

Running head: DEVELOPING SPEAKING SKILLS THROUGH COMMUNICATIVE

Developing Speaking Skills through Communicative Activities with 11th Graders in a

Business English Class

Lizeth Johanna Peralta Jimenez

Santo Tomas University

Author Note

Lizeth Johanna Peralta Jimenez, Candidate to the Bachelor of Arts in English Language Teaching, Santo Tomas University. (CAU Tunja, Boyaca, Colombia).

This research paper is submitted as a graduation requirement.

Contact: lizethperalta@ustadistancia.edu.co

Abstract

This document describes a research project consisting of a pedagogical innovation carried out with a group of 11th graders at a vocational school in Chiquinquirá city, in Boyacá, Colombia, in response to a macro project requirement for the graduation in the B.A. in English Language Teaching at Santo Tomas University in Colombia, South America. Based on a needs analysis survey, which revealed the lack of practice regarding speaking skills, four types of communicative activities (Role-Plays, Role-Cards, Information Gaps, Simulations) were taken into consideration for the implementation of (8) eight workshops aiming at the development of oral skills in a business English class, taking into consideration the main features and premises of the Speaking / Oral skills, Communicative Language Teaching (CLT) along with English for Specific Purposes (ESP) as the main literary foundations of this query. The changes in the pedagogical practice, in the role of the teacher, in the syllabus design and in learners' attitudes towards their learning process are also described in this paper. Audio videos and their corresponding transcriptions, observer's checklists along with reflection journals provide the evidence of the improvement of students' oral communication, as well as other implications and changes, necessary for a successful implementation of this action research project in the future, by either the author herself or any other practitioners of EFL in Colombia.

Keywords: Oral skills, Speaking, Fluency, Pronunciation, Communicative Language Teaching (CLT), Communicative Activities, Role-play, Role-Cards, Information Gaps, Games, Simulations, English for Specific Purposes (ESP), Register, Forms of Address, Business vocabulary, Authentic Materials.

TABLE OF CONTENTS

Chapter 1: Contextualization.....	6
Chapter 2: Research Statement.....	8
Justification	8
Main Research Question.....	11
General Research Goal	11
Specific Research Goals	11
Chapter 3: Theoretical Framework	13
Speaking / Oral skills.....	13
Communicative Language Teaching (CLT)	15
English for Specific Purposes (ESP)	16
Other related studies.....	21
Chapter 4: Design	21
Research Design.....	24
Type of Study	24
Timetable and Stages.....	26
Data collection instruments.....	28
Chapter 5: Implementation and Data analysis.....	32

Approach.....	32
Instructional Design.....	32
Pedagogical Objectives.....	32
Syllabus or Contents.....	33
Content selection and organization criteria.....	34
Teacher’s roles.....	35
Student’s roles.....	36
The roles of materials.....	37
Procedure / Lesson plan model.....	40
Assessment.....	45
Evaluation.....	45
Feedback.....	47
Data analysis.....	47
Phase 1 (Lessons 1-4).....	47
Preliminary findings	49
Audio Video Transcriptions –Colored Triangulation Phase 1	51
Observer’s Checklist (Colored Triangulation) Phase1	52
Reflection Journal (Colored Triangulation Phase 1.....	53

Student’s Learning and Performance.....54

Students Interaction and participation57

Main features of an ESP Class58

Phase 2 (Lessons 5-8) Planning59

Audio Video Transcriptions(Colored Triangulation) Phase 2.....61

Observer’s Checklist (Colored Triangulation) Phase 2.....62

Reflection Journal (Colored Triangulation) Phase 2.....63

Final Triangulation Table Report67

Chapter 6: Conclusions and Implications69

References

Appendices

Chapter 1: Contextualization

In order to carry on the present study and its future pedagogical intervention, the Insitución Educativa Técnico Comercial Sagrado Corazón de Jesús de Chiquinquirá School, was selected. This vocational school is a public institution located in a small town of Boyacá, Colombia, South America. With nearly two thousand students, its mission is to educate competent preschool, elementary and high-school graduates, with a focus on ethics, commerce / business and research, engaged with the social, cultural and academic development of the community with strong sense of belonging with the city and the country. Out of these 2.000 students, a sample of 34 was taken as the target population for this research project. This corresponds to 11th graders, 20 girls and 14 boys raging between 15 and 17 years of age (mid and lower social classes), who are taking (EFL) general English as a foreign language. It is important to remark that resources for English teachers are very limited at this school. They do not have a language laboratory so as to assist and complement student´s work in L2, which is very little. Students only take (2-3) two or three hours of instruction per week.

As for the foreign languages department, the school counts on three full-time teachers with a bachelor´s degree in foreign languages teaching. Two of them hold specialization degrees in literature and human rights, and the other one has a master´s degree in neuropsychology and education, and is currently a candidate to her doctoral degree in research and teaching. She is the head English teacher of 11th grade, and has been accompanying this process, since the very beginning. That is, since the researcher-student engaged on her English teaching practice (internship). Obviously, this project counts on the support and approval of all school officials, such as the head director,

academic and discipline principals, who gladly welcomed this proposal. In addition to that, it is important to remember that all students and their parents agreed to sign a letter of authorization in order to use the data collected in video / audio for this project. (See Appendix F).

Due to the fact that the school under study has not yet adopted an ESP series or official business / commerce English book to carry on L2 instruction, head English teachers focus on general English teaching instead. However, for this project and future pedagogical intervention, the student-researcher will be free to adopt / adapt materials as long as they follow the school syllabus, its pedagogical approach (PEI), and the standards established by the MEN (Ministry of National Education) in terms of skills or abilities for language teaching proposed by the CEFLR (See Appendix A for CEFLR standards).

Chapter 2: Research Statement

Justification

From the results obtained in a needs analysis survey carried out with the target population (See Appendix B for Needs Analysis Survey and See Appendix C for Needs Analysis Survey Results), first-hand information from students evidenced their insights about the importance and benefits they have when studying English and why, the level they have, and the activities they are able to do in terms of speaking skills, their preferences when developing learning activities, and the focus they would like to have in the English class. The outcomes of this survey were very interesting as they revealed that learners were very interested in learning English despite nearly all group mentioned they only study three (3) hours of English a week. In one of the questions, almost all learners considered this process very important because they may be using English in the future especially to get a competitive job. They also felt they could have a better future if they mastered this language. Some of them mentioned that learning English would help them to have a good performance in the major they want to study. A few of them considered that English is essential if they wanted to travel or make friends with people from an English-speaking country or chat with people from different countries and companies in the future.

From the survey, it was concluded that the target population was considered to be in an elementary level of English (A1 –CEFLR). The fact that most of them were not able to do certain activities related to the speaking skill and the topics for the more advanced levels suggest that the activities that were to be implemented had to fit the learners

level, and in some occasions, these must have a variation / adaptation for the learners who were not in the beginner and elementary levels.

With regard to speaking skills, the students were given several options to be selected from (a-h), where the students had to tick the ones they are able to do. Options included the ability to say the alphabet in English, the ability to introduce themselves, if they were able to interact in simple short social conversations, the ability to ask and answer questions and share ideas about a familiar topic, if they could improvise in unprepared conversations and exchange ideas on personal interests, the ability to express thoughts in a job interview, also if their English was fluent and if they could speak to English native speakers about experiences, whether they could present a topic spontaneously about general, academic; vocational or leisure topics with good grammatical control. And the answer to these questions bore such a result that in terms of level of English, specifically, in speaking skills, they were in level A1. As it was observed, the activity that they considered the most interesting was related to speaking tasks and skills. It was noted that students enjoyed doing activities related to having the opportunity to learn how to communicate in English.

In the last question, students were asked to mention strengths or weaknesses for the following aspects of speaking: *pronunciation and fluency*, (these aspects were explained to the students before answering). Thanks to this item, it was possible to identify that the students lacked the speaking skill because most of them ticked that there were more weaknesses than strengths when trying to produce orally. At the same time, the aspects

which seemed to be weaker were pronunciation and fluency, essential in terms of communicative competence in the English language.

Through the diagnosis, the research-student realized the kind of activities that could be designed or developed when learning English to support their business orientation and micro skills for the speaking skill. The research-student got to know that students want to focus on business English and the speaking skills they need to improve such as: fluency and pronunciation. Consequently, this study became very important for the context as it took into account, not only the school's P.E.I. (Proyecto Educativo Institucional) with emphasis on business and commerce, but also the specific characteristics of the target group, and it proposes the development of communicative activities that strengthen their speaking skills.

Additionally, this study becomes also important because the findings that could emerge can enrich literature related to implementing activities based on students' needs in the technical field. It also can give relevant insights about the use of business English and the speaking ability. Moreover, it could give ideas to improve the language syllabus of the institution and other institutions that have technical training in different areas so they can replicate this sort of activities so that learners can have better and more meaningful learning experiences.

Many countries and educational institutions have focused their attention on the implementation of programs / syllabus that help their students to acquire the desired levels of oral language proficiency, especially after the CEFRL (See Appendix A for CEFRL standards) was established worldwide, and in the case of Colombia, after the MEN

(Ministry of Education) standardized the academic English language goals to achieve according to each school level from elementary and primary to high school levels, through the Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés - Ministerio de Educación Nacional Guide (See Appendix D for MEN Guía No.22 standards).

It is for these previous reasons that this current study aims to embrace this orientation towards the development of English speaking skills through the use of classroom activities within the communicative language teaching approach (CLT) and the main premises of ESP (business), strategies, techniques and procedures, as opposed to traditional English grammar teaching with no communication in the end, so that it may become a contribution to the school community and the world of ELT in Colombia. With this in mind, there is no doubt we must locate our teaching practice in a level that fits, not only our student's needs, but also the official requirements.

Main Research Question

¿How to develop speaking skills in business English classes through communicative activities?

General Research Goal

*To develop speaking skills in business English classes through communicative activities with 11th graders.

Specific Research Goals

* To analyze the students' learning process and performance in terms of speaking skills for business English.

*To describe the student's interaction and participation through the learning process with communicative activities.

*To identify the main linguistic features of register and specific forms of address used in English for Specific Purposes (ESP) classes at the A1 level.

Chapter 3: Theoretical Framework

Speaking / Oral skills

In general, when we talk about *Speaking*, the first thing that comes to our mind is being able to articulate ideas and express them through oral language, which naturally serves as a learning means through which all humans develop abilities to establish social relationships and survive in a changing and challenging competitive world. Nevertheless, when we talk about *speaking* in linguistic terms, as language teachers, we must refer to it as a *skill* that combined with other three (listening, reading and writing), comprise a whole body called language, which allows our students to communicate and entails certain conceptual premises, foundations and particular pedagogical considerations.

This inquiry aims to review and examine the main theoretical aspects regarding the oral skill considering the very different functions *Speaking* performs in daily communication. (Richards, 2000) distinguishes three types of functions of speaking. The first one is *Talk as interaction*, usually in the form of conversations, where the focus is on the speaker and how he/she presents to others, and which primarily serve a social function, involving speaking micro-skills as: opening and closing conversations, choosing topics, making small-talk, recounting personal incidents and experiences, turn-taking, interrupting, reacting to others, using adjacency pairs. Secondly, *Talk as a transaction*, where the focus is on the message and the response, and which principally serve an information focus, involving speaking micro-skills as: explaining a need or intention, describing something,

confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing and disagreeing. Thirdly, *Talk as performance*, which refers to public talk, transmitting information to an audience, in the forms of talks, public announcements, commercials, speeches and others, which tends to be in the form of monologue rather than dialog, serving a presentation function, requiring the speaker to develop micro-skills such as using an appropriate format (opening and closing), presenting information in sequence, maintaining audience engagement, creating an effect on the audience.

This research study also bears in mind (8) eight major types of oral activities from which the research-student selected the most suitable for the target population in order to design the workshops to be implemented. These include discussions or debates, role-plays, role cards, simulations, information gap activities, talking circles, storytelling, and questionnaires, as described by (Guettal, 2008; Harmer, 2007). All these distinctions and their particular features certainly helped me to create/design a table (See Appendix E for List of Suggested Communicative Activities) containing (8) eight suggested communicative activities to develop with the target group during each academic cycle (2018 and 2019), in order to demonstrate that, despite the results of the needs analysis, which revealed the students' need and interest in emphasizing on *fluency and pronunciation*, CLT activities will help them master the necessary and specific functions and micro-skills in spoken business English at the A1 level.

Communicative language Teaching (CLT)

Another construct this project relies on is Communicative Language Teaching (abbreviated CLT), which the research-student used as an approach to empower students and develop oral competence through communicative activities carried out in the classroom. Even though CLT has been on the ELT field since the 1960's, its main premises have not changed much. As opposed to the traditional approaches and methodologies, which focus on learning a set of grammatical rules and structures, usually acquired to translate, the main principle of this approach is that language learning emphasizes learning to communicate.

CLT literature suggests that classroom goals should be focused on all of the components of communicative competence. In order to reach this, the following aspects of language knowledge must be addressed and considered with careful attention: knowing how to use language for a range of different purposes and functions, how to vary our use of language according to the setting and the participants (formal and informal speech), how to maintain communication through the use of communication strategies despite having limitations in one's language knowledge. (Richards, 2006, p.3)

Additionally, CLT literature implies that teachers should encourage students to use the target language in different tasks or situations in different contexts, paying less attention to accuracy (the degree of grammatical correctness to which learners use target language), and focusing more on students' fluency and meaning conveyed through speech. One of the main bibliographic sources of selection for the future materials and syllabus design in this project defines a task as: " A piece of classroom work which involves learners in

comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form”. (Nunan, 1989, p. 10). This translates into two things. On the one hand, CLT teachers must be less controlling and ruling, and become into some kind of facilitator, provider, who brings the real world into the English classroom for real-life practice, and who observes his / her students’ performance, as the suggested CLT activities showed. And on the other hand, this means that students’ grammatical (syntactical) errors are tolerated to some extent, helping them communicate much more spontaneously.

If the target population of this study is willing to use business English language sufficiently, they must be exposed to the language exactly as it is used in real life situations by native speakers. To comply with this, the student-researcher searched for appropriate and effective teaching materials (authentic and non-authentic), not only an ESP series, but also samples of authentic spoken language used in the real world of business / commerce from the internet (You Tube), songs, radio, movies among others. According to (Carter & Nunan, 2001, p. 68), “authentic materials are the kind of texts that are not designed for “teaching “aims. That is, materials that have been produced for purposes other than teaching”. Therefore, selecting graded authentic materials will help our target population bridge the gap between the classroom and the outside world, bringing cultural information to the students’ attention.

English for Specific Purposes (ESP)

Throughout the history of English Language Teaching (ELT), different methods and approaches have been introduced, used and overused in order to improve the quality of

instruction and learning in order to achieve the desired impact on students and the academic communities. Due to the vocational nature of the school where this study's target population takes English class; that is commerce and business, a third construct taken into consideration for this project was English for Specific Purposes (abbreviated ESP).

ESP is "a needs-center approach that seeks to fit not a generalized language curriculum but to help learners improve their abilities having as starting point students' professional needs and interests" (Belcher, 2009, p.4). Consequently, in the first phase of this ongoing research project, a Needs Analysis survey was carried on to identify the language needs and communicative interests of our target population. (See appendixes B and C).

Under the ESP premise, general English may become a disadvantage for learners since many things are taught and many of them are not always related to their needs and interests. However, with ESP, there are many benefits. First, it is a more learner-centered approach because the learners' needs are considered in order to design a syllabus or the classroom activities. What is more, ESP is "exciting, intellectually stimulating, and professionally and personally gratifying" (Belcher et al., 2009).

For this query, the data collected through the Needs Analysis survey revealed that nearly all students manifested a particular interest in using English in their future professional life. Therefore, when designing the activities, the student-researcher took this into consideration when selecting the type of dialogues or conversation, interviews, as well as other samples of spoken language in the business and commerce world such as radio or

TV commercials, job interviews, jingles, voice messenger, and voice over, among others to embrace students' attention and concentration.

In addition to the above, the Needs Analysis survey showed that the students' level of proficiency was very low, not even at an A2 level, the one any high school student is expected to achieve by the time he / she is in 10th or 11th grade in Colombia. The target population mainly consists of false beginners, and this should be considered when grading the language level of the communicative activities to be suggested for future implementation, though literature suggests ESP syllabuses and course work best with intermediate level students.

It is important to remark that the focus of the Needs Analysis for this study was meant to determine the specific characteristics of a language when it is used for specific rather than for general purposes. Through the literary analysis, it was found that the major difference between ESP and GE (General English) is that ESP focuses solely on the particular needs of the students. In GE, specific learning materials design is not always necessary due to the fact that it is mostly predetermined by the school, government or other institutions. In ESP, it is the case that teachers themselves have to develop the whole course or at most– the materials. Or, if counting on abundant financial resources, adopt a Business English series or textbook from a well-known publishing house such as Oxford Publishing or Cambridge University Press, which would be difficult to afford by our target population. Then again, due to the lack of appropriate didactic resources for the ESP course with a business orientation in Colombia and in EFL, materials development becomes an

opportunity for me to find solutions for immediate teaching problems at the Sagrado Corazón School.

Equally important for the ESP methodology, another major contribution to this research comes from the field of socio-linguistics. That is the concept of *register*, which refers to “specific lexical and grammatical choices as made by speakers depending on the situational context, the participants of a conversation and the function of the language in the discourse”, (Halliday 1989, 44). Thus, when greeting in English, speakers or users of the language choose between different variations and forms of language and vocabulary, depending on the context and who they are speaking with. Thus, “Hi”, “Hello” would tend to be in the informal register side of the situation; while “Good morning”, “Good Afternoon”, or “Good evening” would be in a much more formal style. In the case of business telephoning; for instance, it is much more probable to hear someone saying: “Good morning. This is Lizete Peralta from National Bank”; instead of “Hi...”

Another example of these variations may occur when speakers introduce themselves using expressions such as: My name is Lizete Peralta, I am Lizete Peralta, This is Lizete Peralta, or Lizete Peralta, speaking”. As can be seen, the speaker may choose to use one from another, depending on the specific situation she is and before whom she is speaking. In this way, Lizete would choose to use “This is Lizete Peralta” if she was to produce language to make a corporate business greeting, which tends to be more formal.

These differences in the type of language selected as appropriate to different types of situations indicate speakers may change the style in response to a context from formal to informal or even to more extreme extents; and for this query, the business context makes it

obvious that, due to the very serious nature of the specific business / commerce situations involved in each communicative activity proposed, speakers may rely on these variations as a way to improve in the acquisition of business vocabulary (A1 level) and be able to respond in much more formal situations, as opposed to more informal or colloquial general English.

For the reasons mentioned above, this project aims to identify the main features of register in a business ESP class, considering the main register labels according to the Oxford Thesaurus of English (2006), where the entries (words and expressions) are classified according to the use of an expression in different language situations including: *Informal* - commonly used only in contexts such as conversations among friends and acquaintances, *Vulgar slang* - informal language that may offend interlocutors, *Formal* - usually for presentations or performance, *Technical* - or specialist language, though not necessarily restricted to any specific field, also known as jargon, *Literary* - found only or mainly in literature in an 'elevated' style, *Dated* - no longer in use by the majority of English speakers, *Historical* - still used today, but only to refer to some practice or article that is no longer part of the modern world, *Humorous* - used with the intention of sounding funny or playful, *Archaic* - very old-fashioned language, not in ordinary use at all today, *Rare* - not in common use".

Also from socio-linguistics, a key term in the distinction of the main features of an ESP class, as opposed to general EFL classes, is what this field of linguistics defines as the

use of terms of address, which shows the formalization of politeness and status in a language according to setting; namely, the business setting.

English language offers a variety of terms of address ranging from (Title Alone – Sir or Madam), (Title + Last name – Mrs. Peralta, Professor Gomez, Mr. Gonzales, Doctor Nova, Father Pacalagua), to (First Name alone – Hi, Liz), to multiple names (Welcome to Chiquinquirá City, the religious Capital of Colombia), and even Nicknames. The conditions for choosing vary socially and may also change from time to time and from place to place. Due to these, identifying these terms of address and describe their patterns and regular appearances in business English speech is also part of the third target of this query.

Other Related Studies

The constant research about the teaching of oral skills and using CLT in EFL contexts has left room for complementary work based on new findings and fresher ideas among those involved in language education. Other teaching colleagues / researchers from non-English speaking countries contribute to this study through their data collection tools, assumptions-discoveries and suggested readings or materials.

First, this project brought up a study by (Ulum, 2015) whose purpose was to explore the needs that ELT students had in preparatory classes at Cukurova University in Turkey, specifically in their speaking abilities. This researcher wanted to assess the efficiency of speaking course and the contentment that learners had in the courses. Some instruments the researcher used were different types of adapted questionnaires. The findings showed the course fit nearly all students' needs in their speaking ability but that there lacked some

activities like going to the laboratory, which could have helped them practice the language more properly. These questionnaires complemented the Needs Analysis for the second and third phases of this project in terms of assessment and evaluation of the learning process.

Another study worth to be mentioned was the one by (West, 2016). In this study, activities from a textbook were adapted to Communicative Language Teaching (CLT) approach to see what the benefits of the approach would have in students' perceptions about the language and their performance in their learning process. The researcher used a pre and a post-test that was analyzed, as well as attitude and perception questionnaires. One important conclusion and suggestion of this study was "teachers should consider adapting the text to meet the needs of the students by creating original communicative activities" (West, 2016, p. 49). And this is precisely the point of this ongoing project. To design activities that fit students' needs that in this case is to improve the speaking ability using business English, which was the election of students in the diagnostic stage.

The fact that the bibliography to be used for this study included textbooks and series by (Nunan, 2001) as well as (Knight, O'Neil & Hayden, 2005) indicates that, for the oral activities preparation, materials from their achievements were selected and adopted; and for this reason, their textbooks and methodological suggestions became some sort of related studies for this project. Undoubtedly, these contributions from such recognized authors who count on the CEFRL and the Language Corpus seals on their textbooks and teaching materials, guaranteed that the spoken language found in these sources is trustworthy and makes part of the real inventory of Cambridge University Press, providing more authenticity to the selection.

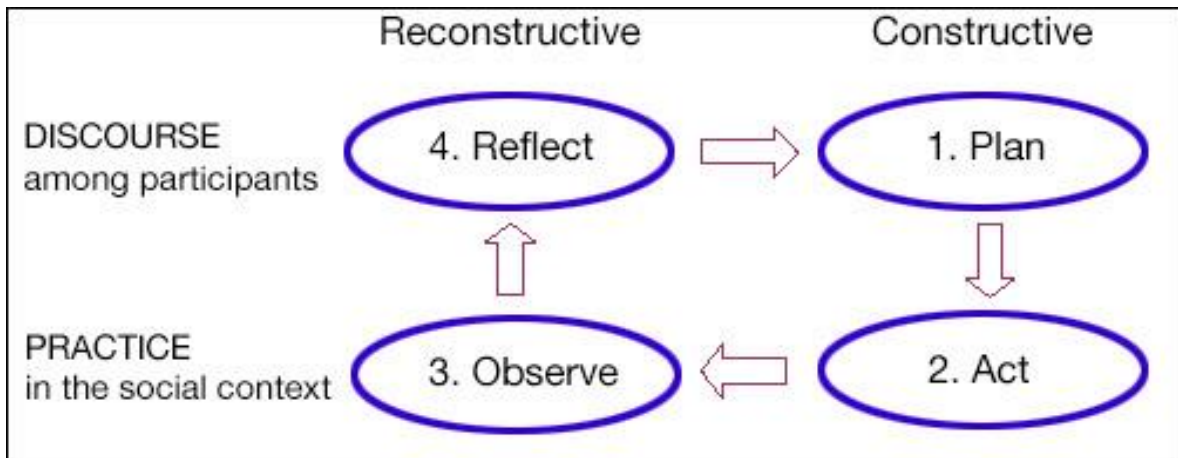
A fifth related-study taken into consideration is the one by (Jimenez, 2014), carried out at a Colombian university. This was a study framed on the action research principles, which sought to explore the students' needs and interests and design didactic materials and lessons based on that. In order to collect data, the researcher used direct observation, teacher's diary, surveys, and students' artifacts. After implementing the activities designed based on students' needs and interests she could realize that the learning process became easier and faster. She concluded that didactic materials are very important during the process since they can "encourage student's involvement, stimulate classroom interaction, promote teamwork, support and make learning easier" (Jimenez, 2014, p. 219).

Chapter 4: Research Design

Type of Study

Action Research was chosen as the guiding philosophy in order to decide upon the implementation of (8) workshops that develop speaking skills through communicative language activities with 11th graders in a business English class. Working in close collaboration with the target group and the school community, the idea within this type of inquiry was for the research-student to act as a participant facilitator to help improve a situation in a particular setting. That is, the student's oral skills in business English.

Because action research is inherently practical in nature, it must conform to a set of practical guidelines. In first place, it must not interfere with the teacher's primary job of teaching. Secondly, the methods employed must be practical. Thirdly, the methodology employed must be one that is applicable to the particular classroom situation in which a teacher is working. Additionally, the teacher must be committed to the research question under investigation. What is more, the teacher must ensure the confidentiality of the subjects, especially if videotaped. (Ellis, 2010: 206).



Action research involves a cycle of activities as shown in Figure 1.1., taken from Carr and Kemmis (1986) in (Ellis et al., 2010). The starting point was PLANNING (i.e. the identification of some problem that needed solving). For this project, a needs analysis was carried out in order to detect and identify the specific students' needs and concerns regarding English class. (See JUSTIFICATION). This resulted in ACTION (i.e. the teaching of a lesson in which the problematic behavior arose). To carry on, (8) eight workshops including communicative activities that foster Business English speaking skills were proposed. OBSERVATION of the action provided material for REFLECTION, which led to further planning. For this inquiry, in all classes the research-student collected data to be observed (attitudes, behaviors, student's progress and production) and to be reflected upon, before making a decision on the final implementations. Each step or moment in the cycle looked back to the previous step and forward to the next step. The cycle served to link the past with the future through the process of reconstruction and construction. Furthermore, it linked DISCOURSE (i.e. talking about the action) with actual PRACTICE

(i.e. the action in context). At the end, all these data were analyzed and triangulated in order to reach conclusions and further implications for the future implementation.

Dawson (2002) points out that action research requires all participants to be open to new ideas and be willing to step back and reflect on these ideas. Under this philosophy of research, it is not statistics (quantitative research) that matter, but practical significance, especially if undertaken as a mode of monitoring both professional development and improvement in the development of oral skills. For this reason, this proposal belongs to a descriptive tradition under the qualitative approach in order to account for the students' progress and performance during and after the proposed communicative activities, rather than a quantitative record of spoken production.

Timetable and Stages

RESEARCH STAGE	RESEARCH ACTIVITY	ESTIMATED DATE	CYCLE	CHECK IF DONE
PLANNING	MEET SCHOOL AUTHORITIES *To socialize the project intention with the school director to get his permission for the implementation.	MAR. 2018	1	√
PLANNING	MEET THE HEAD ENGLISH TEACHERS *To discuss/negotiate the contents of the syllabus (agreement to apply a need analysis survey)	APR. 2018	1	√
PLANNING	MEET THE STUDENTS/ NEEDS ANALYSIS *To inform students and their parents through a letter that English classes will be video recorded. (Carried out Need analysis survey)	MAY 2018	1	√
PLANNING	RESEARCH STATEMENT *To define the research question with the research class national tutor	AUG. 2018	1	√
PLANNING	ONLINE TUTORING SESSION *To discuss the research statement with the research class national tutor.	SEPT. 2018	1	√
PLANNING	RESEARCH GOALS *To define and write the main and specific research project goals.	OCT 2018	1	√
PLANNING	MICRO SITE WORK: CONTEXTUALIZATION JUSTIFICATION RELATED STUDIES REFERENCES *To define the target population for the implementation.	NOV.2018		

	*To explain the reasons that justify this pedagogical intervention *To provide bibliographical support of related studies to be applied on this research			
PLANNING	MICRO SITE WORK: MAIN CONSTRUCTS REFERENCES *To document and define the theoretical framework that comprises this research: SPEAKING SKILLS CLT ESP	NOV. 2018	1	√
PLANNING	ONLINE TUTORING SESSION *To discuss the related studies and main constructs of this research with the national research tutor.	NOV. 2018	1	√
PLANNING	MICRO SITE WORK RESEARCH DESIGN TYPE OF STUDY DATA COLLECTION INSTRUMENTS & TECHNIQUES TIMETABLE & STAGES *To document the literary sources about the type of research, provide (3) instrument for data collection, the timetable and stages of this research.	NOV. 2018	1	√
PLANNING	ONLINE TUTORING SESSION *To discuss the literary sources about the type of research, provide (3) instrument for data collection, the timetable and stages of this research with the national research tutor.	DEC.13 TH 2018	1	√
PLANNING	MICRO SITE WORK: INSTRUCTIONAL DESIGN APPROACH (pending) DESIGN PROCEDURE CONTENTS MODEL LESSON PLAN (* approved) *To document the instructional design, syllabus, model lesson plan and class procedures, along with their corresponding samples.	JAN. 26 th 2019	1	√
ACTION OBSERVATION DATA COLLECTION	WORKSHOP No.1 “Spelling out?” *To spell out names, addresses and phone numbers during a conversation.	LAST DAY OF JANUARY 2019 (30 TH)	1	√
ACTION OBSERVATION DATA COLLECTION	WORKSHOP No.2 “ Telephoning “ *To participate in a corporate basic telephone call, requesting to talk to someone in particular and or asking callers to hold the line.	FIRST WEEK OF FEBRUARY 2019 (4 TH -8 TH)	1	√
ACTION OBSERVATION DATA COLLECTION	WORKSHOP No.3 “Sentence Auction “ *To provide feedback on the students dialogues from the previous workshop. *To demonstrate students how to use an error correction code to foster autonomous learning and develop accuracy.	THIRD AND FOURTH WEEK OF FEBRUARY 2019 (11 TH -18 TH)	1	√
ACTION OBSERVATION DATA COLLECTION	WORKSHOP No.4 SELF-INTRODUCCTION AT A COMPANY PARTY *To Introduce oneself exchanging a personal business card with a co-workers.	LAST WEEK OF FEBRUARY 25 TH 2019	1	√

OBSERVATION PRELIMINARY REFLECTION	PRELIMINARY ANALYSIS TRIANGULATION SAMPLE *To analyze the data collected during the first cycle of this research. (ONLINE TUTORING SESSION WITH NATIONAL RESEARCH CLASS TUTOR). *To upload the first triangulation analysis assignment	FEBRUARY 26 TH 29 TH 2019	1	√
ACTION OBSERVATION DATA COLLECTION	WORKSHOP No.5 “Where is it ? ” *To exchange information orally in order to find and pinpoint the exact location of an office or department on a company map.	MARCH 4 TH	2	√
ACTION OBSERVATION DATA COLLECTION	WORKSHOP No.6 “After the beep - A company’s Voice message *To record a company’s voice message with one’s own words and creativity	MARCH 11 TH 2019	2	√
ACTION OBSERVATION DATA COLLECTION	WORKSHOP No.7 “At a business appointment” *To confirm a business appointment with the exact time and requested person or company officer	MARCH 18 TH 2019	2	√
ACTION OBSERVATION DATA COLLECTION	WORKSHOP No.8 "Shopping" " To offer and buy goods at newsstand "	MARCH 29 TH – APRIL 1 ST 2019	2	√
REFLECTION	DATA ANALYSIS FINDINGS	EASTER WEEK	2	√
REFLECTION	DATA ANALYSIS FINDINGS	THIRD AND FOURTH WEEKS OF APRIL 2019	2	√
REFLECTION	RESEARCH CONCLUSIONS & IMPLICATIONS	MAY 2019	2	√
FINDINGS	FINAL RESEARCH REPORT & DISSERTATION	MAY – JUNE 2019	2	√

Data Collection Instruments and Techniques

The data for this study obtained from different sources so as to have several perspectives that once triangulated, led the research-student to decide upon the best communicative activities that foster speaking skills. Thus, for this ongoing research project, data were collected using three (3) methods or instruments:

Audiovisual (Audio & Video)

Video recording has special value for non-native English speaking trainees because it enables them to focus not only on the nonverbal aspects of their teaching but also to reflect on their communicative competence, including their language proficiency, knowledge of essential language functions, and their style of teacher-student interaction. (Orlova: 2009, p.31).

In first place, audiovisual observation with its corresponding transcripts was used. Professional researchers point out that a major advantage of this type of observation is that it allows the recording of a behavior or pattern as it occurred. This tool enabled the research-student to observe the students' progress and performance after the production phase of class, instead of relying on memories of the events. The procedure was not meant to be invasive in order to capture oral production with a much more natural flow. This method proved the only way to obtain an accurate record of the students' speech in our classroom, which is usually noisy. The students' utterances were transcribed in order to provide much more insight in terms of elaboration of spoken language. According to Tuckman (1999), conversation transcriptions are the written form of spoken conversation. The conversation is written in order to show the aspects of what was said, so that it can be analyzed and studied.

In this project, the students' production in each class was videotaped and transcribed in order to evidence, not only the process, but also to assess students using a rubrics in every lesson. The rubrics helped the research-student to measure changes in the students' knowledge, skills, and behavior as a result of this implementation. With this instrument, the

research-student became a non-participant observer, and watched their final performance to give account of their progress. (See Appendix F for Sample Audio Video Link and Transcription –Lesson 4 + Use of Rights Authorization Form). It is important to remember that all students had their parents sign this letter of authorization in order to use the data collected in video / audio for this project.

Observer's Checklist

Not all reflection, reading or action research needs to be done by teachers working alone. There are many ways teachers or colleagues can confer with each other and develop together. This is why, in this project, a second tool used was an observer's checklist. This was to be filled out by an outsider observer. In this case, the school's 11th grade head English teacher. This method supplied a different perspective about the process, as it was an outsider's professional views and annotations to be considered for the processing of data.

As (Harmer, 2007, p.414) indicates, "The observer does not judge whoever he or she is observing based on their own assumptions, but rather assesses those same assumptions on the basis of what he or she sees the observed teacher doing. And the only way to make this happen is to make sure that the observer has some kind of feedback form which guides his or her observation". For this reason, a class observation checklist was provided for the observer to fill out and be officially signed. The observer had to take note of what was not happening as well as what was happening, providing her insights about the research-student teacher, the students and the activity itself. (See Appendix G for Sample Observer's Checklist).

Reflection Journal

A third method consisted of a reflection journal to be filled out by the research-student teacher on a regular basis after each and every communicative activity proposed and executed. This tool provided a self-evaluation from the research-student and her execution of all implementation. Teachers reflect in order to "utilize their experience as a basis for assessing and revising existing theories of action to develop more effective action strategies" (Osterman, 1990, p. 133). In other words, reflection was used to monitor the teachers' own practices and to learn systematically from experience. (See Appendix H for Sample Reflection Journal).

Chapter 5: Implementation and Data Analysis

Approach

The main assumptions, beliefs and theories of how language and learning are understood in this study would fall under what is known in the field of ELT as communicative language teaching (CLT), a learner-centered approach which emphasizes the development of communicative competence in the target language through meaningful and contextualized practice. (See Chapter 3). In essence, for this query CLT puts the highest priority on students' ability to effectively communicate speaking in the target language in a variety of business settings or contexts through (8) eight communicative activities, keeping in mind that the main aim for this research project was to find out how to develop speaking skills in business English classes with eleventh graders at a vocational school in Chiquinquirá city. To comply with this, another assumption of this project was that these suggested classroom activities should as far as possible, mirror the real world and use real world or "authentic" sources as the basis for classroom learning.

Pedagogical Objectives

General

- To develop speaking skills in business English classes through communicative activities with 11th graders.

Specific:

By the end of the (8) eight workshops, students will be able to:

1. Participate in a corporate basic telephone call, requesting to talk to someone in particular and or asking callers to hold the line.
2. Introduce themselves exchanging a business card with different co-workers.
3. Exchange information orally in order to find and pinpoint the exact location of an office or department on a company map.
4. Record a company's voice message with their own words and creativity.
5. Leave a short, simple business telephone message.
6. Spell out their names, addresses and their phone numbers during a conversation.
7. Confirm a business appointment with the exact time and requested person or company officer.

Syllabus

Due to the fact that the school under study has not yet adopted an ESP series or official business / commerce English book to carry on L2 instruction, its head English teachers focus on general English teaching instead, following the parameters established by the National Ministry of Education (MEN). Then again, for this pedagogical intervention, the student-researcher was granted the freedom to adopt / adapt Business English materials along the implementation, as long as they followed the school syllabus, its pedagogical approach (PEI), and the standards established by the MEN (Ministry of

National Education) in terms of skills or abilities for language teaching proposed by the CEFLR.

As a result of this negotiation through team work, which involved the schools' director, the head English teacher and the student –researcher, the attached Appendix J - Syllabus or Contents was created, suggested and approved as our syllabus for the implementation.

Content Selection and Organization Criteria

In order to select and organize the contents included in the design of this pedagogical intervention aiming at developing speaking skills in business English classes through communicative activities with 11th graders, the following criteria were taken into consideration: the Needs Analysis survey, the school setting (See Chapter 1), its academic calendar (Phases 1 and 2 of the Implementation – See TIMETABLE AND STAGES), and its PEI, the standards for A1-A2 levels of the CEFLR and the Guia No.22 from the MEN (Ministry of National Education), two approaches to English Language teaching such as CLT and ESP, as well as the main features of the Speaking skill and its inherent micro skills to be developed through each one of the proposed (8) eight workshops of this implementation. All these helped the student-researcher establish the general and specific pedagogical goals, as shown in the Syllabus. The following questions were also asked and answered prior to the selection and organization of contents:

¿What type of CLT activity will it be?

¿What will the focus of the oral activity be: talk as interaction, transaction or performance?

¿Which oral micro-skills will be included / developed?

¿How will the activity be modeled?

¿What stages will the activity be divided into?

¿What language support will be needed?

¿What resources will be needed?

¿What learning arrangements will be required?

¿What level of performance is accepted?

¿How and when will feedback be given?

Teacher's Roles

ELT literature suggests several roles for language instructors including teachers acting as: controllers, prompters, participants, resource, and as tutors (Harmer, 2007, p.108-110). Controllers love to be always in charge, transmit teaching, correct, ground, scream; and as a rule, lack variety among others. Prompters give a helping push in cut conversations and always encourage students to get on with the flow of the activity. Participants get involved in the activities as a way to motivate their students. When acting as resource, teachers become a consultation aid for the students. For example, when they need vocabulary explanations lexical usage advice. Tutors, on the other hand, usually become a supporting hand for group work as attention is more personalized.

Obviously, in order to work well with all these different roles described in this chapter, and if the research-student wished to develop a good learning environment in the classroom, she needed to establish an appropriate relationship with her students. She had to spend some time to make sure that teacher-student rapport was positive and useful. "Such

confidence is an essential component in the successful relationship between students and their teachers. It extends as well to the teacher's demonstrable knowledge of the subject they are teaching and to their familiarity with classroom materials and equipment. All of these things tell the students they are in "good hands" (Harmer, 2007, p.113).

Even though CLT suggests that for the development of communicative activities the teacher must be a prompter, for this query, it was found that the roles to be assumed during this pedagogical implementation varied depending on what this proposal wishes the students to achieve. While some of the communicative activities in the workshops were difficult to organize without the research-student acting as a controller (giving explanations or eliciting information from the students to create a context, bringing class to order, modeling pronunciation), others had no chance of success unless she took a less domineering role (Practice stage techniques (Onion Rings) or even production through Role Cards). There were times when she needed to act as a prompter (occasionally offering words or phrases or encouraging to continue with a broken conversation instead of correcting mistakes over and over), and in other occasions, it was more appropriate to work as participant (as in Workshop No1 when she acted a role as a secretary or receptionist requesting the students to spell out their names, which not only provided her with the opportunity to participate in the activity, but also to help herself collect the students' production in both audio and video). Throughout the development of this project, it was found with certainty, that as an English teacher the research-student will need to be able to switch between the various roles described in this chapter, judging when it is appropriate to use one or other of them.

And, as far as rapport it is concerned, the research-student tried to establish a good relationship with all students from the very beginning of the implementation, trying to recognize and memorize their names, not last names, for which she always had them wear sticker tags on their chest. Let us remember it is a very large group (45 students). She always tried to listen to her students contributions in class, and praise them accordingly with respect and encouragement. Also, as part of her plan to gain their “confidence “,she also used some ice-breakers in order to start the workshops and change mood and set up an appropriate learning atmosphere.

Students ´ Roles

From the early stages of this query the student´s role was different from that one of classic English classes, where their voice and opinion is least heard, especially when it comes to making the decision on which program, approach to take on. Considering that the basis of this query relies on a students´ needs analysis survey, the following steps of the pedagogical implementation had to be learner-centered, and especially if under the CLT umbrella, in which students are active participants in their own learning process. “Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning “. (Richards, 2006, p.9).

Through the development of the workshops, cooperative, collaborative learning was also emphasized. Therefore, students are expected to interact with others through pair (role-

plays) or group work (as in the games, ice-breakers or practice activities). Students participating in this implementation had to engage on autonomous learning and self-correction as they were trained on how to use an error correction code so as to promote this kind of learning.

The Role of Materials

The materials selected for the syllabus design of this implementation played several roles in this study: 1) satisfy the needs analysis survey carried out at the beginning of this query, which revealed a low level from the students (close to A1), consisting of true False Beginners willing to learn business English, (2) bridge the gap between the real world of business and the classroom, and (3) expose students to several samples of real language in real and different business situations. Consequently, the materials to be selected, adopted and adapted had to meet these roles. For this reason precisely, the main bibliographical sources for the instructional material design included abstract exercises from textbooks and ESL and EFL series such as EXPRESSIONS (1 and 3) by (Nunan, 2001), TOUCHSTONE 1A (McCarthy & McCarten (2008), as well as BUSINESS GOALS 1 (Knight, O'Neil & Hayden, 2005), from which the main audios and model conversations were taken. Undoubtedly, these contributions from such recognized authors who count on the CEFRL and the Language Corpus seals on their textbooks and teaching materials, guaranteed that the spoken language found in these sources is trust-worthy and makes part of the real inventory of Cambridge University Press, providing more authenticity to the selection.

For material design, the student-researcher also took into consideration variations of the sample conversations from dialogues or, interviews, as well as other samples of spoken

language in the business and commerce world such as job interviews, voice messages from answering machines, from sources as You Tube and Movie scenes such as “The Pursuit of Happiness “, among others to embrace students’ attention and concentration. The advantage of using this type of authentic materials brings the world into the classroom, especially in EFL contexts. This material is much more fun and attractive to learners of all ages, especially teens close to deciding upon a career path. According to (Carter & Nunan, 2001, p. 68), “authentic materials are the kind of texts that are not designed for “teaching “aims. That is, materials that have been produced for purposes other than teaching”. Therefore, selecting graded authentic materials helped our target population bridge the gap between the classroom and the outside world, bringing cultural information to the students’ attention.

Other materials selected, adapted and created for the development of this proposal included: 8 Lesson Guides (including graphics to provide the model conversations with a few tasks and target vocabulary), toy phones (to simulate the business telephone conversations and be used to raffle turns in a practice drill if no volunteers arise), cardboards with the Model Conversations (This helped the research-student to carry out the explanation of expressions and new vocabulary in context – Map Diagram Style), PPT (To illustrate a giant personal business card), toy U.S. Dollar Bills (To expose students to sample real bills to be used at an auction game), movie Scene Transcripts or Captions (Used to acquire new expressions or variation words of the model conversations), real business cards (To be used at the simulated business party and to be exchanged by guests to the event), flashcards (Used to reinforce vocabulary without translating – Foster visual learning), company Map (To spot – pinpoint the location of offices and departments in a

company building – accompany a lesson), prompts (To instruct students to carry out a task or activity), cell phones / Recorders (Used to register the students' assigned dialogues or corporate business voice message), video Camera / Camera Man (To register all classes and students production in the communicative activities), rubrics (All workshops contain a rubrics used to assess students performance and provide grades in each communicative activity proposed), board, color markers, tape, PC, Speakers, TV Screen, internet, observer's Checklist, reflection Journal.

Undoubtedly, all these materials played a very important role for either the development of the workshops / classes as classroom materials, to accompany the lessons, to assess students' performance, to reflect upon lesson planning and execution, or to collect data for farther interpretation and evidence the findings of this research project.

Procedure – Lesson Plan Model

A procedure most often referred to as PPP (Harmer: 2007) and (Richards: 2006), which stands for (PRESENTATION, PRACTICE, PRODUCTION), a three-phase process whose main aim in to place the language in clear situational contexts, is the path to follow in each and every one of the proposed (8) eight workshops of this implementation.

Presentation

The model conversations along with other variations of it are presented, often introduced after the exploration of the situational context: a business situation. (From graphics or the transcribed conversation itself). Both samples are from the same situational

context, but from different sources and provide students with different language possibilities to choose from for further use in the last stage.

The teacher explains the new words and target expressions and checks students' comprehension of it by eliciting information from them. Students listen to the model conversation as well as the variations. Focus on pronunciation and intonation is suggested to the learners.

SAMPLE PRESENTATION STAGE – Workshop No.1 “ Telephoning “

Teacher hands out the Workshop Guide No.1, and explores the illustration with the students, trying to reveal the context of the lesson.

Sample questions to elicit information from students:

What can you see in the illustration?

Is this a restaurant?

Is this a supermarket?

How many people can you see in the office?

What are the men doing?

What is the woman doing?

Teacher introduces a telephone business conversation model to set up a framework for the lesson, pasting a cardboard on the board.

CONVERSATION MODEL:

A: Northwest Credit Bank.

Can I help you?

B: Hello. Carl May's office, please?

A: Who's calling, please?

B: Julieth Winter.

A: Just a moment. I'll put you through

In this part, teacher explains language references (vocabulary, grammar, structures, with cultural input).

Teacher explains the corporate greeting:

Name + Type of Business
Northwest + Credit Bank

Teacher elicits the expression used to offer help or assistance to someone on the telephone.

Students' expected response:

CAN I HELP YOU?

Teacher elicits the expression used to request to speak to someone on the telephone.

Students' expected response:

CARL MAY'S OFFICE, PLEASE?

Teacher elicits the expression used to ask who is calling.

WHO'S CALLING, PLEASE?

CULTURAL TIP:

Teacher explains that when telephoning, the caller should identify himself or herself as:

This is Juanita Perez or Juanita Perez speaking or with the Full Name: Juanita Perez

Not: I am Juanita Perez.

Teacher elicits the expression used to ask people to wait in the telephone line.

JUST A MOMENT

Teacher explains the expression used to tell people you would help them communicate with the requested person or office.

I'LL PUT YOU THROUGH.

Teacher plays the audio for the students to listen to the conversation model. (a second play is optional)

Practice

Students practice the model conversation with a partner taking different turns or roles (not always the same). As evidenced in the videos, rotating circles or onion rings proved to work the best, instead of voluntary participation for.

PRACTICE STAGE: (ROTATING CIRCLES / ONION RINGS)

Students practice the model conversation.

To do this, the teacher assigns Roles A and B, accordingly. Next, the teacher asks role A students to stand up and make 3 groups of 6 people each. Then, those students with Role B, stand up and make another circle around the Role A students, facing them.

When the teacher says: ACTION, all students (Roles A & B) start speaking.

When the teacher says: ROTATE, Role B students do it. In this way, all students have a chance to practice speaking with a new partner every time the teacher calls for a new rotation. (3 times is suggested).

While the students are speaking, the teacher walks around the classroom, listening to their dialogues, tries to recall the major items that need to be pointed out / corrected later on.

TRANSITION TO VARIATIONS BEFORE THE ROLE PLAY

Teacher plays a short video clip from You Tube with more real variations of expressions used when telephoning, different from the model conversation.

https://www.youtube.com/watch?v=xW7ISRwGRrs&fbclid=IwAR30_nwRxnKnVyxWEJno5gnJ7EckLIMMULClzXbF6imJYFEQvyTLTgavEDs

The purpose of using this video clip, is to show students various contextualized options to freely choose from when they have to present the role-play.

To do this, teacher asks students to CLAP when they listen to or read (from the subtitles), any expression similar to the ones learnt in the from the model conversation.

Teacher emphasizes on these two new expressions and tells students they can use them for the ROLE PLAY activity:

Can I talk to Phil Watson, please?

What company are you from, please?

Production

All suggested communicative activities (role-plays, role-cards, simulations, information gaps) are to be carried out during this stage of the learning process. According to prompts (instructions), students perform a task using the target language and vocabulary, often using their own content or information in order to develop fluency with the new pattern. Students are encouraged to improvise using language in their tasks, rather than reading a script.

TRANSITION TO PRODUCTION STAGE: ROLE PLAY ACTIVITY

Teacher hands out the prompts and raffles the turns for the ROLE PLAY to each assigned couple, and tells the students they will have seven (7) minutes to read and prepare the conversation before acting it without any kind of script or reading. Teacher indicates that dialogues must be improvised and flow naturally. Then, The teacher calls each couple, writes their names, turn, situation number and role on the checklist sheets and records their dialogues in audio and video for data collection and further feedback.

ROLE PLAY PROMPTS

SITUATION 1

STUDENT A:

SUPPOSE YOU ARE THE GENERAL MANAGER OF A LOCAL BANK. CALL A LOCAL SUPERMARKET, AND ASK TO SPEAK TO THE ACCOUNTANT).

STUDENT B:

IMAGINE YOU ARE THE RECEPTIONIST SECRETARY OF A LOCAL SUPERMARKET. ANSWER THE PHONE. WRITE DOWN THE CALLER'S NAME AND COMPANY. AND TELL HIM / HER TO WAIT IN THE LINE.

SITUATION 2

STUDENT A:

SUPPOSE YOU ARE THE DIRECTOR SHAKESPEARE ACADEMY. CALL THE UNIVERSITY OF BOYACA AND ASK TO SPEAK TO PROFESSOR GOMEZ.

STUDENT B:

IMAGINE YOU ARE PROFESSOR GOMEZ OF THE UNIVERSITY OF BOYACA.

ANSWER THE PHONE. WRITE DOWN THE CALLER'S NAME AND COMPANY.

SITUATION 3

STUDENT A:

SUPPOSE YOU ARE THE MARKETING DIRECTOR OF A MULTINATIONAL COMPANY. CALL THE BANK OF COLOMBIA. IDENTIFY YOURSELF. ASK FOR THE MANAGER.

STUDENT B:

IMAGINE YOU ARE THE RECEPTIONIST OF THE BANK OF COLOMBIA. ANSWER THE TELEPHONE WITH A CORPORATE GREETING. OFFER HELP. ASK WHO IS CALLING. TELL HIM / HER TO WAIT IN THE LINE.

After the 5 minutes, the teacher starts calling couples randomly. And fills out the Speaking Assessment Checklist with the rubrics for each student. Detailed feedback will be provided in the next session at the beginning.

Assessment

In order to get to know about students' performance in all the proposed communicative activities, the research-student used a rubric which accounts for their production and their grades to be considered for report to the head teacher. All students were aware that these communicative activities were going to be assessed as part of this query. (See Appendix K for Assessment Rubric)

Evaluation

A reflection journal was chosen to keep account of the evaluation of the process and each communicative activity. The research-student kept this on a weekly basis in order to record her insights on her performance of the lesson plan.

Sample Reflection Journal Entry

<p>Session # 1 Name of the School: Técnico Comercial Sagrado Corazón de Jesús de Chiquinquirá Group: 10th grade Date: November 19TH / 22ND, 2.018. Room: Audiovisuals Room Topic: Telephoning</p> <p>Goals:</p> <p>Language -To use expressions that enable speakers to open and close a short telephone conversation.</p> <p>Communicative: - To be able to make and answer simple questions for a business telephone conversation.</p> <p>Learning: - To use different learning strategies such as drilling and transferring information to activate previous knowledge that allows them to create conversations and interact in a business environment.</p>	
DESCRIPTION	REFLECTION
<p>I introduced the lesson topic in an inductive way exploring the picture. A few students (3-5) activated previous knowledge, engaging in speaking (elicitation) from the very first moment. In one of the turns / interactions: “I’ll put you through “in the model conversation, the elicitation was confusing. Students did not reply.</p> <p>Even though, I made a simple mistake drawing an extra arrow when explaining the turns in the conversation model, these were not altered in the practice exercise (rotation groups) as</p>	<p>The fact that the model conversation was explained line by line, contributed to reinforcing the TURNS and INTERACTIONS in the dialogue.</p> <p>When I introduced the variations to identify oneself on a telephone business conversation, I should have illustrated this better, as I may have confused my students.</p> <p>I should have exemplified this line: “I’ll put you through “, contextualizing it to a Colombian situation or business telephone call.</p>
<p><u>Evaluation:</u></p>	

I can anticipate that for the next session (production stage), my students will be aware of turn-takings in a short business telephone conversation, as well as the corporate greeting, and the expression to offer help or assistance. More modeling and repetition is necessary so as to reinforce the target expressions and vocabulary, emphasizing on pronunciation and intonation, especially to identify oneself and the caller. This could help students' memorization process in the production phase. I should memorize all my students' names in order to avoid overusing the same students. I must improve my way to congratulate and provide feedback on the student's elicitations and contributions to class. (e.g. not always use the same " Perfect ", " Good ", as well as my way to give clear and short instructions.

Feedback

In order to provide feedback on the students' performance and utterances, the research-student compromised to uploading a video that served as a tool for the students to check on their performance so as to improve, especially in terms of pronunciation and fluency. (See Appendix L for Sample Feedback Video).

Data analysis

Phase 1 (Lessons 1-4)

All lesson plans carried out during this pedagogical implementation followed a PPP structure (Presentation, Practice, Production), and all data collection occurred at the last stage of each lesson. That is, at the **PRODUCTION** stage during each communicative activity proposed, whether it was a Role Play, Role-Card, Simulation, Information Gap. After the students were given and explained the instructions (prompts) for the activity, the research-student carried out a demo, so that they would confirm understanding of what they were expected to do. Students had to improvise putting into practice the model conversations and the expressions from the presented variations from the

PRESENTATION and PRACTICE stages, using the target vocabulary and intelligible pronunciation.

Probably because the students never practiced speaking in English class before, at the beginning of this implementation, having students improvise speech in front of others was difficult and sometimes frustrating; however, for the second phase of this implementation, students broke the ice and participated much more actively until producing language naturally, as evidenced in the attached sample collected data instruments.

Audio video

In this project, the students' production in each class was videotaped and transcribed in order to evidence, not only the process, but also to assess students using a rubric in every lesson. The rubrics helped the research-student to measure changes in the students' knowledge, skills, and behavior as a result of the implementation. In order to carry out this procedure, the research-student had to submit a request letter to the participants' parents and school authorities granting permission to video tape their children. After this, a video recording team was necessary, for which two cameras were used in order to register the students' production, usually at the end of each class. Noise and other types of interruptions may make it difficult to record students' productions well; then again, in this query, the products were absolutely audible. What is more, each video was transcribed so as to give account of the kind of utterances produced by students, as can be seen at Appendix M for Audio Video Link and Transcriptions Lesson 2 and Appendix N for Audio Video Link and Transcriptions Lesson 8).

Observer's Checklist

A second tool used was an observer's checklist. This was to be filled out by an outsider observer. In this case, the head English teacher had to provide her insights on three aspects during each communicative activity: the teacher, the students and the activity itself. Each one of these items had specific descriptors to be checked from a list and in a narrative style in order to help the research-student collect data from a third party, which could add to the findings for this proposal. In case any behavior arising in the activity that was not contemplated in this form, the observer was to write it down as additional comments that also give certain ground to the data collected. (See Appendix O for Observer's Checklist Lesson 2 and Appendix P for Observer's Checklist Lesson 8).

Reflection Journal.

A third method consisted of a reflection journal to be filled out by the research-student on a regular basis after each and every communicative activity proposed and executed. Once each lesson was taught, the research student wrote in descriptive style the good and bad things that occurred during the activity, in order to make necessary adjustments or correction for future lessons. All with regards only to the research goals. This tool provided a self-evaluation from the research-student and her execution of all implementation. (See Appendix Q for Reflection Journal Lesson1 and Appendix R for Reflection Journal Lesson 8).

Preliminary Findings

The research-student was able to implement (4) four of the (8) eight proposed workshops for this pedagogical intervention aiming at:

- 1) To analyze the students' learning process and performance in terms of speaking skills for business English.
- 2) To describe the students interaction and participation through the learning process with communicative activities.
- 3) To identify the main linguistic features of register and specific forms of address used in English for Specific Purposes (ESP) classes at the A1 level.

A system of colors was adopted to analyze the data manually and help the research-student in the future finding report. Therefore, the highlighted light-blue color was used to account for the common language patterns and behaviors found in the students' learning process and oral performance during the communicative activities. Secondly, the highlighted orange accounts for the students' interaction and participation in the communicative activity. Thirdly, the main linguistic features of register (formal or informal) and specific forms of address used in an ESP class were highlighted in green color.

Audio Video Transcriptions

(Colored Triangulation) Phase 1

Audio Wide Transcriptions 1 Phase 1

Student 1: ~~Okay. Bye.~~

AUDIO 2 – HEIDY SALINAS

Student 2: Hello

Secretary: Eh... Good morning. Eh... This is the secretary of AV VILLA Bank. Eh... I am calling you to confirm some personal information ...eh... regarding ...eh... for your new account. What is your full name?

Student 2: Heidy Salinas.

Secretary: Okay. How do you spell Heidy?

Student 2: (Long silence) H-E-I-D-E.

Secretary: I mean... Do you mean "u" or do you mean "y"?

Student 2: Mmmm "Y"

Secretary: Ah. Okay. Is that Heidy, right?

Student 2: Okay. How do you spell... What is your last name?

Student 2: Salinas Vega

Secretary: Okay. How do you spell Salinas?

Student 2: S ...eh... - A - L- ... mmm... I - N- A-S.

Secretary: Okay. What is your telephone number?

Student 2: 311 602 98 eh... 571

Secretary: Okay. Thank you for information... (self-correcting) for your information. I will call you if it is necessary. Bye.

Student 2: ~~Okay. Bye~~

AUDIO 3 – MARÍA ANGÉLICA RUIZ

Secretary: Eh... Good morning. This is the secretary of Sagrado Corazon High School. I am calling you to confirm some personal information for the diploma school. What is your full name?

Student 3: Marié

Observer's Checklist

(Colored Triangulation) Phase 1

Observer's Checklist 1

Phase 1

THE STUDENTS

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Were aware of their turns to speak in a short business conversation.		X		
2	Interacted using expressions from both, the conversation model and its other possible variations.			X	
3	Were able to pronounce clearly and fluently.		X		
4	Used the target vocabulary moving from reading and listening to spontaneous speaking.		X		
5	Understood the communicative activity's instructions and complied.	X			

ADDITIONAL COMMENTS: A few students still need to master spelling vowels and some consonant sounds that may affect the transaction for example, a misspelled name on a credit card or banking transaction may be affected. Probably, this was the first time many of the students spoke in English over a real telephone conversation. Everybody seemed to have embraced the challenge and interacted successfully.

THE ACTIVITY

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Materials selected and used in the Communicative Activity were authentic and real.	X			
2	Classroom management and distribution were appropriate.		X		
3	Prompts or Instructions were brief and clear.		X		
4	The activity contributed to reaching the lesson goals.		X		
5	The activity was fun and including.		X		


ADDITIONAL COMMENTS: Very realistic simulation. When telephoning, not watching the caller makes it more challenging to understand. Both Participants of the activity succeeded as they were not seeing each other and were forced to use oral/audio skills.

THANKS FOR YOUR PARTICIPATION !!!

Reflection Journal

(Colored Triangulation) Phase 1

Triangulation
Reflection Journal #1

 <p>UNIVERSIDAD SANTO TOMÁS PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA EDUCACIÓN ABIERTA Y A DISTANCIA</p>	<p>BUSINESS ENGLISH REFLECTION JOURNAL</p>
<p>Página 2 de 2</p>	

During the practice stage, I diagnosed that most students are able to use the English Alphabet when spelling. ①

However, during the production stage, in the communicative activity (Simulation Role-Play), consisting of a telephone conversation in which students were asked to spell out their first and last names, some students evidenced they still need to work on the vowels (A,E,I,O,U) as they confuse them.

In order to foster interaction during the Simulation-Role-Play, and get to know the students level / performance, the teacher participated in the conversation acting as a secretary calling to confirm personal information from the students. In this way, as evidenced in the video, each student interacted with the teacher who not only assumed the secretary's role, but also had a chance to act as a prompter, especially when students misspelled words or numbers, and the secretary was obliged to make them repeat or spell again, using communicative strategies of repetition as:

Excuse me?
Can you repeat that, please?
Are you sure?
Do you mean " Z " or " C " ? ②

This encouraged students to use self-correction strategies.

As an introduction to the Business English world, students were exposed to corporate greetings from several local companies or offices in Chiquinquirá city, providing a real context for the target situation. This enabled students to make the difference between a day-to-day telephone conversations as opposed to one business related.

Evaluation:

The teacher and the students agreed to open a Whatsapp Group through which she will provide feedback for every class of this project.

As a way of feedback, the teacher is expected to review the vowels and consonants in the English alphabet that represent more confusion for the students. In addition to this, she will review the communicative strategies students could use in the future in order to keep the flow of any conversation whether it is everyday life or business related.

A preliminary manual analysis revealed the following findings and actions to be taken in the second phase:

Students Learning Process & Performance

*Because students were not familiar with the concept of ROLE-PLAY in English class (probably due to the fact that the head teacher does not work on Speaking), many of them confused the ROLE PLAY strategy and ended up memorizing scripts to act out, reading a paper or depending on short-term memory, which in the case of slower and lower levels students was affected, having an impact on the turn-taking and adjacency pairs, when some students responded assertively to an illogical or unintelligible utterance, as in the highlighted sentences in the following transcriptions:

Example 1:

Lesson 2 - FILE 15 Transcription

STUDENTS: Camila Rojas / Tatiana Pachón

SITUATION: 2

C: Emm... Universit of Boyacá. Can I help you?

T: Ehh... Hi! - Ehh... Profesor (L1 interference) Gomez office, please.

C: Ehh..What do you need?

T: Ehh... Tac to Profesor (L1 interference) Gomez.

C: Mmm... Juice a momen, please

T: Ok. Thanks

As can be seen, the final sentence “ Ok. Thanks” cannot be a logical response to “ Juice a momen, please “, due to the mispronunciation of the word “ JUST “. However, CLT literature suggests that teachers should not focus on this type of mistake; however, mispronunciation affects the speech and something must be said or done, as the final sentence is out of context.

Example 2: Lesson 2 -FILE 19 Transcription:

STUDENT: Erica Morales

E: Hello. I need to talk ... the receptionist... (self - correcting) to talk with the receptionist...eh... secretary. Mrs. Peralta: Ok. One moment. Who is calling?

E: Eh... (L1 switch). Pues ahí se supone que yo decia eso después).

Mrs. Peralta: Don't worry. Who's calling?

E: The director ...eh...eh... Bank Colombia.

Mrs. Peralta: Okay. Eh...eh... I'll put your through.

E: Thank you.

*Students' products partially revealed that in their learning process, students were taking baby-steps in the elaboration of speech, which mainly consist of uttering: Chunks (Single words or single sounds), Pieces of chunks put altogether but missing connecting words such as: Articles, Prepositions, Apostrophe's, or Auxiliaries, mostly with Word-Order issues, mostly grammar-related topics, which this implementation does not focus on, as suggested by the CLT approach. This finding is illustrated in the following sample transcriptions:

Example 1: Lesson 4 -FILE 16 Transcription:

STUDENTS:

German Camilo Nuñez

Juan Carlos Cortés

G: Good morning.

JC: Good morning.

G: My name is German Camilo Nuñez. What's your name?

JC: Juan C. ????

G: What do you do?

JC: I job ...accountant...Do you?

G: I job...accountant. Nice to meet you.

JC: Nice to meet you, too.

G: Thanks

JC: Eh...eh...thanks.

Example 2: Lesson 4 -FILE 9 Transcription:

STUDENTS:

Ivan

Yuliana

I: Hello. My name is Ivan.

Y: Hello. My name is Yuliana Gonzales...

I: I am...

Y: Nice to meet you do?

I: I am marketing analyst.

Y: Oh! – I am accountant...(exchanges business card and shakes hands).

I: Bye.

Y: Bye.

* All lesson plans contained a transition to presenting variations of target expressions for the students to choose from; however, data collected so far suggested that practically none of the students relied on these variations when it came to the production stage. Only one student used (1) one variation of language in Lesson 3. In the other lessons, nobody did. For this reason, it was concluded that presenting these variations translates into TOO MUCH INPUT for just one lesson, as can be seen in the class videos.

*Most students developed a sense of self-correction, especially after Lesson 2 (Game: Sentence Auction).

*When selecting the material to design the lesson plans, the research-student had to grade the language chosen. Interactions had to be as short as possible; grammar must not be complex because of the real level of the students and despite the fact that ESP literature suggests it must be taught from Intermediate Levels. For this reason, the research-student made the decision to eliminate one lesson plan, which contained long interactions and more advanced grammar corresponding to an intermediate level. Instead, substituting this lesson

plan, for one more according to the students' performance and their levels is probably the best thing to consider ahead. Taking into consideration that in Lesson 2, students showed understanding and using numbers (0-100 in the sentence auction), the research-student decided to implement a new lesson plan that involves the use of numbers (Lesson 8: “Shopping”) in a Simulation – Role – Play.

Students Interaction and Participation

*Depending on the technique or dynamics used for practice or production stages, interaction arises or is limited in ROLE-PLAYS. It was found that the FIZZ-FUZZ technique only allows the interaction between (2) students only while the rest of the class listens and observes, while the TALKING CIRCLES (Lesson 1 /4) or TALKING LINES (Lesson 4), allowed many more interactions with different speakers and different role, as evidenced in the Class videos.

*More advanced students and more relaxed students tended to be more creative and use real objects for their role-plays or simulations, (cell phones /sound effect) improvising. As a result, language sounded much more natural, while less fluent students showed to have more dependence on short-term memory or the cardboards and materials present in the classroom to able to produce language.

*At the beginning, every time the research-student tried to activate speaking eliciting information from students, the same four or five students always replied. First, because all of them have developed basic oral skills outside the school. Then again, in the third and fourth lessons, students who never participated or volunteered did, evidencing that through

the communicative activities, many students have lost fear to talk and want to participate more.

*Shy students are developing more confidence to participate.

Main Features of an ESP class

*Despite the fact that ESP (Business English) is a FORMAL context that requires using FORMAL English, students have produced INFORMAL English expressions in all presented situations, probably because they are not used to this context and the fact that in their other subjects related to business (Accounting /Finance), they focus on numbers and not on language.

Example 1: Lesson 2 -FILE 15 Transcription:

STUDENTS: Camila Rojas / Tatiana Pachón

SITUATION: 1

C: Emm... Universit of Boyacá. Can I help you?

T: Ehh... Hi! - Ehh... Profesor (L1 interference) Gomez office, please.

C: Ehh..What do you need?

T: Ehh...Tac to Profesor (L1 interference) Gomez.

C: Mmm... Juice a momen, please

T: Ok. Thanks

*For the second phase of the project, FORMALITY / POLITENESS of language in Business English should be more emphasized. Emphasize the importance of change in style (register) in business situations.

*In terms of specific business lexicon / vocabulary, students have shown understanding of the target words, using them in the communicative activities. Now, they are familiar with

words that describe the company, corporate greetings, jobs, company offices & departments, language of telephoning among other business situations.

*The fact that real toy dollars, personal business cards, company maps, toy telephones, snacks and drinks were used at the simulated party contributed to creating the appropriate atmosphere of each communicative activity, bridging the gap between the real world of business and the English Classroom.

(See Appendix S for Complete Triangulation Table – Phase 1)

Phase 2 (Lessons 5-8)

Planning

All (8) eight lesson plans of this pedagogical intervention were approved since the first stage of the project. There were only (2) lessons that required modifications or change due to the fact that the language had not been graded according to the students' level. For such reason, two (2) new lesson plans were designed and approved for implementation in the second stage. Initially, a simulation / role-card communicative activity involving students leaving a telephone message had been proposed; however, due to the language used in both the model and variation conversations implied using complex structures that belong to a B1 level. For such reason, this particular lesson was changed to one more accordingly to the students' level. The situation continued to be same (leaving a telephone message), but the message itself was a simple one, not involving the use of certain language features such as: object pronouns and verbs as tell, say, ask, which students were not familiar with. The second lesson plan that was substituted, involved an information-gap

communicative activity in which students had to elicit information from their peers in order to complete a catalogue form. Due to the complexity of the vocabulary and the target expressions, the research-student decided to carry out a role-play-simulation activity instead, requiring the students to carry out a much simpler task as the product names and target expressions were shorter and easier to remember.

Simulation and Role-Card activities were selected predominantly for the second phase because these proved many more interactions and improvisation of language as opposed to Role-Plays and Formation Gap activities. With regards to techniques used for the development of the communicative activity, during the second phase, a DEMO is suggested. In terms of materials and resources for the activities, authentic materials continue to be in use.

In order to analyze the data collected through (3) three instruments: Reflection Journal, Observer's Checklist, and Video-Audio Recordings (with the students' artifacts transcribed), the research-student decided to continue using data-triangulation and the colored system adopted in order to validate the findings and draw conclusions of this pedagogical intervention. To do this, the research-student designed a table with the (8) proposed and executed communicative activities / workshops, along with the three goals of this research described as three main categories containing sub-categories with a description of the observed behavior (s) and transcribed examples that illustrate it. If the same behavior was detected in two of the three data collection instruments, then it was to be reported as a finding for this research. The same occurred if that same behavior / pattern was present in more than one lesson. Likewise, it was meant to be reported as a discovery.

Audio Video Transcriptions**(Colored Triangulation) Phase 2**

Audio-Video Transcription #5

Phase #2

FELIPE: Where is the marketing department?

SEBASTIAN: The marketing department is...between human resources and restroom

FELIPE: Okay. Thank you. Bye.

SEBASTIAN: Bye. (Both High Fiving).

Note: This was the second round these couple rotated.

BYRON: Hello. Where are the lockers?

IVAN: The lockers...eh...eh...eh...in the ...locers in the ???? office.

LINA: Good morning.

YELENA: Good morning. Where is the lockers?

LINA: The lockers

ARE...between...eh...eh...eh...cafeteria and elevators.

YELENA: Thanks

Observer's Checklist

(Colored Triangulation) Phase 2

Observer's Checklist 5

Phase # 2

THE STUDENTS

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Were aware of their turns to speak in a short business conversation.		X		
2	Interacted using expressions from both, the conversation model and its other possible variations.		X		
3	Were able to pronounce clearly and fluently.			X	
4	Used the target vocabulary moving from reading and listening to spontaneous speaking.		X		
5	Understood the communicative activity's instructions and complied.	X			

ADDITIONAL COMMENTS:

THE ACTIVITY

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Materials selected and used in the Communicative Activity were authentic and real.		X		
2	Classroom management and distribution were appropriate.	X			
3	Prompts or Instructions were brief and clear.		X		
4	The activity contributed to reaching the lesson goals.	X			
5	The activity was fun and including.	X			

ADDITIONAL COMMENTS:

The Cameraman/equipment could be a bit invasive, but for the research purpose we have to pass/tolerate. But I noticed the fact that ss realized they were being video-tape pushes them to focus and save face

THANKS FOR YOUR PARTICIPATION !!!


[Handwritten signature]

Reflection Journal

(Colored Triangulation) Phase 2

Triangulation
Reflection Journal #5

Phase #2

 <p>UNIVERSIDAD SANTO TOMÁS PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA <small>EDUCACIÓN ABIERTA Y A DISTANCIA</small></p> <p>Página 2 de 3</p>	<p>BUSINESS ENGLISH REFLECTION JOURNAL</p>
<p>When eliciting information from the students, trying to activate spoken language, the same (4-5) students always speak. Even though students are expected to wear a tag with their names, I have not yet established full rapport with the entire class. Only with a few.</p> <p>Both practice and production activities and tasks provided many opportunities for students to interact, reinforcing turn-takings.</p> <p>Students' speech consists mostly of sentences using the correct prepositions of place, but lacking the use of articles to specify the office or department location.</p> <p>Students still show pronunciation problems when saying the names of offices and department in a business company.</p> <p>Even though I presented formal forms of business language expressions, students tend to choose informal language, avoiding politeness and thanking when opening and closing their conversations.</p> <p>Nobody used the variations.</p> <p>I collected the company maps with the students' answers for the production activity. These reveal understanding and success in the Formation Cap activity in most students, who demonstrated ability to transfer oral information on an incomplete map.</p>	<p>I have to memorize my students' names to call them individually for class participation.</p> <p>For future classes, I will have to emphasize on the use of DEFINITE and INDEFINITE articles. My students are not using them probably because they ignore how to use them. This lack of articles does not alter or affect the interactions or turn-takings.</p> <p>I must reinforce and emphasize the use of polite forms such as: Excuse me, I'm sorry, Thank you Sir, Thanks Madam, among others.</p> <p>Probably, including variations of language represents too much input for the students to process in just one lesson.</p>
<p>Evaluation:</p> <p>Something must be going on at the elicitation time because most students tend to keep quiet and do not answer, even if they know.</p> <p>At the end of the lesson, the head teacher approached to me and gave me her advice in order to improve my pronunciation of certain model words. (Department, for example), making emphasis on the pronunciation of both -t's, as this is a voiced sound, reminding me the importance of being a pronunciation role model. If I mispronounce, my students will do the same,</p>	

*In the first stage (lessons 1-4), and because students were not familiar with the concept of ROLE-PLAY in English class, many of them confused the ROLE PLAY strategy. As a result, they ended up memorizing scripts to act out, either reading a paper or depending on short-term memory, which in the case of students with less skills or performance, had an impact on the turn-takings and adjacency pairs, namely when some students responded assertively to an illogical or unintelligible utterance.

However, for the second stage of this intervention (lessons 5-8), most students were more aware of their expected performance during ROLE PLAYS. Most of them revealed a natural way to produce language, instead of a script.

*When taking their first steps in the elaboration of speech, most participants produced: Chunks (Single words or single sounds), Pieces of chunks put altogether but missing connecting words such as: articles, prepositions, apostrophe's, or auxiliaries, mostly with word-order issues, mainly with grammar-related topics, which I do not focus on in my implementation as suggested by the CLT approach .

*All lesson plans (See Appendix T for Link to All Lesson Plans) contained a transition to presenting variations of target expressions for the students to choose from; however, it was found that practically none of participants relies on these variations when it comes to the production stage. Only one student used (1) one variation of language in Lesson 3. In the other lessons, nobody did. For this reason, it was concluded that presenting these variations translates into too much input for just one lesson.

*Most students developed a sense of self-correction, especially after Lesson 2 (Game: Sentence Auction), which translates into an improvement and advance in their learning process towards future performance in spoken business conversations. In addition to this, a few students used the communicative strategies presented at the beginning of the implementation in order to keep the natural flow of their conversations without recurring to L1 (Spanish), silence or avoiding being blocked / cut-out in their turns to speak.

*The students with advanced performance and those who are more relaxed, tended to be more creative and used real objects for their role-plays or simulations, (cell phones /sound effects) improvising. As a result, speech was much more natural, while less fluent students showed to have more dependence on short-term memory or the materials provided in the classroom in order to produce language.

*Interaction can increase or be limited depending on the technique or dynamics used for practice or production stages. In the ROLE-PLAYS, the FIZZ-FUZZ technique allows the interaction between (2) students only and the rest of the class listens and observes, while the TALKING CIRCLES (Lessons 1 /4) or TALKING LINES (Lesson 4), allowed many more interactions with different speakers and different roles at the same time.

This led the research-student to conclude that simulation and information gap activities provide many more interactions with different speakers than Role-Plays, usually carried out by the same two people / partners.

*In the first lessons (1-2), every time the research-student tried to activate speaking eliciting information from the students, the same four or five individuals always replied.

Mainly, because all of them have developed basic oral skills outside the school. Then again, in the remaining lessons (3-8), students who never participated or volunteered did, evidencing that through the communicative activities, shy students develop more confidence to participate.

*During lessons 1-2, students tended to produce informal English expressions in most presented situations; however, as they were introduced and exposed to the ESP vocabulary and politeness of the business context, participants revealed understanding the difference between informal language (general English) and formal language (ESP), as well as the most appropriate form of address especially when representing a company or requesting someone, or thanking or offering help. At the end of the implementation, students were more familiar with words that describe a company or local business, corporate greetings, jobs, company offices & departments, language of telephoning among other business situations. Participants are now aware that English cannot only be used in the everyday life, but also in the business world.

*The fact that the research-teacher used real toy dollars, personal business cards, company maps, toy telephones, snacks and drinks at a party, contributed to creating the appropriate atmosphere and contextualization of each communicative activity, bridging the gap between the real world of business and the English Classroom. (See Appendix U for Complete Triangulation Table – Phase 2).

Final Triangulation Table Report

The analysis of all the collected data aimed to answer the following research statements and bore the following results or findings, summarized in the table below.

Question:

¿How to develop speaking skills in business English classes through communicative activities?

General Objective:

- To develop speaking skills in business English classes through communicative activities.

Specific Objectives:

*To analyze the students' learning process and performance in terms of speaking skills for business English.

*To describe the student's interaction and participation through the learning process with communicative activities.

*To identify the main linguistic features of register and specific forms of address used in English for Specific Purposes (ESP) classes at the A1 level.

<p>SPEAKING SKILLS (performance)</p>	<p>COMMUNICATIVE ACTIVITIES (CLT) (Interaction and participation)</p>	<p>ENGLISH FOR SPECIFIC PURPOSES (ESP) (Learning - competence)</p>
<p>Improvement of speech From chunks to more elaborated speech. Strong micro speaking skills reduce L1 interference</p>	<p>Talk as transaction activities provide more opportunities for interaction and participation than talk as interaction activities. Tasks aimed only to social functions make students rely on scripts.</p>	<p>Students developed skills to engage in conversations for business environments. Raise awareness of business speech VS Informal speech (Register and Forms of Address) Acquisition of business lexicon (A1 level) Authentic materials reduce the gap between the real business world and the english classroom.</p>
<p>SPEAKING SKILLS (performance)</p>	<p>COMMUNICATIVE ACTIVITIES (CLT) (Interaction and participation)</p>	<p>ENGLISH FOR SPECIFIC PURPOSES (ESP) (Learning - competence)</p>
<p>Improvement of speech From chunks to more elaborated speech. Strong micro speaking skills reduce L1 interference</p>	<p>Talk as transaction activities provide more opportunities for interaction and participation than talk as interaction activities. Tasks aimed only to social functions make students rely on scripts.</p>	<p>Students developed skills to engage in conversations for business environments. Raise awareness of business speech VS Informal speech (Register and Forms of Address) Acquisition of business lexicon (A1 level) Authentic materials reduce the gap between the real business world and the english classroom.</p>

Chapter 6: Conclusions and Implications

Considering that the research questions stated at the beginning of the study dealt with describing how to develop oral skills through communicative activities in an ESP class with eleventh graders from a vocational school in Chiquinquirá, Boyacá, Colombia, it was possible for the current study to make evident the overall outcomes and findings that helped to solve the research questions initially stated. Thus, following are the conclusions that can be drawn from the data analysis:

- Communicative activities are adjusted to the student's language level required for the task. In this implementation the Simulation, Role-Card and Games are identified to be the communicative activities that better develop not only fluency, but also to foster more participation and provide opportunities for interaction among participants.
- In selecting and designing speaking activities or teaching materials, it is necessary to recognize the very different functions of speaking (*Talk as Interaction, Talk as Transaction and Talk as performance*). This project evidenced that talk as transaction is the most suitable in business English teaching and learning situations, involving micro skills such as explaining a need or intention, describing something, asking or confirming information, clarifying and understanding.
- Teachers should focus more on communicative activities that foster fluency instead of communicative activities that promote accuracy. Accuracy may not be a priority in CLT as long as information is successfully communicated or understood.

- Additionally, through this implementation, the author of this project was able to demonstrate that; contrary of what ESP theory suggests, it is possible to develop oral skills in low / false beginner levels, provided that all language used in the communicative activities and the target expressions (formal speech and forms of address), vocabulary, as well as all resources and teaching aids, must be graded according to students' level. In fact, all discoveries that emerged from this query can be taken as a reference for further studies.

Implications

This project corresponds to the first research field proposed for the LLEI at Santo Tomas University. That is, the teaching and learning of English as a foreign language (TEFL), and contributes to Research Macro Project 1, consisting of a successful pedagogical innovation / intervention in the implementation of CLT methodologies and communicative activities within the ESP approach in business English with eleventh graders at a vocational school in Chiquinquirá, Boyacá, Colombia, South America. All parties involved in this process gained some kind of benefit.

In first place, the school authorities realized it is possible to innovate in their educational and pedagogical goings in order to make an impact on their students provided that they demonstrated and evidenced the development and acquisition of oral skills used in business English through this pedagogical implementation. Using the results of this project can be useful for the institution to explore on possibilities for promoting the speaking skills on primary school levels and other high school grades. This may result on future changes on teaching practices, curricular adjustments, learning processes, among others, making not only a small impact, but an overall impact in the entire school community. This suggests

that replicating this type of project in a longer period of time, could definitely show a stronger process on the development of the oral production from students. Moreover, the lesson planning used for this project, if replicated, can be nurtured by different pedagogical strategies addressing other related skills, other materials, and teaching strategies that promote speaking skills from diverse perspectives using the CLT.

Other factors such as the amount of sessions implemented (instruction hours) as well as the number of students may constrain the scope of research in regards to certain CLT premises, such as acting as a teacher-prompter or observer, for instance. For this query, the research-student had to create a You Tube account so as to provide Feed-back to the students after each session, but from outside the classroom. Oversized classes (36 students) make it difficult for the teacher to cover as many students as possible. Thus, class size does matter and should be considered as an implication for replication of this pedagogical implementation by other practitioners or professionals in ELT.

REFERENCES

- Belcher, D. (2009). *English for Specific Purposes in Theory and Practice*. www.press.umich.edu/titleDetailDesc.do?id=770237. Michigan ELT.
- Carter, R., & Nunan, D. (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge, UK: Cambridge University Press.
- Dawson, Dr. C. (2002) *Practical Research Methods. A user-friendly guide to mastering research techniques and projects*. (1st.ed.) Oxford, United Kingdom: How To Books Ltd.
- Ellis, R. (2010). *SLA Research and Language Teaching*. (6th. Ed.) Oxford, United Kingdom: Oxford University Press.
- Guettal, I. (2008). *The Speaking Skill - Introducing storytelling activities as a basic technique to develop students' oral performance. An experimental approach case study: Second Year students of English*. Masters Thesis, 3, 34-64. University Mohamed Khider.
- Halliday, Michael A.K. & Ruqaiya Hasan (1994). *Cohesion in English*. London: Longman.
- Harmer, J. (2007). *The practice of English language teaching*. (4th ed.). Cambridge, UK. Pearson Longman.
- Jimenez, P. (2014). Exploring students' reactions when working teaching materials designed on their own interests. *Cuadernos de Lingüística Hispánica*, 25, 201-222. Tunja: Uptc.
- Knight G., O'Neil M. & Hayden, B. (2005). *Business Goals 1 - Student's Book*. Cambridge, NY: Cambridge University Press.

- McCarthy, M. & McCarten, J. & Sandiford, H. (2008). *Touchstone 1A Full Contact*. Student's Book and Video DVD. New York, NY. Cambridge University Press.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge, UK: Cambridge University Press.
- Nunan, D. (2001). *Series Expressions (Intro, 1, 2 y 3)*. Singapore: Heinle&Heinle. Thomson Learning.
- Orlova, N. (2009, April – May). Video Recording as a Stimulus for Reflection in Pre-Service EFL Teacher Training. *English Teaching Forum*, 2, 30-35.
- Osterman, K. (1990). Reflective practice: A new agenda for education. *Education and Urban Society*, 22(2), 133-152.
- Oxford. (2006) *Thesaurus of English*. Oxford: Oxford University Press.
- Richards, J. (2006). *Communicative Language Teaching Today*. New York, NY: Cambridge University Press.
- Richards, J. (2000). Developing classroom speaking activities. From theory to practice. Retrieved from <https://www.professorjackrichards.com/wp-content/uploads/developing-classroom-speaking-activities.pdf>
- Tuckman, B. (1999). *Conducting educational research*. New York, USA: Harcourt Brace College Publishers, 412.[Type here]

Ulum, Ö. (2015, March 15). A needs analysis study for preparatory class ELT students. *European Journal of English Language Teaching*. Volume 1. Issue 1. Retrieved from <http://www.oapub.org/edu>.

West, A.J. (2016, July / December). Adaptation of Communicative Language Teaching Methodology to an English Textbook for English Language Learning of NIDA Students. *PASAA*, 52, 25-52.}

APPENDICES:

Appendix A

CEFLR Standars

A2 - BASIC USER

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

A1 – BASIC USER

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

SOURCE:

<https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

Appendix B
Needs Analysis Survey

**UNIVERSIDAD SANTO TOMAS DE AQUINO
RESEARCH I
STUDENTS' SURVEY**

SCHOOL: I.E TÉCNICO COMERCIAL SAGRADO CORAZÓN DE JESÚS
GRADE:
STUDENT TEACHER: LIZETH JOHANA PERALTA JIMÉNEZ
DATE:

Objective: To identify students' needs and interests in terms of English language learning and the classes they take at the school.

1. As a student of the Técnico Comercial Sagrado Corazón de Chiquinquirá, do you consider that learning English for finance could bring some benefits for you? Why?
 - It is important for my future profession
 - I learn about accounting
 - I pass exams on interviews
 - I can speak with other people of business
 - I chat with people of companies

2. In terms of your speaking skills, tick the activities you are able to do.
 - a) I am able to say the alphabet in English.
 - b) I can introduce myself.
 - c) I am able to interact in simple short social conversations.
 - d) I can ask and answer questions and share ideas about familiar topics.
 - e) I can have unprepared conversations and exchange ideas on personal interests.
 - f) I can express thoughts in an job interview
 - g) My English is fluent and I can speak to English native speakers about experiences.
 - h) I can present a topic spontaneously about general, academic, vocational or leisure topics with good grammatical control.

3. Which of the following activities would you like to do with English in your field (Finance)?
 - a) Having conversations
 - b) Job interviews
 - c) Oral presentations
 - d) TV news

4. Mark S (strength) or W (Weakness) for the following aspects of speaking
 - Pronunciation
 - Fluency

Thanks you for your cooperation!

Appendix C

Need Analysis Survey Results

From the results obtained in a needs analysis survey carried out with the target population (See Appendix B for Needs Analysis Survey and See Appendix C for Needs Analysis Survey Results), first-hand information from students evidenced their insights about the importance and benefits they have when studying English and why, the level they have, and the activities they are able to do in terms of speaking skills, their preferences when developing learning activities, and the focus they would like to have in the English class. The outcomes of this survey were very interesting as they revealed that learners were very interested in learning English despite nearly all group mentioned they only study three (3) hours of English a week. In one of the questions, almost all learners considered this process very important because they may be using English in the future especially to get a competitive job. They also felt they could have a better future if they mastered this language. Some of them mentioned that learning English would help them to have a good performance in the major they want to study. A few of them considered that English is essential if they wanted to travel or make friends with people from an English-speaking country or chat with people from different countries and companies in the future.

From the survey, it was concluded that the target population was considered to be in an elementary level of English (A1 –CEFLR). The fact that most of them were not able to do certain activities related to the speaking skill and the topics for the more advanced levels suggest that the activities that were to be implemented had to fit the learners level,

and in some occasions, these must have a variation / adaptation for the learners who were not in the beginner and elementary levels.

With regard to speaking skills, the students were given several options to be selected from (a-h), where the students had to tick the ones they are able to do. Options included the ability to say the alphabet in English, the ability to introduce themselves, if they were able to interact in simple short social conversations, the ability to ask and answer questions and share ideas about a familiar topic, if they could improvise in unprepared conversations and exchange ideas on personal interests, the ability to express thoughts in a job interview, also if their English was fluent and if they could speak to English native speakers about experiences, whether they could present a topic spontaneously about general, academic; vocational or leisure topics with good grammatical control. And the answer to these questions bore such a result that in terms of level of English, specifically, in speaking skills, they were in level A1. As it was observed, the activity that they considered the most interesting was related to speaking tasks and skills. It was noted that students enjoyed doing activities related to having the opportunity to learn how to communicate in English.

In the last question, students were asked to mention strengths or weaknesses for the following aspects of speaking: *pronunciation and fluency*, (these aspects were explained to the students before answering). Thanks to this item, it was possible to identify that the students lacked the speaking skill because most of them ticked that there were more weaknesses than strengths when trying to produce orally. At the same time, the aspects

which seemed to be weaker were pronunciation and fluency, essential in terms of communicative competence in the English language.

Through the diagnosis, the research-student realized the kind of activities that could be designed or developed when learning English to support their business orientation and micro skills for the speaking skill. The research-student got to know that students want to focus on business English and the speaking skills they need to improve such as: fluency and pronunciation. Consequently, this study became very important for the context as it took into account, not only the school's P.E.I. (Proyecto Educativo Institucional) with emphasis on business and commerce, but also the specific characteristics of the target group, and it proposes the development of communicative activities that strengthen their speaking skills.

Appendix D

MEN Guía No.22 Standards

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 la seguridad y confianza propios de mi personalidad.
- Utilizo elementos metalingüísticos como gestos y entonación 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. 2,

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 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.

FUENTE: https://www.mineduacion.gov.co/cvn/1665/articles-115174_archivo_pdf.pdf

Appendix E

List of Suggested Communicative Activities

CLASS / WORKSHOP NUMBER	ACTIVITY TITLE	TYPE OF ACTIVITY	MICRO-SKILLS EXERCISED	GUÍA No.22 (MEN) DESCRIPTORS	SOURCE & RESOURCES
1	"Spelling Out"	SIMULATION - ROLE PLAY (Students will request telephone callers to spell out their names, last names and their phone numbers)	TALK AS INTERACTION: *Opening and closing conversations *Using Adjacency pairs *Turn-taking *Reacting to others FLUENCY PRONUNCIATION	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.	Series Business Goals 1 Audio CD Guide Cardboard Markers Computer + Speakers Real celphones

<p>2</p>	<p>“ Telephoning “</p>	<p>ROLE PLAY</p> <p>(Students will act out a corporate basic telephone call, requesting to talk to someone in particular and asking callers to hold the line)</p>	<p>TALK AS INTERACTION:</p> <ul style="list-style-type: none"> *Opening and closing conversations *Recounting personal incidents and experiences *Turn-taking *Reacting to others <p>FLUENCY</p> <p>PRONUNCIATION</p>	<ul style="list-style-type: none"> • Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural. 	<p>Series Business Goals 1</p> <p>You Tube Video</p> <p>Toy Phones</p> <p>Computer + Speakers</p> <p>Hand outs</p> <p>Cardboard</p>
<p>3</p>	<p>“ Sentence Auction” (Feedback session)</p>	<p>SIMULATION</p> <p>(Students will correct their products (Role Plays) from the last session, using the International Error Correction Code through a game: Sentence Auction)</p>	<p>TALK AS PERFORMANCE:</p> <ul style="list-style-type: none"> *Using an appropriate format *Maintaining audience engagement *Creating an effect on the audience (competence) <p>ACCURACY</p>	<ul style="list-style-type: none"> • Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. 1, 2 • Puedo expresarme con la seguridad y confianza propios de mi personalidad. • Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. 2, 3 	<p>List of Sentences to be auction (40 copies)</p> <p>Error Correction Code (40 copies)</p> <p>US Dollar Toy bills</p> <p>Color Markers</p>

<p>4</p>	<p>“At a company’s party “</p>	<p>SIMULATION</p> <p>(Students will introduce themselves at a simulated business company party, exchanging five business cards with five different co-workers).</p>	<p>TALK AS INTERACTION:</p> <ul style="list-style-type: none"> *Opening and closing conversations *Recounting personal incidents and experiences *Turn-taking *Reacting to others <p>FLUENCY</p> <p>PRONUNCIATION</p>	<ul style="list-style-type: none"> • 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 	<p>Series Business Goals 1 Audio CD</p> <p>Cut-out sentences Guide</p> <p>Cardboard Markers</p> <p>Movie Clips (YouTube)</p> <p>Computer / DVD Player</p> <p>Speakers</p> <p>Movie transcripts (40 copies)</p> <p>Cardboard Chart</p> <p>Giant business card model</p> <p>200 business cards</p> <p>Name tags / stickers</p> <p>Snacks or drinks</p>
<p>5</p>	<p>“Where is it? “</p>	<p>FORMATION GAPS</p>	<p>TALK AS INTERACTION:</p> <ul style="list-style-type: none"> *Opening and closing conversations *Turn-taking *Reacting to others 	<ul style="list-style-type: none"> • Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural. 	<p>Expressions Book 1 Audio MP3</p> <p>PAG.56</p> <p>Computer + Speakers</p>

			<p>*Using adjacency pairs</p> <p>TALK AS TRANSACTION:</p> <p>*Explaining a need or intention</p> <p>*Asking / Questioning</p> <p>*Confirming information</p> <p>FLUENCY</p> <p>PRONUNCIATION</p>	<ul style="list-style-type: none"> • 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 	<p>Guide</p> <p>Cardboard with Office Map</p> <p>Flashcards (Preposition of place)</p> <p>Prompts</p> <p>Hand-outs (Company Map)</p> <p>Student A (20 copies)</p> <p>Student B (20 copies)</p>
6	“After the beep”	<p>SIMULATION - ROLE CARD</p> <p>(Students will leave a corporate short telephone message)</p>	<p>TALK AS TRANSACTION:</p> <p>*Explaining a need or intention</p> <p>*Asking / Questioning</p> <p>*Confirming information</p> <p>TALK AS INTERACTION:</p> <p>*Opening and closing conversations</p> <p>*Using Adjacency pairs</p> <p>*Turn-taking</p> <p>*Reacting to others</p> <p>FLUENCY</p> <p>PRONUNCIATION</p> <p>INTONATION</p>	<ul style="list-style-type: none"> • Utilizo una pronunciación inteligible para lograr una comunicación efectiva. 1, 3 • Puedo expresarme con la seguridad y confianza propios de mi personalidad. • Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. 2, 3 	<p>Sample Corporate Voice Messages (You Tube or Movies)</p> <p>Computer + Speakers</p> <p>Cardboard</p> <p>Markers</p> <p>Cellphones or Voice Recorders</p>

7	“At a business appointment “	<p>INFORMATION GAP</p> <p>(Students will arrive at an office to confirm a business appointment with a specific person)</p>	<p>TALK AS INTERACTION:</p> <ul style="list-style-type: none"> *Opening and closing conversations *Using Adjacency pairs *Turn-taking *Reacting to others <p>TALK AS TRANSACTION:</p> <ul style="list-style-type: none"> *Explaining a need or intention *Asking / Questioning *Confirming information <p>FLUENCY</p> <p>PRONUNCIATION</p>	<p>CONVERSACIÓN</p> <ul style="list-style-type: none"> • 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. 	<p>Ping Pongs</p> <p>Bag</p> <p>Model conversations (20 copies)</p> <p>Cardboard</p>
8	“Shopping”	<p>Role-Play – Role Card</p> <p>(Students will ask about prices in a newsstand, and pay for products at a newsstand)</p>	<p>TALK AS TRANSACTION:</p> <ul style="list-style-type: none"> *Explaining a need or intention *Asking / Questioning *Confirming information <p>TALK AS INTERACTION:</p> <ul style="list-style-type: none"> *Opening and closing conversations *Using Adjacency pairs 	<p>CONVERSACIÓN</p> <ul style="list-style-type: none"> • 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 	<p>Cut-Outs (Newsstand Graphic + List of products with prices)</p> <p>Model Conversation 1 Scripts</p> <p>Audio – Series Expression 1 – Unit 5 (Tasks 2 / 3)</p> <p>Cardboard Lists (x3)</p> <p>Board / Markers</p>

			<p>*Turn-taking</p> <p>*Reacting to others</p> <p>FLUENCY</p> <p>PRONUNCIATION</p>	<p>• Utilizo una pronunciación inteligible para lograr una comunicación efectiva. 1, 3</p> <p>• Uso mis conocimientos previos para participar en una conversación</p>	<p>Scotch tape</p> <p>Toy US Dollar Bills</p> <p>Real Products for the stands: Newspapers, Rolls of film, Tissues, Candy Bars, Magazines, Postcards, Maps and Bubble Gum.</p> <p>Camerman</p> <p>Video Camera</p> <p>Audio Recorders</p> <p>Rubrics</p>
--	--	--	--	---	---

Appendix F

Sample Audio Video Link and Transcriptions – Lesson 4 +Use of Rights authorization form

Link Video: <https://youtu.be/n2NO01DSADw>

SELF-INTRODUCTIONS**AT A****COMPANY PARTY****COUPLE No.1****STUDENTS:**

Neyith

Laura Castillo

N: Hello...My name is Neyith...

L: Hi! I´m Laura Castillo.

N: Pleasure !

L: Nice to meet you, too.

N: Eh... My name...I´m marketing analyst...

L: Oh!... I, too. (*Long pause*) Bye bye...

N: (*Laughter*)

COUPLE No. 2**STUDENTS:**

Danna Forero

Heydi Salinas

D: Hello... I am marketing analyst... Ehh... name...(*Long silence & hesitation*).Ehh... (*Student forgets what to say and says something in L1 “ Se me olvidó”*).

T: Start again ! – Hello... (Encouraging the student to re-start the dialogue).

- D: Hello. My name is Dana Forero. *(Long pause)*.
- H: Hello. My name is Heidi Salinas... Ehh...eh...*(Long Pause)*.
- H: Nice to meet you.
- D: *(Long pause and hesitation)* Eh. Eh...eh... *(After looking at the Conversation Expression Chart)*. I am the receptionist...
- H: I am marketing analyst... *(Exchanges the business card)*
- D: Thanks...Nice to meet you.
- H: ??????????... *(Silence)*
- D: Bye...

COUPLE No. 3STUDENTS:

Felipe

Julian

- F: Good morning. Welcome to the New ...*(pause)* Millenimum Supermarket. I'm the general... *(long pause)* market... manager.
- J: Hi. My name is Juli.
- F: Nice to meet you Juli.
- J: Nice to meet you, too.
- F: Eh, What do you do?
- J: I'm the market analyst... *(exchanges business card)*
- F: Ahh...Call me if you need help. *(Shakes hands)* Bye...
- J: Bye.

COUPLE No. 4STUDENTS:

Diego

Norbey Contreras

- E: Hello. My name is Diego Contreras.
- N: Eh... Eh... *(Long pause and silence)* I... Norbey Contreras
- E: What do you do?
- N: My job is acuntant... *(Exchanges business card)*
- E: Accountant... *(Smile)*

D: Bye , Diego.

N: Bye.

COUPLE No. 5

STUDENTS:

Karol Muñoz

Pamela Murcia

K: Eh... eh...My name is ... My name is Karol Muñoz.

P: Eh...eh...My name is Pamela Murcia. (*Shaking hands*).

K: I accountant.

P: I´m accountant...I am accountant, too.

K: Eh...eh...Nice to meet you, too.

P: Eh...eh...Nice to meet you.

COUPLE No. 6

STUDENTS:

María Angélica

Erica Castiblanco

M: Hello. My name is Maria Angelica.

E: Hi. I am Erica Castiblanco.

M: What do you do?

E: I am an accountant.

M: Eh...eh...Nice to meet you. (*Shakes hands, exchanges business cards and smiles*).

E: Nice to meet you.

COUPLE No. 7

STUDENTS:

Brandon

Santiago

S: Good morning...I am the manager of the New Millenium Supermarket...

B: Eh...eh...eh...(*Nervously*)

S: What´s your name? (*Saving B´s face*)

B: My name is Brandon... (*shakes hands*)

S: Brandon... Eh...eh... Nice to meet you.

B: Eh...eh...eh...Cashier...

S: Bye... Thanks...

COUPLE No. 12

STUDENTS:

Paula Romero

Camila Villamil

P: Hello. My name is Paula Romero.

C: Hello. I am Camila Villamil.

P: I am accountant in the New Millenium Supermarket. What do you do?

C: I am cashier in the New Millenium Supermarket.

P: Nice to meet you.

C: Nice to meet you. (*exchanges business cards*)

P: Bye.

C: Bye.

COUPLE No. 9

STUDENTS:

Ivan

Yuliana

I: Hello. My name is Ivan.

Y: Hello. My name is Yuliana Gonzales...

I: I am...

Y: Nice to meet you do?

I: I am marketing analyst.

Y: Oh! – I am accountant... (*exchanges business card and shakes hands*).

I: Bye.

Y: Bye.

COUPLE No. 10

STUDENTS:

Melissa Lara

???

M: Hello. My name is Melissa Lara.

N: Hello. My name is Nancy Paez...Nancy Paez...

M: I am new accunt New Millenium Supermarket.

N: I am receptionist. (*Exchanges business cards*)

M: Bye...

N: Bye.



**FORMATO – CESIÓN DE DERECHOS
SERIE AUDIOVISUAL:
AUTORIZACIÓN DE USO DE DERECHOS**

Yo, Miryam Constanza Gonzalez Rozo,
mayor de edad identificado (a) con cédula de ciudadanía. No. 24 170 096 de Tungurahua, en uso de mis plenas facultades autorizo a las entidades ejecutoras, para que, derivado del registro audiovisual, realizado para **EL PROYECTO DE INVESTIGACIÓN** en el área de Inglés, utilice mi (s):

<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO
Nombre	Imagen	Frases	Declaraciones testimoniales
<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO
Imágenes de archivo audiovisual	Locaciones	Pinturas	Obras de arte
<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO
Fotografías	Obra musical original	Derechos de autor	Composición musical
<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO	<input checked="" type="checkbox"/> <input type="checkbox"/> Sí NO
Interpretación musical	Producción musical	Edición musical	Letra de obra musical original

Declaro que conozco que los propósitos de las entidades ejecutoras referentes a promocionar valores educativos y culturales, hecho por el cual en las emisiones, no habrá uso indebido del material autorizado, ni distinto al educativo y cultural descrito.

Atentamente,

Miryam Gonzalez

Nombre completo: Miryam Constanza Gonzalez Rozo

C.C. 24 170 096 de Tungurahua

NOTA: En caso de aparición de personas menores de edad, firma el acudiente.

Acudiente de Andrés Felipe Peiza Gonzalez Edad: 15 años

TI o REGISTRO CIVIL: 100 2525437

Fecha: _____

Descripción: Se tomaran fotos ,videos grabaciones ,para la recolección de datos para el proyecto de investigación y su futura implementación en la I. E. Técnico Comercial Sagrado Corazón de Jesús ,para los exclusivos efectos de emitir, publicar, divulgar y promocionar en cualquier lugar del mundo, el registro audiovisual arriba descrito, en la serie audiovisual, el uso de los registros audiovisuales podrá realizarse mediante la divulgación a través de su reproducción, tanto en medios impresos como electrónicos, así como su comunicación, emisión y divulgación pública, a través de los medios existentes, o por inventarse, incluidos aquellos de acceso remoto, conocidos como internet, para los fines de promoción cultural y académica de las entidades ejecutoras. Asimismo, manifiesto que he sido informado (a) previamente del uso que se dará a dicho material y que esta autorización la otorgo con carácter gratuito, por lo que entiendo que no recibiré ningún tipo de compensación, bonificación o pago de ninguna naturaleza. Reconozco además que no existe ninguna expectativa sobre los eventuales efectos económicos de la divulgación que puedan realizar las entidades ejecutoras del proyecto.

Appendix G
Sample Observer’s Checklist



**INSTITUCIÓN EDUCATIVA
TÉCNICO COMERCIAL SAGRADO CORAZÓN DE JESÚS-
CHIQUINQUIRÁ
CLASS OBSERVATION CHECKLIST**

Observer’s name /signature:

Research-student Teacher’s name: _____

Date: _____

Class observed: _____ **Time:** _____

Please check only (1) one box for each item. In case you have any additional comments or feed-back, please use the space provided below the tables.

THE TEACHER

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Explained the communicative goals of the lesson, contextualizing the specific business situations.				
2	Elicited answers from the students engaging them into speaking from the beginning and activating previous knowledge.				
3	Presented enough samples of the target expressions and vocabulary				
4	Modeled the sample pronunciation and intonation of the sample business conversation.				
5	Emphasized the importance of turn-takings				
6	Provided opportunities for students to interact one another in order to develop fluency.				
7	Established a good rapport giving feed-back and praising students’ spoken contributions.				
8	Used clear and brief instructions for classroom tasks and activities				
9	Was tolerant of her learners’ errors as they indicate that they are building up their communicative competence.				
10	Made appropriate transitions between activities.				

ADDITIONAL COMMENTS:

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Were aware of their turns to speak in a short business conversation.				
2	Interacted using expressions from both, the conversation model and its other possible variations.				
3	Were able to pronounce clearly and fluently.				
4	Used the target vocabulary moving from reading and listening to spontaneous speaking.				
5	Understood the communicative activity's instructions and complied.				

THE STUDENTS

ADDITIONAL COMMENTS:

THE ACTIVITY

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Materials selected and used in the Communicative Activity were authentic and real.				
2	Classroom management and distribution were appropriate.				
3	Prompts or Instructions were brief and clear.				
4	The activity contributed to reaching the lesson goals.				
5	The activity was fun and including.				

ADDITIONAL COMMENTS:

Appendix H

Sample Reflection Journal

<p>Session: # Name of the School: Técnico Comercial Sagrado Corazón de Jesús de Chiquinquirá Group: 10th grade Date: Room: Topic: Goals:</p> <p>Language:</p> <p>Communicative:</p> <p>Learning:</p>	
DESCRIPTION	REFLECTION
<p>Evaluation:</p>	

Appendix J
Syllabus or contents



BUSINESS ENGLISH

(Speaking)

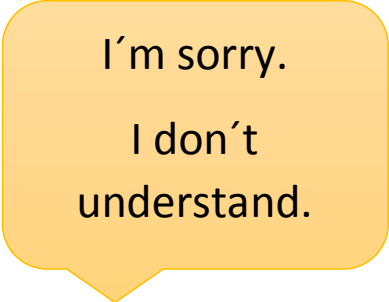
Student's Guide

A1


Compiled by Lizeth Peralta (USTA)

2019

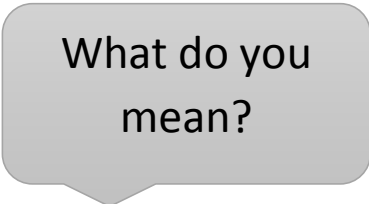
USEFUL COMMUNICATIVE STRATEGIES



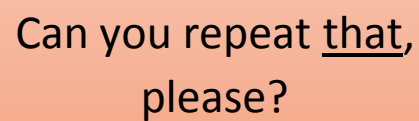
I'm sorry.
I don't
understand.



Say that
again!



What do you
mean?



Can you repeat that,
please?



Excuse me?

SYLLABUS					
Lesson	Title	Goals	Structure & Functions of Speaking	Target Vocabulary & Expressions	CEFL
1	Spelling Out	<ul style="list-style-type: none"> Spelling out names, last names and numbers over the phone 	<p>Language:</p> <ul style="list-style-type: none"> Using the alphabet to spell out first names and last names. Using numbers (0-9) to say telephone contacts. <p>Communicative:</p> <ul style="list-style-type: none"> Reviewing greetings (corporate / everyday) Reviewing ways to identify yourself when telephoning Reviewing offering formal assistance to take a telephone message in a company Reviewing leaving a telephone message for a specific person in an office or company Using confirmation and repetition communicative strategies. 	Calling Business Company Manager Accounting Department Marketing Leave Live Message Sales Menu Just	A 1
2	Telephoning	<ul style="list-style-type: none"> Answering a simple short corporate telephone call Asking to talk to someone in particular 	<p>Language:</p> <ul style="list-style-type: none"> Using expressions that enable speakers to open and close a short telephone conversation. <p>Communicative:</p> <ul style="list-style-type: none"> Making and answer simple questions for a business telephone conversation. 	Can I help you? Carl may's office, please? Who's calling, please? Just a moment I'll put you through.	A 1
3	Feedback session	<ul style="list-style-type: none"> Providing feedback in order to develop more accuracy in the students' speech. 	<p>Language:</p> <ul style="list-style-type: none"> Using expressions that enable speakers to open and close a short telephone conversation. <p>Communicative:</p> <ul style="list-style-type: none"> Making and answer simple questions for a business telephone conversation. 	Can I help you? Carl may's office, please? Who's calling, please? Just a moment I'll put you through.	A1
4	Self-Introduction at a Company Party	<ul style="list-style-type: none"> Introducing oneself as a new employee. Asking your co-workers about their specific jobs in the company. 	<p>Language:</p> <ul style="list-style-type: none"> Using Yes / No and (Wh-) information Questions with verb TO BE in simple present to ask about your co-workers' job. Describing jobs in a company using verb TO BE in simple affirmative sentences. <p>Communicative:</p> <ul style="list-style-type: none"> Introducing themselves as a new employee at a business company, using formal and informal greetings. Getting to know about your colleagues' / coworkers' specific jobs and departments. 	JOBS: Cashier Accountant Sales person Secretary Marketing analyst Human resources Nice to meet You Delighted to meet You	A1

SYLLABUS

Lesson	Title	Goals	Structure & Functions of Speaking	Target Vocabulary & Expressions	CEFL
5	Where is it?	<ul style="list-style-type: none"> Asking for and locating specific offices and departments in a company building. 	<p>Language:</p> <ul style="list-style-type: none"> -Using prepositions of place (ON, IN, NEXT TO, BETWEEN) in order to locate a specific place at a company building. <p>Communicative:</p> <ul style="list-style-type: none"> -Asking for and giving the exact location of a specific place on a map of a company building. (Formation Gaps) -Creating and be engaged in short conversations in a business context. 	Where is...? Where are...? Pool Business center Restaurant Front Desk Health Club Newsstand Coffee shop Sales Department Marketing Department Secretary's Office Manager's Office Just You're welcome	A 1
6	After the Beep	<ul style="list-style-type: none"> Leaving a corporate voice message interacting with an answer machine. 	<p>Language:</p> <ul style="list-style-type: none"> -Reinforcing vocabulary related to office distribution in a company. <p>Communicative:</p> <ul style="list-style-type: none"> -Interacting with a voice mail machine leaving a message. 	What is a P.O. BOX ? Press Beep Hang up	A 1
7	At a business appointment	<ul style="list-style-type: none"> Confirming a business appointment 	<p>Language:</p> <ul style="list-style-type: none"> -Using infinitive form (TO + Verb) in order to express the purpose of a business appointment. -Using YES / NO QUESTIONS to confirm a business appointment. -Using preposition AT to say the exact time / hour of the appointment. -Using the contraction of auxiliary WILL ('ll) to express immediate actions. <p>Communicative:</p> <ul style="list-style-type: none"> -Reviewing formal, informal and corporate greetings in a business appointment. -Identifying oneself at a business appointment. -Expressing the purpose of a business appointment. -Telling the exact time of an appointment. -Offering a seat to a visitor -Announcing a visitor in a company 	Appointment I'd like to see I'll tell Do you have an appointment?	A1

SYLLABUS

Lesson	Title	Goals	Structure & Functions of Speaking	Target Vocabulary & Expressions	CEFL
8	Shopping	<ul style="list-style-type: none"> Asking about prices in a newsstand. Paying for products at a newsstand 	<p>Language:</p> <ul style="list-style-type: none"> -Using HOW MUCH IS / HOW MUCH ARE to ask about the price of item (s) when shopping / ordering at a newsstand. -Reviewing demonstrative pronouns: THIS, THAT, THESE, THOSE to differentiate between singular / plural, far / near items when shopping. -Reviewing numbers from 1-100 to express the cost of items at a newsstand. <p>Communicative:</p> <ul style="list-style-type: none"> -Ordering items at a newsstand using CAN I HAVE...? / I'LL TAKE ... -Reviewing offering help at a shopping situation. -Asking for and give the exact price / cost of items at a newsstand. -Paying for items when shopping using U.S. currency. -Reinforcing turn taking during short business conversations. 	<p>Products in a newsstand:</p> <ul style="list-style-type: none"> Newspapers Rolls of film Tissues Candy Bars Magazine Postcards Maps Bubble Gum <p>Can I have a...?</p> <p>Here you go</p> <p>Here you are</p> <p>How much is that?</p> <p>How much are those?</p>	A 1

LESSON 1

INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS
CHIQUINQUIRÁ



BUSINESS ENGLISH
GRADE: 11TH

STUDENT'S NAME: _____ DATE: _____

WORKSHOP No.1 "SPELLING OUT"

GOAL:

- Spelling out names, last names and numbers over the phone

MODEL CONVERSATION 1

KIM: The Daily News. Kim Davis. Good morning.

GIO: Uh, hello. Is David Parker there?

KIM: No, I'm sorry. He's not here right now. Can I take a message?

GIO: OK. Yes.

KIM: All right. What's your name, please?

GIO: Giovanni Ferrari.

KIM: Um, how do you spell Giovanni?

GIO: G-I-O-V-A-N-N-I

KIM: And what's your last name again, please?

GIO: Ferrari.

KIM: Is that F-E-R-R-A-R-I? Like the car?

GIO: Exactly!

KIM: And what's your phone number, please?

GIO: It's 011-39-338-555-5086

KIM: 011-39-338-555-5086. OK. Got it.

GIO: Please ask David to call me.

KIM: OK. No problem.

GIO: Thanks. Good-bye.



**INSTITUCIÓN
TÉCNICO**

**EDUCATIVA
COMERCIAL**

SAGRADO CORAZÓN DE JESÚS CHIQUINQUIRÁ

BUSINESS ENGLISH - GRADE: 11TH
STUDENT'S NAME: _____ DATE: _____



WORKSHOP No.1 "SPELLING OUT"

OVERALL ASSESSMENT CHECKLIST

DESCRIPTION	No response 0	Missing skills 1	Unacceptable Needs work 2	AcceptableFair 3	ProficientGood 4	OutstandingExcellent. 5
1. In the simulated call, the student used a greeting.						
2. In the simulated conversation the student identified himself / herself						
3. The student used the alphabet to spell out his / her first name and last name.						
4. The student was able to tell his / her telephone number.						

5. The student corrected the secretary's mistake.						
---	--	--	--	--	--	--

LESSON 2

INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS
CHIQUINQUIRÁ



BUSINESS ENGLISH

GRADE: 11TH

STUDENT'S NAME: _____ DATE: _____

WORKSHOP No.2
"TELEPHONING"

GOALS:

- Answering a simple short corporate telephone call
- Asking to talk to someone in particular

CONVERSATION MODEL:

- A: Northwest Credit Bank. Can I help you?
 B: Hello. Carl May's office, please?
 A: Who's calling, please?
 B: Julieth Winter.
 A: Just a moment. I'll put you through.



**INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
 SAGRADO CORAZÓN DE JESÚS CHIQUINQUIRÁ**



BUSINESS ENGLISH - GRADE: 11TH
STUDENT'S NAME: _____ **DATE:**

WORKSHOP No.2 "TELEPHONING"

OVERALL ASSESSMENT CHECKLIST

DESCRIPTION	No response 0	Missing skills 1	Unacceptable Needs work 2	Acceptable Fair 3	Proficient Good 4	Outstanding Excellent. 5
1. The student was aware of the turns to speak in a short business telephone conversation.						

2. The student interacted using the business telephone conversation model.						
3. The student was able to pronounce clearly and fluently.						
4. The student used the target vocabulary moving from reading to spontaneous speaking.						
5. The student showed confidence to speak, participated and communicated with partners.						

LESSON 3

INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS
CHIQUINQUIRÁ

BUSINESS ENGLISH



GRADE: 11TH

STUDENT'S NAME: _____ **DATE:** _____

WORKSHOP No.3 SENTENCE AUCTION (Feedback Session game)

GOALS:

- Providing feedback in order to develop more accuracy in the students' speech.



LESSON 4

INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS
CHIQUINIRÁ

BUSINESS ENGLISH



GRADE: 11TH

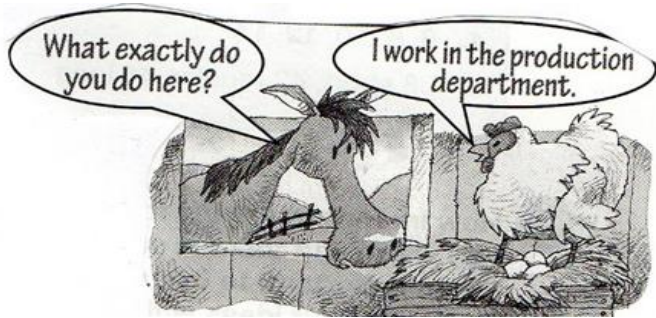
STUDENT'S NAME: _____ **DATE:** _____

WORKSHOP No.4 "SELF-INTRODUCTIONS AT A COMPANY PARTY "

GOALS:

- Introducing oneself as a new employee.

- Asking your co-workers about their specific jobs in the company.



CONVERSATION MODEL

_____ Jane: Yes. Well. See you later.

_____ Jane: Nice to meet you.

_____ Celia: Hello. I´m Celia, Celia Mirado. I´m the new assistant in the HR Department.

_____ Celia: So, we´re neighbours!

_____ Jane: Hello. Can I introduce myself? – I´m Jane Borlot.

_____ Jane: I´m the manager of the Marketing Department. We´re on the third floor, too, opposite the HR Department.

_____ Celia: Nice to meet you, too. What do you do?

**INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS CHIQUINQUIRÁ
BUSINESS ENGLISH - GRADE: 11TH**



STUDENT´S NAME: _____ **DATE:** _____

WORKSHOP No.4 “SELF-INTRODUCTIONS AT A COMPANY PARTY”

OVERALL ASSESSMENT CHECKLIST

DESCRIPTION	No response 0	Missing skills 1	Unacceptable Needs work 2	Acceptable Fair 3	Proficient Good 4	Outstanding Excellent. 5
-------------	------------------	---------------------	---------------------------------	-------------------------	-------------------------	--------------------------------

<p>1. The student used a greeting (Formal or Informal)</p>						
<p>2. The student introduced himself / herself and described his / her job before a co-worker.</p>						
<p>3. The student replied to a self-introduction with a co-worker for the first time.</p>						
<p>4. The student was able to pronounce clearly and fluently.</p>						

LESSON 5

INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS
CHIQUINQUIRÁ

BUSINESS ENGLISH
GRADE: 11H



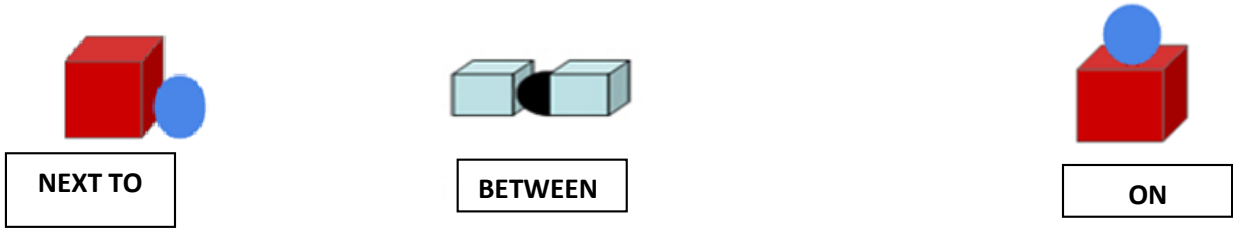
STUDENT'S NAME: _____ DATE: _____

WORKSHOP No.5
"WHERE IS IT?"

GOALS:

- Asking for and locating specific offices and departments in a company building

PREPOSITIONS OF PLACE



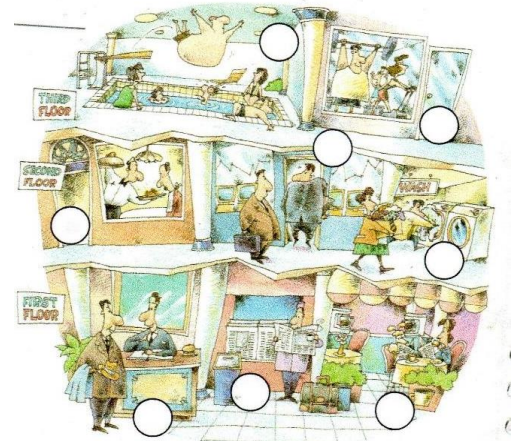
1. Write the number of the location in the correct place in the hotel.

1. Pool	3. Business center	5. Restaurant	7. Health club
2 Front desk	4. Newsstand	6. Laundry	8. Coffee shop

2. Read the sentences.

Write *T* for true, or *F* for false

1. _____ The coffee shop is on the first floor .
2. _____ The pool is on the second floor.
3. _____ The health club is on the third floor.
4. _____ The business center is next to the pool
5. _____ The newsstand is between the front desk and the coffee shop.



MODEL CONVERSATION 1:

TOURIST: Where's the laundry, please?

RECEPTIONIST: The laundry? Oh, it's on the second floor next to the business center. Just take the elevator.

TOURIST: Thank you.

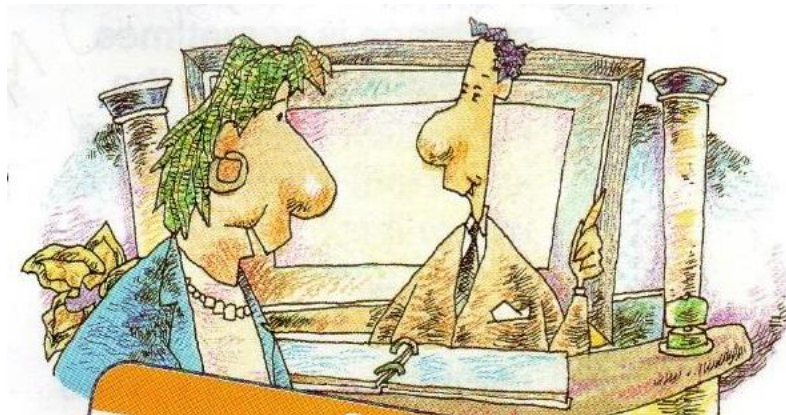
RECEPTIONIST: You're welcome, Sir.



VARIATION OF MODEL CONVERSATION:

TOURIST: The business center's on the third floor, right?

RECEPTIONIST: The business center's on the second floor.



**INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS CHIQUINIRÁ**

BUSINESS ENGLISH - GRADE: 11TH

STUDENT'S NAME: _____ DATE: _____

WORKSHOP No.5



“WHERE IS IT”**OVERALL ASSESSMENT CHECKLIST**

DESCRIPTION	No response 0	Missing skills 1	Unacceptable Needs work 2	Acceptable Fair 3	Proficient Good 4	Outstanding Excellent. 5
1. The student was able to use the target vocabulary (prepositions of place + departments and offices in a business.						
2. The student was able to ask for and give the exact location of a specific place on a map of a company building.						
3. The student was able to take his / her corresponding turn during the conversation.						
4. The student was able to read a map, and locate places on it.						

LESSON 6

**INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS
CHIQUINQUIRÁ**



**BUSINESS ENGLISH
GRADE: 11H**

STUDENT'S NAME: _____ **DATE:** _____

**WORKSHOP No.6
“AFTER THE BEEP”**

GOALS:

- Leaving a corporate voice message

SAMPLE VOICE MESSAGES

1) From a P.O.BOX

*“Thank you for calling the New Millennium Supermarket.
For the manager’s office, press 1.
For the general secretary, press 2.
For the marketing department, press 3.
For the accounting office, press 4.
For the sales department, press 5.
To repeat this menu, press 6.
To leave a message, press 7.
To exit, just hang up.”*



2) From a specific office

*“This is the Marketing Department of New Millenium Supermarket.
Please, leave your name and your message after the beep.
Thank you. Beep “*

BUSINESS ENGLISH - GRADE: 11TH
STUDENT'S NAME: _____ **DATE:** _____



WORKSHOP No.6
“AFTER THE BEEP”

OVERALL ASSESSMENT CHECKLIST

DESCRIPTION	No response 0	Missing skills 1	Unacceptable Needs work 2	Acceptable Fair 3	Proficient Good 4	Outstanding Excellent. 5
1. The recorded voice message contains the company name and offers options to communicate or leave a message.						
2. The student was able to pronounce clearly and fluently						
3. The students used formal language to record his / her voice message,						
4. The recorded voice message sounds friendly and polite.						

LESSON 7

**INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS
CHIQUINQUIRÁ**



**BUSINESS ENGLISH
GRADE: 11TH**

STUDENT'S NAME: _____ **DATE:** _____

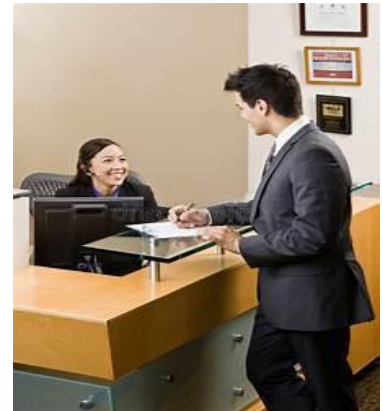
**WORKSHOP No.7
"At a business appointment"**

GOALS:

- **Confirming a business appointment**

CONVERSATION MODEL:

RECEPTIONIST:	Hi. Can I help you?
VISITOR:	Hello. I'd like to see Mr. Smith, please.
RECEPTIONIST:	What department is that?
VISITOR:	Sales department. I have an appointment at 2 o'clock.
RECEPTIONIST:	Can I have your name, please?
VISITOR:	I'm Denise Chapman.
RECEPTIONIST:	Thank you. I'll tell Mr. Smith you're here.
VISITOR:	Thank you.



VARIATION MODEL CONVERSATION:

RECEPTIONIST:	Good morning. Can I help you?
VISITOR:	Good morning. My name's Yvonne Boucher from Active Industry. I'm here to see Gerard Dupont.
RECEPTIONIST:	Do you have an appointment?
VISITOR:	Yes, at 10 o'clock.
RECEPTIONIST:	One moment, please. I'll call Mr. Dupont. Please take a seat.
VISITOR:	Thank you.

LISTENING CHART

INSTRUCTIONS:

Listen to a visitor arriving at a company's reception. Tick (✓) the things mentioned in the conversation.

	VISITOR 1
1. Visitor's name	
2. Visitor's Company	
3. Name of person visitor wants to see	
4. Department name	
5. Appointment Hour / Time	

**INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS CHIQUINQUIRÁ**



BUSINESS ENGLISH - GRADE: 11TH
STUDENT'S NAME: _____ DATE: _____

WORKSHOP No.7
“AT A BUSINESS APPOINTMENT”
OVERALL ASSESSMENT CHECKLIST

DESCRIPTION	No response 0	Missing skills 1	Unacceptable Needs work 2	Acceptable Fair 3	Proficient Good 4	Outstanding Excellent. 5
Student A (receptionist) used a corporate greeting and offered help and assistance.						
2.Student B greeted, identified himself / herself and requested to see someone in particular.						
3. Student A confirmed the business appointment						
4. Student B specified the time / hour of the appointment						
5. Student A (receptionist) offered an immediate action regarding the appointment.						
6. The students were able to pronounce clearly and fluently						

LESSON 8

INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS
CHIQUINIRÁ



BUSINESS ENGLISH
GRADE: 11TH

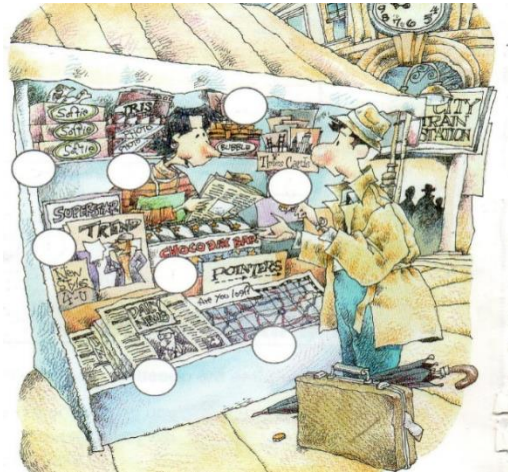
STUDENT'S NAME: _____ DATE: _____

WORKSHOP No.8 SHOPPING

GOALS:

- Asking about prices in a newsstand
- Paying for products at a newsstand

CUT OUT NUMBER 1



CUT OUT NUMBER 2

1. Newspaper	\$1.75
2. Rolls of film	\$4.29
3. tissues	\$80
4. Candy bars	\$65
5. Magazine	\$3.95
6. Postcards	\$50
7. Maps	\$5.99
8. Bubble gum	\$50

2. Look at the conversation and listen

CUT OUT NUMBER 3

- Jackie: Can I help you?
- Pete: Can I have a pack of gum
and one of those newspapers, please?
- Jackie: Sure. Here you go.
- Pete: How much is that?
- Jackie: That comes to \$2.25 all
together.
- Pete: OK. Here you are.
- Jackie: Thank you.



Role cards

Shoppers:

- 1) Shop (3) products, but in (3) different stands.**
- 2) Ask for the cost or price of the products**
- 3) Pay**

Salespersons:

- 1) Offer help or assistance to the shopper**
- 2) Give the exact price or cost of the products.**
- 3) Close the conversation**

**INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS CHIQUINQUIRÁ**

BUSINESS ENGLISH - GRADE: 11TH

STUDENT'S NAME: _____ DATE: _____



**WORKSHOP No.8
SHOPPING
SALESPERSON OVERALL ASSESSMENT CHECKLIST**

DESCRIPTION	No response 0	Missing skills 1	Unacceptable Needs work 2	Acceptable Fair 3	Proficient Good 4	Outstanding Excellent. 5
1. The student offered help / assistance at the newsstand.						
2. The student gave the exact price / cost of the product to the shopper using numbers (1-100).						
3. The student used one expression to hand-in the purchased product or item.						
4. The student spoke clearly and fluently.						
5. The student's pronunciation was intelligible.						

**INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS CHIQUINQUIRÁ**



BUSINESS ENGLISH - GRADE: 11TH
STUDENT'S NAME: _____ DATE: _____

WORKSHOP No.8
SHOPPING
SHOPPER'S OVERALL ASSESSMENT CHECKLIST

DESCRIPTION	No response 0	Missing skills 1	Unacceptable Needs work 2	Acceptable Fair 3	Proficient Good 4	Outstanding Excellent. 5
1. The student ordered a product using the target expressions.						
2. The student asked for the price / cost of the product.						
3. The student used one expression to hand-in the money to pay.						
4. The student spoke clearly and fluently.						
5. The student's pronunciation was intelligible.						

Appendix K
Assessment Rubric

**INSTITUCIÓN EDUCATIVA TÉCNICO COMERCIAL
SAGRADO CORAZÓN DE JESÚS CHIQUINIRÁ**

BUSINESS ENGLISH - GRADE: 11TH

STUDENT'S NAME: _____ **DATE:** _____

WORKSHOP No.2 "TELEPHONING"

OVERALL ASSESSMENT CHECKLIST

DESCRIPTION	No response 0	Missing skills 1	Unacceptable Needs work 2	Acceptable Fair 3	Proficient Good 4	Outstanding Excellent. 5
1. The student was aware of the turns to speak in a short business telephone conversation.						
2. The student interacted using the business telephone conversation model.						
3. The student was able to pronounce clearly and fluently.						
4. The student used the target vocabulary moving from reading to spontaneous speaking.						
5. The student showed confidence to speak, participated and communicated with partners.						

Appendix L
Sample- Feedback Video

Link Video: <https://youtu.be/7ioxW1X5RAI>

Appendix M

Audio video Link and Transcriptions Lesson 2

Link Video : <https://youtu.be/fVQnZuKfwmY>

ROLE PLAY: TELEPHONING**FILE 1**

STUDENTS: Laura Rodriguez / Estefanía Ortegón

SITUATION: 3

- L: Ehh... Good morning... Ehh... Crediflores Bank? Ehh... (Long pause) Ehh... (Laughter / Hesitation) Crediflores bank? ... I... No... (self-correcting)... Can I...? ... Can I ... well, please?... No? (Laughter / Spanish) ... Si?... (L1 shift) (Long Pause / Laughter) ... Can I help you?
- E: Hello... Laura... General (L1 interference) Manager office, please
- L: Who's ... Who's cal, cal, ehh, ehh, (long pause) please?
- E: Estefanía Ortegón...
- L: Juice I'm Oop... (long pause / hesitation) Ill put you through...
- E: Thank you...

FILE 2

STUDENTS: Neyid Castiblanco / Carolina Castillo

SITUATION: 2

- N: Ehh... Boyacá University... Can I help you?
- C: Good morning. Can I talk to teacher Gomez, please?
- N: Ok. One moment... (hesitating)... Hose's... (pause) calling, please?
- C: This is the director of ... Shakespeare Uni.. (cutting - self-correcting)... Academy
- N: Ok. I'll put you through.
- C: Oh, Thanks...

FILE 3:

STUDENTS: German Camilo León / Juan Sanchez

SITUATION: 2

Good morning. Teacher Gomez...

Hello... (ring)... Please..Ehhh...

Both students: (L1 Swift)

No es que notenemos nada... No tenemos ni idea. Más bien la próxima clase se lo traemos...

Que pena profe...

Debs dejar registro de e: actividad, hablar con los SS a todas en cambio por eso

FILE 4

STUDENTS: Santiago Parra / Santiago Rodriguez

SITUATION: 2

SP: University of Boyacá Can I help you?

SR: Hello... Ehh... Teacher Gomez, please...

SR: Ehh... Who's calling?

SP: Ehh... The director of Shakespeare Academy...

SR: Oh... Whoa... Whoa... Whoa... Whoa... Teacher Gomez is in class...

SP: (hesitation) Ok... (L1 interference... Esto...) I call letter...?

SR: Ok ... Goodbye...

SP: Thank you...

FILE 5:

STUDENTS: Natalia Gonzales / Karol Muñoz

SITUATION: 3

K: Bancolombia Bank? ... Can I help you?

NP: Hello, General (L1 interference) manager office, please.

K: Who's calling?

NP: Laura Paez...

K: ^{M.W.} Jazz a moment... I'll put you through.

NP: Thank you

K: ^{M.W.} Bye

FILE 6

STUDENTS: Diego Sierra / Maria A. Ruiz

SITUATION: 3

M: Colombia Bank ... (long pause) ^{M.W.} And help you?

D: Hello. Manager Office, please...

M: Ehh... ????... ^{M.W.} Was calling... please?

D: ^{M.W.} Director of... (long pause) Coca Cola (long pause)

(Teacher interrupted... Students re-took the conversation)

M: Who's calling?

D: ^{M.W.} Marketing Director of Coca Cola..

M: Ehh... Please... ^{M.W.} moment... Calling... Please, ^{M.W.} calling moment...

(Teacher congratulated them)

FILE 7

STUDENTS: Sebastian Castro / Felipe Perez

SITUATION: 2

(Students used sound effects from a cell phone)

S: Hello.

F: Hello.

S: ^{M.W.} I can speak with... (short pause) with Professor Gomez?

F: ^{M.W.} Yes, I am. Who's calling?

S: Ehh... Sebastian Castro, ^{M.W.} director of Academy Shakespeare...

F: Oh... Thank you.

S: Goodbye...

F: Bye.

FILE 8

STUDENTS: Camila Villamil / Paula Romero

SITUATION: 1

P: AV VILLAS Bank. Can I help you?

C: Hello. ^{M.W.} I need the manager.

P: Who's calling, please?

C: Camila Villamil.

P: Just a moment.

C: Thank you.

P: ^{M.W.} Bye.

FILE 9:

STUDENTS: Pamela Murcia / Brandon Pineda

SITUATION: 3

P: ^{M.W.} Bank of Colombia. Ehh.. I can help you?

B: Hello. Manager Office, please

P: Ehh... ^{M.W.} Hose calling?

B: Albert Stivenson

P: Just a moment. I'll put you through.

B: Ok. Thank you

Por qué se está despidiendo?
Debe esperar en línea.

Por qué se despide? Debe esperar.

FILE 10**STUDENTS:** Juliana Gonzales / Heidy Salinas**SITUATION: 2**Y: *U.S.O*
University of Boyacá. Can I help you?

H: Hello. Professor Gomez, please.

Y: Who's calling, please?

H: *my*
Director Shakespeare Academy.

Y: Just a moment.

Appendix N

Audio Video Link and Transcriptions Lesson 8

Link Video: <https://youtu.be/qkkm6XX1T80>

“SHOPPING”**GOAL:**

“Ordering / Asking for prices and paying for items”

COMMUNICATIVE ACTIVITY:

SIMULATION - ROLE-PLAY

PROMPTS

STUDENT A:

STUDENT B:

AUDIO 1

Tatiana Pachon: Good morning. Can I help you?

Angie Paez: How much is the newspaper?

Tatiana: The newspaper? This is U\$ 15 dollars.

Angie: Fifteen dollars?

Tatiana: Yes. (*hands in the item*)

Angie: Thank you.

AUDIO 2

Laura Castillo : Good morning. Can I help you?

Brandon: Give me a newspaper, please?

Laura Castillo: A newspaper? - Fifteen dollars.

Brandon: Fifteen dollars? Okay. One, please.

Laura: (*Hands in the item*)

Byron: Here you go. (*Hands in the change*)

Brandon: Thanks. Bye.

AUDIO 3

Byron: Good morning. Can I help you?

Danna: Can I have a ???magazine?

Byron: Eh...eh...Fifteen dollars...

Danna: (*Counting the cash and handing it in*). Thank you.

Byron: Bye.

Laura: Good morning. Can I help you?

Yelena: Good morning. Can I have a pack of tissues?

Laura: The tissues? – Okay. Here you go (*Hands in the item*).

Yelena: How much is that?

Laura: Thirty dollar, please.

Yelena: (*L1 Switch*) *Cuánto?*

Laura: Thirty.

Yelena: One moment, please. Okay. (*hands in the cash*)

Laura: Okay. Thank you.

Yelena: Thank you. Bye.

Felipe: Hello.

Byron: Hello. Can I help you?

Felipe: I want a magazine...a newspaper...a film...and a chocolate bar. How much is that?

Byron: Seventy five.

Felipe: Okay. (*Hands in the cash*)

Byron: Thank you. (*Hands in the items*). Bye.

AUDIO 4

Diego: Hello

Erica Castiblanco: Hello. Can I help you?

Diego: How much is that candy bar?

Erica: The candy bars... US\$ five dollars.

Diego: Five dollars...eh.eh...

Erica: What?

Diego: Eh...eh...four.

Erica: (*Counts the chocolate bars and hands in the change*). Your change... US\$ Fourteen dollars.

Diego: Thank you.

AUDIO 5

Tatiana Pachon: Good morning. Can I help you?

Erica Morales: How much...candy bars?
 Tatiana: Eh...eh...This is US\$ Five dollars.
 Erica: (*Hands in the cash*) Thank you.
 Tatiana: (*Hands in the item*). Bye.Bye.

AUDIO 6

Byron: Good morning. Can I help you?
 Laura: ??? – How much is that?
 Byron: Excuse me?
 Laura: Eh...How much...what...candy bars?
 Byron: Candy bars...US\$ Five dollars.
 Laura: (*Hands in the cash*) Thank you.
 Byron: (*Hands in the item*) Thank you.

Laura Castillo: Good morning.
 Byron: Good morning. Can I help you?
 Laura: Can I have all these?... All the products, please? – How much is that?
 Byron: Eh...eh...Is that...eh.eh...All the products?
 Laura: All the products, yeah!!! (*Showing off*).
 Byron: One, two, three, four, five, six, seven, eight...(*Starts counting products one by one to add it all*)
 Laura: (*Interrupting the count*) Not important. How much is that?...The products that I bought...
 Byron: Okay...Here you go...(as if packing all products)

AUDIO 7

Laura Castillo: Good morning. Can I help you?
 Estefania Ortegon: Good morning. Eh...eh...can I have a candy bar?
 Laura: A candy bar?
 Estefania: How much is that?
 Laura: US\$ Five dollars.
 Estefania: Okay. (*Hands in the cash*)
 Laura: Thanks (*Hands in the item*)
 Estefania: Thank you.

AUDIO 8

Tatiana Pachon: Good morning. Can I help you?
 Franky Parra: How much is that magazine?
 Tatiana: The magazine... This is U\$ Fifteen dollars.
 Franky: (*Hands in the cash*) Thank you.
 Tatiana: (*Hands in the item*). Thank you. Bye.
 Franky: Bye.

AUDIO 9

Laura Castillo: Good morning. Can I help you?
 Freymer: I'll have one candy bar... and a newspaper.
 Laura: It's U\$ thirty dollars.
 Freymer: Thirty dollars. (*Hands in the cash*)
 Laura: Okay. Here you go. (*Hands in the items*)
 Freymer: Thanks
 Laura: Thanks. Bye.
 Freymer: Bye. Bye.

Heidy: Hello.
 Byron: Hello. Can I help you?
 Heidy: Can I have a Royal film? – How much is that?
 Byron: Eh... U\$ fourteen dollars.
 Heidy: And a chocolat bar?
 Laura: U\$ Five dollars.
 Byron: U\$ Forty-five dollars.
 Heidy: Forty-five dollars. (*hands in the cash*)
 Byron: One moment... Here you go (*hands in the items*)
 Heidy: Thanks
 Laura: Thank you. Bye.

AUDIO 10

Jairo Sotelo: Can I help you?
 German: Can I have a chocolate bar?
 Jairo: Eh... U\$ five dollars.

- German: Two...two chocolate bars...What is this? (*pointing at the packs of tissues and finding out their cost*).
- Jairo: U\$ Ten dollars...
- Jairo: U\$ Twenty dollars (*Adding the order, so far*)
- German: How much...? (*Pointing at the rolls of film*)
- Jairo: The rolls of film cost U\$ Fourteen dollars...
- German: No...no...no (*gestures indicating he's not taking any rolls of film*) – How much...the Bobaloo ??? (*Pointing at the bubble gum*)
- Jairo: U\$ five dollars.
- German: Three. (*hands in the cash*)
- Jairo: (*Hands all the purchased items*). Thank you. Goodbye.
- German: Thank you. Bye.
-

AUDIO 11

- Tatiana Pachon: Good morning. Can I help you?
- Juan: Can I have ...eh...eh...two magazines, please?
- Tatiana: Two magazines...U\$ Thirty dollars.
- Juan: Yes...Eh...eh...(*Hands in the cash*)...What is this? (*Pointing at the packs of tissues and trying to find out their cost*)
- Tatiana: Eh...tushies...tushies...U\$ thirty dollars.
- Juan: Yes, please. (*Hands in the cash*)
- Tatiana: (*Hands in the items*) Thank you. Bye.
- Juan: Thank you. Bye.
-

AUDIO 12

- Erica Castiblanco: Hello. Can I help you?
- Karol Muñoz: Hello. Can I have...eh...eh...chocolat bar?
- Erica: Eh...U\$ Five dollars. One...or two?...Two?
- Karol: (*LI switch*) Sí... (*hands in the cash*)
- Erica: (*Hands in the items*) Thank you.
-

AUDIO 13

- Tatiana Pachon: Good morning. Can I help you?
- Lizette: Hello. Eh...how mosh...eh...chocolat bars?
- Tatiana: Eh...This is U\$ five dollars. One?

Lizette: One. Thank you. (*Hands in the cash*)
 Tatiana: Okay. (*hands in the item*) Thank you. Bye.
 Lizette: Bye.

AUDIO 14

Erica: Good morning. Can I help you?
 Melissa: Hello. Can I have...magazine?
 Erica: U\$ fifteen dollars. One?
 Melissa: (*Hands in the cash*). Yes
 Erica: (*Hands in the item*).
 Melissa: Thank you.
 Erica: Thank you.

Jairo: Good morning. Can I help you?
 Laura Rodriguez: I'm...eh...eh...newspaper and Gols...
 Jairo: The newspaper cost U\$ fifteen dollars.
 Laura: And the Gols?
 Jairo: U\$ Five dollars. U\$ twenty. (*LI switch*) *Veinte...* the newspaper and the Gols...
 Laura: Okay. (*Hands in the cash*). Thank you.
 Jairo: Thank you. (*Hands in the items*)

AUDIO 15

Tatiana Pachon: Good morning. Can I help you?
 Pamela: Good morning. Can I have ...eh...a newspaper, please?
 Tatiana: This is...(*interrupting*)
 Pamela: How much?
 Tatiana: This is...the newspaper U\$ fifteen dollars.
 Pamela: (*Hands in the cash*)
 Tatiana: (*Hands in a wrong item*)
 Pamela: The magazine (*Pointing at the section where the magazines are, making the salesperson realize she gave her a wrong item*).
 Tatiana: Thank you. (*Hands in the correct item*).
 Pamela: Bye.

AUDIO 16

Jairo: Good morning. Can I help you?
 Paula Romero: Good morning. How much is that magazine?
 Jairo: The magazine is U\$ fifteen dollars.
 Paula: Give me two, please. (*hands in the cash*)
 Jairo: Thank you. (*Hands in the items*). Goodbye.
 Paula: Thanks. Bye.

AUDIO 17

Santiago Rodriguez: Good morning.
 Jairo: Good morning, mister. Can I help you?
 Santiago: I need please a film. So much?
 Jairo: U\$ forty dollars.
 Santiago: Forty dollars? – Oh...yeah. (*hands in the cash*)...A candy? – Give me a candy, please. (*Hands in the cash*).
 Jairo: Okay. Here you go. (*Hands in the items*)
 Santiago: Okay. Bye.

Laura Castillo: Good morning. Can I help you?
 Ma. Angelica: How much...bubble gum?
 Laura: The bubble gum...is U\$ five dollars. What color? – Green, pink or red?
 Ma. Angelica: Red...How much...newspaper?
 Laura: The newspaper is...U\$ fifteen dollars.
 Byron: Okay. Here you go. (*hands in the items*).
 Ma. Angelica: (*Gestures the wait sign*)...How many...magazines? (*Pointing at the magazines section and trying to find out their cost*).
 Laura: U\$ ten dollars.
 Ma. Angelica: (*Hands in the cash*)
 Laura: Any more?
 Byron: Any more?
 Ma. Angélica: Thanks.
 Laura: Thank you. Bye.

AUDIO 18

Sebastian: Good morning.
 Jairo: Good morning, mister. Can I help you?

Sebastian: Eh...can I have a magazine, please?
 Jairo: A magazine? – Yes. The cost is U\$ fifteen dollars.
 Sebastian: This cost U\$ fifteen dollars ? (*surprised by the price*).
 Jairo: Yes.
 Sebastian: One moment. (*Hands in the cash*). Thank you.
 Jairo: (*Hands in the item*). Thanks. Goodbye.
 Sebastian: Goodbye.

AUDIO 19**0:00**

Wendy: Hello.
 Neyith: Hello. Can I help you?
 Wendy: Can I have a candy bar?
 Neyith: A candy bar is U\$ fifteen dollars.
 Wendy: (*Hands in the cash*). Thank you.
 Neyith: (*Hands in the item*). Thank you. Bye.
 Wendy: Bye.

0:15

Karina: Hello.
 Santiago: Good morning. Can I help you?
 Karina: In the magazine? (*Pointing at the magazines section*).
 Santiago: U\$ fifteen dollars. (*After checking the price list*)
 Karina: U\$ fifteen dollars. One, please. (*Hands in the cash and receives the item*)
 Karina: A chocolat bar?
 Santiago: The chocolate bar U\$ five dollars. (*Hands in the item*).
 Karina: Thank you. (*Hands in the cash*). U\$ Five dollars. Okay.
 Karen: Bye.

00:56

Erica: Hello.
 Karen: Good morning. Can I help you?
 Erica: Good much...eh...is the magazine? (*Pointing at the magazine section*)
 Karen: Eh...the magazine is ...eh...eh... U\$ fifteen dollars. Here you go. (*Hands in the item*).

Erica: Thank you. (*Hands in the cash*). Bye.

1:43

Heidy: Hello.

Neyith: Hello. Can I help you?

Heidy: Can I have a Royal film?

Neyith: Here you go (*hands in the item*)

Heidy: How much is that?

Neyith: Rolls of film are U\$ fourteen dollars.

Heidy: And the newspaper?

Neyith: The news...the newspaper cost U\$ five dollars... (*self-correcting the pronunciation of number "15"*)...fifteen dollars.

Heidy: Fifteen dollars (*Hands in the cash*)

Neyith: Okay. Thank you.

Heidy: Bye.

2:25

Lizette: Hello.

Karen: Good morning. Can I help you?

Lizette: How much...newspaper?

Karen: The newspaper is U\$ fifteen dollars.

Lizette: (*Hands in the cash*) thank you.

Karen: (*Hands in the item*). Thank you. Bye.

2:41

Santiago: Good morning. Can I help you?

Estefania: Good morning. Can I have a newspaper, please?

Santiago: A newspaper? ...Eh...eh...U\$ fifteen dollars. (*Hands in the item*).

Estefania (*Hands in the cash*). Thank you.

3:16

Neyith: Good morning. Can I help you?

Laura Rodriguez: Can I have a GOL... and a candy bar?

Neyith: The candy bar cost U\$ five dollars...and the GOL U\$ five dollars.

Laura Rodriguez: (*Hands in the cash*). Thank you.

Appendix O

Observer's Checklist Lesson 2

INSTITUCIÓN EDUCATIVA
 TÉCNICO COMERCIAL SAGRADO CORAZÓN DE JESÚS- CHIQUINQUIRÁ
 CLASS OBSERVATION CHECKLIST

Observer's name /signature: [Signature]
 Research-student Teacher's name: Lizeth Paralta
 Date: January 30th
 Class observed: Business Telephoning Time: 3 hours



Please check only (1) one box for each item. In case you have any additional comments or feed-back, please use the space provided below the tables.

THE TEACHER

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Explained the communicative goals of the lesson, contextualizing the specific business situations.		X		
2	Elicited answers from the students engaging them into speaking from the beginning and activating previous knowledge.		X		
3	Presented enough samples of the target expressions and vocabulary			X	
4	Modeled the sample pronunciation and intonation of the sample business conversation.			X	
5	Emphasized the importance of turn-takings		X		
6	Provided opportunities for students to interact one another in order to develop fluency.	X			
7	Established a good rapport giving feed-back and praising students' spoken contributions.			X	
8	Used clear and brief instructions for classroom tasks and activities		X		
9	Was tolerant of her learners' errors as they indicate that they are building up their communicative competence.		X		
10	Made appropriate transitions between activities.		X		

ADDITIONAL COMMENTS:

- Should shorten her way to give instructions in order to be understood
 - Teacher should check on her pronunciation before modeling it to the students otherwise they will learn a wrong model.

THE STUDENTS

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Were aware of their turns to speak in a short business conversation.			X	
2	Interacted using expressions from both, the conversation model and its other possible variations.		X		
3	Were able to pronounce clearly and fluently.		X		
4	Used the target vocabulary moving from reading and listening to spontaneous speaking.			X	
5	Understood the communicative activity's instructions and complied.			X	

ADDITIONAL COMMENTS:

- Students should personalize more their roles in the activity
 - (?) Students must sign a compromise letter in order to change their attitude towards the uncompleted tasks

THE ACTIVITY

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Materials selected and used in the Communicative Activity were authentic and real.		X		
2	Classroom management and distribution were appropriate.		X		
3	Prompts or instructions were brief and clear.			X	
4	The activity contributed to reaching the lesson goals.			X	
5	The activity was fun and including.				

ADDITIONAL COMMENTS:

Role-plays could work better in the practice stage rather than in the production stage, due to the fact that this was the 1st time some ss had to speak and see videotapes and recorded, less stress!

THANKS FOR YOUR PARTICIPATION !!!

[Signature]

Appendix P

Observer's Checklist Lesson 8



INSTITUCIÓN EDUCATIVA
 TÉCNICO COMERCIAL SAGRADO CORAZÓN DE JESÚS- CHIQUINQUIRÁ
 CLASS OBSERVATION CHECKLIST
 Observer's name /signature: [Signature]
 Research-student Teacher's name: Lizeth Peralta Jimenez
 Date: March 29th / April 1st
 Class observed: Shopping the Teacher Time: two hours

Please check only (1) one box for each item. In case you have any additional comments or feed-back, please use the space provided below the tables.

THE TEACHER

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Explained the communicative goals of the lesson, contextualizing the specific business situations.		X		
2	Elicited answers from the students engaging them into speaking from the beginning and activating previous knowledge.			X	
3	Presented enough samples of the target expressions and vocabulary		X		
4	Modeled the sample pronunciation and intonation of the sample business conversation.			X	
5	Emphasized the importance of turn-takings		X		
6	Provided opportunities for students to interact one another in order to develop fluency.		X		
7	Established a good rapport giving feed-back and praising students' spoken contributions.			X	
8	Used clear and brief instructions for classroom tasks and activities		X		
9	Was tolerant of her learners' errors as they indicate that they are building up their communicative competence.			X	
10	Made appropriate transitions between activities.		X		

ADDITIONAL COMMENTS: Lizeth demonstrated great display of creativity in the design of materials, selection of products and real things she brought to class (bills, products). She succeeded in the communicative activity as she engaged all my students into speaking naturally.

THE STUDENTS

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Were aware of their turns to speak in a short business conversation.		X		
2	Interacted using expressions from both, the conversation model and its other possible variations.		X		
3	Were able to pronounce clearly and fluently.		X		
4	Used the target vocabulary moving from reading and listening to spontaneous speaking.	X			
5	Understood the communicative activity's instructions and complied.	X			

ADDITIONAL COMMENTS: My Students are losing fear of using the language in our classroom. Even the quietest and shiest ones spoke, improving language as it naturally occurs in real life. Nobody used any kind of script. All students enjoyed the simulated shopping market and participated actively. These students are now empowered to speak up. They realized that they could use English in order to buy a product.

No.	DESCRIPTION	Exceeds expectations	Meets expectations	Needs improvement	Not observed
1	Materials selected and used in the Communicative Activity were authentic and real.	X			
2	Classroom management and distribution were appropriate.	X			
3	Prompts or instructions were brief and clear.	X			
4	The activity contributed to reaching the lesson goals.	X			
5	The activity was fun and including.	X			

ADDITIONAL COMMENTS: Great simulation activity! However, it seems it required the teacher to spend quite some money on it. Maybe for future role-play, cheaper items must be included or selected. This activity provided participants to realize that in the real world, using English language is essential in order to get products or services; not only in the business world, but also in our daily life.

THANKS FOR YOUR PARTICIPATION !!!

[Signature]

Reflection Journal Lesson 8

Session: # 1**Name of the School:** Técnico Comercial Sagrado Corazón de Jesús de Chiquinquirá**Group: 11th****Date:** January 30th 2019**Room: English Room****Topic: “ Spelling Out “****Goals:**Language:

By the end of the class, students will be able

To use the alphabet to spell out first names and last names.

To use numbers (0-9) to say telephone contacts.

Communicative:

By the end of the class, students will be able

To review greetings (corporate / everyday)

To review ways to identify yourself when telephoning

To review offering formal assistance to take a telephone message in a company

To review leaving a telephone message for a specific person in an office or company

To use confirmation and repetition communicative strategies.

Learning:

By the end of the class, students will be able

To put into practice previous knowledge about telephoning

To revise the use of formal greetings transferring this information to a new context

To personalize information visualizing future business related jobs.

DESCRIPTION**REFLECTION**

<p>During the practice stage, I diagnosed that most students are able to use the English Alphabet when spelling.</p> <p>However, during the production stage, in the communicative activity (Simulation Role-Play), consisting of a telephone conversation in which students were asked to spell out their first and last names, some students evidenced they still need to work on the vowels (A,E,I,O,U) as they confuse them.</p> <p>In order to foster interaction during the Simulation-Role-Play, and get to know the students level / performance, the teacher participated in the conversation acting as a secretary calling to confirm personal information from the students. In this way, as evidenced in the video, each student interacted with the teacher who not only assumed the secretary's role, but also had a chance to act as a prompter, especially when students misspelled words or numbers, and the secretary was obliged to make them repeat or spell again, using communicative strategies of repetition as:</p> <p>Excuse me? Can you repeat that, please? Are you sure ? Do you mean " Z " or " C " ?</p> <p>This encouraged students to use self-correction strategies.</p> <p>As an introduction to the Business English world, students were exposed to <u>corporate greetings</u> from several local companies or offices in Chiquinquirá city, providing a real context for the target situation. This enabled students to make the difference between a day-to-day telephone conversations as opposed to one business related.</p>	<p>As a way of feedback, the teacher is expected to review the vowels and consonants in the English alphabet that represent more confusion for the students. In addition to this, she will review the communicative strategies students could use in the future in order to keep the flow of any conversation whether it is everyday life or business related.</p>
<p>Evaluation:</p> <p>The teacher and the students agreed to open a Whatsapp Group through which she will provide feedback for every class of this project.</p>	

Appendix S

Complete Triangulation Table – Phase 1

LESSON / WORKSHOP NUMBER	STUDENTS' LEARNING & PERFORMANCE	STUDENTS' INTERACTION & PARTICIPATION	ENGLISH FOR SPECIFIC PURPOSES (BUSINESS ENGLISH)
<p>1</p> <p>“SPELLING OUT “</p> <p>Communicative Activity:</p> <p>Simulation – Role Play</p>	<p>*Fluency:</p> <p>-Students were able to respond successfully to simple Wh- questions such as: What's your first name? / What's your phone number? Or How do you spell it? - requesting them to say personal information.</p> <p>*Pronunciation</p> <p>-Students' pronunciation was intelligible, still with a few learners confusing some vowel sounds: A / E / I and consonant sounds: S / Z / C / R, when required to spell out, affecting speech deliver.</p> <p>*General Learning</p> <p>-Students evidenced self-correction. -Students understood the communicative activity and carried it out successfully.</p> <p>Illustrations of this can be found in the uploaded video/audio and transcriptions of Audio No.7 (Juan Carlos Sanchez) , Audio No. 14 (Yelena Cerquera), or Audio No.19 (Byron Mesa); among others, in which the students complied with the above:</p> <p>https://youtu.be/rr9LXJyJpBo AUDIO 7 – PAULA ROMERO (26:03 – 26:54)</p> <p>Student 7: Hello. Secretary: Good morning. This is the secretary of <i>Surtimax Supermarket</i>. I am calling you to confirm your personal information for our credit card. What is your full name? Student 7: Paula Romero</p>	<p>*Turn-Takings:</p> <p>-Students respected turns in their conversations with the secretary, not affecting the adjacency pairs.</p> <p>*Communicative strategies:</p> <p>-Students recognized and responded to expressions used as communicative strategies that required repetition or clarification (e.g. Excuse me? / Do you mean X or Y? / Can you repeat THAT, please?)</p>	<p>*Target Vocabulary:</p> <p>-Students recognized the business context: a corporate greeting / telephone call from several types of local business companies in which they were required to use the English Alphabet to spell out and confirm personal information such as first and last names, for a future or scheduled transaction.</p> <p>Examples of these included:</p> <p>Secretary Bank Online Store Supermarket Hotel</p>

Secretary: How do you spell your name?
 Student 7: P-A-U-L-A-
 Secretary: Okay. And what is your last name?
 Student 7: Romero
 Secretary: How do you spell Romero?
 Student 7: R-O-M-E-R-O-
 Secretary: Okay. What is your telephone number?
 Student 7: 312 326 09 25
 Secretary: Okay. Thank you. I will call you if it is necessary.
 Student 7: Okay. Bye

AUDIO 14 – YELENA CERQUERA
(27:05-28:30)

Student 14: Hello?
 Secretary: Good morning. This is the secretary of *Crediflores bank*. I am calling you to confirm some information about your credit. What is your full name?
 Student 14: Yelena Cerquera.
 Secretary: Okay. So how do you spell your first name?
 Student 14: (Long pause) Repeat?
 Secretary: How do you spell your first name, please? Your first name...
 Student 14: Y-A-L-E-N-A
 Secretary: Okay. Do you mean Yalena?
 Student 14: No... Y-E-L-E-N-A-
 Secretary: Okay. How do you spell your last name?
 Student 14: Cerquera - C-E-R-Q-U-E-R-A
 Secretary: Do you mean “ R “ or do you mean “ er “?
 Student 14: R!
 Secretary: What is your telephone number?
 Student 14: 311 463 07 09
 Secretary: Okay. Thank you for your information. I will call you if it is necessary. Bye.
 Student 14: Bye.

	<p>AUDIO 19 – BYRON MESA (1:34-2:31)</p> <p>Student 19: Hello?</p> <p>Secretary: Good morning. Eh... This is the secretary of <i>Bancolumbia bank</i>. I am calling you to confirm some information for your credit card. What is your full name?</p> <p>Student 19: Byron Mesa.</p> <p>Secretary: Okay. So how do you spell your first name?</p> <p>Student 19: Byron.</p> <p>Secretary: Please, spell it.</p> <p>Student 19: B-Y- err- sorry (self-correcting) - R - O - N</p> <p>Secretary: Ok. And what is your last name? - Your family name?</p> <p>Student 19: Mesa.</p> <p>Secretary: Spell it please.</p> <p>Student 19: M-E-S-A-</p> <p>Secretary: Okay. And what is your telephone number?</p> <p>Student 19: 312 467 31 24</p> <p>Secretary: Okay. Thank you. I will call you if it is necessary. Bye.</p> <p>Student 19: Bye.</p>		
<p>2 “TELEPHONING”</p> <p>Communicative Activity:</p> <p>Role – Play</p>	<p>*Fluency:</p> <p>-Student’s production consists mostly of chunks and cut sentences with certain problems as: missing words, word order, missing articles or prepositions used in polite forms of introducing oneself in a business telephone conversation.</p> <p>-Lots of L1 interference and very long pauses / hesitation due to short-term memory problems and the fact that the communicative activity was improvised at its full.</p> <p>*Performance:</p> <p>-Students need to personalize information when acting in a Role-Play communicative activity.</p> <p>*Pronunciation:</p>	<p>*Turn-Takings:</p> <p>-Unfortunately, several turn-takings were affected as many students tried to memorize their lines in the role-played conversation, and sometimes responded illogically, using the wrong adjacency pairs.</p> <p><u>Example:</u> https://youtu.be/fVQnZuKfwmY</p> <p>FILE 14 STUDENTS: Karina Villamil / Lisseth Pinzon (23:14-23:34)</p> <p>K: Hi. Speak the local bank manager?</p> <p>L: Eh... (hesitating) Hi... (hesitating). Eh... Can... I can help you?</p> <p>K: Could you here informal church... about (self-correcting) about the account?</p>	<p>*Target Vocabulary & Expressions</p> <p>-Students evidenced using the right expressions used to offer help (Can I help you?) over the phone as well as the ones used to make internal connections over the phone line (I’ll put you through).</p> <p>-Students used the target words describing jobs such as: Manager / President / Director / Office /</p> <p>-Most students preferred the informal ways of introducing themselves (I am the president of... I am the director of...) instead of using the</p>

<p>After transcribing the students' dialogues, the following must be taken into consideration:</p> <ul style="list-style-type: none"> -Students' pronunciation is intelligible but still need to work more on contracted forms such as: I'll or the pronunciation of the "TH" sounds. -Mispronunciation of certain words may generate confusion in the conversation. For this reason, feedback was necessary on words as: I'll vs ill / Jazz vs Just / True vs Through / Hose vs Who's / Whose / Letter vs Later / Hell vs Help <p>Evidence of this can be found in the uploaded video/audio and transcriptions of the following files: https://youtu.be/fVQnZuKfwmYFILE <u>1 (8:17-8:57)</u> STUDENTS: Laura Rodriguez / Estefanía Ortegón L: Ehh... Good morning... Ehh... Crediflores Bank? Ehh... (Long pause) Ehh... (Laughter / Hesitation) Crediflores bank? ... I...No...(self-correcting)... Can I...? ... Can I ...well, please?...No? (Laughter / Spanish) ...Si?... (LI shift) (Long Pause / Laughter) ...Can I help you? E: Hello... Laura... General (LI interference) Manager office, please L: Who's ...Who's cai, cai..ehh, eh, (long pause) please? E: Estefanía Ortegón... L: Juice I'm Oop... (long pause / hesitation) Ill put you through... E: Thank you...</p> <p>FILE 2 (9:26-9:45) STUDENTS: Neyid Castiblanco / Carolina Castillo N: Ehh... Boyacá University... Can I help you? C: Good morning. Can I talk to teacher Gomez, please?</p>	<p>L: Yes, of course. Ehh... You send it...ehh... be E-mail.</p> <p>-Students manifested this was the first time they had to improvise spoken language in English class.</p> <p>*Communicative strategies:</p> <p>-Students did not use any communicative strategies that required their counterparts to repeat or rephrase a sentence.</p>	<p>polite forms (This is the president of... This is the director of...) used in business situations.</p> <p>-Students required to be reviewed in the use of titles (Mr. / Mrs. / Ms. / Dr. / Professor) in order to address to people in business situations.</p>
---	--	--

N: Ok. One moment...
(hesitating)... Hose ... *(pause)*calling,
 please?

C: This is the director of
 ...Shakespeare Uni.. *(cutting - self-*
correcting)... Academy

N: Ok. I'll put you through.

C: Oh, Thanks...

FILE 9: (17:22-17:34)

STUDENTS: Pamela Murcia /
 Brandon Pineda

P: Bank of Colombia. Ehh.. I can
 help you?

B: Hello. Manager office, please

P: Ehh... Hose calling?

B: Albert Stivenson

P: Just a moment. I'll put you
 through.

B: Ok. Thank you

FILE 11 (19:16- 19:48)

STUDENTS: Angie Páez / Melissa
 Lara

*(Students could not start as they were
 nervous and did not remember their
 lines)*

(Run run, simulating a telephone ring)

(Student B empiezas tú)

A: Ehh... hello. I can help you?

M: *(Long silence)* ... Ehh...*(Long
 pause)* Hello. I am general *(L1*

interference) ...Ehh... Vivienda Bank.

Can e talk to accountant (accountant),
 please?

A: *(Just a moment)*. I'll put
 through

M: Thank you.

FILE 15 (24:09- 24:24)

STUDENTS: Camila Rojas /
 Tatiana Pachón

C: Emm... Universit of Boyacá.
 Can I help you?

T: Ehh... Hi! - Ehh... Profesor
(L1 interference) Gomez office, please.

C: Ehh..What do you need?

	<p>T: Ehh... Tac to Profesor (L1 interference) Gomez.</p> <p>C: Mmm... Juice a momen, please</p> <p>T: Ok. Thanks</p>		
<p>3 “SENTENCE AUCTION FEEDBACK SESSION”</p> <p>Communicative Activity:</p> <p>Simulation - Game</p>	<p>*Accuracy: -Students developed some sense of self-correction during the communicative activity (game).</p> <p>*Fluency: -Using the EC code helped students speak more fluently as they could not only produce chunks but also link / join them as more elaborated sentences.</p> <p>*Performance: -Students playing the game succeeded in what was expected from them, understanding the instructions and playing with no interruptions or L1 interference. They were able to make offers to buy a product (sentence) as in a real auction. To do this, they had to listen to their opponents bets and make a higher offer.</p> <p>*Pronunciation: -Students’ pronunciation was intelligible in such way that everybody in the classroom could hear everybody’s offer and make a higher bid to win some extra cash.</p> <p>As can be seen at the following You Tube link: https://youtu.be/s_NRvXYk0ds, (33:36 - 36:30) and read in the following transcriptions.</p> <p>Auctioneer: Now I am going to auction sentence number six. This sentence has two wrongs. It has two wrongs: W.O. according to the error correction WRONG ORDER and we have ... The other one is... W.W. (WRONG WORD). Okay? - The minimum price of this sentence is 8 dollars... I hear US\$8...</p> <p>Crazies team (Sebastian): We have one hundred. (Ignored by the auctioneer).</p>	<p>*Turn-takings:</p> <p>-Team leaders or even team members were aware when to make their offer (orally) so that all the players in the place could hear.</p> <p>*Adjacency pairs:</p> <p>-After hearing their opponents’ offers, other teams made theirs using higher numbers (1-100) correctly.</p>	<p>*Context</p> <p>-Using toy dollar bills created the atmosphere for the development of the auction (as real as possible).</p> <p>-The auctioneer managed the event as real as possible – a business transaction.</p> <p>*Target vocabulary</p> <p>-Participants of the game used numbers (1-100) accompanying a business transaction buying an auctioned sentence.</p>

<p>Luminaries team (Jairo): U\$ 100. Auctioneer: U\$ 100. Sold. Give me the correction. Luminaries team (Carolina): Can I talk to teacher Gomez ... (Self-corrected) professor Gomez? Auctioneer: Good job !(L1 Switch – Te invite a que hables más duro) Luminaries team (Carolina): Can I talk to teacher Gomez ... (Self-corrected) professor Gomez? Auctioneer: Good job ! – Good job !</p> <p>What is the name of your team? Luminaries team: Luminaries. Auctioneer: In total you have U\$ 200 (Paying the prize). Okay? Auctioneer: Now. Now we are going to auction the seventh sentence. The seventh sentence , OK? In this sentences there is an error. According to the error correction code is W.E. What is W.E? Wrong Expression. The minimum...the minimum...the minimum of this is.....U\$ 8 dollars... I hear U\$8 Unicorn team (Pamela): Ten. Takalierca Leader (sarah): 20 Crazies team: 40 Auctioneer: 40 once, two... Unicorn team (Pamela): 60 Crazies team: 42 Auctioneer: 60 ? Unicorn Team (Pamela): 60 Crazies team (Sebastian): 70 Auctioneer: 70 dollars once, 70 dollars two, seventy dollars. Sold. (L1 Switch “ vendida “) Give me the correction.</p>		
---	--	--

	<p>Crazies team (Sebastian): I need to talk to manager?</p> <p>Auctioneer: What?</p> <p>Crazies team (Sebastian): I need to talk to the manager.</p> <p>Auctioneer: What? No... Sorry.</p> <p>Thank you for your money. (Crazies team lamenting and crying out: "No money "as they ran out of cash to continue participating in the activity). Auctioneer: (38:05 – 38:47) Now we are going to auction the sentence number 9. (L1 switch " Silencio ") Silence! Now we are going to auction the number ...The sentence number 9... For this... Wait ...wait...wait... The minimum price ...SILENCE...The minimum price is SILENCE...the minimum price for this sentences is US\$ 10 dollars... One hundred...Two hundred...two hundred (accepting the offer from Luminaries team). I hear US\$200...Once...twice...three...SOLD ! - Give me the correction. Luminaries team (Carolina): Who´s calling? Auctioneer: What? Luminaries team (Carolina): Who´s calling? Auctioneer: Who´s calling ? Good job ! (praising the winning team)</p>		
<p>4 “ AT A COMPANY PARTY “</p> <p>Communicative Activity: Simulation – Role Card</p>	<p>*Performance:</p> <ul style="list-style-type: none"> -Students understood the activity´s instructions and complied using expressions from the model conversation. (Formal and informal). -Students were able to introduce themselves as new employees at a company party. -Students were able to ask their co-worker about their specific jobs at the company. <p>*Pronunciation:</p>	<p>*Interaction:</p> <ul style="list-style-type: none"> -Students had the chance to interact with different party guests from different company departments, and with whom they exchanged their business cards. <p>*Turn-takings:</p> <ul style="list-style-type: none"> -Students were aware of respecting their turns to speak during the party conversation. 	<p>*Context</p> <ul style="list-style-type: none"> -The simulated company party was a great ice-breaker and all employees participated enjoying the welcome event. <p>*Target vocabulary</p> <ul style="list-style-type: none"> -Students used the target words and expressions to describe company departments and jobs at the New Millenium Supermarket.

-Students' pronunciation was intelligible (clear)
 Sample dialogues collected from this lesson, and uploaded at <https://youtu.be/I4Oi4RPHmEI>, include the following:

COUPLE No.1 (2: 37- 2:50)
 STUDENTS:
 Neyith-
 Laura Castillo
 N: Hello... My name is Neyith...
 L: Hi! I'm Laura Castillo.
 N: Pleasure!
 L: Nice to meet you, too.
 N: Eh... My name...I'm marketing analyst...
 L: Oh!... I, too. (*Long pause*) Bye bye...
 N: (*Laughter*)

COUPLE No. 3
 STUDENTS:
 Felipe
 Sebastian (4:04- 4: 29)

F: Good morning. Welcome to the New ...(*pause*)Millenimum Supermarket. I'm the general... (*long pause*) market... manager.
 J: Hi. My name is Juli.
 F: Nice to meet you Juli.
 J: Nice to meet you, too.
 F: Eh, What do you do?
 J: I'm the market analyst... (*exchanges business card*)
 F: Ahh... Call me if you need help. (*Shakes hands*) Bye...
 J: Bye.

COUPLE No. 5
 STUDENTS:
 Karol Muñoz
 Pamela Murcia (4:48- 5:03)

K: Eh... eh... My name is ... My name is Karol Muñoz.
 P: Eh...eh... My name is Pamela Murcia. (*Shaking hands*).
 K: I accountant.
 P: I'm accountant... I am accountant, too.
 K: Eh...eh... Nice to meet you, too.

<p>P: Eh...eh...Nice to meet you.</p> <p>COUPLE No. 6 STUDENTS: María Angélica EricaCastiblanco (5:05 – 5:17)</p> <p>M: Hello. My name is Maria Angelica. E: Hi. I am Erica Castiblanco. M: What do you do? E: I am an accountant. M: Eh...eh...Nice to meet you. (<i>Shakes hands, exchanges business cards and smiles</i>). E: Nice to meet you.</p> <p>COUPLE No. 12 STUDENTS: Paula Romero Camila Villamil (6:59- 7:19)</p> <p>P: Hello. My name is Paula Romero. C: Hello. I am Camila Villamil. P: I am accountant in the New Millenium Supermarket. What do you do? C: I am cashier in the New Millenium Supermarket. P: Nice to meet you. C: Nice to meet you. (<i>exchanges business cards</i>) P: Bye. C: Bye.</p>		
--	--	--

DATA COLLECTION ANALYSIS:

In order to analyze the data collected through (3) three instruments: Reflection Journal, Observer's Checklist, and Video-Audio Recordings (with the students' artifacts transcribed), the teacher-researcher decided to use data-triangulation in order to validate the findings and draw conclusions of this pedagogical intervention.

To do this, the student-researcher designed a table with the (8) proposed and executed communicative activities / workshops, along with the three goals of this research described as three main categories containing sub-categories with a description of the observed behavior (s) and transcribed examples that illustrate it. If the same behavior was detected in two of the three data collection instruments, then it was to be reported as a finding for this research. The same occurred if that same behavior was present in more than one lesson. Likewise, it was meant to be reported as a discovery.

Appendix T

Link to All Lesson Plans

<https://drive.google.com/open?id=1YPS5-tXQiCiJSKsqu8EfVRZpaCc1SMbd>

Appendix U

Complete Triangulation Table –Phase 2

LESSON / WORKSHOP NUMBER	STUDENTS' LEARNING & PERFORMANCE	STUDENTS' INTERACTION & PARTICIPATION	ENGLISH FOR SPECIFIC PURPOSES (BUSINESS ENGLISH)
<p>5 "WHERE IS IT?"</p> <p>Communicative Activity:</p> <p>Information Gaps</p>	<p>*Performance:</p> <p>-Students understood the activity and were able to comply asking for and locating specific offices and departments on a map of a company building.</p> <p>*Accuracy:</p> <p>-Students speech consists mostly of sentences using the correct prepositions of location / place but lacking the use of definite article THE to specify the office or department. Still these do not affect delivery or alter speech in such way that they do not get a logical reply.</p> <p>*Pronunciation:</p> <p>- Intelligible.</p> <p>*General learning:</p> <p>-Students demonstrated ability to transfer elicited information on an incomplete map.</p> <p>-Variations of the target expressions may represent too much input for learners.</p> <p>Sample dialogues collected from this lesson have been uploaded at: https://youtu.be/I4Oi4RPHmEI</p> <p>Dialogue 15: (12: 58- 13:15) LINA: Good morning. YELENA: Good morning. Where is the lockers? LINA: The lockers ARE...between...eh...eh...cafeteria and elevators. YELENA: Thanks</p>	<p>*Turn-takings:</p> <p>-Not affected /Not altered.</p> <p>*Adjacency-pairs:</p> <p>-Students learnt thanking forms and appropriate responses to it.</p> <p>https://youtu.be/I4Oi4RPHmEI</p> <p>Dialogue 6 (4:31 – 4:46) LAURA C.: Good morning. PAULA: Hello. Where are the sales department? LAURA C: Oh...The sales department is on the second floor ...eh ...between cafeteria and accounting office. PAULA: Thank you. LAURA C.: You're welcome</p>	<p>*Context:</p> <p>-Identifying specific offices and departments on a company map.</p> <p>*Target vocabulary:</p> <p>-Students recognize the words that describe each office and department in a small company: Front desk, sales department, marketing department, human resources, cafeteria, secretary's office, manager's office, elevators, and lockers, among others.</p>

	<p>Dialogue 16: (13: 19 - 13: 43) NEYITH: Good morning. MELISA: Good morning. Ehh...lockers...where... lockers are? (Self-corrected) Where are the lockers? ... Where are the lockers? NEYITH: Ehh... The lockers ehh...ehh...on first floor eh...mmm... next to ...(long pause) cafeteria. MELISA: Thank you</p>		
<p>6 “ AFTER THE BEEP “ Communicative Activity: Simulation – Role Card</p>	<p>*Performance: -Students complied with the communicative activity, recording their corporate voice messages representing a local company in the city, and also left a telephone message interacting with a company’s representative / agent.</p> <p>*Accuracy / Fluency: -Students messages included a combination of formal and informal forms used when telephoning.</p> <p>Sample recorded messages and corporate voice messages can be heard at https://youtu.be/HEqr2m4OImc, and their corresponding transcriptions read as follow:</p> <p>Corporate Voice-Mail Message: Jairo Sotelo (14:37 -14:46) “Ara supermarket. Please leave your name and your message after the beep. Thank you.”</p> <p>Student 1 - Felipe Perez: (14:47- 14:55) Telephone message: “Good morning. My name is Andres Felipe Perez. Don´t forget that tomorrow we open the new store. Bye...”</p> <p>Corporate Voice-Mail Message: StefaniaOrtegón (20: 11- 20:29) “This is the marketing department of Surtimax Supermarket. Please, left your name and your meish ???after the beep”. (Imitates beeping sound).</p>	<p>*Interaction: -Students interacted with an answering machine, leaving a telephone message recorded.</p> <p>*Turn-takings: -Since interaction was with a machine, students had to wait for a beeping sound to be ready and leave their messages.</p>	<p>*Context: -Students were reminded that in the business world, the tendency is to offer a menu with several options of communication with several offices and departments. -Real event in the business world.</p>

Student 4 – Santiago Rodríguez (20:30 - 20:41)

“Good morning. I am Santiago Rodríguez. Please.... Tomorrow visit Supermarket Santa Maria. Eh...eh...eh... Thank you.

Corporate Voice-Mail Message: **Sebastian (21:10- 21:16)**

“This is the sales office from officer company. Please, leave your name and your message, after the beep thank you”. (Imitates beeping sound).

Student 6– Diego (21:19- 21:46)

“Hi. Good morning. Eh...eh...eh... The manager of D1 Supermarket. Eh...eh...eh... What time... is the... meet? (trying to remember) What time is the conference?”

Corporate Voice-Mail Message: **Lisette Pachon (23:17- 23:27)**

“This is the communicative department of AREA51. Please, leave your name and your message, after the beep”. (Imitates beeping sound).

Student 9– Natalia Pineda (23: 28- 23:39)

“Good morning. This is the secretary the company Central de Abastos company... Eh...eh...eh... Call me later ! Thank you.

Corporate Voice-Mail Message: **Santiago Martinez (23:45-23:57)**

“Good morning. This is the online Amazon store. Please, leave your name and your message, after the beep”. (Imitates beeping sound).

Student 10 – Sebastian (24:00 24:08)

“Good morning. My name is Sebastian Castro. My company look for open a new web site site for business... Goodbye.

Corporate Voice-Mail Message: **FreymerGonzáles (25:25-25:36)**

“This is the office of Castor’s Club. Please, leave your name and your message after the beep”. (Imitates beeping sound).

Student 12 – Laura Castillo (25:37 25:49)

	<p>“ (Smiling) Good morning. This is the general secretary of Surtimax Supermarket. Please call me later to confirm your attendance to the new employees’ party tonight at ten o’clock. Bye.</p> <p>Corporate Voice-Mail Message: Karina villami (25:56- 26:07) “This the manager’s office of people company please leave your name and your message, after the beep”</p> <p>Student 13 – Nevith Castiblanco (26:09- 26:24) “Good morning. This is the accountant of eh...eh...the Exito Supermarket. I need your reports for this night. Please Cal (Self-corrected) call me later. Thanks.</p>		
<p>7 “ AT A BUSINESS APPOINTMENT “</p> <p>Communicative Activity:</p> <p>Role-Play – Role Card</p>	<p>*Performance:</p> <ul style="list-style-type: none"> -Students improvised speech during the communicative activity. <p>*Pronunciation:</p> <ul style="list-style-type: none"> - Intelligible. <p>*Accuracy:</p> <ul style="list-style-type: none"> - Most learners showed improvement in the use of more elaborate sentences, and not just chunks as in previous lessons. This time they used appropriate connecting words, auxiliaries and prepositions in their dialogues. <p>*General learning:</p> <ul style="list-style-type: none"> -Most students activated / used previous knowledge, recycled from latter sessions. <p>Sample dialogues collected from this lesson, and uploaded at: https://youtu.be/pcfmDxt9GkM Lina Gonzalez: (0: 07- 0:42) Eh...Good morning. Can I hell you? Santiago Martinez: Good morning. My name is Santiago Martinez from the Ara supermarket. Mmm... (Blocked – Long Silence while trying to re-take)</p>	<p>*Interaction:</p> <ul style="list-style-type: none"> -Students spoke in pairs; therefore, interaction during the activity was with only one classmate. <p>*Turn-takings:</p> <ul style="list-style-type: none"> -Not affected – when the teacher prompted, students were able to re-phrase the expressions. <p>*Adjacency pairs:</p> <ul style="list-style-type: none"> -Appropriate and logical connections between phrases. 	<p>*Context:</p> <ul style="list-style-type: none"> -Students were able to confirm a business appointment, recycling vocabulary and expressions from previous lessons. <p>*Target vocabulary:</p> <ul style="list-style-type: none"> -Students recognize company departments and expressions used to state the purpose of their appointment. “ I’m here to see...” “ I’d like to see...” “I search “ “ I need “ -Students used more formal corporate greetings

Lina: Do you have an appointment?
 Santiago: Eh...Yes...
 Teacher-Prompter: (Reminds the student about the time for the appointment.)
 Lina: The time?
 Santiago: Ten o'clock.
 Lina: One moment, please.
 Santiago: Thank you.

Camila Villamil: (1:15- 1:40)
 Hello. Can I help you?
 Paula Romero: Hi...hello.
 I'm searching Fernando Rocha.
 Camila: What department is that?
 Paula: Marketing department. I have an appointment at four o'clock.
 Camila: What's your name?
 Paula: I am Paula Romero from Qualacompany.
 Camila: One moment. I'll call Mr. Fernando Rocha. Sit down, please.
 Paula: Thank you.
 (Class applauds)

Estefania Ortegon: (3:15- 4:18)
 Eh...hello. Can I help you?
 Freymer Gonzalez: Eh...hello. I'd like ...see Mr. Gonzles...No...(self-correcting)Mr. Ortegon.
 Estefania: (blocking as she could not remember or rephrase)
 Teacher-Prompter interrupts(Estefania got scared, and after a long pause / explanation, she rephrased)
 Estefania: Eh...eh...eh...what department is that?
 Freymer: Eh...eh...eh...manager office.I have...an appointment...at five o'clock.

E: Can I
have...name, please?

F: I am
Freymer Gonzalez.

E:
Eh...thank you...I'll tell Mr.
Ortegon you call.

F: Okay.
Thank you. Goodbye.

(4:26- 4:51)

Karina : Good morning. Can I help
you?

Yelena: Good morning. My name is Yelena
Cerquera from Ara Supermarket. I am her to
... see manager Gonzalez.

karina: Eh...eh...do you have an
appointment?

Yelena: Eh...yes, at seven o'clock.

karina: Okay. One moment,
please. Ill call manager Gonzalez. Please,
take a set.

Yelena: Thank you.

(7:52- 8:14)

Laura Castillo: Good morning. Can I
...Can I help you?

Diego Sierra: Good morning. I'd like to
see Mr. Gordon, please.

Laura:
What dipartment is that?

Diego:
Marketing department.

Laura: Eh...eh...Can I have your name,
please?

Diego: I am Diego Sierra. I have an
appointment at one o'clock.

Laura: Okay. One moment. I'll call Mr.
Gordon.

Diego:
Thank you.

Laura:
You're welcome

(8:39- 9:10)

Erika: Good morning. I am the
receptionist from the Exito supermarket. Can
I help you?

Neyith Castiblanco: Good morning. I
am the secretary from the Colsubsidio
supermarket. I am her...(self-correcting) I
am here to see Mr. Arturo ????

Erika:
Do you have an appointment?

	<p>Neyith: Yes, at three o'clock. Erika: One moment, please. I'll call to talk...<i>(self-correcting)</i> I'll call Mr. Arturo ????. Take a seat. Neyith: Thank you.</p>		
<p>8 “SHOPPING” Communicative Activity: Role – Play Simulation</p>	<p>*Performance: -Students complied with the communicative activity using English to offer help, ask about prices in a newsstand and paying for the products bought. -Students improvised language as it naturally occurs in a shopping situation</p> <p>*Pronunciation: -Intelligible and clear.</p> <p>*Accuracy: -Most students used more elaborate sentences.</p> <p>Sample dialogues collected from this lesson, and uploaded at: https://youtu.be/qkkm6XX1T80 AUDIO 1 (8:16- 8: 30) Tatiana Pachon: Good morning. Can I help you? Angie Paez: How much is the newspaper? Tatiana: The newspaper? This is US\$ 15 dollars. Angie: Fifteen dollars? Tatiana: Yes. <i>(hands in the item)</i> Angie: Thank you.</p> <hr/> <p>AUDIO 2 (8:32- 8:50) Laura Castillo : Good morning. Can I help you? Brandon: Give me a newspaper, please? Laura Castillo: A newspaper? - Fifteen dollars. Brandon: Fifteen dollars? Okay. One, please. Laura: <i>(Hands in the item)</i></p>	<p>*Interaction: -Students spoke with different people at different stands, having multiple interactions during the activity.</p> <p>*Turn-takings: -Not affected</p> <p>*Adjacency pairs: -Appropriate transitions and responses</p> <p>https://youtu.be/qkkm6XX1T80 (9:40- 10:13) Laura: Good morning. <i>Can I help you?</i> Yelena: Good morning. <i>Can I have a pack of tissues?</i></p>	<p>*Context: -Students realized they could use English to buy a product or pay for a service. -<i>Realia</i> allowed better development of the activity. (Real products, real money).</p> <p>*Target vocabulary: Numbers from 1-100</p>

Byron: Here you go.
(*Hands in the change*)

Brandon: Thanks. Bye.

AUDIO 3 (8:50- 9:33)

Byron: Good morning. Can I help you?

Danna: Can I have a
????magazine?

Byron: Eh...eh...Fifteen dollars...
Here you go.

Danna: (*Counting the cash and
handing it in*). Thank you.

Byron: Bye.

(9:40- 10:13)

Laura: Good morning. Can I help you?

Yelena: Good morning. Can I have a pack of tissues?

Laura: The tissues? – Okay. Here you go (*Hands in the item*).

Yelena: How much is that?

Laura: Thirty dollar, please.

Yelena: (*L1 Switch*) *Cuánto?*

Laura: Thirty.

Yelena: One moment, please.

Okay. (*hands in the cash*)

Laura: Okay. Thank you.

Yelena: Thank you. Bye

AUDIO 10 (14:50- 15:35)

Jairo Sotelo: Can I help you?

German: Can I have a chocolate bar?

Jairo: Eh...U\$ five dollars.

German: Two...two chocolate bars... What is this? (*pointing at the packs of tissues and finding out their cost*).

Jairo: U\$ Ten dollars...

Jairo: U\$ Twenty dollars (*Adding the order, so far*)

German: How much...? (*Pointing at the rolls of film*)

Jairo: The rolls of film cost U\$

Fourteen dollars...

German: No...no...no (*gestures indicating he's not taking any rolls of film*) –

How much...the Bobaloo ??? (*Pointing at the bubble gum*)

Jairo: U\$ five dollars.

German: Three. (*hands in the cash*)

Jairo: (*Hands all the purchased items*). Thank you. Goodbye.

German: Thank you. Bye.

AUDIO 18 (3:55- 4:19)

Sebastian: Good morning.
 Jairo: Good morning, mister. Can I help you?
 Sebastian: Eh...can I have a magazine, please?
 Jairo: A magazine? – Yes. The cost is U\$ fifteen dollars.
 Sebastian: This cost U\$ fifteen dollars? (*surprised by the price*).
 Jairo: Yes.
 Sebastian: One moment. (*Hands in the cash*). Thank you.
 Jairo: (*Hands in the item*). Thanks. Goodbye.
 Sebastian: Goodbye.

AUDIO 19 (4:20- 4:29)

Wendy: Hello.
 Neyith: Hello. Can I help you?
 Wendy: Can I have a candy bar?
 Neyith: A candy bar is U\$ fifteen dollars.
 Wendy: (*Hands in the cash*). Thank you.
 Neyith: (*Hands in the item*). Thank you. Bye.
 Wendy: Bye.