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CÓDIGO: FOR-DO-109

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FECHA: 03/06/2020

**AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA  
REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL  
TEXTO COMPLETO**

*Autor1*

Puerto Colombia, **16 DE OCTUBRE DE 2020**

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TEXTO COMPLETO**

*Autor2*

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Señores

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**NANCY MARÍA NOVOA NAVARRO**

**C.C. No. No. 32.775.592 de BARRANQUILLA**



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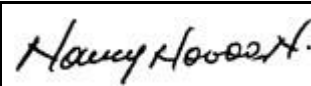
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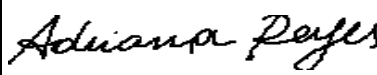
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Firma de Autor 1:							
Nombres y Apellidos:	<b>YULY ANGÉLICA MESA HENAO</b>						
Documento de Identificación:	CC	X	CE		PA	Número:	<b>1.045.718.339</b>
Nacionalidad:	Colombiana			Lugar de residencia:			
Dirección de residencia:							
Teléfono:				Celular:			

Firma de Autor 2:							
Nombres y Apellidos:	<b>NANCY MARÍA NOVOA NAVARRO</b>						
Documento de Identificación:	CC	X	CE		PA	Número:	<b>32.775.592</b>
Nacionalidad:	Colombiana			Lugar de residencia:			
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<b>Nacionalidad:</b>	<b>Colombiana</b>				<b>Lugar de residencia:</b>			
<b>Dirección de residencia:</b>								
<b>Teléfono:</b>					<b>Celular:</b>			



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<b>TÍTULO COMPLETO DEL TRABAJO DE GRADO</b>	<b>IMPROVING SPEAKING SKILLS IN EFL THROUGH COGNITIVE STRATEGIES WITH STUDENTS OF 8TH GRADE AT A PUBLIC SCHOOL</b>
<b>AUTOR(A) (ES)</b>	<b>YULY ANGÉLICA MESA HENAO NANCY MARÍA NOVOA NAVARRO ADRIANA REYES PARRA</b>
<b>DIRECTOR (A)</b>	<b>JOSÉ LOBO</b>
<b>CO-DIRECTOR (A)</b>	<b>NO APLICA</b>
<b>JURADOS</b>	<b>ARMIDA VERGARA WILMAR SALAZAR</b>
<b>TRABAJO DE GRADO PARA OPTAR AL TÍTULO DE</b>	<b>LICENCIADO EN IDIOMAS EXTRANJEROS</b>
<b>PROGRAMA</b>	<b>LICENCIATURA EN IDIOMAS EXTRANJEROS</b>
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<b>SEDE INSTITUCIONAL</b>	<b>SEDE NORTE</b>
<b>AÑO DE PRESENTACIÓN DEL TRABAJO DE GRADO</b>	<b>2020</b>
<b>NÚMERO DE PÁGINAS</b>	<b>151</b>
<b>TIPO DE ILUSTRACIONES</b>	<b>TABLAS, GRÁFICOS, IMÁGENES Y FOTOGRAFÍAS.</b>
<b>MATERIAL ANEXO (VÍDEO, AUDIO, MULTIMEDIA O PRODUCCIÓN ELECTRÓNICA)</b>	<b>NO APLICA</b>
<b>PREMIO O RECONOCIMIENTO</b>	<b>NO APLICA</b>

**Improving Speaking Skills in EFL through cognitive strategies with Students of 8th  
Grade at a Public School**

**Nancy Novoa Navarro**

**Adriana M. Reyes Parra**

**Yuly Mesa Henao**

**Universidad del Atlántico Facultad de Ciencias de la Educación Programa de  
Licenciatura en Idiomas Extranjeros Barranquilla – Colombia**

**Improving Speaking Skills in EFL through cognitive strategies with Students of 8th  
Grade at a Public School**

**Nancy Novoa Navarro**

**Adriana M. Reyes Parra**

**Yuly Mesa Henao**

**A monograph submitted to the Foreign Languages Department in part fulfillment of  
the requirements for the bachelor's degree of Foreign Languages**

**Supervisor**

**José Isaías Lobo**

**Universidad del Atlántico**

**Facultad de Ciencias de la Educación**

**Programa de Licenciatura en Idiomas Extranjeros**



**Barranquilla – Colombia**

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Head language program

Barranquilla, \_\_\_\_\_ 2020

## **Abstract**

The main objective of this research project is to show how the use of cognitive strategies based on practicing could help the students to overcome the speaking obstacles.

The research questions that guide our study were: What obstacles do students of 8th grade have in speaking in an EFL context at a public School in Barranquilla? And How can cognitive strategies based on practicing help overcome the obstacles of EFL learners' speaking skills in 8th grade at Sofia Camargo de Lleras school? This study was carried out in a public school in Barranquilla. The participants were a group of students of eighth-graders between the ages of 13 and 14 years old. The method used in this project was qualitative. The instruments to gather information were: observations, surveys, diagnostic tests, and interviews. As a consequence, we found that the problems that affect students were: fear of speaking, lack of grammar, pronunciation problems. Taking into account the result of the previous study, we decided to implement in our proposal Cognitive Strategies based on practicing by Rebecca Oxford. Through the application of five workshops based on "daily life" the students could participate actively in a natural conversation. In conclusion, we could demonstrate with the implementation of these workshops by using topics about their interest, and interactive activities, to enhance the students to become more confident in their English speaking.

**Keywords:** Cognitive Strategies, Learning strategies, EFL, Practicing

## **Acknowledgements**

First and foremost, I would like to thank God, the Almighty, for giving me wisdom, patience, and determination through the research project to culminate successfully.

In the second place, I would like to express my gratitude to my family for their comprehension, collaboration, and motivation during my career, especially my son Jair Castro, who encouraged me to study and always gave me his support in all the things that I needed. In the same way, to my husband, Luis Castro, for his comprehension and financial support in all my academic processes and not less important to my daughter, Yuranis Castro, for her collaboration and motivation. Without their help, I would not have been possible to finish this research project.

In third place, I would like to show my greatest appreciation to all the professors that always inspired me with their advice, knowledge, also for those who taught me to be a better human being, that encouraged me to put it into practice in the development of this project. The same manner, to the professor Elizabeth Vides, the Coordinator to the English program at Sofia Camargo de Lleras School, who collaborated with me during all the process of this research project.

I would like to say, thanks to research colleagues Yuly Mesa and Adriana Reyes for their time and extreme dedication in this research project, without their help the culmination of this project would not have been possible.

Lastly, I would like to express the deepest appreciation to our adviser, Professor José Lobo, for his guidance, tolerance, support, and especially for his time during all the process to make this project come true.

## **Acknowledgements**

First of all, I want to thank God, who gave me strength in the most difficult moments and who allowed me to get here.

Secondly, I want to thank my parents for their company and their advice that have formed me in personality and character capable of solving life situations.

Third, to my thesis colleagues for their support and backing in this project.

Fourth, I want to thank Sebastian Charry, who during these five years, has been my life partner and has been a requisite part of my professional training.

Finally, to Professor José Lobo, who played a significant part in the process and result of our project, thanks to your dedication and commitment, we could culminate successfully.

*Adriana M. Reyes*

## **Acknowledgements**

First of all, I would like to thank God who has been my guide, my supporter and has given me the wisdom and strength to finish this project.

Second, I want to thank my family, who have been with me throughout this process. They have been a great help in achieving my goals. My mother Alba Henao, who supported me to start my studies, and my husband Marlon Toncel, who has been with me throughout this process. He was always motivating me to keep going.

Third, I want to thank my thesis colleagues, Adriana Reyes and Nancy Novoa for their dedication and effort, which allowed the culmination of this project.

Finally, my most sincere thanks to Professor José Lobo, who was very important to the development of this research project. Thanks to his tolerance, commitment, motivation, and determination, we achieved the culmination of this project.

*Yuly Mesa*

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## CHAPTER 1

### Improving Speaking Skills in EFL through cognitive strategies with Students of 8th Grade at a Public School

#### 1. INTRODUCTION

Speaking is one of the four language skills. This is a productive skill that uses speech to communicate with other people. Speaking is defined as the interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning depend on the context in which it occurs, the participants, and the purposes of speaking. (Burns & Joyce, 1997) Besides this, according to accuracy language literature, Bygate (1987) the speaking skill deserves attention every bit as much as literary skills, in both first and second language. Also, he added that to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Additionally, (Hayriye, 2006) consider teaching speaking as an essential part of second language learning because the capacity to communicate in a second language clear and effective way can contribute to the learners to be successful in their school and their life”.

According to our experience in the teaching practicum at the Sofia Camargo de Lleras school in 2018-2019, we could observe the difficulties of the students in speaking English. For example, when the teacher asked a question in English, many of the students needed to translate into Spanish, because it was difficult for them to understand. In the same way, they did not know how to answer in English, because they were insecure. They participated actively in the other activities, but when the activities implied to speak, they did not like to participate.

## 1.2. Statement of the Problem

The problem we identified was that students did not speak English because they were afraid of communicating with their classmates in various academic activities in public (Data taken from field notes.) Taking into account the previous words, we were able to observe the behavior of the students in each speaking activity. For this reason, it is important to mention what some authors have said about the role of the teacher in the classroom. It can hinder the success of the teaching and learning process. For instance, Irtatik (2009) stated that the teacher facilitates communication in the classroom. In this position, one of the great challenges for teachers is to create a class where communication is promoted. Also, it is important to have in mind that English speaking problems are a combination of four different difficulties in areas such as listening, vocabulary, pronunciation, and confidence. In another example, Kumaran (2010) talks about motivation and the role of the teacher, in that study the scholar mentioned the following quote “language teaching has tended to kill motivation by divorcing the intellectual aspects of language (vocabulary + structure) from its body and emotions, limiting instruction to the former” Stern 2001, as cited in Kumaran, 2010)

In this case when students started talking, it was difficult to reply because they were not able to pronounce English words or they did not understand what the other students said. In addition, in some cases, practicing speaking in classes meant that students repeated sentences. So, repetition was not only a useful way of learning a new language. Teachers could help students through a variety of strategies. In addition to this, sometimes, they had problems expressing what they were thinking because they omitted two or three important

words, due to they felt nervous when making mistakes speaking English. They likely had a problem with confidence.

Grugeon, (2000) said that some students have problems with speech in the English language, but when teachers focus their class on topics about sharing emotional experiences or interesting subjects, the pupils feel more comfortable working because children have the opportunity to express their thoughts and opinions. Therefore, the prepared classes and the curriculum itself should be geared towards speaking and listening skills in terms of issues of interest to the students.

### 1.3. Rational Study

This study is justified because young Colombian people need to speak English not only to make ends meet, but also to gain a voice and speak about their social and economic problems properly. We need to remember that in this modern time in the globalization world where English is the International Language it is very important to master it. Therefore, it is required that people know how to communicate in English clearly and effectively. In the case of Colombia, it is mandatory that students acquire the capacity to communicate in English. Because only those who can speak English have more chances of finding a scholarship or employment, having a strong position to help their country's economic, social and political development. In other words, knowing English opens the doors to many opportunities in different fields.

In the schools, Goh & Burns (2012) considers that speaking is important and the students know it is essential but there are many reasons that they are influenced by affective factors, such as anxiety and a lack of motivation. So, teachers need to change the way to teach a foreign language, based on initial principles for teaching

speaking such as activities that can potentially their critical thinking, plan activities. All this, to focus on developing the learner's ability to speak accurately and make a good classroom environment where students can improve their speaking performance without anxiety.

Besides this, taking into account the modern times, the students should participate in activities according to the context. In this case, the teacher should present different activities related to the culture, the economic, the geographical location and common interest, etc. The main objective is that students could learn about the real world and they can express their ideas and they can understand the advantages of English as a second language and they can be able to communicate without fear.

#### *The significance of the study*

This research is significant because the learners, teachers, and all stakeholders could take advantage of the findings. Therefore, speaking skills are a basic tool that learners need to guarantee effective communication. Even though, if they do not know how to resolve the problems in many cases, they lose the motivation to learn a new language. Our intention in this study is to allow the learner to find a new way of learning. At the same time to show the teachers how these obstacles affect the students. In addition to this, our purpose is to demonstrate there are other ways to encourage or motivate the students to learn English. Perez and Mora, (2018: unpublished manuscript) in their study "Development of Speaking Skills by Using Input about the Local Culture in Barranquilla" demonstrated that some problems of the students as lack motivation disappear when they found connections between their lives and the other content of English class. In other words, through the

application of different activities they concluded the students are open to this idea to learn English using their own culture to connect in their process of second language acquisition.

Consequently, our main objective in this institution was to find out the source and then analyze the possible problem that the students of eighth grade had. After that, we developed the correct strategies that we could implement to enhance communication among students so that they may have been more successful at the moment of communicating in English. To accomplish this, initially we carried out a series of surveys, a diagnostic test and different activities that helped us in the development of this study.

The methodological utility of this study is convenient for Schools and institutes, because through this study, teachers and students can receive positive results, so they can take advantage of the implementation of the strategies that can be demonstrated in the performance of the students. The methodology applied in the project could be useful to help the learner to improve her communication in English.

Besides this, we could identify the origin of the speaking problems that may give us a positive lead to answer our research question. This may result in the creation of a great environment with appropriate activities that could change the negative perspective into an effective learning process.

#### *The setting of the study*

This study was carried out at the Sofia Camargo de Lleras School. The setting of the study was a group of 25 girls between 13-14 years old. These students are part of eighth grade. In every class we made different activities taking into account the unit of level A2. During the classes they reinforced English through different interactive activities such as warm-up, exercises, role-plays, songs and evaluations. When they finish this course, they

will continue to the next grade according to the Common European Framework of Reference for Languages.

#### 1.4. Research Question

According to the previous comments mentioned about the speaking problems of the learners the research question that weaves our study is:

**What obstacles do students of 8th grade have in speaking in an EFL context at a public School in Barranquilla?**

#### 1.5. Objectives

To develop this study, it was necessary to set objectives. A general objective and specific objectives, that help to cover all expectations in which this study was conducted.

##### General Objective

- To identify the limitations of the students of eighth grade have speaking skills at the Sofia Camargo de Lleras School during a period of 12 weeks.

##### Specific Objectives

- To Apply a Diagnostic test to know the real level of students in a two-hour period.
- To apply a Survey in order to know how the students learn English.
- To use the lesson plans to observe students' communicative competence.
- To collect the data in 6 weeks.
- To transcribe the data in three weeks

- To analyze the data in a four-week period.
- To make a conclusion in two weeks.

## CHAPTER 2: THEORETICAL FRAMEWORK

### 2.1. Literature Review

To start a research project, it is important to analyze previous information about the topic that we are going to work on. For this reason, six studies have been chosen to be developed in chronological order. They involve several aspects of students' problems with regard to English speaking Skills.

Firstly, William Urrutia and Esperanza Vega (2010) published a research project about "Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School". They implemented this project with tenth grade students of a public school located in the Usme Zone in Bogotá. This study was carried out because they were very concerned about their students when trying to speak English. For that reason, they developed their project using video recordings, the teacher's journal and questionnaires answered by the students. The results showed that students felt better, free and confident when they participated in oral activities, especially during games. As a conclusion, games, in general, encouraged teenagers to improve their speaking skills, particularly when these included group work, motivation and competition. Also, games are more than a function in the classroom; they help students to perform better, to feel free in order to improve their English-speaking skills. Lastly, they could observe collaboration, solidarity and interaction between students.



Secondly, Fatima Toköz (2014) published a study about "Speaking Problems of 9th Grade High School Turkish Learners of L2 English and Possible Reasons for those Problems: Exploring the Teachers and Students' Perspectives". This study was carried out to examine the speaking problems of the students that they experienced and the reasons for these problems from the perspectives of teachers and students. The participants of the study were four non-native 9th grade high school English teachers (2 males –2 female) also included 120 students enrolled in a public school. In terms of the research questions and the purpose of the study, data was collected through face-to-face interviews and four classroom observations and questionnaires for students and teachers. The results of data analysis showed the perception of students where 39% of students answered they were afraid of making mistakes when speaking English. The majority of them thought that the main problem of their inability to speak English was because of their fear of a limited vocabulary. Thirty-one (31%) percent of the students believed their speaking problem was not related to poor pronunciation even though it was seen through the observations most of the students had trouble with pronouncing some vowels, consonants and intonation Forty-nine (49%) percent of the students claimed that their teacher did not motivate them to speak in English, whereas many educators advise teachers to encourage learners to use the target language to interact with the students. By the same token, the teachers showed that they disagreed with these results of the surveys. For example, the teachers affirmed the main factor students were only interested in was marks. Besides this, they could not be motivated to use English because of the absence of opportunities to practice it outside the classroom. Also, they were not interested in the topics during the class. Additionally, most of the teachers (75%) stated that even though their students got overly excited while speaking English, they feared being laughed at in front of their friends because of mistakes in

pronunciation. The conclusion made by the researcher was that the teachers should create an interesting environment by considering the factors stated in this finding to encourage learners to participate in classroom activities. They should take into account their students' real needs.

Following with the third study, Freddy Dueñas, Denis Cardozo, and Carlos Peña (2015) Published "Developing Speaking Skills Through Speaking-Oriented Workshops. This project was carried out with a group of fourth-graders in a Colombian public school in Tunja. The purpose of the study was to identify the problems of the students due to their limited understanding and development of their speaking skills in the English language. During the English class, it was evident the students wanted to express their feelings and thoughts but they had problems in grammar, pronunciation, and vocabulary. At the same time, they were timid at the moment of expressing their ideas in English in front of others. For this reason, the researchers decided to develop speaking skills through the implementation of speaking-oriented workshops. These workshops were supported by the use of puppets with interaction strategies based on "healthy lifestyles", a cross-curricular project developed in the school. For gathering information, they used a field diary, video recordings, interviews, and workshops.

The results showed that with the use of these workshops using their own puppets, enhanced the students became more confident participating, practicing, and their speaking skills evolved. In conclusion, the students improved their cooperative learning abilities. Speaking - oriented activities, developed during the workshops, allowed them to interact and construct their knowledge in the company of those whom they considered their equals.

Additionally, the use of puppets as a strategy motivated the learners to speak and increase their confidence while they had fun.

Following with the fourth study, Marzuki, Johannes Prayogo, and Arwijati Wahyudi (2016) published the research titled “Improving the EFL Learners’ Speaking Ability through Interactive Storytelling”. The objective of this study was to improve the speaking ability of students of English as a foreign language through the interactive storytelling strategy. This study was applied to 22 high school students of EFL students from Indonesia. To carry out this project they implemented interactive storytelling that was closely related to the everyday activities of EFL students at their home and school. The results demonstrate that the learners’ speaking ability improve 72,27% passed in Cycle 1 and 100% passed the criteria of success in Cycle 2. Also, it showed that those students were very active. As a conclusion, the implementation of the interactive storytelling strategy significantly improved the speaking ability of English as a foreign language learner. Students improved in speaking activities in the classroom and they were active during each of them.

In a fifth research study, Nabila Putri (2018) conducted a study on “The Implementation of Board Games to Improve Students’ Speaking Achievement”. They worked together in order to find out if board games could be used as a tool to enhance students’ speaking skills. Moreover, the study population was 36 students of X MIA 2 class at SMAN 3 Bandar Lampung in Indonesia. In like manner a speaking test scored was the instrument to get data. Firstly, the board game was implemented in the classroom activities. Then, a T-Test was used to look over the data and there were two raters to evaluate the speaking performance of students. Finally, the result demonstrated a significant improvement of the students’ speaking achievement. The study showed teaching through

board games, it encourages the students to speak English in a more enjoyable way. As a conclusion, board games for teaching English can be really stimulating and educating. In the case of games focused on learning, it helped students acquire a higher level, especially in areas of fluency and vocabulary.

Lastly, Perez Laura, Arroyo Luis, Mora Andres (2018) carried out a study on “Development of the speaking skills by using significant input about the local culture in Barranquilla” of students of 10 grades at the” San José Hermanitas de la Anunciación School”, in Barranquilla. This project was an ethnographic study. The previous study showed that lack motivation of students has its origin in the missing connection between their lives and the content of English class. In this way, the study focused on implementing strategies and activities in which the local culture in Barranquilla is used as a way to learn English. Furthermore, the proposal was developed in six worksheets where cultural activities were implemented. These activities were conversations, nursery rhymes, dramas and role-plays performances. After the implementation of the proposal, the authors concluded that students are interested in learning English using their own culture. In conclusion, teachers can be using this strategy in order to improve their classes. In the similar vein, the students can practice their English and share their ideas about Barranquilla culture.

## 2.2. Theoretical Framework

The principal theories that drives our previous study about speaking skill problems are the following:

### *Speaking*

According to Byrne (1987) speaking is oral communication. It is a two-way process between speaker and listener and it involves productive and receptive skill of understanding. Based on this concept it's understood that through speaking, someone can communicate or express what she or he wants so as to know each other.

On the other hand, Burns and Joyce (1997) interpreted the term speaking as a dynamic process of making meaning that involves producing, receiving and processing information. Its form and meaning are hooked into the context during which it occurs, the participants, and therefore the purposes of speaking.

### *Speaking skill*

In developing speaking skill, Oradee (2012) declares that there are three communicative activities which are discussion, problem-solving, and role playing. These three activities help students to improve their speaking skills and improve their confidence, because they have to express their opinions and ideas in English. In this case, we can say through these activities the students can learn the importance of communicating in English.

Grugeon (2000) said that some students have problems with speaking in English language, but when teachers focus their class on topics about sharing emotional experiences or interesting subjects, the pupils feel more comfortable working because children have the opportunity to express their thoughts and opinions. Therefore, the planning class should guide his curriculum in practicing speaking and listening ability in terms of issues of interest.

Palmer (2011) considers that the mission of education should not be to make students better at school but rather to prepare them for life. As schools specialize in high-stakes testing, there's a bent to forget that mission and to ascertain the test because of the ultimate outcome of our instruction. According to the common curriculums, some schools have added speaking assessments but these are not driven beyond recognizing the importance of being well spoken; because speaking skills are emphasized in schools and these are not emphasized in the real world. Suddenly, students often think that what teachers teach in school has no relevance to their lives; whereas, speaking well enables us to communicate clearly, feel more confident, become more respectable and it is crucial to professional promotion. This is the reason to have strong speaking skills.

### *Speaking in terms of language acquisition*

In terms of language acquisition, speaking is a crucial language-communication skill that greases language acquisition in second language learners.

Goh and Burns (2012) consider that speaking is important and the students know it is essential but there are many reasons that they are influenced by affective factors, such as anxiety and a lack of motivation. So, teachers need to change the way of teaching a

foreign language, based on initial principles for teaching speaking such as activities that can potentially improve their critical thinking, plan activities to focus on developing the learner's ability to speak accurately and make a good classroom environment so students can improve their speaking performance without anxiety.

In contrast, Bygate (1987) considers that the distinction between knowledge and skill is essential in the teaching of speaking. When teachers prepare class to develop speaking, it is important to consider the difference between knowledge about a language and skill in using language. Evidently, it is necessary to learn grammar and vocabulary in order to speak a foreign language and it is the language knowledge. But it is not the only thing that is needed to speak. However, the students also need the skill to be able to use a language. In other words, we can not only take into account how to assemble sentences in the abstract, we must also produce them and adapt them to the circumstances.

### *Speaking in terms of communicative competence*

As a matter of fact, companies and organizations need people who can speak English well. For this reason, authors such as:

Baker and Westrup (2003) considers that students who can speak English have more chances of finding a scholarship or employment, having a strong position to help their country's economic, social and political development; speaking well also helps students to access up-to-date information in fields including, technology and health. These are only some issues which explain why it is important for students to learn to speak English and for teachers to learn to teach speaking.

Nevertheless, the main objective of acquiring a second language is the communicative competence. According to Rebeca Oxford (1990) communicative competence encompasses not only spoken language, but also written language and the four language skills (p. 8-9).

### ***Learning styles***

In general, teaching a language is necessary to focus on learning styles.

Oxford and Anderson (1995) said learning styles have six interrelated aspects: Cognitive, Executive, Affective, social, physiological and behavioral aspects. They consider that the cognitive aspect includes preferred or habitual patterns of mental functioning. Also, another aspect is the executive aspect which learners look for order, organization, and closure in managing the learning processes. In addition, the affective aspect consists of the attitudes, beliefs, and values that influence that learners focus on most. On the other hand, the social aspect relates to the preferred degree of involvement with other people while learning. Moreover, the physiological element involves at least partly anatomically based sensory and perceptual tendencies of the learners. Finally, the behavioral aspect concerns the learners' tendency to actively seek situations compatible with their own learning preferences.

### ***Learning Strategy***

There are some definitions about Learning Strategy according to different authors such as: Rubin (1987) defined language learning strategy as behaviors, steps, or techniques that language learners apply to facilitate language learning.



Also, Oxford (1990, as cited in Hardan, 2013) states that this also includes emotional, social and cognitive aspects of the language learning strategy that improve competence and self-confidence in language learning (p. 4).

Also, we can observe that Ghani (2003, as cited in Hardan,2013) defined language learning strategies as specific actions, behavior, steps or techniques that students frequently used to improve their progress in L2 developing skills, these can facilitate the internalization, storage, retrieval or use of new information (p. 4-6).

### ***Taxonomy of learning strategies***

Rubin (1987, as cited in Hismanoglu, 2020), who is considered a pioneer in the field of strategy, explains there are three types of strategies used by learners that contribute directly and indirectly into language learning, such as learning strategies, communication strategies and social Strategies. Focus on learning strategies, he explains that these strategies can contribute directly to the development of the learner. This ensures that learning strategies are divided in two branches: Cognitive learning strategies and Metacognitive learning strategies. Firstly, ***Cognitive learning Strategies*** refers to the steps used in learning or solving problems that require direct analyzing, transformation of synthesis of learning materials. Rubin describes 6 main cognitive strategies: Clarification / verification; Guessing / Inductive inference; Deductive reasoning; Practice; Memorization; and Monitoring. Finally, ***Metacognitive Learning Strategies*** is used to manage, regulate, or self-direct language. They involve various processes such as planning, prioritizing, setting goals and self-management.

On the contrary, O'Malley (1985, as cited in Hismanoglu, 2020) divided language learning strategy in three main subcategories: Socio Affective Strategies, Metacognitive Strategies, and Cognitive Strategies. Firstly, metacognitive strategies are a concept to express execute function, strategies which require planning for learning, thinking about the learning process, also monitoring of one production or comprehension and evaluation before the activity is completed. Secondly, cognitive strategies are more specific to a learning task and they involve more manipulation of the learning material itself. Some of the most important cognitive strategies are grouping, resolution, translation, repetition, imagery, auditory representation, note-taking, keyword, contextualization, and elaboration transfer. And the last one, *socio affective strategies* can be stated that they are related with social-mediating activity and transacting with others.

### 2.3. Conceptual Framework

In order to have a clear idea of this project, it is necessary to explain some concepts. Such are introduced below:

***Speaking:*** Kayi (2012) define speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. On the other hand, Burns and Joyce (1994) say that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”.

***Strategy:*** Schendel & Hatten (1972, as cited in UKEssays, 2017) define strategy as” the basic objective and goal of the organization, the main programs of action and chosen to achieve these goals and objectives, and the major pattern of resource assignment used to

relate the organization to its environment”. Nevertheless, Miller & Dess (1996, as cited in Wagner Maiardes, Ferreira, & Raposo, 2014) describe a **Strategy** as” a grouping of plans or decisions made in an effort to help organizations achieve their objectives” (p. 48).

Besides, Porter (1996, as cited in Wagner Maiardes, Ferreira, & Raposo, 2014) said that **Strategy** “means performing different activities to those performed by rivals or performing the same activities differently” (p 48).

**Methodology:** According to the American Heritage Dictionary of the English Language, methodology can be defined “as a body of practices, procedures, and rules used by those who work in a discipline or engage in an inquiry; a set of working methods: the methodology of genetic studies; a poll marred by faulty methodology”. Also, a methodology “is the branch of logic that deals with the general principles of the formation of knowledge”.

**Communicative competence:** The term communicative competence was introduced by Canale and Swain in an influential 1980 paper. The authors set the skill to understand and produce contextually appropriate language contributions - communicative competence - against Chomsky's more restricted definition of linguistic competence, which refers only to the skill to interpret and judge the accuracy of syntactic constructions.

Communicative competence includes around three additional types of linguistic skill, such as evaluating sociolinguistic suitability, adjusting to interactional demands, and maintaining coherent discourse. Many teachers and researchers believe that this type of expanded communicative competence can best be adopted among learners through

communicative language teaching (CLT), using methods which promote the meaningful use of authentic language (Salazar Obeso, 2015)

***Learning strategy:***

Learning strategy is defined by some authors such as:

Schumaker & Deshler (1992, as cited in Boudah & O'Neil, 1999) explain that it is an individual's approach to complete a task. To be a bit more specific, a learning strategy is an individual's way of organizing and using a particular set of abilities to learn content or accomplish other tasks more effectively in school as well as in non-academic environments. Hence, teachers who teach learning strategies teach learners how to learn, rather than teaching them specific curriculum content or specific abilities.

## CHAPTER 3. METHODOLOGICAL FRAMEWORK

### 3.1. Type of Research

Qualitative research was the type of research selected in this project, as it seeks to describe the speaking problems that students have in 8<sup>th</sup> grade at the Sofia Camargo de Lleras School. The research method in Educational action research is going to be used because this method offers opportunity for continued reflection. In all the professional fields, and the main goal is to improve the processes of students. The research question that leads this study is, what obstacles do students of 8th grade have in speaking in an EFL context at a public School in Barranquilla?

To answer this question, five stages were followed, which are diagnostic test, observation, student surveys, lesson plan, and analysis of information. Since it seeks to collect and work with non-numerical data and interpret the meaning of these data that help to understand social life through the study of eighth grade students. Denzin and Lincoln (2000, as cited in Dirkx & Barnes, 2004) affirm that qualitative research surrounds an interpretive and naturalistic approach, “It means that qualitative researchers study things in their natural environment, trying to make sense or to interpret phenomenon in terms of the meanings people contribute to them” (p. 1).

### 3.2. Paradigm

(Kuhn [16], as cited in Zukauskas, Reinhardt, & Andriukaitienė, 2017) introduced the concept of paradigm (gr. paradigm—example model) in science philosophy. Kuhn calls a paradigm a generally accepted scientific knowledge achievement which provides the scientists with problem raising and solving methods for a period of time. This research is based on the socio-critical paradigm because it considers knowledge is constructing for interests related from the needs of the groups. This paradigm uses self-reflection and internal and personalized knowledge with the object to make a social transformation.

### 3.3. Procedure

The research will develop in five stages here where the following will occur in advance of the procedure. We will be in constant interaction with the students to understand what they will develop while they are going to make speaking activities.

**First stage: *Diagnostic Test***

A diagnostic test is a test that helps the teacher and learners identify problems that they have with the language. In that sense, it was the first tool used to identify the problem in English class. The diagnostic test aims at determining students' English proficiency. Taking into account the result, we concentrated on those problems which do not allow us to improve their English.

**Second Stage: *Observation***

This phase is the preliminary observation where we can discover the context in which our focus groups were developed and we can observe the difficulties students have. It will determine that students develop speaking activities using target language without being conscious that they were going to be observed in order to obtain data in a natural setting. Therefore, the observation is seeking to identify student's reactions and to obtain information which reflect the difficulties students have while speaking aloud.

**Third stage: *Student Survey***

We are going to apply a questionnaire with closed and open questions. This diagnostic phase will help us to understand what students think about learning English in class. The purpose of the interview is to know how students felt about communicative tasks. In addition, students will answer the questions with honest opinion and they also can use their native language to avoid proficiency issues.

***Fourth stage: Lesson Plan***

During this phase, the focus group will improve a lesson plan which their communicative competence will explore. During this procedure, the methodology will be developed in three different moments where different kinds of activities take place such as role plays, telling stories, describing activities, amongst others. Students are free to carry out any kind of resources or help during the development of the moments. The purpose of this lesson plan is to face the development of students speaking abilities through the three different moments.

***Fifth stage: Analysis of information***

In the follow-up stage, we are going to cluster the information received in the diagnostic phase and develop phase, with the purpose of remarking difficulties in order to overcome them. In other hand, the data will be analyzed with attempts to answer the research question.

### 3.4. Context Description

To make this project possible we implemented our practices at the public school "Sofia Camargo de Lleras" the school is located in Barranquilla, Atlántico. On Street 53d # 21-36, it is surrounded by a middle-low social stratum neighborhood. Also, the school brings the community education in the levels of elementary school and high school.

### 3.5. Population and Sample

The participants were 8<sup>th</sup> grade students. The whole class was made up of twenty students. The school has only female students and their age ranged from thirteen to fourteen years old.

The class consisted largely of students of the same background and socioeconomic level. All of the students lived in Barranquilla and they were part of the middle class.

### 3.6. Instruments of Research

In this project we are going to use the following instruments in order to collect information in the classroom.

The instruments that we are going to use are:

- Observation: We are going to observe the class taking into account the problems of the students at the moment of using their speaking skills, besides to the activities made for the teacher.
- Survey to the students: a diagnostic test based on eight questions with the purpose to know what students are thinking about the English class.
- Diagnostic test: a diagnostic test in order to identify the real level of the students.

### 3.7. Legal Framework

This research is guided towards improvement of speaking skills. It is based on Colombian laws and its government policies. It was necessary to take as a reference the Political Constitution of Colombia (1991), the General Education Law of 1994, Law 1951



as well as current proposals such as the Curricular Guidelines for foreign languages and the Common European Framework of Reference for Languages.

Firstly, there are some articles of the Political Constitution (1991) that support the rights of education for Colombians. But one of them was selected for the present research, art. 67. It is focused on some aspects related to the rights of acquiring or having the opportunity to receive education.

La educación es un derecho de la persona y un servicio público que tiene una función social; con ella se busca el acceso al conocimiento, a la ciencia, a la técnica, y a los demás bienes y valores de la cultura. La educación formará al colombiano en el respeto a los derechos humanos, a la paz y a la democracia; y en la práctica del trabajo y la recreación, para el mejoramiento cultural, científico, tecnológico y para la protección del ambiente. El Estado, la sociedad y la familia son responsables de la educación, que será obligatoria entre los cinco y los quince años de edad y que comprenderá como mínimo, un año de preescolar y nueve de educación básica. La educación será gratuita en las instituciones del Estado, sin perjuicio del cobro de derechos académicos a quienes puedan sufragarlos. Corresponde al Estado regular y ejercer la suprema inspección y vigilancia de la educación con el fin de velar por su calidad, por el cumplimiento de sus fines y por la mejor formación moral, intelectual y física de los educandos; garantizar el adecuado cubrimiento del servicio y asegurar a los menores las condiciones necesarias para su acceso y permanencia en el sistema educativo. La Nación y las entidades territoriales participarán en la dirección, financiación y administración de los servicios educativos estatales, en los términos que señalen la Constitución y la ley.

Secondly, another policy regarding teachers' practice and students' learning of a foreign language is the 1994 General Education Law (*Ley General de la Educación, Ley 115 de 1994*). This law concerns everything related to the administration of education. Its objective is to regulate the public service of education according to people's needs. Besides, it shows how the levels of formal education are composed as well as those skills, values, aptitudes and knowledge that must be developed by learners and teachers. All those are explained from the 11th article until the 14th article in the first chapter of section 1. But, one of the most significant articles of this law related to the teaching of foreign language as a second language acquisition is found in the Third section chapter 1 from 20th article until 23rd article.

Thirdly, the Curricular Guidelines for Foreign Languages (*Lineamientos Curriculares Lenguas Extranjeras*) is a document made by a group of people who make part of The Ministry of National Education. This document is outstanding for this study because it contains instructions to design a curriculum for the development of it in educational projects. Also, it encloses elements which describe the interlingua and Intercultural process, methodological features, some models and schemes of curricular organization for the area of language. Moreover, this document offers some kind of upholder for teachers in their continuous formation as teachers.

Finally, The Common European Framework as Reference for Languages (CEFR) is used as a guidance for the teaching process. This document helps the elaboration of curriculum guidelines, textbooks and examinations. Since the paper explains in detail what language learners must learn to interact with others, and what kind of knowing and abilities they must develop in order to communicate effectively. In addition, The CEFR defines stages of

proficiency which allow teachers, institutions and organizations to measure learners' language level. Also, the CEFR will enhance the transparency of courses, syllabuses and qualifications, promoting international co-operation in the field of modern languages. (Council of Europe, 2001).

### 3.8. Timeline

<b>FASE</b>	<b>ACTIVITY</b>	<b>INITIAL DATE</b>	<b>FINAL DATE</b>
1	Apply diagnostic test	02-04-2019	02-04-2019
2	Apply survey of students	04-04-2019	04-04-2019
3	Design a lesson plan taking into account communicative competences	09-04-2019	09-04-2019
4	Apply first lesson plan and take note of the first moment of observation	23-04-2019	23-04-2019
5	Apply second lesson plan and take note of the second moment of observation	02-05-2019	02-05-2019
6	Apply third lesson plan and take note of the last moment of observation	07-05-2019	07-05-2019
7	Collect the information obtained and process it.	13-05-2019	31-05-2019
8	Make the pertinent conclusions to carry out the proposal of the research.	01-06-2019	30-06-2019

## CHAPTER 4: DATA ANALYSIS

The question guiding this study is,

### **What obstacles do students of 8th grade have in speaking in an EFL context at a public School in Barranquilla?**

In this research we used three tools to collect data, a diagnostic test, survey, and observations. Those data collections were applied in different classes and they were divided into four stages.

**First stage:** We applied the diagnostic test: In this stage, the purpose was to identify the real level of the students. For this reason, we decided to make use of a diagnostic test to level A2.

**Second Stage:** Survey-, in this part we decided to apply the survey, to know the students' opinions about the English class; why they were afraid of speaking, what kind of activities they preferred at the moment of learning English, etc.

**Third Stage:** Classes observation: During the application of different lesson plans we observe the behavior of the students in 8th grade with the purpose to identify the speaking problems.

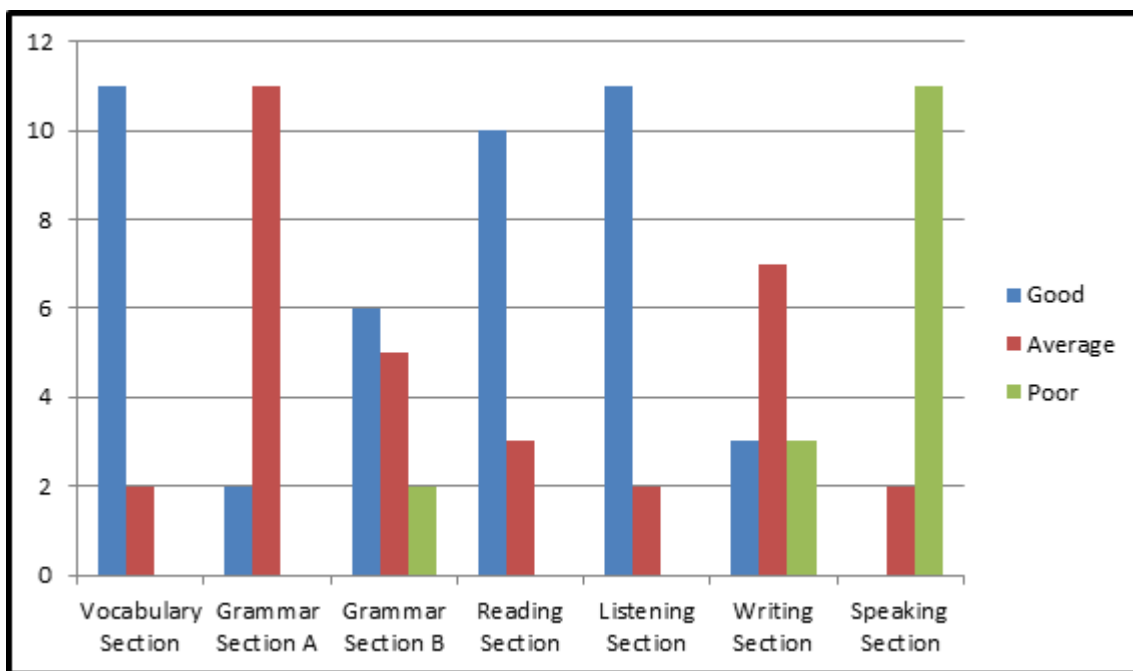
**Fourth stage:** In this part we started to transcribe and analyze each data. After that eight important codes emerged of the analysis of data such as; feel nervous, insecure, lack motivations, structures of the sentences, conjugation problems, vocabulary problems, lack of listening practice, lack of reading aloud, lack of vocabulary pronunciations, speaking

problems. Then we begin to classify in three categories for instance afraid of speaking, lack grammar, and pronunciation problems.

*First Stage, Diagnostic Test:*

The diagnostic test is considered as a tool that helps us to identify some learning problems, besides this, we can identify the weaknesses or strengths of their learning to provide instruction to solve those problems.

As Brown puts it, "... diagnostic testing often requires... detailed information about the very specific areas in which students have strengths and weaknesses." (Brown 1996, 15) For this reason the timing of diagnostic tests is usually before a course begins or at an early stage in a course, whereas achievement tests are more likely to happen at the end.



*Graphic No 1 Diagnostic Test Result*

The diagnostic test was applied in the 8th grade at the Sofia Camargo de Lleras School, in the English classes. (see appendix 1) Also, we designed in six sections (vocabulary s,

grammar, reading, listening, writing, and speaking). On the other hand, the graphic is divided as good, average, and poor. These particular descriptions are how we organize the answers of the students.

First of all, the grammar part tests if students are able to manage the basic vocabulary of fruits, daily routines, animals, and school supplies. After performing the diagnostic test, we realized that most girls know this vocabulary.

In another part, the grammar section was divided into two parts. In the first part, the students had to fill in the blanks taking into account the present simple and the past simple. And in the second part, the students had to complete the sentences with the past of the verb “To Be”. According to this, the students failed to complete all the sentences and confused the conjugation of the verbs in the past.

In contrast, the students presented a good reading comprehension of the written text of SCHOOL OF THE AIR. Likewise, the students had a good understanding of listening. On the other hand, in the writing section the students had to write a paragraph in the past tense, about their last vacation taking into account place, people with sharing and finally they had to say which was the most exciting thing that happened? In this section many of them had problems in the structure of the sentence such as subject, conjugation, connectors. Also many of them only wrote a sentence instead of a paragraph.

In the speaking section, we asked different questions about the last vacations. For example, “where did you go? What did you do? What was your favorite place? Etc.” (Data taken from field notes). In this section, the students made many grammar mistakes in past tense, prepositions, and connectors, also when they forgot the vocabulary they preferred to speak in Spanish. Only two of them identify the correct grammar.

In conclusion, the students had problems with different skills but the most important was speaking skills for this reason we are going to implement new strategies to improve their oral abilities.

According to the test applied, we could identify the following problems:

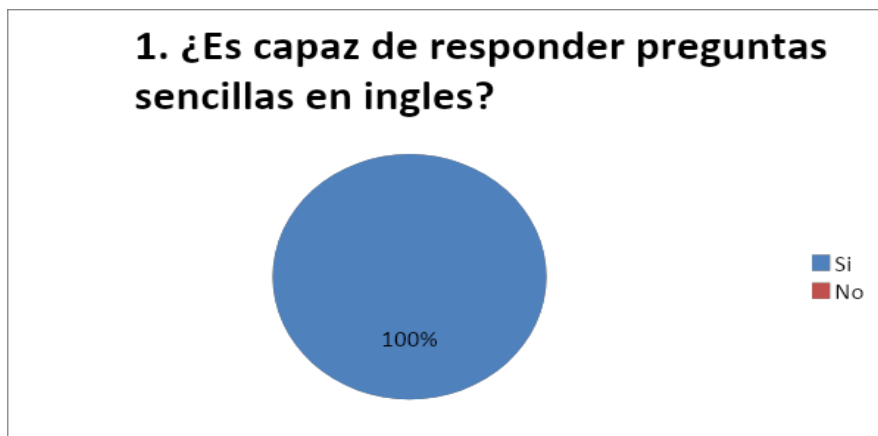
- The students had difficulties in the grammar in the writing section because when they were going to write they did not know how to connect the sentences and they were confused at the moment of writing the verb in the correct tense.
- In the same way, they had speaking problems, because they made the same mistakes that they presented in the writing section, all these errors were reflected in the speaking section at the moment of expressing their ideas, also they preferred to use Spanish instead of English.

*Second Stage, Survey:*

We decided to apply for this Survey, intending to understand how students learn English. How they would like to learn English, and which are the difficulties they have.

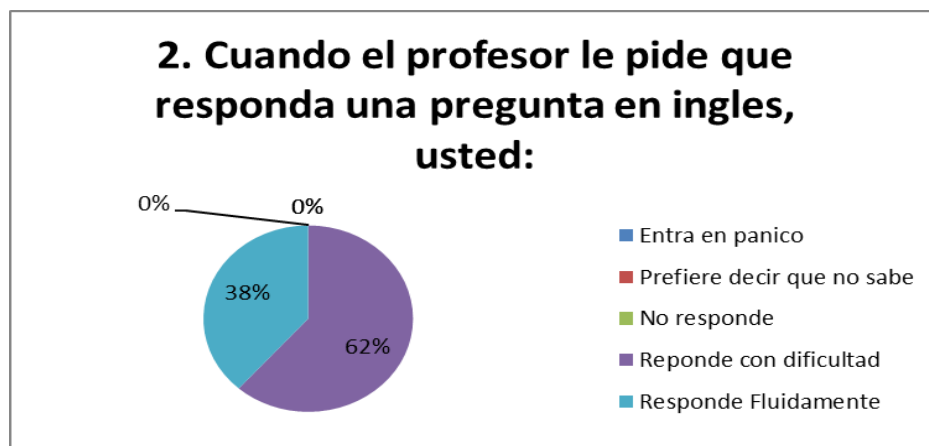
In addition, the application of Survey Data Analysis provides an intermediate-level statistical overview of the analysis of complex sample survey data. They said that it emphasizes methods and worked examples using available software procedures while reinforcing the principles and theory that underlie those methods (Heeringa, West, & Berglund, 2010, p. 1)

In this survey (see appendix 2) we are going to show you the data analysis and result of students, applied in the School Sofía Camargo de Lleras at the students of 8th grade.



*Chart No 1. Survey, question 1*

All the girls surveyed answered that they could answer simple questions, since it was easy for them. Also, they paid attention.



*Chart No 2. Survey, question 2*

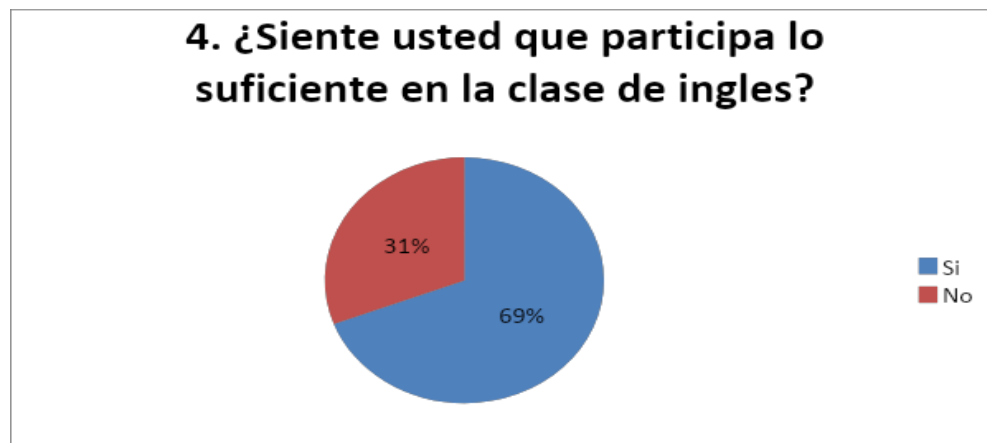
For the majority, when the teacher in charge of the English class asked them open-ended questions, they responded with difficulty. In a smaller percentage, they responded fluently. This means they strived to respond even if they do not do so well.





*Chart No 3. Survey, question 3*

In an English class, eighth grade students actively participated, with a percentage of 43% to participate two or three times per class, 36% for more than five participations per class and 21% for participation three or four times.



*Chart No 4. Survey, question 4*

Most of the students considered that they participated enough in the English class with 69% of the percentage. In contrast, only 31% feel that their participation is not enough during the English class.

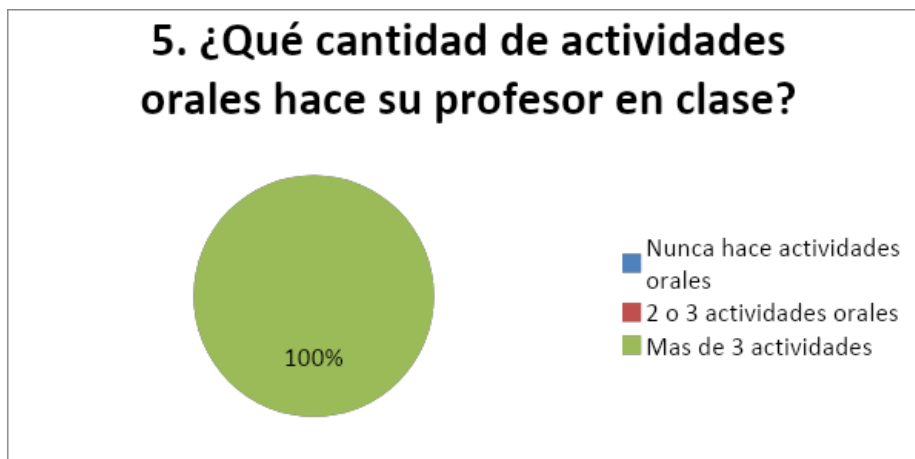


Chart No 5. Survey, question 5

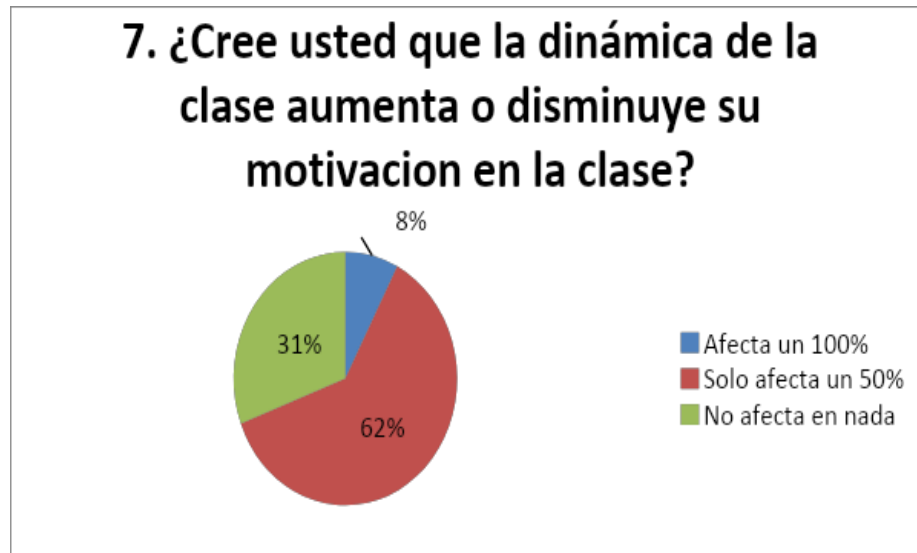
In accordance with the survey, all participants affirmed that the teacher used three or more oral activities to promote active participation.



Chart No 6. Survey, question 6

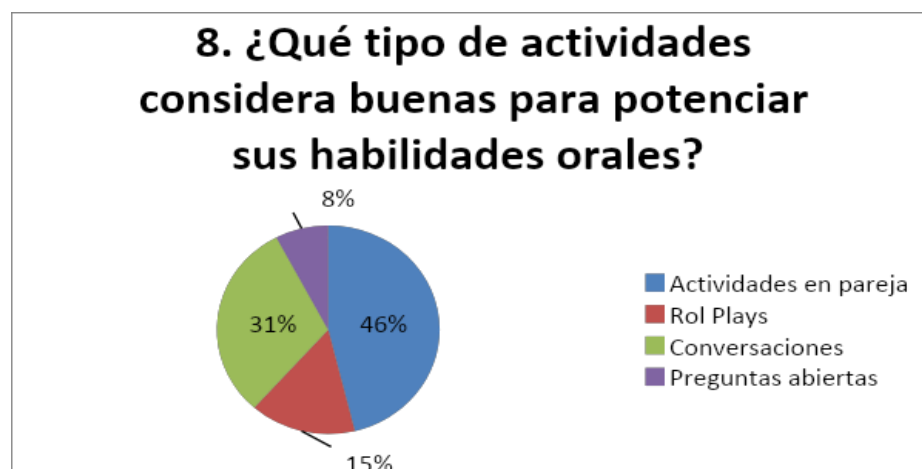
According to the survey, 38% of students affirmed that they have presented problems with vocabulary because they do not remember the meaning of the words. In turn, 23% considered pronunciation as an obstacle to obtaining a fluent conversation. On the other hand, 15% of the respondents said that they feel confused, and they need time to

translate sentences into their mother tongue to understand it. Lastly, a smaller percentage (8%) of students have no problem with having a conversation.



*Chart No 7. Survey, question 7*

Most students affirmed that the dynamism of English class affected only 50% of their motivation. However, a small proportion of the population said that motivation did not influence the dynamics of the class at all. Only 8% of students considered that it directly affected their motivation in learning a second language.



*Chart No 8. Survey, question 8*

Firstly, 46% of the respondents considered the couple activities as a good way of enhancing their oral skills. On the other hand, 31 % manifested the conversations as a second option to develop speaking skills. Besides this, the other 15% expressed the role-plays as a tool to develop oral production. Lastly, the open questions with 8%. It was because students did not have the space to prepare their answers and to be spontaneous.

### ***Procedure of the survey***

This survey was applied at the Sofia Camargo de Lleras School, in the English classes, to the students of eighth grade.

### **In the survey we analyzed the next aspects:**

1. The students have difficulties with English vocabulary because they have problems with pronunciation and meaning.
2. The students participated actively during the class, but it's necessary, they can reinforce the English vocabulary to obtain a better fluency.
3. They consider the dynamics of the class are not important for maintaining motivation.
4. They consider a couple of activities as a good way of enhancing speaking skills

### ***Third stage: Observation***

The purpose of the observation is to find out the possible weaknesses of the students during the English classes.

According to the article in StudyMode Research (2013), there are some authors who explain about Observation research, for instance; Marshall and Rossman (1995).

They consider that participant observation allows to verify definitions that students can use in interviews, observe events that participants may be unable to share when

doing so would be impolite, impolite, or insensitive, and observe situations where participants have described in interviews, thereby making them aware of distortions in the description provided by those participants.

Participant observation is generally used in ethnographic studies.( Schensul and LeCompte ,1999 as cited in Studymode, 2013) organized a list in order to give reasons for using participant observation in research, such as: to identify and guide relationships with participants; to help the researcher to organize and prioritize the things related with cultural parameters and how people interrelate; to demonstrate why researcher considers the cultural members deem to be important in terms of social interaction; to help the researcher to be recognized in the group of participants and thus facilitate their research process; and to provide the researcher a list of questions that can addressed with participants.

Through the observation we could make the following affirmations:

During observations, three lesson plans were designed; the first lesson plan “Describing places in town” (see appendix 3) in the speaking activities, they had to make an oral presentation in the present tense about their favorite place. In this oral presentation students were nervous at the moment of participating in speaking activities. At the same time, they made grammar mistakes.

In the second lesson plan “Yesterday” (see the appendix 4) the students had to answer questions using irregular verbs. However, most of them made mistakes because they found it hard to learn the conjugation of verbs in the past tense (Data were taken from the field). In the third lesson plan “Time off” about the use of future tense (see appendix 5). In the speaking section when they had to talk about the future. The students had problems in the

conjugation of the future tense. For example, when they use a sentence, they omit the auxiliary *will* or *going to*. (Data were taken from the field).

### Categorization

Categories	Codes
1. Afraid of speaking	Feel Nervous Insecure Motivation problems
2. Lack of Grammar	Structure of the sentences Conjugations problems Vocabulary problems
3. Pronunciation problems	Lack of listening practice Lack of reading aloud Lack of vocabulary pronunciation.

## CHAPTER 5. ANALYSIS AND RESULTS

After the collection of the data coming from the diagnostic test, survey, and observation. We analyzed the data in which three categories emerged.

### . 1<sup>st</sup> Category:

*Afraid of Speaking*; in this category through the Observation when the students made a short presentation about the most representative in the city. They were afraid of speaking and they preferred to speak with the picture in front, because they felt nervous and insecure about the correct pronunciation. On the other hand, the diagnostic test that we applied before, we could realize how difficult speaking English was without translating the questions. For example, when we asked questions about what they did the last vacations, they felt nervous and answered in Spanish or without correct grammar structure. For example:

- Yo fuí al cine
- No fuí a ningún lado
- Go movie
- At home

### 2<sup>nd</sup> Category:

*Lack of grammar*; in this category we could observe in the writing and speaking test. For example, when the students had to write a letter to their friends about their plan of their next vacations, they wrote sentences without future tense, and at the same time they wrote

sentences without connectors, they didn't use the correct preposition, also they omitted the personal pronoun. They made the same mistakes in the speaking test and class activities. For example:

“I going to beach my best friend” **instead of** “I am going to the beach with my best friend”

“I go to in my vacation the cine” **instead of** “I am going to the movie in my vacations”

My next vacations go to travel” **instead of** “on my next vacations I am going to travel”

“My vacation I go to the beach” **instead of** “on my vacations I am going to the beach”

“go my home in seven o'clock “**instead of** “I will go to my house at seven o'clock

3rd Category.

*Pronunciation problems:* In this category when the students read a text aloud, many of the students made mistakes in the pronunciation, or when they had to read vocabulary aloud. They made many mistakes as well. Besides this, in the survey the students consider pronunciation as a problem to communicate in English. Through the observation we realize the students needed to practice pronunciation through repetition and reading aloud.

Some common mistakes

- the pronunciation of irregular verb in past tense

Marked [marked) instead of mark

Stopped [stopped] instead of stopt



- The vowels sound short and large

Good [gud] instead of [guud]

Book [buk] instead of [buuk]

Beach [bich] instead of [biich]

- The correct accent or stress of a word

**PRE**sent (verb)

Pre**SENT** (gift)

To summarize the above, when we analyzed the result of the data collection, we discovered that we would help these students taking into account the problems encountered. The classification of three categories really helps us to resolve the question “What obstacles do students of 8th grade have in speaking in an EFL context at a public School in Barranquilla?”

Stern (2001, as cited in Rahan Kumaran, 2010) explains that “language teaching has tended to kill motivation by divorcing the intellectual aspects of language (vocabulary + structure) from its body and emotions, limiting instruction to the former”. According to our finding where the grammar problems affect speaking skills is very important to take into account the strategies that we need to use with the purpose to help the students to increase their motivation and use interactive activities where they can learn grammar. Goh and Burns (2012) consider that speaking is important and the students know it is essential but there are many reasons that they are influenced by affective factors, such as anxiety and a lack of motivation. In our finding we reaffirm this theory because the students lack

motivation at the same time they feel nervous and anxious where they need to speak in English. So the implementation of dynamic activities to improve learning is necessary. Besides that, we consider this study could help the teacher to pay attention to if the strategies used by them are really effective. At the same time the study can represent an advantage to the learners because through the implementation of new strategies they can overcome all these problems.

## CHAPTER 6. CONCLUSIONS AND RECOMMENDATIONS

In the previous study, the following question was considered regarding the problem, what obstacles do students of 8th grade have in speaking in an EFL context at a public School in Barranquilla? Answers allowed us to identify the most common speech problems that students had when answering any of the enquiries or when communicating within the classroom.

Therefore, one of the greatest obstacles in English classes is communication in the target language because it is often a complex task for students. Taking into account the consideration of Burns and Joyce (1997), speaking is interpreted as dynamic exchange which involves a process of producing, receiving and processing information. Being able to communicate effectively is perhaps the most important of skills. That is to say, it is what allows us to give information to other people, and to understand what is trying to say. That is why this research work considers it important to help students to overcome their obstacles when speaking in English.

In the first part of the research project, a diagnostic test was administered in order to know the learning problem that affected students. This diagnostic test was applied to students of eight grade at School Sofia Camargo. In addition, according to the result of this first instrument, a survey was carried out with the purpose of knowing what students thought about learning English, so a tree lesson plan was used in order to observe the development of their communication skills in English. On the other hand, these instruments

were compared and analyzed using three different categories, Afraid of speaking, Lack of grammar and Pronunciation problems.

Fear of speaking is the first category of this previous study. It is the panic that students feel when speaking in English because they fear making mistakes. Moreover, this category involves recognizing why students are nervous speaking to a group and which are the tools that help students to express in English. According to Goh and Burns (2012) the ability of learners to speak accurately is influenced by factors such as classroom environment and critical thinking activities. In this regard, it is essential to apply activities that allow them to improve their speaking performance without anxiety.

For that reason, speaking activities where students receive emojis inspired their participation. This was more accepted. However, public speaking was a significant problem. Some factors, such as making pronunciation mistakes and lack of confidence did not allow students to develop their English learning and hindered their participation in oral activities. That is why, it is important to apply visual aids such as emojis to give students the support they need to successfully instill their confidence to communicate.

The second category was lack of grammar. Unclear communication is the biggest issue caused by using incorrect grammar when speaking. Proper grammar is also essential for understanding English as a second language. Likewise, Bygate (1987) considers that it is necessary to learn grammar and vocabulary in order to speak a foreign language. The importance of teaching a language is to help students be able to learn grammar and vocabulary and also acquire this skill to use the language. In other words, we as a teacher

should not only teach how to assemble a sentence in the abstract sense, but also we must teach how to produce them and adapt them to the circumstances.

Grammatical rule construction is among other difficulties found in the process of learning other languages. This truth also applies to those who are studying English in different levels of education. The data suggested that students have problems in speaking, as well as in writing. It is interesting that in their effort to apply the grammatical rules that they know, there were students who omitted personal pronouns and they did not use the correct preposition.

The third category is related to pronunciation. In fact, many students have problems with pronouncing correctly because, as found through the surveys, pronunciation was one of their main concerns when they expressed themselves orally in front of the group. Thus, Andrews (2020) explains that the importance of being well spoken is relevant to their lives because speaking skills are not emphasized in schools and these are emphasized in real workplaces. In that sense, some schools apply speaking assessment in order to grade students but not to prepare them for life. Taking into this account, getting a good pronunciation is essential to professional promotion. It is therefore important to prepare learners from school.

The English is a global language and students should be motivated to follow a standard pronunciation. This previous study showed that students had many obstacles on the way to correct pronunciation. Some obstacles are anxiety and the fear of speaking out aloud. These obstacles have been discovered to present some pedagogical implications, such as practice reading aloud and repeat listening exercises.

This study revealed that students of EFL have problems in speaking because they face different obstacles such as, fear of speaking, lack of grammar and inappropriate pronunciation. It is important to know this because it helps us to recognize what strategies allow students to overcome these problems. In addition, teachers should better prepare their classes so that students can use their speaking skills in their daily lives (Shen and Chiu, 2019). In that sense, teachers should design lessons that integrate the development of communication (Brown, 2006). It is important to bear in mind that teachers should be flexible. A few students in the group reject the tasks proposed by the majority, so it is necessary to negotiate with them how they will participate.

Finally, the way of teaching a second language requires a lot of commitment and dedication from the teacher. Because of this, the implemented lessons should motivate the students to participate in the class. These activities, which the teacher must develop, should allow the students to feel more comfortable and safe when they have to carry on a conversation in English and make the skills more effective in obtaining a perfect second language acquisition.

## CHAPTER 7. PROPOSAL

### **The Effectiveness of Cognitive Strategies Based on Practicing to Help Overcome the Obstacles of an EFL Learners' Speaking Skill**

#### 7.1. Introduction

Learning English as a foreign language is not an easy task, since knowing a language goes beyond learning a grammatical structure. The person who is fluent in the language is considered to have developed all four skills. However, speaking ability is one of the most important and feared forms of communication for new language learners. According to the results obtained through the investigation, it was possible to know that the skill in which the learners of this language present the most difficulties is when producing ideas orally. For this reason, the implementation of practice-based cognitive strategies was necessary to improve the obstacles in speaking skills among the 8th grade students of the Sofia Camargo de Lleras School.

To achieve improvement in speaking ability with respect to English as a foreign language, it was necessary to design practice-based activities. In addition, we plan to promote a classroom speaking environment where students can actively participate. We are doing this because through these activities the learners are encouraged to communicate with others in the target language in a very dynamic way. According to William and Burden (1997), learning a language involves communicating with other people and, therefore, requires not only adequate cognitive skills, but also some social and communication skills.

Which allows students to have that interaction with others in the target language, and as a consequence an improvement in it.

Taking into account the above, the researchers decided to create a proposal with the aim of implementing cognitive strategies based on practice based upon the pilot study we conducted previously. For this, five workshops were applied which were based on the practice and oral and active interaction of the students within the classroom, using the target language. In addition, samples such as surveys, interviews and observations were utilized to evaluate the effectiveness of the proposal.

## 7.2. Justification

This study is justified because its outcomes will help promote a methodological change. Teachers will feel motivated to consider their pedagogical choices according to the teaching of speaking to impact a student's process of learning. In the case of students, this proposal will attempt to show them strategies they can learn and implement in speaking activities.

In addition, to justify this study, our research project will make clear the use of cognitive strategies for practicing to ameliorate obstacles that affect speaking skills of students in a classroom. One of the ways learners can raise up the issues of speaking is by the teaching of strategies with the main goal of increasing the amount of classroom practice. Consequently, a set of five practicing activities have been selected and taught to students in workshops. These activities correspond to repeating, practicing with sound systems, using patterns, recombining and practicing naturalistically.



Considering that English as a foreign language has become one essential language today, our goal as teachers is to help the students to develop communicative competences as a result to be able to express in a second language. However, no matter how much we learn about the English language, we still face many difficulties, especially in speaking. Donn (1986) said that students often find some problems in which the native language causes difficulty to use the foreign language, there is a lack of practice in the second language in daily conversation and pupils are also too shy and afraid to take part in conversation. Therefore, we considered that Donn's line of argumentation was extended to the condition of our students.

In order to increase such situations, there is a need to implement a learning strategy that attacks the issues students face in the classroom. In that way, we are going to use cognitive strategies as a process to improve the speaking skills of the students. Oxford (1990) has developed a system of categorization of strategies that involve cognitive strategies as mental strategies learners use to make sense of their learning. By applying this strategy through sub-strategies of practicing, students will be able to see any writing activity as an achievable process and not as a product to be graded.

### 7.3. Research Question

**How can cognitive strategies based on practicing help overcome the obstacles of an EFL learners' speaking skill in 8<sup>th</sup> grade at Sofia Camargo de Lleras school?**

## 7.4. Objectives

### General Objective

- Implement cognitive strategies in five sessions based on practicing to improve their obstacles in speaking skills among 8 grade students at the School Sofia Camargo de Lleras

### Specific Objectives

- Design practicing activities focus on speaking skills that allow students to enhance their deficiencies in oral communication.
- Promote a speaking environment in the classroom where students can participate actively.
- Evaluate the effectiveness of the teaching proposal considering the activities applied.

## CHAPTER 8. THEORETICAL FRAMEWORK

This proposal seeks the connection between speaking skills and cognitive strategies. It specifically investigates how the use of cognitive strategies helps students to overcome and improve their obstacles in speaking skills. Therefore, our proposal presents the following theories:

### *Language Learning*

In a first study, William and Burden (1997) said that learning a language carries out not only a mental process but also social and affective awareness. In that regard, they considered that language learning involves communicating with other people and therefore requires not only suitable cognitive skills but also certain social and communicative skills.

On the other hand, Oxford (2004) suggested a bulk of language classroom activities for encouraging students, by assisting them enhance their emotional features and manage their anxiety and other negative attitudes such as acculturation, inhibition, and improving their risk taking, and respect other cultures. She considered the above taking into account that language learning is correlated with overcoming negative emotions such as being afraid of speaking in public.

According to Rubin (1975) provided a very broad definition of learning strategies as techniques or devices which a learner may use to acquire knowledge. She found two types of learning strategies: direct learning strategies and indirect learning strategies. Therefore, she organized the direct learning strategies in the following: clarification, monitoring, memorization, inductive inference, deductive reasoning and practice. Also,

the indirect learning strategies she divided in the following: creating opportunities for practice and production tricks.

### ***Language Learning Strategies***

The definition and categorization of language learning strategies was later developed by Rebecca Oxford (1990) in her book *Language Learning Strategies: What Every Teacher Should Know*. Oxford considers the goal of language learning strategies as being oriented towards the development of communicative competence, and that they must involve interaction among learners. She argues that learning strategies must both help learners to participate in communication and to build up their language system.

In that way, Oxford (1990) provides a system of categorization which she divides into two main classes (direct and indirect) and are further subdivided into six groups: Memory, Cognitive and Compensation strategies that form part of direct strategies, and Metacognitive, Affective and Social strategies that are indirect strategies (p. 37-51).

### ***Cognitive Strategies***

Cognitive strategies are the mental strategies learners use to make sense of the learning. These are one type of learning strategy that learners use in order to learn more successfully. These strategies include repetition of sentences or words, summarizing, relating the meaning with the context, using images for memorization. All these strategies involve deliberate manipulation of language to improve learning. Learning strategies are classified between cognitive strategies, meta-cognitive strategies, and social-affective strategies. For instance: A student can take into account new vocabulary by representing it in a memorable scenario. In that feel, it's miles less difficult for him to

recall those phrases. In a special way, the assignments with a purpose to be characterized as cognitive methodologies are: making thoughts maps, visualization, association, mnemonics, the use of clues in reading comprehension, underlining key phrases, scanning and self-checking out and monitoring (British Council, 2019).

However, Rebeca Oxford (1990) considers strategies for practicing are among the most important cognitive strategies. Language learners never realized how essential practice is. During class, potential practice opportunities are often missed because one person recites while the others sit idle. Even when small group activities increase the amount of classroom practice, still more practice is usually needed to reach acceptable proficiency, a goal which requires hundreds or even thousands of hours of practice, depending on the difficulty of the language and other factors. Given these facts, practicing strategies can include the following activities: repetition, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically. Thus, Oxford explained these cognitive strategies into the following descriptions:

**REPEATING:** Saying something over and over: listening to several times; rehearsing; imitating a native speaker.

**FORMALLY PRACTICING WITH SOUNDS AND WRITING SYSTEMS:**  
Practicing sounds (pronunciation, intonation, register, etc.) in a variety of ways, but not yet in naturalistic communicative practice; or practicing the new writing system of the target language.

RECOGNIZING AND USING FORMULAS AND PATTERNS: Using routine formulas, such as “Hi, how are you?”; and analyzed patterns such as “It’s time to”.

RECOMBINING: Mixing known elements in new ways to produce a new and long sequence, in others words, linking one phrase with another in a sentence.

PRACTICING NATURALISTICALLY: Trying to practice a language in a realistic setting, as in participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language.

To provide more effectiveness of this method, there are some articles where we can find evidence related to the implementation of learning strategies by Rebecca Oxford. For instance, in the World Scientific New, (2015) published an article **“Direct Language Learning Strategies in the theory by Rebecca Oxford in English vocabulary acquisition at the age group of 11 and 12-year-olds”** by Kamila Chilkiewicz, where the main purpose was demonstrated the use of direct language strategies, in the theory by Rebecca Oxford are the most favored at the age group of 11-12-year-olds. This study was applied to 100 students from primary schools in Maszewo-Poland. The conclusion revealed the most popular strategies for remembering and retrieving new information are: - group some words according to their meaning - association of eyesight - mechanical techniques of memorizing. Additionally, one of the common characteristics of the group was the visual students. For this reason, teachers used like: maps, graphs, charts all those which are rich in colors, shapes, and physical position for memory aids. At the same time, the use of exercises in a natural way helped the student with oral production. All these direct strategies contributed to the acquisition of new vocabulary in a natural way.

On the other hand, Paredes (2010) suggested in her study 'Language Learning Strategy Use by Colombian Adult English Language Learners: A Phenomenological Study' that the use of Oxford's taxonomy for language learning strategies could affect the acquisition of a second language. In her study, she analyzed a focus group integrated by 12 Colombian adult participants. The focus group was selected from the MDC InterAmerican campus in South Florida. Therefore, data were organized using inductive, deductive, and comparative analyses. Accordingly, language learning strategies proposed by Oxford was used as a guide in deductively analyzing data concerning the participants' experiences. This study discovered that participants used cognitive strategies such as processing the input or transforming it in ways that enhance their learning. In this regard, cognitive strategies more commonly used were practicing, analyzing and reasoning, and creating structure for input. However, the findings from this study showed that studying the language learning strategies included external factors such as language context and community as well as internal factors such as culture and prior education.

## 8.1. Literature Review

In order to know more about the problem of research projects it is important to review some investigations related to the topic that we are going to work on. These research studies might yield viewpoints which can help us to understand the issues. Therefore, some studies have been selected at chronological level in the last 7 years. They discuss different obstacles of the student's learning in speaking skills.

Initially, Fuziana Ali1 & Melor Md Yunus (2012) published a manuscript “Memory and Cognitive Strategies of High Ability Students in a Rural Secondary School” This study was conducted in a special class program in a rural secondary school in Malaysia by National University of Malaysia’s scholars. The purpose of the study was to explore the selected memory and cognitive strategies of the learners in a rural secondary school in Malaysia. There is evidence that 95.23% of the learners always choose to remember the new English words learned by memorizing the meaning in Malay. Nevertheless, other memory strategies were not as continually chosen by them. The learners might find memorizing the meaning of English words in Malay contributes towards an increase in their English vocabulary. There is also evidence that the second highest strategy chosen by the learners is the cognitive strategy (90.5%) which is watching English Language TV shows or going to movies spoken in English. This specific strategy might have been used by them to get contact to English Language and provide indirect training on listening skills.

For future research, the highest and the second highest strategies found used by the learners in the present study should be further investigated. The findings may assist teachers to understand how high ability learners can benefit from them.

Secondly, Gani, Fajrina and Hanifa (2013) published a study about the learning strategies used by both low and high-performance speaking students in developing their speaking skills. This study is titled Students’ Learning Strategies for Developing Speaking Ability. The authors selected a second-year student at High School in Banda Aceh, Indonesia. This was very useful because they had been learning English for a longer period of time with a lot of experience in learning speaking. After applying the questionnaires and interviews, the results of this study indicated that high performance speaking students were



more conscious in using all kinds of learning strategies (especially cognitive) for enhancing their speaking skills. This was not the case of low performance speaking students. Besides, the high-performance students employed more learning strategies appropriately compared to the low performance students.

Still in the subject of speaking, in a third study, Duanyai, Tonkanya, Rordklang, Erbsook & Banchakarn (2013) considered that speaking is the first element to use in classroom communication. Students' English speaking is a low-evaluated skill. In *Using Cognitive Strategies to Improve English Speaking Skill and Self-confidence*, the key purpose of their research was to compare students' ability and self-confidence to speak English before and after being part of learning activities incorporated with cognitive strategies. Furthermore, 38 secondary-school students were elected and therefore the instruments were a pre-posttest of English-speaking skills, 4 English speaking lesson plans, and a pre-post self-confidence questionnaire. The study showed that Students' ability and self-confidence to speak English after participating within the training activities significantly increased at 0.05. The results demonstrate that cognitive strategies like Repeating, Formally Practicing with Sound Systems, Recombining, and Practicing Naturally (Oxford, 1990) are elemental for ESL teachers once they apply those strategies enhance the English-speaking skill for the EFL beginner.

A fourth study selected, Liyanage, Bartlett and Tao (2014) published a research project about the difficulties in the development of oral communication skills in EFL in China. Their research is called *Cognitive Strategies for Dual Imperatives: EFL Listening and Speaking in Chinese Universities*. Meanwhile, the authors were interested in three language learning behaviors that are used typically by Chinese learners of English in developing oral

communication skills in class. These behaviors correspond to the cognitive strategies of translation, deduction, and contextualization. they used these three cognitive strategies by college-level-EFL-Chinese learners with the goal of knowing the effect of these strategies in listening / speaking lessons for regular and preparation classes. The final result showed that Regular classes allowed learners to engage in communication involving the interaction between speaking and listening, where meaning is jointly constructed by co-contributors. In contrast, test-preparation classes are rather one dimensional, with students foregoing interaction as they learn how to comprehend spoken English under examination conditions.

In a fifth study, Prada, Hernando (2015) published a research project about "Student's self-confidence as a way to improve English Oral" This study was applied to students in 10th grade at the Ricaurte School in Bogotá in Universidad Libre. The purpose of this study is to examine the correlation between self-confidence and how it affects English oral production. The project developed a set of building self-confidence activities through which the students increased their oral production and their self-confidence. Two oral projects were developed with tenth grade students at Ricaurte School, and to evaluate them, two speaking rubrics were used by the researcher, the results revealed a significant increase in the students' oral production in terms of vocabulary and expressions, less grammatical errors, less hesitation, better communication, and more interaction among tenth grade students.

Following our literature review, during a sixth study, Guachapa, Maria; Benavidez Luis (2016) published a pursuit project about "Improving learning Strategies and Performance of Pre-Service Language Teachers Through a CALLA-TBLT Model". The study was carried out with 33 first-year pre-service teachers from two classes (16 and 17 students

respectively) during two academic semesters in West Germanic course I and II in an exceedingly B.A. in Foreign Languages (English-French) program at Universidad del Valle, Colombia. This paper shows an action-research study on acquisition strategies in tertiary education at a Colombian university. One of the main targets in this project was enhancing English language performance and learning strategies using 33 first-year pre-service language teachers by using elements from two models: the cognitive academic learning approach and task-based teaching. The information collection was taken of surveys, a spotlight group, students' and teachers' journals, language tests, and documentary analysis. Results evidenced that the scholars improved in speaking, writing, grammar, vocabulary and in their learning strategies repertoire. As a conclusion, explicit strategy instruction within the proposed model resulted during an accurate combination to bolster learners' acquisition strategies and performance.

In a seventh study, Iswardati (2016) Published the Research titled “The Implementation of Group Investigation to strengthen the Students’ Speaking Skill” in Samarinda-Indonesia. The foremost purpose of this research was to hunt out how group investigation improves the student’s speaking skill of the second-grade students of SMA 2 Samarinda, and thus the way group investigation strengthens the student’s participation in speaking of second grade and what the obstacles are within the execution of Group Investigation. The classroom action research was engaged during this study and was exhausted in two cycles. The instruments wont to collect the info were observation, checklist, field-note, and speaking test. The researcher concluded: First, Group Investigation strengthened the students’ speaking ability by (a)bolster the students’ pronunciation, grammar, vocabulary, and fluency, (b)lowering the students’ reluctance to talk, worry of constructing mistakes, and

frightened of being laughed at by other students. Second, Group Investigation improves the students' participation in speaking (a) the scholars learnt the thanks to investigate a selected problem and to resolve the matter using English, (b) the thanks to share, (c) the thanks to discuss, (d) the thanks to give their ideas, (e) the thanks to accept other opinions, and (f) the thanks to present their ideas. Third, the obstacles within the idea of Group Investigation are: (a) the scholars were noisy, (b) Some students spent too short within the presentation, (c) Some students had difficulties in expressing their arguments and suggestions associated with the topics, and (d) Few students dominated the group investigation.

To conclude with eight study; taking into account there are some components to determine if you are successful and fluent in speaking, namely intonation, grammar, vocabulary and understanding. Pertiwi and Suwartono (July, 2019), found difficulties in speaking English is experienced by some people including tertiary EFL learners. Their search project called Tertiary EFL learners' strategies in handling target oral communication challenges. This research was taken with the purpose to learn strategies used by tertiary learners in speaking. In this research, 78 students in the fourth semester from English Department of University Muhammadiyah Purwokerto were chosen as a sample population of this research. Based on the research findings, it was found that the most strategies frequently used by the students were stimulation strategies. The students developed their self-confidence through positive statements which motivated them to speak English, encouraged or rewarded them to take a deep breath and decrease anxiety, so that they can start to speak in front of people. Finally, the fourth strategies used were cognitive strategies, like practicing pronunciation by saying English words over and over, learning

spoken by watching TV programs or movies, joining foreign language clubs and making friends with native, or advanced learners.

## CHAPTER 9. METHODOLOGY

In this study, we found that the principal factor that is affecting the students of eighth grade at the Sofia Camargo de Lleras School is speaking skill. For this reason, we decided to create important activities based on cognitive strategies with the purpose to strengthen these deficiencies. Besides this, the pedagogical proposal is focused on helping the students to lose the fear of speaking in public through interactive group activities.

Likewise, we used practicing activities in which students could have been involved in their learning process. They developed their speaking skills, as the ability that the students had to increase in order to keep an active learning of the foreign language. We took into account activities which helped learners in their cognitive part and encouraged them to speak English.

We used workshops to put into practice the use of cognitive strategies in the development of speaking skills. The research question thus intends to find the effects of cognitive strategies in the improvement of English students' speaking skill. The question that guided this proposal was:

**How can cognitive strategies based on practicing help overcome the obstacles of an EFL learners' speaking skill in 8th grade at Sofia Camargo de Lleras school?**

### *Setting*

The setting for this study was a public school in Colombia. This proposal was designed and to get students of eighth grade at the school Sofia Camargo de Lleras to practice speaking English. The activities were implemented taking into account the curricular content of the program. These classes were designed with the idea of improving students' speaking skill through the explicit teaching of cognitive strategies. Additionally, the purpose of these activities was to create appropriate conditions where students could develop their social skills by working in group with classmates.

The focus was a group of 25 students. They were between 13-14 years old. In accordance with the Common European Framework of Reference (2001) they were in A2 level of proficiency. They were female students of a public school located in a middle-class neighborhood.

We decided to work with this group because during the research, we analyzed how speaking problems affect their English learning. After identifying the problem, we decided to talk with the teacher to implement activities taking into account the curriculum and organized the workshops according to the topic and grammar. Also, something important was to incorporate activities related to everyday life issues.

On the other hand, five workshops were made from the proposal and each one of the activities shown showed what students had to do during English classes. Each one carried out the goals for students, i.e., standards that were taken into account according to “Estándares Básicos de Competencias en Lenguas Extranjeras: Ingles” made by the Ministry of Education, the skill to practice and the number of students.

To carry out our pedagogical proposal we decided to use surveys, workshops, observation, and interviews.

### **Phases:**

**Presentation Phase:** During this phase, the proposal was presented to the English teacher with the aim of informing and gaining the approval of the purpose's issues, activities and teaching methods that would be applied during the development of the proposal.

**Implementation Phase:** The activities implemented in this phase and also each one of them were explained in order to understand the objectives, rules and procedures.

**Observation and Register Phase:** After each English class, we jotted down all observations or features observed during the class. This means anything that was negative and positive to keep in the observation log.

**Evaluation Phase:** When all the proposed activities were finally applied, students completed a test to evaluate the effectiveness of the proposal.

### **IMPLEMENTATION**

<b>No</b>	<b>ACTIVITY</b>	<b>DATE</b>
1	Workshop No. 1 "What food do you like"	01-10-2019
2	Workshop No. 2 "How do you feel"	15-10-2019
3	Workshop No. 3 "Healthy and unhealthy lifestyle"	18-10-2019
4	Workshop No. 4 "Asking and giving advice"	23-10-2019
5	Workshop No. 5 "Shopping"	30-10-2019

The first workshop “What food do you like”, applied on October 1st, 2019, was designed for a special purpose, since food is something everyone can relate to. And learning vocabulary about food will allow students to talk about their likes and dislikes, as well as many other things. The activities included in this workshop were carried out in a very dynamic way, but without losing the objective which was to make the students participate actively orally. During the development of this workshop, students were provided with basic food vocabulary through pictures and flashcards, which had good size and colors so that they could easily identify them. They had to describe what they saw in the images. Also, with the use of different questions they could carry out conversations with their classmates to find out which foods they liked and which ones they didn't.

Workshop No. 2 “How do you feel”, applied on October 15<sup>th</sup>, 2019, was designed to introduce vocabulary about emotions and students could recognize them. During the development of this workshop, the students described images about how the people they were observing in the images felt. Also, this was an activity in which the teacher divided the class into groups. Then the teacher asked for a volunteer from each group to tell her the name of a feeling, so the group that guessed the feeling the fastest earned one point. All this was done with the objective of getting students to participate actively in the activity. In this way, they had better chances of memorizing and making use of the vocabulary taught in naturally occurring conversations.

Workshop No. 3 “Healthy and unhealthy Lifestyle” applied on October 18<sup>th</sup>, 2019, with the intention of teaching students the importance of leading a healthy lifestyle. For the development of this workshop, images were provided concerning the vocabulary of good and bad health habits. The students made a short conversation with their classmates in



which they discussed their lifestyles. They said whether or not they had healthy lifestyles. And finally, each student received a flashcard, each one contained a lifestyle, so they had to explain why it was important.

Workshop No. 4 “Asking and giving advice”, applied on October 23<sup>rd</sup>, 2019, with the aim of introducing modal verbs, but in a simple and dynamic way through conversations and group work. During the development of this workshop, the class was divided into two groups. Each student received a memory card where they found a sentence or an image related to some problem or solution. Then they had to find the image, the problem and the solution and organize a dialogue. Moreover, students created a role play including the expressions taught to accept or refuse advice. Finally, students completed a table with should and shouldn't and they needed to explain why.

Workshop No. 5 “Shopping”, applied on October 30, 2019, designed to introduce vocabulary about the different products that we can find in the market, and in this way, students could acquire this vocabulary in the English language. During the development of this workshop, the vocabulary was taught by using pictures on the board. For example, books and magazines, food, accessories, jewelry, clothing, personal care products, electronic devices, and sporting goods. They worked in pairs with the intention of making short conversations about the places they visited regularly and why. Finally, the students performed role plays. The classroom was divided into eight groups, each group had a salesperson in each store and three clients. All these activities were designed to improve the speaking skill in English, since they had to carry out all these activities orally.

## CHAPTER 10. DATA ANALYSIS

The data analysis was implemented: surveys, observations, interviews, and recorded audio. Initially we started to analyze the instruments in four steps.

**First step** we examined all the data collected; in this part we classified the information. For example, in the analysis of surveys we highlighted the significant words and main information. We did the same in the observation. We classified the important facts before, during, and after. In the interview we chose the main aspects to help us in our findings and finally in the audio, we wrote the important sentences to help us shed light to answer our research question of our proposal.

**Second step** we identified the codes, taken from surveys, interviews, observations and audios. Some codes were repeated several times, for example: dynamic, daily life, interactive, clear instructions, motivations, active class. After that, we classified the most significant codes to guide us in our findings. In this part we discovered twelve codes, which helped us organize them into categories.

**Third step** we put together the codes and found the categories of each group. In this part we identified four categories.

**Fourth step:** we talked about each category with specific examples.

The analysis of the data pointed out that the employment of cognitive strategies helped students to overcome obstacles to speaking in English. Thus, five workshops were applied in order to identify how students took advantage of their previous knowledge to develop some specific speaking activities. We also analyzed their strengths and weaknesses during the progress of the English Class to verify their cognitive strategies employed.

Taking into account the classification of strategies by Rebecca Oxford, the activities contained cognitive strategies of repeating, practicing with sounds, using routine formulas and practicing naturalistically. Students used these four practicing strategies as a sequence to use their oral production competence.

It is important to say that at the beginning of the workshops, we had to remember the strategies and the structural design of the class. The activities were designed with the purpose of allowing students to use the cognitive strategies as steps to follow. The class instructor carried out activities allowing students to imitate accordingly, i.e., to practice pronunciation and intonation. On the other hand, the plan followed got students to be aware of recognizing sentences that they could employ in a natural conversation in English.

In addition, the workshops were part of the instruments for data collection, transcription and analysis. Together with other three different moments, we were able to see similar codes emerge to in turn classify and re-organize them into categories. Through this process we identified the following categories:

<b>CODES</b>	<b>CATEGORIES</b>
Dynamic Settings Real-life Activities Actively Participation	Practicing Naturalistically
New Vocabulary Pronunciation Understanding Lessons	Effective learning
Teacher-lead Instructions Visual Aids Curriculum Guide Activities	Effective Teaching
Increase Confidence Motivation Unfearful of Making Mistakes	Emotional Intelligence

### *Category 1*

#### ***Practicing naturalistically***

In this category, we took into account the definition of Practicing naturalistically as stated in: “practicing the new language in natural, realistic settings” (Oxford, 1990, p. 45) In this case the students felt comfortable with the activities applied because they participated actively through natural conversation based on topics about daily life. Through visual aids they connected with the topics and immediately assumed their role. For this reason, we identified three important codes such as:

##### 1. Dynamic setting

In this code the students affirmed that the activities were dynamic, because they felt confidence. One of the purposes when we designed the workshops was to help the students lose their fear of speaking using dynamic activities. For this reason, all the activities included interaction, movement and real conversations.

For example, in the interview applied to the teacher, she affirmed in the question.

What was the girls' perception after the activities were done? Line 12-15

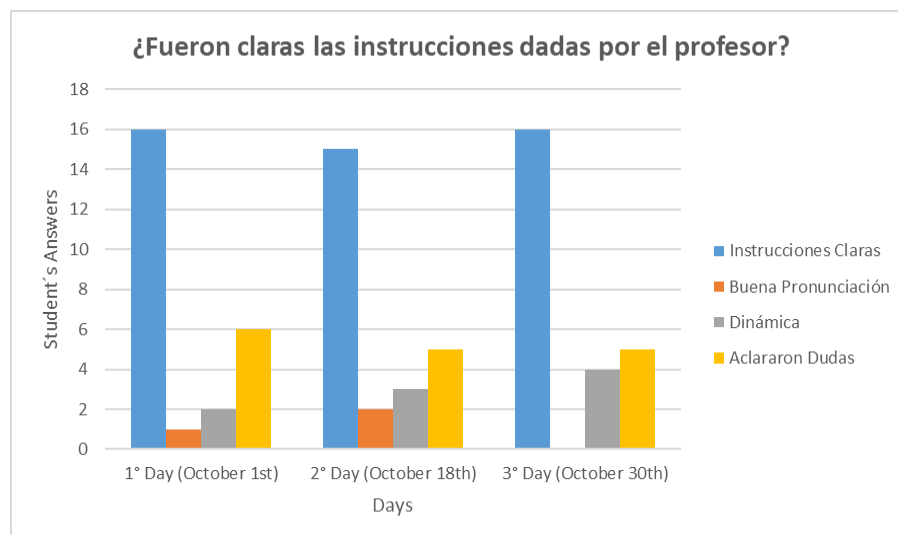
#### ***Teacher Interview***

**12** *En este curso 8-3 ellas quedaron motivadas con la clase. Les gustó mucho porque fue*  
**13** *una clase muy dinámica, activa, en las que ellas tuvieron la oportunidad de*  
**14** *participar, sobre todo me di cuenta en la última clase de inglés que muchas niñas*  
**15** *que no hablaban, participaron, o sea hubo mucha motivación* (Data taken from interview)

On the second day the topic was about “Feelings”. In our workshop activities, they had to actively participate because they had to guess and imitate feelings. For this reason, this was a dynamic class.

October 15th, 2019
Feelings
- During this class, the students showed a lot of interest in what they were learning since the activities were very dynamic and the teacher managed to get the attention of each one of them. <i>(Data taken from field notes).</i>

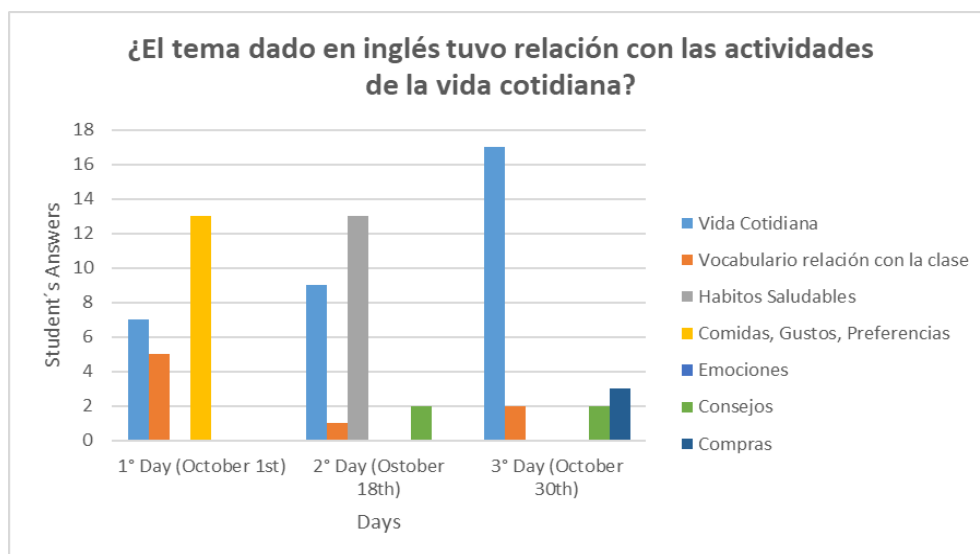
In the survey, we could realize how the class increased in motivation through the activities in relation with the first day and the last day. We can say this because students considered the dynamics as a way to understand instructions clearly. In the following graph, we will be able to see this with numbers.



Graphic No 2 Survey Response

## 2. Real-life Activities

In the survey, the question about the relationship between the topic with real life: “Did the subject given in English have any relation with people’s daily life?” We could observe how the students felt in connection with the topics and in connection with real-life routines, in comparison with the initial, during, and final activities. Every class they felt more identified with real-life activities. One of the aspects that contributed to the positive result was the use of topics related to daily life. helping them to improve their confidence.



*Graphic No 3 Survey Response*

## 3. Active Participation

During the implementation of our proposal we could observe the active participation of the students in all the activities. For instance, when we applied to the workshop related to healthy lifestyles and asking and giving advice, they were enthusiastic and very interested in participating actively.

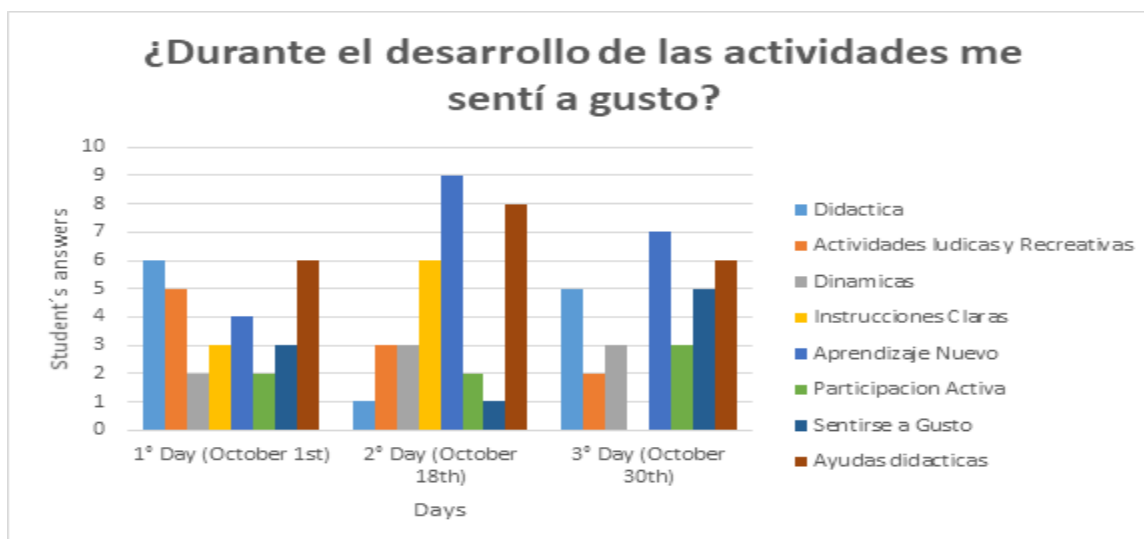
### ***OBSERVATIONS***

October 18th, 2019
Healthy lifestyle
- In this class, it was observed that the students were very interested in these activities because they actively participated. You could tell they were very happy for what they were doing.
October 23rd, 2019
Asking and giving advice
- During this class it was noted that the majority participated actively and without fear of making mistakes in pronunciation. -Since they felt safer when they spoke. -It was noted how interested the girls were in what they were being taught and there was a lot of participation. <i>(Data taken from field notes)</i>

In the case of the survey, we could observe how the participation of the students increased through the activities because at the end they felt comfortable and enjoyed participating during all the classes.

In the question ‘During the development of the activities I felt comfortable?’, we could observe expressions such as: “through the dynamic classes I really wanted to participate”, “yes, because we participated actively with the aid of the teachers” “yes because I participated several times in the activities” etc. (Data taken from field notes).

In the graph, we can observe how “feeling comfortable” as in the feeling of comfort increased through the activities.



*Graphic No 4 Survey Response*

At the same time in the interview with the teacher, we reaffirmed those statements through the question “What was the girls' perception after the activities were done?”

### **Teacher Interview**

**12** en este curso 8-3 ellas quedaron motivadas con la clase. **Les gustó mucho porque fue**  
**13** una clase muy dinámica, activa, en las que ellas tuvieron la oportunidad de  
**14** participar, sobre todo me di cuenta en la última clase de inglés que muchas niñas  
**15** que no hablaban, participaron, o sea hubo mucha motivación.

*(Data taken from interview)*

### *Category 2*

#### ***Effective Learning***

In this category effective learning means how the students assimilate or acquire the new knowledge. In this category we identified three codes where the students demonstrated with the use of cognitive strategies, they can learn meaningfully and significantly.



### 1. New Vocabulary:

The five workshops were created with the purpose of teaching new vocabulary and reinforce the previous vocabulary, for this reason we used visual aids and interactive activities because it is the best way to help the students to remember and save in the long-term memory. For example, in the observations in the application of the workshop about food.

October 1st, 2019
Topics: Food
- It was observed that several students managed to master the subject well. Since this vocabulary was simple and they were able to work the proposed activities. <i>(Data taken from field notes)</i>

In the same way, in the survey in the question - Do you think that the activities implemented in the class improve your performance in the English area? Many of the students answered positively because they learned a new vocabulary. They supported this, through expressions such as: "yes because it helped me to reinforce given themes" "yes because we learned a new vocabulary" "yes because I learn vocabulary" (Data taken from survey). In the graph we could observe how new vocabulary was the most spotlighted aspect. So, in that way, we could corroborate how the dynamic activities helped the students to reinforce and learn new vocabulary.

### 2. Pronunciation

In this part, we could say at the beginning of the classroom they felt a little scared at the moment of asking and clarifying the correct pronunciation. We could corroborate this

affirmation in the observation on the first day with the topic about Food. Nevertheless, during the development of the activities they were losing the fear of speaking because they were trying to speak without fear of making a mistake. That part we could observe in the fourth activity about asking and giving advice.

October 1st, 2019
Topics: Food
- It was observed that several students managed to master the subject well. Since this vocabulary was simple and they were able to work the proposed activities. - <u>On some occasions, it was noted that several students had difficulty pronouncing the different words.</u>

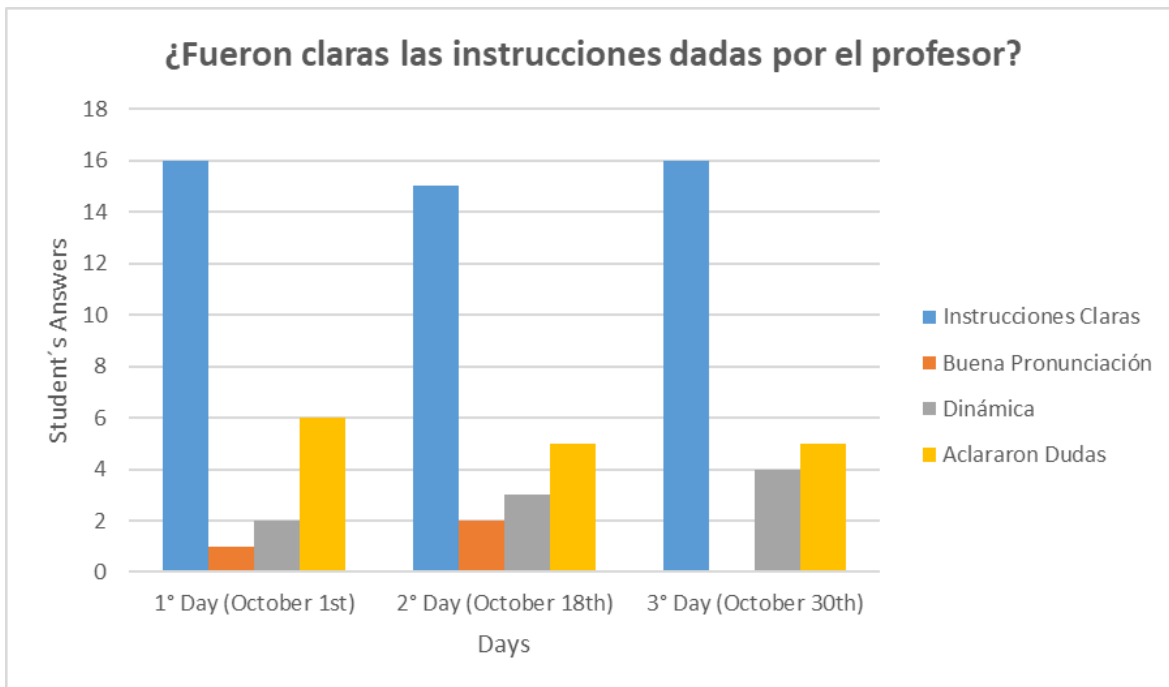
October 23rd, 2019
Asking and giving advice
- <u>During this class it was noted that the majority participated actively and without fear of making mistakes in pronunciation.</u> - Since they felt safer when they spoke.
(Data taking from field notes)

### 3. Understanding Lessons

In this code, we could demonstrate that during the five activities we tried to clarify the instruction, because every class after giving instructions we asked for clarification. We also tried to explain using easy words and body language but when the explanation in English was difficult to understand, we tried speaking in Spanish until they understood the instructions.

For instances in the survey in the second questions –Were the instruction by the teachers clears? Many students answered “yes the pronunciation has been good and the instructions clear” yes because they gave explanations every time” yes because they explained the clear and concise way”

In the graph, we can observe how clear instructions were the most highlighted aspect. This is why we tried to use simple words and all the time we tried to corroborate that instructions were clear.



*Graphic No 5 Survey Response*

### *Category 3*

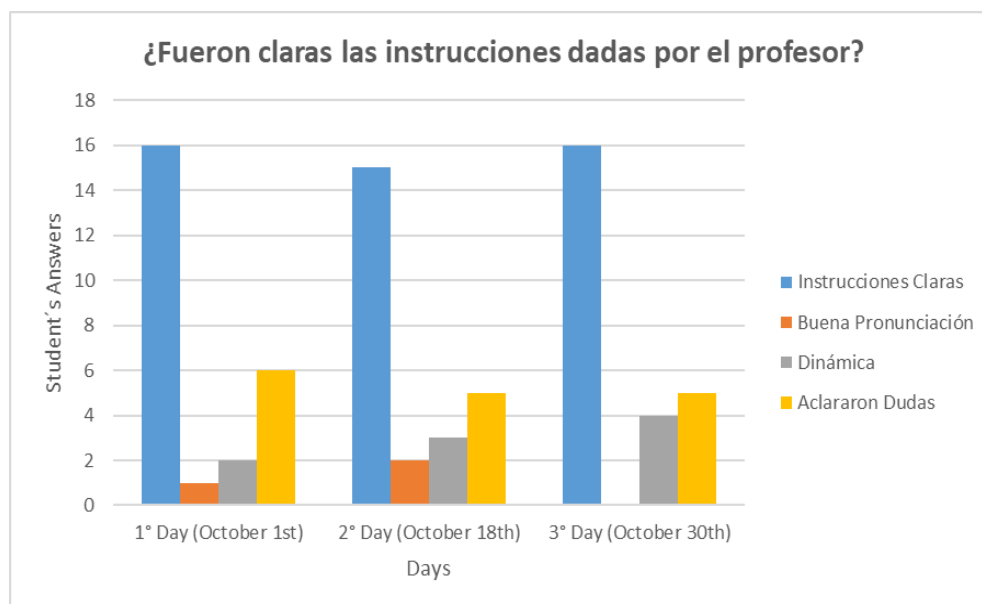
#### ***Effective Teaching***

According to this category, effective teaching makes an allusion to having a satisfying learning environment thanks to clear instructions, teaching strategies and the

design of lessons following the guidelines established by the ministry of education. In this regard, the five workshops were designed taking into account the class topics of eighth grade using different tools to develop the class in the best way. In view of the above, the codes identified are the following:

### 1. Teacher-led Instructions

All classes were set up with the purpose of developing the communication abilities in the students. In that sense at the beginning of each class, we explained the objective of topics and the instructions for activities to complete and goals to achieve. That is why, students were able to catch each instruction given and we could see in the survey when asked about instructions given by the teacher. Most of the girls agreed that teacher instructions were clear.

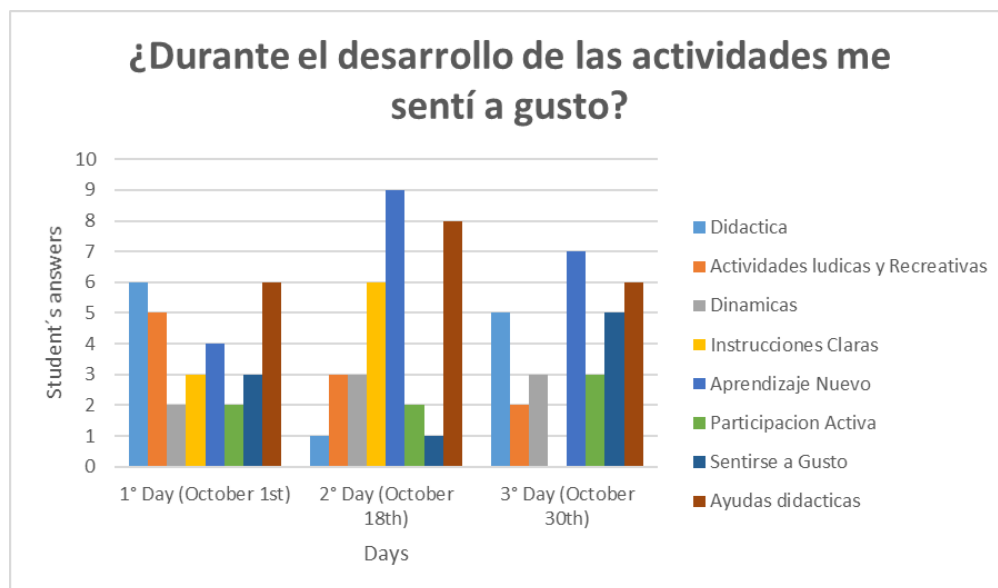


*Graphic No 6 Survey Response*

### 2. Visual Aids

Visual aids were implemented in the lesson plans to engage students in the topic presented in class to improve and facilitate the comprehension of grammar and the

acquisition of new vocabulary. For that reason, we used different kinds of visual tools in the five workshops and we obtained favorable results because students felt more comfortable to have flashcards, posters and worksheets. In this context, the first questions of the students' survey showed through the three different lessons how visual aids increase their confidence in class.



*Graphic No 7 Survey Response*

On the other hand, in the interview applied to the teacher, the purpose of using visual aids is confirmed since she said that teachers need to organize their lesson not only with the activities in the guidebook but also with innovative tools.

**13** *uno debe engranar, no solamente quedarse con lo del libro. Mediante un artículo*

**14** *de un periódico o una revista o una canción y uno lo pueda aplicar a los temas que*

**15** *se estén aplicando durante una clase.*

*(Data taken from interview)*

It is important to highlight that the visual aids were presented during all classes and they provided support to the development of workshops.

October 1st, 2019	October 15th, 2019	October 18th, 2019	October 23rd, 2019	October 30th, 2019
Topics: Food	Feelings	Healthy lifestyle	Asking and giving advice	Shopping
During this class students were provided with basic food vocabulary through pictures and flashcards, which had good size and colors so that students could easily identify them.	In this class, students were provided with basic food vocabulary through many colorful pictures in order to engage them.	During this class, the vocabulary was introduced using images on the board, and flashcards that were distributed to each student.	- In this class, students were provided with vocabulary about asking and giving advice, by using beautiful pictures and flashcards.	This class was presented using big images about shopping. Which motivated the students a lot because they helped them easily identify the vocabulary.

### 3. Curriculum Guide Activities

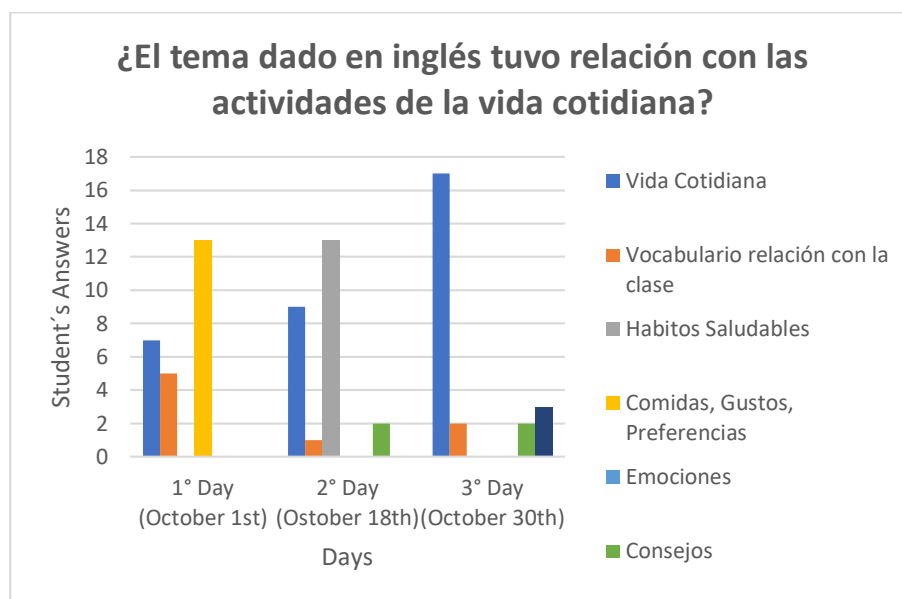
Taking into account “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés” created by the Ministry of Education, based on the standards of the CEFR, we organized five topics in order to keep up the pace of classes. It was noted in the first class that students managed to master the topic of food because it was a lesson that they were seeing in their normal English classes.

2	<i>pero pude visualizar en una de las clases, la participación que tenían ellas, que era</i>
3	<i>una manera totalmente de participar a la esquemática, teniendo en cuenta los</i>
4	<i>patrones de un texto guía que nos manda el ministerio. O sea, porque nosotros</i>

This allowed students to be more interested in participating. In the survey of the teacher, it is demonstrated.

October 1st, 2019
Topics: Food
- It was observed that several students managed to master the subject well. Since this vocabulary was simple and they were able to work the proposed activities. <i>(Data taken from field notes)</i>

Furthermore, the strategy used to enhance speaking skills was about developing activities that should help students to practice according to everyday life situations. In the survey, students show evidence that topics had a connection with a person's daily life.



*Graphic No 8 Survey Response*

#### *Category 4*

#### ***Emotional Intelligence***

This category enables students to have positive interactions in a way that's really going to help them improve their language. Some different teaching strategies were implemented in class to aid to increase confidence, motivate and lose the fear of speaking

in public. As a result, some activities such as role plays, games and puzzles allowed the active participation in class. Therefore, the codes of this category were the following:

### 1. Confidence Increase

A lack of confidence could be a real downer in the classroom. In the previous study, students were nervous to speak in English or participate in any activity. However, it was noticed that the classes became more dynamic. For instance, the data from observations showed how confidence increases day by day. Such as the last day of class:

October 30th, 2019
Shopping
- This was the last class. It was really amazing. The girls participated a lot because different games were played so that they learned the vocabulary well.  <i>(Data taken from field notes)</i>

As a result, the teacher said that girls were comfortable because they felt they naturally were themselves. In others words, thanks to the shift in class activities, students were able to learn and practice English without any pressure.

3	<i>seño no se vaya a incomodar, seño fue una clase fuera de esquema, nos sentimos muy</i>
4	<i>naturales. Ese curso en donde ustedes trabajaron hay varias niñas que hablan inglés.</i>
	<i>(Data taking from interview)</i>

### 2. Motivation

Part of the joy of language is using English to communicate. One of the class challenges was to encourage students' motivation and for that it was necessary to use group activities and instill the discovery of a grammar method for a short time in order to make



class communicative and practical. For example, the teacher remarked in the survey that her students are participating more actively after these teaching proposal classes.

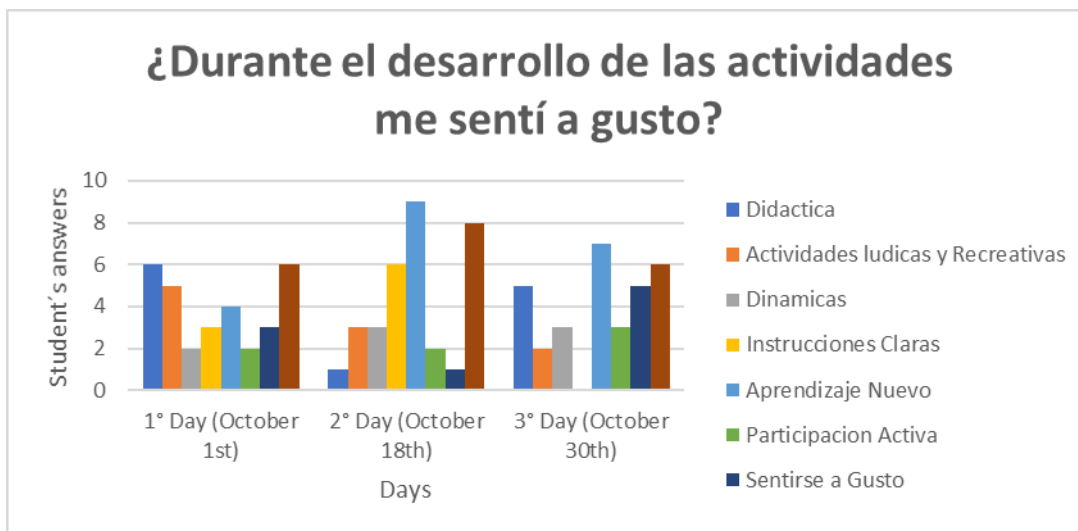
<b>12</b>	<i>en este curso 8-3 ellas quedaron motivadas con la clase. Les gustó mucho porque fue</i>
<b>13</b>	<i>una clase muy dinámica, activa, en las que ellas tuvieron la oportunidad de</i>
<b>14</b>	<i>participar, sobre todo me di cuenta en la última clase de inglés que muchas niñas</i>
<b>15</b>	<i>que no hablaban, participaron, o sea hubo mucha motivación. El dinamismo, el ...</i>
<i>(Data taken from interview)</i>	

### 3. Unfearful of Making Mistakes

The fear of making English mistakes is another code of this category. Students should be aware that making mistakes is a natural part of learning English; for that reason, teachers should know what students prefer when they are learning in order to accomplish not being afraid of speaking in English. As a result, games were implemented to overcome those difficulties. In the observation of the last day it can be observed how girls are not afraid to participate in English class.

October 30th, 2019
Shopping
- There was an atmosphere full of joy and laughter, but above all the goal was achieved. It was to teach them to not be afraid to speak in English.
<i>(Data taken from field notes)</i>

Moreover, taking into account the question about how students feel in the English class, there was a change in the item of active participation and being comfortable when in each class these items increased.



*Graphic No 9*

As a conclusion, this study developed cognitive strategies as an approach to help overcome students speaking obstacles in EFL at 8<sup>th</sup> grade of School Sofia Camargo de Lleras. After the analysis of the results, we found that the methodology used in this proposal was cognitive strategies with the use of interaction and dynamism, it helped the students to feel more comfortable and lose the fear of speaking English no matter their mistakes.

In this manner, thanks to the study of Liyanage, Bartlett and Tao (2014) who published a research project about the difficulties in the development of oral communication skills in EFL in China. They discovered that when students are in a regular class, they are more motivated to engage in communication involving the interaction between speaking, contrary to test-preparation classes in which students did not interact. This is how our project helps us to understand that workshops should be redirected to create a comfortable environment to students and allow natural classroom interaction.

The findings of this research project discovered that the application of dynamic activities and the interaction with others allows students to learn in an effective way. Also, visual aids as a teaching strategy facilitated the learning process. Finally, the implementation of cognitive strategies increases active participation, and also helps in encouraging students' motivation.

## CHAPTER 11. CONCLUSIONS AND RECOMMENDATIONS

As this research has demonstrated, cognitive strategies are one type of learning strategy that learners use to learn more successfully. Since these strategies incorporate some elements such as repeating, formally practicing with sounds and writing systems, recognizing and using formulas and guides, recombining, and practicing naturalistically, they are a base to practice and to improve speaking skills through daily activities. Students can then overcome the obstacles they have when expressing themselves in English as a foreign language.

According to (Oxford, 1990) in her book “*Language Learning Strategies: What Every Teacher Should Know*”, considers the goal of language learning strategies as being oriented towards the development of communicative competence, and they must involve interaction among learners. She argues that learning strategies must both help learners to participate in communication and to build up their language system. Through daily practice, students can overcome the obstacles they have when communicating with others.

In this study, five workshops were implemented to put into practice the use of cognitive strategies in the development and improvement of speaking skills in eighth-grade students of a public school. The focus was on a group of 25 students. They were between 13-14 years old. In accordance with the Common European Framework of Reference (2001) they were in A2 level of proficiency. Also, four categories were found during the development and analysis of the workshops. Which were practicing naturalistically, effective learning, effective teaching, and emotional intelligence.

**The first category is Practicing Naturalistically.** In this category we can say our purpose in this proposal was to create a great environment, where the learners could communicate and participate easily, with interesting topics, related to daily life. Every class, we implemented strategies such as games, cooperation in peers, flashcards, conversational activities. Therefore, they could practice dialogues naturally. That is why we applied five workshops with topics about food, healthy lifestyle, emotions, advice and shopping.

According to Rebeca Oxford, in one of her manuscripts she says: ***“PRACTICING NATURALISTICALLY: It is the new language in natural, realistic settings, as in participating in a conversation reading a book or article, listening to a lecture, or writing a letter in the new language”*** (Oxford, 1990, p. 45). The learners gave us a positive result, because they felt comfortable with the activities, and participated actively during all the activities. That affirmation we could corroborate in the teacher interview and surveys, where students manifested, they felt they could act naturally because the classes were well-structured and dynamic.

Based on the previous study, the students manifested in the survey they would like interactive activities, group activities to enhance their speaking, and learn new vocabulary. We realized that the application of interactive activities in cooperation with others allowed students the opportunity to learn in an effective and useful way, using natural conversations.

This category contains some effective strategies for the learners because it is a manner in which they can communicate and practice their speaking skills without any type of

pressure. For this reason, we consider this to be a case of efficiency in the English learning process. Besides, this teaching modus operandi could be implemented in the classroom once a week. Taking into account that through the practicing of conversations, learners acquire confidence.

**The second category is Effective learning.** In this category our purpose was to create strategies where learners could acquire new knowledge through a consistent dynamic activity. By using posters with visual aids, they could observe and repeat the vocabulary. Furthermore, with the use of flashcards with expressions; they practiced grammar structures. At the same time, we used a basic and simple vocabulary for the learners to understand the explanations and instructions clearly.

According to Rebecca Oxford using learning strategies such as Repeating, practicing with sounds, recognizing and using formulas and patterns, help students to acquire knowledge successfully. In the applications of workshops, every class student learns new vocabulary expressions; using visual aids that thus help them to retain the information easily. Also, success can be attained by using games and role plays where they have to apply the new vocabulary and expressions. Using a simple vocabulary to communicate clearly, all these activities were explained in detail. We could corroborate the effectiveness of these strategies when the learners answered a survey, where they manifested their enthusiasm in each class, learned new vocabulary using visual aids and interactive activities, facilitating the learning process.

Taking into account the previous study where the students felt nervous and insecure at the moment of pronouncing, this category of effective learning should thus give a positive

result when we use visual aids, expressions, sound, facilitating the process of acquiring knowledge, as well as, the use of interactive activities that motivate the students to speak English. These strategies should apply every week when they learn new topics.

According to the categories of this pedagogical proposal, **the third one is effective teaching**. It can be defined as the ability to improve student achievement, in this case as speaking skills. This is possible thanks to the continuous improvement of the teaching process, resulting from the implementation of strategies, techniques and didactic resources. The category of effective teaching is related to the purpose of communication because in the previous study some students had problems speaking in English. For this reason, a pedagogical proposal was developed taking into account the subject contents, closely monitoring instructions, real-world activities and interactive tools.

Therefore, William and Burner (1997) argues that learning a language involves speaking skills because the nature of a language is social, in other words, to be able to communicate with people. As a result, the proposal classes were designed to help improve strategies to make speaking activities more fluid and natural, while gaining confidence when speaking in English. Similarly, cognitive strategies were applied according to the taxonomy of strategies of Rebecca Oxford (1990) focusing on practicing. Some cognitive strategies were chosen bearing in mind the practice during the class because language learning is effective in increasing the amount of activities practiced.

In proposal classes, some practice strategies served as the backbone in the carrying out of workshops. In this regard, this category showed us that classroom interaction is encouraged thanks to factors such as the development of everyday activities, the use of

practicing strategies and the purpose of increased communication activities. It should be emphasized that other factors such as visual aids, clarifying instructions, and interactive classes, were helpful in the effective teaching.

Finally, **the last category had to do Emotional Intelligence**. This category helped us to understand how students manage their emotions in positive ways to relieve stress, communicate effectively, empathize with others and overcome challenges. Having emotional intelligence opens gateways to powerful learning because emotions do affect how and what students learn. As a result, this research project proves that in the pilot study that students had negatively affected performance in the classroom because they were afraid to speak in English. In contrast, the proposal demonstrated that when a new structure of class is proposed, the level of confidence is increased.

Regarding this last category, Oxford (2004) recommends language activities in which helping students improve their negative feelings and attitudes. Since students learn more effectively if they enjoy learning, teachers can utilize many techniques which can assist the students to improve their emotional intelligence in language classrooms while they are learning a foreign language such as employing games, role playing, and other enjoyable activities.

As a result of this proposal, the category of emotional intelligence helps us to improve their language in terms of their lack of confidence, motivation and for making mistakes. So, the implementation of dynamic activities not only increases the active participation, but also helps in encouraging their motivation.



On the whole, this research project is important because it allows us to have a teaching perspective that goes beyond the lessons. The correlation between the content of classes and the way to develop the students' learning strategies are significant which means that the cognitive strategies are likely to affect the participation of the students in class. If the students have many well-structured and dynamic activities and visual aids to develop their speaking skills, they will tend to increase their confidence in speaking skills.

In other words, the adapted activities were an opportunity to enhance English by having a new learning environment full of joy. Likewise, the implementation of this research project enables students to reflect on the responsibility that teachers hold regarding the design of the materials to teach English. Similarly, teachers need to consider other ways to motivate students and achieve more favorable results in terms of the acquisition of a second language.

Taking into account Oxford's (2004) recommendations, the cognitive strategies were created with the purpose of letting students learn more effectively and enjoy the learning by the same token. We considered that our proposal implemented activities where the students showed a lot of interest, through the active participation in the dynamic and didactic activities resulting in effective learning. Those aspects we consider as a strength in this study. Nevertheless, the limitations such as time and noise affected the development of the classroom. Due to lack of time in the activities sometimes we only selected some groups instead of all the students to participate. This factor we considered was negative because the idea was to include all students in all the activities. At the same time another factor that affects our study was the noise, because the classroom does not meet the standards to isolate the noise from the buses, cars even by other students outside the classroom. This is what affected us at the moment to collect data and give instructions.

One of the fundamental aspects of speaking skills is to assure the effective communication of the students when they speak English. Unfortunately, in public schools this is not applied. Maybe the teachers only focus on teaching grammar and vocabulary but in real life when the students have to communicate in English, they feel nervous and insecure. For these reasons, we consider for our proposal a conversation club is a good way to implement in the classroom because students can put into practice all their knowledge and they can learn to communicate without any type of pressure. Beside this, it is important to show students that there are different teaching strategies and fun ways to learn English and that it is possible to create good teaching environments that help learners feel comfortable and motivated to speak a foreign a language.

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## CHAPTER 13. APPENDIXES

## 13.1. Appendixes of the Previous Study

## Appendix 1- Diagnostic Test

Institución Educativa Sofía Camargo de Lleras

Cursos De Inglés Sabatinos 2018-1



Estudiantes De Pregrado Del Programa De Idiomas Extranjeros

Facultad De Ciencias De La Educación

**DIAGNOSTIC TEST**

NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

**I. VOCABULARY SECTION:****A) Escoge la palabra correcta**

1. I .....my teeth everyday.

- a. Brush      c. Eat  
b. Sweep      d. Take



6. Daniel likes to eat .....

- a. Jelly      c. Bread  
b. Cake      d. Milk



2. I .....on my bed.

- a. Bathe      c. Swim  
b. Play      d. Sleep



7. I am sick and I go to .....

- a. School      c. Temple  
b. Hospital      d. Market



3. A ..... lays an egg.

- a. Sheep.      c. Duck  
b. Dog.      d. Tiger



8. A ..... produces milk for us.

- a. Cow      c. Cat  
b. Lion      d. Fish



4. I keep my pencil in the .....

- a. Book      c. Bag  
b. Pencilcase      d. Glue



9. Kherrin wears a .....

- a. Dress      c. Shorts  
b. T-shirt      d. pyjamas



5. It is a.....

- a. Watermelon  
b. Guava  
c. Mango  
d. Coconut



10. Steven rubs ..... on the paper.

- a. Pen      c. Glue  
b. Ink      d. eraser



## II. GRAMMAR SECTION:

### A. Lee las oraciones y completa los espacios en blanco con los verbos en paréntesis:

1. (you/see) \_\_\_\_\_ Martin yesterday?
2. I (see) \_\_\_\_\_ him two days ago.
3. He (not/be) \_\_\_\_\_ at the meeting on Monday because he was away on business.
4. Where (she/go) \_\_\_\_\_ for her holidays?
5. How long (take/you) \_\_\_\_\_ to drive from Amsterdam to Paris?
6. (you/enjoy) \_\_\_\_\_ your holiday in Italy?
7. I (see) \_\_\_\_\_ a great film on TV last night.
8. I (not/eat) \_\_\_\_\_ the food because I wasn't hungry.

### B. Completa la conversación con el pasado del verbo To Be (was, wasn't, were, or weren't)

**Mary:** \_\_\_\_\_ you in Miami last year, Charlie?

**Charlie:** No, I \_\_\_\_\_. I \_\_\_\_\_ in San Francisco the last year.

**Mary:** \_\_\_\_\_ you there with your family?

**Charlie:** Yes, I \_\_\_\_\_. What about you?

**Mary:** Oh! I didn't travel. I \_\_\_\_\_ just at home. What did you do there?

**Charlie:** I \_\_\_\_\_ on the beach and I visited many places. It \_\_\_\_\_ a great time

### III. READING SECTION:

Lee el texto y responde las siguientes preguntas:

#### SCHOOL OF THE AIR

Australia is an enormous country, but it has a population of only 20 million. Some families live on farms, hundreds of kilometers from a town or city. Children from these families can't travel to school every day, so many of them use a special school: the Australian School of the Air.

There are twelve Schools of the Air in Australia and over 1,000 students use them. Students of the School of the Air haven't got lessons in classrooms with other students. They study at home on their own. The teachers at the School of the Air prepare lessons and send them to the students by post or e-mail. The students have to work on these lessons for five or six hours a day, Monday to Friday. They send their work to the teachers once a week and discuss it by radio or over the internet. They can also borrow books from the school library. The books arrive by post.

Once or twice a year, a teacher visits every student at home. The teacher spends a day with the students, helps them with their work and discusses problems.

The teacher often has dinner with the family and stays for a night at the student's house. Teachers and students can also meet at the Sports Carnival. This takes place once a year on playing fields in Alice Springs. Students don't have to go, but it is a great way for them to do sport together and to make friends.

#### 1. Why didn't some students in Australia go to normal schools?

- a) Because their parents work on farms.
- b) Because they live hundreds of kilometers away from a school.
- c) Because their parents don't like to send their children to school.

#### 2. How often do the students send their work to the teachers?

- a) Every day.
- b) Twice a week.
- c) Once a week.

#### 3. How many students are there in the School of the Air?

- a) There are 100 students in the School of the Air.



- b) There are 1,000 students in the School of the Air.
- c) There are 11,000 students in the School of the Air.

**4. How do the students discuss their work with a teacher?**

- a) On the phone.
- b) By radio or on the internet.
- c) By e-mail.

**5. When do the teacher and the student meet each other?**

- a) When the student visits the teacher's home.
- b) When the student goes to the school.
- c) When the teacher visits the student's home.

**IV. LISTENING SECTION**

Selecciona la palabra correcta para completar estas oraciones.

1. Lucy's surname is: **More / Moor / Moore**
2. She's in class: **1C / 1B / 4B**
3. Lucy is: **13 / 14 / 15**
4. The librarian asks for Lucy': **address / photo / passport**

**V. WRITING SECTION**

Escribe un párrafo (mínimo 30 palabras) describiendo tus últimas vacaciones. Teniendo en cuenta los siguientes aspectos:

- El lugar
- Las personas con quien fuiste
- ¿Cuál fue el mejor momento?

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**VI. SPEAKING SECTION**

<b>QUESTIONS</b>	<b>RIGHT</b>	<b>REGULAR</b>	<b>WRONG</b>
<b>When were your last vacations?</b>			
<b>Where did you go?</b>			
<b>What did you do?</b>			
<b>What was your favorite place?</b>			

**Observations** \_\_\_\_\_

\_\_\_\_\_

## Appendix 2 -Survey

## ANEXO



Institución Educativa Sofía Camargo de Lleras  
Cursos De Inglés Sabatinos 2017-2  
Estudiantes De Pregrado Del Programa De Idiomas Extranjeros  
Facultad De Ciencias De La Educación



## ENCUESTA ESCOLAR

Por favor responda la siguiente encuesta teniendo en cuenta su curso de inglés:

Nombre completo: \_\_\_\_\_

Edad: \_\_\_\_\_ Grado: \_\_\_\_\_

1. ¿Es capaz de responder preguntas sencillas en inglés?

Si  No

¿Por qué? \_\_\_\_\_

2. Cuando el profesor le pide que responda una pregunta en inglés, usted:

- |                                                     |                                                  |
|-----------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Entra en pánico            | <input type="checkbox"/> No responde             |
| <input type="checkbox"/> Prefiere decir que no sabe | <input type="checkbox"/> Responde con dificultad |
| <input type="checkbox"/> Responde fluidamente       |                                                  |

3. ¿Qué tan a menudo participa en una clase de inglés?

- |                                          |                                         |
|------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Nunca participa | <input type="checkbox"/> 3 o 4 veces    |
| <input type="checkbox"/> 2 o 3 veces     | <input type="checkbox"/> Más de 5 veces |

4. ¿Usted siente que participa lo suficiente en la clase de inglés?

Si  No

5. ¿Qué cantidad de actividades orales hace su profesor en clase?

- Nunca hace actividades orales  
 2 o 3 actividades orales  
 Más de 3 actividades

6. ¿Cuál es su mayor problema para comunicarse en inglés?

\_\_\_\_\_

\_\_\_\_\_

7. ¿Cree usted que la dinámica de la clase aumenta o disminuye su motivación en clase?

- Afecta un 100%  
 Solo afecta un 50%  
 No afecta en nada

8. ¿Qué tipo de actividades considera buenas para potenciar sus habilidades orales?

- |                                                 |                                             |
|-------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Actividades en parejas | <input type="checkbox"/> Conversaciones     |
| <input type="checkbox"/> Rol plays              | <input type="checkbox"/> Preguntas abiertas |

## Appendix 3 -Lesson plan 1



Institución Educativa Sofía Camargo de Lleras  
Cursos De Inglés Sabatinos 2017-1  
Estudiantes De Pregrado Del Programa De Idiomas Extranjeros  
Facultad De Ciencias De La Educación



## PROGRAMADOR CURSOS DE INGLÉS 2019-1

Area	Inglés	Nivel	3	Grupo	8	I.H.	Docente	Nancy Novoa
Fecha	Núcleo(s) Temático(s)	Competencia		Tema	Actividad	Duración	Observaciones	
Mayo 02//20 19		SPEAKING VOCABULARY GRAMMMAR READING WRITING		DESCRIBING PLACES IN TOWN	-Oral presentation about their favourite place. -Vocabulary Interaction activity where the students have to organize in group of three and they have to classify the image according with the concept. -Grammar related to adjectives for describing places. Exercises	2 Hours	During the speaking section, students felt nervous because they wanted not to make an oral presentation, for this reason, the majority of them preferred to made the presentation with the poster in front of their face to avoid seeing the other students.	
<u>Compromiso(s)</u>				<u>Recurso(s)</u>				
Next class bring a composition about the city and talk about it.				- Worksheet, Computer, board and markers				

## Appendix 4-Lesson plan 2



Institución Educativa Sofía Camargo de Lleras  
Cursos De Inglés Sabatinos 2018-1  
Estudiantes De Pregrado Del Programa De Idiomas Extranjeros  
Facultad De Ciencias De La Educación



## PROGRAMADOR CURSOS DE INGLÉS 2019-1

Area	Inglés	Nivel	III	Grupo	8	I.H.	Docente	Adriana Reyes
Fecha	Núcleo(s) Temático(s)	Competencia		Tema	Actividad	Duración	Observaciones	
04 May /2019	Yesterday	• To revise 'Wh' question forms in the past • To develop learners' speaking skills		- Irregular verbs past - W-h questions	Warm-up: Organize the questions  Task 1: Guess the question  Task 2: Danny's day	2 hours	This lesson students practice forming, asking, and answering 'wh' questions in the past tense. They play two games and do mingling activities. During the activities, the students presented problems in the conjugations of the irregular verbs, because they confused it with the termination of regular verbs.	
<u>Compromiso(s)</u>				<u>Recurso(s)</u>				
				- Board and marker - Fotocopias				

## Appendix 5- Lesson plan 3



Institución Educativa Sofía Camargo de Lleras  
Cursos De Inglés Sabatinos 2017-1  
Estudiantes De Pregrado Del Programa De Idiomas Extranjeros  
Facultad De Ciencias De La Educación

**PROGRAMADOR CURSOS DE INGLÉS 2019-1**

Area	Inglés	Nivel	3	Grupo	8	I.H.	Docente	Nancy Novoa
Fecha	Núcleo(s) Temático(s)	Competencia		Tema	Actividad	Duración	Observaciones	
Mayo 11/20 19	TIME OFF	<ul style="list-style-type: none"> <li>• LISTENING</li> <li>• COMPREHEN SION</li> <li>• WRITING</li> <li>• SPEAKING</li> </ul>		<b>Future Will and be Going to</b>  <b>Would like</b>	<ul style="list-style-type: none"> <li>• The first activity is listening, and then they have to answer a questionnaire</li> <li>• The Second is grammar Rules</li> <li>• The Thirst is exercises about future (will-going to)</li> <li>• The Fourth is an activity game "Lest talk about the future"</li> </ul>	3 hours and 45 minutes	In the speaking section, the students had problems in the conjugation of the future tense, for example when they had to say a sentence they omitted the auxiliary "will" or "going to"	
<u>Compromiso(s)</u>					<u>Recurso(s)</u>			
Oral presentation using future and conditional					- Worksheet, speakers, board and markers			

## 13.2. Appendixes of the Proposal

## Workshop No 1

**What food do you like?****WARM-UP**

First, direct your learner's attention to the photographs. Second, encourage the learner to describe what he or she can see. Third, ask your learner which of the dishes she has tried and which she likes and does not like and finally ask your learner to match the food with their names.

**Do you like.....?**

				Salad
				Yoghurt
				Watermelon
				Chicken
				Rice
				Butter
				Milkshake
				Sausages

[https://www.eslprintables.com/vocabulary\\_worksheets/food/Food\\_Vocabulary\\_262931/](https://www.eslprintables.com/vocabulary_worksheets/food/Food_Vocabulary_262931/)

**GUIDED PRACTICE**

Talking about food preferences

- Write the following questions for your learners in order to discuss them.

- 1. Do you eat breakfast every day?*
- 2. What is your favorite food?*
- 3. What kind of fruit do you like the best?*
- 4. What kind of food do you usually eat for lunch?*
- 5. What is your favorite snack?*
- 6. Which do you eat more often, rice, bread or potatoes?*
- 7. Do you have a healthy diet?*
- 8. How often do you have unhealthy food?*
- 9. What is your favorite food that your mother/father cooks?*

- Read the questions with your learners. Then they are going to choose the correct grammar option to complete the questions. After that, clarify any unknown vocabulary such as snack.
- Drill the questions, focusing on natural sounding intonation (Wh-questions have a falling intonation).

**INDEPENDENT PRACTICE**

Talking about typical food

- Place the cut up and shuffled cards on the table.

What is your Typical food?	When do people eat your typical food?
Do you think, is it cheap or expensive to make it?	Which are the ingredients of your typical food?
Do you think your typical food is healthy or unhealthy?	What do people drink with their typical food?
Is your typical food popular in other countries?	Is your typical food easy to make?

- Each learner is going to choose a flashcard and answer the questions.

### **REVISION/ CONCLUSION**

What's in The Bag Game:

Take a small cloth bag to class. Put the words in the bag then one student chooses a word while the students of each group try to guess. The group that guesses more words will be the winner.



## Workshop N° 2

### How do you feel?

#### WARM-UP

Introduce the basic vocabulary, happy and sad.

Speech Model: write the sentence on the board

1. A: How do you feel?

B: I feel \_happy\_.

A: I am glad to hear that.

1. A: How do you feel?

B: I feel sad.

A: I am sorry to hear that.

#### How are you feeling?



#### GUIDED PRACTICE

Introduce feeling vocabulary (15 minutes) Teacher will introduce the vocabulary by using the puppets with intonation to show the emotions:

1. Angry: Feeling or showing irritation

A: How do you feel?

B: I was so angry with my friends for being late.

A: I am sorry to hear that.

1. Shy: Feeling nervous in the company of others; lacking self-confidence

A: How do you feel?

B: I felt so shy when I had to give a speech in front of 200 people today.

A: I am sorry to hear that.

1. Bored: uninterested

A: How do you feel?

B: I feel so bored when I am with my parents' friends.

A: I am sorry to hear that.

1. Tired: Feeling weak and lacking power in the body or mind

A: How do you feel?

B: I feel tired after working all day.

A: I am sorry to hear that.

1. Excited: Full of strong feelings of expectation and happiness

A: How do you feel?

B: I feel excited to win the first prize.

A: I am glad to hear that.

## INDEPENDENT PRACTICE

Work with a partner. Look at the pictures below. Describe the pictures and say how each situation makes you feel.

Ex: Picture 1: The baby is crying. I feel worried.



## REVISION / CONCLUSION

### Feeling Mimes

For this activity, the teacher will divide the class into groups. Then, the teacher will ask for a volunteer of each group and will tell her secretly the name of a feeling. The group that guesses more quickly the feeling, it wins a point.

## Workshop N° 3

**Healthy and unhealthy lifestyle****WARM-UP**

The teacher is going to play “Simon says” with the students, in order to make students discover what they are going to learn.

**GUIDED PRACTICE**

Introduce healthy lifestyles vocabulary. The teacher will introduce the vocabulary by using images.



**INDEPENDENT PRACTICE**

Work in pairs. Students are going to make a short conversation in which they talk about their lifestyles. Saying if they have healthy lifestyles or not, and what they are.

For example,

- A. Do you think you have a healthy lifestyle?  
B. Yes, I do  
A. What do you do to have that healthy lifestyle?  
B. Well, I do exercise every weekend, I eat healthy and drink plenty of water.  
A. Oh, that is good!

**REVISION / CONCLUSION****Flashcards**

In this activity, the teacher will give each student a flashcard. Each flashcard contains habits to maintain a healthy lifestyle. So, students should say why this is important.

For example,

Eat healthy

I think that eating healthy is good because it prevents health problems and increases energy.

## Workshop N° 4

## Asking and Giving Advice

## WARM-UP














Divide the class into two groups. According to the worksheet. Each student receives a flashcard where they can find a sentence or an image related to some problem or solution, then they must find the image, problem and solution and organize a dialogue.

Example

**Speaker 1:** I suffer from acne. What should I do?

**Speaker 2:** You should go to a dermatologist.

The group that completes the largest number of couples in three minutes is the winner.

	You should learn martial arts to defend yourself		I cut my finger
	You should use a bandage to stop it from bleeding		I have a toothache
	You should go to the dentist		I am too short
	You should practice basketball to make you taller		I always wake up late
	You should go to bed early		I have the lowest score in class
	You should study harder		I want to lose my weight
	You should exercise regularly		I have a terrible headache
	You should drink some medicine		A bully always nits me at school

## GUIDED PRACTICE

Some people are sharing their experience online. Work in a group of four, read the text and think of some advice for the bloggers. Share your opinions in class.

<p>I'm Sarah, I'm a flying assistant. I travel a lot around the world and I have a short time to see my children. I love my job but I miss them. What should I do?</p> 	<p>My favourite singer is Bruce Springsteen. I have got all his CDs and I went to all his concerts. I would like to meet him but it's really difficult. Could you help me?</p> 
<p>I'm a graphic designer and I work with other 10 people. My boss wants to dismiss 5 of us but I don't want to lose my job. I must speak to him. What should I say?</p> 	<p>My brother smokes a lot and I'm really worried because his health isn't good. He is only 25 and has got a bad cough. How can I help him?</p> 

## INDEPENDENT PRACTICE

According to the previous activities using the vocabulary and creating a role play including these expressions to accept or refuse advice.









<b>ACCEPTING ...</b>	
<p>That sounds good / fine. That's great advice. What a fantastic idea.</p>	<p>I suppose(=guess) you're right. All right, I'll do that. That's a good idea.</p>
<b>REFUSING ...</b>	
<p>That doesn't sound very interesting. I'm not sure. I can't do that because ... I see what you mean, but ...</p>	<p>It might be a good idea, but ... That's a good idea, but ... I don't think I could ..., actually. I'd rather not.</p>
Example (Accepting advice)	(Refusing advice)
<p><b>Student A:</b> I have a problem; I always wake up late</p> <p><b>Student B:</b> You should go to bed early</p> <p><b>Student A:</b> That's sound good!</p>	<p><b>Student A:</b> I have a problem; I always wake up late</p> <p><b>Student B:</b> That fine! You should get up even later</p> <p><b>Student A:</b> I'm not sure</p>

## REVISION / CONCLUSION

The students must complete the sentence with "should or Shouldn't" and say why it is good or bad.

# should or shouldn't

should or shouldn't w

<p>1. You look tired, you ___ go to rest.</p> <p>a. should b. shouldn't</p> 	<p>2. Tom ___ go to bed so late because tomorrow he will test the final exam.</p> <p>a. should b. shouldn't</p> 	<p>3. I think she ___ accept the marriage because he loves her for a long time.</p> <p>a. should b. shouldn't</p> 	<p>4. Tim ___ be here because this dog is angry.</p> <p>a. should b. shouldn't</p> 
<p>5. The students ___ play carefully.</p> <p>a. should b. shouldn't</p> 	<p>6. I think you ___ eat so much.</p> <p>a. should b. shouldn't</p> 	<p>7. My uncle ___ sleep here.</p> <p>a. should b. shouldn't</p> 	<p>8. We ___ buy something that we need.</p> <p>a. should b. shouldn't</p> 

<https://www.pinterest.co.uk/pin/835347430859872428/>

## Workshop N° 5

**Shopping!****WARM-UP**

Students are going to look for the pairs of the pictures, which are on the board, in order to make students discover what they are going to learn.

. For example:

**GUIDED PRACTICE**

Introduce shopping vocabulary. The teacher will introduce the vocabulary by using pictures on the board. For example: Books and magazines, food, accessories, jewelry, clothes, personal-care products, electronic devices, and sporting goods.





- what do you buy there
- how often do you go there
- why it's a good shop to visit

2. Discuss with your partner:

- The differences between shopping in large department stores and small independent shops.
- How people's shopping habits have changed over the years.

### ***REVISION/CONCLUSION***

Students will represent role plays. The room will be divided into eight groups, each group will have a seller in each store and three customers.

## OBSERVATION NOTES

October 1st, 2019	October 15th, 2019	October 18th, 2019	October 23rd, 2019	October 30th, 2019
Topics: Food	Feelings	Healthy lifestyle	Asking and giving advice	Shopping
<p>- It was observed that several students managed to master the subject well. Since this <b>vocabulary</b> was simple and they were able to work the proposed activities.</p> <p>- On some occasions, it was noted that several students had <b>difficulty pronouncing</b> the different words.</p>	<p>- During this class, the students showed a <b>lot of interest</b> in what they were learning since the activities carried out were <b>very dynamic</b> and managed to get the attention of each one of them.</p> <p>- On several occasions, the students had concerns about the correct <b>pronunciation</b> of the words and immediately asked.</p>	<p>- In this class, it was observed that the students were <b>very interested</b> in these activities because they <b>actively participated</b>. You could tell they were very happy for what they were doing.</p> <p>- Although there were some inconveniences because some students had <b>difficulty in carrying out the proposed activities</b>, since they were not able to produce orally.</p>	<p>- According to what was observed in the previous class, it was necessary to make some improvements in terms of the activities that the students should perform.</p> <p>- During this class it was noted that the majority <b>participated actively and without fear of making mistakes</b> in pronunciation.</p> <p>- Since they felt safer when they spoke.</p> <p>- It was noted how interested the girls were in what they were being taught and there was a <b>lot of participation</b>.</p>	<p>- This was the last class. It was really amazing. The girls <b>participated a lot</b> because different games were played so that they learned the vocabulary well.</p> <p>- There was an atmosphere full of joy and laughter, but above all the goal was achieved that was to teach and <b>not be afraid to speak in English</b>.</p> <p>- However, during the given classes there was an inconvenience, the noise. Since everything that was done on the outside, was heard inside the room and that affected the activities a bit and when collecting evidence.</p>

## SURVEY

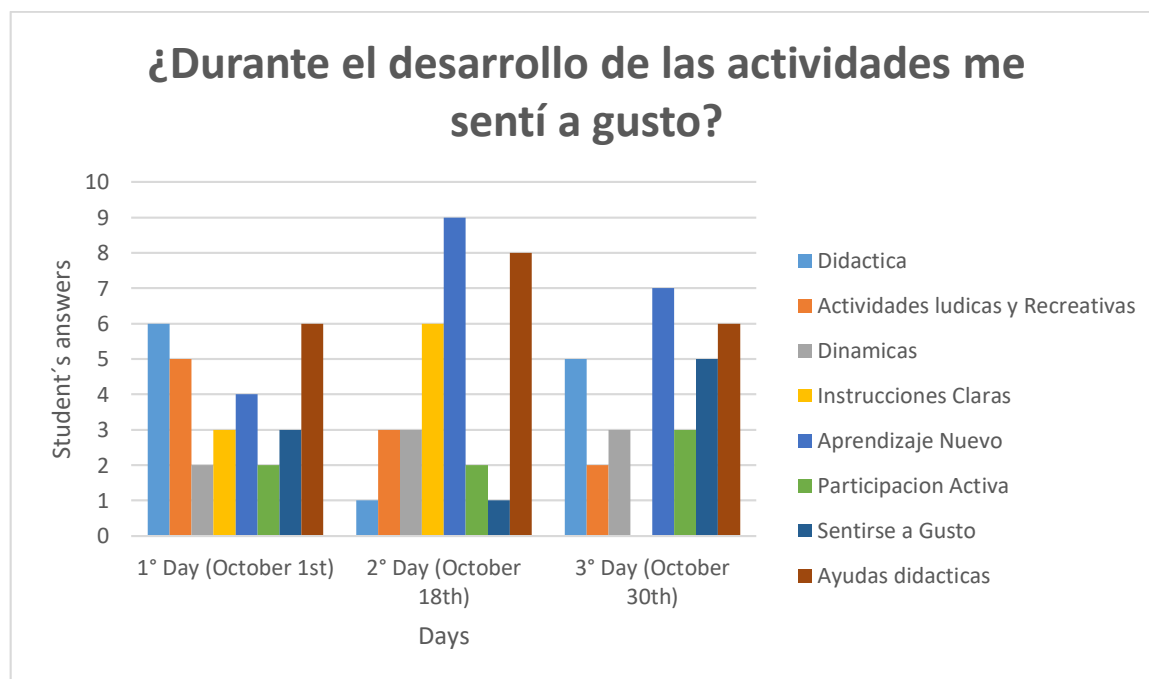
**ENCUESTA A 25 ESTUDIANTES DE OCTAVO GRADO DEL COLEGIO SOFIA CAMARGO DE LLERAS**

This questionnaire was applied to the eighth-grade students of the school Sofia Camargo de Lleras. In turn, the pedagogical proposal was developed in 5 days, of which 3 specific days were chosen to apply the questionnaires. In addition, it should be noted that the analysis of the results was organized according to the words that the students repeated in their questionnaires, since this instrument was qualitative.

**1. ¿Durante el desarrollo de las actividades me sentí a gusto?**

	Oct. 1 (Primer día)	Oct. 18 (tercer día)	Oct 30 (Quinto día)
DIDACTICA	6	1	5
ACT. LÚDICAS Y RECREAT.	5	3	2
DINAMICAS	2	3	3
INSTRUCCIONES CLARAS	3	6	-
APRENDIZAJE NUEVO	4	9	7
PARTIC. ACTIVA	2	2	3
SENTIRSE A GUSTO	3	1	5

Las niñas se sintieron a gusto porque aprenden nuevo vocabulario a través de una clase didáctica, con actividades recreativas e instrucciones claras.

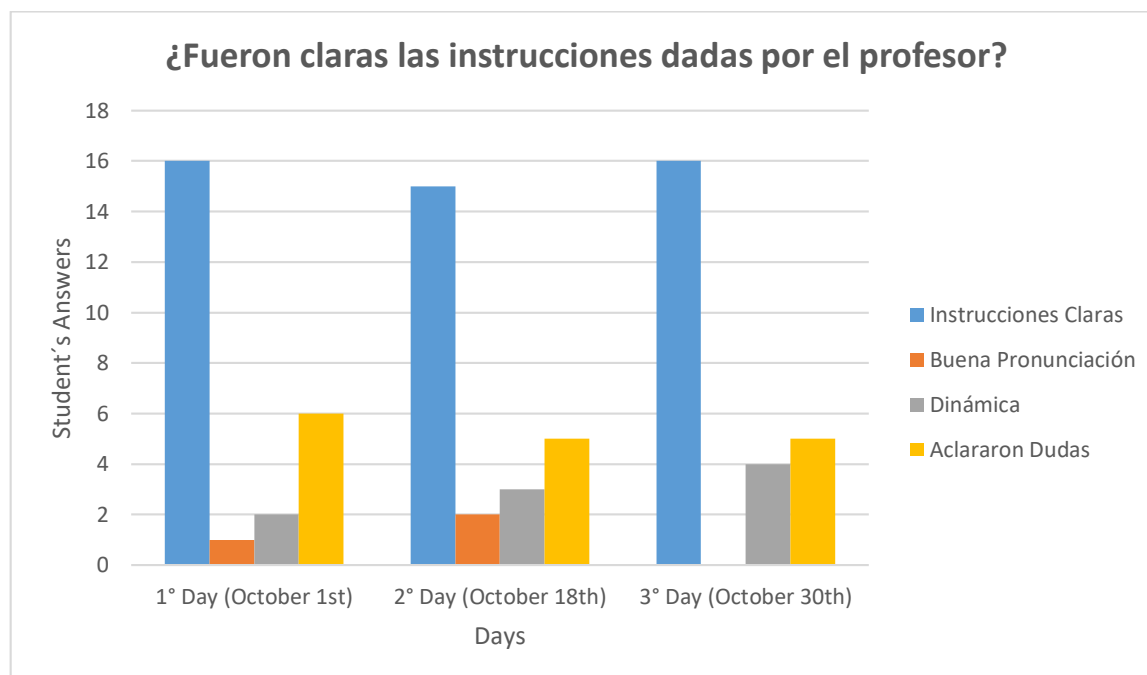


Students were comfortable because they learned new vocabulary through a didactic class with recreational activities and clear instructions.

## 2. ¿Fueron claras las instrucciones dadas por el profesor? Si/no ¿por qué?

	Oct. 1 (Primer día)	Oct. 18 (tercer día)	Oct 30 (Quinto día)
Instrucciones claras	16	15	16
Buena pronunciación	1	2	-
Dinámica	2	3	4
Aclarar dudas	6	5	5

Si fueron claras las instrucciones porque se entendían, se aclaraban las dudas; si era preciso nos las decían en español y la clase fue dinámica.



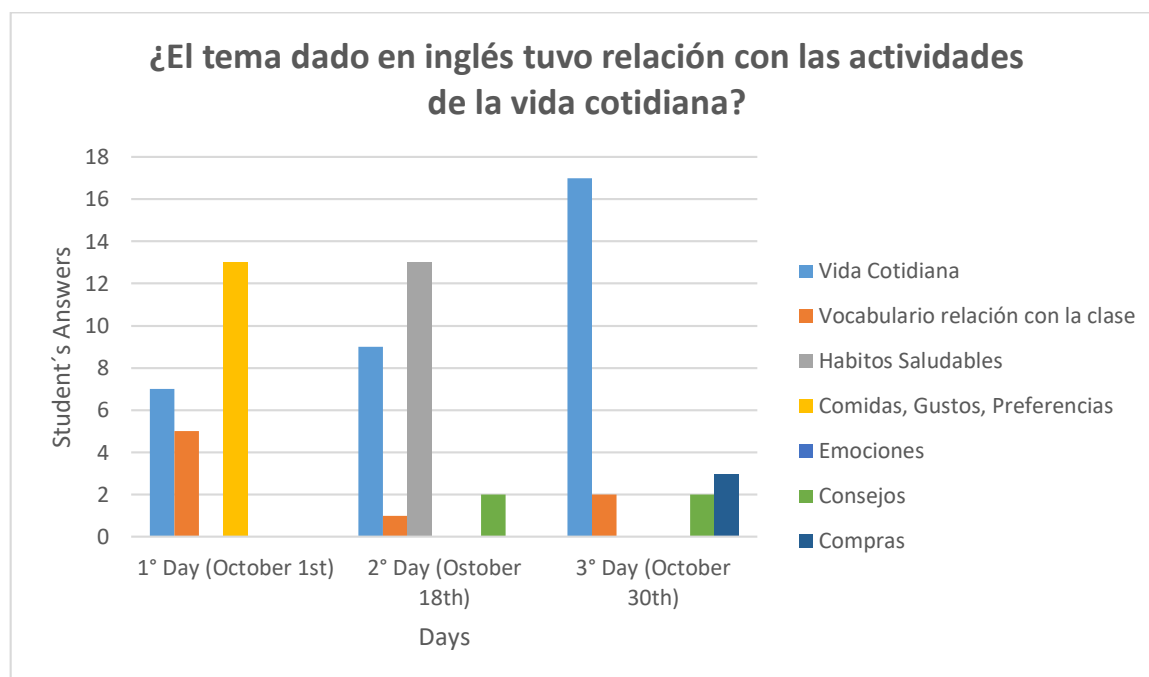
The instructions were clear because they were understood, the doubts were clarified; if it was necessary, they were told in Spanish and the English class was dynamic.

## 3. ¿El tema dado en inglés tuvo relación con las actividades de la vida cotidiana? Si/no ¿Por qué?

	Oct. 1 (Primer día)	Oct. 18 (tercer día)	Oct 30 (Quinto día)
Vida cotidiana	7	9	17
Vocabulario relación con la clase	5	1	2

Hábitos saludables		13	
Comidas gustos , pref.	13		
Emociones			
Consejos		2	2
Compras			3

Si tuvo relación porque hablaban de la vida cotidiana, era el vocabulario que se utilizaba en la clase, aprendimos vocabulario nuevo relacionado con alimentos, hábitos saludables, emociones, consejos y compras.

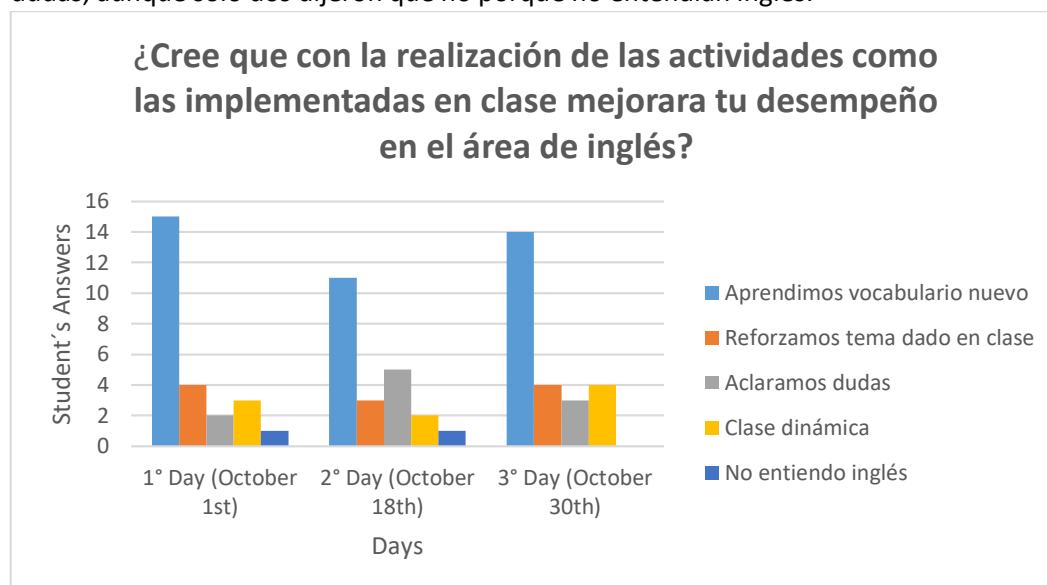


The topics were unrelated to activities because the workshop developed topics such as everyday life. Thus, this was the vocabulary used in the class. Also, students learned new vocabulary related to food, healthy habits, emotions, advice and shopping.

4. **¿Cree que con la realización de las actividades como las implementadas en clase mejorará tu desempeño en el área de inglés? Si/no ¿por qué?**

	Oct. 1 (Primer día)	Oct. 18 (tercer día)	Oct 30 (Quinto día)
Aprendimos vocabulario nuevo	15	11	14
Reforzamos tema dado en clase	4	3	4
Aclarar dudas	2	5	3
Clase dinámica	3	2	4
No entiendo inglés	1	1	-

Las actividades fueron dinámicas porque aprendimos vocabulario nuevo, pudimos aclarar dudas, aunque solo dos dijeron que no porque no entendían inglés.

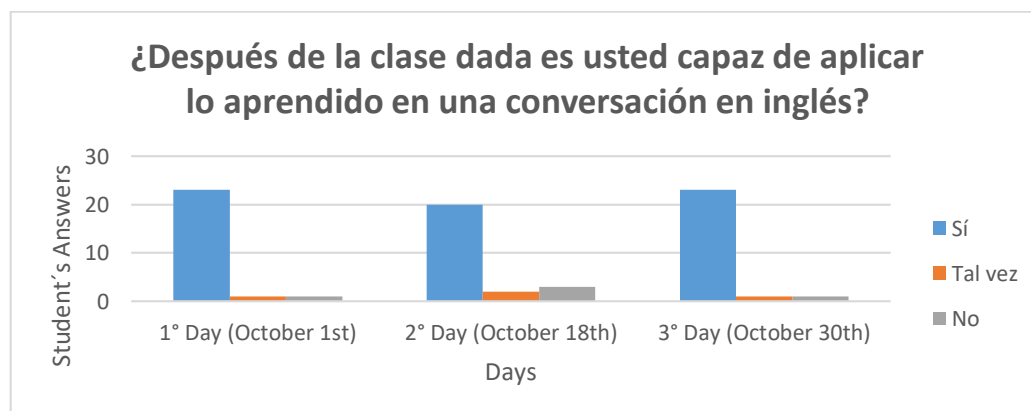


The activities were dynamic because students learned new vocabulary, they could clear up doubts, despite two students who said “No” because they didn’t understand English.

**5. ¿Después de la clase dada es usted capaz de aplicar lo aprendido en una conversación en inglés?**

	Oct. 1 (Primer día)	Oct. 18 (tercer día)	Oct 30 (Quinto día)
si	23	20	23
Tal vez	1	2	1
No	1	3	1

La mayoría se siente capaz de aplicar lo aprendido, solo 4 consideran que no se sienten listas, que necesitan practicar pronunciación.



Most students are able to apply what they’ve learned, only four students considered that they are not yet prepared and need to practice pronunciation.

## TEACHER INTERVIEW

**¿Cuál fue la percepción de las niñas después de que se hicieron las actividades?**

1 Bueno yo siempre les he dicho a ella hablen...en realidad ellas me manifestaron que  
 2 **había sido una clase muy dinámica, fuera de esquema.** Hubo una niña que me dijo:  
 3 **seño no se vaya a incomodar, seño fue una clase fuera de esquema, nos sentimos muy**  
 4 **naturales.** Ese curso en donde ustedes trabajan hay varias niñas que hablan inglés.  
 5 Hay una niña que siempre me habla en inglés ¿Por qué? Porque ellas van a otras  
 6 instituciones, tienen un manejo de inglés digamos mayor que el resto. Obviamente  
 7 por falta de tiempo no pude aprovecharlas a ellas, porque un docente debe  
 8 aprovechar el material humano o recurso humano que tiene dentro del salón y que  
 9 le sirva para co-ayudar en el proceso dentro de un evento pedagógico, es decir coger  
 10 las niñas que tienen un mejor desempeño. Hay otras que son autodidactas, y otras  
 11 porque aprenden en otras instituciones, pero que te digo que yo pienso que las niñas  
 12 en este curso 8-3 ellas quedaron motivadas con la clase. **Les gustó mucho porque fue**  
 13 **una clase muy dinámica, activa, en las que ellas tuvieron la oportunidad de**  
 14 **participar, sobre todo me di cuenta en la última clase de inglés que muchas niñas**  
 15 **que no hablaban, participaron, o sea hubo mucha motivación.** **El dinamismo, el**  
 16 **sentirse ellas libres, sin ningún tipo de esquema, el de ellas poder manifestar de**  
 17 **acuerdo con lo planteado por ustedes. Ellas pudieron aplicar lo poco que sabían de**  
 18 **acuerdo con las actividades. Sobre todo, la clase esa de las emociones, el de cómo**  
 19 **dar un consejo y ahí ellas utilizaron las estructuras gramaticales.**

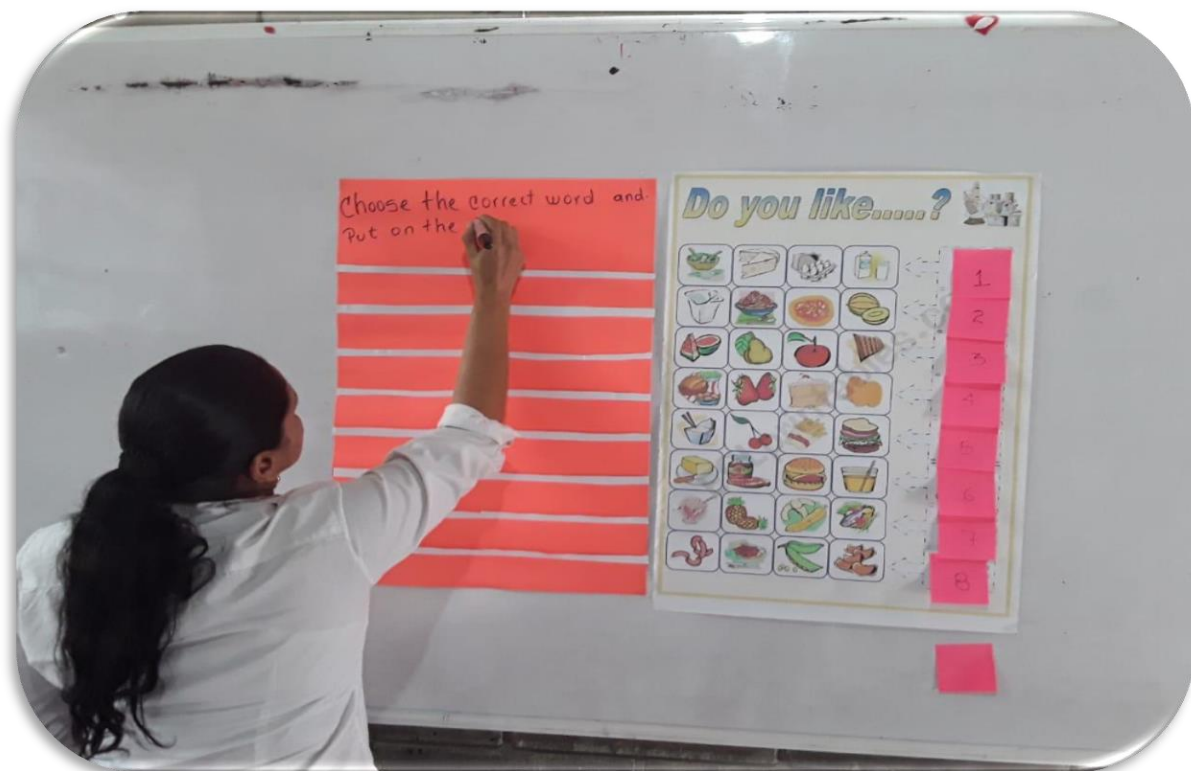
**¿Cree usted que las actividades interactivas que se hicieron en las clases motivaron a los estudiantes?**

1 Desafortunadamente por motivos de salir no pude asistir a todas las actividades,  
 2 pero **puede visualizar en una de las clases, la participación que tenían ellas, que era**  
 3 **una manera totalmente de participar a la esquemática, teniendo en cuenta los**  
 4 **patrones de un texto guía que nos manda el ministerio.** O sea, porque nosotros  
 5 tenemos que regirnos bajo un currículo que nos envía el ministerio dentro del  
 6 programa de bilingüismo, nuestra institución está focalizada en el programa de  
 7 bilingüismo, nos envían los textos y nosotros debemos aplicarlos. Claro está que,  
 8 dentro de esas actividades, dentro de todo el currículo que trae el libro, también  
 9 uno debe salir al exterior. **Salir al exterior ¿en qué consiste? En que tú debes traer**  
 10 **unas actividades externas y aplicarlas a las unidades, esquemas que están**



- 11 relacionadas en el libro, o sea tú tienes que engranar, por ejemplo, una canción,
- 12 uno tiene que engranar dentro de lo que se llama el pencil guide las actividades
- 13 uno debe engranar, no solamente quedarse con lo del libro. Mediante un artículo
- 14 de un periódico o una revista o una canción y uno lo pueda aplicar a los temas que
- 15 se estén aplicando durante una clase.

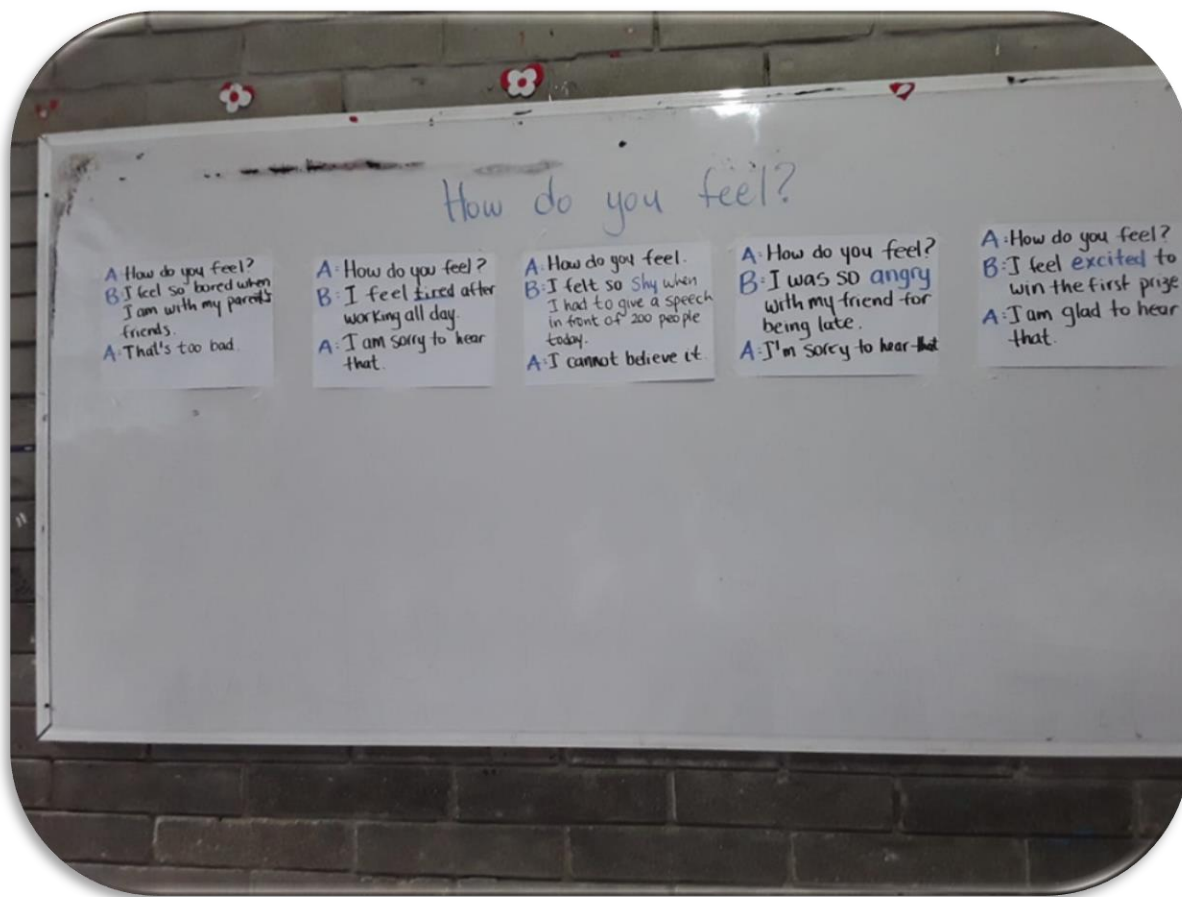
Workshop No 1. What food do you like?





Workshop No 2 –How do you feel?





Workshop No 3 –Healthy and unhealthy lifestyle

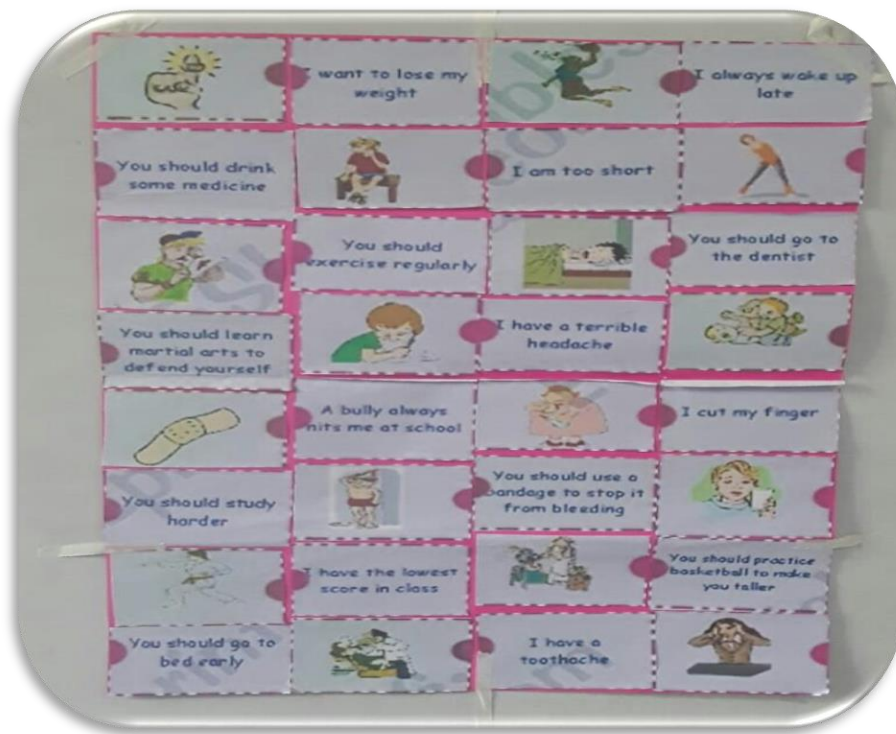








## Workshop No. 4 –Asking and Giving Advice





Workshop No 5 –Shopping!



**FOOD**

 Salad	 bread	 steak
 Fish	 Soup	 Mashed Potatoes
 Sausage	 rice	 scrambled eggs

**ACCESORIES AND JEWELRY**

 sunglasses	 hat	
 handbag	 umbrella	
 necklace	 earring	 bracelet

**Clothes**

 Suit	 Gloves
 Sweater	 T-Shirt
 Skirt	 Dress

**Electronic Devices**

 Computer	 Printer
 Cellphone	 Camera

