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STORYTELLING AS AN EFFECTIVE METHOD FOR IMPROVING SPEAKING SKILL IN CHILDREN

KATE JULIANY LAMADRID BACCA

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UNIVERSIDAD DEL ATLÁNTICO

FACULTAD DE CIENCIAS EN LA EDUCACIÓN

LICENCIATURA EN IDIOMAS EXTRANJEROS

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2020

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Abstract

Learning a language is like crawling in early childhood: it has a purpose and there are agents that influence the success of it. One of the important aspects when learning a foreign language is the communication need as human beings, in this case more specifically oral communication. This is precisely one of the problems noticed in a class of English in an extramural English course as foreign language. This being reflected in the oral performance of the students.

This research aims to show that when we want to get the knowledge of the processes that influence language acquisition, it is relevant to know that one of them may not be a cognitive issue but factors such as the social milieu in which learning takes place. The input and internal factors play a relevant role in this process, too. The objective is to know why the students present this gap in the oral competence and how, we as researchers can help them improve this ability. To reach these objectives, we implemented instruments that helped us know and follow the learning process of the students and, the implementation of retelling of short stories as a method of improvement of the speaking skill and ability.

Keywords: Speaking skill, oral communication, oral language learning, teaching speaking, storytelling, components of speaking skill.

Resumen

Aprender un idioma es como gatear en la primera infancia: tiene un propósito y hay agentes que influyen en el éxito del mismo. Uno de los aspectos importantes a la hora de aprender una lengua extranjera es la necesidad de comunicación como seres humanos, en

este caso más específicamente la comunicación oral. Este es precisamente uno de los problemas que se notan en una clase de inglés en un curso de inglés extramuros como lengua extranjera. Esto se refleja en el desempeño oral de los estudiantes.

Esta investigación pretende demostrar que cuando queremos conocer los procesos que influyen en la adquisición del lenguaje, es relevante saber que uno de ellos puede no ser un problema cognitivo, sino factores como el entorno social en el que se lleva a cabo el aprendizaje. Los factores internos y de entrada también desempeñan un papel relevante en este proceso. El objetivo es saber por qué los estudiantes presentan esta brecha en la competencia oral y cómo, nosotros como investigadores podemos ayudarles a mejorar esta capacidad. Para alcanzar estos objetivos, implementamos instrumentos que nos ayudaron a conocer y seguir el proceso de aprendizaje de los estudiantes y también, la implementación del recuento de cuentos cortos como un método de mejora de la habilidad y capacidad de hablar.

Palabras clave: Habilidad oral, comunicación oral, aprendizaje de lenguaje oral, enseñanza de habilidad oral, recuento de historias, componentes de la habilidad oral.

friend Kate Lamadrid for being such an amazing partner, friend and my fellow student, without her this project would not have been possible.

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CHAPTER I: FINDING ISSUES OF FL LEARNERS' IN SPOKEN ENGLISH

1.1 INTRODUCTION

In the process of learning a foreign language it is necessary to develop the four communication competencies which are: oral expression, listening, written expression and reading comprehension. In this context, we emphasize the competence of oral expression. In a study guided by Gómez (2010) a language teacher in Bogotá, Colombia, normally in the English learning process, Grammar and reading skills are practiced the most, with 22.04% each. Speaking, with 21.50%, ranks third. Listening accounts for 15.32% of all language practice and vocabulary, 13.17%. Writing is practiced the least, with only 5.91%. This shows that speaking skill is the second skill used the most when learning a foreign and second language.

The purpose of this study is to investigate and analyze the speaking problems that some students in fifth level of an extramural English class have and the different reasons for this problem.

For the development of this study, we decided to focus on communication and we took into account the communicative method approach, so that we could not only identify students' problems in terms of grammatical structures, oral expression, and behaviors in terms of communicative competence but also to improve this area.

To achieve our main goal, we observed the English classes where the students were involved. We applied instruments that helped us answer the research question and as mentioned before, propose a strategy to help our students.

So firstly, we decided to observe the English classes every Saturday (the day when the classes were taken) from third level to level six. Immediately, when we observed the first classes, we identified the oral competence difficulty in most of the students.

We observed the students from September to November 2017 when they were in third level. Then from March to May 2018 when they were in fourth level. After this, from August to October 2018 when they were in fifth level and the final observation was during the workshops, we applied for our teaching proposal. This was April 2019 when the students were in their last English level.

We wrote all these observations in a field notebook and this was one of the most helpful instruments in this research.

In this case study, we chose several students to be the main focus of our groundwork. Some of these students presented low performance in the speaking skill, while the others presented a better performance in this skill. The idea was to analyze the process of each student to categorize data and obtain answers for our research question.

During the observation phase, we collected some data such as: grades, a diagnostic exam, interviews, life history and surveys that played a really important role in our study because they served as the foundations of this research study.

1.2 PROBLEM STATEMENT

There are many factors that cause difficulties in EFL learners in speaking competence. These factors are related to the students themselves, the teaching strategies, the environment, etc. For example, lack of vocabulary, inadequate strategies in communication competences for the taught group, lack of a target language environment in real-situations, lack of motivation, shyness, lack of confidence, lack of motivation, and fear of mistakes are

the factors commonly that hinder Students from speaking. Even the lack of practice back home.

This public university where the research took place offers a great experience when it comes to teaching and learning foreign languages through free language courses that offer high quality programs.

Knowing this, these foreign language students should present an optimal development and performance in each linguistic skill according to their level. However, during the learning process, not all students made significant progress due to different factors that may influence learning or performance in the foreign language. In this case, the problem of speech has been identified as the main problem in one of the levels of English at this public institution.

These students between nine and eleven years old, showed difficulties in speaking skill where at this level, as stated in CEFR, they were supposed to be classified at a B1 level, so they were supposed to:

- Can take part in a casual conversation for a reasonable period. For example, 'How was your camping holiday this year? Did you get washed away in all that rain?' 'When we got there the campsite was closed because of flooding. But we were really lucky – the holiday company offered us a cottage instead for the same price.'
- Deal with most situations likely to arise while travelling in an area where the language is spoken, for example, can go to a counter service shop (where goods are not on display) and ask for most of what they want.
- Can understand and produce letters or short texts with a range of personal opinions.

- Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans CEFR (2001).

By mentioning all this and taking into account the objective of the English courses of the university, we looked for the reason why these students presented issues in English language that do not allow them to perform at the level in which they should be. Also, we are interested in how we can have a positive impact to help students improve in the language, especially in the areas where they have problems. For this, we use storytelling of short stories as method for the students to improve their speaking skill.

In this way we wanted to know, not only why the students presented this speaking skill issue, but also how the method implemented could help them. So, the research question guiding this study was:

"How may the retelling of short stories help improve the speaking abilities of 9-to-11-years-old students in extramural English language courses?".

With this question, we hope to solve the identified problem in the students we chose for this research study.

1.3 JUSTIFICATION

This study is relevant because it would help us to understand why learners face these types of limitations in a foreign language and also, we will probably find a method that will help students take better advantage of their learning process and achieve a better performance in speaking skill and communication. We considered all this since English is a language of global status, and speaking can offer great opportunities at a competitive and personal level.

This research work aims to highlight the importance of the development of speaking skill in foreign language acquisition in a small group of students in an extramural English

classroom in Barranquilla, Colombia. This research emerges as a need of fundamental support for the development, teaching and research on issues of oral skill and communication in children in English as foreign language.

It is important to mention that the excellent preparation and continuous updating of the teachers are possibly included in the development of a good learning of English as a foreign language. So that the methods and strategies used in this institute are in line with our times and they satisfy the needs of the students. To make sure this happens, as students are directly involved in the process of learning EFL, there should be a continuous monitoring and reinforcement of the lessons out of classes. Also, we considered the educational system where students are.

According to the results obtained in this research, it may be of support for English teachers, in a way that helps them to take into account more precisely the difficulties that cause some sort of inefficiency, according to the student level, when acquiring English as a foreign language. In this way, the teacher may know how to deliver their teaching with that exact population and steps to follow if involving parents in the learning process.

As already mentioned before, in this study we worked with kids who showed low performance in speaking skill in English in a FL class, however, few of them had some sort of high performance. The idea was that these students could improve in the language as well and at the same time, their classmates could learn from them during the activities.

1.4 OBJECTIVES

For this project, we established some objectives to accomplish. In a general way, we wanted to identify the reason why some students in extramural language courses in the

institution previously mentioned have not developed their speaking skill in English relative to their level.

To materialize this general objective, we propounded to observe the classes where students were involved in order to analyze student's performance and learning process. Also, to apply techniques and instruments that might help us answer our research question and finally, to pinpoint a technique to be able to help these students to improve and practice their speaking skill.

1.4.1 GENERAL OBJECTIVE

- Improve student's speaking skill through storytelling.

1.4.2 SPECIFIC OBJECTIVES

- Identify the different causes that contribute to the weaknesses of apprentices in an extramural English course.

- Analyze student's development during their learning process.

- Guide the students through the improvement process of the speaking skill.

1.5 LEGAL ISSUES

Although Spanish language is the official language in Colombia in all the territory, besides those of the ethnic groups in their territories, the education and present life is developed in an increasingly bilingual context.

The learning of foreign languages is required to research, due to much of the knowledge that is generated in the world is published in languages different to Spanish, mainly in English. In the same way, English is a language that increases its role as a language

for business and work. Many cultural and entertainment options can also be accessed if foreign languages are dominated

Since 1994, the General Law of education recognized the importance of learning a foreign language. Thus, in the definition of the mandatory areas of the basic and media school education included: "Humanidades, lengua castellana e idiomas extranjeros". The Ministry of Education decided to implement a program called "Ley de bilingüismo". This project aims that students in Colombia have access to English language proficiency. To comply with this claim establishes the achievement of defined standards of knowledge of the language, for the three stages of Formal education: Preschool, Basic: Primary and secondary, and the media, which ensure a consistent learning of knowledge to students who are in that cycle. The aim is to seek a better inclusion of the country in the dynamics of the globalization process, in such a way as to make better use of the opportunities that are presented in the international community, both in the access of knowledge and in the exploitation of these markets. In other words, the project proposes "to establish as mandatory the 'English cathedra'" during the whole cycle of formal education, which represents twelve years of studies, with quality in the programs and in the knowledge, that result in a better competition of the Country in today's globalized world.

According to Rosa María Cely, manager of the national program of Bilingualism, "the objective is that for the 2025 all students of basic and media are at B1 level, so that they can study in other countries, improve their work aspirations and apply for scholarships in the Foreigner." So, in 2013, the law was modified 1651 (Ley de Bilingüismo) in the following way: 12 July, 2013: "POR MEDIO DE LA CUAL SE MODIFICAN LOS ARTÍCULOS 13, 20, 21, 22,30 Y 38 DE LA LEY 115 DE 1994 Y SE DICTAN OTRAS DISPOSICIONES-LEY DE BILINGÜISMO" EL CONGRESO DE COLOMBIA DECRETA: Artículo 1°. Adiciónese al artículo 13 de la Ley 115 de 1994 el siguiente literal: j) Desarrollar

competencias y habilidades que propicien el acceso en condiciones de igualdad y equidad a la oferta de la educación superior y a oportunidades en los ámbitos empresarial y laboral, con especial énfasis en los departamentos que tengan bajos niveles de cobertura en educación. Artículo 2°. Adiciónese al artículo 20 de la Ley 115 de 1994 el siguiente literal: g) Desarrollar las habilidades comunicativas para leer, comprender, escribir, escuchar, hablar y expresarse correctamente en una lengua extranjera. Artículo 3°. Modifíquese el literal m) del artículo 21 de la Ley 115 el cual quedará así: m) El desarrollo de habilidades de conversación, lectura y escritura al menos en una lengua extranjera. Artículo 4°. Modifíquese el literal 1) del artículo 22 de la Ley 115 de 1994, el cual quedaría así: 1) El desarrollo de habilidades de conversación, lectura y escritura al menos en una lengua extranjera. Artículo 5°. Modifíquese el literal h) del artículo 30 de la Ley 115 de 1994, el cual, quedaría así: h) El cumplimiento de los objetivos de la educación básica contenidos en los literales b) del artículo 20, c) del artículo 21 y c), e), h), i), k), 1), ñ) del artículo 22 de la presente ley. Artículo 6 0 • Adiciónese al artículo 38 de la Ley 115 de 1994 el siguiente texto: "Las instituciones de educación para el trabajo y desarrollo humano que decidan ofrecer programas de idiomas deberán obtener la certificación en gestión de calidad, de la institución y del programa a ofertar, sin perjuicio del cumplimiento de los demás requisitos establecidos en las normas jurídicas vigentes para el desarrollo de programas en este nivel de formación. Todas las entidades del Estado, cualquiera que sea su naturaleza jurídica o territorial, sólo podrán contratar la enseñanza de idiomas con organizaciones que cuenten con los certificados de calidad previstos en el presente artículo". Artículo 7°. El Gobierno Nacional tomará las medidas necesarias para financiar los costos que demande la implementación de la ley, dentro de las cuales deberá explicitar los períodos de transición y gradualidad que se requieren para el cumplimiento de la misma. Artículo 8°. El Gobierno Nacional reglamentará la presente ley y tomará las medidas necesarias para cumplir con los objetivos propuestos, dando prelación al fomento

de la lengua inglesa en los establecimientos educativos oficiales, sin perjuicio de la educación especial que debe garantizarse a los pueblos indígenas y tribales. Artículo 9°. Vigencia y derogatorias. La presente ley regirá a partir de su promulgación y deroga todas las disposiciones que le sean contrarias." (Ley General de Educación, 1994).

To achieve this goal, the Ministry of Education aims to improve the quality of the teachers in the official language-dictating sector. For example, within the plans that are projected in the program Colombia bilingüe, it is sought to increase one or two levels to these professors who come with A1 and A2. To this end, a system of evaluation and certification will be created to follow up the progress of each teacher.

When this law was endorsed, the improvement of the communicative competences of English among Colombians became a national policy. However, that goal is still far from being concrete; the same program, "Colombia bilingüe" of the Ministry of Education (MEN), estimated that for the 2018 only 8 percent of the bachelors had an intermediate level B1 in this language.

At this point, and according to official statistics, 90 percent of high school students in the official sector barely reach a basic level and a scant 2 percent is located in intermediate.

Poor performance in this area also touches teachers. According to an investigation of the Center for Regional Economic Studies of the Bank of the Republic, in 2013 only 35 percent of the public sector teachers who taught this subject reached an intermediate level B1, but according to the MEN, as a result of Development of initiatives such as the National Program of Bilingualism and Colombia Very Well, these teachers have already advanced to level B2. None, however, has the operative and effective domain of the language C1 or C2, which, according to the common European framework, is required to teach English.

For all mentioned before, the country continues showing a low language domain, as evidenced by the latest English Aptitude index (EF EPI), which ranked 63 nations, from the performance of students from around the world who presented their tests in 2013. In this ranking Colombia was ranked 42. Among 14 Latin American nations assessed, Colombia ranks ninth, below Peru and Ecuador.

This shows the reason why parents see each other in a position where they have to look for an independent language institute out of school for their children to be taught English as foreign language.

It would be better for this ley de bilingüismo if they provide helpful resources to these public schools. Resources enough for all students to use them and for teachers to create better lesson plans. Also, it is important that each school could prepare English teachers through programs offered by the government. All these recommendations could meanly increase students' English level. Though this was already established, and as mentioned at the beginning, it is necessary that ministry of education really follows the proposal as an action and not as only words.

As for teachers the government must be strict and demand that those who teach English really know how to do it. The English teachers who are in each Colombian institution at the moment, should be reevaluated once every four or three years on their proficiency level in English. The government should as an example, invest in online English classes and virtual training for teachers. Making sure that teachers are always trying to maintain their level and even improving, guarantees better results for students.

There are fundamental aspects that must be taken into account by the students. Among other things, the most important thing is exposure to the language. Students should do what they like in English, such as watching movies, reading books, going to the theater

and practicing the language every day. This can be achieved through social networks or virtual media.

CHAPTER II: REVIEW OF RELATED LITERATURE AND CONCEPTS

2.1 LITERATURE REVIEW

Speaking is the active use of language to communicate orally. It is the medium through which a new language is encountered, understood, practiced, and learned. In young learners, the spoken form in a classroom acts as the prime source of language learning, Al Hosni (2014). Speaking is a dynamic process that involves the proper and correct transmission of ideas, thoughts, feelings, values, information. Communication is an exchange of meaning and understanding, it is an interactive process, Training program on effective communication, NIAEM (2013).

When studying English as a foreign language in extracurricular English classes, the students who have been part of it, are supposed to be full-fledged in the chosen language at the end of the process, or at least, that is the desire of teachers, learners, and parents. However, speaking problems can be major challenges to effective foreign language learning and communication. English as a foreign language (EFL) learner, may face many factors as difficulties in this English learning process, in this specific case, speaking barriers, Mohammed (2018).

English as foreign language in speaking and communication has been one of the most common and complex activities to be considered when teaching and learning English. The target language is taught and learned with a particular purpose in daily life. By knowing so, teachers enrich their students' communicative competences in the target language. Gómez (2010)

For many years, teaching speaking may have been seen as not much important and it has been taught just as repetition or memorization. However, it is more than noticeable that due to globalization, nowadays the world requires that the goal of teaching speaking

competence should improve the communicative skills of students. All this because it is not only a matter of expression but social and cultural communicative circumstance too, Srinivas (2018). Speaking as a productive skill relies on some components such as context, knowledge, aptitude, and confidence, Coombe & Al. (2007).

In most of the cases, learners of English as foreign language do not have opportunities to speak English outside the classroom, and basically, for many of them, the English book is the only interaction they have with the foreign language, as Willis (1996) mentioned: "For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction.—Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened", Willis (1996).

It has been widely noticed that EFL learners face difficulties in spoken English, though speaking English is the main language skill that students should improve. The goal of teaching speaking is to help the students to improve their oral production and maximize their individual use of language. "In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills" Chaney (1998)

Next, we can find previous studies related to speaking skill limitations. These works are organized chronologically, from the oldest to the earliest study.

William Littlewood, (1984). Foreign and second language learning: language-acquisition research and its implications for the classroom. In this book, Littlewood talks about how people acquire languages and the scholar considers the relevance of it for second language teaching and learning. Littlewood considers language theories known just before

the interest in acquisition research. The author looks at factors such as learners' errors in language, whether learners are predisposed to learn language in certain sequences, why some people are apparently more successful at learning languages than others, and how L2 learners make use of their new language to communicate. "The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning". Littlewood (1984)

Penny Ur, (1996). A course in language teaching: practice and theory. This book is directly addressed to trainers, teachers. even to practitioners interested in the teaching of English. This guide provides to teachers an introduction to English Language Teaching. These books combine theory and practice which are key in the process of learning. So, the modules presented here are composed by content that includes input, experimental work and tasks. It is important to mention that this book is based on teaching practice, observation and the reasons why learners may face difficulties in language abilities that help teachers to achieve a better comprehension to the students.

Chaney, Ann L.; Burk, Tamara L. (1998). Teaching Oral Communication in Grades K-8. The authors in this writing explain fundamental concepts in contemporary oral communication instruction and suggest some strategies for implementing a competency-based approach (CBA) to oral communication in an integrated classroom setting. This book emphasizes oral communication as a process that involves both speaking and listening. It also includes exercises to help create a safe and inclusive classroom, with tools to identify communication apprehension (anxiety or fear associated with communication with another person or people).

There is a fact highlighted by second and foreign language research and that is that the progress in a target language does not occur by people making a conscious effort to learn.

This progress occurs as a result of an impulse of unaware mechanisms, which are activated when learners are involved in communication with the target language.

Koichi Sato, (2003). Improving Our Students' Speaking Skills: Using Selective Error Correction and Group Work to Reduce Anxiety and Encourage Real Communication. This writing lets us know obstacles faced by students when learning English, realizing that many students are highly competent in skills such as reading, writing, and listening, but not in speaking. This book suggests that L2 students are worried about making oral errors, and that oral activities completed in English class are often meaningless and irrelevant to daily life.

M. Mujuru Rahman. (2010). Teaching Oral Communication Skills: A Task-based Approach. In this research study the author talks about oral communication skills, he explains the relevance of communicating in a foreign language. The author suggests that learning to speak based on assigned tasks makes the process easier. He claims that having to make a presentation, having a discussion assignment, transmit information and make impressions, make students get a wider range of the second language that they are learning. He also highlights that in task-based language learning, students use all the opportunities to talk in the language they are acquiring. The students negotiate turns to speak, they use language cooperatively and purposefully. They develop their confidence to talk in class which contributes to communicative effectiveness and L2 acquisition.

Learning How to Speak: Reticence in the ESL Classroom (2010). Shane Donald. This paper examines the issue of reticence from the perspective of both teacher and learner, taking into consideration the problematic nature of the condition; there are no unambiguous causes of reticence, Allwright and Bailey (1991); Chaudron (1988); Tsui (1996). Students' reticence in the English as a second language classroom is a phenomenon that occurs in all

contexts, regardless of setting. Rather, a range of factors such as culture, beliefs regarding learning and the role of the teacher, fear of being misunderstood on the part of the teacher and the comprehensibility of input all play a role in fostering learner reticence in the ESL classroom.

A point of difference is the attention given to learners' perspectives on what causes reticence in terms of the practices employed by teachers. This research shows that error correction is more effective if it is done in an encouraging way that does not echoes the students' mistakes. Students need to be encouraged, sit in groups socializing before giving an answer, reading before practicing how to speak.

Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Roleplaying) Oradee, T. (2012). In this study it is shown that in foreign languages teaching and learning ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Speaking English is the most difficult for learners. In particular, EFL learners, because they often pause continually when speaking English. The author uses activities as discussion, problem-solving and roleplaying to improve the students' confidence. Additionally, communicative activities can motivate the learners and establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning.

Reticent Students in the ESL Classrooms. Soo R. S. & Goh H. S. (2013) in the context of English as a Second Language (ESL) teaching and learning, students' verbal participation or engagement is essentially important in the classrooms. Reticence has always been regarded as a problematic occurrence among students in the ESL classrooms. Many instructors have expressed their frustrations to decode the reticent behavior and work out suitable strategies to help students with such behavior. Whenever such students do not engage

in the classroom discourse, they are usually regarded as not having the desire to learn or lacking in cooperation. The findings in this study reveal that reticent level is high among the students, and their major problems lie in affective-control and delivery.

In brief, these founts fit positively in our study. All the studies mentioned before are supporting bases and are linked with our research because of their main topic which are foreign language acquisition and performance, specially communication and the reason why these children cannot communicate appropriately in English as a Foreign Language. This has helped us to answer our research question and to discover that the students present this lack in communication skill due to several factors that influence the process of learning.

2.2 THEORETICAL FRAMEWORK

From the literature we used for this research, we decided to choose the following as the ones that are more geared to explain the reasons why EFL students do not speak and communicate appropriately according to the English level they are supposed to be in.

In this way, this theoretical framework will help us know that when students do not present an improvement in the foreign language it is because there are other factors other than the "They-do-not-study" factor, that hinders the process.

Ur in her book, published in 1996, says that for evaluating speaking we need to take into account two aspects of speaking: accuracy and fluency. In this way, we find in accuracy, components such as vocabulary, grammar and pronunciation. While, fluency means that the speaker is required to be able to keep going when speaking spontaneously showing comfort and con1fidence. So, the speaker should use both aspects of the speaking skill properly.

Knowing the explanation before about the speaking skill and its components, Ur (1996) mentions that there are many factors that cause difficulty in the speaking skill and

they are as follows: 1. Inhibition: students are worried about making mistakes, fearful of criticism, or simply shy. 2. Nothing to say: students have no motive to express themselves. 3. Low or uneven participation: only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4. Mother tongue use: learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Another study conducted by (Sato, 2003) finds that students of English are not highly competent in speaking because of their fear of making mistakes.(1) "The Problems Which Lead to Japanese Who Cannot Speak English" (the grammar-translation method, large class size, and student characteristics); (2) "Two Keys for Improving Speaking" (reducing learning anxiety and using meaningful communication in class); (3) "Two Valuable Techniques for Lowering Anxiety and Increasing Communication" (appropriate error correction and group work); and (4) "Applying the Techniques in Japan: Sample Lessons with Suggestions" (sharing tips on how to be successful learners, talking about cell phones, talking about scientists, and using a show-and-tell technique).

The above two studies will serve as the foundations for our theoretical framework that will in one way or another help us answer our research question. In the following lines, we will describe the key lexis to help the reader follow this outline more easily.

2.3 CONCEPTUAL FRAMEWORK

Speaking skill

"Speaking is the process of saying words, delivering messages, or explaining something by the use of voice in order to have a conversation with someone. It is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral

language", Fisher & Frey (2007). Furthermore, Rickheit and Strohner (2008) stated that "speaking is a speech or utterance processing that involves the speaker and receiver to recognize the content of the speech. This activity at least involves two persons in which they share any kind of information they have". As cited by Harris (1977), there are some components involved in the speaking process. They are: (1) Pronunciation (including the segmental features vowels and consonants and the stress and intonation patterns). (2) Grammar. (3) Vocabulary. (4) Fluency (the case and speed of the flow of speech). (5) Comprehension.

Components of speaking skill

In an article, English Binnus University (2018), explains that for becoming a good English speaker, we must take into account the components of speaking: fluency, vocabulary, grammar and pronunciation.

Fluency is about how comfortable and confident the speaker is in speaking English. How much time the speaker can speak may be an indicator of strong fluency. It is also about showing a clear connection between the ideas the speaker has. This skill means that there is communication between the speaker and the listener.

Vocabulary is about knowing different words, synonyms, antonyms to become stronger in speaking skills. The best way to grow your vocabulary is to read in English and make a note of any new words that the speaker can encounter in a vocabulary notebook.

Grammar. In grammar we use the system and structure of the language. The rules of grammar will help the speaker know the word order and what form to use, for example, subject + verb in present tense + complement.

And the last one, but not less important, pronunciation. It may be a complex area, with a lot of sub skills that can be practiced. The idea of a good pronunciation is that the speaker can be understood correctly by the listener. This is to emphasize in making the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language.

Oral communication

It is the process of verbally transmitting information and ideas from one individual or group to another. Oral communication can be either formal or informal. "Since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear". Larsen-Freeman (1986).

Teaching Speaking

Nunan (2003) established that "teaching speaking" is to teach ESL learners to: Produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Also, help them to organize their thoughts in a meaningful and logical sequence. Use language as a means of expressing values and judgments and to use the language quickly and confidently with few unnatural pauses, which is called fluency.

Fluency

Lennon (1990) imply that it is a complex and multi-faceted, fluid concept. Fluency has been analyzed quantitatively as speech temporal phenomenon. Schmidt (1992) with a focus on automatization, speech rate and length of pauses, but also qualitatively as increasing length of linguistic units, Pakula (2019).

Oral Language Learning

"For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction. Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened", Willis (1996). A fact that is highlighted by second language researchers is that "progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language.

The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning". Littlewood (1984).

According to Ellis (2003), There should be two types of communicative tasks when acquiring a second language: focused communicative tasks and unfocused communicative tasks. "Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication". "Through communication learners can integrate separate structures into a creative system for expressing meaning". Littlewood (1984, p. 91).

CHAPTER III: RESEARCH METHODOLOGY

3.1 METHODOLOGY

The research question in our study refers to speaking skills problems in an EFL setting and how the retelling of short stories may influence the improvement of this skill.

After some days observing classes in our designated classrooms, we decided that this was going to be our research interest.

3.2 TYPE OF PARADIGM

The type of paradigm used in this research project is constructivism. As the goal of this work is to analyze our students in the classroom setting, how they learn, their techniques and as a result, their performance.

According to Mogashoa (2014) constructivism paradigm is an efficient tool for humans to generate knowledge and meaning from an interaction between their experiences and their ideas. Constructivism paradigm is relevant in this study as the researchers wished to establish how learners learn and teachers teach.

Hein (2017) constructivism refers to the idea that learners construct knowledge from themselves, each learner individually and socially constructs meaning- as he or she learns. Individuals create or construct their own new understandings or knowledge through the interaction of what they already know and believe and the ideas, events, and activities with which they come in contact.

In this study, a constructivist paradigm will help us answer our research question because this study will focus on scaffolding students until they are able to speak English properly. It is our hope that our research findings will show evidence of how this theoretical

knowledge fits our research question, our methodology and the answers to the identified problem.

3.3 TYPE OF RESEARCH AND STEPS

The qualitative approach elicits experiences and situations gathered from data we have already collected. Hernandez and Mendoza (2008) defines the qualitative analysis through a categorization of data by being collected and analyzed in different times and spaces.

For this reason, we define four steps that adapt to the process of this investigation according to Mendoza (2008):

1. The first step is to read the complete description in relation to the aspects related to the educational quality of the institution and the influence of the English teacher in said quality, this step is called "sense of everything".

2. The second step is the comprehension in its totality about the aspects related to the ability of speech and how the English teacher is immersed in that process, in order to specify and distinguish the aspects that make up the problem that is being investigated.

3. In the third step the aspects should be categorized, based on all these aspects. The relationship with the educational quality of the institutions is expressed more directly. This is very important so that the aspects reveal better the influence of the teacher in the quality

4. Finally, in this step, all aspects are synthesized and analyzed considering the experience of those involved with the help of data categorization.

3.4 RESEARCH DESIGN

Teegavarapu et Al (2008) define Case study as "an empirical research method used to investigate a contemporary phenomenon, focusing on the dynamics of the case, within its real-life context. A Case study can be exploratory, descriptive or explanatory. While other methods focus on certain specific phases of research like (1) problem definition, (2) formation of hypothesis, (3) data collection or (4) data analysis etc., case study is an all-encompassing method that covers all these phases. Case study is an ideal method, when 1. The aim of research is to find answers to „why" and „how" types of questions 2. It is not possible to control the behavioral events".

3.5 CONTEXT

The current investigation takes place in Barranquilla, Colombia. The city is located on the northern coast of the country. According to a census conducted by the DANE, (Departamento Administrativo Nacional de Estadística, 2018). The city is populated by 1 232 766 million inhabitants. Out of this amount, 651.800 are of school age, according to INFORME DE AUDITORÍA CURSOS LIBRES LENGUAS EXTRANJERAS 2016 a minimum percentage (7344) of these children attend this extramural school (This data has been taken from official documents).

The research is implemented in a public language institute. It is a paid extension project, with a great academic prestige, sponsored by the Vice-rector of Research, extension and social projection and the Faculty of Human Sciences at the Universidad Del Atlántico that offers non-formal education in German, French, English, and Italian. The program is aimed at the community in general and the student population of the Universidad Del Atlántico and it is in the old building of the university (Carrera 43 N° 50 – 53).

In consonance with the mission and vision of the institute they are an academic unit that contributes to the formation in foreign languages and to the human development of the

community, in the professional and social fields, we exert a clear leadership through a commitment with the excellence Academic and supply efficiency, evidenced in the provision of high quality language services to the public and business sector, in order to achieve high levels of performance, with an international projection that allows our graduates to face the Current challenges of global competitiveness. In general, we aspire to be recognized in our area of influence as the best foreign language teaching institution, with the most competent teachers and the most innovative methodologies, and the support of programs Academics that guarantee the recognition by the society of a prestige, sustained in the academic excellence, the vocation of service and the diffusion of the culture, in the frame of a commitment of continuous improvement. All this means that this institution may be specialized for bringing to students the best language teaching when talking about education, methodology and teachers. Also, the well-recognition they have between the populations may speak by itself.

The students of this institution live in the surrounding neighborhoods or even far beyond the language institute. Every student belongs to the middle class, working class or wealthy. By the time in which this research was conducted, the extramural school facilities were being renovated. These renovations were intended to improve the quality of classrooms and spaces in which students develop their academic activities. At that moment, the school had approximately 120 classrooms divided into three buildings. Half of the classrooms counted with air conditioners and three fans per classroom. The rooms also had two or three large windows and electrical lamps, which allowed the room a good environment with a well-installed internal illumination most of the time.

3.6 POPULATION

The students have a good economic status. Most of them study in public but well-known schools, as there are some students who study in private schools. They have a good connection and relationship with their parents. It is noticeable something which influences a lot in their EFL learning: the students do not have someone in their homes to practice the language and they just study and do assignments a day before the English class. Most of them have an English tutor but it is not enough because they just have that tutorship two hours a week which is not enough because in those two hours, they just have time to study for a quiz or do homework (Data taken from field notes).

In this language course, it is evident the difficulties the students have to communicate in English. From the first class observed, you can notice some of the students, who are between 9 and 11 years old, have certain difficulties when speaking in English. They hardly produce orally. They do not form complete sentences, they do not say the verb in the correct form, and they do not use connectors, not even the more common. When they try to speak, they use the personal pronouns and known vocabulary. Observing deeply, you can know that these students who present this issue, it is due to the lack of practice and/or to the fear they had to speak. So, this work is aimed specifically at four students between 9 and 11 years old who are part and parcel of the extramural English classes at an independent institution at intermediate and near final levels.

In this case study research, we have a main interest in knowing the factors that affect the process of specific learners, analyzing their development in classes and in the language through all the phases. Improving their speaking skill through retelling of short stories as well.

The kids liked to work in class, they were very kind and they cooperated. They were responsible, respectful. They paid attention to their teacher; practitioner and they were well-behaved. But they participated just when the teacher asked for it.

3.7 TECHNIQUES AND INSTRUMENTS

In this research study, we decided to use several techniques that may help us to analyze the students' process of learning and evolution in the foreign language. First of all, we have the continuous observation of the English classes that these students have attended.

Each observation which takes place every Saturday was written in describing the teacher's methodology in regard to the students´ language growth, participation and even the classroom context in general.

In the observation as technique, we used an observation sheet as an instrument, where we wrote: Goal (the objective of the class), objective observation (the observation of the class in general), subjective observation (what we noticed in the class subjectively) and reflexive observation (recommendations). Also, another instrument used was the life history of each student to know them closer and have a clearer idea about their life, environment, context, etc.

Then, we made two questionnaires about how they do feel about English in which we used a scale from 1 to 5, being 5 the maximum range in a positive way.

Also, we did an interview where personal questions were asked in Spanish. We decided to start asking them questions in Spanish to analyze their shyness and the time they take to select the proper words to answer. So that we could compare what personality they develop when speaking English and what role plays the shyness in their oral competence growth. Also, we wanted to know a little bit more about the students, and some questions in English to get how they exploit their English.

Finally, we decided to make a diagnostic exam about topics they already know and are supposed to manage. This text included reading, listening, writing (writing production and grammar) and a speaking part where they had to describe and compare some pictures. All this to prove the level of the students.

3.7.1 OBSERVATIONS

Gorman and Clayton define observation studies as those that "involve the systematic recording of observable phenomena or behavior in a natural setting" (2005, p. 40). Other authors define observation within the broader context of ethnography or the narrower one of participation observation. What is consistent in the definitions, however, is the need to study and understand the participants of the research within their natural environment.

Certain research questions can best be answered when observing how people act or how things look. As there are several roles that a researcher can take in a research, here it was decided to do a participant-as-observer observation, where researchers participate in the situation or setting, they are observing. The idea is to participate fully in the activities of the group being studied, but also to make clear that research is being carried out.

To follow the observation of the students, we observed a first class. Immediately, it was noticed that the students had oral production difficulties. Some of them had the necessary level of English according to the level, but most of them did not. So that, it was decided to choose some children, half of them with good oral production and the other half with those production difficulties. After that first class, it observed everything involving the class: students, teacher, methodology, classroom environment, behavior, reaction to the activities, etc. Each observation took five hours until the end of each level. The purpose was to find an explanation why the students may present the issue and try to find a possible strategy to help students improve the speaking competence.

For all this, we had a written control in a fieldwork notebook where each observation was detailed since the beginning until the end of the observations.

(See appendix C for an observation class where the issue was identified).

3.7.2.1 LIFE HISTORY

Life history in qualitative research emphasizes on the importance of presenting the individual's subjective evaluation of his experiences and of giving information about his social experiences" Bakar, A., Yusof, M. and Rahamah, N., (2008).

We collected some information of the students by asking their teachers and themselves. This would allow us to have a better perspective of their background and social limitations. The information that we gather with life history gives the needed information about the student's social interactions and process.

(See appendix D for life history of each student)

3.7.2 SURVEY QUESTIONNAIRE

The survey questionnaire is a type of data gathering method that is utilized to collect, analyze and interpret the different views of a group of people from a particular population.

The questionnaire used in this research was the one created by Oxford (1990) SILL Strategy Inventory Language for Learning. This questionnaire consists of 50 questions that measure the general use of the different learning strategies used in the four language skills: oral and written production, and oral and written comprehension. Because the focus of this research is oral production ability, it was necessary to modify the original questionnaire. So, the statements applicable to oral production were maintained and the statements

corresponding to oral and written comprehension skills were deleted, as well as those related to the written production included in the original questionnaire.

Our questionnaire, whose total questions were 34, was divided into two questionnaires. Firstly, they were asked 8 questions (we will name them Section 1 or S1) and in a second chance (we will name them Section 2 or S2), 26 questions.

This questionnaire includes six groups of strategies: (memory strategies), where the central objective is to describe the type of actions that the student carries out to store the information and recover it when necessary; (cognitive strategies), in which it is sought to know the ways in which the student understands, manipulates and creates new information in order to develop communicative and expressive strategies; (compensation strategies), which are aimed at understanding the mechanisms used by the student to overcome difficulties in communicative situations; (metacognitive strategies), whose objective is to establish the types of actions that the student carries out to control and regulate his own learning process; (affective strategies), which focus on identifying the ways of regulating the emotions, attitudes, motivation and values of the students when faced with different tasks; And finally (social strategies), whose purpose is to establish the types of interactions that students undertake to achieve language learning.

Though the survey questionnaire uses statistical analysis to collect data and it is considered a quantitative instrument, we did not use this method to obtain a graphic or numerical result but to get to know the students we were observing.

(See appendix E for the survey)

3.7.3 INTERVIEW

An interview is a technique used for data collection which involves "conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation."

The main purpose of interviewing people is to find out what is in their mind, what is their opinion, what they feel, etc. As Patton said: "We interview people to find out from them those things we cannot directly observe. The issue is not whether observational data is more desirable, valid, or meaningful than self-report data. The fact of the matter is that we cannot observe everything. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things."

According to the different existing types of interviews, we chose a structured or standardized where the same questions are asked to all respondents with the same wording and in the same sequence. In this interview, we asked the students about how they feel with English that is the language they are learning, what their feelings are when speaking in this language, why they want to learn English and how they study for speaking exams as well. These questions were asked in Spanish because as it is their native language, they may feel more comfortable when comprehending and answering the questions. After that, they answered some questions in English that included grammar and vocabulary that they had already been taught and evaluated.

(See appendix F for the interview sample)

3.7.4 DIAGNOSTIC EXAM

A Diagnostic exam is a text that helps not only teachers but learners too, to identify the English proficiency the students have in the language. Also, it helps to identify goods and problems that students have in English.

We applied a test with an A2.2 level because that is the level they were supposed to be in when we started the research project, according to CEFR. Also, because it included subjects and vocabulary that the kids already knew.

(See appendix G for the Diagnostic exam)

3.7.5 PROCEDURES

The main goal of the data collection is to focus on those students that mainly have the identified issue. For this data collection it was used four different techniques which are observation, two surveys, an interview and a diagnostic test.

3.7.5.1 PROCEDURE 1: Observation

The students were observed since they were in 3rd English level. The first Saturday, the idea was to identify an issue. Through the development of the class, the researchers realized that though kids responded positively to the class in general, they had difficulties communicating in English, even basic sentences. From that point, it was formulated the research question of this research. After the first observation, students, teachers, classes, classroom environment, etc. have been observed.

3.7.5.2 PROCEDURE 2: Survey Questionnaire

Two surveys were applied in this part. Students answered questions on a scale from 1 to 5. The questions in this survey were mainly about how kids feel with English and during the process of acquiring the language and they were focused in English speaking competence.

Firstly, there were 34 questions, but thinking about the comfort of the children, we decided to divide the 34 questions into two surveys, so it would be easier and faster for the kids to answer them.

3.7.5.3 PROCEDURE 3: Interview

After the surveys, the next step was the implementation of an interview. This interview was in Spanish but it also had a little part in English. Due to the planning of the class and the short time in class, it was necessary to apply for the interview not during the class but in break time. The kids agreed with no problem to be interviewed and it just took between 3 to 5 minutes per student.

3.7.5.4 PROCEDURE 4: Diagnostic test

The last step was a diagnostic test. After observing students in class, the survey and interview as well, an English test was chosen for the students. This test included the evaluation of the four competences to see their knowledge in the language and how they respond to a speaking test. They did this exam during the first two hours of class. Although the exam was not long at all, the idea of the given time was that the student did not feel pressure and could answer calmly.

CHAPTER IV: ANALYSIS OF DATA

The tools that were used to collect data in this research were: observation, survey questionnaires, interviews and a diagnostic exam. They were implemented with some students. The students completed the instruments voluntarily and with no pressure.

This observation took place when the students were starting their third level until they were in fifth level; not only were students observed, the development of the class, the environment and the teacher were observed too. Something important, that is necessary to mention is that these observations were really useful because all the activities, oral presentation, oral exams, etc. were evidenced in a journal. For the observation, a field notebook was used.

Here, we wrote everything about the classes each Saturday, from the beginning until the end: the activities used by the teacher, the games, exercises, how the students spoke, their behavior and acceptance to the topics in English, etc.

Then, in the third semester during a class, we asked the teacher to provide us some space and permission for the students to answer a short personal survey about students' feelings about English. The second survey was applied when these students were in fourth level of the English course. Firstly, the survey was one, but due to its length, it was decided to divide the survey, so that the students wouldn't feel exhausted or reluctant. A scale from 1 to 5 was used, being 5 the maximum range in a positive way.

The next step after applying the surveys and while observing the students and class in general, was the implementation of an interview. In this interview personal questions were asked in Spanish to the students, such as: their name, age, why they are studying English, how they study for the oral exams, etc. And then some easy questions in English, such as: date of birth, the school where they study, what they did in their last vacation, etc.

Finally, a diagnostic test was applied. This exam included the four competences of the language and only topics that the students had already learnt were introduced.

The purposes of these techniques were to know a little bit more about the students and test their English. We did this to know how they feel when learning the language and also, the strategies they use for studying and performing in English; to know the level of the students as well, mainly in the oral competence which is the main issue in this research. In this data collection, we noticed that the students do like English and their interests in learning this language are similar and they get prepared for oral exams by practicing possible questions and answers and others do not study, though. They sometimes feel comfortable and sometimes shy, all depending on their knowledge about the vocabulary. Also, when they do not know something, they are used to asking their teacher.

In the parts where they had to speak in English, they tried to do it to make themselves clear and understood, in this way they did it well, but it is noticeable that they lack this competence. They are good at vocabulary, but they omit inflections, conjugations, sometimes they do not use the correct words and they do not complement the sentences. Also, they get nervous, anxious and it seems they feel uncomfortable and not confident at the moment of speaking. So, it is not only about language structure but other factors about what communicating orally implies.

4.1 CATEGORIES, SUBCATEGORIES AND CODES

SUBCATEGORIES	CODES	CATEGORIES
● Spanish overuse	SO	Classroom environment
● Interruption	IN	
● Disregard of warnings	DW	

● Good English knowledge	EK	
● Comfort zone	CZ	
● High effective and metacognitive strategies	HEM	Lack of didactic strategies
● Lack of social strategies	LSS	
● Lack of practice	LP	
● Lack of dedication	LD	
● Pleasure	PLS	Feelings related to EFL
● Comfort	CMT	
● Bliss	BSS	
● Desire	DSR	
● Anxiety	ANX	
● Nervousness	NSS	
● Shyness	SH	
● Good grades	GG	Academic Performance
● Satisfactory grades Diagnostic Exam: Good performance with the vocabulary and the other three different skills. Poor structure orally, low fluency, hesitation.	SG	

Figure 1. Data taken from field notes.

CHAPTER V: RESULTS

5.1 FINDINGS

1ST Category: Classroom environment

The first category of our research work was to observe the classroom environment. Here, we were going to watch over the students to identify our research problem. For this process, students knew they were being observed in order to keep the development of the class. We observed that even though most of the students at their level should use English properly, they used their mother tongue to ask or to approach the teacher. Disregarding the warnings of the teacher, students kept on abusing the use of their mother tongue. Disrupting the rhythm and the flow of the class. Only a few students were used to bring their dictionaries and use them. Some of them brought their dictionaries but did not use them because they preferred asking the teacher. We noticed that students knew the grammar and vocabulary enough to ask but they just did not practice it.

In order to make sure of our topic of research we were able to listen to oral presentations in which some categories were scored. Before these students were allowed to practice and prepare their presentations at home and in class time.

When we listened to their presentations, we used a grid that evaluated fluency, accuracy, pronunciation, and English.

(See Appendix H for the rubric oral evaluation sample)

Students were scored in their fluency because of their level, accuracy to verify they were studying the vocabulary given in class and the pronunciation given by the teacher. As for the presentation we were scoring that they had prepared their posters and what they were going to talk about. English was only scored for the students that did not use Spanish on their presentations which was a minus point to most of the students.

The final product of this first category was the research problem that we were going to approach for this research.

2nd Category: Students´ strategies

The second category emerged from the data gathered in the surveys. We did these surveys to analyze the strategies the students used to improve their reading and speaking skills from their houses or in their free time. At the beginning of the implementation of these surveys the students looked nervous because they thought they were not going to understand the meaning of each item of the surveys. The truth is, we decided to do the surveys in Spanish so the information we were trying to gather was not disturbed by any confusion from the students.

Here we can look at some examples of the questions we asked the students. The first survey has questions from 1 to 10. The second survey has questions from 1 to 26. In both surveys, students had to answer using 5 as the maximum grade and 1 as the minimum. Our main conclusion and the one that has the most impact in their learning process is that students do not approach English to answer their own doubts or to state their questions.

3rd Category: Feelings related to EFL

To look for an answer to our research question, it was necessary to implement an interview with the students that have been the main characters through this research. Due to the time, the interview was implemented during break time. We called the students and asked them the questions one by one. In general, the students looked relaxed at the moment of answering the questions in Spanish.

One of the questions was why they decided to study English. Some of them expressed that they study English because they like that specific language, others said: "I want to travel to the United States", while others explained that this can work for obtaining a better job opportunity in the future. All this shows that the students are learning English for personal interest and motivation.

When studying English, the students have personal English tutors that help them with their homework, topic exams, presentations, etc. They meet their personal English tutor two hours per week in a day. Analyzing this, means that this time is not enough for practicing English and developing their oral production because these two hours are just for doing assignments or studying for an exam, they have for Saturday which is the day of their English class. Other students' study in private schools where English may be good enough to improve students' skills. These students do not have personal English Tutors. There is a specific case in which the parents of a student know English, so she practices English every time as possible. That is reflected in her English level.

Also, the students showed that they may not feel afraid when they do not know anything in English because they use to ask their teachers or their classmates, but at the moment of speaking, while some of them feel happy and comfortable, there are others that feel shy and scared. One of the interviewed students said: "me siento feliz y nervioso." another expressed: "Nervioso. Tengo pánico escénico" (Data taken from interview.)

In the questions in English, some of the students took their time processing the question and said the translation in Spanish to see if effectively they had understood, or they were wrong. Sometimes, they confused the Wh- question. In a more produced question, some students answered only with the verbs they know, for example: "sleep, watch TV", they did not use complete sentences (they omit the subject and the complement), or they said "I playing soccer or video games" instead of "I play" and in cases where they had to use past simple, they used present simple or future continuous. There was a student that once did not answer in English but in Spanish because he did not know how to say "Yo fui a Cartagena", *(see Appendix E, entrevista EA, line 48)*. He was anxious, nervous, he stayed in silence for a few seconds, so it was necessary to help him to answer (Data taken from interview with students.)

4ᵗʰ Category: Regular Grades

The students in general have good grades in their exams, it is noticed that they study so they have good results. In these tests, the English language institute evaluates the four skills: reading, listening, writing and speaking. Reading, listening and writing are assessed in the quiz the same day, while speaking grade consists of an oral presentation previously announced and usually it is presented on a different day from the quiz. When the students were in the third level, we could have access to their grades, which effectively were good. In fourth grade, we could have access to their oral exam's grades (the midterm exam). For these exams, unlike the other quizzes, the students do not have previous knowledge about what they are going to be asked about. The students that present this speaking production issue, obtained a grade between 3.0 and 3.5, while the ones that have a better performance in speaking, obtained between 4.7 and 5.0.

In the diagnostic exam, the students also had good performance in the writing, reading and listening part, while in the speaking activity which consisted in describing pictures, find

differences and similarities, they continued showing uncertainty, doubt, they just used vocabulary words already known, but they still missed the subject, the verb and the complement.

After examining these categories already explained, we obtained some conclusions. The first one is that the students who present oral production difficulties do not practice English at home. This first conclusion leads to the second one: the two hours that their English tutors are paid, are only for doing homework or study if they have exams. When the students have an oral presentation, they learn it by heart, so they do not have that consciousness of knowing what they are saying, they make their performance automatically. The two hours per week in which they have contact with their English tutor have not been enough for the student's English language development because they do not practice English, they only meet their tutors for solving the assignments; as a result, they have that deficiency at the moment of speaking English. When trying to speak English, they feel nervous, anxious, they may get mentally blocked and in all the cases they make errors: The students are good at vocabulary but they do not have into account the subject, the verb and the complement or they use subject and complement but omit the verb or they use the verb in the wrong verb tense.

Third, the students tend to ask for help when they have a doubt. During the class, when they do not know a word or they do not understand something, they immediately ask the teacher or the student teacher. Even in the interview when they did not know a word, they asked. This has concordance with what they answered in the surveys and the interview. Fourth, the kids are good students, they obtain good grades but when the mechanic of the exam is not previously known (such as the case of the midterm exam and the speaking diagnostic exam), and the students tend to obtain a regular performance.

These techniques, analysis and conclusions help us to get answers about the students speaking skill performance. Firstly, they helped us find the issue they had in English language, to know the proficiency level these students may have and are in. Also, we realized that there are factors that may influence positively or negatively to the English process of the students and how students feel at the moment of speaking. This knowledge can be a tool for us at the time of helping the students improve their speaking skill.

5.2 FURTHER EXPLANATIONS OF FINDINGS

Communication is one of the most important competencies for developing several types of knowledge. Even more so when it is related to learning a foreign language. When learning a foreign language, learners deal with language interference and linguistic experience. These factors constantly affect their development in the new language and even on the performance of their mother language.

The data collected, transcribed and analyzed showed that the students had great expectations about learning English but their home social conditions affect them. The students did not have the continuous practice required for improving their oral skills. The lack of dedication, laziness, nervousness, desire and anxiety are some of the things that had an impact in the students learning process and development of the competences: in this case oral competence. Also, each student had their own reasons for learning English, it is for this reason that they had different approaches to practice it at home. To explain this in more detail, we need to take into account the results that came out in the major categories from the data collected, the background of each student and their process before, during and after this research and their levels in the English extramural course.

5.2.1 OBSERVATION

As we mentioned before, to make sure of our research problem we were able to listen to some oral presentations. We were also able to grade the presentations with a chart recommended by the teacher in charge of the students. This chart consists of four items that measure the average level of the complete presentation. These four items were fluency, vocabulary, pronunciation, and grammar. It was necessary to modify the original questionnaire to maintain only the statements applicable to oral production because the focus of this research is directed exclusively to the oral production ability, reason why we decided just to take into account fluency, accuracy, English and pronunciation.

The objective of these selected items was to grade the level of English in speaking of the students. We implemented this chart to our four students who we already called student IO, student EA, student IE and student YC. As you can see, there are two students who performed slightly better than the other to students during the presentation.

Name	Fluency	Accuracy	Pronunciation	Grammar
Student EO	10	15	20	15
Student IO	15	18	19	13
Student YC	23	25	23	25
Student IE	25	25	25	25

Figure 5. *Data taken from field notes*.

Here the students were given a score from 1 to 25 in each item to make a total of 100 corresponding to a high grade of 5.0. Through this chart we could see that students YC and IE are able to give a good presentation. We can say that the level of English that they showed

in the presentation is the same as the level they showed in all the classes we observed. On the other hand, students IO and EO confirm that even though they have more speaking skill issues.

5.2.2 SURVEY QUESTIONNAIRE

As already mentioned before, for the survey questionnaire we used the questionnaire created by Rebecca Oxford (1990), Strategy inventory Language for Learning. This questionnaire consists of 50 questions that measure the general use of the different learning strategies used in the four language skills: oral and written production, and oral and written comprehension. It was necessary to modify the original questionnaire to maintain only the statements applicable to oral production because the focus of this research is directed exclusively to the oral production ability. The final questionnaire includes 26 questions that includes six strategies: (memory strategies) whose objective is to describe the type of actions that the student carries out to store the information and recover it when necessary, (cognitive strategies) to know the ways in which the student understands, manipulates and creates new information in order to develop communicative and expressive strategies, (compensation strategies) which are aimed at understanding the mechanisms that the student uses to overcome difficulties in communicative situations, (metacognitive strategies) whose goal is to establish the types of actions that the student carries out to control and regulate his own learning process, (affective strategies) which focus on identifying the ways of regulating the emotions, attitudes, motivation and values of the students to face different tasks and (social strategies) whose purpose is to establish the types of interactions that students undertake to achieve language learning, as well.

We implemented this survey to our 4 students who we already called student IO, student EA, student IE and student YC. The data obtained from the four surveys were

tabulated and displayed on a chart and after its analysis, it was able to reach the objectives of this instrument which was to set the average use frequency of the strategies, as well as establishing the correlation between the use of learning strategies and the greater or lesser academic performance in the speaking skill of the students.

1. Through the chart, you can find the average answer given by the students of the 34 questions belonging to the six strategies following the next order: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

As the data showed, the children use more metacognitive strategies and effective strategies
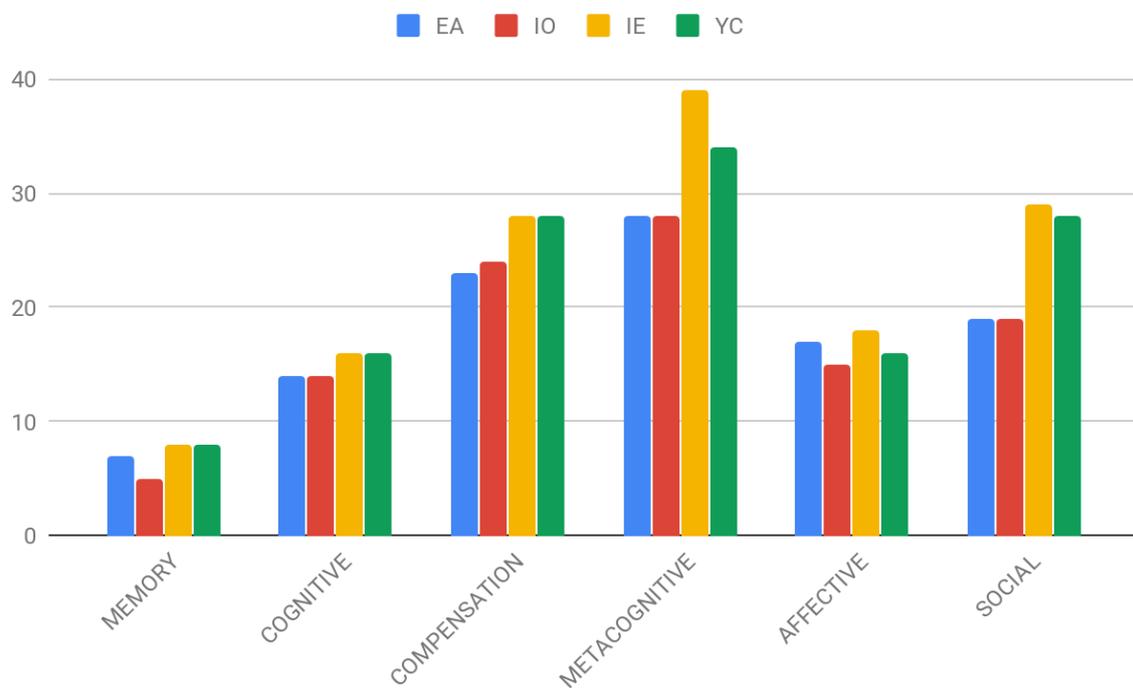
Figure 6: Average learning strategies in English. *Data taken from instruments.*

2. The statements that Students qualify as more and less in each group are indicated in the following charts. Some statements when they ranked 50/50 were located in two items. We decided to show this result in an anonymous way.

Memory strategies

High	Utilizo palabras nuevas en las frases u oraciones que construyo de manera que pueda recordarlas.
Medium	Repaso a menudo los contenidos de las clases.
Low	Omito las palabras nuevas que aprendo.

Figure 7: *Data taken from fieldnotes: instrument, survey questionnaire.*

Cognitive strategies

High	*Repito las palabras nuevas varias veces *Busco en mi idioma palabras parecidas al inglés. *Si no sé cómo decir una palabra en inglés, le pregunto al interlocutor cómo se dice
Medium	*Procuro no traducir palabra por palabra *Empiezo conversaciones en inglés

Figure 8: *Data taken from fieldnotes: instrument, survey questionnaire.*

Compensation strategies

High	*Cuando no sé cómo decir una palabra en inglés, la digo en español. *Evito hablar en inglés cuando siento que no conozco el tema o el vocabulario. *Me ayudo de los gestos cuando no me sé una palabra. *Reduzco las ideas, omito información difícil y utilizo expresiones simples
Medium	*Me invento palabras nuevas cuando no conozco las apropiadas en inglés. *Si no recuerdo o no sé una palabra en inglés, trato de utilizar palabras o frases que signifiquen lo mismo.
Low	*Evito hablar en inglés cuando siento que no conozco el tema o el vocabulario. *Me ayudo de los gestos cuando no me sé una palabra. *Intento ser yo quien elija el tema de la conversación. *Si no recuerdo o no sé una palabra en inglés, trato de utilizar palabras o frases que signifiquen lo mismo.

Figure 9: *Data taken from fieldnotes: instrument, survey questionnaire.*

Metacognitive strategies

High	*Cuando hablo en inglés, utilizo mi conocimiento sobre el tema o experiencias personales. *Presto atención cuando alguien habla en inglés. *Cuando no estoy seguro de hablar en inglés, prefiero no hablar y solo escuchar a los que hablan. *Tengo objetivos claros para mejorar mis habilidades en inglés. *Identifico el propósito u objetivo de las actividades de producción oral. *Investigo sobre el tema del que se va a hablar en la clase. *Trato de encontrar tantas formas como sea posible para usar el inglés. *Me fijo en mis errores y uso esa información como ayuda para mejorar.
Medium	*Cuando hablo en inglés, utilizo mi conocimiento sobre el tema o experiencias personales. *Planifico mi horario para tener suficiente tiempo para estudiar. *Tengo objetivos claros para mejorar mis habilidades en inglés
Low	*Cuando no estoy seguro de hablar en inglés, prefiero no hablar y solo escuchar a los que hablan. *Investigo sobre el tema del que se va a hablar en la clase. *Trato de encontrar tantas formas como sea posible para usar el inglés.

Figure 10: *Data taken from fieldnotes: instrument, survey questionnaire.*

Affective strategies

High	*Procuro relajarme cuando estoy tenso al hablar inglés.
	*Soy positivo y me animo constantemente respecto a mi aprendizaje en inglés.
	*Noto cuando me pongo nervioso al estudiar o usar el inglés.
	*Hablo con alguien sobre cómo me siento al aprender inglés.
	*Me gusta el inglés.
	*Considero que sé comunicarme en inglés.
	*Me arriesgo a hablar en inglés incluso cuando temo cometer errores.
Medium	*Considero que sé comunicarme en inglés.
Low	*Hablo con alguien sobre cómo me siento al aprender inglés.

Figure 11: *Data taken from fieldnotes: instrument, survey questionnaire.*

Social strategies

High	*Pido que me corrijan cuando hablo.
	*Intento comprender la cultura de los hablantes de la lengua.
	*Practico inglés con otros estudiantes.
Low	*Pido que me corrijan cuando hablo.
	*Practico inglés con otros estudiantes.

Figure 12: *Data taken from fieldnotes: instrument, survey questionnaire.*

The data indicated that the less students practice in English, the less oral production the student will have. The most comfortable and confident the kid is with his/her knowledge, the most performance she/he will have when talking and learning English. The students who have poorly performing in English are not used to preparing for the class, they are not used to starting a conversation, they do not practice the language at all, they feel shy and they think it is better to not speak because they do not feel sure about what they are going to say.

5.2.3 INTERVIEW

All the chosen students were interviewed to find out information about them and to see how they expressed themselves. During the break time we were in charge of the kids, we had to watch them and make sure they kept in touch with English outside the classroom. As we were watching them, we asked them several questions as in an interview to see how their oral production was. The little interviews were in both Spanish and English. Some of the questions were about personal information like the age, we asked them "¿Cuántos años tienes?" in Spanish and in English we asked them "When is your birthday?". We also asked them about the strategy they use to study and what was the reason why they were studying English to see if that was an impactful fact to their studying behavior. As for *student IO,* she hesitated a lot before answering the questions and asked if she had to talk in English "¿Tengo que responder en inglés?" The interviewer had to provide examples and explain several times the questions that were in English. We have to say that Spanish questions were asked first. When it came to Spanish questions, student *IO* did not need time to think the answer, but talking about English questions she translated them before answering. She overused some fillings like eh… ah… and tried to confirm the question in Spanish with the interviewer. She said "Ah ¿Cuándo es mi cumpleaños? As we demonstrate now:

Interviewer: When is your birthday? *SIO*: Qué hice… *Interviewer*: When is your birthday? *SIO*: Ah, cuando es mi cumpleaños…Eh… *Interviewer*: For example, my birthday is on May 12th, when is your birthday? *SIO*: My birthday is on thirty. *Interviewer*: Thirty? Month? *SIO*: October.

Interviewer: Where do you study? *SIO*: ¿Cómo estudio? ¿Cuándo estudio? *Interviewer*: Where. *SIO*:¿Dónde? *Interviewer*: Yes. *SIO*:Ah, el colegio.

For *student EA,* he understood some questions perfectly and some others he did not want to answer them. Even though the interviewer provided some examples he answered "No sé". Sometimes he tried to guess and gave answers that were not related to the question. *Interviewer:* When is your birthday? *SEA*: March twenty six. *Interviewer*: And Where do you study? (silence) *SEA*: Yes. *Interviewer*: Where? Me, for example, I study at Universidad del Atlántico. Where do you study? Your school. (Silence) (Silence) *SEA*: No sé. *Interviewer*: Well, what do you do in your free time? When you already did your homework, for example, me, I watch tv, or I sleep. I eat, I go out *SEA:* I play video games. *Interviewer*: The last one is what did you do on your last vacation? *SEA*: Este... fui a Cartagena *Interviewer*: And in English? You don't know how to say it in English? *SEA*: No. *Interviewer*: In English if you want to say "yo fui a Cartagena" you say: "I went to Cartagena".

5.2.4 GRADES

As we were observing the students, we could have access to their grades along the levels. The students presented good grades. These grades were usually between 4.0/5.0 to 5.0/5.0. The teachers evaluated the students with activities and exams that included the four abilities (listening, speaking, reading and writing). It is curious that in general, the kids presenting this issue about oral production, they had good grades and focusing on speaking activities, these grades were good, too. They were used to learning by heart what they were

going to say in this kind of activity. During the observation time, we noticed that in the mid-term and final exams, they did not have a successful performance in the speaking part. Here, the problem was more noticeable and the grade of the students were between 3.0/5.0 to 3.5/5.0, which showed that students had not developed the ability to respond without having something prepared previously or already learnt.

For evaluating the level of the students, we prepared for them a diagnostic exam with A2 level. In this exam, we made sure that it had topics and vocabulary already known by the students. This exam included a revision for the four abilities already mentioned before.

We applied this exam during their English class while the rest of the students were attending the class normally. We gave them enough time for them to finish the exam and to not feel any pressure. They took about 2 hours to finish the written exam and then we proceeded to make the oral exam which took around 3 minutes per student.

In the written exam, some of the students obtained positive results and they did produce well in the writing part. They distinguish Modal Verbs, Present, Past and Future tenses, subjects such as would rather, used to and would. They have good reading comprehension and they are able to write about pieces of advice and recommendations. But some others performed regularly in the competences.

In the oral examination, the students had to answer some questions about some pictures that we showed them. They had to observe the picture and answer questions such as: what do you see in the picture? describe the picture, what do you like the most about the pictures and why? What do you think are the feelings in the picture?

Student YC and IE showed a positive performance. They took their time to answer, but they did use the vocabulary they knew, they formed sentences with subject, verb and complement and they showed themselves confident. To the contrary, students EA and IO

were shy, they were afraid to speak but they were trying to do it anyway. They only said vocabulary, they did not use the correct word order and in many sentences omitted the verb.

5.3 STUDENTS' DEVELOPMENT THROUGH THE ENGLISH COURSE

5.3.1 BEFORE

We observed the students when they were in the third level of this extramural English course (the course has a total of six levels.)

On the first day of class, it was noticeable that the students lacked oral production. They were good at vocabulary, they were motivated and participated a lot, though. They always kept good grades when presenting exams, presentations, activities, etc. The teacher was dynamic, active, she had good classroom management and she knew how to work with these kids and how to engage them with the class. The environment of the classroom was appropriate. It was big enough for the students, it was always clean, it had complete chairs, even more and it has air conditioning also. Immediately, we asked ourselves what stops the other students from communicating orally according to their English level, that is why we wanted to make a balance from the beginning. We decided to focus on students with this speaking and communication issue, and some others who are better on this to see the evolution and process in both cases.

With *student EA* we saw that he was shy, he did not speak unless the teacher asked him to participate. He did not use it to express himself and when he spoke, he only used vocabulary. He had good pronunciation, good writing skills, reading and grammar. Talking about *student IO,* she obtained good grades in general, she always presented good disposition in class and she brought all their assignments done. She participated in class when the teacher asked. She spoke in Spanish in classes with her other classmates. In oral presentations she showed herself insecure and she learnt by heart all the information and when she forgot it,

she did not know how to continue. If you ask her unexpected questions, she doesn't know how to answer. When talking in English she only used pronouns and adjectives, even for answering her age.

Student IE and YC were closed, they always sat together, worked together and they talked together. Most of the time, they used to speak in Spanish and sometimes, they tried to speak in English, though. They presented excellent grades and they were the best grades of the class. They always participated in activities, they finished the class activities really fast and with accuracy. They used complete sentences and if they did not know how to say something, they asked. In presentations, they spoke fluently and when answering random questions, they took their time to express themselves and to find the correct way to do it.

5.3.2 DURING

As to the whole process of the children during the English course, there are some aspects we consider vital for our research. To have a better and a more specific description about the students' process we asked for the main tutor opinion. Up from the beginning some of them had their personalities strongly developed and some of them were changing through the time. When it comes to *student EA*, he continued being shy and reticent in class. Even though there was an effort from the tutor to make him want to express himself, he only showed interest and participated when he found an ally and friend in class. When he had a friend in class, he was more willing to participate and answer questions voluntarily, but the tutor had to continue evaluating him differently. Despite everything he did a great job for two semesters in the company of his friend. He went from hesitating and saying some sentences like "No sé" to answering questions using subjects and verbs properly. As for *student YC*, their

tutors had compliments to make about her autonomous behavior during classes. Sometimes she did not need the help of her teacher, she had a dictionary and she made the best out of it. She developed her activities without help, she used to listen to the instructions once and start working immediately. She was a good student and had good English according to their level. During this English course a *student* decided to quit for one semester, the reason why we replaced her with *student IE. Student IE* has the same characteristics in class as the *student* that quitted, they also share their learning strategies. *Student IE* is a good student, she is a leader by nature and follows the classroom and the activities rules. What is more surprising is that she is the only girl that uses only English the very moment she walks into the classroom.

According to her tutor, the attitude of *student IE* motivates her classmates to use English and practice more during classes. Finally, *student IO. Student IO* went from saying Ah, cuando es mi cumpleaños…Eh… to properly use subjects and understanding questions well. She had some affective difficulties through the English course. She was separated from a friend and lost confidence; she became shyer and felt insecure about her English. The only way she participated in class was if she was called out to do it by her tutors.

5.3.3 AFTER

This post section was written taking into account their last English level after all the previous observations. Here, the students changed a little bit. We found that student *EA and IO* were still presenting some shyness in class, but they were more open to participate. *EA* was not as speechless as before with their classmates, he talked a little bit more in class. They were still responsible with their assignments and obtaining good grades. They still had poor performance in oral English, but this time, they already used verbs and conjugated properly. *Students IE and YC* improved more their fluency. They incentivized their classmates to use

English in class. They spoke more naturally in English and they used to have little mistakes but they corrected them immediately because now, at that level, they were conscious about errors.

CHAPTER VI: ETHICAL CONSIDERATIONS

As working with kids in this research, it is necessary to mention that the students who participated in this work, knew they were being observed.

Each student and student's parents were given informed consents about the study.

The students completed the surveys, exams and interviews on their own volition. The teachers and coordinators should also know all the processes we did and the instruments we used, so that we had to give a report at the end of every practicum period in which we stated what we observed during the period and there, the instruments used were evidenced as well.

As mentioned at the beginning, we were working with kids and to protect their identity we avoided taking them clear pictures of them and their parents never agreed to this action either.

(See appendix A and B for the informed consents)

CHAPTER I: APPLICATION OF TEACHING PROPOSAL

1.1 INTRODUCTION

In the previous study, we took a lapse of three semesters to observe, analyze and implement instruments for us to know the students' performance, acceptance and development of the EFL learning, not only taking into account the methodologies of the teachers but also their strategies during and after the English class. These observations helped us, in the first place to identify the problem in general of this EFL class. Then, we worked with four students specifically for a case study. We observed these students during all their

classes for nine months and applied a diagnostic quiz they solved, they filled two surveys for us, and we interviewed them to get to know them as our last step. As a result of the previous techniques, we identified the main reasons why these students had difficulties in EFL, specifically, speaking skill. Some of them were lack of interest not only from the students but also from parents, nervousness, anxiety, dedication, but the most noticeable was the lack of practice and commitment from students. This was the most powerful limitation students faced.

In this way the main objective of this study became, determining the effect of storytelling for improving speaking skill in the students of an extramural English class. We considered this would help our students to practice and improve their speaking skill.

In this research we focused on the retelling of short stories orally. We found some studies which demonstrate the effectiveness of this method.

Mokhtar, Kamarulzaman, & Syed (2011) presented parts of speech such as grammar and vocabulary in a meaningful context in stories. According to the authors, this also increases learners' writing skills and their visual memory. Sarıca & Usluel (2016) talked about the idea of using the story telling method with our students to implement the reading of short stories with a pre and a post reading. Then, a retelling of these stories carrying out these phases orally. In this way, students can improve their oral expression as it implicates fluency, use of sentence Grammarly correct, confidence, visual memory, etc.

The past studies proved that the use of storytelling in classrooms can contribute significantly to early literacy development when it comes to reading and writing. It means that storytelling and reading stories can improve both students' reading comprehension and their writing.

1.2 JUSTIFICATION

The interest of learning a foreign language has augmented through the years, especially the learning of English due to its important influence in the world. In the same vein, communication in English has become more and more relevantm nowadays. It also has been a personal goal for people in general. For these reasons, as a way to improve students' performance in English as a foreign language, teachers need to provide students methods to involve them in contexts in which the language is used.

The method we proposed for this teaching application proposal is storytelling.

Speaking as a productive skill in a foreign language is considered as fundamental as the other skills when learning a language. According to Peck (1989) in the use and implementation of storytelling, learners are exposed to new vocabulary, real context, expressions and pronunciation to be used in oral production. In addition, this method empowers and motivates learners to improve their speaking skill.

1.4 OBJECTIVES

With the information previously mentioned, emerged the following objectives:

1.4.1 GENERAL OBJECTIVE

- Implement storytelling as strategy for the children to develop their speaking skill.

1.4.2 SPECIFIC OBJECTIVES

- Improve speaking skill through the applied method.
- Enhance comprehension and speaking skill.
- Acquire new vocabulary and its pronunciation through the reading and speaking activity.

- Give feedback to the students during the process.

CHAPTER II: REVIEW OF RELATED LITERATURE AND CONCEPTS

The past studies show that the use of storytelling in classrooms can contribute significantly to early literacy development when it comes to read and write. It means that storytelling and reading stories can improve both students' reading comprehension and their writing.

In this research we focused on the retelling of short stories orally. We found some studies which demonstrate effectiveness in this method and they are presented chronologically.

Trousdale (1990) showed that storytelling improves learners' English-speaking abilities. **Mallan (1992)** demonstrated that this storytelling practice helps students to listen and participate more actively and effectively in daily conversations. And similarly, in **The Power of Storytelling. Mello(2001),** showed that the retelling of short stories improves the vocabulary acquisition and fluency of the language in children who try this method.

Cortazzi and Jin (2007) confirmed there is an EFL learners' improvement in their skills and storytelling provides an interaction between teachers and students as well. **Sepahvand (2014)** states that storytelling is a great strategy to improve the oral speaking ability of students focusing on meaning rather than form.

Ebrahimnejad, Azizifar, Gowhary, and Jamali Nesari (2014) advocate that short stories help learners improve their speaking skills and enhance their independent English language learning as well. According to **Samantaray (2014)** the storytelling technique is believed to be one of the most enjoyable techniques which can develop students' English language oral production because this technique changes the environment of a tedious classroom into an exciting one.

Marzuki, Prayogo, & Wahyudi (2016) showed that the implementation of interactive storytelling strategy increased the EFL learners' speaking ability and their classroom activities. **Zuhriyah (2017)** concluded that the use of storytelling to improve students' speaking skill not only improved their speaking ability but also their confidence when talking and their motivation towards the class.

In line with Wahyudi, **Sharma (2018)** found out that using cooperative storytelling improved and increased the participation of the students in the speaking activities.

Sharma showed in her research that the retell of short stories resulted positively, there was an improvement on students' speaking proficiency after the implementation of this strategy. This strategy improved students' comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling strategy could improve students' speaking skill.

We decided to choose Sharma's research: 'Action Research on Improving Students' Speaking Proficiency in Using Cooperative Storytelling Strategy' (2018). We found a relation between her study and our work. For starters, her research was also geared to improve students' speaking skills once she noticed students avoided talking in the foreign language. Reason why she addressed a study implementing action plans for developing student's proficiency in speaking, which resulted in an effective way to improve their speaking skill. The author mentioned certain characteristics of Storytelling saying that storytelling provokes curiosity on students. It evokes student's imagination and interest in language skill. It builds vocabulary, comprehension and story sequencing. It improves oral communication skills and listening as well.

It is an interactive and cooperative process, it is an enjoyable tool for practicing language learning skills and verbal expressions and it helps to memorization, too. So, Sharma's research is a support for the implementation of storytelling techniques in this study.

In the study, it is mentioned that there are several reasons why learners have difficulties in speaking, "such as lack of ideas to tell, lack of vocabularies to express the ideas, lack of the exposure to speak, and lack of the interesting teaching method or technique

that can motivate them to speak." (Sharma, 2018). Similar situation with the students of this research project.

Sharma shows some specific purposes of the study. Apart from implementing storytelling strategy to improve students' speaking skill, the idea is also to enhance the confidence of students in speaking skill and improve fluency in speaking.

Sharma's study result evidences the effectiveness of storytelling of stories when students who participated in the research, got improvement in speaking proficiency after the implementation of storytelling strategy. Also, there was an improvement in comprehension and the four speaking skills: fluency, vocabulary, grammar and pronunciation.

2.1 CONCEPTUAL FRAMEWORK

Storytelling

Storytelling is defined as the art of telling stories through the use of words and actions (Soleimani & Akbari, 2013) in order to engage an audience. In other words, it differs from reading a story as it narrates a tale from memory (Dujmović, 2006). Storytelling is one of the best ways to help students learn the four skills in their native and foreign language because of the numerous benefits embedded in stories. It also enhances learners' communication skills.

Speaking proficiency

Speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use language, expressing oneself in words, making speech. While proficiency is the ability to do something well. Therefore. The researcher can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking proficiency is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling. thoughts, and need orally

(Hornby, 1995). In other words, developing speaking proficiency means developing vocabulary, grammar and pronunciation to communicate better.

CHAPTER III: RESEARCH METHODOLOGY

For this proposal, we adopted a qualitative research study which involves interpreting events, conditions, or situations of the present. Generally, findings and conclusions only applied to the sample or population studied, according to Boundless Learning (2017).

The general purpose of this study was to determine the effect of storytelling for improving the speaking skill in students of an extramural English class. Depending on the results, we can know if it works or not as a strategy for our students.

In order to carry out the implementation of our teaching proposal, first we brought a letter to the language institution to ask for permission for implementing the proposal. Then, we proceeded to attend the classes and we did the workshops' implementation. The first and second workshops were applied with the whole class, while the third, fourth and fifth workshops were addressed only to our four observed students.

Also, we created the following action plan for the implementation of the workshops:

Workshop	Topic	Objectives	Material	Date
1	Matt and Bella journey!	● Can understand a simple story ● Can discuss a story		March 9th, 2019.
2	Jonathan's routine	● Can recognize grammar mistakes. ● Can work in a group keeping good communication. ● Identify present simple vs present continuous.	Short Paragraph "All about Jonathan"	March 16th, 2019.
3	Mercy brings its reward!	● Learn vocabulary such as: rope, roar, asleep, verbs in past. ● Practice past simple. ● Use and practice reported speech. ● Order of actions (what happened first)	Short Story "The Lion and the mouse"	March 23rd, 2019.

4	Winter activity: Let's make snowflakes.	• Learn snow/winter vocabulary through a Christmas-themed story. (freeze, snowflakes, crystal, winter). • Encourage students to retell the story and talk about Christmas. • Use English instructions to learn how to make a snowflake by folding and cutting paper at home.	Short Story "The Snowball"	March 30th, 2019.
5	Let's talk about special days.	• Learn vocabulary such as: tinsel, carol singing, bauble, cracker, present. • Know about culture in the USA. • Practice ordinal numbers. • Talk about your favorite day of the year.	Short Story "My Favorite Day"	March 6th, 2019.

The first workshop of this study was primarily the observation of the students because it was the first class, we were with them in their first classes from sixth level (the last level of their English course) and we wanted to know if there was any progress for them. Then, we did a warm up activity. We divided the class into five groups of four people.

In this activity, we worked with a story in their English textbook. They had to make predictions about the story. Then, they read the story and checked their accuracy.

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After this, the students had to write a short paragraph about the pictures they had. Then all the paragraphs together formed a complete short story.

In **the second workshop,** the students worked in the same group of the last workshop. There were short paragraphs of stories and two leaders of each group had to tell the story to the other two students for them to rewrite it and copy the story as similar as possible to the original paragraph.

The students from this case study showed themselves really participative and competitive. That was a good sign for us.

In **the third, fourth and fifth workshop,** we followed a sequence for the reading and retelling process. **(pre-reading, while-reading, and post-reading).** For **the third workshop** we implemented a short story called "The Lion and the mouse", reading from **workshop number four** was "The Snowball" and **the last workshop** we used a story called "My Favorite Day". These short stories were taken from a webpage provided by The British Council. Based on the stories' titles and pictures, the students answered questions posed by the researchers in order to infer what the story was about. Then students read the story mentally and then, we asked them to read out loud, one sentence sequentially each student. They had to retain as much details as they could about the story while they were reading. Individually, students think about the story's characters, their role in the story, emotions, values, colors and any details and information found.

Finally, the students started to retell the short story by taking turns, and mentioned the information asked before. Then, we asked some questions about the story and their context. For example, if the story was about Christmas, we asked what they used to do for Christmas, if they liked the festivity and why, also if they liked the story, etc.

Also, for example in workshop #3, students had to organize some sentences after they read (what happened first and then…)

It is important to mention that, at the end of each workshop, we provided feedback to the students.

For a better understanding of the results, we chose a rubric suggested by Ur (1996) (see appendix I) where students' speaking skill performance was evaluated mainly on accuracy and fluency. Also, we observed some aspects such as willingness and motivation.

Sample application of workshop three.

The lion and the mouse

A lion was asleep in the sun one day. A little mouse came out to play. The little mouse ran up the lion's neck and slid down his back. The lion caught him with a great big smack!

'I'm going to eat you!' the lion roared, his mouth opens wide. 'No, no, please don't!' the little mouse cried. 'Be kind to me and one day I'll help you.'

'I'm a lion! You're a mouse! What can you do?' The lion laughed, very hard, and the mouse ran away. But the mouse was out walking the very next day. He heard a big roar and squeaked when he saw the king of the jungle tied to a tree. But the mouse had a plan to set him free. The mouse worked quickly and chewed through the rope.

The lion said, 'Oh little mouse, I had no hope. You were right, little mouse – thank you, I'm free. You're the best friend there ever could be!'

Step 1: -Ask students what their favorite animal is. -Ask ss one time they have helped someone.

Step 2: Students read the short story "The Lion and the mouse"

Step 3: Students look for unknown words or ask questions about the reading.

Step 4: Students organize sentences from the story that mention the goal vocabulary.

Step 5: Students start retelling the short story.

Step 6: Ask students: have you been in a similar situation?

Step 7: Give feedback to the students.

Sample application of workshop five.

My favorite day – Christmas

Christmas is on December 25th. It's my favorite time of year.

We decorate our Christmas tree with baubles, tinsel and lights. Then we put a star or fairy on top. We put our presents under the tree. We send Christmas cards and sing Christmas carols at school or church.

Some people go carol singing and get some money. We wish you a merry Christmas, we wish you a merry Christmas, we wish you a merry Christmas and a happy New Year! Children wait for Santa Claus to bring them presents.

Many leave foods for him to eat when he visits. For Christmas dinner we eat turkey and then Christmas cake. My favorite part is pulling the crackers!

Step 1: -Ask students what they usually do on a special day.

Step 2: Students read the short story "My favorite day".

Step 3: Students look for unknown words or ask questions about the reading.

Step 4: Students match the words with their meaning.

Step 5: Students start retelling the short story.

Step 6: Ask students what their favorite day of the year is.

Step 7: Give feedback to the students.

CHAPTER IV: RESULTS OBTAINED FROM THE WORKSHOPS

4.1 FINDINGS

For the first two workshops that were implemented with all the students from the class, the students responded positively in these two activities, they participated actively, even voluntarily. In students IO and EA, we noticed they sometimes showed themselves shy and doubtful, but once we approached them to answer the questions, they tried to speak and answer properly. Students IE and YC showed themselves confident and actively participative as well.

For the first workshop we started with a book activity where students needed to read a story from a cartoon in the book. This was more like a "breaking ice" activity focused on reading and pronunciation, so students could start feeling more comfortable.

For the second workshop, the students worked in groups. There were short paragraph sheets pasted on the wall and these paragraphs had grammar errors. One student was writing while the other two students were dictating the paragraph.

We located the students of this study in different groups. When the time was over, we asked students to read out loud sentences from the paragraph. Some of them corrected the mistakes while dictating to their classmates but some others, such as student IO and EA were not aware of the errors and at the moment of answering, they were doubtful.

The short story for this third workshop was "The Lion and the Mouse". When we presented the third workshop to the students, they all had a different attitude even the ones who had confidence and made good use of their speaking ability. In this workshop students IO and EA had some problems volunteering. They still had no confidence at all at the moment of speaking and still took some more time to express their ideas. They still needed some improvement with the correct grammar when expressing themselves. When it comes to students IE and YC continued to participate actively and they were also motivated to help their classmates and they were patient and never interrupted or tried to complete what their

classmates were trying to say. In general, they had different opinions at the moment of expressing their understanding about the text which was noticed in the last question (after reading). In this question Student IO was kind of reluctant and did not want to participate.

In workshop number four when students read the short story "The Snowball", students IE and YC finished first the reading and they only required to read the story one, while students EA and IO, read it twice and finished last. Nevertheless, they improved, they mentioned important details of the story, they answered questions with no problem and they used vocabulary from the story.

Student EA still needed help to answer some questions and retell the story. However, he was a little bit more fluent in difference with the beginning. He still had some construction sentence errors, but he was more confident and comfortable with the activity. Student IO answered questions accurately. Sometimes she omitted articles such as "a ", she mixed simple present with past simple when retelling the story. Student IO improvement in fluency was really noticeable from the first instance she retold the story.

Students YC and IE showed fluency, confidence, accuracy, kept main ideas and details, they used the verbs in its correct form and they also used reported speech.

For the final workshop students were highly motivated and looking forward to what they were going to read that day. The short story for this fifth and final workshop was "My Favorite Day". When this last short story was presented and developed students IO and EA made some little mistakes. When they did, they autocorrected themselves. Sometimes they autocorrected mispronounced words, they completed and repeated when they had omitted a word, a preposition or even if they had a wrong verb or word order sentence. Student IO made better use and implementation of the preposition "a" in comparison to the fourth workshop. Student EA was no longer shy, and he did not require as much help as during the

other workshops. He had no problem with starting the retelling of the story this time. He was the first to volunteer and participated in almost all the workshops, as well as student IO.

Students EA and IO answered correctly the questions about the short story, they used complete sentences and the correct conjugation of verbs in the sentences, they gave more details and used more vocabulary from the story. Also, they spoke more fluently and without hesitation they wanted to participate and share their opinion. Students EA and IO were ready to answer free questions Students YC and IE continued with their good speaking performance.

(See appendix J for pictures of some of the workshops and for the transcript of the retelling of the stories).

CHAPTER V: CONCLUSION

This study portrays the existing barriers in speaking performance as EFL in learners. These issues come primarily from internal factors such as exposure, practice, shyness,

nervousness and motivation. These factors are between the ones affecting their speaking performance in English. Here, we must include the environment at home and how English is included and developed in their home country, Colombia.

We worked with four kids. All of them English as a foreign language student, who were our focus in this research, among them during the study, some had a better performance in the speaking skill. The rest of the students had noticeable speaking problems or barriers. Some barriers were proven when students were in their comfort zone and as a result, they only participated when they were asked to do so.

Thanks to the findings obtained the conclusion goes as follow:

At the beginning, the students of this case study did have speaking skill difficulties, so they did not perform accordingly. At the moment of speaking, they had a lot of grammar errors, they were not fluent at the moment of communicating their thoughts orally. The answer to the -why- of this research project is because there are some other factors beyond the process. Shyness and the no- confidence facts played a role because students when speaking in English may have felt afraid of making mistakes. They may have also been shy and fearful. They may not have had enough motivation for expressing themselves. They felt intimidated by those students who dominated the class. The abuse of mother tongue and the restrictions against it did not let them express themselves either. Also, this was due by not practicing enough English in and outside the English class (including their home). However, sometimes they were obligated by their parents to attend the English classes.

However, the implementation of storytelling was an excellent way to approach this speaking skill difficulty. It encouraged students to take risks and get some validation with their own words.

The primary goal of this proposal was to prove the efficacy of retelling short stories in improving the speaking skills. Students' responses were positive and there was a difference between their initial and final stage after the last workshop was implemented.

Children felt more confident using the language and, thus, their oral production was more extensive and fluent through the workshops. With these workshops, students were challenged in their oral performance and it became more meaningful, spontaneous and joyful to them.

These results revealed the efficiency of the retelling of short stories in the oral communication of the children who were part of this study. With a more intensive practice of it, results could be more significant.

This research is helpful for future researchers because it focuses on a study case and the factors that hinders speaking problems. It is further the "children do not study" reason and how Colombian education influences as well.

As language teachers we may now the relevance of helping our students develop all the four language skills for efficient learning. As a matter of fact, we could observe that students felt more confident when they were in their comfort zone, but learning was more meaningful when they faced new situations using the knowledge they had already acquired and practiced, reason why the activities that we as teachers suggest during classes should appeal enough to engage children in the process of learning. Of course, we need to consider students' age, level, needs when planning classes and deciding to use an activity. The main goal of developing these activities is to encourage students to use the target language, in this case, English, for communicative purposes.

In addition, negative internal factors and exposure should not be a cause or consequence of foreign language learning. Classrooms in Colombia should be an effective environment that guarantees learning and students learning development where they can

feel free and secure when communicating in English, where they can effectively learn in their schools and reinforce (if chosen) in a second institute.

Lastly, it is important and necessary that the teacher encourage interaction among learners. We could prove that getting children to ask questions and give information to each other is a useful way to maximize students' talking in class. These give-and-take exchanges of messages will enable children to use English in real-life communication.

CHAPTER VI: RECOMMENDATIONS

It is relevant to mention some limitations we faced throughout the research such as the time. Having had better conditions to do research and apply the proposal, would have given more advantageous results.

Students used to spend very little time studying/practicing English at home. They only studied English once a week, two hours and for doing English assignments only. Here, we must mention their parents as well because of the lack of guidance, attention and dedication they had about the English course during the week, also the pressure they exerted on students when they obligated students to attend the two-hours-reinforcement for doing their homework. It is suggested to create a weekly log for students to follow and develop on their own, with instructions given the day of the class. In this way, students can keep contact with the foreign language during the week. It would be easier for them and their parents to keep track of their work and for teachers to check the development of the activities.

Also, due to this speaking ability deficiency, sometimes students did not want to participate voluntarily, so instead, we had to call their names and wait until they felt prepared to do their contribution to the class. We consider that when learning a Foreign Language, the importance of activities to break the ice is irrefutable. In this way, students will feel more comfortable with their classmates and teachers. It will also help to not let time become a limitation.

Another important fact, it is the time available of the class for us to implement the activities because in a five-hours-class once a week there is a lot to cover and the main teacher sometimes had to make a space for us, if there was time left to do the activities. Or take these students out of the class while we finish. For this reason, we recommend giving more time to researchers in future studies, so that there will be more efficient work

and students could get better results in their process during the implementation of the proposal.

We recommend that teachers guide parents in the process of their kids acquiring a FL and parents must commit themselves to help their children, as well.

Finally, we must say that the ministry of education in Colombia should consider including the retelling of short stories as part of the curriculum to teach English. It would create a better learning environment. The support of the government would develop students speaking skills more effectively, besides providing students with this tool would create an impact in students speaking skill performance as demonstrated in the application of the teaching proposal.

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CHAPTER VIII: APPENDIX

Appendix A

<u>Informed consent for Student Participants</u>

<u>Principal Investigators:</u> Lamadrid, Kate

Torregrosa, Karol

Facultad de Educación, Universidad del Atlántico

I. Introduction

Before agreeing to participate in this study, it is important to understand the purpose of the study, the procedure to be followed, the potential risks and benefits of participating in the study, the rights of each study participant, and the measures taken to ensure confidentiality. The following form provides an explanation of each of these important areas.

II. Purpose of the Study

The purpose of this study is to investigate how previous content knowledge, socio-cultural, context and linguistic background influence the way native speakers of Spanish perform orally in English. It is also the goal of this study to determine the impact that the framing of the retelling of has on the way Spanish-speaking students interpret and respond to texts in English when storytelling. I _____ agree to participate in this research study in which the researchers will observe and may be recorded the interviews, speaking exams and the final academic reading-speaking session that I'll attend. The researchers will also test my speaking skills.

III. Procedure

I agree to take a standardized speaking skill test. I understand that the researchers will observe the academic English class. I will also be asked to respond to some questions in two surveys about the strategies that I utilize when speaking in English. There will be one interview. There will be audio recorded for later transcription to the computer. If the researchers have any questions about my responses, I may be asked to elaborate or further describe my thoughts and feelings. I also give the researchers permission to interview my ESL academic English class instructor about my speaking performance.

IV. Potential Risks and Benefits

I understand that the researchers do not foresee any discomfort that my result from discussing the way I speak and respond to English classes and read short stories for retelling. The information contained in the recordings and field notes will not influence in any ways my grades for the class. However, should any discomfort occur, I will have the right to determine whether I wish to continue to participate in the study. I may also contact the principal investigators Kate Lamadrid and Karol Torregrosa or her academic advisor Dr. Jose Lobo with concerns regarding the study.

V. The Rights of Participants

I understand that participation in this study is voluntary. I may refuse to participate in this study without penalty. If I choose to participate in this study, I may decide to withdraw from it any time. I have the right to contact the principal researchers, her academic advisor, or the Institutional Review Board representative, should any question arise concerning this investigation.

VI. Confidentiality

I understand that the information from the tape-recorded sessions, surveys, my oral assignments and the observation field notes are considered data for the study. Anonymity will be provided by removing my name and all personal identifying information from the written samples, field notes, and audio tapes and written transcriptions and those instruments are cited in this investigation. However, my name will not be used to support the study findings.

Only the researchers will have access to the data file. They will not make further use of the data without my consent. Audio recordings, writing samples and transcriptions will be kept in a locked file after the research has been completed.

VII. Consent Statement

I, the undersigned, have understood the above explanation and have given my consent to voluntarily participate in this study which investigates my interpretation and responses as a native speaker of Spanish- to storytelling of short stories in English.

_____   _____

Signature of Study Participant   Date

1._____   _____

2._____   Date

Signature of Principal Investigators

Appendix B

<u>Informed Consent for ESL Instructor & Institution</u>

Principal Investigators: Lamadrid, Kate

Torregrosa, Karol

Facultad de Educación, Universidad del Atlántico

I. Introduction

Before agreeing to participate in this study, it is important to understand the purpose of the study, the procedure to be followed, the potential risks and benefits of participating in the study, the rights of each study participant, and the measures taken to ensure confidentiality. The following form provides an explanation of each of these important areas.

II. Purpose of the Study

The purpose of this study is to investigate how previous content knowledge, socio-cultural, context and linguistic background influence the way native speakers of Spanish perform orally in English. It is also the goal of this study to determine the impact that the framing of the retelling of short stories has on the way Spanish-speaking students interpret and respond to texts in English when storytelling. I _____ agree to participate in this research study in which the researchers will ask me about the way our students read, understand and respond to storytelling in English. They will also inquire about the process of learning of the students. Furthermore, the investigators will explore my expectations in regards to my role and that of my students in the development of the class discussions.

III. Procedure

I understand that the researcher will observe and write down observations of the classes I teach/offer. I will also be asked to respond to some questions about the strategies students use when I teach English as a foreign language. There will be one interview. It will be written for later analysis in the before, during and after process of the students. If the researcher has any questions about my responses, I may be asked to elaborate or further

describe my thoughts and feelings. The interview will last approximately 20 minutes. The interview will not deal with my personal life or my students' academic grades.

IV. Potential Risks and Benefits

I understand that the researchers do not foresee any discomfort that my result from discussing the way I speak and respond to English classes and reading of text for retelling. The information contained in the recordings and field notes will not influence in any ways my grades for the class. However, should any discomfort occur, I will have the right to determine whether I wish to continue to participate in the study. I may also contact the principal investigators Kate Lamadrid and Karol Torregrosa or her academic advisor Dr. Jose Lobo with concerns regarding the study.

V. The Rights of Participants

I understand that participation in this study is voluntary. I may refuse to participate in this study without penalty. If I choose to participate in this study, I may decide to withdraw from it any time. I have the right to contact the principal researcher, her academic advisor, the main class instructor or the Institutional Review Board representative, should any question arise concerning this investigation.

VI. Confidentiality

I understand that the information from the students' tape-recorded sessions, surveys, my oral assignments and the observation field notes are considered data for the study. Anonymity will be provided by removing names and all personal identifying information from the field notes, video and audio tapes and written transcriptions. Excerpts from the interviews and videotapes may be cited in this investigation. However, my name will not be used to support the study findings.

Only the researcher will have access to the data file. She will not make further use of the data without my consent. Audio recordings, writing examples and transcriptions will be kept in a locked file after the research has been completed.

VII. Consent Statement

I, the undersigned, have understood the above explanation and have given my consent to voluntarily participate in this study which investigates interpretation and responses of native speakers of Spanish to storytelling of short stories in English.

_____   _____

Signature of Study Participant   Date

1._____   _____

2._____   Date

Signature of Principal Investigators

Appendix C

Observation notes

Goal: Describing people and learning "used to" *(Data taken from field notes.)*

Objective observation: the students did an activity where they had to ask questions to their classmates and then socialize the answers.

Subjective Observation: At the moment of asking and answering the questions, the students did not use the correct structure grammatically and the instructions of the teacher. Instead, they   read   exactly   what   the   book   said.

Reflexive observation: I suggest that students should have more training and feedback in speaking.

Description:

The teacher started the class with an activity about descriptions. She showed a big poster with portraits and descriptions of people. The teacher showed it to the students and the students repeated the word. Then, the students had to describe some people's images that were pasted on the board. The activity was dynamic. They answered positively although at the moment of describing the images, the students didn't say complete answers, they just said the vocabulary word. For example: "she has long hair "→" she, hair, long" *(Data taken from field notes.)*

Later, the teacher explained "used to" with personal experiences. Then, the kids worked on an exercise in the book. Also, they practiced vocabulary and "used to" with materials brought by the teacher.

Finally, I asked the students to ask some questions to another person and write the answer. I gave them 15 minutes for the activity. I realized that the students didn't ask their partners questions but read the sentence that appeared in the book even when it gave them examples and they had samples in the book, too. For example, they didn't ask: "Elena, do you read in bed?" but: "read in bed".

Appendix D

The following is the life history of each student in brief.

Student I.O. (pseudonym.)

Student IO is 10 years old. When we began to observe the kids, she was 8 years old. She is from Barranquilla, the capital of a little department called Atlántico, located in the northern coast of Colombia. She is attending morning classes at a primary school during the

week. On Saturdays, she is an attendant of the extramural English courses. She is the second of three sisters. Her mother stays at home taking care of the house, though she has a housekeeper. Also, she stays home helping student IO and her sisters with their homework and more importantly, their raising. The older sister of student IO has already graduated from school. She knows English enough for helping student IO with the language, but instead, their mother calls an English tutor for helping student IO.

This girl studies English only two hours per week: Fridays or Thursdays which are the days near to Saturday (the day of the English class). In those tutorials, the tutor helps the student with the English homework, review the vocabulary and topic of the unit or study for exams. This does not include more deepening in English because the time is not enough time for going further. This is a relevant fact when learning a language and in this oral proficiency issue because for improving a language the most important is practicing, it is not enough just with studying for quizzes and doing homework.

She is a respectful and generous girl. She can be shy when she does not feel comfortable with the people around her, when she does not know the person or even when she is nervous or scared. Sometimes, during her English sessions with her private tutor, she did not want to have the session because she was lazy or bored.

Talking about her performance in English, she has a good memory for keeping vocabulary in mind, she gets the grammar explanations quickly and she is good at writing as well. When speaking, she is shy, she doubts about what she is about to say. She omits conjugations ("She go to the house", instead of "she goes to the house"), inflections ("I go to Baranoa", instead of "I went to Baranoa", and verbs ("The animal cat", instead of "the animal is a cat"), that means she does not form complete sentences (data taken from field notes.)

Student EA (pseudonym.)

Student EA is a boy. He is 11 years old. He studies in a public school in the city of Barranquilla, where he was born. On Saturdays, he attends extramural English classes at Cursos libres, the language institute of Universidad del Atlántico. He lives with his father, his grandfather, his mother and his little brother. His father is telecommunications engineer and his mother are a nurse. For this reason, their parents are not constantly at home. The person who is always at home and possibly in charge of him is his grandfather. As student IO, he only has English tutorials two hours per week during Sundays or another day of the week.

Student EA is shy, really withdrawn. He plays with his classmates during break time, but in class he says no word, not even if you ask him something. He is most of the time thoughtful and distracted. He does not like to ask questions, nor does he answer anything. Also, he plays video games a lot and sometimes he expresses his lack of desire about studying English and his father says that if he does not study English, then he will not continue playing video games.

He has good grades in writing exams at the extramural language course, but when talking about oral production, he has poor oral skills. He does not like to participate, he does not like to speak, and when he speaks in oral presentations or oral exams, he takes his time to produce. He does not use the correct verbal tense, the adjective order, the correct verb to be when using subjects, etc.

Student IE (pseudonym.)

Student IE is 11 years old. She is from Barranquilla; Colombia and she studies in a private school located in this city. As the other observed kids, she studies English on Saturdays from 7 am to 12 midday. She lives with their parents and she does not have siblings. The student does her English assignments by herself and when she needs some help,

she asks her mother to help her, though this student is the only one at home that knows English. Every time that she can, she speaks English during the English class, which means she does not abuse Spanish and finds her English classes as an opportunity to improve her oral ability.

She is talkative, she likes to collaborate in class, she participates a lot and every time she needs to communicate with the English teacher, she speaks in English. She obtains good grades; she is even in the first place of the class. She presents good performance in oral skills. She produces orally: she likes to start conversations in English, she likes challenging herself in English and she gets easily bored if she feels that her teachers do not challenge her. She uses complete sentences, conjugates the verbs correctly and she uses the grammar structures. Sometimes, she does not study for the class. However, she always has a good performance in class.

Student YC (pseudonym.)

Student YC is 10 years old. She studies in a private school in Barranquilla, the city where she was born. This school has a contract with a private American institute in the city. She lives with her parents and her three older brothers. Her parents are the owners of a hardware store in Soledad, a municipality of the department. One of her brothers is the one in charge of taking her to the English course on Saturday, as well as assisting in the meetings of the course.

Student YC is an extroverted girl. She is respectful and dedicated to her studies that is reflected in her grades. She participates in class and likes to ask questions when she has any doubt.

We consider her to have a good English level compared to her other classmates. She practices English at home every time she can, and her brother helps her with all her

assignments. She constructs complete sentences using the appropriate conjugation of the verb. She uses subject, verb and complement when talking. Also, she presents positive achievements in the other language skills.

Appendix E

Survey section 1
The following statements were the ones which were part of the surveys.

1. Me gusta el inglés
2. Considero que se comunicarme en inglés
3. Empiezo conversaciones en inglés
4. Cuando no sé cómo decir una palabra en inglés, la digo en español.
5. Si no sé cómo se dice una palabra en inglés, le pregunto al interlocutor como se dice
6. Evito hablar en inglés cuando siento que no conozco el tema
7. Practico el inglés con otros estudiantes
8. Me arriesgo a hablar en inglés incluso cuando temo cometer errores

Survey section 2: Sample of the survey applied to students and evidence of its complete filling. Above, the survey solved by the students.

The following statements were the ones which were part of the surveys.

1. Utilizo palabras nuevas en las frases u oraciones que construyo, de manera que pueda recordarlas.
2. Repaso a menudo los contenidos de las clases.
3. Repito las palabras nuevas varias veces.
4. Procuro no traducir palabra por palabra.
5. Busco palabras en mi idioma parecidas a las del inglés.
6. Me ayudo con los gestos cuando no sé una palabra.
7. Evito hablar en inglés cuando siento que no conozco el tema o el vocabulario pertinente.
8. Intento ser yo quien elija el tema de la conversación.
9. Reduzco las ideas, omito información difícil y utilizo expresiones simples.
10. Me invento palabras nuevas cuando no conozco las apropiadas en inglés.
11. Si no recuerdo o no sé una palabra en inglés, trato de utilizar palabras o frases que signifiquen lo mismo.
12. Cuando hablo en inglés, utilizo mi conocimiento sobre el tema o experiencias personales.
13. Presto atención cuando alguien habla en inglés.
14. Cuando no estoy seguro de hablar en inglés, prefiero no hablar y solo escuchar a quienes hablan.
15. Planifico mi horario para tener suficiente tiempo para

estudiar.
16. Tengo objetivos claros para mejorar mis habilidades en inglés.
17. Identifico el propósito u objetivo de las actividades de producción oral.
18. Investigo sobre el tema del que se va a hablar en clase.
19. Trato de encontrar tantas formas como sea posible para usar el inglés.
20. Me fijo en mis errores y uso esa información como ayuda para mejorar.
21. Procuro relajarme cuando estoy tenso al hablar en inglés.
22. Soy positivo y me animo constantemente respecto a mi aprendizaje de inglés.
23. Noto cuando me pongo nervioso al estudiar o usar el inglés.
24. Hablo con alguien sobre cómo me siento al aprender inglés.
25. Pido que me corrijan cuando hablo.
26. Intento comprender la cultura de los hablantes de lengua Inglesa.

Appendix F

Interview applied to students in both native language and target language. Transcript of the interview and students' answers.

1. ¿Cómo te llamas?

2. ¿Cuántos años tienes?

3. ¿Por qué estás estudiando inglés?

4. ¿Cómo haces para estudiar inglés?

5. ¿Qué habilidad consideras más importante para aprender un idioma y por qué?(Habla, escucha, comprensión de lectura, escritura)

6. ¿Cómo estudias para los exámenes orales?

7. ¿Cuándo quieres hablar en inglés y no sabes cómo decir cierta palabra, cómo haces?

8. ¿Cómo te sientes cuando hablas en inglés?

9. ¿En niveles pasados, cómo te fue en la parte del habla?

10. ¿Qué haces cuando no entiendes el idioma?

QUESTIONS IN ENGLISH

1. When is your birthday?

2. Where do you study?

3. What do you do in your free time?

4. What did you do on your last vacation?

Here we add the interview of the chosen students:

ENTREVISTA 1: IO

Entrevistador: Bueno, te voy a hacer unas preguntas y después cuando me las respondas, te voy a hacer unas preguntas en inglés, pero son fáciles.

01   Entrevistada: ¿Tengo que responder en inglés?

Entrevistador: ¡Claro!. Bueno, la primera pregunta es: ¿Cómo te llamas?

Entrevistada: IO.

Entrevistador: ¿Cuántos años tienes?

05   Entrevistada: 9 años.

Entrevistador: ¿Por qué estás estudiando inglés?

Entrevistada: Porque el inglés es muy importante para mi vida y me gusta.

Entrevistador: ¿Qué es lo que más te gusta del inglés?

Entrevistada: Ehhh…

10   Entrevistador: Lo que sea que más te guste.

Entrevistada: Que puedo conocer otras… otro idioma.

Entrevistador: Ok y ¿Cómo haces para estudiar inglés?

Entrevistada: ¿Cómo así?

Entrevistadora: O sea, cuando tú estás aquí en tu casa que vas a estudiar para los
15 exámenes, para prepararte, cómo haces para estudiar porque de pronto te pones solamente a leer o a repasar o a hacer ejercicios en el computador…

Entrevistada: A repasar.

Entrevistador: A repasar. Todo lo que te dio la profesora y eso. Bueno. Y tú sabes que para aprender un idioma hay habilidades. Está la habilidad del habla, escucha, comprensión
20 de lectura, escritura, ¿Qué habilidad consideras más importante para aprender un idioma?

Entrevistada: El habla.

Entrevistador: ¿Y Cómo haces tú para estudiar para los exámenes orales?

Entrevistada: No estudio exámenes orales.

Entrevistador. No estudias exámenes orales.

25   Entrevistada: No, Yo solo espero a que me pregunten y yo respondo lo que me sé. Lo que he aprendido en todo el semestre.

Entrevistador: Ah, ok, bien. Y cuándo quieres hablar en inglés y no sabes cómo decir cierta palabra, ¿cómo haces?

Entrevistada: Le pregunto a alguien.

Entrevistador: Muy bien. ¿Y Cómo te sientes cuando estás hablando en inglés?

30   Entrevistada: Me siento muy feliz.

Entrevistador: Bueno, tú estás ahora en cuarto semestre, y en los niveles pasados, ¿cómo te fue?

Entrevistada: ¿De inglés?

Entrevistador: Sí, en los semestres de inglés.

35   Entrevistada: Ahh, bien.

Entrevistador: ¿Y te gustaron las profesoras?

Entrevistada: Sí.

Entrevistador: ¿Y qué fue lo que más te gustó de las profesoras? De pronto cómo te enseñaban. Por ejemplo, para hacer una comparación: este semestre la profesora que te está 40 enseñando en el nivel de inglés lo que hace es trabajar en el libro y así te enseña. Y por ejemplo, miss X te enseñaba más con juegos, ejemplos y todo eso.

Entrevistada: Me gustaba que me enseñaran con juegos.

Entrevistador: Y cuando no entiendes el idioma, ¿tú qué haces? Si te hacen alguna pregunta que no entiendes o que estás leyendo algo y no entiendes, cómo haces.

45   Entrevistada: Le pido a alguien que me explique

Entrevistador: Muy bien. Ahora te voy a hacer unas preguntas en inglés pero son fáciles porque igual ya tú estás en cuarto y para ti van a ser más fáciles… When is your birthday?

Entrevistada: Qué hice…

50   Entrevistador: When is your birthday?

Entrevistada: Aaaahhh, cuando es mi cumpleaños… Eh Hmm…

Entrevistador: For example, my birthday is on may 12th, when is your birthday?

Entrevistada: My birthday is on thirty.

55   Entrevistador: Thirty? Month?

Entrevistada: October.

Entrevistador: Where do you study?

Entrevistada: Uhm?

Entrevistador: Where do you study?

60   Entrevistada: ¿Cómo estudio? ¿Cuándo estudio?

Entrevistador: Where.

Entrevistada: ¿Dónde?

Entrevistador: Yes.

Entrevistada: Ah, el colegio. School institución distrital María Inmaculada.

65   Entrevistada: ¿Cómo se dice?

Entrevistador: Para decir que estudias en ese colegio entonces sería: "I study in María Inmaculada school...What do you do in your free time? …When you don't have to study, what do you do? For example, In my free time, when I don't have to study or do homework, I watch TV, I go out, I eat or I sleep. So, what do you do?

70   Entrevistada: Eh, Watch tv, sleep and study.

Entrevistador: But in your free time you don't study.

Entrevistada: Sííí.

Entrevistador: No, in your free time.

Entrevistada: Aa Hh… and… eat.

75   Entrevistador: Very good!, and what did you do on your last vacation?

…

If you didn't travel, what did you do?

…

Entrevistada: Emm…

80   Entrevistador: For example, I traveled to Pereira and there I ate, I dance. Also, I met places and I spent time with my family. What did you do on your last vacation? Here in Barranquilla if you didn't travel.

Entrevistada: I travel Baranoa

Entrevistador: You traveled to baranoa.

85   Entrevistada: And… And…

Entrevistador: Ajá, what did you do there?

114

Entrevistada: Eat, watch tv… sleep

Entrevistador: What else? And did you play?

Entrevistada: Yes.

90   Entrevistador: Who with?

Entrevistada: UhM… No hice nada

Entrevistador: Pero tú me dijiste que jugaste y yo te estoy preguntando con quién jugaste.

Entrevistada: Uhmm.. ehh, my sister.

95   Entrevistador: Ok, you played with your sister. Well done! thank you so much.

ENTREVISTA EA

01   Entrevistador: Te voy a hacer unas preguntas primero en español y luego unas en inglés.

La primera es, ¿Cómo te llamas?

Entrevistado: EA.

Entrevistador: Muy bien, y ¿Cuántos años tienes?

05   Entrevistado: 8.

Entrevistador: ¿Y por qué estás estudiando inglés?

Entrevistado: Para que cuando termine acompañar a mis familiares a ir a Estados Unidos.

Entrevistador: Muy bien, Y ¿Cómo haces para estudiar inglés?, de pronto cuando   10 tienes exámenes y ese tipo de cosas. Entrevistado: Me ayuda mi profesora de inglés.

Entrevistador: Muy Bien, y tú sabes que, al aprender un idioma, nosotros tenemos habilidades que debemos desarrollar. Las habilidades son Habla, escucha, comprensión de lectura, escritura. ¿Cuál de todas esas habilidades consideras más importante para aprender 15 un idioma?

Entrevistado: No sé.

Entrevistador: ¿No sabes? Bueno, ¿y Cómo estudias para los exámenes orales?

Entrevistado: Mi profesora de inglés me hace algunas preguntas que me podrían salir en el examen.

20 Entrevistador: ¿y Cómo te sientes cuando hablas en inglés?

Entrevistado: Nervioso.

Entrevistador: Te sientes nervioso.

Entrevistado: Tengo pánico escénico.

Entrevistador: ¿En los niveles pasados cómo crees que te fue en inglés y también en 25 esa parte del habla ya que te sientes nervioso?

Entrevistado: Bien.

Entrevistador: ¿Y siempre desde que estás estudiando inglés has tenido esos nervios para hablar?

Entrevistado: Sí.

30 Entrevistador: Bueno, ¿y Qué haces cuando no entiendes el idioma?

Entrevistado: Pregunto.

Entrevistador: ¿Y cómo haces cuando quieres decir algo y no sabes cómo decirlo?

Entrevistado: Pregunto cómo se dice.

Entrevistador: Muy bien. Now I'm going to ask you some questions in English, but
35 those questions are going to be easy...When is your birthday?

Entrevistado: March twenty six.

Entrevistador: And Where do you study? (silence)

Entrevistado: Yes.

Entrevistador: Where? Me, for example, I study at universidad del atlántico. Where
40 do you study? Your school.

(Silence)

(Silence)

Entrevistado: No sé.

Entrevistador: Well, What do you do in your free time? When you already did your
45 homework, for example, me, I watch tv, or I sleep. I eat, I go out

Entrevistado: I play video games.

Entrevistador: The last one is what did you do on your last vacation?

Entrevistado: Este... fui a Cartagena

Entrevistador: And in English? You don't know how to say it in English?

50   Entrevistado: No.

Entrevistador: In english if you want to say "yo fui a Cartagena" you say: "I went to
Cartagena". And what did you do there? (Silence) ¿Qué hiciste allá?

Entrevistado: Visit my family.

Entrevistador: Very good, Ed. Thank you so much.

Appendix G

The following is the diagnostic exam that the students answered:

Universidad del Atlántico

Diagnostic test

Name: Date:

1. Choose the correct option:
    a. ○   I don't working tomorrow
    b. ○   I'm not working tomorrow

    c. ○   I'm not to working tomorrow

2. Do you mind if I open the window?
    .   ○   Yes, that is fantastic

a. ○   No, not at all

b. ○   Don't be silly

3. You…
    .   ○   Mustn't to go

a. ○   Don't have to go

b. ○   Needn't to go

4. Choose the correct option

    .   ○   Are you going to the party on Friday?

a. ○   Are you going partying on Friday?

b. ○   Are you going party on Friday?

5. I was born….

    .   ○   The last thirty years

a. ○ Before 30 years

b. ○ Thirty years ago

6. Choose the correct option

. ○ It will been very nice this evening

a. ○ It has been very nice this evening

b. ○ It was been very nice this evening

7. I am…

. ○ Going a long walk

a. ○ Going taking a long walk

b. ○ Going to take a long walk

8. Choose the correct option

. ○ It isn't willing very hot this summer

a. ○ It will is very hot this summer

b. ○ It will be very hot this summer

9. Choose the correct option

. ○ I really must to talk to her

a. ○ I really need to talk to her

b. ○ I really should to talk to her

10. Choose the correct option

. ○ I must to stop smocking

a. ○ I should stop smoking

b. ○ I should to stop smoking

11. Choose the correct option

a. ○ Did you rather go to a different movie?

b. ○ Would you rather go to a different movie?

c. ○ Would you didn't go to a different movie?

12. Choose the correct option

. ○ Where have you had dinner last night?

a. ○ Where do you have dinner last night?

b. ○ Where did you have dinner last night?

13. When Sam was a small child, he ___ spend hours every day playing with stones in the garden

. ○ would

a. ○ should

b. ○ used

Reading comprehension

Tiffany writes:
Saturday 7th April - 10.43 am
Are you free this afternoon? Do you want to go out?
Jack writes:
Saturday 7th April - 10.45 am
I just have to finish my homework, but I think I can finish it this morning. What do you want to do?
Tiffany writes:
Saturday 7th April - 10.48 am
Let's go into town. We can go shopping and then get a coffee. We can go to the new cafe near the library. The cakes look great there.
Jack writes:
Saturday 7th April - 10.50 am
You know I hate shopping. Why don't we go to the park? Kev and Rob will be there skateboarding. We can have meet up with them.
Tiffany writes:
Saturday 7th April - 10.52 am
I don't want to spend my Saturday afternoon watching boys skateboarding! That's so boring! But we can go to the park for a game of tennis if you like.
Jack writes:
Saturday 7th April - 10.55 am
I'm not really in the mood for tennis. I don't want to do anything too active. I want to just relax. You could come to my house, and we could watch a movie. We've got lots of good food.
Tiffany writes:
Saturday 7th April - 10.56 am

I could watch a film on my own. Why don't I bring some board games round? That'll be a bit more fun.
Jack writes:
Saturday 7th April - 10.57 am
Okay, that sounds alright, but my little brother will probably want to play too. Is that okay with you?
Tiffany writes:
Saturday 7th April - 10.58 am
Sure. Shall I invite anyone else? I think Sophie is free this afternoon.
Jack writes:
Saturday 7th April - 11.00 am
Okay, you can invite her, but no-one else. I don't want too many people round.
Tiffany writes:
Saturday 7th April - 11.01 am
Fine. I'll come round after lunch. Is one o'clock okay?
Jack writes:
Saturday 7th April - 11.02 am
Make it half past. I have to write a few emails first. See you l8r.

1 Jack is doing his homework this morning.
◉ True
○ False
○ Not in text

2 Jack and Tiffany went shopping together last Saturday.
○ True
○ False
○ Not in text

3 Tiffany wants to go to the library.
○ True
○ False
○ Not in text

4 Jack wants to take his skateboard to the park.
○ True
○ False
○ Not in text

5 Tiffany wants to play tennis, but Jack doesn't.

○ True

○ False

○ Not in text

6 Tiffany has already watched a film today.

○ True

○ False

○ Not in text

7 They decide to play board games at the new cafe this afternoon.

○ True

○ False

○ Not in text

8 Four people will play board games this afternoon.

○ True

○ False

○ Not in text

9 Jack's brother is younger than Jack.

○ True

○ False

○ Not in text

10 Tiffany will meet Jack at half past twelve.

○ True

○ False

○ Not in test

Listening comprehension

Listen to Kevin and Maria. They are talking about Maria and her sister, Catherine. Choose true or false.

1 Maria has brown, curly hair.

a.   true

b.   false

2 Maria and Catherine have the same colour eyes.

a.   true
b.   false

3 Maria's face is longer than Catherine's.

a.   true
b.   false

4 Catherine's nose and mouth look like Maria's.

a.   true
b.   false

5 Catherine is taller than Maria.

a.   true
b.   false

6 Maria isn't as outgoing as Catherine.

a.   true
b.   false

7 Catherine is older than Maria.

a.   true
b.   false

8 Both Catherine and Maria are independent.

a.   true
b.   false

Writing section

Karol is going to travel soon, she is going to go to Bogotá, and she needs help. she wants you to tell her what she needs to take to this trip. tell her what she should or should not bring along with her.
Write minimum 80 words.

Appendix H

Figure 2: rubric oral evaluation sample

Name	Fluency	Accuracy	Pronunciation	Presentation	English

Student 1					
Student 2					

Appendix I

Accuracy		Fluency	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign accent	3	Gets ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns	5
TOTAL SCORE OUT OF 10: _____			

Appendix J

Here we present the transcript of the conversation.

Interviewer**:** ok, guys. For this activity I am going to give you a short story and we are going to answer some questions and read step by step. So, let's look at the title, it's called "the lion and the mouse". Have you heard this story before?

…

Student YC: Yes, I have.

05   Student IE: Me too.

Student IO ...Yes…

…

Interviewer: Ok, I am going to give you some time for you to read the story, let me know when you finish.

(a few seconds later)

Student IE: Finish.

10   Student YC: Finish.

Interviewer: what about you guys?

Student IO: yes...

Student EA: yes.

15   Interviewer: ok, I am going to ask you some questions about the story and you are going to tell me the story one by one. First, what's the story about? Who wants to start?

Student YC: the story is about a lion and a mouse; the lion was going to eat the mouse and the mouse asked him not to do it.

Interviewer: Great, who wants to continue?

20   Student IE: Me! After that, the lion laughed and asked the mouse what, ...how do you say "podría" in English?

Interviewer: could.

Student IE: ok, he asked the mouse what he could do to help him. The next day the lion get… no, got tied to a tree and the mouse heard him. *(Student IE self-corrected)*

25   Interviewer: Perfect, what happens next in the story?

Student IO: ehmm, the mouse free… the lion. Ehmm… the mouse set ... free the lion. *(student IO was not fluent at all; she took a while for expressing the idea)*

The mouse help the lion. *(Omission of third person conjugation)*

Interviewer: Ok, so, helped the lion. Yes, and what happens after that?

Student EA: …the … the lion … say …. the mouse thank you… eh… and they …
30were best friends. (*Student EA was not fluent at all and repeated several times the same words. Also, there was omission of third person conjugation)*

Interviewer: OK, now I'm going to ask you some questions and you can all answer. What was the lion doing when he met the mouse the first time?

Student IE: the lion was sleeping.

Student YC: Yes, and the mouse wanted to play.

35   Interviewer: Great, what can you guys tell me? Was the lion going to eat the mouse?

Student IO: … yes… ehm… yes because the lion was sleeping… and … the mouse, ... the mouse want to play. *(verbal tenses combination)*

Student EA: … the lion… yes… yes, the lion open the mouth bif (big). *(Doubt at the moment of speaking. Wrong conjugation of the verb and mispronunciation of the adjective)*

Interviewer: Ok, guys. Now the final question, do you guys have a best friend like the
40 lion?

Student IO: I want to answer

Interviewer: Ok, tell me

Student IO: Yes, I have a friend like the lion, ehm because one day I had an argument with a friend, ehm, we got greedy and... but now we are fine.

45   Interviewer: Ok, very good. Who else wants to answer?

Student YC: I want.

Interviewer: Ok, tell me

Student YC: Yes, I do, I have a best friend like the mouse and we met the first time, at the first day of class.

Interviewer: Uhm, yes, very well, nice. Who else wants to tell me something more 50 about the question?

…..

….

Student EA: Uhmmm, ehm, me.

Interviewer: Ok, tell me

Student EA: Yes, I I I I I   have a friend like like like… like aaa …. Ah like the lion. *(Student EA took more time at the moment of expressing his own opinion taking into account it doesn't depend on the retelling)*

Interviewer: Ok,tell me why, why do you say that or how

55   Student EA· ehm.. ehm... Because ehm my best friend in a day in the break of the school she eat my food because she, sorry he, he take my food and he eat because I was distructed. *('In a day' used incorrectly according to the context. 'In the break' instead of*

'during the break', 'she eat my food' instead of 'ate', 'he take' instead of 'takes' or 'took'. He confused 'he' with 'she'. He said 'distructed' a word that does not exist for sayings 'distracted').

Interviewer: Ok what about you? (asking student IO)

Yes? Do you want to add something more?

Student YC: No

Student EA: No, because I I say eh that's it, I finish.

Interviewer: Ok, now, I'm going to give you the second story. It's called: " the snowman", so read it and let me know, of course when you finish.

...

Student IE: I finished.

…

Emily: Me too!

05   Interviewer: what about you, guys?

...

Student IO : ya

Interviewer: ok very good so let's start then. Who wants to start telling me the story?

Student IE: me!!

Interviewer: perfect.

10   Student IE: ok, the story is about Christmas, a girl who saw it was snowing and she said: "snow for Christmas" and she and her brother went outside and made a snowman. He asked them: would you like a present for Christmas?"

Emily: It was the snowman who spoke and then he wave his arms and in the sky there were snowflakes. *(error in the verb 'wave')*

15   Interviewer: very good, and what happened next?

Student IO: ehm… the the girl, Katie is with his brother outside and Katie… Katie, she give… no, no… she gave the snowman and gift, carrot, scarf and hat his head. *(The student improved a little bit her fluency and grammar. She was conscious of errors and corrected herself on one occasion. She omitted the preposition for in the last sentence.)*

Interviewer: well done, can you add something more?

Student EA: (seconds later) the gift for the snowman was… eh… for his, for his nose, 20   for, and for his neck. It was his Christmas gift. But when the sun come out, the snowman… the snowman… yes, the snowman melt. *(the student omitted the article 'a' for 'a Christmas gift'. He said 'the sum come out' instead of 'comes out' or 'came out'. However, he sounded more confident than the beginning and even used past tense in his idea.)*

Interviewer: very good. Do you like Christmas?

Student EA: este… este yes, yes, yes *(spanish and english)*

Interviewer: why?

25   Student EA: because… because… I travel, and I have vacation *(he took a while, however ended with a correct sentence)*

Interviewer: very good, what about you?

Student IO: yes because I like December. *(no error, correct conjugation, answered positively. However, she could complement her answer)*

Here we present the transcript of the fifth workshop.

Interviewer: Alright guys, we're almost done with these workshops. You're going to read the last short story, but first I want to ask you: what's your favorite day? In general, during the year, what's your favorite day? Tell me about it…

05   Student IE: May I answer?

Interviewer: ok, yes.

Student IE: eh… My favorite day it's the last day of school because the holidays' are coming and it's amazing since I don't have to worry about homework anymore. *(Student IE took her time to answer but she did it correctly)*

Interviewer: nice… what else? Who can tell me something more?

10   Student EA: ehhh…ok... my favorite date .. eh.. day .. is when… is when is … its my birthday *(Student EA still used some fillings but there was good conjugation of verbs and he also self-corrected)*

Interviewer: why?

Student EA: because I I I can was with my family in my house and we can open the the the gift they give me *(Student EA managed to answer even though it was an unexpected questions. 2 out of 3 verbs were well conjugated)*

15   Interviewer: ok, excellent. Ok, very good, so… who else?

Student YC: ok

Interviewer: yes?

Student YC: my favorite day was ehmm… the last year … when …. I went to a … event and it was so fun because there were a lot of music and important people...like my favorite singer *(Student YC took her time, too. She provided an example)*

20   Interviewer: and who is your favorite singer?

Student YC: ehhh my favorite singing is Sebastián Yatra

Interviewer: oh, that's nice. I like him too. Very good. Who else? Who wants to add something?

Student IO: me, miss.

25   Interviewer: Okay.

Student IO: my favorite day, in general , it's Sa Saturday. *(Student IO was stalling but she managed to express what she wanted to say)*

Interviewer: why?

Student IO: because … after the English class I can do … I can do the things that I like in my freetimes... do in my freetimes *(Student IO missed the word TO for the infinitive to do, but she provided compete answers with repetition)*

30   Interviewer: OK, that's good, that's nice. I like Saturdays, too guys. Ok, that's great so … now let's start the reading.

….

Let's wait until you finish, okay? So, this is shorter. Very good.

...

35   Ok, so did you all finish?

Student EA: yes, I want to start *(Student EA was willing to be the first volunteer)*

Interviewer: oh, ok, that's perfect. Tell me about the story

Student EA: the story is about the favorite day of the girl. It's December twenty-five because is Christmas. She likes to decorate the tree with her family. *(Student EA provided complete answers, SEA had a very little mistake that we can consider as mispronouncing)*

40   Interviewer: ok, nice. Tell me, what accessories do they use to decorate the trees?

Student EA: they use baubles… eh… *(Studen EA understood the question and answered correctly, however he could have provided more information)*

(three seconds later)

Student IO: Baubles, tinsels, lights… also they put a start in the tree, in the top *(Student IO did not hesitate to give an answer and she added more information)*

Interviewer: very good guys and where do they put their gifts?

45   Student EA: under the tree *(SEA didn't give a complete answer but said the correct one)*

Student YC: Also, we send Christmas cards, they send, sorry. They send Christmas cards and sing carols and some people get money. They sing: we wish you a merry Christmas *(Student YC continued self-correcting)*

Interviewer: very good… can you continue?

50   Student IE: Yes, after the carols, the children wait for santa claus for the gifts and people leave him milk with cookies

Interviewer: yes, very good. Do you remember what they eat for Christmas dinner?

….

(three seconds)

55   Student EA: ehhh… they eat turkey and cake

Student IO: yes, they eat turkey and cake for Christmas

Interviewer: thank you guys, to finish… well, I want to know... can you tell me what's your favorite part of Christmas?

Student EA: yes yes, me. I want start. *(Student EA had no problem in volunteering for a question out of the short story)*

60   Interviewer: okay, start.

Student EA: ehh… my… my favorite part of of the Christmas is is when I I I wanna open the the the gift *(SEA repeated some words but still very few mistakes)*

Interviewer: oh, so you like … I mean your favorite part is when you have the gifts

Student EA:Yes

65   Interviewer: And what's the best gift you have received?

Student EA: ehhh my ehh my best gift I I received is is when my mom and dad give give me a video console

Interviewer: ok, very good. Thank you so much. Ok, who else wants to tell me?

Student IO: me, miss.

Interviewer: ok, yes.

Student IO: first, I have a question

Interviewer: yes?

Student IO: ehhh how do you say "cuenta regresiva" its countdown? *(Student IO was planning to participate and expressed what she wanted to say)*

Interviewer: yes, countdown, very good.

Student IO: my favorite part ehhh... of Christmas it's when the family or ma… or or friends ehhh make a circle and close and take of … of hands and wait for countdown … twelve twelve o'clock *(SIO had some fillings, repeated some words but she made herself clear)*

Interviewer: ok, yes. That's the 31st and 1st. Ok, very good. Who else wants to tell me the favorite part of Christmas?

Student YC: I want to answer

Interviewer: yes, tell me.

Student YC: ehhh I think is definitely the Christmas food that my family makes for Christmas and also to share it with them

Interviewer: that's nice. Yeah, sharing is an important part of Christmas, too. Very good. And the last one? Who else?

…

Another answer?

…

So, did everybody share their favorite part of Christmas? Is it okay?

Student EA: yes

Interviewer: okay

Student IE: yes, it's okay.

Interviewer: okay, very good guys. So, thank you so much for your time and for this part. Now, I'm going to give you some feedback about what you said, right?

Student YC: ok

Interviewer: so, let's start with the feedback...