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MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

Reporte del Proyecto Terminal de Aplicación Innovadora del Conocimiento

The challenge of fostering speaking in a public high school: 206 A case in COBAEV 12.
An action Research

Procesos de Enseñanza-Aprendizaje del Inglés en el Sistema Educativo Mexicano

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Abstract

This paper gives an account of an action research project carried out in a group of second semester students in COBAEV 12, a public high school in Cordoba, Veracruz which in terms of performance in the English as a foreign language class is lower than the rest of the groups being taught by the same teacher. One of these learners’ weakest skills is speaking, due to the way that they were taught in the preceding grade. This action research project was developed over four weeks during the second partial evaluation period. Observational and non-observational methods were utilized to get data about EFL learners’ backgrounds and their behavior during EFL lessons, as well as their attitude towards the language. The activities selected were supported on the basis of the syllabus of the EFL subject official syllabus. The data assisted the teacher to identify the types of oral skills which learners found beneficial or noticed improvement in their speaking skills during the implementation plan. Moreover, this data allowed the researcher to analyze which types of activities, materials, and interactions were preferred by the young participant together with the necessity and importance of speaking English as a means to access to more studying in the short term, and professional opportunities, in the mid and long terms. That is, for educational purposes or as assistance in their careers. Based on the findings, the study argues that most of the participants in this research felt that they improved their English. Furthermore, it still is a good moment for teachers to improve their practices and to take advantage of learners’ interest, willingness to learn and motivation to help them on their way to learning EFL. Implications of the findings are discussed in relation to EFL curriculum and some recommendations are made for further research.

Key words: communicative activities, micro skills, macro skills.
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Chapter 1

Introduction

Even in one’s mother tongue people make errors while speaking and some of these people also have problems communicating appropriately. Learning a foreign language, speaking is often times the most difficult aspect. First of all, as native speakers people are not aware of what they know or how they speak. Apart from the barrier that the cultural aspect may represent for learners, there are some other situations together with the linguistic ones that should be borne in mind when teaching English as a foreign language. The most common situations that I have noticed in EFL learners, regarding speaking, are related to motivation and the learning and metacognitive strategies each learner attains.

In this teacher’s experience, speaking is consistently an area of concern and for this reason this action research project focuses on speaking skill; a due issue in any alive language, because typically in classes they do not receive specialized attention to speaking. Among the main reasons for this are that learners cannot organize their thoughts and ideas and because they do not feel comfortable when they hear someone speaking in English or when they try to do it. For these reasons, to attain the stated oral competencies in the general syllabus for high schools in COBAEV 12, teachers need to embrace different assessments and adapt their teaching methodology for best serve their students in the English as a foreign language class.

It must be considered that the current EFL syllabus for high school in Mexico is based on developing competencies according to international standards in education. Despite this, the teacher realized that there are certain aspects that do not allow the teacher to fulfill the speaking competencies in the intervened group. Therefore, in order to achieve the goals of the syllabus it is necessary for teachers to know the characteristics of their learners, as well as to organize the lessons in relation to the actual time allotted. In addition to this, teachers should encourage learners to be more
aware of how they process information as well as developing metacognitive skills to use in their studies and providing learners with a foundation that promotes learning.

With the aim of implementing an intervention plan, in a group of high school learners in second semester in COBAEV 12, that may entail them to start speaking English. First it is necessary to encourage communicative activities, tasks, and strategies which offer the learners practice in controlled and semi-controlled situations. This is done in order to not deflate the learners‘ self-confidence while at the same time attaining an appropriate level of challenge according to the learners‘ level. Including EFL study habits and the use of metacognitive activities is another option considered to aid learners to notice that speaking can be taught and learnt. This action research project was applied to a group of freshman in a public high school during a four week period, using content according to the syllabus and corresponding to the second partial evaluation. The objective of this project was to allow learners to develop oral competency in the English language in order to satisfy the objective corresponding to the elementary level A1 in accordance to the Common European framework (CEF).

This project will first describe the context and focus of the research. Then, what speaking involves and the features of the oral skills selected to take an action plan. After, the methods and techniques used to carry out the project will be explained in another section. Also, this paper will present the most suitable actions selected to be carried out according to the context. Finally, this paper will embark on displaying the findings and results, discussions, and reflections obtained from the research in separated sections.

Context & Focus

Colegio de Bachilleres del Estado de Veracruz (COBAEV) is a public high school system in the State of Veracruz. Within the state there are more than sixty schools covering rural and urban zones. In COBAEV schools the course English as a Foreign Language is scheduled three times a week during four semesters. In the syllabus each
course is planned to be developed for forty eight hours per semester and it is stated that accordingly the CEF reference learners are supposed to reach the lower intermediate level (A2-B1) at the end of the four courses.

COBAEV 12 is one of the biggest high schools settled in Córdoba with a population around 1,500 registered students. Teachers at this school deals with large groups of learners in each grade: fifty in the first year, around forty five in the second and third years. Each year the size of the groups has been a obstacle and/or excuse for teachers who were not being fully attentive or assisting to the fullest learners to develop their oral skills in the subject English as a Foreign Language (EFL). Even with a communicative or competencies approach, speaking has been one of the language skills that many learners are reluctant to because they do not feel comfortable or self-confident articulating words in English. One of the main reasons for students’ negative responses towards English stems from learners not being used to practicing speaking in English. Typically, students experience a certain level of nervousness, anxiety which are shown through nervous laughs, silences or stressed faces. Moreover, since the ages of these youngsters (15-16), they are conditioned to mock each other, this in turn contributes to the learners nervousness to participate. Furthermore, their classes in their previous courses were based on their own literary translations of conversations and dialogues.

Problem

According to the situation previously described, many learners were not sufficiently trained or guided on developing their oral communication skill during the first three years of secondary school and they find the speaking activities are difficult to be carried out. On the other hand the fact that the EFL teacher in COBAEV 12 has to deal with large groups is another important factor that adds to the situation. Hence, selecting the most appropriate activities and strategies to aid the learners in developing their speaking skills has been a difficult task.
Although teaching speaking embodies the production of sounds, words, phrases, messages, etc, this project does not focus on pronunciation or on accuracy. It concentrates on developing fluency through conceding importance to the selection of appropriate words and sentences (vocabulary and grammar) as well as the organization of the speaker’s thoughts in a meaningful and logical sequence (metacognitive strategies). It also pinpoints on teaching the learners some production and interaction strategies that would provide practice for the learners and help them overcome the fears of speaking a foreign language. The means to achieve these is by reassuring positive input that contributes to the motivation of the learners. If so, this would enable them to do short formal oral presentations by the end of the evaluation periods.

Objective

Since COBAEV 12 is a public school with large and heterogeneous groups, the research is directed to motivate the learners and increase their self-confidence towards the target language and to show the learners what they can make use of and how they can organize their skills to acquire certain fluency in a foreign language classroom.

The aim of this small scale action research project is to foster the speaking skill on high school learners during the first year of EFL in high school, regarding language competencies that may enable the learners language improvement in the second year at this level.

Research questions

- How the oral controlled and semi controlled activities can help my learners in COBAEV to develop speaking regarding accuracy, fluency, and pronunciation?
- How the oral controlled and semi controlled activities can assist my learners to increase their self-confidence towards fostering their speaking?
Rationale

There are a great number of activities to be used to develop speaking in English as a foreign language; however, the level of the learners, and the competencies, accordingly the syllabus, to be attained are very important when selecting such activities or strategies. In this case speaking practice at the low-beginning level and situations based on the syllabus may provide COBAEV 12 learners with some support to develop their speaking in the EFL classroom.

This project assumes that selecting techniques and activities for teaching speaking English as a foreign language during the whole course may get students be accustomed to speaking. Constant practice and a variety of opportunities to speak may lead COBAEV 12 learners to break out their oral skill, as well as raising learners’ awareness to organize and prepare themselves for speaking. This may allow learners to rehearse their own metacognition knowledge and use.

This project is relevant to the teacher’s context since it aims to contribute to develop high school learners’ oral skills in EFL by means of controlled and semi-controlled communicative activities, tasks, and strategies. This would contribute to improve the level of language in a stage (teenage) when learners are supposed to be more open to learning. Moreover, I believe that the project would contribute to orient learners to achieve higher grades in English during the first year and would motivate them to keep on improving in the next courses.

Furthermore, the scope of the project may contribute to EFL COBAEV teachers’ understanding of the importance of collaborating and working together to make align the curriculum, mission, vision, and objective to produce functional and authentic lessons that allow students to be successful and teachers to meaningfully involve in the process. The teacher believes that this project may be an option for teachers to aid high school learners in large groups from public schools to be enabled to attain the elementary level and motivate their learners to continue learning English.
Chapter 2

Literature review

Teaching English as a foreign language in Mexico has been a complex issue for a long time, especially in public schools and especially when it comes to the speaking component. Native speakers do not realize nor are they aware of the various components involved in actually learning to speak the language. This is done innately from birth and is a natural process.

Included in this chapter are definitions about speaking from experienced scholars, the elements that the EFL teacher must know as well as the obstacles he or she faces when teaching speaking. Also, this section explains the language learning theories and principles of pedagogies in which the intervention will be based. Finally, the action research theory that is the backbone in the development of this intervention will be mentioned.

Definition of speaking

In a traditional view speaking is the means by which human beings use to communicate orally each other. For many years it was thought that fluent speaking was the natural outcome from the teaching of grammar and vocabulary and some pronunciation (Thornbury, 2005). However, there are some other definitions that contribute to clear the concept and broaden its extent portraying the complex process it involves. For instance, the Oxford dictionary defines speaking as

*the action of conveying information or expressing one’s feelings in speech*

*or the activity of delivering speeches.*
For Brown (2005) speaking involves interpersonal and transactional dialogues that learners should understand from the foreign language culture. In accordance to Thornbury (2005) and Horwitz (2007) speaking is one of the crucial components of a alive language since it is the means to communicate with others and it is not isolated since it is the consequence of listening, reading, meaningful practice and the learner’s own strategies to incorporate these elements when interacting.

Speaking English as a foreign language is portrayed and assessed in terms of, basically, three sub skills: fluency, pronunciation, and accuracy. According to the Longman dictionary, the first one refers to the ability to communicate using vocabulary and expressions smoothly. The second one has to do with the appropriate intonation and stress when pronouncing the words or phrases during any interaction. The last one is about the appropriate use of varieties of structures according to the situations. Consequently the EFL teacher should help the learners to develop these sub skills.

Obstacles in speaking and speaking problems of the learners in the intervened group.

As many EFL teachers have experienced, teaching speaking is a much more complex learning process that entails other features, apart from the linguistic ones, that teachers and learners face along the way in develop speaking. Among the obstacles of speaking at the classroom level, Horwitz (2007) distinguishes three basic ones: register, teacher anxiety, and grading. The former is defined as the difficulty on determining formality or informality of the situation in a foreign language while the second one refers to teachers who are not accustomed to using the language in the classroom, in a natural way and do not want to be exposed to learners’ doubts, that is teachers’ lack of confidence when not managing the skill. The latter has to do with how much spontaneity from the learner should be accepted as part of the development of fluency. Apart from these, in high school there are other obstacles for EFL speaking, these are related to the learners’ age, their lack of exposure to the language, phonetic disability, language ego, and concern for good pronunciation (Brown, 2007).
Teaching Speaking

In order for teachers to understand and be able to teach the speaking skill it is necessary to take into account what Brown (2005) (2007), Thornbury (2005), Horwitz (2007) and Essberger have noticed. For instance, Brown (2007) has identified two types of skills in the development of the speaking ability: micro and macro oral skills. The former has to do with linguistic aspects such as vocabulary, structures, pronunciation and listening. The latter implies more complexity due to the fact that the learners have to encounter with real social interactions to respond appropriately. The chart below summarizes the micro and macro skills classified by Brown (2007).

<table>
<thead>
<tr>
<th>Micro skills (forms)</th>
<th>Macro skills (functions)</th>
</tr>
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<tbody>
<tr>
<td>Produce chunks of language of different lengths</td>
<td>11. Use cohesive devices in spoken discourse.</td>
</tr>
<tr>
<td>Orally produce differences among the English phonemes and allophonic variants.</td>
<td>12. Accomplish appropriately communicative functions according to situations, participants, and goals.</td>
</tr>
<tr>
<td>Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours</td>
<td>13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.</td>
</tr>
<tr>
<td>Produce reduced forms of words and phrases.</td>
<td>14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.</td>
</tr>
<tr>
<td>Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.</td>
<td>15. Use facial features, kinesics, body language and other nonverbal cues along with verbal language to convey meanings</td>
</tr>
<tr>
<td>Produce fluent speech at different rates of delivery</td>
<td>16. Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Monitor your own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.</td>
<td></td>
</tr>
<tr>
<td>Use grammatical word classes (nouns, verbs, etc), systems, word order, pattern rules, and elliptical forms</td>
<td></td>
</tr>
<tr>
<td>Produce speech in natural constituents—in appropriate phrases, pause groups, breath groups, and sentences.</td>
<td></td>
</tr>
<tr>
<td>Express a particular meaning in different grammatical forms</td>
<td></td>
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</tbody>
</table>

Additionally, according to Thornbury (2005) teaching speaking involves teacher understanding of the different stages of the mental processes (conceptualization, formulation, articulation, and self-monitoring) in addition to the psychological ones involved (teaching production strategies, as well as interaction and turn-taking). Also, it requires learners to know and understand certain cultural features in order to embody them in their favor when speaking.

From this perspective, errors are conceived a natural production or a normal response in the process of developing a mother or a foreign language. Furthermore, according to Thornbury (2005), EFL is not a matter of knowing grammar or vocabulary
but a more integrative and complex process that includes interactions, spontaneity (Horwitz, 2007) and real time processing, of which teachers should be aware in order to teach it and be capable of generating a good atmosphere and selecting appropriate activities that may contribute to EFL learning.

As a matter of fact, Horwitz (2007) also recognizes that along this development of EFL speaking process incorrect forms of written and spoken language are present as a natural stage of the development of the learner’s implicit linguistic knowledge, which called interlanguage. Horwitz (2007) acknowledges interlanguage and formulaic language as natural learners sources in a stage of the learning process. This interlanguage may diminish as learners understand and process the language and its uses.

In addition, Thornbury (2005) considers that speaking is a skill that should be enlarged and carried out with certain distance from the grammar curriculum due to the fact that, it is necessary not to restrict the normal flow of the speaking process. As a matter of fact, in the nature of the process, he conceives grammar in spoken language as a different subject from the one applied in the written language because the language order and dependency of clauses and components are not that strict. That is, in speaking the components are simply chained together.

Moreover, Brown (2007) states that there are two types of spoken language performances that teachers should be aware of in order to foster speaking: interpersonal or interactional and transactional which are related to form and function, respectively. The first one refers to the beginnings of learning in which the use of spoken language is presented through conversations or dialogues in the classroom. The second one takes place when the learner is able to interact with either a stranger or someone whom the learner is quite familiar. Also, for Brown (2005) among other involved issues on speaking are conversational discourse, teaching pronunciation, accuracy and fluency, affective factors, the interaction effect, questions about intelligibility, the growth of spoken corpora and genres of spoken language.
For these reasons, this scholar supports the idea that EFL educators should teach speaking to learners by selecting or designing suitable speaking activities (depending on the age, level and involved complexity) that engage students while getting them to use the language in a useful and meaningful way which leads them towards developing language competencies.

Other concepts to be born in mind when teaching speaking is what Brown (2007) defines as five types of classroom speaking performance that may be promoted accordingly the level and objectives of the tasks: *imitative, intensive, responsive, transactional dialogue, interpersonal dialogue, extensive*. Samples of each category are shown in the following chart. The ones in bold were selected for the development of the intervention in this paper and will be mentioned in the next chapter.

<table>
<thead>
<tr>
<th>Type of classroom speaking performance</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imitative</td>
<td>Focus on some particular element of the language: Practice intonation or try to pinpoint a certain vowel sound.</td>
</tr>
<tr>
<td>Intensive</td>
<td>Practice phonological or grammatical aspect of the language.</td>
</tr>
<tr>
<td>Responsive</td>
<td>Short replies to questions or comments.</td>
</tr>
<tr>
<td>Transactional (dialogue)</td>
<td>Extended form of responsive language but it has a negotiative nature.</td>
</tr>
<tr>
<td>Interpersonal (dialogue)</td>
<td>Conversations to maintain social relationships</td>
</tr>
<tr>
<td>Extensive (monologue)</td>
<td>Give extended monologues through oral reports, summaries or short speeches (at intermediate or advanced levels)</td>
</tr>
</tbody>
</table>

Apart from the previous considerations, for this research it will be necessary to know the *types of communicative speaking activities* (Brown 2007) that may help learners to foster their oral skills in the classroom. Among these communicative tasks are controlled and semi controlled activities which aim is to provide the learners with
certain practice that enable them to perform EFL in a more natural way regarding a free production activity.

**Controlled and semi controlled activities (CA & SCA)**

For the purpose of the current research, a **controlled activity** is defined as predictable practice confined to the target language. In these types of activities the teacher models, explains the activity, and gives the learners time to understand how it works and then allows the learner to use it in context and work with it. The controlled activities may focus on linguistic, social or cultural aspects. Because of their nature they are easy to be followed and understood by the learner, increasing ones feeling of self-confidence. The frequency of their use will vary accordingly the level of the learners or the stage of the class, even the purpose of the lesson.

On the other hand, a semi controlled activity is characterized by more variations in the responses or in certain adaptations the learners has to do according to the situations. These two types of activities will aid the learner to be prepared to carry out a more complex oral activity: a free production activity (FPA) which comprises linguistic aspects such as grammar, vocabulary; together with cultural and metacognitive strategies. In a FPA, the learner has to plan, organize and prepare the information to present to a public (team, classmates, the whole group or the teacher) depending to the level and purpose. The topic may be selected from a short list of options given by the teacher or it may be based on learners’ own like and interest relaying on the course level, syllabus and context. For Essberger (1998) English speaking practice through oral presentations provides the learner with a number of opportunities such as real situation speaking practice, and listening practice.

Some of the controlled, semi controlled and free production communicative activities in the chart below were taken into consideration when selecting the most suitable to be developed in the observed group at COBAEV 12. They will be specified in the next chapter when describing the intervention.
<table>
<thead>
<tr>
<th>Controlled</th>
<th>Semi controlled</th>
<th>Free</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fillers</td>
<td>Guessing Game (Clueless)</td>
<td>Activities done on the last weekend</td>
</tr>
<tr>
<td>Find someone who</td>
<td>Video</td>
<td></td>
</tr>
<tr>
<td>Drilling: regular or irregular verbs</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td>Dictation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Noticeably these activities are closely related to micro and macro skills mentioned before. That is, imitative and intensive speaking tasks may be linked to the controlled speaking activities, responsive and interactive to the semi controlled one and the extensive to the free production activities.

It has to be highlighted that for the free production activities requires the use of communication strategies such as gap filling, rephrasing, and even body language. These can be seen as the application of the metacognitive principles: Pre-planning, Execution, Monitoring, and Repair Action to the different kinds of communicative activity where the learners’ reception, interaction, together with production and mediation.

**Language Learning Theories**

It is important to acknowledge that cognitive and constructive language learning theories have an important role in the development of this action research due to the fact that new learning requires certain structure and organization (Cognitivism) to be integrated in a social meaning from the very beginning (Constructivism). Therefore encoding, storage and retrieval (Cognitivism) together with learner’s participation, socialization, and engagement are dominant factors in the process (Constructivism).

In accordance with Jean Piaget’s **Cognitive Development theory** learning is a process which is closely linked to the understanding the learner has created in his/her mind (prior knowledge and schemata), the way he/she adapts and organizes that
knowledge and newly acquired knowledge in order to achieve certain balance between the previous and the new one. On one hand, this theory is related to Lev Vygotsky’s Zone of Proximal Development and mediation theories which state that building on the learners’ prior knowledge and challenging the learner without stress or frustration allows the learner to progress and achieve what they thought they were not able to do or to know since s/he is adaptable and willing to learning. On the other hand, this involves learner’s knowledge concerning his/her own cognitive processes or anything related to them. This represents the “executive control” system of the mental processes, which is better known as metacognition (Flavell: 1976).

Metacognition is central to planning, problem-solving, evaluation and many other aspects of language learning. For Lovett (cited by Orman, C: 2008) metacognition is defined as thinking about thinking, and includes activities such as:

- Learning about how people learn.
- Developing an awareness of one's own learning processes.
- Monitoring one's learning strategies and assessing their effectiveness (self-regulation, self-monitoring, or self-assessment)
- Consciously managing one's own motivation and attitudes toward learning
- Making adjustments to one's learning strategies when appropriate

Additionally, Kumaravadivelu’s (2001) three-dimensional pedagogical system in the post method principles was of great help to develop the intervention plan for the current action research. Kumaravadivelu’s teaching principles treats learners, teachers and teachers educators as co-explorers based on concepts such as particularity, practicality and possibility. For particularity Kumaravadivelu refers to particularity as when each group is different and its characteristics should be taken into account. He refers to practicality as when teachers are acknowledged and enabled to be researchers who can obtain valuable information collected from experience and theory information collected from experience and theory (action research), with the objective
of improving the teacher’s practice. For possibility, the author bears in mind that there are certain social or political experiences or assumptions that learners bring to classroom that may limit, affect or contribute to their learning. For these reasons, teachers should be sensitive to such issues to avoid them in the classroom but learn how to approach them in a matter that will not cause discomfort for either the students or the teacher.

It is of great importance to note that for Kumaravadiivelu the postmethod learner, teachers, programs and practitioners possess characteristics that should make teaching conceive in a holistic experience. For Kumaravadiivelu, educators are those professionals that provide learners with cognitive, metacognitive and affective techniques that they can use for successful learning in and out of the classroom.

In order for teachers to develop speaking activities, the following chart summarizes Brown’s principles (2007), Horwitz’s guidelines (2007) and Kumaravadiivelu’s (2003) macro strategies for teaching speaking in which the current action research was based to plan the intervention.

<table>
<thead>
<tr>
<th>Brown’s principles (2007)</th>
<th>Focus on both fluency and accuracy, depending on your objective.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide intrinsically motivating techniques.</td>
</tr>
<tr>
<td></td>
<td>Provide appropriate feedback and correction.</td>
</tr>
<tr>
<td></td>
<td>Give students the opportunities to initiate oral communication.</td>
</tr>
<tr>
<td></td>
<td>Encourage the development of speaking strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Horwitz’s guidelines (2007)</th>
<th>Encourage students to talk about themselves and to communicate their own ideas from the beginning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Get to know your students.</td>
</tr>
<tr>
<td></td>
<td>Be selective in error correction, especially during “real” communication activities.</td>
</tr>
<tr>
<td></td>
<td>Deal with errors gently.</td>
</tr>
<tr>
<td></td>
<td>Personalize oral activities.</td>
</tr>
</tbody>
</table>
Show genuine interest in what your students have to say.
Use group work.
Use information gap activities.

Kumaravadivelu’s macro strategies

Foster Language Awareness.

The current action research uses a framework based on Burns’ theory (2010) on the topic. Burns’ believes action research is considered *a small scale intervention in the functioning of the real world and the close examination of the effects of such intervention* (Van Lier, cited in Burns, 2010)
Chapter 3

Methodology

The main characteristic of an action research is to get teachers to research and then modify and adjust their current teaching philosophy. Action research in education may be possible at different macro organizational levels such as the institution, the curriculum or the teaching practice. In contrast to the possible benefits that may be found at the institutions and curriculum level through interventions, in teaching the extent of the beneficial intervention may lay upon the basis of the teacher-researcher perception. Interventions in the education field have been described as practical applications concerning a specific context where the teachers are the ones responsible for promoting changes. Action research provides teachers with a rather unique opportunity to analyze how they teach. They are able to observe objectively and analyze what is happening in the classroom and if learning is really actually occurring. Action research offers the opportunity to blend quantitative and qualitative sources (Burns, 2010). The following action research plan focuses on the teaching of speaking as being this skill is part of the curriculum.

The setting

COBAEV 12

The current intervention will take place at COBAEV 12 Cordoba, one of the big urban high schools of the Colegio de Bachilleres del Estado de Veracruz (COBAEV). As being integrative part of the national high school system, COBAEV curriculum is supposed to follow the current national politics regarding competencies.
The intervention will be placed in a group of second semester freshman students attending the afternoon shift, and were not used to practicing oral skills. These learners had been taught by a different teacher in the preceding course. The total number of learners registered in this group is forty one, distributed as twenty-one males and twenty females. However, the day the research started there were only thirty-one of them, and three of them were reluctant to participate although knowing that they had to undertake the activities in each session. Therefore the number of participants in the sampling was twenty-nine. The youngsters in this group were between the ages of 15 and 16 and their EFL lessons were scheduled two days during the week: a fifty-minute session on Tuesday and two fifty-minute sessions on Thursday; both of them after midday at 1:10 and 12:20, respectively.

The intervention will be granted during the second period of evaluation and will be focused on the second unit (Bloque 2), one out of four units in the EFL course. It has to be pointed out the fact that the contents of the syllabus are only in Spanish even though the subject being taught in English. Bearing this in mind the contents are presented for the purpose of this paper in the bilingual versions.

<table>
<thead>
<tr>
<th>English as a Foreign Language II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2: Talk about important moments in the past</strong></td>
</tr>
</tbody>
</table>

**Learning outcomes:**

- Recognize past situations in a simple text
- Ask and Exchange information about activities and situation in the past, in first and third person, in oral and written form, in familiar contexts.
- Use the grammar structures to describe situations in the past tense.
Since this research will only focus on the twenty-five percent of the whole contents and only during four weeks of the course during the semester, it can be considered a small scale intervention, a sample of what would be done during the course regarding the development of the oral skills in the intervened group.

Data collection instruments

Instruments selected

The current intervention plan aims to foster oral skills in a group of a public high school; therefore aiming to help this researcher to observe from different perspectives (learners, curriculum and the teacher) what happened in the intervened group and have a big picture of the situation, the teacher selected observational and non-observational methods in order to collect data to develop this research.
Observational methods

The use of **audio and video recordings** were considered the most appropriate techniques to what the teacher needs to see (Burns, 2010): portray learners’ performance and evidence of their work while developing their oral skills. Since audio recording is less obvious to the participants to record verbal exchanges among the learners and, individual video recordings help to focus on particular segments: observe gestures, facial expressions, body movement and the general look and feel of the participants are part of the data collection instruments in this intervention.

Also these will allow teacher to observe more carefully factors or elements that may contribute or affect learning in the stated context. The audio recordings may let the teacher know if there are important differences in learners’ oral participation between one and another type of tasks or interactions during the intervention. Furthermore, if the recordings are shown to the learners, they may mean a positive input to the learners as an incentive and positive awareness to keep on practicing, working and developing their oral skills.

Non-observational methods

A survey and three questionnaires with items in Spanish were utilized because the participants’ knowledge of the target language was not enough to understand or produce comprehensible information to be included in this research. Classroom documents and teacher’s notes will be of great importance for this intervention due to the fact that they may aid the teacher to understand what he needs to know (Burns, 2010).

The **survey** which was applied before the intervention will provide information to understand learners’ learning background in general and the one related to the subject English as a foreign language in the preceding educational level. This survey is composed of nine items distributed in four **Likert** rating scales statements, two close-ended questions and three open-ended questions which aim to gather three types of
data: factual, behavioural and attitudinal that allow the teacher to have a general overview about the participants’ background in relation to EFL in the previous educational stage. This information may aid to refine the search of helpful data for the development of this intervention.

The first questionnaire, called a descriptive questionnaire, was a printed sheet given to the participant to write down a short description of a common EFL lesson they had in the preceding educational level which will provide behavioural information. It intended to gather learners’ experiences and perceptions in EFL during the secondary school.

The second type of questionnaire looks like a reflective/ self-assessment sheet which was included in order to track learners’ progress and diagnose areas for further development. It is composed of three reflective questions about the tasks carried out and it aims to retrieve information from the participants’ perceptions and understanding of the tasks directed to develop oral skills; that is, attitudinal data. In addition to this, it seeks to promote learners’ awareness of their own process of learning through three reflective questions in Spanish:

| Qué pasó?  |
| Qué aprendiste?  |
| Cómo te sentiste?  |

the translation of which is:

| What happened?  |
| What did you learn?  |
| How did you feel?  |

This questionnaire was asked to be delivered one session after to be reviewed, as part of the formative process. In order to make the learners more independent and
diminish teacher’s responsibility, one of the participants was the person in charge of providing the rest of the participants with the corresponding questionnaire sheet for the forthcoming sessions of the intervention.

In order to have feedback about participants’ perceptions about the intervention a third questionnaire, called implementation questionnaire, was administered after the intervention had finished. It contained two questions in Spanish:

<table>
<thead>
<tr>
<th>De las actividades hechas en clase, en qué aspecto viste algún beneficio ¿Cómo? En caso contrario, comenta tu percepción.</th>
</tr>
</thead>
<tbody>
<tr>
<td>La actividad libre donde describías oralmente algún evento del pasado, ¿qué te pareció? ¿Cómo te sentiste? ¿A qué le atribuyes esto?</td>
</tr>
</tbody>
</table>

Which for the purpose of this paper in English the translation is as follows:

<table>
<thead>
<tr>
<th>Which activity did you feel was the most beneficial of the activities done in class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How? If not, comment your perception.</td>
</tr>
<tr>
<td>What do you think about the free production activity for the oral presentation? How did you feel? Why?</td>
</tr>
</tbody>
</table>

In addition to these, teacher’s notes and classroom documents were included as other non-observational techniques. The former was oriented to acknowledge learners’ attitude during the different sessions in the intervention. In addition, these notes allowed the practitioner to write down her own suggestions to improve learners’ participation or collaboration regarding the development of the oral skills. Also, this technique will assist the practitioner in identifying problems, limitations and restrictions faced while the learners’ carried out the activity or the ones emerged during the development of the intervention. Thus, they will aid the practitioner in providing advice for further interventions or implementations, including drawing
teacher-researcher to the conclusion chapter, on one hand. On the other hand, teacher’s notes will keep teacher’s perceptions on what was planned and cannot be seen or heard through audio and video recordings. Among the classroom documents that will be considered for this work are textbook materials used, worksheets and learners’ notes will be samples of student speaking organization and planning.

Furthermore, visuals such as photos will provide ample scope for the purpose of the intervention. The photos taken in class aided to track the learning moment while participants were interacting or developing the tasks, as well as to portray participant’s willingness and attitude to the intervention.

The following chart summarizes the methods and instruments applied, together with the type of items contained as well as the data they provided in this intervention:
<table>
<thead>
<tr>
<th>Method</th>
<th>Instrument</th>
<th>Type of item</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observational</td>
<td>audio recordings</td>
<td>X</td>
<td>See learners’ interactions</td>
</tr>
<tr>
<td></td>
<td>video recordings</td>
<td>X</td>
<td>Observe learner’s performance and Group behavior</td>
</tr>
<tr>
<td></td>
<td>Visuals (photos)</td>
<td>X</td>
<td>Picture learners willingness and attitude to be involved</td>
</tr>
<tr>
<td>Non-observational</td>
<td>a survey</td>
<td>Rank order items</td>
<td>Portray learners’ EFL background</td>
</tr>
<tr>
<td></td>
<td>Questionnaires</td>
<td>Closed-ended items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Descriptive</td>
<td>Open-ended items</td>
<td>Get to know about learners EFL classes in secondary school.</td>
</tr>
<tr>
<td></td>
<td>Questionnaire</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflective</td>
<td>Three open ended items</td>
<td>Become learners aware of their learning process.</td>
</tr>
<tr>
<td></td>
<td>Implementation</td>
<td>Open-ended items</td>
<td>Collect learners’ perception about the intervention.</td>
</tr>
<tr>
<td></td>
<td>questionnaire</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher’s notes</td>
<td></td>
<td>Collect general observations about learners’ reactions concerning the activities.</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
<td></td>
<td>Portray outcomes after the planned activities to review varieties of work.</td>
</tr>
<tr>
<td></td>
<td>documents:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Textbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>worksheets/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>learners’ notes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The implementation

In-preparation

Before the intervention started it was necessary to speak to the local administration in the school; that is, the principal and the academic person in charge. The first question they wanted to clear up was if in the extent of the intervention they would be involved. As soon as it was explained fully the scope and sequence of the interventions, they became interested in the outcome, therefore they were informed about the printed information that will be used with the participants and what their objective was, as well as the allotted time for the implementation. A set of printed formats were delivered to each local administration.

A few trials were conducted using a web cam and mobile device; this was done attempting to not be obvious to the students in order to avoid participants getting nervous or distracted. The mobile device seemed to be the best option a voice and video recorder because of the size and common use learners did not feel afraid of being recorded. In teacher’s attempt to not be noticed by the participants she monitored the activities with the mobile device recording on. However, I had to make it obvious to the participants due to the fact that the sound quality was poor to identify the speakers or hear their participation. At the beginning of the implementation a colleague helped me to capture certain moments with the web cam and the mobile device. However, there were two situations that led me to do the recording on my own. First, my colleague could not be along the complete intervention period; second, the participants seemed to be nervous with my colleague’s while recording them, so I decided to do it on my own in order to diminishing participants’ stress.

The intervention

According to the established timeline below, the intervention was planned to be developed during a four week period. Officially, it started on April 9th and concluded on
the first week on May 2nd. However, a week before starting, on April 8th, it was necessary to ask for permission and use an extra session in order to talk to the group and explain to the learners the purpose of the intervention, as well as ask for their consent. This strategy was taken in order for the teacher to take advantage of the first three sessions that week to begin the intervention.

The chart below pictures the intervention plan carried out from April to May in 2013.
<table>
<thead>
<tr>
<th></th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>April</td>
<td>April</td>
<td>April</td>
<td>April /May</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>11</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Consent</td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Survey</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Descriptive Questionnaire</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Reflective Questionnaire</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Micro skill</td>
<td>Fillers</td>
<td>Drilling</td>
<td>Find someone who does video</td>
<td>Game (Regular &amp; irregular)</td>
</tr>
<tr>
<td>Micro skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Micro skill</td>
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<td>Micro skill</td>
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<td>Micro skill</td>
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<tr>
<td>Micro skill &amp; macro</td>
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<tr>
<td>Micro skill &amp; macro</td>
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<tr>
<td>Micro skill &amp; macro</td>
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<td>Micro skill &amp; macro</td>
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<td>Micro skill &amp; macro</td>
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<tr>
<td>Micro skill &amp; macro</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Questionnaire</td>
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<td></td>
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<tr>
<td>------------------------------</td>
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</tr>
<tr>
<td>Textbook materials</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners speaking planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio recordings</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Video recordings. (Individually)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals (photos and diagrams)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>
It has to be said that the participants were advised about the fact that their participation was not mandatory and the objective of this intervention. For this reason a consent format (see appendix 4) was included. Second, participants were told to feel free and comfortable to express or write what they thought and that their honesty as well as their willingness would be of great significance in the development and completion of this intervention. Moreover, I made the participants aware of the eminent presence of a colleague during the intervention since they would be video, audio recorded and pictured, depending on the task. An important aspect that must be mentioned is the fact that the day of the intervention presentation, the consent and survey fill in there were only thirty one out of forty-three learners. Three of those were reluctant to be part of the intervention although knowing that they had to be in class and do the activities since that would be part of the evaluation for the period.

As a matter of fact, another extra session after the four weeks of intervention was necessary to apply the implementation questionnaire (see Appendix 8) to collect learners’ perception about the free production activity. The reluctant learners were also asked to participate and provide the practitioner with information which may be different from the rest of the participants.

*Oral skills promoted*

In general, the intervention consisted of using three different types of activities in which *interpersonal techniques* (Brown, 2007) were more common rather than the transactional ones since the participants’ level and context. Moreover, in order to help learners to develop their oral skills *controlled and semi controlled activities*, which aim was to foster certain oral *micro and macro skills* in accordance with the context and the syllabus.

*Micro and macro skills*

Bearing in mind Brown’s (2010) classification of the oral skills, the micro skills this intervention promoted through the tasks, activities and strategies were as follows:
• Produce reduced forms of words and phrases.
• Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
• Monitor own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
• Use grammatical word classes (nouns, verbs, etc), systems, word order, pattern rules, and elliptical forms.
• Express a particular meaning in different grammatical forms.

Additionally, the macro skills encouraged in this intervention were:
• Accomplish appropriately communicative functions according to situations, participants and goals.
• Use facial features, kinesics, body language and other nonverbal cues along with verbal language to convey meanings.
• Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well the interlocutor is understanding.

The Controlled, semi controlled and the free production activities.

The micro and macro oral skills together with the controlled and semi controlled activities promoted, aimed to enable the participants to develop a free production activity at the end of the period. Apart from the written exam and participation in class, this activity was one of the components of the partial evaluation. The controlled activities selected for this intervention were fillers, drilling, find someone who, video, game, dictation and reading aloud. For the semi controlled activities were preferred Clueless, brainstorming and planning.
In accordance to the syllabus and the tasks carried out, the free production activity was formed by selecting among three meaningful and communicative past events related to participants, as follows. Therefore the three options were:

- last vacation
- best last vacation or
- last weekend

After that, the participants had to design a visual (drawings or pictures distributed in a graphic organizer) in order to employ it as an aid for the oral presentation.

In order to developing this free production activity the group was facilitated by their teacher to determine and consider the type and amount of information required for the oral presentation in terms of contents. The teacher monitored the development of the participants. When it was required the teacher made some observations about vocabulary or cleared up any misconceptions or questions. In addition to this, it was necessary to remind the learners about the use of certain connectors seen during the course and to take advantage of the technology and dictionaries in order to search for vocabulary and gain independence from the teacher as the main provider of vocabulary and grammar. Once this stage had been fulfilled, the teacher established time to review vocabulary and give some feedback to the learners’ work regarding the oral presentation at the end of the period and provided the participants with the evaluation scale for this free production activity.

The selected activities to intervene the group aimed to contribute to learners’ development of five out of six of the different types of classroom performance stated by Brown (2010) in a basic level: imitative, intensive, responsive, interpersonal dialogue and extensive monologue classroom performance.

An overview of the classroom performance, skills and the interactions promoted in the planning and organization of the intervention is summarized in the following chart.
<table>
<thead>
<tr>
<th>Types of Tasks/Classroom Performance</th>
<th>Tasks</th>
<th>Type of Interactions Promoted</th>
<th>Skill (Micro/ Macro)</th>
<th>Learning Outcomes in the Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled</td>
<td>Fillers (social/practical)</td>
<td>interpersonal</td>
<td>Micro skill</td>
<td>-Recognize past situations in a simple text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monitor oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Produce reduced forms of words and phrases.</td>
<td></td>
</tr>
<tr>
<td>Imitative</td>
<td>Dictation (listening &amp; writing)</td>
<td>interpersonal</td>
<td>Microskill</td>
<td>-Use the grammar structures to describe situations in the past tense.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use grammatical word classes (nouns, verbs, etc), systems, word order, pattern rules, and elliptical forms.</td>
<td></td>
</tr>
<tr>
<td>Intensive</td>
<td>Find someone who and drilling</td>
<td></td>
<td>Microskill</td>
<td>-Ask and Exchange information about activities and situation in the past, in first and third person, in oral and written form, in familiar contexts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Produce reduced forms of words and phrases.</td>
<td>-Use the grammar structures to describe situations in the past tense.</td>
</tr>
<tr>
<td></td>
<td>Clueless (practice grammar &amp; vocabulary)</td>
<td>interpersonal</td>
<td>Macroskills</td>
<td></td>
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<td>-----------------------------------------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing,</td>
<td></td>
<td>-Ask and Exchange information about activities and situation in the past, in first and third person, in oral and written form, in familiar contexts. -Use the grammar structures to describe situations in the past tense.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Use the grammar structures to describe situations in the past tense.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Video (listening, reading &amp; speaking)</th>
<th>interpersonal</th>
<th>Microskills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use grammatical word classes (nouns, verbs, etc), systems, word order, pattern rules, and elliptical forms.</td>
<td></td>
<td>-Recognize past situations in a simple text -Use the grammar structures to describe situations in the past tense.</td>
</tr>
<tr>
<td></td>
<td>-Use the grammar structures to describe situations in the past tense.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Drilling: regular or irregular verbs Reading aloud.</th>
<th>interpersonal</th>
<th>Micro skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use grammatical word classes (nouns, verbs, etc), systems, word order, pattern rules, and elliptical forms. Produce reduced forms of words and</td>
<td></td>
<td>-Use the grammar structures to describe situations in the past tense.</td>
</tr>
<tr>
<td></td>
<td>-Use the grammar structures to describe situations in the past tense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsive</td>
<td>Brain storming (last weekend)</td>
<td>interpersonal</td>
<td>Macro skills</td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Use the grammar structures to describe situations in the past tense.</td>
</tr>
</tbody>
</table>
Data collection analysis

This work utilized quantitative and qualitative data analysis to answer the research questions. The instruments detailed in the preceding section were planned taking into account the tasks, strategies, and activities planned to foster oral skills in the intervened group. The following paragraph will describe how the data was analyzed.

First of all, all the data collected from the participants was compiled, filed separately and labeled with numbers in order to code them (e.i. 206-1) and being able to register the data obtained from the instruments applied. The label consisted of two components: the group number and a number assigned to each participant. Accordingly the data inductive coding was considered the most appropriate means to organize the information derived. Then, the information presented in the survey from the survey guided the teacher to classify the data from the descriptive, reflective, and implementation questionnaires, and then have a general scope of what aspects were the most influenced in a positive or negative way during the intervention.

Since, the two out of the three questionnaires (the reflective and the implementation questionnaires) contained open-ended items, the participants’ answers were done in short narrative styles, the data gathered had to be read and analyzed to distinguish classes and sub groups to summarize them. The same process was utilized to process the audio and video recordings by listening or watching each three times. This process allowed the teacher to compare categories or patterns from the different sources of information and determine the most appropriate means to portray the outcomes and interpretations.

With the aid of software technology, to save time and ease information registration and selection, it was possible to put in writing and concentrate all this information into an excel chart. As a matter of fact, that was the first step before identifying and coding the statements or data that were relevant to the research questions. After this, the data was also analyzed to be keeping in mind in the
unexpected findings section. Once **coding** was complete, the next step was looking at common patterns across the codes to create themes or **categories**. The classroom documents as well as teacher’s notes were scanned to be incorporated as evidences of some outcomes derived from the intervention. The visuals were watched and filed under the names of each task in the sessions. The figures below outline the process of data analysis, and sample the development of the process followed for the non-observational instruments.
Chapter 4

Findings

In this chapter the outcomes from the intervention will be presented. First, the results which are directly related to the research questions will be found, and then the ones obtained from the applied instruments in the intervention. Finally the benefits that this intervention provided to the learners will be described.

How the oral controlled and semi controlled activities can help my learners in COBAEV to develop speaking regarding accuracy, fluency and pronunciation?

After experiencing an intervention plan designed to overcome certain difficulties the learners in the group 206 in high school at COBAEV 12 have to speak, it could be said that the oral controlled and semi controlled activities utilized in this action research aided the learners to provide them with certain time to think, observe and assimilate how the language work. This is derived from the fact that these types of activities led the learners to practice the target language in the EFL classroom and these practices allowed the learners to be prepared or even get them curious and willing to be more spontaneous when speaking English.

Moreover, controlled and semi controlled activities gave the learners the opportunities to interact with different classmates and assume a role as part of the team. Also, the utilization of controlled and semi controlled activities in this intervention guided the learners to make decisions to select a topic and to communicate real information of their own, which made the activities meaningful learning. In this way, these activities helped to develop fluency, accuracy and pronunciation in a very basic level.
How the oral controlled and semi controlled activities can assist my learners to increase their self-confidence towards fostering their speaking?

Accordingly the data gathered from the intervention it was observed that the controlled activities were the ones which made the learners more self-confident due to the fact that they provided systematic practice which made the learners understand and be willing to participate and collaborate. The learners were confident when they understood and could manage words, structures and can use expressions.

The controlled activities prepared the learners to go up another step: semi controlled activities which comprised more skills development. Among these were listening comprehension, reading, speaking and writing, together with grammar and vocabulary and the learners own strategies. Utilizing controlled and semi-controlled activities for the youngsters in a public school helped them to get used to practicing and feeling not like a stranger when facing EFL in the classroom. This contributed to increase their self-confidence because they did not feel threatened or overwhelmed.

Benefits

Regarding the implementation questionnaire (see Appendix 8) it was found that in the first question all the participants recognized certain benefits in their EFL learning through the development of the intervention. Among them, five major benefits were distinguished: vocabulary, listening and pronunciation, reading and understanding, oral practice and self-confidence and organization strategies. Oral practice and self-confidence were the ones with most influence followed by organization strategies and listening and pronunciation.

Unfortunately, a small amount of collected data was not clear and could not be classified. This result may suggest the lack of attention and interest some learners embodied towards being reflective.

In the following graph are represented the results obtained from the data analysis of the implementation questionnaire.
Concerning to the second question in the implementation questionnaire that elicited participants perceptions about the free production activity for the oral presentation, the outcomes portray that most of the participants have understood the usefulness and practicality of the activity. The participants considered that learning to plan, organize and use a graphic organizer as a visual supporting component towards oral presentation helped them to increase their self-confidence to speak in English.

Moreover, using meaningful information, topics or situations caused a positive effect on learners and engaged them to the development of the task. Also it was found that providing two or three options for the free production activity made them feel more confident to select and carry out the oral presentation. In addition to this, the fact that participants were not restricted to a certain type of material for the presentation was another element that contributed to self-confidence and familiarity, even for some of them this allowed them to show their hand-made or technologically creative side. (see appendix 12)

“I felt good, it was challenging at the beginning [...] but I could do it” (206-3)

“It helped my mark, but most importantly to learn English in a better way” (206-13)

“I felt smart because it was a good activity [...] I learnt much about I could not
do or pronounce, I learnt” (206-26)

“It was ok since we remembered our vacation and we learnt the grammar point of the lesson” (206-1)

“it was a fun activity, to remember vacation. I felt good since I was free to design my material “(206-19)

(Translated comments from appendix 12)

The impact of the activities

In reference to the reflective questionnaire (see Appendix 7), one of the outcomes brought to light that the activities that the participants remembered the most were the ones taken from the textbook materials and the free production activity. The former outcome may be associated to learners’ behavior in relation to taking notes and the studying habits they embrace. Among the variants of acceptance that the learners showed about free production activities are related to their meaningfulness, freedom to design, use of material and the way they were conducted to develop them.

With regards to the first question where the learners are asked to recall and summarize the activities, steps, grammar points or functions developed in each session very few of them were able to do so. Most of the learners wrote: “we did an activity in the book” , “we worked in teams”, “we asked questions to our friends” or “we played”. Although these types of answers may be worthy and might imply certain effort from the learner, they seemed to have been done carelessly. These types of responses were also written down for the second question associated to describing what the learner had learnt. Answers such as “I learnt too much” and “I learnt to distinguish -ed ending pronunciation in regular and irregular verbs or comparative adjective” does not provide clear evidence that the learner had been aware of the topic of the session nor that they had taken notes and consulted them to confirm what they would have done in the class.

In the case of the third question that aimed to ascertain how the learners felt with the activities carried out, the way they expressed appeared to be the most
important issue for them because their answers were longer and clearer than the two preceding ones. These results gave the idea that, in this intervention, the learners had more experience or were more interested in expressing their feelings. For these learners, the fact of being taken into account and felt motivated with varied and meaningful activities in or out the classroom is an important element and that may contribute to ignite their learning.

**Unexpected findings**

Participants’ attitude towards EFL

In regards to the factual and demographic data from the survey (see Appendix 5) it was discovered that on the average EFL students at the secondary level studied three hours and that most of the time they were studying in a general urban school setting. It informed 24 out of 29 of the participants’ teachers spoke English and of those 13 out of 29 stated that their teacher sometimes spoke English in the classroom, however, 23 out of 29 of their teachers carried out oral activities in English. Also the data gathered revealed that 62% of the participants had a positive attitude towards carrying out oral activities in the EFL classroom. Besides their teacher would mean that the teachers attitude was different from the students, the teachers all of the participants showed a positive attitude towards learning English language and recognized the importance of this language to have access to studying or working opportunities and personal improvement.

*Digging in learners’ EFL preceding courses*

With these results can be seen that the speaking skill is avoided or not promoted in the secondary level because teacher’s lack of knowledge or professionalization. Therefore when learners were not used to listening to the teacher speaking English they did not feel motivated to do so. In those learners’ contexts where the teacher spoke English there were reluctant and frightened learners facing a
mandatory subject. These previous experiences to the language seemed to have influenced the participants in their future language learning.

The descriptive questionnaire (see Appendix 6) revealed that more than 60% of the participants considered their knowledge of EFL were as weak because their classes and exams were not prepared or the syllabus was not known by their teachers. For these reasons, this questionnaire showed that the learners had a bad perception of the EFL course in the secondary school. Among the variants related to the bad perception regarded the teacher: preparation, knowledge of the syllabus, class preparation, attendance together with management of the group, class control. On the other hand, the participants admitted not to having had a good attitude or willingness to try to develop the speaking skill in the secondary classroom. It seemed that at this stage, biological, psychological and social aspects such as puberty and adolescence, self-esteem and self-confidence are growing and/ or consistently affecting their EFL speaking learning. Therefore, there are complex processes which affect adolescents’ performance in the language classroom.

One example of this may be when learners feel ashamed and avoid participating or speaking up or aloud because their classmates would mock them if he/she were to make a mistake or would not understand or because of their physical appearance or personality. At this age, even if a learner does not commit any error the rest of their classmates would mock them. Another aspect is related to teacher’s attitude and tolerance to errors and the way in which he corrects them. All these factors may inhibit or promote participation and motivation to speak a foreign language.

The following graphs summarize participants’ perception about EFL in secondary school. The first one portrays the general perception while the second one does by each grade.
According to the number of reflective questionnaires delivered along the intervention, it seemed that the participants were not aware of the importance of fulfilling and delivering the reflective questionnaires when they were asked. In an informal chat with the participants, they argued that the main reason for not having accomplished the questionnaire was the lack of time they had and the fact that they were not used to doing written reflections on open-ended questions since the self-assessment sheets in the textbooks, including in all the subjects, are presented as checklists. These comments may lead to understand that they were accustomed to self-assessment sheets involving only recognition not reflection or production. On the other hand, it has to be acknowledged the lack of strategies of the practitioner in order to engage the participants to complete the reflective questionnaire. Nevertheless, the
ones who did and delivered the reflective questionnaire demonstrated a good attitude towards the tasks carried out during the implementation.

The figure below summarizes the number and type of activities applied in the intervention and shows participants’ acceptance of them based on the number of reflective questionnaires delivered by the participants.

![Reflective questionnaires (delivery)](image)

The classroom documents such as participants’ notes (see Appendix 10) gave account of participants’ organization to develop the activities; it also portrayed the structure of the lessons and the whole intervention which aimed to enable the learners to promote their speaking skill in the classroom through controlled and semi-controlled activities. However, it was noticed that not all the participants took all the notes of the sessions because their notes were not consistent.

On the other hand, the data gathered from the teacher’s notes (see Appendix 9) pointed out three topics: the evolution of the class, learners’ behavior, reactions and acceptance or non acceptance of the proposed activities and the problems that emerged along the sessions. In general, some of the reflections that the teacher considered would have contributed to improve the task bearing in mind learners reactions.
Concerning to the evolution of the intervention it was noticed that there were two activities that seemed to be challenging to the participants. The *dictation* and the *video* activity caused confusion and annoyed the learners because they had not been asked to be dictated; besides the pieces information selected were related to the topic seen in the previous sessions. These activities were challenging for them because dictation was a more complex activity since it involved knowledge of vocabulary and grammar together with listening, comprehension and writing. For these reasons during this activity the learners looked anxious trying to see over their classmates’ notes, some others appeared to be disoriented. Only few of them could succeed in this activity, however, the practitioner strategy to avoid frustration and lack of motivation was to present the information on a big piece of paper for participants in order to allow them being self evaluated.

The teacher’s notes also noted that in the video activity not all the participants were interested in it. Learners looked absent minded and some others were chatting. According to the participants the reason of these behaviors was the poor sound volume of the speakers and the time spent on trying to solve this. The problem emerged when the room arranged was not available and the intervened group had to be moved to a different place.

In spite of having considered a rating scale to be used by the end of the intervention, it was not utilized since the teacher considered it was demanding for the learners and was not fair for them. It may provoke a bad experience on the learners and would have created a negative learner’s perception.

The different techniques used to gather data led to assume that although some activities took the participants more time to understand or develop, or were challenging for some of them, they showed interest and self-confident in speaking English in the classroom.
Chapter 5

Discussion and Reflections

Developing speaking regarding accuracy, fluency and pronunciation.

Among the main aspects to bear in mind in order to planning and organizing the lessons to fulfill the syllabus is to know the contents of the syllabus and be aware of its extent according to the context. Since, speaking is a neglected skill in the EFL classes, it is necessary to help and guide the learners to develop it. Also due to the changes in the curriculum and the creation of a common syllabus for the different systems of high school, there are some changes and contributions the teachers should do in his/her class according to the particular characteristics of the contexts, in order to fulfilling the syllabus or having an approximation to it as it is stated.

Knowing that speaking is a skill conformed by three sub skills: fluency, accuracy and pronunciation and that they can be taught through encouraging classroom performances which aid the learner to develop their micro and macro oral skills the selected ones for this intervention were those which seemed to be the most suitable to the learners’ level and the context. For these reasons, in this research the teacher established and promoted graded activities and tasks which aim was to enable learners to improve their fluency, accuracy and pronunciation to speak English.

The controlled and semi controlled communicative activities in this intervention help some learners to understand how the language worked, to systematize it and be able to produce it in a bottom-up process. This process helped them to gain fluency and pronunciation. For some other learners, who seemed to be fluent the process was top-down since finding the topic interesting and meaningful they tried to communicate in the target language. On the way, the participants were aware of some errors they committed and changed or corrected themselves moving towards accuracy. For “advanced” learners in the group, the activities planned aided them to refine their
knowledge and to help their classmates because they had a role of teacher’s monitors during the different sessions. With this type of interaction promoted, weak or unconfident learners did not feel alone and could ask their classmates for help. In addition to this, the activities and the way they were presented apart from promoting speaking, advocated listening comprehension regarding organization, note-taking and summarizing information as help for further oral production.

Although two of the activities that learners remembered and reflected about were taken from the book, I noticed that the topic and objective in the material were in appearance linked to the syllabus but the focus varied. This restricted the opportunities of the book to be used as a guide or supporting material in the development of this action research.

Moreover, it has to be noted that among the activities planned in this intervention there were two that seemed not to be appropriate for the group. The video activity, gave the impression of being not very interesting for many of the participants while the dictation looked to be quite challenging for them. Perhaps the teacher should have asked the participants to do it as part of homework and have designed an activity to be developed in teams for later check during the class.

Increasing learners’ self-confidence

According to the outcomes gotten from the data collection and analysis, oral controlled and semi controlled activities help the learners to raise their self-confidence. This happened, due to the fact that the controlled activities allowed the learners to be prepared and have some basic practice to understand, systematize the target language, and assimilate it like a “friendly stranger”. Another important element which contributed to learners’ self-confidence was the type of interactions promoted, pair and team work. Taking into account the evidence collected from data analysis it may be said that the learners of the intervened group felt more motivated and self-confident with communicative short activities that promoted fun speaking(games) such as in the cases of clueless, find someone who and races and guessing games.
Moreover, the opportunity the learners had to choose a topic to develop for the free activity suggested that they attain positive output with positive input, because they were talking about their last vacation, a topic that they were comfortable with. Furthermore, it seemed that including variations with the type of activities helped to keep learners’ attention, interest and self-confidence. Of course, it was important to create a friendly environment and made the learners aware that they should respect each other.

Problems found

Video activity

The session intended to approach the learners to electronic sites to improve their pronunciation on their own; however it was not enough to make the learners aware of the benefits of this type of means. Two considerations should be taken into account when thinking of including these type of activity again. First of all, the session should have ended with a product or with an extended activity that provided the learner with evidence that they visited and explored the site on their own. That means, only to recommend a site is not enough to motivate learners to use them for formal learning purposes. Second, to make learners accustomed to consulting sites on the web it is necessary to incorporate them in different sessions during the course. As a matter of fact, in order to overcome the problem concerning to technology in the classroom, allowing different learners to navigate on the site on their own for some minutes, by means of, either the class computer or their mobiles and later share the experience with the group would be an opportunity to try.

Dictation

This activity appeared to be challenging to the learners due to the fact that they were not used to it and because it promoted individual work. A second perception is that apparently, the learners were nervous because they did not want to be judged by the teacher or their classmates if they failed in the activity. However, what diminished
the participants’ stress was the fact that the teacher elicited information from the group, took the correct ones and helped the learners to complete the phrases orally. Then, the phrases were displayed on the board to help the learners checked them. This allowed the learners to notice their errors and correct them. By this time, the learners seemed to be less nervous and less stressed. The feeling changed positively when, for the next step in the activity, the interaction was carried out in teams and they were asked to write down questions they would do ask to get information about their classmates’ last vacation. This change in behavior of the learner suggested that learners are more confident working with a peer or in teams than alone.

Having included these two types of activities and the results obtained gave the opportunity to reflect on the frequency I have used them in class. It made me think that video and dictation may have been incorporated in my lessons as a combined activity in order to foster oral micro and macro skills that contributes to learners’ speaking improvement. At the same time, apart from this, they would approach the learners to the use of electronic sources which can be consulted anytime and anywhere with learning purposes. This practice may broaden learners’ view on learning English. In addition to this, bearing in mind that the new learner’s generations are digital natives, many interesting and helpful recommendations and suggestions to navigate in the web would be brought, shared and incorporated into the class or to learners own EFL learning.

Limitations

While this intervention evolved some problems such as learners’ attendance, school resources and technology were faced. In many sessions the group was not complete and in the session on Thursdays 10% to 20% of the learners arrived to the second part of the class.

The current action research was carried out during the second evaluation during the four week period, however according to the number of session established for the
EFL subject it only meant twelve hours. It would be interesting that the teachers in the following courses would continue promoting oral skills to help the learners to develop the speaking skill, that way learners would be able to achieve A2.

Conclusions and Implications

Besides learners’ bad experiences or perceptions in EFL from the secondary, they are aware of the importance of the English language and would like to learn it. Accordingly the participants’ perception the controlled and semi controlled oral activities in the intervention aided them to develop their speaking skills because they contributed to increasing their self-confidence in a non-stressful or threatening environment but in a collaborative one. Most of the learners in the intervened group had a positive attitude towards the language. Therefore, it represents an opportunity for the teacher to catch their attention and keep them motivated to learn English; despite teaching EFL in a public school this is still an issue if it is considered that the learners are supposed to have had three courses before.

If the EFL teacher in the first year of high school would spend some time trying to shorten knowledge differences between the new learners and contributing to forming EFL learners, the EFL teachers in the next year or semester should receive better EFL learners and would continue refining their formation to develop fluency and accuracy in reading, writing, listening and speaking.

To understand and plan ways to achieve this, it is of great importance that the teachers acknowledge the need of teacher’s professional development. If the institution does not offer courses, seminars or training, the teachers should seek it out. This would be both personally and professional beneficial for the teacher and would encourage other teachers to seek out such trainings, perpetuating a pattern of teachers helping teachers.

Most of the public schools have to review the organization and functions of the staff to support teacher work in a more effective and practical way to arrange
classrooms or equipment. This type of staff does need professional development courses which allow them to see their importance as part of the school community and their impact to contribute to learning, to engage in their work.

**Further research**

As a result of the implementation of the current action research and after the data gathered other topics have become evident for further research.

One of these are related to teacher’s professional development, that is how many and to what extent the teachers had or have had training in teaching EFL, how much do they know the extent of the syllabus (integrative) and colleague work, are they aware of their role as former/designer of learners (products) for next teacher (customer).

Another issue that should be considered is the school and staff organization to monitoring the morning and afternoon shifts in the same way in order to pay the same attention to them in relation to learners’ attendance, behavior and attitudes which may affect their learning in general and be able to inform to the learner’s parents. Although this is a high school, at the ages of 15-18, the learner still need guidance, discipline and work on studying habits.

From the very first modification of the curriculum in high school, the EFL teaching and learning in COBAEV was disesteemed since it was the only institution at this level where EFL had been taught during six semesters. This decision was taken contrary to the current and future trends in a globalized world where the English language has become a lingua franca. For this reason it would be interesting to review if the current EFL objectives (A2) in the syllabus are feasible to be achieved in the allotted time in a public high school.


Documents:


## English Language Courses in COBAEV

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<th>semester/course</th>
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</tr>
<tr>
<td>2</td>
<td>48</td>
</tr>
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<td>3</td>
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</tr>
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<td>48</td>
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<td><strong>TOTAL:</strong></td>
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<td>----------------------------------</td>
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<td>Informática</td>
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<tr>
<td>Literatura</td>
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<td><strong>Capacitación para el Trabajo</strong></td>
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<td><strong>Capacitaciones</strong></td>
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Consentimiento informado para participar en el proceso de investigación-acción la temática denominada: *Fostering oral skills in a large group in a public high school.*

Interventor Responsable: Lic. Elizabeth Hernández Hernández

Participante: __________________________________________________________

**PROYECTO DE INTERVENCIÓN EDUCATIVA**

Objetivo: Comprobar que el uso de actividades orales comunicativas graduadas (controladas, semicontroladas) ayudan a los estudiantes a mejorar su habilidad oral en Inglés como lengua extranjera y que estas los preparan para organizar y desarrollar actividades libres.

**Aclaraciones:**
*Durante tu participación en este Proyecto de Intervención Educativa se recogerán datos por medio de observaciones, fotos, entrevistas, grabaciones de audio y video.*
*Tu decisión de participar en el desarrollo de este Proyecto de Intervención Educativa es completamente voluntaria.*
*No habrá ninguna consecuencia desfavorable para ti, en caso de no aceptar la invitación.*
*No tendrás que hacer gasto alguno durante el trabajo a desarrollar.*
*Tus datos personales serán manejados con absoluta confidencialidad.*

**CONSENTIMIENTO INFORMADO**

Yo, ___________________________________________ he leído y comprendo la información anterior y mis preguntas han sido respondidas de manera satisfactoria. He sido informado y entiendo que los datos obtenidos en el desarrollo del Anteproyecto de Intervención Educativa pueden ser publicados o difundidos con fines académicos una vez que sea construido el Proyecto, o la Propuesta de Intervención Educativa.

Convengo en participar en este Proyecto de Intervención Educativa.

Una vez concluida la sesión de preguntas y respuestas, se procedió a firmar el presente documento.

Firma del Interventor: ____________________________  Firma del Participante: ____________________________

Lic. Elizabeth Hernández Hernández  Nombre y firma
Proyecto de Intervención didáctica
Investigación- Acción
ENCUESTA PARA ESTUDIANTES

Nombres: _____________________________________Grupo: ___________

Marca ( ) la opción que corresponda a tu situación. Responde las otras preguntas con información real.
1. En tu secundaria, ¿cuántas horas de Inglés tenías a la semana?
   5 hrs ☑ 4 hrs ☑ 3 hrs ☑ 2-1 hrs ☑ no tuviste ☑
2. Tipo de escuela en la que estudiaste la secundaria
   General ☑ telesecundaria ☑ técnica ☑ otra ______________
3. Lugar donde cursaste la secundaria: ____________________________________
4. ¿Tus maestros de Inglés hablaban inglés en clase? SI ☑ NO ☑
   Si tu respuesta a la pregunta anterior fue afirmativa responde las siguientes:
5. ¿Cuánto de la clase tu maestro(s) hablaba en Inglés?
   Siempre ☑ Algunas veces ☑ Pocas veces ☑ Nunca ☑
6. ¿Llevaba a cabo actividades orales en inglés? SI ☑ NO ☑
7. Si tu maestro de la secundaria hacía actividades orales en inglés, que tanto tu las llevabas a cabo?
   Siempre ☑ Algunas veces ☑ Pocas veces ☑ Nunca ☑
8. ¿Cómo te sentías cuándo hablabas en inglés?
9. ¿Cuál(es) son tus expectativas en relación a aprender Inglés?/ ¿Qué pretendes alcanzar?
Proyecto de Intervención didáctica
Investigación- Acción
ANTECEDENTES DE LA SECUNDARIA

Nombre: ___________________________ Grupo: ______

Describe cómo era una clase de Inglés en tu secundaria.
Proyecto de Intervención didáctica
Investigación- Acción
BITÁCORA

<table>
<thead>
<tr>
<th>Nombre: _______________________________</th>
<th>Grupo: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fecha: ___________________</td>
<td>Hora: ______</td>
</tr>
</tbody>
</table>

Qué pasó?

¿Qué aprendiste?

¿Cómo te sentiste?
IMPLEMENTATION QUESTIONNAIRE

1. De las actividades hechas en clase, en qué aspecto viste algún beneficio? ¿Cómo?

2. La actividad libre donde describías .................., ¿qué te pareció? ¿Cómo te sentiste? ¿A qué le atribuyes esto?
APPENDIX 8

- Recording preparation
  - I tried not to make evident that the learners were going to be recorded.
  - There were some problems: noisy learners
  - Noisy hall
  - 1/4 recording

- An extra session after the official one.
  - (14:00 - 14:50)  (13.10 hrs)
  - To let the Is know about the AIE.
  - 39 to 30 in class.
  - ISs were asked to answer the survey of the first questionnaire.

- Problems:
  - 33 out of 45 Is arrived on the day the intervention started.
  - 3 Is were reluctant to participate & interact with their classmates. I talked to them, but they were still neglected.
Last Vacation

- The topic caught the attention, some of them seemed to have much to tell about/shares to the group but the obstacle was the language.
- The vocabulary activity helped them even to those who had felt bad for not having had vacation.
- They had the chance to select some of the very pieces of vocabulary to tell their classmates.
- I had to remind them to use the filler as some paralinguistic.
- If they didn't bring the self-assessment sheet.

Fillers

- Is seemed to be interested but at the beginning they didn't look very confident.
- After some practice, the Is were relaxed and were practicing the 'fillers' of expression but some of them didn't do it.
- The Is felt more comfortable working in pairs or in small teams of 4 to 5, to speak to the group or when the teacher monitors them. It causes Is remain...
Find someone who.

1. I started by asking them to write their reflections
   - They paid attention & seemed interested
   - Most of them do the oral practice when I modelled it.

1. I have to aware Is to write take notes because they looked at the board
   - If the info was printed, they just watched it.
   - Very few took note.
   - Most learners wrote the complete qs & read them to their classmates.

* Clueing for strategies

- Recording preparation
  - I tried not to make evident that the learners were going to be recorded.
  - There were some problems: noisy learners, noisy hall.
  - If recording
APPENDIX 9

IMPLEMENTATION QUESTIONNAIRE (learners’ perception)

“Me sentí bien, fue un reto al principio (...) pero se me facilitó” (206-3)
“Me ayudó en mi calificación, pero lo más importante a aprender mejor inglés” (206-13)
“Me sentí inteligente porque fue muy buena actividad (...) Aprendí mucho de lo que no sabía hacer o no sabía pronunciar, en esta actividad aprendí” (206-26)
“Estuvo bien ya que recordamos nuestras vacaciones y al mismo tiempo abarcamos el tema” (206-1)
“Me pareció una actividad divertida al recordar las vacaciones. Me sentí muy bien pues pude tener un poco de creatividad al dibujar” (206-19)
1. ¿De las actividades hechas en clase en qué aspecto viste algún beneficio?
   Explico, por si practicar oralmente y escrita, el beneficio es que aprendí más inglés y se nos quitó el miedo a opinar sobre los temas, lo que también la maestra nos enseñó y eso ayudó a comprender y entender los temas.

2. ¿En caso contrario, someta tu percepción?
   No

3. ¿A la actividad libre donde describiste lo que hicimos hasta el fin de semana, qué te pareció, cómo te sentiste, y a qué le atribuyes esto?
   Me pareció divertida la actividad porque era un trabajo más que nada de creatividad.
   Me sentí feliz por que creé que fueron varias clases interesantes. Las actividades que realicé hasta que me ayudó en mi calificación pero la más importante es aprender mejor inglés y la act del fin de semana me ayudó para aprender a hablar oralmente.
Appendix 10: **Visuals**
yesterday

went to bed

Brushed

arrived
took a bus

Had

did homework

watched tv

Saw

Played

ran

drove

I studied

I played

I saw

I watched tv

I took a bus

I arrived

I had

I did homework

I took a shower
Z. Find out who did the following actions yesterday.
Search for someone who...
Name:
- listened to music?
- ate pasta?
- went to bed late?
- sent a text message?
- bought a magazine?
- wore boots?
- drank two liters of water?
- watched TV?
- talked on the phone?

Pair work

Student A: Did he eat pizza?
Student B: No, he didn’t eat pizza.
Student A: Did he write an e-mail?
Student B: Yes, he wrote an e-mail.

<table>
<thead>
<tr>
<th>Name</th>
<th>pizza</th>
<th>e-mail</th>
<th>basketball</th>
<th>movies</th>
<th>jeans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruben</td>
<td>x</td>
<td>√</td>
<td>x</td>
<td>√</td>
<td>x</td>
</tr>
<tr>
<td>Charlie</td>
<td>√</td>
<td>x</td>
<td>√</td>
<td>x</td>
<td>√</td>
</tr>
<tr>
<td>John</td>
<td>x</td>
<td>√</td>
<td>x</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
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<td>√</td>
<td>x</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Pam</td>
<td>x</td>
<td>√</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Mike</td>
<td>x</td>
<td>√</td>
<td>√</td>
<td>x</td>
<td>√</td>
</tr>
<tr>
<td>Ivan</td>
<td>x</td>
<td>√</td>
<td>√</td>
<td>x</td>
<td>√</td>
</tr>
<tr>
<td>Iraiz</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>
Reluctant learners’ reasons for not participating in the intervention

No voy a participar porque me parece mejor hacer los tres trabajos que participar en la actividad y porque se me hace más difícil participar en la actividad que hacer esos tres trabajos.

No participo en este proyecto porque no me gusta mucho el inglés porque en mi secundaria nomás me dieron medio año de inglés porque en los dos primeros años de secundaria la maestra entraba a darme clase pero se dormía en las clases se ponía unas gafas para que no le vieran que estaba dormida y también porque soy muy perezoso y el hablaba no se meaba mucho y casi no me gusta el inglés.

Mi decisión de que no quise entrar es que mi desempeño en inglés es bastante malo y como que me cuesta algo la pronunciación, aparte de que el inglés no me es indiferente, no me gusta!
Reluctant learners’ opinion about the implementation

1° De las actividades hechas en clase, es que aspecto vistes un beneficio. En caso contrario comenta.

El aspecto en el cual yo vi un beneficio fue el de aprender más sobre este lenguaje, ya que la nuestra, está perfectamente capacitada para enseñarnos, ya que lo hace de manera consciente y bien.

2° La actividad libre donde describías lo que habías hecho esa semana, o de la firme de semana que te parece, como te sentiste y a que te atribuyes esto.

Pues me gusto porque me recuerda los buenos pasajes de mis vacaciones, de mi vida, me sentí como desapego con un bonito horario de eso y el trabajo era una buena opción, fue que nos hiciéramos que el inglés coincidiera más con nuestras, y le puedo atribuir que todo esto fue una gran idea para con el programa a todos.

De las actividades hechas en clase, en que aspecto vistes algun beneficio, en caso contrario comenta esto:

Bien que pueda saber y aprender algo de las actividades, no beneficio en mi seguridad de si poder hacer las cosas, aunque que también me refuerza en algunos aspectos en inglés, la actividad libre donde describías lo que habías hecho, que te pareció, como te sentiste y a que te atribuyes a esto.

Me pareció muy bien me gusto por la forma de como expresaste en todo lo que recuerdas de ello de mis mejores vacaciones, y se lo atribuyo a este programa que aunque no participes pues si me ha ayudado mucho con todo esto que hicimos.
Reluctant learners’ opinion about the implementation

De las actividades echar en clase en que aspecto visto fue beneficiosa. Descríbela. En caso contrario cuéntame tu percepción.
Re aprendí palabras nuevas que no me sabía, así como también verbos y también aprendí a hablar un poco más de inglés.

La actividad libre donde describías de lo que habías hecho durante el día, y en qué te sentiste y a que te atribuyes esto.

Re me pareció muy interesante y entretenida porque recuerdo lo que hice en mis mejores vacaciones como si estuviera haciendo eso en ese instante.
Appendix 14

Learners’ notes

Participant 206-24

what did you do last weekend?
as Saturday
- went to grandmother’s house
- watched TV program
- played with “Sofia”
- washed the dishes
- cleaned my room

did you do?
S & C
- post
- go - went
- build - built
- cost - cost
- irregular verbs
- keep - kept
- swim - swam
- bleed - bled
- learnt - learnt
- bought - bought
Learners’ notes

Participant 206-11

Last vacation
- I mean
- mmm...
- well...
- OK
- Anyway

How was your vacation?
I mean

It was not bad

Well, it was boring

<table>
<thead>
<tr>
<th>name</th>
<th>reason</th>
<th>reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isabel</td>
<td>good</td>
<td>go swimming</td>
</tr>
<tr>
<td>Wendy</td>
<td>so-so</td>
<td>it was boring</td>
</tr>
</tbody>
</table>

go - went
do - did
dance - danced
run - ran
Be - was, were
Swim - swam
Travel - traveled
Work - worked
Learners’ notes

Participant 206-12

**Vacation**

How was your vacation?

[ ] Good  [ ] So-so  [ ] Bad
[ ] Great  [ ] Not bad  [ ] Awful
[ ] Terrific  [ ] Terrible  [ ] A disaster
[ ] Wonderful  [ ] Mess

How was your vacation?

I was... good!

[ ] Bad

- Do homework
- Sweep the yard
- Clean the house
- Is boring
- Be sick
- Don't have money
- Be punished
- Work
- Eat a lot
- Fall / gain weight
- Stay awake / stay overnight
- Bad weather
- Wash dishes
- Wash clothes
- Wash the bathroom
- Bathe the dog
Learners’ notes

Participant 206-29
Learners’ notes

Participant 206-25

Homework

* Regular Verbs
  - ending pronunciation: /d/ /t/ /id/

Dictation

1. What happened? How was your holiday?
   - Who was you tall at? wrong up
   - What high was step
   - Enjoy yourself? How was it?
   - Have fun? was the weather like?
   - What's the weather good?

What's wrong? Formal

How was your holiday? Formal

Did you have fun? Informational

Did you enjoy yourself? Formal
Learners’ notes

Participant 206-18

Past simple Regular Verbs endings | Learn English | English Rules
Irregular verbs past

www.linguehouse.com
dedicated (dedik;itéd) disaid (disaid)
S: termina con ’ed’
(Verbs regulars)

level elementary
point 12
11 15

Participant 206-06

Paginas Web:

www.linguehouse.com

* Verbs in past pronunciation
* Past simple regular verb Endings | Learn English | English Rules
* Lingue pectrum

Dedicate
Decide
Need

Terminación To d - su sonido sera ed

Regular verbs

Tarea: Cuales son las constantes de los grupos que los caracteriza
Learners’ notes

Participant 206-12

What did you do last weekend?

- went to grandmother’s house
- watched TV program
- played with “sofa”
- washed the dishes
- cleaned my room

What did you do?

Swim - bleed - learn - swam - bled - learnt - buy - bought

Regular verbs

Cost - cost

Past - went - build - build

Kept - kept

Appendix 14
### Proposal of a Rating scale for assessing speaking in COBAEV 12

<table>
<thead>
<tr>
<th>score</th>
<th>criteria</th>
</tr>
</thead>
</table>
| 10    | • ALL the words are clear  
|       | • Language used in presentation is **appropriate**  
|       | • Presentation is **organized and logical**  
|       | • Student preparation is **evident**.  
|       | • Material in presentation is **relevant** to topic. |
| 8     | • MOST OF the words are clear.  
|       | • The language used in presentation is **appropriate**  
|       | • Presentation shows signs of **organization**; however, **lacked of naturality**  
|       | • Student preparation is **evident**.  
|       | • Material in presentation is, for the most part, **appropriate**. |
| 6     | • Many words are **not clearly spoken**.  
|       | • Presentation shows **poor organization**.  
|       | • There is **minimal student preparation** in evidence.  
|       | • Material in presentation is **inappropriate** or does not appear relevant to the topic.  
|       | • Format of presentation **lacks structure**. |
| 4     | • Few words are clearly spoken.  
|       | • Presentation shows **poor organization**.  
|       | • There is **no clear evidence of minimal student preparation**.  
|       | • Material in presentation is **inappropriate** or does not appear relevant to the topic.  
|       | • Format of presentation **lacks structure**. |
| 2     | • **Too many words** are not clearly spoken.  
|       | • Presentation shows **poor organization**.  
|       | • There is **no evidence** of student preparation.  
|       | • No material for the presentation |
| 0     | **Not enough information to be assessed** (absent or reluctant learners) |