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Dialogues as a Tool to Improve Oral Production in 9-11-Years-Old Children.

Case Study.

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ENSEÑANZA DEL INGLÉS

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Dedications

The most important people in my life:

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CHAPTER I: INTRODUCTION

1.1 Introduction

Learning a foreign language is essential these days. Due to this necessity, people must learn to communicate, understand, and produce in an L2. All this implies that children could acquire knowledge more easily and naturally to their age. Students who learn a foreign language could face some problems, but with the correct guidance, they could do it.

Brown & Yule (2001) mention that to a younger person it is more difficult to communicate when they are learning a second language; then, it is necessary to have enough knowledge in the four English skills. Authors define the transactional aspect as the transfer of information, and the interactional as the key to maintaining social relationships. Teaching new words to children is important for effective communication. Then, it is necessary to mention that children can acquire a second language while they have good guidance for obtaining the knowledge.

For L2 learning to occur effectively, teachers must maintain the students in a constant movement, creating new things through different strategies. Then, dialogues convert into a good option. The necessity for finding a good and effective activity for developing oral production in a private primary school was realized in the next case study.

This research addresses the importance of proving how the use of dialogues improves and develops oral production and language use effectively. The children could help with the vocabulary by creating language structures by themselves, all this occurred through the school year to the fifth grade, and it is important to mention that they did not study the English language in their previous schools. It showed how they could learn new vocabulary using five lesson plans, after which they could write and perform another five

dialogues by themselves. If students do not learn a foreign language when they are children, they run the risk of not developing oral production as they become older.

The objective of this research is to prove that dialogues are good options for a better acquisition of a second language in children, and maybe the dialogues can be used in teenage students. So, demonstrate how using a dialogue a child could obtain new or unknown vocabulary. The importance of this research is to realize that a child needs to learn a foreign language. It is important because students acquire the vocabulary faster. This research is qualitative because it was analyzed in a social group (in a classroom to fifth grade in a private elementary school). In this was applied a questionnaire to every student to know their English level and a checklist that was used in every class by the researcher, to know the progress obtained when a dialogue is used in a class.

The structure of this research is explained in the following lines:

Chapter I Introduction, this chapter explains the problem and describes the participants, it refers to the research context, the purpose of the study, research questions, the significance of the study, the justification, and the definitions of terms in the thesis.

Chapter II, in this chapter, is the literature review studied, explains the main theoretical concepts about oral production for a better understanding, and comprehension, and for knowing the importance of a second language learning in children.

Chapter III, Methodology, explained how the qualitative methodology, participants, instruments, and the procedure was used.

Chapter IV, in this chapter presents all the results obtained from the tools, such as the questionnaire, ten lesson plans, the journal, and the checklist which were analyzed, and these are presented below.

Chapter V, Conclusions, finally in this chapter, a summary of the results obtained from the instruments were presented, in addition, to every limitation

1.2 Problem

According to Hadley (2001) in English Language Teaching or ELT, teachers help students develop an understanding of written and spoken form, so they help to develop English speaking and writing skills. Along with teaching English, many ESL teachers help students understand various aspects of American culture. ELT (English Language Teaching) is a term used in teaching English and this provides students with the necessary abilities for understanding a second language and teaches them to speak in a new language; students improve these new abilities when they have opportunities to use the language with other speakers, the speaking ability is the product of language learning so they need to interact using abilities speaking. Widdowson (1978) states that speaking is the ability to produce language in oral mode, and this is more than pronouncing words; speaking includes communicating ideas, thoughts, and feelings through conversations or dialogues.

Children have the necessity to acquire abilities for expressing themselves in a second language, this could occur in any context, it might happens include in a private elementary school, with a middle social class, where students do not have any knowledge of a foreign language and they are in a range 9 to 11 years old; they do not able to express a complete sentence in L2; in opinion to Brown (2014) Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In other words, a dialogue is an exchange of thoughts, ideas, and opinions between people, and it is used in daily life usually for sharing experiences; dialogues can help children to learn English easier and improve their pronunciation.

Improving speaking abilities through dialogues has been researched over time. For instance, Yen-Kuang Ho (1999), carried out a study in Taiwan and found out that a common difficulty faced by students learning English as a foreign language is a lack of opportunities to put the language knowledge they have learned into practice. Generally students only have a chance to speak in the classroom, but student numbers and the limitations of the time do not allow teachers to listen and respond to students individually; as the purpose was to provide extra practice in spoken language the researcher chose to use the oral form (dialogues) because it aids the vocabulary acquisition.

As seen, dialogues help students to develop their oral production while they can use their imagination, so they can progress in their learning more easily. The present research analyzes the use of dialogues to motivate children oral production, and from the face-to-face interaction, even if the students make some mistakes when they are using the dialogues, they could modify them without feeling mortified by the misuse of the language.

1.3 Participants

In this research 12 students participated from the elementary bilingual school, Colegio Puebla de Los Ángeles; learners belong to a middle social class, students were in fifth grade, and their ages ranged from 9 to 11 years old, 3 were females and 9 were males. Most children came from official schools; they had not studied in this college for the last four grades, and they did not have knowledge of the Second Language.

1.4 Research Context

This study research was conducted in a private elementary school called Colegio Puebla de los Ángeles in Heroica Puebla de Zaragoza, due to the necessity that the

researcher found when she noticed students presented problems for communication in a foreign language, worth mentioning that despite this institution being a bilingual school it only had the English subject in L2. The researcher noticed the necessity for the students to improve their language, and to make this possible, she provided a series of dialogues they could acquire, use language and oral production and so face their communication problems too. More specific information is detailed in the next paragraphs.

1.5 Purpose of the Study

The purpose of this study is to analyze how the use of dialogues in children from a private elementary school could improve oral production, as well as how dialogues could generate new vocabulary acquisition and language use.

Specific

1. Explain how with the use of dialogues children can learn to work in pairs to acquire oral production
2. Demonstrate that the use of dialogues motivates and helps the children to learn new vocabulary for better oral production and feel self-confident.

1.6 Research Questions

This thesis addresses the following research questions:

1. What kind of problems do children face when they use dialogues in class?

2. Why is it difficult for children to develop dialogues in a foreign language?
3. How can the use of dialogues motivate and help adequately and effectively children to develop oral production?
4. Why do students improve their oral production using dialogues?

1.7 Significance of the Study

The following research shows the importance of teaching and oral production through dialogues; students must begin to speak English in elementary school because they are at an adequate age, and they do not have fears about speaking, so they can learn good pronunciation. Students now know basic vocabulary that can help them speak more easily. Teacher has noticed that students learn easier and already have the ability to learn a second language but, for some reason they could not produce in English. To practice dialogues helps children learn speaking and writing, so they can start to create their dialogues.

Teachers can improve their knowledge of English using appropriate dialogues for children in the class. This research pretends to contribute to English teaching, and proposes dialogues that can help students to practice easier and better speaking. The results of this paper will provide theoretical and practical information about the use of dialogues that can contribute to further research.

1.8 Justification

This project is aimed at children because the researcher considered that acquisition of a second language is easier if it is taught at an early age.

The researcher of this study knows that there are many strategies, games, and methodologies for acquiring a foreign language for children that might introduce and provoke an improvement in this; nevertheless, she considered that dialogues involve most skills at the same time in an easier way, such as language use, oral production and vocabulary.

The researcher noticed that children face problems producing in an L2, when they started acquiring new vocabulary, discovered that this could help them to create a performance, the dialogues helped to interact with their classmates in a foreign language, it was motivational, acquire the joy, and develop their strengths to produce in a second language.

Teachers have to find attractive activities that motivate students to want to inquiry English; Harmer (2001) argued that there are different kinds of intelligence, they do not just learn with the explanation teacher but, it is also important to use their sight, touch, and listening; a good teachers is in charge of making their children interested in learning English with pleasure; they must work with their students individually and in groups, here comes the necessity to implement and work into the classroom to the help of dialogues The above support is fundamental to find adequate and creative activities that are attractive for children, how are the dialogues.

1.9 Definitions of Terms for a Better Understanding

Accuracy: According to Folse (2006) accuracy refers to the linguistic correctness of what is said.

Communicative competence: Brown (2014) says that communicative competence is the main goal of a language classroom; goals are best achieved by giving due attention to language use.

Communication strategies: In opinion to Cohen (1993) communication strategies mention how to employ verbal or nonverbal mechanisms for the productive communication of information.

Dialogue: Brown (2014) exposes that the dialogue involves two or more speakers and can subdivide into those exchanges that promote social relationships and those for which the purpose is to convey propositional or information.

Fluency: According to Folse (2006) it refers to the amount of language produced in the task.

Learning: Learning refers to the formal study of language rules and it is a conscious process Krashen (1981).

Listening: Harmer (2001) said that teachers must be active in creating tasks for the students, and they can develop confidence students by helping them to listen better. Some authors comment that listening is one of the most important skills because it mentions that a student needs to learn to listen to produce in oral form. To hear is the first step, but listening is the medium to do it.

Pronunciation: Cohen (1993) refers to pronunciation as the production of sounds that people use to make meaning. He mentions pronunciation includes attention to the sounds of a language, aspects of speech, such as intonation, phrasing stress, timing rhythm, the voice projected, the expressions and gestures when speaking a language.

Speaking: It is one of the four skills in language. According to Bygate (1987), it is considered a way of communication; in second language acquisition, it is to get each student to talk as much as possible through different tasks.

Skills: A skill is an ability that could be developed Hadley (2001); almost every social group grants high status to members with good verbal skills and value different skills. In American culture, the skills most respected are those associated with reading and reproducing.

Strategic competence: According to Brown (2014) strategic competence is the ability to use spoken and writing to balance the weakness in the speaking process caused by performance variables or insufficient competence.

Sub-skills: Four skills (reading, writing, listening, and speaking) are divided in sub-skills that are specific behaviors that language users do to be effective in each skill.

Vocabulary: It is an essential part when a learner is trying to acquire a second language. It is essential to develop the four skills such as speaking, reading, listening, and writing. Schmitt (2002) mentioned that vocabulary plays a vital role in second language acquisition because without this a learner could not communicate effectively. It is important to mention that while students are young it is easier to acquire oral production feasibly. Acquisition of new vocabulary can help children to use language more easily; wherever a young learner does not have enough vocabulary to communicate effectively and fluently, this could be a trouble in the process of oral production and interaction with their partners.

CHAPTER II: LITERATURE REVIEW

This chapter aims to review literature related to the research questions. The chapter also seeks to support the central topic of the study. It is well known that children can learn in an easy way. However, they do not do this in a conscious way; they can develop the ability to understand new words and apply without knowing how to use language. In the opinion of Bloor (1991), children learn a foreign language better in situations where attention is focused on the meaning rather than on language itself. So, children learning a language is better in real context situations, it requires an intellectual effort as the use of dialogues.

In this chapter the main theoretical concepts behind the speaking skill will be analyzed. These concepts will be discussed for this research. It is divided into two main sections; the first is related to SLA, and the second focuses in detail on speaking.

A good teacher must know the needs to the student, so teacher could motivate students for they start to develop their way to acquire a second language, it is important to remember teacher should develop skills in their students for they be able to produce in a L2. There are many techniques and methods for developing a foreign language, one of the most important is acquiring oral production and the use of language, and teachers consider dialogues as a good method to do it.

Dialogues involve and incorporate four skills but are most focused on oral production, due to which dialogues a student receives the information and produces for her/his partners.

2.1 Defining Second Language Acquisition

Before mentioning what Second Language Acquisition is, it is to know that there are some authors as Krashen (1985) use the term acquisition to describe Second Language Learning as a way in which children acquire their first second language, while other authors,

for example, Chaudron (1995) who mentions that Second Language Acquisition is when people are learning another language that is not their mother language; they explain the difference between learning and acquisition; learning is consciously while acquisition is unconsciously. Ellis (1995) mentions that the term Second Language Acquisition refers to the general field of inquiry; the term L2 or SLA serves as an abbreviation for the acquisition of a second language; this is the common term used for the name of the discipline and refers to the process of learning another language after learners had learned their mother tongue. The important aspect is that SLA refers to the learning of a non-native of the native language. The Second Language is commonly referred to as the L2, and can refer to any language after learning the L1. Gass & Selinker (2001) refer to the acquisition of a second language in a classroom as more natural exposure situations. Second Language Acquisition is a term used to refer to the process in which students are learning a foreign language; the L2 acquisition has goals, but the principal aspect is that students can communicate with native speakers, and they can speak, read, write, and listen efficiently.

2.1.1 Goals and Factors involved in L2 Acquisition of Second Language Acquisition

Nowadays, a Second Language is a necessity. Larsen-Freeman & Long (1997) claim that for the majority of people it is important to know another language (different to their mother tongue) because new knowledge increases opportunities, a second language for most of the people of the world, has increasingly become the international language for business, commerce, science, technology, international relations and diplomacy; for developing in any field as professional, as a businessman or a bilingual person, etc. Each year, tens of millions of people are obliged to learn a second language or another variety of their language because they migrate across in a desperate search for work. A Second language is to survive in their new environment as is described by Doughty & Long (2003).

Human beings are evolving constantly due to the demands of a global world where English plays a crucial role. To learn a Second Language has many objectives, yet L2 has always the finality that learners can communicate with others.

Several elements involved a SLA; but it is necessary to consider only two: the external and individual (internal) factors. When a child learns a second language, some factors can affect the learning process, it is important to know, identify, and use strategies that help developing the L2.

External factors could influence the way a student and instructor use the language; when a student learns a Second Language, it is used with different purposes. According to Kumaravadivelu (2009), many individual factors are studied to assess their role in L2 development; they include *internal factors* that are such as age and gender; styles, strategies, and motivation; on the other hand, there are *external factors* such as input, output, interaction and instruction. Human beings can produce and receive; in the case of learner external factors, this means that learners are in contact more directly with language acquisition.

2.1.1.1 Input and Output

In Second Language Acquisition, there are two theories about how learners can learn effectively: one of them is input, and the other is output. Gass & Selinker (2001) mention that input refers to what is available to the learner who has been in a situation in which the language one hears is incomprehensible to the extent that it may not even be possible to separate the stream of speech into words goes in one ear and out the other; when learners have contact with a second language, and they are receiving information it could say that this is input. Kumaravadivelu (2009) mentions that input may be operationally defined as an oral or written corpus of the target language (TL) to which L2 learners are exposed through

various sources and recognized by them as language input. In a few words, input refers to all information that the learner receives in the same way the learner needs to produce all that information.

On the other hand, learners are forced to produce structures in many ways (write, speak, read, and listen). Doughty & Long (2003), states that output may stimulate learners to move from the semantic to the grammatical process needed. Output, thus, would seem to have a potentially significant role in the development of syntax and morphology. Furthermore, Gass & Selinker (2001) mentions that in output one is forced to put the words into some order. In sum, output helps students to notice the gap between what they mean and what to say.

2.1.1.2 Interaction and Instruction

The learning of a Second language is easier if students interact with other learners. In opinion to Rivers (1987) the interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, this could be a reciprocal effect; students could facilitate language using it, and they could learn and progress with opportunities between speaker-listener and vice versa. Also, Brown (2001) defined interaction as an important word that is the heart of communication; all people interact with others without noticing it. For example, they send, receive ,and interpret messages in different contexts. Brown (2001) says that the best way to learn is through interaction, which was found after research for several decades on teaching and learning languages. Furthermore, Ellis (1995) mentioned the interaction refers to the communication that a learner has with the instructor in the classroom; through interaction, learners communicate opinions and exchange information. Thus, learners in constant interaction have significant progress in L2; if a second language

acquisition has adequate instruction when it is learned. On the other hand, instruction is relevant.

Talking about instruction, it is important to consider that when children acquire their first language it is known as their native language or mother tongue (L1), and they learn it without special instruction because his / her mother tongue is considered innate, but when adult people are learning a second language, they have the necessity among all tools of adequate instruction for successful learning. Chaudron (1995) mentioned children acquire a second language when they use it in a natural form, it is not important if the language is used incorrectly. Secondly, the medium of instruction is important too; then the teacher must know instructions have to be clear and precise, for better comprehension to the student.

Furthermore, Stern (1991) adds in curriculum theory, a second aspect is the notion of instruction the teacher must plan and have strategies and methods for students to learn what they should learn and how they should do it. The teacher will help the student so that this occurs as efficiently as possible.

As was mentioned above, there are internal and external factors that could influence the learning process. The external factors sometimes could be controlled by learners, but the internal factors are not easy to do; internal factors are; for example, age and gender which will be mentioned in the following section.

2.1.1.3 Age and Gender

Age and gender are important factors in the learning of a second language. Learning a second language occurs at different ages, and for this situation, there are different strategies that teachers could use for stages. In addition Brown (2001) says that generally children who learn under the age of puberty stand an excellent chance of speaking like a native if they have continued exposure in authentic contexts. While adults will almost surely

maintain a foreign accent there seems to be no advantage attributed to age. Then, when children learn a second language at a young age, they have more opportunities for learning the new language accurately and more naturally, while adults depend on how they practice it, this does not mean that they could not learn a language almost as a native.

Another factor that can affect is gender. Gender refers to the set of characteristics that distinguish and make a difference between a male and a female in their social contexts. Brown (2001) mentions that differences between the way males and females speak have been noted for some time now. Among American English Speakers, girls have been found to produce more language than boys, a pattern that continues through adulthood. Women appear to use language that expresses more uncertainty than men, suggesting less confidence in what they say. Men have been reported to interrupt more than women and use politer forms. In sum, age and gender are important factors that could determine different interests and interactions.

Different forms; for example, some are analytic people, others are visual, others learn through listening, and so on. A good teacher needs to notice the distinct styles of their students and try to incorporate these styles in their lesson plans; Brown (2001) mentioned that the way we learn general and particular things we make on a problem seems to hinge on the link between personality and cognition; this link is referred to as cognitive style. When cognitive styles are specifically related to an educational context, where affective and physiological factors are mixed, they are usually more generally referred to as learning styles. Learning styles might be thought of as cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. In other words, in the learning process the learning styles have a relationship with the learner personality, and they work for a successful L2 acquisition. It could be defined as the individual way that a learner uses for learning. So, the teacher needs

to consider the different learning styles of the students to find the most appropriate strategies and methods for a good level of teaching.

2.2 Learning Strategies

Strategies are used for pupils to learn efficiently to solve learning problems. As Oxford says (1990) learning strategies are keys to greater autonomy and more meaningful learning. Although learning strategies, teachers play a role in helping students develop and use strategies in more effective ways. Gass & Selinker (2001) define language learning (and language use) strategies as those processes that are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language.

Thus, learning strategies help learners in their process of learning. These are tools for developing their communicative competence and improving proficiency in students; strategies are adequate ways to work the four skills so the learning in students will improve. The strategies could help people learn, and use language more effectively; an influential model of strategies breaks them down into *metacognitive, cognitive, and social strategies*.

The process of learning a Second Language, implies recognizing how learners acquire knowledge and the variants that could affect or not the development of this, so it is mentioned people have different ways to learn. A good teacher should consider the variables that students have to face in the learning process in the classroom; then, it is important to know as a teacher the problems that can affect the learning processes; the teacher should know methods of teaching English to develop or increase the level of the learners.

The learning strategies are usually linked with the interest and necessities of students for improving or developing the learning of a second language, and there are

several types to make the acquisition of L2 easier. Learning strategies are tips that learners remember to acquire knowledge.

A good pupil tries to use strategies and their appropriate use, so they are aware of their process of learning. Types of strategies differ in several ways; in O'Malley & Chamot's (1992) framework three major types of strategy are distinguished, by the information processing model, on which their research is based.

Ellis (1995) defines the cognitive strategies like the steps used in problem-solving that require direct analysis transformation or synthesis of learning materials; *metacognitive strategies* make use of knowledge about cognitive processes and constitute an attempt to regulate language learning using planning, monitoring, and evaluating; and finally, *social/affective strategies* concern how learners elect to interact with the other learners and native speakers. Metacognitive strategies help students plan or organize their learning (paying attention to particular words or structures one has questions about; cognitive strategy is an individual way of making learning easier, such as the use of flashcards and social strategies that learners have interaction with other learners such as study in groups.

2.2.1 Defining Motivation and Types of Motivation

Motivation can be defined as the desire to do or not to do something. Motivation is defined by Brown (2001) as the extent to which a student makes choices about goals to pursue and the effort you will devote to that. Motivation is defined too by Ellis (1995) as the attitudes and effective states that influence the degree of effort that learners make to learn an L2. Motivation could be considered as this energy that learners have internally to achieve

a goal, if a learner is motivated, he/she will learn more easily, but if they do not have it learning will be more difficult.

A Second Language would not be learned without motivation which is defined as a temporal state, and it is very important to mention that motivation differs from the personality of a learner. Ellis (1995) identifies four types of motivation, and these are integrative, instrumental, intrinsic, and extrinsic motivation.

Gass & Selinker (2001) mentioned that a social psychological factor frequently used to account for success in learning a second language is motivation. This makes sense that individuals who are motivated will learn another language faster and to a greater degree. According to Brown & Attardo (2000) the integrative motivation reflects a desire to become part of the second language speech community while instrumental motivation comes from the need to pass a test or learn a language for a job.

Gardner (2016) defines an integrative orientation as the desire to learn a language toward a community of its speakers and defines the instrumental orientation as the desire to learn a language to attain certain career, educational or financial goals. In sum, in integrative motivation, the learner wants to communicate with native speakers and be part of this world, while in instrumental motivation the learner only has to learn an L2.

A good instructor should motivate learners to a good acquisition of L2. Intrinsic motivation occurs when learning is important for pupils; according to Brown and Attardo (2000), intrinsic motivation is important because students need to be interested and challenged by the lesson. Intrinsically motivated behaviors are at bringing about certain internally rewarding consequences, namely feelings of competence, and extrinsically motivated behaviors are made in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated

Brown (2001) In other words, intrinsic motivation refers to motivation that deals with an inner reason of the subject; the task is completed for personal interest (comes from the individual). Extrinsic motivation comes from outside of the individual then the subject needs a reward.

2.2.2 Shyness, Taking Risk and Empathy

Shyness is the reaction that could have in an uncomfortable situation and is provoked by several situations as a student learning a second language. It could affect the process of learning in a child. Shyness in a child affects his / her environment. In the opinion of Coplan & Rubin (2010), the lack of participation in oral production is a feature of shyness; a shy child does not participate in activities that include speaking, they do not ask doubts or questions about a determinate topic, and the conversations are shorter than the other children.

To help, those children who face this situation improve their oral production through motivation, and self-confidence, and it is worth mentioning that by using vocabulary, they could have the capacity to do it.

If learners recognize their ego fragility and develop the firm belief that they can do it, then they are ready to take this necessary risk Brown (2001). Stern (1991) mentions risk-taking is a principal characteristic of successful learning of a second language because learners must be able to gamble a bit, be willing to try hunches about the language, and take the risk of being wrong. Then, risk-taking is when a student proves different ways to learn a second language thoughtlessly if this strategy is successful or not.

The concept of empathy is defined in opinion by Stern (1991) as the willingness and capacity to identify with others, and has been used to the ability of the second language learner to identify with the communicative behavior of users of the target language. According to Brown (2001), empathy is when a person takes the place of another to

understand him /her; in this case, the instructor must be to know that learning a new or foreign language is sometimes difficult for some learners.

2.3 Defining Speaking Skill

Speaking is one of the four productive skills; this skill is in oral mode, and is more complicated than others; it includes pronunciation and is possible through practice. In speaking interaction, to have good speaking skills face to face and use appropriate forms of the correct words is very important.

The four skills are separated in two forms: productive and receptive; in the receptive group, they are listening and reading, while in the productive groups are writing and speaking. The last skill is considered as a speaker must produce through the speech and he/she must do it in a correct form. The speaker must communicate his/her ideas, feelings, and thoughts in the L2. According to Celce-Murcia (1991), student language is considered successful if they can communicate effectively in their second or foreign language, whereas, two decades ago, the accuracy of the language produced would most likely be the main criterion contributing to the judgment of a success or lack of success to a student. Thus, the teaching of speaking skills has become increasingly important.

Unfortunately, the ability to speak a language is not acquired easily. The teacher must remind them that learning a language is a lengthy process. Brown (2001) added, speaking practice is more difficult than sitting back and listening to the teacher. Many students are conscious and do not like to make mistakes or to appear silly in front of their classmates; students are afraid of failure. The teacher must be responsive to the needs of the students for encouragement and support in overcoming these hurdles on the path to a functional speaking ability. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, learners must

also know in what ways or contexts the language is produced. Some of them are coherence, proficiency, pronunciation, fluency and accuracy.

Cohen (1993) says that at the discourse, a learner could look for the relationships that link the meanings of the sentences in a text to produce an intelligible text; this phenomenon is referred to as the coherence. Coherence is the overall meaning of a text. People may think of it as its point or main idea happening at the semantic level. As such, it may, but does not have to be, explicitly expressed in the text itself; coherence may be established by any of the following means: the setting up and fulfillment of expectations in the text, the cooperative principle, reasoning, activation of our knowledge of a common situation. In other words, the relationships that link the meanings of utterances in a discourse or the sentences in a text are called coherence.

The American Heritage Dictionary of the English Language (1978) defines proficient as performing in a given art, skill or branch of learning, the term implies a high degree of competence through training. This definition mentions that proficiency refers to a somewhat idealized level of competence and performance attainable by experts through extensive instruction. Hadley (2001) said proficiency can be looked at as a goal and thus is defined in terms of objectives or a standard; that is performance individual or groups of the learners. In sum, language proficiency is the ability of an individual to speak or perform in an acquired language.

Pronunciation is the adequate way to produce sounds. Pronunciation occurs regularly in first-language learning without constant criticism from parents or teachers. In addition, perfect pronunciation of all sounds is not necessary to communicate. Chastain (1988) mentioned that a good pronunciation is the ability to talk successfully with a native speaker. In sum, pronunciation refers to saying a word or a language and is produced by the manner or mode in which someone uses a word.

Folse (2006) said that a way to improve speaking skills in the students is through actual speaking, and this is done through well-designed fluency tasks. They need structures, vocabulary, pronunciation insight, and even culture information, but they need to spend their time speaking as much as is feasible; fluency here refers to the amount of language produced in the task. According to Brown (2001) a learner needs to practice speaking ability to develop fluency as well as possible; the flow of language is to establish from the beginning in short segments.

Folse (2006) describes accuracy as the linguistic correctness of what in the task is said. In a conversation in the classroom, learners are much more concerned with getting students to talk. Accuracy is certainly important, but conversation teachers want activities that focus on fluency. In an ideal world, students would practice lots and lots outside of class so that the teacher could use the little class time we have to hone some skills. In other words, the teacher could help the students by working hard on accuracy.

2.4 Types of Speaking Performance

There is a connection between listening and speaking; five similar categories apply to the kinds of oral production students are expected to carry out in the classroom, imitative, intensive, responsive, transactional e interpersonal dialogue, Brown (1994). According to Brown (2001), there is a connection between oral and listening production.

Brown (2001) mentions that a limited classroom portion of speaking time may be spent in the speech, where learners could practice intonation; imitation of this kind is carried out not for a meaningful interaction but for focusing on some element of language form. According to Brown (2001), intensive speaking goes one step beyond imitative to include any speaking performance designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated, or could even form part of some pair

work activity, where learners review a form of language. Brown (2001) mentions that a good student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Transactional language, carried out to convey or exchange specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiating nature to them than merely responsive speech. Interpersonal dialogue is carried out more to maintain social relationships than for transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all the following factors: a causal register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, etc.

2.5 Defining Dialogue

A dialogue could be seen as a short theatrical play. Ideally, it is acted in class rather than simply read aloud. Reaching that stage involves a time investment and effort, variables Cross (1995). In other words, dialogues permit the students to practice whole statements, questions, and formulas of the language. When handling a dialogue, it will depend on several variables. Learners must consider the students age and experience and the length of the text. Its relevance to the learner needs its value, complexity, interest level, and authenticity in speech terms.

Most of the student efforts in oral production come in the form of conversation or dialogue. As you plan and implement techniques in your interactive classroom, make sure your students can deal with both dialogue types, they can converse with a total stranger as someone who is familiar. In sum, a dialogue is a formal way to practice speaking and writing skills, through which vocabulary, grammar, and speaking can improve.

Dialogues may be used as an introduction to learning grammar, vocabulary, and pronunciation. When students have learned the dialogue feature, the teacher should be sure they already understand and have learned to say it. In a dialogue, students need to repeat the dialogue several times.

2.6 Contexts of Teaching

The way students learn a second language is important. Children and adults use their abilities for learning a second language according to their stage and the benefits obtained. There are stages where learners can acquire a second language; the most prominent are when they are children and adults. In the words of Stern (1991), adults and older children initially acquire a second language faster than young children, second language children acquirers are usually superior in terms of ultimate attainment. Brown (2001) adds, children are effortless second language learners and superior to adults in their eventual success. First, children's success in acquiring second languages belies a tremendous subconscious effort devoted to the task. Nor are adults necessarily less successful in their efforts. Studies have shown that adults can be superior in several aspects of acquisition, while children, with their fluency and naturalness to the adults, do not have problems with second languages. Children in classrooms may have some difficulties learning a second language. In other words, for teaching a child or an adult, it is necessary to know that they have several differences, for this teacher must notice that he will find advantages and disadvantages; an adult can retain more vocabulary than a child, and he can use several strategies to learning, so he learns faster than a child, but a child learns quickly, the teacher can use strategies to help.

Speaking and listening need to be improved; it is easier for a young child to learn to speak fluently and listen to all contexts than for an older learner. Dialogues represent real

situations, and children could practice through the conversation. A dialogue could be given to the teacher, although this can be boring for the process of the writing by children; in this case, children could use their imagination and interact with their classmates. With the dialogue, children can practice their pronunciation and improve their acquisition faster in a second language; through practice in pairs, the teacher corrects language use and pronunciation mistakes; students can memorize or perform the dialogue naturally. Dialogue is learned in informal language, and it is an effective form for students to practice with a partner. After pupils can apply this new knowledge outside the classroom, the teacher must find or create everyday situations where students practice that knowledge.

2.7 Vocabulary Acquisition

Vocabulary is one of the four skills most important; without vocabulary, a learner of a second language would not be able to recognize what a text means; vocabulary in listening plays an important role. While speaking, without enough vocabulary, communication will probably be short and not so good, so for the learner, it might not be possible to say a complete idea, and it will affect self-confidence. For a beginner, vocabulary will be the base for successful communication; with more vocabulary, learners acquire oral production will be better, and speaking communication will be more complex, without forgetting the acquisition of fluency. Vocabulary is essential for recognizing words and speaking fluently; when a child has enough vocabulary, he/ she can listen and speak, so he/she has good communication. Hammer (2001) mentioned that learners need to put in context the new words to apply the knowledge, and the way to introduce vocabulary is through listening to audio or reading texts; children need to see the words in action. Vocabulary could be of two types, active or passive vocabulary.

Active vocabulary refers to the words that a child can use in speaking or writing skills; this vocabulary was taught to the child by the teacher.

This vocabulary refers to the words that the learner can understand and recognize in a reading. This kind of vocabulary can be present in reading or listening skills. In the opinion of Neuman & Dwyer (2009), vocabulary that children learn for speaking or listening helps the learner for a competent interaction.

CHAPTER III: METHODOLOGY

This chapter provides information about the methodology, participants, instruments, and procedure used in this research.

3.1 Qualitative Research

As Creswell mentioned (2014), qualitative research studies individual or group behavior; the purpose of this is to explore social and educational factors that could contribute to the development of oral production in a specific social group, in this case in students to fifth grade in a private school; this qualitative study is looking for explaining the lack of or not lack of abilities children have to express in a second language; the process of this research obtains data through the use of a questionnaire and the handling to a checklist.

As it was mentioned before, this research is presented as a qualitative method because this gives tools like a questionnaire and a checklist; through these, the researcher will demonstrate if the children have to develop their L2; firstly, the questionnaire was applied to know if students have enough knowledge about English, the previous one will be helpful to know if the communication between each other is efficient in English or not; secondly in practice, the checklist applied is to know, if was learned the acquisition to the second language.

3.2 Method: Case Study

This research is a case study provides information on how the use of dialogues in children can develop their English level; the researcher was in the classroom taking notes about the behavior of the fifth-grade children with the checklist help; the investigator could

notice learners did not know basic English through an interview using a questionnaire, then she prepared ten lesson plans, and 5 lesson plans were written for the teacher, another 5 for students with the use of vocabulary according to the unit, the teacher used a checklist for register the advance to the alumnus according to every lesson plan, these dates, were register in a notebook for later analysis and the previous ones represented in graphs that express the general progress of the students. Finally, this study determines and shows how to use dialogues in second language acquisition; the children learn English, because dialogues start from the simple to the complex. As a case study, this research is looking to prove through the observation that dialogues are an excellent option for teaching a second language to children. The subjects, instruments, and procedures are described in the following lines.

3.3 School Description

School is the most important place for developing knowledge, in the second language acquisition, children feel most comfortable in school; the case study was developing in a “bilingual primary school” that is ubicated in south of Puebla city, called “Colegio Puebla de los Ángeles”, this had 5 years as a bilingual school but all subjects were in Spanish, students started to take English subject one year ago; 1st to 6th year has only from 8 to 13 learners and anybody knows English.

3.4 Participants

In this research, 12 students from an elementary school participated; students were in fifth grade, and their ages ranged from 10 to 11 years old. There are 3 females and 9 males. Most children came from official schools; they did not study the last four grades in

this school, and they did not know the Second Language. It is a bilingual school, and learners belong to a middle social class.

3.5 Instruments

In this research, different instruments were used, such as a questionnaire, 10 lesson plans that included a dialogue, a journal which was the most relevant to the class, a checklist used for evaluating pupils, and recordings of the instruments presented below.

3.5.1 Questionnaire

The researcher of this thesis designed a questionnaire with questions that are according to the objective of this research; the questionnaire consists of 18 questions to find out why learners do not speak English during class; the questionnaire for 12 students is in Spanish to the participants for better comprehension; the main objective of the questionnaire was to know if students consider important a second language; in the first pilot, where it asked the students “año” most of them were confused and wrote “2011”, but this was referring to the grade that students are coursing, there were added two open questions to know if pupils could produce some sentences in English too. The questionnaire consists of three sections; the first purpose was to know if students liked or disliked English class, about their self-confidence, and the active or passive participation that students had in the class; the second section gathered information about the vocabulary the learners had, and the last section gathered information about the performance of English. It has 16 questions, numbers 1 to number 6 consists of crossing out the face with which the student is most identified; numbers 7 to number 11, consist of choosing and underlining the word

with which they feel most comfortable. Finally, number 12 to number 17 are open questions in which they could express themselves freely. (See Appendix One).

The results of this questionnaire were that students are not comfortable with learning a foreign language due to most of them not knowing about a foreign language; the majority could not practice in another place, only at the school and in the 45 minutes to the class; they mentioned that the most difficult skills for them are speaking and listening; frequently the instructions in English are complicated to follow, they do not understand; despite all the difficulties, they like to learn English and they consider that nowadays to know a second language is very important.

3.5.2 Lesson Plans

The lesson plans are ten, and each lesson plan includes a different dialogue depending on the topic (See Appendix Three). The dialogues are included for improving the speaking and to be developed during the class; were videotaped and then analyzed for an accurate description. Every lesson plan considered time, grammar, vocabulary, material, activities, and grouping. (See Appendix Four to Appendix Thirteen).

3.5.3 Journal

This instrument helped describe activities, problems, doubts, and difficulties or achievements that students and teachers faced in classes. It was written after the class ended, and the notes were on the problems that the teacher identified.

3.6 Procedure

First, these instruments were designed and evaluated; second, questionnaires were answered by the students, after the questionnaires were revised. The data was organized and illustrated in graphics in Excel. Finally, the data is analyzed to provide results. The instruments are analyzed in Chapter IV.

3.7 Checklist Description

For this research, a checklist is a tool to know the progress of children. In addition, this is a reliable tool. The checklist is to collect data on the dialogues that children realize in every different class; the previous one will be used in every lesson plan. This consists of ten different elements to evaluate and five different numbers, number 1 excellent and number 5 not so good in the performance of children. The checklist is considered a quick and easy written tool to use.

CHECKLIST

Speaker's name: _____

Dialogue's name: _____

Pair #: _____ Level: _____ Date: _____

Instructions: Cross out number 1 from 5 according to the most approximate

1= Excellent 2= Well done 3=Good 4=Regularly 5=Not so good

		1	2	3	4	5
1	With Dialogue student are developing his/ her accuracy					
2	Grammar is well used by student					
3	The fluency of student is					
4	The pronunciation of student is					
5	The body language of the student is					
6	The vocabulary used is					

7	If it is a dialogue is done for student uses rules of grammar					
8	He/she is integrated easily in the dialogue					
9	The speaker uses basic expressions					
10	The dialogue was clear (performance)					

<p>Extra comments</p>

CHAPTER IV: DISCUSSION AND RESULTS

In this chapter, the results obtained from the questionnaire, ten lesson plans, the journal, and the checklist are analyzed and presented below. The results are as follows: firstly, a description of the questionnaire, a description of every lesson plan, which includes a dialogue for knowing if the participants improved their speaking skills, in the journal were written relevant activities and events in the class, and it provides graphs of the results obtained in the checklist applied to children in every dialogue. As it is a qualitative research there are not numbers, they are just used to demonstrate what was the increase in every student in her/his oral production according to every lesson plan.

4.1 Questionnaire

The objective of this questionnaire is to know if the 12 students like or dislike English and so, research can identify the most common problems for the children acquiring a SL.

The following graph shows the findings of the questionnaire; number 4 is a positive range, and number 1 is a negative range depending on every stage. In these results, the researcher can notice that students do not have enough confidence to produce short phrases although they have a basic vocabulary; for children to understand instructions and speaking in English are very complicated. Students do not produce the four different skills. Figure 1 shows how learners do not believe they can produce, write or speak short sentences in English; this graph consists of seven sections considered the most important. The first *like or dislike* in the English column where many students mentioned they like English. The second, fifth, and seventh, were about *self-confidence and difficulties speaking and understanding*; students did not feel safe speaking. In the third column is about *participation* in class, learners expressed they liked participating in the task given by

the teacher, and they said these were easy activities; the fourth and sixth columns, *English production* and *vocabulary*, they considered it important to know a second language, and they had enough vocabulary to do it, but they did not want to show this knowledge. Figure1 illustrates these results.

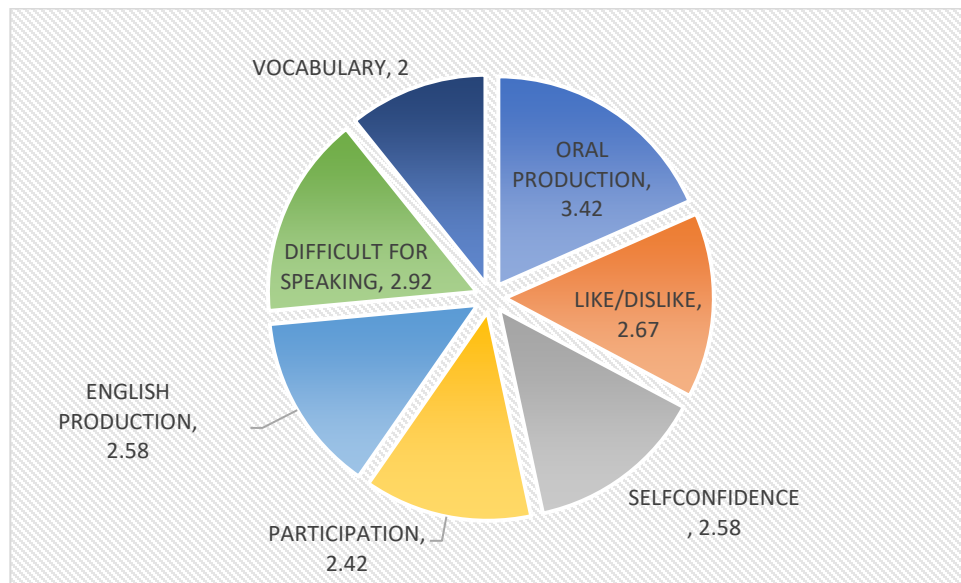


Figure # 1: English Production

As the figure shows, most students have vocabulary, but they do not have enough self-confidence. Although they like English, they could not understand the instructions to the teacher in English. To improve their speaking skills, students used the dialogues, and teachers tried to make the class interesting, and the results are shown in the following sections.

4.2 Lesson Plan #1 (Dialogue “At the Restaurant”)

The objective of this lesson plan was to make students able to use food vocabulary and correct grammar structure for ordering food at the restaurant with the help of dialogues. Firstly, the teacher taught the structure of the future tense with flashcards, then students practiced their pronunciation; after the teacher asked them to cut out their flashcards, and they started to play memory (she gave the grammar example); the teacher reinforced this with an activity on the whiteboard, she formed two teams, and they passed in front of the whiteboard one by one, the teacher showed flashcards and students had to write the correct word, the winner team was that which obtained more correct answers; finally the teacher reinforced the topic with the dialogue to develop their fluency, accuracy and to improve their vocabulary and to speak; teacher gave a copy with a dialogue called “*At the restaurant*”; she asked them to work in pairs, in this part students did not agree with the teacher decision because they wanted to work with other person, pupils started to read their dialogue (almost every word was understood by them). The teacher took three classes to prepare the first dialogue. For them, it was an unknown activity, and they felt strange. Three days passed, and students did their first dialogue. The teacher helped with the checklist. Figure 2 shows the results that were obtained in the checklist results, the name of every column according to the keyword to the checklist, and this will show improvement in these different stages. The high value is 5 (for knowing if the dialogue was successful or not), 3 is the midpoint, and 1 is a low result.

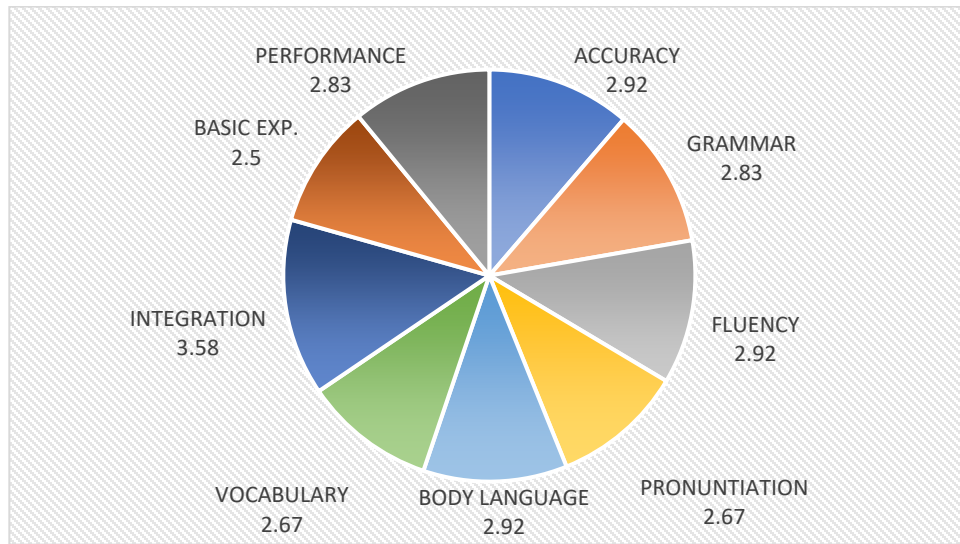


Figure 2: Checklist (Dialogue # 1 “At the Restaurant”)

The figure above shows that the objective was partially accomplished in the first lesson plan; speakers showed interest in the activity but were nervous when they performed the dialogue, and their fear increased when they saw it being recorded. This figure shows that they have enough vocabulary to produce little phrases in English, but as mentioned above, they are afraid to do it; even some students created some menus for ordering and performed better than others.

In addition, the teacher observed if students had improved in their speaking through the first dialogue; the teacher tried to motivate them all the time and to create a functional environment.

4.3 Lesson Plan # 2 (Dialogue “Weekend Activities”)

The objective of the second lesson plan was at the end of the lesson, pupils would be able to use the future tense, and the teacher would notice if dialogues were or not a good

activity for improving their speaking. The teacher played a song that contained some verbs in the past, it was as a review of this tense for students to try to identify the tense after the past students only listened to the song, and the teacher asked that they should mention some verbs in the past tense, after that, the teacher took a calendar, she asked the students *What they did last weekend?* (The teacher remembered the grammar of the past structure). With the calendar the teacher pointed to the weekend and started to say what activities she would do in the future; students practiced the structure learned in their notebooks. Finally, the teacher gave the second dialogue called "*Weekend activities*". This section was more interesting than the last one. Firstly, they chose his/her partners after students were excited and asked their teacher if they could create a scenery; they prepared not only their pronunciation but also material for their performance and tried to collaborate with more vocabulary in some cases. Due to the above, it was necessary to add in the checklist of a new row to assess the creation of material.

In pair # 1, the girls created excellent scenery, such as two bedrooms with teddy bears and they included pillows, blankets, some posters, and a telephone, they also added new vocabulary to the last topics. Figure 3 shows these results.

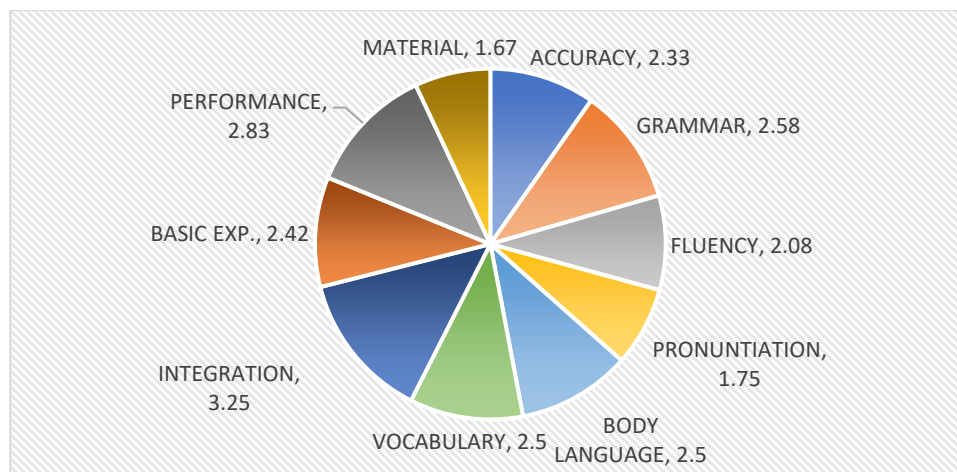


Figure 3: Checklist Dialogue # 2 “(Weekend Activities)”

Figure 3 demonstrates that students were more comfortable in the second dialogue, and their participation was more efficient than in the first one; they integrated more easily than in the first dialogue, and they tried to create a more relaxing atmosphere, in this case, even they started to make some jokes on the video camera. The performance was more complicated because they used material, and the teacher tried to guide them for a quick performance, in this dialogue each pair created the situation as real.

4.4 Lesson Plan # 3 (Dialogue “My Dream Job”)

The objective of this lesson plan was to learn to use the verb “want to” and the use of the question word “why”. Students were anxious to participate in the dialogue because they had some new ideas for presenting it; in this case, the teacher first taught vocabulary with flashcards, and they did a review of professions after the teacher taught the grammar of the verb “want” the teacher asked one by one about “what do you want to be?”, and they tried to answer according to the learned grammar students participated a lot in this activity they matched professions with drawings, students were worried about the activity, they wanted to start with the dialogue. Students were more relaxed in the second activity; they had some mistakes in pronunciation, but they tried to speak more fluently, and tried to find a faster answer. Figure 4 shows the results obtained from a checklist.

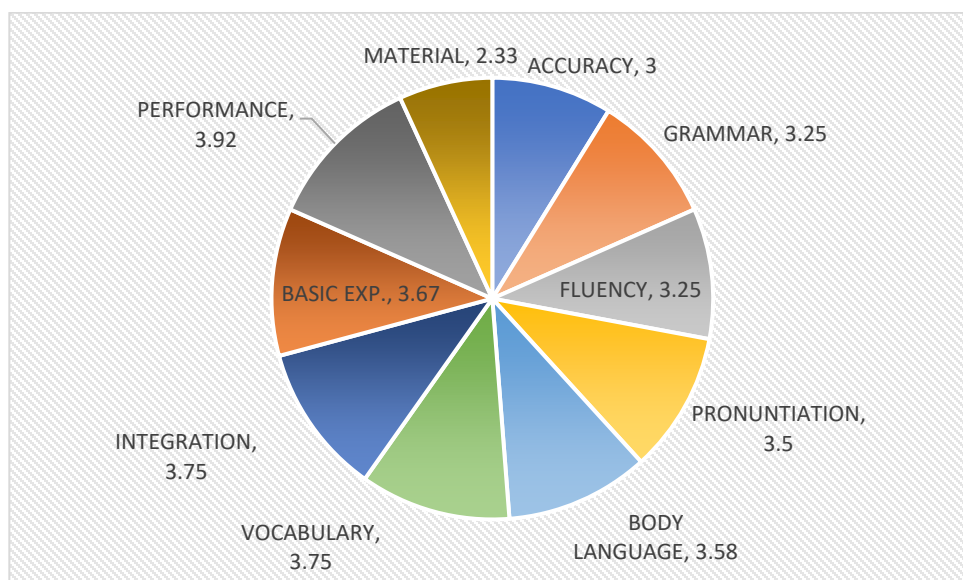


Figure 4: Checklist (Dialogue # 3 “My Dream Job”)

The graph above presents how students are developing their speaking with every dialogue. The results show that their oral production is better than the previous occasions; students were not afraid of being recorded when they made mistakes, and they tried to help each other.

4.5 Lesson Plan # 4 (Dialogue “Experiences”)

The objective of this lesson plan was for students to learn some verbs in the past participle, and they remembered the present participle for talking about their experiences. Firstly, the teacher reviewed the present participle, and when the teacher taught it, the students were confused about the structure. It took three classes for students to learn it, and the teacher had to do some games and other activities to achieve the objective of this lesson plan. The teacher handed out the 4th dialogue called “*experiences*”; after that, students and teacher checked pronunciation, and both translated it so that students could learn the past

participate quickly in dialogue and they obtained better results. Figure 5 displays students improving their speaking skills with the activities given by the teacher.

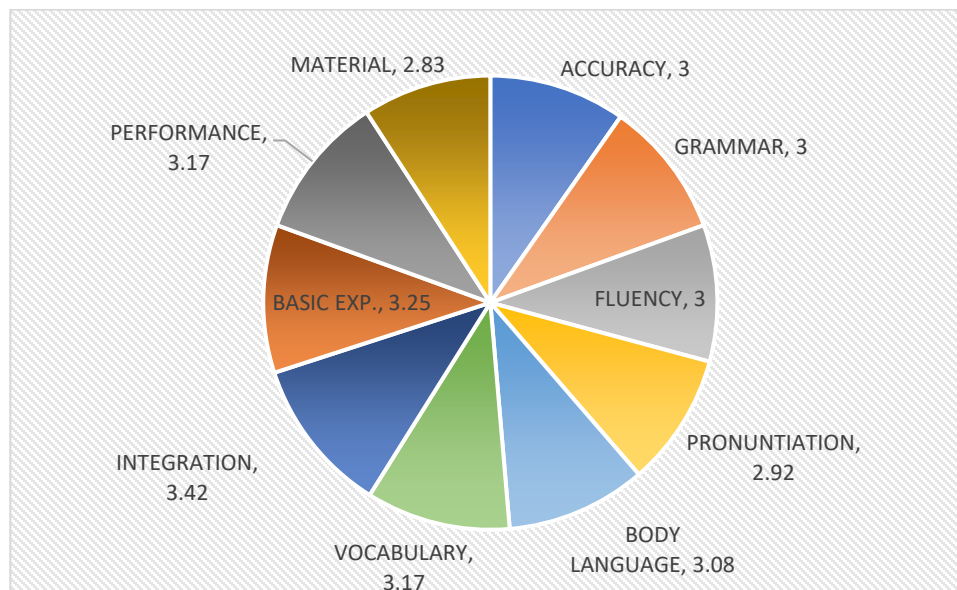


Figure 5: Checklist (Dialogue # 4 “Experience”)

Although there were some problems with students when they were learning the topic, the last graph shows how they could achieve an improvement range (5); the pronunciation, fluency, and accuracy improved by practicing dialogue structures. The pupils are interested in creating material for acting, although the teacher could see how students were trying to memorize dialogues and structures to do it better.

Students did not want to have breakfast to have their English class; it was interesting to see how students preferred performing the dialogues.

4.6 Lesson Plan # 5 (Dialogue “See the World”)

The objective of this lesson plan was that students could identify travel vocabulary and talk about visiting new places using “will” so they could increase their grades, but in this case, pupils did not achieve it. Firstly, the students did not pay attention in class; it is necessary to mention students first had to have their breakfast, and then they had English class; in the first dialogue, they needed three days. They did it in three days in the second dialogue. In the third, they did it in two days only. To this lesson plan, the teacher had planned to do it in 1 day. The teacher showed pupils flashcards, and students had to infer the meaning of every image. The pupils could not and needed some clues to do it. It was due to circumstances, maybe they were tired of dialogues. The objective of this lesson plan was that students could identify travel vocabulary and talk about visiting new places using “will” so they could increase their grades, but in this case, pupils did not achieve it. Firstly, the students did not pay attention in class; it is necessary to mention students have breakfast, and after they had English class; in the first dialogue, they needed three days; in the second dialogue, they needed three days; in the third dialogue two days only, in this the teacher had planned to do it in 1 day.

The 5th dialogue, *See the World*, was performed inadequately. Even though most of them did not do material for their presentations, their fluency and body language were not so good. Figure 6 displays these results.

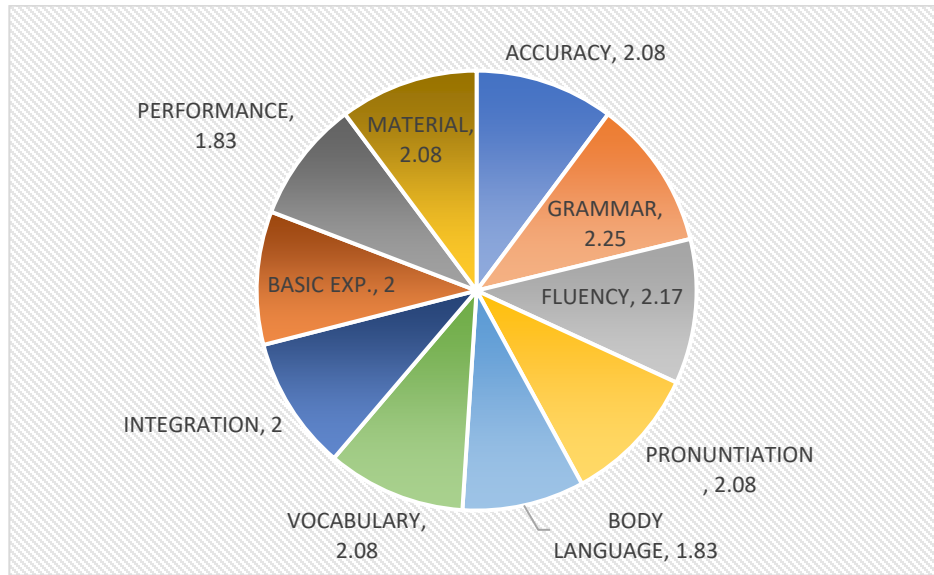


Figure 6: Checklist (Dialogue # 5 “See the World”)

Student range in their grades decreases from 4 to 2; this is shown in the graphic above; as mentioned in Chapter II, if the learners are motivated, they can learn more easily, but if they are not, learning will be more complicated; motivation could consider as this energy that learners have internally to achieve a goal, in this dialogue objectives were not achieved. Some external factors, such as fatigue and the pressure of exams in other subjects, did not permit students to pay attention to implementing the dialogues and could not improve their speaking.

4.7 Lesson Plan # 6 (Dialogue “What’s the Matter?”)

The purpose of this lesson plan was that pupils learned about ailments and could use two important modal verbs such as *should and have to*, and they could create their first dialogue for improving their writing skills first and after speaking; firstly, the teacher did a

game using body language, it was fun because they were confused when the teacher did tricks mentioning an order but doing vice versa, for example, “touch your nose” (and teacher touched her head). In this part, the teacher took more time than planned; it was an easy topic, but learners found some troubles when they had to create their dialogue, it took four days to make it, and on the other hand, it was favorable for them because they used dictionaries, internet, and other resources for investigating or remembering some structures and vocabulary. In the sixth dialogue, called “*What’s the matter?*” students developed their imagination because they built a different stage than in other dialogues; also, students had some mistakes in their pronunciation, yet it was different because in the other five dialogues, they improved their speaking and with this new activity, they did not make good progress. The teacher in this graphic added a new column for evaluating their grammar when they created their dialogue (correct grammar structure). Figure # 7 shows the disadvantages and advantages they had making their own dialogues; for example, in integration, structure, and expression, they were below the established range, learners did not achieve to pass grade 3, while in accuracy, fluency, and pronunciation they could maintain, even improve them.

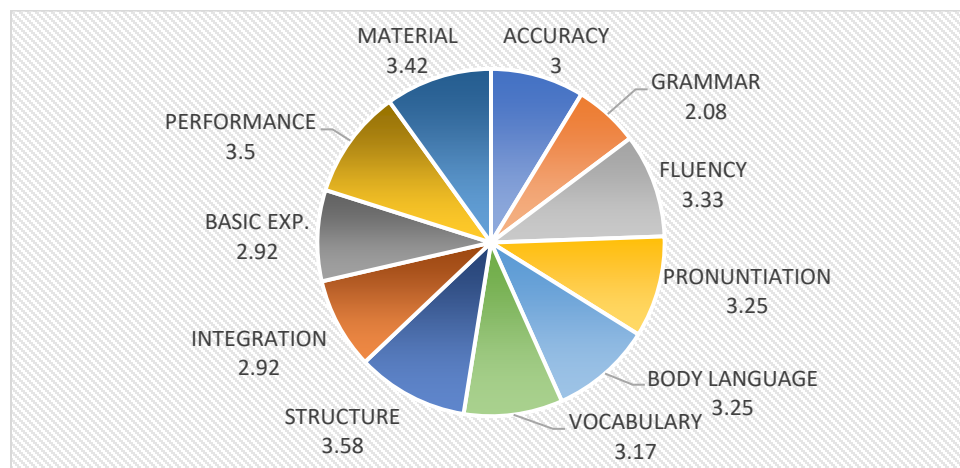


Figure 7: Checklist (Dialogue # 6 “What’s the Matter?”)

As Figure number 7 shows, grammar was not easy to apply in the creation of this dialogue for learners of elementary school; they needed to investigate other media, such as a dictionary, ask older brothers and sisters, and use their notes for writing a dialogue that had many mistakes, the advance they had in performance, accuracy, fluency, even in their self-confidence was not worse. Students used all their knowledge and tried to do easier and stranger activities for themselves (the creation of their own dialogue), as was to create a dialogue by themselves; it is good to mention the objective was achieved little by little and not completed because learners mentioned it was difficult for them to write sentences and create structures.

4.8 Lesson Plan # 7 (Dialogue “Where Did you Go?”)

In this lesson plan, learners increased their ability to create dialogue; first, the teacher did a review about the simple past, and pupils had to learn about the names of some continents, regions, and countries; for students, this topic was easy for them because it was a review; the teacher asked about some places for going on vacation, and after students found places in a map; in this case pupils took more time than planned for finding the places, that they mentioned in the map, but it appears meaningful for students. Secondly, the teacher gave the students three different articles about the culture of France, Argentina, and Canada; the learners read them aloud with the teacher, and after the teacher resolved doubts about unknown vocabulary. She did a chart on the whiteboard with different columns, such as food, some interesting places in that country, religion, and kind to wear; the teacher modified the time in this lesson plan because pupils were interrupted by the principal of the school who gave them information; teacher in this dialogue did not make same mistakes, and she helped students with some formulas for making their dialogue faster. Figure # 9

shows the results obtained in dialogue number 8 (*Where did you go?*)

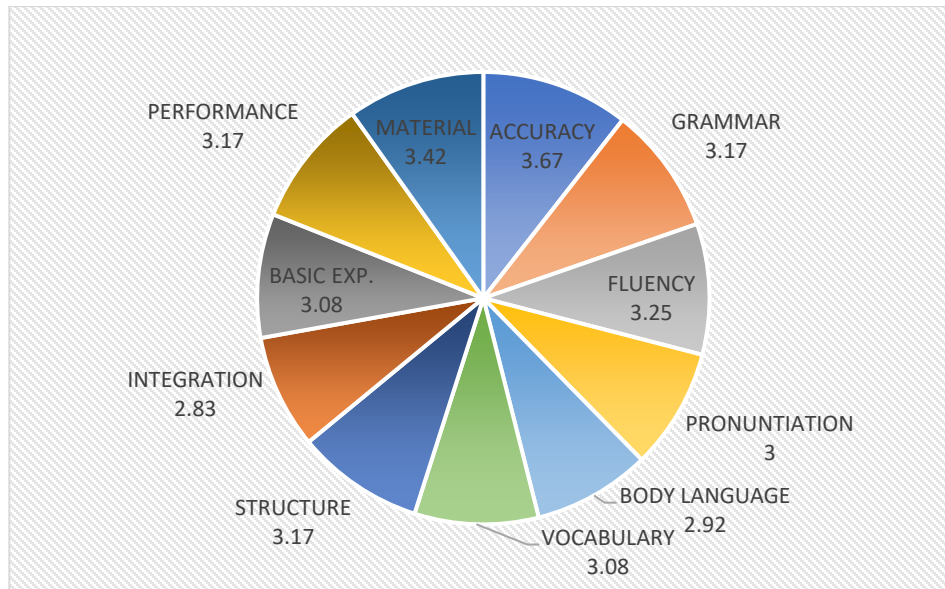


Figure 8: Checklist (Dialogue # 7 “Where Did you Go?”)

This graph shows that students could increase their grades in eleven lines in the checklist; their three basis points cannot go up for grades 4 or 5.

It is necessary to mention that students knew the topic, and they only added new vocabulary to this dialogue; the researcher observed that students were developing their grammar structure, and their body language and integration were not easy, maybe because students were afraid of some learners of 4th grade who were present in their performance; when the activity finished, pupils of fourth grade mentioned that they liked working with the same activities.

4.9 Lesson Plan # 8 (Dialogue “My School Day”)

In this lesson plan, the teacher did a little review of the simple presents. Students remembered the structure perfectly, and the teacher only reaffirmed some vocabulary that supposedly students had to know. The teacher showed some flashcards with vocabulary about some subjects, and pupils guessed the meaning of these. Students and the teacher wrote some sentences on the whiteboard; then, the teacher asked them to cut out the cards from the activity book to practice the vocabulary. After the teacher divided the group into pairs, one of the students had to guess a sentence, but they did not say any word to help. The activity was different for them, and they found it a fun way to help their partner.

Finally, the teacher gave them a copy to make their dialogue *My School Day*, where they had to do a schedule about their classes. Pupils created a mini school in the classroom, some doors, and books, such as a school. In Figure #9, we can see the results obtained in dialogue number 8 and the progress in the performance of dialogues.

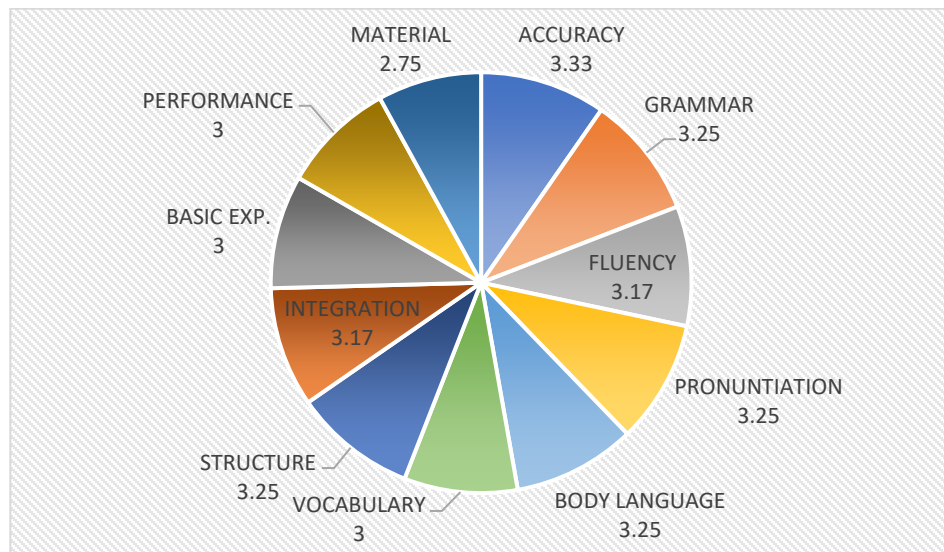


Figure 9: Checklist (Dialogue # 8 “My School Day”)

In the last graph, we can notice how pupils continue with the same level; maybe they are in a comfort stage, and the rise of their level is not too much, but their level is higher than the first dialogue, but the purpose of these is they must increase with every dialogue they do; their speaking is better, right now students say some words in English although speak mostly is in Spanish (before this dialogue, students did not say any word in English, only write, read or try listening, but nowadays they mention some words spontaneously). In this dialogue, pair # 4 had some mistakes in pronunciation, and pair # 7 corrected them in the dialogue performance; learners feel confident speaking, although they have made mistakes when producing orally.

4.10 Lesson Plan # 9 (Dialogue “Summer Vacation”)

The objective of lesson plan number 9 was for students to remember past tense and learn about irregular verbs (3 important verbs: had, were/was, did) and regular verbs used in simple past. Firstly, the teacher wrote on the center of the board the word “Summer vacations”, so students gave her ideas about it and drew a spider main map; students answered in indicated form. After the teacher recalled the structure in the past and began with 12 common regular verbs, she mentioned they have to add –ed at the end of every verb to change to past; after that, the teacher showed flashcards of those verbs for a higher comprehension; students had to repeat the pronunciation; then, they wrote some sentences with the new information about verbs, and they illustrated too. Finally, the teacher let students choose a partner for work and write the dialogue, “*Summer vacation*”

In this presentation, students brought some towels, sunglasses, sunscreen, and other kinds of people to use on vacations; it was different because they were trying to act real as they could. Figure # 10 shows how learners kept in a range it is considered as good as in dialogue # 9.

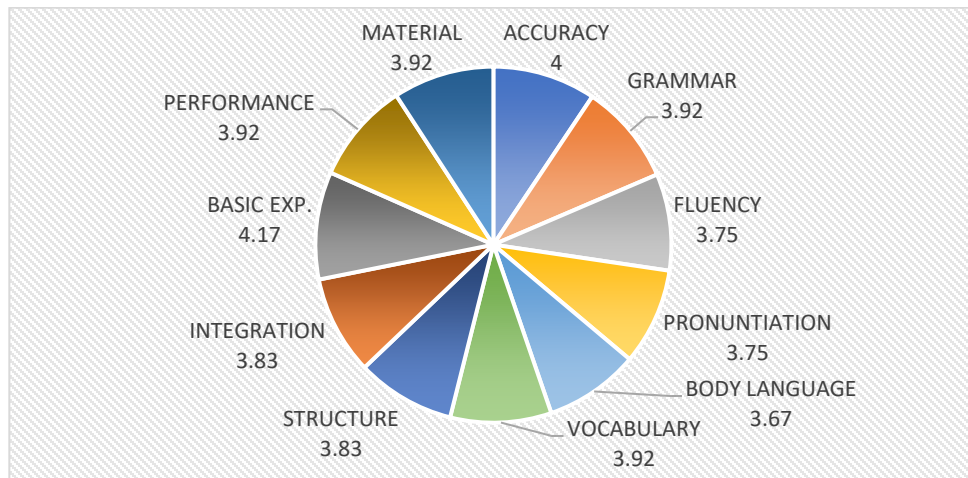


Figure 10: Checklist (Dialogue # 9 “Summer Vacation”)

The graph demonstrates how learners finally are over the range number 3. In the accuracy and grammar expressions, students increased their level; learners in this dialogue were motivated because they had to do two dialogues on the same day; they started to do it in the morning to practice the pronunciation, and when classes were over because the principal wanted to watch their performance.

4.11 Lesson Plan # 10 (Dialogue “She is Better than Him)

The purpose of this lesson plan was to use comparatives. Firstly, the teacher showed flash cards and said the meaning of every card; after the teacher explained the grammar of the comparatives on the board, students quickly understood the topic; after the teacher reaffirmed the activity with posters of two singers, such as Shakira and Beyonce, and she did comparatives between two singers; then students chose a magazine and cut out two

persons, the teacher divided the class in pairs, and they did comparatives, this was in oral form; finally, students wrote the sentences on their notebooks; the teacher gave the last dialogue “She is better than Him” for practicing, they read with the teacher, students asked about unknown words, and chose their partner; after that they started to practice the final dialogue. Figure # 11 shows how pupils could not reach a higher range, but they have improved their skill ability.

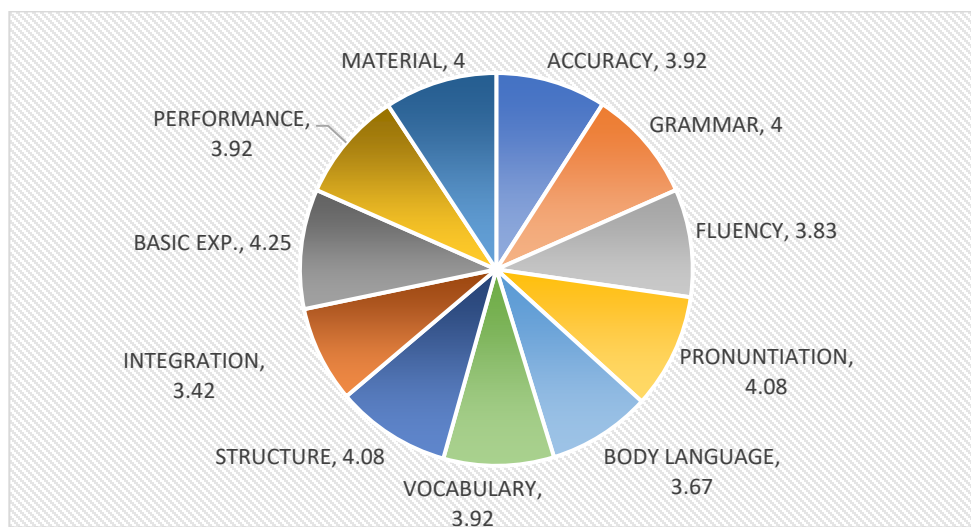


Figure 11: Checklist (Dialogue # 10 “She is Better than Him”)

In the last dialogue, the teacher asked about the students’ experiences and likes or dislikes about dialogue implementation for learning English; they mentioned that it was difficult for them because, in the first one, they had to memorize the structure. Some of them said that their parents noticed a difference in the pronunciation since they tried to practice in their house; others say that some vocabulary was unknown to them, but with this, they did learn more new vocabulary; some mentioned it was fun to do it because they created situations as in their real life, they work hard on their imagination.

CHAPTER V: CONCLUSIONS

This Chapter summarizes the results and general conclusions obtained from the instruments. In addition, some implications, limitations of the study, and directions for further research are provided.

5.1 Summary

The purpose of the present thesis was to analyze the use of dialogues for improving EFL learning in children. The methodology implemented was an ethnographic study with students in the fifth grade in the bilingual elementary school Colegio Puebla de los Ángeles. Several instruments were used for data collection, such as lesson plans, questionnaires, diaries, and checklists were used to collect the data. The results discussed about the lack of self-confidence made students afraid of speaking English or producing a few phrases in the class of their SL; dialogues were activities for developing security by themselves, but they had to use them constantly to obtain better results. The learners improved their speaking skills and had a good attitude; 2 learners out of 12 disagreed with the performance of these, all the time they complained, while the other 10 were motivated, even when they created material for doing a good presentation; students had two kinds of dialogues. The teacher handed out five dialogues, which students had to write by themselves. Learners preferred dialogues given by the teacher to practice their pronunciation. In the final dialogues, learners mentioned that speaking in English was difficult for them because they could not speak fluently; they did not speak by themselves. Pupils corrected each other when they made mistakes, and helped them to notice their pronunciation; in the first lesson, they had to memorize the first dialogue, and many of them did not know the meaning of some words in Spanish. The other dialogues were easy for them, when they had to write a

complete dialogue, said it was helpful to look some words up in their notes, in the dictionary, or ask their teacher, even their parents to do the corresponding corrections. The students had to achieve the range number 5, which was the highest level to notice if students improved with every dialogue, but it was proved, and that it was difficult to achieve this level. Learners began with 2 levels, which means regular, and they obtained level 3 in the second dialogue; however, they did not get 5. It was in dialogue # 6 where pupils were more confused because they had to create their own dialogue but, in the process, students learned to use the vocabulary they knew to create a paragraph.

Although dialogues can help to improve speaking, it is that learners need to have enough vocabulary to practice if they have a basic level they could memorize. In the beginning, learners thought speaking in English was difficult after they worked with dialogues, they mentioned it was easy, and it was an exciting experience.

5.2 Implications

The analysis and the results suggest that the dialogues used are useful for students to learn a SL; the learners worked by pairs to improve their speaking. In addition, the dialogues to improve speaking skills were satisfactory, and not just the students at elementary school can use the activity, but also learners of intermediate and advanced levels.

Furthermore, teachers can help pupils enrich their speaking ability and check their grammar, fluency, accuracy, and pronunciation at the same time making the class more interactive, fun, and creative. Also, students can create their scenarios to perform, and use or create material as they wish.

5.3 Answer to the Research Questions

1. What kind of problems do children face when they use dialogues in class?

The problems students faced when they used the dialogues were speaking in public (with their partners), they appeared nervous and afraid; lack of motivation, they mentioned that speaking in English was difficult, and performing in English was the most difficult; and lack of vocabulary, they did not enough vocabulary, and they could not communicate with fluency. Another problem that students faced was that they could not write the sentences according to the grammar structure. They did not know anything about the English language.

2. Why is it difficult for children to develop dialogues in a foreign language?

Developing dialogues in the class was difficult, because they did not have the vocabulary and presented shyly in their pronunciation; they had no idea how to use an English dictionary or some tools for doing their work easily.

3. How can the use of dialogues motivate and help adequately and effectively children to develop oral production?

When students began to speak they felt more comfortable and noticed that it was easier to communicate in a foreign language; they made mistakes but they had self confidence that they were practicing until they could do it.

4. Why do students improve their oral production using dialogues?

Students can improve their oral production using dialogues because they could practice until they were comfortable with their pronunciation and fluency.

5.4 Limitations of the Study

A limitation of this research was that although this school is bilingual, learners have regular EFL classes; all teachers do not speak English, and they know basic expressions; for example, when students want to go out and ask permission, the teacher says “yes or no”; another limitation is the time for creating dialogues, it was not enough because pupils felt strange with this activity, they did not have activities for writing. In this, teachers must work so when they have to write dialogues they can write it quickly, and teachers do not have to conduct them; another limitation was the majority of learners were boys did not want to perform dialogues as the girls also the number of students who did in the research, only 12 students participated, and maybe results could be different with more learners.

5.4 Directions of Further Research

In the present study, conclusions based on the results found for using dialogues to improve oral production in children of fifth grade in an elementary school; Learners accepted the dialogues, and they were not afraid when speaking a second language.

Furthermore, in every lesson plan dialogues were used, 5 handed out by teachers and the others created by learners. Therefore, it suggested carrying out the same dialogues or maybe similar research using different methods to collect information, for example, questionnaires and interviews, to obtain different data about the use of dialogues. On the other hand, it could be a good idea to work with different levels, students, and skills.

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APPENDIX

Appendix 1: Questionnaire

El propósito de este cuestionario es conocer tu opinión acerca de tú materia de inglés.

Nombre de la escuela: _____ Grado: _____ Sexo:  
Edad: _____

- I. Instrucciones. - Elige la carita con la que mejor te identifies y táchala (X),



MUCHO



POCO



NADA



CASI NADA.

1.- ¿Te gusta el inglés?



2.- ¿Te gusta cómo tu maestro (a) te enseña inglés?



3.- ¿Sientes confianza cuando hablas en inglés?



4.- ¿Te gusta participar en la clase de inglés?



5.- ¿Te gustan las actividades que realizas en la clase de inglés?



6.- ¿Consideras que es importante practicar inglés en clases?



II. Instrucciones. - Subraya la respuesta más adecuada

7.- ¿Cuál de las siguientes habilidades se te hace más difícil de aprender (en inglés)?

- a) Hablar b) Leer c) Escuchar d) Escribir

8.- ¿Crees que es importante que conozcas un nuevo idioma?

- a) Si b) No c) No mucho d) Un poco

9.- ¿Entiendes las instrucciones que te da tu maestro (a) de inglés?

- a) Si b) No c) No mucho d) Un poco

10.- ¿Te consideras capaz de hablar pequeñas frases en inglés?

- a) Si b) No c) No mucho d) Un poco

11.- ¿Crees que tienes suficiente vocabulario para hablar y escribir el inglés?

- a) Si b) No c) No mucho d) Un poco

II. Instrucciones. - Escribe con toda sinceridad lo que se te pregunta.

12.- ¿Aprendes o practicas inglés en otro lugar aparte de la escuela? Si la respuesta es sí, ¿en dónde?

R= _____

13.- ¿Cuánto tiempo ocupas para practicar inglés? ¿Y en qué lugar lo practicas?

R= _____

14.- ¿Tu maestro (a) te da actividades para que hables inglés en clase?

R= _____

15.- ¿Qué tan difíciles son los ejercicios orales que te da tu maestro (a)?

R= _____

16.- ¿Hablas en inglés?

R= _____

17.- Si tu respuesta a la *pregunta 16* es SI, NO, MUCHO, POCO o NADA explica por qué

R= _____

¡GRACIAS POR PARTICIPAR! 😊

Appendix 2: Checklist

Speaker's name: _____

Dialogue's name: _____

Pair #: _____ **Level:** _____ **Date:** _____

Instructions: Cross out number 1 from 5 according to the most approximate

1= Excellent 2= Well done 3=Good 4=Regularly 5=Not so good

		1	2	3	4	5
1	With dialogue student are developing his/ her accuracy					
2	Grammar is being well used by student					
3	The fluency of student is					
4	The pronunciation of student is					
5	The body language of the student is					

6	The vocabulary being used is					
7	If it is a dialogue done for student uses rules of grammar					
8	He/she is integrated easily in the dialogue					
9	The speaker uses basic expressions					
10	The dialogue was clear (performance)					

Extra comments

Appendix 3: Dialogues

Dialogue # 1 "At the restaurant"
Waitress (waiter): Good Morning! (Mr. or Miss)
Customer: Good morning!
Waitress (waiter): What would you like?
Customer: Mmmmm, I don't know, maybe I like a sandwich, or a salad, and ..
Waitress (waiter): Excuse Me, why not the special of the day?
Customer: What is the special of the day?
Waitress (waiter): It's fried chicken, fries and a milkshake
Customer: Oh, it sounds good!!! But I like a different drink with that, Could I?
Waitress (waiter): Sure (Mr. or Miss) What would you like drinking with your lunch?
Customer: I would like a lemonade
Waitress (waiter): Cool?
Customer: Yes, please
Waitress (waiter): Ok would you like anything else?
Customer: No, thank you (some minutes)
Waitress (waiter): Here is your bill. How was your meal?
Customer: Good, thanks. How much is it?
Waitress (waiter): It's \$ 12.45
Customer: Here you are. And a tip.
Waitress (waiter): Thank you.

Dialogue # 2 “Weekend activities”
Speaker A: Hello _____ what are you doing?
Speaker B: Hi _____ I am practicing the piano, and you?
Speaker A: I am watching television, but I am bored, and I want to go to the cinema. Would you like going with me?
Speaker B: No, I wouldn't. But what are you going to do this weekend?
Speaker A: I'm going camping with my family
Speaker B: Come to my house. We can listen to music
Speaker A: Sorry, I can't. I'm going bowling with my cousins.
Speaker B: Mmmmm, then I'll see you tomorrow
Speaker A: I'm sorry my friend, I'll see you tomorrow, take care.
Speaker B: Bye _____
Speaker A: Bye _____

Dialogue # 3 “My dream job”
Speaker A: Hi _____, How are you?
Speaker B: Hello _____, I’m fine thanks!
Speaker A: Hey, I have a question for you
Speaker B: Tell me
Speaker A: What do you want to be when you are older?
Speaker B: I don’t not, maybe I want to be a musician
Speaker A: Why do you want to be a musician? Why not a doctor?
Speaker B: Because I really like playing music
Speaker A: I didn’t think in that, if you ask me, I want to be a basketball player
Speaker B: Why do you want to be a basketball player?
Speaker A: Because I love sports, and I’m good at playing soccer
Speaker B: Really? You should think more.

Dialogue # 4 “Experiences”
Speaker A: Hello _____, have you ever been to the beach?
Speaker B: No, I haven't _____. But I would like to. Have you?
Speaker A: Yes, I went there the last winter with all my family, it was great
Speaker B: And what did you do on the beach?
Speaker A: We went swimming almost every day and we ate strange and delicious food!
Speaker B: Really!! What did you eat?
Speaker A: I ate chicken soup with rice and beans, and fish with mangoes and carrots too!
Speaker B: Then it was very interesting
Speaker A: Yes, it was!!!
Speaker A: I haven't on the beach, but I have been in Chiapas
Speaker B: When did you go?
Speaker A: I went last year. It was great, there I went camping. Have you ever gone camping?
Speaker A: No, I haven't. But I got on the zip line.
Speaker B: It sounds great, I want to learn that.
Speaker A: Yes, it is, then let's go!!!

Dialogue # 5 “See the world”
Speaker A: Hey! Our son (daughter) has to go to his (her) camp and needs some things!
Speaker B: What will _____ need for her camping trip?
Speaker A: I saw yesterday and _____ will need some new hiking boots, sleeping bag, and...
Speaker B: Will he (she) need a new jacket?
Speaker A: Yes, he (she) will. And a new backpack, I don't know if he has bug spray
Speaker B: Ok don't worry, Will he only need that?
Speaker A: Yes, he (she) will. It will be fun for him (her)!!!, and I will miss him(her)
Speaker B: Don't be sad, we will call him (her), Ok
Speaker A: I won't call. Why not we will send an email
Speaker B: Good idea. It's cheaper

Dialogue # 6 “What’s the Matter”
Speaker A: Mom!!! (Dad) come here please.
Speaker B: What’s the matter?
Speaker A: I don’t feel well Mom (dad). I feel strange
Speaker B: Tell me, what do you feel?
Speaker A: I’m tired and I feel sleepy
Speaker B: I think you have some fever
Speaker A: Then, I have a cold
Speaker B: You should drink some tea and get some rest
Speaker A: If I continue feeling bad, can you call the doctor?
Speaker B: Yes, I can. It’s late, and tomorrow is a school day.

Dialogue # 7 “Where Did You Go”
Instructions: with the next vocabulary create a dialogue. Don't forget to change the verbs in the simple past.
1. - Go – Went
2. - Have – Had
3. - Do – Did
4. - Where did _____ go on vacation? (structure)
5. - What did _____ eat? (structure)
6. – Amazing
7. - See – Saw
8. - Buy – Bought
9. - Brazil, Italy, Australia, Kenya...
10. - First, next, then, finally

Dialogue # 8 “My School Day”
Instructions: use the next vocabulary for creating a dialogue.
1.- Art, English, music, math, p.e, science, geography, computer science, history
2.- Do/does Example: Do you have math on Friday morning?
3.- Yes, I do(affirmative), No, I don't (negative)
4.- Sunday, Monday, Tuesday, Wednesday, Thursday...
5.- always, never, sometimes, usually

Dialogue # 9 “Summer Vacations”
Instructions: use next vocabulary for creating a dialogue; change the verbs to simple past.
1.- Visit, practice, clean, stay, cook, listen, paint, play, watch
2.- What did you do on your summer vacations?
3.- Yes, I did, No I didn't
4.- Don't forget to use formulas you know!!!

Dialogue # 10 “She is Better than Him”
Instructions: Use the next vocabulary for writing a dialogue.
1.- Better
2.- Worst
3.- Smaller
4.- Cheaper
5.- Curlier
6.- Taller
7.- Shorter
8.- Thinner
9.- Bigger
10.- Don't forget you should use “MORE” than an adjective with four or more syllables!

Appendix 4: Lesson Plan # 1

School's name: Colegio Puebla de los Ángeles

Group: 5th grade

Date: February 1st, 2011

Students: 12

Length: 40 Minutes

Teacher's name: Hada Elena García Romero

Objective: Students will be able to use food vocabulary, and to order food in a restaurant.

Time	Grammar	Vocabulary	Material	Grouping	Activities
7 Min.	What would you like? I'd like..., Yes, please. No thanks.	Fried Chicken, fries, hamburger, hot dog, lemonade, milkshake, pizza, salad, sandwich, steak	Flashcards (teacher)	All class	Teaching them new vocabulary with flashcards, and pronunciation of them.
13 Min.		Recycled vocabulary: delicious, hungry, restaurant,	Picture cards (activity book)	Small groups	Students cut out student cards about food; after students practice new vocabulary, playing memory, and using grammar structures.

	spaghetti, cents, dollars, numbers			
10 Min.		Whiteboard and markers		Will choose one target word, and will be draw a line for each letter on the board (they have to guess)
10 Min		Handouts dialogue “At the restaurant”	Pairs	Make pairs for practicing the dialogue and give it to the teacher. Teacher will ask students to find the structure of the learned structure in the dialogue, after which students will practice the pronunciation to present it in the next class.

Appendix 5: Lesson Plan # 2

School's name: Colegio Puebla de los Ángeles

Group: 5th grade

Date: February 3rd, 2011

Students: 12

Length: 40 Minutes

Teacher's name: Hada Elena García Romero

Objective: At the end of the lesson students will be able to use future tense.

Time	Grammar	Vocabulary	Material	Grouping	Activities
15 Min.	What are you going to do this weekend? I'm going to (ing). Are you going (surfing). Yes, I'm. No, I'm not.	Camping/to camp, hiking/to hike, skiing, surfing, backpack, camera, flashlight, hiking boots, sleeping bag, ski pants, skis, surfboard, sunglasses,	Song "Soul Sister" "By: train Calendar	Whole class	Teachers ask students to listen to the song and they try to identify some verbs in the past. (Review) Teacher will open the calendar and ask students What did you do last weekend? They answered in the past (I played...)

		sunscreen, tent, towel			
10 Min.		Recycled vocabulary: bowling, climbing, dancing, skateboarding,	Calendar and whiteboard	Individual	Teacher will point out the upcoming weekend and he/she will say I'm going to play (ing) soccer. Ask every student What are you going to do this weekend? Until they feel comfortable. If it is necessary teacher will write grammar structure on the whiteboard
15 Min.			Recorder, Notebook		Students listen to the audio; it will give them the first item like a model. Students work in pairs, and have partners ask and answer questions using grammar before given.
5 Min.			Hand out dialogue "Weekend activities"		Make pairs for practicing the dialogue given for the teacher.

Appendix 6: Lesson Plan # 3

School's name: Colegio Puebla de los Ángeles

Group: 5th grade

Date: February 8th, 2011

Students: 12

Length: 40 Minutes

Teacher's name: Hada Elena García Romero

Objective: Students will learn to talk about jobs and the use of WANT TO, also they will describe different jobs using (*why*).

Time	Grammar	Vocabulary	Material	Grouping	Activities
5 Min.	What does (he/she) want to be? He/she wants to be..., Why does (he/she) want to be...? Because..., What do (journalists) do? They (write for newspaper).	An actor, an artist, a baseball player, a chef, a journalist, a doctor, a firefighter, a musician, a pilot, a teacher, act in movies, fly aero planes	Flash cards and whiteboard	Whole group	Introduce professions with flash cards, one by one and they will repeat vocabulary

<p>30 Min.</p>		<p>help sick people get better, help students learn, make art, make great food, make music, play baseball, put out fires, write for newspapers.</p> <p>Recycled vocabulary: dinner, food, hospital, always, beautiful, happy, hard, hungry, sad, the worst, tired, go home, good at ..., playing sports, want to be...</p>	<p>Photocopies, notebook, whiteboard</p>	<p>Individual</p>	<p>Teacher will give each student a copy about the profession, before the teacher must explain key grammar.</p> <p>In the photocopy students will match professions with correct drawing. Students will be separated in two parts and the teacher will give them a photocopy with some sentences: she wants to be a teacher (in one photocopy) because she wants to be rich and famous (in other photocopy), students should find the contra part.</p>
<p>10 Min.</p>			<p>Hand out dialogue "My dream job"</p>		<p>Students will practice dialogue and give it to the teacher.</p>

Appendix 7: Lesson Plan # 4

School's name: Colegio Puebla de los Ángeles

Group: 5th grade

Date: February 11th, 2011

Students: 12

Length: 40 Minutes

Teacher's name: Hada Elena García Romero

Objective: Students will learn to use some verbs in past participle (present perfect tense), for talking about past experiences.

Time	Grammar	Vocabulary	Material	Grouping	Activities
10 Min.	Have you ever (been to Europe)? Yes, I have. No, I haven't	Be/ have been, eat/have eaten, go/have gone, have/have had, play/ have played, practice/have practiced, read/have read, see/have seen Travel/have traveled	Photos, and a map	Whole group	Teacher will tell students about a trip that she/he has taken. After the teacher will ask students simple questions (What is the teacher doing in the photo? Where do you think this is? Teacher shows students a map and she/he will ask <i>Have you ever been there? Have you ever traveled?</i>
5 Min.	Expansion vocabulary:	Recycled vocabulary: last	Student Book, recorder		Teacher will say students open their book in the unit introduction (page 30)

	summer, last year, never, members food			and they will attend the conversation. Play the audio and have students listen to it. Teacher repeats that twice and after that will ask about the conversation.
5 Min.		Flash Cards		After the teacher will show the flash cards with the new vocabulary and students will repeat the words.
10 Min.		Whiteboard and markers		Teacher will explain the structure of present perfect tense and students will answer some questions using the formula Yes, I have. No, I haven't.
10 Min		Hand out dialogue "Experiences"		Teachers ask students to choose a partner for practicing the dialogue and they must prepare their performance for the next class.

Appendix 8: Lesson Plan # 5

School's name: Colegio Puebla de los Ángeles

Group: 5th grade

Date: February 16th, 2011

Students: 12

Length: 40 Minutes

Teacher's name: Hada Elena García Romero

Objective: At the end of the lesson students will be able to identify travel vocabulary, and they will talk about visiting new places, using the auxiliary “will”.

Time	Grammar	Vocabulary	Material	Grouping	Activities
10 Min.	What will you do first, I'll (explore the city); then you'll need... What will we need? We'll need... We won't need...	A guidebook, a passport, a suitcase, a warm jacket, bug spray, explore the city, fly to Houston, go to the airport, make some new friends, meet the host	Flash cards	Whole class	Teacher will show flash cards and say students repeat every word of new vocabulary; ask them to infer the meaning according to the image

		family, study at a language school			
10 Min.		Recycled vocabulary: camping, exploring, have dinner, hiking, practice, skiing, studying, surfing, weekend	Flash cards, markers, and whiteboard		Display pictures on the board and tell students to open their notebooks and write the numbers from 1 to 6 down the page. say a number and a target phrase such as 4. Explore the city. Students write the phrase next to the matching number in their notebooks. Write the words on the board and check their own spelling
15 Min.			Twist tongue		Working with books
5 Min.			Hand out dialogue“ See the world “		Make pairs for practicing the dialogue given for the teacher.

Appendix 9: Lesson Plan # 6

School's name: Colegio Puebla de los Ángeles

Group: 5th grade

Date: February 21st, 2011

Students: 12

Length: 40 Minutes

Teacher's name: Hada Elena García Romero

Objective: Students will learn to recognize and name ailments, give advice and orders to someone who is ill.

time	grammar	vocabulary	material	Grouping	activities
10 Min.	What's the matter? I have..., You should... You have to...	Col, cough, cut, headache, sore throat, drink some tea, eat some healthy food, get some rest, put on a bandage, take some medicine	Big card with human body	Whole class	Teacher will do a review about names of the parts of the body (point and say body name). Afterwards, the teacher will motivate students to do the same. Teacher asks students to stand, and she will give them directions.

10 Min.	Recycled vocabulary: arm, home, school, water, bad, fast, hot, drink	Flash cards, whiteboard, and markers	Whole class	Teacher put flash cards on the whiteboard, and say the name of its, after teacher will imitate some ailments for student guess the word, teacher will write on the board next the flash card names' vocabulary for they copy these.
10 Min.		Students Book, recorder, CD	Individually	Teacher will work on page 44; they must focus attention on the conversation. Teacher will play the audio and ask students to listen and repeat. Students will work in pairs; students will practice until they feel confident with the structures.
			Hand out a copy with vocabulary for creating their dialogue “What’s the matter?”	Teacher will make pairs for writing their first dialogue with the vocabulary given for the teacher.

Appendix 10: Lesson Plan # 7

School's name: Colegio Puebla de los Ángeles

Group: 5th grade

Date: February 24th, 2011

Students: 12

Length: 40 Minutes

Teacher's name: Hada Elena García Romero

Objective: When the lesson ends students will be able to talk about past events, and they will recognize and name some regions, continents, and countries.

Time	Grammar	Vocabulary	Material	Grouping	Activities
7 Min.	<p>Did you go to...? Yes, I did. No, I didn't.</p> <p>Where's ...? It's in...</p>	<p>Africa, Antarctica, Argentina, Asia, Canada, Europe, Germany, India, New</p>	<p>Map, photocopy</p>	<p>Whole class</p>	<p>Teacher will invite students to talk about fun places for going on vacation. The teacher will display a world map and they could find places they named.</p>

	<p>Zealand, Nigeria, North America, Oceania, ate, bought, did, drank, flew, had, met, saw, took, went</p>			
23 Min.	<p>Recycled vocabulary: Boots, camera, castles, presents, food, picture</p>			<p>The teacher will give students articles from Argentina, France, and Canada; students will read them and divide the information in a format on the whiteboard. Afterwards students will try to write a paragraph imagining that they have been in these places.</p>

10 Min.			<p>Hand out a copy with vocabulary for creating their dialogue</p> <p>“Where did you go?”</p>	<p>Teacher will give a copy with vocabulary for when they create a dialogue using structures in the simple past, the teacher will check it and after they can perform it.</p>
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Appendix 11: Lesson Plan # 8

School's name: Colegio Puebla de los Ángeles

Group: 5th grade

Date: March 1st 2011

Students: 12

Length: 40 Minutes

Teacher's name: Hada Elena García Romero

Objective: Students will learn to recognize and name school subjects, and they will be able to describe school schedules, and talk about after school activities using adverbs of frequency.

Time	Grammar	Vocabulary	Material	Grouping	Activities
10 Min.	Simple present (DO..., Yes, I do. No, I don't)	Art, computer science, English, geography, history, math, music, P.E, science, always, never, sometimes, usually		Whole class	The teacher will ask students if they remember some school supplies. She will remember the structure of the present <i>Do you have (scissors)?</i> and encourage them to say complete sentences.
15 Min.		Recycled vocabulary: hour, daily routines,	Student Cards,	Individual	Teacher will show them her flash cards and she will say the pronunciation; the teacher will

		days of the weeks, hobbies, afternoon, cook, dinner, do homework, hungry, mom, morning, school	whiteboard and markers, and flash cards		ask students to repeat new vocabulary and she will ask them to cut out their cards, after which they will try to write sentences for each card.
10 Min.					Teacher will divide in pairs, and they will try to guess sentences of his/her partner. Teacher will reinforce the unit and ask the students What do you do on Monday?
5 Min				Hand out a copy with vocabulary for creating their dialogue " My school day "	Make pairs for practicing the dialogue given for the teacher.

Appendix 12: Lesson Plan # 9

School's name: Colegio Puebla de los Ángeles

Group: 5th grade

Date: March 3rd, 2011

Students: 12

Length: 40 Minutes

Teacher's name: Hada Elena García Romero

Objective: Students will learn to use the past tense of regular verbs, and they will be able to discuss past events.

Time	Grammar	Vocabulary	Material	Grouping	Activities
10 Min.	What did you do on your vacation? I watched...	Cleaned, practiced, stayed, visited, today, yesterday, last week, last weekend	Whiteboard, markers	Whole class	Teacher will write "summer vacation" as the center of a cloud (word web), and she will pass in front of each student for writing a word relation with the topic.
20 Min.		Recycled vocabulary: climb, cook,			Teacher will remember the structure of the simple past, but now she will work with regular verbs in the past. Teacher will

		dance, jump, listen, paint, play, watch. ADD -ED			show flash cards and will ask repeat verbs, after which students will illustrate and write sentences below verbs.
10 Min.				Hand out a copy with vocabulary for creating their dialogue “Summer vacations”	Make pairs for practicing the dialogue given for the teacher.

Appendix 13: Lesson Plan # 10

School's name: Colegio Puebla de los Ángeles

Group: 5th grade

Date: March 7th, 2011

Students: 12

Length: 40 Minutes

Teacher's name: Hada Elena García Romero

Objective: In the final of this unit students will be able to use comparatives, and they will talk about music and books.

Time	Grammar	Vocabulary	Material	Grouping	Activities
10 Min.	The Beatles are better than...	Best, better, biggest, cheap, difficult, easy, expensive, louder, loudest, worst, worse	Flash cards		Teacher will display some cards doing comparatives according to the drawing of every flash card, after teacher will write on the whiteboard a simple sentence, teacher explain grammar of comparatives

	The Beatles are the best...	Recycled vocabulary: bad, big, bigger, good, older, quiet, small, smaller, young, action verbs.		Magazines for students, poster (teacher)	Teacher will show posters and will make comparison between them, like He is shorter than she; after teacher will make pairs, will ask they cut out two persons and they must do comparatives (speaking)
				Notebook	When students finish doing the activity in speaking form, they will have to write 5 sentences in their notebooks.
				Hand out a copy with vocabulary for creating their dialogue " She is better than him "	Make pairs for practicing the dialogue given for the teacher.