figure 3.

A sample of Roleplay - based activity

Scenario: Hotel reception

Characters: Receptionist and Customer

Situation: Checking a Hotel room

Script:

Customer: knocks the hotel door, very tired, and with a lot of luggage.

Receptionist: Open the hotel's door...and very kindly says "Good afternoon, San Felice Hotel. May I help you?"

Customer: with a tired tone of voice "Hello I will like to check in this hotel"

Receptionist: kindly and smiling "Certainly. How long will you be staying?"

Customer: after breathing answers "for two days please"

Receptionist: after checking his laptop "What kind of room would you like?" ...

Retrieved from <http://www.audioenglish.org>

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Role models as acceptance of others

Additionally, it is necessary for a foreign language learner to have a role model as an example of communication and ethical behavior. Macaulay (2010) mentions the importance of being a role model for others. In many occasions, people do not receive guidance and this could be unfavorable to an individual since a good role model is an example to follow and imitate by others with the intention to achieve the required goal. These models are known as preceptors, which influence learners in a positive direction in the second language learning process where students emulate teacher's behavior and conduct consciously and unconsciously benefiting their communicative skills. According to Joyner and Young (2006), a role model is important because it may afford him/her the opportunity to practice communication and receive a positive impact.

Likewise, videos also help to students to be more familiar with the target language because learners can listen to and watch native speakers, and learn about their culture (Goldstein & Driver, 2015).

Videos are a model for improving learner's communication skills, correct mistakes, and achieve an effective communication. Students may easily identify verbal and nonverbal signs. Videos might work on a student as self-assessment that helps them to notice their communication strengths and weaknesses. As a consequence, they could be able to share their thoughts efficiently in a physical interaction with their teachers. Authors such as Finocchiaro and Brumfit (1983) consider that most of the techniques using videos are part of the Audio-Lingual method. All the same, these techniques are in contrast with the Communicative Approach.

To demonstrate the previous notion, it is necessary to observe the next comparative chart.

Table 4.

Techniques in Contrast

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Audio-lingual	Communicative Language Teaching (CLT)
<p>Demands memorization of structure-based dialogs.</p> <p>Language learning is learning by structures, sounds or words.</p> <p>A grammatical explanation is avoided.</p> <p>The use of the student's native language is forbidden.</p> <p>Translation is forbidden at early levels.</p> <p>Linguistic competence is the desired goal.</p>	<p>Dialogs are not normally memorized.</p> <p>Any device which helps the learners is accepted – vary according to their age, interest, etc.</p> <p>Language learning is learning to communicate.</p> <p>Translation may be used where students need or benefit from it.</p> <p>Reading and writing can start from the first day if desired.</p> <p>Communicative competence is the desired goal.</p>

Finocchiaro and Brumfit, (1983)

Successful Communication

McPheat (2010) defines effective communication in the following way:

“Communication involves getting information from one person to the other person.

Yet even this is not a complete definition because communicating effectively involves having that information relayed while retaining the same in content and context. If I tell you one thing and you hear another, have I communicated” (p. 10).

According to McPheat, it is possible to assume that an effective communication depends on the productivity of the process for creating and sharing ideas. If a speaker develops a good communicative skill, the message may break down barriers and there will be a good progress

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personally and professionally. This research aims to use oral activities in order to help students achieve the required outcome at their level.



Figure 4.

Ezeja (2005), defines an oral message involves three factors: verbal, physical and vocal stimuli. The physical and verbal factors contribute greatly to foreign language learners to develop an effective speaking skill. That is why the final communicative activity to apply in this research are Role plays. Oduke (2014), in his study, states that in role play activities the objective is to attain an effective communication by making mistakes since in a real-life setting mistakes always happen between foreign language learners.

In conclusion, this chapter supported different concepts and activities which are associated with the Communicative Approach. All these notions are related to the intention of the improvement of the English-speaking skill. The authors mentioned above in this chapter consider that communicative activities have a great value in the classroom for the English-speaking skill development. In this regard, the purpose of this study is to determine the success of the mentioned activities on the students of the third level through the oral production.

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Chapter III

The Research Method

In this chapter, readers are provided with all the information related to the type of research paradigm, setting, population and sample, as well as the data collection instruments, data collection procedures and data analysis procedures on which this study is based.

Research paradigm

Macgregor and Murnane, (2010) stated that a paradigm is the philosophy of knowledge and it guides the way of doing a research which includes both issues interpretative and critical. The former intention is to comprehend how the conscious and unconscious people feelings came to be and how it affects their lives. The second one intention is to give voice to the learners to increase their relationships which make them capable to take action. For instance, for these authors, the post-positivist paradigm assumes that a research should take the subjects as a central part of the study and make them benefit from it. Also, Koch (1996) mentions that this paradigm is the process of how a study is going to be achieved. (e.g., methodological decisions, theoretical notes, plans for data collection and analysis, and any frameworks used to interpret the results).

The post-positivist approach inquiry the qualitative research notions: feelings, perceptions, and meanings, which facilitates the understanding of why and how the human behavior is. (Williams , 1998)

Research Method and Type

This research is based on the qualitative method. According to Eisner (1981), this model consists in the understanding of a social phenomenon from the perspective of their actors. This process of interpretation involves a constant movement between the research parts and a whole. It seeks to understand the others through an interpretation or study of their language (Filho,

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2000); as well in Lombardi (February, 2009) proposal: this qualitative research is based on the Action Research Method for the reason that the action research is the study of the reflection and the action of a social situation in order to change or improve its quality. Nunan (1992), explained the process of the action research with the following steps: First, every research initiates with a problem; thus, this needs to be confronted, and it is necessary to find a solution. Secondly, it is essential to collect information by means of observation. The third and fourth steps proposed by Nunan consist in generating an assumption after the revision of the information where the intervention will take place. Finally, the process will be evaluated and presented.

This study process has an active, conscious, and open participation of the actors involved. In his study, the author also states that action research is a descriptive study which involves a particular group or even just one learner; this process initiates with a question and this is supported by facts and their interpretation; however, this method of research is not always going to produce a change.

According to Taylor and Bogdan (1986), this is a method that aims to improve the education, thus promoting changes in the system. It is a systematic process of learning which leads to considering new variations, and, as a result, the process is constantly repeated. Consequently, this research intends to use communicative activities to improve the oral production in the classroom in such a manner that it promotes a positive transformation in the learning process. Each oral activity is specifically designed to stimulate and show the students' accuracy; thus, these activities will be scope according to the level of vocabulary, fluency and clear speech used by the learners. The use of these tasks will be constantly observed from student to student's verbal interaction.

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Setting, Population, and Sample

Setting

This research will be developed at the language center of the University of Nariño which is based at “vicerrectoria de investigaciones, post-grados y relaciones internacionales” VIPRI located at northwest of Pasto, city. According to the agreement No. 158 the superior council and the faculty of human sciences which was founded on November 25, 1993. This place is an important room of the linguistic department since its creation has been a place of a big acceptance for the whole university and the community.

Population and sample

The students are from the third level of English Language Center of the University of Nariño. They are students of different academic institutions from Pasto. They belong to a medium social stratum. A total of 25 students, male and female, from ages between 15 to 20 years old.

Data Collection Instruments

For the collection of the information, it is necessary to use the following instruments: a diagnostic interview, a class activity observation, a progress interview, a final interview and a rubric for oral production. To begin with, a diagnostic interview (see appendix I for more information about the interview) will be applied at the beginning of the research in order to elicit information about the current English-speaking level of the students.

This resource consists of twelve different questions about a variety of social topics based on the Language Center Syllabus and textbook “Speak out Pre-intermediate” for the 3rd level.

(Link <http://cidiomas.udenar.edu.co/wp-content/uploads/2016/09/Ingl%C3%A9s.pdf>).

(Link: <https://www.pearsonelt.com/content/dam/professional/english/pearsonelt.com/TeacherRes>

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[ources/Product/adult/speakout/gse-cefr-mapping-pre-intermediate.pdf](#)). Where students will answer each question orally.

Secondly, the class activity observation consists in gather all the observations about the speaking activities development as individually and as group work, (see appendix II for more information about the class activity observation). First, at all, teachers will maintain a constant and active supervision of the situations, events, and cooperation of the participants who are inside the classroom. This research tool will help to appreciate student's oral production and find possible problems with speaking features such as interaction, vocabulary, fluency, comprehension, and pronunciation.

In the third place, it will be applied some progress interviews about the topics studied during the class which will be given at the end of each unit (see appendix III for more information about the progress interviews), in order to find out if the pupils understood the topic and they improved their oral production. Similarly, an interview will be used at the end of the study (see appendix IV for more information about the interview). It includes different questions from all the units which will be applied with the intention to determine if the activities affected their speaking skill when this research concludes.

Finally, an Oral production Rubric (see appendix V for more information about the interview) for checking the student's oral performances which will scope the aspects of a spoken language such as vocabulary, comprehension, accuracy, and fluency.

Data collection procedures

The procedure for the research and data collection is described next:

Step 1: The students introduce themselves. (Names, ages, scholarship).

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Step 2: The researchers apply the diagnostic interview to each student in order to analyze and check the oral level and performance of the subjects.

Step 3: The researchers will apply the four communicative activities chosen for the development of this research

The group will work with these activities during a period of 4 months, that is, around 60 classes. In each class, the researchers will apply a different oral activity. The lesson plan for each class will be specifically designed according to the 12 units of the student's textbook. Each unit will take 5 classes to be developed.

Unit 1: Life,

Specific Objective: To ask and talk about what makes you happy.

Unit 2: Work

Specific Objective: To talk about different activities developed in different occupations and respond to simple job interview questions.

Unit 3: Time Out

Specific Objective: To talk to your friends about your future plans and arrangements.

Unit 4: Great Minds

Specific Objective: To talk about your own and other people's talents.

Unit 5: Travel

Specific Objective: Talk about transport and journeys. Use the present simple and past continuous to talk about interrupted past actions.

Unit 6: Fitness

Specific Objective: Discuss healthy lifestyles and how healthy people live.

Unit 7: Changes

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Specific Objective: Use “used to” and verbs with prepositions to listen to and talk about life changes.

Unit 8: Money

Specific Objective: To talk about money, describe people, places, and things using relative clauses.

Unit 9: Nature

Specific Objective: To talk about the environment and nature.

Unit 10: Society

Specific Objective: Practice describing a city and writing a formal letter.

Unit 11: Technology

Specific Objective: Learn about different types of communication and use pronouns for back-referencing to avoid repetitive writing.

Unit 12: Fame

Specific Objective: Learn/ practice reported speech and film vocabulary in the context of reading and talking about film extras and film quotes.

Step 4: Next, learners are going to take a final interview, with the intention to check oral production level during the application stage.

Step 5: At the end of the study, the researchers will provide a detailed analysis of all the gathered information related to the improvement of the students’ English-speaking level, and they will draw conclusions of the study.

Pedagogical procedure

These classes will be carried out in the following way: each unit will take 5 classes to develop, and in each class, a specific speaking activity will be implemented.

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Class: #1.

Activity: Conversation Grid activity.

Conversation grid activities will be developed in the first class of each unit, due to the fact that using this activity, the students will share and collect the information of their classmates according to the unit's topic.

Class: #2

Activity: Information Gap activity.

Information gap activities will be applied in the second class of each unit; in these classes, students will exchange the collected data in the previous class, using the information gap activity they will ask and give information to one another.

Class: #3

Activity: Dialogue - based activity.

Dialogue activities are going to be developed in the third class of each unit; in these classes, students will prepare a dialogue in groups using the information previously collected during the activities.

Class: #4

Activity: Role Play - based activity.

Role play activities will be applied in the fourth class of each unit; in groups, students will act out the dialogue activity prepared in the previous class. During this activity performances, the teachers expect to see the practice of the previous activities.

Class: #5

Reinforcement class.

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These reinforcement classes will take place in the fifth and final class of each unit. During this class, teachers and students will exchange opinions about the previous classes; teachers will correct mistakes, give advice, and draw conclusions. Finally, the teachers are going to give a progress interview to each student; this assessment consists of five questions related to the unit's topic in order to figure out if the learners have improved their oral production as well as a clear understanding of the unit's theme. This pattern will be followed each week during the development of every unit. In classes number 1, 2, 3 and 4, teachers will be strictly observing student's performance in order to give recommendations to the pupils in class number 5.

Data analysis procedure

This research seeks to improve the student's oral production inside the classroom using speaking tasks. According to Creswell (2014) the next data analysis procedure will follow the design that he stated in his study the plan for this data analysis follows the data collection categories:

- 1) sites to be studied
- 2) people to be studied
- 3) permission needed
- 4) types of data to be collected and analyzed
- 5) forms needed for data collection

From the above, this analysis will describe the site where the study will take place, this is Language Center of the University of Nariño, the participants involve are students of the third level of English, also it is necessary to have the appropriated permission of the Language center Director, consequently this qualitative data analysis will assemble all the information described in the data collection instruments section which will help to understand the phenomenon.

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Respectively the diagnostic interview will get an initial notion of the students English level, once the answers are collected these will be compared and generalized. After analyzing the answers some communicative activities will be designed (conversation grids, information gaps, dialogues, and role plays) these are linked with each other in order to create a familiarity in students' perception, moreover, these activities have a sequence which starts from basic to complex. In addition, these tasks are going to be supervised by the teacher with an oral activity observation tool, the evidence collected will show students strengths and witnesses. As well some progress interviews will support student's oral performance, these tools answers are going to be recollected for the teacher in order to organize them and take-out comments about the weekly intervention.

Similarly, a final interview is going to take place at the end of the research, this assessment will provide definitive outcomes and conclusions about the activities intervention. Therefore, an oral production rubric is going to be applied to check the quality of the given answers during the interviews application. The teacher will check all these assessments based on this oral production rubric (see appendix V for more information about the rubric). In this sense, the targeted functions will scope the student's accuracy, vocabulary, comprehension, and a reasonable, clear and fluent speech. All these features are expected to be observed in the learners' verbal and nonverbal performance during the strictly and continuous teacher's observation.

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Chapter IV

Timeframe and Budget

Table 5. Timeframe

Time Months 2016	August	September	October	November
Project review	X			
Information arrangement	X			
1 st Project delivery	X			
Project modifications		X		
Methodological advisory		X		
2 nd Project Delivery			X	
Final modification				X
Presentation				X

Table 6. Budget

Concept	Price By Single Item	Total
General expenses		
Photocopies	\$50	\$30. 000
Prints	\$200	\$80. 000

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Bibliography		\$50. 000
Library service		\$50. 000
USB	\$20.000	\$20. 000
Ream of sheets	\$8.500	\$25. 500
Phone calls		\$50. 000
Transport		\$20 0.000
Unforeseen expenses		\$10 0.000
Internet service		\$20 0.000
TOTAL		\$825.500

Chapter V**Conclusions and Recommendations****Conclusions**

- This study intends to highlight the importance of using oral activities to reinforce students' speaking skill in order to meet the national and local requirements.

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- The Language Center of the University of Nariño may implement these four activities as a process for teaching and learning English, benefitting in this way not only students but also teachers.
- This research pinpoints the importance of the continuous use of the described strategies to facilitate the development of the speaking abilities.
- It is hoped that this study sheds light on the need to implement the suggested activities in an integrated form, so that the study can be replicated at other levels and in different contexts.
- This proposal project might be used by future researchers in the field of language acquisition at different levels.

Recommendations

- It is necessary to design practical and short communicative activities in order for students do not get bored with the activities application.
- The constant use of the 4 communicative activities might become a bit dull, consequently, it is necessary that the teacher uses his/ her creativity in the activities' design in that way, students might feel motivated on learning.
- The sample of this research project are students of the third level of the language center, nevertheless, this proposal can be applied at any other level according to the syllabus design.
- The use of the 4 communicative activities is complementary, the teacher also will work on student's textbook during the classes development.
- Time is an important factor during the application of the activities because the time need

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to be calculate prudently to give all the students the chances to participate in the tasks development.

- It is important to develop the four communicative activities in a cyclical process, following the next order: 1. Conversation Grids, 2. Information Gaps, 3. Dialogues and 4. Role Play activities, this will be because of its complexity level.

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Antecedent

Diagnostic survey

On March 6th of 2017, this research applied a diagnostic survey to two groups of the third level at The Language Center of The University of Nariño. The intention of this survey was to know the students' goals as English learners. From this survey results, it was possible to conclude that students considered speaking skill one of the most important ability to evolve during the English learning process. Similarly, student's desire was to improve their abilities in Listening and Speaking rather than Reading and Writing. Likewise, learners are familiarized with speaking activities, most of them affirmed that they felt secure and they liked to speak in English, nevertheless, there was a tie percentage of students that practiced the speaking skill outside the classroom and those who do not.



**CENTRO DE IDIOMAS
UNIVERSIDAD DE NARIÑO
ENGLISH COURSES OF LANGUAGE CENTER**

Diagnostic survey for English students of the language center. Mark your answer with an X

3rd Level

Date 06. 03. 17

1	In what skill, do you prefer to improve?	LISTENING	SPEAKING	READING	WRITING
2	Do you prefer activities related to?	LISTENING	SPEAKING	READING	WRITING
3	What skill do you consider more important?	LISTENING	SPEAKING	READING	WRITING

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4	What skill do you consider the most difficult to develop?	LISTENING	SPEAKING	READING	WRITING
5	What skill do you consider the easiest to develop?	LISTENING	SPEAKING	READING	WRITING
6	How important do you consider the speaking skill?	EXTREMELY	HIGHLY	ELEMENTARY	INSIGNIFICANT
7	Do you feel secure when you speak English?	ALWAYS	FREQUENTLY	SOMETIMES	NEVER
8	Do you like to express your ideas and thoughts during the class?	ALWAYS	FREQUENTLY	SOMETIMES	NEVER
9	Do you practice the speaking skill outside the classroom?	ALWAYS	FREQUENTLY	SOMETIMES	NEVER
10	How often are speaking activities developed in the course?	ALWAYS	FREQUENTLY	SOMETIMES	NEVER

Survey Respondents: Two groups, each one of 10 students from the third level of the English Courses of Language Center

Results:

QUESTION 1: LISTENING: 50%. SPEAKING: 35%. READING: 5%. WRITING: 10%.
 QUESTION 2: LISTENING: 15%. SPEAKING: 50%. READING: 15%. WRITING: 20%.
 QUESTION 3: LISTENING: 20%. SPEAKING: 60%. READING: 5%. WRITING: 15%.
 QUESTION 4: LISTENING: 60%. SPEAKING: 20%. READING: 0%. WRITING: 20%.
 QUESTION 5: LISTENING: 10%. SPEAKING: 15%. READING: 50%. WRITING: 25%.
 QUESTION 6: EXTREMELY: 60%. HIGHLY: 20%. ELEMENTARY: 15%. INSIGNIFICANT: 5%.
 QUESTION 7: ALWAYS: 15%. FREQUENTLY: 55%. SOMETIMES: 10%. NEVER: 20%.
 QUESTION 8: ALWAYS: 25%. FREQUENTLY: 35%. SOMETIMES: 40%. NEVER: 0%.
 QUESTION 9: ALWAYS: 35%. FREQUENTLY: 20%. SOMETIMES: 40%. NEVER: 5%.
 QUESTION 10: ALWAYS: 45%. FREQUENTLY: 50%. SOMETIMES: 5%. NEVER: 0%.

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Survey conclusions:

- ✓ In question number 1, a 50% of students admit that they prefer to improve the Listening Skill and a 35% select to enhance in Speaking. These two skills are connected with each other, therefore, in this study, both abilities are recognized during the process of application of the activities.
- ✓ In questions number 2 and 10 it is possible to realize that students of the third level enjoyed and are familiarized with speaking activities in the classroom, this is favorable for this research due to the fact that learners are adapted to the development of this kind of activities, and they may be able to accomplish them in a better way.
- ✓ In questions number 3 and 6 most of the students consider speaking as the most important ability in the English learning process, for that reason, it is important to create an environment of improvement of this skill.
- ✓ In question 4 most of the students affirm that Listening is the most difficult ability to develop while in question 5 learners consider Reading as the easiest skill to develop, so this is possible to assume that Speaking and writing are comfortable abilities for the students to develop.
- ✓ In questions number 7 and 8, it is possible to notice that students of the third level feel secure, comfortable and they like to speak English in their class. Such that it is favorable for the project's development due to students could feel motivate and thus participate in the research process.
- ✓ In question number 9 a percentage of students practice the speaking skill outside the classroom but another percentage do not. To this, it is necessary that teachers stimulate and motivate students, taking them outside the classroom for practicing oral activities and training this ability in different settings.

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Appendixes**Appendix I**

Diagnostic Interview. This table includes the questions that students will be asked during the diagnostic phase. The questions correspond to the topics that are included in the students' textbook (3rd level) studied in the Language Center.

Student's Name:	
Topic	Questions
Life	How did your family celebrate holidays (e.g. Halloween, Christmas, New Year, Easter...)?
Work	Do you work well with others?
Time out	What do you like to do in your spare time?
Great Minds	Why are you studying English?
Travel	Which country would you like to visit and why?
Fitness	Which sport do you practice and why?
Changes	If you could change one thing about your personality, what would it be?
Money	What kinds of things did your family spend money on?
Nature	Do you know what the climate change is?
Society	What do you think about your country?
Technology	Do you think that smartphones are a good tool for learning?
Fame	If you could be a famous person, who would you like to be?

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Appendix II

Class activity observation. This tool will be used to follow student's oral production during the implementation of some activities; the collective data will help to contextualize the speaking progress and the aspects of spoken language.

Class Activity Observation

Date: _____ Time: _____ Level: _____ Teacher: _____

Class Topic: _____ Activity Observed: _____

Observation Parameters: Students Interaction, Vocabulary, Fluency, Comprehension
Pronunciation.

GATHERED INFORMATION CHART

STUDENT'S NAME	OBSERVATION		GENERAL COMMENTS	
	INDIVIDUALLY	GROUP WORK	POSITIVE COMMENTS	NEGATIVE COMMENTS
THIRD LEVEL	3 rd level students will assume the activities with responsibility and she or he will search the way about how to act and accomplished her or his rol individually.	3 rd level students will look for the finest way to interact with each other in order to complete the task and increasing their collaborative work.	3 rd level students succeed on oral production, they will be able to use appropriate vocabulary, manage a correct pronunciation, and comprehend classmate's thoughts, interact properly and produce fluent speeches.	3 rd level students show deficient levels of oral production due to they present a poor skill development on interaction, pronunciation, use of vocabulary, lack of fluency and misunderstanding.

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Appendix III

Progress Interviews

These interviews will be given every fifth class during the intervention.

Unit 1	Topic: Life
Question 1	What was your biggest goal in your previous school?
Question 2	What was your routine on the last vacation?
Question 3	How did your family celebrate holidays (e.g. Halloween, Christmas, New Year, Easter,)?
Question 4	What were some grateful experiences with your classmates?
Question 5	Who was the most significant person from your childhood?

Unit 2	Topic: Work
Question 1	What is your ideal career?
Question 2	Do you work well with others?
Question 3	Describe one of your typical workdays?
Question 4	After your work/classes are you going to practice any sport?
Question 5	How often are you working/studying for a week?

Unit 3	Topic: Time-out
Question 1	Are you reading any book in your spare time?
Question 2	During holidays are you planning to travel somewhere?
Question 3	What takes up most of your time in your life?
Question 4	Is your family sharing their free time with you? What do you do?
Question 5	Where are you going to be next weekend?

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Unit 4	Topic: Great minds
Question 1	Have you ever been to a Museum before?
Question 2	Can you play any musical instrument?
Question 3	Has someone of your family made an experiment?
Question 4	Who you consider a talented person? Why?
Question 5	Have you built something for the science fair at school?

Unit 5	Topic: Travel
Question 1	When was the last time you travel?
Question 2	Describe one of your travels?
Question 3	How was the transport on your last trip?
Question 4	When you arrived at the hotel, did you feel comfortable?
Question 5	Where was the last place you visited in a travel?

Unit 6	Topic: Fitness
Question 1	For how long have you been in a gym?
Question 2	Have you been following a specific diet?
Question 3	For how many hours have you sleep at night?
Question 4	Have you missed classes for being sick?
Question 5	Have you considered that smoking is dangerous for your health? Why?

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Unit 7	Topic: Changes
Question 1	Did you use to have a different personality?
Question 2	Did you change your behavior since your childhood?
Question 3	Did you use to study in another city? Where?
Question 4	Have you been exposed to a language different from English?
Question 5	What thing do you regret from the things that you used to do?

Unit 8	Topic: Money
Question 1	If you have 1 million pesos, what will you do with it?
Question 2	In what kinds of things did your family spend money on?
Question 3	Describe the richest person that you know?
Question 4	Do you like to save your money or do you prefer to spend it?
Question 5	Do you think is better to pay in cash or by card?

Unit 9	Topic: Nature
Question 1	What is the biggest difference between the city and a countryside?
Question 2	What is the most dangerous fact of a global warming?
Question 3	What is better don't waste water or plant trees? Why?
Question 4	What would be the most useful activity to save the environment?
Question 5	How do you differentiate an ecologist from an environmentalist?

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Unit 10	Topic: Society
Question 1	What things don't you like about your city?
Question 2	What is the typical dish of your country? Why do you like it or not?
Question 3	Would you like to change your city's design?
Question 4	Do you consider the murders will be punished hardly?
Question 5	Do you consider education provided in Colombia is optimal? Why?

Unit 11	Topic: Technology
Question 1	If you consider a cell phone can help you with learning. Will you use it?
Question 2	If there is a new gadget for speaking English. Would you get it?
Question 3	Would people using less social networks if they spend more time reading?
Question 4	Do you consider that technology is been use appropriated for medicine?
Question 5	Would you like to use a technological gadget if you were on a trip? Why?

Unit 11	Topic: Fame
Question 1	Which famous person would you like to meet?
Question 2	Would you like to be part of the celebrities group? Why?
Question 3	What kind of TV shows do you prefer to watch?
Question 4	What would you do if you meet an important person from your city?
Question 5	If you could be a famous what would you like to be?

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Appendix IV

Final interview. It will be applied during the achievement phase, in order to examine if the learners improve their oral performance during the speaking activities application period. The questions are based on the topics that are included in the student's textbook studied in the third level of the Language Center.

Student's Name:	
Topic	Questions
Life	If you could buy land and build your dream house, How would it look like?
Work	If you get a Job it is more important to work in a job that you like it or work to earn more money?
Time-out	Does your hobby interfere with your work/study/personal life? How?
Great Minds	Are there some professors that you can learn from easier than others? - What are the qualities that make you want to study for a certain professor?
Travel	Do you prefer to travel alone or in a group? Why?
Fitness	Why do many people try to have a healthy life style?
Changes	If you won a million dollars, what things would you change in your life style?
Money	Have you ever found any money? If so, what did you do with it?
Nature	What are some ways that you can reduce pollution in this country?
Society	What do you think is the most serious problem in Colombia? - Why do you think so?
Technology	What are some good points about social networking?
Fame	Do you think that movies from different countries can teach us about other cultures? Why?

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Appendix V

Rubric for oral production. It will be used to scope the students' oral responses to the diagnostic interview, the progress interview, and the final interview.

Rubric for Oral Production

Name: _____ Date: _____

Assignment: _____ Scope: _____

Targeted functions, vocabulary, Accuracy, fluency, and comprehension.

Observations _____

SCOPE TARGETED FUNCTIONS	PROFICIENT	OUTSTANDING	SATISFACTORY	EMERGING
VOCABULARY	Uses appropriate functions and vocabulary to communicate.	Usually uses appropriate functions and vocabulary.	Sometimes uses appropriate functions and vocabulary.	Uses few appropriate functions and vocabulary to communicate.
COMPREHENSION	Listeners comprehend everything.	Listeners understand most of what is said.	Listeners understand less than half.	Listeners understand a few of what speaker is talking.
ACCURACY	All grammar and word order used correctly.	Usually uses correct grammar and word order	Has problems with language usage.	Makes many errors in usage.
FLUENCY	Speech is clear and natural, with no hesitation and good intonation.	Few problems With hesitation, pronunciation and intonation.	Has some problems with hesitation, pronunciation and intonation.	Hesitates often and struggles with pronunciation, intonation.