

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

“THE COMMUNICATIVE COMPETENCE AS THE RESULT OF THE EFFECTIVE
PRACTICE OF THE ORAL SKILL INSIDE THE CLASSROOM IN A1 AND B2
LEVELS OF LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS (LEI) IN
FACULTAD DE LENGUAS OF BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE
PUEBLA ”

A Thesis Submitted to the School of Languages for the Degree of Licenciatura en
Lenguas Modernas

LICENCIADO EN LENGUAS MODERNAS

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Puebla, Pue. Marzo 2015

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DEDICATION

During the life there are some obstacles that need to be overcome, and something that I understood is that you can learn a lot of from the mistakes that you commit, also that they are not errors, everything happens because there something new that you have to learn and to value. I realized that the most important thing to reach your goals is that you must trust yourself and never give up. As there is a saying "It's better late than never". Always keep going, never go back.

Firstly, I would like to thank to my children Guadalupe and Santiago Obregón Pedraza and my husband Manuel Gerardo Obregón Díaz, because they are all my life, they are my motivation to keep going; it is because of them that I'm making my dream come true. I would thank you because of your support, your patience, your love, your help, because without you it would not be possible. You know that this is a family dream. To my little boy and girl, I want to tell you that you are my reason of being, for you is that I have overcome all the difficulties that had happened to us, I love you a lot. I apologize for the time that I had been absent and at the same time I want to say thank you because of your understanding, your appreciation and love. I wish I will make you feel proud and do not forget that everything I do, I do it for you.

To my husband, you know that we have to face some difficult situations, but you know that we are one, and if we stay together we can overcome everything. I want to dedicate my thesis to you because you are part of this dream, because when I thought that I could not make it, you were there to encourage me to

continue and not gave me up. Due to your support and engagement in this process is that today we can say “We did it”, this is the result of our perseverance and our work, although you did not write this thesis, I can say we did it because you were who take care of our children while I was doing my research, and I really appreciate your effort, your dedication and your love for all of us. I love you and to have meet you was the best thing that ever happened to me.

To Mtra. Ana Laura Martínez Romero and Mtra. Maria del Rayo De La Fuente Ortega, because you were part of this dream, because of your support, your advices, your patience is that I could continue and finish this thesis. Because, you more than teachers, you were my friends my confident and advisors in everything. Thanks to you. I do not know how I can pay everything you did for me. I was left speechless, you were my Angels in this way and the only thing that I can tell you is thank you for everything because you did more than you should. I won't forget you, you will always be on my heart.

The last, but not the least important to my parents Ma. Agustina Esther Garzón Rocha and Armando Pedraza Patiño. You were the first one that trusted me, you loved me and you taught me the value of work. Thanks to you I'm a good person because you grew me with values and love. I dedicate this thesis to you and I hope you are proud of me.

ACKNOWLEDGEMENTS

I deeply and sincerely thank my advisors, Mtra. Maria del Rayo de la Fuente Ortega and Mtro. Ángel García López, and particularly my Thesis Director Mtra. Ana Laura Martínez Romero, for your tireless support and patience during this project. Your constant motivation has been my greatest incentive to keep going.

I also want to thank to teachers and students for participating in the development of this project. In the same way to all people who contributes indirectly in the progress of this research, their help was of great importance and made this process easier

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CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

One of the main reasons of acquiring a second language is to have an effective communication process; this will be reflected in the communicative competence which involves linguistic competence, sociocultural competence, discourse competence and strategic competence. This means to know what to say, to whom, when it can be said and decide if the circumstances are the appropriate, all this in order to get the main purpose which is to communicate (Ellis 1994, Brown 1994, Richards & Renandya 2003, Canale in Murcia 1991, Bygate in Nunan 1991, Byrne 1996, Berns in Rodgers & Renandya 2003, Chastain 1976, Celce –Murcia & Olshtain 2000). In order to accomplish that goal it is required to know the language first, then to know how it can be used. When a person is learning a language it is probably that s/he passes through different stages because it involves a whole process, it is known as second language acquisition. Second language acquisition is defined by different authors as the language learnt after the first language or mother tongue (Ellis 1994, Gass & Selinker 2001, Saville-Troike 2006). It is also important to take into account some factors that intervene during this process, such as internal and external factors, motivation, second language teaching methodology, communicative competence, just to mention some of them.

On one hand, within internal factors there are learning styles, learning strategies, motivation, aptitude; all these factors are classified in this way because they are the ones that the learner brings with him/her to the learning situation and

from this the degree of success achieved at learning a second language may vary. On the other hand, external factors are those aspects that help learners to acquire the language and they are more related to the environment in which the learning situation takes place, these factors are input, output, and interaction, among others. (Gas & Selinker 2001, Ellis 1994, Richards & Renandya 2002, Brown 1994, Spolsky 1989, Nunan 2001, Reid 1995, Cohen 1998, Wlodkowski 1999, Ur 1996, Dörnyei 2001).

However, there are methods which can be adopted and adapted in order to develop the communicative competence because the communicative ability is not automatically developed when learning a second language. Some English teaching methods such as: Grammar Translation, Suggestopedia, Direct Method, Silent Way, Community Language Learning, Blended Learning, among others are presented by researchers to explain how they can be applied in the speaking instruction (Celce-Murcia & Olshtain 2000, Omaggio 1986, Brown 1994, Richards & Renandya 2002, Ellis 1994).

It has been observed that in Facultad de Lenguas BUAP there are some elements that need to be implemented. It has been perceived that in some cases students do not engage in the learning process, they sometimes stay passive in the activities carried out in the classroom. In the same way there are some teachers that do not develop oral skill activities as they are required in order to develop the communicative competence in an efficient way. Finally, attention should be paid on the curriculum because there are characteristics that can be improved as the camps, the academic exchanges, among others. As it was

mentioned before, in this process three main characters are involved, students, teachers and the institution (curriculum); hence, the main factors that intervene in the development of the communicative competence from students of Licenciatura en la Enseñanza de Inglés (LEI) at the Facultad de Lenguas de la Benemerita Universidad Autónoma de Puebla would be explained in depth.

1.2 Purpose of the Study

The main purpose underlying this research is to find out if there is an effective practice of the oral skill inside the classroom in the A1 and B2 levels from Licenciatura en la Enseñanza de Inglés (LEI) at the Facultad de Lenguas in order to develop the communicative competence. This research will be focused on beginners and advanced students from the Facultad de Lenguas Modernas belonging to Benemérita Universidad Autónoma de Puebla. Finally the results obtained from this research will be described and analyzed.

1.3 Research Questions.

1. What are the factors influencing the oral expression ability in the English language classroom of Licenciatura de Enseñanza de Inglés (LEI) at the Facultad de Lenguas Modernas at levels A1 and B2?
2. Does the motivation play an important role in Second Language Acquisition?
3. Are the language learning strategies an important factor for learning a second language?

4. Is the interaction important to develop communicative competence?
5. Is the communicative competence important to be successful in the oral communication process?
6. Is there a correlation between learner's aptitude and attitude and the communicative competence?
7. Is there a correlation between motivation and a comprehensible output?
8. Does the curriculum influence the development of communicative competence in the classroom?
9. Is there a correlation between the language teaching methodology and the development of communicative competence?
10. Has been the communicative competence developed by students from Licenciatura de Enseñanza de Inglés (LEI) at the Facultad de Lenguas Modernas at basic and advanced levels?

1.4 Key Terms.

Second Language Acquisition (SLA): The learning of another language after the first language has been learned. The use of this term does not differentiate among learning situations (Gass & Selinker 2001)

Input: The language that is available to learners; that is, exposure. (Gass & Selinker 2001).

Output: is language produced by the learner (Ellis 1994).

Learning Styles: It refers to the characteristic ways in which individuals orientate to problem-solving (Ellis 1994).

Learning Strategy: Defined by Cohen as those processes which 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 (Cohen cited in Gass & Selinker 2001).

Language learning aptitude: Is considered to be separate from the general ability to master academic skills, often referred to as “intelligence”. Language learning aptitude is one of the general factors that characterize individual learner differences (Ellis 1994)

Motivation: The dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor process whereby initial wishes and desires selected, prioritized, operationalized (successfully or unsuccessfully) acted out (Dörnyei 2001)

Speaking skill: Canale (cited in Murcia, 1991, p. 225) expresses the view that communicative competence as comprising these very components: (1) Grammatical, or linguistic competence, (2) Sociocultural competence, (3) discourse competence – the ability to sustain coherence discourse with another speaker, and (4) strategic competence – the means by which learners deal with potential breakdowns in communication.

Communicative competence: Communicative competence consists of the knowledge that users of a language have internalized to enable them to understand and produce messages in the language. (Ellis 1994).

Linguistic competence: “Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress” (Scarcella & Oxford 1992, cited in Richards & Renandya 2002).

Discourse competence: Effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicate cause, contrast, and emphasis (Scarcella & Oxford 1992, cited in Richards & Renandya 2002).

Sociolinguistic competence: Canale defines it as “the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts” (Canale cited en Ellis 1994).

Strategic competence: “the way learners manipulate language in order to meet communicative goals”. It refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems (Brown cited in Richards & Renandya 2002).

Methodology: Is an overall plan for systematic presentation of language based upon a selected approach (Brown 1994).

CHAPTER II. LITERATURE REVIEW.

The purpose of this chapter is to provide theoretical support about the aspects involved in the development of communicative competence. From daily life experience, it can be said that a language is acquired and then the different competences are developed through the use of it. In the communicative process there are some stages to pass in order to achieve the main goal. Some of those stages are second language acquisition process, the communicative competence, language teaching methodology and the curriculum analysis. As it was mentioned before, all these aspects influence the development of communicative competence; hence, every concept mentioned previously and their implications will be explained throughout this research.

2.1 Second Language Acquisition.

Second language acquisition is a complex process to be understood, because it involves many different aspects that need to be explained. Some of those aspects to be defined are: learner's external and internal factors, motivation and personality factors such as age, attitude, among others.

In order to understand what the second language acquisition process is, it is important to provide some definitions that help to clarify this concept. According to Ellis (1997) second language acquisition is how a language different from the mother tongue is learned either inside or outside a classroom. While Gass and Selinker (2001) say that, it is the process of learning a language after the mother tongue, it may be the third, fourth and it has still been called the same way. Unlike,

Saville-Troike (2006) states that second language acquisition refers to the study of individuals who are learning a language and the process itself. In short, when a person learns a language there is a whole process behind, where many factors can intervene affecting or helping the good development of the process mentioned. Thus, second language acquisition will finally result in the development of the communicative competence, which is the main goal to acquire a language; due to life is made through communication.

2.1.1 Factors Involved in Second Language Acquisition.

There are different aspects that influence the learner's performance in the second language, those aspects have to do with the degree of success that each learner achieves during the process, Ellis (1994). Some aspects such as motivation, aptitude and so forth are classified in external factors and internal factors respectively, these concepts will be clarified in short.

2.1.1.1 Learner External Factors.

Some of the external factors that influence second language acquisition are to have a comprehensible input and a good output. Nevertheless interaction and instruction play an important role in language acquisition since they are the aspects that help learners acquiring and practicing the language. Then, it can be said that external factors are those that have to do with the environment in which the learning process is occurring, Ellis (1994).

2.1.1.1.1 Input.

One of the most important factors to acquire a language is to be exposed to it; for sure it will help to the development of the oral skill. According to Sharwood (1994) input is the exposure a learner has to the target language; it can be in an oral or written language. Also Sane (2005) agrees Sharwood; she claims that input is the linguistic form available to the learner. However, Corder (cited in Gass and Selinker, 2001, p. 259) states that input alludes to what is accessible to the learner. Moreover, Richards & Renandya (2002) claim that input is the source used to pioneer the language learning process, it may be any kind of material available. Therefore, during the second language acquisition process input is one of the most important parts, because it is the piece of language available to the learner and depending on the kind of input a learner receives, it will be the production a learner will achieve.

2.1.1.1.2 Output

As it is well known, all that is acquired needs to be produced. Hence, Swain (cited in Gass and Selinker, 2001), argues that output is what learners produce to make themselves clear. Furthermore, Boot (cited in Brown, 2007) implies that output plays an important role in second language acquisition because the cognitive system needs to increase the knowledge. Moreover, it is the observed product of the learners' attempts (Richards and Renandya, 2002). Then, It can be said that in order to have a comprehensible output, it is necessary to have a comprehensible input, that is to say, in order for learners to use the language, it is

important for them to be exposed to the real language that helps them to develop their production.

2.1.1.1.3 Interaction

There are different factors that influence the second language acquisition process; these factors may influence the degree of success that each learner achieves throughout this process, one of those factors is the interaction. As the learner receives a comprehensible input and has a comprehensible output, the interaction is present. Indeed, Ellis (1997) states that interaction has to do with negotiation of meaning which facilitates language acquisition. While, Richards and Renandya (2002) argue that the main goal of interaction is to maintain social relationships. Moreover, Brown (2007) says that comprehensible input is the result of modified interaction. In sum, second language acquisition interaction has an important role because by means of interaction the second language is acquired easily, while people interact they negotiate for meaning and the input they receive helps them to acquire the target language.

2.1.2. Learner Internal Factors

Internal factors are those that the individual language learner brings with him or her to the particular learning situation. These factors affect learners' performance in the target language, in the same way they influence learners' success in the learning process. According to Ellis (1994) internal factors cannot be observed directly and they can only be inferred through the study of learner output. Due to internal factors cannot be measured and they just can be perceived

through the study of learners' production, it is advisable to understand the way in which those factors help or interfere with the process. Hence, it is important to clarify these aspects, because they are related to the inner learner's feelings and those factors may affect the learner's performance and their achievement in the target language, due to they cannot be measured.

2.1.2.1 Learning Styles

There are different kinds of learners and each learner has different preferences when learning. According to Spolsky (1989) learning styles are approaches which describe a learning situation. Also Carter and Nunan (2001) agree Spolsky; they establish that learning styles are approaches which help learners to solve a problem and to learn. While Keefe (cited in Reid, 1995) defines them as the indicators of how learners perceive, interact and respond to the learning environment. Moreover, Ellis (1994) claims that learning styles refer to the way in which learners solve a problem. So, learning styles are the way in which every learner acquires a language, they are the specific form in which the learner can work and solve problems in order for him/her to ease the second language learning process.

Some of the known learning styles are Field Independence vs. Field Dependence, Reflexivity vs. Impulsivity, Aural, Visual, Kinesthetic and Analytic vs. Gestalt. But the styles which are more related with the development of the oral skill are Field Dependence and the Gestalt style. Field Dependent learners pay attention to the contexts and prefer the relationships and to interact with others to

facilitate the learning process (Reid, 1995; Ellis, 1994; Gass & Selinker, 1994; Brown 2000). In the same way, global learners like better concrete experiences and to interact with other people in order to learn easier (Reid, 1995).

2.1.2.2 Learning Strategies

Chamot (cited in Brown, 2007) defines strategies as the techniques that facilitate a learning task. In the same way, Cohen (1998) argues that learning strategies are the ideas and behaviors employed by pupils having as the main goal to improve their learning and understanding of the target language. Moreover, Ellis (1997) agrees with them, he states that they are procedures used by learners for the development of their language. While Carter and Nunan (2001) describe learning strategies as the techniques which learners use in order to make their learning more effective. Thus, the techniques used by learners have as main goal to facilitate the language learning process, because they can be employed by learners to assist with the storage of information, to help with the construction of language rules and to help with the appropriate attitude towards the learning situation.

Learning strategies are classified in Cognitive Strategies, Metacognitive Strategies, Affective Strategies and Social Strategies; nonetheless, the one to be enlightened is the social one, due to it is more related to the improvement of the communicative competence; in as much as, social strategies refer to the effort learners make to interact with users of the target language (Richards and Renandya, 2002). In the same way, Cohen (1998) suggests that it is a decision

made by learners to interact with other learners and native speakers. While Carter and Nunan (2001), claim that social strategies besides facilitating learning, they aid to understand the culture of the language they are learning. Concisely, the improvement of the communicative competence relies on social strategies, because they have to do with relationships and interaction, and as it has been clarified all those aspects help to develop the oral skill of learners.

2.1.2.3 Motivation

Wlodkowski (1999) holds the view that motivation is the effort made by an individual to attain a goal. Also Ellis (1997), states that motivation has to do with the attitudes and the effort a learner makes to learn a second language. In the same way, Dörnyei (2001), points out that it can be defined as the directing energy to accomplish something, in this case to learn a second language. In some cases motivation plays an important role because it is important to have the desire to do something in order to achieve it; otherwise, it may be more difficult to do it, but not impossible.

It is important to point out that motivation is divided in three types, such as intrinsic motivation, extrinsic motivation and integrative motivation (Ellis, 1997; Dörnyei, 2001; Ur, 1996). On one hand, intrinsic motivation is the learner's personal desire to do something; on the other hand, extrinsic motivation refers to the encouragement a learner receives from their environment. Finally integrative motivation is defined as the desire a learner has, to be part of the target language speaking country (Ellis, 1997; Dörnyei, 2001; Ur, 1996).

2.1.3 Personality Factors

When learning a second language, learners can face some problems due to the personality factors which are some characteristics that learners may present during the learning process. These kinds of problems have to do with their personality; some of them are age, aptitude, attitude, anxiety, risk taking and so forth.

2.1.3.1 Age

According to Ellis (1994), age plays an important role in second language acquisition due to its influence on the acquisition, it is shown that children may acquire a native accent because they do not have a formed stereotype and those who started late will not. In the same way, Lenneberg 1967 cited in de Bot, Lowie and Verspoor (2005) state that a position close related to age is called Critical Period Hypothesis, which posits that it is not possible to acquire a native-like level of proficiency when learning a second language starts after the puberty. In sum, it is well known that children are better at learning than adults due to children do not worry about anything, while adults worry about everything; it may be the secret to succeed in the second language acquisition process.

2.1.3.2 Language Learning Aptitude

Learning a second language implies some characteristics that some people call intelligence. In second language acquisition a learning aptitude is known as the ability to learn a second language (Ellis, 1994). Moreover, Carroll (cited in O'Malley and Chamot, 1990) claims that language learning aptitude is the cognitive talent a

learner possesses independently of intelligence, motivation and attitudes. Thus, it is not necessary to be intelligent to learn a language or to feel motivated, it would be enough if a learner has the ability to do it, s/he just needs to be good at it.

2.1.3.3 Anxiety

As reported by Spielberger (cited in Brown, 2007), anxiety is the feeling of nervousness. Furthermore, Seavel (cited in Gebhard, 2000), defines anxiety as a vague fear. Finally Carter and Nunan (2001) hold the view that language learning anxiety has to do with the fear to speak when a judgment is anticipated. In sum, anxiety has to do with some kind of fear of communicating in the target language; it also deals with the feeling of nervousness. Taking into account these definitions it can be said that anxiety is related to the inner learner's fear to make a mistake or to be judged by the others participants around him or her, also it is important to mention that anxiety in some cases is good in some other it is not.

2.1.3.4 Risk Taking

When a person is learning a second language, it is necessary that s/he gets involved in the process and that s/he makes an effort to take the risk to do the things without being worried about the mistakes that can be made. According to Beebe (cited in Gass & Selinker, 2001) risk taking is defined as the choice made by a learner to try to use the language taking into account that there is a possibility of failure. Moreover, Ellis (1994) claims that risk taking refers to those pupils which are more willing to use the target language and that are not worried to make a mistake. As it can be read, risk taking is related to the learner's decision making to

speak in front of others and they do not worry about errors. This is a very important factor that influences the development of the oral skill, because most of the times, learners are shy to speak in front of others since they are not sure about the answer or they are not sure about what they are going to say. As it has been said, the important thing is to take the risk, to use the target language and if there is a mistake, it may be corrected and nothing happens.

2.1.3.5 Affective Filter

As it was mentioned before, there are factors which influence the processing of input'. Krashen posits a theory called Affective Filter Hypothesis. According to VanPatten and Williams (2007), they mention that Affective Filter has to do with the environment that surrounds learners, this is to say, if there is a stressful environment and learners feel uncomfortable it may raise the affective filter and block learners' processing of input, on the contrary if they feel comfortable it may low the affective filter and it would help to have a comprehensible input. In a similar way, Mitchell & Myles (1998) claim that depending on the level of the affective filter it would be the degree of the comprehensible input learners would have.

2.2 Communicative Competence.

Speaking proficiency is the main goal when learning a second language. All this can be achieved through the development of communicative competence as an effective mean. Communicative competence is defined by Ellis (1994) as the knowledge about the language the users have in order to understand and produce messages in that language. Furthermore, Hymes cited in Richards and Renandya

(2002) explains that second language learners need linguistic knowledge and also to know the culture for interacting with others in different situations. In the same way, Nunan (2004) implies that communicative competence is the ability to develop different kind of knowledge such as linguistic, interpersonal and sociocultural; all these for communicative purposes. In addition, Savignon cited in Celce-Murcia (2001) states that communicative competence is the language learner's efficiency to interact and to convey meaning with other speakers. As it was stated, the daily communication process does not refer only to produce the language in an accurate way, but also to know the culture of the language learnt, all this in order to achieve the main goal that is to communicate effectively in the target language. Thus, as communication is the one that let people to interact, to make meaning and to socialize, is really necessary to attach importance to the communicative competence; however, most of the time learners pay more attention to internalize grammar rules rather than developing their oral expression ability.

2.2.1 Grammatical Competence.

The development of the communicative competence involves four competences; these are classified by Canale cited in Brumfit (1986), Savignon cited in Celce-Murcia (2001), Richards and Renandya (2002) as following: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Nonetheless, Byram (1997) says that there are six competences, and he added the socio-cultural competence and the social competence. So, they will be explained in the following paragraphs.

According to Byram (1997), grammatical competence is the users' ability to produce and interpret utterances taking into account the language rules, as a native speaker of the language does. In the same way, Canale cited in Brumfit (1986) expresses that it is the mastery of the language code. In this sense, it refers to the knowledge about the grammar rules, morphology and syntax. As well as Savignon cited in Celce-Murcia (2001) and Scarcella& Oxford cited in Richards and Renandya (2002), explain that grammatical competence is the expertise a learner has to recognize lexical, morphological, syntactic and phonological features of a language and use them accurately. It is remarkable that in first place, it is necessary to know the general rules about the language, which implies to be acquainted with the lexis, sounds and forms of it. Thus, it can be said that this competence may be the first step to attain the communicative competence.

2.2.2 Sociolinguistic Competence.

As it has already been defined the grammatical competence, now it is time to define the sociolinguistic competence. The former definition is made by Byram (1997). He says that this competence is related to the choice made by the user, bearing in mind the contextual or situational meaning. While, Maley cited in Brumfit (1986) agrees with Savignon cited in Celce-Murcia (2001) and Scarcella& Oxford cited in Richards and Renandya (2002) that sociolinguistic competence is the capability to use the language taking into account different social components such as the status, role, attitude, purpose degree of formality, social convention and so on.

In short, sociolinguistic competence has to do with the context in which the communication process takes place; for learners it is important to develop this competence because it will help them to produce sentences taking into account the culture, the information they are exchanging and the purpose. So, when the grammar rules, the lexis, the syntactic, the phonological and morphological element are understood; then, is important to know the culture, the rules of interaction and so on in order to be successful when communicating.

2.2.3 Discourse Competence.

It can be said that competences complement each other, and they are related for the gradual development of the oral expression ability. The following explained is the discourse competence which is the ability used for the construction and interpretation of texts, (Byram, 1997.). Moreover, Maley cited in Brumfit (1986), claims that it is to understand spoken or written texts in different genres. In addition, Savignon cited in Celce-Murcia (2001) states that discourse competence is concerned with the composition of texts. Furthermore, Scarcella & Oxford cited in Richards and Renandya (2002) argue that the rules of cohesion and coherence are important features in holding communication.

Once the previous competences are developed, they will lead the learners step by step to the following stages, in this case the linguistic features and the social aspects were grasped, now with the aid of them it would be possible to interpret any message either written or spoken.

2.2.4 Strategic Competence.

Looking at the prior definitions, it can be observed that the competences go from the simple to the complex, and they have to do with different aspects of the language. So, strategic competence is related to the strategies used in communication in order to make him/her clear (Byram, 1997.). As similar to Byram (1997), Maley cited in Brumfit (1986) and Savignon cited in Celce-Murcia (2001), explains that this is referred to the learner's ability to use communicative strategies to enhance the effectiveness of communication. Finally, Brown cited in Richards and Renandya (2002) claims that it is the way learners manipulate language in order to meet communicative goals.

This competence relates to the learner's ability to make him/her clear and to convey meaning, all these using strategies that help him/her to let know the others what he/she means.

2.2.5 Socio-cultural competence.

The socio-cultural competence was mentioned by Byram (1997), and he explains that for communication it is necessary a reference frame different from that of the foreign language learners, that is to say, a competence as a native speaker has to interact in different contexts.

2.2.6 Social Competence.

It is related to the skill and the will to interact with others taking into account some aspects such as motivation, empathy, just to mention some of them.

Although Byram (1997) distinguishes six competences the other authors classified them in four competences. As it was shown all the competences are related one to another, the grammatical competence, the sociolinguistic competence, the discourse competence and the strategic competence will finally result in the communicative competence. All these elements will develop the learner's ability to produce and understand oral or written messages taking into account the context, the culture, the intention of the communicative event, among others. And off course that it is the main purpose of students of Licenciatura en la Enseñanza de Ingles (LEI) from Facultad de Lenguas.

2.3 Defining Language Teaching Methodology

Taking into account that language is taught, it is important to clarify some concepts related to the teaching practice, such as approach and method. The former to be defined is method; Anthony (cited in Richards & Renandya, 2001) argues that method is a plan made in order to have an organized presentation of language material. Besides, In the Longman Dictionary of Applied Linguistics, methodology is explained as a resource which helps teachers to know how the teaching practice should be done. Furthermore, Nunan (1991) claims that method is the choice and the ordering of all learning tasks and exercises to be performed in the class. For that reason, it is crucial that English teachers know the current teaching methodology in order for them to perform better in class and to solve some problems that may arise during the teaching practice.

2.3.1 Dimension of Methodology

In methodology there are three basic components of it, they are approach, design and procedure; these will be explained in depth. These issues would be described in the order they were mentioned.

2.3.1.1 Approach

The term approach is understood as what the students need to learn, that is to say, what the teacher is going to teach in class (Richards and Renandya, 2001). In a similar way, Brown (2007) agrees with Richards and Renandya and explains that approach has to do with the language learner needs. While Long and Richards (1987), define it as the techniques and theories used by teacher as a reference to know what they need to do with learners in the classroom. It is concluded that an approach is a theoretical position that helps teachers to know in which way they can work with their students depending on their characteristics, it has to do with activities and tasks that can be carried out in the classroom in order for the students to have a meaningful learning.

2.3.1.1.1 The Communicative Approach

The Natural or Communicative approach focuses mainly in the development of the communicative competence. This is done through three stages where learners, first listen to the teacher prompt, then they try to do it and at the end learners get involved in a speech activity. This approach proposes that errors should not be corrected aloud, learners mainly work in pairs or groups and some of the materials used are cultural vignettes, glossaries, realia, vocabulary list, and so

on. The communicative approach is mainly student-centered and the teacher acts as a counselor and one of the last point but not the least important, grammar is not formally taught (W. Oller, 1993; E. Bull, 1999; Jennifer, 2012). In short, that is why it is called Natural approach, because learners carry out communicative tasks, which are problem-solving based and the use of real language is necessary, due that is just allowed to use the target language.

2.3.1.1.2 Total Physical Response

Total Physical Response approach was developed by James J. Asher. Asher (1977, cited in Richards & Rodgers 2001) argues, that his approach involves the use of commands or imperatives. This approach proposes that the second language can be taught as the first one, for that reason learners first listen to the teacher example and then, they try the same thing and once they are ready they change a word in the prompt given by the teacher. It has to do with the four skills, this may be done through the use of drills and all kind of corporal movements (E. Bull, 1999)

2.3.1.1.3 Cognitive Approach

This approach also involves the four language skills, but the communicative ability becomes the most important. Grammar is important in this approach, because it is believed that it will help learners to be aware about the language use and their rules, in order for them to facilitate their use (E. Bull, 1999).

2.3.1.1.4 Content and Language Integrated Learning

This approach has to do with the curricula normally taught in the educative system; this is to say, that subjects such as geography, history and so forth are taught in a different language from the generally used. This approach is commonly known as content-based instruction in English Language Teaching (Admin. 2006) Also, Curtain (cited in W. Oller, 1993) adds that this approach is not only focused on academic needs but also on second language ones.

2.3.1.1.5 Blended Learning.

This is a student-centered approach, which involves face-to-face sessions or interaction through computers. This approach has to do with the use of information and communication technology, the delivery of information can be done in any place with internet connection. Also, students interact, present information electronically and feedback is received from other students. (Hubgood, n. d.)

2.3.1.2 Oral Skill based Methods

Several factors have rekindled the debate over how people learn to talk. Researchers have presented different second language teaching methods and theories as well as how they could be reflected in speaking instruction in general (W. Oller, 1993).

2.3.1.2.1 Audio-lingual Method

In the first stages the Audio-lingual Method focuses mainly in the development of oral-aural skills. This method is based in the behaviorist theory of

language; it refers that language is learnt through stimulus, response and reinforcement. It is common that teacher gives an example and learners must do it in the same way, until they can do it by themselves, learners must change a component of the example given; this activity is known as drills. As it is believed that language is habit formation, mimicry and memorization is used; also, grammar structures are taught in the same way, that pronunciation is emphasized. It is important to mention that in this method, the teacher controls every single drill (Davies and Pearse, 2000; Harmer, 1991; Celce-Murcia, 2001; Richards and Rodgers, 2001; Willis and Willis, 1996; L. Shrum and W. Glisan, 1994). In sum, it is important to remark that some methods propose that second language should be taught as the first one, and this is the case. Audiolingual method is based on the development of the oral skill, although it is done through the use of drills, and with these kinds of activities learners may act like parrots just repeating what the teacher says; thus, the development of communicative competence is not present at all.

2.3.1.2.2 Community Language Learning

This method was developed by Curran in 1970; it is based on learner's language choice of learning. Learners sit in a circle and the teacher is outside of it, then learners start asking questions in the mother tongue (in early stages) and the teacher translates the question in the target language, so, learner repeats what is said by the teacher and it is recorded for future use. Thus, pupils chose what they want to learn, there is not a syllabus to follow and the sessions are based on students' real needs (Davies and Pearse, 2000; Harmer, 1991; Richards and

Rodgers, 2001; L. Shrum and W. Glisan, 1994). In short, as it was explained, this method focuses on teaching what students think they need to communicate, they may develop the communicative competence through the use of the language they learnt, one of the advantages of this method is that as students choose what they want to learn, it may be easier for them to acquire the second language.

2.3.1.2.3 Dartmouth Method (Rassias Method)

This method founded by John Rassias, has as a main purpose to make learners feel pleasant and natural with the language in a short period of time; this is done through the use of drama techniques; it is believed that with this performance learner eliminates inhibition, due to learners replicate life-like situations that they may face in the target language. It also pretends students be aware of the culture of the country in which the language is learnt. (Stansfield and Honor, 1981)

2.3.1.2.4 Jazz Chants

This method is based on the use of jazz chants to revise some grammatical structures or just to practice stress and rhythm in order to sound more natural when speaking in the target language. The chants are presented at the beginning, then the desire structure is taught and finally learners repeat it by themselves just for fun (Tang and Loyet, n. d.; Craven, n. d.).

2.4 Curriculum Analysis

It is important to remark that there are some differences between syllabus and curriculum definition. The former, it is what is going to be taught in a particular

subject during a course or specific subject (White, 1988). The last one refers to the total content to be taught in a school (White, 1988). Then, it is understood that syllabus has to do just with the content of one subject; while curriculum has to do with the content of all subjects within a school or educational system.

2.4.1 Functional Syllabus

McKay cited in Brown claims that functional syllabus also called notional syllabus focuses on semantic uses and are based on language functions. Moreover, it is said that functional syllabus are based on classroom functions and the “real world”, it takes into account the usefulness, relevance and complexity of form (White, 1988).

2.4.2 Skill-based Syllabus

As it is indicated, skill-based syllabus focuses on the development of productive and receptive skills, speaking and writing; reading and listening respectively, but throughout the time main attention has been paid to the development of the speaking skill (White, 1988). Also Brown explains that this syllabus organizes materials according to the learners needs. This kind of syllabus is important for this research because it would be studied the factors which influence the oral participation of LEI students from Facultad de Lenguas.

2.4.3 Task-based Syllabus

This type of syllabus is new, it is based on tasks that should be performed by the learners, those tasks have to do with the use of language that will need to

use in a specific situation. Tasks are chosen according to the tutors' perception of what students need (Brown). Nowadays in the Licenciatura en la Enseñanza del Inglés has been implemented this kind of syllabus, which let learners to face some native-like situations.

2.5 Defining the speaking skill

Canale (cited in Murcia, 1991, p. 225) expresses the view that communicative competence comprises these very components: (1) Grammatical, or linguistic competence, (2) Sociocultural competence, (3) discourse competence – the ability to sustain coherence discourse with another speaker, and (4) strategic competence – the means by which learners deal with potential breakdowns in communication. In a similar way Bygate (cited in Nunan, 1991, p. 40), says that a further feature of oral interaction is that the participants needs constantly to negotiate meaning, and generally manage the interaction in terms of who is going to say what, to whom, when, and about what. It can be concluded that speaking refers to knowing what you are going to say, to whom, when you are going to say it and to know in which circumstances you can do it.

2.5.1 Nature and purpose of speaking

Another important aspect of speaking is its nature and its purpose, Richards & Renandya (2000), argue that purpose for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs; it means, the participants involved and their specific roles and relationships and the kind of activity the speaker has to perform. Byrne (1996)

suggests that oral communication is a two way process between the speaker and listener or listeners; also, it involves the productive skill that is speaking and the receptive skill of listening with understanding. Berns (1990, cited in Rodgers and Renandya 2003) states that, when speaking a language, it has to be taken into consideration that each language has its own rules of usage as well as when, how, and to what degree a speaker may impose a given verbal behavior on his or her conversational pattern. It is concluded that speaking refers to oral communication where the speaker and the listener use the productive and receptive skill and it implies the knowledge of some rules, and participants have to take into account the context in which speech occurs.

2.5.2 Considerations for speaking

According to Bygate (1987), in spoken interactions, speakers neither listeners have to be very good processors of the spoken word or to be able to produce coherent language under difficult circumstances of the spoken communication, this may be done by allowing overlap to occur between utterances and using pause lengths that are compatible with their particular socio-cultural norms (Celce-Murcia & Olshtain, 2000). The main goal when trying to develop the oral production is that learners can communicate orally with native speakers, in some cases intonation and pronunciation may be not perfect; but, as far as they can make themselves understood using the target language, it can be said that certain progress in speaking has been achieved (Chastain, 1976). It can be said, that in spoken interaction the speaker has to be able to produce coherent language in all circumstances of the spoken communication.

2.5.2.1 Speaker

In any communicative process it is necessary to have a speaker and a listener in order to interact. According to Lucas (1998), the speaker is the one who presents an oral message to the listener and the success depends on the speaker competence to make him/herself clear. Also Brown (1995), states that the speaker is who decides how to package the message in order to be understood, bearing in mind the context where the communicative event is taking place. Moreover, Brown & Yule(1983), claim that being a good speaker includes: a) producing the sound, stress patterns, rhythmic structure, and intonations of language, b) using grammar structures accurately, experience needs, background, level status and relationships, c) assessing characteristics of the target audience, d) selecting appropriate vocabulary, e) applying strategies to enhance comprehensibility, f) using. All these elements suggest that the main purpose of the speaker is to give a clear message to the listener in order to facilitate the understanding of the message.

2.5.2.2 Listener

Talking about oral interaction it is required a speaker and a listener because if there is missing one of them interaction would not be possible. So, both elements are very important. According to Gebhards (1986), listening is the way in which people process what it is heard, and there are two different processes involved in English language comprehension, bottom-up processing and top-down processing. Lucas (1998) states that listener is the person who receives the speaker's

message. One of the sources of risk in communication is that whereas speaker may think that what they have to say is sufficiently important to be paid attention to, listeners may have other priorities and may not listen in detail but only partially, or perhaps not at all. Listeners choose whether or not they will pay attention to a message and, if they do paid attention, they may select which part of the message they will focus on. "The listener always risks missing what the speaker takes to be main point of what is said and is, in any case, bound to assimilate the interpretation of what was said into a different matrix of beliefs". (Brown, 1995). That is to say, when the interaction takes place the listener selects or interprets the information differently by using his own background and sometimes by guessing, predicting or assuming. Taking all these points into account, the listener has to pay attention to the speaker and according to what he hears; the answer has to be coherent.

2.5.2.3 Channel

Some authors have given some definitions of channel in the communicative process. According to Richards (1997), channel is the way in which a message is given from the speaker to listener in order to communicate feelings, ideas or opinions. In the same way Lucas (1998), says that channel is the means by a message has being communicated. It can be said that channel is the way in which the speaker and listener communicate any kind of message.

2.5.2.4 Context

In this section the importance of context in language communication process is going to be presented. Halliday (1978), described it as the total environment in

which a text unfolds, he recently pointed out that language is at the same time part of reality, a shaper of reality, and a metaphor reality. In sum the notion of context is a relational one. In each its five dimension: linguistic, situational, interactional, as well as cultural and intertextual, it is shaped by people in dialogues with one another in a variety of roles and statuses. Furthermore, Kramsch (1993) says because of the multiplicity of meaning inherent in any stretch of speech, contexts are not stable; they are constantly changed and recreated by individual speakers and hearers, writers and readers. It can be said that the context helps to understand the meaning of communication and background information plays an important role.

2.5.2.5 Message

Another important element is message. Message is whatever a speaker communicates to someone else. According to Lucas (1998) achieving the message depends both on what you say (the verbal message) and how you say it (the non-verbal message). The verbal message requires you to express your message in words that are accurate, clear, vivid and appropriate. The non-verbal message it is related with your tone of voice, appearance, gestures, facial expressions, and appropriate. The messages, usually non-verbal, sent from a listener plus a speaker it is feedback.

Celce-Murcia & Olshtain (2000), express that in order to interpret any spoken message, people need to have a wealth of information beyond the linguistic elements appearing in any statement produced in the oral medium channel. This

means that the message involves a speaker who gives and a listener who receives information.

2.5.2.6 Coherence

Cohesion deals with the semantics of message. Brunfit (1984), reports that coherence is the ability people have to interpret appropriate utterances in different contexts. Alternatively, Halliday & Hasan (1976), explains that cohesive relations as semantic relation make text elements making sense to the message. Sentences or utterances are related to each other, they have a sequence and the message is understood. Also coherence is the organizational rules which make the sequence of the text meaningful (Celce-Murcia, 1991). Cohesion deals with the semantic of message, for example, if the speaker is talking about weather, the listener has to maintain the conversation by saying something related to the topic, he cannot say something about politics. Finally, coherence has to do with the understanding of the message, this is the way a person structures the words in order for the message to be clear and understood.

2.5.2.7 Proficiency Effectiveness

Proficiency effectiveness is also part of communication. Proficiency effectiveness “is a person’s skill in using a language for a specific purpose”, (Richards, et al 1997). In addition Johnson and Paulston (1976), argue that a measurement of effectiveness of practice will be the degree of responsiveness that a set of materials can incorporate into the practice of a sentence pattern. In other

words, proficiency refers to the degree of skill with which a person can use language, this means how well a person can read, write, speak or understand it.

2.5.3 Types of Speaking

There are different types of speaking such as conversations and public speaking, these will be described in the following paragraphs.

2.5.3.1 Conversations

As reported by Lucas (1998), in a conversation the speaker originally had no the intention of becoming a public speaker and had no trained formally for that role. It is forced to learn by trial and error – in circumstances where the outcome has affected one of the vital issues of the day. While Gebhard (1996) argues that communicating in a second language means knowing how to maintain interaction and focus on meaning use conversational grammar, introduce, develop and change topics, take turns, apply conversational routines, and adapt style. So conversation is just to talk with anybody but not being worried about the correctness of what is going to be said, this is an informal practice, although it is necessary to have linguistic competence, grammatical competence in order to know how to interact.

2.5.3.2 Public Speaking

According to Lucas (1998), public speaking requires a lot of planning and preparation from the speaker, it has a time limit and it is not permitted to the

listener to interrupt the speaker, and the speaker has to anticipate some questions that may arise to the listeners and answered them.

2.5.4 Speaking Strategies

In a speaking task or in any communicative situation, sometimes it is needed the use of some strategies in order to be understood. Celce-Murcia & Olshtain (2000), argue that the use of strategies can ease the use of the language when interacting; meanwhile, Brown (2000), states that communication strategies happen when the language is spoken or when it is used the body language and the message is perfectly understood by the receptor. Moreover, Mitchel & Myles (1998), posit that communication strategies are those used by non-fluent learner when using a second language, having as the main purpose to overcome a specific communicative problem. As it can be seen communication strategies are a kind of tool used by the speaker when s/he gets stuck in a word that it is not known or it has been forgotten, in order to make him/herself clear and in order to be understood by the receptor in the communicative task.

2.5.5 Fluency vs Accuracy

During the second language acquisition process, there is the development of the speaking skill and it involves different things. Some concepts related to this ability are fluency and accuracy. According to Folse (2006), fluency is the language produced by the speaker, while accuracy is related to the construction of correct utterances at the moment of speaking. In a similar way Skehan (1998), argues that fluency is developed through the use of the language, and accuracy refers to the

tray of the speaker to produce correct sentences. As it has been said, fluency is referred to the learners' production and accuracy has to do with the correct construction of utterances at the moment of speaking.

2.6 Assessing speaking

When a person is learning a second language it is important to know his/her level of achievement, in order to know it, it is necessary to plan some series of assessment activities for knowing the learner's strengths and weaknesses. As O'Malley (1996) points out, that in order to assess the oral skill it is important to take into account four main issues such as, identify the purpose, to plan the assessment, to develop rubrics or scoring procedures and the last one, setting standards. As it can be shown, to assess learners achievement requires a lot of planning from the teacher, it is essential to have the previous aspects in mind before assessing learners, in order to be successful at the time of doing so.

2.6.1 Evaluation vs Assessment

It is important to take into account the significance that has knowing the level of speaking proficiency each learner has, this can be done through assessments. At the moment of measuring learner's achievement, a kind of confusion may arise with concepts such as, evaluation and assessment. These terms are used interchangeably, but it would be necessary to clarify them.

On one hand, assessment is defined by Coombe, Folse and Hubley (2007), as the ways of gathering information about the learner's language achievement. On the other hand, Harris & McCann (1994) cited in Coombe, Folse and Hubley

(2007), stated that evaluation includes all that has to do with the learning process, that is to say, it includes teachers, learners, programs among other. Also O'Malley and Valdez (1996) pointed out that assessment is the way in which it is possible to know student's knowledge about the language, in the same way, her or his motivation and attitudes on classroom activities. Moreover; Baehr (n. d.) explains, that assessment provides feedback for teachers and learners, and it is based on a progress, while evaluation is based on a final product which most of the times is scored or graded. Moreover, Palomba & Banta (1999), argued that assessment is a process which involves a collection of data in order for student's learning improvement and development. Furthermore, assessment is defined by Brindley cited in Carter and Nunan (2001) as the different ways of gathering information about learner's language ability or achievement, while he says that evaluation cares about the whole language programme. In a similar way Genesee cited in Carter and Nunan (2001) explains that assessment focuses on students' learning and evaluation concerns about teaching and learning. Finally, it can be concluded that assessment is more focused on the process in which the learner is involved and pretends to improve the learners' achievement; though, evaluation is concerned with the final product that means, it is interested in knowing what the students learnt or did not learn. Most of the times evaluation ends with a grade.

2.6.2 Reliability

It is of sum importance to remark that any kind of test should be reliable and valid. The reliability of a test is based on the fact that it should provide the same results if it were administered in another situation (Cohen, 1994). In a similar way,

Madsen (1983), explains that a reliable test is the one that generates the same results on different occasions when the test' situation endure the same. Moreover, O'Malley & Valdez (1996), expresses the view that reliability refers to the consistency of the assessment procedure which entails the same score with different raters. Coombe, Folse and Hubley (2007),

Cohen (1994) and Coombe, Folse and Hubley (2007) agree that the term reliability refers to the fact that a test should offer the same or similar results if it were administered in another time. Also, they pointed out that reliability deals with three different factors, such as test factors, situational factors and individual factors

2.6.3 Validity

Regarding assessment, it is important to mention that not just reliability is an important factor in testing, also the term validity; which refers to the test which really assess what it posits (Madsen, 1983). Also O'Malley & Valdez (1996), claim that it is the correspondence between what has been taught and what is being already tested. Moreover, Brindley cited in Carter and Nunan (2001) argue that validity has to do with testing what has been taught. Furthermore, Davies and Pearce (2000), point out that a test has validity if it contains structures that have been practiced by the learners and if it is based in the methodology of the course. Looking at these definitions, it can be said that validity has as main purpose to get an agreement between the things that were explained or taught in a course and the things that are going to be assessed, due to the fact that, it is impossible to assess something that has not been taught.

2.6.4 Rating Scales

According to Madsen (1983), he states that there are two different types of scoring learners; one is called objectified scoring and the other is the holistic scales, the first one pays attention to almost every answer that learners make, while the second scale, intends to evaluate the whole learners speech at the same time. Moreover, Luoma (2004) claims that a scoring scale is the one that expresses the ability of a testee to speak in the language tested, also she says that it can be represented with numbers or it can be a short or long statement describing what each score means, and they go from the lowest to the highest. Taking into account these definitions, it can be said that rating scales has as a main purpose to express with number or in a statement the degree of a examinees' ability to speak in the language being tested.

2.6.5 Assessment Tasks

In order to assess the oral skill there are some tasks that are helpful to do so. According to Davies and Pearse (2000), these kinds of activities have as a main purpose to see how meaning is conveyed instead of the structures used at the moment of speaking. On the other hand Luoma (2004), claims that depending on the assessment purpose, is the type of task that is required to employ. There are different types of tasks such as descriptions, oral interviews, role-plays, among others. These tasks will be described below.

2.6.5.1 Role-plays

This kind of task require more improvisation from learners, because in this case the teacher or the assessor gives a description of a situation and the learners to be tested have to perform the situation described, using the target language and creating the utterances as the interactions is taking place (Davies and Pearse, 2000). In a similar way Luoma (2004), explains that role plays or simulations are better if they are between two examinees or more, because the interaction is more real and the proficiency in the language can be assess in a better ways. Moreover, Coombe, Folse and Hubley (2007) add that when role-plays are used, the situation to be performed should be familiar to the examinees. As it has been said, role-plays is a good option in order to see the speaking proficiency each learner has using the target language.

2.6.5.2 Picture Cue

This activity is based on the description of pictures, the tester have to give enough time to the learner to look the picture and then ask the learner to start the description or if the tester prefers to focus on structures, functions or vocabulary, the tester can ask questions about the pictures (Coombe, Folse, Hubley, 2007). Also, Luoma (2004) classify this kind of activities as description tasks, where the examiner has describe something asked by the tester pictures, and the pictures will help to know what to say.

2.6.5.3 Information Gap Activity

As it can be seen there are different types of speaking tasks that can be helpful for teacher in order to assess the oral skill. Another activity is the information gap activity, which involves that one learner has information the other lacks, and the main purpose is that these learners have to interchange information and to see how that information fits, at the end they have to reach a conclusion (Coombe, Folse and Hubley, 2007). Moreover, Bygate (1987), explains that this activity there are information that need to be completed, this can be done giving one student the information A and the other the information B, they need to ask each other in order to complete the information required.

2.6.5.4 Oral Presentations

Oral presentations is aimed to keep a learner talking about a topic, it is about 5 minutes speech and it involves not only language accuracy and fluency but also body language, eye contact, gestures, and the visual aids that the learner design in order to make a good presentation (Coombe, Folse and Hubley, 2007).

2.6.5.5 Debates

Another task that can be used to assess the oral skill is a debate; it can be asked to the learners a topic which they are interested in, it is important to choose a topic before do it (Davies and Pearse, 2000). In a similar way Coombe, Folse and Hubley (2007) state that a debate is where a controversial topic is discussed and there are arguments against or for. It can be said that this kind of activity help to identify the learners' speaking proficiency

2.6.6 Types of assessments

There are different types of assessment such as formative, summative and diagnostic assessment. The formative assessment is worried about the learning process, it gives feedback also it affects what the teacher and student will do next. While summative assessment is the one that measure learners' achievement and end with a grade. Finally, diagnostic assessment is like formative, but this goes backwards, that is to say, in order to advance it is necessary to know what they are lacking before go further(QAA, 2006).

2.6.6.1 Formative Assessment

According to Black and Wiliam (2009) formative assessment refers to the activities that teacher and students carry out in order to get information that can be employed to modify teaching and learning. In the same way, Royce (1989) states that formative assessment can be used to improve teaching and learning, that is to say it might influence the decision making about learning to meet students' needs. In other words formative assessment has immediate impact on learning; thus, teachers and learners can reflect about their role and how they are undertaking the learning process.

2.6.6.2 Summative Assessment

In contrast, summative assessment has not a direct impact on students' needs, it is related to summarizing students' achievement (Royce, 1989). Likewise, Boston (2002) said that it is related to a process taken after a period of instruction which has as a main purpose to judge learning mostly by grading or

scoring a test. As it has been explained, summative assessment cannot influence directly the learning process in order to achieve students' needs.

CHAPTER III: METHODOLOGY

In this chapter, specific information about the setting, the participants and the instruments used is presented. A step-by-step description of the data collection and analysis procedures followed for the development of this research is also provided. First of all, the purpose of this research is to find out if there is an effective practice of the oral skill inside the classroom in the A1 and B2 levels from Licenciatura en la Enseñanza de Inglés (LEI) at the Facultad de Lenguas in order to develop the communicative competence; so as to inquire about this issue, it is important to mention that it was done by using survey research, which implies collecting data by means of a questionnaire. In this case a written questionnaire was administered to subjects in order to determine those factors mentioned before, also a video recording was used in order to support the questionnaire.

3.1 Subjects

The study was carried out in Facultad de Lenguas; 150 students from basic, intermediate and advanced level were taken, from these, 56 were males and 94 were females; females ages rate was from 18 to 51, and males ages rate was from 18 to 29. The participants were selected according to the teacher accessibility and the number of students in each section, students were asked for their consent in order to be video recorded and they were explained that the use of that evidence will be employed just for the purpose of this research. The survey was applied in the morning, also in the afternoon, in the schedule indicated by the teacher of each class.

3.2 Instruments

The instruments employed in this research were a questionnaire and some video recordings of the sessions, where it was available to apply it. It is important to mention that this research is quantitative, for that reason the Likert scale was the most appropriate to be used; due to the fact that it proposes different rating scales which measure attitudes or opinions (2008), it is composed by five or seven point scale which reflects the degree of agreement a person has in relation to a statement. It consisted of 26 items, which presented statements or questions about different features that has to do with the development of the speaking skill; such as second language acquisition issues, communicative competence, syllabus, teaching methodology and oral assessment. The items number 23 and 24 asked about their speaking proficiency, but those items were different in the Spanish version and the English version due to the learners' level and experience in their class. Participants were asked to express according to their point of view the level of frequency about some matters that happened in the classroom by circling the choices "never", "almost never", "sometimes", "almost always", and "always".

The purpose of this questionnaire was to elicit students' opinion about different aspects that have to do with the development of the oral skill inside the classroom. Regarding content validity (Madsen, 1983) the questionnaire was checked by the thesis director and two more assessors of this project. It was suggested that the questionnaires should be written in Spanish and English, because of the confidence that it could represent mainly for the basic level; also it was agreed that the statement number 23 and 24 should be different because the

levels taken were different and they do not have experienced alike situations. As it was mentioned before different versions were made, but the final survey can be seen in Appendix One.

Finally, video recordings were made; this was done for the purpose to give more validity to the questionnaire, because it can serve to reflect what learners say and what they actually do. Some of the videos were transcribed, the transcriptions were done based on Swain's model.

3.3 Procedures

After the survey was finalized, it was administered to 150 subjects. The researcher administered it, she asked for consent not only to teachers but also to the learners. The questionnaire was administered in their class times which were Oral Workshops and Target Languages classes respectively, in some cases the questionnaire was administered at the beginning of the class, in some others at the end; it depended on the teacher accessibility. In both cases the class was video recorded in the learners' oral participation. Students answered the questionnaire and they were collected. Afterwards, the instrument was scored and the results entered in Excel for analysis and processing. First of all, percentages of the different opinions were calculated for each item in the questionnaire, in order to determine what the overall learners' opinion was. Secondly, the frequencies of each item were averaged in order to determine a single rating of each component of the instrument. Finally, some conclusions were drawn about the different

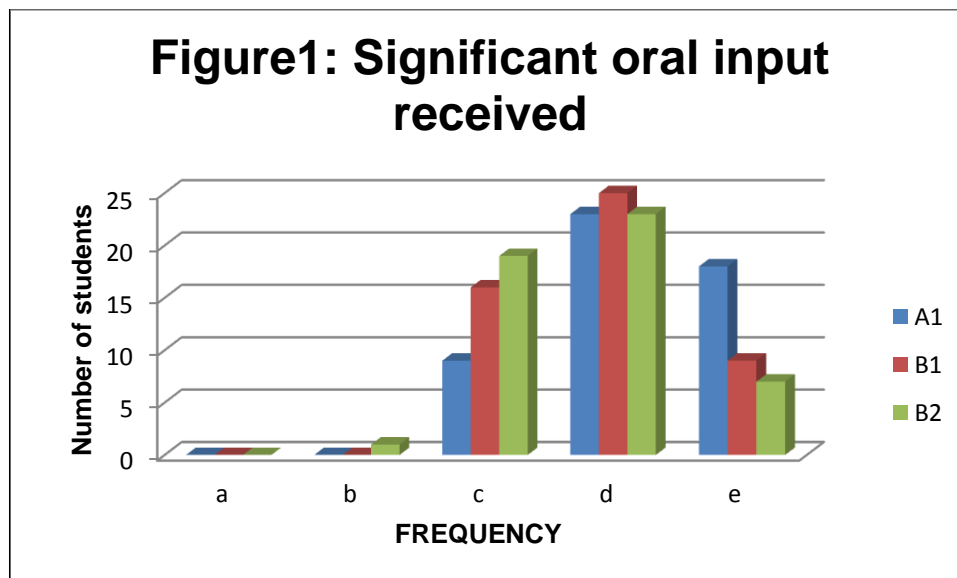
aspects involved in the development of the speaking skill, in order to answer the research questions.

CHAPTER IV: RESULTS

In this chapter the results obtained from the survey will be presented and discussed in the section below.

4.1 Significant Oral Input received

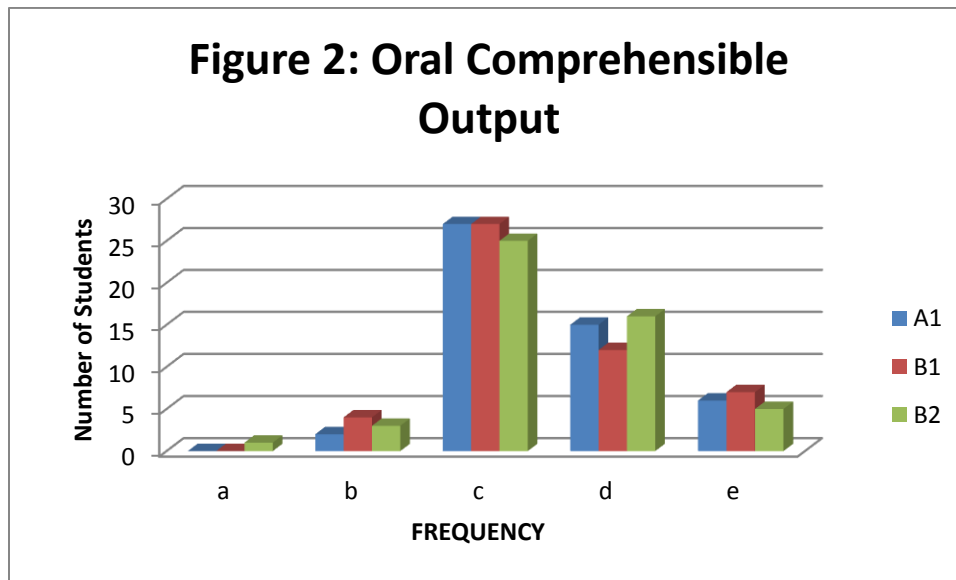
As it was stated in chapter 2, Sharwood (1994), Sane (2005), Corder (2001) explained that input is what learners need in order to develop their oral skill; that is why it was asked to the learners their perception about the information in English they receive in their target language and workshop classes. The figure 1 shows that 71 learners from A1, B1 and B2 levels consider important the usefulness of the information they receive in English, however; 44 learners considered that the input is more or less important for their oral skill development, just 34 learners think that it is very important for their development, finally; one learner thinks that the role of the input is slightly important for his/her oral skill development.



From this can be said that it is so important to receive a comprehensible input that will help learners in the second language acquisition process, but mainly in the development of the oral skill.

4.2 Oral Comprehensible Output

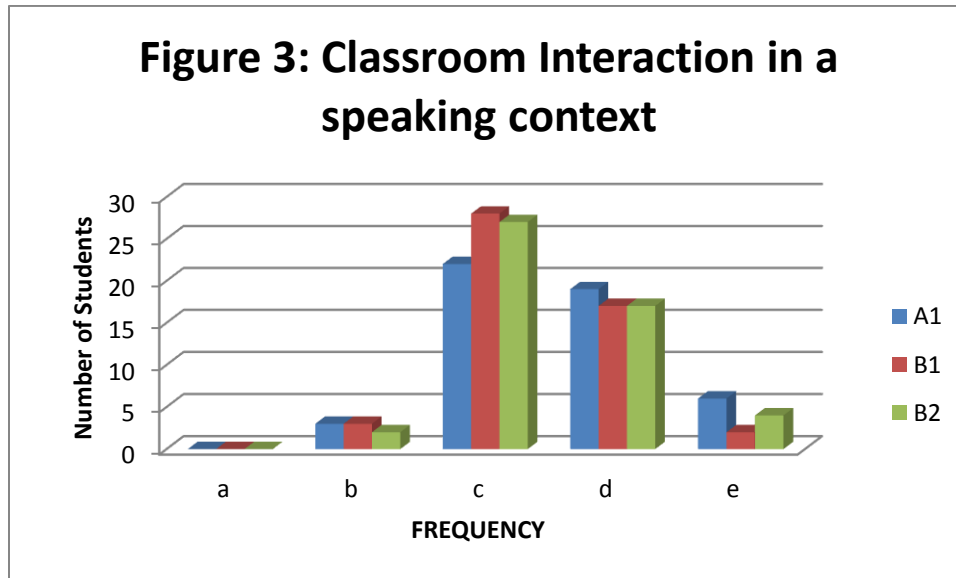
When a person is learning a second language not only the information he/she receives is important but also what that person produces. In the Licenciatura en la Enseñanza del Inglés it was important to know how often they have the opportunity to produce the English language and how often they take the chance to do it. According to the survey administered, it was shown that 79 students expressed that sometimes they take advantage of talking when they have the chance to do so. While, 48 learners told that they almost always took advantage of the opportunities they have to talk. From 150 learners, 18 said that they always speak when there is the possibility; 9 learners expressed that despite of all the possibilities available for them, they almost never speak, and just 1 indicated that he/she never speaks.



In sum, it can be shown that despite the opportunities that can be provided by the teachers or that learners receive a comprehensible input, as it was shown in the previous figure, there is a great number of learners who said that they sometimes have a comprehensible output.

4.3 Classroom Interaction in a Speaking Context

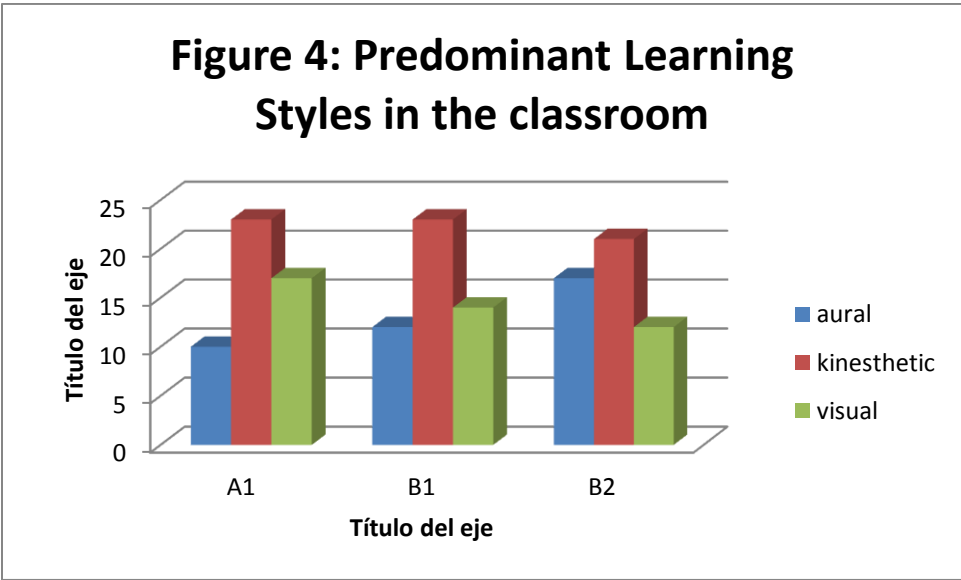
According to Richards and Renandya (2002), Brown (2007) and Ellis (1997), interaction is the main way to develop the oral skill, due to the negotiation of meaning is present in order to communicate. However, the results from the survey, shows that 77 students sometimes consider that interaction has to do with the oral skill development; 53 learners said that almost always interaction is related to the oral skill, 12 pupils indicated that they are conscious about the fact that interaction is closely related to the development of the oral skill, and just 8 learners thought that interaction almost never have to do with the oral skill.



Finally, as it was stated by Richards & Renandya (2002) interacting is the best way through which a learner can acquire a second language in an easiest way, also is through interaction that it is possible to have a comprehensible input due to negotiation of meaning that is current, and this research shows that learners are aware of this fact.

4.4 Predominant Learning Styles in the classroom

According to the results in the A1, B1 and B2 levels the kinesthetic style got the highest punctuation, 67 learners indicated that they are kinesthetic learners; while 43 said that they are visual and the last 39 pupils express that they are aural learners

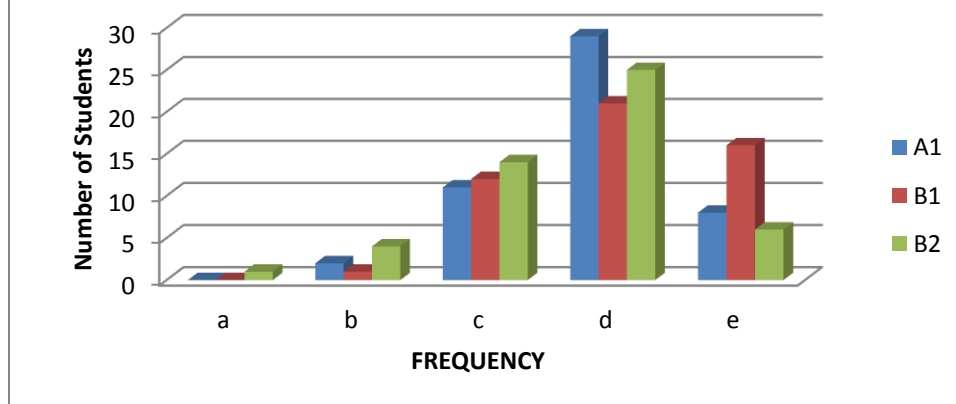


In any learning context, it is necessary to know the kind of students that are going to be in the classroom; in this case it is not the exception. From this research it can be inferred that a great number of the students are kinesthetic and it can be helpful for the good development of the oral skill.

4.5 Learning strategies used in the classroom

During the second language acquisition process it is important to develop some learning strategies in order to foster the different skills, 75 learners said that they almost always use some learning strategies to improve their language learning, 37 learners expressed that they sometimes make use of those. It is important to highlight that less than the quarter of the sample answer that they always employ some learning strategies for their language learning improvement. From the sample 7 learners mentioned that they almost never use them and just 1 never used learning strategies.

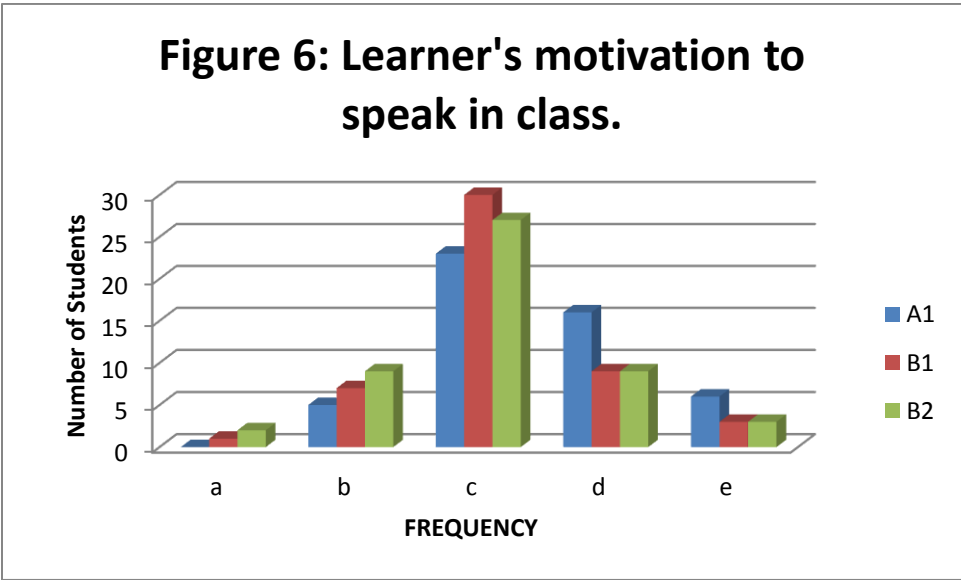
Figure 5: Learning Strategies used in the classroom



In the learning process it is essential to use some learning strategies in order to facilitate the process, and from this research it can be concluded that most of the students are worried about the fact of having a significant learning.

4.6 Learners' motivation to speak in class

According to Dorney (2001) motivation is the energy a person directs to accomplish a goal. It is also important in the second language acquisition process, but in this case the integrative motivation is the more related to the development of the oral skill. From the results obtained, it can be seen that 80 learners sometimes feel motivated to speak in English, 34 almost always feel motivated to do it, although it seems not to be an important number, but 21 students affirm that they almost never feel motivated to speak English; 12 pupils always feel motivated to use the language and just three learners never feel motivated.

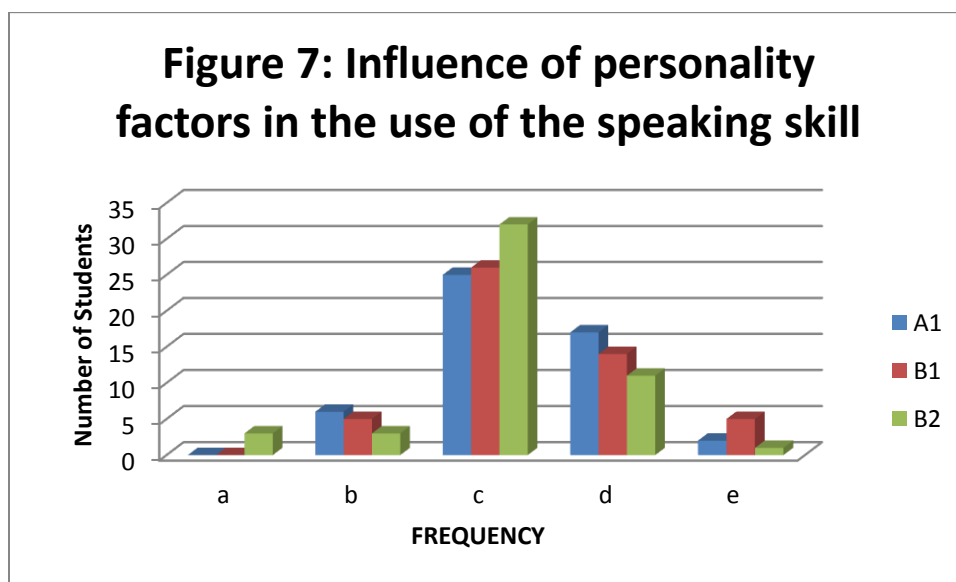


Another important issue that this research inquired, is about learners' motivation, as Dorney (2001) pointed out, motivation is the desire to do something, and from the results drawn in this research it can be assumed that the majority of learners are more or less motivated, despite this results, during the class it was observed that learners made an effort to do the assignments that the teacher ask them as better as they could.

4.7 Influence of the personality factors in the use of the speaking skill

In the development of the speaking skill it can be faced some issues, sometimes the personality factors may affect or help in this process. As it was stated in a previous chapter, personality factors are those that came from the learner such as age, gender, attitude, aptitude, risk taking among others Ellis (1994). Once the survey was administered and scrutinized the results that were gotten were the following. It shown that more than the half, that is to say, 83 learners expressed that sometimes the personality factors may influence in the

development of their oral skill; while, 43 students think that these factors almost always influence in their oral skill development. It is possible to see that 14 pupils commented that for them the personality factors almost never are related to their speaking skill enhancement. Also, 8 learners said that these factors are always related to their speaking skill development. Finally, the last 3 students think that they never have to do with it.

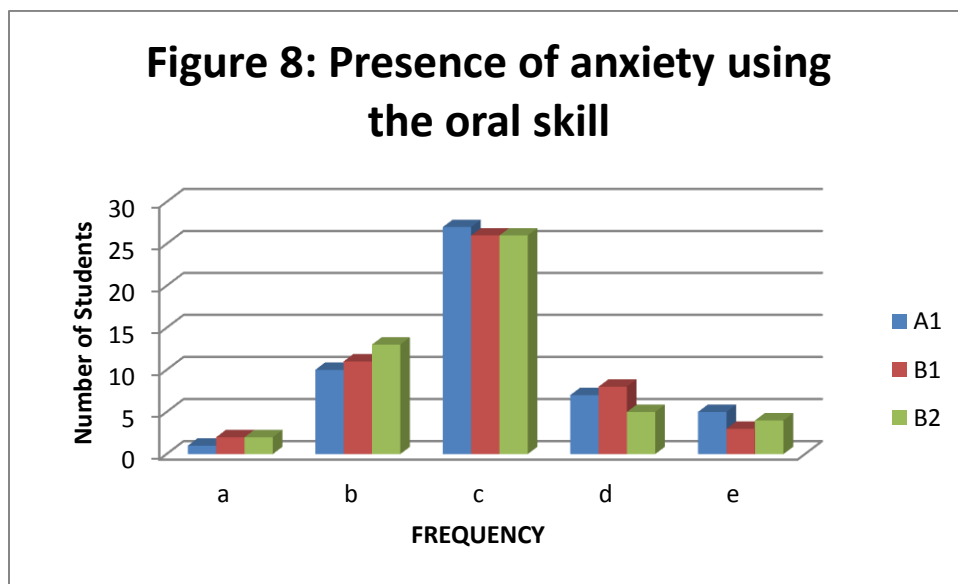


Having in mind the main objective of this research, it can be stated that there are personal factors that can influence the learners' development in the second language, mainly in the development of the oral skill.

4.8 Presence of anxiety using the oral skill

In this case the results shown to be related to the previous figure, anxiety is one of the personality factors that is defined by Carter and Nunan (2001) as the fear when a judgment is anticipated, that is to say, that most of the times learners do not speak because they think they are going to be judged before they

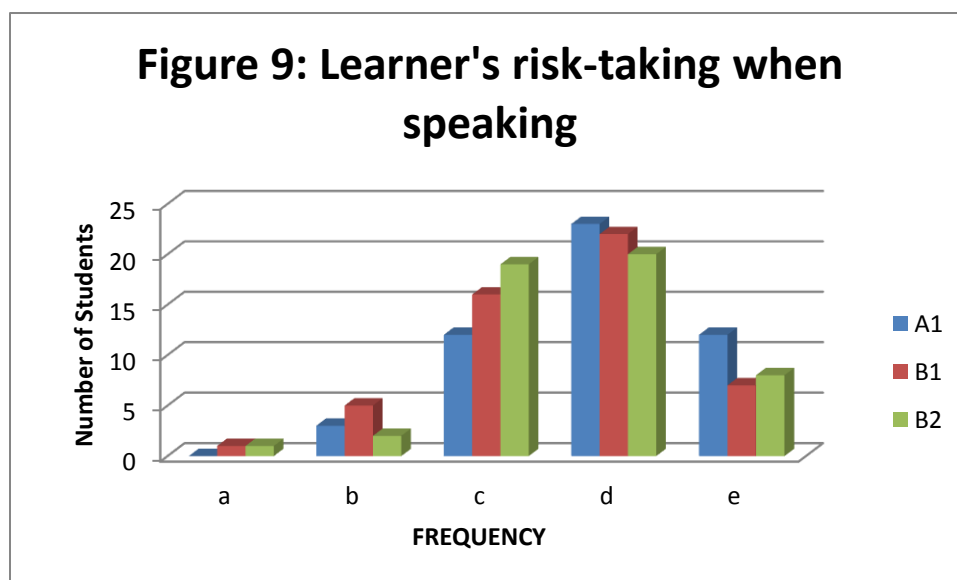
performed something. In the previous figure most of the learners expressed that the personality factors sometimes influence in their development of the oral skill. In the case of anxiety happens the same thing, 79 students think that anxiety sometimes influence in their development, conversely to the previous figure in this case 34 learners commented that anxiety almost never influence in their ability. In the same way, 20 learners said that this factor almost always may influence. While almost the same number of students think that this factor always influence in the speaking skill development, in this case were 12 learners who expressed that. Lastly just 5 said that anxiety never influence in the speaking skill.



Looking at the figure 8 it can be inferred that anxiety is present in the oral learners' participation, fortunately in a medium to low degree, this allow them to participate in a more active way.

4.9 Learners' risk-taking when speaking

It is important to mention that some personality factors may influence more than other. According to the results, it is shown that 65 learners think that almost always feel that worry about making a mistake when speaking, then 47 students express that sometimes they are worried about the mistakes that can be made during the oral participation in class; 27 learners say that they always experiment that feeling. It is unbelievable that just 10 from 150 students almost never are worried about the mistakes, and at least 2 students never think in the mistakes.

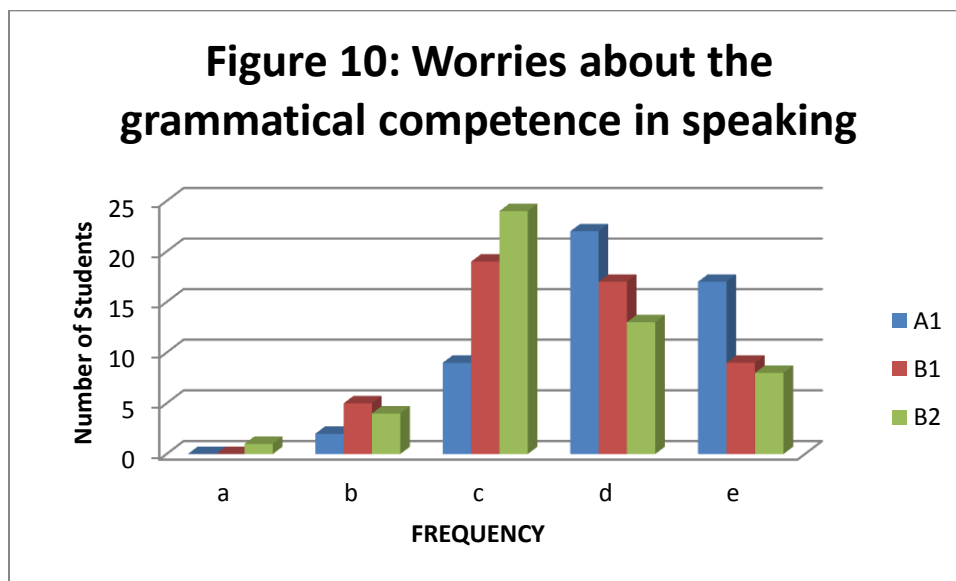


In this research it was found that a high number of learners from the three levels inquired, they do not experiment something called risk taking, this means that they worry a lot about the mistakes they could make at the moment of speaking, and supported by Beebe (2001) and Ellis (1994), it can be stated that it could be a factor that influence the development of the speaking skill.

4.10 Worries about the Grammatical Competence in speaking

It is necessary to mention that grammatical competence is the one related to the rules of the language, it has to do with the construction of accurate utterances taking into account grammar rules, morphology and syntax Canale cited in Brumfit (1986). In some cases it can be thought that most of the learners worry about this issue, in this figure the results will be analyzed by levels, due to the fact that they show very different points of view. It can be seen in figure 10 that for A1 learners the grammatical point is something that they are almost always very worried about due to 22 students answer that, while it can be seen that as they go, it is something that sometimes they are worried, due to the results shown that for the B1 Level 19 students said that sometimes they think about grammar, however what it is really surprisingly is that in B2 level 24 students expressed that sometimes they are worried about the grammatical competence. This is a result that cause some surprise, because it can be thought that as the time passes the experience a person can get in the language through the use and time, can gave them more comfort using the language without worrying about grammar. To continue, in the A1 level it can be seen that a possible thing is that as they are beginning, they show more worried about grammar than the other levels, because 17 learners said that they always are worried about the grammatical competence. Surprisingly from B1 level 17 learners and from B2 level 13 students answered that they almost always think in the grammar rules while they are speaking. In A1 9 learners expressed that sometimes they are worried about grammar. From B1 and B2, 9 and 8 learners respectively always worry about the grammar point, and, 5 and 4

said that they almost never think in the grammar rules. Finally, just 2 learners from A1 level almost never pay attention to the grammar rules when they speak; while in B1 level jus 1 student never think in the grammar rules.

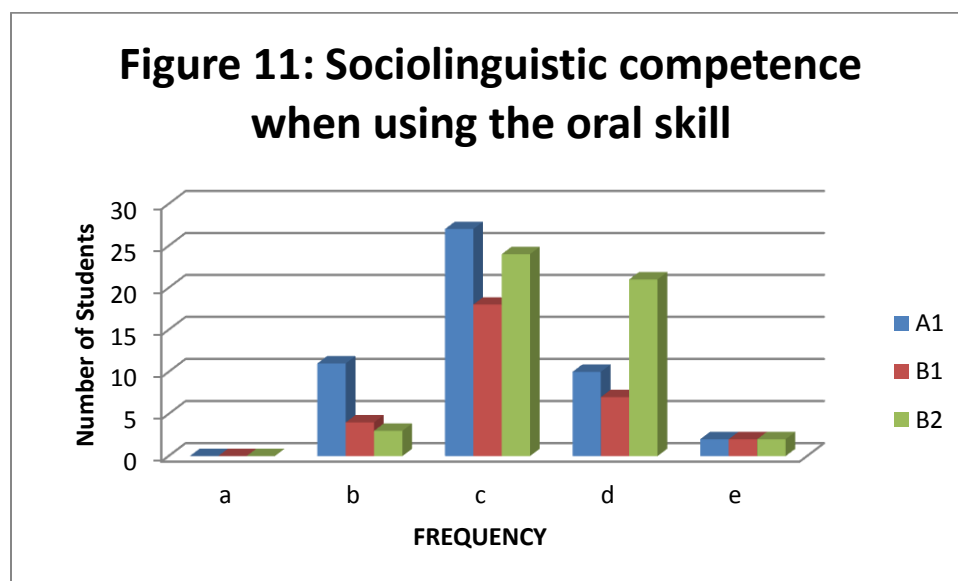


Through the time and through the use of the language it can be developed the communicative competence, it is divided in 4 different competences, but here it would be taken into account just the grammatical competence. It is possible to see that there is always a concerned about the grammar rules when speaking, although the learners can show certain degree of grammatical competence, it can be seen that most of the times they would be worried about it.

4.11 Sociolinguistic competence when using the oral skill

In order to be a competent speaker not only the grammar rules are needed but also it is important to know the context when speaking. The sociolinguistic competence is related to the knowing of the context in order to know how to talk, when, and to whom (Byram, 1997). According to the results, in the three levels

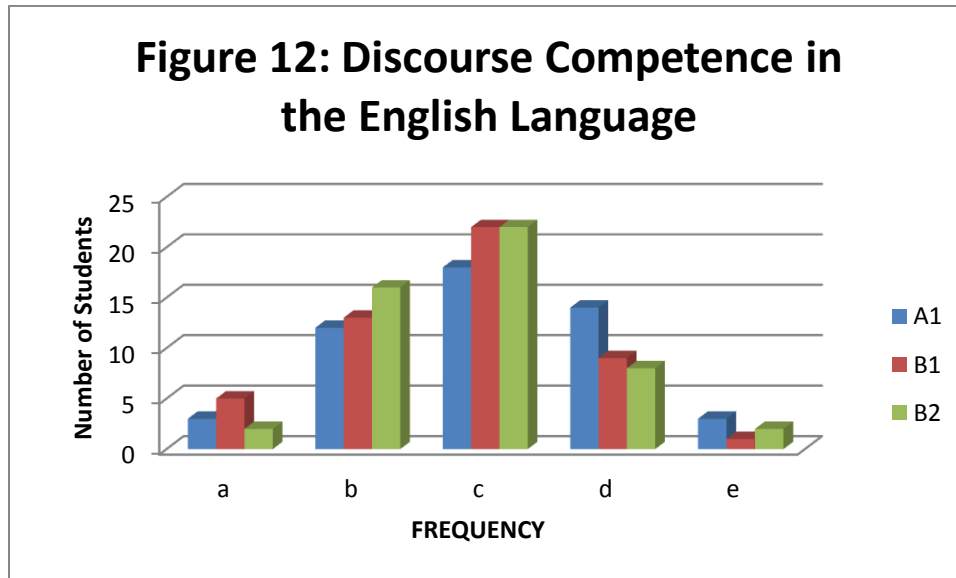
A1=27, B1=18 B2=24, learners agreed with the idea that the context sometimes is something to be worried about. In the other option the answers were the following A1=10, B1=7 and B2=21 expressed that for them the context is almost always an important factor at the moment of speaking. While in A1=11, B1=4 and B2=3 levels students said that they almost never pay attention to the context when they are speaking. Finally, in the same quantity that is to say, 2 students from each level, comment that they always are worried about the context when they are talking.



In the Figure 11, it can be observed that the sociolinguistic competence, which is related to knowing when, how, to whom is it going to be spoken, it is developed in a medium degree by the learners. However, it is important to mention that these competences are developed in isolation, they complement each other, it can be seen that learners are in the process.

4.12 Discourse Competence in the English Language

Discourse competence is the one related to the ability to understand any kind of English language, either in written or spoken form (Byram, 1997). As the results show, just 1 learner from the A1, B1 and B2 levels said that he/she never understand the different genres of the English language, on the contrary 6 learners from the three different levels commented that they always understand all kinds of English language either written or spoken. Moreover, the results demonstrate that 16 students almost never understand the different types of English information; however, 74 learners said that they sometimes understand all kind of English, this is, that the half of the sample do not understand completely the English language, it does not matter if they are A1 level or B2 level, it seems that through the years, the B2 level did not get the enough competence to understand any kind of genres in the written or spoken form. Finally, just a third part of the sample, that is to say, 53 learners said that they almost always understand the different genres of the English language.

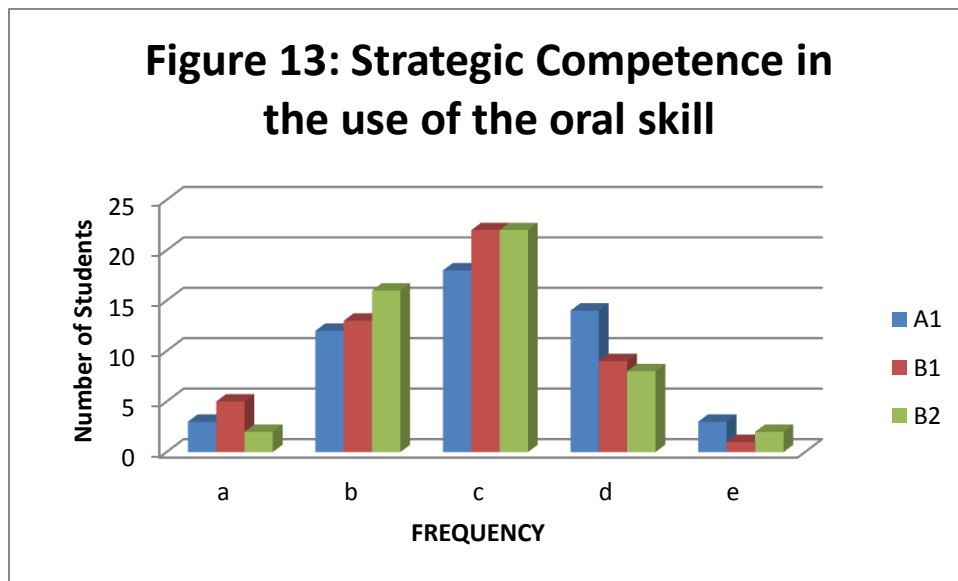


Despite the fact that the grammatical and the sociolinguistic competence are being developed by the learners, it can be seen that they are having some problems with the discourse competence improvement. It is shown in Figure 12 that they said that they are not so capable to understand every kind of English language either written or spoken, but the most important thing that they work on that as much as they can.

4.13 Strategic Competence in the use of the Oral skill

According to Brown cited in Richards & Renandya (2002), strategic competence is the one that has to do with strategies used in order to make oneself clear. The results show that taking into account the A1, B1 and B2 levels 62 students answered that sometimes use strategies when they do not know a word in order to communicate; also 41 pupils comment that they almost never use strategies because most of the times they know the words. Besides, 31 learners comment that they almost always need some communicative strategies in order to

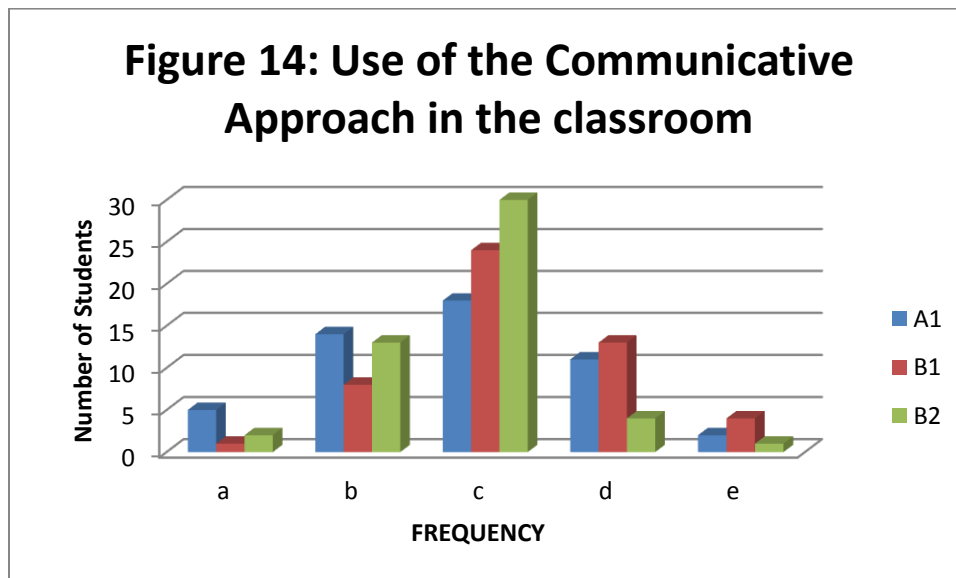
make themselves clear when they are speaking. From the whole sample, 10 students said that they never use strategies, but 6 learners agreed with the idea that always they need to use strategies, because of the words they forget or they do not know.



This figure shows that according to the learners' opinion, they do not have too much problems when speaking, because they do not get stuck when they do not know a word; however, during the class observation, it was perceived, that may be they do not know all the resources available, that is to say, they may not know the speaking strategies, because in some situations where they did not know a word, most of them ask directly to the teacher or to their classmates how the word can be said. In sum, may be, if they know very well the speaking strategies, it would be better that they try to convey meaning without using their mother tongue or ask for the word.

4.14 Use of the Communicative Approach in the classroom

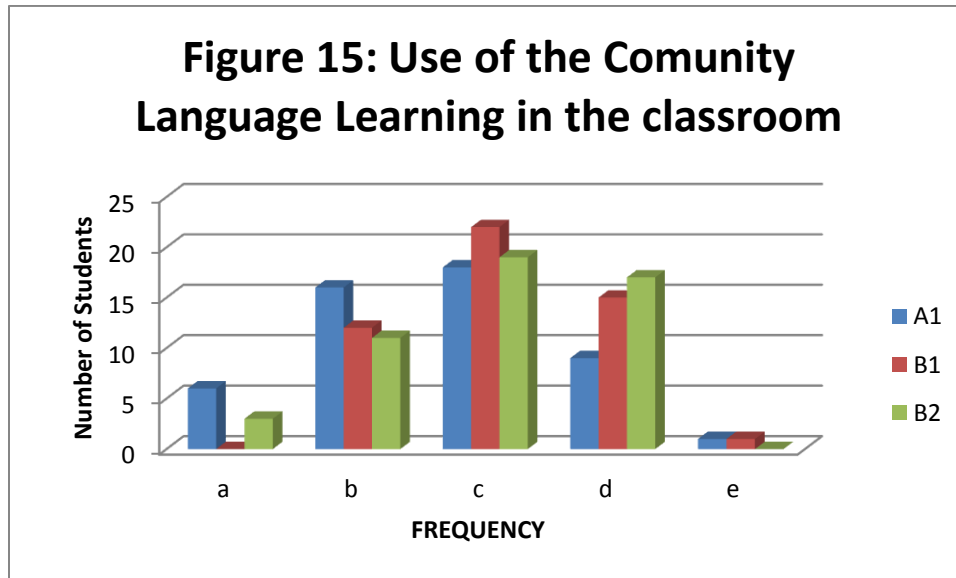
Another important factor that has to do with the development of the oral skill is the method or approach that teachers use to share their knowledge with their students. There are some methods and approaches that focus mainly in the enhancement of the speaking skill; one example is the Communicative Approach. It proposes that the oral skill is developed through 3 stages, teachers' prompt, students' trial and finally a speaking task which involves the teacher prompts (W. Oller, 1993). According to the results, it can be said that 72 students from A1, B1 and B2 levels, expressed that in their classroom sometimes the communicative approach was used; while, 35 learners said that in their classroom the communicative approach almost never was used, unlike, 28 pupils comment that this approach was used almost always by their teachers, just 8 pupils expressed that the communicative approach were never used for their English teachers, lastly just 7 students think that it was never used in their classroom.



As it can be shown the communicative approach is used sometimes by the teachers, it is important to mention that it is related to the oral skill development through the use of group work and also promotes the knowledge about the English speaking culture.

4.15 Use of the Community Language Learning in the classroom

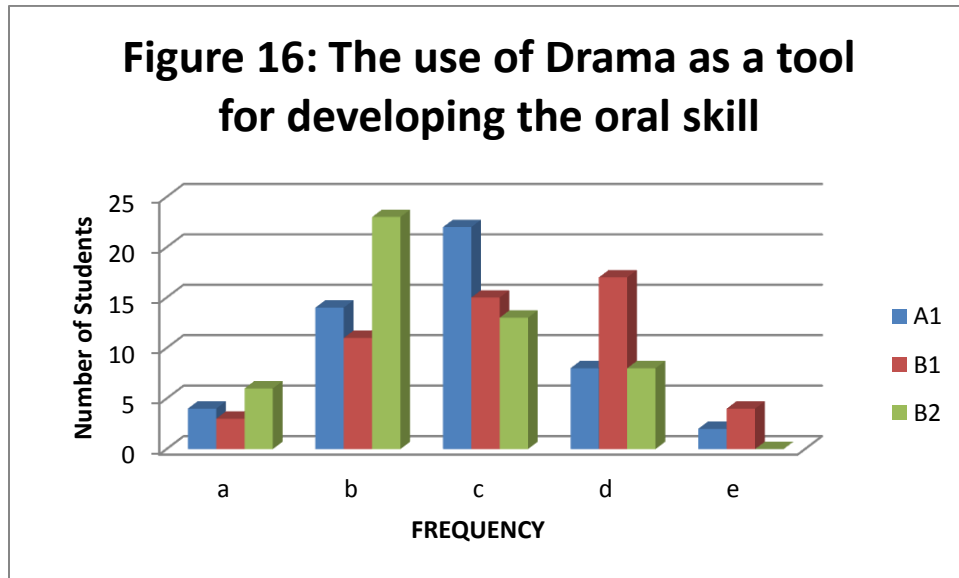
Some characteristics of the community language learning are that the learners are the main focus; also there should be reflection, video record, discussions, and transcription, and language analysis (admin, 2004). In a major like Licenciatura en Enseñanza de Inglés this kind of methods would be useful for the real development of the speaking skill. However, results shown that in any of the three levels inquired, this method is used with frequency. It can be seen in the figure 15 that in A1=18, B1=22 and B2=19 levels these were the number of students that answered that this method is sometimes used; also, this average said that the community language learning is almost never used, A1=16, B1=11 and B2=12 levels. The results provided show that in a higher level students express that it was almost always applied, A1=9, B1=15 and B=17. However, either the half of the learners accept that teacher use this method in their classes.



It is inferred from the two last figures that methods are used interchangeably, teachers are not married with just one method, it seem that teachers try to use the methods according to their possibilities, and objectives for their classes.

4.16 The use of Drama as a tool for developing the oral skill

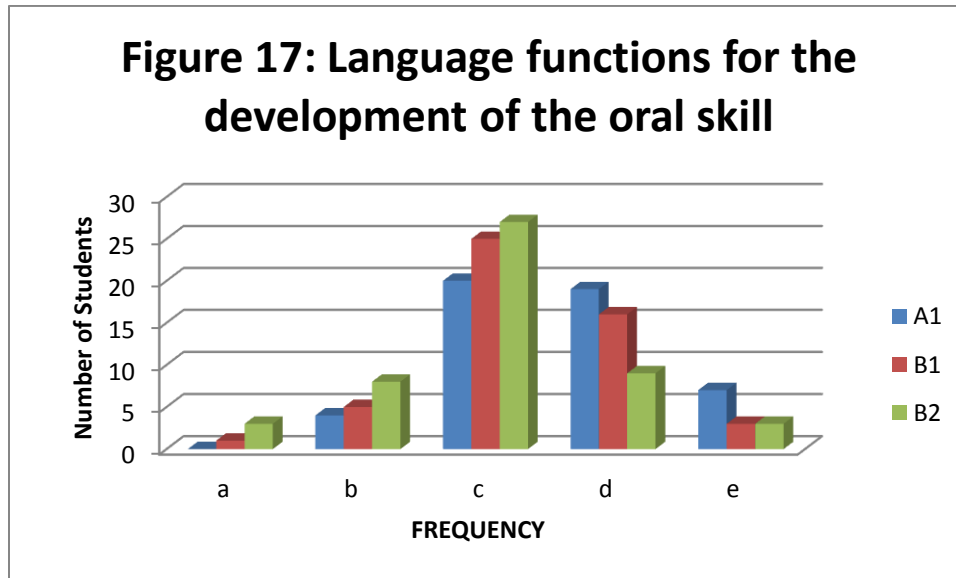
According to Dartmouth (1990), who is the founder of the known method as Rassias. He claims that a drama technique would be useful for developing the oral skill in a less stressful way. Although this is a good technique in which students would perform in a more natural and free way, it can be seen in figure 16 that the highest average is for the letter “c” that correspond to the option sometimes, and the option that follows in frequency is that this kind of method is almost never used in the classroom. It might be due to the cost that will represent to adapt the space for the optimum development of the speaking skill.



Every day there are new trends to be taken into account in the teaching area; one example is the Dartmouth method, better known as the Rassias Method, it established that the development of the oral skill is more natural through the use of drama techniques, whereas, in the Licenciatura en la Enseñanza del Inglés it can be shown that this technique is sometimes or almost never used.

4.17 Language Functions for the development of the oral skill

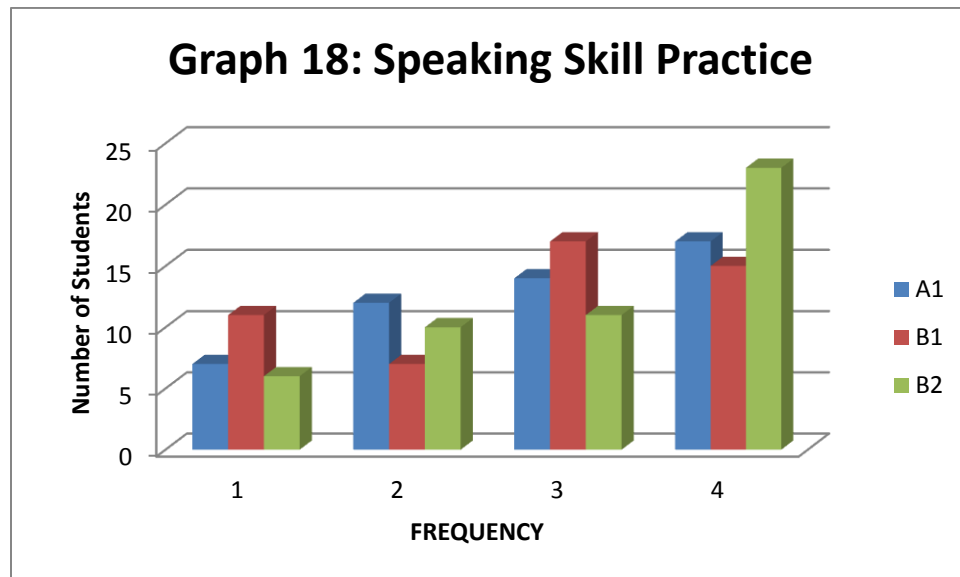
In a previous chapter it was said that there are different types of curriculum, also that some of them are focused in the development of the speaking skill, one example is the functional syllabus, which takes into account real situations that the learner can faced in the real world (White, 1988). For that reason, it was important for the purpose of this research to ask students about this issue. In figure 17 it can be seen that according to the students' perception



In every institution there is a curriculum to be followed; in that curriculum also there is a syllabus to be covered. One of the syllabuses related to the development of the speaking skill is the functional syllabus, and according to what the learners answered they have a textbook which it is followed by the teacher during the course, finally through the use of the book and the functions, learner can develop their oral skill.

4.18 Speaking Skill Practice

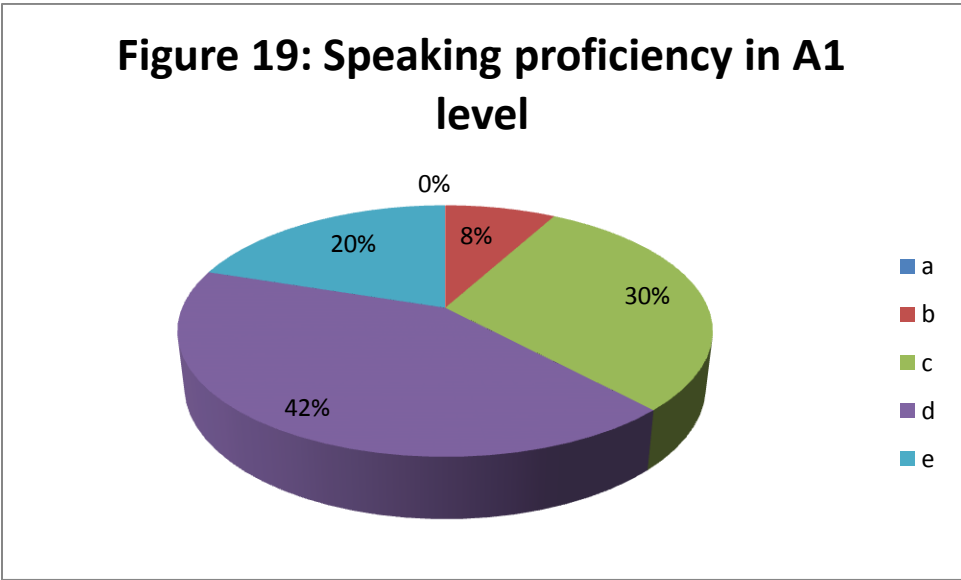
In the following figure it is shown the average of the use of the speaking skill inside the classroom. It can be seen that in A1, B1 and B2 levels the speaking skill is more practiced than the others; however, according to the results it can be seen that in the level B2 there is more speaking practice than in the other levels. It can be said that in the levels A1 and B1, teachers practice the other three skills almost in the same frequency than the speaking skill.



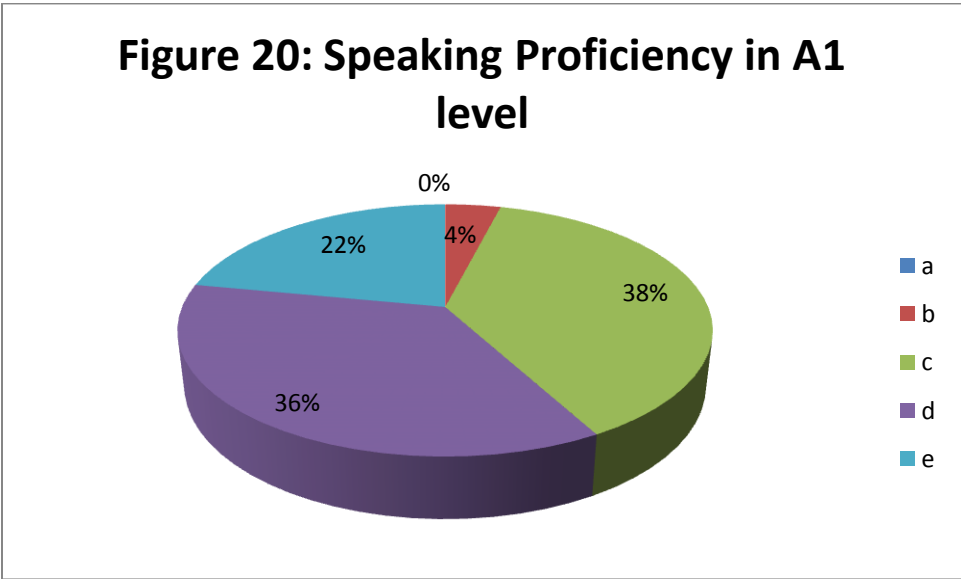
The objective of this research is to inquire the frequency of the speaking skill practice inside the classroom. It was found that just in the level B2 is more practiced than in the other levels. Although during the observations, it can be seen that in the different levels teachers and students are working on the speaking skill improvement.

4.19 Speaking Proficiency in A1, B1 and B2 levels

According to Richards (1997), proficiency has to do with the ability a person has to use and to understand the language. In figure 19 it can be shown that learners consider that they know how to use the language and in figure 20 it can be seen that they say that they are able to recognize their mistakes and correct them.

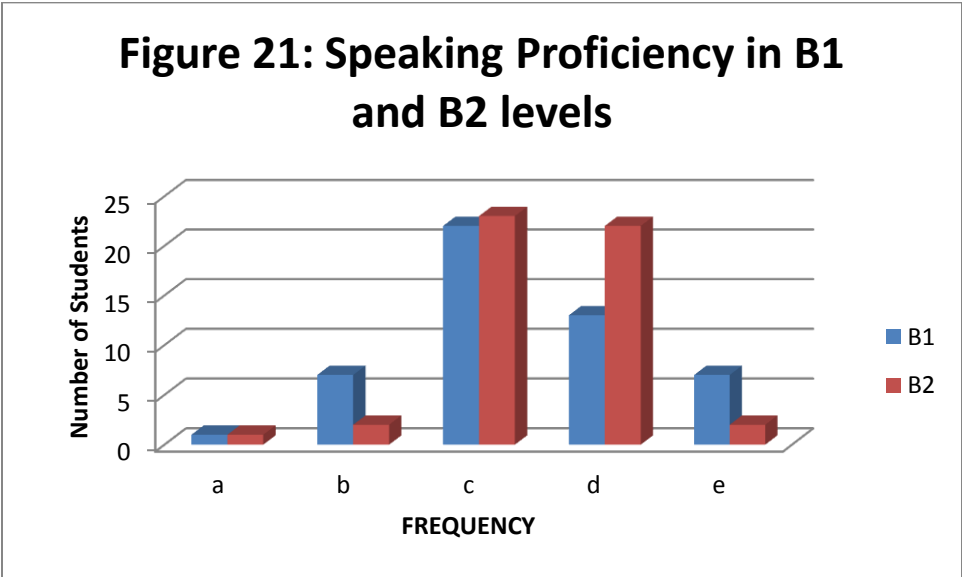


This figure can indicate that learners almost always know how to use the language, however it could be observed during the class observations that in some cases they show some difficulties at the time of using the language in some others they could show certain competence using it.

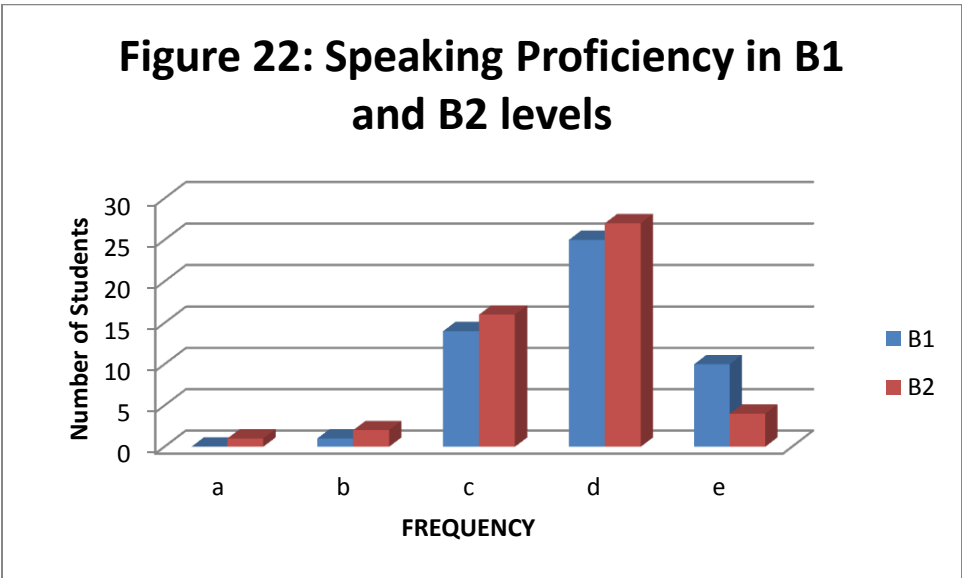


Comparing the figure 19 and 20, it can be said that although they say that they know how to use the language, they are not so able to realize about their

mistakes at the moment of speaking and correct them. But here is not too much problem because this is the level A1 and they will get more experience through the use of the language and through the time.



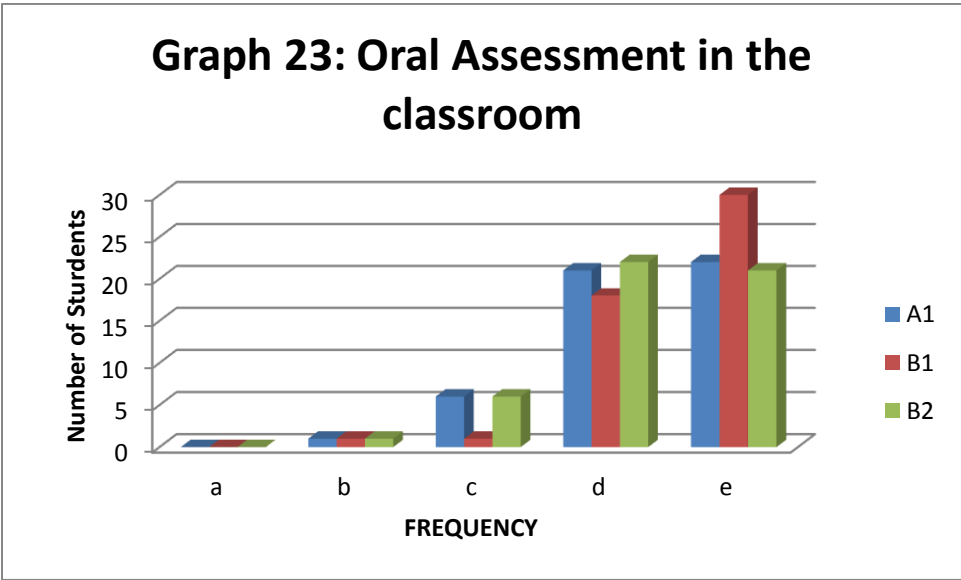
From the results drawn in this research, it can be said that as they are advancing in the major, they are getting more experience in the use of the language.



It can be shown that in level B1 and B2 they are developing more the competence to use the language and in that way they may be able to realized about their mistakes and correct them.

4.20 Oral Assessment in the classroom

When somebody is acquiring a second language, it would be necessary to know the degree of achievement that a person has, this can be done through the use of assessment tests. According to O'Malley (1996), assessment has as a main purpose to know the strengths and the weaknesses that a learner has using the language that has been acquired, in this case the English language. In this research, the students expressed their opinion about the importance of the oral assessment in the classroom. In figure 23 it can be seen that the options that were chosen by the learners were letter d and e, this means that they are between the options important and very important, from this can be inferred that they are aware of the importance that has the oral assessment in the classroom; although, there is a great number of learners that think that the oral assessment is important, also, there are a short number of students that think that it is slightly important or more or less important.

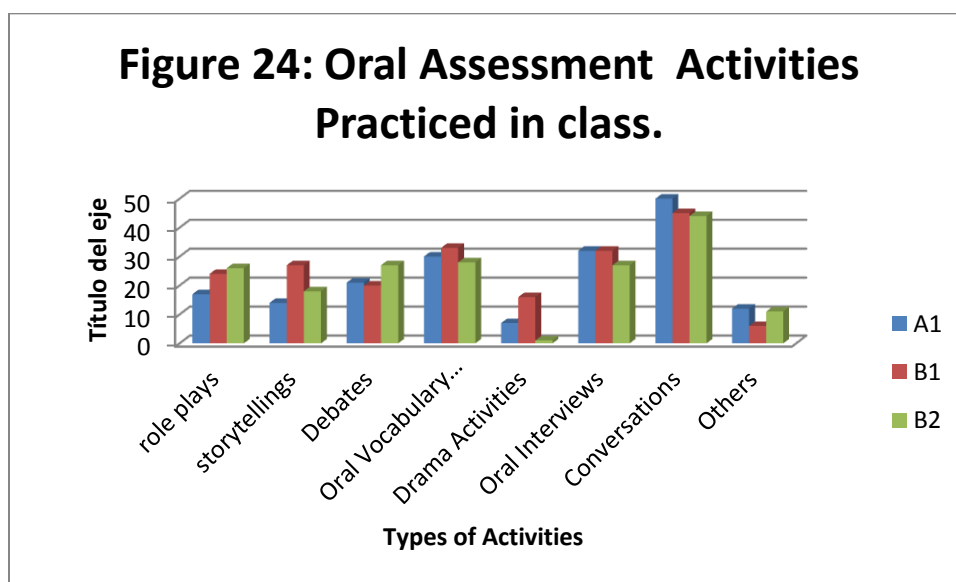


It can be concluded that most of the students are aware of the fact that the oral assessment is important for their improvement and also for knowing their achievement. Taking into account the purpose of this research, it is remarkable to mention that according to the O'Malley's point of view, it can be demonstrated that the oral assessment would help to the teachers and also to the students to know their degree of achievement, in order to do the appropriate changes to meet the main goal, which is the development of the oral skill.

4.21 Oral Assessment Activities Practiced in class

In order to test the speaking skill there are some techniques and activities that can be used, such as roles play, oral interviews, debates, storytelling, conversations, among others (Madsen, 1983). The purpose of this question was to inquiry what are the oral tests more used in the classroom for the assessment of the speaking skill. The results drawn were the following, it can be observed that conversations is the activity more used by the teachers in the three levels that were

inquired; then, the oral interviews and oral vocabulary games are in the second place of frequency of employment in the classroom, also it can be said that the debates were more used in the B2 level than in the A1 and B1 levels; another point to be highlighted is that roles play are mainly used in the B1 and B2 levels, than in the level A1, this may be due to the speaking proficiency of each level. However, the storytelling is more used in the level B1 than in the other two levels. Finally, as the figure shows, drama activities is one of the least practiced inside the classroom.



In sum, it can be seen that in the classroom there is an oral activity which is the most practiced in the three levels that were inquired, it is conversations, also, there are another activities that are used by the teacher unless, with less frequency such as oral interviews, roles play, oral vocabulary games, debates and storytelling, but, the one that are not so used are the drama activities.

CHAPTER V: CONCLUSIONS

In this chapter, a summary of the results and their main highlights are presented. In addition, the implications of the study, its main limitations, and some directions for further research are also provided.

5.1 Conclusions

As it was mentioned in the previous chapters, the main purpose underlying this research is to identify what are the factors that influence the oral expression ability in the classroom. Regarding this issue, it was found that some of the factors influencing the development of the oral ability were anxiety, risk-taking, communicative competence in general, motivation and language teaching methodology; fortunately, they are influencing in a lower degree.

Moreover, it was proved that if there is not interaction the development of the communicative competence were not possible, that is to say that in any case, it does not matter the place or the language, it is necessary the interaction in order to develop the linguistic competence due to the need of conveying meaning to get an agreement. For the purpose of these research, it is important to mention that in order to be successful in the oral skill, it is necessary to have the aptitude and the desire to have speaking proficiency. Another point to be taken into account is that when a person is willing to do the things it is more probable to be successful at it.

Finally, it is of great importance to mention that not only what it is going to be taught but also the way in which the language is taught have a great impact in learners' language success. It is important to emphasize all these aspects that

sometimes seem that they are not so relevant for the development of the oral skill; however, those factors undoubtedly play an important role in this process.

5.2 Limitations of the study

In the present study the conclusions were drawn based on the results found for the Levels A1, B1 and B2 of the Licenciatura en la Enseñanza Del Inglés at the Facultad de Lenguas of Benemerita Universidad Autonoma de Puebla. Also, it was intended to inquire the possible factors influencing the development of the oral skill for the Levels A1, B1 and B2 of the Licenciatura en la Enseñanza de Inglés at the Facultad de Lenguas of Benemerita Universidad Autonoma de Puebla. For this purpose, survey methodology was used, it was employed a Likert scale in order to present the results in a quantitative form.

Unfortunately, it was found out that most of the teachers who were documented, implemented oral activities due to permission was asked in order to record their class. Moreover, it was observed that many students just attend the session because it is a requirement which influences in the final score, and in some cases students looked tired or bored, it was reflected in their participation. However, it could be probable that they change their real behavior because they were being recorded.

5.3 Directions for further research

In this section, directions for the second chapter would be done, perhaps according to the results it would be possible to go deeper in the solutions,

strategies, tips or plans to develop and empower learner's communicative competence in a meaningful way and with evidence.

As it was stated before, the development of the communicative competence is the main goal, however it has not been achieved as it is intended. For that reason, it is important to continue this study by taking into account the main three characters which are involved in this process: learner, teachers and institution (curriculum). Having in mind the results shown in this research some suggestions are made in order to improve, such as carrying out workshops where the main goal would be the oral production, in this workshops some of the following activities can be applied: role plays, debates, the use of drama techniques, oral presentations, information gap activities, etc. Also, a program could be executed where any kind of formality done inside the institution should be carried out using the target language, even at the cafeteria, at the library, at the reprographics store, that is to say, in every corner of the faculty the target language should be spoken in order to get an answer. Finally, bearing in mind that there are some camps or the academic exchanges to foreign cities, they could be improved by sending students to places where they really practice the language, where they get in touch with English speaking people, and that those students have a follow-up experience as well as somebody to record those achievements as evidence of the progress they have made.

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APPENDIX I

El propósito de este cuestionario es analizar los posibles factores que influyen en el desarrollo de la habilidad oral en los niveles A1 y B2. Por favor encierra la opción que se relacione más con tu opinión personal. Agradecemos tu tiempo y ayuda de antemano.

Edad _____ Sexo _____ Nivel _____ Materia _____

1.- ¿Que tan importante es la habilidad oral en todo mi aprendizaje del Inglés?				
a) nada importante	b) poco importante	c) más o menos importante	d) importante	e) muy importante
2.- ¿Toda la información oral que recibes en Inglés es lo suficientemente buena para tu mejoría?				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
3.- ¿Cuándo se te presenta la oportunidad de practicar tu Inglés, con cuanta frecuencia lo haces?				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
4.- ¿Con que frecuencia el vocabulario es un obstáculo en tu producción oral? (ejemplo. Te trabas en una conversación porque no recuerdas como se dice la palabra en Inglés)				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
5.- Tu _____ practicas la lengua Inglesa fuera del salón de clases con tus compañeros.				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
6.- Cuando estas en el salón y el maestro explica algo escrito en el pizarrón o en el libro es más fácil para ti:				
a) seguir la explicación escuchando al maestro	b) seguir la explicación leyendo lo que está escrito en el pizarrón o en el libro	c) aburrirte con facilidad	d) esperar a que se te asigne alguna tarea	
7.- Cuando estas en clase, tu prefieres ...				
a) debatir y dialogar	b) actividades que te mangan ocupado y que impliquen movimiento	c) que el maestro te de material impreso con imágenes y diagramas		
8.- Con qué frecuencia tomas notas, pones atención a los puntos más importantes o tratas de aplicar lo aprendido a tu contexto actual?				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
9.- ¿Con qué frecuencia te sientes completamente a gusto hablando en Inglés con otras personas?				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
10.- ¿Estás dispuesto(a) a aprender Inglés en cualquier contexto?				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
11.- ¿Con qué frecuencia te frustras cuando practicas tu habilidad oral?				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
12.- Cuando participas en una conversación no te preocupas por los errores que puedas cometer.				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
13.- ¿Con que frecuencia te preocupa construir oraciones correctas al momento de hablar en Inglés?				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
14.- Al momento de hablar eres capaz de usar el lenguaje en diferentes contextos y				

situaciones tales como: en un restaurante, en el aeropuerto, en el hospital, en una entrevista de trabajo, entre otros.				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
15.- Eres capaz de entender cualquier tipo de Inglés ya sea de forma escrita o hablada.				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
16.- En una conversación fluida en inglés, cuando me trabo con una palabra que no conozco, me bloqueo completamente.				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
17.- ¿En tu clase, se promueven la realización de actividades culturales o ejercicios como: vignettes culturales o folletos, glosarios y relia?				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
18.- ¿Con que frecuencia interactúas con tus compañeros como una comunidad oral para grabar partes orales específicas de la lengua en tu salón?				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
19.- En tu salón, con qué frecuencia emplean actividades de drama como recurso total (ejemplo, obras completas, ensayos y presentaciones).				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
20.- ¿Tienes un libro de texto para esta clase?				
			a) si	b) no
21.- ¿Con que frecuencia necesitas apoyo de un libro de texto para el desarrollo de tu habilidad oral?				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
22.- En tu opinión, ¿cuál es la frecuencia con la que practicas las siguientes habilidades en tu clase? 1= el menos practicado 4= el más practicado				
a) oral _____	b) de lectura _____	c) de escritura _____	d) auditiva _____	
23.- ¿Puedes describirte físicamente, a tu familia y a tu entorno de manera oral sin necesidad de usar un diccionario?				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
24.- ¿Eres capaz de mantener una conversación sencilla incluyendo temas como el clima, la hora, los números, los días de la semana, tu comida favorita entre otros, haciendo el mismo número de intervenciones con tu interlocutor.				
a) nunca	b) casi nunca	c) algunas veces	d) casi siempre	e) siempre
25.- ¿Qué tan importantes son los juegos de roles, juegos de vocabulario, cuentacuentos, debates, entrevistas orales, descripciones, para el óptimo desarrollo de la habilidad oral?				
a) nada importante	b) poco importante	c) más o menos importante	d) importante	e) muy importante
26.- Cual de los siguientes recursos has utilizado en el salón de clases, por favor márcalo.				
Juego de roles _____ Contar cuentos _____ Debates _____ Conversaciones _____ Juegos orales de vocabulario _____ Actividades de drama _____ Entrevistas orales _____ Otras _____				

The purpose of this questionnaire is to analyze the possible factors influencing the development of the speaking ability in A1 and B2 levels. Please circle the option that best expresses your opinion. We appreciate your time and help in advance.

Age: _____ Gender: _____ Level: _____ Subject: _____

1.- How important is the oral skill in your whole English learning?				
a) not important	b) slightly important	c) more or less important	d) important	e) very important
2.- Is all the oral information you receive in English good enough for your improvement?				
a) never	b) almost never	c) sometimes	d) almost always	e) always
3.- When you have the opportunity to practice your English, how often do you do it?				
a) never	b) almost never	c) sometimes	d) almost always	e) always
4.- How often is the vocabulary an obstacle in your oral production? (e.g. you get stuck in your conversation because you don't remember how to say a word in English)				
a) never	b) almost never	c) sometimes	d) almost always	e) always
5.- You _____ practice the English language outside the classroom with your classmates				
a) never	b) almost never	c) sometimes	d) almost always	e) always
6.- When you are in the classroom and the teacher explains something written on the board or in the book it is easier for you:				
a) to follow him/her through: listening to the teacher	b) to wait for being tasked	c) to follow him/her through: reading the book or the words	d) to get bored easily	
7.- When you are in the class, you prefer...				
a) to debate and dialogue	b) activities which imply movement and that keep you busy	c) that the teacher gives you written material with pictures and diagrams		
8. - How often do you take notes, pay attention to the most important points or use the context as a tool for learning in your class?				
a) never	b) almost never	c) sometimes	d) almost always	e) always
9.- How often do you feel completely comfortable speaking in English with other people				
a) never	b) almost never	c) sometimes	d) almost always	e) always
10.- Are you willing to learn English in any given context?				
a) never	b) almost never	c) sometimes	d) almost always	e) always
11.- How often do you feel frustrated when practicing your English speaking?				
a) never	b) almost never	c) sometimes	d) almost always	e) always
12.- When you participate in a conversation you are not worried about the mistakes you could make				
a) never	b) almost never	c) sometimes	d) almost always	e) always
13.- How often are you worried about constructing accurate sentences at the moment of speaking in English?				
a) never	b) almost never	c) sometimes	d) almost always	e) always
14.- At the moment of speaking are you able to use the language in different contexts and situations such as: in a restaurant, at the airport, in a hospital, in a job interview, among others?				
a) never	b) almost never	c) sometimes	d) almost always	e) always
15.- You are capable to understand any kind of English language either in a written or spoken form.				
a) never	b) almost never	c) sometimes	d) almost always	e) always

16.- In a fluent conversation in English, when you get stuck with a word you don't know, you totally block yourself					
a) never	b) almost never	c) sometimes	d) almost always	e) always	
17.- In your class, you are encouraged to do cultural activities or exercises such as: cultural vignettes or leaflets, glossaries and realia					
a) never	b) almost never	c) sometimes	d) almost always	e) always	
18.- How often do you interact with your classmates as an oral community to record specific oral pieces of language in your classroom?					
a) never	b) almost never	c) sometimes	d) almost always	e) always	
19.- In your classroom, how often are drama activities used as a whole resource (e.g. full plays rehearsals and presentations)?					
a) never	b) almost never	c) sometimes	d) almost always	e) always	
20.- Do you have a textbook in this class?				a) yes	b) no
21.- How often do you need support from a textbook in relation with the development of your oral ability?					
a) never	b) almost never	c) sometimes	d) almost always	e) always	
22.- In your opinion, what is the frequency of practice of the following skills in your class? 1= the least practiced 4= the most practiced					
a) speaking _____	b) reading _____	c) writing _____	d) listening _____		
23.- When you are having a formal or informal conversation you know exactly when to take turns without interrupting others.					
a) never	b) almost never	c) sometimes	d) almost always	e) always	
24. How often do you notice and correct your own mistakes while speaking					
a) never	b) almost never	c) sometimes	d) almost always	e) always	
25.- How important is the use of role plays, vocabulary games, storytelling, debates, oral interviews, descriptions, for the good development of the oral skill.					
a) not important	b) slightly important	c) more or less important	d) important	e) very important	
26.- Which of these resources have you used in the classroom, please check off					
Role plays _____					
Storytellings _____					
Debates _____					
Oral vocabulary games _____					
Drama activities _____					
Oral interviews _____					
Conversations _____					
Others _____					

APPENDIX II

Transcripts.

Level: A1

TTT

Student 1: A dog

TTT

Student 2: a dog?

Student 3: a girl answering the phone, a person watching T.V., the third person
(inaudible)

TTT

Student 2: Cereal, bread

Student 3: cake

Student 4: vegetables

TTT

Student 1: the first one they are trying, they are walking, other one they are just
watching

TTT

Student 1: Stressing lifestyle

TTT

Student 1: because he is worried trying to sleep, maybe he is worried about her his work or bored

Student 2: maybe because they have a busy day

TTT

Student 1: housewife lifestyle maybe

Student 3: she does not exercise

TTT

Student 1: about food

Student 3: less healthy food

TTT

Student: the first pyramid they have to do more exercise

TTT

Student 1: You shouldn't to drink coke, drink? You shouldn't drink coke. You shouldn't eat snacks. You shouldn't watch T.V.. You shouldn't play videogames maybe you shouldn't made you shouldn't make phone calls. You should walk with your dog

TTT

Student 4: oh yes emem in the number 2 (10 seconds) you should try to sleep. You (16 seconds) you should prepare for work. You should everything else. You should do everything else (very shy). You should travelling to work. You shouldn't worrying about work.

TTT

Student 4: be worried about work. you shouldn't working, you shouldn't work hard

TTT

Student 3: you shouldn't no you should washing up the tates TTT, wash up, you should cooking TTT you should cook less time and you should clean the house and you shouldn't washing clothes TTT wash clothes emm you should em sleep enough time.

TTT

Student 2: for example you shouldn't mmm smoke a lot of TTT you shouldn't smoke, amm mmm for example ah!

Student 5: you should eat more fruits and vegetables everyday

TTT

Student 1: you shouldn't drink coffee and alcohol

TTT

Student 3: You should you should eating TTT you shouldn't eating red meat and freid food, butter and sweetes

Level A1

Student 1: Because his parents mm (6 seconds) how do you say quitaron

TTT

Student 2: Take off

TTT

Student 1: because he was bad notes

TTT

Student 2: Because he played videogames all the day

Student 1: yes about two hours he played videogames

TTT

Student 1: one day his neighbours called to the police

All students: because it is a crime in Singapore

TTT

Student 1: he was in to the hostel because he was seventeen years old, he didn't have the... he wasn't no he didn't have the age to could to can go to the jail.

TTT

Student 3: the internet is indispensable

Student 1: I use the internet all the day, all the time

TTT

Student 4: I will die. Before the internet all of us, we do (3 seconds) we did things different things without the internet so it's not very very necessary but it's a what?

TTT

Student 4: ha? (laughing) all the day

TTT

Student 4: no in your class no

TTT

Student 4: It have cells. Frustrated

Student 5: empty

Student 3 and 7: nothing aja nothing

Student 4: how do you say "ansiedad", aja anxious

Student 7: it is not necessary for the homework

TTT

Student 6:but teacher if we don't have WiFi we use videogames in the mobile so is a little ... aja you as so all the time you use the cellphone is not necessary WiFi you play videogames in your cellphone

TTT

Student 4: well maybe I agree because he is a boy he is a young

Student 6: and that crime is a crime

Student4: I think that if he come well to the hostel he may be learn about the well that is not necessary may be all use all the day you know maybe just is necessary for something things but not for all specific the play videogames and mm well I think it's ok.

Student 6: depends of all type of crimes, este ook nooo depends of the use oo of the eee of the WiFi use?,amm because am sometimes eee if you just play videogames online is not is not a great crime but if youuu ...

TTT

Student 6: Yes ok but is not a great crime but if youuu...

TTT

Student: yes but I think the decision of judge is better, because isn't a great grade crime you can you can do another great crimes like for example emmm emm hacking some internet page this is a they are emm grait crimes.

TTT:

Student 1: well I think it's a is a wrong law because I think is a insignificant emm crcrime. Yes, How many did you pay? Yes how much do you pay?

TTT

Student 6: I don't pay internet!

Student 3: I disagree with the judge because the prime is about Gary, no? the problem have Gary so the boys don't have...

TTT

Student 2: I think that the judge was right in his decision because well like Jass said he is a teenager and maybe in the prison just learn more bad things and then when he goes out eeh he practice the things that he learned in the prison but in the hostel or in the military service he could learn emm another things, another activities and he could spend his time doing something else than being in internet all the day and is like a rehab for him.

TTT

Student 7: I think that the judge was very right because not many judges do that Maybe it is a crime amm and the boy and could pay in another form emm maybe doing his military service.

TTT

Student 7: I think that a better option for the boy, emm is emm is the doing the service the military service because any way he has to do it and don't lose don't lose time in a hostel

TTT

Student 7: yes is better thing doing his service his military service

(inaudible)

TTT

(inaudible)

Level B1

Student 1: Hello Mitsy my car is broken down Can you pick me up?

Student 2: Oh! yes off course just wait a second I'll bring you back

Student 1: Oh no! my car is burning!

Student 2: Oh! Get away from the fire. I will arrive soon.

Student 3: Ring, ring. Hi! Who's there?

Student 4: I'm Giselle, Efren I need your help because my car broken down

Student 3: what's wrong with your car

Student 4: emm I have an accident

Student 3: and what kind of accident? Ohhh! wait wait wait hang on a minute please I have another call. Si yes Oh sure well well it doesn't matter I don't know, but sure yes sure sure yes mom yeah sure mom bye. Oh I'm sorry Giselle.

Student 4: I hang up friend.

Student 5: Damn it!

Student 6: Hello?

Student 5: hello! Excuse me! I have a big problem with my computer, my computer is break down

Student 6: oh yes you are calling to technical computer service. Em am so what happened to your computer?

Student 5: Repently it is turned off and later my keyboard is broken auouau!

Student 6: Em don't worry amm I'm going to hang on for a minute, let me see. Oh yes I have a solution for your computer. You can call by and pick it up in in three hours

Student 5: Ok thank you very much!

Student 6: Bye

Student 7: Hello!

Student 8: Hello Jonas did you hear me?

Student 7: Yes

Student 8: Did you remember the gay selling cell phones from am behind of our house?

Student 7: I can't hear you

Student 8: I just hitting with my car and he suddenly were bleeding (inaudible) and the car. Jonas Hello? Jonas answer me!! Fuck up!!

Student 9: Hello, I'm very I'm very..., I have an emergency my car is broken down and I'm very busy

Student 10: Really?, ok you are calling to the tow department I'm going to put you through to the break down truck so they can help you with your problem. Ok just hang on a minute

Student 9: Please Jass come to the hospital an emergency has happened

Student 10: I can't I'm busy. My cars break down

Student 9: Can you hang me over with your mother

Student 10: Ok

Student 9: ok go ahead

Level B1

Student A: In my free time I practice Hula-hula

Student B: Ah! Ya

Student A: or I like to swim (uouououou), and about the, if I read magazines I read Hats men, You know?

Student B: Aaa Yes

Student A: I like to read those kind of magazines, em, at weekend inside I have to work gives in the sat thousand I often go to swimming at BUAP at C.U. Actually today I'm gonna swim (laugh). Em I'm living in a flat in a really small flat I usually watching movies in English to improve em and catch the stress or the accent. And my flat have just 2 bethrooms, 1 bathroom and 1 kitchen.

Student B: You live alone?

Student A: Eh? No I'm living with two with two

Student B: classmates

Student A: flatmates (overlapping) yah but. I usually get up at seven a.m.

Student B: Ok

Student A: I don't like to whatch T. V. I mean ventaneando or some programs like these.

(both students laughing)

Student A: I like to exercise, the gym of this faculty and in my home I can Ehm I sleep about seven hours only .Ohhhhh! Hi! (waving to the camera).

Student B: Laughing

Student A: I don't have a bike. I don't know how skate. I have a computer. I have one brother and one sister, I don't have any pets. I don't have any computer games What about you? Tell me something.

Student B: Hi my name is Yadira

Student A: Hi Yadira!!!

Student B: It spells Y- A- D – I – R – A, I am from Tlaxcala but I live in Puebla

Student C: I'm studying Korean and Japanese

Student D: you prefer Japanese or Korean?

Student C: Korean but I think it is very difficult

Student D: Really? It is harder than Japanese

Student C: Yes! Japanese is more easy and Korean is different

Student D: You learn how to read Korean in about I don't know two weeks to read! to read! and Japanese you take like two years

Student C: but Korean is different for every everything, for speak, for read, for hear and Japanese is different because it is easy, for mmm for write.

Student F: mmm how do you say that? Study Highschool is like preparatory or something like that. Ok that's fine when I was a child I lived with my grandmother his name was Francisca now she is in peace and now I miss a lot because I lived all my child and part of my children with her I actually don't I usually didn't live with my father and mother because they have to work

(not possible to understand)

Student G: Since when did you live with your parents

Student F: Sims well, sims when I was born (inaudible), she when I was fourty years old now I'm living from my fathers with my father (inaudible) our relation because I was, I usually was with my grandmother all was so happiness and with my dad with my fathers is different.

Student H: I don't have any pets, I had a dog but now he is resting in peace. My dog was fighting with another dog too big, bigger than my dog. The bigger dog bits it, sh he I don't know start bleeding a lot asishshshs and that's it. And my my sister is eighteen years old now she is pregnant (unaudible) yeah this year maybe in September or august I don't know. So my father is forty nine years old and my mom is forty eight years old is almost the same age and what about your parents?

Student I: I don't know how many years they have but

Student H: you didn't? wow

Student I: No, but I know that my mother is older than my father (inaudible) she say that and we are here I don't remember the name

Student: H: catemaco

(inaudible)

Student H: Oh my goodness now I understand you. Yeah! it's normal in Veracruz

Student I: Here in Puebla they meet, they meet like twenty years ago

Student H: here in Puebla?

Student I: Yes!

Student H: but you were born here in Puebla?

Student I: Yah!

Student H: how old are you?

Student I: eighteen

Student H: eighteen Oh my God! You are so young. Well. What else what else.

Mmm. Your hobby. What's your hobby?

Student I: I (inaudible)

Student H: Fighting, I don't like it Tae Kwon Do. I am I am more artist. I prefer painting or drawing or listening to music, dancing. Look my pictures. I was studying dancing last year, last year (inaudible) just for three years, it's amazing, it's harder, it's so exhausted amm it's it's great I feel so alive at dancing performing some orrr

Student I: (inaudible)

Student H: Yess!! Did you see this movie, the black swan? What do you think about?

Student I: yes, it's great

(inaudible)

Student J: amm he has amm no he had a taqueria, how do you say that

Student K: (raise their shoulders)

Student J: My mom had a house (inaudible). Fruit? apples, cherries and watermelons and you?

Student K: I prefer watermelons (both laughing) a pears, drinks

Student J: I love coke t it's a lot of sugar, and you

Student K: I love meat, is delicious the meat always

(inaudible)

Student B: because I, I

Student A: I take out

Student B: Aja! I took these image but these I thought are so difficult to describe because there are many things

TTT

Student B: Yes I see that and I must do effort, to make a effort to learn, I also have the other two image a fruit bowls so I, because this is in black (laughing)

TTT

Student A: Yes, these for now and the others for explain to ...

TTT

Student F: I already know that she play guitar a little bit but she play guitar, she plays she plays guitar

Student A: I don't like cats, no! because I have seen amm in aaa discovery channel a program esteooooaaa parasite asses... killer murder parasites killer parasites and the dust of the box dust of the cats may they on there live some parasites who can, if they can fly an.. and find your eyes can eat your retine pupil and you not gonna going to see again so I don't like it. Your po or your pi

Student B: He is learning Hula-hula

Student A: Yes I like dance and I like some performance with my hula hula, with fire too, if someone wants to see my performan... my fire perform you could

TTT

Student A: Yes, may be the party, yes! I may I prepare something

TTT

Student D: yah, yah, such as she is like coffee addict so I am she likes (inaudible), is more like no coffee not living. I learnt we both like classical music, we both like to eat we both hate cats.

Student C: emmammm

Student I: He had a dog, I realized both like videogames, T.V. series I don't know what ..he really really love dance dancing, I don't know he was not specific in that part.

Student K: She likes surfing in the web specially facebook (everybody laughing) she loves the coffe

Student J: go with his friends and drink beer (everybody laughing) he likes watch movies, watch movies no action movies and he yesterday watched 300 movie

Student H: He have three dogs, he has sorry he has three dogs, her mother is from Veracruz, I didn't knew that, mmm what else what else de likes karat... tae kwon do he likes tae kwon do mmm what more he likes T.V. series, play videogames and anime too? Anime too.

Student I: The Law and Order, the walking dead, personal interest, Dr. House the ones who passes in channel five .

Student H: oh! I love smallville

Student G: His name is Antonio, he has seven cat and two dogs and he also plays the piano

Student F: I had a teacher well a piano I went to a little school music but it was so wear (raro) because the first time I went to school I didn't know that I have the ss... this how do you say "don, habilidad"? the gift (inaudible). It is too bored, yeah but to me is so bored

(inaudible)

Student H: Good morning classmates good morning partners. I have these pictures I print these pictures because I love dance and all the thethe kind of arts.

TTT

Student H: Yah Ballet dancing, contemporate dance amm I don't know jazz, phunk, cumbia, salsa all allall of them, yeah! You feel free!. So in both cases, sorry! We see a couple dancing performing, the couple it looks like they are feeling something to to transmit to us. In the case of of classical dance or ballet dance the girl is wearing a pair of esleepers, sleepers the shoes to stand and I don't know how to say, she is wearing an esleepers and a stocking? with grey shades, and it looks like she felt sad or devastated because she is falling down in the their arms of her partner of her partner. He is tryed to well I assume that he is tryed to to give her to give life to her to tototo continue living life without love I I assume.

TTT

Student H: this picture in a rehearsing room I think its they are rehearsing to toamm (4 seconds). the... no dance play? Dance play for a performance. So here in the case of the man he is wearing a esleepers too but kind of men sleepers,

black socks, black short, amm a t-shirt grey, grey t-shirt, and another images we see a contemporate dance because they are not wearing sleepers or shoes they are bare foot or shoesless but in both cases they ff... looks like feel free, enjoying the life performing something. In the case of the classical dance they are so, they she looks so sosososo beautiful so with her hair so brushed in the case of contemporate dance is more free there you can move (inaudible) feel free. The man is wearing a brown pants with his chest naked, and the girl is wearing a soft red dress and her faces look like feel fffree but may be devastated too like the other girls and the man he's looks like he is tried to rescue her rescue her from the thethe edge. In this case I assume that it's a photograph studio because it looks so great so clear an amazing place in this case it is a more common place to rehearsal and perform and that's all I think.

TTT

Student H: I think that everybody can dance and everybody have the abilities to transmit something because we are humans and we have a body and extremities to move out I think is not like likelike kind of intelligent because we are humans and we can do anything that we want I think.

Student I: I think it's a the common family is not gonna start the party of them because the girl is looking for the veil, because she is gonna make a wish, the table is ready for start that's why the orange glasses are ready and the green big dishes are ready to to start eating the cake, there are very happy were there, the mom looks young had a gray blousedots, the father wear glasses he is wearing a

black t-shirt the childrens looks like they're at school may be they have finish the school and they are gonna start the party is inside the house it's some is gonna be a, is not going to be a big thing itsgonna be a (inaudible) little short dinner between them and their family. Amm the second one looks like is a more sophisticated party is more elegant the table is white look there are the grand parents are wearing white the family are happy the cake is not ready they are looking for a photo or a camera look like the child is a little shy to see the camera the mom is wearing a green blause the dad is wearing yellow there are bombs and colors behind them what else there is a plan right there.

TTT

Student I: it's a personal how people combine his family (inaudible) I just stay in my home with my parents and my sister sometimes we going to see our grandparents but I don't like went to see them because my grandmother says in front of us I don't I don't love my grand childs I just love my sons so I don't love my grand parents.

TTT

Student I: I realized that all of us are wear in some aspects we are not normal so that depends on the vision of each person and how they see their family.

Student A: as you can see there are a group of five gays mean they are killers they are killers from my opinion from my point of view so they wear black shirt, that gay have a hat and he had a seible a "sable" and This gay have a grey jacket may be is white as you can see they are sell or maybe they are working in an old build or maybe a new build emmamm what more what more they are looking they are

looking for somewhere or maybe they are waiting for a new catching a new job a new work; in contrast with this picture, as we've seen there are a group of sweet girls they are lying in the beach it is a sunny wood

Level B2

Student 1: and to start my speech eh let me ask you some questions according to the following situation. Imagine you are waiting for a job interview because you want to apply for a job and according to this situation now please tell me, when you speak or when you say something or to express an idea do you pay attention in the way you speak to the other person? Do you pay attention in the context in the situation?

Students: Yes.

Sometimes

It depends.

Not really because if it's something informal situation informal situation is possible but if the context is for example with my friends is not important to me because just that they can to understand me

Student 1: At the back? Well now we are going to see two definitions of two author, it is clear that there are other authors that have studied communicative

competence but I only took into account two of them and they are Hymes and Jack and Richards I choose the definitions because I think these these definitions are related to our field of studies. Hymes says that communicative competence deals with producing and understanding sentences that that are appropriate and acceptable in certain situations it means that that we have to develop the ability to to use the language in a correct in a correct way, because through the language we have to we have the opportunity to to communicate with with the others. For example when we give instructions we give directions, how to arrive to a certain place also when we make complains and suggestions em we do these through the language. And according to Jack Richards communicative competence is the capacity we have to use the language in ways that are appropriate for a situation, for the context and for the participants on the relationship between them, it means the general ability the to use the language accurately accurately appropriately and flexibly. Mm I think it is really important to take into account that there are five strengths of communicative competence because if we if we are able to develop all this five we are going to have a good communicative competence and this five are accuracy, fluency, complexity, appropriacy and capacity. Accuracy is related to the correct use of grammar to use the correct vocabulary the correct pronunciation and to use the language grammatically and phonetically correct. The second one is fluency it means that learners who are learning a second language have to be able to keep a conversation to keep a fluent conversation and they have to use language resources to to avoid em the conversations breakdowns because we have to in all situations we have to say something we can we can stay just like this because the other person is going to realize that we don't understand what he is

talking about or we don't know what to say we have to be able to establish a conversation with the other person. The next one is complexity, it has to do with the development of our language or in this case when we are learning a second language it says that that we have to be able to use a more complex language than the language we were using one or two years ago, I think that this presentations that we are going to do are good examples because in this case we are going to use certain em language because we have to investigate about our topic and then we have to make a summary or something like that and we have to explain the topic; and the last one is capacity it is how much we can speak in a certain situation or in a certain topic because we have to espeak certain words that that makes the situation clear. So communicative competence is a is very important in our field and and when we have develop this five strengths we are going to be able to communicate in a correct way. Do you have any questions or?.

Student 2: Hi! Are you tired or something? How are you today?

Student 3: Sick

Student 2: Why?

Student 3: Because because of theese weather. Yap

Student 2: yesterday, right? Teacher, how are you today?

TTT

Student 2: ok well now I'm I'm going to talk about problems in learning English am in the secondary school. Well first of all learning, we have to f... to refer in learning

because that is the the concept, we refer learning em to acquire to the acquisition you know knowledge, skills, abilities, aptitudes and values and some other things right, this is through the study I mean the study, the teaching and even the experience you know; well, we have problems into the classroom, for example lacking in concentration as you can see this girl she has a problem maybe because they can em understand some topic or I don't know, but lacking in concentration I mean for example I don't know if the students aid or I don't know if the student have family problems in their house you know another em point is focuses on grammar this problem is because the students or the teacher gave the structure (ok guys take out your notebook and you have to answer this exercise and this one and that's it) and for for for students sometimes is boring or it depends on the student right; well another topic another point is a little production in class, this is another problem because nowadays am students don't have interaction don't interact with the students and with their classmates so, this is another em problems that we can find and the last one is laking of the teacher's preparation, well this is another problem that we have because some of the students for example come to the classroom and students I don't know they don't preparate their topic just the teacher said ok guys take out your notebook and you have to follow this exercise and then answer this one and this one and that's it or you have to translate this con... paragraph in Spanish or viceversa right well but that is another mm problem. Well according with Josefina Salvador they they have three problems into the classroom for example: laking of (inaudible)ah well this is a entire problem all well because you see this emm children don't have a good mm for example chairs mm tables right , that is another problems that Josefina found another problem is

teaching materials for example if the if the mm if the teacher don't bring a good material or interesting material that is a kind of boring right so that is another problem that Josefina found. And the last one the structure of building, for example big windows and no curtains for example mm so we are into the classroom y we have amm a big windows and we it don't have it doesn't have a courtains for example in the outside in the classroom there are some students that are playing or they are a lot of sounds. So, this another problem because here probably we are looking outside we are waiting to outside of the classroom right yes that is another problem that we can see, well we have the reference of Salvador Sole and Josefina and Francisco Aguirre, Elizabet Cruz and Mary these three reference is in this part the first one into the classroom and well that is some of the problems we found but I know we have a lot of problems right these are the mar.. the more specific problems that we can found we can find so any question?

Student 4: the first problem that you present, yes in that part in the first point what is your your solution or what did you think

Student 2: this one well first of all as a teacher we can know how is the students the abilities, be'll to know more focus on the students because we don't know if students have family problems if the student didn't eat or something , so we have to talk with them and make a conversation lie a friend not as a teacher as a friend that is very important to know students yes and then we'll have resolve the problem as a teacher we cannot resolve the problem why? Because there are we can am get a lot of problems with the parents we have to I don't know how to say "canalizar" just that and that's it. Any other question?

Student 5: it's not a question, is a comment amm other problem is when you have a classroom into your classroom amm maybe sixty or fifty classmates they couldn't pay attention they have eeeh the SEP says you have to have into your classroom 25 classmates but is not true you have fifty sixty classmates it is a lot of problem

Student 2: yes for example CENHCH and other school that I see the problem was another centro scolar Morelos also in CEMAY there are a lot so for example if there are sixty fifty you can bring them interesting material to catch the attention because for example the first and the second lines pay attention but the others back is not possible, if you want to monitor monitoring around the classroom ok what are you doing, pay attention, to interact with them and some other things that's that's very important yes its true. Another any question, comment no?

Student 6: hi ok I want just start this presentation by asking you a question amm do you know what is universal grammar?

Whole class: nooo!

Student 6: any idea?

Whole class: nooo!

Student 6: nobody? Ok well explore universal grammar is. Universal grammar is a theory in linguistics that ahhh that propose that the ability to learn a language is innate and is handle into the brain, this theory suggests that the ability the linguistic ability is manifest itself emm manifest itself with our vita I mean with we were born with that ability and well we can a lot of theories of universal grammar but I

identify those are those mistakes but not just the people who is studying primary, secondary school or university not just that kind of people can identify that because all of us are were born with that ability to identify grammar because when our parents told us to speak they don't say well first of all you have to put the verb the subject the verb and then complement they don't tell us in that way they just speak a lot of to us and the we infer those kind of rules and then we produce and is the same as I telling you we can identify in other people who is trying to speak our language and we can and as a group everyone can identify this because we were born with this ability and is not just for people who is studying because well I'm also studying Spanish they told us use those rules and grammar so, and well I have a definition for you of universal grammar and (reading the definition) that is well all I have told you and I hope with this definition you can understand better what universal grammar is. That's all from my part, do you have questions?

Student 7: Good morning everybody (whole class answer) today I'm going to talk about teaching, I'm going to tell you some definitions about his very wide and he has an extensive definition and it's difficult to have a universal definition but I'm going to try to tell you. First of all, I want to tell you to tell you some background about this word. am well according to western England college dictionary the word teaching comes from the middle English "teachen" and it is to show or instruct and it means first of all to cause someone to know a subject it is a general a very general definition of this word and also we have others that are very common and in this case, am teaching mm we know or we unders... mmm we identify the teacher is the person who learns you after teacher is teaching something it is

supposed that the student will learn something. Through the time literature ammm teaching literary in education ammm try to find a mm a definition about this this ammm this word and the very common definition that we have known is to instructs someone to guide students to know something and I will as you what do you think about this definition? Or what is your definition about teaching? Nobody can tell me what is teaching for you'

Student 4: it can be to shown or tea to someone ols something that you understand that you know andd that's it.

Student 7: to transmit your knowledge to another person (S4: Yeah!). that's you understand, yes it is as a definition we have by this word ammm well in John Passmort points out that emm teaching is a very deeply roted word, with a multiple idiomatic application and those kind of vision of in a definition which give us the essential or the the sense or the real meaning of teaching but I'm going to concentrate my espeech in teaching as.... . teaching can be understood by the nature of teaching ammm as ice told you teaching is difficult to define ammm because also other aspets as government as society as social philosophy and I'm going to concentrate this in teaching behavior. Teaching behavior is classify ammm under three categories, the first one is autotitarian teacher behavior is, this kind of teaching it is based on teacher, teacher has the total control to the students he says what the students is going to do, how is going to sit how is going to perform everything aaah teacher regards himself as the unique agg.. active agent to the students and he is going to control every action of students and according to this kind of teaching ammm (reading the cite) he says that ooh well he ammm in this

definition Morrison considers the teacher the more mature personality and student the less mature personality who is going to help the students develop his personality his personality aah by his intimidate intimate contact. The other one is consequent teacher this kind of teaching student and teacher are also in the same level, teacher is just a lider to the students and students has the mmm the open mmm way toi share their ideas to share the information and to respect each others as ideas according to this kind of teaching Edmon Hamilton has another definition (reading the cite) it means that in the classroom students are mm involve into the activities and they can share information and they can share ideas and about those kind of things the third one is the

Level B2

Student 1: Ok so am I'm going to talk about am one of the most important tradition in Yucatan. But first of all, I'm going to talk about a little bit am Yucatan. Yucatan is one of the thirty-one entities with a federal district. Comprised the thirty-two federal entities of Mexico and Yucatan is most knowing like a free and soberan state of Yucatan means that "estado libre y soberano de Yucatan", Yucatan is divided in 106 municipalities and its capital is Merida. Now, las jaranas yucatecas in Spanish the therm "jarana" it means racket or noisy party. But, in mexico jarana refers to the main dance of the state of Yucatan. (9 seconds) the resounded music is applied by a typical jarana orchestra consist in play the music with clarinets no with trompets, with trombones also drums and a guiro. am the custom tha people wear, the female dancer usually wear a typical hipi Huipil aja and a white am white high-heeled shoes with a shawl of Santa Maria or even can use a a a terno de gala that

is a full dress as the huipil, (6 seconds) and men wore am white trip pants also a red scarf called paleacate on one of their pockets and a guayabera a panamahat also a leather sandals and ... that's all (whispering).

Student 2: I'm going to talk about Veracruz, Veracruz is a crowded of mestizaje its main beauty are their dances in this place there are a lot of dances music that origin nahuatl and totonaca. Em In Veracruz there are em one of famous dance it's called danza de los tocotines se represents when the spanian arrived to this place by step by lco Viejo. Also there are a lot of ... there are a lot of forest. I think is a beautiful place, em years ago near my house arrived some tourist and people and represents danza de voladores de Papantla and I had the opportunity saw the this dance and I think am is very stranger because the high is very long and I think that am the person like ooo out of wear... am em a Carnaval de Veracruz is starting celebrating since colonial times although that times this celebration is strictly religious years ago that's that's em em interesting for the em for the people. That's that's all.

Student 3: well I'm going talking about day of did mmm ah ok. Day of did it's a Mexican holiday celebrating around mexico and the family focuses on gatherings of family and friends to pray for a remember friends and family members who have died and this celebrations is about holiday and takes place on octuber the thirty thirth November the first and November the second and ... well. Who is, am this holiday includes delivering altars or ofrendas and honoring the dids using sugar skulls or chocolate skulls and the favorite foods and favorites of the departure and visiting craves they also give posesion of each thing. am what about ofren the

ofrendas, , the offer bueno the offer... las ofrendas of the day of did there is a cultural meeting from europans parson flowers, watches, candles, candlesting and the indigenous he addid a coupal food and miracle flowers called sempasuchil in the offering you decide you did with natural elements. Watch the origen of an offering well water, salt, candles, candlesting incense flowers and mole is a tipycal food from Mexico and brids called hojaldras or brid of dids and other objicts of remembering to the faithful is the portrait of the dead is a sugar or chocolate skull, and in this celebration the people make a parade like a catrina parade and the people the people using a .. I don't know am how do you say trajes

Teacher: aja customs

Student 3: customs yeah am ah maybe the people writing a little piece of a letter, bueno she is well is called "calaveritas" and it's an example (reading the example, playing a video).

Student 4: Dance huapango, one partner is missing so we are going to explain a little about this. For music and dance before the Spanish. We know that everything changed before the arriv.. when the Spanish arrived here to conquer mexico am when they arrived here em not just the customs and their religion and their traditions of the indigenes changed; besides that, music change too, for example we know that folk music am began to be phunk music because of the mix of indigenas music and another songs another songs and the huapango had a mix too. em In the past the indigenas used to make music with this kind of instruments for example some drums, maracas, am em trumps I don't know how do you say

trompetas, trumpets. em well these instruments were easy for them to to play music, in their rituals they used to use this kind of instruments and they have a special and an unique custom when they used to make rituals they use to wear those kind of customs. em when the Spanish arrived they didn't like their way of the indigenous to make music because they thoguht it wasn't good for god or for the religion so they changed many kind of instruments, they were more open they had more ideas they were I don't know how to say it they were more alive or something like that you know that they were very religious so they use to play the violin the guitar they arrived here to put many different Instruments they were well they teach them the indigenous to play these instruments and some special sound or song like villancicos. The Spanish teach the indigenous the villancicos so they use to sing after that this kind of of music. Ok the huapango is its one of the most is one of the most famous Mexican music you know the huapango it's considered one of the Mexican Mexican music too because here it is mixed all em all that represents America for example the hat the large dress the long dress the long colorful dress you know huapango and people who dance this kind of music said that it's aaa couple dance, because it's a kind of mmm a representation of the life for example when a man want to be with a girl or loves a girl fall in love with a girl, it represents, the dancer represent that. As you said la jarana, the jarana they played the huapango.

TTT

Student 5: tambien no Here in Mexico there are many sounds that are famous and this identificate Mexico like mariachi, ranchera, banda, este huapango, corridos y

sonidos de la huasteca. Also in many towns are typical dance where people go to the place and bands este plays music like ranchera, band or cumbias and they dance there. We are gonna to present a video of a corrido.

Student 6: this area it's an small beach that with this kind of houses and in particular thing that it has is la the people can enjoy swim with a kind of shared and whale. Isla Mujeres the principal characteristic of this beach it has the most beautiful hotels and isla mujeres and the other three kind of beach beaches that I'm going to talk it characteristic (laughing) for the museum that it has under the seal, you can see the figures that it has punta misuk y punta maroma they are in the south or Cancun and the flore and fauna that this beach has is that you can appreciate. Playa del Carmen this is this picture is playa de del Carmen in Quintonal cause melt the same it has the most beautiful hotels chemugille and this I like this because I've never seen the the this place that they have. Acomal it's the most beautiful beach that Quintana Roo had because I think Acomal and Mahuajal they haves something particular that they beaches are very a far of the center of Quintana Roo. Tulum and Mahuajal this is like the people think of the foreign people is attractive because he is so far from the centre of Quintana Roo and it has it's a good place to to take to take easy and that's it.

Student 7: The first place is in Chiapas this is called Palenque, ok Palenque Chiapas is located in a big city in the jungle there are many trampols there are a beautiful place there are a lot of kind of activities in this area this is Palenque is an ancient Maya city located about 500 miles, in Spanish 800 kilometros in south case of Mexico city (39 segundos). Ok Palenque is an ancient Maya city located about 5

miles in south case of Mexico city. aem Palenque is considered one of the most important sites in ancient America the Maya were higher developed in simply works in architecture. This is a temple, please em (miming). This is the temple of inscriptions or templo de las inscripciones, next, this is the big palace I don't remember the name of the king is very hard to pronounce, and this is the palace , next, and this is the tower mayas there are very very important in astronomy, actually; this area is restricted there are no person in this area. That's all.