

**PROMOTING ORAL INTERACTION IN SIXTH GRADE BY USING
STUDENT'S CULTURAL BACKGROUND**

CLAUDIA FERNANDA GIRALDO ESCOBAR

UNIDAD CENTRAL DEL VALLE

FACULTAD DE EDUCACIÓN

AREA DE ÉNFASIS EN LA ENSEÑANZA DEL INGLÉS

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CLAUDIA FERNANDA GIRALDO ESCOBAR

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Adviser

JOSE FERNANDO ARENAS SALAZAR

Bachelor in Administration

UNIVERSIDAD CENTRAL DEL VALLE

FACULTAD DE EDUCACIÓN

MONOGRAFIA EN EDUCACIÓN

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Once I saw this day very far, now it is a dream that has come true. And I feel pleased to have had the support of many people around me, at home, in my work and university, who encouraged me to go ahead.

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ABSTRACT

This project research developed in “Institución Educativa Eleazar Libreros Salamanca” located in Andalucía, Valle del Cauca; has inquired about how to promote oral interaction in sixth grade by using student’s cultural background. Under the premise, this background corresponds to their own, in terms of the place where they live; they study, their beliefs, their customs, and all of the aspects that influence in character, personality, behavior, and social lifestyle.

Many theories were consulted, many concepts were established, and, through a consciousness investigation, observation, and a set of activities displayed, it has shown that oral interaction skill can be promote by the use of the correct activities, by well-prepared teachers, involved and committed with their job, as well as their students.

It also has shown that when the timing spent in activities designed to promote and enhance oral interaction skill; the student’s performance is increased, too. It also increases the student’s performance significantly. Furthermore, it also has found out that oral interaction and student’s self-esteem, emotions, feelings, and desires, even character and personality are deeply attached.

Finally, it is important teachers retake the focus of English teaching, which is to endow students with the necessary language resources to communicate effectively. So, it is truly demanded that teacher’s job is to make language and competitive English speaker users.

PROMOTING ORAL INTERACTION IN SIXTH GRADE BY USING STUDENT'S CULTURAL BACKGROUND

Chapter 1.

In order to begin this project research and it is necessary to be mentioned, there were some key facts that have originated. To explain the reason because work about oral interaction in sixth graders was chosen, it is possible to stand that, after five or six years of schooling, students have not gotten significant progress in their oral interaction skills. It can be observed in most of the public schools, some private, too. The exceptions to the rule are several bilingual schools, where the priority has been centered on the use of the English Language since the earlier ages.

The low level in interacting in English is not exactly a personal perception; even it is influenced by teaching experience; the results when testing oral interaction performance showed poor grades by students as well as by teachers. According to this, it motivates to try to find out, at the first time what were the causes of this lack of success in terms of oral interaction skill in English Language, and of course, how could be possible to promote oral interaction successfully.

In the other hand is location. It was decided because I have a leg to stand it, Andalucía is my hometown, I grew up there, and furthermore I started my scholar life and finished high school in "Institución Educativa Eleazar Libreros". It has been part of my whole life, my culture, beliefs, and customs, so, it is easy to me to understand without additional findings different cultural facts, attitudes and behaviors.

At last, during my completely professional studies I could not have evidenced oral interaction skill was reached higher performance by students. Even by me. With these reloaded motivations, this research project started as follows:

The process of Teaching English has been researched during long time. It has been proved through the different theories, methods, and strategies that have emerged from time to time. All of them, trying to get better results in their academic performance. Some of these theories are still in use, some of them have become obsolete, and others, in fact, have become discarded.

The process of research still continues, and of course, it has brought as result, a great variety of theories, strategies, methods, in constant evolution. It means, it is necessary to check what have been in use, even the new ways, just, in order to develop the teaching English process. Of course, it is necessary to understand that teaching English is a process, and obviously, the word process because it is not possible to separate a system, in other words, you can label the steps, but you cannot separate them.

After several years, and according to different researchers, theories, and the accumulate information that had been put together, as it is shown below; it was essential to develop, all communicative skills (reading, listening, writing, and speaking); in all schools, universities, and language academies. In this sense, in 2001 emerge a special standard called the common European Framework of Reference of Teaching Languages. It provides a wide range of tools for developing teaching programs, strategies, increase and contextualizes learning, and standardizes assessment.

The most important in this work, it is the teaching methods and, of course, the categorization and definition of the necessary abilities in order to improve the

communicative skills. Understanding the communicative skills, those defined in the European Framework of Reference.

Due the wide –ranging impact in the teaching and learning of languages around the world; the standards proposed in the European Framework must be like the starting point, and considered a basic tool in the teaching English process.

In other way, improve the general competences- as they are defined in European Framework of reference- in communicative skills is the result of a strong learning process in this case the socio-cultural competence.2006 CEFR. In terms of the knowledge of the society and the community's or the communities' culture which an idiom is in spoken. It is one aspect of knowledge of the world.

However, it is relevant to the language learner, to pay special attention on the facts mentioned above, especially, since unlike many other aspects of knowledge, it is likely to lie outside the learner's previous experience and might be distorted by stereotypes.

The European Framework of Reference argues the necessity of improving the learning of a second language through the use or practices of different approaches adopted by the learner who will reach the productivity in the process with the help of all members around. In other words, the learning of the foreign language accomplished through a real context, that supplies a cultural background, allows the achievement of cognitive goals, the effective performance in use by the pupil, and besides the acquisition of some emotional psychics and volitional resources.

Now, emerge a strong analysis, the approach through real, and specific contexts, it's an excellent way to reach the cognitive goals and, the context an excellent social agent. Then; The Common European Framework of Reference, (2005) defines the context in these words. "Context refers to the constellation of events

and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded”

The Common European Framework of Reference also argues the pressing need to promote several languages activities. All focused in the contextualization in all educative institutes; it means, not just reading comprehension is important; also the oral comprehension; getting the students to reach a good performance in the foreign language, through an efficiency learning context allowing an optimal interaction in their foreign language and therefore with the new cultural knowledge they are acquiring.

However, most of the efforts in teaching social culture have been lost, It has happened because most of the time teachers forget some important facts that affect the entirely process, (Pruebas saber. Analysis and results of testing teachers by the MEN, diagnosis of Bilingual program by The British Council) then, it is possible to mention; lack of contextualization, knowledge about students’ needs, interests, cultural background, beliefs, ethnic group, and ancestors.

In addition , The European Framework argued that is not only the context, the unique way, also the level of proficient, and organize all activities according to it, in this specific case the level requirements will be A2 , it has a clear definition about what is the real meaning of basic level A2. “Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need” (CEFR, 2001)

In this order, the A2 level has a Self-Assessment Grid I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I cannot usually understand enough to keep the conversation going myself.

In addition, it is important, the social context, and, to know about the level where the teacher is working, too. Just to develop the different competences in the acquisition of a second language, but, only the context do not vouch for successful in the learning, also a number of language activities and topics that must include the reception, production, interaction or mediation as a process of feedback reception-production and vice versa.

For example, the features distinctively characteristic of a particular European society and its culture may relate; Everyday living (Food and drink, leisure activities; Living conditions (regional, class and ethnic variations); Interpersonal relations (structure of society and relations between classes, relations between sexes...

In this sense, this social context “Colombia” through the special topics can improve the communicative skills in a best way, but there may not be descriptors for all sub-categories for every level since some activities cannot be undertaken until a certain level of competence has been reached, whilst others may cease to be an objective at higher levels¹. It is also compulsory to consider that researchers have found out about. What they have been established, such as characteristics of human being have in order to interact, and develop the speaking skill.

In this sense, the word “speaking” is very wide. According to the international standard (CEFR), it has been developed in the speaking a specialized gamma for

¹ Common European Framework of Reference , (CEFR) 2005

oral production for example the oral interaction. In addition, it argues the follow: “In the interaction, at least two individuals participate in an oral exchange in which the expression and understanding alternate and may, in fact, overlap in oral communication.

Not only they can be talking and listening together, as two partners simultaneously; even when strict compliance with the right to speak, the listener is usually already predicting the rest of the speaker's message and preparing a response, learn to interact, therefore, involves more than learning to understand and produce spoken expression. It introduces an infallible mechanism, while a learner produces a dialogue, the other learner makes a reception of all information, which he will assimilate, (internal and external aspect), recycle and finally the inevitable way of the oral interaction.

Nevertheless, teachers must analyze before of implementing specific activities, the proficiency level, context (economic and social environment) and a previous experiences with a specific foreign language in different not bilingual schools, institutes. Then, it is important and necessary to try to find out elements that can contribute to promote and enhance oral interaction in the classroom, in this particular case in sixth grade students, through assertive strategies: activities and materials including the facts mentioned above.

In spite of government policies, MEN (Ministerio de Educación Nacional) bilingual program and local efforts to get better results in students performance when using a foreign language in this specific case English it has not happened due to many facts as it was mentioned before. Here, it is relevant; to include the ways students learn or acquire a foreign language. Therefore, as general comments, it is possible to say that there are some limitations because speaking is perhaps the most demanding skill for the teacher to teach, and for the learner to learn.

In their own language, children are able to express emotions, communicative intentions and reactions, explore the language, and make fun of it. So, they expect to be able to do the same in English. Part of the magic of teaching children a foreign language is their unspoken assumption that the foreign language is just another way of expressing what they want to express, but there are limitations because of their lack of actual language. If you want students continue thinking about English simply as a means of communication, then, it is not possible to expect they were able to predict what language the children will use. Their choice is infinite, and we cannot decide what they will say or want to say. You will also find that the children will often naturally insert their native language when they cannot find the words in English (Wright. 1976, Visuals for the language teacher).

What is important with beginners is finding the balance between providing language through controlled and guided activities and at the same time letting them enjoy natural talk. When the students are working with controlled and guided activities, the aim must be to produce correct language. If they make mistakes at this stage then they should be corrected. During this type of activity students are using teacher or textbook language, and they are only imitating or giving an alternative, so correction is straightforward.

However, when students are working on free oral activities, it is necessary to try to get them to say what they want to say, to express themselves and their own personalities. The teacher or the text often quite tightly controls the language framework of the activity, but the emphasis for the students should be on content. (Keys to language teaching, Wendy A. Scott)

Eleazar Libreros Salamanca is a school located in Andalucía Valle del Cauca. It has a population of 2.100 students. And, for sure, it is not the exception of this problem. So, it has been easy to determine a low-level in oral interaction particularly in students starting junior school (sixth grade) most of these students

have grown up with a great influence of rural environment, poor families, low self-esteem and self-confidence, lack of resources and not high expectations about their future

Consequently, students have a low-level of English, (PRUEBAS SABER, ICFES, Análisis de resultados) and of course, a poor level of oral interaction skill. This research looks forward contributing to solve this situation through developing strategies and activities getting students involve, participate with high motivation, obtaining at the end, an increasing performance in their oral interaction skill without forgetting the importance of the educative process contextualized.

Moreover, in the Common European Framework of Reference argued how the activities must be: house, rooms, garden the family, friends, school own Social networks siblings, among others. In this hand, emerge a big question around of this situation. How does it promote and enhance oral interaction in sixth graders through the dialogues? Maybe the answer is simple; people reach success in the different skills of a foreign language with a complex training, involving several.

In addition, exhaustive hours of students listening and telling but, the sure outcome will be students will feel very tired and very apathetic about the learning process, manifested in symptoms of anxiety that students show in specific situations, such as conversations, role-plays, oral participation, or any other oral activities. For that reason is important the motivation during the learning process. “Learners need to feel an internal motivation to continue succeeding. When they have reached different levels in the CEF, celebrate! They will feel more motivated to continue”² (Pearson Longman CEF companion, 2006).

² Pearson Longman CEF companion website

Aimed at try to understand the different words and grammatical ways to improve the oral interaction and students acquire much competence according to the Common European Framework of Reference (CEFR) for the teaching and learning of foreign languages. However, the simple answer to the question. How do I promote and enhance oral interaction in sixth graders through the dialogues? has implicit other concepts very important; the exhaustive training is not only a sure way to obtain competence in the different skills, it is also necessary full complement strategies, in the oral interaction, contextualized in the cultural background, in this sense; try to find the answer for this situation.

In this hand, promoting kids' oral interaction is necessary, and most effective in contextualized dialogue; produced when two or more speakers participate in the exchange of message. For which alternate their receptors roles, and productive respecting the conversational rules; this is an excellent activity for reaching the general purpose of study, according to the cultural background of students, entering sixth grade in Eleazar Libreros School.

With this monograph will be designed materials and activities in contextualized dialogues to set them up in class with the resources they have since, the public schools in Colombia don't have variety and expensive resources for improving communicative skills. Moreover, Considering the great opportunities allow a best well-being in all aspects in live, in this case when students have good opportunities is better for them and provide most advantage or successful in the learning process, particularly in Eleazar Libreros Salamanca school around the oral interaction through assertive and contextualized activities.

In addition, this monograph for its pedagogical nature is necessary to prove in contextualized dialogues, it really increases the students' performance in oral interaction skill with news, different and novel activities. This purpose must be the

main tool of teachers not only in Colombia but also around the world; teachers with decision and with desire of changing the world in the educative develop.

The aims of this research are not exactly scientific or technological in terms of the problem treated. It is just one more “try” to find how improve something or how it is possible to correct it. in this case poor level of oral interaction skills in students, so the starting point is students poor level oral interaction in English due several facts such a lack of opportunities in classrooms; lack of authentic interest; Absence of motivation, lack of confidence and self-esteem , and so forth.

When observing the students’ results obtained performing oral interaction, they have shown low grades. When asking English teachers who use to work in public schools located in different places around the country ; one of the most common answer is that poor level obeys to several facts such as large size groups, lack of resources, technological support, timing and even not enough preparation. But all of them coincide the greatest fear of students is to be ridicule for their classmates, followed by no interest, and no motivation.

Then, many branches emerge, some of them are related to character, feelings, and emotions, some of them are related to cultural background, resources, beliefs, ethnical group; and both of them in several cases, too. Meantime, it is listened in all English teaching environments the desire to get better results in developing interacting, but that is something palpable or evident in terms of students users, and this is not an assumption, no; it matches with the everyday life found out, and of course, with the results when testing students interaction.

The pursued objectives in this project are not pretending to be the Pandora’s key to solve the low students’ performance. They just try to trace a path, in solving the current problem by showing the ways to do it.

This monograph has been divided in three chapters .The first is about the preliminaries, which contain the rationale, a brief explanation of the context in which the research takes part, the intention, and detailed justification of the current research supported on both the situation reflected in the sixth grade for the low oral interaction in a public school.

At First, the purpose of this research; therefore the Core questions, purpose of study and specific purpose. The second part is concerned with the Theoretical framework and conceptual framework here a very detailed description about the theories they include concepts of teaching strategies, motivation, definition of context, culture, dialogue activities why the oral interaction is relevant and, which supports the development of this research.

The third section is about methodology, findings, results, and conclusions. The type of research according to the characteristics, instruments for collecting data and their description. The description of the process, how it is set up; so, in this way it is possible to understand situations and phenomena originated in education and finally a description of the procedure use for the presentation and Analysis of the results, and findings.

Chapter 2.

A brief explanation about English Language teaching history could be started as follows: At the beginning English Language Teaching based its precepts under traditional axes. Researchers set standards in all processes of teaching, the teacher was the main character while the student had a role of automates, so, it is not necessary to say, they did not take an active role in their own education, however; not far from this reality, later, it was implemented in all schools teaching theories based on grammar and translation, they found their purpose in the 18TH century.

According to Caney's (1978) Learning meant memorization. An example is how in Early American schools, with a little explanation of the lessons provided. After the teacher read an exercise, the class, chanting in unison, would repeat the lesson several times. Just trying to get the students memorizes the lessons.

So, "the grammar and translation are teaching inferential and mentalist". It means that according to which language is acquired rote learning the rules, grammatical paradigms, long lists of vocabulary, and practice applying those skills in exercises and backward translation without emphasizing oral communication"(1965 Mackey). in a sense, it was not unreasonable to think of grammar and translation as the correct ways to teach English, but in the environment has begun to perceive weaknesses and difficulties in terms of student learning.

Going into Methodologies in Teaching English; In this regard, many theoreticians began to develop proposals for the teaching of English through which students take active part in their own learning process, also no denying that the man before of starting the learning process is an individual who is part of an active society, to which the anthropologist Vygotsky and Swain mention it as follows *"the man before you start the process of intellectualization should not forget, which is part of a*

socio-cultural context" (1986 Vygotsky) (1989 Swain) "the Society addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic context, depending on contextual factors such as topics" (1989 Swain).

Furthermore, the English Language Teaching also began to, thanks to the urgent need to improve educational quality, addressing the needs and demands of society, as an example of it; society is directed to a more globalize world in which science and technology have had an incredible upswing in recent years, thanks mainly to language. Producing communication and interaction among people since, they can express feelings, desires, and hopes, all with a single purpose, to dominate and transform the environment.

In this vein, as it evolved, the English Language Teaching also began to emerge; various language teaching methods were developed and used over the past century. Methodologies pursued very similar aims, promote English Language Teaching and get many students reach an optimal knowledge and mastery of the English language, including the Grammar Translation Method: this method was mainly developed for the study of "dead" languages involving little or no spoken communication or listening comprehension. It is still used for the study of languages that are very much alive and require competence, not only in terms of reading, writing and structure, but also speaking, listening and interactive communication although it is still the most often used in all educative institutions around the world.

However, by the time, there have been people who approve or disprove this methodology, as the case of Richards and Rodgers (1986) who found through

research as is "remembered with distaste by thousands of school learners" this method, which is also called for them as an archaic method.³

The Direct Method: Grammar Translation Method received many critics, due, it was not getting the goals proposed in terms of developing communicative skills, and it was just consisted in monotonous use of dictionaries. The Direct Method brought new perspectives; it used a more natural process of acquisition by an immersion in the culture, environment and real life that matches with the language, in other words, by living in the country where the English Language was the mother tongue. Obviously, taken this choice provided a major opportunity to get successful, even could be seen much easier for learners; this phenomenon surged now learners had the necessity of communicate, and, as it is well-known, most of the time it occurred orally.

Consequently; if forced the learner to use the foreign language most of the time he /she has a communicative act; triggering the oral production as well as the oral interaction, increasing vocabulary, and getting better pronunciation. This method became very popular during the first quarter of the 20th century, especially in private language schools in Europe, where highly motivated students could study new languages without traveling far in order to try them out and apply them communicatively. German Charles Berlitz was the pioneer of this method nevertheless, the enormous problem of public education with budget constraints, classroom size, time, and teacher background made a difficult method to use.

3

Richards, Jack C. and Theodore S. Rodgers. 1986. *Approaches and methods in language teaching: A description and analysis...* 1986:4

The Audio-lingual Method (ALM): The next revolution in terms of English Language Teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations. The "Army Method" was suddenly developed to build communicative competence in translators through very intensive language courses focusing on aural/oral skills. This, in combination with some new ideas about language learning, coming from the disciplines of descriptive linguistics and behavioral psychology went on to become, what is known as the Audio-lingual Method. This method was one of the first to have its roots "firmly grounded in linguistic and psychological theory" ⁴(Brown 1994:57).

Community Language Learning: Charles Curran⁵ was the creator of this method, which was essentially an example of an innovative model that primarily considered affective factors as paramount in the learning process. A teacher, who was not exactly that instead, he or she acted as a counselor and was addressing the needs of students. This process worked trying to get better results in oral interaction and oral production exploiting the sense provided when learners just learnt about the topics they wanted. Finally, it was concluded, the method itself cut the expansion of the vocabulary and of course the oral interaction was reduced about the things related to these issues.

In order to get some learning take place; students and teacher join together to facilitate learning in a context of valuing and prizing each individual needs in the group. Curran believed that the counseling-learning model would help lower the instinctive defenses adult learners throw up, so the anxiety caused by the educational context could be decreased through the support of an interactive community of fellow learners. Another important goal was for the teacher to be perceived as an empathetic helping agent in the learning process, not a threat.

⁴ BROWN, (1994:57) Audio-Lingual Method.

⁵ CURRAN. A. CHARLES, 1978, an essay about Counseling Learning. Chicago University.

Total Physical Response (TPR): methodology developed by Dr. John J. Asher (1973)⁶; according to this theory when children learning a second language, first, it is interiorized and, after a long time comprehension begins, later, oral production. Students physically respond to commands.

TPR research opened the concept that for children and adults acquiring another language in school, success can be assured if comprehension is developing before speaking. One important reason: Everywhere on earth in all languages throughout history, there is no instance of infants acquiring speaking before comprehension. Comprehension always comes first with speaking following perhaps a year later.

Natural Approach: Stephen Krashen and Tracy Terrell (1983)⁷ developed the Natural Approach in the early eighties, based on Krashen's theories about second language acquisition. The approach shared a lot in common with Asher's Total Physical Response method, in terms of advocating the need for a silent phase, waiting for spoken production to "emerge" of its own accord, and emphasizing the need to make learners as relaxed as possible during the learning process. Some important underlying principle should be a lot of language "acquisition" as opposed to language "processing", and there, it needs to be a considerable amount of comprehensible input from the teacher. Meaning is considered the essence of language, it means, how important must be listening, in terms of developing oral interaction and oral production skills. That's because, it's impossible, someone produces when he or she does not understand. In oral interaction, the phenomena cause- effect exists, the stimulus has to be clear, understandable, in order to get an appropriate response. Contrary will be, if these circumstances don't occur.

⁶ ASHER J. JOHN, 1969. The modern language Journal. Vol. 53, No 1

⁷ Krashen, Stephen D. and Tracy D. Terrell. 1983. *The natural approach: Language acquisition in the classroom*. Hayward, CA: German Press. 183pp

Communicative Approach: A method of teaching that focuses on helping students communicate meaningfully in the target language. With this approach, there is a tendency to place more emphasis on speaking and listening tasks. The communicative approach is designing to give the students meaningful activities. The aim is to teach the students to use "real-world" language. The communicative approach is the opposite of the grammar / translation method and vocabulary (not grammar) the heart of language. Davies (1978)⁸ to stand by what one he has said, *“Communicative approach should focus on Oral Skills before written ones putting too much stress on grammar have caused the deficiency in communication ability”*.

In addition, Jim Cummins refers about some processes that help a teacher to qualify a student's language ability; he coined the acronyms **BICS** (Basic Interpersonal Communicative Skills) it refers to the basic communicative fluency achieved, by all normal native speakers of a language. It is cognitively undemanding and contextual and, it is better understood as the language used by students in informal settings, say, on a playground or cafe. Research by Cummins as well as Virginia Collier (2001) suggest that it typically takes language learners 1- three years to develop BICS, if they have sufficient exposure to the second language.

CALP *“refers to the ability to manipulate language using abstractions in a sophisticated manner. CALP is used while performing in an academic setting”*. *CALP is the ability to think in and, use a language as a tool for learning. Cummins' and Collier's research suggest that “K-12 students need 5 to 7 years to acquire CALP in the second language if the learner has native language literacy. Learners who do not have strong native language literacy often need 7-10 years to acquire*

⁸ Davis, N.F. 1978. Putting receptive skill first. “An experiment in sequencing”.

CALP in the second language". (Cognitive Academic Language Proficiency/Academic Language Proficiency) (1979)⁹.

Communicative Skills: After of the use, approve or disapprove these methods of teaching, teachers, noticed that in some methodologies only strengthen one or two skills, this situation was difficult because the environment in a specific case the educative policies, require more performance in the students in four communicative skills which are Speaking, Reading, Writing and Listening, in other words, Communicative skills are the language abilities needed to interact in social situations, It is used in face to face interaction rather than in dealing with academic tasks.

In regards, to communicative skills, it is important the crystal clear definition about what it is the meaning of each skill, speaking; listening; Reading; Writing. But, these communicative skills must be approached in a context or scope.

According to "Lineamientos Curriculares en Idiomas Extranjeros and the Common European Framework of Reference (1996)¹⁰. They require skills for the knowledge and, use of the foreign language requests its location in some scopes or field, inside of which in more specific situations, the students develop their competences. The scopes proposed are five and some of them are suggestions in these curricular lineaments.

In this case, the most important are communication, cultures, communities and comparison among others. **Communication:** communicate in other languages

⁹ Cummins, J. 2000. *BICS and CALP: Origins and rationale for the distinction*. (pp. 322-328). Ontario Institute for Studies in Education of the University of Toronto.

¹⁰ Fifth Avenue Publishers.2009. *Intelligent English: English area's planner*

different from the maternal. To communicate with success in other language, students must develop fluency in the command of the foreign language, familiarity with cultures, which use these languages and conscience how the language and culture interact in the societies. Students must apply this knowledge, to express and interpret events and ideas in a second language and, reflect since their perceptions of the other cultures. In this way, to reach the goal communication standards is essential for the achievement in other goals.

Cultures: The study of other language allows the students, the comprehension of a different culture in its proper terms. The connections, between cultural background and spoken language, understand for whom possess the knowledge in both. Colombian students need to develop full conscience of world's visions in other people, in life and behavior standard that governs the world, like this learning about of contributions of other cultures to world and the solutions of the humanity's common problems.

Communities: participate in multilingual communities in the country and around the world. In front of the necessity of a productive force of work and competitive. This educative effort searches training students in most competences, to work in communities, which require the control of a second language.

Comparison: It Develops intuition of the language's nature and the culture. The students discover different standards, between the linguistics systems and cultures. Through study of a new linguistic system and the form how a system expresses meaning in appropriate culture forms. The students go insight in language's nature of linguistics and grammatical concepts and communicative functions language in the society, thus as the complex interactions between language and culture.

Oral Interaction: Then, in the speaking skill the Oral Interaction has an important role in the performance of students. According to Cristina Escobar Urmeneta (2009)¹¹ “*Oral Interaction is produced when two or more speakers participate in the exchange of message, for which alternate their receptors roles and productive respecting the conversational rules*”.

Consolo (2009)¹² says in Interaction in the classroom: one assumption is that language classrooms are sociolinguistics environments, in which interlocutors use various functions of languages, to establish a communication system; there are factors that can influence Teacher-Student, Student-Student Interaction.

Nevertheless, it is fundamental the implementation of correct and assertive methodologies and strategies to obtain best answers about the process of learning. For that reason, it is necessary taking into account many important Items. The Oral Interaction requires students to carry out more realistic conversations than students at the lower level are able to do.

According to Long (1985)¹³ the negotiation of meaning in verbal interactions, contributes to the generation of *INPUT* favorable, or second language development. The nature of conversation facilitates language development. Some pedagogues focused their theories in different aspects or realized several suggestions about the Oral Interaction. Fulcher (1996)¹⁴ suggests, that one of the procedures to accelerate students’ Oral Interaction Skills is group works and, Fulcher states that group or pair work are both, by and large well received by learners.

¹¹ Cristina Escobar Urmeneta.2009.*Oral Interaction and Learning of Foreign Languages*. University Aut3noma de Barcelona.

¹² Consolo Douglas Altamiro.2009.*Talk about the importance of lessons and implications for teacher development*.

¹³ Long.1985.*Long’s Interaction Hypothesis*.

¹⁴ Fulcher.1996.*Activities in Oral Interaction*. School in Sahag3n C3rdoba.

In other hand, the anxiety is a big problem for students to develop all their knowledge. It is produced for many teachers' activities "In some cases of students who show symptoms of anxiety in specific situations such as conversations, role plays, oral participation or any other oral activities.

However, an opposite reaction occurs when they participate in other types of classroom activities, in the case of written exercises, group works, reading, home works, etcetera"¹⁵.

Here, it is important, to develop and implement the best ways, to solve this problem, motivation, for example because due the nature of this monograph, last activities mentioned are an excellent option to strengthen Oral Interaction. Deci and Ryan (1985)¹⁶ express it thus "Motivation is in evidence whenever students' nature curiosity and interest energize their learning"; Also Chomsky (1988)¹⁷ commented about this aspect "Points out the importance of activating learners' motivation. Motivation involves the learners' reasons for attempting to acquire the second language".

Now then, in resources in class, Cohen (2003)¹⁸ made a list of six speech acts that require appropriateness: apologies, complaints, compliments, refusals, requests and thanking. In terms of apology Cohen lists five kinds of apologies: responsibility, acknowledgement, explanation or account, offer of repair, promise of non-recurrence. All of them have proved to be useful strategies and methods, in terms of getting students involved in oral interaction activities, after the communicative competences have been implemented.

¹⁵ Consolo Douglas Altamiro.2009. *Talk about the importance of lessons and implications for teacher development*.

¹⁶ Deci and Ryan.1985.Motivational factor.Pag.245.

¹⁷ Noam Chomsky.1988.Pag 181.

¹⁸ Cohen A.D.1996.theory of *Speech Acts*.

In this way, the dialogue is the most representative instrument of this project, around the oral interaction, but in the same time when the students create a new dialogue, each participant plays a role, but it is important understand the meaning of Role-playing; Role-playing happens when a group of people act out roles in a particular context, in this kind of activities is recognized the student`s feelings, customs, values of each student, the Role playing is usually based on a problem that needs a solution, a situation that needs to be more closely examined, or a case or issue that demands a different perspective . (Mendoza, 2007)¹⁹

In other words, Role playing is a useful technique for thinking about difficult situations before they occur, so that students have good pre-prepared responses for the different eventualities that can arise. Role-playing can also be used to analyze problems from different perspectives, to spark brainstorming sessions, to experiment with different solutions to a problem, to develop team work, and help group problem-solving.

When repeating the scenarios, according to the context, people can understand how different approaches might work, so that an ideal approach can be identified. “More than this, by preparing for a situation using role-play, people builds up experience and self-confidence in handling the situation in real life. They develop quick and instinctively correct reactions to situations, meaning that they can react effectively as situations evolve rather than making mistakes or being overwhelmed by events”.

¹⁹ MENDOZA, (1997) Study of factors that affect oral participation in the students.

It would have been possible, to continue finding more and more information about many other methods and techniques, but in terms of the related issues that can be helpful in this research, it's been considered enough, relevant in a crystal clear explanation. All of the information gathered allows starting the elaboration of a conceptual framework, strongly supported, with a great variety of sources. For sure, they are going to be the initial point in searching the best path to increase the students` performance in oral interaction skill.

Established a wide theoretical support, it stands to reason, it is possible to pick all the strategies, techniques and methods up, those, what have shown their efficacy in ELT programs and have proved to be useful tools in order to create, apply in the ongoing activities to develop and for sure, to get the proposed aims claimed above.

Looking at the history of ELT process and how it has evolved from ancient times until now. It's possible to conclude the evolution has not stopped, and of course it will not stop in the future. It allows trying to find out new strategies, methods, contextualized activities and so forth, in order to get better results, as it must be the teachers' goals in their current educative context.

(Caney, 1978) Based in his research, it's been proved some of the methods, strategies and activities they used to develop in ELT class did not get the expected results in terms of the student's success learning.

(Vygotsky, Swain) It confirms, it is really necessary to take into account the social, cultural, ethnical, etc. context when implementing an ELT teaching program. So, it will provide sense, easy understanding, and will bring learners to take active part of their own learning process in other words a meaningful learning.

The world changes every day, it has changed since the beginning, and it will continue changing as it's said before, but it's important the reliant contribution of the economy and industrial development have brought to ELT programs, and the requirement of people getting higher performance, not just in the fields they were interested, also, in the rush, they had to be able through their skills, talents, and knowledge, became active society transformers.

Meanwhile, as the rules of the world were changing, the necessities were changing, too. So, by the time, people had to face new challenges, it included to interact with other cultures, languages, etc, it meant, they realized their need of new skills in languages, learn about different cultures in order to understand, and of course, to increase their professional performance. All of these events influenced and ended in the grammar translation method.

By the time, it was discovered that the method mentioned before was not exactly the best, so, new researchers faced the problem trying to find out solutions.

(Richards and Rodgers, 1986) The grammar translation method is now considered an archaic method because, it did not get the results expected in ELT and, it also went into obsolesce according to the requirements of the global world's vision. It means, it's not useful anymore.

The direct method emerged, then, as a new alternative that provided better perspectives to students. All, by including several elements such culture, environment, etc. In other words, incorporating the facts that constitute the named context in the ELT process. It has proved to be a successful method, in terms of developing especially oral skills. It has facilitated comprehension, better understanding; although, it has also shown to possess its own difficulties. To mention, the conformation of smaller groups, more well-prepared teachers, and more time to spend in terms of class, preparation and stuff.

As it has been mentioned above, its success in developing oral abilities, it makes compulsory to include some of its strategies when creating the activities, those, which are going to be basic of this work.

(Curran, 1978) the innovative method community language learning brought some facts. Those have enriched the ELT process. The first time, by establishing the concept the teacher as a counselor and, the second time, including the necessity of taking into account the learners' needs. It was proved that if the students' needs are known, their interests are known, too. So, it is possible to plan activities to develop an ELT program where they will be motivated. It obeys they want to learn because the issues are going to be useful. These facts make necessary their inclusion when implementing the plan and activities to develop this research project.

Another thing appears, the TPR (Asher). It's been considered a helpful tool, which involves learners joining mind and body, integrating them in the ELT process. It's been proved, too; this method facilitates internalizing process, helps in memorizing, contextualizing, and brings social linguistic elements. The other hand, it also allows learners to take active part, and builds non-verbal language, gestures and extra linguistics facts. Actually, this one must be included when doing the activities and plans for this research.

TPR activities have proved their results can be observed in the short time especially in the process of developing comprehension. So, it must be remembered that, when working in oral interaction skill, comprehension is necessary at first, thinking in the interaction process, non-verbal language and gestures play an important role in the successful communicative act.

(Davis) The natural approach is another method implemented, just, as all of them, to improve the students' performance in the ELT process. It is based, in the natural

development the human being makes in its native language. (L1) It means, the process of acquisition in L1 must be very similar when immersed in a process in L2 (second language). It is firmly based in developing the comprehension and oral skill at first. So, in the pursued purposes of this project, it constitutes itself, one of the most important to include in planning and setting up the activities. They have to be meaningful, interesting, interactive and of course, funny.

(Cummins) It is mandatory, to define the enclosure, according to the goals. It means, where the ELT project, methods, and techniques will be based, say, BIC's or CALP, in this way, it focuses the activities and directs without distractions to the aim pursued in the ELT process.

Well, entering now in the field related to the development of communicative skills, it is well known that at least, two of them take part, when producing a communicative act. It means, it will not exist effective communication if it doesn't exist comprehension. In other words, when the message is incomprehensible because the receptor does not understand, it's impossible; the last one can produce an answer to this message.

Focused on the specific skill oral interaction, and what the researchers have found out, it is possible to realize, (Cohen, Consolo, Urmeneta, etc) most of them conclude the necessity of integrating several facts, when planning this kind of activities. The first time, the topic proposed to develop in class, it means, what kind of oral interaction they are going to do, in terms of, vocabulary, intention, and tense, number of students interacting, speaking turns, time, and so forth. However, they agree, in how important the role played by context is.

Context defined as all of the extra-linguistics facts that influence in a communicative act, it means, non-verbal language, gestures, intonation, stress,

rhythm. At the same time, the message must be read, according to the place, environment, and of course, what the real intention in the message is.

The Lineamientos Curriculares established by the MEN, includes these elements, divided in three communicative competences. The first one is called Linguistic competence; the second one is named sociolinguistic competence and the last one the pragmatic competence.

In order to get success in ELT programs, especially when planning and creating activities to set up in ESL classrooms, the competences mentioned above, have to be used together; integrated as whole, functioning in an articulated sequence.

The other hand, as The Common European Framework for Teaching Language, emphasized, it's necessary to answer the questions they provide for the different tasks and, each one of the communicative skills. When working on oral skill, they have divided it in two.

Oral production defined the individual ability to speech about and specific or a general topic without any interaction, as well as the fluency, clarity, and success during the emission of the message. The other one is named oral interaction, it means, the ability to interact when speaking, it doesn't matter what the environment is. The speaker, is not just a speaker, it is a listener, too. So, it must be able to understand and answer.

Therefore, during this long period of time, the researchers have tried to discover new ways to improve the ELT, their efforts have introduced facts, no taken into account before, as well as others have come through the changes around the world. It means, the new technologies, the great wide of devices that have changed the way being humans communicate today.

Some have enriched the ELT in a positive way; In the meantime, others have proved not to be the most appropriate. So firmly, the only thing, which can be reassured, it's the world changes every day, and of course, the languages change in the same measure. The requirements, needs and interests in the ELT are influenced and widely affected by those changes. Back to the main topic, it is crucial, to adopt a singular scheme that must build and help the development of the aim proposed here. The belief in comprehension first, seems to be the best path to go ahead, moreover, most of last generation of researchers have agreed with it.

But, the debate comes again. What do students need first? Taking into account the order when speech is taking place, it would be said, comprehension, but about this issue, not all the theories agree. So, it's necessary to choose what methods, strategies and techniques are going to be used, in order not to enter in an endless dispute.

In this way, it's been determined to adopt the concept comprehension comes first, based in some of theories found (Berlitz, Asher, Consolo) after all, understanding how the human being process in communicative acts starts, it also allows, to bring it close to the same way its native language emerges, develops and grows through its life.

Defined this fact, as the basis of the work it's being tried to apply; it is possible, too, to go on the establishment of an investigation through the development of a set of activities, which will carry out the ratification, denying or confirmation, about how the oral interaction skill can be promoted.

It is properly to say, through the evolution in all of the fields ruled by humans being, the ways in the communication are going to suffer and be influenced. The generations have shown and will continue showing their necessity of

transformation, it will never stop, so the probability, new activities, contextualized activities will be always opened to research, change and adjust to the new trends.

SCHEDULE

STAGES.....	January	February	March.	April	May	June	July	August
Chapter 1 Definition of the research topic	x							
Objectives	x	x						
Core Question		x	x					
Chapter 2 Theoretical Framework		x	x	x				
Conceptual Framework		x	x	x				
Background		x	x	x				
Chapter 3. Research. General Information.			x	x	x	x		
Methodology, Activities, results, conclusion			x	x	x	x		
Presentation						x	x	
Error correction and revision							x	
Final report							x	
Grade								x

Tab 1. Schedule

Chapter 3.

In this chapter, the research is set up considering the following items:

Geographical Position: This project takes place in Andalucía, Valle del Cauca. In “institución Educativa Eleazar Libreros Salamanca”. The biggest public school located on this town, with 1.200 students studying primary, secondary and high school. Its historical records show low level in English, taking as a reference its grades obtained in “Pruebas Saber”. When asking its English teachers about students’ interaction abilities, they said the levels are lower than the other skills.

Cultural Background: The students’ population is integrated by a high number of students from rural environment with not high expectations in terms of accessing to professional studies, even technological. Students do not have a particular interest in learning a foreign language, because it has not been part of their culture or tradition.

Economic characteristics: The population is part of a low average range of lifestyle due the incomes, most of the parents are just bread-winners, so most of the students start work-life at the moment they have finished high school. It cuts their expectations in terms of thinking about their future in a better promissory life.

Customs and Beliefs: Its population is traditionally catholic; they also belief in siblings following the parents steps, dedicated to farming activities, living simple lives, and just trying to survive in the best way, but not really in terms of education, because it is not exactly the aim of their purpose of life.

Schedule: In order to develop this project research the schedule has been designed, trying to get the aims pursued in the best way, and of course considering the school schedule when it will have developed. It is also according with the university terms.

Type of research: In order to get the aims proposed is necessary to say that Social scientists have developed a number of methods and processes that might be useful in helping us to formulate a research project. It would include among these at least the following -- brainstorming, brain writing, nominal group techniques, focus groups, affinity mapping, Delphi techniques, facet theory, and qualitative text analysis.

According to the purpose of this Project, the type of research needed is qualitative, it means, the study is focused in one specific issue. Despite of this, it is also the same time exploratory, in terms of the case study, due it is not well-known and explanatory because the study tries to find out the reasons and necessary explanations about oral interaction production, difficulties, prejudices, fears, and so forth.

In terms of the tools, it is been used the survey **group administered questionnaire** (nominal group techniques). A sample of respondents is brought together and asked to respond to a structured sequence of questions. Traditionally, questionnaires were administered in group settings for convenience. The researcher could give the questionnaire to those who were present and be fairly sure that there would be a high response rate. If the respondents were unclear about the meaning of a question they could ask for clarification. And, there were often organizational settings where it was relatively easy to assemble the group. In the group administered questionnaire, each respondent is *handed an instrument* and asked to complete it while in the room. Each respondent completes an instrument.

The level of measurement is nominal, due that the numerical values just name the attribute uniquely.

The personal interview: In the **personal interview**, the interviewer works directly with the respondent. Unlike with mail surveys, the interviewer has the opportunity to probe or ask follow-up questions. And, interviews are generally easier for the respondent, especially if what are sought are opinions or impressions. Interviews can be very time consuming and they are resource intensive. The interviewer is considered a part of the measurement instrument and interviewers have to be well trained in how to respond to any contingency.

- Formulation of Hypothesis,

Is the students' poor performance in oral interaction originated by lack of contextualization?

-Variable: contextualization affects or enhances the oral interaction in English.

Type of Study:

VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INDICATOR
Interaction without context	Difficulty due to lack of oral interaction.	Interaction leading to the implementation of activities.	I can't usually understand enough to keep the conversation going myself. Poor production
Oral interaction in context	Provide a point of departure for developing oral interaction.	Activities with the assistance of all participants.	More confidence, more interaction; easy to understand, ask and answer questions

Tab 2. Type of Study

This is a study in which deliberately manipulate a variable (called cause) to analyze the consequences of this manipulation, in a controlled situation, so reality is constructed, that allows us to observe the effects of the stimulus that are provided (Activities) to be observed and determine the results and conclusions.

Population

150 students attending sixth grade at “Eleazar Libreros Salamanca School”

Sample Size

35 students random selected from the different sixth grade groups.

The validit of this sample is supported.

- Representative and in turn is reflective of that is being studied.
- The size of the sample corresponds to 23.3% of the population.
- It is always random, as the members were randomly selected based on the interviews.

Procedures for data collection.

Structured observation, made in real way of individual character. During this procedure, note-taking is done in order to establish attitudes, behavior, and interest, without any pressure. All of the facts are going to constitute an important part to the journal.

Methodology implemented. In order to set up the activities proposed are going to be ruled by the following methods of teaching, it means they are going to trace the path, but not necessary constitute an iron rule when developing the procedures. They are just elements that help, could be convenient to use in certain stages of

the activities, however, it is necessary to consider that the use all of them can be confusing for students, so, it's the criteria's teacher determine which of them could be useful during each activity.

Methodology implemented for activities.

Improvisation role plays based on situations that elicit the use of specific vocabulary and phrases, this exercise is completely oral.

- 1- It is convenient to refer it the contents when doing this.
- 2- Add any other vocabulary that you would like to review be sure that they some how fit into the contexts of the suggested role-plays.
- 3- Put the students into pairs and give them time to briefly (and orally) prepare what they will say suggested the lines are provided be sure that they understand the context of the role-play.
- 4- If you have a chance to bring in props before hand, give them out now.
- 5- Have one group of students come to the font of the class. Remind the group to glance periodically at the board in order to include at least some new expressions.
- 6- As they perform, it is possible:
 - Note which expressions were used and plan to comment on how they were pronounced and whether or not they were used correctly in terms of grammar and context.
 - Video tape the students. The tape can them be replayed for the entirely class or for only those who performed.
 - Real life. Another classroom assessment technique that encourages the transfer of dialogues from the classroom to the outside world .students list at least five new sentences and them write down where and with whom the might be used these expressions in their own lives, they can share these lists in small groups or you can collect and type up the lists, you might even

have the students write mini-dialogues that represent conversations with their relatives and friends.

It is possible to consider the practice of reduced forms, linking, stress, intonation -s word endings, vowel and consonant pronunciation.

- Reduced forms: look (or reduced forms in each dialogue (e.g., “what’s, don’t,” they’re”) students do not need to actually pronounce the reduced forms, but it is very important that they learn to recognize them when they are used by native speakers.
- Have students practice linking words within phrases.
- Have the students pronounce each new word with the correct stress.
- If students have learned the basic rules for sentences stress, have them mark all the words in the dialogue that should be stressed. Have them perform the dialogue. Correct stress errors only.
- If students have learned the basic rules for rising and falling intonation, have them mark the intonation lines on their dialogues. This can vary in detail; you may want them to mark only question intonation.
- For –s pronunciation, have students list all of the countable nouns that appear in the dialogue. Have them make them plural (if they are not plural already) and then pronounce those words.
- If in pronunciation you are focusing for example on the vowel /au/ as in “cow” or the two “th” sounds, have the students circle these sounds in the dialogue. When they perform the dialogue, correct only the mispronunciation of these sounds.

Activities 1,2,3,4.

Journal

DIAGNOSIS STAGE

▶ ACTIVITY Nº1 (Diagnosis)

SCHOOL: ELEAZAR LIBREROS SALAMANCA

GRADE: SIXTH

POPULATION: 150 STUDENTS

PARTICIPANTS: 35 STUDENTS

PLACE: ANDALUCIA VALLE

DIAGNOSIS

AIM: To determine the oral interaction level students have according to the CEFR and Estandares de Inglés (MEN).

DATE: The ninth and tenth of May

VOCABULARY: School supplies

Warm up: The students are proposed to talk about how they can interact when they need to do or get a school supply by doing it politely.

Developing: The following dialogue is provided, and read it by the teacher. So, they can read it, too. They also can practice in order to read it aloud.

Student 1: Can I borrow your pencil, please?

Student 2: Yes.

Student 1: Thanks.

Teacher: What's this called in English? Anyone know?

Juan: Sorry, I don't know.

Teacher: Okay. Well, it is called jam.

Student: Can I have a pair of scissors, please?

Teacher: Of course. You know where they are – in the cupboard.

Student: Thank you

Student 1: Whose turn is it to get the books?

Students 2: Elvira's.

Student 1: Your turn, Elvira.

Elvira: Okay.

Closing: Students interact without any model, by changing the vocabulary, or by creating their own.

EVALUATION CRITERIA:

DESCRIPTOR: I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

According to the common European Framework

Spoken Interaction:

A1

- I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.
- I can ask and answer simple questions in areas of immediate need or on very familiar topics.

B1

- I can deal with most situations likely to arise while traveling in an area where the language is spoken.
- I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)

C1

- I can express myself fluently and spontaneously without much obvious searching for expressions.
- I can use language flexibly and effectively for social and professional purposes.
- I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.

SCORE:

A1 CEF: From 1 to 2.9: Low level

B1 CEF: From 3 to 4.0: Medium level

C1 CEF: From 4.1 to 5.0: High level

► JOURNAL

The ninth of May 2011

On this day, the project has been shown to sixth graders students at Eleazar Libreros School; the purpose of this activity was explained; and how the activities will be done. The timing class was one academic hour, it means forty – five minutes. The necessary information was set up. It included, number of hours, activities, when the classes will be, and so for. It was observed, enthusiastic and friendly attitudes towards. However, it was found out there were many doubts about the activities, due this, it was necessary to spend most of the time answering the students' questions.

The tenth of May 2011-05-20

ACTIVITY 1; Diagnosis. (See chapter 3)

The diagnostic activities came true; the first activity (Modeling) is developed without difficulties, the accompaniment to the students came true, some doubts dissipated, being left as proofs photos and video of as it took effect. A good participation, attention and reception of the proposed activities were observed. The activity of closing was more complex for the students since many had not understood the significance of dialogue, However it turned out well that the pupils' majority produce at least one dialogue utilizing a basic vocabulary, and with some errors at grammatical construction and pronunciation. I keep physical proofs of the carried out work.

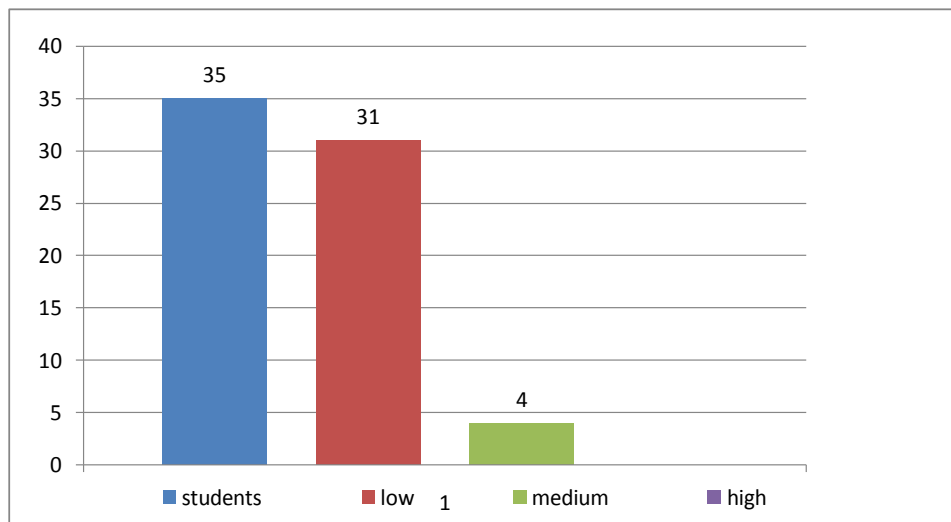
► **TAB.**

GRADE

Activity 1 (Diagnosis)

Low level	Medium level	High level
31 Students	4 Students	0

Tab 3. Activity 1 (Diagnosis)



Graph 1. Activity 1 (Diagnosis)

Graph 1: It shows that thirty-one (88.57%) students of the total population (35 students) have a very low level and four students (11.42%) have medium level of interaction through dialogues in English.

- Diagnosis conclusion

In the diagnosis stage, it was evidenced that students were not used to work on this type of activities; what's more, they were not familiarized with them. When implementing, at the starting point to develop the activities proposed, it could be observed lack of confidence and fear in terms of speaking up; it was also notorious an absence of knowledge in terms of vocabulary and structure needed.

Through the diagnosis was observed the students` attitudes towards finding out at sunny disposition to go on. There was a great deal of careful data collected showing that a comfortable atmosphere, motivates participation and of course, when the activities mentioned some things related to their surroundings, they felt they could deal with the dialogues.

IMPLEMENTATION STAGE

▶ ACTIVITY N°2

SCHOOL: ELEAZAR LIBREROS SALAMANCA

GRADE: SIXTH

POPULATION: 150 STUDENTS

PARTICIPANTS: 35 STUDENTS

PLACE: ANDALUCIA VALLE

ACTIVITY No. 2

AIM: To determine the oral interaction level students have according to the CEFR and Estandares de Inglés (MEN)

DATE: The sixteenth of May

VOCABULARY: Actions

GRAMMAR: Present progressive tense

Warm up: Students are asked about what activities are in progress in the classroom, if they don't know, the verbs can be given by the teacher.

Developing: A poster is set up on the board. At the first time, encourage students to say what actions are the kids doing. Later, in pairs, they are required to create their own dialogue, acting as one of the characters in the poster.



Closing: Ask the students for the activities in the posters, use questions about likes and dislikes. EVALUATION CRITERIA:

DESCRIPTOR: I can communicate in simple tenses and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

According to the common European Framework

Spoken Interaction:

A1

- I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.
- I can ask and answer simple questions in areas of immediate need or on very familiar topics.

B1

- I can deal with most situations likely to arise while traveling in an area where the language is spoken.
- I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)

C1

- I can express myself fluently and spontaneously without much obvious searching for expressions.
- I can use language flexibly and effectively for social and professional purposes.
- I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.

SCORE:

A1CEF: From 1 to 2.9: Low level

B1 CEF: From 3 to 4.0: Medium level

C1 CEF: From 4.1 to 5.0: High level.

► JOURNAL

The sixteenth of May 2011

ACTIVITY 2. (See chapter 3)

The second activity was explained, it was for the students very easy to repeat the actions in the classroom, but when they had to create the dialogue by doing a role play, using the poster, they couldn't because they didn't understand the actions. As a result, it was necessary to explain again. Finally, most of them could do it within some mistakes.

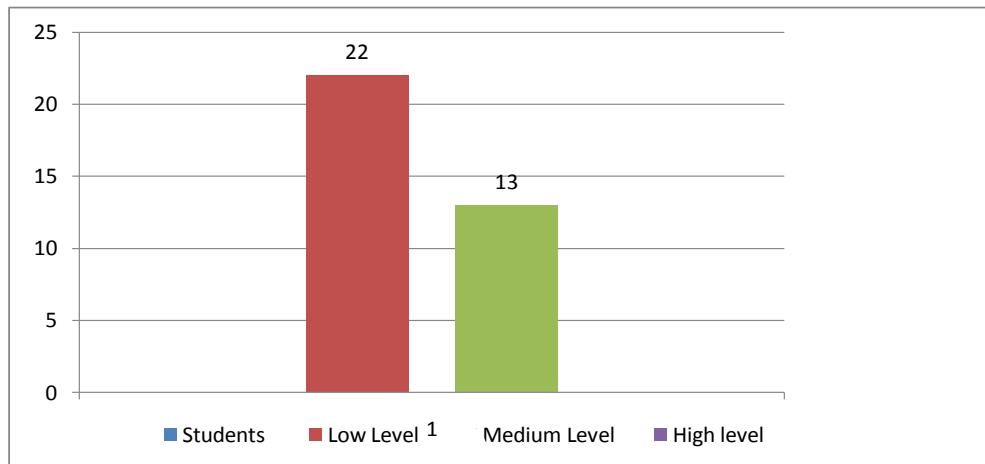
► TAB.

GRADE

Activity 2

Low level	Medium level	High level
22 Students	13 Students	0

Tab 4. Activity 2



Graph 2. Activity 2

Graph 2: It shows that twenty-two students who represent the 62.1% of the total population (35 students) have a low level and thirteen students (37, 14%) have medium level of interaction through dialogues in English.

Conclusion: second activity

It is still observed lack of confidence, a lot of difficulties in terms of doing the activities as they were proposed. However it is evident there is high motivation, participation it is also noticeable, that the students are getting better pronunciation and with the teachers help them, finally achieved the aim pursued.

The poster constitutes a great helper tool; it makes the activity easier and more understandable. It also fosters comprehension, at the same time, it is attractive, and calls the students on in participating, and triggering the oral interaction.

► **ACTIVITY N°3**

SCHOOL: ELEAZAR LIBREROS SALAMANCA

GRADE: SIXTH

POPULATION: 150 STUDENTS

PARTICIPANTS: 35 STUDENTS

PLACE: ANDALUCIA VALLE

ACTIVITY No. 3

AIM: To determine the oral interaction level students have according to the CEFR and Estandares de Inglés (MEN)

DATE: The seventeenth of May

VOCABULARY: Places. Adjectives.

Warm up: Encourage students name places in their town. The teacher writes them on the board.

Developing: Students create a dialogue in order to talk about these places. The teacher must provide a confident atmosphere, so they can feel comfortable, when doing the dialogue.

Closing: Students make a picture of their neighborhood and interact with a partner about it.

DESCRIPTOR: I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

According to the common European Framework

Spoken Interaction:

A1

- I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.
- I can ask and answer simple questions in areas of immediate need or on very familiar topics.

B1

- I can deal with most situations likely to arise while traveling in an area where the language is spoken.
- I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)

C1

- I can express myself fluently and spontaneously without much obvious searching for expressions.
- I can use language flexibly and effectively for social and professional purposes.
- I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.

SCORE:

A1 CEF: From 1 to 2.9: Low level

B1 CEF: From 3 to 4.0: Medium level

C1CEF: From 4.1 to 5.0: High level

► **JOURNAL**

The seventeenth of May 2011

ACTIVITY 3 (See chapter 3)

The activity was done without any difficulty. A very active participation was observed, and the proposed objective to achieve oral interaction turned out well. However, it is made clear that a difficult job was for the students, in the first place for ignorance of the necessary vocabulary, secondly, for the lack of familiarity with the use of the pertinent structures for such end, and finally, for lack usually in the realization of this type of activities. Nevertheless it, and of the so short time for conduction and development, it is thought that results were very positive.

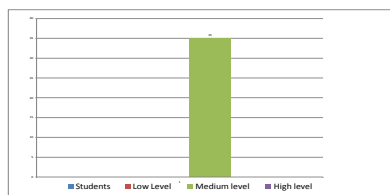
► **TAB.**

GRADE

Activity 3

Low level	Medium level	High level
0	35 Students	0

Tab 5. Activity 3



Graph 3. Activity 3

Graph 3: It shows that thirty-five students who represent the 100% have medium level of interaction through dialogues in English.

- Conclusion third activity

At this point, the students have gotten more confidence, after the vocabulary structures and context needed has been provided. They have spoken clearer, and the times between the speakers in order to get answers or wait for them have been reduced dramatically. An increase in self steam while doing the activities is notorious; what's more, it is possible to observe all the students involved

EVALUATION STAGE

▶ ACTIVITY Nº4

SCHOOL: ELEAZAR LIBREROS SALAMANCA

GRADE: SIXTH

POPULATION: 150 STUDENTS

PARTICIPANTS: 35 STUDENTS

PLACE: ANDALUCIA VALLE

ACTIVITY No. 4

AIM: To determine the oral interaction level students have according to the CEFR and Estandares de Inglés (MEN)

DATE: The eighteen of May

VOCABULARY: Home, Family

Warm up: Encourage students name rooms at home and family members. The teacher writes them on the board.

Developing: Students create a dialogue in order to talk about these topics. The teacher must provide a confident atmosphere, so they can feel comfortable, when doing the dialogue.

Closing: Students make a picture of their houses and interact with a partner about it.

DESCRIPTOR: I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

According to the common European Framework

Spoken Interaction:

A1

- I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.
- I can ask and answer simple questions in areas of immediate need or on very familiar topics.

B1

- I can deal with most situations likely to arise while traveling in an area where the language is spoken.
- I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)

C1

- I can express myself fluently and spontaneously without much obvious searching for expressions.
- I can use language flexibly and effectively for social and professional purposes.
- I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.

SCORE:

A1CEF: From 1 to 2.9: Low level

B1 CEF: From 3 to 4.0: Medium level

C1 CEF: From 4.1 to 5.0: High level

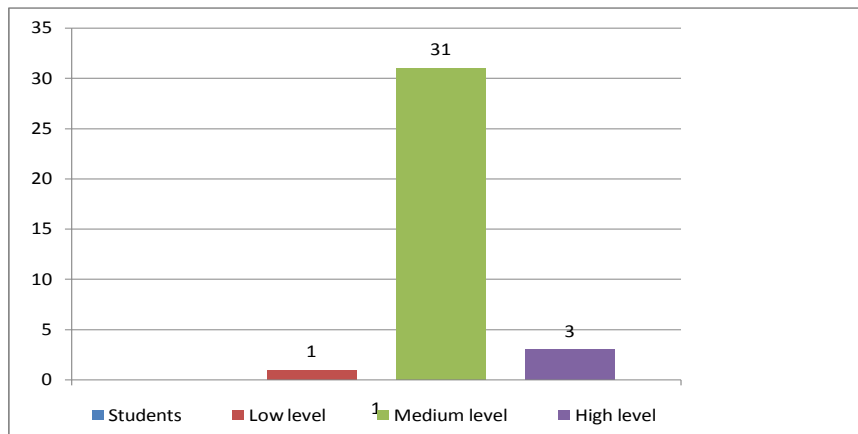
► TAB.

GRADE

Activity 4

Low level	Medium level	High level
1 Student	31 Students	3

Tab 6. Activity 4



Graph 4. Activity 4

Graph 4: It shows that thirty-one students who represent the 88, 57% of the total population (35 students) have a medium level; one (2, 85%) of them has a low level and three (8, 57%) of them have a high level of interaction through dialogues in English.

- Conclusion fourth activity

It's been observed a positive attitude toward this new activity they had the chance to create in their own ways, so, it allowed them to express more confidence. This activity developed every day life has shown how the students act when talking about their personal issues, even if it gives them the opportunity to brag up about their belonging. It had been noticed that practicing frequently oral interaction activities in context make more enjoyable and memorable their learning process. The poster constitutes a great helper tool; it makes the activity easier and more understandable. It also fosters comprehension, at the same time, it is attractive, and calls the students on in participating, and triggering the oral interaction.

▶ SURVEY

- ▶ TYPE: Group administered questionnaire. Closed questions.
- ▶ POPULATION : Students attending sixth grade at “Institución Educativa Eleazar Libreros Salamanca”
- ▶ SAMPLE SIZE: 35 students random selected.
- ▶ LOCATION: Andalucía, Valle del Cauca

1) Usted considera que su capacidad de interactuar en lengua inglesa mejoró después de practicarlos en actividades contextualizadas :

- a) Si
- b) No

2) Es importante para usted hacer diálogos en Ingles:

- a) Si
- b) No

3) Cree usted que temas relacionados con su entorno cercano le permiten mejorar su nivel de interacción en lengua inglesa:

- a) Si
- b) No

4) Las actividades realizadas son :

- a) Buenas
- b) Regulares
- c) Malas

Tabulation and analysis of results.

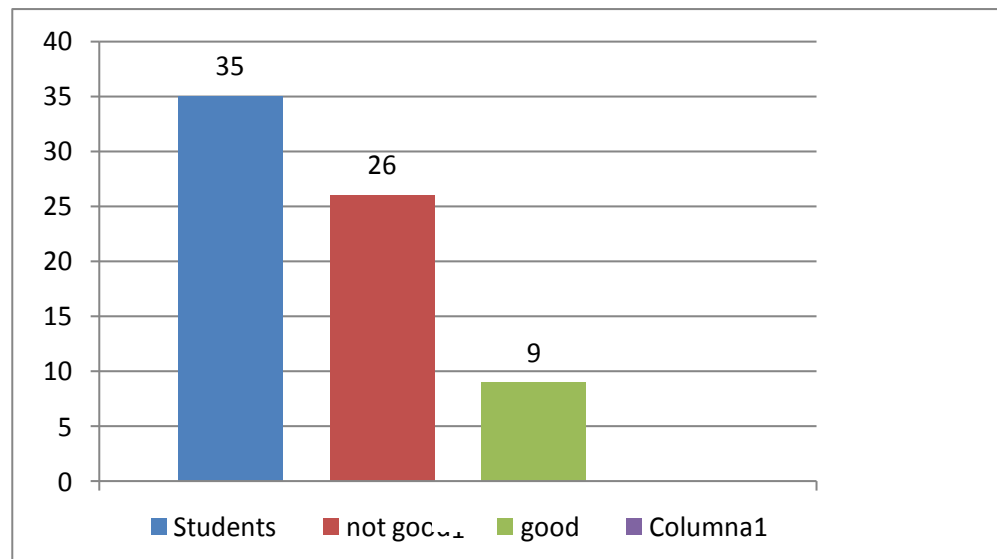
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Survey

Question N° 1

Usted considera que su capacidad de interactuar en lengua inglesa es:	
Mala	Buena
26 estudiantes 74,28%	9 estudiantes 25,71%

Tab 7. Question N° 1

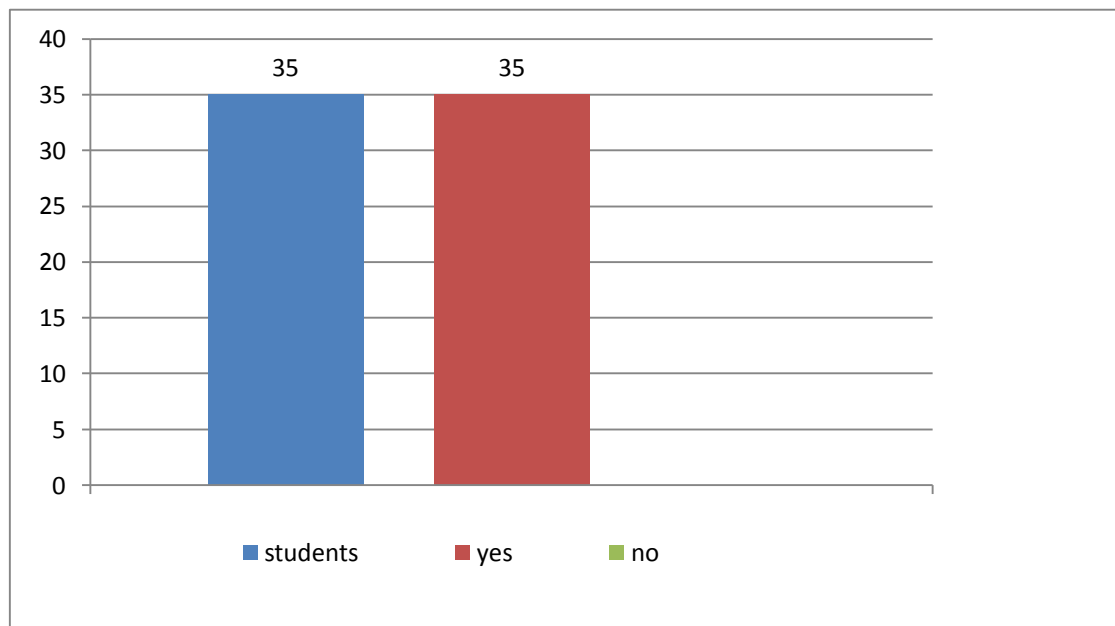


Graph 5: Question N° 1. It was the result of question about ability of students in interacts in English Language.

Question N° 2

Es importante para usted hacer diálogos en Ingles	
Si	No
35 estudiantes 100%	0

Tab 8. Question N° 2

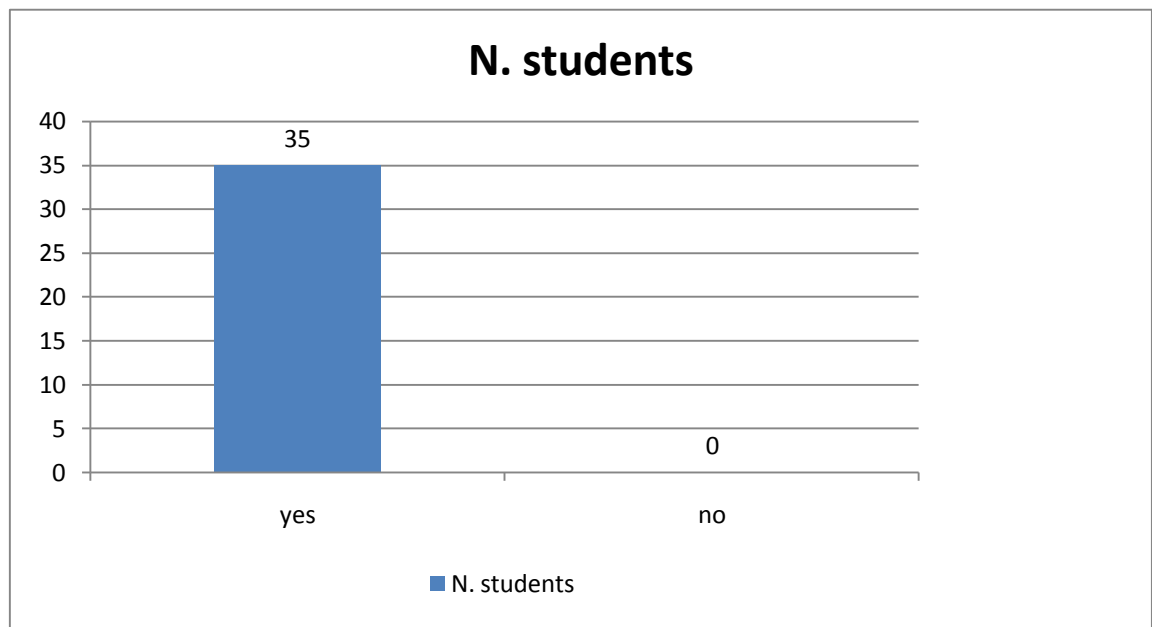


Graph 6. Question N° 2. It was the result of question about the importance the dialogues in English in students

Question N°3

Cree usted que temas relacionados con su entorno cercano le permiten mejorar su nivel de interacción en lengua inglesa:	
Si	No
35 estudiantes 100%	0

Tab 9. Question N°3

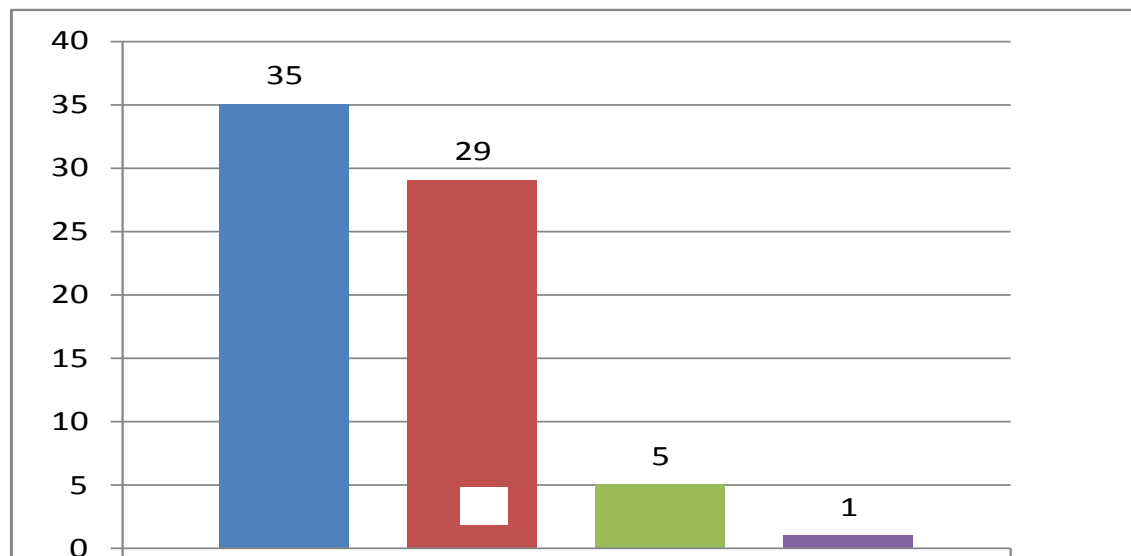


Graph 7: Question N°3. It was the results of question about the importance of contextualize dialogues for improving the interaction in English language.

Question N° 4

Las actividades realizadas son:		
Buenas	Regulares	Malas
29 Estudiantes 82,85%	5 Estudiantes 14,28%	1 2,85%

Tab 10. Question N°4



Graph 8: Question N° 4. It was the result of question about if the activities proposals here were good, bad, average.

- Conclusion of Survey:

The survey allows establishing students got high increase in their performance; they have realized by themselves that activities proposed and developed have

raised their motivation, self esteem and have encouraged them to involve in more oral interaction activities.

- Survey results: Students agree that the dialogues are important to interact, but in turn say they have very low levels of interaction in English through dialogues, however, are fully agreed that contextualized activities significantly enhance the competence in English.

GENERAL CONCLUSION

As a general conclusion, it is possible to say, that using context related to culture, ethnic group, social-economic status, lifestyle, and most of the facts which influence our growing process, that make students adopt them as a part of their character and personality; and of course, determine attitudes, behaviors, and habits; have given them the chance to bring them to a better known atmosphere, when they have felt more confident.

It has brought as a result, students participating actively in the tasks proposed. In addition, due the confidence they were gaining during the process, they made the activities more secure, without considering the mistakes.

It is also important; the relevance of the resources used, like the model of the town, and the poster; because when students recognized it was their town, they could find the places, even their houses, so they felt highly motivated. This motivation provoked students desire to participate with a sunny disposition in all of the activities.

Those, who got the best results during the process, have said, that now, they want to learn to speak English well. It just obeys, the fact they have felt English could be useful in their future life. They also felt encourage to do it.

All of these leads us to conclude that meaningful activities, based in real contexts, related to students' surroundings, that includes the closest aspects of their everyday; promote, enhance, encourage and give them a greatest chance to get successful in their learning process of a foreign language.

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4. ANNEXES

4.1 Pictures



4.2 Video tape

