STUDENTS’ SELF-CONFIDENCE AS A WAY TO IMPROVE ENGLISH ORAL PRODUCTION IN TENTH GRADE STUDENTS AT RICAURTE SCHOOL

Research project to the Faculty of Education in partial fulfillment of the requirements for the degree of Master of Education with Emphasis on Didactics of Foreign Languages

By

HERNANDO PRADA ARANGO

ADVISOR: ELBA CONSUELO LEÓN MORA

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ABSTRACT

The affective domain is the emotional side of human behavior and it involves a variety of personality aspects such as emotion, motivation, attitude, anxiety, personality and self-confidence. Among these, self-confidence is one of the most influential variables that affect foreign language learning. To find the validity of various previous studies and theories related to the matter, an action research study was done to know more about the lack of oral production in tenth graders students at Ricaurte School in Bogotá.

KEY WORDS:

Self-confidence, self-esteem, affective domain in language learning, language learning.

RESUMEN

El dominio afectivo es el lado emocional del comportamiento humano y este incluye una variedad de aspectos de la personalidad tales como: las emociones, motivaciones, actitud, ansiedad, personalidad y auto confianza. Entre los aspectos considerados, la autoconfianza es una de las variables que más afectan el aprendizaje de una lengua extranjera. Para conocer la valides de varios previos estudios y teorías relacionados con dicha materia, una investigación acción fue hecha para saber más sobre las causas de la baja producción oral en los estudiantes de décimo grado del Colegio Ricaurte en Bogotá.

Palabras Claves: auto confianza – auto estima- dominio afectivo en el aprendizaje de lenguas- aprendizaje de lenguas.
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...every learner requires first and foremost: to be noticed, to be attended to, to be valued, and to be affirmed. Out of that attention and affirmation grow the confidence and, yes, the courage to learn: if the teacher dares to teach, that is, to attend to and care for the learners, then the learners in their turn can dare to learn.

(Whitaker, 1995)
RAE.

**Title:** Students’ self-Confidence as a Way to improve English Oral Production in Tenth Grade Students at Ricaurte School

**Author:** Hernando Prada Arango

**Key words:** Self-confidence- English oral production-Tenth grade students

**Sources:** Interviews, checklist observation, questionnaires.

**Checklist observation:** Student Oral Language Observation Matrix -SOLOM- by Collier (2009),

**Questionnaire:** Self-confidence questionnaire. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986)

**Questionnaire:** The Rosenberg Self-esteem scale survey by Rosenberg, M. (1965).

**Interview:** Students qualitative interview

**Contents:**

- **Introduction**: The importance of the English language can not be denied in this modern society since it is the language most commonly taught as a second or foreign language in many countries in the world. As a consequence, it brings students a wide range of opportunities that would benefit their personal and professional growth.

- **Theoretical Framework:** language learning is a complex process (Young, 1999) and it is influenced by cognitive and affective factors which constitute the main source of individual differences in foreign language learning (Tallon,2009) and teachers make a great effort to make students accomplish the academic achievements proposed at the beginning of the school year,
however, as it can be seen in Bloom’s Taxonomy of Learning Domains, the most important domains in language learning education are the cognitive and affective.

-The affective domain and the process of learning a foreign language: The achievement of oral performance is thought to be highly correlated with people’s self-confidence. Foreign language learners can not speak the language or express themselves freely and fluently without some degree of self-confidence (Brown, 1994).

-The cognitive domain and the process of learning a foreign language: The cognitive domain of learning relates to the learner’s knowledge and the development of intellectual abilities and skills. As it is stated in Bloom, Engelhart, Furst, Hill, & Krathwohl, “Cognitive is the scientific term for the process of thought, and it is related to the learner’s knowledge, comprehension, application, analysis, synthesis, and evaluation.

-The psychomotor domain in language learning: The psychomotor factors (new Bloom’s taxonomy in 2000-01) deal with the manual or physical skills. This domain includes physical movement, coordination, and use of the motor skill areas. Developing these skills requires practice and it is measured in terms of speed, precision, distance, procedures, or techniques in execution.

-Proposal: This pedagogical proposal included two main aspects: the Affective Domain and the Cognitive Domain in the process of learning English as a foreign language. The affective domain is the emotional side of human behavior and it is considered that this domain plays a crucial role in the learning process and specifically to promote English oral production; and the cognitive side focuses on developing oral production in English in tenth grade students at Ricaurte School.
-**Origins of the proposal: “Academic oral projects”:** The decision to design four oral projects was to assign an oral project presentation to each school term of the academic year, as follows: first term, daily routines; second term, past holidays; third term, life experiences; and for the fourth term, plans in the future, following the same order of the school curriculum and English program at the school.

-**Participant:** Tenth grade students developed the activities planned in the implementation of the pedagogical proposal. However, only seven students with different levels of English were randomly chosen to analyze data.

-**Stages to implement the oral proposal:** Sensibilization, Design and organization of the proposal, Application, and Evaluation. (First and Second Oral Projects)

-**Evaluation of the proposal:** To evaluate this pedagogical proposal, a lesson plan checklist (Scrivener, Jim, 2005) was used to describe every aspect of the classes and see how helpful they were to get the most of the students and to improve their oral production with cognitive and affective strategies.

**Conclusions:** The general objective formulated at the beginning of the study was reached because tenth students are now more willing to speak in class and as a result, they take part in the proposed oral activities in a free, confident, and enthusiastic way.

**Recommendations:** This research study recommends schools to consider including an affective component in their classes to join the cognitive domain, also to recognize, respect and value all identities and respect for all.

**References:**


-**Humanist teaching:** Arnold & Brown (1999)

**Methodology:** Action Research (Cohen & Manion)

**Conclusions:**

a. This research project sought to prove that there is a dialectic relationship between students' self-confidence and their EFL oral production in the classroom. Improving the first one, they are aware of their abilities to participate in the oral projects in English.

b. When students are motivated and supported by their peers, they are more motivated to share experiences and interact with others in a foreign language.

c. Teachers must understand the importance of affect in the classroom, and believe that all students can learn. Teachers who boost student confidence in the classroom can provide the scaffolding for more effective and efficient learning.

**Description:**

The affective domain is the emotional side of human behavior and it involves a variety of personality aspects such as emotion, motivation, attitude, anxiety, personality and self-confidence. Among these, self-confidence is one of the most influential variables that affect foreign language learning. To find the validity of various previous studies and theories related to
the matter, an action research study was done to know more about the lack of oral production in tenth graders students at Ricaurte School in Bogotá.

The language learners’ communicative language competence is activated when performing different language activities, involving reception, production, interaction or mediation each of these types of activity is possible in oral or written form, or both. Productive activities have an important function in academic fields (oral presentations, written presentations and reports)

To create a communicative environment that allows students to produce orally. However, a hypothesis that comes up from this intention to involve student in oral projects is how increasing students self-confidence, enhance their oral production and in general a more willingness to participate in the oral tasks. To do this, affective variables like self-confidence, self-esteem and linguistic anxiety will be discussed in this study.

Bogotá, March, 26th 2015
INTRODUCTION

The importance of the English language can not be denied in this modern society since it is the language most commonly taught as a second or foreign language in many countries in the world. As a consequence, it brings students a wide range of opportunities that would benefit their personal and professional growth.

From the promulgation in Colombia of the “Ley General de Educación” in 1994, the National Ministry of Education (MEN) has issued several documents related to the implementation of new policies in the Colombian Educational System (Lineamientos Curriculares para Lenguas Extranjeras, 1999, Estándares Básicos de Competencias en lenguas Extranjeras: inglés, 2006, Programa Nacional de Bilingüismo 2004-2019, and “Plan Sectorial de Educación 2008-2012”). However, the official pronouncements have always been handled under different perspectives by the government, based on the considerations about mother language and those related to foreign ones in Colombian schools. Then, in globalization times, Colombia needs to develop the capacity of its citizens to be competent in speaking at least one foreign language. In this context, the National Ministry of Education (MEN) promulgated the Bilingual National Program 2004-2019 which includes the standards of competence in a foreign language.

MEN proposes to increase the communicative competence in English in the whole educational system to strengthen the national competitiveness. To reach this goal, teachers, private and public institutions at all levels have been motivated to research into the classrooms in order to propose strategies to follow.
This research project is developed at Ricaurte School I.E.D, a male and female institution located at Ricaurte neighborhood (downtown) in Bogota. It is a public school with three sections: preschool, primary and secondary. It has two branches and two shifts (morning and afternoon) and only three hours of English class per week. There are two groups per grade with an average of forty students in each one, these large groups sometimes make the English class noisy, overcrowded, and difficult.

The Ricaurte School’s PEI (2011) aims at the formation of students from the cultural, historical and social development of their personal experience and transformation from humanism, which is seen as a system where human interests predominate. Humanistic authors like Stevick (1990, p.24) are concerned about the “fulfillment of human potentialities and the democratic ideal of humanity as a whole, and sees the modern man as largely responsible for his own destiny”, he also identifies five emphases within humanism that are taken into account: feelings, social relations, responsibility, intellect and self-actualization.

Ricaurte School’s Coexistence Manual (2012) in the “profile” of the authentic Ricaurte student, the “Human warmth, competitiveness and productivity: a challenge for life by which the values of respect, caring, and cooperation are important to highlight in the education of children” is included. In its mission “The school includes access to the necessary tools to build students’ life projects, involving the improvement of the individual and his social and environmental surroundings”. In this sense, Stevick, Rinvolucrri, Moskowitz & Galyean, among other representatives of Humanistic Language Teaching, have searched for ways to enrich language learning by incorporating aspects of the affective dimension of the learners.

According to the school PEI, in the proceedings, the school community will have as principles: transparency, efficiency, objectivity, impartiality, warmth, economy, advertising,
speed and equality; and the education community will share values like: love, honesty, sincerity, responsibility, justice, solidarity, respect, autonomy, assertive communication and tolerance to grow as an academy institution and build citizenship with the community.

Tenth grade students (group 02) are between 15 and 16 years old. There are 30 students (13 girls and 17 boys), the majority of them are at the beginner level according to the Colombian standards, they have a good disposition and interest for learning. Among other reasons, the little or very poor English knowledge is due to the lack of exposition to the language of the majority of the students. As a result, great differences were observed in this group, some students who were able to retain and use the foreign language and others who could hardly understand what was taught, having great difficulty to interact orally with other students or teachers and to express themselves due to their shyness, lack of motivation and low confidence.

Other aspect that can not be ignored, is the little support and accompanying that students have at home, where they remain alone most of the time and have few opportunities to express themselves. Students tell their teachers that they are not listened and taken into account by the significant others in their families, and that they are criticized all the time, which make them feel alone and isolated.

The above situations, made the researcher very concerned about the lack of success that students had when learning English at school and the low level that tenth grade students at Ricaurte School reached at that time. The researcher came to this conclusion after evaluating all tenth grade students with the DIALANG rubrics which uses the concise overall scales for listening, reading, and writing. To report scores on the DIALANG system and give students feedback on the CEF scale, A1 to C2 and the meaning of this score is described using these
reporting scales. The reading, writing, and listening tests were applied to the 30 students in tenth grade.

A listening test was administered (appendix 1) to all tenth grade students, in accordance to the DIALANG rubric for listening (appendix 2), which was also used to analyze the results. The ten question test and two tracks were played three times to give student more chance to get the information. However, the results showed students have great difficulties to understand the information.

The results of the listening test (appendix 3) showed that in the school’s scale from 1.0 to 5.0, 4 out of the 30 students scored 1.5 (13%); 6 out of the 30 students scored 2.0 (20%); 10 out of the 30 students scored 2.5 (33%), which means that 63% of the total of tenth grade students failed the test, and only 10 of the students passed the evaluation.

According to the DIALANG rubric, the test results suggest that students are below level A1 in listening on the council of Europe scale and the Colombian standards for Foreign Languages. At this level, the students can understand very simple phrases about themselves, the student know things around them when someone speaks slowly and clearly.

A five question reading test was also administered (appendix 4) to all tenth grade students, and the DIALANG rubric for reading (appendix 5) was used to analyze the results.

The results of the reading test (appendix 6) showed that in the school’s scale from 1.0 to 5.0, 3 out of the 30 students scored 1.0 (10%); 11 out of the 30 students scored 2.0 (37%); 10 out of the 30 students scored 2.0 (33%), which means that 47% of the total of tenth grade students failed the test, and the 53% of the students passed the evaluation, but many of them with poor results.
According to the DIALANG rubric for reading, the students’ test results are at or below level A 1 in reading on the Council of Europe scale and according to the Colombian Standards. At this level, the students can understand very simple sentences, for example on notices, posters or in catalogues.

Finally, a writing test was administered to all tenth grade students, based on the question: What do you usually do on weekdays? (Routines) and the DIALANG rubric for writing (appendix 7) was implemented to analyze the results.

The score of writing (appendix 8) showed that in the school’s scale from 1.0 to 5.0, 1 out of the 30 students scored 1.0 (3%); 2 out of the 30 students scored 1.5 (7%); 4 out of the 30 students scored 2.0 (13%) ; 5 out of the 30 students scored 2.5 (17%)which means that 40% of the total of tenth grade students failed the test, and the 60 % of the students passed the writing evaluation.

Based on the DIALANG rubric for writing, the results of the writing suggest that the students are at the level A2 in writing on the Council of Europe scale. At this level, people can write simple notes and messages about everyday matters and everyday needs. They can write a very simple personal letter, for example, greeting or thanking someone.

The Colombia standard goals for foreign languages place tenth grade in pre intermediate (CEF=B1), but 10th graders at Ricaurte School were far behind in a beginner level (A1).

A relevant aspect that is common to almost all students is the great difficulty they have to express themselves, to accomplish oral presentations and to interact with other students in the class. The school English program states that tenth grade students have to participate in conversations where they can explain their opinions and ideas about general, personal and abstract topics, and that their speech when interacting with others is simple and coherent (competences); to demonstrate their competences, students spontaneously participate in
conversations about their interests, using previous knowledge and using clear and simple language, and the most important, doing oral presentations about the topics included in the school curriculum. However, the previous standards and competences were not being reached by the students.

It is studying the master program that the researcher decided to go deeper into this situation, then a brief oral presentation was assigned to all tenth grade students to diagnose their level of English in the oral skills and in that way to have a view of their strength and weakness at the time to communicate some information. Considering what they had studied in previous years and the explanation given in class about family, nationalities, professions, likes and dislikes, and present simple. A summary of the topics to cover during the academic year were taking into account to be included in a 3-5 minutes presentation where they had to answer three questions as follows:

- Can you tell us about your family members and your hobbies?
- What did you do last vacation?
- What are your expectations for the future (university studies and work)?

As it was said before, the intention of the exercise was to measure tenth grade students’ oral ability to communicate some information that was already practiced and corrected in terms of grammar and vocabulary in class. Besides that, the researcher wanted to evaluate their confidence and motivation to do it in front of the class. The students were told that the exercise was on their own benefit and that they were not going to be penalized or graded in any way.
Seven students were randomly chosen to analyze their oral performance and confidence, and according to levels of the common European Framework of reference in speaking interaction and production. The students’ presentations were as follows:

**Student 1.** I talk about my family my mother Martha Inés and the two brothers Pedro and Luis they little. We live in barrio Santa Ines, no go to a city, I work in Sanandresito…eeehh, I play football. Go to study “contaduria”…. I like much ……no more.. Ah go to the policia….. no more…

**Student 2.** Good morning, teacher… “no se como empezar…eeehh” my father is Alfonzo, my mother Ana..I…my family live in Soacha, very far …o travel… “si una vez” in mesitas for new year visit my grandfathers. Very good, we go to “piscina” …I like swim…eeeh. Other year study in Medellin.

**Student 3.** Good morning to you, I live in a small house with my mother and me sister. My mother is Claudia, she have 15 years and Luna my sister have 10, I big, I have 15 years. We go to la Calera, beautiful y cool. We finish the… the… year new is very happy. After study in the university nurse I take care for babies.

**Student 4.** My family is big live in Bogotá, my name is Dario, .ehh , no travel in Colombia why no money. No teacher, no se …I like wii and video games… I like study “ingenieria” …civil. Ya .je je.

**Student 5.** Hello, I didn´t do no much teacher I went to Girardot with my mother and my sister laura, …eeh… we swim in the pool and eat chicken …. We burn too much with the sun. I will go to the University Nacional for study laws. I like it very much. No more ….I visited the malls in Bogotá. Thank you….
**Student 6.** Hello my friends my family is conformed for my mother, my father, my brother José…and me, my father is in Venezuela work. I visited Cucuta….. eehhh we stay a week. I go to Venezuela to study economy…..si puedo. No se. difficult…. Bye

**Student 7.** No teacher no se….no go to travel ….ehh, my family work…I like football….no teacher “la próxima clase”…..

To analyze the above answers, the researcher began to revise some instruments to validate the difficulty students have to communicate in English orally, among many useful instruments to try to find what was causing this lack of oral production in tenth grade students and their reluctance to participate in class activities, the researcher decided to apply: 1) The “Student Oral Language Observation Matrix –SOLOM- by Collier (2009), 2) a “Self-confidence questionnaire”, by Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986), and 3) “The Rosenberg Self-esteem scale” survey by Rosenberg, M. (1965). These instruments were applied to all the students in the course before mentioned.

The seven students can interact in a simple way, provided the other person repeats or rephrases words or sentences at a slower pace or helps them to formulate what they are trying to say, otherwise they get stuck. They can also ask and answer very simple questions on very familiar topics. The students’ production is reduced to simple phrases and sentences to describe where they live, family and hobbies, which barely place them in level A1.

Consequently, The Student Oral Language Observation Matrix (SOLOM) (See Appendix 9) was used to evaluate and monitor the English oral proficiency of limited English proficiency students. The SOLOM classroom observation check list gave the researcher an insight in terms of oral production and the level of students in this competence, since it includes aspects like:
comprehension, fluency, vocabulary, pronunciation and grammar. The following SOLOM scale scores of each of student gave the researcher a more detailed evaluation of the students’ interventions, as to what is related to speaking fluency:

Student 1. Fluency is usually hesitant and force into silence by language limitations (2), Comprehension is difficulty following what is said and can comprehend only social conversations with frequent repetitions (2). Student makes frequent errors in grammar and word order (1). Pronunciation problems needs concentration on the part of the listener (3).Vocabulary limitations (1) SOLOM score= 8 (Early production)

Student 2. Comprehension. The student can not understand even simple conversation (1). Fluency. Speech is so halting and fragmentary (1),Vocabulary. Limitations in vocabulary are so extreme (1). Pronunciation. Student has severe pronunciation problems, conversation virtually impossible (1). Error in grammar and word order so severe (1). SOLOM score= 5 (Pre-production)

Student 3. Comprehension, student understands most of what is said at slower than normal speed (3). In fluency, student usually hesitates, often forces into silence by language limitations (2) in vocabulary, he missuses words and has limited vocabulary (2); very hard to understand because of pronunciation problems (2). In grammar, makes frequent errors which occasionally obscure meaning (3).SOLOM score= 12 (Speech emergence)

Student 4. Comprehension, the student can not understand even simple conversation (1). Fluency, speech is so halting and fragmentary (1). Vocabulary limitations are so extreme (1). Student has pronunciation problems, conversation virtually impossible (1). Errors in grammar and word order so severe (1). SOLOM score= 5 (Pre-production)
Students 5. Fluency is usually hesitant and force into silence by language limitations (2). Comprehension is difficulty, student can comprehend only social conversations with frequent repetitions (2). Student makes frequent errors in grammar and word order (1). Pronunciation problems necessitate concentration on the part of the listener (3). Vocabulary limitations (1) SOLOM score= 8 (Early production)

Student 6. Comprehension, student understands most of what is said at slower than normal speed (3). In fluency, the student usually hesitates, often force into silence by language limitations (2). In vocabulary he misuses of words and limited vocabulary (2); very hard to understand because pronunciation problems (2). In grammar, student makes frequent errors which occasionally obscure meaning (3). SOLOM score= 12 (Speech emergence)

Student 7. Comprehension, the student can not be said to understand even simple conversation (1). Fluency, speech is so halting and fragmentary (1). Vocabulary. Limitations in vocabulary are so extreme as to make conversation virtually impossible (1). Student has pronunciation problems so severe, conversation virtually impossible (1). Errors in grammar and word order so severe (1). SOLOM score= 5 (Pre-production)

The above results made evident that the learners’ prior experience in speaking English was very limited. These students have been attending, mainly, teacher centered classes where they have just received grammar contents and a set of rules, and very little exposure to listening and speaking practice. Apart from that, tenth grade students seemed to be really nervous and insecure, they constantly said that they were not good at speaking, that it was too difficult and that they forgot everything. This lack of confidence made the teacher think that students believe
they are not capable to accomplish the task given by the teacher, and that talking in English in front of others is too embarrassing and also their peers were going to criticize and laugh at them.

Additionally, to determine tenth grade students’ self-confidence, the teacher applied a self-confidence questionnaire (appendix 10). The results showed that eleven students expressed to be really insecure and little confident which did not let them participate in class, they felt too dependent on other people, and they were also too critical of their performance; in sixteen students, self-confidence was not so strong, they were interested and eager to learn but their self-confidence was not so high, apparently they were also too critic about themselves, but somehow came up with a way to do their best, and just three students were really confident and participated a lot, and almost all the time answered and did the task proposed by the teacher, especially the ones concerned with oral participation. (appendix 11)

Concerning the above results, the researcher agreed with Dörnyei (2005, p.211) when he stated that “The concept of self-confidence is closely related to self-esteem, both share an emphasis on the individual’s perception of his or her abilities as a person”. Many researchers used the terms self-confidence, self-evaluation, self-worth, self-appraisal, and self-satisfaction interchangeably. Basically, self-confidence is a psychological and social phenomenon in which an individual evaluates him/herself according to some values that may result in different emotional states, and which become developmentally stable, but are still open to variation depending on personal circumstances (Reasoner, cited in Rubio, 2004).

To diagnose students’ self-esteem in the English classes at Ricaurte School, the researcher asked tenth grade students to answer “The Rosenberg Self-esteem scale” survey (appendix 12) to know about students’ self-esteem. Students had to answer 10 questions and show their level of
agreement from four possibilities: SA, A, D, SD, where SA showed they strongly agreed to the question given; A, showed that they agreed on the question given; D, showed they disagreed with the question given, and finally SD that showed they strongly agreed with that question given, and the researcher also asked them not to sign it if they did not want to.

The results (appendix 13) showed that about fifty percent of the students from 10th grade felt they were not as good as other students of the same class in terms of English oral production and class participation. They also thought they did not have much to be proud of, and some of them thought they were a failure and asked for more opportunities to learn as other students in the class do. They also felt sad because of the little support they had at home; they missed having time with their parents and felt they were less intelligent and less capable than others.

Additionally, a test Adapted from Aida (1994) and Horwitz et al. (1986), was applied to see how feelings of apprehension and anxiety were affecting tenth grade students. (appendix 14) Horwitz (1986, p.127) states that, “Anxious students may avoid studying and in some cases skip class entirely in an effort to alleviate their anxiety”, such demotivation would probably make 10th grade students give up easily when they have to: 1) face situations when they do not feel confident enough, 2) solve tasks they find difficult in the English class or 3) choose to work other subjects they find easier or more attractive.

According to the results (appendix 15), the researcher could clearly see that about 40 % of the students agreed that speaking in English in front of others made them feel worried, nervous or embarrassed in some degree, a 20% of them strongly agreed that feelings of apprehension and uneasiness were also presented and that this situation affected them to express orally; apart from this, another 20% of tenth grade students manifested in their answers that they, neither
agreed nor disagreed with the premises. On the other hand, a 15% of the students disagreed and a final 5% strongly disagreed with the fact that they had been affected by feelings of anxiety in their English classes.

Due to the explained situation, the researcher considered relevant to develop oral activities like presentations, debates and discussions, to get the most of the students and encourage their oral communicative abilities. EFL students must acquire a good command of the four skills according to the level or grade they are, as it is established in the English school program. They can also put into practice most of these language skills on their own. However, there is one skill that no person can practice by himself: it is speaking, which demands interaction. Essberger (2007)

All the above reasons gave the researcher arguments to plan and make the necessary changes in the class to provide students with the appropriate scenario to develop their speaking skills, and as Oxford (1999) stated, “create various opportunities for classroom success in using spoken English to boost students´ self-confidence”.

Based on the previous information and other theories of important researchers like MacIntyre, Price, Piniel, and Horwitz, and all the information collected from instruments and the researcher’s teaching experience, the research problem can be described in the following way “10th grade students at Ricaurte School show very poor oral production in the English class and it is, in many ways, due to lack of students´ self-confidence, feelings of apprehension and anxiety ”. As a result, it is clearly seen, the need to increase self-confidence to enrich and promote students´ English oral production.
The **Scientific question** of the project is “What is the impact of increasing self-confidence to promote English oral production in tenth grade students at Ricaurte School?” the **Object of study** is “English oral production”, and in the **field of action** is the “Affective domain in the English oral production”.

The **Main objective** of this research is **to promote students’ English oral production through the increasing of their self-confidence**.

The **specific objectives** are: 1) to build the theoretical framework to support the research study, and 2) to look for and apply strategies to increase self-confidence in the English class.

As tasks for every specific objective, the researcher will take in consideration some theories to support this research project, and will do some self-confident activities to get the most of the students.

**Scientific tasks:**

1) Application, systematization and analysis of the collected data due to validate the problem.
2) identification of the main theoretical foundations of:
   a) English oral language learning
   b) self-confidence.
3) Design, application and evaluation of the proposal to offer a solution to the need found.

This is an action research following Cohen and Manion (1985). It starts with the identification of the problem in a real context. (**Thematic worry**), once the problem has been identified a process of **planning** begins. Procedures, materials, timing, instruments and related aspects are defined. Now is time for **action**, procedures are followed and data is collected. Simultaneously the process of **observation**, interpreting the data and providing feedback it is done; observation leads to **reflection**. This step is done in all the study and it is a continuous and cyclical process that permits to transform the reality of the context where the research takes place.
Regarding the organization of this thesis, there is an introduction that contains the context and the problem statement (thematic worry), and three chapters (planning). Chapter 1 shows the main theoretical construct that supports the research project; in chapter 2 (action), the researcher focuses on the design, implementation, and the evaluation of a pedagogical proposal with a school group (observation); and in chapter 3, the conclusion and the main findings and recommendations are found. (Reflection)
1. THEORETICAL FRAMEWORK

This chapter considers the three domains or categories of learning developed by Benjamin Bloom and a group of educational psychologists that support this research work. They are: the affective (students’ self-confidence), the cognitive (the process of learning a foreign learning), and the psychomotor domain.

Those categories are considered by educators as attitude, knowledge and skills, which is the taxonomy of learning behaviors or “the goals of the learning process”. In the 1990’s Lorin Anderson (a former student of Bloom) and a new group of cognitive psychologists updated the Bloom’s taxonomy to reflect relevance to 21st century skills. The new taxonomy is much more useful in language instruction. This work does not goes deep on legal considerations because the focus is on the pedagogical aspect of the learning process.

The new revised version of the Bloom’s taxonomy that was almost 60 years old, is represented in a pyramid (fig.1) that shows that the skills are not a hierarchy, but are interrelated and dependent on each other to function most efficiently. This revised taxonomy is even more applicable to foreign language learning and teaching and it shows that creating language is dependent on understanding.

The new Bloom’s taxonomy is the most recent adaptation and is the redefined work of Bloom in 2000-01. That one is labeled Anderson and Krathwohl. The group redefining Bloom’s original concepts, worked from 1995-2000. Revisions were published in 2001, surprisingly there are still educators who have never heard of Anderson and Krathwohl or their important revisions to Bloom’s Taxonomy (fig.7) In the United States, from the late 1950s into the early 1970s, there were attempts to take apart and classify the varied domains of human learning – cognitive
(knowing, or head), affective (feelings, or heart) and psychomotor (doing, or kinesthetic, tactile, haptic or hand/body). The cognitive domain in language learning and the affective side are going to be studied in this research project, and just a short reference to psychomotor type of learning which deals with body language is considered.

BLOOM’S REVISED TAXONOMY

**Creating:** Generating new ideas, products, or ways of viewing things.

Designing, constructing, planning, producing, inventing.

**Evaluating:** Justifying a decision or course of action.

Checking, hypothesizing, critiquing, experimenting, judging.

**Analysing:** Breaking information into parts to explore understandings and relationships.

Comparing, organizing, deconstructing, interrogating, finding.

**Applying:** Using information in another familiar situation.

Implementing, carrying out, using, executing.

**Understanding:** Explaining ideas or concepts.

Interpreting, summarizing, paraphrasing, classifying, explaining.

**Remembering:** Recalling information.

Recognizing, listing, describing, retrieving, naming, finding.

![Diagram 1.1, Wilson, Leslie O. 2001]
From the above three categories of the learning process, the affective domain and the fact that it is related to emotions and students’ self-confidence, made the researcher realize that it should be deeply studied to try to understand why tenth grade students got really nervous, terrified, and reluctant to speak English in public at the time to participate in oral activities and communicate with the teacher and other students.

Moreover, there are many causes that affect foreign language learning oral production, which have interested psychologists, educators and linguistics for long time. Eunhee Han (2007) states that one of the crucial obstacles for EFL students’ academic success is oral skills for class participation. Oral participation and the contribution of ideas involve not only information to be disseminated, but diligent practice for presenting the information in an easy and understandable way; this process almost always creates great stress for the students.

Apart from the above aspect, students also tend to use L1 in the classroom or they constantly use code – switching, according to Hammer (1998, p131) “this is an entirely natural thing to do when they are learning a foreign language. Students use translation almost without thinking about it, particularly at elementary and intermediate levels”. During class interventions, students seem to be adapting their speech to the present context or situation in order to add sense and shape to what they say “this is because they are trying to make sense of a new linguistic and conceptual world through the linguistic world they are familiar with” (Eldridge, 1996, p.380).

Additionally, those manifestations where students insist on using their first language and seem to forget that the objective of the English class time is to use the foreign language, are so common in class, in spite of the fact that “code switching has been seen by some members of the ELT community as a negative and undesirable behavior, or as a failure to use the target
language, or unwillingness to do so” (Eldridge, 1996, p.303). In EFL contexts like the one where this study is set, the students share the same L1 (Spanish) and they are encouraged to only use English inside the classroom. The intention of the teacher is to make students increase their communicative competence.

According to Nation (2000) “teachers can create recalling and sharing-experience opportunities for students to make use of their background knowledge and experiences in doing the tasks” to reach this, plenty time was invested to pre-teach oral skills and strategies in preparing students for communicative tasks. After revising some theories and previous researches, oral projects presentations, among other activities, seem to provide the space the students need to express themselves, share information and interact with others.

The researcher found Essberger (2004) oral presentations very useful and adapted them to implement oral projects in the classroom to encourage students to practice their oral English and speak spontaneously.

According to Essberger (2004), the oral presentation has the following advantages:

- it gives the presenting student a good opportunity to practice unaided speaking
- it gives the other students good listening practice
- it increases the presenting student's confidence when using English
- it can be good practice for the real situation for those students who may actually need to give presentations in English in their professional lives
- it is an excellent generator of spontaneous discussion.
Taking into account the above literature, and with the fact that when students had to communicate in oral way to make dialogues and presentations as part of the regular evaluations, they had great difficulties to do it and adduced to be really nervous and not ready to do it. The oral projects are a strategy to give students a chance to participate more actively in class activities where they have to use their listening and speaking skills and, in that way, let them have a different perception of what is taught in class. Although, this kind of class participation made FL students “show or express their inhibition in class due to a general lack of confidence in their speaking skills” Ferris, (1998). What is more, that time when they are exposed in front of others, make them feel they are being judge and criticized.

In short, language learning is a complex process (Young, 1999) and it is influenced by cognitive and affective factors which constitute the main source of individual differences in foreign language learning (Tallon,2009) and teachers make a great effort to make students accomplish the academic achievements proposed at the beginning of the school year, however, as it can be seen in Bloom’s Taxonomy of Learning Domains, the most important domains in language learning education are the cognitive and affective.

At national level, the researcher highlighted some more recent studies that could explain in a better way this situation in Colombia: Zapata (2007) conducted a case study with first semester students in an English language teaching program in Colombia. Findings revealed that anxiety is one of the factors affecting students’ oral participation and is caused by internal and external factors. Internal factors such as self-esteem, motivation, introversion and extroversion, lack of vocabulary, beliefs, ability to take risk; and internal factors such as methodology and interaction. The findings concluded that anxiety affects oral competences of language students.
Similarly, Mendoza (2007) conducted a case study in a public high school with 6th grade students who showed symptoms of anxiety in specific situations as conversations, role plays and oral participation or any other oral activity. Findings showed that students felt anxiety and nervousness symptoms during oral activity participation. It was also found that when they participated they felt external factors such as sweating hands, movement of a leg or a hand on the chair, or an inability to move and recently a research study was done in a high school institution with 4th semester students from a public university in Colombia in order to identify what affects their participation and interaction in class. In this study, also revealed that oral presentations and participation in front of large audiences and the teacher were the communicative activity which aroused the most anxiety. Castrillon (2010) found that there are different learners’ factors that may influence participation in a classroom such as unwillingness to participate and fear of making mistakes in front of their classmates.

In addition, Urrutia and Vega (2010) found that oral participation of foreign language learners was affected by their lack of vocabulary, shyness, and fear of being humiliated. Also, this study showed that students’ cooperation, involvement, self-confidence, knowledge of vocabulary and the class environment motivated them to improve their speaking abilities.

1.1 THE AFECTIVE DOMAIN AND THE PROCCESS OF LEARNING A FOREIGN LANGUAGE.

Among the four language skills (writing, reading, listening and speaking), the achievement of oral performance is thought to be highly correlated with people’s self-confidence. Foreign language learners can not speak the language or express themselves freely and fluently without some degree of self-confidence (Brown, 1994).
Developing learners oral communicate skills is one of the most challenging tasks in language teaching. The practice of different communicative activities and the enhancement of self-confidence are essential factors that determine learners’ willingness to participate in oral activities in language classrooms, as Yashima, Zenuck-Nishide, & Shimizu (2004) claimed. In other words, we can say that where there is self-confidence, good preparation and knowledge about the topic, there will be good oral communication.

Learning a foreign language is both a fascinating and challenging enterprise, because it involves a wide range of variables from neurological to psychological, cognitive and affective. The affective domain according to Krathwohl and Masia (1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms and attitudes. In the same way, Brown (2000) and Skehan (1989) state that it is the emotional side of human behavior and it involves a variety of personality aspects such as emotion, motivation, attitude, anxiety, personality and self-confidence.

The affective factors constitute the main source of individual differences in foreign language learning (Tallon, 2009). This aspect is very important to take into account in the teaching practice especially in public schools where teachers have to deal with all those emotions presented in their groups and more if they are large ones. Traditionally, lessons planning in schools are tight to the each school curriculum, and the goal is to cover all those subjects included and have students learn them. However, Teachers should not assume that the class prepared by them, and where only cognitive contents are considered, would accomplish all the students´ needs. That is the reason why the lesson plans teachers prepare to develop their classes should not only include the cognitive aspects, but also the affective domain that deals with the
inclusion of those activities intended to enhance the students self-confidence to make them take a more active role in the class.

Self-confidence is a crucial topic for the building of this research project; it is similar to self-esteem, as both shares a common emphasis on the individual’s perception of his or her abilities as a person (Dörnyei, 2005, p.211). Self-confidence is also a personal factor that plays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without this affective variable. Brown, 1994, Huitt, 2004 & Khodadad, 2003, cited in Hayti 2008.

Additionally, when there is a low level of self-esteem, which is the affective component of self-confidence, the learning of a foreign language is greatly affected, due to the relationships between the learner and the big challenge that is learning another language that make them feel unable to “be themselves” when speaking a new language. What is more, “learners suffer from uncertainty, insecurity, fear and social distance”. (Rubio, 2007, p.7) for not accomplishing in the class what is expected from them by teachers and other peers.

What is more, Brown, (1994), Dornyei, (2005) p.87 and Harris (2009), agreed with the above information in the sense that “students lack of confidence is a particularly sensitive area in primary/second school learning because students are in the developmental age and doubts and worries about oneself are more common feelings than confidence or pride, which emerge from the accumulation of inter and intrapersonal experiences”. Tenth grade students are between the age of 15 and 16 and they are constantly affected for problems related with bullying, violence, and isolation, they easily lose interest for things and that greatly affect their studies.
As EFL teacher in public schools, the researcher has noticed that those students Many authors agree that the most important factors related to self-confidence are: (1) Personal experiences: successful experiences increase the development of high self-confidence, while the experiences of failure have the opposite effect, (2) Social messages received from others: community, home, school, and peers are important for self-confidence growth. (Sending positive messages for others is thought to be detrimental to the development of high self-confidence of those students with low self-confidence, whereas exposure to negative messages decreases the level of self-confidence) (Glenda & Anstey, 1990; Pierce et al., 1989; Brockner, 1988; Bandura, 1982).

in tenth grade with high self-esteem have a better disposition and willingness to participate in classroom activities and get involved in their learning in a higher level than students with low self-esteem, as a consequence, these outgoing students learn English much easier. "Presumably, the person with high self-esteem is able to reach out beyond himself more freely, to be less inhibited, and because of his ego strength, to make the necessary mistakes involved in language learning with less threat to his ego" Brown, (1977)

On the other hand, students with low self-esteem are excessively fearful and timid, they are unable to make decisions concerning with learning activities and group work, they expect failure and are reluctant to express opinions. Coppersmith (1967) stated that students’ self-esteem, largely depend on their past experiences, positive or negative they have had in their environment, and how they see themselves and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy.

Furthermore, studies show that children constantly examine their self-image and ideal image for the feedback they receive from “the significant others” in their lives, that does not refer only
to their loved ones; it includes all of those people with whom they interact who matter to them, and when there is little contact with them, children are exposed to whatever influences available. Parents and family members are the first significant others to affect the child at home, then, at school, teachers, the peer group and the community also role models (sport coaches, sporting celebrities, etc.). (Thompson, 1994, p.12). Besides that, O’Brien (1990) suggests that “any program established to work at enhancing children’s self-esteem needs to provide a non-threatening environment so that whatever sense of control they already possess is not immediately eliminated”. As far as the researcher considers that “safe environment” include a lot of aspects that especially deals with the affective domain of learning like values, motivation, attitudes, stereotypes and feelings. Teachers can increase their effectiveness by considering the affective domain in planning courses, delivering lectures and activities, and assessing students’ learning.

Arnold (1999) as many other authors refer to the importance of affect in the foreign language learning classroom, she stresses “the importance of focusing on what is happening inside the learner rather than on other external elements in order to achieve goals for language learning, pointing out the importance of beliefs for the learning process”. James (1890), White (1959), Coopersmith (1959) and (1967), Rosenberg (1965) and (1979), Branden (1969) and (1994), and Mruk (2006) have been the main contributors to the development of the theoretical concept of Self-esteem.

Self–confidence is the learner’s belief that they are capable to achieve the assigned tasks; this capability is the indicating factor of their success in accomplishing the task. Brown, (2000) also lists the application of self-confidence in instruction using these following steps: First, ample
verbal and nonverbal assurances are given to students. It would help a student to hear a teacher to affirm a belief in the students’ ability. Second, a series of techniques from easier to more difficult are prepared by teachers who are called on to sustain self-confidence where it already exists and to build it up where it does not.

To conclude, students’ self-confidence involves judgments and evaluations about one’s own value and worth and it is highly correlated with feelings of anxiety, that although is not necessarily a bad thing since a certain amount of anxiety can drive students in the quest to learn a language, it is also consider a negative affective variable which prevent learners from successfully learning a foreign language, because learners become nervous and afraid , which contribute to poor aural /oral performance in the classroom. On the other hand, high self-confidence can be positively correlated with oral performance (Heyde, 1979).

1.2 THE COGNITIVE DOMAIN AND THE PROCESS OF LEARNING A FOREIGN LANGUAGE

The cognitive domain of learning relates to the learner’s knowledge and the development of intellectual abilities and skills. As it is stated in Bloom, Engelhart, Furst, Hill, & Krathwohl, “Cognitive is the scientific term for the process of thought, and it is related to the learner’s knowledge, comprehension, application, analysis, synthesis, and evaluation”. In Bloom’s cognitive domain the students’ thinking behaviors are classified into six increasingly complex levels during the process of learning, beginning with the knowledge at the first basic level, then students’ progress cognitively to the levels of comprehension, application, analysis, synthesis and then at the highest level of complexity is evaluation.
The affective side of learning is not in opposition to the cognitive side. In this sense, Janet Arnold (1999) states that when both are used together, the learning process can be built on a firmer foundation. Regarding this aspect, Brown, (2011) states that “perhaps the school curriculum should lessen (although not eliminate altogether) its focus on the cognitive and increases its focus on the affective domain.” He also thinks that students tend to forget a great deal of what they learn and much of what they remember becomes outdated and irrelevant in anyway. The values and personal characteristics such as self-esteem, confidence, compassion, and empathy remains with them.

Learning is to build any type of knowledge and to develop skills and it is perhaps the most important function challenge in human beings. Many psychologists have attempted to define the learning process and have proposed theories on how humans learn. However, they have been unable to account for all the mental processes involved as there are different types of human learning (Brown, 2007, p.99). Learning is a complex concept which involves the processes of perception, acquisition, retention and the subsequent organization of retained information to facilitate recall at a later time. These are essential in the acquisition and internalization of a language (Brown, 2007, p.8).

Additionally, the process of learning a foreign language is considered as a long and complex procedure where apart from the process followed, we must consider some variables like: learning styles, learner’s individual characteristics and learning strategies which are all interrelated. (Adapted from Brown, 2006, p.57). English has become a global language and one of the most important means of communication in a changing world where mass communication and internet demand good knowledge of spoken English and it is one of the most important skills to be developed.
Regarding Colombian public schools, it is well known that students face a reality where they have few opportunities to practice English outside the classroom; as a result, they are not able to communicate in English fluently. Consequently, the necessity to increase oral production in foreign language students in national and local public schools is peremptory in order to accomplish with new educational dispositions, but the question is how to do it in that context and what are the most appropriate methods to enhance the speaking skills of tenth grade students at Ricaurte School, and also to find out the reasons why the students’ unwillingness to communicate orally and the ways to overcome the language barrier.

Among the many reasons to take into consideration when learning English as a foreign language, one might be the lack of confidence about making errors at the time to communicate orally and interact with others (Trent, 2009). That is the case of most 10th grade students at Ricaurte School, they are not confident enough in their ability to learn to speak and teachers must help them overcome their reluctance to do it.

To change the above problem, speaking skills must be reinforced in tenth grade students, since these abilities are at the center of the whole learning process because in the spoken performance it is reflected the students’ personality, self-image, their knowledge of the world, and their ability to reason and express thoughts. Luoma (2004) presents it clearly when she says “Learning a foreign language implies for learners to master the sounds of the language system, have access to appropriate vocabulary, be able to put words together intelligibly with minimal hesitation, maintain a fluent relationship and achieve communicative goals, the students must understand what is being said to them”.

Regarding speaking effectiveness, Shumin (1997) pointed out a number of elements involved, including listening skills, sociocultural factors, affective factors, and other linguistic and
sociolinguistic competences such as grammatical, discourse, sociolinguistic, and strategic competence. Grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency, which, in turn, develops confidence in communication.

Studies on oral production agree that mastering a foreign language involves speaking it with complexity, fluency and accuracy (Skehan, 1996, 1998; Bygate, 2001b; Fortkamp, 2000, & D'ely, 2004, 2006). From the three aspects considered before, fluency is the one specially studied in this project, as it is the one students need more.

The speaking ability is defined by many language specialists as the measure of the knowing of a language and the fluency is the ability to converse with others. In general, the ability of speaking includes three areas of language: 1) Mechanics (pronunciation, grammar, and vocabulary); using the right words in the right order with the correct pronunciation, 2) Functions: transaction or information exchange and, interaction or building relationships: knowing when clarity of message is essential, and 3) Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason (Stovall, 1998).

According to Hymes (1972), communicative competence includes four components: Linguistic, sociolinguistic, discourse, and strategic competence, and they are as follows:

- Linguistic competence is the knowledge of the language code, i.e. its grammar and vocabulary, and also the convention of its written representation (script and orthography)
• Sociolinguistic competence is the knowledge of sociocultural rules of use, i.e. knowing how to use and respond to language appropriately.

• Discourse competence is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively.

• Strategy competency is the ability to recognize and repair communication breakdowns before, during, or after they occur.

Out of the four language skills, the achievement of oral performance is highly correlated with self-confidence. For that reason, to develop fluency in foreign language learning, learners cannot speak the language or express themselves freely and fluently with some degree of confidence as Brown (1994) points out. Additionally, Luoma (2004) states that our personality, our self-image, our knowledge of the world and our ability to reasoning and to express our thoughts are all reflected in our spoken performance. This takes us back to what is needed in the group of students that are part of this study. Students with rather good linguistic abilities and certain amount of vocabulary, but with little confidence at the time to present some information in oral way or interact face to face with others in English. Students must understand what is being said to them, and be able to respond appropriately to achieve their communicative goals.

According to Hartmann and Stork, (1976) fluency can be defined as follows: “a person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed” that means not only presenting some information, but also having the ability to interact and discuss with others according to the English level they have at this stage.
In the same direction, Fillmore (1979) proposed that fluency includes the abilities to: fill time with talk, talk in coherent, reasoned and semantically sentences, have appropriate things to say in a wide range of contexts and be creative and imaginative in using the language. In this way, fluency is more related to oral production, which is the goal of this research project with tenth grade students at Ricaurte School. Brumfit (1984, p.56) states that fluency means, “To be regarded as natural language use” he also pointed out that Filmore’s four kinds of fluency are related to four characteristics: Speed and continuity, coherence, context-sensitivity and creativity. Brumfit further argued that the characteristics are related to four “basic sets of abilities”: psycho-motor, cognitive, affective, and aesthetic.

Richard, Platt, and Weber (1985, p.108) defined fluency as follows: “the features which give speech the qualities of being natural and normal, including native-like use of pausing, intonation, stress, rate of speaking, and use of interjections and interruptions. They also point out that in second and foreign language learning, fluency is used to identify a person’s level of communication proficiency, including the following abilities:

- Produce written and spoken language with ease.
- Speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
- Communicate ideas effectively.
- Produce continuous speech without causing comprehension difficulties or a breakdown of communication. (Richards et al, 1985, p.108-109)

Researchers like Brown, J. D. (1995a, p 6) also agrees that fluency is not just an ability that students either have o do not have, but they say that it is something that students acquire by
steady degrees. However, it is accepted that students can attain some degree of fluency even during the earliest stages of study, this means that they should be gradually acquainted with the linguistic tools, choices, and strategies they will need to communicate fluently regardless the level of language proficiency they may have at the moment.

Furthermore, fluency development cannot be taught in the traditional sense of that word. No doubt we can expand students’ knowledge of linguistic choices, tools, and strategies, but sooner or later, we must recognize that fluency development is different from other kinds of teaching. Fluency development means being willing to let go, being willing to allow the students do the work, being willing to set up situations in which fluency will develop, and then being willing to simply encourage communication. Brown, J. D. (1995a)

To conclude, language learners with lack of confidence in their ability to participate successfully in oral interaction, often listen in silence while others talk. Instructors can help students develop their speaking ability by making them aware of the scripts for different situations, so that they can predict what they will hear and what they will need to say in response. Besides that, teachers can use six approaches that will promote fluency: (a) encourage students to go ahead and make constructive errors, (b) create many opportunities for students to practice, (c) create activities that force students to focus on getting a message across, (d) assess students fluency not their accuracy, and (e) talk openly to the students about fluency. Brown (1996). It is interesting to see how these actions encourage students to take part in speaking activities where they have to interact with others, be part of a group discussion, or while watching a video, all in a friendly atmosphere and without the pressure of being evaluated or judge.
1.3 THE PSYCHOMOTOR DOMAIN AND THE FOREIGN LANGUAGE LEARNING

The psychomotor factors (new Bloom’s taxonomy in 2000-01) deal with the manual or physical skills. This domain includes physical movement, coordination, and use of the motor skill areas. Developing these skills requires practice and it is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

- Perception (awareness): is the ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.

- Set (readiness to act): It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).

- Guided response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.

- Mechanism (basic proficiency): This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.

- Complex overt response (expert): The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy.
-Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.

-Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.

The psychomotor domain of learning would be useful for the development of curriculum materials and as a basis for the evaluation of educational outcomes. The psychomotor domain has relevance for educational in general as well as for such areas of specialization as industrial education, agriculture, home economics, music, art and physical education. This domain is not part of this study because it falls under the utilizing of motor skills and how to coordinate them, and not with the linguistic abilities needed to learn a foreign language.

On the other hand, following the initial work of Bloom’s taxonomy, Harrow and Simpson published two separated studies in 1972 of the psychomotor domain of learning. Harrow’s version is particularly useful if skills which are intended to express, convey and/or influence feelings are developed, because it’s final level specifically addresses the transaction of bodily activities (movement, communication, body language, etc.) into conveying feelings and emotions, including the effect on others. For example, public speaking, training itself, and high-level presentation skills.

The Harrow Model (1972) specifically implies emotional influence on others within the most expert level of bodily control, and would be perhaps more useful for the development of adult public speaking or artistic performance skills than Simpson's model, because the Harrow’s model focuses on the translation of physical and bodily activity into meaningful expression.
The psychomotor domain incorporates both cognitive “mental processes” and affective “emotional elements” and places them into a physical state of motion. There are four elements of this domain: gross motor skills, fine motor skills, verbal communication, and nonverbal communication.

Nonverbal communication (facial expressions, gestures, and other body language) in the classroom can produce subtle non-verbal influences, particularly in the affective domain. Positive facial expressions, eye contact, and body movement are used to project self-confidence and competence.
2. THE PROPOSAL

This pedagogical proposal included two main aspects: the Affective Domain and the Cognitive Domain in the process of learning English as a foreign language. The affective domain is the emotional side of human behavior and it is considered that this domain plays a crucial role in the learning process and specifically to promote English oral production; and the cognitive side focuses on developing oral production in English in tenth grade students at Ricaurte School.

This Pedagogical Proposal required that all tenth grade students at Ricaurte School took part in a set of Oral Projects presentations carried out in the English class, where they were expected to speak in English to communicate and to interact with their peers to improve participation in all the activities proposed to be developed in 2014 year, and to propose them to be integrated to the English program from now on. This pedagogical proposal would also contribute to help students to develop their personal and professional projects enhancing their opportunities to have a better future.

2.1 ORIGINS OF THE PROPOSAL: ACADEMIC ORAL PROJECTS IN TENTH GRADE STUDENTS AT RICAURTE SCHOOL.

In promoting oral presentations as a classroom activity, pair, small group and whole class modes are employed to encourage interactive language use, as “all learning takes places as a result of oral interaction, knowledge, therefore, is a construct to be pieced together through an active process of involvement and interaction with the environment” (Schcolnik, Kol, & Arbarbanel, 2006, p.12)

The decision to design four oral projects was to assign an oral project presentation to each school term of the academic year, as follows: first term, daily routines; second term, past
holidays; third term, life experiences; and for the fourth term, plans in the future, following the same order of the school curriculum and English program at the school.

To design the oral presentation activities, the researcher provided a classroom setting where students become engaged in collaborative learning, with students and teacher co-participation in the production of the oral presentation. The structure of the collaboration involves continuous peer review as well as feedback from the teacher.

To study the implication that the affective domain, specifically the self-confidence has in foreign language learning in 10th grade students at IED Ricaurte School, this research is framed in an educational setting in a particular group. However, the findings can be replicated or adapted to other groups because “It should be noted that the affective side of learning is not in opposition to the cognitive side. When both are used together, the learning process can be constructed on a firmer foundation”. (Arnold and Brown, 1999)

The goal of EFL oral presentations is not to have a winner or choose the ones who did the oral practice better, but to value students’ effort and participation. The oral projects are done to develop communicative skills. They are supported with audio-visual aids like posters, pictures or technology resources, and finally, as stated by Mizuki (2003, p.144). “A reason for promoting the inclusion of oral presentations in the English class concerns the development of learner autonomy rather than teacher dependent”. The development of learner autonomy places an emphasis on learner empowerment and the building of self-confidence and hands-on motivation.

A pedagogical proposal based on the developing of oral production and the increasing of self-confidence in the students made the researcher think in the fluency competence the students needed to express what they wanted at the time to accomplish their oral tasks presentation.
According to Bygate (2001b), “fluency refers to developing the capacity to use language in a real time, emphasizing meaning and taking more lexis in simple oral projects”. As it was said in the theoretical framework, Oral projects are taken in this research project as a way to encourage students to practice oral English to allow them to:

- Have a good opportunity to practice unaided speaking
- Receive good listening practice
- Increase confidence when using English
- Generate spontaneous discussions.

Harmer (2002, p.269) points out that the ability to speak fluently presupposes not only the knowledge of the language features, but also the ability to process information and language on the spot. Among the necessary elements for oral production, the researcher of this project, based on this author, considered the following aspects as the most relevant to work with tenth graders at Ricaurte School:

**Connected speech**: effective speakers of English need to be able not only to produce the individual phonemes as in saying “I have gone” but to use “the connected speech” (as in “I’ve gone”). In that way, sounds are modified (assimilation), omitted (elision), added (linking) or weakened (contractions).

**Lexis and grammar**: teacher should provide a variety of expressions for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

**Negotiation language**: effective speaking benefits from the negotiator language used to seek clarification and to show the structure of what is said. During their oral presentations, Students
often need certain phrases to ask for clarification when they are listening to someone else talking. For students, this is especially crucial. e.g.: I’m sorry. I didn’t quite catch that, I’m sorry. I didn’t understand, Could you say that again, please?

**Interacting with others:** most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

The above aspects are the ones to be reached with this pedagogical proposal, with the implementation of activities and classroom dynamics to encourage students, a **General Objective** of this proposal would be to increase self-confidence level in fifth cycle students at Ricaurte School to improve their EFL oral production and fluency to benefit their English performance.

Based on the information about the topics collected by the researcher at the beginning of the school year, and students’ interests for the oral projects presentation, a chart was made to schedule those topics in order to be presented by the students. Apart from the practice and oral reinforcement, and taking into account some activities to increase students’ self-confidence, tenth grade students had to write and read several drafts of their projects information and correct them with the teacher before the final oral presentation.

The chart with the topics for the oral projects was presented to the students in four documents, (chart 1) they expressed their opinions about what should have been changed or added according to their preferences, and a final version was agreed by teacher and students taking into consideration the English program at school and students’ needs and interests.
**CHART 1. ORAL PROJECTS PROPOSAL PLAN.**

Oral Project 1. Daily Routine.

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Schedules</td>
<td>*Power Point Presentations on schedules and daily activities.</td>
<td></td>
<td>-Our Teachers – My daily routine - British Council.</td>
</tr>
<tr>
<td>*My perfect day</td>
<td>*specific vocabulary about daily activities</td>
<td></td>
<td><a href="http://www.britishcouncil.org.hk">www.britishcouncil.org.hk</a></td>
</tr>
<tr>
<td></td>
<td>*Listening activities</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*repetition and drills on pronunciation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*voice recording reporting (cooperative)</td>
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<tr>
<td></td>
<td>Role plays</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*matching activities</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*verbs activities (bingo)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*songs</td>
<td></td>
<td></td>
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</tbody>
</table>

Oral Project 2. Past Holidays

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Holidays and free time</td>
<td>*Video</td>
<td>9 HOURS</td>
<td>-Video.”Past Tense - English with Sound and Light’</td>
</tr>
<tr>
<td>activities</td>
<td>*Power Point Presentations on schedules and daily activities.</td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=6-XNvlR_YEY">https://www.youtube.com/watch?v=6-XNvlR_YEY</a></td>
</tr>
<tr>
<td>*Biography</td>
<td>*specific vocabulary</td>
<td></td>
<td>*Holidays (handout) <a href="http://www.EFLsensei.com/">http://www.EFLsensei.com/</a></td>
</tr>
<tr>
<td>*Historical events</td>
<td>*Listening activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*repetition and drills on pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*voice recording reporting (cooperative)</td>
<td></td>
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</tr>
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<td></td>
<td>Role plays</td>
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<tr>
<td></td>
<td>*matching activities</td>
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<td></td>
<td>*verbs activities (bingo)</td>
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<td></td>
<td>*songs</td>
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</tbody>
</table>

Oral Project 3. Experiences. Third term

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>*life experiences</td>
<td>*Video</td>
<td>9 HOURS</td>
<td>-Video (1) Understanding the present perfect.</td>
</tr>
<tr>
<td>*unfinished events</td>
<td>*Power Point Presentations on schedules and daily activities.</td>
<td></td>
<td>Video (2) Present perfect for experiences.</td>
</tr>
<tr>
<td></td>
<td>*specific vocabulary</td>
<td></td>
<td>-According to the information, T and SS work on describing their life experiences</td>
</tr>
<tr>
<td></td>
<td>*Listening activities</td>
<td></td>
<td>-Video (3) Use of verbs In past participle.</td>
</tr>
<tr>
<td></td>
<td>*repetition and drills on pronunciation</td>
<td></td>
<td>-Video (4) Repetition drills video</td>
</tr>
<tr>
<td></td>
<td>*voice recording reporting (cooperative)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOPICS</td>
<td>ACTIVITIES</td>
<td>TIME</td>
<td>RESOURCES</td>
</tr>
<tr>
<td>--------</td>
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</tr>
</tbody>
</table>
| *plans and intentions *dreams and wishes *gadgets to come | *Video  
*Power Point Presentations on schedules and daily activities.  
*specific vocabulary  
*Listening activities  
*repetition and drills on pronunciation  
*voice recording  
*role plays  
*matching activities  
*verbs activities (bingo)  
*songs | 9 HOURS | Video on will & going to.  
https://www.youtube.com/watch?v=Ur3aKJyc5M | | e | will & going to. the English future tense  
https://www.youtube.com/watch?v=ALejnj--Was |

**Figure 8.** Source: The researcher.

### 2.2 PARTICIPANTS

In spite of the fact that all tenth grade students developed the activities planned in the implementation of the pedagogical proposal, only seven students with different levels of English were randomly chosen to analyze data.

Four girls: Alidis, Anais, Lina, and Astrid, and three boys: Jose Dario, Daniel, and Victor were part of the group of students, some of these students have studied in the school for more than 4 years and others come from other schools where they affirmed they did not have to participate in oral presentations (oral projects) and nor even use the English language to communicate or interact with others.
Since all of the students are under 18 years old, a previous letter was sent to their parents to let them know about the project that was taking place in the class. Aspects like interaction activities, oral projects in English, some interviews and surveys done in class, and the possibility to record them was informed to families.

At the beginning of the oral projects, a brief description of personality and the level of English of each student was done. According to the results, only two students, Alidis and Anais were set in the early production according to SOLOM Scale and the rest of the students were set at preproduction level of the same scale. Names and students information will be ensured through fictional names:

- **Alidis.** She is a 15 year old girl, she is serious, quiet, extremely responsible and dependable, Alidis is well organized and hardworking, she works steadily towards identified goals, and she can usually accomplish any task once she has set her mind to it. However, she does not like to speak up in the classroom; she has the answer, but does not dare to speak in English.

- **Jose Dario.** He is a friendly and adaptable boy, who is focused on immediate results. Living in the here-and-now, he is impatient with long explanations. He shows disposition to present and interact with others in English, but does not prepare well these tasks, so his participation is unclear.

- **Anais.** She is people oriented and fun-loving; she makes things more fun for others by her enjoyment. Anais is interested in serving others and is likely to be the center of attention in social situations. In class she raises her hand all the time to
participate and contribute to the class and in her spare time she practices with songs and shows great interest in learning.

- Daniel. He is an enthusiastic and creative boy, able to do almost anything that interests him. He gets excited by new ideas, but bored with details. He thinks it is too difficult to speak in front of others, and manifests he has been criticized and molested by his peers for his pronunciation and because he forgets what he has to say.

- Lina. She is quiet and kind. She is extremely shy and reluctant to participate in class, she is close-mouth and says she does not want to make fun of herself in front of others, her level of English is low.

- Astrid. This girl is intelligent and well informed; she values knowledge and competence and usually has little patience with inefficiency or disorganization. She is communicative and willing to participate in the oral projects but doesn’t care too much in pronunciation.

- Victor. He is a serious, sensitive and kind boy. He is not interested in leading or controlling others but is flexible, open-minded and likely to be original and creative. He does not participate too much, and when he is asked to be part of this project, he shows discomfort and reluctance to interact.

Although the researcher focused his attention on these seven students to analyze data, all the students in the class were part of the same activities.

To know a little more about 10th grade students' self-confidence and how the low levels of confidence presented in the students was affecting the oral production and their willing to
participate in the projects proposed through the school year, a qualitative interview was applied (Appendix 15). Interviews make it possible to explore about a particular topic that in this research project is to know how to build students’ self-confidence, in order to increase oral participation and interaction in the English classroom.

Qualitative interviewing tends to be flexible in process, responding to the direction in which the interviewees take the interview and perhaps adjusting the emphases in the research as a result of significant issues that emerge in the course of the interview. In a semi-structured interview, the researcher has a list of questions or fairly specific topics to be covered (Bryman, 2004). Interviewing was chosen for the current project for the following reasons: It provides the opportunity to generate rich data, language used by participants was considered essential in gaining insight into their perceptions and value, contextual and relational aspects were seen as significant to understanding others’ perceptions, and data can be generated in different ways. The goal of the researcher was to ensure flexibility in how and in what sequence questions were asked, and which areas to cover to have an insight on the matter of study. This is so that the interview can be shaped by the interviewee's own understandings as well as the researcher's interests.

This research project is situated at Ricaurte School, and takes place in the classroom during the English classes. It is a study with the aim of positively affects the English class that as it is well known, the context is very important to understand the students’ perceptions and thoughts. The purpose to conduct a qualitative interview is to use students’ conversations, discussions, and questioning to provide insight on the investigation themes. During the students’ interviews, it was also interesting to find out in what ways a student’s voice might problematize assumptions from the school perspectives, on how and why students choose their courses.
At the beginning of the study, the interview was conducted with seven tenth grade students at Ricaurte School, they were told about the reason of the interview, which was to know their opinions about the English class in aspects like participation, methodology, and how they felt being part of it. A set of 13 questions were asked to them, and it was divided in three aspects as follows:

A. Oral participation in class (3 questions),

B. Cognitive domain (4 questions)

C. Self-confidence (6 questions).

• ORAL PARTICIPATION IN THE ENGLISH CLASS.

**Question 1: Does the teacher provide you opportunities to speak English in class?**

Anais: “Yes, I have to participate in class and during the oral projects”

Daniel: “Yes, we practice pronunciation and dialogues, that promotes learning”

Lina: “Well, Little by little, we are learning in class”

Alidis: “Yes, of course, because the dialogues are fundamental to learn and to practice English”

Ivan: “Yes…in the oral projects we have to present”

Victor: “Yes, he does, and that is very important because that helps us to have good pronunciation”

Astrid: “Yes, there is a time to present the oral projects and check how we have improved”
Question 2: When do you speak English in class?

Alidis: “Every time I participate in class”

Daniel: “Only in my English classes”

Lina: “Only when the teacher asks, and during the activities”

Ivan: “When I have to…”

Anais: “When we have to answer questions”

Victor: “When the teacher asks me to read something written on the board”

Astrid: “Sometimes, among close friends. I almost never do it, because the majority doesn’t care or don’t understand”

Question 3: Do your classmates help you to develop the speaking English skill?

Ivan: “Yes”

Anais: “Yes, because when we help each other, we improve in vocabulary and pronunciation”

Daniel: “Yes, my friends explain me what I don’t understand”

Lina: “Yes, sometimes…”

Alidis: “My friends don’t help me too much, only my teacher does it all the time, and myself, because I like pop music in English”

Astrid: “I get some help when I have a doubt, so as I help others.

Victor: Sometimes…. But in general I do things by myself”
Analysis: Oral participation in the English class.

In question 1, most of the students recognized that a space is being given in class to practice speaking, and that they had had enough repetition drills to improve pronunciation, also they saw that the change of direction in the way that classes were oriented, reinforced their communication competence.

In questions 2 and 3, Ivan, Camilo, Victor and Lina, showed little interest in speaking English in class they did not speak too much in class because they said they did not feel they were capable and that they felt ashamed. On the other hand, Astrid and Anais had a different attitude and thought that although nobody cared about it, they participated in class and took into account the opportunities the teacher gave to speak in class and valued their partners help, finally Daniel and Alidis seemed to be the only ones willing to participate in class and benefit from their partner and teacher help.

According to Ellis (2008), “interaction may be defined as the discussion jointly constructed by the student and his or her peers and there are many ways in which oral interaction may be beneficial in the classroom”. Most of Tenth grade students, are willing to work in the other tasks proposed, but at the time to participate in the oral discussion in class, they are shy and reluctant to speak and if it is an interactive activity, they ended up doing the discussion in Spanish. Although, this is a natural thing in the process of acquiring a foreign language and to add sense to a new linguistic world as Harmer, p.131) and Eldridge, 1996 mentioned in the teaching and learning process)
Question 4: Are your classes full of repetitions activities, such as drills, dialogues, reciting rules and practicing patterns?

Daniel: “Yes and they are very effective to learn”

Alidis: “We have a lot of repetitions of topics until they are clear for us and oral projects”

Lina: “Yes, always, I like it”

Anais: “The use of interactive exercises helps us more than the grammar exercises”

Ivan: “Yes, we do practice a lot”

Astrid: “Actually, we have few (repetitions) we have a lot of speaking drills and grammar rules, but not so many dialogues”

Victor: “Yes, classes are dynamic and we participate in many ways”

Question 5: Are you learning vocabulary and expressions through comparison, analogy, or matching?

Anais: “Yes”

Ivan: “Yes, every day we learn some words”

Astrid: “Yes, speaking and interacting with others improve my vocabulary, because there are many words I didn’t know”

Victor: “Yes, a lot”
Lina: “Yes, I have learned, and I have participated in the activities”

Alidis: “I learn vocabulary when I practice with the lyrics of the songs I liken it”

Daniel: “No, I have never tried them (?)”

**Question 6: Do you receive any feedback from your teacher of your oral interventions?**

**How?**

Astrid: “Yes, in class we always receive help with the new vocabulary and pronunciation during the interaction with friends”

Victor: “Sometimes…!”

Alidis: “He corrects me during my presentations, and that helps me to improve”

Lina: “He does it, but not always”

Daniel: “Rarely”

Anais: “Yes, in many classes we interact with everybody and use many resources to study the subject”

Ivan: “No, never. I can do it”

**Question 7: What do you think of the oral projects?**

Anais: “The presentation of oral projects help us with the pronunciation and the accent”

Astrid: “The oral projects help us to improve pronunciation”
Victor: “I like them, because I do things I had never done before, and that help me to overcome the fear and the panic I feel…!”

Daniel: “They are interesting and it is a practical way to learn”

Ivan: “They are very meaningful”

Lina: “They are good to learn (English) and are interesting”

Alidis: “I like them, because it’s the best method to practice the English language”

Analysis: Cognitive domain.

This set of questions were included in the interview to know the students opinions about the class environment, the methodology used to introduce the topics and the practice they have before the presentation of the oral projects. Such practice includes a lot of exercises to reinforce students’ grammar skills, provide specific vocabulary and improve listening and speaking skill (pronunciation) to do the proposed oral projects.

Regarding the previous rote practice, that may be consider repetitive and boring, a cognitive issue that is very important for EFL teachers is Ausubel’s (1964) construct of meaningful learning, he distinguishes between rote learning and meaningful learning and that is relevant to all ages. Ausubel poses that “human beings have a need for meaning and very little or no need for rote, mechanistic learning that is not connected to previous knowledge and experience. Besides, Brown (1994) states that “The implications of this concept for EFL teachers is, among others that an excessive focus on rote activities (memorization by repetitions) , such as rote drills, rote dialogues, reciting rules , practicing patterns, may hinder language learning if not presented in purposeful contexts”.
In questions 4 and 5, almost all the students agreed on having a lot of rote drills, repetitions, grammar rules and practicing vocabulary through metaphor, analogies, contrast and matching exercises and the way they help them to improve and enhance their communication ability, and only two students; Astrid and Victor claimed the need for more dialogues to interact with others.

• SELF-CONFIDENCE:

A set of questions were asked to 10th grade students to know how the lack of confidence could affect their oral production and interaction among them.

**Question 8: Do you feel comfortable when you speak English in front of the class?**

Alidis: “Yes, I feel comfortable because that is something I like, and I am good on that, and they know it”

Daniel: “Sometimes (not always)”

Ivan: “No teacher, I think it’s hard because I don’t know to pronounce and they laugh at me!

Lina: “Yes, I do not feel ashamed”

Astrid: “Not much, actually, I feel really intimidated”

Anais: “Yes, because, I have a clear accent and a good vocabulary”

Victor: “Not always, because I got panicked and I don’t have a good pronunciation…!”

**Question 9: How do you prefer to present your projects, work in a group, or alone? Why?**

Camilo: “By myself, not to depend of anyone”
Anais: “I work better alone, because I don’t have limits in my work”

Daniel: “I am more confident when I work in group”

Astrid: “I feel more confident when I work in group, and it is much better”

Lina: “By myself”

Alidis: By myself, I like learning alone…”

Ivan: “In group is easier…”

Victor: “A thousand of times, by myself, because it is more comfortable and safe”

**Question 10: How do you react when you have an oral language activity in the classroom?**

Camilo; “I get a little worried to present oral projects in front of others, but I work a lot to do it”

Alidis: “I feel excited and a little anxious, since I am going to be evaluated on my pronunciation and what I have learnt”

Lina: “I prepared myself to learn and to present”

Daniel: “A little worry…! Because of the pronunciation”

Ivan: “With surprise, but we do the activity”

Astrid: “Well, if it is in group I react well, but if it is individual, I get really nervous”
Anais: “I feel O.K. to prepare my project, but really uncomfortable during the presentation because everybody looks at me..!”

Victor: “I feel really nervous, because if I am going to do it well, but then It’s normal, I felt more confident now, because I have practiced a lot “

**Question 11: Does your teacher project positive expectations and reinforce positive behavior through expressions of appreciation?**

Anais: “Yes, the teacher helps us and motivates us to strive”

Daniel: “Yes, a lot”

Lina: Yes, he is a good teacher”

Ivan: “Yes, he helps us a lot”

Alidis: “The English teacher congratulates me because I am doing well, which motivates me to keep learning the language”

Astrid: “Yes, the teacher encourages all”

Victor: “Yes, a lot, the teacher strengthen us and makes us more aware about the importance of the projects to learn English, and that is good…”

**Questions 12: How do you think other students and your teacher in class react when you make mistakes?**

Anais: “I think, the group collaborates me and we help each other”

Lina: “They laugh at me, and I laugh at them”
Daniel: “Some of them help me and correct me”

Alidis: “They sometimes laugh, but in a nice way, not to make fun of me”

Ivan: “They laugh at us, and start teasing us”

Victor: “They laugh and make fun of us during presentations

Astrid: “They laugh at me and boo a lot, and start to criticize”

**Question 13: Do you consider yourself a good English language student?**

Alidis: “Yes, I like it a lot, and I know that soon I will speak perfect English, not only English, but other languages”

Lina: “Yes, but only when I want to be”

Ivan: “Now I do it better, and we practice pronunciation

Anais: “Yes, I think so”

Daniel: “I am not good at all”

Astrid: “Yes, I am good at English”

Victor: “I think I have abilities for languages, but I have to work harder to improve speaking and listening”

**Analysis of Self-confidence:**

Self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives, according to Bandura, 1986. A growing body of evidence
suggests that one's perception of ability or self-confidence is the central mediating construct of achievement strivings (e.g., Bandura, 1977; Ericsson et al., 1993; Harter, 1978; Kuhl, 1992; Nicholls, 1984). Bandura also explains the relationships between the beliefs in one’s ability and how a person actually performs a task or a range of actions, that is called self-efficacy and it plays an important part in determining students’ general levels of self-confidence.

It is stated that self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning and that some studies claim that no language learning activities will be carried out successfully without this affective variable (Huitt, 2004&Khodadad, 2003, cited in Hayti 2008; Brown, 1994).

In questions 8, 9, 10, 11, 12 and 13 it is seen that mostly all the students need more reinforcement and assistance to overcome their fear and insecurity at the time to participate in the communicative activities. In questions 8, 9 and 10, they said they feel ashamed, inhibited and intimidated when they have to develop an oral activity un class , even though they have good preparation it is because their peers make fun of them, and they say they feel better when they are allow to present their work in groups.

In the answer for question 11, there was concern on the importance of having teacher´s support and assistance, and how well they felt when they were supported by teachers and other students because that strengthen and encourage them to strive and do a good job, also the group was in a better disposition to help and correct when it was necessary.

Concerning the class work strategy designed for students of Ricaurte School, it is important to remember that all the groups of students are between 30 to 40students that is the case of tenth grade, a group where the researcher teaches English as a foreign language. In large groups it is
important that students feel they are related to one another as individuals and not simply be considered as numbers on a list. Thus, it is doubly important in large classes to provide opportunities in which students may share their opinions, present their ideas on important issues, and point out instructions to be followed by others

According to Phillips E (1988, p.131) when students work in groups, they often feel safer and are less self-conscious and embarrassed to speak out because reporting on a group response is less threatening than giving an answer for which only the individual student is responsible. In the oral projects to be presented in class, students will be given the option to work individual or as a group, because it is also important to consider individualities and preferences at the time to present any oral task.

Students and teachers interact with their own personality, their own ways to learn and teach so, the class will operate much more gently and efficiently if at the beginning of each school term certain conventions are established. By setting a routine (a specific schedule) the teachers should guarantee (in their planning and in their performance) that students will learn by doing; that is to say, they learn to listen by listening, to speak by speaking, to read by reading, and to write by writing in real communicative situations and with different purposes. It is important to highlight that routinely activities are not normative, but they represent the opportunity for students to decide what to do with the language (reading a story, listening to a song, etc.) adapted from Smith 1978, 1982; Swain, 1985, p.248; and Chaudron, 1988, p.91.

At the very first stages of this pedagogical proposal, different strategies were implemented in order to sensibilize students through affective activities and promoting the oral projects to be part of the English class. To increase self-confidence and thereby to motivate students, it is important that the feedback provided should offer praise when appropriate, acknowledge positive
contributions, show learners how to improve and focus on comparison with student’s previous achievements rather than comparison to others in the class (Dornyei, 2001a, p.124).

What is more, to assess students ‘progress, the “Speaking grade 10th benchmark” to measure students’ speaking levels and to see, after certain time, their progress and changes in attitude, and in that way increase student self-confidence and oral production. Besides that, help students become more independent as language learners. “It is equally important to help learners attribute lack of success with lack of effort or use of inappropriate strategies rather than lack of ability.” (Dörnyei2001a, p.123).

To improve cognitive abilities, some learning strategies that could be easily introduced in class include: teaching learners how to take notes or make vocabulary records, giving them the opportunity to guess unknown words from context, encouraging learners to ask when in doubt, and short interviews to provide students to interact orally. The use of such strategies could be included in the student’s short term goals, and when learners perceive that these strategies help them complete a task more successfully, they can also improve their self-efficacy (Bandura, 1997).

To develop questions for a first interview to break the ice, and propitiate students’ interaction a technique were implemented. In the first one, each student was given a “New Identity” activity (appendix 17) The information written on the identity card may be simple or more elaborated, depending on the proficiency level of the students. For beginner students, there may be just a few categories of information: name, family, hobbies, three things they like, three things they don't like. Each student fills in the identity card with information about himself or herself. Then each student is paired-up with another student and given a blank identity card. The pair interviews each other to fill out the blank cards. The identity cards thus play a dual role. They allow
students to prepare their answers beforehand and they provide guidelines during the interview. (Klippel, 1984)

In the previous activity, the researcher allowed tenth grade students to pair up each other, but he propitiate an encounter among the seven students to monitor their progress. As stated before, the questions were based on categories for beginners, like: name, family, hobbies, things they like, things they don't like. Etc. The researcher assessed their performance in terms of fluency (fig. 2) based on the Assessment, Articulation, and Accountability, (1999, developed by Schultz and Bartz as adapted by Miller and Cole) where 5 criteria was considered as follows:

0. very many unnatural pauses, halting and fragmentary delivery
1. quite a few unnatural pauses, halting and fragmentary delivery
2. some unnatural pauses
3. few unnatural pauses
4. no unnatural pauses, almost effortless and smooth.

Figure. 2 FLUENCY.

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In the second strategy, each student writes down five to ten questions that he or she would like to be asked. The general topic of the questions may be left open, or a topic maybe
prescribed: for example, travel experiences or reading habits. Students then choose partners, exchange question sheets and interview each other using these questions. (Klippel, 1984)

The researcher assessed tenth grade students’ performance in terms of fluency (fig. 3) based on the Assessment, Articulation, and Accountability, (1999, developed by Schultz and Bartz as adapted by Miller and Cole) where 5 criteria was considered as follows:

0. very many unnatural pauses, halting and fragmentary delivery
1. quite a few unnatural pauses, halting and fragmentary delivery
2. some unnatural pauses
3. few unnatural pauses
4. no unnatural pauses, almost effortless and smooth

The researcher evidenced a little improvement in students’ fluency, and the students seemed to be more relaxed and confident, due to they already know the questions they were going to received, and probably had already thought what to answer. However, that was the real intention
of the activity. Students can gain a lot of communicative practice by regularly interviewing their classmates. The possible topics for such interviews usually revolve around personal experiences: for example eating out, keeping fit, the worst movie they have ever seen etc.

As a complement to the previous activity, the teacher assigned small groups of students to be in charge of different segments of the interview. As follow-up each group can write a summary of the information obtained in their part of the interview. When one of the participants in an interview plays the part of another person, it takes on some of the qualities of a role play.

Another very useful strategy was the activity 4/3/2 (Maurice, 1983) (Appendix 18) to build fluency in the students using the same language items. It consists in repeated talks to different partners in four minutes, three minutes and two minutes, that is a simple not graded activity done in a relaxed way and as a way to interact with others.

During the previous activity, students were using language and knowledge that were familiar to them in meaningful repetitions to different listeners. Students work in pairs and have to give their talk in less time for each repetition, so that they had to focus on the message, not the language and the aim was to promote confidence and in this way, to increase speed and reduce hesitations in the communicative act.

The right procedure is to make sure that students are suitably prepared to give their talk. Then, arrange students in pairs facing each other in a line or circle so it is easy to swap partners in an orderly way. Teacher says “Begin”, and begins timing. Student A gives their talk to student B in four minutes. (Student B is not allowed to interrupt or question, but should give non-verbal feedback that they are listening.) After four minutes, the teacher says “Change partners” – all A’s move along one seat (B’s do not need to move). The teacher says “Begin” and A gives the same
talk to a different partner, but this time in only three minutes, then, the teacher signals the last change and A gives the same talk to another different partner in only two minutes. Repeat the sequence with student B giving the talk three times.

The results obtained by the researcher were according to what was expected for this activity, which was to increase student speed and reduce their hesitations at the time to speak, that was eventually observed, since the topic chosen and the vocabulary used were already worked in previous classes, “research on this activity shows that the learners´ speed of speaking increased during the talks, and surprisingly their grammatical errors in the repeated parts of the talk decrease and they tend to use several, more complex grammatical constructions in the last of the three talks than they did in the first talk.”(Nation, 1989, p.381) The researcher observed that the students were taking advantage of the error correction made by their pairs, which made improve in every talk.

As teachers, we have to consider choosing a topic for students to speak on that they have the language and the knowledge for. This may mean pre-teaching, and this was done with the audio visual session that familiarize them with the topics, the activities, time, frequency and vocabulary to describe their own daily routine and school routine. Also we can use this activity at the end of a unit of work when we are sure students are familiar with the situation.

Another variation is the “Best recording” instead of talking to a partner, students can record themselves giving a talk. They then listen to their recording and take notes of anything they think they can improve and record again until they have their best recording (students use their own smartphones to record). This and other variations could be use later to make students talk about
their personal plans, tell a simple story about something that happened to them or someone they know, or to present an argument on a topic with reasons.

Furthermore, videos related to other people’s routines were shown in class, to give students the opportunity to listen and see what they usually do. Those videos contained questions (Wh-questions and yes – no questions) so that students could interact and take part in the class, and in this way put in practice what they have learnt and doing something they had never done in their previous English classes.

2.3 STAGES TO IMPLEMENT THE ORAL PROJECTS PROPOSAL:

In the first attempt to present some of the contents in the chart 1 on page 49 (oral projects proposal plan), two situations were evident: first, some students found it very difficult to perform the oral tasks and got really nervous and reluctant to speak in front of the class and to interact with others and second, the cultural factor. Then, some stages were followed with students in order to get them ready to start:

- **Sensibilization.** It was important to tell students about the process that was about to start and explain them that in this new stage in their learning process, only their effort, participation and willingness to participate were going to take into account. The sensibilization of the process took about two weeks, where materials and equipment were presented to get students used to the oral presentations they were going to have.

- **Design and organization of the proposal.** The first day, there was a “two hour class” section, in the school library to show tenth grade students how to use the equipment (interactive board, speakers, and laptop computer) and to show them the
support material and visual aids available at school, also to encourage them to bring additional resources like videos, power point presentations, posters, pictures and flashcards to make their presentation.

- **Application.** The whole process took six month and the researcher could cover two academic terms. Students sat down in groups of four, planning what they were going to present and the resources they were going to use. It was also time to make some questions about the whole process.

- **Evaluation.** The researcher told students about the permanent evaluation process he was going to do. Instead of grades, they were going to have comment and questions from their partners, and as a grade they would have the opportunity to self-evaluate, according to how they developed their own presentations. Besides that, a reflection would follow every project.

Consequently, there would be an appropriate use of school resources, and the students would take advantage of time in the English classes where they had to present oral projects. There was a second two “hours class” session to show students some videos about free time activities, daily routines and schedules, and Wh. and yes-no questions were made to students as a rehearsal and to get them used to the activities related to the oral projects presentations.

Some information was given to students related to how they were going to present the oral projects, and how the whole process was going to be. The first thing to do was to elicit interests from each student; these may be hobbies, professional activities, past holidays, sports, music etc. it was often seen that each student had an interest or skill that was particular to him, but of potential interest to others. Having gone a little deep into each student's mind, a bunch of interests was stored for the moment when the oral projects proposal were presented. You do not
normally need to suggest to each student what he could talk about, the subject could be anything, for example, their school activities, schedule, hobbies, holidays, etc.

Talking about time limit, long presentations were not given to the students, otherwise they might be apprehensive about the oral project to present, it must be just 5 to 10 minutes, plus 2 minutes for questions. In reality, it is far more difficult to prepare and give a 5-minute presentation than a 20-minute one. It will depend on how many students there are, the overall time available, and whether the presentations are to be given during the same lesson or over a series of lessons. It is advisable not to strictly stick to time limits, because the speaking practice and spontaneous discussion generated by presentations are so valuable, therefore would be best to be more flexible.

Preparation is the key element of any oral projects, then some proper lesson plans and sub-plans (see appendix 19.1, 19.2, 19.3, 19.4) were done to provide tenth grade students with plenty practice time, rehearsal, repetition drills and video activities to show them teenagers from other countries and famous people talking about their daily routines so that they can use them as models for their oral projects. That was intended to sensibilise students and give them enough confidence to perform their own oral projects. Students were also reminded that the objective is not to come to class, come to the front, and read a text; the objective is to speak in English with a good preparation and only key words cards should be used to remind them the outline of the oral project.

Feedback will be given to students and this should be done with tact and taken into account individual differences. A feedback form is particularly valuable when it shows the student’s progress and achievement, and it should certainly strive to ensure that overall the feedback is positive, while not avoiding important negative points that need to be worked on.
The National Bilingual program for Colombia is heading to “have citizens able to communicate in English, in a way that they can insert the country in the communication process, in the global economy and in the cultural openness, with international comparable standards”. Although, the scale and levels of the European Common Framework was adopted, it is important to relate them with the names traditionally used by teachers to denominate the diverse development levels. The Colombian Standards for Foreign languages (appendix 20) are articulated with those goals, establishing what the students must KNOW, and BE ABLE TO DO to demonstrate at B1 level, when they finish 11th grade.

The Colombian Standards in Foreign Language Skills: English is grouped into sets of degrees, so: from First to Third, Fourth to Fifth, Sixth to Seventh, Eighth to Ninth and Tenth to Eleventh that corresponds to 5th cycles and concerning to this study (appendix 21). For each grade group has been established what students should know and be able to do in the language, when finishing passing through these group degrees and has also defined the specific level of performance that is homologous with both the goals of the Ministry of Education, as the levels of the Common European Framework (CEF).p.12

The language learners’ communicative language competence is activated when performing different language activities, involving reception, production, interaction or mediation each of these types of activity is possible in oral or written form, or both. Productive activities have an important function in academic fields (oral presentations, written presentations and reports)

To create a communicative environment that allows students to produce orally. However, a hypothesis that comes up from this intention to involve student in oral projects is how increasing students self-confidence, enhance their oral production and in general a more willingness to
participate in the oral tasks. To do this, affective variables like self-confidence, self-esteem and linguistic anxiety will be discussed in this study.

**FIRST ORAL PROJECT**

In order to introduce the first Oral Project Proposal Plan, a set of questions related to videos about famous teenagers routines was developed to observe and qualify students oral intervention, vocabulary and how they tried to participate and their interest and willing to participate in the activities. To qualify the previous aspects a “Speaking grade 10th benchmark” (appendix 22) was used to measure students’ knowledge and level, and to see after certain time their progress and changes in attitude and participation.

Before presenting the first oral project, a detailed lesson plan (appendix 19.1) including cognitive and affective components was elaborated to give students the appropriate preparation and practice to do the tasks. Out of the lesson plan 19.1, three sub plans (appendixes 19.1.1-19.1.2-19.1.3) and a lesson plan for speaking (appendix 19.2.4) were designed to apply them in every session. In the first lesson plan (19.1.1), the first activity included a video about “How to become more confident?” which made students reflect about their role in the class, their values, and their right to be there and why associating with supportive people to keep their thoughts positive.

In an easy way, the video was about how to become more confident, related self-confidence with self-esteem, and mentioned ten steps to gain in that sense, they are as follow:

- Dress well
- Walk fast
• Have a good posture

• Smile often

• Be grateful for what they are.

• Praise others achievements

• Sit down in the first row

• Speak more in public and interact with others

• Do exercise

• Contribute to the world

Each one of the steps was discussed with the students in L1 because the objective was to know students’ opinions and feelings and to lead the activity as a formative one. Questions arose from those steps students found useful and interesting and they could give their opinions and suggestions. Then, there was a group discussion to promote equality, acceptance, and to stop comparing with others and do not let fear and anxiety hold them back from improving self-esteem and finally to do activities to boost self-confidence in tenth grade students at Ricaurte School.

The first lesson plan presented the topic about daily routines, and then the teacher introduces subject pronouns, some verbs related to daily activities, and some adverbs like always, sometimes, often, and never to talk about the frequency of an activity. To give students extra practice, the teacher asked them to go to the board to complete a timetable chart with their own activities. There were also a lot of repetitions to help students memorize the sentence pattern and vocabulary.
In the consolidation of the previous exercises, two activities were done. First, the teacher played some music to accompany a funny activity about passing an object and randomly chose a student to stand up and tell the whole class what he or she does every day. This activity was done to make students speak (tell and report) in a friendly and relaxed environment. Then, a third activity called “hobbies and free time” (appendix 23) was done to let students know a little more about them and how they spend their free time, a handout was given to each student, then they got together to discuss about it and fill in some questions. This activity made them see their similarities and differences regarding to hobbies and free time activities. Finally, a brief explanation was given to clarify wrong concepts that students might have and a guide sheet was assigned as homework.

In the second session (lesson 19.1.2) a warm-up activity called “Leadership line-up” (activity 4) (appendix 24) was done to build social relationships among the students, promote empowerment and work on positive identity. Then the teacher developed an activity designed to revise the previous class concepts and to retake the homework assignments. A handout was provided to each student and they were asked to work in groups (collaborative and cooperative) which was good because they had the opportunity to interact and talk about the activities they usually do.

To practice those structures seen, teacher asked students what they did on a specific day of the week and at what time, this was followed by a set of repetition drills to improve students’ pronunciation. It was a meaningful activity because students were talking about their own activities.
Teacher wrote several examples on the board, always with the students’ help, then as a practice, the teacher asked students orally Wh. questions to get information about their routines during the week and at the weekend. To consolidate the previous exercise, the teacher asked students to pair-up and ask questions to each other to promote students confidence, as they work with peers and receive help. This kind of activities help students to be more independent to do some tasks where they have to work cooperatively. It is because they are free to work with those persons they want, not only to receive some help, but to exchange some information and learnt at the same time. At the end of the session, the teacher gave a brief conclusion about the activity, praised and congratulated students for their work and commitment, and assigned homework to them.

Some aspects were concluded from the above lesson: first, students seemed to be interested in helping the teacher to complete the exercise on board, mainly because school and daily routines were all related to all of them; second, since they were not forced to work with any student, which made them feel independent and responsible for their own work; third, the exercise generated a strong necessity to cooperate with others, students were also comparing their routines and the way they spent their time.

The third session (lesson 19.1.3) started with a video activity about some teachers’ daily routines and schedules in different countries, these real routines added realism to the activity and let students know how people from other countries spend their time and help them to develop listening and speaking skills. Then, as a practice, students write their own routine using a pattern written on the board and with some blanks to be filled by the student with their own data.
To consolidate the previous lesson, the teacher presented some slides about students’ routines, and paused just before some questions about what they have done and the frequency. E.g. what does she do at 10:00 am? Students respond: she always meets her friends. Finally, the students were given some homework to enhance sentences, Wh. questions and verbs usage.

SECOND ORAL PROJECT As a reflection of the previous activity, and based on students’ participation and responses to the teacher’s questions, and when asked to interact with others and work cooperatively, the researcher realized the students’ improvement and understanding on how to use “simple present to talk about their daily routines and vocabulary related with those activities, and second, they saw their similarities and differences on how to take advantage of time, in the school and outside. Additionally, the lesson plan for speaking (appendix 19.1.4) was permanently applied to test students on their oral skills and to give them extra practice.

For the second oral project, a second lesson plan (appendix 19.2), three sub plans (appendixes 19.2.1-19.2.2-19.2.3) and a lesson plan for speaking (appendix 19.2.4) were developed by the researcher, this time students were more aware of the process and also more willing to participate, some students decided to do it in groups and share their responsibility to do a good job, while others considered that it was better to do it individually and be responsible for the results. That behavior showed me that some of them have now more self-confidence and perhaps know more about their capacities. What Is more, all of them were using the previous structures and expressions and adapting them to the new situation, which was good because in
that way they were learning more vocabulary, reinforcing structures and recycling everything they knew to build speech.

The lesson plan (appendix 19.2.1) was about past activities and last holidays. The teacher presented the topic by playing a video where a group of students in a North American school led by their teacher, talked about past activities. The teacher and the students role-played, paused and asked questions, that were answered by tenth grade students in class. From the researcher’s point of view, the students enjoyed the activity because it was related to all the actions they do in class, and as part of their school life, and they expressed that they felt identified with the people in the video, students of the same age, likes and dislikes.

Then, the teacher introduced some common time expressions for past events (yesterday, last Sunday, last ….etc.) that helped students to set their activities in the time. After that, a set of questions were written on the board, auxiliary verb “did” was introduced to questions and negative answers, and some regular e irregular verbs were given to students to be used in their answers.

As an extra practice, two general questions: “What did you do yesterday?” and “What did he/she do last Saturday?”, were asked to students, they have to answer the first question about them, and for the second question, they had a short interview with a friend and he had to report about what he or she had done. This kind of activity promotes interaction and increases oral participation. To model the activity, the teacher asked two students to come to the front of the class and had a brief interview with them, which gave students a clear idea of what they had to do. Then students started interviewing themselves and teacher assisted and monitored them with
unknown vocabulary. As a result of the activity students gained confidence to interact with others and learnt to take advantage of help received from others.

Better results were seen with the above oral exercise. To analyze it, the researcher used a Generic Speaking Rubric Developed by June Phillips (Tennessee Foreign Language Institute Assessment, Articulation, and Accountability, 1999 p142) which uses the following criteria in a scale from 0 to 5:

5 Message clearly communicated. Vocabulary control good. Able to circumlocute when necessary. Grammar correct in areas studies. No major patterns of weakness

4 Message almost entirely understood. Appropriate use of vocabulary. Grammar generally accurate with some minor errors. Lacks some words, may have to repeat some ideas to clarify.

3 Generally comprehensible. Gropes for vocabulary at times. Problems with any but basic structures. Message carried primarily by lexicon (vocabulary).

2 Miscommunicates often. Depends on listener for clarification. Puts across some ideas, but with difficulty.

1 Communicates barely. Great difficulty with structures. Most sentences are fractured and rendered by words rather than structures.

0 No show, no speech, no effort.
Like in previous analysis in this research projects, the seven students who were randomly chosen by the researcher, are taken into account to evaluate their performance and results are shown in a chart (fig 4)

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Figure 4 Generic Speaking Rubric results

To consolidate the above activity, as an affective component, the “Me-Bag” activity was done, in this exercise the teacher asked students to bring a ‘Me-Bag’ with 1 or 2 objects that had a special meaning to them and to be displayed on an ‘interest table’. Then, students took turns to speak about them, so everyone knew things about the rest of the group. This activity increased students’ confidence and values, as they have the opportunity to talk about those objects and why they were important for them and at the same time, recall significant moments to share with their classmates.

To know about students’ confidence and how it had grown, the researcher made students some questions based on the “Self-confidence questionnaire”, in the appendix 10 (adapted by Horwitz, M. B., & Cope, J. (1986). FLCAS (Foreign Language Classroom Anxiety Scale) survey), before questions like: Can you learn to speak English? Are you a good student? Are you important for the group?: Do you feel now less shy speaking English to your classmates?: Do
you think that you will speak English well some day?, and do you think you will get a 5 in this class?, students tended to agree more and trust more on themselves and their capabilities.

As a reflection of the process followed with tenth grade students, One thing was clear for the researcher, and it was that there was a more comfortable environment to work in the classroom, students were taking the initiative to ask and to participate in English, as a result, other students who did not use to participate, were motivated and supported by their peers.

As a conclusion, the teacher made some comments about the activity and the class in general, outlined the importance of communication with others to share past experiences and in that way get to know each other better. Also a correction of the most common mistakes was done, telling students about the importance of mistakes when learning a foreign language. The most common mistakes dealt with verbs usage (verbs in past regular and irregular and the corresponding auxiliary verb “did”) finally, as homework, a guide was submitted to practice Wh questions and verbs usage.

In the second lesson, (19.2.2) a warm-up activity called “Mini-Scavenger hunt” (Appendix 25) was done to support and Empower students’ social competencies, build relationships, and promote cooperative work. In the activity, students were asked to group in fours, and a list of objects to collect was given to them. They had a time limit to collect everything to be the winner. Then, a video about past tense (English with sound and lights) was shown to reinforce simple past, make Wh. Questions, and introduce verbs related to school activities.

To improve writing skills, a set of Wh questions were written on the board and students were asked to come to the board to write the answers (they were warned not to repeat the verbs in their
answers) this was done to increase participation and production, and to add fun to the lesson so that the students can enjoy and be confident while learning.

To consolidate the above activity, an active game was played to give students time to interact and know more about each other. The game “Talking about me” (appendix 26) required students to reunite in groups of four or five to answer questions on a copy of a board; they used a dice to take turns to answer. This activity was funny and allowed them to reinforce their sense of identity and to remember positive things about themselves, and even more when they talked about themselves to others.

In the last 5 minutes in class, the teacher corrected some common mistakes like the use of verbs, auxiliary, and to use time expression to set a specific time in the past, when talking about past events and activities, and asked students about how they had felt in the activity; to this question, students expressed that they felt good because it was a game, it was funny to remember good moments they had spent with their classmates, and because they worked together. Remembering positive things about ourselves reinforce our sense of identity, and even more when we talk about them to others. One comfortable way to do this is in the context of a game and as stated by Krashen, 1981, “building up their confidence is therefore of the essence because it is one of the key affective domains facilitating language learners’ spoken production”

In the third session, the lesson plan 19.2.3 was carried out with tenth grade students; they were motivated as this plan was going to give them tools to prepare the second oral project. At the begging of the first class, a video was presented to introduce “My best holiday” which was the topic students had to prepare. In the video, several people talked about their best holiday, and there were a set of Wh. questions all related to what they had done last vacation, e.g. where did
you go? How did you go? What did you do? Did you buy any souvenir? etc. this activity provided students with a lot of verbs in past related to leisure activities and holidays and time expression like “yesterday, last week, last month, last year etc. to set a specific time in the past.

As a complement to practice on writing, ten questions related to their past holidays were written on the board, then students had to answer them, this time the activity was done in groups as they wanted, they were free to ask their peers and teacher about their doubts (collaborative and cooperative).

The consolidation of the previous activity allowed teacher and students to interact with each other, since questions were randomly done to make students ask and answer for specific information, the environment was as friendly as possible and students kept helping each other. Besides that, activity No. 7 “holidays” (Appendix 27) was done to reinforce what was taught before. In that activity, five questions related to holidays, had to be answered by the students, a handout was given to each student to be answered and discussed. Most students coincided about the places they visited, so it was a good opportunity to share experiences and remember good moments. As usual, a feedback on the activity was done, and the teacher corrected some wrong answers and checked pronunciation on new vocabulary and verbs in simple past.

The previous activity generated more discussion, as students found it relevant and meaningful because they remembered things they did in the past with classmates they had been studying for several years, and they recalled experiences they had lived with student that had already left school.

Cognitively, good changes have been seen in tenth grade students, since they had to plan and write their own project, read a lot of information when they were doing the research and a lot of
practice was done in listening and speaking. Students still make a lot of grammar mistakes, lack of vocabulary, and they also have a lot of pronunciation and fluency problems to correct. However, they are now less reluctant to speak and interact with others, which make those problems mentioned before less traumatic at the time to convey meaning, to analyze the last exercise, the researcher used the Generic Speaking Rubric Developed by June Phillips (Tennessee Foreign Language Institute Assessment, Articulation, and Accountability, 1999 p142) which uses the following criteria in a scale from 0 to 5:

5 Message clearly communicated. Vocabulary control good. Able to circumlocute when necessary. Grammar correct in areas studies. No major patterns of weakness

4 Message almost entirely understood. Appropriate use of vocabulary. Grammar generally accurate with some minor errors. Lacks some words, may have to repeat some ideas to clarify.

3 Generally comprehensible. Gropes for vocabulary at times. Problems with any but basic structures. Message carried primarily by lexicon (vocabulary).

2 Miscommunicates often. Depends on listener for clarification. Puts across some ideas, but with difficulty.

1 Communicates barely. Great difficulty with structures. Most sentences are fractured and rendered by words rather than structures.

0 No show, no speech, no effort.

Like in previous analyzes in this research project, seven students’ performances were considered by the researcher as seen in the chart. (Fig 5)
After analyzing the data obtained, the researcher concluded that the best way to build students confidence is through activities when they have to share positive experiences and moments, and in that way, students are more willing to speak in a foreign language. “Effective teachers create learning atmospheres which are cognitively and affectively expanding; learning atmospheres which enable the learner to become a more adequate and knowledgeable person” (Pine & Boy, 1977, p3).

2.4 EVALUATION OF THE PROPOSAL.

To evaluate this pedagogical proposal, a lesson plan checklist (Scrivener, Jim, 2005) (appendix 28) was used to describe every aspect of the classes and see how helpful they were to get the most of the students and to improve their oral production with cognitive and affective strategies.

**Aim**: the aim of the lesson plans for sessions 19.1.1, 19.1.2, and 19.1.3, was to help tenth grade students to become more confident and fluent in English, the topics practiced in the EFL class were they all related to daily and free time activities, they were meaningful to the students; also a set of “building self-confidence” activities were consistently worked with the students throughout the entire lessons.
**Profile of the students:** tenth grade students at Ricaurte School (a group of 30 students; 17 girls and 12 boys, between 15 and 17 year old), were really engaged with the different activities done in class, they liked the materials provided by the teacher, because they were related to their daily activities, free time, and hobbies. Students also found a lot of similarities among them. The input given on vocabulary, verbs and structures made the topic appropriate for their level of English (beginners). Considering the size of the class collaborative and cooperative work was done.

**Objectives:** objectives were reached in the sense that reading and writing practice were carried out to improve structure and sentence formation, along a set of repetition drills were done to reinforce speaking skills like pronunciation and fluency.

**Warm-up:** warm-up activities like “build my schedule” and “passing an object” in the first session, were found interesting by the students, and they specially liked them because they had the opportunity to interact with others and learn, and prepared students for the lesson that would follow.

**Presentation of new materials:** at the beginning of the classes students were taught deductively to introduce new material, vocabulary and explain grammar concepts, later, the teacher had students complete tasks to practice the concepts or the information they have learnt, all in a teacher-centred way; then, in the subsequence steps of the class, inductive instruction which is a much more student-centred approach was given to use students “noticing”, then instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. Teaching inductively makes the student take part in their learning, through meaningful and contextualized sentences.
and exercises that motivate them to speak. In other words, students’ self-reflection is part of the teacher’s work to transform their learning.

**Guided activity:** while students were doing different kind of exercises (filling in the blanks, matching, unscrambling sentences and answering Wh questions and yes-no questions) the teacher has been changing his own role as facilitator in all the tasks related to the aid, and is now more conscious about the value of the observation, reflection on the teaching practice, the importance to listen to others, the student needs in both cognitive and affective domains of learning and taking into account the needs they have based on the requirements of the society. The teacher was acting as a facilitator in all the tasks related to the aid.

**Independent activity:** students use all the concepts or information they have learnt independently in meaningful and creative activities.

**Evaluation:** the students tasks were properly evaluated according to the aims and objectives proposed.

**Follow-up:** practice on the topics seen was provided in the subsequent lessons, in order to reach the goals.

Apart from the previous evaluation, a speaking rubric (**appendix 29**) was used to rate the speaking production in the seven students chosen to be part of this study. The speaking rubric was adapted from “Authentic Assessment for English Language Learners by J. Michael O’Malley and Lorraine Valdez Pierce,(2005).this document rates the learner’s speaking competence in fluency activities in a scale that goes from 1 to 4 levels. In the next charts (**fig. 6-7**) the researcher presented the results that student showed at the end of the first and the second project, where it is clearly seen that there was a significant increase in the students oral
production, in terms of vocabulary and expressions, less grammatical errors, less hesitations, better communication, and more interaction. The fact that students are now more willing to speak in class and take part in the oral projects, and also the

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>ORAL PROJECT 1 RATING</th>
<th>ORAL PROJECT 2 RATING</th>
<th>TOTAL OF RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camilo</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lina</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Alidis</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Ivan</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Victor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Astrid</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Anais</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Figure 6 Results from: Authentic Assessment for English Language Learners. O’Malley and Valdez Pierce, (2005).

The fact that there is less hesitations and more interaction show that students’ level of self-confidence has increased and that they believe in themselves and feel more capable to accomplish their tasks.

Figure 7 Results from: Authentic Assessment for English Language Learners. O’Malley and Valdez Pierce, (2005).
There was a lot of practice and work not only in speaking, but also considering all the benefit students receive with the reading, the writing and of course the speaking ability at the time to interact with others. However, the improvement expected in oral production takes much more time than what is expected and definitively the constant affective support to student’s self-confidence makes it easier.
3. CONCLUSIONS

This study examined the correlation between low self-confidence and how it affects foreign language oral production in tenth grade students at Ricaurte School. The general question was answered at the end of the implementation of this research project, when the researcher developed a set of “building self-confidence” activities with the students throughout the entire lessons plans and oral projects, this strategy increased tenth grade students’ self-confidence. As a result, they become aware of their abilities to participate in the oral projects in English, share their experience and interact with others in a foreign language. What is more, other students who did not use to participate were motivated and supported by their peers.

The general objective formulated at the beginning of the study was reached because tenth students are now more willing to speak in class and as a result, they take part in the proposed oral activities in a free, confident, and enthusiastic way.

Two oral projects were developed with tenth grade students at Ricaurte School, and to evaluate them, two speaking rubrics were used by the researcher, the results showed a significant increase in the students’ oral production in terms of vocabulary and expressions, less grammatical errors, less hesitations, better communication, and more interaction among tenth grade students.

The fact that students are now less reluctant to speak in English class and take part in the oral projects, benefit the student needs in both the cognitive and the affective domains of learning and take into account the needs they have based on the requirements of the society.

Additionally, in the results of each student’s oral performance, the students who took part in this research study had great difficulties with Grammar structures at the time to speak and most of
their sentences were fractured and rendered by words rather than structures. Besides that, they barely communicated with others and in some cases they did not even show to class, there were no speech and no effort to do it.

At the end of the research project, there was an evident progress in students’ oral production, interaction and above all, disposition to communicate with the teacher and other peers. Some students still depend on the listener for clarification and put ideas across with some difficulty, but their speech is generally comprehensible and to accomplish their oral tasks they grope for vocabulary at times.

This research project sought to prove that there is a relationship between low self-confidence students, and their EFL oral production in the classroom. Bloom’s Taxonomy and their three domains in language learning (affective, cognitive and psychomotor) gave the researcher elements to apply a set of oral projects, where a set of affective building activities, were done during each class to reinforce students’ confidence, besides that, the cognitive domain gave students the necessary preparation to accomplish the tasks proposed. At the end of the project it was clear that students were more motivated and confident about their abilities and possibilities to actively participate in their learning process.

Based on this study, the researcher suggests that it is extremely necessary that language teachers use different techniques to build up positive attitudes among students so that they can feel free to speak in the class. Teachers must understand the importance of affect in the classroom, and believe that all students can learn. Teachers who boost student confidence in the classroom can provide the scaffolding for more effective and efficient learning.
3.2 RECOMMENDATIONS.

Taking into account all of the research reviewed, the researcher would like to highlight the following core principles to increase self-confidence and improve students’ oral production in the English class:

- A positive school culture and climate
- Effective leadership
- A shared understanding of what the affective side in language learning is and its impact
- Education & training

Additionally, this research study recommends schools to consider including an affective component in their classes to join the cognitive domain, also to recognize, respect and value all identities and respect for all. In particular, the researcher recommends that language teachers encourage and strengthen students to participate more in class, interact with others, and present oral information in English, also provide appropriate opportunities for students to raise their concerns in an environment that is comfortable for the student.
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- http://www.nclrc.org/essentials/speaking/spindex.htm
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- http://www
APPENDIXES

APPENDIX 1

COLEGIO RICAURTE I.E.D
LISTENING TEST

NAME:............................................................... GRADE:............................

1. Let’s Listen 📚
The interviewer is asking people about their work. What is each person’s job now? Listen and write the correct letter.

1. Tanya is ______ a. an office worker
2. Paul is ______ b. a taxi driver
3. Elizabeth is ______ c. a nurse
4. Teresa is ______ d. a construction worker
5. Zack is ______ e. a flight attendant

2. Let’s Listen 📚
People are talking about their jobs. What does each person like about his or her job? Listen and circle the correct answer.

1. a. being busy          4. a. making a lot of money
   b. cooking great food   b. working long hours
   c. being on his feet   c. helping people

2. a. working with children 5. a. his boss
   b. having a high salary   b. meeting interesting people
   c. working outdoors       c. making money

3. a. traveling a lot
   b. making a lot of money
   c. getting to relax

Taken from: Basic Tactics for listening. Test Booklet, Sue Brioux Aldcorn / Jack C. Richards. Oxford University Press, 2004
**APPENDIX 2**

**DIALANG RUBRIC FOR LISTENING**

**CEF Scales for DIALANG scores.** Listening

<table>
<thead>
<tr>
<th>CEF LEVELS</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td>Your test results suggest that you are at or below level A1 in the listening on the Council of Europe scale. At this level, people can understand very simple phrases about themselves, people they know and things around them, when people speak slowly and clearly.</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>Your test results suggest that you are at or below level A2 in the listening on the Council of Europe scale. At this level, people can understand expressions and the most common words about things which are important to them, e.g. very basic personal and family information. Shopping, their jobs. They can get the main point in short, clear, simple messages and announcements.</td>
</tr>
<tr>
<td><strong>B1</strong></td>
<td>Your test result suggests that you are at level B1 in listening on the Council of Europe scale. At this level, people can understand the main points of clear 'standard' speech on familiar matters connected with work, school, leisure etc. In TV and radio current affairs programs or programs of personal or professional interest, they can understand the main points provided the speech is relatively slow and clear.</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>Your test result suggests that you are at level B2 in listening on the Council of Europe scale. At this level, people can understand longer stretches of speech and lectures and follow complex lines of argument provided the topic is reasonably familiar. They can understand most TV news and current affairs programs.</td>
</tr>
<tr>
<td><strong>C1</strong></td>
<td>Your test result suggests that you are at level C1 in listening on the Council of Europe scale. At this level, people can understand spoken language even when it is not clearly structured and when ideas and thoughts are not expressed in an explicit way. They can understand television programs and films without too much effort.</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Your test result suggests that you are at level C2 in listening on the Council of Europe scale. At this level, people can understand any kind of spoken language, both when they hear it live and in the media. They also understand a native speaker who speaks fast if they have some time to get used to the accent.</td>
</tr>
</tbody>
</table>

*Common European framework of Reference for Languages: Learning, Teaching, Assessment*

Language Policy Unit, Strasbourg, Cambridge University press. p237
APPENDIX 3

LISTENING TEST GRAPHIC

LISTENING TEST

30 STUDENTS

GRADE DISTRIBUTION

- 15: 3
- 2: 1
- 2.5: 1
- 3: 4
- 3.5: 3
- 4: 6
- 4.5: 4
- 5: 10

TOTAL: 30 STUDENTS
I’m from Scotland. I’m married to Ian and we have two children. We live in a modern flat in the centre of Edinburgh, the capital city. I have a very busy life. I get up every morning at half past six and I make breakfast for the family. I leave the house at a quarter to eight and take the children to school by car. Then I drive to my office. I’m a director in an international company. I like my job very much and I like the people I work with. At lunchtime I meet friends or I go to the gym but sometimes I don’t have time for lunch and then I stay in the office. I finish work at six o’clock and get home at a quarter past six. Ian doesn’t work every day so when he’s at home he makes supper and we eat at seven o’clock. He’s a very good cook! In the evenings the children do their homework and we watch television or a DVD.

Emma is English.  

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<td>5</td>
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</tbody>
</table>

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APPENDIX 5
DIALANG RUBRIC FOR READING

CEF Scales for DIALANG scores: Reading

<table>
<thead>
<tr>
<th>CEF LEVELS</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Your test result suggests that you are at or below level A1 in reading on the Council Of Europe scale. At this level people can understand very simple sentences, for example on notices and posters or in catalogues.</td>
</tr>
<tr>
<td>A2</td>
<td>Your test result suggests that you are at level A2 in reading on the Council of Europe scale. At this level people can understand very short, simple texts. They can find specific information they are looking for in simple everyday texts such as advertisements, leaflets, menus and timetables and they can understand short simple personal letters.</td>
</tr>
<tr>
<td>B1</td>
<td>Your test result suggests that you are at level B1 in reading on the Council of Europe scale. At this level people can understand texts that contain everyday or job related language. They can understand personal letters in which the writer describes events, feelings and wishes.</td>
</tr>
<tr>
<td>B2</td>
<td>Your test result suggests that you are at level $B2$ in reading on the Council of Europe scale. At this level, people can understand articles and reports about contemporary issues when the writer takes a particular position on a problem or expresses a particular viewpoint. They can understand most short stories and popular novels.</td>
</tr>
<tr>
<td>C1</td>
<td>Your test result suggests that you are at level C1 in reading on the Council of Europe scale. At this level people can understand long and complex factual and literary texts as well as differences in style. They can understand “specialized” language in articles and technical instructions, even if these are not in their field.</td>
</tr>
<tr>
<td>C2</td>
<td>Your test result suggests that you are at or above level C2 in reading on the Council of Europe scale. At this level people can read, without any problems, almost all forms of text, including texts which are abstract and contain difficult words and grammar. For example: manuals, articles on special subjects, and literary texts.</td>
</tr>
</tbody>
</table>

* Common European framework of Reference for Languages: Learning, Teaching, Assessment

Language Policy Unit, Strasbourg, Cambridge University press. p235
APPENDIX 6

READING TEST GRAPHIC

30 STUDENTS

READING TEST

Grades:
- 1: 2
- 2: 3
- 3: 11
- 4: 10
- 5: 4

30 STUDENTS
**APPENDIX 7**

**DIALANG RUBRIC FOR WRITING**

**CEF Scales for DIALANG scores: Writing**

<table>
<thead>
<tr>
<th>CEF LEVEL</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td>Your test result suggests that you are at level A1 in writing on the Council of Europe scale. At this level, people can write a short simple postcard, for example sending holiday greetings. They can fill in forms with personal details, for example writing their name, nationality and address on a hotel registration form.</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>Your test result suggests that you are at level A2 in writing on the Council of Europe scale. At this level people can write short, simple notes and messages about everyday matters and everyday needs. They can write a very simple personal letter, for example thanking someone for something.</td>
</tr>
<tr>
<td><strong>B1</strong></td>
<td>Your test result suggests that you are at level B1 in writing on the Council of Europe scale. At this level people can write simple texts on topics which are familiar or of personal interest. They can write personal letters describing experiences and impressions.</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>Your test result suggests that you are at level B2 in writing on the Council of Europe scale. At this level people can write clear detailed texts on a wide range of subjects related to their interests. They can write an essay or report, passing on information and presenting some arguments for or against a particular point of view. They can write letters highlighting the personal significance of events and experiences.</td>
</tr>
<tr>
<td><strong>C1</strong></td>
<td>Your test result suggests that you are at level C1 in writing on the Council of Europe scale. At this level, people can write clear and well-structured text and express their points of view at some length. They can write about complex subjects in a letter, an essay or a report, underlining what they think are the most important points. They can write different kinds of texts in an assured and personal style which is appropriate to the reader in mind.</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Your test result suggests that you are at level C2 in writing on the Council of Europe scale. At this level, people can write clearly and smoothly and in an appropriate style. They can write complex letters, reports or articles in such a way that helps the reader to notice and remember important points. They can write summaries and Reviews of professional or literary texts.</td>
</tr>
</tbody>
</table>

*Common European framework of Reference for Languages: Learning, Teaching, Assessment*

Language Policy Unit, Strasbourg, Cambridge University press. p236
APPENDIX 9

LANGUAGE PLUS TESTING SET

The number at the top of each column on the SOLOM determines the value of each box checked in the column. (1 2 3 4 5 Score)

Based on your observation of the student, indicate with an “X” across the square in each category which best describes the student’s abilities.

1. The SOLOM should only be administered by persons who themselves score at level 4 or above in the language being assessed
2. Students scoring at level 1 in all categories can be said to have no proficiency in the language.

Pre-Production 5- Early Production 6 to 10 -Speech Emergence 11 to 15

Intermediate Fluency 16 to 20 -Advanced Fluency 21 - 25

<table>
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<tbody>
<tr>
<td><strong>A. Comprehension</strong></td>
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<tr>
<td></td>
<td>Cannot be said to understand even simple conversation</td>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions</td>
<td>Understands most of what is said at slower than-normal speed with repetitions</td>
<td>Understands nearly everything at normal speech, although occasional repetition may be necessary</td>
<td>Understands everyday conversation and normal classroom discussions without difficulty</td>
<td></td>
</tr>
<tr>
<td><strong>B. Fluency</strong></td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible</td>
<td>Usually hesitant: often forced into silence by language limitations</td>
<td>Speech in everyday conversation and classroom discussion frequently disrupted by the student’s search for the correct manner of expression</td>
<td>Speech in everyday conversation and classroom discussion generally fluent, with occasional lapses while the student searches the correct manner of expression</td>
<td>Speech in everyday conversation and classroom discussion fluent and effortless approximating that of a native speaker</td>
<td></td>
</tr>
<tr>
<td><strong>C. Vocabulary</strong></td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible</td>
<td>Misuse of words and very limited vocabulary: comprehension quite difficult</td>
<td>Student frequently uses the wrong words: conversation somewhat limited</td>
<td>Student occasionally uses inappropriately terms and/or must rephrase ideas</td>
<td>Use of vocabulary and idioms are approximating that of a native</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>because of inadequate vocabulary</td>
<td>because of lexical inadequacies</td>
<td>speaker</td>
<td></td>
<td></td>
</tr>
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<td></td>
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<tr>
<td><strong>D. Pronunciation</strong></td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible</td>
<td>Very hard to understand because of pronunciation problems. Must frequently repeat to be understood</td>
<td>Pronunciation problems necessitate concentration on the part of the listener: occasionally may be misunderstood</td>
<td>Always intelligible though one is conscious of a definite accent and occasional inappropriate intonation</td>
<td>Pronunciation and intonation approximate that of a native speaker</td>
<td></td>
</tr>
<tr>
<td><strong>E. Grammar</strong></td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible</td>
<td>Grammar and word order errors make comprehension difficult. Must often rephrase/be restricted to basic patterns</td>
<td>Makes frequent errors of grammar and word order which occasionally obscure meaning</td>
<td>Occasionally makes grammatical and/or word errors which do not obscure meaning</td>
<td>Grammatical usage and word order approximate that of a native speaker</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 10

COLEGIO RICAURTE I.E.D.

STUDENTS’ NAME: ................................................................. DATE: ..........................

OBJECTIVE: determine student’s self-confidence.

Dear student, read the next sentences and answer from 1 to 5 in front of each one. Score 1 shows that you strongly disagree with the sentence and 5 shows that you strongly agree with the sentences.

SELF-CONFIDENCE QUESTIONNAIRE.

1. I can learn to speak English.
2. I am a good student.
3. I am an important member of my group.
4. My group needs me to come to class every day.
5. I don’t feel shy speaking English to my classmates.
6. I don’t feel shy speaking English to my English teacher.
7. I don’t feel shy speaking to other subjects´ teachers at school.
8. I think that I will speak perfect English someday.
9. I think that I will get a great score someday.
10. I think that I will get a 5 in this class.

(1) Strongly disagree (2) disagree (3) neither disagree nor agree (4) agree (5) strongly agree.

APENDIX 11

SELF-CONFIDENCE QUESTIONNAIRE RESULTS

![Bar chart showing the results of the self-confidence questionnaire. The chart displays the responses to each question, with colors indicating the level of agreement.

- (5) strongly agree.
- (4) agree
- (3) neither disagree nor agree
- (2) disagree
- (1) Strongly disagree]
APPENDIX 12  

COLEGIO RICAURTE I.E.D.

STUDENTS’ NAME: …………………………………………….. DATE: ………………..

OBJECTIVE: determine student’s self-esteem.

Dear student, read the next sentences and answer from SA to SD in front of each one. Score SA shows that you strongly disagree with the sentence and SD shows that you strongly disagree with the sentences.

THE ROSENBERG SELF-ESTEEM SCALE

SA-strongly agree, A- agree, D-disagree, SD- strongly disagree

- On the whole, I am satisfied with myself. SA_ 3 A_2 D_1 SD_0
- At times I think I am not good at all * SA_ 0 A_1 D_2 SD_3
- I feel that I have a number of good qualities SA_3 A_2 D_1 SD_0
- I am able to do things as well as most other people SA_3 A_2 D_1 SD_0
- I feel I do not have much to be proud of * SA_0 A_1 D_2 SD_3
- I certainly feel useless at times * SA_0 A_1 D_2 SD_3
- I feel that I am a person of worth at least on an Equal plane with others SA_0 A_1 D_2 SD_3
- I wish I could have more respect for myself * SA_0 A_1 D_2 SD_3
- All in all, I am inclined to feel that I am a failure * SA_0 A_1 D_2 SD_3
- I take a positive attitude toward myself SA_0 A_1 D_2 SD_3

To determine the score, first reverse the scoring for the five negatively worded items (1, 2,3,4,5, and 8) as follows 0=3, 1=2, 2=1, and 3=0. Then add it to score across the 10 items. Your total score should fall between 0 and 30. Higher numbers indicate higher self-esteem.

APPENDIX 13

THE ROSENBERG SELF-ESTEEM SCALE RESULTS

![Bar chart showing results of the Rosenberg Self-Esteem Scale]

- **Strongly Agree (1)**
- **Agree (2)**
- **Disagree (3)**
- **Strongly Disagree (4)**

The bar chart indicates the distribution of responses across different questions.
Dear student, read the next sentences and answer from 1 to 5 in front of each one. Score 1 shows that you strongly disagree with the sentence and 5 shows that you strongly agree with the sentences.

ANXIETY QUESTIONNAIRE. (Adapted from: Aida (1994) and Horwitz et al. (1986).

- I feel scared when my teacher talks to me in English.
- I feel scared when my classmates talk to me in English.
- I feel scared when I speak English to my teacher.
- I feel scared when I speak English to my classmates.
- I worry if I speak better English than my classmates.
- I worry if my classmates speak better English than I do.
- I worry that my classmates will get a higher grade than I will.
- I worry that I’ll make a mistake if I speak English.
- I worry that people will laugh at me if I speak English.
- I worry when the teacher corrects my English mistakes.
- I worry when my classmates correct my English mistakes.
- I worry about English speaking tests.
- I worry about term tests.
- I worry about my grade in this class.
- I feel more scared in English class than in other class.
- I forget English when the teacher asks me a question.

(1) Strongly disagree  (2) disagree  (3) neither disagree nor agree  (4) agree  (5) strongly agree.
APPENDIX 15

ANXIETY IN TENTH GRADE STUDENTS
APPENDIX 16

COLEGIO RICAURTE I.E.D.

Name_________________________________________________________ Grade__________

Dear student with the following questions we want to know your opinion about the English class in aspects like:
Participation, methodology, and how you feel being part of it. Please, feel free to answer on your own.

• ORAL PARTICIPATION IN THE ENGLISH CLASS.
  1. Does the teacher provide you a space to speak English in class? Which one?

  2. When do you speak English in class?

  3. Do your classmates help you to develop speaking skill?

B. COGNITIVE DOMAIN.

  4. Are your classes full of rote activities such as rote drills, rote dialogues, reciting rules and practicing patterns?

  5. Are you learning vocabulary and expressions through comparisons, contrasts, matching?

  6. Do you receive feedback from your teacher of your presentations?

    How?

  7. Question: Are the topics of your oral projects meaningful and interesting for you?

C. SELF-CONFIDENCE:

  8. Do you feel comfortable when you speak English in front of the class?

  9. What do you prefer at the time to present your projects, working in a group, or by yourself?

    Why? How do you feel?

  10. How do you feel when you have an oral language activity in the classroom?

  11. Does your teacher “project positive expectations” and reinforce positive behavior through expressions of appreciation?

  12. How do you think other students and your teacher in class will react if you make mistakes?
13. Do you think that you are good in English; are you confident of your ability?

Source: The researcher.
Students answer five questions and are given a new identity based on their answers. Then, the students introduce themselves to the class using their new identity.

**Level:** Elementary  **Topic:** Icebreakers  **Grammar:** Present simple  **Time:** 20 minutes

Preparation: None

Procedure:

1. **Ask students to get a piece of paper and write numbers 1-5 going down.**

2. **Students listen to the prompts and write their answers on their paper.**
   1. What is your favorite word in English?
   2. What is your favorite number?
   3. What is your favorite place?
   4. Have you ever been to a foreign country? Write yes or not
   5. How many countries have you visited? Write a number.

3. **Explain to the students that they have created a new identity. Explain the meaning of their answers.**
   1. New game
   2. New age
   3. New hometown
   4. Whether they are married or not
   5. The number of children they have

4. **Ask students to stand up and introduce themselves to 5 people in the class.**

APPENDIX 18

ACTIVITY 2. 4/3/2 (Maurice, 1983)

Repeated talks to different partners in four minutes, three minutes and two minutes.

Goal: To build fluency in speaking English by getting students to repeat a short talk using the same language items

Features:
- Known language/ideas – students use language and knowledge that is familiar to them
- Meaningful repetition – students repeat a talk to different listeners
- Student arrangement – students work in pairs – all students get speaking practice
- Challenge – students have to give their talk in less time for each repetition
- Student focus – focus on the message (not the language)
- Language modes – speaking (and listening)

Procedure

Make sure that students are suitably prepared to give their talk (this may be done in many ways; see suggested preparation). Arrange students in pairs facing each other in a line or circle so it is easy to swap partners in an orderly way. Teacher says “Begin”, and begins timing. Student A gives their talk to student B in four minutes. (Student B is not allowed to interrupt or question, but should give non-verbal feedback that they are listening.)

After four minutes, the teacher says “Change partners” – all A’s move along one seat (B’s do not need to move).

The teacher says “Begin” and A gives the same talk to a different partner, but this time in only three minutes.

The teacher signals the last change and A gives the same talk to another different partner in only two minutes.

Repeat the sequence with student B giving the talk three times.
# Appendix 19.1

## Lesson Plans to Develop the First Oral Project.

<table>
<thead>
<tr>
<th>Learning Domains</th>
<th>Objective</th>
<th>Content</th>
<th>Time</th>
<th>Development of Activities</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affective Domain</strong></td>
<td>Develop oral skills- fluency</td>
<td>Simple present Do-does. Vocabular</td>
<td>First section 3 hours</td>
<td>-Vocabulary development</td>
<td>*Class work</td>
</tr>
<tr>
<td>Receiving phenomena:</td>
<td>Students listen attentively to their peers´ opinions</td>
<td>ry</td>
<td></td>
<td>-video. developing self-confidence (class discussion)</td>
<td>*Collaborative and cooperative work</td>
</tr>
<tr>
<td>Responding to phenomena:</td>
<td>Students participate in a group discussion about taking advantage of free time.</td>
<td></td>
<td></td>
<td>-Video (famous people and their routines)</td>
<td>*Class participation and discussions.</td>
</tr>
<tr>
<td>Valuing:</td>
<td>Students value others’ participation and opinions</td>
<td></td>
<td></td>
<td>-Writing (my routine on Monday)</td>
<td>*Present own or a partner routine to the class.</td>
</tr>
<tr>
<td>Organization:</td>
<td>Students spend more time in studying than developing other activities (schedules)</td>
<td></td>
<td></td>
<td>-SS work on building a typical school day routine...</td>
<td></td>
</tr>
<tr>
<td>Characterization:</td>
<td>Students accept others not for what they have or give, but for what they are. Inclusion</td>
<td>Como ser más seguro de sí mismo.</td>
<td>Third section 3 hours</td>
<td>-Use of Freq. adverbs and connectors to give continuity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=v8f5zbHA9uc">https://www.youtube.com/watch?v=v8f5zbHA9uc</a></td>
<td></td>
<td>-Repetition drills</td>
<td></td>
</tr>
<tr>
<td><strong>Cognitive Domain</strong></td>
<td>Knowledge: students recite their routine on a given day</td>
<td></td>
<td></td>
<td>*4/3/2 (Maurice, 1983) to build fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension: students understand the way to present daily activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application: Students apply what they practiced about routines when interacting with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Synthesis: Students integrate vocabulary and structures seen in their previous classes to convey meaning when work on class projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: The researcher.*
APPENDIX 19.1.1 FIRST ORAL PROJECT: DAILY ROUTINE. FIRST TERM

**General Information:**

**Level:** 10th grade  
**Number of Students:** 30  
**Time:** 50 minutes

**Course materials:** New Total English Book 4A, 2nd edition, (Unit 6), Longman.

**Topic:** Every day routines

**Objectives:** - Students can correctly use the simple present tense. Specially, students will be able to add “s” or “es” to the verbs when using third personal singular pronouns “he”, “she” or “it”.

**Prior knowledge:** - Some simple actions, e.g. having a shower, doing homework, getting up early etc.

**Teaching materials:** video, music, and grammar exercises guide.

**Procedure:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Control stages</th>
<th>Teaching procedures</th>
<th>Aims</th>
<th>Aids</th>
</tr>
</thead>
</table>
| 10 min. | Presentation | *T plays the video “Como ser más seguro de sí mismo.” and asks students’ opinions and impressions.  
1. T presents the use of simple present tense and the adverbs “every day, always, sometimes, often, never” using “I, you, we, they” (E.g. I do homework every day)  
2. T presents the use of simple present tense and the adverbs “every day, always, sometimes, often, never” using “he, she, it” (E.g. He does homework every day)  
3. T presents the differences between the above two groups.  
-To give students an idea of the “I, you, we, they” presentation of simple present tense.  
-To give students an idea of the “he, she, it” presentation of simple present tense.  
-To clarify students’ concepts or correct their mistakes.  
-To keep students’ attention.  
-To give students more examples so that the students will be more familiar with the use of the simple present tense. | Video *1  
Board |
| 15 min. | Practice | 1. T gives instructions and demonstrates the activity. (The topic of the activity is to guess what he or she does every day.)  
2. T draws a schedule on the board and asks a student to come to the front and fill one space in the time table (E.g. go to the library).  
3. The rest of the student are requested to say what that particular student does every day. Students are required to tell in the following way: E.g. He goes to the library every day.  
4. Students’ chorally repeat the sentence pattern.  
5. There will be more rounds of the above. | *To let students know what to do in this activity.  
-To add fun to the lesson so that the students can enjoy and be confident while learning.  
-To further reinforce what was taught before.  
-Repetition can help students to memorize the sentence pattern. | board |
<p>| 15 | consolidation | 1.T gives clear instructions about the | *To let students know what to do in CD | |</p>
<table>
<thead>
<tr>
<th>min.</th>
<th>Activity</th>
<th>Task</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher plays some music and passes the board eraser to one student, who then passes it to another, when the music stops, the student who holds the eraser is expected to stand up and tell the whole class what he does every day, say, “I get up at 5:00 o’clock every day.”</td>
<td>this activity:-To let students produce orally about what was being taught before. -To further reinforce what was taught.</td>
<td>Track class objects (board eraser)</td>
</tr>
<tr>
<td></td>
<td>Other student designed by the T is required to tell what that particular student does every day in the following way: “He gets up at 5:00 o’clock every day.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>Conclusion</td>
<td>T gives a brief conclusion and explains some common errors.</td>
<td>To clarify students’ wrong concepts.</td>
</tr>
<tr>
<td>5 min</td>
<td>Giving homework</td>
<td>T gives homework (guide to enhance sentences, Wh. questions and verbs usage)</td>
<td>To explain some of the examples on homework so that students will not find it difficult to complete the homework. Pre-task Guide.</td>
</tr>
</tbody>
</table>

*1https://www.youtube.com/watch?v=v8fSzbHA9uc

Source: The researcher.
**APPENDIX 19.1.2**

**Lesson Plan #2**

**General Information:**
Level: 10th grade  
Number of Students: 30  
Time: 100 minutes  
Topic: Every day routines  

**Objectives:**
- Students can correctly use the simple present tense. They use frequency adverbs to show frequency and time expressions to specify time in schedules.  

**Prior knowledge:**
- Some simple actions, e.g. having a shower, doing homework, getting up early  
- Adverbs of frequency (every day, always, often, sometimes, never, etc.)  
- Subject pronouns: I, you, we, they- he, she, it.  

**Teaching materials:** Flash cards, action cards, timetables,  

**Procedure:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Control stages</th>
<th>Teaching procedures</th>
<th>Aims</th>
<th>Aids</th>
</tr>
</thead>
</table>
| 10 min. | presentation | 1T checks guide assigned as homework revise verbs and develop vocabulary related to students daily activities.  
2. T provides students a timetable handout  
3. T check students work (collaborative and cooperative)  
4. T seeks choral response from the students | -To reinforce students’ vocabulary and verbs to be used in simple present.  
-To make students use the verbs they need to build their own routine  
-To help students build a typical school day routine.  
-To keep students’ attention.  
-To develop oral skills. | Board  
Guide  
Timetable handout |
| 15 min. | Practice | -Repetition drills  
1. T gives instructions and demonstrates the activity on the board timetable.  
(The topic of the activity is to fill the timetable with activities he or she does in a specific day of the week considering the time hours.)  
2. T asks students what they do on Monday at 5:00 am, in this way: What do you on Mondays at 5:00 am?  
Students answer: I (always) have breakfast with my mom. Etc.  
4. Students’ chorally repeat the sentence pattern.  
5. There will be more rounds of the above. | -To improve pronunciation.  
-To let students know what to do in this activity.  
-To add a sense of realism and utility to the lesson so that the students can apply it for them.  
-To further reinforce what was taught before.  
-To make student respond to Wh questions, concerning their routines  
-Repetition can help students to memorise the sentence pattern. | CD  
Track class objects (board) |
| 15 min. | consolidation | 1. T gives clear instructions about the activity  
2. T asks students to pair up and ask questions to each other.  
3. Other students are told to act as | -To let students know what to do in this activity  
-To let students produce orally about what was being taught before. | CD  
Track class objects (board) |
“godfathers” to help the slow ones.  
4. The above will go on for several rounds.  
- To promote students confidence as they work with peers and receive help.  
- To further reinforce what was taught.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
<th>Source: The researcher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Conclusion</td>
<td>T gives a brief conclusion and explains some common errors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To clarify students’ wrong concepts.</td>
<td></td>
</tr>
<tr>
<td>5 min</td>
<td>Giving homework</td>
<td>T gives homework (students work on a relative’s routine – third person)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To explain some of the examples on homework so that students will not find it difficult to complete the homework.</td>
<td>Pre-task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>eraser)</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson Plan #3

#### General Information:
- **Level:** 10th grade
- **Number of Students:** 30
- **Time:** 50 minutes

**Course materials:** New Total English Book 4A, 2nd edition, (Unit 6), Longman.

**Topic:** Every day routines

**Objectives:** Students can correctly use the simple present tense. They will put in writing their routines on a special day during the week.

**Prior knowledge:** - Some simple actions, e.g. having a shower, doing homework, getting up early etc.
- Adverbs of frequency (every day, always, often, sometimes, never, etc.)
- Subject pronouns: I, you, we, they- he, she, it.

**Teaching materials:** writing handout

#### Procedure:

<table>
<thead>
<tr>
<th>Time</th>
<th>Control stages</th>
<th>Teaching procedures</th>
<th>Aims</th>
<th>Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>presentation</td>
<td><em>T plays the video “Our teachers- My daily routine”</em> <em>1</em></td>
<td><em>To let students’ know how people from different nationalities spend their time”</em> &lt;br&gt; <em>To develop listening and speaking skills</em>&lt;br&gt;-To give students an idea on how to write a text (by completing a sample (pattern) with their own information”&lt;br&gt;-To clarify students’ concepts or correct their mistakes, and to work on students pronunciation.&lt;br&gt;-To keep students’ attention.&lt;br&gt;-To develop oral fluency</td>
<td>Board Video Writing Handout</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. T presents students a sample (pattern) of a text about “my routine on…….” (on the board)</td>
<td>-To let students know what to do in this activity.&lt;br&gt;-To give students writing practice so that they will be more familiar with the writing of a text in simple present tense.&lt;br&gt;-to make students’ aware of the differences and similarities.&lt;br&gt;-To make students talk about something that is related to all of them, that is the perfect excuse to develop oral production.&lt;br&gt;-To add fun to the lesson so that the students can enjoy and be confident while learning.&lt;br&gt;-To further reinforce what was taught before.&lt;br&gt;-Repetition can help students to memorize the sentence pattern.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. T completes the writing on the board with the students´ help and read it aloud.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. T seeks choral response from the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min.</td>
<td>practice</td>
<td>1. T gives instructions and demonstrates the activity. (in the activity T asks students to write their own routine on a day of the week)</td>
<td>-To let students know what to do in this activity. &lt;br&gt;-To give students writing practice so that they will be more familiar with the writing of a text in simple present tense.</td>
<td>TV PC Power Point Present.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. T asks students to pair up to compare their own writings.</td>
<td>-To make students’ aware of the differences and similarities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Students´ chorally repeat the sentence pattern.</td>
<td>-To make students talk about something that is related to all of them, that is the perfect excuse to develop oral production.</td>
<td></td>
</tr>
<tr>
<td>15 min.</td>
<td>consolidation</td>
<td>1. T gives clear instructions about the activity</td>
<td>-To let students know what to do in this activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. T presents some slides about students’ routines, and pauses just before some questions about what they</td>
<td>-To let students produce orally about what was being taught before.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Students´ chorally repeat the sentence pattern.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>Conclusion</td>
<td>T gives a brief conclusion and explains some common errors. To clarify students’ wrong concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 min</td>
<td>Giving homework</td>
<td>T gives homework (guide to enhance sentences, Wh. questions and verbs usage) To explain some of the examples on homework so that students will not find it difficult to complete the homework.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**Source:** The researcher.
APPENDIX 19.1.4

LESSON PLAN FOR SPEAKING ORAL PROJECT 1

PRELIMINARY INFORMATION

Time: 3 hours

Level: A1. Beginners

Aims: Speaking: To practice time expressions and adverbs used for presenting routines and daily activities in the life as a teenager. Some expressions include the following:

*In the morning, at noon, in the afternoon, in the evening, at night, on Saturday morning/afternoon/evening, night, at 6:00 AM/PM, etc.

Some adverbs include the following:

*(almost) always, often, sometimes, usually, hardly ever, (almost) never, etc.

Subsidiary Aims: Listening for gist and for specific information.

Some vocabulary that could be connected to “teenagers” life style (food, sports, hobbies, leisure activities, etc.)

Rationale: The researcher decided to reinforce the speaking skills with 10th grade students at Ricaurte School. (A1 Beginners) because it is an area that is particularly challenging for this level. After some years of teaching in this level the teacher found that, although a lot of grammar and vocabulary input is given to them, the output at the time to speak, report or interact with others is very little, students are reluctant to speak and also they show low levels of confidence. As a result, some affective and cognitive activities were chosen to improve their self-confidence and improve their oral production. (Fluency)

Since this is a beginner group in a pre-production level, the activities chosen are not so difficult or intimidating, but, friendly, motivating and affective, and with the purpose of creating the appropriate environment to speak.
The researcher decided to begin the class using a video clip connected to being a teenager, because all the students are teenagers and they all have and live similar situations, like the same things, and have the same feelings that those seen on the video. The listening provided on the video and the questions that will be given after the video are a good are used like an activity to elicit some information from the students but they are not force to participate and the activity itself develops as a voluntary one, which releases and freed them to take part, and they do. Students also have the typescripts to see how the expressions are used in a particular context.

**Assumptions:** students could find the listening (either the video or the CD track too difficult because the low level they have. They all speak very little and not fluidly so the speaking activity at the end could be too challenging, but the activity will expose them to new experiences to improve and show what they can do.

**Anticipated problems:** students may have difficulty with the stress and the intonation of the expressions, so that the researcher will check and drill any problems areas if necessary.

**Class profile:** Class is generally made of very young boys (teenagers), with very little exposition to this kind of activities (oral projects presentation and interaction with their peers in a foreign language, although few of them are really interested in learning and develop oral skills.

**Materials:** various handouts, writing template for routines, and power point presentations.

Aids: video. CD tracks
### Appendix 19.2

**Lesson Plans to Develop the Second Oral Project.**

**Second Oral Project: Past Holidays. Second Term**

<table>
<thead>
<tr>
<th>Learning Domains</th>
<th>Objectives</th>
<th>Content</th>
<th>Time</th>
<th>Development of Activities</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| **Affective Domain**   | Develop oral skills-fluency                                                | Past events and holidays. Emphasizing time and duration | First section 3 hours | - Ask SS to bring a ‘Me-Bag’ with 2 to 3 objects that have a special meaning to them. Display them on an ‘interest table’ and have students take turns to speak about them, so everyone gets to know things about the rest of the group.  
                      | Can do: talk about past events and finished actions                        | Vocabulary: transportation-places.        | Second section 3 hours | -Vocabulary  
                      |                                                                             |                                            | Third section 3 hours | Ss watch video (1*) Past tense - English with sound and light (holidays- free time activities)  
                      |                                                                             |                                            | Fourth section 3 hours | Some sentences related to holidays, past events are taken from the video.  
                      |                                                                             |                                            |                      | -According to the information, T and SS work on describing past holidays, and past events.  
                      |                                                                             |                                            |                      | *Holidays (handout)  
| **Cognitive Domain**   | Knowledge: student recite their routine on a given day  
                      | Comprehension: students explain what simple present means.  
                      | Application: Students applies what they learned about routines when interacting with others  
                      | Synthesis: Students integrate vocabulary and structures seen in their previous classes to convey meaning when work on class projects  
| *Me.Bag (Seeds of confidence, 2010 Arnold & De Andres)*  
| *Identity Card. (Klippel, 1984)*  
| *Holidays (handout)  

1. [https://www.youtube.com/watch?v=6-XNvIR_YEY](https://www.youtube.com/watch?v=6-XNvIR_YEY) Past Tense - English with Sound and Light.

Source: The researcher.
**APPENDIX 19.2.1**

**Lesson Plan #1**

**General Information:**
**Level:** 10th grade  
**Number of Students:** 30  
**Time:** 50 minutes

**Course materials:** New Total English Book 4A, 2nd edition, (Unit 7), Longman.

**Topic:** Past holidays

**Objectives:**
- Students can correctly use the simple past tense. Especially, students will be able to use auxiliary “did” when asking or to answer negatively.

**Prior knowledge:**
- Some actions, e.g. getting up, having a shower, doing homework, going to school, doing homework, and in general daily activities.

**Teaching materials:** video, music, and grammar exercises guide.

**Procedure:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Control stages</th>
<th>Teaching procedures</th>
<th>Aims</th>
<th>Aids</th>
</tr>
</thead>
</table>
| 10 min.| presentation   | *T plays the video “past tense –English with sound and light” and asks students Wh questions.  
1. T presents the use of simple past tense and the adverbs “yesterday, last Sunday, Etc.” using “I, you, he, she, it, we, you, they” (E.g. I did homework yesterday; she played soccer last Sunday)  
2. T present Wh. Question: what did you do yesterday?  
3. T provide students with some verbs and makes clear the difference between regular verbs and irregular verbs.  
4. T seeks choral response from the student. | *To introduce the topic on simple past.  
*To introduce verbs related to school activities.  
-To give students an idea of the “I, you, he, she, it, we, you, they” presentation of simple past tense.  
-To keep students’ attention.  
-To clarify students’ concepts or correct their mistakes.  
-To give students more examples so that the students will be more familiar with the use of the simple past tense. | Video *3  
Board  
Flash cards |
| 15 min.| practice       | 1. T gives instructions and demonstrates the activity. (The topic of the activity is to guess what he or she did the day before.)  
2. T writes on the board a general question: What did you do yesterday?  
3. T ask several students to tell what they did, and write every answer on the board.  
3. T warns students not to repeat the verbs when describing their activities. | *To let students know what to do in this activity.  
-To make students recall what they did the previous day and reinforce the idea of past activities or finished actions.  
-To increase participation and production.  
-To add fun to the lesson so that the students can enjoy and be confident while learning. | Video  
Board  
Flash cards |
4. Students’ chorally repeat the sentence pattern.  
5. There will be more rounds of the above.  

- To increase the number of verbs in past and make more challenging.  
- To further reinforce what was taught before.  
- Repetition can help students to memorize the sentence pattern.

| 15 min. | consolidation | 1. T gives clear instructions about the activity  
2. T plays some relaxing music during the activity  
3. T Ask SS to bring a ‘Me-Bag’ with 2 to 3 objects that have a special meaning to them. Display them on an ‘interest table’ and have students take turns to speak about them, so everyone gets to know things about the rest of the group.  
4. The above will go on for several rounds.  

- To let students know what to do in this activity  
- To create a friendly and relaxing atmosphere.  
- To increase students confidence and values.  
- To promote meaningful activities where students talk about themselves and what is important for them.  
- To let students produce orally about what was being taught before.  
- To further reinforce what was taught. | CD Track |
|---|---|---|
| 5 min. | Conclusion | T gives a brief conclusion and explains some common errors when talking about past events.  
To clarify students’ wrong concepts. |
| 5 min | Giving homework | T gives homework (guide to enhance sentences, Wh. questions and verbs usage)  
To explain some of the examples on homework so that students will not find it difficult to complete the homework. | Pre-task Guide. |

*3 [https://www.youtube.com/watch?v=6-XNvIR_YEY](https://www.youtube.com/watch?v=6-XNvIR_YEY)

Source: The researcher.
Lesson Plan #2

General Information:
Level: 10th grade  Number of Students: 30  Time: 50 minutes
Topic: Past holidays
Objectives:
- Students can correctly use the simple past tense. Especially, students will be able to use auxiliary “did” when asking or to answer negatively.
Prior knowledge:
- Some actions, e.g. getting up, having a shower, doing homework, going to school, doing homework, and in general daily activities.
Teaching materials: video, music, and grammar exercises guide.

Procedure:

<table>
<thead>
<tr>
<th>Time</th>
<th>Control stages</th>
<th>Teaching procedures</th>
<th>Aims</th>
<th>Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>presentation</td>
<td>*T plays the video “past tense – English with sound and light” and asks students Wh questions. *T presents the use of simple past tense and the adverbs “yesterday, last Sunday, Etc.” using “I, you, he, she, it, we, you, they” (E.g. I did homework yesterday; she played soccer last Sunday) 2. T present Wh. Question: what did you do yesterday? 3. T provide students with some verbs and makes clear the difference between regular verbs and irregular verbs. 4. T seeks choral response from the student.</td>
<td>*To introduce the topic on simple past.  *To introduce verbs related to school activities.  -To give students an idea of the “I, you, he, she, it, we, you, they” presentation of simple past tense.  -To keep students´ attention.  -To clarify students´ concepts or correct their mistakes.  -To give students more examples so that the students will be more familiar with the use of the simple past tense.</td>
<td>Video *3 Board Flash cards</td>
</tr>
<tr>
<td>15 min.</td>
<td>Practice</td>
<td>1. T gives instructions and demonstrates the activity. (The topic of the activity is to guess what he or she did the day before.) 2. T writes on the board a general question: What did you do yesterday? 3. T ask several students to tell what they did, and write every answer on the board. 4. T warns students not to repeat the verbs when describing their activities.</td>
<td>-To let students know what to do in this activity.  -To make students recall what they did the previous day and reinforce the idea of past activities or finished actions.  -To increase participation and production.  -To add fun to the lesson so that the students can enjoy and be confident while learning.  -To increase the number of verbs</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 15 min.| consolidation                                                           | 1. T gives clear instructions about the activity  
2. T plays some relaxing music during the activity  
3. T Ask SS to bring a ‘Me-Bag’ with 2 to 3 objects that have a special meaning to them. Display them on an ‘interest table’ and have students take turns to speak about them, so everyone gets to know things about the rest of the group.  
4. The above will go on for several rounds.  
- To let students know what to do in this activity  
- To create a friendly and relaxing atmosphere.  
- To increase students confidence and values.  
- To promote meaningful activities where students talk about themselves and what is important for them.  
- To let students produce orally about what was being taught before.  
- To further reinforce what was taught. |
| 5 min. | Conclusion                                                              | T gives a brief conclusion and explains some common errors when talking about past events.                                          |
| 5 min. | Giving homework                                                         | T gives homework (guide to enhance sentences, Wh. questions and verbs usage)                                                          |

Source: The researcher.
APPENDIX 19.2.3

Lesson Plan # 3

**General Information:**
- **Level:** 10th grade  
- **Number of Students:** 30  
- **Time:** 50 minutes

**Course materials:** New Total English Book 4A, 2nd edition, (Unit 7), Longman.

**Topic:** Past holidays

**Objectives:** - Students can correctly use the simple past tense to describe past holidays and activities, considering time hours and time expressions.

**Prior knowledge:** - Some actions: travelling, arriving, visiting, buying, eating out, going shopping, sightseeing; and in general leisure activities.

**Teaching materials:** video, music, pictures of landscapes and famous monuments, and grammar exercises guide.

**Procedure:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Control stages</th>
<th>Teaching procedures</th>
<th>Aims</th>
<th>Aids</th>
</tr>
</thead>
</table>
| 10 min. | presentation | *T plays the video “my best holiday”  
1. The video contains a set of Wh and yes – no question about the best holiday a person had. E.g. Where did you go? How did you go? Did you buy any souvenir?  
2. T remind students about the use of simple past tense and the adverbs “yesterday, last Sunday, Etc.”  
3. T present Wh. Question and yes-no questions  
3. T seeks choral response from the student. | *To let students know the verbs in past related to leisure activities and holidays  
- To know about the students ´ best holidays in the past.  
- To keep students´ attention.  
- To clarify students´ concepts or correct their mistakes.  
- To give students more examples so that the students will be more familiar with the use of the simple past tense.  
- To promote oral participation. | Video  
*4  
Board  
Flash cards  
slides |
| 15 min. | Practice | 1. T gives instructions and demonstrates the activity. (The topic of the activity is to guess what he or she did the last holiday.)  
2. T writes on the board the ten questions seen in the video: Where did you go last holiday? When did you go? Etc.  
3. T ask several students to tell what they did on vacation.  
4. Students´ chorally repeat the sentence pattern. | *To let students know what to do in this activity.  
- To make students recall what they did the last holiday day and reinforce the idea of past events and leisure activities.  
- To increase participation and production.  
- To increase vocabulary.  
- To further reinforce what was taught before.  
- Repetition can help students to memorize the sentence pattern. | CD  
Track |
| 15 min. | consolidation | 1. T gives clear instructions about the activity. | *To let students know what to do in this activity |
The students work cooperatively and collaboratively to answer every answer in their notebooks.

2. T provides new vocabulary (food, transportation, sports, typical objects, etc.)

3. T works with group of students to help when necessary.

- To create a friendly and relaxing atmosphere.
- To increase students confidence and
- To help students to prepare what is the information to present orally.
- To reinforce what was taught.

<table>
<thead>
<tr>
<th>5 min.</th>
<th>Conclusion</th>
<th>T gives a brief conclusion and explains some common errors when talking about past events.</th>
<th>To clarify students’ wrong concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Giving homework</td>
<td>T gives homework (guide to enhance sentences, Wh. questions and verbs usage)</td>
<td>To explain some of the examples on homework so that students will not find it difficult to complete the homework.</td>
</tr>
</tbody>
</table>

4. [https://www.youtube.com/watch?v=2p-0u2lbXME](https://www.youtube.com/watch?v=2p-0u2lbXME) English Lessons: MY BEST HOLIDAY (past simple tense)

Source: The researcher.
APPENDIX 19.2.4 LESSON PLAN FOR SPEAKING ORAL PROJECT 2

PRELIMINARY INFORMATION

Time: 3 hours

Level: A 1 Beginners

Aims: Speaking: To practice time expressions and adverbs used for presenting past events and activities they did on their last holidays. Some expressions include the following:

*Last Monday (days of the week), last week, last month, and last year, yesterday.

*In the morning, at noon, in the afternoon, in the evening, at night, on Saturday morning/afternoon/evening, night, at 6:00 AM/PM, etc.

Some adverbs include the following:

*(almost) always, often, sometimes, usually, hardly ever, (almost) never, etc.

*Auxiliary verb: did / did not

Subsidiary Aims: Listening for gist and for specific information.

Some vocabulary that could be connected to “teenagers” life style (food, sports, hobbies, leisure activities, etc.)

Rationale: the researcher decided to look at the skill of speaking with this A1 Beginners group because it is an area that is still particularly challenging for 10th grade students at Ricaurte School. A lot of grammar and vocabulary input has been given to them, the output at the time to speak, report or interact with others, it is still very little, some students are now less reluctant to speak and show a little more confidence, but the majority are afraid to speak in front of others and have not improved too much. As a result, some affective and cognitive activities are chosen to improve their self-confidence and improve their oral production. (Fluency)

Since this is a beginner group in a pre-production level, the activities chosen are not so difficult or intimidating, but, friendly, motivating and affective, and with the purpose to create the appropriate environment to speak.
The researcher decided to begin the class using a video clip connected to being a teenager, because all the students are in this range of age and they all have and live similar situations and like the same things at to spend their vacation time. The listening provided on the video and the questions that will be given after the video are a good are used like an activity to elicit some information from the students but they are not force to participate and the activity itself develops as a voluntary one, which releases and freed them to take part, and they do. Students also have the typescripts to see how the expressions are used in a particular context.

**Assumptions:** Students could find the listening (either the video or the CD track too difficult because the low level they have. They all speak very little and not fluidly so the speaking activity at the end could be too challenging, but the activity will expose them to new experiences to improve and show what they can do, and the previous activities they had in the first project will give more confident to present the tasks.

**Anticipated problems:** Students may have difficulty with the stress and the intonation of the new expressions and the verbs in past. I want to give the students an opportunity to work out the main and the secondary stress on the expressions for themselves but I will check and drill any problems areas if necessary.

**Class profile:** Class is made of very young boys (teenagers), with very little exposition to this kind of activities (oral projects presentation and interaction with their peers in a foreign language, although some of them are now more motivated and interested in learning and develop oral skills.

**Materials:** various handouts, writing template for routines, and power point presentations.

**Aids:** video. CD tracks
APENDIX 19.3

LESSON S PLAN TO DEVELOP THIRD ORAL PROJECT.

THIRD ORAL PROJECT: EXPERIENCES. THIRD TERM

<table>
<thead>
<tr>
<th>LEARNING DOMAINS</th>
<th>OBJECTIVE</th>
<th>CONTENT</th>
<th>TIME</th>
<th>DEVELOPMENT OF THE ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective Domain</td>
<td>Develop oral skills-fluency</td>
<td>Present perfect FOR unfinished actions. Life experiences</td>
<td>First section 3 hours</td>
<td>Vocabulary. Ss watch video (1*) Understanding the present perfect. Video (2*) Present perfect for experience. Some sentences related experiences are taken from the video. According to the information, T and SS work on describing their life experiences Use of verbs in past participle. Repetition drills Video (4*)present perfect tense part 1 - English with sound and light Video (5*)present perfect tense part 1 - English with sound and light</td>
<td>Class work Collaborative and cooperative work Class participation Present own or a partner routine to the class. Evaluation based on fluency and task completion (not grammar)</td>
</tr>
</tbody>
</table>

Receiving phenomena: Students listen attentively to other peers’ experiences to learn on their own. Responding to phenomena: Students participate in a group discussion about experiences. Valuing: Students values other participation and opinions. Organization: Students spend more time in studying than other activities. Characterization: students accept others not for what they have or give, but for what they have been.

"The have you ever game. Video (3*). SS write down p.p. verbs.

<table>
<thead>
<tr>
<th>Cognitive Domain</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge:</td>
<td>student recite their routine on a given day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension:</td>
<td>students explain what simple present means.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application:</td>
<td>Students applies what they learned about routines when interacting with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis:</td>
<td>Students integrate vocabulary and structures seen in their previous classes to convey meaning when work on class projects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [www.browncowenglish.ru](http://www.browncowenglish.ru)
- [wwwbritishcouncil.org/learnenglish](http://wwwbritishcouncil.org/learnenglish) Jonny Grammar’s movies
- [https://www.youtube.com/watch?v=d8ICZ5fNGQ](https://www.youtube.com/watch?v=d8ICZ5fNGQ)
- [https://www.youtube.com/watch?v=5Me5AeV6jkk](https://www.youtube.com/watch?v=5Me5AeV6jkk)
- [https://www.youtube.com/watch?v=ePSpJ0jC2Gg](https://www.youtube.com/watch?v=ePSpJ0jC2Gg) Present Perfect Tense Part 2 - English with Sound and Light

Source: The researcher.
APENDIX 19.4 LESSON S PLAN TO DEVELOP THE FOURTH ORAL PROJECT.

FOURTH ORAL PROJECT: FUTURE PLANS. FOURTH TERM.

<table>
<thead>
<tr>
<th>LEARNING DOMAINS</th>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>TIME</th>
<th>DEVELOPMENT OF THE ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affective Domain</strong></td>
<td>Develop oral skills-fluency.</td>
<td>Plans, intentions, desires and dreams for future</td>
<td>First section 3 hours</td>
<td>Vocabulary Ss watch video (holidays- free time activities)</td>
<td>Class work Collaborative and cooperative work</td>
</tr>
<tr>
<td></td>
<td>Present plans and intentions for the future</td>
<td></td>
<td>Second section 3 hours</td>
<td>Some sentences related to holidays, past events are taken from the video.</td>
<td>Class participation Present own or a partner routine to the class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Third section 3 hours</td>
<td>-According to the information, T and SS work on describing past holidays, and past events.</td>
<td>. evaluation based on fluency and task completion (not grammar)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fourth section 3 hours</td>
<td>Use of verbs, verbs and connectors to give continuity to speech.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Repetition drills</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING DOMAINS</th>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>TIME</th>
<th>DEVELOPMENT OF THE ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive Domain</strong></td>
<td>Knowledge: student recite their routine on a given day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension: students explain what simple present means.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application: Students apply what they learned about routines when interacting with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Synthesis: Students integrate vocabulary and structures seen in their previous classes to convey meaning when work on class projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: The researcher.
APPENDIX 20
THE COLOMBIAN STANDARD GOALS FOR FOREIGN LANGUAGES

<table>
<thead>
<tr>
<th>LEVELS ACCORDING TO THE COMMON EUROPEAN FRAMEWORK</th>
<th>COMMON NAME OF THE LEVEL IN COLOMBIA</th>
<th>EDUCATION LEVEL TO DEVELOP EACH LEVEL OF THE LANGUAGE</th>
<th>GOALS FOR THE EDUCATION FIELD TO 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Beginner</td>
<td>Grades 1 to 3</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Basic</td>
<td>Grades 4 to 7</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>Pre intermediate</td>
<td>Grades 8 to 11</td>
<td>*minimum level for the 100% of the graduates of media education.</td>
</tr>
<tr>
<td>B2</td>
<td>Intermediate</td>
<td>Higher education</td>
<td>*Minimum level for English teachers *minimum level for professionals in other careers</td>
</tr>
<tr>
<td>C1</td>
<td>Pre advanced</td>
<td>Higher education</td>
<td>Minimum levels for new graduate in languages.</td>
</tr>
<tr>
<td>C2</td>
<td>Advanced</td>
<td>Higher education</td>
<td></td>
</tr>
</tbody>
</table>

MEN, 2006
# ESTANDARES BÁSICOS DE COMPETENCIAS EN LENGUAS EXTRANJERAS: INGLÉS

## GRADOS 10 - 11

### ESCUCHA
- Entiendo instrucciones para ejecutar acciones cotidianas. 1, 2
- Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. 2
- Identifico conectores en una situación de habla para comprender su sentido. 1, 2
- Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. 2, 3
- Identifico el propósito de un texto oral. 2
- Muestro una actitud respetuosa y tolerante cuando escucho a otros.
- Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. 2, 3
- Comprendo el sentido general del texto oral aunque no entienda todas sus palabras. 1, 2, 3
- Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice. 3
- Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho. 3

### LECTURA
- Identifico palabras clave dentro del texto que me permiten comprender su sentido general. 1, 2
- Identifico el punto de vista del autor. 2
- Asumo una posición crítica frente al punto de vista del autor.
- Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad.
- Valor lo que la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento.
- Utilizo varietad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. 2
- Analizo textos descriptivos, narrativos y argumentativos con el fin de comprender las ideas principales y específicas. 2
- Hago inferencias a partir de la información en un texto. 2
- En un texto identifico los elementos que me permiten apreciar los valores de la cultura angloparlante. 2, 3
- Comprendo variedad de textos informativos provenientes de diferentes fuentes. 2

## REFERENCIAS:
- Competencia Comunicativas: (1) Competencia Lingüística
- Competencia Pragmática: (2) Competencia Sociolingüística

## ESCRITURA
- Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. 1, 2
- Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. 1, 2
- Expreso valores de mi cultura a través de los textos que escribo. 2, 3
- Escribo diferentes tipos

## MONÓLOGOS
- Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia. 1, 2
- Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. 2, 3
- Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. 1, 2
- Puedo expresarme con seguridad y confianza propias de mi personalidad.
- Utilizo elementos metalingüísticos como gestos y

## CONVERSACIÓN
- Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. 1, 2
- Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. 1, 2
- Utilizo una pronunciación inteligible para lograr una comunicación efectiva. 1, 3
- Uso mis conocimientos previos para participar en una conversación.
- Describo en forma oral mis ambiciones, sueños y esperanzas utilizando un lenguaje claro y
de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.). 1, 2, 3
• Escribo resúmenes e informes que demuestren mi conocimiento sobre temas de otras disciplinas. 1, 2
• Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector. 1, 2, 3
• Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo. • Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones. 1, 2
• Escribo textos expositivos sobre temas de mi interés.

enteración para hacer más comprensible lo que digo. 2, 3
• Sustento mis opiniones, planes y proyectos. 2
• Uso estrategias como el parafraseo para compensar dificultades en la comunicación. 2
• Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados.

sencillo. 1, 2
• Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad. 2
• Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural. 1, 2

REFERENCIAS:
Comp,comunicativas
Competencia comunicativas
(1)competencia lingüística
(2)competencia pragmática
(3)competencia sociolingüística

Ministerio de Educación Nacional, 2006
### APPENDIX 22

#### SPEAKING GRADE 10 BENCHMARK

<table>
<thead>
<tr>
<th>Linguistic vocabulary (knowledge of words and their meaning)</th>
<th>LEVEL 1 BEGINNING</th>
<th>DATE</th>
<th>LEVEL 2 DEVELOPING</th>
<th>DATE</th>
<th>LEVEL 3 EXPANDING</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses some words (approximately ............), including: • Utility words • Descriptive words to express basic needs. Responds: • to simple questions using two- or three-word utterances.</td>
<td>Uses more words (approximately ............), including: • utility words • descriptive words • subject-specific words to: • express needs • express feelings • express preferences • respond to questions.</td>
<td>Uses a range of words (approximately ............), including: • utility words • descriptive words • subject-specific words • academic words to: • express ideas • ask and answers questions • make statements</td>
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</tr>
<tr>
<td>Linguistic Grammar (ability to forms sentences conforming to the rules of English)</td>
<td>Uses: • common pronouns • adjectives • adverbs • nouns • verbs in present tense with errors and omissions</td>
<td>Uses: • common pronouns • adjectives • nouns • verbs in present tense • adverbs • regular plurals • prepositions with some overgeneralization and verb agreement and tense errors.</td>
<td>Uses: • plurals • possessive pronouns • prepositions • verbs in continuous and simple past tenses with verb agreement and tense errors.</td>
<td></td>
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</tr>
<tr>
<td>Linguistic Syntax (knowledge of word order and sentence structure)</td>
<td>Uses: • two- or three-word utterances • familiar patterned phrases • simple patterned sentences • simple patterned questions.</td>
<td>Uses affirmative and negative: • simple detailed sentences • compound sentences • questions • commands.</td>
<td>Uses: • complex sentences • varied word order.</td>
<td></td>
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<tr>
<td>Strategic (knowledge techniques to overcome language gaps)</td>
<td>Uses strategies, such as: • familiar phrases • simple questions</td>
<td>Uses techniques, such as: • cognates • making personal connections</td>
<td>Uses techniques, such as: • message replacement • everyday expressions</td>
<td></td>
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</tr>
<tr>
<td><strong>Socio-Linguistic</strong> (awareness of social and cultural factors influencing the ways language is used)</td>
<td>Uses:</td>
<td>Uses:</td>
<td>Uses:</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• first-language translation modeled by peers</td>
<td>Uses: greetings • familiar courtesy expressions to participate in familiar social and classroom routines.</td>
<td>Uses: • common courtesy expressions • familiar social expressions • awareness of register to participate in social and classroom situations</td>
<td>Uses: • common expressions • slang • idioms • gestures Used by peers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Discourse** (knowledge of how ideas are organized and connected) | Connects words and familiar phrases with: • “and” “first” “then” “next” “after that” to express: • needs • preferences. | Connects familiar phrases and simple sentences with: • common conjunctions • time markers • sequence markers to express: • needs • feelings • opinions. | Connects ideas using: • common conjunctions • time markers • sequence markers • prepositional phrases to: • share ideas • ask questions • describe • explain. |

| **Pronunciation** (ability to produce comprehensible speech) | Approximates: • English rhythm • intonation in familiar and rehearsed activities, although pronunciation errors may interfere with meaning. | Demonstrates: • comprehensible pronunciation • appropriate intonation in familiar and rehearsed activities, although pronunciation errors may still occur. | Demonstrates: • comprehensible pronunciation • appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors |

*Adapted from: K–12 English as a Second Language Proficiency Benchmarks Tracking Sheets*  
Grades 7–11: Speaking ©Alberta Education, Alberta, Canada
APPENDIX 23   ACTIVITY 3 Hobbies & Free Time

Students brainstorm conversation questions about the topic, hobbies and free time, and then have a free speaking conversation.

**Level:** Intermediate  **Topic:** Conversation, Hobbies & Free time  **Time:** 45 minutes

Preparation: Make one copy of the handout for each student.

Optional: make one copy of the Free Speaking Procedure for the teacher, available at ESL Conversation.

Procedure: Handout. **Conversation Topic:** Hobbies & Free Time

**Step 1 Brainstorming Questions:** Think of questions you can ask about Hobbies & Free Time.
What do you like to do in your free time?
If you had more free time, what would you do?
Who do you like to spend your free time with?
Do you have a hobby?
What hobby would you like to try?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

**Step 2 Free speaking:** Set your timer, remember the rules, and start talking!
Don’t know a word in English? Write it here!

**Step 3 Learning New Words:** Get your dictionary and look up words you didn’t know how to say in English.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

APPENDIX 24

ACTIVITY 4  LEADERSHIP LINE-UP

**Time** 5–20 minutes

**The game** Give players one minute to line up in their birthday order (from January 1 to December 31) without talking or mouthing words. Have players raise their hands when everyone thinks they’re standing in the correct order. Starting at one end, confirm everyone’s birthdays to see if the group did put themselves correctly in order.

**Variation** Give the group new leadership tasks. These work well when you want to split into smaller groups. Line up alphabetically by first name, number of siblings, hair color, number of pets, number of years in your group—use your imagination! After everyone has lined up, you can number them off for the next group task.

**Going deeper**

> What leadership decisions have to be made in order to complete any task?
> What decisions did your group make to complete the line-up?
> How well did your group work together? What would you do differently?

Asset categories: **Empowerment, Social Competencies, Positive Identity**

APPENDIX 25

ACTIVITY 5 MINI-SCAVENGER HUNT

Time 10–15 minutes

The game Think of items that players are likely to have on hand (e.g., sticks of gum, sunglasses, keys, paperbacks, and backpack carabiners). Also think of group strengths (e.g. athletes and artists), and use the items and strengths as the basis for a fun, spontaneous scavenger hunt.

Ask players to form groups of 4–6. Players should have their backpacks, purses, wallets, jackets, and gym bags on hand. Call out the list to each group and give the signal to start the mini-scavenger hunt.

The round ends when one group collects all items on the list. After five rounds, applaud the group that found the most items.

50 stage 2: building relationships

Going deeper

> What did you learn from this game?
> How are we resources to each other?
> Why is it important to work together and lean on each other?
> Do you ask others for help when you need it?

Do you willingly help others? Why or why not?

> If you had played this game by yourself, how do you think it would have been easier? More difficult?

Asset categories Support, Empowerment, Social Competencies

APPENDIX 26  Activity 13.2.4 Talking about me

Focus: Speaking. We reinforce our sense of identity when we remember positive things about ourselves, and even more when we talk about them to others. One comfortable way to do this is in the context of a game.

Level: Lower intermediate +
Time: 30–40 minutes

Preparation: Bring a copy of the board (below) and a dice for each group.

In class:
1. Put students randomly into groups of 3 or 4: have them sit in a circle in their group. Give each group a dice and a photocopy of the board. Then let them have a few minutes to read the things they may have to talk about and to get some ideas. At this time they can use dictionaries or ask you how to say anything they are not sure about.

2. Each group member throws the dice and the student with the highest number begins the game. Each time, a student throws the dice, moves the number of squares shown on the dice, and then talks for 30 to 60 seconds about what is indicated on the square they have landed on. The first student to reach FINISH is the winner, but in this game everyone wins because they are all benefiting from the positive atmosphere established.

<table>
<thead>
<tr>
<th>START</th>
<th>One person who has helped me</th>
<th>One thing I would like to learn</th>
<th>One thing I can do well</th>
<th>How I am feeling today</th>
</tr>
</thead>
<tbody>
<tr>
<td>A nice experience I have had this week</td>
<td>A goal I have</td>
<td>Something that makes me happy</td>
<td>Someone that I admire</td>
<td>A time I helped someone</td>
</tr>
<tr>
<td>A value that is important for me</td>
<td>A friend</td>
<td>Something I am grateful for</td>
<td>An object in my home that is special for me</td>
<td>A place that is special for me</td>
</tr>
<tr>
<td>A word I really like in English</td>
<td>A pleasant memory</td>
<td>Something I learned this week</td>
<td>My favourite song</td>
<td>A time someone helped me</td>
</tr>
<tr>
<td>Someone in my family</td>
<td>One thing I hope to do during the next year</td>
<td>A time I was Surprised</td>
<td>A nice present I received</td>
<td>FINISH</td>
</tr>
</tbody>
</table>

Extension
After all groups have finished, and still in their circles, each student says to the whole class one thing that he or she has learned about a classmate during the game. So that everyone will be mentioned, you can specify that the students select something about the student on their left.

Taken from: Tim Murphey’s Language Hungry! An Introduction to Language Learning, Fun and Self-Esteem, 2006 (Helbling Languages). ch2 A sense of identity, p54
APPENDIX 27

ACTIVITY 7 Holidays

Students brainstorm conversation questions about the topic, holidays, and then have a free speaking conversation.

Level: Beginners Topic: Conversation, Holidays Time: 45 minutes

Preparation: Make one copy of the handout for each student.

Conversation Topic: Holidays

**Step 1 Brainstorming Questions:** Think of questions you can ask about Holidays.

- What is your favorite holiday?
- Do you give presents on Christmas Day?
- Have you ever made a New Year’s Resolution?
- Have you ever worn a costume on Halloween?
- Do you think it is important to learn about holidays in English speaking countries?

**Step 2 Free speaking:** Set your timer, remember the rules, and start talking!

Don’t know a word in English? Write it here!

**Step 3 Learning New Words:** Get your dictionary and look up words you didn’t know how to say in English.

APPENDIX 28

Lesson Plan Checklist. Scrivener, Jim (2005)

1. Aim: Is this a topic that can be continued in future classes as well?
   a. Is it meaningful to your students?
   b. Do you use it throughout the entire lesson? (I.e. are you consistent?)

2. Profile of students: who are they?
   a. Does your material match the interest, age and language level of your students?
   b. Have you taken into consideration the size of the class?

3. Objectives: Are your objectives observable?
   a. Do your reading objectives involve the use of skills that will improve comprehension?
   b. Do your writing objectives focus on communication?
   c. Oral repetition and simply reading out loud do not guarantee comprehension. Nor do reading and writing a grammar point.

4. Warm-Up: Is it interesting?
   a. Does it get the students’ attention and prepare them for the lesson that will follow?
   b. Can you be creative and use something more interesting?

5. Presentation of new material objectives: How are you teaching your students?
   a. Is it all taught deductively? Can you do it differently?
   b. Is the teacher doing all of the teaching? Is it a Teacher-centered class? Can the students take a bigger part in their learning? Is it a student-centered class?
   c. Are you teaching something beneficial to the students’ acquisition of English?
   d. Are sentences and exercises meaningful and contextualized?

6. Guided activity: Is it something more than simply repeating and filling in the blanks? (Including teacher's help)
   a. Are you acting as a facilitator while your students are practicing their language?
   b. Can you be more interactive and creative?
   c. Is it meaningful and related to your aim?

7. Independent activity: Are students practicing the objective? (Excluding teacher's help)
   a. Is it meaningful?
   b. Is it creative?

8. Evaluation: Are you evaluating properly on your objectives?
   a. Is it meaningful?
b. Is it related to your aim?

9. Follow-up: Are you providing more practice on today’s lesson?
SPEAKING RUBRIC

Speaking rubric for fluency activities
Name: ___________________________ Rating: ____________
Level / Segment: _______________ Activity: ________________
Comments: ______________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Rating</th>
<th>Demonstrated Competence</th>
</tr>
</thead>
</table>
| 4      | • Uses a variety of vocabulary and expressions  
       | • Uses a variety of structures with only occasional grammatical errors  
       | • Speaks smoothly, with little hesitation that does not interfere with communication  
       | • Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction  
       | • Pronunciation and intonation are almost always very clear/accurate |
| 3      | • Uses a variety of vocabulary and expressions, but makes some errors in word choice  
       | • Uses a variety of grammar structures, but makes some errors  
       | • Speaks with some hesitation, but it does not usually interfere with communication  
       | • Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction  
       | • Pronunciation and intonation are usually clear/accurate with a few problem areas |
| 2      | • Uses limited vocabulary and expressions  
       | • Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors  
       | • Speaks with some hesitation, which often interferes with communication  
       | • Tries to communicate, but sometimes does not respond appropriately or clearly  
       | • Pronunciation and intonation errors sometimes make it difficult to understand the student |
| 1      | • Uses only basic vocabulary and expressions  
       | • Uses basic structures, makes frequent errors  
       | • Hesitates too often when speaking, which often interferes with communication  
       | • Purpose isn’t clear; needs a lot of help communicating; usually does not respond appropriately or clearly  
       | • Frequent problems with pronunciation and intonation |

Adapted from Authentic Assessment for English Language Learners by J. Michael O'Malley and Lorraine Valdez Pierce, Addison-Wesley Publishing Company.
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