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TITULO	Communicative Activities as a Way to Foster the Oral Use of English and Confidence in the Oral Expression
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RESUMEN DEL CONTENIDO (Mínimo 80 máximo 120 palabras)

RESUMEN
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Communicative Activities as a Way to Foster the Oral Use of English and Confidence in the Oral

Expression

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Communicative Activities as a Way to Foster the Oral Use of English and Confidence in the Oral

Expression

Research Report submitted

in partial fulfillment of the requirements for the degree of

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Directed by: Professor Carolina Castaño

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ABSTRACT

This small- scale action research project was aimed to develop the oral use of English and confidence in oral expression among 13 students of fourth and fifth grade at the rural public school in the locality of Usme, Bogotá. During the pedagogical intervention, different communicative activities (such as games, ice-breakers, information gap activities, role plays, and interviews) were applied; data was collected using students' logs, video-recording, the teacher's journal, and a final oral interview.

The results revealed that the use of communicative activities fostered the practice of new vocabulary and expressions in and outside the English class and, at the same time, built awareness about the correct pronunciation and structure to use the language. Other factors as risk taking and motivation were detected, feelings of frustrations to learn the language decreased while self-confidence in their abilities as language learners increased. Finally, results revealed the importance of finding appropriate pedagogical alternatives according to the students' context and necessities, providing them with plenty of opportunities to learn and use the language.

Key Words: oral expression, confidence, oral use of English, communicative activities.

RESUMEN

Este proyecto de investigación se desarrolló con el objetivo de fomentar el uso oral del inglés y la confianza en la expresión oral en trece estudiantes de cuarto y quinto grado de una institución rural ubicada en la localidad de Usme-Bogotá. Diferentes actividades comunicativas como juegos, entrevistas y ice-breakers fueron usados durante la intervención pedagógica en la

cual se recolectaron los resultados mediante el uso de un diario de los estudiantes; el diario de la docente-investigadora, la grabación de 8 actividades de clase y una entrevista oral al final de la intervención.

Los resultados revelaron que el uso de actividades comunicativas fomento la práctica de nuevo vocabulario y expresiones y la preocupación por aspectos de la lengua como una estructura correcta y una pronunciación apropiada. Igualmente se observó un aumento progresivo en la confianza de los estudiantes para usar el inglés oralmente y tomar el riesgo de participar o guiar una actividad mientras los niveles de ansiedad y negativismo bajaron paulatinamente. De lo anterior se pudo evidenciar la importancia de buscar alternativas pedagógicas apropiadas de acuerdo al contexto y las necesidades de los estudiantes y brindar oportunidades suficientes para aprender y usar una lengua extranjera.

Palabras claves: *Expresión oral, confianza, uso oral del inglés, actividades comunicativas*

CONTENT

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CHAPTER 1: Introduction

Challenges in the teaching of English as a foreign language (EFL) in Colombia are huge; the Ministry of Education (MEN) has included the development of projects in the learning of English as one of their quality aims in Education. It is expected that "Colombian citizens can be able to communicate through English with internationally comparable standards, with the hope of contributing to the insertion of the country in the processes of universal communication, global economy and cultural openness" M.E.N. presentation (2006). Mejia (2006, p. 153) highlights the importance of developing English teaching projects in Colombia and argues that the English Language Teaching (ELT) community persists in pursuing pedagogical and intellectual aims in key regions through innovations, networking, research, and publications.

Although in Colombia there is an increasing interest in developing projects and strategies to help citizens to be competent in the use of English, there are still many areas of the country where children in primary do not have English classes or where the teaching of English is limited to write some vocabulary on the notebook without any practice. This was the perspective found by the researcher when she arrived to the institution CED Rural La Mayoría, a public school with 42 students in the rural area of Usme, Bogotá. The first characteristic that she could notice was that her students had not received English classes before; the curriculum and the syllabus of the institution reflected that the teaching of English had not been included or planned before. Students began the process of learning English 1 hour per week when the researcher arrived to the institution, and although this group of students did not have any linguistic background, they showed interest and a good disposition to participate and learn the language.

After observation and pedagogical work during 6 months with these students, lack of confidence was manifested in their oral expression as well as deficiencies to express ideas and concepts and to communicate purposeful meanings in public were evident. At the end of these six months, a simple oral icebreaker activity was developed in the English subject with the group with the aim of having students introduce themselves using basic information that they had already practiced such as playing a different role and saying his/her name, the age, or the profession to a partner. Although it was a short task that required the use of the same information, students showed difficulties to handle the language properly, being unable to start talking without the teacher's help and stopping in every single word because they thought they were not doing it correctly. At the end of the tasks the teacher asked about what they had learnt and felt during the activity and some of the most common comments were: *I knew the word but when I was going to speak I forgot the word; I felt nobody was going to understand me; I felt I was not able to speak in English; I am not good at English.*

Students' comments and the development of the activities revealed that they lacked confidence to use the language properly even when they knew the necessary structures and expressions. They perceived they could not express meaning when they used the language and they did not use it correctly. In 2011, when teachers at the institution had detected these difficulties in students, they decided to implement the proposal PILEO (Proyecto Institucional de Lectura, Escritura y oralidad) which sought to foster oral abilities in students through all the subjects in the institution as a means of improving quality of education and obtaining high levels of communicative understanding and oral expression.

Thinking about these difficulties, and recognizing the institutional background and necessities, indicated a good reason to initiate this study and help in the development of the

proposal PILEO. The study suggested the use of communicative activities in the class with the desire of helping students overcome their lack of confidence to express themselves and their fear to use the language. At the same time, it was important to make them aware of their capacities to express themselves in a foreign language and promote their correct use of English according to their level. For this reason, Communicative activities were chosen as the key strategy to construct a positive socio-affective environment, achieve communicative goals and build ties to work together. The project brought together three areas of research: oral skills: confidence, and communicative language activities in order to try to answer the following research question:

What is revealed about the oral use of English and the confidence in the oral expression when using communicative activities with the students of fourth and fifth grade in the school CED Rural La Mayoría?

This question allowed considering the following objectives:

1. To identify the results of using communicative activities as a way to foster students' oral use of English.

2. To analyze the possible benefits that communicative activities in English have in the students' confidence to express orally.

Observation made evident the necessity of providing students with opportunities to help them express opinions, make arguments, offer explanations, transmit information, make impressions and work in groups. In fact, oral abilities are an important factor that will benefit them not only at school but also in their entire life since students need to speak well in their personal lives, future workplaces and daily interactions (Rahman, 2010).

Fostering oral expression in these learners will also give them confidence to use the language they know, enhance their interaction, develop their confidence to achieve communicative goals and benefit each one of them from noticing how others express similar meanings (Willis, 1996).

In the further chapters you will find the theoretical support for the study and the state of the art related to the main constructs: *Oral skills: confidence, and communicative language teaching and activities. C*hapter three and chapter four will provide a view of the research design and the pedagogical intervention including type of study, setting description, participants, instruments, and communicative activities developed with students. Chapter five makes a reflective analysis of the findings and data collected and give answers to the questions of this project to show how objectives were achieved. Finally, chapter six provides conclusions, limitations, pedagogical implications, and some ideas for further research based on this experience. Bibliography references and appendices are included at the end of the paper.

CHAPTER 2: Theoretical Framework

The theoretical revision and state of the art of this project are based on the *Communicative language teaching methodology* that served as a guide to lead the pedagogical intervention and achieve the two objectives of the study:

1. To identify the results of using communicative activities as a way to foster students' oral use of English.

2. To analyze the possible benefits that communicative activities in English have in the students' confidence to express orally.

According to these objectives the main constructs that were revised after the methodology are *oral expression skills* emphasizing *confidence in speaking* and *communicative activities*.

Communicative Language Teaching

Taking into account the two main objectives the project was based on the Communicative Language Teaching (CLT) methodology. This methodology is an issue that has been broadly discussed in the last three decades due to its difficulty to define its role and application in the language classroom. During the seventies communication was an integrated part of the process and the term began creating a dilemma for syllabus designers; the "communicative" movement became an essential part in the Foreign Language Teaching (FLT) emphasizing the idea that the communicative ability is the goal of foreign language learning. (Littlewood, 1990), (Nunan, 1993, 2004), (Savignon, 2002a, 2002b, 2003), (Anderson, 1993), (Canale & Swaim, 1980), (Lee, J. & VanPatten, B, 1995).

The earliest definition given by Hymes (1972) to describe communicative language teaching was *Communicative competence*. At that time, Hymes was concerned about the competence of speakers in terms of social and cultural knowledge needed to understand and use linguistic forms. Nowadays, Hymes' communicative competence definition has become a goal and part of the language classroom; we cannot imagine a language educational environment where communication does not make part of the principles and abilities to be developed and where the teacher gives long speeches and students simply listen to her/him.

One of the authors that has broadly discussed CLT methodology is Sandra Savignon, who outlines that Communicative Language Teaching has been put forth around the world as the new and innovative way to teach English as a second or foreign language. Within the last quarter century, she mentions how materials, activities, syllabuses and curriculums have been based on the communicative competence as the main objective (Savignon, 2002b, p. 224). She also describes CLT as the processes and goals of language teaching where the identification of learners' communicative needs provides a basis for curriculum design (Savignon 2002a, par.3). This definition addresses the purposes of the investigation where processes and goals of the theoretical and pedagogical intervention have been defined thinking of the population needs analysis. Similarly, Hedge (2000) has provided a brief and useful review of statements about the relevance of communication in language setting:

- It is necessary to be able to operate effectively in the immediate context; students need plenty of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions.

- It is important to develop an ever improving capability to use English to communicate with others.

- Where possible, language practice should resemble real life communication with genuine exchange of information and opinions. (Hedge, 2000, p. 44)

These references are made to spoken and written English, suggesting that it is necessary to know the language in order to use it to communicate.

Littlewood (1990) indicates that the communicative approach (CLT) gives a wider perspective on language considering it not only in terms of grammar and vocabulary but also in terms of the communicative function it has. This would mean that the teacher will know what students need to know in order to achieve a more communicative perspective.

Richards (2006) lists some aspects of communicative competence that are useful to understand the concept:

- Knowing how to use the language for different purposes

- Knowing how to vary the use of language according to the setting

- Knowing how to maintain communication despite limitations in one´s language (Richards, 2006, p. 7)

A variety of studies have been developed to investigate the effects of communicative language teaching in the language classroom; unfortunately, not too much work has been done in rural areas as this kind of contexts hardly can access to the teaching of a foreign or second language and teachers are not prepared to teach it. Shu Huang (2011) developed her thesis project in a rural area in Taiwan taking into account the practice of CLT in the classroom and the difficulties and support that teachers need. Through the quantitative and qualitative data she found that teachers believe that the cultivation of student´s communication competence is

important doing communicative activities inside and outside the classroom in spite of many difficulties; however, they believe that they need English, CLT opportunities and assistance from parents and school authorities (Shu Huang, 2011, p. 123).

In her study developed in Namibia during three years in district primary schools, O'Sullivan (2001) found that efforts to implement communicative approaches were unsuccessful because states as Namibia take western approaches to language education. She also found that limited resources and cultural aspects are not the reasons for the failure of communicative approaches, in contrast, capacity and support for teachers interfere to achieve goals in this field (O'Sullivan , 2001, p. 59). O´ Sullivan's study suggests that the communicative issue in language classroom is an aspect that has to do with teachers, school authorities and government who are the ones who decide on the methods and policies that guide the educational practices.

González (2008) found that teachers reveal communicative competence complexity in their teaching practices finding it difficult to determine what communicative competence is, and they define it as a macro concept that goes beyond language. They also think that today teachers do not consider all aspects of communicative competence showing that they act based on their beliefs and relating them to aspects as classroom atmosphere, classroom organization, and the use of extra- materials (González, 2008, p.86)

Those aspects discussed by many authors about the communicative language teaching from the seventies to these days make it necessary to think of the challenges implicit in this methodology such as a redefinition on the classroom activities and teacher and students' roles to improve oral skills.

Oral skills

This study looked forward to foster the oral use of English and the confidence in the oral expression of the participants; that is why, the second term that was revised in order to achieve objectives in this study was related to the development of oral skills.

In general terms a student can improve his/her oral expression by means of his correct usage and/or by means of his correct function expression. Richards (2006), has stated that oral skills are a priority in second and foreign language learners who are constantly evaluating how they are improving in their spoken language proficiency. Richards has identified three basic functions of speaking: talk as interaction, talk as transaction and, talks as performance which are quite distinct in terms of forms and function and require different teaching approaches, among them the communicative language teaching (Richards, 2006, p. 4)

According to Chastain (1998), speaking is a productive skill that involves many components different from making the right sounds, choosing the right words or getting the constructions grammatically correct. It requires that students are able to use the language successfully making a difference between knowledge about a language and skill in using it. (Bygate, 1997).

Authors agree to indicate that to develop oral skills in students, it would be important to consider grammar and functional purposes. Oral language development is central to a child's ability to access the curriculum and develop literacy skills. Children whose oral language is compromised through disadvantage or who are English language learners (ELL) are at risk of literacy difficulties and academic failure (August & Shanahan, 2006; Hart & Risley, 1992;

Kicfftr, 2008). Otaiba & Fuchs (2006) argue that pupils with poor oral language skills are also less likely to respond to reading interventions.

Many studies related to the improvement of oral skills have been developed; one of them very useful to the theoretical background of this study is a four-year study based on the Oral communication skills of engineering students (Rahman, 2010). The author lists some oral skills: eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc (Rahman, 2010, p. 1)

Rahman states that in order to teach oral skills the teacher has to know the individual needs of the students, and this can be known in a better way when the learners perform a task in the class. In his study he used the task-based approach and the core activities for the study were debates, role plays, and oral presentations. He found the experience rewarding and intrinsically interesting for the students as well as beneficial for education; students were not only involved in the class but also in high performances that were extraordinarily improved. For Rahman the oral skills are something that will serve to the entire life of students as a way of building communication to be used in the personal and professional field, and giving them a position to accomplish a wide range of goals to be useful members of their community.

Similar results were shown by Prieto (2011) who carried out a study with eleventh graders to look for strategies to improve students' oral production through the use of cooperative learning. Findings showed that students improved their oral proficiency and confidence to use English as well as their progress in their learning process understanding that the best way of improving in the language was by using it (Prieto, 2011, p. 86)

Finally, a great example for the theoretical framework of this project can be observed in Nakatani (2010) who used different communication strategies with 62 Japanese students and found that learners who appropriately used oral strategies as active response and analysis during the interaction tended to get higher scores. Their use of strategies to keep the conversation was significantly related to their oral communication ability in English. By using these strategies, students reduced communication breakdowns, involved their interlocutors appropriately to develop a normal conversation, and made their speech more fluent (Nakatani, 2010, p. 123)

Confidence in the oral expression

One of the most important oral skills that was intended to be fostered with this study was *confidence*. Wright (2009) states that confidence is a positive attitude and a lifelong skill that requires commitment, time and consistent practice. She expresses that to speak a foreign language confidence takes a process similar to improving any other skill you have conquered in your life as learning to ride a bike, or playing an instrument.

Learning and using a new language can be stressful and difficult for students since different affective factors as anxiety, shyness, fear, inhibition, risk taking among many other emotions and factors can affect students' confidence in the oral expression. Oxford (2011) argues that in L2 learning emotions pervade all our activities explaining that learners' emotions, beliefs, and attitudes have a strong influence on the second language learning as creating confidence to use a foreign language orally is an important factor for students' oral development (Oxford, 2011, p. 64).

Pleuger (2001, p.10) outlines that even confident adults find speaking a foreign language difficult. He says that "speaking in a new and strange language is even more intimidating". Children have to face these fears and lack of confidence in the foreign language classroom; that is why, one of the most important tasks of teachers is to reduce these "negative" feelings. Pleuger states that speaking is not a matter of intelligence and, all we have to do is to practice the language and create confidence to use it orally removing the idea and fear of failure. He has also outlined some strategies to create confidence in speaking and have students learning to speak a foreign language easier than others; among others, he mentions creating the right climate, homework activities, and marks to enjoy practice.

Not many studies developed to increase confidence in speaking can be found; however, one of the nearest examples was done by Lemos (2010) who developed an action research study to foster confidence in speaking using radio in a public school in Bogotá. Findings showed that there is a strong need to look for motivating activities that encourage students to make an active part of classroom and change attitudes that affect oral production. The author outlines that one crucial step to develop speaking confidence is that students understand weaknesses and strengths in their learning process; as a result of it, students' confidence increased because they were motivated to perform better allowing not only social interactions, but also, academic performances in the English classroom (Lemos, 2010, p. 78) .

One of the factors that affects confidence in the oral expression of the group of students of this study is *anxiety*, defined by Gass as (2008, p.400), "a trait that falls in the scheme of factors affecting learning". Although sometimes it is not a negative factor, in the participants observed in this project anxiety seems to be a factor that inhibits oral communication in a foreign language. Bailey (1983, cited in Gass 2008, p. 104) outlines that anxiety depends on the situation in which

learners find themselves; equally, Dörnyei (2005) indicates two important dimensions to understand anxiety: beneficial/ facilitating vs. inhibitory/debilitating referring to whether anxiety can be a negative or positive aspect in learning a foreign language, or whether it is a reaction in a particular situation.

MacIntyre & Gardner (1991) concluded that anxiety in the foreign language context can have a negative effect on the language learning process. Similar results were revealed by the ATLAS project: 2002, showing that students faced many negative experiences with oral work for factors as panic, embarrassment and anxieties by the demands of pronunciation, accuracy, and fluency, generating lack of confidence in speaking activities.

Whether or not factors as anxiety affect confidence to use a foreign language, it is important that teachers create a comfortable learning environment. Dufeu (1994, cited in Brown 2007, p. 160) established that "students have to feel comfortable to take their first public steps in the world of a foreign language; to achieve this, it is necessary to create a climate of acceptance that stimulates self-confidence to take risks without feeling embarrassed". In the same way, Bartram (2010) argues that relationships and environment built in the language classroom are even more important than pedagogy to improve children attitudes to use the language; and Frost (1999, p. 109) who outlines that "The challenge of any course is whether differentiation can be achieved, particularly to allow for the absolute beginner who has a long way to go to feel able to deliver a language and who almost always lacks initial confidence".

In her study, Tsui (1985, cited in Kathleen and Nunan 1996, p.145), analyzed 38 teachers' perceptions of the factors that contribute to student reticence and anxiety finding five reasons mainly:

1.   Students who have low English proficiency tend to be anxious

2.   Their fear of making mistakes and being ridiculed by classmates

3.   Teachers intolerance of long periods of silence while waiting for students' response

4.   Unequal speaking opportunities

5.   Difficult teachers' language input

Tsui, presents some strategies used by the teachers to diminish anxiety and concludes that some of them minimized language learning anxiety while others increased it. She also says that overcoming students' anxiety takes time and that teachers' obligation is to be as supportive as we can.

Communicative activities

Communicative activities included any activities that encourage and require a learner to speak and listen to other learners, as well as to other members of the community. Communicative activities in this project had purposes related to students' context and life: to find information, break down barriers, talk about self, and learn about the culture. Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003).

Richards has identified two kinds of activities for the CLT classroom; he first, mentions fluency activities, defining fluency as the natural language use when the speaker engages in meaningful and ongoing communication. Fluency requires activities where students can negotiate

meaning use communication strategies and correct misunderstandings. With a different focus, Richards mentions accuracy activities which require creating correct examples of language that can be done out of context and with small samples. In these kinds of activities the language is controlled, for example, students practicing a dialog that contains examples of falling WH-questions. It is important to keep a balance between fluency and accurate activities, however it cannot be denied that fluency will not be possible without accuracy on the language use; that is why teachers must prepare students to use the language in different settings and for different purposes (Richards, 2006, p. 14). In communicative activities practice refers to the use of language with a contextualized communicative focus where real communication is exchanged.

Between the communicative activities that can be used in the classroom with primary students we can find role plays, games, ice-breakers, information gap, interviews, tongue-twisters, jig-saw activities, word-building, pair and group work, reasoning gap activities, among many others. Richards (2006) divides communicative activities as follows:

Information Gap-activities:

This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information.

Task-completion activities:

Ice-breakers, puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task. They can be done with any structure, using any piece of information depending on the class level.

Information-gathering activities:

Students-conducted surveys, interviews, and searches in which they are asked to use their linguistic resources to collect information.

Role plays:

Activities in which students are assigned roles to exchange based on given information or clues.

Taking into account the theoretical constructs in this section, the following chapter presents the research design including the methodology of investigation and a complete description of the setting and participants.

CHAPTER 3: Research Design

This chapter presents different aspects of the research design of the project including important issues about the methodology, questions, objectives, context, ethical considerations, instruments, researcher's role, triangulation, validity, and action plan of the investigation.

Action research

The methodology of the study is Action Research (AR). Cohen and Manion (1989, p. 223) describe it as:

> "Essentially an on-the-spot procedure designed to deal with a concrete problem located in an immediate situation. This means that the step-by-step process is constantly monitored over varying periods of time and by a variety of mechanisms, so that the ensuing feedback may be translated into modifications, adjustments, directional changes, redefinitions, as necessary, so as to bring about lasting benefit to the ongoing process itself".

This definition provides a clear explanation of what action research implies suggesting that it is useful to deal with a problem in a cyclical process. Cohen, Manion and Morrison (2000) define action research as a powerful tool for changing and improving at the local level that can be used in any setting where a problem needs to be solved. Ferrance (2000) explains it as a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Equally, Norton (2009) has proposed that action research in teaching and learning offers practical advice on how to research their own practice in a higher-education

context. Hewitt and Little (2005) outline that Action research is a model of professional

development that promotes collaborative inquiry, reflection, and dialogue. Taking into account

these concepts, action research methodology addressed the purposes and processes of this

research project; one of its biggest advantages is that researcher and participants can reflect on

their experiences in the classroom. It means that they are not outsider observers who make

decisions or evaluate what happens into the educational settings but their own actors: *Teachers*

and students.

A second big advantage of using Action research was the possibility that it gives the

teachers to find strategies in order to improve their daily work and possibly solve problems in the

classroom. Its problem-solving focus made Action research an attractive method to be used by

teacher-researchers. McNiff (2010) describes AR as a method to find ways to improve practice,

which means, to create knowledge of practice. Therefore, this methodology is a great opportunity

for teachers to be creators of their own teaching models, material, activities and experiences in

education and it is also a way to build knowledge helping teachers and participants grow in their

professional development.

Using Action Research implies following a cyclical process that must be monitored and

redesigned according to the needs; Winter (1996) cited in Cohen, Manion and Morrison 2006,

states that AR starts with small cycles of planning, acting, observing and reflecting to help to

define issues. McNiff (2002) lists 8 steps for action research process:

1. Review your current practice.

2. Identify an aspect that you need to improve.

3. Imagine a way forward in this.

4. Try it out.

5. Monitor and reflect on what happens.

6. Modify the plan in the light of what has been found, what has happened, and continue.

7. Evaluate the modified action

8. Continue until you are satisfied with that aspect of your work. (e.g. repeat the cycle)

This cyclical process is also an advantage of using AR in this investigation allowing a constant reflection and critical analysis in any of the steps followed by the researcher (appendix 1).

Setting

The study was carried out in the primary school *CED Rural La Mayoría* in the rural area of Usme, Bogotá. This is a district school with a total of 42 students who attend school from Monday to Friday five hours per day.

Photograph 1. School Ced Rural La Mayoría. Usme, Bogotá

The PEI (Proyecto Educativo Institucional) is: "*Sembrando semillas de inquietud*" and its main purpose is to educate children who build their own knowledge and experiences. The methodology of the school is *Productive Learning* and it is focused on the development of *productive projects.* In this sense, the school looks for a child who uses knowledge and information to be an active and useful part of his community. The Mission and Vision are based on responsibility, respect, love and knowledge of the environment in which children are constantly questioning about their local and global context to be part of future projection in their society.

The English subject

This rural school did not have the English subject in its syllabus or schedule and teachers were not prepared to teach the language. Although English was not included as a subject until last year, students and parents are becoming aware of the necessity of including the language as an important issue of the teaching and learning process in the institution.

Curriculum and syllabus for the English subject are being designed since last year by the researcher, who is at the same time the English area coordinator in the institution. The main objective of the English subject is to make the learning of English easier for teachers and students to strengthen oral communicative skills and use the language as a tool for the development of the society in the XXI century.

In fifth grade, it is expected that students acquire the level A1- according to the Common European Framework being able to express basic contents to introduce themselves, follow basic instructions, commands and routines, and participate in different activities in and outside the classroom in the target language.

The institution does not have an established book for the subject; however, there are some didactic material as charts, seals, dictionaries and flashcards that support the teaching of the language including activities, guides, readings, videos or audio recordings that are chosen or designed by the teacher who decides on the best alternatives according to the student' needs. The school also has 5 computers with access to Internet.

In order to help you understand special students' needs in this context, the next part provides a complete description of the population of the study.

Participants

Photograph 2. Fourth and fifth grade students

The study was developed with 12 students of fourth and fifth grade between 9 and 13 years old. They received one two-hour session per week and are attentive and eager to learn English, their motivation toward the foreign language is strongly high; however, at this age they feel embarrassed and find it difficult to express feelings, ideas or concepts in front of others.

Students are elementary learners of English who have not had much contact or experience with the language. Language used at the lessons has basic and simple structures and expressions in simple present. Classroom language is commonly emphasized and practiced in the class; students learn register, form and function, as well as pronunciation patterns. At this language level students need to learn basic structures, expressions and vocabulary in an indirect way, grammar explanations are not necessary because they do not need to be experts in the use of structures and rules.

Their affective needs are related to the lack of self- confidence to express themselves since they usually feel afraid to make mistakes or look funny to the others; as a result, it is important to use meaningful materials created according to their physical and affective context. Meaningful input allows them to make connections between the characteristics of their local space and the use of a foreign language. At the same time, the construction of a positive socio-affective environment is a key aspect to the development of the relationships between students and teacher- students in order to achieve goals and build ties to work together.

In this stage of their cognitive and physical development, children predominant learning styles are visual and kinesthetic (Brown, 2007). Learners prefer observing charts, drawings, videos and using realia rather than listening to long speeches from the teacher; they also love songs and body sequences into the class that enhance the use of vocabulary of the lesson.

Researcher´s role

The role of the researcher was of participant- observer; Trochim (2006) suggests that this is one of the most common methods for qualitative data collection but also one of the most

demanding. It requires that the researcher becomes a participant in the culture or context being observed. In this study, the researcher was the English teacher of the group and she implemented the activities with students, observed and made records of experiences that could serve as useful data of her study.

According to McKernan (1996), the role of the teacher as researcher contributes meaningfully to answer questions concerning problems of practice in teaching and learning; however, this role could affect analysis and collection of data. The literature on participant observation discusses how to enter the context, the collection and storage of field notes, and the analysis of field data. Participant observation often requires months or years of intensive work because the researcher needs to become accepted as a natural part of the culture in order to assure that the observations are of the natural phenomenon.

Similarly, Ferrance (2000) reports that an individual researcher usually focuses on a single issue in the classroom; however, one of the ethical concerns is that teacher´s beliefs can be addressed on individual basis. These concerns suggested the importance of having rich data collection instruments and processes that give valid evidence of the comments, analysis and findings of the study; it gives validity and reliability to the results of the project.

Data collection instruments

Instruments chosen to carry out the collection of data were: students' logs, teacher's journal, video recording, and a final oral interview.

Students' Log (appendix 2)

 The researcher decided to use this instrument as a way to look for evidence of students' perceptions and reflections about their possible improvements in their oral use of English and their confidence to express orally. Logs are a successful tool to obtain students' point of view; as explained in the Magazine Project Star (2007) a log documents participants' attendance or achievement such as "acquisition of skills". Logs are performance-based; they accommodate a range of starting and ending points and are easy to complete. Logs were planned to be applied four times at the end of each month between February and May during the pedagogical intervention; however, through the implementation process it was decided to replace the last log for an oral interview. They were developed in Spanish to facilitate the contribution of the participants and the gathering of information.

Teacher's journal (appendix 3)

It was done from the point of view of the researcher and was chosen because it allowed the collections of reflections, observation, and analysis of the experiences in the pedagogical intervention. They could also provide rich data to answer the research question. As Burns (1999) argues journals provide continuing accounts of perceptions and thought processes that can contain more and personal reflections and interpretations. Journals were developed eight times during the pedagogical intervention after the class and it was kept in English.

Video-recording

This tool was chosen because videos provide a useful tool to record students' possible advances, improvements or failures in their oral use of the language and their confidence to express orally. As Burns (1999) states, video recording is a technique for capturing interactions

and verbatim utterances that can be used to record small group interactions on different types of classroom tasks. During the pedagogical intervention eight communicative activities were video–recorded.

Oral Interview (Appendix 4)

This data collection instrument was chosen after 8 sessions of the pedagogical intervention. The researcher decided to use it in order to obtain information about feelings and impressions, and also to know students' opinions and ideas for the English class. She also decided to do it because it was a good way to observe students' oral expression and adapt the interview according to the responses. As Bell (1993:91) states "a major advantage of the interview is its adaptability. A skillful interviewer can follow up ideas, probe responses and investigate motives and feelings". The interview was done at the end of all the pedagogical intervention and it served not only to collect useful information for the study but also to plan new activities and strategies for future lessons; it was developed in Spanish to facilitate students' responses.

Validation process

One of the important processes to achieve validity and reliability in the study was the piloting of the instruments before its application. The piloting of the log was done with 2 students of the group of participants and after that results and questions of the log and the journal were analyzed with the help of colleagues and the thesis advisor in the Action Research seminar. This

process helped the researcher to realize about the questions that did not help her to acquire useful information and, as a result, the questions: "¿Te gustó la clase de ingles?, y ¿te sentiste bien en la clase de ingles?" were eliminated from the students' log.

Another important step to achieve validity and reliability was the analysis and triangulation of data; it was done taking the reflections, experiences, thoughts and records kept in the teacher's journal, in the students' logs and the observations took from the videos and the final oral interview. Information from these instruments was combined and analyzed together to obtain a meaningful range of responses to answer the research questions and evaluate objectives attainment. Data was gathered not only in few steps of the research but on the entire cycle of the pedagogical intervention; the use of the four instruments to gather and triangulate data provided reliability to the study; it allowed getting a wide range of data, and to analyze changes, improvements, failures, weaknesses and strengths in all the process.

The validation process required also considering the *ethical* issues into the project; as was mentioned above, having only one researcher as participant of the study could offer a subjective result; that is why careful finding collection was extremely necessary for the investigation. It was also important to explain in detail to participants the processes, objectives, findings, analysis and possible benefits of the study. According to Cohen, Manion and Morrison (2000) much social research necessitates obtaining the consent and co-operation of subjects who are to assist in investigations and of significant others in the institutions or organizations providing the research facilities.

Participants received a consent letter where detailed information about the project was provided; one was given to the director of the school (appendix 5), who is the person in charge of

the academic and social processes of the institution, and the second was given to the

participants (appendix 6), who authorized the use of their logs and the video- recording of

activities in the class for data collection. At the same time, anonymity and confidentiality in the

participants' identities was guaranteed and they invented their own nicknames to be used in the

research.

CHAPTER 4: Pedagogical Intervention

The following chapter presents the pedagogical intervention of the project, steps, strategies and activities that were used in order to develop the study successfully, find appropriate answers to the research question and achieve objectives.

During the pedagogical intervention students participated in a set of communicative activities emphasizing the use of games and contests. The methodology used in these sessions was Communicative language teaching (CLT).

Each lesson was focused on two or three communicative activities that were intended to foster the use of English with topics related to learners' lives as *introducing myself* or *what's your daily routine?* The teacher-researcher designed her classes and chose the contents and activities for each lesson taking into account the syllabus of the school.

As the students had just started to learn the language, the communicative activities chosen needed elementary vocabulary and structures to promote the use and learning of English. The activities used had the following characteristics taken from Garcia (2000:11):

1. *Meaning- centered:* to fully participate in an activity and bring it to its completion attending and choosing among meanings of the words.
2. *Open-ended*: trying to engage students in communicative acts related to their daily lives language to express intentions and achieve goals in each activity
3. *Motivating*: activities are constructed on contextualized world aims. It means that participants begin to assign a truth value to the target language because they can make it

part of their lives and can use it at different moments in the interaction with their partners and teacher.

Taking into account these characteristics, different kind of activities taken from different sources were applied during the intervention (To see resources where activities were taken See appendix 7). The following chart presents the activities, objectives and instruments applied in each lesson (find complete description of communicative activities in appendix 8):

DATE	OBJECTIVE	COMMUNICATIVE ACTIVITIES	DATA COLLECTION INSTRUMENT
February 24th	**Introducing yourself**: Ss will be able to introduce themselves and their partners.	1. **Looking for the missing word (Task completion)** 2. **Self-introduction: (Ice-breaker)**	Journal 1
February 29th	**Talking and asking about personal information-** Ss will be able to ask and answer about personal information.	1. **Self-introduction: (Ice-breaker)** 2. **Empty chair: (Ice breaker)**	Journal 2 Video 1
March 8th	**Tell me about your likes –** Ss will talk and ask about their favorite colors and sports.	1. **Empty chair: (Ice breaker)** 2. **Oral presentation**	Journal 3
March 15th	**Expressing likes and dislikes-** Ss will be able to express their likes and dislikes related to food.	1. **Tingo-tango (ice-breaker)** 2. **Information chart (Information gathering)**	Journal 4 Students' logs Video 2 and 3
March 29th	**What is your favorite?** Ss will be able to	1. **Tingo-tango (ice-breaker)** 2. **Find someone who**	Journal 5 Video 4

	express their favorite color and food.	**Information gathering)**	
April 11th	**What is your favorite?** Ss will be able to express their favorite animals, sports, and music…	1. **Empty chair: (Ice breaker)** 2. **Guessing the right answer (contest)**	
April 20th	**Talking about hobbies –**Ss will be able to express their favorite activities.	1. **Empty chair: (Ice breaker)** 2. **Dice game**	Journal 6 Students' logs Video 5
April 30th	**Daily routines:** Ss will be able to talk about their daily routines.	1. **Tingo-tango** 2. **Candies and spiders (game)**	Video 6
May 9th	**My family life:** Ss will be able to present their families or friends daily routines.	1. **Answers (contest)** 2. **My family photos (oral presentation)**	Journal 7 Students' logs Video 7
May 23rd	**Asking about daily routines:** Ss will be able to ask about daily routines to teachers and partners.	1. **Empty chair: (Ice breaker)** 2. **Spider-web (game)** 3. **Interview (information gathering)**	Video 8
June 14th	**Asking and presenting about daily routines**: Ss will be able to ask and present routines to teachers and partners.	1. **Spider-web (game)** 2. **Mimic in action (contest)** 3. **Interview**	**Journal 8 Final oral interview**

Table 1. Pedagogical intervention.

To plan each session the ICELT lesson plan format was adapted and the sequence for each class was:

- **Warming up:** A short ice-breaker to motivate children and build up the topic of the lesson.

- **Topic presentation:** teacher's presentation of important vocabulary or expressions.

- **Controlled practice:** activities where students do not need to understand the language they are using, but they are expected to use it correctly

- **Meaningful practice:** activities where there is still language control but students are required to make meaningful choices in the practice.

- **Communicative practice:** activities as creating and applying interviews where students use the language within a contextualized communicative environment to exchange information (see example of the lesson plan in appendix 9)

Materials

The materials used in each session were: pictures, flashcards, posters, pieces of paper, realia, real objects, guides, songs, listening exercises and some websites; these materials were usually designed or adapted by the teacher according to the needs. (Appendix 10)

CHAPTER 5: Data analysis and findings

This chapter presents the results found during the pedagogical intervention and the analysis of the data collected with the four instruments used (teacher's journal, students' log, video recording and oral interview). It also outlines some important points about the Grounded Theory approach used to analyze and triangulate data, and describes the processes of open, axial and selective coding followed to interpret information through the core category and sub-categories.

What was done?

During the pedagogical intervention, a preliminary analysis of data gathered through the students' logs, the teacher's journal, the video- recordings and the researcher perceptions was done. Findings showed a positive advancement in the confidence of students to use the language orally and this fact became the starting point for a deep reflection through the triangulation of data found in the four instruments of data collection.

For the analysis of the data gathered the researcher used the *Grounded Theory* approach which allowed her to generate theory through direct experiences and exploration of the area of study building an interpretation of the findings that emerged from the systematic examination of data. As Stern and Porr (2010, p.10) describe, "Grounded Approach is a discovery never verification principle that seeks to generate theory through direct exploration of the world around researchers and not to set out to prove already established principles".

At the same time, the Grounded theory is a method for qualitative research that gave the opportunity to interpret findings and allowed the researcher to create concepts and categories to name them according to the analysis of the data. In this way, the theory helped to create relationships among the concepts and constitutes a theoretical formulation of the reality instead of presenting a set of findings consisting only of quantitative results. As Corbin and Strauss (1998) argue, through this methodology, the concepts and relationships among them are not only generated but they are also provisionally tested.

Data management

In order to do the management of data easier, students were required to invent a nickname that would be used during all the analysis of data. These nicknames were: *Sheep, goat, Kitty, All, Dragon, Little bear, Butterfly, Rabbit, Dragonfly, Tigger, Jaguar, Flower, Wall and Pooh*. The last two students Wall and Pooh were removed from the institution during the intervention and were not taken into account to analyze information.

Once the collection of data took place in February 2012, it was necessary to organize and classify it. Students' logs were stored in a digital file; the information was organized in a table with the ***nicknames*** of the participants and the log's questions. After that, the answers of each student were transcribed according to the dates in which the log was applied; the researcher also gave a color to each student to distinguish them in the chart and make the use of the data easier (see appendix 11).

The teacher's journal was also organized chronologically in a digital file which was completed eight times after each session. Sometimes she had to handwrite it and then transcribe it

at home because of problems with the time or the computer at school. A physical copy of both

logs and journals was stored in a folder. Similarly, the eight video recordings were organized in a

digital file called pedagogical intervention and observations about the videos were typed by the

researcher in a word document that is separated according to the dates in which activities were

filmed.

Finally, information gathered in the final oral interview was transcribed and organized in

a word document; all the management procedures facilitated the analysis of data and allowed the

triangulation procedure.

Data analysis

From the first session of the pedagogical intervention, some findings arose and were

observed by the researcher. After students were told about the project and read the consent letter,

they seemed anxious and some of them commented that it was difficult because they did not

know English. However, after some time, in the first lesson on February 24th, they were

motivated to have the English class and participated actively in each session until the end of the

application on June 14th. Findings that emerged during the intervention process were studied

based on the units of analysis: ***oral use of English*** and ***confidence in the oral expression*** that

arose from the research question and objectives.

The process started with the analysis of the findings in the students' logs, the teacher's

journal and the observations from the video recordings (observe some examples in appendices 11

and 12), identifying common features in answers that belonged to each unit and giving these

features a color and then, a name. This *open coding* process with colors and names helped the

researcher to simplify the information. According to Stern and Porr (2010, p.64), "open coding

involves breaking up data into segments, and then collapsing them into one or more conceptual

categories". The following chart shows some of the findings that helped to identify initial

patterns in the instruments used to collect data during the process:

Student's log	Teacher's Journal	video recordings
-Pronunciar mejor las palabras y entenderlas (Rabbit-March 15th) -Me parecio facil decir What is your favorite sport? (Dragonfly, March 15th) -Me parecio fácil pronunciar What do you do? Y los colores (Butterfly- March 15th) Si- me ayudo que orita puedo desir unas palabras (Sheep-April 20th) - Aprendi a decir en ingles los colores (Flower, April 20th) - Estoy pronunciando muchas cosas que no sabia pronunciar- porque antes no sabia esas palabras y aora si (Little bear, April 20th) - Confianza porque no me da pena. (Jaguar, April 20th) -Si mejoro porque no me da pena (The Wall-April 20th)- Me siento bien que e mejorado mi vocabulario - Porque se hablar mejor y no me confundo y por eso no me ase dar pena.(Rabbit, April 20th - Me parece que la actividad me quita el miedo para ablar en inglés (Butterfly, March) 15th- Yo me senti tranquila porque siento que tengo confianza en mi misma (April 20th) - Creo que he mejorado son vocabulario y tener confianza (Flower, April 20th	-They had an excellent pronunciation of the colors following the video.(Journal1) -Rabbit has an excellent pronunciation and use of the language Students ask frequently for the correct pronunciation of words (Journal 3) Students use new expressions form the lesson and copied what I said many times in the lessons and in different subjects. Some classroom language is being used at different times during the day (journal 4) Students participate actively; most of them want to pass to do the activity. Sheep and All are shy but they participate (Journal 5)	Use of expressions: quickly, what do you do? My favorite sport… color (video 4) Most of them use the question What is your favorite …? in the chart activity Active participation (Video 3, 4, 5,6,7,8)

Table 2. Open coding process, emerging patterns.

The open coding process generated names *as pronunciation, structures, words, expressions, accuracy*, and *fluency* for the first unit of analysis **oral use of English,** identified with <mark>yellow</mark> and <mark>blue</mark>; and names as *motivation, anxiety, risk taking, initiative, fear, security*, and *self-confidence* for the second unit of analysis **confidence,** identified with <mark>green</mark>. At the beginning of the pedagogical intervention students were able to answer to the greeting and they knew few vocabulary about colors and classroom objects; they did not attempt to participate or take part on the activities of the lesson and most of them refuse to pass in front of the class or tell any word in English, they repeated when the teacher required it by groups but there was not any individual contribution.

The initial analysis of findings revealed the progressive oral use of English by students; during the first lessons the main activities were games where students had to compete with their partners while asking and answering about personal information in English. Yellow and blue showed how the main perception was that they improved pronunciation and learnt how to say new things in English while green demonstrated their increasing confidence to use this new language as well as their motivation toward the lessons.

In the second part of the analysis names from each instrument were grouped and a careful observation and reflection was done. This *axial coding* process helped the researcher to combine names and to exclude some of them in order to reduce and simplify data. Corbin and Strauss (1998, p.97) suggest that the procedures in open coding are *making comparisons* and *asking questions*, which help to give concepts their precision and specificity. However, axial coding puts data back together in new ways by making connections between a category and its subcategories to specify the conditions that give rise to a phenomenon.

The combination and constant comparison of names helped the researcher to create five general concepts (sub-categories): ***use of new vocabulary, pronunciation, risk taking, increasing confidence and decreasing anxiety, and motivation***. The five sub-categories were grouped in two main ***categories*** that emerged during the interpretation of the findings in the open and axial coding process.

The first category, ***Communicative activities fostering the oral use of English*** encompassed the sub-categories of ***use of new vocabulary*** **and** ***pronunciation***. This category indicated the oral use of English by students while they were working on the activities in class. Video- recordings, observations from the teacher-researcher, and students' impressions about their work in class showed that although some students had difficulties in aspects as pronunciation or the use of the appropriate structures, they used the language progressively not only during the communicative activities but also at different moments of the class.

The second category ***Communicative activities fostering confidence in the oral expression*** encompassed the sub-categories of ***risk taking, increasing confidence and decreasing anxiety, and motivation***. This category indicated the self-confidence that students gained to use the language orally and participate actively in the activities. Data obtained from the three instruments suggested that students lost fear and insecurity during the sessions, they were willing to work, participate, answer and direct activities in English, and most of them took the risk to answer even if they were wrong. That is why, production was not judged according to mistakes but by the overall performance and progress students made during the process. The following chart shows the distribution of categories and sub-categories used during the axial and the coding process:

RESEARCH QUESTION: *What is revealed about the oral use of English and the confidence in the oral expression of the students of fourth and fifth grade when using communicative activities in the English class?*	
Category 1: **Communicative activities fostering the oral use of English**	**Sub-categories:** • Use of new vocabulary and new expressions • Pronunciation
Category 2: *Communicative activities fostering confidence in the oral expression*	**Sub-categories:** • Risk taking • Increasing confidence and lowering anxiety • Motivation

Table 3. Categories and sub-categories in the axial coding process.

Finally, in the third step of the analysis process and after some months of examining data, the researcher came to the integration of categories; the selective coding process was followed in order to help to identify a core category called **Confidence in the oral use of English.** In this step of the analysis it could be observed that this core category encompassed the two main categories *Communicative activities fostering the oral use of English* and *Communicative activities fostering confidence in the oral expression* found in the open and axial coding process. At the same time the relationship between the core category and the sub-categories was revealed; as defined by Corbin and Strauss (1998:), "selective coding is the process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development". Chart 3 shows the core category and

the subcategories that emerged in the selective coding process after the analysis of data done during 5 months indicating a strong and cyclical connection among them:
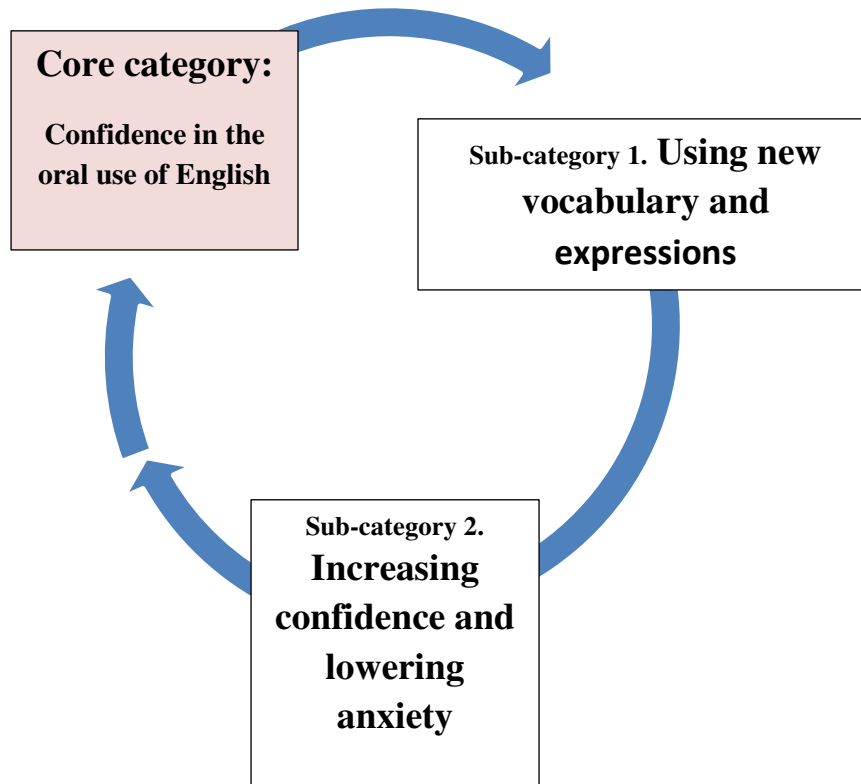
Table 4. Core category and sub-categories in selective coding.

As it can be observed in the chart 4, two sub-categories emerged in relation to the core category and they revealed the way in which the use of communicative activities fostered the oral use of English by students and their increasing confidence to use it as explained below.

By the end of the intervention most of the students took the risk to participate and develop the activities; all of them wanted to participate in contest and games and they were able to pass in front of the class to read their homework, introduce themselves or participate in songs and role plays. Sheep, All, and Goat still hesitate to develop activities individually but now they

participate in groups. Participants now have learnt more vocabulary about animals, family members, colors, sports, routines, personal information and have gained more classroom vocabulary and expressions; they have also learnt some questions to ask for personal features. Although they still use Spanish in the class, the teacher develops the entire lesson in English. The following part of the analysis explains the results and achievements in each sub-category.

Core category: Fostering confidence in the oral use of English

1. <u>Using new vocabulary and expressions</u>

This sub-category emerged as a response to the first objective of the project that was related to the results of using communicative activities to foster the oral use of English.

Since the first sessions students revealed sympathy toward the language asking frequent questions about new words, imitating the vocabulary and expressions, and concerned about correct pronunciation were some of the recurrent results observed in students. Different answers from the students' logs related to the first question: *¿Crees que la actividad de hoy te ayuda a hablar en ingles?* , made evident that students perceived they had learnt new vocabulary:

> -"Si me ayuda- Por que aora yo puedo decir unas palabras" (Sic. Dragonfly, March 15th)
>
> -"Aprendi a decir en ingles los colores" (Sic. Flower, April 20th)
>
> -"Me siento bien que e mejorado mi vocabulario" (Sic. The Wall-April 20th)-
>
> -"Me parecio facil decir what color is your hair" (Sic. Butterfly, April 20th)
>
> - "Si- ami me ayudo a decir what do you do bien" (Sic. Flower, April 20th)
>
> -"Me parecio facil decir What is your favorite sport?" (Sic. Dragonfly, March 15th)

Students' answers and performance in the class revealed that communicative activities fostered the oral use of English since new words and expressions were used by some students all the time in and outside the class without being required for the teacher, and some learners asked the teacher about different words that they did not remember or that they wanted to know. As Savignon (2002, p.17) suggests, "it is essential that learners be engaged in doing things with language— that means, that they use language for a variety of purposes in all phases of learning". Regarding this point the teacher-researcher observed in her journal 3:

"Students are now using vocabulary they have learnt at any time in the school; most of them learnt vocabulary about colors and sports and showed their knowledge in the colors' game activity that was developed today; they also used the question what is your favorite…? in the chart activity using an appropriate structure" (March 8th).

In this initial phase of their language learning process, students were engaged in the communicative activities showing their knowledge to the teacher while English language became part of their daily vocabulary combined with their mother tongue. Learners for the first time said things like:

"teacher, yo si hice mi homework" (Sic. Butterfly; teacher's journal 2, Feb-29th)

"My favorite materia is English" (Sic. Rabbit; teacher's journal 2, Feb-29th)

"paseme la ruler please" (Sic. Dragonfly; teacher's journal 2, Feb-29th)

These samples taken from the comments in the teacher´s journal 2, revealed how students tried to incorporate the language as part of their lives; as *Butterfly*, one of the most extroverted students commented to the teacher:

"Yesterday I was teaching my mother how to say the colors in English, but my mother did not know how to pronounce well".

Nunan (2004) outlines that language is more than a simple system of rules; it is seen as a dynamic resource to create meaning where it is necessary to distinguish between "*learning that*" and "*knowing how*". It means that we need to know grammatical rules and be able to use them effectively when communicating. In the findings it could be noticed how learners raise awareness about the language usage and the meaning of what they were communicating with those expressions.

Another issue related to the use of new vocabulary and expressions by students was the ***imitation*** of the teacher's vocabulary. The following excerpt from the video 1 (class 2), shows how learners imitated the teacher and repeated many of the words that she uses several times:

(Excerpt N° 1, video 1, class 2, Feb 29th)

Teacher: Quickly please…

Jaguar: quickly please (imitating the intonation of the teacher)

Dragon: quickly please, quickly please… Profe, teacher asi? Quiclip please

Teacher: quickly (modeling the meaning of the word with her hands)

Imitation promoted the necessity of asking questions about new words they wanted to learn becoming a useful and significant aspect in the learning process. Although for some of them it was a game, they used the language unconsciously and without thinking of how to avoid mistakes or how well or bad they were doing it. Some answers taken from the final oral interview revealed how students enjoy imitating teacher or videos:

"Arremedar es chevre, porque uno trata de hacer las palabras como las dice la teacher". (Sic, Jaguar)

"A mi me gusta intentar decirlo como lo dice la profe porque suena bacano". (Sic, Dragonfly)

"Yo trato de hacerlo como en el sonido, eso suena chistoso porque hablan como alargando la voz, a mi me gusta". (Sic, Little bear)

The use of new vocabulary and expressions came together with a big concern from the students: *Pronunciation*. This aspect was also identified as a result of using communicative activities to foster the oral use of English. It showed that while students were learning and using new vocabulary and expressions, they adopted features of language and made them part of their knowledge. Thus, they tried to pronounce vocabulary and sentences in an appropriate way in order to communicate an idea in a foreign language. Pronunciation became one of the challenging aspects of the lessons for students. Since the first session some of them found it difficult, but, at the same time they struggled to pronounce words correctly. As it is observed in the following excerpt taken from the video 2 (class 4), students were concerned about their pronunciation and tried to correct it repeating the expressions several times.

(Excerpt N° 2, Video 2, class 4, March 15th)

Dragonfly: eh…wha chud do chou [sic] (to say what do you do?)

Tigger: What do you do? [sic] /wɒt du ju du/

Dragonfly: What du yu chu [sic]

      – What du you do? Si lo dije bien [sic]

Rabbit: not, what do you do? Cierto teacher [sic] /wɒt du ju du/

Dragonfly: What do you do? /wɒt du ju du/ [sic] (Signal of happiness)

Teacher: Yes, Andrés, good

Awareness about pronunciation improvement with the use of communicative activities was also revealed in the students' logs in which some of the answers were:

-"Estoi pronunciando muchas cosas que no sabia pronunciar" (Sic. Little bear, April 20th)

-"e mejorado en pronunciar mejor las palabras y entenderlas" (Sic. Rabbit-March 15th)

- "SI e mejorado- porque puedo decir unas palabras bien" (Sic. Tigger- March 15th)

-"SI mejoro - Porque puedo decir bien- how are you today?" (Sic. Flower, April 20th)

-"Yo me e dado cuenta que e pronunciado mejor". (Sic. Butterfly, May 9th)

- Si mejoro, ya que las puedo pronunciar mejor (Sic. Dragonfly, May 9th)

Students' answers also reflected the way in which they became aware about the importance of pronouncing well the language in order to be understood and communicate the right meaning to others. As Ur (2004 p.52) states, "the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers". The teacher's journal 5 reflections also revealed this aspect:

> "The interview activity today was great; most of the students were concerned about their correct pronunciation and asked me many times about the pronunciation of many words; they have really realized that this is an important part of the language and most of the groups had a very good pronunciation while doing the activities"(March 29th)

Pronunciation is an important aspect of the oral use of English that was developed by the communicative activities in the class activating the correct oral use of the language. In this sub-category the use of imitation to pronounce well was also shown by students. As Gear and Gear (2006) identified, there are certain pronunciation features that learners need to become aware of and imitate in order to produce sounds.

Some of the answers in the final oral interview done to participants revealed that although they see pronunciation as a difficult issue in English, they also believe they can do it well when they practice a lot. Butterfly expressed: "Yo aveces no puedo decir algo pero practico y practico y a la final lo se decir bien [sic]. Similarly, Flower said: "Yo intente decirlo como lo dice la profe pero se me enreda la lengua pero yo he mejorado y lo digo bien" [sic]. Students' answers also

indicated that they gained confidence to perform better and acquired a higher level in the language; it means that they believe in their aptitudes to learn the language.

Students' preoccupation about their pronunciation fostered the oral use of English in the classroom allowing them to acquire a good oral performance in the language to be successful future speakers.

2. Increasing confidence and lowering anxiety

This sub-category emerged as a response to the second objective of the project that was related to the analysis of the possible benefits that communicative activities had in the students' confidence to express orally.

It   revealed how all the students increased confidence to express orally in English and lowered anxiety through the repetitive use of communicative activities in the class. In the first session on February 24th, most of the students were very anxious to begin the class and nervous when they had to talk; at the end of that class some of the students' comments were:

- Tengo miedo por que me da miedo (Sic. Sheep; teacher´s journal, Feb 24th)

- Me siento un poquito nervioso (Sic. Tigger; teacher´s journal, Feb 24th)

- Llo cuando paso al frente me siento nerviosa (Sic. Flower; teacher´s journal, Feb 24th)

- Me parecio dificil cuando comenzamos a hablar en ingles (Sic. Kitty; teacher´s journal, Feb 24th)

In the first sessions of the intervention anxiety inhibited students to use the language when sensations of fear, nervousness and inability to learn English emerged in the first class. As

MacIntyre & Gardner (1991) concluded, anxiety in the foreign language context can have a

negative effect on the language learning process. However, it was the first time that students were

required to use an unknown language that was completely strange for them. That first session the

teacher observed two groups of students that seemed very anxious in the class, yet none of the

children showed negative attitudes toward the activities; in her journal 1 she stated:

> "A group of learners were not willing and risky to use the language, they only used it if they were
> asked and encouraged to do it. These students asked for approval of the teacher frequently and
> were not sure about the steps of an activity even if they were explained in their mother tongue;
> this lack of confidence in the English class could be caused by the anxiety of having to use a
> different language. At the same time a second group of three students was very quiet and afraid of
> using the language; they are usually introverted and prefer working in groups with their partners
> than talking in front of the entire group" (Feb 24th)

Through the development of the classes some children took the risks and felt comfortable

when they had to use the language. The following sessions reflected a progressive advance in the

students' confidence to express orally in the communicative activities; participation increased

meaningfully and the groups of learners identified as anxious and nervous in the first session

made an active part of the lessons. Sheep, the student who in the first lesson expressed that he

was very scared in the class, in the next log expressed that he now was not afraid and that he

wanted to learn a lot, he said "no me da miedo ni me da nervios, yo quiero aprender mucho"

[sic]. Other similar comments were found in the students' logs on March 15th and April 20th as

for example:

> - Si mejoro porque no me da pena - Me siento bien que e mejorado mi vocabulario. (Sic. Goat-
> April 20th)-
>
> - Cuando yo paso al tablero me siento nerviosa pero al principio, ya no porque aprendo muchas
> (Sic. Marly, - April 20th)
>
> - Me parece que la actividad me quita el miedo para ablar en inglés (Sic. Butterfly, March 15th)

Observations made by the teacher in her journal and from the videos revealed that learners

increased confidence and decreased anxiety little by little; risk taking and willingness to

participate in the activities was observed during each lesson. As the teacher commented in her

journal 7, session 9:

> "I am surprised with the confidence that my students have gained in the English class; at the
> beginning most of them thought they were not able to learn the language because it was difficult;
> however, now they think that they can participate because they can do it well; they have learnt a
> lot and they can talk to others in English. Even Marly, the shiest child in the classroom is telling
> me that she is going to present her homework because she practiced and she knows how to do it
> well" (May 9th)

The researcher' feelings and her notes made in that session were also supported by

students in their third log on May 9th; among their impressions the following answers were found:

> - En la actividad yo me senti tranquila porque siento que tengo confianza en mi misma- - Me
> ayudo a quitarme más la pena y pude estar en la cámara con la profe Diana (Butterfly, May 9th)
>
> - Confianza porque no me da pena. - Me ayudan a hablar en el ingles muy bien (Jaguar, May 9th)
>
> - Yo creo que las cosas que he mejorado son vocabulario y tener confianza - Si- porque antes en
> los tiempos no sabia nada de ingles peo ahora si se (Sic. Flower, May 9th)
>
> - Porque me siento seguro de hablar y explicar bien las palabras (Sic. Goat, May 9th)

Risk taking was revealed while using the activities in the class, some students that in

other subjects are very reluctant to participate did it in the English class. Tigger, Kitty, Sheep,

Marly, and Jaguar who are frequently shy and hesitant in oral tasks in their mother tongue, asked

repeatedly to take part in the activities, to answer questions, or to present their homework in

front of the others. The following excerpt from Video 3, class 6 showed how Tigger often took

the risk to participate in the Tingo-Tango activity about information questions; in this activity the

student with the ball had to answer a question posed by a partner and Tigger always wanted to

ask the question:

(Excerpt 3, Video 4, Class 5, March 29th)

Marly: Tingo, tingo…..tango (Jaguar has the ball)

Tigger: Yo teacher, yo [sic]

(After a turn, Dragonfly has the ball)

Tigger: Yo profe… [sic]

(after a second turn, Rabbit has the ball)

Tigger: Teacher, yo, yo quiero preguntar [sic]

Tigger was one of the students that hardly participated in the other subjects at school and

he usually said "I do it at the end"; however, in the activities he usually took the risk to talk in

English. The teacher journal 6 also reflected how students were willing to take part in the

activities without restrictions or fears:

"A group of students seemed willing to use the language without restrictions or fears to make
mistakes; they are not usually extrovert students but in the lesson they took the risk and
participated enthusiastically" (April 20th)

Students who took risks to participate in classes made a rich progress in the use of the

language and gained confidence to express orally in activities done in class. Gass (2008 p, 433)

suggests that "a tendency to take risks is associated with success in second language learning". In

this case, communicative activities activated students' sense of competitiveness and desire to

make part of activities showing that they were more confident to express orally even if they made

mistakes.

Besides, students' answers evidenced how most of the students gained confidence in their oral expression in English with the development of communicative activities in the class. Confidence is not an easy attitude to develop, and this is the first step learners gave in order to acquire security to express orally not only in the English class but also in all the activities they have to do during their lives. As Wright (2009) states, confidence is a positive attitude and a lifelong skill that requires commitment, time and consistent practice. She expresses that to speak a foreign language confidence takes a process similar to improving any other skill you have conquered in your life as learning to ride a bike or play an instrument.

Some of the answers in the final oral interview showed the students' increasing confidence to use English:

> "A mi ya no me da pena, yo le dije a mi mamá que iba a aprender mucho inglés para enseñarle a todos cuando fuera grande" (Kitty)
>
> "A mi si me da un poquito de pena pero no me importa porque yo estoy aprendiendo mucho"(Little bear)
>
> "A mi me parece bacano porque nadie más sabe y yo les enseño como decir cosas" (Dragonfly)
>
> "Yo voy a seguir estudiando arto inglés"(Sheep)

Answers in the final oral interview also indicated that motivation was one of the main aspects that activated risk taking and confidence in the students to participate in the communicative activities and believe in their abilities to use the language. As Gass (2008) cites, individuals who are motivated will learn another language faster and to a greater degree through the development of communicative activities that activate the students' motivation to learn a language and their confidence to use it orally, something they did not think they could achieve some months ago. However, at this stage of their learning process they want to learn more; as

Gass also expresses, motivation is involved in initial decisions to learn another language and to maintain learning.

Observations made by the teacher also reflected how motivation towards the class helped her students improve their oral performance during the lessons. In her journal 5 she wrote:

"My students enjoyed it and participated actively in the lesson, I could notice they were attentive and motivated to be part of the class. They were motivated to do and finish activities properly and very attentive to the teacher suggestions during the activity" (March 29th)

Consequently in her journal 6 she commented:

"Students are motivated to receive the class; they expect it with some positive anxiety as when you are waiting for something that you like a lot…" (April 20th)

During the process of the pedagogical intervention the teacher also received questions as: *teacher when is the English class? Why don't we have the class today?* These constant questions suggested that students were enjoying the lessons and they were not afraid of having to participate in the communicative activities. Similarly, some answers in the students' logs also revealed students' motivation toward the class:

- Me ayuda a decir el ingles porque me gusta porque es muy bonito- es muy bonito aprender y enseñarle a mi mama (Sic. sheep, May 9th)

- Muy fantastico ya que aprendo artas palabras (Sic. Dragonfly, March 15th)

- SI- A mi me gusta porque si uno consigue trabajo en otro país y le preguntan good morning- my name is Diana (Sic. Kitty, April 20th)

- Si- yo quiero aprender mucho (Sic. Sheep, April 20th)

- Me siento alegre y contento (Sic. Jaguar, March 15th)

Students' perceptions exposed in their logs also indicated awareness about their improvement in their oral language level, something which motivated them to learn the language

and be an active part of the English class. Attitudes of failure and inability to learn English were changed because the class and activities promoted the desire of studying English. Working with children is not an easy task, and it is important to maintain their interests and motivation to learn. In this case the use of a variety of communicative activities activated their motivation to learn the language. However, it is necessary to continue working on different alternatives that help keeping their interest in learning English while increasing their confidence to express themselves orally.

The sub-categories as one

The core category ***Confidence in the oral use of English*** included the two sub-categories **Using new vocabulary and expressions and, Increasing confidence and lowering anxiety. T**his indicated that they went together in one direction; intervention results after using communicative activities during five months with this group of students revealed that the process benefited their confidence in the oral use of English. That confidence was demonstrated through the use of words and expressions not only in the implementation stage, but also at different moments of the school day. In the final interview Rabbit states that she felt good trying to talk in English: "*at the beginning I was terrified but now I feel happy*".

Perceptions of students about their language learning process changed during each session being able to use new vocabulary in a different language and being understood at least from one person made them believe in themselves. Pronouncing in an appropriate way made them feel more confident to use English. Children had to face these fears, and, at the end of the process the researcher found a group with a big motivation to continue learning a language that they only practice and listen at school.

Similarly it was revealed that students perceived the language as a challenge for their lives; the following answers taken from the final interview revealed their expectation as future English learners:

"Yo quiero que la profe nos siga enseñando más" (Sic. Goat)

"Le voy a decir a mi papá que nos compre un curso para estudiar en el computador" (Sic. Rabbit)

"Yo quiero saber decir muchas cosas en inglés como los gringos" (Sic. Tigger)

"Yo quiero que sigamos haciendo más obras en inglés para presentarlas a los otros niños" (Sic. Butterfly)

Self-confidence motivated their abilities as language learners, now they are constantly making questions about vocabulary and are using it spontaneously and their pronunciation has also improved although there are some students as All, Sheep, and Goat that have many problems with this aspect.

Progress made by these students whose context is so limited to learn a foreign language revealed that it would be necessary to continue working in their confidence through different activities that help them grow everyday not only in the learning of the language but also in their confident attitude to believe in themselves and their great abilities to show their knowledge.

The final chapter outlines the conclusions, the pedagogical implications, some difficulties during the project, and some recommendations for further research.

CHAPTER 6: Conclusions

Conducting action research allows a lively process to help teachers innovate and try strategies and methodologies in their educational context as a way to improve or change the teaching-learning practices. This action research led students in the participation in different activities in English in which they were active learners who reflected and evaluated their progress in the language. Although it was the first time that students were engaged in the study of a different language in a practical way, awareness about their learning abilities to acquire a second language was developed. Students gave the most essential step to increase their confidence to use English orally and believe in themselves as language learners identifying strengths and weaknesses in their learning process.

The main question of the project sought to identify what was revealed about the oral use of English and the confidence in the oral expression of the students of fourth and fifth grade when using communicative activities in the English class. Important features and answers emerged from the analysis of data allowing the researcher to set a core category related to the question and the objectives of the project: ***Confidence in the oral use of English.*** In relation to this core category two sub-categories were identified ***Using new vocabulary and expressions***, and ***Increasing confidence while anxiety lowers***.

The first sub-category **Using new vocabulary and expressions,** helped to achieve the first objective of the study that was to i*dentify the results of using communicative activities as a way to foster the oral use of English*. The use of communicative activities was the starting point to activate learners' curiosity and motivation to use the language. From the analysis of data collected in the students' logs, the teacher's journal, video recordings, and the final oral

interview, it could be concluded that communicative activities fostered the oral use of English not only during the English class or during the communicative activities but also at different moments of the school day as the break time.

The researcher is the full-time teacher of the participants and shares most of the time in school with them. This fact allowed her to detect some recurrent features as imitation and awareness of the importance of correct pronunciation and structure; they were key aspects achieved with the development of the communicative activities that contributed to the learning of new vocabulary and expressions that are being used by students in different moments of the school day. The teacher could observe that the use of the activities fostered students' imitation of her vocabulary and pronunciation and activated the use of the language during the break time or in different subjects, which showed their motivation to learn English and indicated that they lowered their anxiety to use the language orally.

A second important feature that appeared in students' attempt to use the language correctly was *pronunciation.* It became one of the most difficult characteristics of the language for children. Problem*s* to pronounce many words and complete sentences were present during all the process; however, since the first lesson they struggled to improve pronunciation and to use the language correctly during each session. This fact also demonstrated that they believed in their capacity and qualities to do it correctly and to improve in the use of the language.

Communicative activities also promoted curiosity about the language, they constantly asked about new vocabulary, correct structures, and correct pronunciation. Taking into account these features, it was concluded that students not only used the language orally, but also, increased their awareness about important characteristics of the language as their correct use of

structures. Curiosity also demonstrated their motivation to use the language and their confidence to be active learners able to build their own knowledge.

Hedge (2000) stated that to be able to operate effectively in the real world, students need plenty of opportunity to practice the language. In this case, working with a variety of communicative activities enhanced not only the oral use of the language but also their confidence to use it. Findings in the second sub-category **Increasing confidence and lowering anxiety** revealed that students lowered their anxiety in a high degree and increased their confidence to participate in the activities and use the language outside the class. This category is related to the achievement of the second objective that was *to analyze the possible benefits that communicative activities in English have in the students' confidence to express orally.* Promoting confidence in students enhanced their abilities to express orally and be an active part of the language lessons taking risks to participate and use the language without being required. At the same time, feelings of frustration observed in the first sessions were lowered during the process demonstrating that giving students opportunities to be the actors of their own learning increased their self-confidence to learn a language.

Findings also revealed that students increased their motivation to learn and use the language helping the group to improve their level and be successful speakers in the future, not only in English, but also in their mother tongue. Being motivated fostered self-confidence to take risks and participate in front of the others in most of the children. However, it is necessary to continue working hard with them and continue looking for new pedagogical tools that keep their motivation and increase their confidence in their own capacities becoming a powerful skill for students to succeed in different areas of their lives.

The use of communicative activities showed the relevance of awaking students' interests and motivation to learn the language. This group of students usually does not have more contact with the language than the contact they have at school; that is why it is necessary to set a comfortable environment where students can be part of a variety of activities creating the need to use the language to communicate and achieve a goal.

The research implies an important impact to the participants of the study who had never received English classes or used a different language. It also represents an innovation for parents and members of the community and changes their perspectives about the acquisition of English which is seen as something that can be only achieved by people in the city (Bogotá) or by people who have much money to study. Some parents have expressed their impressions about the work done with their children and they feel this is an important step for them and for their lives; at the same time they asked about different opportunities to help their children learn the language as English courses or material. Parents' contributions suggested the positive impact that the research project had in the population and motivates the continuation of different research and teaching experiences in the school.

Pedagogical implications

After developing this project some pedagogical implications emerged. First, it is necessary that language teachers provide students with opportunities to use the language taking into account their context and necessities. Teaching a foreign language is an exciting job that requires intelligence to engage students in learning an issue that for many of them could be

totally strange; that is why, learning to know and analyze students will contribute to having successful foreign language learning experiences.

Analyzing students' cognitive and affective profiles will help teachers address their needs, interests, likes, and dislikes. At the same time, it is vital to analyze the characteristics of the students' lives; aspects such as culture, customs, and traditions can inform teachers about possible topics and previous experiences of learners that can be useful to develop methodologies according to each setting.

Second, it can be seen that it is vital to build confidence in students to enhance their abilities to express themselves and become active learners. Children will not use a foreign language if they are not confident enough to do it making activities that promote interaction as games, contests, debates, theater plays, and role plays among others helpful to increase awareness about their language learning abilities. They will also activate their motivation and confidence to learn a language and their interest to contribute and make part of activities to achieve a task objective.

The use of different activities into the English classroom allows the development of cognitive, metacognitive, and social skills that emerge during the learning and interaction processes. It is essential to look for different pedagogical alternatives to teach English to children and provide them with opportunities to be in contact with the language while they become social learners that build their own knowledge in a collaborative environment.

Although working with communicative activities in this project had as main purpose to foster the oral use of English, they also allowed the teacher to develop skills in listening, writing, and reading. Using the communicative language teaching methodology with children that are

beginning to learn the language requires careful planning of activities and aims of the lessons; it is important to plan real outcomes based on their language level and advance stage by stage while they begin acquiring skills in all the areas of learning.

This project is an example of efforts that teachers could do to achieve the National Ministry of Education (MEN) standards in the teaching of English in Colombia. MEN has set some policies related to bilingual education in Colombia with the ambitious idea of having a bilingual country by 2019. However, efforts as the training of teachers, investment of resources, changes in the curriculums, and possibilities for all the population to access to the learning of a foreign language will need to be made by teachers and administrators in our country.

In order to achieve these standards English teachers in the rural areas also play a significant role. They have an extremely important pedagogical task to carry the language to places where the population still thinks that it is impossible to learn a foreign language without being in the city. The results found in this project developed in a public school in the rural area where students do not have any contact with the language outside the school, suggest the importance of finding pedagogical alternatives to teach English in these contexts. Children in this area do not have many opportunities to practice or listen to the language since their access to television, music in English, and Internet is extremely limited and the input that they can get from their environment is very poor. However, from the experience in this study it can be observed that the school can become the place that provides them with opportunities to learn the language.

Limitations

Fortunately, the study did not have many limitations because working in the rural area allows teachers to have a high degree of autonomy to organize schedule though the main problem that emerged during the pedagogical intervention phase was *time*.

Although the lessons were planned to be developed each week from February to May this year, there were some weeks in which the teacher- researcher could not teach the class. As a consequence, the teacher had to reschedule her plan and she could finish the intervention on June 14th. Managing problems with time was sometimes difficult and annoying having to take into account the schedule of her colleagues and different unexpected activities that are done daily in the school.

Further research

This action research was focused on fostering the oral use of English and confidence to express orally; however, although it was not the main purpose, a valuable result was the acquisition of students' awareness about the importance of having correct pronunciation and using structures appropriately to express messages correctly. Ur (2004) suggests that teachers' job is to provide a variety of practice activities that familiarize students with the structures in context, giving practice both in form and communicative meaning. According to this, further research can be done about the strategies that can be used to raise awareness about the formal aspects of the language as structures and pronunciation without teaching them in a direct way.

Findings also revealed students' awareness about their capacities as language learners. Oxford (2011) states that individual factors are highly influential in the learning of a second language; taking into account this aspect, a second topic for research could be the affective factors that affect speaking production in the foreign language.

A third topic for research is related to the use of communicative activities. During the development of the activities students revealed friendship and support to their partners to improve their language level and achieve a goal. This factor suggests that researchers could see what is revealed when using affective strategies to promote confidence in the oral expression. Many insights could be gained when working with the affective factors that affect children because they are a very sensitive population that are guided mainly for emotional motives.

Finally, researchers can also use this project as an example for research in similar settings. Activities and methodologies can be changed according to the necessities and opportunities in each context, and results and examples of the teaching English in rural areas can become an important precedent to support different projects in rural and public schools of Bogotá.

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APPENDICES

Appendix 1. **Timeline for the research cycle**

Communicative Activities as a way to foster fluency and confidence in the oral expression
Action Plan 2011

Researcher´ name: DIANA OROZCO

Activity/Date	February, March, April, May and, June, July and August				September				October				November			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
1. Needs' analysis																
2. Preliminary Investigation																
3. Literature review																
4. Designing of action plan																
5. Design of data collection instruments																
6. Piloting instruments																
7. Research Design																
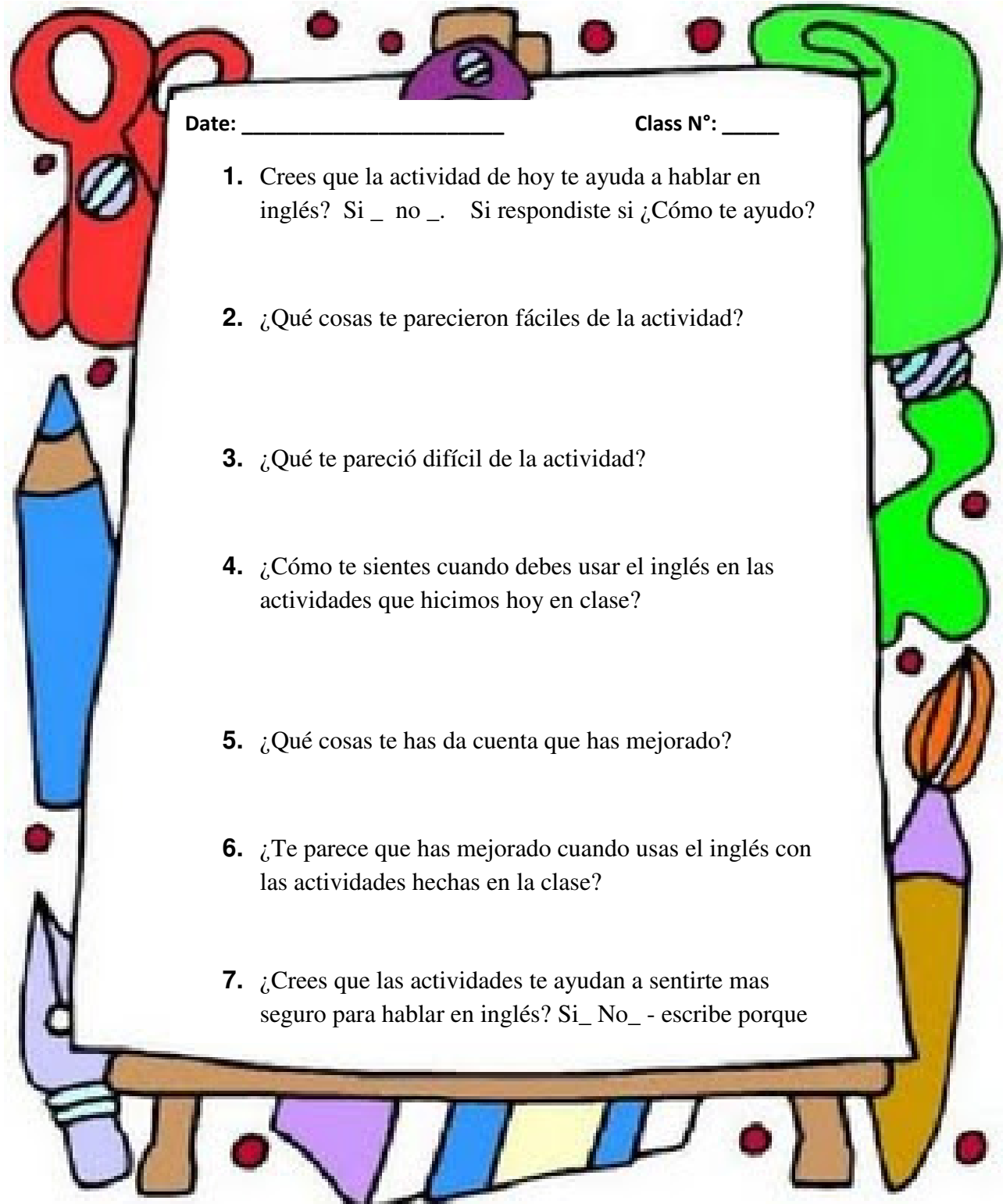
Action Plan 2012

Activity/Date	February, March, April, May, June and July				August and September				October				November			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
1. Pedagogical intervention																
2. Collection of data																
3. Analysis of data																
4. Reflection and decision making																
5. Selecting and analyzing data.																
6. Reflection and conclusions																
7. Final paper																
8. Share findings																

Table 5. Action plan 2011-2012.

. Student's log format

MY NICKNAME

IS:

_____

ENGLISH CLASS

My teacher is: _____
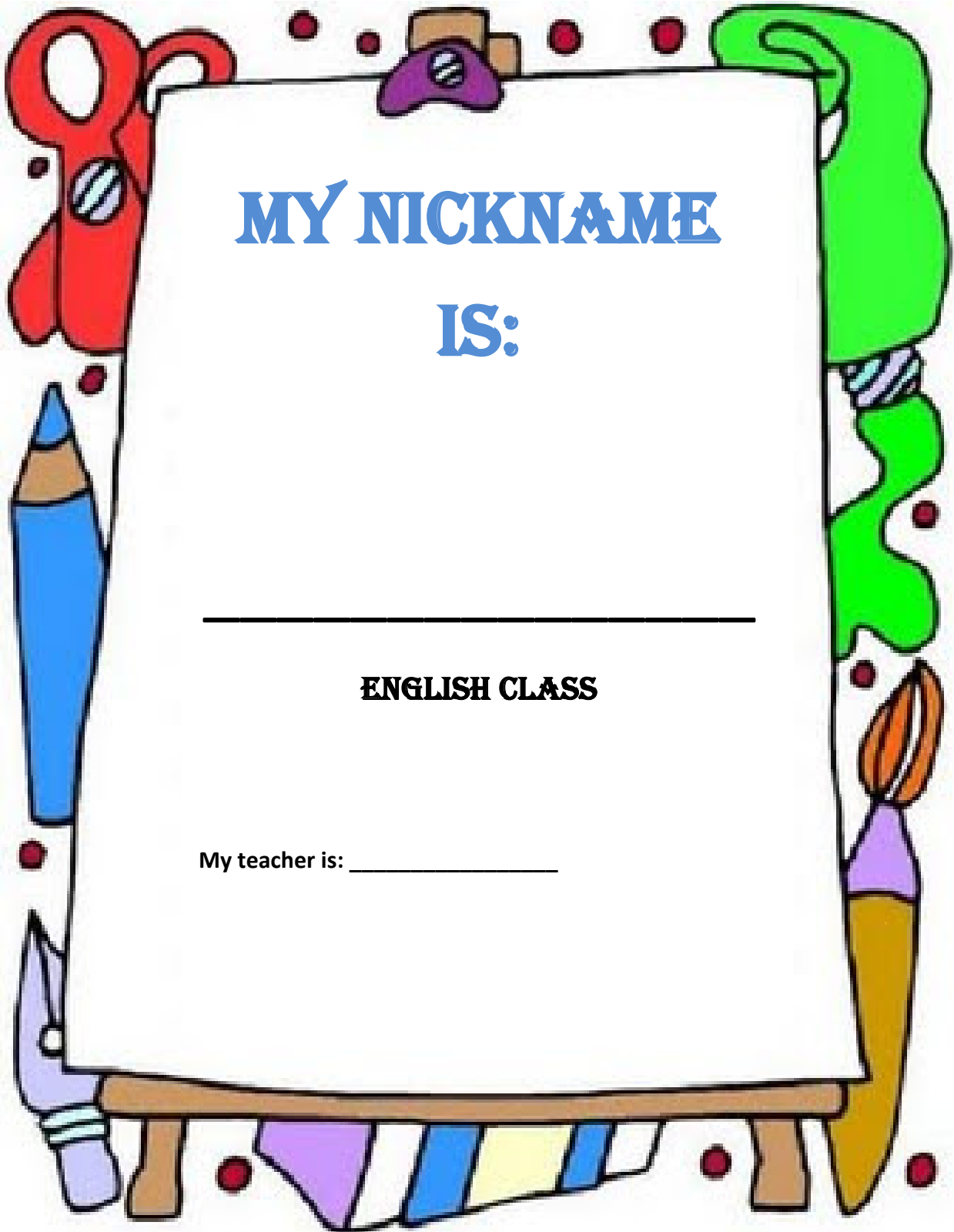
Date: _____   **Class N°: _____**

1. Crees que la actividad de hoy te ayuda a hablar en inglés? Si _ no _.   Si respondiste si ¿Cómo te ayudo?

2. ¿Qué cosas te parecieron fáciles de la actividad?

3. ¿Qué te pareció difícil de la actividad?

4. ¿Cómo te sientes cuando debes usar el inglés en las actividades que hicimos hoy en clase?

5. ¿Qué cosas te has da cuenta que has mejorado?

6. ¿Te parece que has mejorado cuando usas el inglés con las actividades hechas en la clase?

7. ¿Crees que las actividades te ayudan a sentirte mas seguro para hablar en inglés? Si_ No_ - escribe porque

Appendix 3. **Teacher's journal format**

DATE: _____ SESSION: _____

Based on the communicative activities…

What went well…?

What aspects didn't go well…?:

What did I observe about the oral skills of my students?

- Use of new expressions:

- Use of new vocabulary:

- Use of appropriate structure and pronunciation:

What did I observe about my students´ confidence to use the language?

- Initiative to use the language:

- Risk taking to participate and make part of activities

- Attitudes observed during the activities

: Oral Interview (Some questions changed during the interview)

QUESTIONS

1. **¿**Qué piensas de la clase de inglés?

2. ¿Cómo te parecen las actividades de la clase de inglés?

3. ¿Cuáles son las actividades que más te gustan?

4. ¿Qué otras actividades te gustarían?

5. ¿Te parece que has mejorado en inglés? si- no -¿cómo?

6. ¿Qué piensas de la pronunciación del inglés?

7. ¿Por qué les gusta remedar a la profesora?

Oral interview (June 14ᵗʰ, 2012)

Interviever: Teacher-researcher

Interviewee: Sheep, goat, Kitty, All, Dragon, Little bear, Butterfly, Rabbit, Dragonfly, Tigger, Jaguar, Flower.

1. ¿Qué piensan de la clase de inglés?

Sheep: a mi me gusta mucho

Kitty: a mi también y es divertida y si uno quiere viajart a otro país uno puede usar el inglés, cierto teacher?

Teacher: si Dianita GOOD!

Goat: es divertida pero yo aveces no hago la tarea

Jaguar: Homework

Dragonfly: es muy bacana pero eso si es más enredado pero bien

Little bear: Muy bonita profe gracias

Dragon: a mi me gusta arto

Rabbit: la clase de inglés es mi favorita y me gusta mucho la profe porque sabe mucho inglés

Butterfly: también es mi clase favorita y yo he aprendido mucho y cuando tenga plata voy a estudiar inglés y a comprarme un computador para estudiar inglés y aprender arto como la profe

Jaguar: a mi me gusta

Tigger: a mi también arto

Flower: a mi me parece toda bonita y me gusta hablar en inglés como en la entrevista pero a veces me da pena pero la profe me dice que digo bien el inglés

2. ¿Cómo les parecen las actividades de la clase de inglés?

Butterfly: son muy divertidas y alegres

Dragon: Bonitas

Flower: chéveres y uno se rie mucho

Rabbit: a mi me gusta arto la de la telaraña y la de la chair

All: a mi tingo-tango, profe ahorita hacemos tingo tango?

Teacher: cuando terminemos acá

Tigger: a mi me gustan los concursos y también tingo-tango y spiderweb

Kitty: a mi me dio arta pena la entrevista pero fue chévere

Dragonfly: son lo más de buenas cuando uno tira la lana y el otro no sabe que decir

3. ¿Qué otras actividades les gustarían?

Butterfly: No se, así más juegos

Jaguar: si como los juegos

Teacher: alguna otra idea?

Rabbit: profe, y porque no que hagamos Stop en inglés?

Teacher: si puede ser

Kitty: Si, a mi me gusta el ahorcado

Butterfly: Yo quiero que sigamos haciendo más obras en inglés para presentarlas a los otros niños

4. ¿Qué piensan de la pronunciación del inglés?

Sheep: A mi si me queda difícil

Butterfly: Yo a veces no puedo decir algo pero practico y practico y a la final lo se decir bien

Flower: Yo intento decirlo como lo dice la profe pero se me enreda la lengua pero yo he mejorado y lo digo bien pero hay cosas que no.

Goat: Ah si

Teacher: Diego dime (goat)

Goat: No profe

5. ¿Por qué les gusta remedar a la profesora?

Jaguar: Arremedar es chevre, porque uno trata de hacer las palabras como las dice la teacher

Kitty: Si, así uno aprende a decir como la teacher

Teacher: Daniel (Dragonfly)

Dragonfly: A mí me gusta intentar decirlo como lo dice la profe porque suena bacano

Littlebear: Yo trato de hacerlo como en el sonido, eso suena chistoso porque hablan como alargando la voz, a mí me gusta.

Teacher: Alguien más?

Group: No teacher

Tigger: Yo si ahora se decir artas cosas bien pero hay unas palabras que son redificiles pero si ahora soy mejor como en doctor Mayoría yo lo dije bien

6. ¿Cómo se sienten cuando tienen que hablar en inglés?

Kitty: A mí ya no me da pena, yo le dije a mi mamá que iba a aprender mucho inglés para enseñarle a todos cuando fuera grande

Rabbit: Al principio me sentía muy miedosa pero ahora me siento contenta

Dragonfly: A mí me parece bacano porque nadie más sabe y yo les enseño como decir cosas

Little bear: A mi si me da un poquito de pena pero no me importa porque yo estoy aprendiendo mucho

Sheep: Yo voy a seguir estudiando arto inglés y no me tiene que dar pena

Goat: Yo me siento penoso pero yo quiero que la profe nos siga enseñando más

Rabbit: Le voy a decir a mi papá que nos compre un curso para estudiar en el

computador

Tigger: Yo quiero saber decir muchas cosas en inglés como los gringos

Teacher: Bueno listo eso es todo, thank you very much!

Appendix 5. Consent letter for the director

Bogotá, Febrero 15 de 2012

Director: JULIO MORENO

CED Rural La Mayoría

Ciudad,

Respetado Director,

Con el propósito de apoyar el proyecto de Lectura, Escritura y Oralidad que se viene desarrollando en la institución, se pretende desarrollar la investigación *Actividades Comunicativas para Fomentar Habilidades Orales* con los estudiantes de cuarto y quinto grado.

El proyecto busca fomentar habilidades orales en los estudiantes por medio de la implementación de actividades comunicativas que serían desarrolladas como parte del currículo y de la dinámica normal de cada clase de inglés durante el primer semestre del 2012, por lo cual no se afectaría la planeación y aplicación del syllabus de la institución.

El seguimiento del proyecto se llevará a cabo por parte de la docente- investigadora, sin afectar sus actividades laborales, y se realizarán formatos de auto-evaluación con los estudiantes y videos de las actividades realizadas, estos resultados serán usados para el análisis de la investigación y se presentarán al grupo de docentes de la agrupación Usme Alto y a los niños participantes del estudio buscando brindar alternativas para fomentar habilidades orales por medio de una segunda lengua en las zonas rurales.

La identidad de los participantes será protegida y la información que se obtenga no los afectará académica o personalmente, esta solo será usada para conocer impresiones y gustos de los estudiantes acerca de la experiencia en el aula durante el proyecto.

Agradezco su ayuda y atención,

DIANA MARCELA OROZCO

Docente de inglés

Autoriza el desarrollo del proyecto en la institución: Julio Moreno C.
Firma Director: _____

Appendix 6. **Consent letter for students**

Bogotá, Febrero 17 de 2012

CED Rural La Mayoría

Estudiantes: cuarto y quinto grado.

Ciudad,

Queridos niños y niñas,

Con el propósito de apoyar el proyecto de Lectura, Escritura y Oralidad que se viene desarrollando en la institución, se pretende desarrollar el proyecto *Actividades Comunicativas para Fomentar Habilidades Orales* con ustedes los estudiantes de cuarto y quinto grado en la clase de inglés.

El proyecto busca ayudarlos en sus habilidades para usar el inglés por medio de actividades comunicativas que serían desarrolladas en las clases durante el primer semestre del 2012.

El proyecto se llevará a cabo por su docente: Diana Orozco; en las clases se grabarán algunas actividades para que luego puedan ser vistas por ustedes y por la profesora únicamente; también completaremos una libreta cuatro veces con 7 preguntas acerca de las actividades de la clase. Los videos y las libretas serán usados por la profesora en su trabajo final y será mostrado a ustedes cuando este terminado.

Sus nombres no serán usados en el trabajo y todo lo que la profesora aprenda de ustedes servirá para mejorar o cambiar las clases de inglés.

Si conoce el proyecto que está realizando la profesora por favor escriba su nombre y curso:

Estudiante	**Curso**
1. Dexber	Cuarto
2. marly yuliana	4
3. Deisy lORena	4
4. Diana Marcela	4
5. Daniel andres cañón	5º
6. Juan David cruz B.	5º
7. Daniel estiben c. t.	5º
8. Diego maurisio morales Bernal	5º
9. estevan chingate z	4º
10. Mabel Nayive Rubiano B.	4º
11. Luis Alejandro Gutierrez C	5º
12. ipith yolima Huertas	5º
13. Diana yuliana Beltran	5º

Appendix 7. Sources where some activities where taken

- *Let´s Play: Communicative activities for the classroom*, book by Miguel Angel Garcia

- *Communicative Language Teaching*, by Jack Richards.

- *Communicative Language Teaching: an introduction*, by William Littlewood

- http://www.esl-galaxy.com/speaking.html

- http://www.cal.org/adultspeak/pdfs/InstructionalActivityPacketEPractitionerToolkit.pdf

- http://en.commtap.org/tapsheetsearch/results/taxonomy:2%20content_type:lang_tap?classification

  =2-dev_description-p_nc

- http://www.mes-english.com/games.php

- http://plaza.ufl.edu/sm/academic.html#top of oral skills

Appendix 8. **Communicative activities applied during pedagogical intervention**

DATE	ACTIVITY - OBJECTIVE	Data collection instrument
February 24th	**Introducing yourself**: Ss will be able to introduce themselves and their partners **Activities:** • **Looking for the missing word:** Students listen to a sentence that is missing the final word, for example: Good _____, how are you _____?Then they have to run to the board where they will find the words missing and the first that takes the correct missing word wins 1 point • **Self introduction: (Ice-breaker)** In a circle the teacher introduces herself: name, age and profession. Then she throws a ball to a student and he/she is asked to do the same.	**Journal 1**
February 29th	**Talking and asking about personal information-** Ss will be able to ask and answer about personal information **Activities:** • **Empty chair: (Ice breaker)** The teacher organizes the chairs in a circle and there is a chair missed. Students dance around the chair and when music stops they sit. The	**Journal 2** **Video1**

	students without chair must do a question, ask a question or introduce him/herself.	
March 8th	**Tell me about your likes –** Ss will talk and ask about their favorite colors and sports **Activities:** • **Presentation:** students are asked to write a little introduction of themselves on a poster and their favorite color and sport. The T gives a model of the piece of writing and some volunteers are asked to present it. They have to practice it at home to present in the next class.	**Journal 3**
March 15th	**Expressing likes and dislikes-** Ss will be able to express their likes and dislikes related to food **Activities:** • **Tingo- tango:** Students (ss) pass a ball while somebody says: tingo, tingo, tango. Ss stop and one student makes a question to the partner who has the ball about her/his personal information or his/her likes. • **Information chart:** Ss go around the classroom asking their partners: Is your favorite color…/sport…? And write yes or not according to a list	**Journal 4** **Students' log** **Video 2 and 3**

	given by the teacher	
March 29th	**What is your favorite?** Ss will be able to express their favorite color and food **Activities:** • **Tingo- tango**: Ice-breaker • **Find someone who:** The teacher gives a list of activities to students. They move around the classroom asking each other, do you like…? Then, students report their findings to the class.	**Journal 5** **Video 4**
April 11th	**What is your favorite? -** Ss will be able to express their favorite animals, sports, and music… Activities: • **Empty chair: (Ice breaker)** • **Guessing the right answer (contest):** Students are divided by pairs, one of them pass in front of the class. The teacher shows a word to the class and one of the students that are sitting has to ask a question and the partner that is in front of the class has to answer it quickly**.** The pair with more correct questions and answers wins**.**	

April 20th	**Talking about hobbies –**Ss will be able to express their favorite activities **Activities:** • **Empty chair: (Ice breaker)** • **Dice game:** Students are divided in groups of 3 and 4. Each group needs one die, a board, a pencil and a piece of paper. - one student rolls the die. The student(s) will make a sentence with the vocabulary word on the board, using either the expressions: I like…, I don´t like… I like but I don´t like… The group writes down the number value on that face of the die and play moves to the next person in the group. The first person in the group who completes 40 points wins	**Journal 6** **Students' log** **Video 5**
April 30th	**Daily routines:** Ss will be able to talk about their daily routines Activities: • **Tingo- tango**: Ice-breaker • **Candies and spiders:** Students are asked to turn around and close their eyes, the teacher places small flashcards face up in the middle of the	**Video 6**

	group with candies or spiders. - Students turn around and one by one call out a routine or favorite activity. The teacher lifts the card to reveal what's underneath. If it's a candy card, the student takes the card and keeps it as one point. If it's a spider card, don't make the student take the card. Leave the spider on top of the card and proceed to the next player.- The person with the most candy wins • **Information chart:** Ss go around the classroom asking their partners about their daily routine at morning, noon and evening. They write yes or not according to a list given by the teacher	
May 9ᵗʰ	**My family life:** Ss will be able to present their families or friends daily routines • **Answers:** The teacher thinks on some questions and she writes the answers on the board. Students are asked to guess the questions. Then, students are asked to write answers on the board and their partners have to guess the question. • **My family photos:** Students are asked to take photographs of their family to the class. Then, they have to	**Journal 7** **Students' log** **Video 7**

	introduce one of their relatives to their partners, the teacher begins in order to model the activity and encourage students.	
May 23rd	**Asking about daily routines:** Ss will be able to ask about daily routines to teachers and partners • **Empty chair: (Ice breaker)** • **Spider-web:** In a circle the teacher throws wool to a student and makes a question about the daily routine of the student; after answering the student throws the wool again holding it in his/her hands and make a question. The activity finishes when the entire group has received the wool. • **Interview:** Students work in pairs and choose two famous people they want to imitate. They prepare a short interview to be presented in class.	**Video 8**
June 14th	**Asking and presenting about daily routines**: Ss will be able to ask and present routines to teachers and partners • **Spider-web (Ice-breaker)** • **Contest:** Students are divides in pairs and they are asked to invent a name;	**Journal 8** **Final oral interview**

| | then they choose one of them to pass in front of the class. The teacher shows a card to the student in front of the class to mimic the action; his/her pair must do the questions according to the mimic.

 • **Interview:** Students work in pairs and choose a teacher they want to interview. They prepare a short interview to be presented in class. | |

Table 6. Activities during pedagogical intervention.

Appendix 9. **Lesson plan**

LESSON PLAN

CLASS N°:_____   **DATE: _____**

Main Aim(s):

The students will talk and ask about their favorite colors and sports using vocabulary and expressions practiced in class.

Subsidiary Aims:

Students will use appropriate vocabulary to express their favorite colors

Students will use appropriate vocabulary to express their favorite sports

Students will make and verify predictions about vocabulary based on prior knowledge

Students will make and verify predictions about structures based on prior knowledge

Personal aims:

To encourage the use of classroom language, expressions and vocabulary

To promote more students´ talking time

To motivate students to construct their own learning

Stage	Aim	Procedure Teacher and student activity	Time and interaction	Materials
Warming up	Motivate students to begin the class and introduce the topic	**Tingo- tango:** Students (ss) pass a ball while the teacher (T) says: tingo, tingo, tango. Ss stop and the T makes a question to the student who has the ball about her/his personal information or his/her likes.	10 min S $\rightarrow$ S	Ball
Topic presentation and Controlled practice	To help building up the topic of the lesson. To put into practice the language introduced in the lesson	**First part:** Students are asked to answer to the question: What is your favorite color? Some Ss answer and then, they see a video reviewing the colors, repeating while they listen. Then they have to answer the question: What color is it? And show the color asked by the teacher. Finally, they practice again asking and answering by pairs to the question: What is your favorite color? _____ **Second part:** Then, they are asked to answer to: What is your favorite sport? The teacher presents 4 sports: basketball, volleyball, soccer, and athletism using real balls and a picture. Students repeat and are asked about the sport several times. Finally they are asked again: What is your favorite sport. They practice asking and answering by pairs. The teacher puts the question on the board and makes more examples while asking the Ss	20 min T $\rightarrow$ S	Poster: What is your favorite color? Video: colours vocabulary http://www.eslkidslab.com/lessons/index.html Basketball, volleyball and soccer balls Picture

		Third part: Now, Ss are asked to answer to the question: Is your favorite color _____? The teacher gives some examples of the answer and asks again. She puts the question on the board and makes more examples while asking to the Ss. They practice asking and answering by pairs.		
Meaningful practice	To help building up the topic of the lesson.	**Information chart:** Ss go around the classroom asking their partners: Is your favorite color…/sport…? And write yes or not according to a list given by the teacher	10 min S → T, Ss	List of color and sports
Closing activity	To clarify vocabulary and concepts	Ss have to organize some sentences related to the topic and to complete some words practiced in class. Finally they are asked to write a little introduction of themselves on a poster and their favorite color and sport. The T gives a model of the piece of writing and some volunteers are asked to present it. They have to practice it at home to present in the next class.	20 min Ss → SS	Posters

Table 7. Lesson plan.

CLASS N°:_____   **DATE: _____**

Main Aim(s):

The students will talk and ask about their favorite colors and sports using vocabulary and expressions practiced in class.

Subsidiary Aims:

Students will use appropriate vocabulary to express their favorite colors

Students will use appropriate vocabulary to express their favorite sports

Students will make and verify predictions about vocabulary based on prior knowledge

Students will make and verify predictions about structures based on prior knowledge

Personal aims:

To encourage the use of classroom language, expressions and vocabulary

To promote more students´ talking time

To motivate students to construct their own learning

Stage	Aim	Procedure Teacher and student activity	Time and interaction	Materials
Warming up	To motivate students to begin the class and introduce the topic	**Candies and spiders:** Students are asked to turn around and close their eyes, the teacher places small flashcards face up in the middle of the group with candies or spiders. - Students turn around and one by one call out a vocabulary word or make a sentence using the word. - The teacher lifts the card to reveal what's underneath. If it's a candy card, the student takes the card and keeps it as one point. If it's a spider card, don't make the student take the card. Leave the spider on top of the card and proceed to the next player. - The person with the most candy wins	15 min S →S	Flashcards
Topic presentation	To help building up the topic of the lesson.	The T tells a story about a bear talking about their favorite food and activities; she sticks the vocabulary on the board while telling the story. The T introduces the expression I like _____ and asks: What do you like? she points out several ss, they have to answer; the activity is repeated several times with all the students. Then the teacher introduces the expression: I like___ but I don´t like_____, then she does the same with all students and fosters the practice between them.	25 min T → S	
Controlled practice	To verify predictions about vocabulary based on prior knowledge	Students work in pairs to ask: What do you like? – I like…but I don´t like….	10 min T →Ss SS→T	

Meaningful practice	To help building up the topic of the lesson.	**Dice game:** Students are divided in groups of 3 and 4. Each group needs one die, a board, a pencil and a piece of paper. - one student rolls the die. The student(s) will make a sentence with the vocabulary word on the board, using either the expressions: I like…, I don´t like… I like but I don´t like… - the group writes down the number value on that face of the die and play moves to the next person in the group. The first person in the group who completes 40 points wins	45 min S →T, Ss	Cards
Topic presentation and Controlled practice		What is your favorite? Hobbies story	40 min T →Ss SS→T S S	
Communicative practice	To use appropriate expressions and vocabulary to communicate	**Interview:** Students work in pairs and choose two famous people they want to imitate. They prepare a short interview to be presented in class.	min Ss →SS	Clothes, posters
Closing activity	To clarify vocabulary and concept	Students develop a guide related to the topic to fill information	20 min Ss →T	Guide

Appendix 10. **Materials**

1.

Name: _____   **Date:** _____

INFORMATION CHARTS

	BLUE	BASKETBALL	SOCCER	YELLOW	PURPLE	VOLLEYBALL	BLACK
Luis A							
Esteban							
Diana							

INFORMATION CHART

Name: _____   **Date:** _____

STUDENT 1:_____

AT MORNING		AT NOON		AT NIGHT	

STUDENT 2: _____

AT MORNING		AT NOON		AT NIGHT	

Material designed by the teacher: Diana Orozco

2. **Real objects: Balls of basketball, volleyball, soccer and a little ball, photographs**

3. **Posters** with questions and vocabulary used in the lesson:

WHAT IS YOUR FAVORITE COLOR?	WHAT IS YOUR FAVORITE SPORT?

BAS_ E_B_ _ L	_ OL_EY_A_L	S _ C _ E _

Videos:

Introducing yourself

http://www.youtube.com/watch?v=Uv1JkBL5728&feature=related

Colours vocabulary

http://www.eslkidslab.com/lessons/index.html

Professions:

http://www.youtube.com/watch?v=kfzVA84UX4o&feature=fvst

http://www.youtube.com/watch?v=709jALpHktc&feature=fvwrel

Food:

http://www.youtube.com/watch?v=NCLfnH3ekRI&feature=relmfu

http://www.youtube.com/watch?v=58eFNxlLr5s&feature=related - Cartoon

http://www.youtube.com/watch?v=UaqISEs_uj0&feature=fvsr - Song

Health problems:

http://www.youtube.com/watch?v=WNJRl3BZ204&feature=relmfu

Daily routines:

http://www.youtube.com/watch?v=sIe8lwgDcVY&feature=relmfu

http://www.youtube.com/watch?v=id8s83t-9QE&feature=related - **Franklin goes to school**

4. **Images and flashcards**

Daily routines

MORNING   **NOON**

NIGHT

Images taken

from: http://www.google.com.co/search?tbm=isch&hl=es&source=hp&biw=1093&bih=45

8&q=morning&gbv=2&oq=morning&aq=f&a58
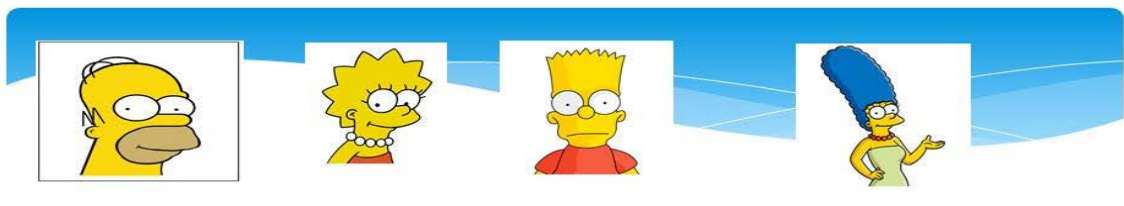
g	r	a	n	d	m	o	t	h	e	r	u
b	m	q	c	f	e	t	u	r	f	a	f
c	a	o	b	a	b	y	t	e	a	t	a
r	z	p	t	g	v	u	e	t	m	w	t
s	d	l	w	h	j	p	t	s	i	e	h
y	z	n	x	v	e	i	s	i	l	r	e
b	r	o	t	h	e	r	i	s	y	m	r
g	r	a	n	d	f	a	t	h	e	r	l

Appendix 11. **Data management – Student's logs**

				STUDENTS' LOG			
STUDENT	¿La actividad de hoy te ayuda a hablar en inglés?	¿Qué pareció fácil?	¿Qué le pareció difícil?	¿Cómo se siente cuando debe usar el inglés en las actividades?	¿Ha mejorado cuando usa inglés?	¿Qué ha mejorado?	Se siente más seguro para hablar en inglés- cómo?
TIGGER March 15th	SI- Porque puedo decir unas palabras bien	Decir unas preguntas	What do you do? Ponerme el apodo	Un poquito nervioso	Si- un poquito	Decir unas palabras Quitar la pena de pasar al frente	Si- porque mejoro
TIGGER April 20th	SI- Porque puedo decir- What are you today? Y puedo hablar sin pena	Responder las preguntas	Nada	En veces muy penoso	Si- El vocabulario por que ya puedo decir muchas preguntas	Calmar la pena	Si- porque primero no podía hacer nada
TIGGER May 9th	Porque hicimos una entrevista de ingles muy bien y me saque 5			Nervioso cuando hicimos la entrevista para no hacerla mal	Si porque hago palabras en inglés	He mejorado las palabras y la pena	Si- puedo hablar en inglés
RABBIT March 15th	SI-Participando Entendiendo más las palabras	A mi me pareció fácil fue todo el cuestionario	A mi me pareció difícil pocas palabras Entenderle a la profesora	Me siento segura	SI	Pronunciar mejor las palabras y entenderlas	SI- porque los niños ahi no se burlan
RABBIT April 20th	Me ayuda a siendo preguntas y respondiendo también me	Unas preguntas y también responderlas	Algunas preguntas	Segura pero también un poquito penosa	SI	Ablar y las palabras dificiles	Porque se hablar mejor y no me confundo y por eso no me ase

	ayuda viendo a la profe como abla						dar pena
RABBIT May 9th	Porque me ayudo a quitarme mas la pena y estuve con la cámara de la profe Diana			Pues me sentí segura y con más pronunciación	Si	Pues la pronunciación y entender mas el ingles	Si ahora entiendo más
BUTTERFLY March 15th	Alludo a perder miedo a pasar al frente y hablar en ingles	Me parecio fácil pronunciar What do you do? Y los colores	Pronunciar How old are you	Me senti nerviosa	Me e dado cuenta que e mejorado en mi vocabulario	SI- porque alguien puede venir a ablar en inglés y nosotros contestar	Me parece que la actividad me quita el miedo para ablar en inglés
BUTTERFLY April 20th	Si- la clase de hoy me alluda porque puedo pasar al frente	Pronunciar what color is your hair	Pronunciar are you tollar or short	Yo me senti tranquila porque siento que tengo confianza en mi misma	Si- yo me e dado cuenta que mejorado en vocabulario pronunciando	Es divertido hablar en inglés	Las actividades son divertidas y puedo aprender a hablar el ingles
BUTTERFLY May 9th	Que la actividad de hoy me ayudo a hablar en inglés frente a otra persona			Yo me siento con las actividades de hoy me sentí tranquila	Yo creo que si e mejorado cuando uso el inglés cuando hablo	Yo me e dado cuenta que e pronunciado mejor	Yo creo que si me ayuda a hablar en inglés porque pierdo miedo

DRAGONFLY March 15th	Si- Por que ahora yo puedo en unas palabras	What is your favorite sport?	How old are you?	Muy fantastico ya que aprendo artas palabras	SI- por que aprendo muchas cosas	No darme miedo a pasar delante de mis compañeros a decir en ingles	Si- Ya que ablo unas bien y unas mal- preguntado
DRAGONFLY	Me ayuda a			Bien ya me		Si ya que las puedo	Porque soy mas

May 9th	hablar en ingles			ayuda a mejorar		pronunciar mejor	cada día
LITTLE BEAR March 15th	Si-participando aprendiendo las palabras	A mi me parecieron fasil What is your name	A mi me parecio dificil responder algunas palabras	Bien, porque aprendemos muchas palabras	SI	Pronunciar muchas palabras que no abia aprendido Te das cuenta de muchas cosas	Si
LITTLE BEAR April 20th	Me alluda a aprender las palabras en ingles	What do you do	Algunas palabras que no se pronunciar	Me siento bien y aprendemos muchas cosas	SI	Estoy pronunciando muchas cosas que no sabia pronuncias- porque antes no sabia esas palabras y aora si	Si- porque porque yo puedo decir cosas en ingles
LITTLE BEAR May 9th	A mi me ayuda a pronunciar muchas palabras que no sabía pronunciar			Bien porque ya se mas palabras que no sabía	Si porque me siento muy bien	Hacer entrevistas en inglés	Porque ya puedo pasar al frente y hablar
KITTY March 15th	SI- A mi me gusta porque si uno consigue trabajo por ejemplo ir a España y le preguntan good morning- my name is Diana	Me parecio fácil cuando jugamos y tocaba responder por ejemplo What do you do	Me parecio dificil cuando vinieron las profesoras y cuando comensamos ingles	Yo me ciento bien yo se que lo voy a hacer bien pero algunas palabras no	Si- pero aveces no porque son aveces muy dificiles	Yo he mejorado todo como decir What do you do sicnifica whatuyutu	Si- porque me siento muy segura de hacerlo muy bien
KITTY April 20th	SI- a mi me ayuda mucho porque hoy aprendimos	Me parecio fácil las palabras que teníamos que responder	Me parecio dificil responder What color you eyes	Bien porque se que lo voy a hacer bien	SI	Las preguntas y nada mas y las respuestas	Si- porque cuando este grande de pronto me voy

	cosas muy bonitas para ablar en ingles						a viajar por eso
KITTY May 9th	Nos ayudamos en una entrevista y lo hicimos muy bien			Que lo iba a hacer bien y aprendimos	Si	Muchas cosas y las difíciles tambien	Porque nos ayuda mucho por si vamos a un país que hablan ingles
GOAT March 15th	Si- Me ayuda en mejorar las palabras de ingles y escribirlas	Lo que la profe me enseña y los letreros que pone	Lo mas difícil de la actividad es responder las preguntas	bien porque son mui chebres	Si- con las actibidades	Mejorado en las palabras de ingles	Si_ por que uno pasa al frente i no tiene que darle pena de los compañeros
GOAT April 20th	Si- me ayuda a responder cosas que no sabia y ablar en ingles	Decirnos los nombres tocando los otros	No me parecio nada dificil	Yo me siento apenado porque me da pena ablar delante de todos en ingles	SI	E mejorado en decir palabras en ingles	Si- me siento mas seguro de lo que ablo
GOAT May 9th	Me ayudo a quitar la pena de hablar ingles			Bien	Si	Pronunciando mejor el inglés	Porque ya no me da pena y se pronunciar mejor el ingles
THE FLOWER March 15th	Si_ porque los compañeros auno le preguntan algo o yo a ellos	What do you do I am estudient y responder las preguntas	Aprendernos las questions	Yo cuando paso al frente a veces me siento nerbiosa	Si-me parece chebre y bonito	Los colores y aprenderme algunas preguntas	Si-
THE FLOWER	Si- a mi me	Aprendi a decir	Aprendernos	Yo me siento bien porque e	Si- porque antes en los	Yo creo que las cosas que he	Si- porque uno aprende ingles

April 20th	ayudo a decir what do you do bien	en ingles los colores	las preguntas	aprendido muchas cosas	tiempos no sabia nada de ingles peo ahora si sed	mejorado son vocabulario y tener confianza	y es una enseñansa bonita
FLOWER May 9th	Me ayudo entre a una entrevista y lo hice bien			Bien porque puedo aprender muchas cosas	Si	Muchas cosas las mas fáciles y las mas dificiles	Si- porque nos ayuda mucho para entender el inglés y hablar el inglés
JAGUAR March 15th	Si	Todas las cosas	What do you do	Me siento alegre y contento	SI	Pase a exposición y mejore	Si me ayudan a estar seguro
JAGUAR April 20th	SI	Pronunciar What do you do	Nada	Confianza porque no me da pena	Pronunciar bien what do you do	Dejar la pena	Si me ayudan mucho
JAGUAR May 9th	Me ayuda a hablar en inglés muy bien			Me sentí muy bien al usarlo		He mejorado un poquito	Si- me ayuda a sentirme más seguro para hablar en el inglés
THE WALL March 15th	Si- con los trabajos que realiso	Responder what is your favorite sport	Es pronunciar what do you do	Con pena	No	En unas palabras y preguntas	SI
THE WALL April 20th	SI- a mi me confianza	Decir what color is your hair		Bien que e mejorado mi vocabulario	Si	Decir what do you do	Si porque no me da pena
SHEEP March 15th	Si- porque los amigos nos dicen las preguntas	Decir tingo-tango y las palabas en igles	Pensar las palabas en igles	Unas palabras no puedo pronunciar	Si	De ingles	Tengo miedo por que meda miedo

SHEEP April 20th	Si- me ayudo que orita puedo desir unas palabras	Decir ingles sin la profesora		No me da miedo ni me da nervios	Si- no me da miedo	Si mejorado y se hacer frase	Si- yo quiero aprender mucho
SHEEP May 9th	Me ayuda a decir el inglés, si me gusta si porque es muy bonito			Muy bonito para aprender y enseñarle a mi mamá	A hablar en ingles	Muy bien y me gusto la clase de ingles	Si porque me gusta mucho
THE DRAGON March 15th	Si- porque llo me divierto	Hacer la tarea	decir en ingles	Alegre y cuando paso a tablero asustado	Si	En ingles las palabras porque es divertidas	SI- llo aprendo a ablar en ingles
THE DRAGON April 20th	Si- porque todo aprendo- porque mejoro		Unas palabras	Es bonito	Si	Pronunciación	Si- porque esto i aprendiendo
MARLEY March 15th	Si- porque todos los compañero son preguntan de uno a otro	Decir las palabras en ingles		Cuando llo paso al tablero siento nervios con los compañeros	Si	Si- porque me parecen muy bonitas	Cuando yo paso al tablero me siento nerviosa pero al principio, no ya aprendo muchas cosas como decir palabras en ingles
MARLEY April 20th	Si- a mi me ayuda mucho a decirlas en ingles	Ya me pareció fácil las actividades porque las palabras que		Yo me siento como nerviosa cuando digo algo en ingles	Si	Aprendo muchas cosas como confianza y como decir las tarjetas en ingles	Si- porque me ayuda a hablar mucho en ingles

		dijimos					
MARLEY May 9th	Si porque me ayudo aprender muchas cosas			Yo me siento penosa un poquito delante de mis amigos	Si porque cuando hacemos actividades en ingles son bonitas	Hablar palabras en ingles como los números y el tingo-tango	Porque en el tiempo ayuda a hablar en ingles

Tabla 8. Sample students' logs.

Appendix 12. Photographs and video recording during activities

To see video go to: http://screencast-o-matic.com/watch/cl6tVfSsg

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