

DIFFERENT SPEAKING ENGLISH LEVELS BETWEEN TWO PUBLIC SCHOOLS.

A Study between the C.A.S.D and Eudoro Granada Schools.

Jenny Milena Franco Lozada - Diana Fernanda Dávila A. - Yury Francedy Arias Urrea

Professor: Luis Fernando Pacheco Pérez

University Of Quindío

Bachelor in Modern Languages

Research Seminar III

Armenia - Quindío

2018

## CONTENT

1. THE PROBLEM STATEMENT.....	8
1.1. The research question.....	9
1.1.1. First central question.....	9
1.1.2. Second central question.....	9
2. OBJECTIVES.....	10
2.1. General objectives 1.....	10
2.1.1. Specific objectives 1.....	10
2.2. General objective 2.....	10
2.2.1. Specific objectives 2.....	10
3. STATE OF ART.....	11
3.1. Research review.....	11
3.1.1. Didactic techniques.....	11
3.1.2. Speaking skills.....	14
3.1.3. Bilingualism and motivation.....	17
3.1.4. Bilingualism in Colombia.....	19
3.2. Literature review.....	22
3.2.1. Speaking skill.....	22
3.2.2. Communicative strategies.....	23
3.2.3. Motivation in learning a second language.....	25
4. METHODOLOGY.....	28
4.1. Research design.....	28
4.2. Research approach.....	28
4.3. Research participants.....	29
4.3.1. Sample.....	30
4.4. Instruments.....	30
4.4.1. Informed consent.....	30
4.4.2. Interviews.....	31
4.4.2.1. Students' interviews.....	31
4.4.2.2. Teachers' interviews.....	31
4.4.3. Observation format.....	32
4.4.4. Pre-test.....	33
4.4.5. Lesson plans.....	33
4.4.6. Post-test.....	34
4.4.7. Final interview.....	34
4.5. Stages to develop the project.....	34
4.5.1. Stages to develop the project: comparative research.....	35
4.5.2. Stages to develop the project: action research.....	35
5. DATA ANALYSIS.....	36
5.1. Independent analysis.....	36
5.1.1. Independent analysis: comparative research.....	36
5.1.1.1. Observation format.....	36
5.1.1.2. Interviews.....	39

5.1.1.2.1. Students' interviews.....	39
5.1.1.2.2. Teachers' interviews.....	44
5.1.2. Independent analysis: action research.....	45
5.1.2.1. Pre-test.....	45
5.1.2.2. Classes (lesson plans).....	46
5.1.2.2.1. Class 1: introducing myself.....	46
5.1.2.2.2. Class 2: music.....	48
5.1.2.2.3. Class 3: social Medias.....	49
5.1.2.2.4. Class 4: the environment.....	50
5.1.2.3. Post-test.....	51
5.1.2.4. Final interview.....	53
5.2. Collected data analysis.....	54
5.2.1. Collected data analysis: comparative research.....	55
5.2.2. Collected data analysis: action research.....	56
6. FINDINGS AND CONCLUSIONS.....	58
6.1. Findings and conclusions: comparative research.....	58
6.2. Findings and conclusions: action research.....	61
7. EMERGENCY CATEGORIES.....	63
7.1. Behaviorism.....	63
7.2. The role of the teacher.....	64
8. BIBLIOGRAPHY.....	67
9. ANNEXE INDEX.....	72

## MIXED RESEARCH: DIFFERENT SPEAKING ENGLISH LEVELS BETWEEN TWO PUBLIC SCHOOLS.

A Study between the C.A.S.D and Eudoro Granada Schools.

### SUMMARY

This project is a mixed research, it is a comparative and action research. Looking at the problematic of today students in Colombia, the English level is very low showing the failures of the public education. An aspect to add is that there are some public schools which show a coherent English level. The real problem is, why are there public schools with different English levels? In Colombia, such a touristic country, to speak the second language, English, is very important to succeed. The research studies students speaking skills from 11th grade from two public schools. The research is divided into two parts: the first part of the research consists of comparing two schools, C.A.S.D and Eudoro Granada school, in order to identify the possible causes for a different speaking English level between two public schools and the second part of the research, developed only with students from the Eudoro Granada school, consists of implementing speaking methods to look for the impacts, whether positive or negative, in the students speaking skills.

**KEY WORDS:** Speaking skills, public schools, education, English, second language, students.

## RESUMEN

Este proyecto es una investigación mixta, es una investigación de comparación y acción. Mirando la problemática de los estudiantes del día de hoy en Colombia, el nivel de inglés es muy bajo, mostrando las fallas de la educación pública. Un aspecto para añadir es que hay colegios públicos que muestran un nivel de inglés coherente. El problema real es, ¿Por qué hay colegios públicos con diferentes niveles de inglés? En Colombia, un país tan turístico, hablar la segunda lengua, inglés, es muy importante para salir adelante. La investigación estudia las habilidades del habla de estudiantes de grado 11 de dos colegios públicos. La investigación está dividida en dos partes: La primera parte consiste en comparar dos colegios, colegios C.A.S.D y Eudoro Granada, Con el fin de identificar las posibles causas para el diferente nivel del habla inglesa entre dos colegios públicos y la segunda parte de la investigación, realizada solo con los estudiantes del colegio Eudoro Granada, consiste en implementar métodos del habla para buscar impactos, sean positivos o negativos, en las habilidades del habla de los estudiantes.

**PALABRAS CLAVES:** Habilidades del habla, colegios públicos, educación, inglés, segunda lengua, estudiantes.

## INTRODUCTION

Nowadays, bilingualism is very important, due to the fact that our present is given inside a society which is much related to foreign countries. For example, in terms of business it is very important to have at least a Basic English level and it is more necessary to learn a second language like English to communicate all around the world. In a country like Colombia, bilingualism is crucial for its development. According to Hornberger and Baker (2001) “being able to speak a second or third or fourth language may mean avoiding unemployment, opening up possibilities of a wider variety of careers or gaining promotion in a career”(pg.113) , it means that learning a second language provides new opportunities for Colombian people, equal conditions for the individual development. According to Lizarazo (2015) the goal for the year 2025 is that, teenagers in Colombia, speak English almost perfectly, but, it is not a secret that the level is not good enough, and according to official statistics, the 90% of students do not reach a basic level in public secondary schools. According to the website Dinero.com (2016) The ministry of education stated that in the year 2018 only 8% of students will reach the intermediate level B1 in the English language, it means that only that 8% of students would be able to communicate with a foreigner.

## JUSTIFICATION

According to the agency Education First, which has the worldwide ranking of the English domination, (2017) states that Colombia has the place #51 of 80 countries with the classification of English Proficiency Index 49, 97 having an aptitude level seen as LOW, which is a terrible news since here in Colombia there is the bilingual program from the ministry of education which look for a level B1 by the year 2019. Colombia aprende webpage “Entre los objetivos específicos se encuentra el que, a partir del año 2019, todos los estudiantes terminen su educación media con un nivel intermedio (B1 según los Estándares Básico de Competencia en Lengua Extranjera: Inglés).”. Besides, Colombia is a touristic country, where its people do not know English. Another point is based on personal experiences, where it has been evidenced that there is a huge space between the two public schools in terms of the English level each school has. It is known that the level is low but there are public schools which have an average level and there are other with lower levels. A personal experience was given in the C.A.S.D. school, and was noticed that their students were much more prepared to communicate in the English language, they could have a normal conversation. While other student, who studied at the same time but in the Eudoro Granada School, could not even present themselves in the second language. It leads us to think which the differences are that make such a great gap between those schools.

## 1. THE PROBLEM STATEMENT

So far, it is known that bilingualism is now very important in the educational plan in Colombia and the government is trying to implement new strategies, methods, incentives for the teachers and pedagogical models to increase the English level. The problem is that public schools even being part of the government, present a big inequality in the English level, there are some schools which have a great English level, while there are other with a very poor level. This study will explore the problem and the causes of the inequality between the C.A.S.D. school, being the highest English level, and the Eudoro Granada schools, being the lowest English level. According to Gardner (2001) the motivation is what moves students to learn. There are two types of motivation: integrative, which consists of the integration and closeness with people who speak that language, and instrumental, which is for the people that want to learn it for work. If a person does not have one of these motivations, they would not have a reason to learn English. Dörnyei (1998) stated that:

Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. (pg. 117) Of course, motivation is one of the most important elements at the moment of learning. But, there could be other reasons why the speaking English level between these two schools is so different, it could be the social status, methodologies, etc.



## 1.1 RESEARCH QUESTIONS

### 1.1.1 First central Question

Which are the causes of an existing difference in the English speaking level between two public schools ruled by the same educational system?

#### 1.1.1.1 Sub-questions:

1. What is the perception of the students towards the methodologies used by the teacher?
2. Are the methodologies used the appropriate to teach English to learners?
3. Why do students like or do not like to study English?
4. Do hour's intensity affect students' fluency?

### 1.1.2 Second central Question

Which are the learning impacts of implementing some speaking techniques (discussions, role play, information gap, interviews) in the lowest speaking level school?

#### 1.1.2.1 Sub-questions:

1. Are students more comfortable with those methods?
2. Does their communicative skill seem to improve?
3. How is the environment of the class?
4. Have students perception towards the language changed?
5. Have the new methodologies really helped?

## 2. OBJECTIVES

### 2.1 General objectives 1:

-To comprehend the reasons of the difference in the speaking English level between two public schools with the same educational system.

#### 2.1.1 Specific objectives 1:

- To compare and determine the differences between the two public schools in the speaking English level by applying class observations.

- To apply diagnosis to comprehend students' perspectives about the class, the second language and the methodologies.

### 2.2 General objective 2

-To understand the learning Impacts of the implementation of discussions, role play, information gap, interviews etc. in students that have the lowest speaking English level school.

#### 2.2.1 Specific objectives 2:

- To implement a pre-test to determine the initial English level of students.

-To design and apply a set of microteachings centered on specific speaking techniques.

-To observe students' attitude towards the new methods used in class.

-To apply some instruments to gather information regarding students' perception after the application of specific speaking techniques.

- To implement a post-test to evaluate students final level

### 3. STATE OF ART

#### 3.1 Research reviews

##### 3.1.1 Didactic Techniques:

Developing didactic techniques in class has become nowadays an imperative tool for younger students in learning language context. In the investigation named *Developing Students' speaking Skills through Role-play* performed by Anna Kusnierek, it was stated that learning English as a second language is a necessity in the globalized world of today. English language has become the most spoken language all around the world. For other language speakers, it is very important to be able to communicate in the foreign language since the world moves around it. For most of the people, the communicative part is the most important in the learning process due to the fact that it is the way in which they can speak to a native person and transmit their feelings, thoughts and everything that they want to share. It is known that to learn a second language implicates to learn all the four skills and to put them in practice, but the speaking skill seems to be very complete since people put in practice the four skills in order to communicate thoughts. As said before, to speak the second language enables people to interact and as it is the most important skill, it is very difficult to acquire, as well. In the English class, students have interaction with each other and practice their knowledge, but when class is over the second language is not spoken anymore. This is due to the lack of immersion that they have in their daily life, it means music, games, television. It is in their native language, and so they cannot practice out of the classroom by themselves. It is necessary to teach and reinforce the speaking skill but it is not a secret that in order to be clear, understand and produce, it is necessary to have listening skill developed to be able to understand and to have a successful conversation. To enrich an English class. It is necessary, according to Ur (1996), to take into account four important principles: 1) to make

activities in which students feel more comfortable and inhibited, for example, round tables can help them to interact easily as all the students are in the same situation. 2) To let students participate, is a very good way to let them give their point of view about a topic. 3) To motivate students, since it plays a very important role in their development since if students are motivated will be more disposed to learn the target language. So the teacher must take activities that involve to all students in order to promote participation. 4) To plan the L2 class according to the students' level and to prepare the material according to them. There are some activities that according to experts can be very useful at the moment of speaking the second language for example, discussions, games, presentations, questionnaires and interviews.

According to Kusnierek, the role-play is a very useful tool to make students speak fluently. She wanted to make a research about the results of implementing the role-play in the classroom. Role-play has many definitions one of them is that it is an activity in which students have to perform drama through dialogues and it allows students to practice their speaking through fun activities created by them.

Kusnierek made her research with a group of sixteen students of fifteen years old in a lower secondary school in Leszno in order to implement the role-play activities and to see the development of the students' speaking skills.

She mentioned five important advantages of applying Role-play activities: First of all, it engages students in social situations such as greetings, apologies, etc. students can improve their communicative skills by interacting in real life situations. The second one, it is very advantageous for students who want to travel all around the world or to work in a foreign country since they can practice and create conversations in the second language in a variety of

circumstances. Another advantage is that students can use their imagination due to they can think creatively. Besides that, students can pretend someone else because they can act and forget all the fears at the moment of speaking the second language. And the last one, these kinds of activities represent fun for students. When they are trying to interact or to act. They can amuse themselves and have a great time.

Kusnierek affirmed that the role of the teacher is very important in this kind of activities. A teacher must be a facilitator, it means, to provide to students new vocabulary, give them advices, evaluate them and to be some kind of walking dictionary. It is very important the teacher's involvement but he has to give some space to students in order for them to try to do it by themselves. Finally, the teacher must be a spectator; he has to evaluate students, so at the end of the activity he can give some advices to students.

The author used questionnaires as a tool to figure out the attitude of students towards English. She found out that for most of students the speaking skills were the most difficult to develop.

She wanted to make a research proving that Role-play activities can help students to acquire new vocabulary and to communicate easier. She made a total of six lessons in order to prove her theory, which was done based on the answers she received from the questionnaires. She involved all the four skills in her lessons, for example, students had to read some texts about the topic, in the writing part, they had to answer some questions, they had to socialize with their partners, to listen to their partners and answer the questions by speaking. In the class students also repeated parts of the dialogue. The teacher explained the situation to students. In the active stage, students had to improvise in order to accomplish the activity. Finally, students had to write some sentences about what they did in the last part. The teacher evaluated each aspect of the class, for

example, the enthusiasm of students, how they developed the activities, which tools were helpful for them, how students did followed instructions, etc.

As a conclusion the teacher found out that the speaking skills was not very implemented inside the classroom. The Role-play activity activated students to participate, they liked the fact that they could move around the classrooms that they could work in pairs or in groups. The teacher noticed that during the six lessons students tried their best to interact in the second language and most of the times they tried to speak only in the target language.

Alike Kusnierek' research, Colombian context presents the same problematic: the lack of spaces or practicing in speaking skills, is an evident trend that has been affecting the second language acquisition and development through all Colombian's education. It is important to remark that finding, mainly for teenagers, some techniques that point didactic materials usage, dynamic classes, class course taking, etc., are urgent tools to have in order to achieve the educational goals. The fact that there exists a lack of immersion in the second language is evident, which is the same in the Colombian context, for example, students are not familiarized with the language due to the fact that what they learn is not enough to be able to communicate. It is important to say that teaching a second language requires a lot of effort from the teachers and from the students, there is always a necessity to implement activities where students must speak in the L2 in order to communicate.

### 3.1.2 Speaking Skill

Learning a second language is a very difficult task for some, it is not a secret that to achieve the objective it is necessary cooperation from both sides: the teacher and the student. In order to

facilitate the process of learning for both, it is necessary to implement new strategies, to keep an ace up your sleeve. In the article *Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian School* by Urrutia and Vega, is affirmed that the skill which is more difficult to acquire for students is the speaking skill. The authors give some reasons why developing this skill is so hard. Socially the English learning is not a priority. Students, including their families, do not consider learning a L2 so important. Another reason is that the hours of the English class are not enough to give space to learners to improve their speaking skills. The large number of students inside a classroom is a difficulty in the learning process as well. There is not enough time to give personalized advices; in a classroom there are 30 to 45 students, and it is almost impossible to pay attention to all of them. Finally, the syllabus can be, sometimes, a reason, since it does not have the spoken language as an imperative. All of these reasons really affect students' oral production, due to the fact that they do not feel comfortable nor able to speak and present their ideas.

The authors' intention with the research is to prove that through games students will feel more comfortable to because they are having a good time and they are just un-self-conscious and speak with less fear. The research consists of implementing activities focusing on the promotion of the oral production and fluency. The research was developed in the Federico Garcia Lorca School in Usme, Bogotá, Colombia, with 40 students from 10th grade.

In the research, there were used some instruments in order to give validity and reliability. The instruments used were video recording, the teacher's journal, and questionnaires.

Motivation plays an important role in the learning process. Games can be motivation for learners, since they can amuse themselves and practice at the same time, as long as the class is developed in an active and positive way.

After the lessons, the authors used the 3 instruments in order to gather the information. In the questionnaires was found that most of students thought that the speaking part was the most difficult. It was found, too, that for most of students almost never spoke during the English class, and there were some students who never spoke. Finally, the majority of learners answered that the lack of vocabulary was interference at the moment of speaking. There were 3 lessons implemented in the research. The first one was based on a story game, the second one on a caring sharing game and the third one on a guessing and speculative game. After the lessons, there was made one more questionnaire in order to gather information about the opinion of students. The majority of students were in agreement with the fact that games are the best way to practice English. There were found 3 categories about the promotion of the oral production that games provide. Students said that games worked for the cooperation and involvement, for the self-confidence and for the teacher's classroom management. As the teacher is the one who moves a class. According to their opinion with games; the motivation, the improvement in speaking participation and the free and confident students' performance were clearly more activated during the lessons.

The authors' said, as a conclusion, that games are effective tools to implement in class. With those tools, the teacher create a good atmosphere and students feel more comfortable at the moment of speaking, students learn new vocabulary, they try to manage messages during the games, leaving apart the fear that the majority of students have.



To sum up, difficulties are presented in the acquirement of a L2 all around the country. The speaking skill is considered the most difficult one in the learning process. The motivation, the methodologies, the environment play important roles in this process, since learners always get bored and sometimes the methodologies are not the most appropriated. It is important to highlight that acquiring the target language is very complicated and as it is known that teenagers are not very interested in learning, so there must be new strategies in order to facilitate the learning process for students and for teachers.

### 3.1.3 Bilingualism and Motivation

Nowadays, In Colombia, Bilingual education has become in the search for better opportunities of personal and academic growing. The National Bilingualism Program NBP has been created under the parameters of the Common European framework, in order to give the citizens more opportunities into a globalized world. In the article Towards the Development of Bilingualism in the Colombian Context Genesse (2007) the earlier a person begins to learn a foreign language, the easier to learn both properly, but it does not mean that an adult can learn a second language easily. It is just that the children learn the L2 with more fluency and a better pronunciation of the phonetics than an adult. On the other hand, teenagers are more conscious about their process of learning so that they make use of their learning strategies, they have reasons for learning a language and if they are motivated, they can achieve the same level of competence than someone who began before in early childhood.

Motivation also plays an important role when becoming bilingual. It depends of the student positive attitude towards the learning of a second language. In children the learning is different than in adults. The first one has the capacity for learning by playing and adults are more

conscious about their process, they have greater abilities, there are several reasons for learning a foreign language and know the importance of a second language learning in the Colombian context.

Some teaching suggestions for the development of the Bilingualism in learners are: Teachers should have a proactive role that enhances and challenges the bilingualism process in children. Other aspect to take into account is that children learn when they are exposed into play-based activities, so they use their brain in several ways in order to develop critical thinking. Another relevant factor in students' bilingual development is the need of a collaborative work; both learners and teachers should work collaboratively to achieve bilingualism. They have to provide an environment of cooperation in which students learn by themselves, their classmates and both students and teachers. It is also important to promote interactional spaces where students are exposed to both languages. There are programs which provide a context for students to engage through interaction using both languages, but which separate the languages by teacher or classroom.

The authors' said, as a conclusion, bilingualism refers to the ability of a person to use two languages in different contexts, to be able of establishing communication no matter if the person faces some minor lacks in the language to be managed. Besides, the success in the development of the bilingualism depends of the interaction of both languages and is important teacher implement different activities to motivate students. At the same time teacher must be prepared to carry out the task to promote the bilingualism inside the classroom. The National Bilingualism Program of the National Ministry of Education has achieved a National motivation about this program proposal but it is important to include the minority of people that are not immerse in the

bilingualism program and seek that the private and public educational entities of the bilingual programs find the excellence.

To sum up, the teachers play an important role inside the Colombia bilingualism process. Teachers promote the motivation to the students to interact with others. Making students use the language as a resource to express points of view and ways of seeing the life, using their speaking competence adequately and not only for the production of daily life utterances, is one of the main goals of the teachers. On the other hand, teenagers achieve the learning of a second language because they know the importance of being a bilingual person in today's world, so they can develop their competence as if they were learning the language in an early age.

#### 3.1.4 Bilingualism in Colombia

In Colombia, the education is governed by La ley general de Educación (ley 115 de 1994) these are the general laws that regulate the Colombian educational system. Based on these laws, the professor Liliana Maria Maturana Patarroyo, in her article *TEACHING ENGLISH IN TIMES OF THE NATIONAL BILINGUAL PROGRAM IN SOME STATE SCHOOLS: LINGUISTIC AND PEDAGOGICAL FACTORS*, started this research to identify the main problems in the English teaching process in Colombia; and the difficulties that some teachers have in their communicative competences that makes them not able to have a good development in the teaching process. According to Maturana, the English teachers must have the communicative competence developed in order to teach the second language. It means, the teacher must have all the knowledge, abilities and skills to transmit correctly the language to students. To get the communicative competence must be the main objective for teachers, as a linguistic factor than some of them have. But, most of them express that they do not have this competence because of

the lack of training. That is why in their classes they focus only in grammar, writing and vocabulary, the pronunciation is not considered as a strength and they leave isolated the speaking and listening skills. Additionally, it appears the concept of inter-language; basically, it is a linguistic system that develops who learns another language. It has its own rules and it serves as a bridge between the mother tongue and the L2. Also, it talks about the effect of the mother tongue. This effect presents interference in the learning process because of the invention of terms in the translation but also is a facilitator in the English learning process when there are similar roots and the structured is associated. The effect of the mother tongue belongs to the inter-language and makes an essential part of it.

There are some strategies that make easier the teaching process. According to Cole and Chan (1986) “the strategy is like a set of principles that have order, coherence and relevance in a particular context”. The English teaching strategies are a set of plans informed and intentionally conceived by the teacher for making easier that learning process. Some of these strategies are: instruction, evaluation, and resources strategies. As it says before these strategies are implemented to facilitate the teaching process. For the resources strategies, the teachers used dictionaries, mental maps, recordings, videos, books, etc., for the teachers that do not have the communicative competence, they use a lot of videos, films and recordings to replace the activities that they are not able to do.

In the English process, the internal and external factors make and influence in the relationships that are established between the constituent elements (Beliefs, perceptions, teaching and learning strategies, attitudes and motivation) of these processes. The internal factors are a set of subjective and intersubjective elements that affects directly the teaching and learning processes. The motivation is one of the most important factors that affect directly the students in

the learning of a language, because it involves the likes and dislikes of the student in front of the English learning. For professors, the internal factors affect them directly in the communicative competence because of the professional development where it is inferred how prepared they are to dictate the English class. Teachers often face the fear of making mistakes in front of their students. On the other hand, the external factors are elements that affect the processes but they are not within the range of direct interference. The family environment, culture and the educational system are identified as factors that have a special impact on learning. The family is important because they are in charge of accompanying the student in all the learning process. Culture stands out to into account the needs of communication between individuals of different nationalities. Finally, the effect of the educational system on the teaching processes through the language policies established by local and national governments.

This investigation was approved in 2011 by La Fundación Universitaria Luis Amigó in Medellín Colombia. It mentions the main problems that the education in Colombia has; some of the main reasons in the low English level in Colombian public schools and the problematic presented by the teachers in their communicative competences. According to the teachers, the communicative competence is linked to the beliefs that they have about it, privileging the development of writing words, phrases or isolated sentences about the development of orality. For them, the way that they implement recordings and videos as resources in their classes are helpful tools that in some cases “save them” from the lack of training in the communicative competence. They shield themselves saying that the resources that they implement in classes are enough to solve the speaking and listening skills. They make guilty the government to the lack of training that they receive and the internal and external factors that affect the learning and the teaching processes. Regardless of the

year that was made this research, the problem is still seen day by day in primary public schools, because for the government is not important that all teachers are trained for teaching of English.

## 3.2 Literature Review

### 3.2.1 Speaking Skill

The speaking skill is considered the strongest characteristic of human beings, since this specie is the only one which can communicate in this way. According to Levelt (1999) ‘‘ the ability to speak is one of the basic ingredients on human life’’. People can express themselves to the world, as a very common activity among human beings, as Levelt (1995) said:

‘‘talking is one of our favorite pastimes. Most of us spend large parts of the day in conversation, in teaching, in making phone calls, and so on. If we are not talking to others, we are likely to be talking to ourselves. The ability to speak is a gift of evolution to mankind. No other animal talks, whereas all healthy members of our species will eventually be able to talk. This skill is universal tour species and it must have played a key role in the survival of human society in the course of evolution. Language is the basic tool in cooperative action, in education, in the creation and transmission of culture and, quite generally, in the regulation of human bondage.’’(pg. 13)

The speaking skill is very important in every aspect of human life, it is taken for granted since people was born in a society with a specific language, and children start developing this language and get used to use it, forgetting the importance it has. It is, of course, very easy for people to communicate since it is a characteristic of mankind; to use it as mother tongue is a very simple task.

When talking about speaking or communicating, it is necessary to understand that. According to Gumperz (1999), speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants' utterances (p. 101). Speaking is an activity in which participants take important roles to achieve the task which is to communicate. This ability leads people to grow personally due to the fact that can interact with others, share experiences and to cooperate with others. Lindsay and Knight (2006) stated that:

“We speak for many reasons- to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on.” (pg58).

Speaking skills are the basis of society, human beings interact thank to the communication, and is because of it that knowledge is shared to all around the world, the world has advanced a lot because of it and it must be considered as the most important characteristic while learning a second language because the goal of learning it is to communicate, and the goal of communicate is to share experiences, opinions, information, etc.

### 3.2.2 Communicative Strategies

In the course of learning a second language, learners will frequently encounter communication problems caused by a lack of linguistic resources. Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. Strategies used may include paraphrasing, substitution, coining new words, switching to the first language,

and asking for clarification. These strategies, with the exception of switching languages, are also used by native speakers.

The term “communication strategy” was introduced by Selinker in 1972, and the first systematic analysis of communication strategies was made by Varadi in 1973. There were various other studies in the 1970s, but the real boom in communication strategy scholarship came in the 1980s. This decade saw a flurry of papers describing and analyzing communication strategies, and saw Ellen Bialystok link communication strategies to her general theory of second-language acquisition.

In our daily communication, there exist no ideal speakers or hearers of a language. There is still no one who can master a language perfectly and use it appropriately in all social interactions. Without doubt, in the process of communication, we may come across a great number of problems. In order to overcome these problems, we have to use some communicative strategies.

From different prospects, linguists define communicative strategy in different ways. For example, Tarone (1980) studies CS from the interactional perspective, Brown (1994) looks at CS from the perspective of error resources while Færch and Kasper (1983) perceive CS from psychological approach.

Tarone defines communicative strategies as mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning strategies do not seem to be shared (Tarone 1980, 420). We know that both the speaker and the hearer are involved; successful communication is the responsibility of both speaker and hearer. When the participants are aware of that they do not understand each other, they will resort to a number of strategies: paraphrase, transfer, avoidance, and others.



Brown suggests that communicative strategy is actually the process of interlingual-transfer and the context of learning as a learner tries to get a message through to a hearer or reader (Brown 1994). To some extent, we may determine some linguistic forms not available to the learner at that point of communication. Then communicative strategies can act as the conscious employment of verbal or nonverbal mechanism for communicating an idea. Brown's definition of communicative strategy can help us to reflect what strategies have been used by a speaker through the analysis of errors.

Communicative strategies (CS) play a significant role in second language acquisition (SLA). According to Corder (1978), reduction strategies can be regarded as "risk-avoiding" while achievement strategies may be seen as "risking-taking". He also suggests that achievement strategies (L2-based strategies, cooperative strategies, L1-based strategies and nonverbal strategies) will contribute to successful language learning. Furthermore, Færch and Kasper (1983) hold the same view. They argue that achievement strategies encourage hypothesis formation and risk is essential for automatization.

Rubin (1981, 1987) defines communication strategies as those strategies used by a learner to promote and continue communication with others rather than abandon it. They are strategies used by speakers when they come across a difficulty in their communication because of lack of adequate knowledge of the language.

### 3.2.3 Motivation in learning a second language

In the process of learning a second language, the motivation is an important factor that every learner needs to have. According to Dörnyei, Z. (2005). "The psychology of the language learner:

Individual differences in second language acquisition”. The process of learning a second language takes time and dedication. As Dörnyei Z. (2005) said: “Being fluent in a second language offers numerous benefits and opportunities. Learning a second language is exciting and beneficial at all ages. It offers practical, intellectual and many aspirational benefits. In learning a language, there can be one or more goals – such as mastery of the language or communicative competence – that vary person to person. There are a number of language learner motivation models that were developed and postulated in fields such as linguistics and sociolinguistics, with relations to second-language acquisition in a classroom setting...”

Every person that starts to learn a second language have different kinds of motivation. For example, the aspirational benefits. Think about new projects that affect work’s life or lifestyle. According to Dörnyei, the motivation of learning a second language can be divided into three phases: The social psychological period, the cognitive-situated period and the process-oriented period. In each person, these phases work different according to their necessities. The social psychological period basically is the role of the individuals’ social context and social interactions.

From 1959 through 1990 R.C Gardner developed the socio-educational model. Gardner, R. C. (1985). “Social psychology and second language learning: The role of attitudes and motivation”. “A central theme of the model is that second language acquisition takes place in a particular cultural context. It proposes that the beliefs in the community concerning the importance and meaningfulness of learning the language, the nature of skill development expected, and the particular role of various individual differences in the language learning process will influence second language acquisition...”

Referring to Gardner, *the socio-educational model* suggested that a second language cannot be explained by the people's attitude or by the competence to acquire many languages.

For him, the individual differences of human beings affected the acquisition of a second language. In other words, in the learning process of a second language is important to consider the cultural context; because it makes an influence in people's attitude and motivation at the moment to learn other language. Through time, the socio-education model presents different changes. In the original model (1979) Gardner presented two important factors that influence the development of the model in learning the aptitude and the motivation. For him, the motivation factor is the most important because he was interested in the success that people have when they learn a second language in an excellent way, when they present a below average. That is why the motivation is really important in the learning process of a second language.

## 4. METHODOLOGY

The goal of this project is the investigation of different speaking English levels between two public schools. Likewise, it is reiterated that this project will be carried out in the INSTITUCION EDUCATIVA CASD and in the INSTITUCION EDUCATIVA EUDORO GRANADA.

### 4.1 Research Design

This research is based on a qualitative approach. For this type of research, it was taken into account the theoretical contribution of the author Bryman (1986) identifies two forms of qualitative research in the New Leadership literature. One distills lessons from portraits of successful leaders to illustrate particular ideas. The other, more 'academic', explore several research designs: case studies using participant observation, semi-structured interviewing and document analysis; multiple case study design, adding comparative analysis; and interview studies asking leaders about their practices and orientations, or inviting individuals to discuss other leaders or leadership practices (Bryman et al, 1996).

Therefore, this research is based on a qualitative approach since it is aimed at determining the different levels of English speech in two public schools. This will be through questionnaires (close questions), observations and interviews to the teacher and students. Quantitative research is also used since in the project are implemented questionnaires (open question).

### 4.2 Research approach

In the implementation of this project, the methods to be used are Comparative and Action Research. Comparative Research will be used at the beginning of the investigation to determine why if the two High schools are public; one of them has a better level in the English competence.

Comparative research or analysis is a broad term that includes both quantitative and qualitative comparison of social entities. Social entities may be based on many lines, such as geographical or political ones in the form of cross-national or regional comparisons. Comparisons are also common across categories or social groups, such as in the study of stratification by social class (Erikson and Goldthorpe, 1992).

Action Research also will be used since it was detected the necessity to implement activities in the area of English in a specific group; in this case, the differences in the speaking English levels between two public schools. It will be applied speaking techniques such as debates, role-plays, interviews, etc., to the school with the lowest level which is the Institución Educativa Eudoro Granada in order to notice if there is any change in the speaking level.

Elliott (1993) defines action research as "a study of a social situation in order to improve the quality of action within it". The actions are aimed at modifying the situation once a deeper understanding of the identified needs within the participating group is achieved.

#### 4.3 Research participants.

In this research, the focus is directed to the public schools. It takes place in the C.A.S.D. school and the Eudoro Granada School. The selection of the schools was done because they are very close, almost in the same neighborhood, so the population is very similar, in their way of living, jobs, etc. Another reason for the selection is that even though those schools can have a lot of similarities, they are very different in their English level. The C.A.S.D. school has always been well-known for its English level since it is a bilingual school and it is the best bilingual public school in Armenia, while the Eudoro Granada School has a very inferior place.

#### 4.3.1 Sample:

The population of the research, as said before, is from the C.A.S.D. school and the Eudoro Granada School. The research is made with students from 11th grade in each school. They were selected because as they are the oldest students from the high schools, it is supposed they are the ones who must know better the English language, therefore they must have the best level from the school. From the C.A.S.D. school there are 33 students, 18 are boys and 15 are girls between 16 and 17 ages. From the Eudoro Jaramillo School there are 33 students, which 17 are boys and 16 are girls, between the ages of 16 and 17.

#### 4.4 Instruments.

Instruments are necessary at the moment of researching because in this way researchers gather information to apply an investigation. In this research, there are some instruments which help to calculate the results and to confirm or dismiss hypothesis, for example, interviews, observation formats, for the first part of the research (comparative research), pre-test, lesson plans and post-test, for the second part of the project (action research).

##### 4.4.1 Informed consent

The informed consent (see index 1) is an instrument that works as the permission for the participation of the research. In this case the instrument is directed to the Legal representation the participants because they are under the age 18. In the instrument is explained the type of research, what for, the anonymous participation, to let clear that it is only for academical purposes.

#### 4.4.2 Interviews.

This instruments are applied in order to know the perception and to gather some information from the teacher and from the students.

##### 4.4.2.1 Students' interviews.

This instrument (see index 2) is directed technically to students. It looks for information about the whole environment in which they are immersed. The interview consists of 20 questions, whose categories are: about the class, which consists of the atmosphere that students confront every day during the class time and how it is developed, about the teacher, which is a trustworthy opinion as they are not pushed or limited in giving it, and that would show their view of their English teacher and the English itself, and about the student, which is some kind of reflection for them as they have to speak for themselves, being conscious about their acts and their participation. What is searched with this interviews is the perspective and true opinion from students, as they are anonymous, they would not be afraid of telling what they really think. In the interview there are different types of questions, there are some closed questions (ex: Are there spaces for you to interact with your classmates in English?), open questions (ex: do you consider that the time intensity is enough?) and multiple choice questions (ex: how much English does the teacher use? A lot/ a little/ noting).

##### 4.4.2.2 Teacher' interview.

This instrument (see index 3) is addressed strictly to the English teacher. It seeks for information about the total situation he has with the students, whether it is good or bad. The interview consists of 16 questions whose categories are: about the class, which consists of the environment that the teacher has to confront every day during the class time and how it is

developed, about the teacher, which is a reflection of their classes, how he manages them, how he manages the students and its perspective about his role as an English teacher, and about the student, which tells how is the relationship teacher-students, which are the possible problems and causes for the English level (good or bad level). What is searched with this interviews is the perspective and reliable opinion from the teacher, as it is anonymous, there would be no problems in telling their real thoughts. In the interview there are different types of questions, there are some closed questions (ex: Are you satisfied with your English classes?), open questions (ex: which difficulties have you had n the learning process of your students?) and multiple choice questions (ex: do your students participate actively in the class? Always/ sometimes/ never).

#### 4.4.3. Observation format.

This instrument (see index 4) is officially for the researchers who are involved in the research. The format is composed of 3 categories: about the class, about the teacher and about the students. In the category about the class it is focused on the process, the development, the environment, and everything that entails the class. In this part it is looked for the things which are not seen in the interviews, to look for the researchers' own perspectives. In the part about the teacher it is looked for a visible version of the role of that teacher in the class, to see his development, the environment, etc. in the part about the students It is basically the same thing, to look for signals that let the researchers know how are they in the class, with the teacher, their level, and a visible and real opinion from the researchers. The format consists of 21 questions/sentences with a unique type of answer, it is closed questions accompanied of comments about the class (the class engages students: yes/no. comments).



#### 4.4.4 Pre-Test

The pre-test is an interview (see index 5) that contains 16 questions asking simple personal information to apply to students from 11<sup>th</sup> grade from the Eudoro Granada school. The goal of this instrument is to know a little of the knowledge of English that those students have. It is to measure the speaking skills they have and which are the more difficult question for them. With the results of the pre-test is defined what go next which are the lesson plans.

#### 4.4.5 Lesson plans.

The lesson plans are the classes that re going to be applied to the students of 11<sup>th</sup> grade from the Eudoro Granada school. They consist of some activities used to develop their speaking skill, it means that the activities are based on speaking methods. There is an amount of four lesson plans which are for four classes about different topics. The first lesson plan is called *Introducing Yourself* (see index 6), it is about the useful questions and answers at the moment of meeting a person and it is accompanied of a worksheet called *Let Me Introduce Myself* (see index7) from the webpage Busy Teacher. The second lesson plan is called *Music* (see index8), this lesson plan is about different kinds of music, how to get music, different ways to listen to music, etc., and it is complemented by the worksheet *Music* (see index 9). The third lesson plan is called *Social Media* (see index 10), which about the most common things for teenagers nowadays, how it is used and its dangers and it goes with the worksheet *Social Media* (see index 11) taken from the webpage ISLcollective. The last lesson plan is called *The Environment* (see index 12), it talks about the damage caused to the environment and how to prevent, in order to make them aware of the dramatic situation and it is guided by a worksheet *Saving the planet* (see index 13) and the role-

play situations called *Role-Play On Environmental Issues* (see index 14) and *Environment Role-Play* (see index 15) from the webpage ISLcollective.

#### 4.4.6 Post-test

The post-test is an interview (see index 16) that consist of 16 questions asking for personal information and asking about the topics seen with the classes using the lesson plans. The goal of this instrument is to observe the difference students might have after the implementation if the lessons plans using different speaking techniques.

#### 4.4.7 Final interview

The final interview (see index 17) is an instrument that consists of 9 questions about their perception of the class and the speaking techniques used in the classes using the lesson plans. The questions are multiple choice and open questions.

#### 4.5 Stages to develop the Project.

The research, as it is a mixed research, has two moments. First, the comparative research is stated and then the action research is stated. The stages to develop consist of the steps to apply in order to accomplish the research.

#### 4.5.1 Stages to develop the comparative research.

In this part, the steps of the research consist of first of all, delivering the informed consent (see index). The informed consent consist of asking the permission, as the students are under the age of 18, to the person legally in charge of each student and explain them the reasons and the development. The next step to apply are the observations. The observations are made through the observation format (see index) and applied two times to both schools in order to confirm the information gather and take a look to possible things that were missed. During the observations, there would one researcher in charge of the interviews, which are going to be applied to students and to the English teacher from both schools. Those are the steps to implement in the first research of the project.

#### 4.5.2 Stages to develop the action research.

In the action research steps, first of all, the pre-test (see index) is going to be applied to students from the Eudoro Granada school, in order to qualify their speaking skill. The next step is to apply the classes. The classes are applied through the lesson plans (see index) which are applied four times, with a different lesson plan each one. After the classes, the post- test is going to take place in order to see the development of students. And the as step is the final interview applied to students in order to know their perception. Those are the steps to implement in the second research of the project.

## 5. DATA ANALYSIS.

In this chapter, the different instruments used in this research are now analyzed. The analysis is divided into two parts: the independent analysis, which consists of the analysis of each instrument separately and the collected data analysis, which consists of the analysis of the results of the instruments, but this time to emphasize what they have in common.

### 5.1 Independent analysis

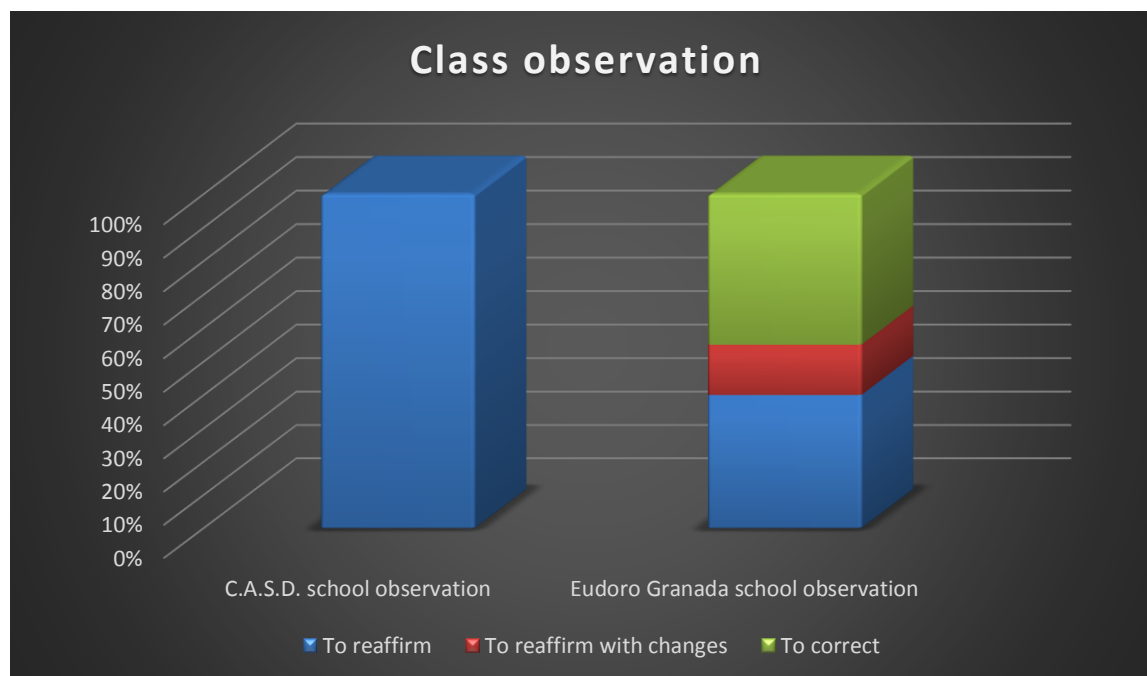
In this part, the instruments are analyzed individually. Observations and interviews are analyzed in order to understand the perception of students and teachers towards their class from both schools.

#### 5.1.1 Independent analysis: Comparative research

In this part, the independent analysis is about the instruments used in the first part of the research, which are the observations and interviews that which work in order to identify the difference of the English speaking level between the two public schools.

##### 5.1.1.1 Observation formats

The observation formats (see index 4) were applied in both schools, in order to observe the class, the environment, the role of the teacher and students. The format consists of 20 points to observe divided into three categories which are about the class, about teacher and about the students. The observations were applied two times in each school, in order to validate the information collected.



In the C.A.S.D school observation, there were no *to correct* points, the class was well developed, the students were very engaged, the teacher provided spaces to speak in English with a partner, asked quick questions for them to answer them under pressure, and students participated actively.

In the Eudoro Granada observation, there were some *to reaffirm* aspects like the level (the vocabulary used by the teacher and the grammatical structures) was according to the students, the objectives were set and clear, it had a sequential order even though the timing was not the appropriate one, the teacher used appropriate and effective communication, vastly knew the topic and praised students but in Spanish, students used Spanish to answer some questions but it showed they understand them, students even though they were not engaged, followed the instructions of the teacher. There were some *to correct* points, the class was lost for certain periods, students did not pay attention, there were no spaces for them to speak in English, the teacher never asked for an answer, only gave the topic with exercises on the board or photocopies

and was not didactic. In general terms, it can be deduced that the class was not very well managed and the teacher used a lot Spanish; as students said in the interviews, there was around a 90% Spanish and only a 10% of English. As the goal is to look for differences is important to highlight that the *to correct* points were:

- The class did not engage students.
- There was no variety of activities and techniques during the class.
- Materials were not useful in the class.
- There was not a good timing.
- The teacher did not encourage students to actively interact with the class.
- The teacher did not present appropriated scenarios for discussions (or exposition to the L2).
- The teacher did not allow individuals to show social skills and to listen to others.
- The teacher did not provide feedback to individuals within the class encouraging discussions.
- Students were not motivated with the materials and activities provided by the teacher.

The acceptable points were 3, they stated that the instructions were not clear for everyone that not all students were involved in the class and students were not comfortable with the activities of the lesson.

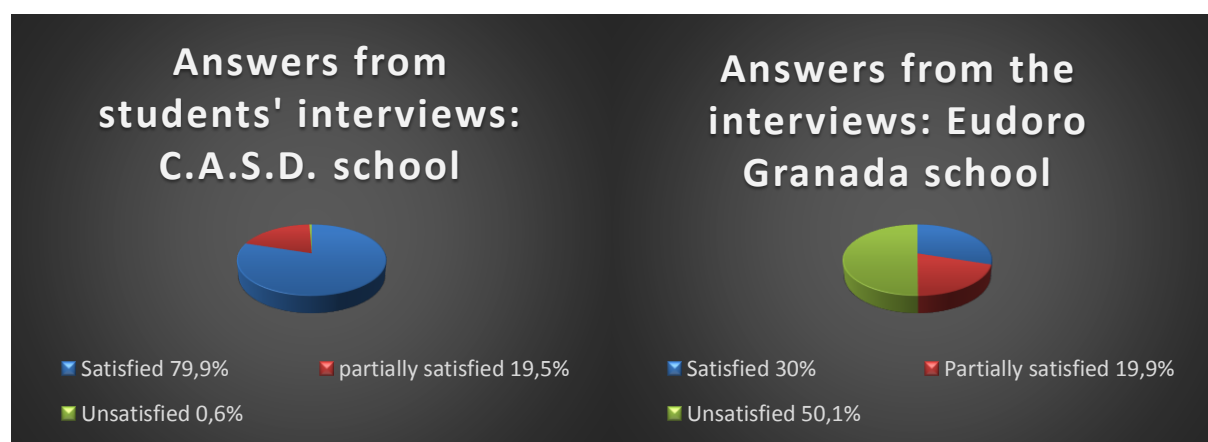
### 5.1.1.2 Interviews

The interviews are instruments that were applied in order to know the perspective from students and teachers, as said before in the Methodology chapter, the interviews consist of three categories: about the class, the teacher and the students, which were totally anonymous.

#### 5.1.1.2.1 Students' interviews

Students' interview (see index 2) consisted of 20 questions which were asked only to students from both schools: C.A.S.D and Eudoro Granada schools.

In both schools the interview was applied to 10 students randomly. Every student was comfortable with the questions, showing a great interest in answering them due to the fact that they knew they were all anonymous. The interview was very fruitful since it showed some aspects that the students would not be able to say aloud. The answers were somehow expected giving a right direction to the research. In general terms, the interviews showed these results (Data table #1 and Data table #2):



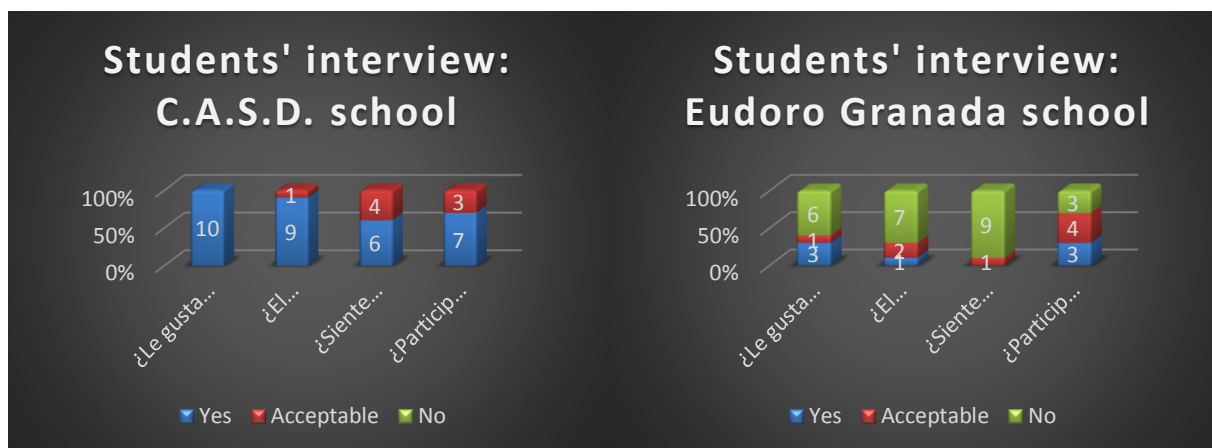
Data table #1

Data table #2

In the C.A.S.D. school (see Data table #1), students' answers were 79,9% satisfied, it means that they are comfortable with most of the aspects of the class (the class itself, the environment, the motivation, the level of challenge and the relation between the topics and their daily life), the teacher and the activities. 19,5% of the answers were partially satisfied, it is because there are some items like the quantity of hours (not enough), their use of the second language in class, among others. 0,6% of the answers were unsatisfied, for example, misbehavior by the students. Their perspective about the class was very optimistic and showed a great interest in their learning process, it indicates that they like the class and the language. In the Eudoro Granada school (see Data table #2), students' answers were 50,1% unsatisfied, indicating that students dislike most of the aspects of the class, 19,9% were partially satisfied, it means that there were some aspects that they consider need to improve, for example, the hours of English class, which they think are not enough. The other 30% of the answers were satisfied and it shows that there are some aspects they consider are good, for example, the quality of interaction between the teacher and students. It showed that they are not satisfied with most of the aspects of the class, the teacher and the activities, which can make more difficult the environment for the learning process. The attitude and the motivation from the students is crucial at the moment of acquiring a second language, there can be a huge difference between both schools.

The most prominent and interesting questions and their results can be seen in Data table #3 and Data table #4





Data table #3

Data table #4

Comparing the answers from the questions applied in both schools can be seen that:

-¿Le gusta la clase de inglés?: (Do you like the English class?) in this questions the students from the C.A.S.D. school show a really good interest in the class, their answers were all of them positives, and their supports to that questions were that the class was very didactic, creative, funny, interesting and they practice a lot. Meanwhile in the Eudoro Granada School, the answers were not that pleasing. Six of ten students do not like the English class, their answers were: do not understand, the class is boring, the activities are always the same. One of ten students said that he likes the class just because he likes English, but the class is very boring. Three of ten students answered they like the class, they like the language and the teacher is very passive and patient. Clearly, there is a big difference in the perception of the class, the teacher and the activities. It is evident that the students from the C.A.S.D. school are satisfied enough, but the students from the Eudoro Granada School show a very low satisfaction.

-¿El profesor los motiva a hablar en inglés?: (Does the teacher motivate you to speak in English?) 9 of ten students from the C.A.S.D. school answered positively. They think the teacher makes many activities for the speaking skill and they improve with each class. One of the ten students

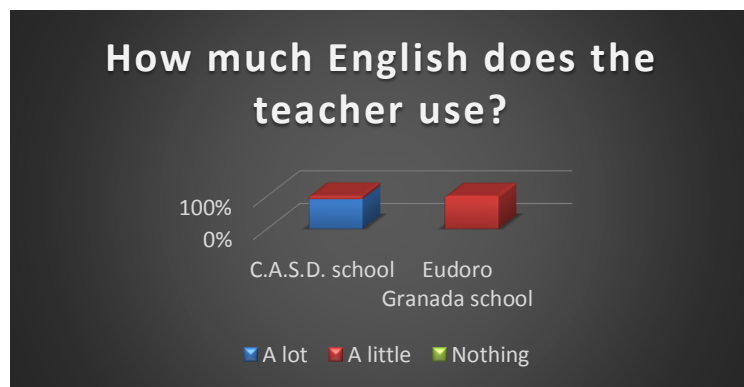
answered he wants more activities to develop the same skill. In the Eudoro Granada School, seven of them answered negatively. They said they never have spaces to talk in English, the teacher do not give them enough confidence for them to speak. Two of the ten students answered that the teacher sometimes asks questions but nobody participates. One of the ten students answered that the teacher motivates them by making questions but students do not participate. One of the most important aspects in learning a second language is to develop the speaking skill; if there is not enough practice, hardly students are going to improve. It shows a remarkable difference between the two schools and their levels.

-¿Siente que la intensidad horaria es suficiente?: (Do you feel that the quantity of hours is enough?) Six of the ten students from the C.A.S.D. school answered that the schedule was fine. The other four said they would like more hours to reinforce some topics. It is important to add that the C.A.S.D. school has five hours of English per week, divided into two classes of two hours and one class of one hour. 1 of the ten Students from the Eudoro Granada School answered that the schedule is fine, while the other nine students agreed that they need more hours, but with different activities, since they have four hours per week divided into four classes of one hour. This makes a huge difference since a class of one hour is almost a lost class due to the fact that half of the hour is about the classroom management and there is not enough time to see completely a topic and to develop it satisfactorily.

-¿Participa usted activamente en clase?: (Do you participate actively in class?) from the C.A.S.D. school, seven students said they always participate actively and three of them answered that sometimes they participate actively in the class. From the Eudoro Granada school, three students said they always participate actively, four of them said they do it sometimes and three of them said they never participate. The class has a well development if students do participate and

cooperate with the teacher, but it is very difficult for the teacher to make students participate if the activities do not change and are boring for the students.

A very important question was (Data table #5):



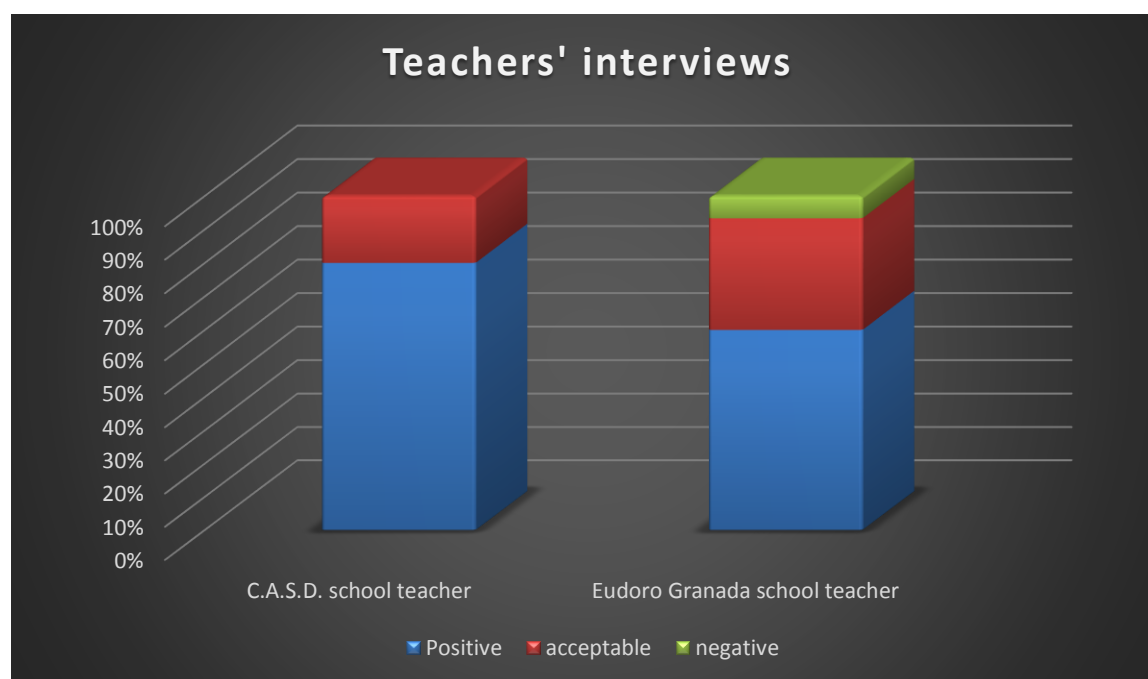
Data table #5

In this part, can be seen what students think about the use of English by the teacher. In the C.A.S.D. school, nine of the ten students answered that the teacher uses a lot of English, and the one left answered that the teacher uses English, but sometimes speaks in Spanish. In the Eudoro Granada school, students answered that the teacher uses too little English, they said that it could be seen as 90% in Spanish and 10% in English, which is a disturbing number, since the English teacher must give the class most of the time in English in order to help students with pronunciation and immersion to the language, which is little anyway. The use of English in the class is a key for the well development and learning of the students, a difference is noticeable, the teacher of the group that has a better level speaks English most of the time in the class time, while the teacher of the group that has the poorer level just speaks a little during the class time.

### 5.1.1.2.2 Teachers' interview

As said in the methodology chapter (page 30), the teachers' interview (see index 3) consists of 15 questions which were asked only to eleventh grade English teachers from both schools: C.A.S.D and Eudoro Granada schools.

The answers were distributed this way (Data table #6)



Data table #6

In this part, both teachers showed a great satisfaction with almost all the characteristic that the English class has. The C.A.S.D. teacher answered that everything is fine, but there are some things as the hours' quantity, the understanding of instructions, and some learning difficulties, but in general terms can be said that the class has a very good development. The Eudoro Granada teacher answered that almost everything was adequate, but there were some things which were tolerable as the environment of the class, which most of the time was not the appropriate, the quantity of hours and the understanding of instructions. There was one answer which was

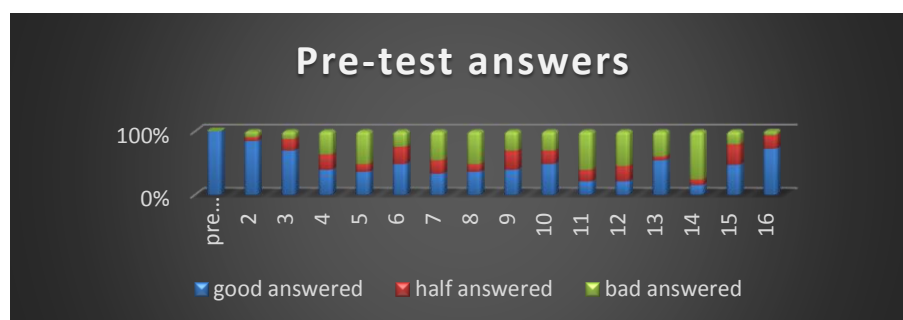
negative, it was the participation of students during the English class, and she consider her students almost never participate in class. Both teachers have a comfortable view of the English class, there are some difficulties but almost every aspect is satisfactory for them.

### 5.1.2 Independent analysis: Action research

In this part, the independent analysis is about the instruments used in the second part of the research, which are the pre-test, classes (lesson plans), post-test and interviews, in order to find if the speaking methods worked.

#### 5.1.2.1 Pre-Test

The pre-test (see index 5), as said in the methodology chapter, consists of 16 questions about simple personal information, used with the students from the Eudoro Granada school 11<sup>th</sup> grade. This time, the instrument was used with the 33 students of the class, since the goal was to recognize how much did students know about English. It was found out that students had very little knowledge. It can be seen in the Data table #7:



Data table #7

The pre-test had 16 questions which were very simple for example, how are you? What is your name, where are you from, etc. The results were very disappointed, since it was known that their English knowledge was little, it was expected a little bit more, anyway, it just confirmed that they were poorly prepared. The questions with more wrong answers (bad answered) was the #14: what do you do in your free time? Which 25 students answered in a wrong way, three students understand the question but does not know how to answer or answered in Spanish and 5 students answered correctly. This way it was noticed that the questions, being personal and simple questions were difficult for them.

#### 5.1.2.2 Classes (Lesson plans)

The classes were instruments used to implement some speaking techniques. There were a total of 4 classes which the teachers, which are the researchers, put into practice to observe if there was a difference in the students' attitude and learning. The classes were developed in a three stages class, they were: the warm-up, the practice and the production. Each lesson plan can be seen in the Annex Index.

##### 5.1.2.2.1 Class 1: introducing myself.

In this class (lesson plan 6) the speaking technique used was the interview in pairs (see index). As the classes only had one hour of length, the activity must be short. In the warm up, the teachers started asking students some personal information. At the beginning they looked like shy, but after a while, they started to participate although they used many words in Spanish, the teachers tried to help students for not making them feel uncomfortable.

Later, the teachers wrote down on the board the questions people use when introducing themselves, some of them raised their hand to do questions. After that (practice part), the teachers asked students to work in pairs and explained them the worksheet “Introduce yourself” (see index 7) to do in class, they gave to students the papers and asked them to complete the information that was missing, with their personal information such as ages, names, hobbies, likes, etc. While students were working on the worksheet, the teachers noticed they felt comfortable working on this exercise. Some students really showed interest in learning, they were constantly asking for the meaning of some words and the pronunciation, so the teachers wrote on the board and said to everybody what the meaning and pronunciation of the unknown word was. After that (production part), the teachers asked the students to go to the board and start the dialogue in front of the class. Most of the students did not know how to pronounce some words, so the teachers wrote the words they did not pronounce very well on a piece of paper and at the end of the class they said the correct pronunciation of these words. The teachers insisted to two students who did not want to go to the board to participate because they did not feel very confident.

The teachers noticed that most all the students were involved in the exercise except like two who says they do not like English. Most of the students showed interest when they were working with their partner and also when they went to the board to say the answers. The students who did not feel very comfortable talking in front of the class, the teachers support them and told them that it did not matter if they were wrong in the pronunciation. The most important thing was they participated in the activity because later they would do better. At the end of the class, the teachers gave students a new article about the topic of the next class with an exercise to correct in that same class. It is necessary to say that students behave very well in general terms, there were some

students who were not very positive about the class, but the real perception is that there were more positive students than expected, so the class could be said was almost perfect.

#### 5.1.2.2.2 Class 2: Music.

In this class the speaking method used was a round table (see index 8). The class started correcting the exercise (see index 9) given to the students in the last class (warm-up part). The teachers chose the students to give the answered and corrected them if necessary, even though most of the answers were correct. A positive thing to admit, was that every students who was asked to answer was very confident and did not show a feeling of annoyance, they seemed to be very committed with the task.

After the warm-up (practice part), the teachers asked students to work in pairs and to look for the unknown words and its meanings in order to have a more clear idea about the article. As they knew the time for that part was only of 10 minutes they were incredibly concentrated and working together. The teachers were all the time saying the time left, this way students were faster in order to finish the activity.

After that (production part), the teachers organized students in a round table and asked to say the unknown words and the meaning, students started to answer one by one and saying the meaning, every student participate and were not embarrassing to speak even though they did not know how to pronounce exactly each word but they tried their best. It was necessary to explain some of them a second time in order to have a more clear definition. Finally, the teachers asked students to give their personal opinion about music and about the article. Each students participate in a very active way giving their opinion. The two students who refused the last class



to participate, they did it better this class, they were somehow embarrassed but they tried to answer. The teachers gave students a worksheet for them to read and complete the exercise about the social media article and look for the unknown words for the next class. In the analysis could be perceived that this class worked better, students were totally engaged and committed, that they did an unbelievable good job. The teachers thanked students at the end of the class and congratulated them for their commitment and behavior and told them that there was an extra positive point for a low grade, with the consent of the actual teacher of the course. They seemed to be very proud and said they enjoyed the class.

#### 5.1.2.2.3 Class 3: Social Medias.

In this class the speaking method used was a poster presentation (see index 10). The class started with the teachers correcting the worksheet (see index 11) given to them the previous class. The teachers asked to the students the questions of the activity and resolved all together; to identify the comprehension of the topic (warms up part). In this part all the students participated in a correct way with the right answers of the activity. For the second activity of the worksheet, the teachers asked to the students to work in groups of six people in order to create a poster with the advantages and disadvantages of social media. They only had 20 minutes for that activity. It was a little difficult to organize the groups because they wanted to talk and made jokes about things different for the class, but the teachers started to check all the groups and heard their ideas and gave them advices about how to do it. After the 20 minutes, the presentations started with 5 creative posters in which students drew and wrote sentences according to the advantages and disadvantages of the social media in their lives. Their presentations were very good. As it was expected, all students explained their posters in the way that they could. Some of them started the

presentation in English and then they continue in Spanish because they did not know how to express some of their ideas. The teachers helped them with the words that they did not know. In this part of the investigation, students shown a better development of their speaking skills even though, they continue talked in Spanish; the students felt more comfortable at the moment to participate of the class and they were more coherent with their ideas in English. Some of them were interesting with learn new words or how to say something. At the end of the class, the teachers thanked to the students and congratulated them for their participation and the creativity used in the posters. There was an extra positive point again for a low grade, with the consent of the actual teacher of the course.

#### 5.1.2.2.4 Class 4: The Environment.

In this class the speaking method used was the dialogue (see index 12). The class started correcting the worksheet (see index 13) left as assignment the last class. The teachers asked students (warm-up part) to answers in order to correct the worksheet, students gave the answers and all of them were correct, that was great, the fact of seeing that they did the homework and that comprehend the written was very pleasant. The second activity of the worksheet was to say what they would do to help the environment. There were some great answers in spite of many mistake they did, but there could be observe a certain progress at moment of speaking.

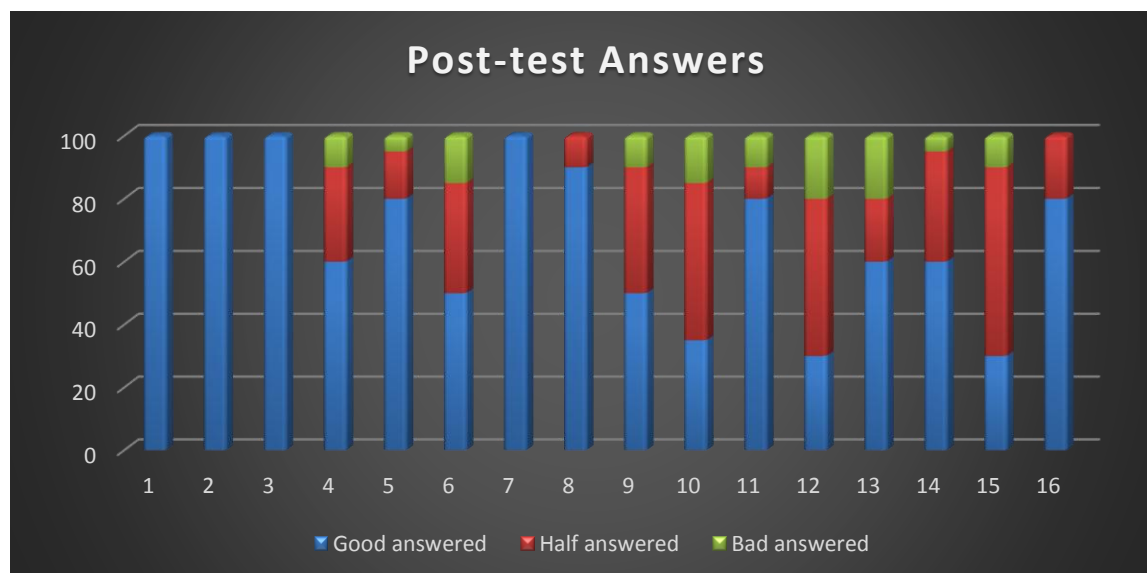
After the warm-up part (practice part), as the topic was clear for the students, the teachers asked students to work in pairs and gave a situation (see index 15 and 16) to each pair. Each students had a role and they had to create a scene in order to develop the situation. In this part some students need intervention from the teachers because they did not know how to do it, so the teachers gave them some general helps and they could develop the idea more concrete, of course with help of the teacher. The majority of the students did not need for help, they asked for some

words they did not know to complete their idea. While they were doing it, the researchers noticed they create only sentences so, the researchers wrote on the board some connector and its explanation for them to create bigger ideas. They only had 10 minutes to do it, so, students were very concentrated. It was necessary the intervention of the actual English teachers because the demand was a lot and the three researchers were not enough to help all the students. Finally (production), the teachers asked students to pass in front of the class and to present their short role-play. There were some students who were shy, but they did it anyway. There was one researcher accompanying the students in case they need help in front of the class. There were only 6 pair of 14, who needed help, so the activity was very satisfactory.

It could be observed that most of the students felt very comfortable and did not feel shame of resending their role-play in front of the class, they felt secure and did such a good job. They speaking was very good, of course they pronounced some words in a wrong way, but they had the idea very clear and it was hilarious to see them acting in front of their partners, everybody enjoyed the activity. It was the best of the four classes. They were prized with another extra point and a real grade in the English notes with the permission of the actual teacher.

#### 5.1.2.3 Post- test

The post-test (see index 16), as said in the methodology chapter, consists of 16 questions about personal information, used with the students from the Eudoro Granada school of the 11th grade. This time, the instrument was used with the 33 students of the class, since the goal was to recognize how much the students advanced in their English learning process. It was found out that students improved their knowledge. It can be seen in the Data table #8:

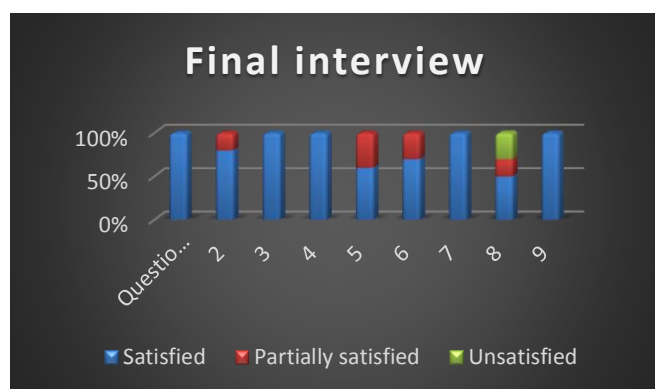


#### Data table #7

The post-test had 16 questions which were simple for example, how are you? What is your full name? When is your birthday? etc. (see the instruments in the annex index). The results were gratifying, since it was known that their English knowledge was little, it was excellent to see the improvement of the students during the class time. According to this, it can be deduced that students need different kind of activities in order to get better results in their English learning process. The questions with more wrong answers (bad answered) was the #12 what do you think about social media? Which 7 students answered in a wrong way, the students understand the question because they worked with it in a previous class but does not know how to organize their ideas to express what they wanted, and they explained it in Spanish. And with the question #13 are you obsessed with social media? Happened the same, students understand the question, but they could not explain it in English. Thanks to this, it was noticed that the questions were difficult for them, but in this case, students comprehend so much better the content of the questions.

#### 5.1.2.4 Final Interview

Students' final interview (see index 17) consisted of 9 questions which were asked only to students from Eudoro Granada school. The interview was applied to the same 10 students, who were interviewed in the students' interviews (see index) from the comparative research, which was used in the first part of the research. They were comfortable with the questions, the thematic was the same as the latest interview and it was conducted in order to identify the level of satisfaction of the students about the latest classes, the activities realized and the role of the teachers (researchers). These are the results of the interview:



#### Data table #8

It can be seen that the answers were most of them positives. There were 5 questions which had the 10 answers positives. The answers that were more expected were for example, “what do you think about the activities?” the answers were all positives and students said that they enjoyed the activities, because they were different to the ones they were used to. Another question was: “do you think that the activities used in the classes had a positive impact on your English level?” the answers were all of them positives, too. Some of them added that they were very positives because they had to speak in English, because that was like a rule to develop the activities, so they had to do it mandatorily. The last question that had the 10 points was: “from 1 to 5, how was

the teachers' performance?" the answers were all positives, they said that the teachers were very dynamic and made the classes enjoyable, there was only one thing that they consider was not the best, it was that the teachers' spoke all the time in English and that was hard for them because they did not understand very much, but in general terms they consider the were very good. These group of students enjoyed the classes, the topics, the activities, and the most important for them was to talk in English. There were four questions that had some *partially satisfied* answers some of them were: "Do you consider that the level of the activities was adequate for you" the *partially satisfied* answers were because they consider that the activities had a English level very high and that they were not very prepared, but a good thing is that they consider that it was very exigent and they had to try their best. Another question was: "Would you change something to the activities?" they were partially satisfied because they thought that something that could be changed from the classes was the time, it was too little time to develop everything, of course it was not the teachers' fault, it was the schedule that the school had for the English class, and it just showed that a class of one hour is not very productive. Finally, there was one questions with *unsatisfied* answers, it was "Did you feel comfortable speaking English in front of your classmates?" their answers were unsatisfied because they felt embarrassed due to the fact that they know the lack of vocabulary the have and some students were disruptive and make fun of them. In conclusion, can be said that the final interview showed that the answers were most of them positive showing that the students did really liked the classes.

## 5.2 Collected data analysis

In this part, the instruments are analyzed together in order to know what they have in common and to take out the findings. As the research is mixed, the instruments from the comparative

research is analyzed first, which is the first part of the research. Then, the instruments from the action research are analyzed, which are from the second part of the research.

### 5.2.1 Collected data analysis: comparative research.

The instruments used in this research are interviews and observation formats applied to the two schools. The goal is to identify what the instruments have in common and consequently to know the causes of the different speaking levels students from both schools have. They are going to be analyzed first the C.A.S.D. school, then the Eudoro Granada school.

The instruments applied to the C.A.S.D. school concur with each other. The interviews asked to students show a very tight relation with the answers from the teacher. Both, teacher and students, have clear opinions about what they think of the class, and themselves. The interviews show the satisfaction that students and teacher have with the class, each aspect of the interview reveal what they think, how do they feel and how it helps in the learning process. The observation format was applied by the researches in order to corroborate the information gather from the students and the teacher. It could be seen that it is in harmony with the analysis of the interviews. It means that every answer of the interview given by the participants was sincere. It shows that the class is very well structured and the level of their speaking is given thanks to the participation and interest from themselves and the collaboration of the teacher to make the learning process simpler.

The instruments applied to the Eudoro Granada School did not fit very well. The answers of the interview to students show a general opinion about all the aspects taken into account in the instrument, but it is not very close to the answers given by the teacher. There is no coherence in

some aspects like the relation teacher-students, the enjoyment of the class, the interest in the class and its topics, the quantity of English used in class by the teacher, the motivation of students to speak in English, aspects that students consider negative but the teacher consider positive. The observation format gave a second opinion to the research corroborating that the students' opinion is closer to the reality that the teacher. In the class could be observed the heavy environment, it was very visible the lack of interest and motivation of students, the same simple activities that students want to change, the noticeable Spanish used during the class by the teacher and by students. Those things led to think that what students consider about the class is true. To conclude, this kind of things make the learning process more difficult, the speaking skill is a process that requires confidence in themselves and in the teacher, and of course motivation plays an important role, since if students do not feel interest or engagement they are not going to work properly.

#### 5.2.2. Collected data analysis: Action Research.

In this parts the instruments of the second part of the research, the action research, are analyzed together in order to know what the results they gave have in common. It is pertinent to remember that the second part of the research, the action research, is only implemented to the students from the Eudoro Granada 11<sup>th</sup> group.

The pre-test, as said before, showed that those students had a very low speaking skill, since their answers were almost all of them wrong or incomplete. The classes reflected the lack of vocabulary they had, even though they did their best to answer the worksheets and to make the activities. It is important to highlight that the students' interview made in the first part of the research which was the comparative research, which was about the class, the teacher and themselves, gave as a result their inconformity of the activities and the class it was totally



confirm it was true because they did a very good job in the activities demanded by the researchers. As was being said, students demonstrated their lack of vocabulary, of speaking skill, was totally related to the answers given in the pre-test. After the classes, which were very well developed and in the best way students could do it, there was entirely coherence with the post-test which was satisfactory. The development students had during the classes, despite of the fact that were only four but very well structured and developed, was absolutely reflected in the answers they gave in the pre-test. It is not being said that they answered the pre-test perfectly and with no mistakes, but students did a very good job, as can be seen in the independent analysis subchapter, the percentage of the wrong answers (bad answered) was evidently reduced, showing the relation that classes' development had with the results of the pre-test. Finally, the final interview made to students showed a great consistency with the others instruments used, because it gave the students perception towards the classes, the teachers and themselves, showing that what they did in the classes and the pre-test was according to their opinion.

## 6. FINDINGS AND CONCLUSION.

In this chapter, the findings and conclusions of the researches are the results of the same in order to know what gain with them was. The findings and conclusions, as this is a double research is made first with the comparative research, which is the first part of the research and then with the action research, which is the second part of the research.

### 6.1 Findings and conclusions: Comparative research.

The general objective of the comparative research, which is the first central question, is: Which are the causes of an existing difference in the English speaking level between two public schools ruled by the same educational system?. Well, related to this question can be said that there are many determinants to create a difference of the speaking English level between the two public schools. The causes are first of all the motivation students received. As analyzed in the data analysis, can be assumed that students from the C.A.S.D. school, which had the best speaking English level, were very motivated by the teacher to talk, she gave them the confidence to it, created spaces for them to do it, the teacher asked many surprise questions and students needed to answer in English very fast, did different activities in order to keep students active and focus and used most of the time English to speak. In the other hand, the students from the Eudoro Granada School, were less active due to the fact that the teacher was very passive and did not make them to speak in English, and the biggest problem found was that the teacher used very little English at the moment of speaking, the classes were always the same activities, therefore students were not motivated at all. This cause can be said that was the strongest problem or the strongest strategy to help students learning the second language, the teacher plays the most important role inside the classroom. As said by Archana and Usha (2017) "Before a student

acquires with all these skills, he/she has to develop interest towards the subject or language. In this regard, the Teacher plays a very prominent role in attracting the student's attention by creating interest among the students. A Teacher should play various roles such as Learner, Facilitator, Assessor, Manager and Evaluator." In order to help students learning the second language it is important to motivate them by the activities to develop in the class, to be only dependent of one structure and one activity does not work, since teenagers get bored quick and they need something to call their attention and have them focus. Another cause for the difference is the amount of English hours each school has and how they are distributed. In the C.A.S.D. school students received 5 hours of English per week; the hours were distributed two classes of two hours and one class of one hour. The Eudoro Granada School has four hours of English per week, distributed in four classes of one hour. The quantity of hours reveal an important fact about the classes, it could be perceived that the classes of two hours were more fruitful than a class of one hour. Everybody knows that students are very talkative, if there is a class of one hour there would be a lot of time wasted trying to call their attention and organizing them, especially when students do not care about the teacher and just ignore her. In the observations could be seen that the organization that the teachers had was different, as a result, the classes were developed differently, showing that the structure (lesson plan) of the classes must be very well done in order to have the time very well calculated. It is important to distribute better the hours, since in the Eudoro Granada there is one hour less that the C.A.S.D. school, may be organizing two classes of two hours could be more productive and better spent. The perspective that students have about the classes, the teacher and themselves is also important. In the interviews could be seen the different view students had about the two teachers. It could be understood that students from the C.A.S.D. school were very satisfied and grateful for the role of the teacher and the activities developed during the classes, as said in the Data Analysis, students answered the interview in a

very positive way, showing their interest in the subject and in the acquisition of the second language, and their perception towards the teacher. While, the perspective of the students from the Eudoro Granada school was not very positive. It is assumed that those students do not feel very comfortable with the teacher the classes and the activities. They answered that they are not in agreement with the techniques used by the teacher and criticize in negative way her role and their behavior. The environment is one determinant quality of a class. In the C.A.S.D. school, students show that they really like the teacher and the classes, so, they behave very well. All students agreed that the teacher was very respectable and that the classes were very productive, didactic and active. It incite students to pay attention and created a wonderful environment to work with. Otherwise, the students from the Eudoro Granada school showed that they did not like the teacher and the activities she developed and that implies that they misbehave in class time. They sad that the teacher was nice, but she was too passive and did not do a good job. It could be perceived in the observations that the classes were very monotonous and one of the most common complaints was that the classes were not didactic at all. For that reason they did not behave well in the class, and consequently did not paid attention open the way for a bad environment. The analysis of this research is done with the help of the application of the instruments, which are the observation format (see index 4) and the interviews to teachers and to students (see index 2 and 3). In conclusion, the poor quality of the application the role of the teacher, the amount of English class hours, the environment in which they are immerse and the perspective from the students are important causes for the difference in the speaking English level between the two schools, since they determine the contact of students-teachers and the view the have on each other, preparing the way for a good communication, followed of a good learning-teaching.

## 6.2 Findings and conclusions: Action research

The general objective of the action research, which is the second central question, is: Which are the learning impacts of implementing some speaking techniques (discussions, role play, information gap, interviews) in the lowest speaking level school?. To clarify, the school with the lowest English speaking level is the Eudoro Granada School.

The denomination is established after the class observation and corroborated with the pre-test, where were exposed their speaking skills. In this step, could be appreciated that their English level was not good enough even to present themselves. The lack of vocabulary was a very noticeable problem, of course it is a component which is essential at the moment of speaking a second language. It was known in that exact moment what steps the researchers should take in order to have a good implementation of the speaking techniques.

The impact of the speaking techniques were positive since the results of the analysis of the classes show a great interest by the students. The classes, using the lesson plans made by the researchers with extra help of some worksheets (see index 7, 9, 11, 13, 14, and 15), revealed that students need a variation of activities in order to keep focus. Sadly the classes were only of one hour, but the organization helped to succeed with them. In this part, students showed a great interest about the topics and the activities. It showed that there is a deep necessity of motivating students to learn, it can be by games, speaking techniques such as role-play, interviews, debates, round tables, among others, that can help the students to stay concentrated and the fact of prizing them is a good tool, as well, it does not mean that all the classes must have a prize but doing it a couple of times will show students that behaving good and collaborating with the activities is the best choice. The pre-test evidenced that the classes actually worked. It is pertinent to say that students did not learnt to speak correctly the second language in just four classes, but they

showed an improvement. It is though that with more classes they could do it better. As the pre-test was based in the classes they had with the researchers, they knew well the topic and were very confident to speak, even though they did not do it perfectly, but they tried their best, and was actually a good result. Teaching topics of their interest can be more advantageous because they feel they are involved and taken into account during the lessons and having different activities, which make them speak as a must, is a tool that students accept and accomplish in a satisfactory way. The final interview indicates that the students perception towards the classes is totally positive, they felt comfortable with the classes and enjoyed them. It expresses that different dynamic activities can change the students perception and involve them at the point they want to participate, even to misbehaved students who at first did not want to participate. In conclusion, the implementation of the classes is totally a success that should be taken into account at the moment of teaching a second language. The process is hard but is worst when the environment does not help. The goal is to make the learning process as easy as it can be for students to improve and gain confidence on themselves, on the teacher and on the partners, since the embarrassment is a factor that can influence in a bad way the students' cooperation with the lessons. It is pertinent to say that the attitude of students towards the class is the base for a good learning process and it is work of the teacher to make them feel they are in a safe place, without judgments. The lessons and the activities are fundamentals at the moment of teaching since they give the students behavior and the management of the class. Didactic classes are enjoyable for students and for teachers, too. It is the key for a good communication between all the members of the English class.

## 7. EMERGENT CATEGORIES.

During the research, there were found some difficulties, which were not taken into account at moment of start. The behavior and the role of the teacher must have a big consideration at the moment of developing a class, that is why, these categories are explained in the next sub-chapters.

### 8.1 Behaviorism

It was clear that the learning of students at Eudoro Granada School was more difficult due to behavioral issues. Throughout the whole implementation of the investigation, a few difficulties arose regarding behavior of students at Eudoro Granada School. Some students had a bad behavior when the teachers explained a topic, they started to talk, did not pay a lot of attention and it seemed that they did not care about the class. These students had a little more difficulty in the English learning process.

According to behaviorists, human behavior is influenced not only by mental processes but also through reflexes conditioning. B.F Skinner is considered a radical behaviorist who conducted extensive study on the effects of classical conditioning on human behavior (McLeod, 2015). Skinner observed that human behaviors arises from ‘operant conditioning’ in which positive reinforces lead to positive behaviors while punishments lead to negative behavior. In his observation, rewards improve good behaviors while punishment leads to weak behaviors (Watson, 1913).

Skinner did not approve of the use of punishments in school, or as a behavioral modification technique in general, and based these opinions on his own empirical research that found punishments to be ineffective (Lieberman, 2000). Skinner himself advocated for the frequent use of reinforcement (i.e. rewards) to modify and influence student behavior.

Skinner's theories have been implemented in school systems in a variety of ways. Teachers and parents alike rewarded students for good behavior long before Skinner's theories were developed. However, many behavior management systems used in today's schools are directly influenced by his work. Skinner advocated for immediate praise, feedback, and/or reward when seeking to change troublesome or encourage correct behavior in the classroom.

John B. Watson one of the most colorful personalities in the history of psychology, found that by providing reinforcement in a systematic way one could shape the behavior in desired directions. Teachers have benefited the most from Skinner's fundamental work in reinforcement as a means of controlling and motivating student behavior. Its various applications to classroom practice are commonly called "behavior modification", a technique that many teachers consider to be one of their most valuable tools for improving both learning and behavior of their students.

## 8.2 The role of the teacher

The role of the teacher is extremely important and their role in society is both significant and valuable. During the implementation of the investigation, the role of the teacher plays an important labor to students at the Eudoro Granada School in the English learning process. It could be observed that students were more motivated with the different classes that the teachers implemented. Also, with the teacher's good attitude, the teachers' emotional support and the



classroom organization. Besides, students were more engaged with dynamic, because they wanted to participate more in the classes.

The role of teachers in Dewey's philosophy seemed, initially at least, an incongruous one; for at the center of a theory of education that proscribed unity of social life with that of children and schools the teacher was held apart. He wrote, in My Pedagogic Creed:

“I believe, finally, that the teacher is engaged, not simply in the training of individuals, but in the formation of the proper social life”.

“I believe that every teacher should realize the dignity of his calling; that he is a social servant set apart for the maintenance of proper social order and the securing of the right social growth”.

The role of the teacher in an integrated teaching and learning environment is to assist students with making connections and therefore finding meaning through an educational process. Making this process a reality, means that education should be student centered. Howard Gardner (1994) in his book *Multiple Intelligences in the Classroom* states that multiple intelligence theory opens the door to a wide variety of student-centered teaching strategies.

The act of teaching should be able to focus on enabling students to learn more than they would on their own, and to improve the possibilities that each student can realize their potential regardless of their situation in life. These outcomes are the foundation of Australia's goals for education as expressed in the Melbourne Declaration of Educational Goals for Young Australians and the preamble in the Australian Education Act 2013. The focus on what makes a better teacher then rests on the difference a teacher can make with each student. Such a focus is often lost as current arguments around “quality teaching” focus on the education systems outputs, such as

performance on tests such as NAPLAN, PISA or Trends in International Mathematics and Science Study (TIMSS).

According to pragmatism, a teacher is a friend, guide and philosopher to the child. He must educate the child in social environment so that he may attain social efficiency. There must be positive relationship between teacher and taught. His function is to suggest problems to his pupils and to stimulate them to find for themselves solutions which will work. His emphasis is not on the knowledge as arranged and systematized in the text-books.

## 8. BIBLIOGRAPHY

- Anna Kuśnierek (2015). World scientific news. Developing students' speaking skills through role-play. From: <http://www.worldscientificnews.com/wp-content/uploads/2012/11/WSN-1-2015-73-1112.pdf>
- Jee Ann G. (2014). Second language communication strategies. Communication strategies defined. From: <https://hubpages.com/education/Second-language-communication-strategies>
- Wikipedia. The free encyclopedia. Communication strategies in second language acquisition. From: <https://update.revolvy.com/topic/Communication%20strategies%20in%20second-language%20acquisition>
- Lin Wei (2011). Communication strategies in second language acquisition. A study of Chinese English learners. From: <http://www.diva-portal.org/smash/get/diva2:429103/FULLTEXT01.pdf>
- Levelt, W. J. M. (1995). *The ability to speak: From intentions to spoken words*. *European Review*
- Gumperz, J. (1999) *'Sociocultural knowledge in conversational inference'*. In Jaworski, A. and Coupland, N. (eds.) *the Discourse Reader*. Oxon:Routledge.
- Nazara, S. (2011) *Students' Perception on EFL Speaking Skill Development*. Retrieved from: [https://s3.amazonaws.com/academia.edu.documents/30852799/3-students-perception-on-efl-speaking-skill-development-pp-28-43.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1506892694&Signature=TdO9M2rwlU40%2Bff3d17cpNRPlxc%3D&response-content-disposition=inline%3B%20filename%3DStudents\\_Perception\\_on\\_EFL\\_Speaking\\_Skil.pdf](https://s3.amazonaws.com/academia.edu.documents/30852799/3-students-perception-on-efl-speaking-skill-development-pp-28-43.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1506892694&Signature=TdO9M2rwlU40%2Bff3d17cpNRPlxc%3D&response-content-disposition=inline%3B%20filename%3DStudents_Perception_on_EFL_Speaking_Skil.pdf)

- Lindsay, C. and Knight, P. (2006) *Learning and Teaching English*. Oxford: OUP.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*
- Gardner, R. C. (2011). "The socio-educational model of second language acquisition".
- Colombia Aprende (2017) recuperado de <http://www.colombiaaprende.edu.co/html/productos/1685/article-158720.html>
- Mejia, S. (2016) *¿Vamos hacia una Colombia bilingüe? Análisis de la brecha académica entre el sector público y privado en la educación del inglés*. Universidad De La Sabana. Recuperado de <http://educacionyeducadores.unisabana.edu.co/index.php/eye/article/view/4458/4344>
- Rapatahana and Bunce (2012) *English Language as Hydra. Its impacts on non-English language culture*. Recuperado de [https://books.google.com.co/books?id=3epUw\\_DvZf8C&pg=PA253&lpg=PA253&dq#v=onepage&q&f=false](https://books.google.com.co/books?id=3epUw_DvZf8C&pg=PA253&lpg=PA253&dq#v=onepage&q&f=false)
- ElTiempo (2017) *Un alumno en colegio oficial cuesta más que en privat. El tiempo* recuperado de <http://www.eltiempo.com/economia/sectores/costo-por-alumno-en-los-colegios-publicos-de-colombia-44367>
- De Mejia, A, M. (2011) *the national bilingual programme in Colombia: imposition or opportunity*. Centre for applied languages studies, university of jyvaskyla.
- Usma, J, A. (2009) *Education and Language Policy in Colombia: Exploring Processes of Inclusion, Exclusion, and Stratification in Times of Global Reform*. Universidad Nacional de

Colombia, Facultad de Ciencias Humanas, Departamento de Lenguas Extranjeras.

Recuperado de <http://revistas.unal.edu.co/index.php/profile/article/viewFile/10551/11014>

- Dinero (2016) *Cifras demuestran la falencia de Colombia en el manejo de una segunda lengua*. Retrieved from: <https://www.dinero.com/pais/articulo/nivel-de-ingles-de-bachilleres-y-profesionales-en-colombia/238727>
- Sanchez, v. (2012) Colombia, país latinoamericano con nivel de inglés más bajo. Recuperado de [http://www.guiaacademica.com/Educacion/personas/cms/colombia/noticias\\_academicas/2012/ARTICULO-WEB-EEE\\_PAG-12418885.aspx](http://www.guiaacademica.com/Educacion/personas/cms/colombia/noticias_academicas/2012/ARTICULO-WEB-EEE_PAG-12418885.aspx)
- Baker, C. (2001) *Foundations Of Bilingual Education And Bilingualism*. Multilingual Matters Ltd.
- Elliot, J. (1993) “*El Cambio educativo desde la investigación-acción*” Ediciones Morata
- Ospina, S. (2004) Qualitative research. Retrieved from [http://ualr.edu/interdisciplinary/files/2010/03/Qualitative\\_Research.pdf](http://ualr.edu/interdisciplinary/files/2010/03/Qualitative_Research.pdf)
- Mills, M, Bunt, G, Bruijn, J. (2006). *Comparative Research: Persistent Problems and Promising Solutions*. Retrieved from [http://euroac.ffri.hr/wp-content/uploads/2012/10/Comparative-Research\\_Problems-and-Solution.pdf](http://euroac.ffri.hr/wp-content/uploads/2012/10/Comparative-Research_Problems-and-Solution.pdf)
- <https://www.ef.com.co/epi/>
- Colombia Aprende. *Programa Nacional De Bilinguismo*. Retrieved from: <http://www.colombiaaprende.edu.co/html/competencias/1746/w3-article-244116.html>
- Archana, S and Usher, K (2017) *Role Of A Teacher In English Language Teaching (Elt)* TJPRC Pvt. Ltd. Retrieved from:

[https://www.researchgate.net/publication/312610317\\_ROLE\\_OF\\_A\\_TEACHER\\_IN\\_ENGLISH\\_LANGUAGE\\_TEACHING\\_ELTS](https://www.researchgate.net/publication/312610317_ROLE_OF_A_TEACHER_IN_ENGLISH_LANGUAGE_TEACHING_ELTS)

- Busy Teacher. *Introduce yourself*. Retrieved from: <https://busyteacher.org/21952-introduce-yourself.html>
- BBC. *Music*. Retrieved from: <http://learnenglishteens.britishcouncil.org/uk-now/read-uk/music>.
- ISLCollective. *Social media*. retrieved from: [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/social\\_media\\_-\\_10th\\_grade\\_test/passive-voice-or/88634](https://en.islcollective.com/resources/printables/worksheets_doc_docx/social_media_-_10th_grade_test/passive-voice-or/88634)
- ISLCollective. *Environment role play*. Retrieved from: [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/environment\\_role\\_play/intermediate-b1-role/39366](https://en.islcollective.com/resources/printables/worksheets_doc_docx/environment_role_play/intermediate-b1-role/39366)
- ISLCollective. *Role play on environmental issues*. Retrieve from: [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/role\\_play\\_on\\_environmental\\_issues/environment-intermediate-b1/66871](https://en.islcollective.com/resources/printables/worksheets_doc_docx/role_play_on_environmental_issues/environment-intermediate-b1/66871)
- ISLCollective. *Saving the planet*. Retrieved from: [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/saving\\_the\\_planet/environment-environment-environmental/6150](https://en.islcollective.com/resources/printables/worksheets_doc_docx/saving_the_planet/environment-environment-environmental/6150)
- Graham, G, "Behaviorism", the Stanford Encyclopedia of Philosophy (spring 2017 Edition), Edward N. Zalta (Ed.). Retrieved from: <https://plato.stanford.edu/entries/behaviorism/>
- Wikibooks (2017). *Classroom Management Theorists and Theories/Burrhus Frederic Skinner*. Retrieved from:

[https://en.wikibooks.org/wiki/Classroom\\_Management\\_Theorists\\_and\\_Theories/Burrhus\\_Frederic\\_Skinner](https://en.wikibooks.org/wiki/Classroom_Management_Theorists_and_Theories/Burrhus_Frederic_Skinner)

- Rhalmi, M (2012). *Behaviorism*. Retrieved from:  
<http://www.myenglishpages.com/blog/behaviorism/>
- Nebeker, M (2002). *The Teacher and Society: John Dewey and the Experience of Teachers*. Retrieved from: <https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1489&context=eandc>
- The conversation (2016). *What is the role of a teacher?* Retrieved from:  
<https://theconversation.com/what-is-the-role-of-a-teacher-64977>
- Merickel, M (1998) *Integration of the Disciplines*
- *Role of the Teacher*. Retrieved from: <http://oregonstate.edu/instruct/pte/theory/teacher.htm>

## 9. ANNEXE INDEX

1. Informed Consent.
2. Students' Interview
3. Teachers' Interview
4. Observation Format
5. Pre-Test
6. Lesson Plan 1. Class: Introducing Myself.
7. Worksheet: Let Me Introduce Myself
8. Lesson Plan 2. Class: Music
9. Worksheet: Music
10. Lesson Plan 3. Class: Social Media
11. Worksheet: Social Media
12. Lesson Plan 4. Class: Environment
13. Worksheet: Saving The Planet
14. Worksheet: Environmental Issues
15. Worksheet: Environment Role-Play
16. Post-test
17. Final interview



## 9.1. Informed consent

**CONSENTIMIENTO INFORMADO PARA PARTICIPACIÓN EN INVESTIGACIÓN  
ACADEMICA.**

Diana Fernanda Dávila con C.C.:1.113.308.087, Jenny Milena Franco con C.C.:1.094.940.412 y Yury Francedy Arias con C.C.:1.094.931.371 estudiantes de decimo semestre de Licenciatura de Lenguas Modernas de la Universidad del Quindío, pedimos encarecidamente su autorización para la participación de su hijo/hija en el proyecto de investigación llamado DIFERENTES NIVELES DEL HABLA INGLESA EN DOS COLEGIOS PUBLICOS (DIFFERENT SPEAKING ENGLISH LEVELS BETWEEN TWO PUBLIC SCHOOLS), de la asignatura Seminario de Investigación de Lengua Extranjera III dirigida por el profesor Luis Fernando Pacheco Pérez. Toda participación es estrictamente voluntaria. La información recolectada siempre será de carácter anónimo y será usada única y exclusivamente con propósito académico.

Si está de acuerdo y aprueba la participación de su hijo/hija, por favor dispóngase a firmar con su número de identificación.

---

C.C.:

## 9.2. Students' interview

<b>ENTREVISTA PARA ESTUDIANTES</b>	
<b>1. Acerca de la clase</b>	
<b>1.1 PREGUNTAS ABIERTAS</b>	<b>¿POR QUÉ?</b>
1.1.1 ¿Le gusta la clase de inglés?	
1.1.2 ¿Hay buen ambiente en la clase? (Todos son respetuosos, prestan atención, son agradables, etc)	
1.1.3 ¿Hay relación entre los temas vistos en la clase y la vida diaria?	
1.1.4 ¿Considera que la dificultad de la lección es apropiada a sus capacidades de habla?	
1.1.5 ¿Se siente atraído y motivado por las clases y sus actividades?	
1.1.6 ¿Siente que la intensidad horaria es suficiente?	
<b>2. Acerca del profesor</b>	
<b>2.1 PREGUNTAS ABIERTAS</b>	<b>¿POR QUÉ?</b>

2.1.1 ¿Considera que el profesor tiene un alto conocimiento sobre los temas de la clase?			
2.1.2 ¿El profesor los motiva a hablar en inglés?			
2.1.3 ¿El profesor interactúa de manera agradable y respetuosa con ustedes?			
<b>2.2 PREGUNTAS CERRADAS</b>	<b>SI</b>		<b>NO</b>
2.2.1 ¿El profesor los felicita por sus aciertos?			
2.2.2 ¿El profesor propicia espacios en los que ustedes tienen la oportunidad de hablar inglés con sus compañeros y expresar sus opiniones?			
<b>2.3 PREGUNTAS DE SELECCIÓN MÚLTIPLE ÚNICA RESPUESTA</b>	<b>A. MUCHO</b>	<b>B. POCO</b>	<b>C. NADA</b>
2.3.1 ¿Qué tanto inglés usa el profesor?			
2.3.2 ¿Que tanto utiliza el profesor los elementos audiovisuales?			

(Elementos audiovisuales: imágenes, grabaciones, diapositivas, audios, videos, proyectores, etc.)			
<b>3. Acerca del estudiante</b>			
<b>3.1 PREGUNTAS DE SELECCIÓN MÚLTIPLE ÚNICA RESPUESTA</b>	<b>SIEMPRE</b>	<b>ALGUNAS VECES</b>	<b>NUNCA</b>
3.1.1 ¿Participa activamente en las clases?			
3.1.2 ¿Disfruta las clases?			
3.1.3 ¿Pone mucho interés en lo que se hace en las actividades de inglés?			
3.1.4 ¿Entiende y sigue las instrucciones del profesor?			
3.1.5 ¿Está satisfecho con las actividades académicas que se realizan en el salón?			
3.1.6 ¿usa el inglés durante la clase?			
3.1.7 ¿Responde a preguntas específicas que hace el profesor?			

## 9.3. Teachers' interview

<b>ENTREVISTA PARA EL PROFESOR</b>			
<b>1. Acerca de la clase</b>			
<b>1.1 PREGUNTAS DE SELECCIÓN</b>	<b>A. BUENA</b>	<b>B. REGULAR</b>	<b>C. MALA</b>
<b>MÚLTIPLE ÚNICA RESPUESTA</b>			
1.1.1 ¿Qué tal es el ambiente durante la clase de inglés?			
1.1.2 ¿Como es la relación maestro-estudiante?			
1.1.3 ¿Cómo es la asistencia de los estudiantes a las clases?			
<b>1.2 PREGUNTAS CERRADAS</b>	<b>SI</b>		<b>NO</b>
1.2.1 ¿Se siente satisfecho con las clases?			
1.2.2 ¿Siente que la intensidad horaria es suficiente?			

<b>1.3 PREGUNTAS ABIERTAS</b>	<b>¿POR QUÉ?</b>		
1.3.1 ¿Qué dificultades ha tenido en el proceso de aprendizaje de los estudiantes?			
<b>2. Acerca del estudiante</b>			
<b>2.1 PREGUNTAS DE SELECCIÓN MÚLTIPLE ÚNICA RESPUESTA</b>	<b>SIEMPRE</b>	<b>ALGUNAS VECES</b>	<b>NUNCA</b>
2.1.1 ¿Participan activamente en clase?			
2.1.2 ¿Disfrutan la clase?			
2.1.3 ¿Demuestran interés por aprender los temas?			
2.1.4 ¿Entienden y siguen sus instrucciones?			
2.1.5 ¿son agradables y respetuosos con usted?			
2.1.6 ¿les habla en inglés durante la clase?			
<b>3. Acerca del profesor</b>			

<b>3.1 PREGUNTAS DE SELECCIÓN</b> <b>MÚLTIPLE ÚNICA RESPUESTA</b>	<b>SIEMPRE</b>	<b>ALGUNAS VECES</b>	<b>NUNCA</b>
3.1.1 ¿Utiliza el material adecuado en su clase?			
3.1.2 ¿Motiva a los estudiantes a hablar inglés?			
3.1.3 ¿Felicita a los estudiantes por sus aciertos?			
3.1.4 ¿Propicia espacios en los que los estudiantes tienen la oportunidad de hablar con sus compañeros en inglés y expresar sus opiniones?			

## 9.4. Observation format

**Research observation format for both schools**

Date: \_\_\_\_\_

Observers: \_\_\_\_\_

\_\_\_\_\_

Course \_\_\_\_\_

School: \_\_\_\_\_

**Observation Format****I. About the class**

	yes	no	Comments
The class has an appropriate level of challenge			
The class engages students			
The objectives of the class are set and clear at the beginning of the lesson			
The lesson of the class has a sequential order			
The Instructions of the class are clear and effective			
Variety of activities and techniques are used during the class			



The materials are useful for the class			
There is good timing			
<b>II. About the teacher</b>			
	yes	no	Comments
The professor uses appropriate and effective communication.			
The teacher vastly knows the topic			
All students are involved with the class			
The teacher encourages students to students to actively interact with the class			
The teacher praises students regularly for their effort			
The teacher presents appropriated scenarios for discussions (or exposition to the L2)			
The teacher allows individuals to show social skills and to listen to each other.			
The teacher provides feedback to individuals within the class encouraging discussions			
<b>III. About the students</b>			
	yes	no	comments
Students participation is active during the class			
Students are comfortable with the activities of the lesson			

Students use other methods (gestures, miming, etc. ) to be understood			
Students are motivated with the materials and activities provided by the teacher			
Students Follow teacher's instructions			

### 9.5. Pre-Test

#### Questionnaire for students

1. Hello, how are you today?
2. What is your name?
3. Where are you from?
4. How old are you?
5. Where do you live?
6. What's your cellphone number?
7. What is your favorite food?
8. What is your favorite movie?
9. What is your favorite sport?
10. Do you have brothers or sisters? If yes. How many brothers or sister do you have?
11. Where does your father work?
12. Where does your mother work?
13. What kind of music do you like?
14. What do you do in your free time?
15. Do you practice some sport?
16. Do you like English class?

## 9.6 Lesson plan 1

<b>Procedure, interaction patterns and timing:</b>		
<b>Stage, interaction pattern, timing</b>	<b>Activity Description</b>	<b>Stage aim</b>
Warm-up T-S S-T 10 Minutes	The teachers start the class introducing themselves and asking students some personal information.	To introduce the topic.
Pre-Task T-S S-S 15 Minutes	Later, the teachers give students the worksheets Introduce yourself and ask them to complete the information that is missing, with their personal information (ages, names, hobbies, likes. Etc.). For this exercise students need to work in pairs.	To check understanding
Task S.S T.S 30 Minutes	After that, the teachers ask the students to come on the board and start the dialogue in front of the class.	To check speaking skills of students.
<b>Assessment: Read the article about Music and complete the exercise.</b>		
<b>Materials and resources:</b> The board, worksheets about introducing yourself, marker, speakers, computer		
<b>Bibliography:</b> <a href="https://busyteacher.org/21952-introduce-yourself.html">https://busyteacher.org/21952-introduce-yourself.html</a>		

## 9.7 worksheet let me introduce myself

## Let me introduce myself

Person 1: Hello

Person 2: Hi

Person 1: How are you today?

Person 2: I am fine thank you

Person 1: What is your name?

Person 2: My name is \_\_\_\_\_

Person 1: Where are you from?

Person 2: I am from \_\_\_\_\_ but I live in \_\_\_\_\_

Person 1: How old are you?

Person 2: I'm \_\_\_\_\_ years old

Person 1: When is your birthday?

Person 2: My birthday is on \_\_\_\_\_

Person 1: What do you do?

Person 2: I'm a student at \_\_\_\_\_

Person 1: What is your favorite subject?

Person 2: My favorite subject is \_\_\_\_\_

Person 1: What is your favorite sport?

Person 2: My favorite sport is \_\_\_\_\_

Person 1: Who do you live with?

Person 2: I live with \_\_\_\_\_

Person 1: What would you like to study?

Person 2: I would like to study \_\_\_\_\_

Person 1: What is your hobby?

Person 2: My hobby is \_\_\_\_\_

Person 1: What do you do in your free time?

Person 2: In my free time, I also like \_\_\_\_\_

Person 2: I don't like \_\_\_\_\_

Person 1: What is your favorite food?|

Person 2: My favorite food is \_\_\_\_\_

Person 1: That is great. I hope you have a nice day, good bye

Person 2: Thank you, bye



### Months

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

### School subjects

English  
science  
maths  
art  
physics  
chemistry  
music  
social studies  
history  
geography  
computer science

### Jobs

teacher	policeman	doctor
nurse	builder	architect
civil servant	engineer	social worker
secretary	businessman	shop assistant
manager	fire fighter	shopkeeper
cleaner	postman	waiter / waitress

### Hobbies - Free time activities

- reading, painting, drawing
- playing computer games
- surfing the internet
- collecting stamps/coins/...
- going to the cinema
- playing with friends
- playing with my dog
- going to the park/beach/...
- listening to music
- shopping, singing, dancing
- travelling, camping, hiking

### Movies

action movie  
comedy  
romantic comedy  
horror movie  
sci-fi movie  
war movie  
thriller  
animated cartoons

### Because...

- ... I like it a lot.
- ... I think it's important.
- ... there are many things to see and do.
- ... I have to.
- ... I can relax there.
- ... it's relaxing/popular/nice/...
- ... it's the last day of the week.
- ... I'm good at English/math/...

## 9.8 lesson plan 2

<b>Procedure, interaction patterns and timing:</b>		
<b>Stage, interaction pattern, timing</b>	<b>Activity Description</b>	<b>Stage aim</b>
Warm-up T-S S-T 10 Minutes	<ul style="list-style-type: none"> <li>• The teachers start the class correcting the last assessment about music.</li> <li>• The students give the answers.</li> </ul>	To introduce the topic.
Pre-Task S-T T-S S-S 10 Minutes	<ul style="list-style-type: none"> <li>• The teachers ask students to work in pairs.</li> <li>• The teachers ask students to look for the meaning of unknown words in the article.</li> </ul>	To check understanding
Task S.S T.S S.T 40 Minutes	<ul style="list-style-type: none"> <li>• After that, the teachers organize students in a round table.</li> <li>• Then, they identify the unknown words and share the meanings.</li> <li>• Next, they present their personal opinions about the article.</li> </ul>	To check speaking skills of students.
<b>Assessment: Read and complete the exercise about the social media article and look for the unknown words.</b>		
<b>Materials and resources:</b> Worksheets about introduci		
<b>Bibliography:</b> <a href="http://learnenglishteens.britishcouncil.org/uk-now/read-uk/music">http://learnenglishteens.britishcouncil.org/uk-now/read-uk/music</a>		

## 9.9 worksheet music

### Music

Do you download music? Do you buy CDs? Do you listen to music on your phone? Do you prefer to watch music or just to listen? What about the old-fashioned radio? Have you ever seen your favourite band or singer perform live? There are so many ways to discover, buy and listen to music!

**Music videos** British teenagers like to watch their music online. Watching music on video streaming sites on the internet is now more popular than listening to the radio with young British people. Popular videos can quickly become extremely popular internationally. Justin Bieber's song 'Baby' was the most watched music video on YouTube until 2012. Then, PSY's 'Gangnam Style' became the first video to get a billion views. Now, it's quite common for videos to pass the billion mark. Things can change quickly on YouTube!

### Downloading music

Downloading music is a popular choice for young Brits. The BPI (an organisation which promotes the interests of British music) says that people in the UK prefer downloading singles rather than albums. In the UK you can download a single for about £1 and an album for around £10. Using file-sharing websites to download music is often illegal of course but some people still continue to get their music this way. Record companies and many musicians are very unhappy that people can listen to their music without paying for it.

**Live music** The O2 in London is the second largest live music arena in Europe. There you can see world-famous bands such as One Direction, Justin Bieber, Scissor Sisters, Prince, The Rolling Stones, Elton John, and Take That. This massive stadium has space for 20,000 people. It also has 548 toilets! Tickets are not cheap. You can pay more than £50 to see a concert at The O2.

What about free live music? There are music festivals across Britain every year that are completely free of charge. Last year more than 150,000 people went to the Tramlines free music festival in Sheffield in the north of England. The two-day festival is held every July. Last year there were 900 performances in total including local bands as well as music from all over the world.

**Music on TV** *The X Factor* is a British television music competition to find new talented singers. The 'X Factor' of the title refers to the difficult-to-define quality that makes a star. The show began in 2004 and is still popular. *X Factor* singers perform on a stage in front of the judges and a live audience. After the performance the audience at home can vote by phone for their favourite acts. Many winners then go on to get a UK number-one single. But you don't have to win *The X Factor* to become famous: One Direction, the massively popular British boy band, competed in 2010 but they didn't win, they came third!

What kind of music?

What are you and your friends listening to these days? Hip hop, dance, rock, heavy metal, rap, urban, reggae ... individual tastes are very varied amongst British teenagers. If a type of music exists, then there's somebody who likes it. But a shopping Centre in Birmingham, central England, recently discovered what kind of music some local teenagers don't like. This is what happened: shoppers and shop owners complained to the police about teenagers behaving badly in the shopping Centre. When a new sound system started playing Bach, Mozart and Beethoven, the antisocial behaviour stopped. The young people causing problems had gone! Classical music was clearly not popular with these particular teenagers.

- Check your understanding:

1. British teenagers prefer the radio to YouTube videos.

True \_\_\_ False \_\_\_

2. Lots of people in the UK download music.

True \_\_\_ False \_\_\_

3. The O2 is the largest live music venue in the world.

True \_\_\_ False \_\_\_

4. There are free music festivals in the UK every year.

True \_\_\_ False \_\_\_

5. One Direction won a television music competition.

True \_\_\_ False \_\_\_

6. Classical music helped to solve a problem in a British shopping Centre.

True \_\_\_ False \_\_\_

- In a short paragraph write your opinion about the text.



## 9.10 lesson plan 3

<b>Procedure, interaction patterns and timing:</b>		
<b>Stage, interaction pattern, timing</b>	<b>Activity Description</b>	<b>Stage aim</b>
Warm-up T-S S-T 10 Minutes	<ul style="list-style-type: none"> <li>The teachers start the class correcting the last assessment about social media.</li> <li>The students give the answers.</li> </ul>	To introduce the topic.
Pre-Task S-T T-S S-S 20 Minutes	<ul style="list-style-type: none"> <li>The teachers ask students to work in groups of six people.</li> <li>The teachers ask students to create a poster about the advantages and disadvantages of social media</li> </ul>	To check understanding
Task S.S T.S S.T 30 Minutes	<ul style="list-style-type: none"> <li>After that, the teachers ask students to explain the posters in front of the class</li> <li>Students present the posters in front of the class.</li> </ul>	To check speaking skills of students.
<b>Assessment: Read and complete the worksheet about environment</b>		
<b>Materials and resources:</b> worksheet		
<b>Bibliography:</b> <a href="https://en.islcollective.com/resources/printables/worksheets_doc_docx/social_media_-_10th_grade_test/passive-voice-or/88634">https://en.islcollective.com/resources/printables/worksheets_doc_docx/social_media_-_10th_grade_test/passive-voice-or/88634</a>		

## 9.11 worksheet social media



## ENGLISH WRITTEN TEST JUNE 2016

### I – Reading Comprehension

The digital landscape has put increased pressure on teenagers today, and we feel it. There are so many social media channels: Facebook, Twitter, Instagram, Snapchat, Tumblr, you name it. I made a conscious decision to avoid Snapchat and Instagram because of the social pressure I saw them putting on my 14-year-old little sister. If my mum turned off the WiFi at 11pm, my sister would beg me to turn my phone into a hotspot\*. She always needed to load her Snapchat stories one more time, or to reply to a message that had come in two minutes ago because she didn't want her friend to feel ignored. If I refused, saying she could respond in the morning, I'd get the "You're ruining my social life" speech. Even as a teenager as well, I sometimes find this craze a little baffling.

A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers spoke about the pressure they felt to make themselves available 24/7 and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on just to make sure they don't miss out. Perhaps the worst thing about this is that teenagers need more sleep than adults do, so night-time social media use could be detrimental to their health. A lack of sleep can make teenagers tired, irritable, and depressed.

During the summer holidays, I lost my phone. And for the week that I was phoneless, it felt like a disaster. I love my phone. It gives me quick access to information and allows me to be constantly looped in with my friends, to know exactly what is going on in their lives. So when I didn't have my phone for a week, I felt a slight sense of FOMO, or if you're not up to speed with the lingo, fear of missing out. By the end of the week, I'd got used to not having a phone and I'd quite enjoyed the break from social media. But there was still a lingering sense of sadness at the back of my mind that there would be conversations I had missed, messages that had been sent, funny videos shared and night-time chats that I would probably never get to see.

By June Eric Udorie

<http://www.theguardian.com/commentisfree/2015/sep/16/social-media-mental-health-teenagers-government-pshe-lessons>

\*a place where a wireless Internet connection is available

1. Read the text and in note form write down (12p)

- a) ~~four~~ things teens usually use social media for.  
b) ~~the~~ effects of night-time social media use on teens.

2. Complete the sentences according to the text. (24p)

- a) June kept away from a couple of social networks since ...  
b) June's sister would ask June for her phone when ...  
c) It is very important for her sister to reply to every message at night so that ...  
d) She would accuse June of messing up her social life whenever ...  
e) For teens not being able to reply instantly to a message ...  
f) Some teens are so obsessed with social media that ...

3. True or False? Quote from the text to justify your answers. (18p)

- a) June doesn't understand her sister's obsession with social media at times.  
b) Teenagers feel pressured to be constantly online.  
c) June simply hated it when she was unable to log on for a week.

4. Identify the phrasal verb in the first paragraph and explain its meaning. (6p)

5. What do the following mean? (10p)

- a) 24/7  
b) FOMO

6. Find the words in the text which mean the same as (15p)

- a) ~~greater~~ than before (paragraph 1)  
b) exaggerated enthusiasm (paragraph 1)  
c) ~~useful~~ (paragraph 2)  
d) ~~easily~~ annoyed (paragraph 2)  
e) ~~connected~~ with (paragraph 3)

7. What do the underlined words in the text refer to? (15p)

- a) ~~we~~  
b) ~~them~~  
c) ~~that~~  
d) ~~the~~  
e) ~~their~~

## 9.12 lesson plan 4

<b>Procedure, interaction patterns and timing:</b>		
<b>Stage, interaction pattern, timing</b>	<b>Activity Description</b>	<b>Stage aim</b>
Warm-up T-S S-T 10 Minutes	<ul style="list-style-type: none"> <li>The teachers ask students to discuss the answers of the worksheet.</li> <li>The students give the answers.</li> </ul>	To introduce the topic.
Pre-Task S-T T-S S-S 10 Minutes	<ul style="list-style-type: none"> <li>The teachers ask students to work in pairs.</li> <li>The teachers give to students different situations about the environment and they have to think how to solve it.</li> <li>Students create a Role play.</li> </ul>	To check understanding
Task S.S T.S S.T 40 Minutes	<ul style="list-style-type: none"> <li>After that, the teachers ask students to present the situations in front of the class</li> <li>Students present the situations in front of the class.</li> </ul>	To check speaking skills of students.
<b>Assessment:</b>		
<b>Materials and resources:</b> worksheet		
<b>Bibliography:</b> <a href="https://en.islcollective.com/resources/printables/worksheets_doc_docx/saving_the_planet/environment-environment-environmental/6150">https://en.islcollective.com/resources/printables/worksheets_doc_docx/saving_the_planet/environment-environment-environmental/6150</a>  <a href="https://en.islcollective.com/resources/printables/worksheets_doc_docx/role_play_on_environmental_issues/environment-intermediate-b1/66871">https://en.islcollective.com/resources/printables/worksheets_doc_docx/role_play_on_environmental_issues/environment-intermediate-b1/66871</a>  <a href="https://en.islcollective.com/resources/printables/worksheets_doc_docx/environment_role_play/intermediate-b1-role/39366">https://en.islcollective.com/resources/printables/worksheets_doc_docx/environment_role_play/intermediate-b1-role/39366</a>		

## 9.13 saving the planet

# SAVING THE PLANET

Read the text carefully.

Years ago there wasn't a problem with rubbish because things like plastic and disposable nappies hadn't been invented. There wasn't so much packaging on items you bought either. But now with everything so over packaged wrapped and disposable we are suffering the consequences of far too much waste. The trouble is not everything can

be recycled or will rot away. You used to be able to get a refund on glass bottles when you took **them** back to the shop. Now **they** are either collected from your house by the council or you can take them to a bottle bank.

The fact that paper can be recycled and is easy to dispose is great, but remember paper is made from trees, which are important to the environment. The rainforests have been slowly disappearing for a while now. We need **them** not just because it helps with the climate. They are important as like all plants they give **us** oxygen. They are also a home to many animals **who** rely on them for their survival.

The best waste is organic, dead leaves; carrot tops, onion skins and so on all rot down and make fertile soil. This in turn will help the plants and vegetables giving **them** much needed food. So if you are able to have a compost heap in your garden you'll be helping the environment and your garden will love you for it.

Acid rain is another serious problem it is damaging to plants and is caused by pollutants such as sulphur dioxide and nitrogen oxides. **These** come from the burning of coal, oil and gas.

Dropping litter is not just a lazy thing to do **it** makes work for other people, is bad for the environment and looks ugly. So think before you drop litter either bin it or keep it and then bin it. When rivers and seas are polluted by waste we are not only stealing **their** beauty but were spoiling it for ourselves too. Our health can also suffer. Sadly accidents do occur; oil slicks sometimes happen and wreck the environment. Animals tend to suffer the most from **these** incidents. **We** should really have in place something that will prevent so much destruction, rather than just waiting for it to happen, then trying to clean up the damage.

Nuclear waste has been the cause of controversy over the years. Radioactive material leaking out would be very serious indeed, it can cause real harm. This is why it is the most worrying.

Although we are trying to stop the hole in the ozone layer getting any bigger, nuclear waste is still a serious problem. The ozone layer protects us from harmful ultra - violet rays. Its hole has been caused by chlorofluorocarbons (cfc's) a chemical that was found in some products. Refrigerators used to contain **them**. So do we care enough about the earth we have inherited and our passing onto future generations? Or is it now all too late to do anything? Each one of us can make a difference and each and every one of us is responsible to the environment. **It** takes care of us; we should take care of it.



Source: <http://www.childrenswebmagazine.com/Environment.htm> (slightly adapted)

**C) Say if the following statements are True or False. Correct the false ones.**

- 1. Some years ago diapers weren't used. -----
- 2. Nowadays products are over packaged, -----
- 3. Some products are difficult to destroy, -----
- 4. Both animals and humans need trees to survive, -----
- 5. Acid rain is caused by organic waste, -----
- 6. Ozone layer depletion and nuclear waste are two most serious problems, -----
- 7. It's useless for us to try and make a healthier environment, -----

**Protecting the environment is our own responsibility. What can you do to make our planet a better place?**



---

---

---

---

---

---

---

---

## 9.14 environmental issues

You believe in recycling and doing all in your power to help the environment. Your friend is totally against recycling because she/he thinks it is all a lie, that nothing will help the environment and it's just a means to charge you more for energy and eco-friendly appliances. Try to give solid arguments in favour of recycling and reusing.

You believe that recycling is a sham. It is a means to charge you more money for energy and appliances. Your friend is very eco-concious and will try to convince you to make an effort towards looking after the environment.

Discuss.

You are going to participate in a protest meeting outside the local nuclear power station because you are against the use of such dangerous energy. A local policeman and friend is trying to convince you not to go as it is illegal and the police will be there to disperse the crowd. Give him /her weighty reasons for going to this meeting and try to reason with him /her.

You are a policeman who has orders to disperse the crowds of a protest meeting in front of the local nuclear power station. You have found out that your friend is going to participate and are trying to convince him/her not to go as it could be dangerous.

You have had a great time in a hunt where you have killed various animals cold-heartedly. And you love wearing furs etc... Your friend is really angry about this when she/he finds out about it and starts to try and convince you that it is wrong to kill an animal for sport or to simply wear it as fashion. Give reasons why it isn't so bad.

You hate hunting as a sport and can't understand how people can wear dead animals (furs) on their bodies as fashion. Your friend has recently gone to an organized hunt after paying €500 to participate. AND... on top of that he /she is wearing a fur coat/ ostrich skin handbag ... Have an argument asking his /her reasons and counteracting them with your own reasonings.

## 9.15 environment role-play

Your roommate leaves his computer on all the time and doesn't think it is a big deal. You think it is wasting electricity. Try to get your roommate to turn off his computer when he/she isn't using it.

You want to buy a motorbike for transportation, but your friend thinks you should buy an electric bike because it is more environmental. What should you say to your friend?

You just overheard your boss tell someone to illegally dump some waste into the river. You are discussing with your colleague about what to do about it. What should you two do about this situation?

When your friend came to visit your house, he/she gave you some fruit as a gift, but the fruit is genetically modified. You are not sure if the fruit is healthy or not, and your friend wants to eat some with you right now. What do you say to your friend?

You and your colleague both work for the government. You are discussing ideas on how to reduce pollution in your city. What are some good ideas for reducing pollution?

You are a teacher and your student has a bad habit of wasting paper. Explain to your student why you need to save paper, but your student is lazy and rebellious.

You are a police officer and you saw someone litter. Go confront the person and issue an appropriate punishment. The person denies doing anything and refuses to cooperate.

You are arguing with your friend about global warming. You think it is a serious problem, but your friend thinks it isn't that serious. What do you say to your friend?

You and your spouse want to buy a house and you found at a very good price. The only problem is that it is near a nuclear power plant. One of you thinks it is no big deal, but the other is very worried about this.

## 9.16 post-test

## POST TEST

1. Hi, how are you?
2. What is your full name?
3. When is your birthday?
4. What do you want to do after school?
5. What is your favorite kind of music?
6. How do you get your music?
7. Do you like to watch music videos?
8. Where do you watch videos?
9. Have you ever been in a concert or music festival?
10. Do you like music reality shows? Which one?
11. What social media do you use?
12. What do you think about social media?
13. Are you obsessed with social media?
14. Do you take care of the environment in your house?
15. How do you do it?
16. Do you participate in recycling activities?



## 9.17 final interview

<b>STUDENTS FINAL INTERVIEW</b>			
<b>Preguntas De Selección Múltiple</b>			
	Bueno	regular	Malo
¿Cómo cree que fueron los temas tratados en las últimas clases?			
¿Cómo se sintió durante las actividades?			
¿Que opina acerca de las actividades?			
<b>Preguntas Abiertas</b>			
	si	no	¿Por qué?
¿Cree que las actividades tuvieron algún impacto positivo en su nivel de inglés?			
¿Cree que el nivel de las actividades fue adecuado para usted?			
¿Le cambiaría algo a estas actividades?			
¿Se sintió motivado por las actividades de la clase?			
¿Se sintió cómodo hablando en ingles en frente de todos sus compañeros?			
Del 1 al 5, ¿cómo califica el desempeño de las profesoras?			