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Improving speaking skill in the students of third, fifth and seventh levels at la salle languajes center (clus) through teaching techniques such as: Role playing, student' presentations, games and grouppair word

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IMPROVING SPEAKING SKILL IN THE STUDENTS OF THIRD, FIFTH AND SEVENTH LEVELS AT LA SALLE LANGUAGES CENTER (CLUS) THROUGH TEACHING TECHNIQUES SUCH AS: ROLE PLAYING, STUDENTS’ PRESENTATIONS, GAMES AND GROUP/PAIR WORK.

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BACHELOR IN SPANISH ENGLISH AND FRENCH
BOGOTÁ D.C., APRIL OF 2013
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Research Project presented as a requirement to obtain the title of B. A. in Languages: Spanish, English and French

RESEARCH DIRECTOR:

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APPROVAL NOTE


Dedications

This Project is lovely and completely dedicated to my mother Beatriz Soto and my aunt Olga Cross, who have supported me since I started the university not only with economical resources, but also with comprehension and love which have made in a better person and a better student. I want to dedicate this project to my friends and partners too, because we have shared this long process of becoming professionals together and their advices and support were essential to the development of this research project.

Álvaro Javier Gil Soto

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Luis Carlos Arroyo Guardiola
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Abstract

This project is focused on one aspect that is essentially important for the English Learning process which is: Improving speaking skill through teaching techniques. With the aim of achieve successful classes. The researchers developed this project to understand the students’ at CLUS weaknesses in English speaking, in order to give tools that help them to learn easily and to improve Speaking skill through teaching techniques.

*Keywords: Improving, teaching, speaking, techniques, skill.*

Resumen

Este proyecto se centra en un aspecto que es de vital importancia para el proceso de Aprendizaje de Inglés que es: Mejoramiento de la habilidad del habla a través de técnicas de enseñanza. Con el fin de conseguir clases exitosas. Los investigadores desarrollaron este proyecto para entender las debilidades de los estudiantes del CLUS en el habla del Inglés, para brindar herramientas que les ayuden a aprender con facilidad y mejorar la habilidad de habla del idioma Ingles a través de técnicas de enseñanza.

*Palabras clave: Mejoramiento, enseñanza, habla, técnicas, habilidad.*
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Chapter 1

1.1. Introduction

This project is focused on one aspect that is essentially important for the English Learning process which is: teaching techniques through speaking skill. In order to achieve successful classes the researchers developed this project to understand the students’ weaknesses in speaking English in order to give tools that help them to learn easily. The cooperative and constant work, the practice, the auto-determination and auto regulation are the keys to get faster in the process and have more effective results in the acquisition of a language.

Based on the previous considerations, the researchers focused their attention on these issues during the thirteen observations they have done at La Salle Languages Center, as part of the practicum the researches started four semesters ago. Along those observations the researchers noticed some problems related to the development of the classes. Firstly, low levels on speaking skill and secondly lack of techniques to overcome this problem.

Considering all, the researchers realized that: Students do not pay enough attention, they arrived late most of the classes, they also do not attend classes regularly and the level of participation is too low despite, the teachers tried to encourage them to actively participate but they cannot do it because of their lack of interest of attending to class, they also have problems with the speaking skill because of the lack of vocabulary and previous knowledge.

Besides they do not take advantages of the resources and facilities that La Salle University and the Language Center offers. For example the Languages Lab\(^1\); in both places that is a room

\(^1\) Tools center for learning and improve language and digital skills.
full of technological devices where the students can practice and improve their English speaking Level. Finally the Languages Center provides daily tutorials guided by students in 8th semester of B.A. in languages at La Salle University and professors who are willing to solve the students’ doubts and to help them with the obstacles or difficulties during their process, but most of the time students waste those opportunities.

Based on the previous considerations, the researchers have decided to carry out this project with the purpose of contributing to improve the speaking skill of the students who took classes there.

1.2. Rationale

First of all, the researchers consider that this research project is important in order to make students in third, sixth and seventh levels of La Salle Languages Center\(^2\) understand the importance of learning a foreign language. Also the researchers want students to be able to communicate their ideas in order to interact with their peers and their teachers in an easy way using certain teaching techniques such as: Role Plays, Games, Group/Pair Work and Students’ Presentations, but not only to interact with the professors or the classmates, also they would have the opportunity to travel abroad and they will have the knowledge and the opportunity to produce their own ideas about certain topics without hesitations or problems to communicate with others.

Besides, this research is also important because the researchers want to change the role of the students in class, because they had seen that students were only listening to what the professors said but they did not produce any communication in order to improve their English level. In fact, the researchers will show the relevance of developing speaking skill through

\(^2\) CLUS as peer the acronym in Spanish (Centro de Lenguas la Universidad de La Salle)
teaching techniques in the students at CLUS, that will give them the tools to improve the teaching and learning environment in classroom and thus make every single class more and more productive for students and also for professors. Besides, it was pertinent to carry out this project because La Salle Language Center needs to strengthen those aspects in order to provide helpful, and significant English courses according to the students’ interests and needs. It is important to highlight that the Languages Center has many advantages for students who take the courses there, such as excellent professors that at least had achieved a Master degree and all of them are able to solve any doubt that the students have, they have some time to help students out of the classroom, also they have an e-mail account and they can give the cell phone number in order to students take advantage from those resources and solve any problem they have. It is also important to mention that the CLUS has technological devices such as video beams, tape recorders and a Language Laboratory in which the students can use specialized software in learning English such as “tell me more” in order to improve their English level and of course their speaking skill.

The Languages Center also offers to students the possibility of being in tutorials in charge of students from 8th semester of Bachelor in languages: Spanish, English and French at La Salle University, moreover, the CLUS gives the opportunity to know a foreign teacher assistant who can help students in order to be in contact with a native speaker who also can talk about culture and experiences that are similar or different from students’ culture. In addition, the academic coordinator promotes activities that enhance students to produce knowledge in a meaningful way. However, it is real that the Languages Center has many resources and spaces in which students can learn easier, but also has a big problem that the researchers mentioned before: this issue was related to the fact that students have to study English if they want to get graduated, it means: the
most of the students tend to study English because they have to do it rather than enjoy it. Considering those aspects the researchers hope that with this project they can contribute to overcome any problem as lack of vocabulary problems with pronunciation, accuracy and any problem in relation of Speaking Skill, in order to create ways to make students study English because they like it instead of a mandatory activity, trying to avoid problems with attendance or poor participation, it is necessary to make classes more interesting, interactive and motivating for the students and also for the professors.

1.3. Problem Description

During a semester spent entirely to look at the context and the classes in which students from third, sixth and seventh levels at La Salle Languages Center, the researchers were able to observe that there are three main problems affecting the development of classes, which do not allow a better result from the ability of speaking with them. These main issues are:

- **Lack of interest** of most of the students to attend classes:

  With the observation and writing journals, and the analysis of these instruments the researchers pointed out that this is the first problem that was really disturbing, because if students do not find interesting or important to take the English course, they will not do anything in order to achieve the goals that the CLUS have, and it would be difficult for professors trying to make them part of the process of learning a foreign language. Therefore, this was an aspect that the researchers tried to improve by implementing this project with the meaningful intention of providing speaking activities that could make students feel English like something fun, interesting and useful for their lives. Even more, it was found that the students at CLUS felt
uncomfortable taking classes because most of them consider just as a requirement to get graduated.

Some of the students just wanted to finish the whole levels because it is the only thing missing in order to get graduated, it means that most of the students went to class just because they had to, there were some others that felt themselves unable to learn English moreover, they did not try to do it, they were afraid of fail the course, as a result they left behind the English course till the time made them to take it again because it is a requirement.

✓ Poor class participation:

The second important issue the researchers found was something that can affect deeply the development of the English class and course, because during the process of observing some of their classes, the researcher realized that the lack of implementation of activities that encourage students to speak makes them afraid of participating actively in class and made classes a place where only teachers are the ones who speak and direct the learning process in just that way and the student was a listener without any response to the class.

However, that is not the only reason for the students’ poor participation in class, because even when there was any speaking activity the students did not participate enough in order to create a communicative environment where they had the control to improve their speaking skill through interacting with their peers and also with the teacher, increasing their participation in a meaningful class in which the students have the opportunities to express their ideas and feeling contributing to understand the class topics, moreover, as some of the students were at CLUS as a mandatory activity, the interest of participating was low; most of the students were there just for accomplish the time of the class to avoid the failure of the course by absences and they really did not take advantage of this space in which they can learn useful tools to face the university issues
and their future life if they think in go abroad for business or to make a new life in another country.

✓ **Lack of previous knowledge of most of the students:**

The third and final important issue found by the researchers was related to the students’ previous knowledge, and it was something that did not let students go further to get better results, in the case of this project better result about speaking skill, because of the lack of previous knowledge although the students wanted to participate or to say something they did not speak because they did not know how to do it those issues which concerned the researches and make them implement Teaching Techniques that give students opportunities and spaces where they feel comfortable learning English in order to help them to improve their speaking skill.

Nevertheless, the lack of previous knowledge is hard to change because when the students start the process at CLUS some of them have more knowledge about the language, but most of them have no previous knowledge about it or they had been long time without being in contact with the language forgetting important things to speak. And that is why the researchers found pertinent to implement techniques such as; Games, Students’ Presentations, Role Plays and Group/Pair Work with the purpose of trying to avoid all these issues, to fill those lacks and to make students enjoy English learning in the future.

Taking as its starting point the issues mentioned above, it is important to say that those three aspects are related to each other, in other words the lack of interest in attending classes could be a result of the feeling that produced the lack of previous knowledge, and vice versa the lack of attending classes made students to lost the opportunity to learn new vocabulary and the poor participation will come from the absences and the lack of vocabulary making the three issues a cycle in which students at CLUS are the affected ones. Because of that the researchers
decided to implement alternatives to foster communication among students, so that increase their knowledge and interest to learn and be able to see learning English as something good and fun, instead of thinking about it as a requirement to get graduated.

Getting to the pursuit of these objectives was possible by the implementation of tools such as questionnaires and journals that allowed the collection of significant information in order to understand in depth the reasons for these problems and create alternatives to overcome each one of them through carrying out this project.

1.3.1 Research Question.

After the diagnostic of the information gathered, the analysis and its results the researchers find as an outcome of inquiry, the following Research Question.

*How effective were the Teaching Techniques such as Games, Role Plays, Students’ Presentations’ and Group/Pair Work in the improvement of the speaking skill in the students of third, fifth and seventh level at La Salle Languages Center?*

1.4. Objectives

1.4.1 General Objective.

✓ *To determine the effectiveness of the Teaching techniques implemented in the improvement of speaking skill of students at La Salle Languages Center.*

1.4.2 Specific Objectives.

✓ To create opportunities for students to speak and interact by using group work and pair work activities.
✓ To promote a communicative environment in class through speaking activities that foster students to speak about topics that they could find interesting.

✓ To implement games in the classroom that can contribute to learn the class topics easily.

✓ To use the class topics in real situation through presentation activities that takes into account the students’ real context.

✓ To develop presentation activities in order to show English as an important part of students learning process.

2.1. Literature review

2.1.1. Referential Framework

2.1.1.1. Background

In order to develop our research we have reviewed some previous researches related to these topics. For example the researchers found studies related to them, in international contexts one of those researches was named “Teaching Research Paper: Exploring Scaffolding” developed by Prof. H. J. Hartman on November 21, 2002 and it is based in the way that students use different tools that the teachers give them in order to follow a process to succeed at a particular learning task this process is called scaffolding. In order to develop this project the researchers took as an example the research above in order to clarify if it was strategies or techniques what the researchers used during the teaching process at CLUS. After analyze what each one means –the reader will see this differences and concepts in the theoretical framework- the researchers pointed out that the topic that fitted better with this project and with classes at CLUS were Teaching Techniques.
Another international research related to the researchers’ project was named “Teaching techniques for Students with Diverse Learning Needs” and was developed by the Nebraska Department of Education through subsidy provided by the Nebraska Department of Education, Geographic Educators of Nebraska (GEON), and Nebraska State Council for the Social Studies, and Law Related Education/Nebraska State Bar Association. And their work is based on the suggestion of Techniques that teachers may use to attend to the diverse requirements of students in their classrooms. This project gives important information that help to encourage students’ skills, also the developers of this research emphasize into further develop local support systems for students with specialized learning requirements.

Also the researchers found some studies in the national context because they needed information that concern to them. There was a research developed by Doris Maria Parra Pineda with the help of SENA (Servicio Nacional de Aprendizaje) and El Centro METALMECANICO de Medellin, Antioquia and it is called “Manual de estrategias de enseñanza/aprendizaje” and it is based on the study of strategies that foster students skills with the use of didactic material and the use of tools in order to accomplish the objective of the class. With this research was an important tool in order to understand issues that help students to foster their skill and as the researchers’ objective is to improve speaking skill is easy for them to take advantage of other researches to recognize student needs in their learning.

It was important to take examples related to the context in which the researchers live and study. It was the reason they looked for researches developed at Universidad de La Salle in order to find out similarities and useful information to complete, compare and contrast with theirs and make a better research. As La Salle has a school of education, it was easy to find projects related
to this one. For example there is one called “La música como herramienta didáctica para la enseñanza-aprendizaje del vocabulario en Inglés como Lengua Extranjera” (Bonilla Rojas y otros) and It was developed in 2007 directed by a professor from School of education of Universidad de La Salle, her name is Aurora Cardona and with this Project, the researchers point out that they construct the project from the practicum developed at “Colegio Francisco de Paula Santander”, and they showed that thanks to the relation with the students and the classes realized by them, students enjoy their classes singing and listening to music, they also add that this kind of techniques have been useful tools to improve students vocabulary and accuracy, in addition the researchers said that this kind of activities motivate students and help teachers to develop good, interactive and dynamic classes to achieve in a good way communicative competence in a foreign language. This research is related to the other because there are some techniques that help students to improve their skills, although population was not the same, the objectives are similar both of the projects points to help students to improve their English level using different techniques.

Another project developed at Universidad de La Salle related to the researchers was called “Estudio diagnóstico del impacto de los cursos de inglés para los estudiantes de la Universidad de La Salle” this Project was developed by two professors of the school of education María Floralba Abaunza and Ana María Valenzuela. In the research project, the most important issue that was addressed was referred to determine the impact obtained from studies of English Languages Centre of Universidad de La Salle students, determining what is the impact on the academic community, how this activity is perceived by different members involved in its development, which is necessary for students and future professionals graduated from the University the ideal management of a foreign language, how useful it is English for students and
professors as a tool for the proper development of academic programs and what is the qualification that the university community attaches to them. So the researchers consider that it is useful for the project to know why it is important to learn English at CLUS and how much important is English for the students who attend their classes there.

2.1.1.2. Context: La Salle Languages Center.

La Universidad de La Salle was founded in 1964 by “El Instituto de los Hermanos de la Salle”, it is located in Bogota Colombia and offers different opportunities to people around the world, to do a major in different areas such as social, economics, medicine and humanities. It also gives the opportunity to learn different languages in its institution specialized on it. This institution is called Centro de Lenguas de La Universidad de La Salle (see image 2.1) or La Salle Languages Center\(^3\) located in Teusaquillo on Cra. 15 No. 49-71. It is an educational center for work and human development, attached to the Academic vice Presidency of Universidad de La Salle; its primary function is the education in foreign languages of their students and the public in general.

The courses are based on the theoretical construct of the Common European Framework of Languages (see 2.1.1.2.1) (see chart 2.1), Along these lines, La Salle Languages Center works on two types of approaches but essentially works based on the Task Based approach (see 2.1.1.2.2), permitting students learn about how to use a foreign language in everyday situations, and enabling them to travel or live in the country of the target language. The courses offer linguistic tools which facilitate comprehension and allow students to communicate effectively.

\(^3\) CLUS as peer the acronym in Spanish
First of all, the researchers want to show some important aspects that are crucial in learning English and the way CLUS works in order to prepare the students to face another language and their classes (see diagram 2.1). Following this idea it is necessary to say that the CLUS works based on the guidelines of the Common European Framework of Reference for Languages (CEFR). It plays an essential role in language all over the world. It has growing relevance for language testers and examination boards, helping to define language proficiency levels and interpret language qualifications.

The CEFR describes language ability on a scale of six levels from A1 for beginners up to C2 for those who have mastered a language (see chart 2.1). This makes it easier for anyone

$^4$ CEFR as peer the acronym in English
involved in language teaching and testing (learners, teachers, teacher trainers, etc.) to see the level of different qualifications.

Diagram 2.1. Standardized TESTs of the CEFR.
**Chart 2.1.**

CEFR Guidelines.

<table>
<thead>
<tr>
<th>Level</th>
<th>Name</th>
<th>A Description</th>
<th>B Description</th>
<th>C Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Beginner</td>
<td>* Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. * Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. * Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
<td>* 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.</td>
<td>* Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. * Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. * Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. * Can produce, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</td>
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<td></td>
<td>Elementary</td>
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According to those guidelines and the six reference levels, students at CLUS have to finish at least seven levels of English in order to get the B1 level that is a requirement to get graduated.

As the CEFR has guidelines to measure students’ language proficiency, it has some tests that help language community to rate the students and classify them in a level according to the results of the tests (see diagram 2.1), for example: at CLUS there are two tests that students have to take when they are in 4th level, that is the Key English Test\(^5\) that “certificate” that students in that level achieve the A2 level and are able to communicate themselves in a basic way (see chart 2.1), the other test students have to take at CLUS is the Preliminary English Test\(^6\) that “certificate” that students in 7th level achieve the B1 level of the Common European Framework of Reference, this “certificate” allows students to start the next level in the case of the KET, and allows students to get graduated in the case of PET. Moreover the researchers as professors at CLUS had the responsibility to give students necessary tools to learn English, to improve their Speaking skill in order to prepare them to face those kinds of standardized tests and future work or life.

**2.1.1.2.2. Task Based Approach\(^7\)**

Furthermore, it is necessary to talk about the approach the CLUS use in order to understand how professors develop their classes and which are the tools they use to teach English. It is important to say that this institution has decided that the best way to learn and teach English is through **TBA (see diagram 2.2):** according to Nunan (2004,) Task-Based Approach aims at providing opportunities for learners to experiment with and explore both spoken and

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\(^5\) KET as peer the acronym in English
\(^6\) PET as peer the acronym in English
\(^7\) TBA as peer acronym in English
written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes Nunan proposes some Principles (see diagram 2.4) that have to be followed in order to create perfect conditions to teach and learn English using TBA. The researchers through the observations could realized that most of the professors work under the TBA and develop the class giving the students the opportunity to use the language in real situations for significant purposes, moreover Nunan points out that learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. All in all, the role of Task-Based Learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks. (Nunan, 1999) In the researchers’ point of view this is the best way to develop activities at CLUS in order to improve speaking skill because the students always are in contact with the language, encourage themselves to use their knowledge, needs and likes in order to complete those tasks.

*Diagram 2.2. Task Based Approach mind map*
2.1.1.2.2.1. Principles of Task Based Learning Approach.

In the diagram below you will find the principles of TBA proposed by Nunan in order to create perfect conditions and opportunities for students and teachers to develop classes using this approach.

<table>
<thead>
<tr>
<th>Scaffolding</th>
<th>Task dependency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been explicitly taught.</td>
<td>Within a lesson, one task should grow out of, and build upon the ones that have gone before.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recycling</th>
<th>Active learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycling language maximizes opportunities for learning and activates the ‘organic’ learning principle.</td>
<td>Learners acquire the language by actively using it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration of form and function</th>
<th>Learning strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners are taught in ways that make clear the relationships between grammatical form, communicative function, and semantic meaning.</td>
<td>Learners focus on learning process as well as language content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Reproduction to creation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners should be given opportunities to reflect on what they have learned and how well they are doing.</td>
<td>In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the CD. These tasks are designed to give learners mastery of form, meaning and function, and provide a basis for creative tasks. In creative tasks, learners are recombining familiar elements in novel ways.</td>
</tr>
</tbody>
</table>

Diagram 2.3. Nunan TBA PRINCIPLES

The students who take the courses at CLUS are at an average age that goes from seventeen to thirty years old; they are divided on several groups in each one of the levels of English that the CLUS offers. In addition it is important to say that the students of La Salle
University have to accomplish at least the seven levels or have a level B1 (see chart 2.1) of a foreign language as a requirement of getting graduated.

2.1.2. Theoretical framework

This project is based on two main factors which influence the English Learning Process in the students of third, fifth, and seventh level at La Salle Languages Center: Teaching Techniques and speaking skill, the researchers will go deeper into these two topics and other topics related to both of them.

Diagram 2.4. Theoretical Framework.

Diagram 2.4. is an organization frame in which the theoretical framework was conceptualized in order to make the reader understand how this section of the project is organized. However, in the diagram above there are conceptions about the CEFR and the TBA explained in the context section. In other words Although those topics are related to the CLUS,
the researchers did not include TBA in the design and implementation of the techniques; consequently, in the section of conclusions there will not be assumptions or results related to that.

In addition, the researchers give some definitions and theories about Teaching techniques such as Role playing, Student presentations, Games and Group/pair work, then they give definition and theories about Speaking skill, in order to understand the concepts the researchers make a reflection and give some ideas about what and why it was necessary to improve the level of English in students of 3rd, 5th and 7th level at CLUS.

2.1.2.1. Teaching Techniques

With this project the researchers want to show some of the most important teaching techniques to improve students’ speaking skills, in order to accomplish that, we are just looking for techniques related to the development of the speaking skill for example: Role Playing, Student Presentations, Games and Group/Pair work, looking for the improvement of vocabulary and language development. These techniques are some of the ones the researchers are going to go deep in order to find the Techniques that works better among the students at CLUS, because it is important to know ways to keep students motivated and focused on their learning. It is known that teaching techniques are fundamental tools that teachers can use to facilitate student’s learning languages. According to this, the researchers as teachers should create the best conditions to obtain a high level of students’ attention using as much as possible techniques to encourage them to improve their English skills giving priority to speaking skill that is the weakest skill among the students of 3rd, 5th and 7th level at CLUS.

Teaching techniques have been researched by many authors for example Dhand, 2011 who in his book Techniques of teaching give a clear definition about Method, Strategy and Technique. According to Dhand, a Method is an overall procedure or process to achieve certain
goals, teaching techniques are the day to day activities that the teacher may design for a particular lesson and a *Strategy* is an organization or coordination of the above *Techniques* to practice the method which would achieve the desired goals.

In the chart below the reader will find a short definition of the concepts already mentioned above, this chart is necessary in order to get an idea about the concept the researches chose to develop this project.

*Chart 2.2.*

Differences among strategy, technique, and method.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>TECHNIQUE</th>
<th>METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy usually requires some sort of planning. You'd probably use strategy when faced with a new situation, i.e. The strategy to win a game. A plan of action designed to achieve an overall aim. Strategy means a method. Such as when playing a football game, &quot;That was a great strategy! It always works!&quot; or when playing a video &quot;Ok, our strategy is to go around the enemy&quot;. Your example, &quot;What’s your strategy for setting goals?&quot; is ok to say but some people might not know what you mean. Strategy is almost like the word 'tactic'. Example: A) What tactics do you use? B) My team’s tactics are going around.</td>
<td>Technique is a procedure or skill for completing a specific task. I’d imagine this would be used for predictable events, i.e. Solving a long division equation. This is really where someone with loads of experience can help another teacher improve her abilities. These are the tricks that can be taught to another teacher. Sort of &quot;I find this really helps during math class&quot; type of suggestions. Also a lot of the in-services and workshops all teachers attend offer little tidbits of games, activities, and actions that teachers can use to achieve certain goals in the classroom. Everything from sending a note home to mom and a trip to the principal's office to giving out 'points' for good behavior are examples of techniques teachers can use to keep ahead of the pack.</td>
<td>Method is a way something is done. Perhaps used for routine tasks. Teaching Method: Refers to how you apply your answers from the questions stated in Teaching Approaches to your day to day instruction in front of your students Are you more of a Socratic teacher and prompt discussion by asking questions to lead students to understanding? Do you advocate learning by doing? Are your students expected to simply listen attentively and take notes (not that any student really does that) with the hopes that they can memorize the facts for assessment? This is not really a question of 'what works for you' but what actual practices and procedures of teaching do you prefer and come most naturally to you?</td>
</tr>
</tbody>
</table>
After reading the definitions the reader will find out that, techniques were the best way for the researchers to work with students at class, one reason was; the researchers in the process of the practicum did not have the opportunity to have a complete course of English it means that while a professor form CLUS had the opportunity to be with students for a long time -at least 10 hours a week- the researchers just had isolated classes once a week maximum twice a week with students of different levels (see annex 3), that was the reason the researchers chose techniques because those techniques are tools or processes used to achieve goals for the class it means that techniques are specific tools to use in a class; as the researchers had not the opportunity to be in constant contact with students they had to design class by class in an isolated way. It is different from a strategy because an strategy is a tool as well, but it needs to be developed during long time in order achieve course goals it means that the strategies are used in a prolonged way and it has to be repetitive to accomplish desired objectives. The researchers also realized that methods were not the best option to carry out this project because a method is the way a teacher develop his/her class in other words it deals with the abilities that a teacher has in order to apply their knowledge through a technique or a strategy. In addition it is important to say that the researchers chose students at 3rd, 5th and 7th level at CLUS to apply the techniques following the CEFR guidelines in order to develop their project taking into account the organization of the institution. The groups mentioned above, were chosen and assigned to the researchers according to the schedule of the CLUS and the availability of the researchers with the aim of researchers develop the teaching part of their practicum (see annex 3).

2.1.2.1. Role playing.

As the researches already said, they will focus this research on applying techniques in order to know which ones were more useful for improving speaking skill. Because of that the
Researchers include in this part of the project some definitions of techniques that were applied at CLUS and some others that after one semester of observations and one other of tutorials the researchers think were the ones that may help students in their speaking skill improvement and development.

According to Hand (2010), it is not enough merely to provide students with opportunities to speak in English, teachers need to encourage students to speak in a variety of different situations, and hence help them to learn to speak with confidence, trying to help the students to not be afraid of speaking in public. The ideal would be to travel to different locations and carry out different tasks such as ask for information or answering other people questions, the next best thing however is to enact those situations in a classroom. In order to accomplish that, the researchers find out that Role playing could be used to give to students of 3rd, 5th and 7th levels at CLUS opportunities to use the language to share some ideas with their peers in a classroom without being afraid of speaking in public but make them feel comfortable using English.

Paraphrasing David Crookall and Rebecca Oxford (1990), many teachers and students in an ESL class dread the words “role-play”. Even though there is little consensus on the terms used in role-playing literature. Just a few of the terms which are used, often interchangeably, are "simulation","role-play," "simulation-game," "role-play simulation," and "role-playing game", but at CLUS and for this project, the researchers clarified the doubts about simulation and role play in order to manage better the class and do not commit mistakes mixing them. Thus, the researchers considered pertinent to make a chart showing each definition and showing their characteristics in order to explain some differences, reasons the researchers had to choose them,

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8 *English as a Second Language*
and the way the researchers understand the concepts to apply in a good way the technique to the students at CLUS to achieve the goals of the class in order to improve students’ speaking skill.

_Chart 2.3._

Differences among role playing and simulation.

<table>
<thead>
<tr>
<th>ROLE PLAYING</th>
<th>SIMULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive, the effective use of role-plays can add variety to the kinds of activities students are asked to perform. It encourages thinking and creativity; let students develop and practice new language and behavioral skills in a relatively safe setting and can create the motivation and involvement necessary for real learning to occur. (Liu &amp; Ding, 2009).</td>
<td>They are not just games, because they are not just a pretense, they involve students entirely in what it is going on and therefore give teachers (in their role of facilitators, and assessors the confidence needed to let the students have much more responsibility for their own learning.</td>
</tr>
</tbody>
</table>

According to Feng Liu and Yun Ding (2009), and as the reader could see above Role play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive, that definition fits with the processes that the researchers wanted to apply in the students of 3rd, 5th and 7th level at CLUS, the effective use
of role-plays can add variety to the kinds of activities students are asked to perform. It encourages thinking and creativity; let students develop and practice new language and behavioral skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur (Liu & Ding, 2009). Getting a general idea of what the authors said about role playing, the researchers have to say that this technique can help students in this case students at CLUS not only for learning English but they will learn how to manage their behavior in order to make better performances and to be comfortable when they speak in front of people.

2.1.2.1. Students’ Presentations.

Presentations are a great way to have students practice all language systems areas (vocabulary, grammar) and skills (speaking, reading, writing and listening) (Hayton, 2005). Thanks to presentations students can build confidence, and presenting is a skill that most students and people all over the world will need for work. Tom Hayton is a teacher and business trainer at the British council in Kuala Lumpur found that students who are good presenters are better communicators all around, since they are able to structure and express their ideas clearly. For example during the practicum process at CLUS the researchers could realized that students who are good presenting are the ones that participate the most and they are not afraid of talking in front of their classmates and the other part of the students are those who are shy, they get nervous when they speak in public and because of their nervous and anxiety it is difficult to construct and develop a good speech (Hayton, 2005).

As stated by Hayton, presentations can also form a natural part of Task Based Learning. By focusing on a particular language point, the presentation is a very practical way to revise and extend book, pair and group work. The audience can also be set a task, students can correct their mistakes between them, for example, a set of questions to answer on the presentation, which is a
way of getting students to listen to each other. Another example is what the CLUS makes before any midterm exam: THE ENGLISH CLUB: this is an activity in which all of the students there (it does not matter the level) have to make a presentation about a topic chosen by them using the content of the class in front of the teacher and their peers, in those presentations students express their ideas about their likes and give arguments in order to show that the topics are clear and to produce non hesitation and fluent speeches. It is a great opportunity that professors and CLUS give to practice before the speaking part of the midterm exam.

2.1.2.1.3. Games.

Games are an efficient way to introduce and also reinforce topics with the students at CLUS, due to the fact that as a didactic task, games let students to achieve determined goals promoting interaction and participation in class. The implementation of these kinds of activities creates spaces in class in which students continue their learning in a different perspective. Ruben (1999), Says that students are naturally drawn together and bond in the comfortable competitive environment of the game, it is almost impossible to sit passively and not become involved in games, particularly when they are entertaining.

Taking into account the previous consideration established by Ruben, the researchers could noticed that it is pertinent to apply activities such as games in the environment of the CLUS, because it helps students to feel more comfortable with the class activities at the same time that it brings the class topics to students in a didactic perspective in which they can contribute to the development of the classes by doing tasks that create an improve their speaking skill while learning. And it is also necessary to carry out this kind of activities at CLUS, because
it is evident that students there need more activities that let them participate actively in order to promote communication and interaction in class.

Therefore, games give the researchers the tools to overcome the issues related to the students’ low speaking skill, which is one of the purposes of doing this research project, and that is why its implementation is pertinent in order to contribute to the improvement of the students learning process.

It is also important to highlight that having games the purpose of accomplishing tasks that allow students to improve their knowledge that gives students the opportunity to interact and work on their learning in a motivational way, becoming games an important technique that is worth to carry out.

2.1.2.1.4. Group/pair work.

Konopka (1963) defines group work as a method of social work that is utilized in order to “help individuals to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group or community problems”. For the researchers, this definition is pertinent to be taken in mind due to the fact that working by groups allows students to share experiences that contribute to cooperative learning. It is also important to highlight the previous definition provided by Konopka, because one of the purposes of carrying out group and pair work activities at CLUS is to promote spaces for students to be able to speak and express their ideas with their partners through the implementation of activities that students feel comfortable with.

Brown (1994) provides a deeper and more comprehensive definition of group work. He states that “group work provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to
influence and change personal, group, and organizational and community problems”. Which, the researchers found pertinent to carry out while teaching at CLUS, because it is related to the main purpose of this research in which researchers want students to be able to learn through the teaching techniques that work on those aspects.

The British Council defined pair work as an activity that gives students a chance to talk to each other. It is popular with students and having a range of games and conversations for pupils to try will help lessons to be productive and lively. Research shows that pupils remember only 20% of what they hear, 70% of what they themselves say and 90% of what they do and say. According to the B.C., Pair work is one of the most successful ways of getting students to use the new language that have been taught. The researchers agree with the fact that planning pair work in lessons give students a chance to practice language and that is why they applied it in their classes at CLUS.

As the lessons progressed, the researchers found different ways of motivating students through having conversations with each other, and the researchers also noticed that students like working in pairs or groups talking in front of their peers, doing role-plays and performing, and other less confident students benefit enormously from the less intimidating aspect of pair and group work because as the researchers saw during the observations and the classes, those less confident students felt themselves better when the attention was not just focused on them, there were peers around them to equilibrate the attention minimizing the nervousness and the afraid of talking.

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9 BC used to refer the British Council in this project
Chart 2.4.

Teaching Techniques.

<table>
<thead>
<tr>
<th>ROLE PLAYING</th>
<th>STUDENTS PRESENTATIONS</th>
<th>GROUP/PAIR WORK</th>
<th>GAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is an effective technique to animate the teaching and learning atmosphere, raise the interests of learners, and make the language acquisition impressive.</td>
<td>Presentations are a great way to have students practice all language systems areas (vocabulary, grammar) and skills (speaking, reading, writing and listening).</td>
<td>It is a method of social work that is utilized in order to “help individuals to enhance their social functioning through purposeful group experiences.</td>
<td>It motivates learners is social or affiliation needs and games naturally offer a medium for developing and satisfying student’s social needs.</td>
</tr>
</tbody>
</table>

After seeing the theories and authors’ ideas assorted to the researchers’ understandings, they decided to make a short review of the techniques (see chart 2.4) used during the process of teaching at CLUS (see Annex 3). Also it is important to mention that those techniques were chosen after analyze data collected during the whole practicum process with the observations journals and the questionnaires, furthermore, the researchers had to take into account the data, the students likes and needs, in order to develop the class and apply the techniques that help in the best way students and teachers to improve speaking skill and improve the teaching/learning environment.

2.1.2.2. Speaking skill

Speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing one-self in words; making speech. While skill is the ability to do
something well (Hornby. 1995). Therefore, the researchers can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby. 1995: 826). Based on the previous definition, the researchers conclude that the process of teaching and learning speaking at CLUS is a matter that is necessary to be improved applying teaching techniques that contribute with the development of students’ skill.

Tarigan (1990) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. The goal of teaching speaking skills is to communicate efficiently. And that is why in the CLUS the researchers consider pertinent to implement teaching techniques that help students to increase their speaking skill in order to be able to build a communicative environment in class that helps to improve the development of their learning process.

In addition, it was necessary to say that trying to accomplish the guidelines of the CEFR and the CLUS it was crucial to improve the speaking skill in the students of this institution, because thanks to the data collected the researchers found out that this skill was the one in which students had lots of problems. And some of the reasons of the weakness in this skill were related to the lack of information, previous knowledge, shyness, afraid of speak, these issues were some of the most common issues that the researchers notice that students in all levels at CLUS have but the researchers focused on students of 3\textsuperscript{rd}, 5\textsuperscript{th}, and 7\textsuperscript{th} level; because of that the researchers chose techniques according to the students’ needs and likes in order to make classes more comfortable for them trying to create the perfect conditions to express ideas without the bad feelings and the
issues that students face in each English class. Besides, any student who accomplish the levels required, is able to produce a speech or a presentation giving arguments and supporting them in order to be understandable.

In order to carry out this project was necessary to know how to improve speaking skill and all the advantages that it brings to the students, it is real that students at CLUS have different problems in learning English, but the researchers decided to choose the low level of speaking skill in order to make students to be close to the language by using it rather than learn structures or formulas about how to write a sentence.

(Brown, 2001). Says, spoken language is easy to perform, but in some cases it is difficult, In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity described in the chart below:

*Chart 2.5.*

Advantages of speaking activities.

<table>
<thead>
<tr>
<th>1) <em>Learners talk a lot.</em></th>
<th>2) <em>Motivation is high.</em></th>
<th>3) <em>Language is of an acceptable level.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.</td>
<td>Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.</td>
<td>Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.</td>
</tr>
</tbody>
</table>

Taking into account the previous chart and definitions provided by Brown, the researchers consider as essential to work on those aspects with the students at CLUS, because they could
notice that those ones need to be strengthened in order to implement more successful activities, that help teachers to create perfect conditions, spaces and opportunities that allow students to participate and to practice the language through speaking which was the aspect that the researchers want to improve by carrying out this research project.

Based on the previous considerations, the researchers have decided to implement the Teaching Techniques that they consider were the most appropriated to work on the students at CLUS according to their English level, interest, likes and needs, in order to contribute to the improvement of the issues (weaknesses in speaking skill) observed there along the practicum, this Teaching Techniques will provide tools and will guide the students learning process in order to make them able to communicate themselves using in a fluent way the language with their peers and with their teachers.

Chapter 3

3.1. Methodological framework

3.1.1. Type of research:

This project will be carried out based on the qualitative and quantitative approaches principals, the researchers decided to work on those types of research because during the practicum process they realized that qualitative results are important in order to understand human facts in the field of education, but also they could realized that it was necessary to carry out quantitative research in order to find out information about students’ English level, likes and needs and it was necessary to collect numerical data to make a better job finding the best Teaching Technique to improve Speaking skill.
3.1.1.1. Qualitative Research.

The researchers chose this approach because this type of research is the most useful in the Field of Education. According to Christensen (2004) pure qualitative research relies on the collection of qualitative data. Also, Qualitative research relies more on the inductive component of the scientific method and is used to come up with or generate new hypotheses and theories.

The advantages of doing qualitative research include (Conger, 1998, Bryman, 1988 and Alvesson, 1996):

- flexibility to follow unexpected ideas during research and explore processes
- Effectively; sensitivity to contextual factors;
- Ability to study symbolic dimensions and social meaning;
- increased opportunities
- to develop empirically supported new ideas and theories;
- for in-depth and longitudinal explorations of leadership phenomena; and
- For more relevance and interest for practitioners.

In the diagram below the reader will find characteristics of qualitative research and also issues to take into account in order to avoid them and make a subjective analysis of the information gathered.

<table>
<thead>
<tr>
<th>General Characteristics of Qualitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Qualitative data</td>
</tr>
<tr>
<td>• Data are collected in the form of words, rather than numbers.</td>
</tr>
<tr>
<td>2. Naturalistic inquiry</td>
</tr>
<tr>
<td>• Non-manipulative and unobstructive. Openness to whatever to emerge.</td>
</tr>
<tr>
<td>3. Researcher as the key instrument</td>
</tr>
<tr>
<td>• Researcher’s personal experiences and insights are an important part of the inquiry.</td>
</tr>
<tr>
<td>4. Concerned with process</td>
</tr>
<tr>
<td>• Researchers are interested in how things occur. Also, they assume change is ongoing.</td>
</tr>
<tr>
<td>5. Inductive reasoning for data analysis</td>
</tr>
<tr>
<td>• Researchers explore open questions, rather than testing hypothesis.</td>
</tr>
<tr>
<td>6. Context sensitivity</td>
</tr>
<tr>
<td>• Places findings in a social, historical, and temporal context; dubious of the possibility/meaningfullness of generalizations across time and places.</td>
</tr>
</tbody>
</table>
According to the instruments used by the researchers, it was necessary to use qualitative research in order to analyze the information gathered with the students at CLUS and as the project was focused to improve students’ speaking skill, create conditions to learn and help students to feel comfortable during their classes; this kind of research help the researchers to show some characteristics about students behavior and social issues that affect students learning processes, thanks to qualitative research the researchers gave reasons about the improvement and facts that are more important than numeric data.

3.1.1.2. Quantitative Research.

In order to show the information about the students at CLUS it was necessary to use questionnaires, with the aim of make a general idea of the level of the students, what they need, what they like, trying to analyze in the best way the data collected. In the next diagram the researchers will show the strengths and weaknesses of using quantitative research.

Diagram 3.1. Characteristics and limitations of qualitative research.

According to the instruments used by the researchers, it was necessary to use qualitative research in order to analyze the information gathered with the students at CLUS and as the project was focused to improve students’ speaking skill, create conditions to learn and help students to feel comfortable during their classes; this kind of research help the researchers to show some characteristics about students behavior and social issues that affect students learning processes, thanks to qualitative research the researchers gave reasons about the improvement and facts that are more important than numeric data.

3.1.1.2. Quantitative Research.

In order to show the information about the students at CLUS it was necessary to use questionnaires, with the aim of make a general idea of the level of the students, what they need, what they like, trying to analyze in the best way the data collected. In the next diagram the researchers will show the strengths and weaknesses of using quantitative research.
Diagram 3.2. Strengths and weaknesses of Quantitative research.

Strengths
- Testing and validating already constructed theories about how and why phenomena occur
- Testing hypotheses that are constructed before the data are collected
- Can generalize research findings when the data are based on random samples of sufficient size
- Can generalize a research finding when it has been replicated on many different populations and subpopulations
- Useful for obtaining data that allow quantitative predictions to be made
- The researcher may construct a situation that eliminates the confounding influence of many variables, allowing one to more credibly establish cause-and-effect relationships
- Data collection using some quantitative methods is relatively quick (e.g., telephone interviews)
- Provides precise, quantitative, numerical data
- Data analysis is relatively less time consuming (using statistical software)
- The research results are relatively independent of the researcher (e.g., statistical significance)
- It may have higher credibility with many people in power (e.g., administrators, politicians, people who fund programs)
- It is useful for studying large numbers of people

Weaknesses
- The researcher’s categories that are used might not reflect local constituencies’ understandings
- The researcher’s theories that are used might not reflect local constituencies’ understandings
- The researcher might miss out on phenomena occurring because of the focus on theory or hypothesis testing rather than on theory or hypothesis generation (called the confirmation bias)
- Knowledge produced might be too abstract and general for direct application to specific local situations, contexts, and individuals
Following those strengths and weaknesses about quantitative research, the researchers develop the process of collecting data and analyze it in order to show the statistics and numeric information that was necessary to choose techniques and the skill in which the students have problems and the it was necessary to use qualitative research in order to understand the facts that change students’ behavior and the way they react facing the Technique developed under the management of the researchers.

As the researchers said before, they need to make both kinds of research in order to show and understand better the information and the most important issues at CLUS. Following these ideas, the researchers want to show the most important aspects to carry out either of them Qualitative or Quantitative research.

The next diagram from XAVIER University Library shows what it is necessary to carry out a qualitative and a quantitative research.

*Chart 3.1.*

Qualitative Vs. Quantitative Research.
3.1.2. Research Design: *Action Research*.

### 3.1.2.1. Eileen Ferrance What is Action research?

In order to make a significant research project, the researchers have implemented and developed this investigation based on the principles and tools that *ACTION RESEARCH* provides. Therefore, this research project was carried out with the significant purpose of contributing to the improvement of the speaking skill of the students at CLUS by following the *ACTION RESEARCH* steps. It is necessary to explain what action research is in order to understand better the processes and results proposed by the researchers.

Following this idea, and paraphrasing Ferrance (2000) Action Research is a procedure that allows people involved on it, to observed and test their educational process by using research techniques that take into account and are based on the following considerations proposed by Watts (1985):

<table>
<thead>
<tr>
<th>Results</th>
<th>Particular or specialized findings that is less generalizable.</th>
<th>Generalizable findings that can be applied to other populations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Method</td>
<td>Exploratory or bottom-up: the researcher generates a new hypothesis and theory from the data collected.</td>
<td>Confirmatory or top-down: the researcher tests the hypothesis and theory with the data.</td>
</tr>
<tr>
<td>View of Human Behavior</td>
<td>Dynamic, situational, social, &amp; personal.</td>
<td>Regular &amp; predictable.</td>
</tr>
<tr>
<td>Most Common Research Objectives</td>
<td>Explore, discover, &amp; construct.</td>
<td>Describe, explain, &amp; predict.</td>
</tr>
<tr>
<td>Focus</td>
<td>Wide-angle lens; examines the breadth &amp; depth of phenomena.</td>
<td>Narrow-angle lens; tests a specific hypotheses.</td>
</tr>
<tr>
<td>Nature of Observation</td>
<td>Study behavior in a natural environment.</td>
<td>Study behavior under controlled conditions; isolate causal effects.</td>
</tr>
<tr>
<td>Nature of Reality</td>
<td>Multiple realities; subjective.</td>
<td>Single reality; objective.</td>
</tr>
<tr>
<td>Final Report</td>
<td>Narrative report with contextual description &amp; direct quotations from research participants.</td>
<td>Statistical report with correlations, comparisons of means, &amp; statistical significance of findings.</td>
</tr>
</tbody>
</table>
Teachers and principals work best on problems they have identified for themselves.

Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.

Teachers and principals help each other by working collaboratively.

Working with colleagues helps teachers and principals in their professional development.

(Watts, 1985, p. 118)

3.1.2.2. What is not Action Research?

Action research is not a process used in order to learn something new about any topic just to get more information. The idea of implementing action research is to identify a problem with the purpose of providing relevant information that contribute to solve it.

Action research is not to try to understand why we learn different things. In fact, it is to improve what we do producing a real impact with its implementation.

3.1.2.3. Types of Action Research:

Chart 3.2.

Types of action research.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Individual teacher research</th>
<th>Collaborative action research</th>
<th>School-wide action research</th>
<th>District-wide action research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Single classroom issue</td>
<td>Single classroom or several classrooms with common issue</td>
<td>School issue, problem, or area of collective interest</td>
<td>District issue Organizational structures</td>
</tr>
<tr>
<td>Possible support needed</td>
<td>Coach/mentor Access to technology Assistance with data organization and analysis</td>
<td>Substitute teachers Release time Close link with administrators</td>
<td>School commitment Leadership Communication External partners</td>
<td>District commitment Facilitator Recorder Communication External partners</td>
</tr>
</tbody>
</table>
3.1.2.4. Brief story of Action Research:

The idea of using research in a “natural” setting to change the way that the researcher interacts with that setting can be traced back to Kurt Lewin, a social psychologist and educator whose work on action research was developed throughout the 1940s in the United States. “Lewin is credited with coining the term ‘action research’ to describe work that did not separate the investigation from the action needed to solve the problem” (McFarland & Stansell, 1993, p. 14). Topics chosen for his study related directly to the context of the issue. His process was cyclical, involving a “non-linear pattern of planning, acting, observing, and reflecting on the changes in the social situations” (Noffke & Stevenson, 1995, p. 2).

Steps in Action Research:

The following diagram proposed by Eileen Ferrance (2000) gives a well elaborated listing, where she distinguishes five phases to be conducted within each research in order to make a significant and worth research project. Firstly, Identification of problem area where a problem
is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been, and ending with a reflection that provides the research with meaningful information and consideration that are relevant to its purpose. This process continues until the problem is resolved.

Diagram 3.3. Action research Cycle

Identify the problem: According to Ferrance (2000) it is necessary to keep in mind that there are lots of problems that a Teacher wants to investigate and they often have several questions they wish to look for; however, it is important to limit the question to one that is
meaningful and doable in the confines of their daily work. In the case of the researchers this process of identifying the data was developed during a whole practicum and gives the result of the project.

*Gather data:* The collection of data is an important step in deciding what action needs to be taken. Multiple sources of data are used to better understand the scope of happenings in the classroom or school. There are many vehicles for collection of data (Ferrance 2000), but as the reader will see in the instruments section that they work with Observations Journals, Questionnaires And a rubric in order to gather enough information to carry out the Project.

*Interpret data:* Analyze and identify major themes. Depending upon the question, teachers may wish to use classroom data, individual data, or subgroup data. Some of the data are quantifiable and can be analyzed without the use of statistics or technical assistance. Other data, such as opinions, attitudes, or checklists, may be summarized in table form. Data that are not quantifiable can be reviewed holistically and important elements or themes can be noted (Ferrance 2000). On the other hand, for the development of this project it was necessary to use Qualitative And quantitative research, in order to have an statistic, some graphs and a view of how the students at La Salle Languages Center feel or behave when speak in public.

*Act on evidence:* Using the information from the data collection and review of current literature, design a plan of action that will allow you to make a change and to study that change (Ferrance 2000), for this Project the action that the researchers decided to take was implement the techniques in order to help students of third, fifth and seventh levels at CLUS with the improvement of the speaking skill and give them the tools to accomplish the objectives.

*Evaluate results:* Assess the effects of the intervention to determine if any improvement has occurred (Ferrance, 2000), that is why after the implementation of the techniques it was
necessary to grade the level of proficiency to know the effectiveness of them with the students of the CLUS.

Next steps: As a result of the action research project, identify additional questions raised by the data and plan for additional improvements, revisions, and next steps. This part is related to the possible next research could be developed and the new issues that the Project showed.

3.1.3. Instruments

In order to develop the project, the researchers used the following instruments which helped them to collect data from students and professors at La Salle Languages Center. These instruments were: Observations, journals and questionnaires. The observations and the journals had been used in the first phase of the research (see annex 1), in order to determine the problematic situation. However, these instruments were also applied in third phase of the project, when the researchers started doing the tutorials and the implementation of the teaching techniques (see annexes 2, 3). On the other hand they decided to implement a rubric before the implementation of the techniques.

3.1.3.1. Observation.

It was a fundamental way of finding out issues and situations about the world around us. As human beings, people are very well equipped to pick up detailed information about our environment through the senses. However, as a method of data collection for research purposes, observation is more than just looking or listening. Research, simply defined, is “systematic enquiry made public” (Stenhouse, 1975 Cited by Strathclyde University, 2012). Firstly, in order to become systematic, observation must in some way be selective. People are constantly bombarded by huge amounts of sensory information. Human beings are good at selectively attending to what is perceived as most useful to them (Strathclyde University, 2012).
The purpose of the observations is to realize the problems that affect students learning process into the classroom. The researchers used this instrument during the first phase of the project.

Taylor-Powell E, Steele S. (1996) says that observation involves looking and listening very careful. We all watch other people sometimes, but we do not usually watch them in order to discover particular information about their behavior. There are two types of observation: Participant Observation which is the most common types of observation, and the most useful tool and at the same time the most the most demanded. It requires that the observer become in a part of the culture or group observed. On the other hand, in the direct observation, the research observes but not become in part of the group. This observer can use technological devices such as video recorder or research can only take notes.

To develop the process of observing students at CLUS it was necessary to use both types of observation the Participant and the Direct, it was directed in different steps because the researchers in the first part of the practicum (see annex 1 chronogram of the observations, annex 4 observation outcomes) they were unknown agents inside the classroom and they just had the opportunity to see and to take notes about what they saw, this part of just observation required the researchers to be into the classes for about forty-eight (48) hours divided in fourteen (14) weeks, then, in the second part of the practicum (see annex 2 tutorials chronogram, annex 4 observation outcomes) they started to use Participant Observation because this part was tutoring sessions for the students, but it did not work enough because in the time the researchers did the tutorials the students missed them and the researchers lost time, because of that it was difficult to observe and gather information. The third part of the practicum (see annex 3 teaching chronogram) was participant observation too, but this one was more meaningful because in this part the researchers
could interact with students in order to know them in social and academic environments; the result of the whole process of observation was written journals and reports (see annex 4).

3.1.3.2. Journals.

Richards and Lockhart (1994) define journals as teachers’ or a student teacher’s written response to teaching events. There are two purposes of carrying out a journal:

1. Events and ideas are recorded for the purpose of later reflection.
2. The process of writing itself helps trigger insights about teaching. Writing in this sense serves as a discovery process.

This instrument was used deeply in the first phase of the research (see annex 1) in order to identify the problematic situation students behavior to state the research question and to start designing the proposal but it was also used in situations during the whole practicum process.

As the researchers said, it helped them to find the problem, it helped them to construct their project and it is necessary to said that those journals and reports (see annex 4) helped the researchers to build a conception of how to teach and how to make students to be engaged to the class.

3.1.3.3. Questionnaires.

They are relatively popular means of collecting data. According to Nunan (1992) there are three types of questionnaires. The first one is called closed question in which the possible responses are determined by the researcher. The second one is open item. It is the one which the respondent can decide what to say, how to say it, and how long is going to be their responses. And finally there are mixed questionnaires in which the respondent finds open and closed questions in the same questionnaire. For the purpose of this project the researchers applied mixed questionnaires (see annex 5) to the three groups the researchers were in contact, these
students as it was already mentioned were students’ at La Salle Languages Center of 3rd, 5th, and 7th levels, to gather information related to their needs and interests in the English learning.

3.1.3.4. Rubric

In order to know the level of English proficiency of students at CLUS, it was necessary to implement a rubric (see annex 6) in which students were qualified to know their level of English taking more relevance in speaking skill.

“A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.” (Ambrose, 2003)

As the researchers had mentioned along the project they were working with the intention of knowing about the effectiveness of the teaching techniques in the improvement of the speaking skill, that is the reason of using a rubric, to qualify the students English use during the implementation of the techniques and get a conception of the English usage. To know about the outcomes and understandings, read the results (see chapter 4) of the “before and after implementation of the techniques”, there, the reader will find that there were two evaluations in order to know the improvement of the students. In addition Ambrose, explain that a rubric is a tool for grading and it is completely detailed, however, the researchers develop and implement a basic rubric (see annex 6) just with the most important things they are interested in.

Chapter 4

4.1. Data analysis and Findings
Here the researchers present the analysis and the more evident and relevant conclusions showed in the process of collecting information through the instruments used during their practicum process.

In the previous three semesters the researchers made a process of observation, developing journals, tutoring and teaching, they also applied questionnaires to fifty (50) students who were studying third, fifth and seventh level of English at La Salle languages center (CLUS). (See chart 4.1).

*Chart 4.1.*

<table>
<thead>
<tr>
<th>Questionnaires applied in three different courses at CLUS</th>
<th>Third Level</th>
<th>Fifth Level</th>
<th>Seventh Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who took the questionnaire</td>
<td>10</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Before showing the statistics and graphs about the questionnaires, it is important to said that thanks to the analysis of the observations and the journals developed, the researchers made a diagnose in order to start constructing the project, this part of the information was analyzed in a qualitative way in order to understand what students think, like and need and this analysis was become the spotlight in the introduction and the problem description after doing that it was necessary to compare and contrast this information with the data collected in the questionnaires in order to apply the techniques and to find out if the technique work or not.

After saying that, here are the answers that were taken from students to help the researchers to draw some conclusions about what are the problems or the things that make English a difficult language to learn, and How effective do teaching techniques such as Games,
Role Play Students’ Presentations and Group/Pair Work help to improve the speaking skill in the students of third, fifth and seventh level at La Salle Languages Center?

In the next pages the reader will found the graphs that show up all the information gathered in a quantitative way to make statistics and percentages about what students prefer to do in classes. Below the graphics there is the explanation of the graph that will help the reader to understand them better.

**Graph 4.1. 1st Question**

In the graph above and the graphs below there are some codes in order to express the information gathered, then this is the correct way to explain it: “2; 4%” this numbers correspond to the number of students and the percentage number of the section. For example: the number two (2) relate to the quantity of students and the number after the semicolon four percent (4%) relate to the percentage of the section.
According to the graph above, the researchers can observe that more than half of the students take English classes because it is mandatory or a graduation requirement for them, which is worrying for teachers because it is reflected in the low interest that students provide in each class, however, it also shows that several students find necessary and useful to learn different languages, which is important to highlight in order to show that there are students who are interested in learning English because of its benefits like traveling abroad.

According to the graph number 2, the researchers conclude that most of the students agree with the class and its activities to be conducted entirely in English; the students think that if they want to improve their accuracy and if they want to learn English, they have to be in contact with the language most of the time. However, some of them do not agree, and believe that their mother tongue should be included in any percentage of the class or even the whole class for a better understanding of the class; in fact, some of the students think of the use of their mother tongue at least at the beginning of the learning process in order to get familiarized with the concepts to get the language easily.

Graph 4.2. 2nd Question
Graph 4.3. 3rd Question

According to the graph number 3, we can see that most of the students consider important the communication with their classmates to improve their English in grammar or fluency, because they can correct mistakes between them and it is easier for students to understand their peers when they speak. However, few students believe that it is not important for the development of the class or to improve their level. Those few students think that it is better just the interaction with the teacher which the researchers consider important too.

According to the graph number 4, it shows that most of the students prefer group activities to reinforce the class topics; those students think that when they work in pairs or in groups they have the possibility to share their thoughts and develop the activity in the best way also the researchers could realize that those students do not feel comfortable speaking alone in front of the class. On the other hand, very few students prefer individual activities such as performance activities in which there is no interaction with the other members of the class; the researchers
could realize that those students are the ones that did not feel comfortable sharing with other people because of that they prefer to do their job alone.

**Graph 4.4. 4th Question**

**Graph 4.5. 5th Question**
According to the graph number 5, La Salle Languages Center students believe that there are many activities that in their opinion do not help in the process of learning a foreign language, mainly those related to textbooks or literature, not even consider homework activities are helpful in this process, indicating that students are not convinced about the work outside the classroom. On the other hand there are some other students that think that activities like role plays and games are the best way to get another language.

According to the graph number 6, we can see that the least liked aspect for students when learning English is pronunciation, which makes them have a hard time for the obvious differences with Spanish. This aspect is very important, especially considering that it is one of the least studied in class at CLUS and needs to be strengthened. However, we also see as grammar is still an aspect that students consider as complicated as the lack of spaces to practice the language.

Graph 4.6. 6th Question
According to the graph number 7, we can see that many students prefer other activities than the normally performed in the class, and those ones that they like the most are those that take into account their personal likes and interests, the other important activities are related to their contexts, such as real situations, their daily activities like their majors. What evidences

**Graph 4.7. 7th Question**

**Graph 4.8. 8th Question**
According to the graph number 8, we can see that many students prefer different kind of activities than those ones normally used inside the classroom to improve their English level. For example listening to music or watching movies that students find interesting to work on, because those ones take into account things that they enjoy doing. However, the graph also shows the importance of using literature in class and not only the one related to the use of the textbook that some of them find boring.

**Graph 4.9. 9th Question**

According to the graph number 9, we can see that many students consider the items listed in the questionnaire are all important to speak a foreign language, because they consider necessary every single aspect in order to get a meaningful learning, due to the fact that the ones that foster communication are the most productive and efficient during the learning process. Nevertheless, few students consider that the options given in the questionnaire are not relevant, in fact they think are not necessary to get a good English level.

According to the graph number 10, we can see that when it comes to activities related to improve students speaking skill, students prefer games during classes, even better if they take
into account their personal likes and interests, which the researchers found really interesting to work on in order to provide significant classes. Moreover, that is not the only relevant aspect evidenced in this chart, because it also tells us that students like using resources that enhance their learning process and they take advantage of the tools offered at CLUS.

Graph 4.10. 10th Question

After seeing the graphs statistics and a brief qualitative explanation of what the researchers could find to make a diagnostic, it is important to say that the researchers before implemented the techniques, they applied to fifty (50) students divided in the levels that the researcher worked with, 3rd, 5th, and 7th (see chart 4.1) who answer a rubric (see annex 6) in order to qualify students performances using Speaking Skill, then they applied the same rubric after have implemented the techniques in order to see in a quantitative way the improvement of the students, according to those ideas the researchers designed some graphs in order to show the students improvement. (See graphics from 4.11. to 4.14)

In those Graphics the reader will find a Blue line remarking the levels in which the students were performing Speaking skill before implementing the Teaching Techniques, the Red
line remarks the level of students’ improvement after implementing the Teaching Techniques.

This data was gathered from the rubrics already mentioned.

**Graph 4.11. Before and after implementing Role Plays**

**Graph 4.12. Before and after implementing Games**
The next step is to show the students reaction, behavior and the way the teacher or researchers apply the teaching techniques and to see if they worked, if they did not work, if the...
students improve speaking skill or if everything stay in the same way. First of all, the researchers wanted to explain how Role Plays were designed, applied, how students react about it, and the way the classes were developed in order to know if role play was a good tool to teach with students at CLUS.

*Role playing:* As the researchers did not have enough time to apply each technique in each classroom, they decided to apply some techniques in different classrooms and in other groups the rest of them. Following this idea, Role Playing was developed in five different classes with different levels (*see Annex 3*), this five classes were: two classes of 3rd level, two classes of 5th level and one class of 7th level. Seeing that the researchers did not have freedom to choose the grammar tense because there was a program already stipulated, the professor in charge of the group had to tell the researcher one week before about the grammar tense in order to let the researcher prepare the class or the activity according to the skill that the researcher was working on.

In the Annex 6 the reader will find two of the activities planned to develop Role Plays, one of them was Gypsy Role Play and the Second one is The Interrogation Role Play, both of them were similar in the way that were developed because the students had to work first making some sentences or ideas in order to construct a guide or the script and then by groups, they had to performance each one of the Role Plays, as the levels of the students of those groups were in 3rd level, some of the students were not able to improvise or to create their own ideas. As the researchers said before they had to use the grammar tense given by the professor in charge, therefore, the researchers had to create role plays to explain, improve, and reinforce those
grammar themes like future for predictions, anecdotes, past events, comparative and superlatives and always taking into account the importance of speaking skill.

In addition, it is important to say that the students of those levels already mentioned react in different ways. First most of the students looked like bored and uncomfortable with this activity but then the behavior changed drastically, the students were working on the scripts and because of the predictions topic in which they had to ask and answer questions about their future they were enjoying the activity, the idea to be a thief and to create a perfect alibi make the students to be engage to the activity, but as the researchers pointed out the activity help the students to be comfortable but repeating memorized texts.

Secondly, the researchers wanted to describe how Students’ Presentations were planned, how the students and teacher performance was and, how students react about it, the way the classes were developed in order to know if Students’ Presentations were good techniques to teach to students at CLUS.

*Student presentations:* Student presentations technique was the most important technique seeing the main objective of the project, because during the implementation of this technique in levels such as 3rd and 7th the students had to present the topic and give arguments explaining the reasons they liked it, also they had to support their ideas answering some questions done by their peers, one of the activities used by the researchers was a usual kind of presentation a debate in which students at 7th level had to agree or disagree about topics such as: Abortion, death punishment, gay adoption and some other social and cultural topics. The students were active, while someone was talking another wanted to refute their arguments and everyone wanted to talk, all of the students were participating just for show their thoughts. And the researchers could
realized that when students had to support what they think, what they feel it encourage the feeling of talking and expressing ideas, this kind of activities make the students confident and make students improve their speaking by using it in order to say what they think. The other activity was also excellent, in the annex 8.3 the reader will find images used to make presentations about the end of the world. The researchers used the boom of the end of the world on December of 2012 to make an activity in which, the students had to describe how the end of the world will be and they have to use just their previous knowledge to support their ideas to make people believe in what they were talking. This activity helped the researchers to find out that the best of the technique used by them Students’ presentations were more useful.

Another kind of students presentations was the already mentioned “English Club” that is a space the teachers give to the students to prepare themselves for the midterm and final exam and it is similar to the others because students have to choose a topic and they have presented it using the topics of the class in order to accomplish a task such as ask for information or giving instructions etc…

In a third step, the researchers explain the role of the games in the classroom, how the games were designed and applied, how students react about it, and the way the games were developed in class to show if Games were good tools to teach with students at CLUS.

Games: As the reader could find in the annex 3 the researchers decided to apply games in nine different classes, this number of implementations was high in comparison with others because this one was the one that fit better with students, in the annex 6 there is one of the most used activities the researchers did at CLUS that was a contest in which students had to make groups in order to compete in a puzzle game the idea was to give to the students a bunch of
words in order to make sentences using the topics already learnt for example: relative clauses, present perfect. This kind of activities were developed in a good way by the students, the desire of winning, the instinct of do not give up made students to be engaged with the class, they were motivated and they did not feel afraid of being in front of their peers, they show an empathy with this activity because although they were playing, they used their previous knowledge to solve questions and puzzles. As it is in the case of “who wants to be a millionaire” -an activity developed by the researchers- the teacher did not have money to give prices but just for the proud of win the behavior of students changed a lot, the wanted to participate, to talk to be part of the class. And once again this kind of activities in which students are “obligated” to use the language show to the researchers that students are comfortable and is a big step in the improvement of the skills.

And finally, the researchers wanted to clarify how group/pair work was developed, and designed, how students respond to it, and the way the classes were carry out with the purpose of knowing if this one is a good tool to teach to students at CLUS.

Group/pair work: During the implementation of the techniques the researchers decided to mix this technique with the others to make them better for students and teachers. The Role Plays, the Students’ Presentations, the Games, all of them were used by groups in order to find out if students change their behavior during the development of the class; then, the researchers could realize that the students liked a lot making groups and talk to each other while they were doing the activities, and it was evident because the participation was even better than the expected by the researchers.
After that, the researchers can conclude that it was a good idea to implement this kind of activities, because it allows student to speak, participate, and correct their mistakes in a way in which they were able to produce ideas that join their likes with the class topics, after saying that, it was clear that the reaction of the students (at 3rd, 5th and 7th levels at CLUS) when face this kind of activities was excellent because they feel that the spotlight were not just over each one, they feel more comfortable when the attention is distributed in different classmates.

Chapter 5

5.1. Conclusions and Suggestions

As it is proposed by Ferrance (2000) in the cycle of action research, The researchers developed the project according to this sequence, it means that during the process of the three semesters- one of just observation, one of tutorials and the last one of 4 hours class- of practicum at La Salle Languages Center (see annexes 1,2,3) they went through the process of Identifying the problem, Gather the information, analize and interpret it, act, evaluate results, and they could draw some conclusions that help them to watch out and understand how effective were the teaching techniques in the improvement of the speaking skill in the students at La Salle Languages Center. Consequently, the researchers focused on the general and the specific objectives to conclude that the use of Games, Students’ Presentations and Group/Pair work were the best ways and the more effective to improve speaking skill with the students at La Salle Languages Center because those techniques gave students the opportunity to use the language, to speak and interact by using group work and pair work activities in class, moreover, those activities like games, student presentations, group/pair work promote the communicative environment in the classroom taking into account students interests likes and needs and it was clear that if the teacher gives topics that students find interesting, not only the speaking skill will
be easy to improve but also it will help students to fill lacks in their learning and it will help transform the weaknesses of students in strengths.

Taking as starting point the lack of interest shown when initiating the process of teaching practicum by most of the students in learning in a traditional way, the class topics, and the low speaking production and participation by each of them, the researchers can say that the results obtained through the implementation of the activities proposed by them was very positive, as the implementation of teaching techniques as, Games, Students’ Presentations and Group/pair Work promoted the development of dynamic and interactive classes where students were able to interact not only with the teacher, but also with their classmates, it means that activities and techniques promote greater participation by students who were interested in each of the activities presented by the researchers, this due to the fact that as evidenced in this research, those activities that take as main object the students interests, likes and needs, were more likely to succeed in the classroom in order to achieve the objectives and results expected by teachers and of course by students.

On the other hand, during the implementation of techniques like role plays, the researchers could realized that, it did not work because those kind of activities were focused on memorizing texts and it do not help students to create new ideas in order to support their arguments. Following those ideas the researchers want to give conclusions and results of each one of the techniques in order to specify what each technique did to help in the improvement of the Speaking Skill.

5.1.2. Group work and pair work results.

Having the opportunity to work with the students at CLUS, was evidenced the good result of making students work in groups or in pairs, in order to achieve the class goals due to the fact
that this teaching technique gave students the opportunity to speak and also to listen by producing their own ideas in short conversations where students were also able to give their opinions about certain topics such as music, movies, fashion, etc. Not only it works for the students it is suitable for teachers in order to have good management of the students and it is easier for them to check the students’ progress and it also helps teachers to make interactive, and interesting lessons.

As the researchers could see this technique works with any other technique they apply, it works for Role Plays, Students’ Presentations and Games and it works because according to what the researchers saw at CLUS, nowadays young people like to be with other people they like to divide the job, to present, to perform in groups and all the activities the researchers done with those students left an idea of cooperative and collaborative learning. Therefore, the implementation of this technique allowed the researchers to test the theory proposed by Konopka (1963) when he says “group work is a method of social work that is utilized in order to help individuals to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group or community problems”. And that is what the researchers could get from its implementation which help to the well development of this project.

5.1.3. Students’ Presentations results.

Implementing this technique the researchers could notice that it was worth to have done those kind of activities in which students were able to speak about the topics they like the most, and it was really interesting to see how students investigate about it in order to explain clearly to the teacher and partners why they consider those topics are important for them, and it was even better when they had to answer the teacher and students questions, because it promoted an environment of communication during the class. Which was pertinent to work on based on what is stated by (Hayton, 2005). When he says “Presentations can also form a natural part of Task
Based Learning, by focusing on a particular language point, the presentation is a very practical way to revise and extend book, pair and group work”. Which gave the researchers tools to go beyond a traditional class and made this technique an important part of the students’ learning process.

5.1.4. Results of games:

During the implementation of games in the classes with the students, the researchers could notice that it was pertinent to have carried them out, due to the fact that students enjoyed playing different games, where they were able to complement the learning of the class topics in a didactic and funny way which is what games offer.

Therefore, the researchers agreed that games create an appropriate environment of competition and participation in class while having fun and they consider games as an important part that deserves a space in the classroom due to the benefits already mentioned, which allowed the researchers to test the theory proposed by Ruben (1999), when he says that “students are naturally drawn together and bond in the comfortable competitive environment of the game, it is almost impossible to sit passively and not become involved in games, particularly when they are entertaining”. And that is why the researchers considered pertinent its implementation thank to those benefits that made this particular technique a useful tool that contribute to the development of the grammar topics studied in class.

5.1.5. Results of role play activities:

As the researchers already said this technique was applied to five different courses at CLUS and as a result the researchers could grasp that this technique was not the best, it was not the most effective (with the students of 3rd, 5th, and 7th level) in order to improve the speaking skill, it is real that with this kind of technique, the researchers could create opportunities to share
with others, to make them feel comfortable, but during this implementation of the teaching technique, the researchers could realized that implementing it did not work as they thought because this kind of activities pointed out that students used Role Plays as memorizing activities because they repeat over and over again texts to memorize it, then students repeat everything they remember and the technique do not help students create new ideas in order to support their arguments, also this kind of activities help students rise the vocabulary but the researchers wanted students to be able to communicate with other people in any context not just repeat some ideas they memorized. Which is what Hand (2010), explain when he says “it is not enough merely to provide students with opportunities to speak in English, teachers need to encourage students to speak in a variety of different situations, and hence help them learn to speak with confidence, trying to relief the students not be afraid of speaking in public”. In fact, the implementation of this technique did not help students improve their speaking skill in the way the researchers wanted to while carrying it out during the classes at CLUS.

It is worth mentioning that the idea of Role Play was not what the researchers wanted to highlight by implementing this project, because they consider that this technique did not allow students to acquire a further perspective of English, and its implementation is not worth.

In addition, it is important to say that all students and groups are different and the activities do not work in the same way for all of them, maybe in other context with other students and maybe in other cases the results could vary enormously in positive or negative ways, another variable was that the researchers did not have enough time to apply all the techniques with all the courses, consequently the researchers suggests to other researchers or teacher that this kind of technique will help a lot in the improvement of the speaking skill because they all are related to the usage of the language, it was not based on grammar structures lessons or filing the blanks, it
was better if the teachers give spaces and opportunities for students to share with others, to speak about what they like, to make students feel comfortable using the language, trying to help them to not be afraid using the language or speaking in public, then, in order to achieve those things and successful classes it important to know students problems, likes, needs to make easy for them another language acquisition.

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7. Annexes


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# Annex 3. Teaching Process Chronogram

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**WEEK # 12**
- 4 Hours Saturday 28<sup>th</sup>/04/2012
- **Tuesday 1<sup>st</sup>/05/2012 WORKDAY**
- 2 Hours Saturday 28<sup>th</sup>/04/2012
- Tutorials

**WEEK # 13**
- 4 Hours Saturday 5<sup>th</sup>/05/2012
- 2 Hours Tuesday 8<sup>th</sup>/05/2012
- 2 Hours Saturday 5<sup>th</sup>/05/2012
- Tutorials

**WEEK # 14**
- 4 Hours Saturday 12<sup>th</sup>/05/2012
- 2 Hours Tuesday 15<sup>th</sup>/05/2012
- 2 Hours Saturday 12<sup>th</sup>/05/2012
- **FINAL EXAM/Journal/Tutorials**
| WEEK # 6 | LVL: 4<sup>th</sup>  
Gypsy Role Play | LVL: 7<sup>th</sup>  
Sts presentations/Debate | LVL: 4<sup>th</sup>  
Role play | LVL: 7<sup>th</sup>  
Modal verbs |
|---|---|---|---|
| **Tuesday 18<sup>th</sup>/09/2012**  
There were no courses | **Thursday 20<sup>th</sup>/09/2012**  
There were no courses | **Tuesday 18<sup>th</sup>/09/2012**  
There were no courses | **Thursday 20<sup>th</sup>/09/2012**  
There were no courses |
| **WEEK # 7** | 2 Hours  
Tuesday 25<sup>th</sup>/09/2012  
Past Tenses  
LVL: 7<sup>th</sup>  
Role Play | **Thursday 27<sup>th</sup>/09/2012**  
There were no courses | **Tuesday 25<sup>th</sup>/09/2012**  
There were no courses | **Thursday 27<sup>th</sup>/09/2012**  
There were no courses |
| **WEEK # 8** | 2 Hours  
Tuesday 2<sup>nd</sup>/10/2012  
There were no courses | 2 Hours  
Thursday 4<sup>th</sup>/10/2012  
Simple Present  
LVL: 3<sup>rd</sup>  
Role Play | 2 Hours  
Tuesday 2<sup>nd</sup>/10/2012  
There were no courses | 2 Hours  
Thursday 4<sup>th</sup>/10/2012  
There were no courses |
| **WEEK # 9** | 2 Hours  
Tuesday 9<sup>th</sup>/10/2012  
Past Tenses  
LVL: 7<sup>th</sup>  
Role Play | 2 Hours  
Thursday 11<sup>th</sup>/10/2012  
Simple Present  
LVL: 3<sup>rd</sup>  
Role Play | 2 Hours  
Tuesday 9<sup>th</sup>/10/2012  
LVL: 3<sup>rd</sup>  
Role play | 2 Hours  
Thursday 11<sup>th</sup>/10/2012  
Comparatives  
LVL: 5<sup>th</sup>  
Games |
| **WEEK # 10** | 2 Hours  
Tuesday 16<sup>th</sup>/10/2012  
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LVL: 7<sup>th</sup>  
Group/Pairwork | 2 Hours  
Thursday 18<sup>th</sup>/10/2012  
Comparatives and Superlatives  
LVL: 3<sup>rd</sup>  
Games | 2 Hours  
Tuesday 16<sup>th</sup>/10/2012  
LVL: 3<sup>rd</sup>  
Games | 2 Hours  
Thursday 18<sup>th</sup>/10/2012  
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LVL: 5<sup>th</sup>  
Role play |
| **WEEK # 11** | 2 Hours  
Tuesday 23<sup>rd</sup>/10/2012  
Present Perfect Continuous  
LVL: 7<sup>th</sup>  
Group/Pairwork | 2 Hours  
Thursday 25<sup>th</sup>/10/2012  
Adverbs  
LVL: 3<sup>rd</sup>  
Games | 2 Hours  
Tuesday 23<sup>rd</sup>/10/2012  
LVL: 3<sup>rd</sup>  
Games | 2 Hours  
Thursday 25<sup>th</sup>/10/2012  
Modal verbs  
LVL: 5<sup>th</sup>  
Group/Pairwork |
| **WEEK # 12** | 2 Hours  
Tuesday 30/10/2012  
Pres. Perf. Cont. recent actions  
LVL: 7<sup>th</sup>  
Group/Pairwork | 2 Hours  
Thursday 1<sup>st</sup>/11/2012  
Present Perfect  
LVL: 3<sup>rd</sup>  
Games/Puzzles | 2 Hours  
Tuesday 30/10/2012  
LVL: 3<sup>rd</sup>  
Role play | 2 Hours  
Thursday 1<sup>st</sup>/11/2012  
Present perfect/simple past  
Level: 5<sup>th</sup>  
Games |
| **WEEK # 13** | 2 Hours  
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LVL: 7<sup>th</sup>  
Group/Pairwork | 2 Hours  
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Present Perfect  
LVL: 3<sup>rd</sup>  
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Tuesday 6<sup>th</sup>/11/2012  
LVL: 3<sup>rd</sup>  
Group/Pairwork | 2 Hours  
Thursday 8<sup>th</sup>/11/2012  
Present perfect continuous  
Level: 5<sup>th</sup>  
Group/Pairwork |
## Description

After said hello while she wrote on the board the objectives, the schedule of the class and an activity about “WH” questions. One of the students collected some money for classroom copies. Once he finished collecting he went for it. I realized that some of the students didn’t care about the writing on the board. It seemed that talking about their lives was more important. Although the students are in 4th level was kind of difficult introducing their selves then the teacher talked to the students about the observer and he gave some information about his live and about reasons why was he on the class. After the introducing section she began to explain what they will do in class the explanation on the board. Then she began to develop the activity about “WH” questions first she organized the students in pairs to answer the activity already written on the board during the activity some students seems bored and others worked normally. These people kind of bored looks like shy people they didn’t speak. The teacher realized that there were bored and shy people so she decided to make a listening activity about foreigners.

In the half of the first two hours arrived a student and the teacher didn’t let her in because she is very strict with the punctuality and she said “if you arrive after 30 pass 8 it’s better that you wait to after the break”.

In this session the teacher gave too much information the students develop their listening, speaking and writing skills and when the students didn’t understand the teacher used body language or she used Colombian contexts to make her understandable. When she gave instructions about an activity she asked to a student to repeat the instructions to be clear.

The interests levels decrease after the 25 minutes break the students seemed like tired. The teacher checked list and the one who arrived late before, arrived late again but the teacher left her in. When the teacher finished with the list she began another activity about questioning but this time about “YES/NO QUESTIONS” and the students kind of tired began the activity. The teacher is so dynamic because again she realized that the students were losing concentration and she make a sex’s contest men against women using regular and irregular verbs and using the methodology of Total Physical Response (TPR) because she made two rows and the students had to take a piece of sheet in which there was a verb the students had to made a sentence in past using that verb and put the verb in the board saying if the verb was regular or irregular. Like in every contest there were some traps and the girls used it, but it didn’t work because boys won the contest.

## Reflection

Once I finish to observe I realized that a teacher always have to be connected with the students if something is going bad I have to change the methodology to keep the students focus it is important to keep in mind that not all the students have the same disposition to face the class and we as teachers have to discover which is the best way to keep students comfortable with what they are doing.

In my sight the teacher was so awesome she tried to keep the students focused she used different activities she was so polite always she was with a smile never she lose the control of the class, I learned too much about teaching with this teacher I learned that to wake up the students is important to have different activities an too much is important to make students move their selves. It is necessary to learn that have a good class management is important to have the control of the class.

## Course of Action

Maybe before begin the class I could say to the students to turn off the cell phones. Is important to organize the topics deeply and funny to keep the students working but not like a task I want that students learn English like a hobby o something that makes them happy.

Is important to keep in mind the time management some activities are more long that other ones also the arrangement management is always important to make a dynamic session.
**Entry #5**  
**DATE:** 10th Saturday September 2011  
**SCHEDULE:** Saturday 8.00 to 12.00

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>REFLECTION</th>
<th>COURSE OF ACTION</th>
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<tbody>
<tr>
<td>At the beginning of the class the teacher said hello and he gave some information about the activities about future, infinitive and gerunds that they made in class, after he gave the information, he gave the exams feedback (one by one), while the students developed an activity in groups but the students were care about the grades, during whole the time that the teacher took to give feedback the students were talking and chatting by blackberry, they didn’t worried about the activity and like the teacher was occupied he didn’t push them to develop the activity. Once the group was complete, the classroom seemed kind of small because there were some students were pressed with others and also the teacher brought a furniture with video beam and some students couldn’t see what the teacher showed on the computer but it wasn’t problem to develop class activities because visual and listening support keep focused the students and the development of the class was good. In terms of the level of interest, it was good but just when the teacher was explaining something but when he gave and activity to develop autonomous the interest decrease too much in some students, but they answered the activity taking too much time but they did it. The teacher used cooperative work, because the activities were in pairs to improve speaking and to correct it one by one each couple had to answer aloud one point of each activity on the workbook and they seemed comfortable speaking, one of the students, a guy participated too much because the other ones didn’t say anything so he and a girl were the ones who participated without teacher questioning. As I said before the students didn’t participate too much so the teacher spent the class speaking, he just explained the topic, he gave examples, he gave an activity, and that’s all he didn’t interact with the students by contrast the teacher always was walking around the classroom checking students work correcting and answering some students’ questions, although the teacher was polite he had to keep an interaction with the students.</td>
<td>Last Saturday I arrived on time but in the classroom, in which the class supposed to be there was nobody, I had to walk around the first and the second floor searching the group that I had to observe, I lasted fifteen minutes and finally I found them. I think there are problems with punctuality. In my point of view it is really difficult to keep focused students and more when they are focused on their mobile phones or when they are worried because of other things different from the class on the other hand I want to said that the class was good because visual support and listening support is very useful and it is a way to keep catch students attention. I think it was a weakness didn’t interact with the students.</td>
<td>We are teaching to form responsible people so it is necessary to make an effort to teach that the punctuality is an aspect so important in life. Is important to get an constant interaction with students so I’m going to make activities like general knowledge questions or contest men against women to increase the interest and the participation and of course to avoid a monologue boredom and monotony.</td>
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</table>
Because of some problems, I had to observe just the last two hours of class. I could realize that the teacher tried to avoid Spanish between the students but, she worked with translation method to clarify the meaning of some verbs that students didn’t understand so well and it seemed that it was a good strategy to motivate students working. There were some aspects that were kind of similar to other teachers; because they use too much listening activities to make students understand the correct pronunciation of a word also they used too much the workbook, they didn’t try to use other resources also they worked always in pairs and didn’t try to make bigger groups or different seating arrangements to keep students awake or to stir into action the activities. She also explained grammar using the board, but student didn’t seemed interested, even she had to grumble them because they were chatting by black berry and also they were talking and talking with their classmates, but after the grumble time students paid attention to the class also she asked questions about the exercises to unfocused students to make them to concentrate.

One thing that was so good was the capacity of the teacher to give too much examples with real experiences to make understand students, she motivated students talking about the real life, what she want, asking what they want in the future and she used in a good way the time, because she developed too much activities in those couple of hours and she let time to give some homework to improve the topics they already had learned and to see the topics that they are going to see next time.

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<tr>
<td>I could realize that the teacher was polite, because she cared about their students, she asked about their break to keep a good interaction with the students; also she wrote a list of verbs that can be useful to improve vocabulary for the exam. I could realized also that other important method to make herself understandable was body language, before the teacher asked to translate the word, she gave too much examples, after that, she showed with her gestures and her movements the explanation of her ideas.</td>
<td>Next class I’m going to develop an activity to improve pronunciation in order to practice for the oral exam; the activity is going to be a debate between men and women about different topics chosen by me in order to improve speaking skill, for example: politics, bad treatment in children, aborts, they have to speak about real situations that we all have to know something but they have to use the structure and vocabulary already seen in class.</td>
<td></td>
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</table>
**ENTRY #9**
**DATE: 8th Saturday October 2011**

**SCHEDULE: Saturday 8.00 to 12.00**

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<th>DESCRIPTION</th>
<th>REFLECTION</th>
<th>COURSE OF ACTION</th>
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<tbody>
<tr>
<td>As it happened three weeks ago, last Saturday was the exam, the second term exam. As the last time occurred, last Saturday the schedule was changed because the first hour and a half the teacher and the students made an activity to remember topics about the exam; the class started with workbook activities, the teacher gave an activity, the students answer it, but they took too much time to develop the activities and the teacher didn’t push them to finish quickly, once they finished the activity, one by one they told the example answered. So far there wasn’t any motivation strategy there was just guided exercises, the students seemed bored and they looked as if they didn’t want to be there, they looked unhappy they didn’t enjoy the class. After the activity in the work book the teacher asked for questions about vocabulary, some questions appeared but the teacher used translation to answer it. In some cases the teacher used cooperative work, in pair but there were some student without the book or the guides and the teacher let them in a side of the classroom and she didn’t work with them also she used cooperative correction but most of the time she used Spanish to clarify students doubts, and after this hour and a half the students went out for the break but some of them stayed in the classroom studying for the oral part of the exam. After the twenty minutes break the students started the writing part of the exam but before the teacher give the exam she change the seating arrangements because there were students in the back side of the classroom maybe because they could felt their selves comfortable there but the teacher changed them to the front side to avoid any cheating problem, after that the exam started. Some of the students looked nervous and uncomfortable; they were watching at the roof and watching other students trying to answer the exam. As I said previously the writing part was first, after thirty minutes some students finish the writing part and they had enough time to check their answer after that, they had to wait a couple of minutes for the listening part. When the teacher saw that some students finished the writing part she gave some minutes to the students to read the questions after that she play the record twice, the students answer the listening part and went out to wait for the other teacher to do the oral part. The oral part was similar of the last one because the students got in the classroom in pairs then one by one present their three minutes monologue after that the student could went home.</td>
<td>I could realize that boredom was caused because of the monotony. When a teacher didn’t change the activities and always work in the same way, the students felt sleep or something like that. In my opinion, the time before the exam was no useful because it was too early, the students were nervous because of the exam, they were thinking in the oral part and in that situation nobody wasn’t able to work. Other thing that I could realize was the teachers didn’t give feedback to the students. The teacher told me that it was because there wasn’t enough time in my opinion this was a wrong action because the students had to know what kind of mistakes they do.</td>
<td>Next time the students have the exam I’m going to start the exam at the first hour to avoid boring classes or bad students’ behavior and I will use this time after students finished the oral part to give them feedback, but if the time before the exam was too necessary, I’m going to make a game like who wants to be millionaire?, using the topics of the exam in order to get down the pressure of the exam.</td>
</tr>
</tbody>
</table>
Annex 5. Sample Questionnaire

LA SALLE UNIVERSITY
SCHOOL OF EDUCATIONAL SCIENCES
BACHELOR IN LANGUAGES: SPANISH, ENGLISH AND FRENCH
QUESTIONNAIRE

This Questionnaire has academic and research purposes. Your answers will be confidential.

LA SALLE LANGUAGES CENTER
QUESTIONNAIRE

MALE ☐ FEMALE ☐ AGE: ______

Fill/Tick the circle in the option that you prefer.

1. Why do you think it is important to speak English?
   o Because I need it to get graduated.
   o Because I enjoy learning different languages.
   o Because I want to travel abroad.
   o I do not think it is important at all.

2. How much do you consider teachers must speak English during the class?
   o The whole class
   o Half and a half
   o Sometimes
   o More Spanish than English
   o Just Spanish

3. Why do you think it is necessary to speak English with your classmates?
   o Because I can improve my English
   o Because it is easier to correct our mistakes
   o Because I learn more through communication
   o I do not think it is necessary

4. What kind of activities can help you to speak English in class?
   o Role play activities
   o Performance activities
   o Checking the topics before classes to have a previous knowledge
   o Group activities
   o Other which one _____________________
5. What kind of activities does not help you to speak English better?

- Text book activities
- Role play activities
- Home Work
- Reading literature
- Other. Which one

6. What do you dislike of learning English?

- Pronunciation
- Grammatical aspects
- Lack of opportunities to speak it
- Lack of previous knowledge
- Other. Which one

7. How would you like to learn English in class?

- Through speaking most of the class time
- Using with more frequency listening activities
- Learning the grammatical topics through activities that could take into account students likes
- Other. Which one

8. What of the following activities do you think can help you more to improve your English outside the classroom?

- Listening to music
- Literature books
- Watching movies
- Making exercises on internet
- Other. Which

9. What do you think is the best way to speak a second language?

- Through Games
- Doing homework
- Through communication
- Studying hard
- All Above
- Other. Which

10. What of the following options do you think teachers can improve your speaking skills better?

- Promoting interaction With classmates
- Taking into account students likes
- Using with frequency tools such as lab sessions, video beam and tape recorders
- Through games
- All above
- Other. Which one
Annex 6. Sample Rubric

**La Salle University**
**Student Name:**
**Level:**
**Teaching Technique implemented:** ________________

### Fluency of Speech:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Below average</td>
<td>Average</td>
<td>Above average</td>
<td>Excellent</td>
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</tbody>
</table>

### Grammar Use:

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<th>2</th>
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<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
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<td>Average</td>
<td>Above average</td>
<td>Excellent</td>
<td></td>
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</tbody>
</table>

### Listening Comprehension:

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<th></th>
<th>1</th>
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<td>Above average</td>
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</table>

### Pronunciation:

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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Below average</td>
<td>Average</td>
<td>Above average</td>
<td>Excellent</td>
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</tbody>
</table>

### Vocabulary Appropriateness and Complexity:

<table>
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<th>4</th>
<th>5</th>
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</thead>
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<td>Below average</td>
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<td>Above average</td>
<td>Excellent</td>
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</tbody>
</table>

**Total: ____________________**
Annex 7. Lesson Plans
GAMES AND GROUP WORK
Institution: “CLUS” Languages center of La Salle University
Level: 7th
Date: 30th August, 2012

Aims: GENERAL: Students will be able to communicate ideas of their partners using reported speech.
Specific:
- To improve students’ speaking in order to communicate their partners’ ideas using commands in reported speech.
- To know what the students need in order to understand the use of commands in reported speech
- To use students’ knowledge to make them speak more.

**TITLE: What did he say????**

<table>
<thead>
<tr>
<th>Stages</th>
<th>Teacher’s activity</th>
<th>Learning strategies</th>
<th>Skills</th>
<th>Resources</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td><strong>Warm Up</strong> The teacher will start the lesson by asking some questions about the students’ knowledge about reported speech. Then the teacher will start asking to some students to report their classmates’ answers.</td>
<td>Grouping</td>
<td>Speaking</td>
<td>Material photocopiable Visuals pictures</td>
<td>15”</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td><strong>Reinforcement</strong> In pairs students will answer some questions in a worksheet in order to understand the use of reported speech with commands. Then the teacher with students’ help will check the answers and will correct any mistake that could appear.</td>
<td>Classifying</td>
<td>Speaking</td>
<td>Work book worksheet</td>
<td>10”</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td><strong>Closure</strong> The teacher will develop an activity in order to make groups of 3 people. Then students will have to organize some reported sentences. Then, they have to write on the board the correct order of each sentence the first team that organize and write correctly the answers will have a price.</td>
<td>Evaluating</td>
<td>Speaking</td>
<td>Material photocopiable</td>
<td>25”</td>
</tr>
</tbody>
</table>

**Vocabulary**
Beg, carefully, smile, husband, nurse, patient, hospital, sure, fun, contest, race, match.

**Language patterns**
What, where, when, who, which, how, If, That, to be, Not to be,

**Evaluation:**

**Homework:**
**STUDENTS PRESENTATIONS**

Institution: “CLUS”  Languages center of La Salle University  
Level: 7th  
Date: 13th September, 2012

**Aims:**
- **GENERAL:** Students will be able to give arguments to defend their ideas using the vocabulary and structures learnt in class.
- **Specific:**
  - To improve students’ speaking in order to communicate their ideas using general information.
  - To know the lack of vocabulary students have to improve it
  - To make students to be comfortable and use their arguments and ideas to make them speak more.

**TITLE:** *it is a speaking activity in order to improve speaking*

<table>
<thead>
<tr>
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<th>Skills</th>
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<th>Time</th>
</tr>
</thead>
</table>
| **Opening (Presentation)** | **Warm Up**  
The teacher will start the lesson by asking some questions about the students’ knowledge about general topics in order to identify the level of general knowledge. | Grouping            | Speaking    | Material photocopiable   | 10”  |
| **Development (Practice)** | **Reinforcement**  
The teacher will give some information about some topics in order to make students read about some real situations, and then students have to write some ideas according to the topics in order to develop a debate using the ideas they already wrote. | Classifying         | Speaking    | worksheet                | 35”  |
| **Closing (Production)** | **Closure**  
The students will speak about their own feelings about the topics in order to know what students’ preferences are. | Evaluating          | Speaking    | Material photocopiable   | 5”   |
| **Vocabulary**        | Electric chair, lethal injection, innocent, guilty, jury, inhuman, legal, law, rights, crime, murder, abolished and court, Cannabis, Heroin, Cocaine, Methamphetamine, LSD, Ecstasy, Mushrooms, Pregnancy, birth, miscarriage, spontaneous, gestation, Embryo, fetus. | Language patterns    | Any tense    |                          |      |

**Evaluation:**  

**Homework:**
### ROLE PLAYING AND GROUP WORK

Institution: “CLUS” Languages Center of La Salle University  
Level: 4th  
Date: 11th September, 2012

**Aims:**  
**GENERAL:** To develop a deeper understanding of the use of the future with 'will' and 'will not'  
**Specific:** - To improve students’ speaking in order to communicate ideas using will and will not.  
- To realize students lacks about language in order to fill them  
- To know what the students need to use future tense in their lives

**TITLE:** *Let’s talk about your future.*

<table>
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<tr>
<th>Stages</th>
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<th>Skills</th>
<th>Resources</th>
<th>Time</th>
</tr>
</thead>
</table>
| Opening (Presentation) | Warm Up  
Activity: the teacher will start the lesson by asking some questions with ‘will’ and ‘will not’. The teacher has to be sure to be clear of giving instructions and formulate correctly the questions. | Discussions         | Speaking      | Material photocopiable | 15”  |
| Development (Practice) | Reinforcement  
The teacher will develop an activity in order to make couples. It means the teacher is going to give some small papers with the words “Gypsy or Customer” in order classify the students to make pairs. Then students will write a dialogue about the topic already given by the teacher. Predictions using will or will not | Grouping             | Listening     | Visuals pictures     | 15”  |
|                    | Closure  
Role Play: Gypsy the fortune teller: each couple have to make a role play in which one student is a gypsy and the other one is a costumer using the vocabulary and the structures learned in class. | Following instructions | Speaking      | WorkSheets          |      |
|                    |          |                     | Writing       |                    |      |
|                    |          |                     | Listening     |                    |      |
|                    |          |                     | Reading       |                    |      |
|                    |          |                     | Visuals      |                    |      |
|                    |          |                     | Pictures     |                    |      |
|                    |          |                     | Worksheets   |                    |      |
|                    |          |                     | Classroom    |                    |      |
|                    |          |                     | space       |                    |      |
|                    |          |                     | Classroom    |                    |      |
|                    |          |                     | space       |                    |      |
| Vocabulary         | Prediction, fortune, gypsy, future, teller, costumer, cross.                     | Language patterns  | Grammar: Will, Will not |

**Evaluation:**

**Homework:**
GAMES AND GROUP WORK

Institution: “CLUS” Languages center of La Salle University Level: 3rd Date: 18th October, 2012

Aims: GENERAL: Students will be able to tell some information about their classmates’ appearance using comparatives and superlatives.

Specific: - To improve students’ speaking in order to make them compare themselves with their classmates.
- To know if the students are able to guess meanings with different information.
- To make students to be comfortable speaking about their classmates appearance.

**TITLE: !!!Guess which is my Secret partner!!!**

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<thead>
<tr>
<th>Stages</th>
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<th>Resources</th>
<th>Time</th>
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<tbody>
<tr>
<td>Opening</td>
<td>Warm Up</td>
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<tr>
<td>(Presentation)</td>
<td>The teacher will start the lesson by asking some questions about the students’ appearance in order to introduce comparatives and superlatives then the teacher will make some students’ groups in order to compare their appearance.</td>
<td>Grouping</td>
<td>Speaking</td>
<td>Material photocopiable</td>
<td>10”</td>
</tr>
<tr>
<td></td>
<td>Reinforcement</td>
<td></td>
<td>Listening</td>
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<tr>
<td>Development</td>
<td>The teacher will give to the students a list of adjectives in which they will find the vocabulary for the activity prepared. Then the teacher will give some white papers in order to students write their names, then the teacher will mix the papers and give a different paper to each student. Then the students have to write some sentences -using comparatives and superlatives also the adjectives the teacher already gave them- to give information about the partner in the paper. Then each student has to read the sentences and the other students have to guess which student is in the paper.</td>
<td>Classifying</td>
<td>Speaking</td>
<td>worksheet</td>
<td>35”</td>
</tr>
<tr>
<td>(Practice)</td>
<td></td>
<td></td>
<td>Writing</td>
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<td>Listening</td>
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<td>reading</td>
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<td>Closing</td>
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<tr>
<td>(Production)</td>
<td>Closure</td>
<td></td>
<td>Speaking</td>
<td>Material photocopiable</td>
<td>5”</td>
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<tr>
<td></td>
<td>For closing the students will have to choose their favorite actor, actress, soccer player or any famous person in order to describe him/her using comparatives and superlatives, then they have to read the description and the other students have to guess which famous person each student has.</td>
<td>organizing</td>
<td>Listening</td>
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</table>

Vocabulary: Looks like, seemed, as, such as, describe, description.

Language patterns: Most (est), more (er), regular and irregular adjectives, pronouns verb to be, regular and irregular verbs in present.

Evaluation: Homework:
GAMES AND GROUP WORK
Institution: “CLUS” Languages center of La Salle University  Level: 3rd  Date: 1st November, 2012

Aims: GENERAL: Students will be able to talk about their experiences and anecdotes about themselves using present perfect and the vocabulary learnt in class.

Specific: - To improve students’ accuracy in order to communicate their ideas using present perfect for general information.
- To use the students’ knowledge to fill lacks that they have.
- To make students work in groups to make them feel comfortable using their knowledge and to make them speak more.

TITLE: what has happened??????

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<th>Skills</th>
<th>Resources</th>
<th>Time</th>
</tr>
</thead>
</table>
| Opening (Presentation) | Warm Up  
The teacher will start the class making some questions about previous lessons and asking for previous knowledge about present perfect and about some experiences that the students have. | Grouping            | Speaking        | Material         | 10”   |
|                      |                                                    | Classifying         | Listening       | photocopiable   |       |
| Development (Practice)  | Reinforcement  
The teacher will give some worksheets in order to solve some exercises to practice present perfect in some sentences of real situations like experiences and anecdotes, then the teacher and the students will correct any mistake that appears in class in order to correct it and to clarify any doubt. | Classifying         | Speaking        | worksheet       | 35”   |
|                      |                                                    | Associating         | Writing         |                 |       |
|                      |                                                    | Evaluating          | Listening       |                 |       |
|                      |                                                    | organizing          | reading         |                 |       |
| Closing (Production) | Closure  
The teacher will give some puzzles (disorganized sentences in present perfect) in order to make a contest in which the team that organize the sentences quick and correctly will be the winner and the group will have a price. | Speaking listening  | Material        |                 | 5”    |
|                      |                                                    |                     | photocopiable   |                 |       |

Vocabulary  
been, actions and general work in real context

Language patterns  
Pronouns, Have (‘ve), has (‘s), regular and irregular verbs in past participle.

Evaluation:  

Homework:
PAIR WORK  
Institution: La Salle languages center (CLUS)  
Level: 5  
Date: 25/10/2012  

Aim: To improve students speaking skills by communication among them  
Specific Aims: - To create a sentences about what they can or could do.  
  - To understand the uses of modal verbs by asking questions.  
  - To be able to produce sentences through the samples seen in class.  

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<tr>
<th>Stages</th>
<th>Teacher’s activity</th>
<th>Learning strategies</th>
<th>Resources</th>
<th>Time</th>
<th>skills</th>
</tr>
</thead>
</table>
| Opening (Presentation) | Warm Up  
Activity: the teacher is going to make some questions to the students to see their previous knowledge about the topic in order to introduce the new information about it | - Associating       | - Board   | 20 minutes | - Listening  
- Speaking |
| Development (Practice) | The teacher is going to ask students to make in pairs for making an exercise using some copies in which there are some sentences that need to be completed using the corresponding modal verb. | - Grouping  
- Associating | - pictures  
- Board | 20 minutes | - Reading  
- Writing  
- Listening  
- Speaking |
| Closing (Production) | The teacher is going to ask students to make in pairs for making an exercise using some copies in which there are some sentences that need to be completed using the corresponding modal verb. | - Grouping  
- monitoring | - Copies   | 20 minutes | - Reading  
- Writing |
| Vocabulary      | Modal verbs such as: should, might and may, also adjectives of description such as tall, strong, young, and old. |                      |           |            |              |
| Language patterns | Modal verbs. If + subject + would + verb + complement |                      |           |            |              |
GROUP WORK  
Institution: La Salle languages center (CLUS)  
Level: 5  
Date: 18/10/2012

**Aim:** - To be able to make a conversation in classroom talking about imaginary things

**Specific Aims:** - To identify pictures characters through speaking  
- To make and answer questions about the characters.  
- To foster communication among students making a conversation.

<table>
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<tr>
<th>Stages</th>
<th>Teacher’s activity</th>
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| **Opening (Presentation)**| Warm Up  
Activity: The teacher is going to make some questions to the students about the images that they are going to see in class |
| **Development (Practice)**| The teacher is going to give examples of a conversation using the pictures in order to promote a communicative environment in class |
| **Closing (Production)**  | The teacher is going to ask students to make groups in order to make a speaking activity, using the grammar topic that they have seen during the class, using the conditionals to begin a conversation y a real situation |

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<th>Learning strategies</th>
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<td>- Grouping</td>
<td>- Board</td>
<td>20 minutes</td>
<td>- Listening</td>
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<td>- Associating</td>
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<td>- Board</td>
<td>20 minutes</td>
<td>- Listening</td>
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<td>- pictures</td>
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**Vocabulary**
Adjectives of description and place like: tall, fast, slim, poor, rich.

**Language patterns**
Wh questions, would, have, has and had verbs in past participle and negative form.
Annex 8. Activities developed with the students

8.1 Role Playing: Talking about future and past facts.

Gypsy Role Play  
Student B Customer

You are visiting a fortune teller to ask questions about your future.

In pairs, take turns and ask questions with the prompts below. Then you have to act as the customer and your partner will be the gypsy or the fortune teller.

What do you want me to tell you about your life?
The next statements are questions you will ask to know about your future.

1. Have good car  you will have a good car
2. Nice house
3. Be a professional
4. Go around the world
5. Making money
6. Big family
7. Great wife/husband
8. Have any disease?
9. Your dreams?

Gypsy Role Play  
Student A Gypsy

You are a fortune teller and you have to answer and ask some questions about your customer's future.

In pairs, take turns and ask questions with the prompts below. Then you have to act as the gypsy or the fortune teller and your partner will be the customer.

Tell me about your future...
The first seven statements are answers you can use to tell the future. 8 and 9 are questions.

1. Have good car  Will I have a car in my future?
2. Nice house
3. Be a professional
4. Go around the world
5. Making money
6. Big family
7. Great wife/husband
8. Have any disease?
9. Your dreams?

The Interrogation

Student A

You are the lead detective for the Las Vegas Police Department. You need to interrogate a suspect that has "won" $1,000,000 from the Caesar's Palace Hotel and Casino. You believe that he stole the money with the help of a hotel employee. Find out how!

Be sure to ask him/her questions about the timeline of his/her day, starting from the moment he/she got up, until you arrested him/her.

For example: What were you doing at 7:30 am yesterday morning? What was your friend doing while you were playing cards?

Remember to use the interrogations who, what, where, when, and why?

Student B

You have just been arrested in Las Vegas. You are accused of stealing $1,000,000 from Caesar's Palace Hotel and Casino. The detective on the case does not believe that you and your friend were the money.

You need to convince him that you did win the money. What were the events leading up to your win and eventual arrest?

Be sure to use a lot of detail, you don't want to go to prison!
8.2. Games Group work: The first group who organize the sentences win.

1. I HAVE ANSWERED THE QUESTION.
2. SHE HAS OPENED THE WINDOW.
3. THEY HAVE CALLED US.
4. YOU HAVE CARRIED A BOX.
5. IT HAS RAINED A LOT.
6. WE HAVE WASHED THE CAR.
7. HE HAS CLOSED THE WINDOW.
8. JENNY HAS LOCKED THE DOOR.
9. THE GIRLS HAVE VISITED THE MUSEUM.
10. JOHN AND SOPHIE HAVE HELPED IN THE GARDEN.

8.3. Students’ Presentations/Group work: Explaining the end of the world.
6.3. Students’ Presentations/Group work: Explaining the end of the world.