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**SECOND GRADE STUDENTS' ENGLISH SPEAKING SKILLS IN COMMUNICATIVE
LANGUAGE TEACHING LESSONS**

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Acceptance Note

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Dedication

My desire is to dedicate this work first to God because He gave me the strength to do everything during these five years and helped me to grow as a person, recognizing each part of my life, weaknesses and strengths. Also, my desire is to dedicate this project to my husband who, with love and patience, has made my dream of becoming an English teacher come true.

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“A nadie le faltan fuerzas; lo que a muchísimos les falta es voluntad”

Victor Hugo

This quote was my inspiration to go ahead with my dream and see that things are not impossible that anything is possible because there is a God who helps us achieve our goals and to continue looking after what I want to achieve in my life.

Saint Thomas University is not an institution like any other because it appreciates the values of students. I thank CAU director Mr. Victor Garcia for his support and opportunity he gave me to continue my studies.

Abstract

This research study was carried out with students of second grade at the Mount Vernon school in Bogota Colombia. The main objective was to describe second grade students' English speaking skills performance during the implementation of lessons based on communicative language teaching.

This study was based on principles of action research design and it used video recordings, students' interviews, and teacher's journals to collect data, as well as lessons to inform students' speaking skills by providing input activities that encourage their self- confidence and the ability to communicate using speaking skills. The purpose of this paper is to describe the pedagogical implementation that was implemented, and present the results and conclusions that were reached after analyzing the collected data.

The data analysis indicate that students of second grade show, that the implementation of lessons plan allowed them use the speaking skills during the intervention in the English classes and the qualitative analysis support this view by showing that students felt more confidence towards the learning process

Key words: speaking skill, CLT, communicative language teaching, communicative competences.

Introduction

The purpose of this research project was to describe second grade students' English speaking skills during the implementation of lessons based on Communicative Language Teaching (CLT) in Mount Vernon school. A pedagogical intervention was made to support this research project. The pedagogical proposal was based on the theory of communicative language teaching supported by Lynch (1996) and Brown (2007) who considered that listening and reading are useful sources of experience, but active practice in speaking and writing in the target language is essential for the student's learning progress.

Considering the main objective of this study, the focus of the pedagogical intervention was to create strategies and implement lesson plans that allowed the development of functional language ability through learners' participation in communicative events. This was done knowing that clearly the focus of the CLT was to develop a lesson plan according to the students' needs, recognizing that speaking is a difficult skill for most learners and it requires extensive practice.

Students and teacher needed to be aware of the foreign language contexts they were involved in, so I aimed at helping students in the language acquisition. Keeping in mind that it was necessary to know how students conceived language in this grade, it was necessary to implement a meaningful communicative language teaching, having in mind linguistic aspects related to speaking skills.

Chapter 1 shows the statement of the problem that presents where the research problem comes from based on the needs analysis results.

Chapter 2 emphasizes on the theoretical framework that supports the research and develops the research question. It also gives the information about the language skills, particularly speaking skills, and lets readers understand the process of speaking in a foreign language.

Chapter 3 explains the research design and supports the research question and objectives as well as the type of research, instruments for data collection and criteria to analyze data.

Chapter 4 describes the instructional design, the pedagogical implementation, and the support for the methodological decisions I made.

Chapter 5 describes the findings after the data was analysed in order describe second grade students' English speaking skills during the implementation of lessons based on communicative language teaching.

Chapter 6 presents the conclusions of the research project and the pedagogical implications.

Rationale

Communicative language teaching (CLT hereafter) is a topic that has been highly discussed and researched on the language education field. However, one of the most important approaches on history, still has many things to say about particular contexts, users, and contents. Taking that into account, I decided to research on this particular topic because this was a contribution to the Mount Vernon school second grade students, language teachers and curriculum.

Regarding the school's institutional directions for the language curriculum, CLT is considered as the basis of the methodological decisions teachers make at school. As a result, this project's results could contribute as an account of the impact that approach has been having on the current classroom practices. Thus, positive elements, as well as things to improve about that approach could be detected after this project, giving the school a space for discussing about the ways in which curricular dispositions have been happening in the reality. Furthermore, the observations I made about my students could give the school an important insight about the way in which the bilingual objectives they have are actually being developed by teachers and students.

Likewise, this project intended to nurture the ideas, knowledge and practices language teachers at the school have had in regards to CLT and speaking skills. Thus, the results this project presented expect to be shared with those teachers in order to discuss with them the ways in which second grade students have explored their speaking skills, the performance they have had and the role of the CLT on those processes. At the end, I expect those teachers get encouraged on replicating my study or taking it as a basis for doing their own research inside their classes. Moreover, when a teacher knows that speaking English goes beyond repeating grammar structures, that teacher can help students learn in a more meaningful way, through the development of lesson plans where speaking skills are enhanced.

Finally, this research project was designed in order to improve in a way or another the English class, giving students the chance to get engaged into different activities that were focused on the speaking skills, which seemed to be one of their biggest issues. For that reason, this project is expected on contributing on the use of the language through real life events to express ideas and opinions. Also, having in mind that the activities intended to have an impact on students' confidence when communicating in the foreign language, this pedagogical intervention expects they gain more self-reliance on their abilities as learners.

Statement of the Problem

This project started by recognizing the students' needs and interests regarding English speaking skills, looking forward to impact the educational community, helping students follow the institutional objectives proposed in the institutional philosophy expressed in PEI, in compliance with the school curriculum where bilingualism processes take the four communicative skills into account.

The context in which the study was carried out was in the bilingual school called Mount Vernon. I have been working there for three years as an English teacher. Based on my observations during classes I found that students showed some problems when speaking in the English language. As a result of my experience and observations, I, decided to apply a short interview to some of my second grade students to see if my observations were correct. I concluded that these shortfalls might have been due to students' lack of basic vocabulary, pronunciation issues, and accuracy on certain grammar structures. Apart from that, I noticed that there were some internal factors such as shyness and self-confidence that might have also been affecting students' oral performance when speaking in English. Based on those observations, I also reflected on my own process as a foreign language learner, and I concluded that I had had self-confidence issues when speaking in the language. Due to this, I was not able to communicate accurately many times, and I related this personal problem with my students as well.

As a result, I decided to apply a short interview to some of my second graders to see if my observations were correct. Such interview had the purpose of revising the students' oral use of the English language, seeing their previous knowledge on the language and evaluating students' self-confidence when speaking in English. Ten questions were asked to six students about the school and their likes and dislikes. After analysing the students' answers (see appendix 1), I corroborated what I

had observed: students showed high levels of shyness and insecurity when speaking, as well as vocabulary lack and mistakes with grammar structures. However, I also found that all the students liked the English class and language, which shows important motivations levels on them.

On the other hand, I took into account the institutional curricular policies in order to make my decisions on what to research about. Regarding the school's methodological guidelines, the English language curriculum is based on the Communicative language teaching approach and is focused on literacy, specifically, reading skills. However, the school is also interested in starting to devote more time to the oral skill during classes, which led to me to decide to focus on the speaking skill. I also thought that if the context of this study was a bilingual school, then, it was important to have a focus on the oral skill. In fact, according to Krashen (1990), second languages should be learnt or acquired like the mother tongue, in other words, first, we learn to speak through listening, then, we learn to read and write.

Thinking about previous research carried out in this school, I did not find anything that addressed the Communicative language teaching or the English curriculum guidelines in the language classroom. For this reason, I wanted just to observe what happened on students speaking skills development in order to have a starting point for future teacher-researchers who want to explore or analyse how to improve the speaking skill through this methodological tool in the future.

Taking into account the previous information, I possess the following research question:

Main Research Question

What does the implementation of communicative language teaching lessons inform about the English speaking skills in second grade students at Mount Vernon school?

General Research Objective

To describe second grade students' English speaking skills performance during the implementation of lessons based on communicative language teaching.

Chapter Two: Literature Review

The purpose of this chapter is to support theoretically the underlying constructs of this research project in order to gain more understanding on the essence of this study. Taking into account this research project which focused on looking at the English speaking skills in second grade students when implementing communicative language teaching lessons, the two concepts that this chapters discusses are communicative language teaching and speaking skills.

Communicative Language Teaching

Communicative language teaching (CLT hereafter), also denominated as Communicative Approach, is an approach generally used with a learner-centered focus giving the opportunity to the student to use the oral skills in real-like situations. This is an approach to the teaching of second and foreign languages that emphasizes interaction as both, the means and the ultimate goal of learning a language. The way CLT is being defined here, was the theoretical referent this research project assumed when talking about this approach.

Historically, CLT was a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus (Brown, 2007). As a result, The CLT emerged due to two important aspects: firstly, in order to consider the significance of the sociolinguistic aspect of the language, and secondly, to take into account the needs of the learners based on the functional system of the target language.

The CLT approach has as a basis the concept of communicative competence which started to be used by Chomsky (1965) and his discussion of the linguistic competence. According to this author, the

linguistic competence enables speakers to produce grammatically correct sentences. From this point, various authors examined the concept of communicative competence (Hymes, 1972; Savignon, 1972; Canale & Swain, 1980; Canale, 1983; Bachman, 1990) which can be conceptualized as the set of knowledge that allow a speaker to do an effective use of the language according to the context.

In the case of Canale and Swain (1980), they described some dimensions of the communicative competence:

- Grammatical competence: this competence contains four dimensions of the language system: vocabulary, morphological, syntactic, semantic, phonetic and orthographic knowledge.
- Discourse competence: refers to the interpretation of individual message elements in terms of their interconnectedness and how meaning is represented in relationship to the entire discourse or text.
- Strategic competence: it refers to the coping strategies that participants use to initiate, terminate, maintain, repair and redirect communication. Verbal and non-verbal communication take part of this competence.

Now that the definition of CLT has been delineated along with part of its origins, let's describe some of its characteristics and principles.

Characteristics and principles of CLT. CLT is generally regarded as an approach to language research (Richards and Rodgers, 2001). As such, CLT reflects a specific language, learning and teaching model or paradigm (Celce-Murcia, 2001). Thus, it is based on the theory that the primary function of language use is communication and its primary goal is for learners to develop the communicative competence, or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

In the opinion of Ellis (2003) “communicative language teaching is an approach to teaching that is directed at developing communicative abilities in the learners either by teaching aspects of communicative competence or by creating conditions for learners to learn through communicating” (p.

340). According to the principles of CLT students do not learn the structure only or grammar structure, but they better learn a set of competences that allow them to communicate expressing ideas in real situations (Murcia, 1995).

CLT has become popular and widespread in second and foreign language teaching (Brown, 1994). Contrary to the teacher-centered approach, in which teachers are regarded as knowledge-givers and learners as receivers, CLT reflects a more social relationship between the teacher and the learner. In agreement with Brown, this learner-centered approach gives students a greater sense of “ownership” of their learning and enhances their motivation to learn English.

Based in Brown (2007), CLT has some characteristics that need to be taken into account when using it for the teaching of languages:

1. The language has several components such as grammatical, discursive, functional, sociolinguistic and strategic which need to be equally addressed when teaching a language from the CLT approach.
2. There is a relationship between form and function of the language, which means that not only the linguistic competence components are important to be taught, but also the functions of the language. The CLT proposes to have a balance between focus and forms.
3. Fluency and accuracy are both important for CLT. Fluency is a commonly used notion in foreign language teaching, frequently contrasted with accuracy, especially in this approach. Sometimes, accuracy needs to be sacrificed in the name of fluency, since students need to feel confident when communicating. However, some other times, the correct way is also important in order to avoid possible misunderstandings.
4. The activities and tasks proposed in CLT classes need to address real-life communicative contexts. In the words of Brown (2007) “the students in a communicative class ultimately have

to use the language, productively and receptively in unrehearsed contexts outside the classroom” (p. 46).

5. CLT promotes on students consciousness about their own learning styles, their strengths and weaknesses as language learners. It allows them to develop strategies for language production and comprehension.
6. The role of the teacher in CLT approach is a facilitator and guide. In accordance with Richards (2006) “the role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning” (p. 23).
7. As a result of the teachers’ roles, the students in the CLT approach are active participants.

As frequently misunderstood, CLT is not a method per se. That is to say, it is not a method in the sense that content, a syllabus, and teaching routines are clearly identified (Richards and Rodgers, 2001). In this manner, CLT has left its doors open for a great variety of methods and techniques taking into account that there is no single text, authority or model that is universally accepted as authoritative (Richards and Rodgers 2001). By and large, it uses materials and utilizes methods that are appropriate to a given context of learning. Accordingly, the methodologies that follow those CLT principles, should also keep in mind that the learning activities they choose, also need to be communicative. Following, there are some communicative activities proposed by CLT.

Some communicative activities proposed by CLT. Based in the theory of CLT, Richards (2006) proposes some communicative activities that can be used within the classroom. All these activities intend to activate and develop communicative skills focused on the use of the target language. The characteristics of those activities are the following:

- The communicative activities should be focused on fluency and accuracy. In terms of fluency, the author proposes to focus on the natural and meaningful use of language in possible

communicative contexts. Here, communication strategies are decisive to help students develop good fluency levels what example of the fluency task is the role play and dialogues where students have to improvise the use of the target language. With respect to the accuracy, the use of the target language is emphasized on the understanding and the correct use of the language when communicating. Some examples of these activities are established dialogues in which students repeat for pronunciation accuracy or intonation.

- Richards, makes a distinction among different types of practice during a CLT classroom. First, a mechanical practice which means students using the language without necessarily understanding the message. It refers to developing activities focused on particular grammar topics through repetition and drilling. Second, a meaningful practice means that students have the opportunity to choose and use the language in specific communicative situations set up by the teacher. Finally, the communicative practice implies students' participation in real communicative contexts where the use of the language is not totally predictable. When using CLT, a possibility to organize the lessons is going from mechanical to communicative practice activities with students, so they will have the opportunity to use the language not only in a controlled way, but also in a free one.
- When the objective is to guide students to obtain information from others, there are gap-filling activities that use linguistic and communicative resources in the classroom. For these activities students use grammar, vocabulary and communicative strategies to complete the tasks.
- The use of the target language in CLT can be done with other types of activities such as puzzles, games, interviews, opinion-sharing activities, information-transfer and reasoning-gap activities.
- In the opinion of Richards, the learners obtain many benefits when they have the opportunity to work in pairs or groups since by hearing the peers, students learn more. These activities

promote not only the increasing in the use of the target language, but also motivational levels might expand.

For the current study, the concept of CLT is an important one, due to the school where the research took place uses CLT as the methodological approach in their language curriculum. As a result, the decision of planning communicative lessons for this implementation, relied on that curricular decision. During the construction of such lessons, some of the principles mentioned above were taken into account. Furthermore, when the lessons were being taught by me, I paid attention to the characteristics this approach mentions need to be taken into account when implementing CLT in the language classroom. As part of the didactical possibilities CLT offers, presentation, practice and production is one of them, which I decided to use for my pedagogical implementation in this study. In the following paragraphs, the definition and characteristics of this didactical tool are presented.

Presentation, Practice and Production.

The presentation, practice and production (PPP, hereafter) is a three-phase sequence that became a didactical tool or method to materialize the CLT principles. According to Harmer (1996), the PPP is a widely used procedure in teaching simple language at lower levels. Furthermore, many modern course books contain examples of PPP lessons structures which have retained elements of structural-situation methodology.

Hence, each P stands for a different stage in a lesson. The first stage is called presentation in which the teacher presents the target language and vocabulary. Therefore, the presentation phase usually consists of two steps: an introductory activity such as warm-up or a lead-in which is intended to raise student's interest on the lesson; and an introduction of the target language and vocabulary. Then, in the second stage, called practice, students use the new language items through exercises proposed by the teacher that usually imply drills and repetition. This phase allows the teacher to check his/her students' correct understanding of the items presented in the first stage. Finally, the stage called

production is for students to use the knowledge they acquired in different communicative contexts. This final stage aims at increasing fluency in linguistic use through autonomous and more creative activities (Apriliani, 2013; Richards, 2006).

This didactical possibility was contemplated in mid-20th century by the structural method and its structure was something to fulfil this objective. However, PPP has been criticized by the lexical approach and the Task-Based Language (TBL). In spite of this, it would seem unjust not to recognize at least a certain degree of efficiency of this model since many students have learnt and are still learning through this possibility. It is necessary to mention that PPP is not a method or an approach, this means that many teachers take this as a pedagogical strategy to teach language items which seem to be more appropriate for adult language instruction contexts, although it can also be useful for younger contexts. Regarding that, due to the specific characteristics and the development of the children participants of this research project, the teacher-researcher decided to use the three stages.

Inside this didactic proposal, some positive criticism has been found. Some authors such as Anderson (2010), Fincham and Douglas (1997) state that the PPP is a path that shows the knowledge including the progress, the procedural and finally, the automatic knowledge. The two first phases (presentation and practice) can be contemplated helpful at a psycholinguistic level, the presentation allows students to pay attention and see specific linguistic features (Hedge, 2000). Likewise, Swain (1985, 1995) demands this didactic options as a right if the learners want to speak, they should be pushed to do it. Another positivist criticism at a pedagogical level is that it is related to the organization of the class and it allows the students to have security in their minds (Sanchez, 2001). Indeed, students have in mind an organization of their classes that allow them confidence and a positive attitude in the learning process.

It is necessary to take into account that there are authors who have negative criticisms against PPP, which have emerged from the foreign language literature. Commonly, the critics appear on material developers and teachers who favour focus-on-meaning approaches. The negative critical analysis show two different aspects: the use of structures and discrete items. As stated by Lewis (1996), PPP is not a good option because it only promotes the learning of linguistic components and this is not the essence of the communicative approach.

Taking into account that many learners have had the opportunity to learn the target language through the PPP (Swam, 2005), I decided to use this didactical possibility for this project, because it resulted beneficial to organize the class in sequential steps. The above, due to the ages of the participants in which the learning process should be as clear and structured as possible.

The PPP as a didactical proposal, considers the inclusion of all the language skills and sub-skills during the three stages. The pedagogical implementation I proposed for this study, intended to include all of them, focusing mostly on the speaking skills in order to describe students' oral production in CLT lessons. Let's take a look at this skill's definition and characteristics.

Speaking Skill

To carry out this research project, besides understanding the meaning of CLT, the following paragraphs present the meaning of speaking skills, their importance and their impact and features on the English language teaching context.

Speaking English goes beyond memorizing patterns, and according to Tarigan (1990) speaking is a language skill that is developed during childhood life, which is accompanied by the listening skill development. This skill is also defined as an interactive process of constructing meaning that involves producing, receiving and processing information (Burns & Joyce, 1997). Thus, its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

Adopting this view, Eckard & Kearny (1981) and Byrne (1998) define speaking as a two-way process involving a true communication of ideas, information or feelings which presupposes communicative processes between a speaker and a listener.

Clark and Clark (1991) said that speaking is a fundamental instrument: in fact, speakers talk in order to have some outcome on their listener; thus, learner's speaking skill in conversation is an essential aspect in teaching speaking, it would come vitally in language teaching success. Therefore, if the language functions as a system for expressing meaning as Nunan (1991) states, the success in speaking is measured through the ability to carry out a conversation in the target language.

In the opinion of Ladouse (as cited in Nunan, 1991) speaking is described as the ability to express oneself in a situation, or the activity to report acts or situations in precise words or the ability to express a sequence of ideas fluently. To speak with someone is to have a relationship and this relation produces communication.

As stated by Widiastuti (as cited in Syakur, 1987), there are at least five components in the speaking skill:

1. Comprehension
2. Grammar
3. Vocabulary
4. Pronunciation
5. Fluency

Following this idea, Thornbury (2008) states that one of the basic features of speaking is that it takes place in real time. Moreover, comprehension is connected to the message that someone transmits when speaking; at the same time grammar is needed for speakers to organize ideas in a conversation; vocabulary is the knowledge of words to make an effective communication, not only in speaking, but also in writing. As a result, pronunciation is the way that speakers use to clearly produce language

which shows fluency as a component of the speaking skill that can be defined as the ability to speak naturally. To support the previous ideas, Brown & Kondo (2006) talk about connected speech, which they define as an “analysis of the continuous chains in normal spoken language and conversation as compared with the typical linguistic analysis of individual phonemes analyzed in isolation” (p. 284).

When defining speaking, the term conversation appears. Although these two terms are interrelated, they point to different purposes. While speaking is the ability to express opinions or ideas to a particular matter individually or with another speaker, conversation is the act of exchanging information between two or more people (Nolasco & Arthur, 1987). About this matter, those authors mention that being able to speak reasonably correct and even fluent English is one thing, but being able to engage in an on-going, interactive, mentally satisfying conversation is another. In addition, Bygate (1987) gives the idea about speaking as a skill, and he makes a basic distinction between the knowledge base that enables learners to talk on the one hand, and the skills that are actually involved when they are engaged in an interaction on the other. Moreover, Arthur (1987) mentions that the main purpose of conversation is the exchange of information among people, this also includes leading students to develop the ability to initiate and sustain conversation whenever it occurs.

Having in mind the aforementioned, the arising question is about what the speaking skill means in the context of teaching and learning a language. The following paragraphs address that topic.

Teaching speaking skills in a foreign language learning context. Developing speaking skills is of vital importance in EFL/ESL programs. In the words of Rivers (1981), speaking is used twice as much as reading and writing in our communication. In truth, authors such as Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the target language.

Based on the previous information, there are some things to have in mind when teaching the speaking skill. According to Nunan (1989) “the teacher can apply the bottom-up and top-down

approach to speaking” (p. 32). The bottom-up approach to speaking signifies that the teacher first present to the learners the smallest units of language, for example, individual sounds of the words; and then, passes to work with students biggest part of the discourse such as sentences, paragraphs and entire texts. Whereas, the top-down approach implies the opposite process: starting from the biggest parts of the discourse to the smallest ones.

Complementing the previous idea, Richards (2008) points that bottom-up processing refers to the use of incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization- sounds, words, clauses, sentences, texts- until meaning is arrived at, then, comprehension is viewed as a process of decoding. By contrast, top down refers to the use of background knowledge in understanding the meaning of a message. While, “bottom-up processing goes from language to meaning, top-down processing goes from meaning to language” (p. 4). For the pedagogical implementation carried out on this study, the majority of the lessons addressed the bottom-up approach.

Apart from the didactical techniques teachers use for teaching speaking skills in a language classroom, there are some other factors that play a role in the learning process of students. In regards to this, Brown (2004) displays some factors that belong to the personality of students when interacting in a classroom:

1. The affective factor which deals with emotions or feelings. The matter here is how students feel, respond, believe and value themselves and others.
2. The self-esteem factor which in some way deals with how capable students feel for an activity but directly linked to student’s self-confidence, knowledge of themselves and belief in their own capabilities.
- 3- The inhibition factor which is the set of defenses the students have created to protect their egos.

4. The risk-taking factor which is the willingness the students have to guess and to take the risk of being wrong.

People get used to think that learning a foreign language is an easy process. However, it is necessary to keep in mind that it is better and faster if it starts from the moment children can use at least speaking and listening skills in their own mother tongues. Within the parameters of the principles for teaching speaking skills, along with some of the CLT features, it is relevant to take into account the following aspects according to Brown (2006):

1. Focus on both fluency and accuracy, depending on your objective: this one is focus on interaction, meaning and fluency.
2. Provide intrinsically motivating techniques: the first aspect to take into account is according to Brown (2006) try at all times to appeal to students' ultimate goal and interests, to their need for knowledge for status for achieving competence and autonomy, and for "being all that they can be."
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.

At this point, the speaking skill and its role into the teaching and learning of a language has been discussed. Now, the micro-speaking skills characteristics are presented below, taking into account some of the activities included in the pedagogical implementations were designed having those skills as a starting point.

Micro speaking skills. Considering that this research is about looking at the English speaking skills in second grade students when implementing communicative language teaching lessons, it is important to mention what the micro skills of oral communication are about. These micro-speaking skills allow us to know the function and forms of the language. Thus, this research proposed the

development of some activities in these lessons plan which allowed to apply different situations where the speech of language appears naturally with something meaningful.

Cameron (2001) proposes breaking with the pattern of four macro skills, based on the fact that young learners between five and seven years old are able to develop two main oral abilities: vocabulary and discourse: the first one understood as lexical acquisition, the appropriation of meaning, and the formation of meaning webs, and the second conceptualized as efficiency in interaction. In first-graders' language development, these two oral abilities prevail over the other language functions, and teachers must take into account basic principles to improve foreign language learning:

1. Children cannot learn if they do not understand; the words and activities themselves must make sense to children. Children under eight years old do not ask for further explanations; they proceed as though they understand and continue doing the activity, but there is not true learning.
2. Teachers must consider children's cognitive ages, using strategies to reinforce the foreign language learning; most of the time, repetition is necessary.
3. During the time that young learners cannot understand grammar rules, language acquisition takes place through games and activities based on their ages.
4. To develop discourse skills, it is imperative that the children participate and interact to use the language, and the first stage is to give children the tools to interact and develop them until they are pragmatically and sociolinguistically competent.
5. Children learn through experiences, and thus classroom activities are an opportunity for language acquisition in a meaningful context.

According to Cameron (2001), children must acquire listening habits as well to participate in discourse. Hence, it is imperative that children are good listeners, learning to respect speaking in turns and identifying stress, rhythm, and intonation depending on the intention of the communication. Later,

teachers must focus on vocabulary acquisition and its use in discursive performances. As Nunan (1990) states, “we should encourage learners to take part in discourse, and through discourse, help them to master sentences” (p. 32).

On the other hand, it is necessary to clarify that spoken English is created “on the fly” as a conversations unfolds. Short term memory cannot process and then retain whole dialogues at the beginning of an utterance (Collins and Hollo, 2000; McCarthy, 1998; Cameron, 2001; Bygate, 1998). Thus, this indicates that spoken English commonly reduces grammatical structures arranged into casual “chunks” or utterances, it shows children are still creating thematic structures through language in their knowledge.

With regard to the above, the micro-speaking skills are key features of the target language that allow to see how these are used spontaneously. The micro-speaking skills are focused on the form and functions of language. The following are the features that the micro-speaking skills related to the language form have:

- Ability to use the language system, grammar rules and lexical units. Grammar and vocabulary range.
- Capacity of pronouncing correctly English words and phrases. Fluency and accuracy, pronunciation.

Next, the characteristics for the micro-speaking skills related to the functional use of spoken language are:

- Ability to express ideas using spoken language and different types of oral production. Pragmatics and types of spoken language.
- Ability to interact in a social context. Language interaction.

Based on the previous information, Brown (2007) and Cameron (2001) propose the following micro-speaking skills in which they present some of those oral abilities learners develop while they are advancing in the communicative competence learning. According to the authors, those micro-speaking skills are:

- Produce chunk of language of different lengths
- Orally produce differences among the English phonemes and allophonic variants.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Monitor oral production and use various strategies devices-pauses, fillers, self-correction, backtracking-to enhance the clarity of the message.
- Use grammatical words classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms.
- Produce speech in natural constituents-in appropriate phrases, pauses groups, breath, and sentences.
- Express a particular meaning in different grammatical forms (Brown, 2007, p. 328).

In the opinion of the authors such as Brown (2007) and Duraiswamy (2014) chunks are multi-words fragments that can be practiced in communication to carry out the meaning that is perceived easily by both sides.

To sum up, the speaking skill is a very complex ability that language learners need to deal with during the learning process. For that reason, it is important that language teachers explore and use different strategies and theoretical perspectives in order to help their students in the development of

their speaking skill. Particularly, for this project, the internal and external factors Brown (2004) mentioned that may have an impact on the production process of learners, as well as the micro-speaking skills features considered by the same author, were taken as part of the elements I took into account when implementing my pedagogical proposal with second graders.

State of the Art

Here, different research studies addressing the use of CLT in language classrooms, speaking skills in the classroom and the use of activities to promote speaking in primary students are presented.

First, a classroom action research carried out in Indonesia by Efrizal (2012), wanted to observe the improvement of the speaking skill when using the communicative language teaching approach. In order to collect the data, the researcher applied tests to 25 students at the end of the four cycles he proposed during the implementation. After analysing those tests quantitatively, the author found that students improved their speaking skill levels after each cycle. The findings also showed him that those students were highly motivated after the CLT implementation, and the dynamics of the classes allowed them to be more self-confident when expressing their ideas using the target language.

Another quantitative study that investigated about the relationship between the CLT and the speaking skill, was implemented in Algeria. There, Sanaa (2013) wanted to know the opinion of second year students and teachers at a university English department about the role CLT had in the speaking skills' development. In order to do that, the researcher applied multiple choice questionnaires to the participants. Particularly, students had to answer about their perceptions towards that skill and the types of activities used in their classes, and teacher had to provide information about their perceptions on students' attitudes, their role as teachers in CLT, and their views about that approach. Based on the

participants' opinions, the researcher found that students felt CLT had helped them improve their speaking skills, as well as being more motivated towards the classes. Regarding the teachers' opinions, the study showed that most of them actually used that approach into their classes, and they felt the focus on meaning rather than on form give learners' higher possibilities to enhance their oral production in the English language.

The following study was carried out in China (Hui, 2011) and applied the action research technique to conduct a research to improve the students' speaking ability through Content Based Instruction (CBI). This research consisted of two cycles in which four moments nurtured each cycle: planning, action, observation and reflection. The population of this research were second grade students. This mixed type of study collected data through pre-test, post-test, observations, questionnaires and interviews. After analysing the data, the author found that CBI was effective in improving students' speaking ability and level, since students could answer the teacher's questions, and communicate fluently with their friends using correct grammatical forms with good pronunciation. The author also mentioned that the environment during the classes was excellent and the students seemed to enjoy more their classes.

Finally, in Colombia, a study carried out by Monsalve and Correal (2006) examined the development of 7 to 8 year old children's oral communication in an English class. For doing that, the researchers planned a series of lessons in which students had to develop a small project. The authors collected data through field notes, audio and video recordings and two interviews that after the analysis allowed them to conclude that although at the beginning students produced incomplete single sentences, after some classes they achieved on communicating their ideas in a more extensive and fluent way. That process was accomplished thanks to the teachers' constant adaptation of the activities to students' interests and language needs.

All the previous studies have in common the elements of the speaking skill or the oral production and the communicative environment as the objects of study. In this context, all of them agreed that providing a communicative classroom context to students can definitely enhance their communicative competence, in this specific case, the speaking skills level. Also, the inclusion of those environments definitely improves students' attitude, motivation and emotions towards their learning and the language per se. However, there is an interesting element in the studies that examined if the CLT helped students improved their speaking skills level, they used a quantitative approach to analyze the data. This characteristic was another reason for me to carry out this research project, because it was worthy describing second grade students' speaking skills when using CLT lessons from a qualitative point of view.

Now, the next chapter addresses the research design characteristics this research project has.

Chapter 3: Research Design

This chapter presents information on the procedures and actions related to the type of study, data collection instruments and the criteria to analyze the data gathered, which permitted to achieve the purpose of the current research.

Type of Study

Taking into account that the objective and research question proposed in this study are oriented towards looking at the English speaking skills in second grade students when implementing communicative language teaching lessons, the appropriate methodology to carry this project out was action research.

The action research is used in the educational settings when one teacher-researcher after observing the school context, decides to implement an action plan in order to solve problems and account changes in the classroom. According to Lingard et. al. (2008) and Whitehead et. al. (2003), this methodology implies practitioners to carry out systematic self-questioning in order to become their practices better. This process allows the practitioner to build up the context and the procedures that are part of that environment. As a researcher, the observation, interpretation, and analysis of data collected will help to understand all the insights of the results obtained. According to Ferrance (2000), typically, action research is undertaken in a school setting. It is a reflective process that includes inquiry and discussion as components of the research process.

The motivation for doing action research, as opposed to quantitative research, comes from the observation and interaction with humans, in this case, students. If there is one thing which distinguishes humans from the natural world, it is our ability to talk and interact. Action research is designed to help researchers understand people and the social and cultural contexts within which they live. Thus, Kaplan and Maxwell (1994) argue that the goal of understanding a phenomenon from the point of view of the

participants and its particular social and institutional context is largely lost when textual data is quantified.

In the noticing process, data are collected through interviews or video-recordings, and then, transcribed. During the analysing data process, data are highlighted and categorized according to the purpose of the research. Under the paradigm of qualitative research, an action research design was adopted to the educational context, as it helped in using different teaching strategies and to develop action plans cycles in the form of lessons to improve and change the situation and to promote the professional growth. As Norton (2009) agrees, “action research is implying a form of self-reflective enquiry understanding by participants in social situations in order to improve the rationality and justice of their own practice, their understanding of these practices, and the situation in which the practices are carried out” (p. 1).

In addition, action research also called teacher-research or teacher as researchers, is a methodology designed to develop and improve teaching and learning. The essence of action research is teachers solving everyday problems in school to improve both student learning and teacher effectiveness (Mills & Butroyd, 2014).

The first step in any research study is deciding exactly what to study. Hence, Ferrance (2000) suggests that “teachers often have several questions they wish to investigate; however, it is important to limit the question to one that is meaningful and doable in the confines of their daily work” (p. 10). Specifically, for this study, the researcher recognized the needs of the population, as well as their interests through a needs analysis interview, which allowed her to limit her focus on the study towards students English speaking skills.

Action research is a process of systematic inquiry that seeks to improve social issues affecting the lives of everyday people (Hine, 2013). According to this author, the process that action research can follow is:

1. Identify a topic or issue to study: the topic or issue should be important to the teacher, the team of teachers or the school that is undertaking the study. The topic to study in this research project is second grade students' English speaking skills performance when implementing communicative language teaching lessons. This topic was important for me because it meant the opportunity to support the languages curricular proposal of the school which is based on the communicative language teaching.
2. Carry out an action plan: the purpose of action research is to impact teachers, actions, activities, beliefs and effects which means that action research is directed towards both understanding and improving practice. In the case of this project, I planned six lessons in which she used the communicative language teaching in order to promote the English speaking skills on students.
3. Collect data: Bogdan & Bilken, (2003) state that "any information that can help you answer your question is data. By data analysis we mean the process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to enable you to come up with findings" (p.147). The best data are the one directly related to the topic or issue, because they provide pertinent answers to the intended research. Particularly, on this study, after analyzing the theory, the researcher designed interviews to find out the students English speaking skills level, which gave her the starting point for proposing a pedagogical intervention that allowed her to examine the speaking skills performance occurred during classes. Those classes were video recorded and the teacher-researcher observations of the students' process during the classes were recorded in journals. Finally, another interview was designed in order to get students' opinions on the pedagogical intervention and see the students' English speaking skills performance as well.
4. Analyze and interpret the collected data: it is the time to stop collecting and start analyzing. Ferrance (2000) remarks that "the collection of data is an important step in deciding what action

needs to be taken” (p. 9). Therefore, the interpretation of data follows a descriptive approach and qualitative analysis that implies some standards. According to Bogdan & Biklen, (1998) the data interpretation refers to “developing ideas about your findings and relate them to the literature and to broader concerns and concepts” (p. 148). For the current research project, the approach used to analyse the data was content analysis that will be addressed later in this chapter.

Varied views of action research have over the years shown a common perspective in which a cycle is essential for the process. For example, Lewin (2007) describes action research as a three-step spiral process of (1) planning that involves reconnaissance; (2) taking action; and (3) fact-finding about the results of the action process. Likewise, Kemmis and McTaggart (1988) present action research as a spiral process occurring through a dynamic and complementary process which consists in four essential moments of planning, action and reflection that are repeated after results are shown through the data. The following figure shows how this cycle happens in an action research process.

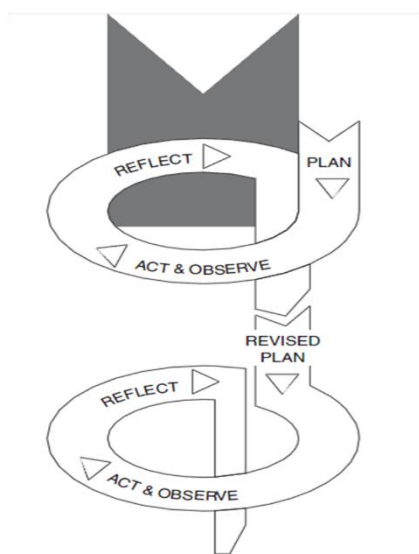


Figure 1. Cycle of action research. This figure presents the relation between the cycle in an action research process. Taken from: <http://research-methodology.net>.

In the specific case of this research project, the phases shown in that figure happened in the following way:

1. Plan: After observing second grade students during their English classes and interviewing them to see their English level, I planned a first lesson addressing speaking skills from the CLT approach which was the skill in which learners showed more difficulties.
2. Act and observe: I applied that lesson and observed that my students experienced some issues related to reading comprehension.
3. Reflect: After reflecting on this situation, I decided to include some reading comprehension activities along with the speaking ones. This reflection made the initial focus of lessons to be changed.
4. Revised plan: Other five lesson plans were prepared by me focusing on speaking skills and some reading comprehension activities, for instance summarizing, inferencing and finding the main idea, important facts, and supporting details.
5. Act and observe: I implemented those five plans while collected some data through video recordings and journals.
6. Reflect: I analysed the data collected and reflected on the impact of the pedagogical implementation. This process made me come up with some conclusions.

The Teacher-Researcher's Role

When teachers do research, they go through an intentional and systematic inquiry with the goal of gaining insights into teaching and learning practices, becoming more reflective practitioners, effecting changes in the classroom or school, and improving the lives of children (Cochran-Smith & Lytle, 1999).

Specifically, in the context of languages teaching, Brown (2001) states that “the teacher in Communicative Language Teaching is seen as a guide and facilitator; students are encouraged to

construct meaning through genuine linguistic interaction with other students and with the teacher” (p.43). In line with the author, a teacher as facilitator helps students to recognize their learning strategies and enhances automaticity in them.

Taking the previous information into account, the role of the teacher in this research project was to focus on understanding, reflecting and planning based on students’ needs.

The Students’ Role

According to Brown (2001) students in a CLT class are active participants in their own learning process. Learner-centered, cooperative, collaborative learning is emphasized, but not at the expense of appropriate teacher centered activity. In this case, although students did not propose the intervention, the activities included there intended to make second grade students more active when using the English language.

Context and Participants

This study was developed with students of second grade from Mount Vernon School which is a private bilingual school located in the north of Bogota city, it has almost 210 students from preschool to 11th grade. English classes are held seven hours per week in elementary grade and four hours in six and 11th grade. These participants are aged between eight (8) and nine (9). At this point, they are expected to manage some basic speaking skills in English that allow them to express ideas in different situations inside the classroom. The number of students is sixteen (16), three (3) girls and thirteen (13) boys.

The process students usually go through in the school starts from preschool and it is expected that they can graduate with a C1 English level. Taking into account the emphasis of the institution's educational project (PEI), where one of its principles is:

permitir a los niños afianzar el idioma inglés en todos los espacios del colegio dentro y fuera del salón de clases desarrollando las habilidades comunicativas del inglés con lugares que les

permita comunicarse oralmente usando el inglés través de actividades que le favorezcan su participación oral tales como el curso de inmersión.

In that way, this conception of the school connects the theory of the CLT which was implemented in this research project and so, observe the speaking skills performance in second grade students.

Instruments

I used three different instruments in order to collect the data: oral interviews, teacher's journals and class video recordings.

Firstly, two oral semi-structured interviews were applied in order to observe the level, and the knowledge that students had in the English language (See appendixes 1 and 2). The first interview was part of the needs analysis. It had eight open questions and it was carried out in an informal atmosphere which allowed the researcher to have more flexibility and freedom during the interaction. The second interview was applied at the end of the intervention and it had the purpose to know the students perception on the intervention and see the way they used the language to communicate their ideas. According to Griffiee (2005), Kvale (1996), Tuckman (1999), and West (1994), interviews are usually one-to-one and face-to-face meetings in which the data is gathered by asking questions to the participants.

Secondly, video recordings were taken during the classes in which the pedagogical intervention was carried out. During these sessions, the second grade students interacted and spoke giving opinions and participating in the class activities proposed by me. The video recordings were transcribed which allowed me to analyse an observable event (See appendixes 3 to 8). According to Jewitt (2012) this instrument represents the act of watching something and recording the results in a way that produces data that can be analyzed and interpreted. This author talks about the video recording as a significant resource for many contemporary social researchers across a range or field.

Thirdly, I wrote journals per each session in order to write me insights and observations about the second grade students English speaking skills performance. According to Mc. Donough & Mc. Donough (1997), West (1994) and Dörney (2007) journals are also known as log or letters, usually written by participants in a study to record data, thoughts, and ideas. For this project, I wrote and described all the situations I perceived as important during the classes, how the students felt when speaking, how their attitudes in front the others were, their reactions, among others. Also it allowed me for registering the main pedagogical events, for instance notes about relevant aspects were taken throughout during each section to help me do the best activities that allowed me evolve the speaking skills in second grade students (See appendix 9).

Chapter 4: Instructional Design

Keeping in mind the research objective aims at describing second grade students' English speaking skills during the implementation of lessons based on communicative language teaching, the pedagogical intervention was decisive because it allowed the researcher to observe the student's English speaking skills when learning and using the language during the class sessions.

The pedagogical implementation needed to fulfill the curricular requirements of the school that lie on bilingualism, as well as on a strong literacy component mostly included in Spanish and English subjects. Taking that into account, the English language curricular proposal uses the CLT as part of its methodological principles, in which the syllabus aims at developing, among other things, the four communicative skills on students. Having this in mind, this pedagogical intervention responded to those school's principles in order to help the institution to keep constructing their status as a bilingual school.

This intervention was carried out with second graders at Mount Vernon School, a private bilingual school located in the north of Bogota city. It was done during the second semester of 2015 and it was divided into six lesson plans that were applied during August (See appendixes 3 to 8). The whole research process took three main stages: before, while, and after the intervention. In table 1, a summary of the research process is shown. Hence, the time line was designed with the purpose of helping the teacher construct the research actions (Sagor, 2011) and it shows a concise summary of the key actions carried out by the teacher-researcher.

Table 1

Summary of the research process

Phase	Date	Objectives	Collection instrument
Pre	July 9th	To get permission from the school's principal and parents to the project.	Letters (see appendix 10)
	July 31st	To know the current level of speaking of the participants.	Interview. (video recording)
	August 10th	To identify the needs of students and select possible class activities for speaking skill based on a literacy component.	Teacher's journal
While	August 12th	Lesson 1: to answer comprehension questions based on a reading. To retell a story using the vocabulary learnt during the class.	video recording & teacher's journal
	August 13th	lesson 2: to sequence the order of events based on pictures	video recording
	August 14th	Lesson 3: To tell the end of a story told by the teacher based on some pictures.	video recording
	August 17th	Lesson 4: To ask and answer questions to other people about what they like to do in their lives.	Teacher's journal
	August 18th	Lesson 5: To summarize orally story and relate it to the students' school reality.	video recording & teacher's journal
	August 19th	Lesson 6: To create a story based on character shown by the teacher.	video recording
Post	September 10th	To know the final progress in participants speaking skills and their insights about the intervention made in class.	Last interview, video recording
	November 24 to april 5th	To analyze data and present results.	

As table 1 shows, the research process was divided in three main stages. The first stage was made for planning intervention, getting permissions, and making a diagnosis on students speaking skills level through an interview. During the second stage, the lesson plans were applied and video recordings and teacher's journals were used in order to collect data. Finally, the last stage, called post stage, was for applying and video recording an additional interview that allowed me to see the student's perceptions on the classes and to see the actual use of the speaking skills by students.

Intervention

As part of the needs analysis, an interview to the participants was made at the beginning of this research. It showed that students' speaking skills were poor, and they lacked vocabulary. As a result, an action plan was designed to observe and describe second grade students' English speaking skills during the implementation of lessons based on communicative language teaching. This intervention consisted of six sessions, forty-five minutes each, during two weeks. During this research, I opted for using PPP, which is a common didactic proposal in the CLT model. Although the PPP has had a lot of criticism regarding its focus on structures and linguistic competence, there have also been positive comments that rely on the fact that students may feel more comfortable with their progress and self-confidence due to the steps can help them structure better their knowledge. Also, the PPP offers some benefits where the language can be introduced and practiced in a variety of ways. As it was mentioned in the theoretical foundations of this paper, the PPP has three moments: presentation of the new language; controlled practice using the studied language; and production of ideas using the learnt language (Hammer, 2010). In this particular case, the lesson plans used for this study, began with the teacher's presentation of the topic, vocabulary, and grammar. After that, during the practice, the students developed reading and speaking activities monitored by me, and the lessons finished with different activities guided towards promoting the use of the language in context.

Taking into account that the Mount Vernon School has an important literacy component in the English syllabus and courses material, I decided to have as a starting point for my lesson planning, some of the readings included in the English book for second graders. Thus, the first lesson planned by me, intended to have students answer comprehension questions about an animals' story included in the course book, and then, using the learnt vocabulary, students could retell that same story. During that session, I found that students had some issues when understanding the text provided by the textbook. These findings, lead me to include in my following lesson planning some reading comprehension aspects such as sequencing and describing that allowed the students to communicate their ideas based on a text (see figure 2).

Having in mind that CLT was the methodological approach that underlined this project's pedagogical intervention, the activities included in every single lesson plan, responded to some of the characteristics Brown (2007) proposes for this approach. First, several language components were taken into consideration in the activities. For example, in lesson one, pronunciation revision and reading comprehension were addressed. Second, the relation between form and function of the language was carried out during the production moment where students were asked to incorporate the grammar information they studied with me in their final production products. Third, taking into account that for CLT there is a guiding role of the teacher and an active one from students, although the activities proposed in the lesson plans were all prepared by me, they were all intended to have students as active participants during the sessions. That's why, lots of questions were constantly asked to students during the classes.

The following sessions, from second to sixth (see appendices 4 to 8), the activities also intended to activate the process of micro-speaking skills, and to encourage the use of language such as chunks of language, for instance the use of certain grammatical structures and lexical phrases, formulaic

expressions (how much does, how do you say, etc.), grammatical words classes (nouns, verbs, etc.) and conversation strategies for managing turn- taking in conversation (Brown, 2007).

This intervention ended up with the interview applied to the participants in which I observed the speaking skills students had, and I collected information on second graders perceptions on the intervention (see appendix 2).

A	B	C	D	E	F	G	H
LESSON 1							
DATE: August 12th 2016	GRADE LEVEL: Second grade						
LESSON GOAL: TO ANSWER COMPREHENSION QUESTIONS BASED ON A READING. TO RETELL A STORY USING THE VOCABULARY LEARNED DURING THE CLASS.			TOPIC: The animal's world	PLACE: CLASSROOM	Time: 45 minutes		
STANDARDS							
PERFORMANCE 1							
LISTENING	Comprendo preguntas y expresiones orales que se refieren a mí y mi entorno.						
READING	Comprendo y participo en actividades escritas donde identifico las actividades habituales que hago.						
WRITING	Describo con frases cortas mis actividades y las de mis compañeros.						
CONVERSATION	Participo en situaciones comunicativas donde hablo de las diferentes actividades que suelo hacer.						
CONTENT OBJECTIVE	Students will understand a folk tale. Students will recycle previous vocabulary.						
LANGUAGE OBJECTIVE	Students will be able to distinguish the possessive nouns, plurals and singular nouns.						
COMMUNICATIVE OBJECTIVE	Students will be able to give information about characters, setting and plot of a folk tale.						
SUPPLEMENTARY MATERIAL 1	Reading Street students' text; Pictures, flash cards, board, markers.						
Stages	Activities				Resources	Time	
PRESENTATION	Vocabulary introduction: The teacher asks students which animals they like. The teacher introduces some new vocabulary about animals: donkey, rooster, wolf, cat, dog, snake. She writes them down on the board. Teacher works on pronunciation of those words. The teacher asks students other animals they remember in English. Students write a list of animals that they know and tell some characteristics about them. Grammar presentation: The teacher provides some examples of plural nouns using classroom objects and some animals. The teacher asks students to read individually the story called The Lion and the Mouse in the textbook. After students read the text, they underline the plural nouns they recognize, and the possessive nouns.				Flash card	12 minutes	
PRACTICE	Reading: Students name the animals they found on the story. Teacher asks students if it was real that animals could talk or if it was make-believe. Teacher mentions that literature has drama and folk tale genre. Teacher asks students to tell her what they thought those type of genre were about. Students say what genre is the text they read. Students read again the text The lion and the mouse but this time out loud. Teacher pays attention to possible pronunciation mistakes.					12 minutes	
PRODUCTION	Teacher asks students for characters, setting and plot of the story and compare those elements with other stories they have read in previous classes. Teacher writes their answers on the board paying attention to the plural nouns they use. Teacher gives students a chart in which they have to write the beginning, the middle and the end of the story. Students need to use plural nouns and possessive nouns. At the end, some students read aloud their chart.				Story	31'	

Figure 2. Lesson plan 1. First lesson plan included in the pedagogical intervention of this research project.

During the presentation that was the first step, I started the class providing the vocabulary that had a relation with the story such as: net, free, proud, hunter. Then, we read from the book the assigned story (page 340 from the textbook Reading Street, Scott Foresman). After, I introduced some new vocabulary about animals: donkey, rooster, wolf, cat, dog, and snake. I wrote the list of the animals down on the board, and my students talked about some characteristics they knew about the animals. I worked on pronunciation of those words, they identified the animals that they mentioned and told which of the animals they liked and why.

During the second step, called practice, the students read page 340 aloud as a group and they answered if could be real that animals talked or not, telling the reasons why they thought that. Also, in this step, students had to recognize what kind of genre the text had, if the reading was a fable, a legend, myth or story.

During production, that is the third and the last step, students had the opportunity to demonstrate the understanding about the story. They compared the characters, settings and plots in traditional and contemporary folk tales that they read in previous class. Questions such as: was lion wrong about mouse? And how does Mouse help lion? were used to give them the opportunity to use the target language. Finally, the students wrote in a chart the beginning, the middle and the end of the story, and then, they shared their written ideas with the class using the plural and possessive nouns we had studied previously, as well as the vocabulary used in the presentation stage.

Taking into account that one of the characteristics presented by Richards (2006) regarding communicative activities is to focus on fluency and accuracy, the activities proposed in the previous lesson plan, show how the second grade students had the opportunity to use the target language through the participation at the moment of asking and answering the questions in the context of the class. Regarding accuracy, the students read aloud the story mentioned above with the purpose of repeating

and using pronunciation and intonation of the new words learned correctly. Besides, during the last part of the class, the students had to incorporate the vocabulary and grammar point studied in the two previous stages of the lesson plan in order to communicate their understanding about the different moments of the story read in class.

Chapter 5: Data Analysis

In this chapter, the procedures and the process of data analysis are explained. Besides, the findings shown by the data collected through the interviews, video recording and teacher's journals are presented through the categories of analysis.

Data Management Procedures

As it was mentioned in the previous chapter of research design, three instruments were used to collect the data: semi-structured interviews, video recordings and teacher's journals, in which the first two instruments have their corresponding transcriptions (see appendices 1 to 9).

Firstly, teacher journals were written after classes based on the researcher observations, as well as on the video recordings, which allowed me to reflect about what happened during the sessions. The benefit of the journals was to make required changes on the researcher's lesson plans, for instance, to increase the ability to speak, reading comprehension skills and create a good environment in the classes. Hence, those journals allowed me to write about the opinions and impressions I had based on what students did during the sessions.

Secondly, there was an oral interview applied at the beginning of the research process in order to identify the English level of students. This allowed me to see which could be the biggest difficulties students had when using the language and their attitude towards communicating in the foreign language.

Thirdly, the video recordings, as instruments, had the intention to gather data from the classes included into the pedagogical intervention. They allowed me to have evidence on students' oral performance when giving opinions about some texts they read or describing some pictures, for example. Another purpose of the video recordings was to increase the data collection tool and see the oral and social interaction of students during the classes.

In order to analyze the pieces of data shown in those instruments, the teacher-researcher decided to use content analysis as the approach that allowed her to make sense and conclusions from the data collected through the pedagogical implementation.

Based on the opinion of Marilyn (1983), the qualitative content analysis looks at different types of data collected and analyses transcripts of interviews, discourses, protocols of observations, video tapes, and documents, among others. Here, the main idea is to develop categories that are formulated in respect to the theory and material used step by step and in the results obtained in each analysis made. In like manner, Zoltán (2007) states that “content analysis has recently become closely associated with qualitative research...the qualitative categories used in content analysis are not predetermined but are inductively formed from the data analyzed” (p. 245). In other words, the researcher reads the data and extracts what the data says about the phenomenon under investigation, which in this case is related to English speaking skills in CLT lessons. Thus, this type of analysis starts by coding the information, then looking for patterns, interpreting those patterns to end up on grouping them into categories. Similarly, Foss & Waters (2006) point that in order to analyze the data, the first step is to code the data, then, themes appear from the data to create categories, and end up with writing up the analysis.

Having the previous information in mind, the process followed by the teacher-researcher to analyze her data was the following:

After the interviews and video recordings were transcribed, I went through the data several times, looking at things that caught my attention. For doing that, I created a chart in excel in which I wrote the information from the three instruments, so I could have a whole view of the data (see appendix 11). This coding process, allowed me to identify some patterns related to the speaking skills they showed during the lessons. It was useful to write memos and notes as soon as I began to find those patterns because it helped me focus significant points and make relations with the theory that were

useful when writing the analysis chapter. After that, I focused my attention on the patterns, and started to establish relations among them, which allowed me to group the patterns again, in order to find four subcategories that described second grade students' English speaking skills during the implementation of lessons based on CLT. Finally, looking at those subcategories, I organized them into two final categories. In the following chart, the categories and subcategories that emerged from the data are shown

Table 2 <i>Categories and subcategories emerged from the data.</i>	
Research question: What does the implementation of Communicative Language Teaching lessons inform about the English speaking skills in second grade students at Mount Vernon school?	
Research objective: To describe second grade students' English speaking skills during the implementation of lessons based on Communicative Language Teaching	
CATEGORIES	SUBCATEGORIES
Students' response to CLT strategies	<i>Enhanced oral skills</i>
	Content situated in <i>context</i>
Students' oral production	Presence of Micro-speaking skills to <i>support</i> student's oral production
	L1 interference <i>Influential factors</i> on students' oral production

In order to support the categories previously mentioned, I followed a triangulation processes, which permitted to view the categories from the perspective of the teacher and the students, and also to give the credibility and validity to the analysis.

The triangulation of data occurs when multiple theories, materials or methods are used to better support the analysis. In line with Kimchi, et. al., (1991) the triangulation in research has been defined as the combination of two or more theories, data sources methods or investigators in the study of a single phenomenon.

Taking into account that data source triangulation uses evidences from different types of data sources, the process for this research was the following:

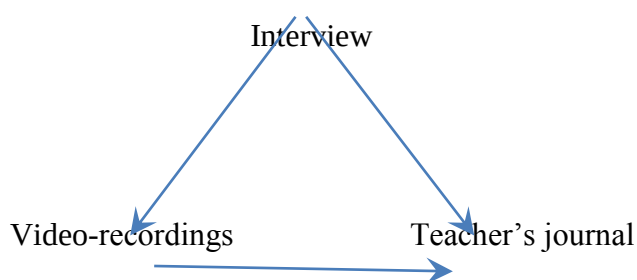


Figure 3. Triangulation process for the data analysis of this research project.

Analysis of Categories

Huberman and Miles (1994), cited by Pineda (2003) state that “the process of identification of the categories embraced a series of systematic stages and continuous reflection” (p. 116). Hence, after reading all the data collected carefully and having always in mind that this research project aims at describing second grade students English speaking skills during the implementation of lessons based on CLT, two categories, supported by four sub-categories were revealed by the data. The first category informed to me that students used certain strategies such as some micro-speaking skills and some words in Spanish in order to communicate when being questioned by the teacher. The second category showed that there were external and internal factors that had an impact on students’ oral production (see table 2).

First category: Students' response to CLT strategies. This category is related to how children attempted to use their sometimes limited knowledge of the English language in order to express themselves in the target language. During the lessons stages, I was constantly asking students questions about the information I presented or the texts we read in class. This strategy is used by teachers in the classroom with diverse purposes, for instance, to motivate them to be more involved in the class, to develop critical thinking skills, to stimulate students to be autonomous, to guide them through cognitive process, among others (Cotton, 1988). In this particular case, I used this strategy with the purpose of helping my students go through the comprehension when reading the texts included in the lessons, as well as guiding them to incorporate the studied information into their communicative tasks. Thus, when looking at the students' speaking skills, I noticed that they used mainly two strategies in order to respond to the questions and to CLT strategies.

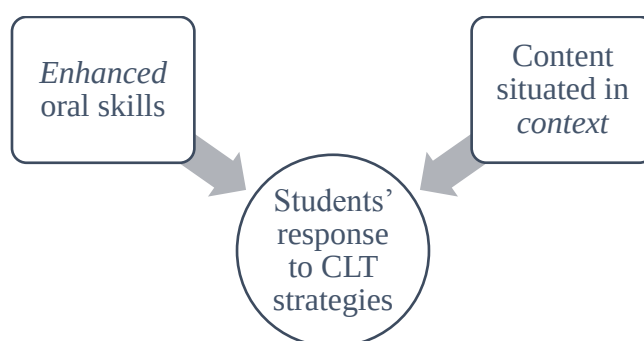


Figure 4. Subcategories supporting the first category about Students' response to CLT strategies used by students and the teacher.

Enhanced oral skills. While students answered the questions asked by me during classes or participate orally in any activity, I could observe they used some of the micro-speaking skills proposed by Brown (2007) as a strategy to communicate their ideas and thoughts. Particularly, the data showed me that second graders mostly used the following micro-speaking skills:

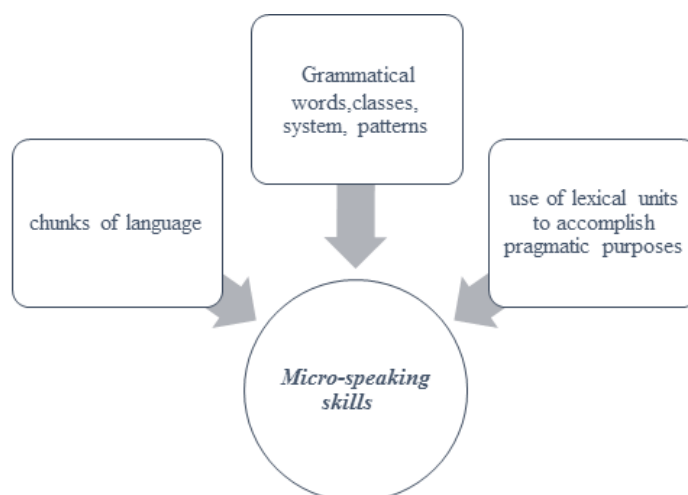


Figure 5. Patterns supporting the subcategory of micro-speaking skills.

Chunks of language of different length. Taking into account that chunks of language are multi-words fragments that can be practiced in communication to carry out the meaning that is perceived easily by both sides, second graders used some chunks of language during the implementation. For example, during lesson one, in which the teacher asked students if they knew the genre of the text they were reading, one student answered:

“Student 3: a story is very little a fable is a kind /kin/”

The previous fragment is used by the student to explain what a fable means through the comparison between a story and a fable, and then, through the expression ‘it is a kind’ which allowed this student to classify the genre of the text.

In the same lesson, the teacher asked students about the importance of a fable and they answered the following:

“Teacher: what happened in the fable?”

Student 2: it’s important

Teacher: it’s important why?

Student 1: because the important of a fable is a mmm... what do you say enseñar?

Teacher: teaching

Student 3: teaches lesson”

Student 1 intervention shows the use of the expression ‘what do you say’, which correctly written is ‘how do you say’ in the target language in order to ask for the correct word in English, so the students could finish the idea of the importance of a fable. Also, it is evident the way in which student conjugates the verb “teach” according to the sentence construction he was doing. This final strategy showed the knowledge that student had on the grammar structure for verb conjugation.

Furthermore, during the last interview, in which the teacher asked different questions about the English classes from the implementation, the use of another word fragment was made by one student with the intention of understanding one question the teacher asked. For that purpose, the student asked for the question to be repeated, adding the polite expression ‘excuse me’:

“Teacher: What things do you like from our lessons?

Student 1: what is the question? (...) Excuse me?”

Grammatical word, classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules and elliptical forms. The knowledge and accurate use of linguistic forms such as grammar structures, patterns, and rules is also part of the communicative competence development. As a result, this micro-speaking skill is also paramount in the process of language learning. During the implementation of the CLT lessons in second grade students, the data showed that some of them achieved on producing several well-structured sentences when responding to the questions asked during classes.

During lesson five, in which I and my students were reading a text about a scientist and the class objective was to summarize a story orally and relate it to the school's reality, the following interaction taken from a video recording was given:

“Teacher: what do you think when you listen the word scientist? What do you think about it if you listen the word scientist? What do you think?”

Student 4: I think that Alberto make experiments and and they, mmm they use materials to to work like a scientist.”

Here, after going through the process of five lessons, this student showed an acceptable use of the grammar structure when trying to explain what he understood by the word scientist. It is evident that this student placed the subjects, verbs and objects in the correct way the English grammar requires it. Also, the student was able to use the infinitive ‘to work’ in a correct way to complement the sentence. Finally, the use of the expression ‘I think’ manifests that the student tried to introduce his idea using a fixed structure.

Likewise, during lessons three and six, in which the objective was to tell a story based on images, two students used grammatical constructions that showed their awareness on grammatical elements such as the use of past tense, definite articles, prepositions, possessive pronouns and conjunctions.

“Student 5: Once upon a time a boy and a girl and the name of the boy are Lalo and the name of the girl is Tala and they Lalo and Tala”

“Student 1: I’m going to make the story about the picture. The boy was into the school and then he go to play with his friends”

Similarly, I observed that in my journal from August 14th, which belonged to lesson three, I reflected in the following manner:

“The focus of the objective in this lesson, was seen that students had an active participation and the use of the target language was interesting, because some of them used prepositions and conjunctions in order to tell their story. Although those students didn't use those linguistic components perfectly, they achieved on communicating their ideas”.

Using those grammatical elements that students already had or learnt during the lessons might have had a positive effect on their oral production, since they could communicate more ideas in a more accurate way.

Use of lexical units (words) in order to accomplish pragmatic purposes. When learners try to communicate a message, they need to use diverse lexical units in order to achieve their communicative objective. In the case of this project, having in mind that the participants were second grade students between seven and eight years, they succeeded on answering my questions and their communicative tasks by using an important amount of words. In fact, in one of my journals from August 13th, I indicated that my students actually incorporated the vocabulary taught during the lessons into their speech for their communicative tasks:

“During this experience I saw that the story that was told for each student showed how they spoke using the vocabulary learned during the classes”

Correspondingly, some excerpts from video recordings show the way in which students tried using different words in order to convey a message. The following excerpts belong to lesson four in which the task was to talk about animals describing the color, behaviors and feeding.

“Student 4: Good morning my name is student 4, and I’m going to describe the picture, that is is in this paper. In first one the, the mother is feed the birds. The second one the boy is feed to the ducks, mmm walking with the dog”.

“Student 3: Hello my name is student 3, I am describe this picture. In the first one the boy is drawing a house in a paper, in the second one the boy are coloring with crayons and many colors the house. The next the boy are cutting the house, the last the boy are paste into room the picture. that is all”.

Interestingly, although the following example is not precisely the use of lexical units, it shows an interesting strategy a student uses in order to accomplish his pragmatic purpose. This excerpt comes from lesson two in which students had to sequence the order of events from a story based on some pictures. This student was describing a sequence in which a boy was playing the drums in the countryside. During that description, the student produced the sound of a drum, instead of saying the word as an strategy for completing the sentence. Also, the same student used the sound ‘muuu’ instead of saying the word ‘cow’.

“Student 5: This is my explanation the first one the boy toc.. Teacher how do you say tambor?

Teacher: play drum

Student 5: toc the drum (...)

(...) and the the last is all the a animals with the cat the dog the muu and the...”

I also observed the use of this onomatopoeias in my journal from August 13th, in which I wrote:

“Even, I noticed that when students didn't know a word, they used a strategy like making sounds to make themselves clear when speaking, for example, a student produced the sound

'muuu' instead of saying the word 'cow', because he probably forgot about it. Interesting strategy!’

This subcategory of the use of micro-speaking skills by students in order to answer to questions and express ideas, has shown that mostly, second graders from Mount Vernon school used micro-speaking skills associated to chunks of language, grammatical elements and lexical ones with pragmatic purposes. Here, it is important to mention that paying attention to some students' speaking skills throughout the lessons, a progress in the way they used the target language to communicate ideas could be noticed. For example, one student who participated in a first interview, and then was video recorded with her oral performance in lessons four and six, showed a notorious progress in her use of the language. In the following chart, some student's excerpts are shown.

Table 3 <i>Progress of one student in the use of the language during the intervention.</i>		
FIRST INTERVIEW	LESSON FOUR	LESSON SIX
“Teacher: what do you think about your school? Student: 9: is, is good? Teacher: speak in English is easy for you or difficult? Student 9: so so Teacher: why? Student 9: because is difficult day”	“Student 9: My name is student 9 and this this is animal description. in the first one a spater (spider) color black and red in the second one a see the snake black and white, in the next a tarantula color orange and black, black in the last the scorpion gold”	“Student 9: I didn't do the homework in my house and the la miss told him. La miss say sit e e exit to the school and go to the home mom, mom, eee please go to the cinema and the mother say yes yes go to the cinema”.

Although in lesson six the student does not use perfect structures or lexical units, there is a slight change in which the student constructs the sentence in the interview and in the final lesson. For

example, in the last intervention, the student uses prepositions and verbs in a more accurate way, than in lesson four and the interview.

Second category: Students' oral production. While looking at the students' oral production evidences I obtained from the data, personality factors such as anxiety, nervousness, and self-esteem appeared as elements that affected students speaking skills while participating into communicative lessons. External and internal factors usually have a repercussion on the student's' learning process, which in the context of language learning applies as well. Those factors are commonly associated to feelings, emotions, and environment characteristics, among others.

After analysing the data provided for this project, the subcategories that support this category are:

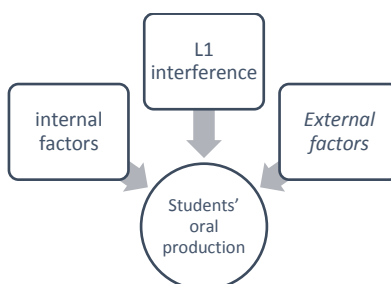


Figure 6. Subcategories supporting the second category of students' oral production.

L1 interference. This subcategory shows how students used some words from Spanish in order to convey a message. The L1 transfer is an element that the theories of second language acquisition validate as one of the strategies learners use when studying and using a new language different from the mother tongue (Ellis, 1994).

Hence, in some of the second grade students' interventions during lessons, I could see that they used some transfer from the L1 in order to answer my questions and communicate their ideas. Two examples were chosen from the video recordings from lessons three and five, respectively.

Student 5:

“...And the bird with the two children visit many places and in the bird encontreit the wol (whale) and they found they.”

“...and we aliment and he aliment the dog and animals”

As it is evident here, the student five used the word ‘encontreit’ as a replacement for the word ‘found’. Similarly, the student five in lesson five, used the word ‘aliment’ instead of the verb ‘feed’. What is interesting here is how those second graders did not just get frustrated and stop talking, but they naturally use the L1 transfer as a strategy for communicating their idea.

Similarly, there is a clear example during lesson five, in which the teacher and the students were reading a text about a boy who liked science a lot and shared how he started using science when he was a child. The teacher asked one student to read out loud while the others followed it. During that reading, the following interaction took place:

“Student 11: (reading the text out loud) in first grade I liked to grow things. I planted seeds (...)

Teacher: okay stop here. Do you know what seed is?

Students: semilla

Teacher: Student when do you use the seed?

Student 11: cuando vamos a sembrar

Teacher: in English please

Student 11: when it planted and it grow in the soil.”

As it is evident in the previous excerpt, I asked questions to students in order to see if they recognized the word ‘seeds’ in Spanish and check if they understood the meaning of the word. Here, students’ first attempt was using the L1, which I accepted as part of the answer. At the end, I asked

them to say it in English, which they did. It implies, they might have the knowledge in the foreign language, but they used the L1 as the first cognitive resource they had for answering.

So far, the data I collected through video recordings, journals and interviews, has shown that when second graders participated into CLT English lessons, they used some strategies such as L1 transfer and some micro-speaking skills in order to communicate their ideas. Now, the second category that emerged from the data is related to some personality factors that had an impact on the second graders' oral production.

Internal factors. According to Brown (2004), there are some circumstances that play a role on the learning process that are related to students emotions, feelings, and the image they have from themselves. Those factors can be self-esteem, self-confidence, risk-taking, among others.

After analysing the data, two internal factors were evidenced that impacted the oral performance second graders had during the implementation.

The risk-taking factor. This factor means the willingness the students have to guess and to take the risk of being wrong when using the target language (Brown, 2004). During the class proposed for lesson two, it was evident the way in which some students, although having anxiety or nervousness feelings, they participated on the activities, while others just decided not to take the risk.

During lesson two, for example, student 2 started his sequencing on the story he had chosen, but it was obvious he was really nervous because his lips turned white, his face was totally red, he looked at the ceiling, and he stammered during his performance. I wrote about this situation in my journal from August 13th:

“During the intervention of student 2 he came on the board a little fear, however his intervention was good he started seeing the ceiling and his lips became white maybe he was feeling scared, but at the end he did the proposal activity”.

The following is a piece of the student's intervention during that class:

"eh, eh the mother washing the dishes eh, eh the girl eh, she is reading the book eh, father reads the newspaper, the childrens eh, eh, eh are going to to the homework eh, eh the second one eh, eh, eh she is ah no eh, he i ah see the TV"

As it is evident in the previous excerpts, the student used the pet word 'eh' a lot of times, which showed he was nervous. Despite the fact, this student made different mistakes when using the language, he took the risk of communicating his ideas and participating of the task proposed by the teacher. He even self-corrects when using 'she' instead of 'he'. This example was a very good one on how internal factors such as shyness or nervousness might interfere with the learners' performance, and more in the oral production. However, when they control that a little bit, they can achieve on communicating their ideas, which helps them improving their production levels, as well, as their self-confidence levels.

This last factor related to self-confidence was another element the data showed during this analysis.

Self-confidence. Brown (2004) relates the self-esteem factor with the self-confidence one. The self-esteem deals with how capable students feel for an activity but directly linked to their self-confidence, knowledge of themselves and belief in their own capabilities. In other words, when students have confidence on themselves, they trust on their abilities and on what they can do with the knowledge they have.

Although many of the students who participated on this research project achieved on speaking in English for different purposes, there were some who just decided not to do it or were too affected by internal factors such as self-confidence and could not communicate in the target language. As a result,

there were some students who definitely were not able to control and overcome those emotions and feelings, and they just could not complete their performances or interventions.

An example of this was two students video recorded during lesson two, student 7 and 8, and they seemed not to be confident enough on what they knew and they did not finish their interventions. The following two excerpts are taken from those two students when they were requested to describe some pictures in a sequenced way using connectors such as the first one, the second one, next and the last one.

“Student 7: The dinosaur big is animal is for minoreit is... (he touch his mouth with his fingers and scratched his neck) mmm no miss.. (stop the video)”.

“Student 8: this student didn't say anything”.

As the previous transcription shows, student 7 tried to start his performance, but, it seems he felt unprepared, too scared or he just didn't trust in his capacities, and he decided not to continue talking. In the case of student 8, he did not even try, making me reflect the following:

“the student 7 was only speaking 29 seconds the student was a little bit uncomfortable and always I have observed this attitude in him when he has had to interact in front of his friends during the class. I saw how he scratched his neck and touched his lips during the intervention this sparked my interest in him and I think that he needs help to increase his self-confidence”

External factors. As there are internal factors that come from the inner-self of the learners that have an impact on the learning process, there are also external factors linked to the things that happen in the context of the learning process, for instance, environmental characteristics, technology use, teaching methodologies, among others. Taking that into account, the data analyzed here reflected that one external factor that definitely influenced the oral production some students had during the communicative lessons was the use of the video recording camera during the classes.

Usually, students may feel nervous when participating in a common foreign language class, although children can be more open and free than adults. To this respect, Brown (2007) states that based on the nature of children, they are in many ways much more fragile than adults when being in contact with external factors. As a result, the use of a camera can increase the possible nervousness students can feel when speaking in English. This actually happened to some second graders from Mount Vernon school, and they sometimes showed to be shy or anxious when participating in the tasks that were video recorded.

For example, during the session from August 13th, student 8 did not want to participate because, according to the teacher's observations, she turned on the camera. The teacher wrote in her journal:

"...when I tried to record the student 8 he didn't say anything. He only smiled".

Something interesting in this example and the following one is the use of non-verbal communication students did when they felt threatened by an external factor like the camera, in this case. For student 8, the response was smiling, which could be a sign of nervousness or shyness.

During lesson five, student 11 used some non-verbal communication when refusing to answer a question the teacher asked about the reading they were doing from the book:

"Teacher: what do you think when you listen the word scientist what do you think about it if you listen the word scientist what do you think? Student 11 what do you think?"

Students 11: keep in silent (she denies to answer the question using non - verbal communication like shrugging of her shoulders and nodding her head this show that she didn't intend to speak)

Teacher: you don't think? Anything?"

I confirmed this situation when I wrote in the August 18th journal:

“when I see more than twice the video I could observe that when I point student 11 with the camera, this student denies to answer the question and she didn't intend to speak. Maybe she felt nervous for the video camera”.

However, analysing the case of this student through the lessons, she participated in some other moments when the camera was not pointing her. This reaffirms the argument that this external factor could also affect some students' oral production during the classes.

In conclusion, after implementing some lessons based on CLT in second grade, the collected data showed me that regarding the students' English speaking skills, they actually used some strategies in order to answer the questions I asked and communicate their ideas and opinions. The most evident strategies were the use of some micro-speaking skills such as chunks of language, lexical units, and grammatical word classes; as well as some words in the mother tongue in order to convey their message. Also, the data revealed that my second graders' English speaking skills were affected by factors different from the linguistic ones. Particularly, my students' oral production was evidently influenced by risk-taking, self-confidence and self-esteem. The first factor made some learners take the risk of communicating, which helped them advance on their speaking skills learning process; while others decided not to take the risk and they did not achieve to communicate their ideas. The self-confidence and self-esteem was something many of my students had, however, there were some who felt extremely exposed and they did not achieve on producing oral texts. Finally, the only external factor that had a repercussion on students speaking skills was the use of the video camera during the lessons.

Chapter 6: Conclusions and Pedagogical Implications

Conclusions

Taking into account that the main research question of this project was aimed at describing second grade students' English speaking skills during the implementation of lessons based on Communicative Language Teaching at Mount Vernon school, the process of analysis mainly allowed me to conclude that using the CLT approach, specifically, the PPP didactical tool, with second graders, guided them to use some linguistic strategies in order to communicate what they thought and respond to what they were asked. Although some of my students already had a good level of English in that class, there were others who had experienced learning difficulties previous to the implementation. After I applied the lessons included in this project, those students with difficulties, could use some linguistic tools in order to communicate their ideas using the target language in a more confident way.

Furthermore, this implementation increased students' motivation towards the English class and their own learning process. It was evident because most of them participated actively during the sessions, tried hard on using the target language to answer my questions and communicate their ideas. Also, I confirmed that through the last interview I applied, because my students stated they liked the classes during the implementation.

Notwithstanding, most of my students were engaged and took risks during the process and I could observe they achieved on incorporating the new knowledge my lessons intended to teach, some of them still showed lack of confidence or even knowledge about the language to communicate their ideas. Something that could have affected their performance during the classes, relies on the fact about internal and external factors mentioned in the findings, which allowed me to conclude that CLT needs to work strongly with the affective elements surrounding the learning process in order to help students develop their communicative competence.

Additionally, considering the Mount Vernon school is bilingual, one of its biggest expectations is that learners can communicate and interact using the English language, not only inside the classroom, but also in exterior contexts. Consequently, and clarifying that the goal of this research was not directly to improve the students' English level, this study supported the school's expectation regarding bilingualism and helped students to improve their level of the English language. This improvement also helped supporting the general standards second grade students are supposed to achieve in an A1 level. According to the local language policy, among other things, students need to be able to use nonverbal communication in order to convey their messages, talk about their feelings and emotions, as well as provide information about people and places related to their context. During the implementations, the lessons addressed the previous standards, opening the space for students to explore and accomplish those language objectives.

Pedagogical Implications

For future studies that would like to implement some of the features I used for this project, I can say 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. Also, using the results of this project, can be useful for an institution to explore on possibilities for promoting the speaking skills on primary school levels. This may result on future changes on teaching practices, curricular adjustments, learning processes, among others. Moreover, the lesson planning used for this project, if replicated, can be nurtured by different pedagogical strategies addressing other receptive skills, other materials, and teaching strategies that promote speaking skills from diverse perspectives using the CLT. In fact, if another researcher wants to replicate this project, can think of including critical thinking strategies in order to have a deeper cognitive process in which learners have the chance to enhance high order skills in primary school levels.

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APPENDIX 1
INTERVIEW NEEDS ANALYSIS. JULY 31ST

QUESTIONS

1. What is your name?
2. What do you think about your school?
3. Speaking in English is easy for you? Why?
4. How do you feel today?
5. What is your opinion about the family Day?
6. What is your favorite subject? Or class why?
7. What is your favorite movie?
8. What was the last movie you watched?

STUDENT 3

Teacher: Hello, What is your name?

Student 3: xxxxx

Teacher: Student 3 what do you think about your school?

Student 3: (she keeps thinking) my school is good.

Teacher: Speak in English is easy for you?

Student 3: mmm, no

Teacher: Why?

Student 3: why is so so difficult.

Teacher: How do you feel today?

Student 3: Good

Teacher: what is your opinion about family Day?

Student 3: eh the family day is... How do you say divertido

Teacher: funny

Student: fu funny

Teacher: what is your favorite subject? Or class

Student 3: Is English

Teacher: why

Student 3: How do you say aprender?

Teacher: learn

Student 3: But, learn English.

Teacher: Okay what is your favorite movie?

Student3: Jurassic

Teacher: what was the last movie did you watch?

Student 3: Jurassic world

Teacher: xxxxx thanks a lot.

STUDENT 9

Teacher: what do you think about your school?

Student: 9: is, is good?

Teacher: speak in English is easy for you or difficult?

Student 9: so so

Teacher: why?

Student 9: because is difficult day

Teacher: Okay how do you feel today?

Student 9: mm good

Teacher: what is your favorite; excuse me what is your opinion about family day?

Student 9: is is very good.

Teacher: what is your favorite subject? Or class

Student 9: mmmm (no answer)

Teacher: what is your favorite movie?

Student 9: The movie is pixeles

Teacher: and what was the last movie did you watch?

Student 9: pixels (smile)

APPENDIX 2

FINAL INTERVIEW

Questions

1. What is your name?
2. How are you?
3. Do you like English classes? Yes/not Why?
4. What things do you like from our lessons?
5. What things do you dislike from our lessons?
6. What do you do best now?
7. What have you learned this semester?
8. What do you propose to change?

TRANSCRIBED INTERACTIONS

Teacher: Hello

Student 3: Hello

Teacher: What is your name?

Student 3: my name is Student 3.

Student 9: is Student 9

Student 1: My name is Student 1

Student 12: My name is student 12

Student 11: Student 11.

Teacher: How are you today?

Student 3: fine thank you.

Student 9: fine

Student 12: fine thank you and you?

Teacher: I'm OK.

Student 5: fine thank you

Teacher: Student 3 do you like English class? Why?

Student 1: yes, it English class learn I'm happy in the class.

Student 4: yes, Claudia is a good teacher.

Student 3: yes because Mrs, Claudia is a funny teacher.

Student 4: yes because you teach so much English.

Student 5: yes, why I can learn English and I can learn notebooks and the students.

Student 6: yes because English class is very funny the other classes.

Teacher: What things do you like from our lessons?

Student 1: what is the question? Excuseme?

Teacher: What things do you like from our lessons? Games sings, stories

Student 1: ahh ah games stories the song are funny.

Teacher: and you what is your opinion?

Students 2: mmmm the videos, the games and the stories.

Teacher: ok and yours

Student 3: videos and game stop.

Student 4: the reading, the games, and.... Some works in the book.

Teacher: did you remember some games in special?

Student4: Hang man

Student 5: the game

Student 6: the stories and write in reader's and writer's notebook.

Teacher: what do you best now?

Student 1: mmm

Teacher: Qué es lo que haces mejor ahora?

Student 1: write and speak more.

APPENDIX 3

LESSON PLAN 1 AND VIDEO RECORDING TRANSCRIPTION

LESSON 1				
DATE: August 12th 2015	GRADE LEVEL: Second grade			
LESSON GOAL: TO ANSWER COMPREHENSION QUESTIONS BASED ON A READING. TO RETELL A STORY USING THE VOCABULARY LEARNT DURING THE CLASS.		TOPIC The animal's world	PLACE: CLASSROOM	Time: 45 minutes
STANDARDS	PERFORMANCES			
LISTENING	Comprendo preguntas y expresiones orales que se refieren a mí y mi entorno			
READING	Comprendo y participo en actividades escritas donde identifico las actividades habituales que hago.			
WRITING	Describo con frases cortas mis actividades y las de mis compañeros			
CONVERSATION	Participo en situaciones comunicativas donde hablo de las diferentes actividades que suelo hacer.			
CONTENT	Students will understand a folktale.			
OBJECTIVE	Students will recycle previous vocabulary.			
LANGUAGE	Students will be able to distinguish the posesives nouns, plurals and singular nouns			
COMMUNICATIVE	Students will be able to give information about characterts, setting and plot of a folk tale.			
SUPPLEMENTARY	Reading Street students' text; Pictures, flash cards, board, markers.			
Stages	Activities		Resources	Time
PRESENTATION	Vocabulary introduction: The teacher asks students which animals they like. The teacher introduces some new vocabulary about animals: donkey, rooster, wolf, cat, dog, snake. She writes them down on the board. Teacher works on pronunciation of those words. The teacher asks students other animals they remember in English. Students write a list of animals that they know and tell some characteristics about them.		Flash card	12 minutes
PRACTICE	Reading: Students name the animals they found on the story Teacher asks students if it was real that animals could talk or if it was make-believe. Teacher mentions that literautre has drama and folk tale genre. Teacher asks students to tell her what they thought those type of genre were about. Students say what genre is the text they read. Students read again the text The lion and the mouse but this time out loud. Teacher pays attention to possible pronunciation mistakes.			12 minutes
PRODUCTION	Teacher asks students for characters, setting and plot of the story. Teacher writes their answers on the board paying attention to the plural nouns they use. Teacher gives students a chart in which they have to write the beginning, the middle and the end of the story. Students need to use plural nouns and possessive nouns. At the end, some students read aloud their chart.		Story	21'

VIDEO RECORDING TRANSCRIPTION LESSON 1

Teacher: ok students we are going to talk about genre this one is social studies to read

Teacher: Who know what a story folk tale is

Student 1: a short stale aaa folk tale a fable it is about story show

Teacher: who other student can tell us other mean or similar from Samuel would you like to say something valentina? Don't read, don't read try to tell me what you understand what is

Student 2: a fable is a story short.

Teacher: a short story very good!

Teacher: one more

Student 3:: a story is very little a fable is a kind (kin say he).

Teacher: what happened in the fable?

Student 2: it's important

Teacher: it's important why?

Student 1: because the important of a a fable is a mmm... what do you say enseñar?

Teacher: teaching

Student 1: teaches lesson

Teacher: the fable teach us lessons yes? Okay very good. Everybody read one two three.

Students in general: the lion and the mouse one day

Teacher: students read the story and you are going to tell me something about the story what is the story is about Student 4 you want to tell me something?

Student 4: Miss. Es que aún no la tengo

Teacher: okay Student 5.

Student 5: the lion wants to eat the mouse and the mouse put the put the lion in la miss. Como se dice malla

Teacher: what do you say?

Student 5: what do you say malla?

Teacher: net

Student 5: and the lion put the mouse in the net.

Teacher: okay, what are the characters in the story?

Student 3: the mouse and the lion.

Teacher: and what is the setting, the place

Student 3: in the forest

Teacher: in the forest ok very good, what is your question Student 5 tell me

Student 6: the lion how do you say salvo?

Teacher: save

Student 6: and the lion save the mouse. And the lion says thank you mouse.

Teacher: okay very good.

Teacher: we have other participation Student 4 tell me something what the story is about?

Student 4: the story is about the lion and the mouse? and the and the lion was walking the mouse eh but the mouse fai a hunter traps and the and the lion an the and the ehh the lion was sad because the mouse felling to a hunter trap he mmm he talk with him and the lion reflecsioned.

APPENDIX 4

LESSON PLAN 2 AND VIDEO RECORDING TRANSCRIPTION

LESSON 2 – August 13th, 2015

LESSON 2			
DATE: August 13/2015	GRADE LEVEL: Second grade		
GOAL: TO SEQUENCE THE ORDER OF EVENTS BASED ON PICTURES		TOPIC THE SEQUENCE OF EVENTS	PLACE: CLASSROOM Time: 45 minutes
STANDARDS	PERFORMANCES		
LISTENING	Comprendo preguntas y expresiones orales que se refieren a mí y mi entorno		
READING	Comprendo y participo en actividades escritas donde identifico las actividades habituales que hago.		
WRITING	Describo con frases cortas mis actividades y las de mis compañeros		
CONVERSATION	Participo en situaciones comunicativas donde hablo de las diferentes actividades que suelo hacer.		
CONTENT	students will learn the articles.		
OBJECTIVE	Students will use words the first one, the second one, then and the last one		
LANGUAGE	The students will sequene four events that occur in a story		
COMMUNICATIVE	Students will be able to say the story in order and understand what happen in the sequence		
SUPPLEMENTARY	Reading Street students' text, Pictures, flash cards, board, markers.		
Stages	Activities		Resources
PRESENTATION	Vocabulary introduction: The teacher explains how we can use and where use the articles a, an, the; with examples I want to eat the red apple. the story is nice. The teacher introduces some new vocabulary using during the sequences: the first one, the second one, then, and the last one, under, lift up, share. Grammar presentation:		
PRACTICE	Speaking: students look at the picture divide in four parts and say what happen in each one using the examples provides for the teacher. be sure that students use the words explained at the beginning of the class. after this exercise students describe an other pcture about the cat divide in three steps.		
PRODUCTION	Students describes in whole group his/her favorite animal. Saying all the characteristics about the picture. And speak about different events that happen in the sequence. The sequence refers to the identification of the components of a storystudents make the description using first, second one and the last one (chunks of language of different lengths micro skills). in a pictures of their favorite animals that they bring to the class. Students describe using the sequence for example: in the first one the cat is beside the box in the second one the cat is on the box and in the last one the cat jumps. The sequence contribute the students 'ability to comprehend what they read and what they see.		

VIDEO RECORDING TRANSCRIPTION LESSON 2

Lesson 2

The sequence

This is my explanation the first one the boy toc

Student 5: teacher how do you say tambor teacher: play drum

Student 5: toc the drum

Student 5: in the second one the boy toc the drum and the cat is following him and he has two tree and the sky is blue in the next is a dog and a duck and a cat and a frog

student: teacher how do you say última

Teacher: the last say the teacher

Student 5: and the the last is all the a animals with the cat the dog the muu and the...

Student 5: teacher how do you say and the chicken rooster and it has one house the sky is blue and the boy thank you for your attention.

Lesson 2

Student 2: The first one (see the ceiling) eh, eh the mother washing the dishes eh, eh the girl eh, she is reading the book eh, father reads the news paper, the childrens eh, eh, eh are going to to the homework eh, eh the second one eh, eh, eh she is ah no eh, he i ah see the TV and the fathers dicen to turn on eit and the children playing and that is all.

Teacher: beautiful picture. Congratulations.

Student 7: The dinosaur big is animal is for minoreit is... (he touch his mouth with his fingers and scratched his neck) mmm no miss.. (stop the video).

Student 8: didn't say anything.

APPENDIX 5

LESSON PLAN 3 AND VIDEO RECORDING TRANSCRIPTION

LESSON 3, August 14th, 2015

LESSON 3			
DATE: August 14th	GRADE LEVEL: Second grade		
LESSON GOAL:		TOPIC	PLACE: CLASSROOM
To tell the end of a story told by the teacher based on some pictures.		retell the end of the story on the way to the sun	Time: 45 minutes
STANDARDS	PERFORMANCES		
LISTENING	Comprendo preguntas y expresiones orales que se refieren a mí y mi entorno		
READING	Comprendo y participo en actividades escritas donde identifico las actividades habituales que hago.		
WRITING	Describo con frases cortas mis actividades y las de mis compañeros		
CONVERSATION	Participo en situaciones comunicativas donde hablo de las diferentes actividades que suelo hacer.		
CONTENT OBJECTIVE	students will recycle previos vocabulary		
LANGUAGE	Pictures, flash cards,		
COMMUNICATIVE	Students will discuss the events at the beginning, middle, and end of story		
SUPPLEMENTARY	story Pictures, flash cards, board, markers.		
Stages	Activities	Resources	Time
PRESENTATION	Vocabulary introduction: The teacher says to students they will learn the beginning, middle and end of story and have them identify the beginning, middle and the end of common things such as: school, how caterpillar becomes in a butterfly. The teacher explains the use of the vocabulary once upon a time, the next day, but, finally, after. The teacher provide some examples and explain at the beginning of the day the snacks are taken first, at the middle students take the lunch and in the end students pick up their things and say good bye.		
PRACTICE	speaking and writing: teacher starts with the process of a caterpillar draw a chart on the board and complete the information that they use to complete the chart using at the beginning, middle and in the end. Beginning: The caterpillar was born and was hungry. middle: Each day the caterpillar ate a little more than the day before, so they change....end the caterpillar become a beautiful butterfly.		
PRODUCTION	Teacher invites students to create a short story at the same time asking the questions what do you think happens now?, what happen in the middle and what could happen at the end; students say the story. Listen the story silently then in whole group speak loudly and complete the story with what everyone says. Listen the ideas, and in group tell the end of the story. Here is where students produce speaking alone telling the story according the pictures that teacher give them. the teacher give enough time to think and organize his/her ideas about the story.		

VIDEO RECORDING TRANSCRIPTION LESSON 3

Hello my name is student 5, I'm going to explain,

Teacher: you are going to explain? This one is a story, what is the name of this story?

Student: the world very beautiful of the Earth. Once upon a time a boy and a girl and the name of the boy are Lalo and the name of the girl is Tala and they Lalo and Tala one day say at your friends when he goes to all the world with the trip (teacher the travel?) yes says the student. (teacher and visit many places yes says the student). (what places) they go to encontreit the how do you say Paloma? And the bird with the two children visit many places and in the bird encontreit the wol (whale) and they found they.

teacher: and what happened. the mother called the children and thats all teacher.

APPENDIX 6

LESSON PLAN 4 AND VIDEO RECORDING TRANSCRIPTION

LESSON 4, August 17th, 2015

LESSON 4				
DATE: August 17th	GRADE LEVEL: Second grade			
LESSON GOAL: . To talk about animals describing the color, behaviors and feeding		TOPIC A MAGIC DESCRIPTION	PLACE: CLASSROOM	Time: 45 minutes
STANDARDS	PERFORMANCES			
LISTENING	Comprendo preguntas y expresiones orales que se refieren a mí y mi entorno			
READING	Comprendo y participo en actividades escritas donde identifico las actividades habituales que hago.			
WRITING	Describo con frases cortas mis actividades y las de mis compañeros			
CONVERSATION	Participo en situaciones comunicativas donde hablo de las diferentes actividades que suelo hacer.			
CONTENT	student will develop their knowledge about different types of animals.			
OBJECTIVE	Students will recycle previous vocabulary.			
LANGUAGE	students will be able to use adjectives and nouns to describe animals, colors, behaviors, and feeding			
COMMUNICATIVE	students will be able to describe animals			
SUPPLEMENTARY	Pictures, flash cards, board, markers.			
Stages	Activities		Resources	Time
PRESENTATION	Vocabulary: Teacher asks what does he/she like, teacher introduce new vocabulary about their preferences. Grammar presentation: teacher use flash cards to give information about the character she likes to play with her friends, she likes to do her homework, her favorite song is ... teacher asks what are their favorite things, what is your favorite color what is your favorite animal etc.			
PRACTICE	Students work in pairs and built questions to ask among them, students use the questions written on the board. after they show their pictures among them to practice a little bit. asking for words to his/her teacher or maybe between them. During the storytelling phase 2, students collaborate with each other by actively listening and asking questions about the picture. The picture itself acts as a useful prop for the students in their description.			
PRODUCTION	Students give information that they collect during the interview using the answers with the structure seen at the beginning of the presentation and they talk about their pictures each student has an own picture and give them five minutes to describe their pictures, using their speaking skills. In this particular lesson a short language focus is built in to give the students a quick review of question forms. More targeted practice on narrative tenses could also be included. However, the purpose of this lesson is not to focus on accuracy, but rather to allow the students to share their experiences using the English they have. It is an excellent vehicle for building speaking confidence and classroom relationships in this phase 3.			

VIDEO RECORDING TRANSCRIPTION LESSON 4

Hello my name is Student 4. The friend's name is student 5, perdón student 5, his favorite sport is soccer, he likes to play with friends. His favorite color is red his favorite animal is a horse and she likes likes study English.

Hello my name is student 9 My friend name is student 3. He, he, she like play with dolls, she favorite color is pink and purple, she sing and she likes English why is his favorite class.

Teacher: Student 10 you are going to describe a pictures. What is the name of your picture, you put a name to your picture what is the name.

Student 10: the dog. How many dogs are in your picture.

Student 10: three. Teacher: three dogs.

Teacher: tell me...

Student 10: The dog is good animal and sweet, and the dog and my dog (ehhh thinking) teacher: do you have a dog? Student 10 (nodding his head) yes, and my dog plays in the park and my dog is small (nodding his head such as no) is baby. and the picture is three, three dogs and the dog is big.

Good morning my name is Student 4, and I'm going to describe the picture, that is is in this paper. In first one the, the mother is feed the birds. The second one the boy is feed to the ducks, mmm walking with the dog eh the this one and this girl one is running and the four this boy is running around the park and and that is all.

Student 9: My name is student 9 and this this is animal description. in the firs one a spater(spider) color black and red in the second one a see the snake black and white, in the next a tarantula color orange and black, black in the last the scorpion gold.

APPENDIX 7

LESSON PLAN 5 AND VIDEO RECORDING TRANSCRIPTION

LESSON 5, August 18th, 2015

LESSON 5			
DATE: August 18th	GRADE LEVEL: Second grade		
LESSON GOAL:		TOPIC Albert the scientist	PLACE: CLASSROOM Time: 45 minutes
To summarize orally a story and relate it to the students' school reality.			
STANDARDS	PERFORMANCES		
LISTENING	Comprendo preguntas y expresiones orales que se refieren a mí y mi entorno		
READING	Comprendo y participo en actividades escritas donde identifico las actividades habituales que hago.		
WRITING	Describo con frases cortas mis actividades y las de mis compañeros		
CONVERSATION	Participo en situaciones comunicativas donde hablo de las diferentes actividades que suelo hacer.		
CONTENT	Students will understand a biography.		
OBJECTIVE	Students will recycle previous vocabulary		
LANGUAGE	Students will be able to distinguish the action word and the antonyms		
COMMUNICATIVE	Students will be able to give information about characters, setting of a biography		
SUPPLEMENTARY	Reading Street students' text; Pictures, flash cards, board, markers.		
Stages	Activities	Resources	Time
PRESENTATION	Vocabulary introduction: what things in the picture they recognize and find five that contain the long e sound; teacher asks students which fair was more recently in the school Teacher introduced the new vocabulary by writing it on the board Teacher asks students which projects they recognize in the story. students read the story and focus in sentences that have the action word.		
PRACTICE	Reading: Students say what kind of genre is the story, students infer about the characters, setting place and events that happens in the story. students say aloud the sentences that have action words, explain the meaning of some unknown words. repeat the pronunciation of word.		
PRODUCTION	Students read the story, teacher asks students for the title of the story characters, setting and plot of the story. Teacher writes their answers on the board paying attention in special new words that they could use, students compare the story with their experiences, invite students to talk about the story building a sentences with the actions words seen in the story. Students develop speaking skills at the moment to answer the question and make question about the story to other peer.		

VIDEO RECORDING TRANSCRIPTION LESSON 5

Teacher: Good morning

Students Good morning miss. Claudia

Teacher: ok sit down thank you very much ok. Now we are going to start reading and continue with the work to start with our This is one is our third reading or fourth I don't remember

Students: fourth

Teacher: what is the title of the reading?

Students: Alberto the scientist

Teacher: Albert the scientist? Ok.

Students: mmm yes

Teacher: what do you thou think when you listen the word scientist what do you think about it if you listen the word scientist what do you think? Student 11 what do you think?

Students 11: keep in silent (she denies to answer the question using non - verbal communication like shrugging of her shoulders and nodding her head this skow that she didn't intend to speak)

Teacher: you don't think? Anything?

Student 4: I think that Alberto make experiments and and they, mmm they use materials to to work like a scientist.

Teacher: ok. Very good Student 3 what do you think?

Student 3: scientist are our science?

Teacher: yes this one has a relation with science very good why not Student 5 what do you think?

Student 5: I think with Alberto is the scientist and, and we aliment and he aliment the dog and animals

Teacher: mmm ah he feed the animal mmm okay continue reading and follow to Student 11. (Students repeat after student 11)

Student 11: in first grade I liked to grow things. I planted seeds. I wanted to see how they would grow. I put some seeds in the light. I kept others in the dark. I kept some seeds very dry. I kept others wet. It was fun to see which seeds grew the best.

Teacher: okay stop here. Do you know what seed is? Student 11

Students: semilla

Teacher: Student 11 when do you use the seed? Student 11

Student 11: cuando vamos a sembrar

Teacher: in English please

Student 11: when it planted and it grow in the soil.

Teacher: okay Student 4 do you like to plant seeds?

Student 4: Yes (move his head)

Student 6: is beautiful plant in the school

Teacher: we have beautiful plants in our school

Student 6: yes because this class is every every the English talk to English in the class. Sorry teacher

Teacher: mm ok don't worry continue reading please Student 11 please. Turn the page.

Student 11: in second grade, I loved space.

Teacher: Do you loved your second grade?

Students: yes.

Teacher: Do you have space here

Students: yes.

Teacher: ok continue reading please.

Student 11: I like to go outside at night. I liked to look up at all the stars and planets.

Teacher: do you have the opportunity to go outside at night here in the school?

Student 4: no

Teacher: no why?

Student 4: because, in the night we are in the home.

Teacher: okay, very good. Continue reading please. Student 4

Student 4: I wanted to ride in spaceships. I wanted to go to the moon. I had a book about the moon. I learned about an eclipse. An eclipse is when Earth's shadow crosses the moon.

Teacher: have you seen an eclipse someday?

Students: yes.(Others say no)

Teacher: continue please.

Student 4: you can't see the moon then. I showed the class how it happens.

Teacher: Continue xxxx please.

student 3 : -randy helped me. We used a flashlight, a big ball, and a globe. Our teacher said we did a very good job.

Teacher: continue Student 11 please.

Student 11: We made a good team. What will my next project be?

Teacher: Correct the pronunciation of team. Okay stop please what will your next project be? About the science fair. (Teacher ask them)

Student 5: we can plan we can how do you say plantar? Teacher says plant. We can plant seed and I can help the plant with water

Teacher: this one could be your project?

Student 5: yes

Teacher: okay thanks.

Student 5: and I go to use the thermometer and I can do look at in the project are cold or hot.

Teacher: continue reading please.

Student 11: I will write down the temperature and rainfall where I live. I will see how it changes over time. My mother said she will help me use a thermometer.

Teacher: what do you think is a good idea try to study about the temperature of the weather?

Students: yes.

Teacher: would you like to do that?

Students: yes

Teacher: what do you think your mother could help you with your project? How?

Students: yes,

Student 12: because it is important help the planet.

Student 11: when something is wrong she can tell you when you have a mistake your mom tell you what to do.

Teacher: ok thanks student 11.

APPENDIX 8

LESSON PLAN 6 AND VIDEO RECORDING TRANSCRIPTION

LESSON 6, August 19th, 2015

LESSON 6			
DATE: August 19 th	GRADE LEVEL: Second grade		
LESSON GOAL: To create a story based on character shown by the teacher.	TOPIC The story time	PLACE: CLASSROOM	Time: 45 minutes
STANDARDS	PERFORMANCES		
LISTENING	Comprendo preguntas y expresiones orales que se refieren a mí y mi entorno		
READING	Comprendo y participo en actividades escritas donde identifico las actividades habituales que hago.		
WRITING	Describo con frases cortas mis actividades y las de mis compañeros		
CONVERSATION	Participo en situaciones comunicativas donde hablo de las diferentes actividades que suelo hacer.		
CONTENT	Students will tell a story		
OBJECTIVE	Students will recycle previous vocabulary		
LANGUAGE	Students will be able to create a story		
COMMUNICATIVE	To develop student's ability to tell story		
SUPPLEMENTARY	Pictures, flash cards, board, markers.		
Stages	Activities	Resources	Time
PRESENTATION	Vocabulary: teacher shows the picture about one character, teacher asks some questions about the picture to give students a quick review of questions form. Grammar presentation: The teacher provides some examples with the following questions: where is the story, when is the story, who is the character, what happens in the story, what is he/she doing The teacher asks students the features of the character After students answer the information provide for the teacher they start with the work.		
PRACTICE	Speaking: Students name the story Teacher invites students to tell the story. Teacher mentions some vocabulary that they could use Students say opinions about his/her character.		
PRODUCTION	Students say the story according to the character that Teacher gives them. they tell the story with previous vocabulary if it will be necessary for them. students create the story using the grammar suggested in the presentation. and include important elements of the story (characters, setting, problem and solution). students have time to think and organize their ideas.		

VIDEO RECORDING TRANSCRIPTION LESSON 6

Excerpt 5: Student 1: I'm going to make the story about the picture. The boy was into the school and then he go to play with his friends and then the rain and he wet his uniform then when he goes to his house and he go to celebrate the birthday of his mother, then he, he, he do the homework and then he wash his body and then he something and he goes sleep and the other day he forgot that he have a homework and he says to his mother and his mother help him.

Excerpt 6: Student 9: His name andres andres go to the school and the first class is English and and and e e is how do you say desjuiciado.

Teacher: bad behavior he has bad behavior.

Student 9: and he put on the chair and say come here! (Aloud) Andres and and your homework see you homework and hour homework and andres no how do you say no hice la tarea.

Teacher: I didn't do my homework

Student 9: I didn't do the homework in my house and the la miss told him. La miss say sit e e exit to the school and go to the home mom, mom, eee please go to the cinema and the mother say yes yes go to the cinema.

APPENDIX 9 TEACHER JOURNALS ALL LESSONS

LESSON 1, August 12th 2015

Based in reading comprehension the teacher-researcher started the work to introduce vocabulary through the reading and at the same time some structures that helped them to acquire and to use during the classes, this was a good experience because the teacher could see how the speaking skills occurred when they answered the questions and automatically transform the next lesson; due this, each lesson was planned according to the answer of each activity. The students were showing in the first step the answer of the research question.

During this lesson, I observed that some students didn't understand the meaning of the text we were reading. For that reason, I started to ask them comprehension questions to verify they understood the reading. I think this is a good idea for help them understand vocabulary and the meaning of the text.

LESSON 2, August 13th 2015

In order to prepare this lesson I had in mind the specific terms in a sequence to help students in the target language acquisition; during this experience I saw that the story that was told for each student showed how they spoke using the vocabulary learned during the classes, and how increased the use of micro speaking skills among them. Even, I noticed that when students didn't know a word, they used an strategy like making sounds to make themselves clear when speaking, for example, a students produced the sound 'muuu' instead of saying the word 'cow', because he probably forgot about it. Interesting strategy!

This activity made me more aware of how students use strategies in order to communicate, although they are 8 year-old children.

During the intervention of student 2 he came on the board a little fear, however his intervention was good he started seeing the ceiling and his lips became white maybe he was feeling scared, but at end he did the proposal activity.

Other thing that I could observe was the positive attitude in front the videos, some students however don't were not receptive in off when they were watching the video due to their shyness, I think this was some reason to difficult to others to express the ideas this was for instance the result in the student 7 and 8. this recording video for the student 7 was speaking only 29 seconds the students was a little bit uncomfortable and always I have observed this attitude in him when he has had to interact in front of his friends during the class. I saw how he scratched his neck and touched his lips during the intervention this sparked my interest in him and I think that he needs help to increase his self-confidence when I tried to record the student 8 he didn't say anything. He only smiled.

LESSON 3, August 14th 2015

Following the focus of the objective in this lesson, was seen that students had an active participation and the use of the target language was interesting, because some of them used prepositions and conjunctions in order to tell their story. Although those students didn't use those linguistic components perfectly, they achieved on communicating their ideas. The students also responded positively and showed their self-confidence during this participation.

I felt better developing these kind of activities due to I ever had seen result that never imagine to have specially when I saw how my students responded.

LESSON 4 August 17th 2015

During this lesson the students tried to make the interview about their interests using the wh questions and the interaction among them was meaningful many aspects of the English teaching was seen during this lesson for instance the use of the target language, the behavior of them and the organization of their ideas allowed them use the speaking skills during their intervention.

Reflecting about this video students had the opportunity to describe a picture or make an interview. The proposal of this interview was braking ice before the description and only the students that wanted to do came on the board. In the video where students describe pictures I could observe the non-verbal expressions when they argued or supported their opinions moving their head, also I could see that some students were shy when they see the camera close them. When I had the opportunity to see them describing a picture it was significant due I detected the speaking skills, the students gave a report using precise words. I noticed that when students repeated describing picture helped the students to build confidence, become more fluent and more adepte at describing picture. As they rehearsed and repeated the story, they are likely to add more detail and built the ideas to describe the picture.

In the case of one of them the video recording was only 29 seconds, the student was a little uncomfortable and always I have looked this, attitude in him when he has had to engage actively in front of the students, he did something but during this intervention I looked how he scratched his neck and touch his lips until he said no more miss.

LESSON 5 August 18th 2015

This lesson was the opportunity to involve the students with the real context and allowed them the use of the target language because they were reading and they were telling the relationship that the story had with activities that were proposal at the school. This kind of activities allowed me to plan the next lesson taking into account the story that they could to create in relation with a boy or a girl studying in whatever school.

Resulted evident with this activity see how the story was an important part of the used of the target language and it provided students the opportunity to talk, express ideas, thoughts, and connected their life with their real context.

When I see more than twice the video I could observe that when I point student 11 with the camera, this student denies to answer the question and she didn't intend to speak. Maybe she felt nervous for the video camera.

LESSON 6 August 19th 2015

On august 19th as a result of this day I collected the information of this activity where the students had applied the language telling the story and I registered the attitude and strength of implementation and where the evidence provided the answer to my research project.

APPENDIX 10

CONSENT LETTER

Principal's Consent Letter

Santa Fe de Bogotá Julio 17, 2015

Mrs. Laura Blanco
School Principal
Mount Vernon School

I kindly request your authorization for conducting an action research study with 2nd grade students. I am currently studying Bachelor's Degree in English teaching at Universidad Santo Tomas, and keeping in mind the research objective aiming to describe second grade students' English speaking skills performance during the implementation of lessons based on communicative language teaching. I am interesting in finding out the results at the school. Speaking skills constitutes a key area in learning a foreign language, and through my project I expected to describe it. This study will not change any component of the subject curriculum; on the contrary it seeks to gain insights about speaking in English classes and provide solid argument when describe it.

This research project will began on July, 31 2015 and will fast until August. Integrity of data collection and content analysis will be pursued to guarantee a valid, reliable and ethical research study.

Action research aims at improving teaching practice within the local context and building-up reflecting learning community. Bearing this mind, the findings of this research project will be available to the community.

Sincerely,


Claudia Adriana Castaño Zapata
English Teacher
Third grade


Laura Blanco
Principal
Mount Vernon School
Julio 20 2015

DATA MANAGEMENT FOR ANALYSIS

Lesson planning

File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive

Research question

A	B	C	D	E
Research question	What does the implementation of communicative language teaching lessons inform about the English speaking skills performance in second grade students at Mount Vernon school?			
LESSON 1	VIDEO RECORDINGS	TEACHER'S JOURNALS	LAST INTERVIEW	FIRST INTERVIEW
	Teacher: ok students we are going to talk about genre this one is social studies to read Teacher: Who know what a story folk tale is Student 1: a short stale aaa folk tale a fable it is about story show Teacher: who other student can tell us other mean or similar from Samuel would you like to say something valentina? Don't read, don't read try to tell me what you understand what is Student 2: a fable is a story short. Teacher: a short story very good! Teacher: one more Student 3: a story is very little a fable is a kind (kin say he). Teacher: what happened in the fable? Student 2: it's important Teacher: it's important why? Student 1: because the important of a fable is a mmm... what do you say en señar? Teacher: teaching Student 1: teaches lesson Teacher: the fable teach us lessons yes? Okay very good. Everybody read one two three. Students in general: the lion and the mouse one day Teacher: students read the story and you are going to tell me something about the story what is the story is about Student 4 you want to tell me something? Student 4: Miss. Es que aún no la tengo Teacher: okay Student 5. Student 5: the lion wants to eat the mouse and the mouse put the put the lion in la miss. Como se dice malla Teacher: what do you say? Student 5: what do you say malla? Teacher: net Student 5: and the lion put the mouse in the net. Teacher: okay, what are the characters in the story? Student 3: the mouse and the lion. Teacher: and what is the setting, the place Student 3: in the forest	August 12th based in reading comprehension the teacher-researcher started the work to introduce vocabulary through the reading and at the same time some structures that helped them to acquire and to use during the classes, this was a good experience because the teacher could see how the speaking skills occurred when they answered the questions and automatically transform the next lesson; due this, each lesson was planned according to the answer of each activity. The students were showing in the first step the answer of the research question. During this lesson, I observed that some students didn't understand the meaning of the text we were reading. For that reason, I started to ask them comprehension questions to verify they understood the reading. I think this is a good idea for help them understand vocabulary and the meaning of the text.	Questions 1. What is your name? 2. How are you? 3. Do you like English classes? Ye s/not Why? 4. What things do you like from our lessons? 5. What things do you dislike from our lessons? 6. What do you do best now? 7. What have you learned this semester? 8. What do you propose to change? Teacher: Hello Student 3: Hello Teacher: What is your name? Student 3: my name is Student 3. Student 9: is Student 9 Student 1: My name is Student 1 Student 12: My name is student 12 Student 11: Student 11. Teacher: How are you today? Student 3: fine thank you. Student 9: fine Student 12: fine thank you and you? Teacher: I'm OK. Student 5: fine thank you Teacher: Student 3 do you like English class? Why? Student 1: yes, it English class learn I'm happy in the class. Student 4: yes, Claudia is a good teacher. Student 3: yes because Mrs. Claudia is a funny teacher. Student 4: yes because you teach so much English. Student 5: yes, why I can learn English and I can learn notebooks and the students. Student 6: yes because English class is very funny the other classes. Teacher: What things do you like from our lessons? Student 1: what is the most interesting? En mi casa?	Interview Needs analysis. July 31st What is your name? What do you think about your school? Speaking in English is easy for you? Why? How do you feel today? What is your opinion about the family Day? What is your favorite subject? Or class why? What is your favorite movie? What was the last movie you watched? STUDENTS Teacher: Hello, What is your name? Student 3: Valentina Chavez Teacher: Student 3 what do you think about your school? Student 3: (she keeps thinking) my school is good. Teacher: Speak in English is easy for you? Student 1: mmm, no Teacher: Why? Student 3: why is so so difficult. Teacher: How do you feel today? Student 3: Good Teacher: what is your opinion about family Day? Student 3: eh the family day is ... How do you say divertido Teacher: funny Student: fu funny Teacher: what is your favorite subject? Or class Student 3: Is English Teacher: why Student 3: How do you say aprender? Teacher: learn Student 3: But, learn English. Teacher: Okay what is your favorite movie? Student3: Jurassic Teacher: what was the last movie did you watch? Student1: Jurassic world Teacher: Valentina thanks a lot. STUDENT

+ Lesson 1 lesson 2 Lesson 3 Lesson 4 Lesson 5 lesson 6 Data collected

Count: 11

APPENDIX 12

PICTURES



