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**“APPLICATION OF TECHNIQUES BASED ON THE NATURAL APPROACH
TO IMPROVE THE ORAL PRODUCTION IN EFL STUDENTS FROM
SEVENTH YEAR OF GENERAL BASIC EDUCATION AT NOVUS
INSTITUTION”**

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APPLICATION OF TECHNIQUES BASED ON THE NATURAL APPROACH TO
IMPROVE THE ORAL PRODUCTION IN EFL STUDENTS FROM SEVENTH YEAR
OF GENERAL BASIC EDUCATION AT NOVUS INSTITUTION

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ABSTRACT

Speaking is the most challenging skill to master in EFL students when a foreign language is being taught, and applying several techniques have been used as means to develop this skill. Thus, there is a process to follow in order to improve the students' oral production. This research project applied techniques based on the Natural Approach and found out its impact on the students' oral production. Their performance was measured on an oral test which followed the International English Language Testing System (IELTS). The results reveal that the application of techniques was an appropriate process which includes techniques related the three types of activities on the Natural Approach such as the humanistic-affective, problem solving, and learning ones. The humanistic-affective activities help the students to express feelings, opinions, desires, reactions, ideas and experiences. Problem solving activities aims to make the students find correct answers to a question, problem or situation. Learning activities are all kind of games which promote the students' oral production in the foreign language. This research

project suggests that improving the students' oral production requires not only to apply the techniques properly but also to consider the type of activity is being developed. The findings provide insight into the students' improvement and contribute to reliable results from the tests. This research project has implication for the development of the next stages from the Natural Approach since it has five stages and this research project was conducted on the third stage.

Keywords:

The Natural approach - Application of Techniques – Oral Production - Results.

DEDICATION

To God for being our guide and strength

To our parents for being our inspiration to continue reaching our goals and dreams,
for teaching us values, and for gave us life.

To all our family for supporting and giving us pieces of advice.

To all our friends and classmates who were supporting us at our studies.

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**APPLICATION OF TECHNIQUES BASED ON THE NATURAL
APPROACH TO IMPROVE THE ORAL PRODUCTION IN EFL
STUDENTS FROM SEVENTH YEAR OF GENERAL BASIC EDUCATION
AT NOVUS INSTITUTION**

1. Introduction

1.1 Background and Statement of the problem.

1.1.1 Background of the problem.

Based on the institution standards, it is supposed that students from Seventh Year of General Basic Education are able to speak simple sentences in the target language because they have learnt grammatical structure and vocabulary since pre-kinder; however, some of the students were not able to say phrases in a natural form at this stage.

The students' level is elementary; they were able to develop activities by listening instructions, but it was necessary to mime until they get the idea. The major problem was when they had to describe a situation using their own words, they do not know how to arrange a sentence, or do not remember in that moment simple vocabulary words so they mention them in Spanish, they also prefer to be in silence or just speak Spanish.

These weaknesses were detected when a spontaneous conversation was intended to do during non-evaluating hours. The problems presented were divided in four categories based on what we could observe from them: (1) the students became a little shy and embarrassed at the moment of speaking due to the fear of making mistakes. (2) some students did not differentiate the grammar structures and its usage, as a consequence, when they had to express their ideas; they could

not arrange a sentence in the correct tense; (3) they had forgotten basic vocabulary which should be reinforced; (4) they had to listen the teacher's instructions repeated times because some of them could not catch the idea properly to perform an speaking activity.

The collection of all these factors inhibited the students to speak actively in the classroom. It is because they had not developed speaking skills in a proper way.

Considering all these aspects, it was necessary to execute a research project. This research project demonstrated that the application of techniques based on the Natural Approach improved the oral production in EFL students. The challenge of this research project was to train students in order to make them respond questions or had a simple conversation adequately, selecting in their minds the structure and vocabulary to express their ideas and elaborating a response with simple structure and coherent meaning to what was asked.

Those techniques were applied into the institution. Using these techniques, the students created the habit to speak English by using common phrases. Their progress was detected through their fluency, use of phrases, grammar structure application, and confidence.

1.1.2 Statement of the problem.

The purpose of this research project was to apply techniques based on the Natural Approach which were performed into the educational settings in order to improve the oral production in EFL students from Seventh Year of General Basic Education at NOVUS Institution.

1.2 Objectives: Broad and Specific.

1.2.1 Broad Objective.

To apply techniques based on the Natural Approach to improve the oral production in elementary EFL students from Seventh Year of General Basic Education at NOVUS institution which can be performed into the educational settings.

1.2.2 Specific objectives.

To diagnose the students' weaknesses when they express ideas orally in the second language evaluating their performance through the use of rubrics and video analysis.

To identify the best techniques about how to improve the oral production in EFL students based on the Natural Approach through the research from several experts' sources in the field and also based on Bygates's approach.

To select the most adequate techniques based on the Natural Approach for students from a Spanish speaking country considering the reality of the educational setting, academic level, the age, and students' interests and likes.

To validate the students' performance at the end of the current school year through the videos and rubrics comparison which have been evaluated during the term of the study term.

1.3 Significance/Justification/Rational of the study.

This research project is useful for teachers, students and the Institution. It is for teachers who want to improve their students' oral production since it contains techniques based on the Natural Approach creating more active speaking lessons. In Addition, teachers can follow a predetermined pattern to guide their students to be successful in the expression of their ideas in a natural form connected to their

needs and interests. This research project also benefits the students' performance because these techniques also improve the students' fluency according to Richards & Rodgers (2001). In addition, the students have more possibilities to expand their environment in which they are performing nowadays by meeting new people and acquiring knowledge of other cultures. It is also highly beneficial for the institution because these techniques will make the students take advantage of the institution facilities in order to get them involved in the target language, as a result they will internalize this new language in a natural form, making them speak and making the institution prestige increase.

1.4 Scope and Delimitation of the Study

This research project applied teaching techniques based on the Natural Approach to improve the oral production in EFL students from Seventh Year of General Basic Education. The research was carried out at NOVUS Institution from the city of Guayaquil, since weaknesses related to speaking in the target language had been identified. The techniques were implemented during the last term and all the generated expenses were borne by the researchers.

2. Literature Review

2.1 Introduction.

Speaking our mother tongue (L1) is easy because we have been exposed to this language since we were born, but speaking a second language (L2) is not as easy as speaking the first one.

The first reason is because we are not exposed all the time to this new language, which is also called "target language". Although speaking does not come out

alone, it involves a particular type of communication skills and needs some vocabulary and grammar basis (Bygates, M. 1987).

Therefore, it fixes perfectly for elementary EFL students who are in Seventh Year of General Basic Education since they have acquired the basis which are enough to improve the oral production according to Bygates (1987). In addition, the application of techniques based on the Natural Approach will make the students to produce answers which can sound in a spontaneous form (Krashen, & Terrel, 1996). It means that components such as listening comprehension, fluency, pronunciation, grammar and vocabulary will be evaluated through rubrics because they are involved in the oral production. In this way, we are fulfilling the purpose of improving speaking using techniques based on Natural Approach (Krashen and Terrel, 1996) and Bygates.

2.2 Theoretical review.

2.2.1 Natural Approach.

The bases of this method were built on Language Acquisition (Krashen, 1982) and it also adopts some characteristics of Total Physical Response. The Natural approach emphasizes on listening comprehension and communication, the techniques based on the Natural Approach according to Krashen, & Terrel, T. (1996) are a set of procedures planned and carried out within the institution in order to improve the oral production in EFL students

2.2.1.1 Language Acquisition (LA).

Krashen (1982) indicates that second language acquisition contains five hypotheses such as the Acquisition-Learning hypothesis, the Monitor hypothesis,

the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis.

The Acquisition-Learning Hypothesis

Krashen established that language development involves two independent processes: acquisition and learning. Acquisition is the subconscious form to accept a language, this is how we acquire our native language to communicate. Learning is the conscious form to accept knowledge about the language such as grammar rules. (Bilash, January 2011)

| Acquisition | Learning |
|-----------------------------|-------------------------------------|
| implicit, subconscious | explicit, conscious |
| informal situations | formal situations |
| uses grammatical 'feel' | uses grammatical rules |
| depends on attitude | depends on aptitude |
| stable order of acquisition | simple to complex order of learning |

Table 1 Acquisition and Learning Differences

The table 1 details the differences between acquisition and learning. (Cook V. 2014)

Monitor Hypothesis

It refers to the relationship between acquisition and learning. Acquisition is learners' ideas into their minds which have been acquired in a meaningful way, and learning is the knowledge about the language that masters their ideas before

they come out. In other words, learning monitors acquisition before speaking.

The next picture shows how the relationship between acquisition and learning is; how the acquired competence is monitored by the learnt competence during the process of speaking. (Hatfield, M.Ed., 2013).

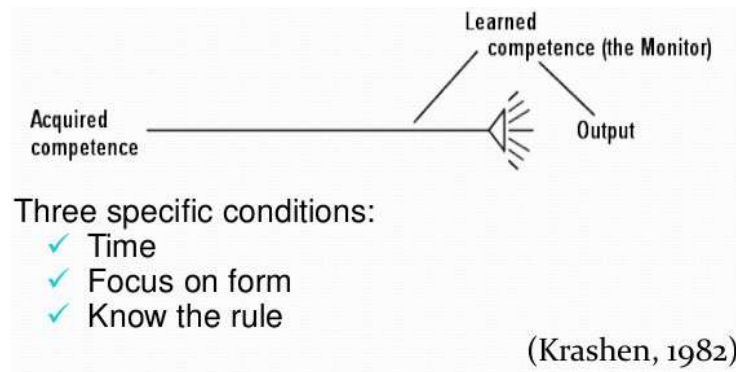


Figure 1 Acquisition and Learning relationship

The Natural Order Hypotheses

It explains that learners should acquire the target language in order based on the level of difficulty of the grammatical structures presented in the new language.

(Albertazzi S. Azofeifa, M. Serrano G. March 31th, 2011)

| | |
|----------|------------------------------|
| Example: | First Morpheme Acquired |
| | The progressive marker -ing |
| | Plural marker /s/ |
| | Acquired later |
| | Third person singular marker |
| | The possessive /s/ |

Figure 2 Natural Order – Grammatical structures

The Input Hypothesis

It says that the language acquisition is possible if the learners receive comprehensible input or easy messages to understand for them. However to continue improving the target language the comprehensible input should add extra new input. Therefore, the target language will increase by adding new concepts, it is represented as $i + 1$. (Bilash, January 2011)

The Affective Filter Hypotheses

It is the learners' emotional state, and it is preferable keep this affective filter low. This filter refers to the learners' anxiety, stress or all the negative feelings. So when the affective filter is high, it blocks the learners' acquisition; when the filter is low, the learners have a better disposition to acquire the new language because they are relaxed, confident, and motivated. (Hatfield, M.Ed., 2013)

2.2.1.2 Total Physical Response (TPR).

Asher argues that the language will come out if it is teaching using physical movement simultaneously. It states that the learner is not supposed to speak at the beginning; they have to get the enough input to be ready to produce. This method does not teach grammar; it is implicit in the lessons.

2.2.1.3 Stages of the Natural Approach.

Natural Approach is composed of five stages such as pre-production, early production, speech emergence, intermediate fluency, and advanced fluency. In the next pages, there is

Pre-production. This is first stage of the Natural Approach so the students, who have ten hours to six months of exposure to English, are considered into this stage. Around this time, the students should acquire five hundred (500) receptive

words. Receptive words are those that the students understand but they cannot use them.

One of the techniques applied at this stage is Total Physical Response (TPR). During this period, the students are not forced to speak in the target language until they feel ready to do it. That is one of the reasons why this stage is also called the Listening Comprehension Stage (Krashen & Terrel) or Silent Period (Asher, 2000). TPR is very important in order to develop listening comprehension to collect the enough input. Moreover, it is also vital to lower the affective filter at this stage through the use of this technique.

Another technique is to combine pictures and TPR (Krashen & Terrel). It consists on obtain a total physical response from the students through the use of pictures. For example, the teacher ask to do an action with the picture described, so the student have to choose the correct picture and obey the order, or the teacher describes a picture and the student has to do the action if the description is correct. The latter activity can be applied in groups and giving different pictures to each student, thus some of the students perform the action.

Teachers' role is to give comprehensible input, pantomime, model, and simplify speech. To give comprehensible input it is important to use visual aids, real objects, word banks, vocabulary journals, and simple sentence stripes. To pantomime is vital to use body language, facial expressions, and TPR activities in order to model authentic natural language based on real situations. Moreover, to simplify speech is essential to emphasize in key words, speak slowly, clearly and talk within a context reading stories. Krashen and Terrel indicate that teachers

should maintain attention on key lexical items, use appropriate gestures and use appropriate context to understand, the students will be successful.

Students' role is to respond non-verbally through acting out commands, pointing out pictures, recognizing meaning of words, guessing meaning, nodding, drawing, and choosing.

To sum up, there are few steps to follow at this stage to elicit non-verbal responses. First, the use of visual aids, after that, specific questions are asked and the students answer in a non-verbal form or show a TPR response. It provides comprehension input by listening and group activities lower the affective filter, too.

Early production. This is the second stage of the Natural Approach and the students, who have six months to one year of exposure to English, are considered into this stage. During this time, the students should acquire from five hundred (500) to one thousand (1,000) words of receptive vocabulary and 10% of them are expressed regularly

This stage encourages the students to use the target language in a non-threatening environment. Although, many errors appear, they are not corrected if they do not affect the process of communication. The students are required to answer only one or two word responses or answer choice questions. This stage is focused on meaning instead of structure, in other words, comprehension input is still more important than the production of words.

Techniques at this stage are using actual situations presented in the classroom based on the students' reality. Those techniques are the use of physical characteristics, articles of clothing, colors, visual and combination of pictures and

TPR. Therefore, the practice of choral responses lowers the Affective Filter (Krashen & Terrel).

The use of physical characteristics means that the teacher describes the physical characteristics of a student who is in front of the classroom. Then, the teacher elaborates many questions, which elicit one-word responses from the rest of the class, to verify comprehension. After that, the teachers choose another student and do the same process using the same context: physical characteristics. The teacher contrasts the physical characteristics of both students. Next, the teacher asks questions to make the rest of the class to say which of the physical characteristics belong to each student. Finally, the rest of the class has to answer correctly. This technique must be only applied in a positive way avoiding to offend to someone.

The other techniques such as the using articles of clothes, colors and pictures are applied in the same form like the physical characteristics. (Krashen and Terrel)

Teachers should ask yes/no questions, wh-questions which require simple answers, choice questions, open dialogues with one missing word by the use of charts, tables, graphs, sentence stripes, visual aids, simple advertisements. The teachers should continue simplifying their speech as in the pre-production stage. Krashen and Terrel indicate teachers should paraphrase the question in two or three ways before to expect a response.

Students' role is to answer yes/no questions, to answer one word general questions, fill in charts, list words, say short phrases,

All in all, the steps to follow at this stage are asking a series of questions which demands a more sensible response from the students. It is in order to get them involved in the situation through listening comprehension and eliciting answers.

The teachers should start asking yes/no questions, and then the teacher should elaborate choice questions. After that, the teachers should formulate information questions which can be answered with one or two word responses. Next, the teachers should encourage to list words or complete sentences with missing words. That series of questions make the students produce in the target language.

Speech emergence. This is the third stage of the Natural Approach so the students, who have one to three years of exposure to English, are considered into this stage. Around this time, the students should acquire seven thousand (7,000) words

At this stage is important to promote fluency and communicative competence. Although, it depends on the objective of the course regarding to function of the language and skills developed, it is still focused on the meaning and content, and not on the form. Grammar is taught in an unconscious form: making it natural. It contains complex utterances such as the answers of “how” and “why”, which describe process and give reasons.

The techniques at this stage are the application of open-ended sentences, open-ended dialogues in small groups, association, and the use of pictures, charts, advertisements which elicit short phrases or sentences. (Krashen & Terrel)

At this stage the use of activities are unlimited. Any activity such as humanistic-affective activities, problem solving activities, and learning activities like games that encourages speaking are included here.

Humanistic-affective activities are those which are involved with the students’ feelings, opinions, desires, reaction, ideas and experiences. In this kind of affective activities are included dialogues, interviews, preference ranking,

personal charts and tables, revealing information about yourself, and activities using the imagination (Krashen and Terrel)

Problem solving activities are those in which the students have to find correct answers to a question, a problem or a situation. The activities included are tasks and series, chart, graphs and maps, developing speech for particular situations, and advertisements. (Krashen and Terrel)

Learning activities are related to all kind of games which promotes the oral production in the target language.

Teachers' role is to provide additional support. The teachers should include activities that are general student-centered practice such as the use of games, the incorporation of language from TV, radio or movies, the conduction of writing exercises, and the use of reading.

The students' role is able to use three or more words at a time, speak short and longer phrases, use dialogues, complete sentences and extended discourse and narrative.

To sum up, the next steps are the ones to follow at this stage. First, the teachers generate comprehension input using the visual needed. Then, the teachers develop any acquisition activity describe above. Finally, the students produce phrases or complete sentences. This process let the students to produce sentences differing from the previous stages.

Intermediate Fluency. This the fourth stage of the Natural Approach and the students, who have three to four years of exposure to English, are into this stage. During this time, they should acquire 12,000 words.

This stage indicates that students can participate in essay, solve complex problems, investigate and give support to their position, criticize and analyze literature.

The techniques at this stage are the same which had being done during all the process of the second language acquisition. The techniques applied at this stage could be from the first stage to the third stage; however, they have to demand longer responses. All the techniques mentioned before are still useful at this stage.

The variety of activities at this stage is unlimited similarly to the speech emergence stage. The level of difficulty is the one which vary: and the acquisition activities are more complex.

The teachers' role is to help students to develop academic skills, especially in reading and writing.

The students' role is to speak sentences about a variety of familiar topics, read and write complete sentences making few mistakes.

In conclusion, this stage refers to development of more complex tasks or activities. The students get more vocabulary, and practice grammar structure producing complex sentences in more advance contexts.

Advanced fluency. This is the fifth and last stage of the Natural approach, and the students who got the characteristics in the previous stage and can perform those activities are ready to enter to this stage. This stage just refers to master of those skills. As a result, the students have already acquired the target language and they are able to do any kind of activity exposed to real situations in their life.

Chart of the Natural Approach Stages. The next chart illustrates and summarizes the stages of the Natural Approach. It contains what are the

characteristics of each stage, what the students can do and what the teacher should do.

| Stage 1 | Stage 2 | Stage 3 | Stage 4 |
|--|--|---|---|
| Pre-production | Early Production | Speech Emergence | Intermediate Fluency |
| Students comprehend simple language but cannot produce language yet. | Students comprehend more complex language and can make one or two words. | Students can speak in phrases and sentences. | Students can combine phrases and sentences into longer passages of language, oral and written. |
| Characterized by: Minimal comprehension No verbal production | Characterized by: Limited comprehension One/two words responses. | Characterized by: Increased comprehension Simple sentences Some basic errors in speech Reading limited to what can be comprehended orally Writing limited to brief responses | Characterized by: Good comprehension Use of complex sentences Some errors in written form |
| Students can: Listen Point Respond with actions Draw Choose Act out | Students can: Name Label Group Answer yes/no Discriminate List Categorize Count | Students can: Retell Define Explain Compare Summarize Describe Role-play Restate Contrast | Students can: Analyze Create Defend Debate Predict Evaluate Justify Support Examine Hypothesize |
| Teacher should: Use visual aids Modify speech Focus on key vocabulary Ask for physical responses | Teacher should: Use yes/no questions Ask for single-word answers Use cloze exercises Expand on student answers | Teacher should: Use games Incorporate language from TV, radio, movies Conduct writing exercises Use reading for language input Use problem-solving activities | Teacher should: Help students develop academic skills, especially in reading and writing Use activities that require analysis, hypothesizing, justify and supporting. |

Table 2 Natural Approach Stages

2.2.2 Bygate's Speaking Approach.

Bygate's approach (1987) argues that in order to produce sentences in a second language we must consider two aspects which are critical to achieve this objective, speaking. These aspects are "knowledge about the language" and the "skills to use this knowledge".

2.2.2.1 Knowledge about the language.

It means that the students must have notion of grammatical structures and vocabulary, which is fully consistent with the situation of students in Seventh Year of General Basic Education with whom this research project was applied. They have studied the target language since they were about five years old, which means they have been collecting vocabulary and reinforcing simple grammatical structures. In other words, they are ready to produce sentences in English orally; it is only a matter of time and practice until they dare to apply the second aspect of Bygate's approach, the "skill to use this knowledge".

2.2.2.2 Skill to use this knowledge.

It is a little more complicated matter, because now that the students have acquired grammatical structure and vocabulary, they must express their ideas orally and coherently according to the situation. In other words, students are required to process the information which they have accumulated in a section on their brains. As a result, they have to select the appropriate vocabulary, structure, and to keep the interest of the receiver.

The key is to practice speaking, to produce those words they think or write. This is what we call "skill to use this knowledge" and which we are going to improve in our students through techniques based on the Natural Approach.

Components of skills to use this knowledge.

Bygates (1987) also indicates that the “skills to use this knowledge” is divided into two components; they are the “production skills” and “interaction skills”; which can be affected by two conditions such as “processing conditions” and “reciprocity conditions”.

The following picture summarizes what was discussed in the previous paragraph.

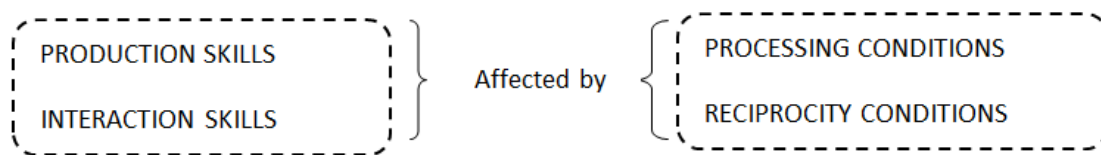


Figure 3 Skills and Conditions

According to Bygates (1987), students are blocked when they speak because they are under pressure to say an answer keeping the attention of the listener. Another condition is that between the students must have similar level to communicate each other, to convey the exact meaning about what they want to express and also to be explicit on the message given, in this way we can make a possible communication between two people. If the level of the students is not similar to the other one, one student will only have the role of listener and the other student of speaker. As a result, the cycle of communication would be impossible to conclude because the roles will never change. As a consequence, the speech would be conducted to an erroneous way getting wrong information.

Production skills. The scope of this research project is on “production skills” because the main idea is to improve the students’ oral production. The students are allowed to use two "devices" called “facilitation” and “compensation”. These devices help the students as they acquire the second language; they are techniques

which help the students to cope a conversation when they are facing some difficulties. As it was mention before, the difficulties occur due to time pressure or low level between the students. The usage of the devices motivates them to increase their vocabulary and get better their grammatical structure, when they overcome the difficulties the will be ready to give the next step: it is the “Interaction skills”.

All these features (facilitation, compensation) may in fact *help* learners to speak, and hence help them to *learn* to speak... In addition to helping learners to learn to speak, these features may also help learners to sound *normal* in their use of the foreign language. (Bygates 1987, 20-21)

According to the quote above, the fact of using facilitation and compensation not only help students to speak but also to learn to speak, what is more, students will sound in a natural way as a native speaker when they express their ideas.

Talking about facilitation, it refers to the techniques which make the oral production easier or possible. It includes essential forms of facilitation.

Simplifying structures, ellipsis, expressions formulate fillers and hesitation devices.

The *compensation* device refers to change, correct or alters the words with the purpose of avoiding or replacing difficult words using the following tools:

Substitution, rephrasing, reformulating, self-correction, false stars, repetition and hesitation.

These techniques help the student to speak in a natural way and overcome conversations with the simplification o restoration of phrases.

2.2.3 Expert conceptions about oral production.

The concept about oral production varies according to the point of view of each individual; we included the following concepts related to the ideals of this research project.

Bygates (1991) says that "oral production is the ability to make sentences, which occur in every situation." Therefore, to have a conversation is to produce sentences based on the situation.

O'Maley and Valdez (1996) Oral production is "The way that two people share knowledge about what they know, taking into account the context of the conversation." Now, the concept above not only explains that is to make sentences but also the people involved have to consider the context of the conversation.

Brown and Yule (1983), says that "oral production is an interactive process where you can build a meaning that can occur in any situation, at least at the time, taking into account the participants and the context, experiences and purpose of the communication".

Each concept involve more elements in the oral production, we have participants, context, experience and purpose in the communication. Those elements were not mention before in the other two conceptions above.

In addition, Saussure indicates (2011) to start the process of communication, we need at least two people (person "A" and person "B") and each one has a role, one will be the speaker and the other one will be the receiver, and vice versa. On the other hand, some more elements were added such as information source, message, signal, noise source, received signal and destination. In this model the speaker is

called transmitter and the receiver has the same name (Shannon & Weaver, 1949): that is why it is said that listening and speaking are linked (Brown, H. 2000).

In conclusion, oral production is a process that needs participants who transmit a message through a channel and they should have some similar aspects or codes in order to have a conversation.

2.2.4 IELTS- International English Language Testing System

The next table shows a description for each score giving a summary about the candidates' English level. This table was taken from IDP Education (2014).

| | | |
|---|--------------------------|---|
| 9 | Expert User | Has fully operational command of the language: appropriate, accurate and fluent with complete understanding. |
| 8 | Very Good User | Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well. |
| 7 | Good User | Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning. |
| 6 | Competent User | Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations. |
| 5 | Modest User | Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field. |
| 4 | Limited User | Basic competence is limited to familiar situations. Has a frequent problem in understanding and expression. Is not able to use complex language. |
| 3 | Extremely Limited User | Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur. |
| 2 | Intermittent User | No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English. |
| 1 | Non User | Essentially has no ability to use the language beyond possibly a few isolated words. |
| 0 | Did not attempt the test | No assessable information provided. |

Table 3 ELTS – Students' English Level Characteristics

To test the students' English level, this research project elaborated a speaking test based on IELTS standards. IELTS means **I**nternational **E**nglish **L**anguage **T**esting **S**ystem. (2014)

It is a test that measures the students' real English level based on worldwide criteria. It assesses the four skills and a final score is taken from them. The final score is detailed in a nine band scale which is from 1 to 9. (Cambridge, 2014)

2.2.5 Speaking Assessment

Here, there are the specifications about how to evaluate the students in speaking based on the International English Language Testing System (IELTS). The evaluation is an interview basically which is interrupted almost in the middle with a speaking activity. To carry out this process successfully, it is necessary to elaborate a script, a worksheet and a rubric. All of these instruments are involved in the students' speaking assessment.

The script contains questions which are the support for teacher in order to lead the whole interview with the student, the worksheet is given to the student almost in the middle of the evaluation, and the rubric is filled at the end of the interview by the teacher to evaluate the student's English speaking level.

The interview is divided in three parts; the first part is a simple interview about common topics, the second part is about talking a specific topic, the third part is an interview to expand the previous topic.

Each of the parts have different purpose, to have a clear idea about of them, they were analyzed separately.

The first part makes the students to feel relaxed and talk naturally; it lasts from 4 to 5 minutes based on IELTS. It starts using questions which introduce

themselves. Then, it is turned to general topics but common ones such as shopping, family, work, study, food, holidays, friends, going out, festival, sports, school, public transport, home, interest. The teacher should have a script to ask the questions and lead the interview.

The second part consists on giving a task to the student which has to be performed by speaking about a specific topic. The teacher gives a worksheet or task card to the student; this is also a visual aid for him/her in order to start preparing his/her ideas and talk about them. This part lasts from 3 to 4 minutes: during this time 1 minute is for thinking and taking notes, then 1-2 minutes for speaking without interruptions. The teacher let the student speak and will ask the student one or two questions related to the topic at the end. (IELTS)

The third part is totally linked to the second part, this lasts from 4 to 5 minutes (IELTS). The questions demand more abstract answers and the teacher must have also a script. The teacher is not limit to the script; he or she can make other questions in order to create a normal conversation.

The last part is seems more than an interview, it seems a natural conversation, so it has to finish like it was a pleasure to talk to the student.

Talking about the time in the speaking assessment, the complete process of the interview can last around 11 to 14 minutes based on the International English Language Testing System (IELTS).

IELTS has an established timing for the speaking assessment; the timing is detailed in the next chart. It specified each of the parts of the interview and the time allowed for them, it also shows the total time that it can last at the end.

As we will observe in the next table, the timing is a little bit flexible, but cannot go beyond those limits.

| Parts | Timing |
|---------------|----------------------|
| Part 1 | 4-5 minutes |
| Part 2 | 3-4 minutes |
| Part 3 | 4-5 minutes |
| Total | 11-14 minutes |

Table 4 ELTS Timing

2.3 Conceptual Framework

The purpose of the conceptual framework is to facilitate an overview of the research project to the reader. It is done in a more explicit way, so the reader will observe everything about the study of this research project. The conceptual framework presents the authors' personal view which links with the literature review. However, it will show the students' weaknesses at producing sentences in a foreign language.

There are many theories, and approaches related to the oral production however every single one to has be adapted to the students' needs. This research project describes the usage of the techniques based on the Natural Approach to improve the students' academic performance at speaking in a foreign language.

This study found different theories to support this research project. Considering some psychologists and scientists' approaches related to this issue: speaking. It is relevant to say they have contributed to the education through their investigations. There are several but our research project is based on the Natural approach and Bygate's Speaking Approach. The Natural Approach involves the Total Physical Response, and Language Learning Acquisition.

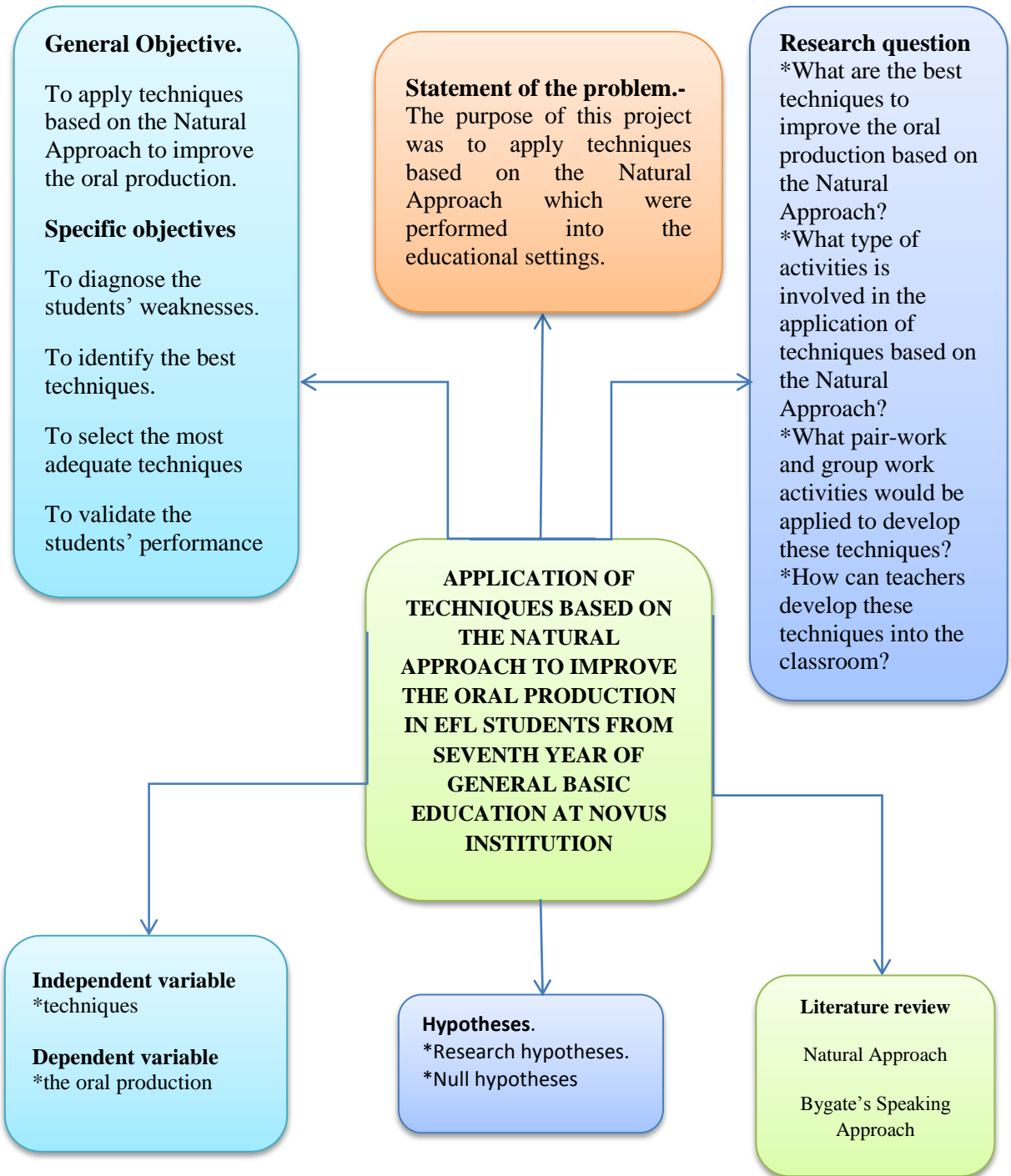


Figure 4 Conceptual Framework conceptual map.

The general objective was to apply to improve the oral production in elementary EFL students from Seventh Year of General Basic Education at NOVUS institution. The general objective was to improve the oral production in elementary EFL students from Seventh Year of General Basic Education at Novus using techniques which can be performed into the educational settings.

Specific objectives are to diagnose the students' weaknesses when they express ideas in the second language orally, to evaluate their performance through the use of rubrics and video analysis, too identify the best techniques about how to improve the oral production in EFL students based on the Natural Approach and also on Bygate's Speaking Approach, to select the most adequate techniques based on the Natural Approach for students from a Spanish speaking country considering the reality of the educational setting, academic level, the age, and students' interests and likes, to validate the students' performance at the end of the current school year through the videos and rubrics comparison which have been evaluated during the study term.

This research project has four research questions: What are the best techniques to improve the oral production based on the Natural Approach? What types of activities are involved in the application of techniques based on the Natural Approach? How can teachers develop these techniques into the classroom? What pair-work and group work activities would be applied to develop these techniques?

In addition, this research project has two hypotheses of research hypotheses then mean of the posttest is greater than the mean of the pretest after educational intervention. A null hypothesis there is no difference between the pretest and

posttest after the educational intervention. It contains two variables first independent variable the techniques based on the Natural Approach. Second dependent variable Improvement of the oral production.

Literature review contains two approaches and a system of researchers to support this research project such as The Natural Approach, Bygate's Speaking Approach, and IELTS.

The Natural Approach emphasizes on communicative activities. It is divided in five stages but our research project is focused on the third stage: speech emergence. This approach was developed by Krashen and Terrel. This research project is focused on the different techniques which belong to specific communicative activities instead of grammar. It also has characteristics from the Total Physical Response, and Second Language Acquisition.

Krashen indicated the second language acquisition contains five hypotheses such as the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis.

The Total physical response and the Natural Approach have a strong connection because both use physical movements. This method does not teach to grammar; it is implicit in the lessons.

This research project is also supported on the International English Language Testing System (IELTS). This system was approved in other countries, and it is used to get into universities.

The IELTS was used to evaluate the students' speaking performance during the pretest and posttest. It had some adaptation due to the students' needs and reality at NOVUS Institution.

2.4 Research questions.

What are the best techniques to improve the oral production based on the Natural Approach?

What type of activities is involved in the application of techniques based on the Natural Approach?

What pair-work and group work activities would be applied to develop these techniques?

How can teachers develop these techniques into the classroom?

2.5 Hypotheses.

Research hypotheses. Then mean of the posttest is greater than the mean of the pretest after educational intervention.

Null hypotheses. There is no difference between the pretest and posttest after the educational intervention.

2.6 Indicators and Variables

In the next table, we include the dependent and independent variables, their concepts and indicators. We also included the instruments which were used in each one.

In this research project the independent variable is “techniques based on the Natural Approach”. The definition is described next the independent variable in order to have a clear idea about. It also has the percentage to be reached and the instruments needed. The same issues are described for the dependent variable in the bottom part of the table following the order as the independent one.

| Variable | Conceptual Definition | Indicators | Instruments |
|---|--|--|---|
| Independent variable: the techniques based on the Natural Approach | Every kind of techniques based on the Natural Approach which were planned and had been executed into the institution in order to develop the oral production | The teacher achieved the 100% of the lesson plan The students performed at least the 70% of the techniques | Lesson Plan Pre-test Formative test embed in the worksheets (work together) |
| Dependent variable: Improvement of the oral production | Every oral expression in English as a result of the application of the techniques | The 70 % of the students approved the unit. The students will comply with three out five components of speaking. To fill in the checklist as verified by the researcher. | Posttest Analysis of videos Rubrics Checklist |

Table 5 Indicators and Variables

2.7 Definition of terms

Acquisition

Acquisition is the subconscious form to accept a language.

Educational settings

Is the place where is developed the studies of the students such as the institution.

Foreign Language

Foreign Language is any language used in a country other than one's own; a

language that is studied mostly for cultural insight

IELTS.

International English Language Testing System designed to assess the language ability of candidates who need to study or work where English is the language of communication

Learning

Learning is the conscious form to accept knowledge about the language such as grammar rules.

Pretest

A pretest is a preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience or course of study.

Posttest

A posttest is a test given after a lesson or a period of instruction to determine what the students have learnt.

Questionnaire

A questionnaire is a set of systematically structured questions used by a researcher to get needed information from respondents.

Rubrics

Rubric is a scoring tool that teachers use to assess student learning after a lesson.

Standard

The definition of a standard is something established as a rule, example or basis of comparison..

2.8 Summary

The research project was applied on the students' from Seventh Year of General Basic Education in order to improve the oral production in their target language: English. It is because they showed difficulties when they wanted to produce sentences. Another fact detected was that they translated literally the sentences or spoke Spanish when they tried to express an idea. So it created interference between both languages. The objective of our research project is to apply techniques based on the Natural Approach in order to improve the oral production in EFL students from Seventh Year of General Basic Education at NOVUS Institution.

The application of techniques based on the Natural Approach aims to improve the students' oral production. This research project also aims to find the suitable techniques for the students. It was hard select one because there are lots of techniques. Therefore, the most suitable ones are those based on the population needs such as the techniques based on the Natural Approach. It was selected because these techniques were related to activities which focus in different aspects that complement the students' needs. The applied techniques belong to the humanistic-affective activities, problem solving activities and learning activities

Although, this research project focuses more on humanistic-affective, learning activities, problem solving activities were also included. The problem solving activities are a little bit more complex than the humanistic-affective ones so more time is needed to develop them. That was one of the reason we focused a little bit more on the techniques based on the humanistic-affective activities. One of the principal instruments were the worksheets; they were really useful this research

was practically developed using them. The worksheets contained seven topics each topic was divided in one, two or three periods giving fourteen periods in total; each period lasted 40 minutes. They contained speaking tasks that were performed during each of the lessons. Beginning on Monday 3rd February 2014 first topic was **“interviewing friends”** This activity included two worksheet which contained incomplete questions. Second day was Tuesday 4th February 2014 **“Talking to the birthday boy/girl”** This activity included two worksheets which contained a dialogues whit missing words. Third day was Wednesday 5th February 2014 **“Describing a birthday party”** This activity included a worksheet which contained a space to draw a birthday party. Fourth day was Thursday 6th February 2014 **“Ideas for a birthday party”** This activity included two worksheets, the first worksheets contained a table and the second one contained a listening exercise. The second worksheet was developing on the Fifth day Friday 7th February 2014. Sixth day was Monday 10th February 2014 **“Presents and handicrafts for birthday parties”** This activity included one worksheet; the worksheet contained a table with the names of craft supplies. Seventh day was Tuesday 11th February 2014 **“how to create a handicraft”** This activity included two worksheets; the first worksheet included a matching exercise and the second contained an empty chart, they had to describe how to create a handicraft, this activity continued the Eight day which was Wednesday 12th February 2014. Ninth day was Thursday 13th February 2014 **“Telling a story about a nice present”** This activity included one worksheet; the worksheet contained two exercises. The first exercise contained a paragraph about a problem and the second exercise contained a series of pictures. This activity continued the Tenth day which was

Friday 14th February 2014. To summarize, the result was excellent for them due to the implementation of the techniques based on the natural approach to help students improve their oral production in the English language.

3 Research Methodology and Findings

3.1 Methods and Techniques

This research project is based on the Natural Approach techniques and it was designed to improve the students' oral production until the third stage of this approach. This research project looked for fluency and communicative competence more than accuracy however it was immersed.

It is relevant to explain that the procedure is as followed: (1) administer the questionnaire to the students, (2) administer the pretest to the students, (3) develop the Natural Approach techniques, (4) administer the posttest to the students.

The Natural Approach has three kinds of activities: the humanistic-affective, the problem solving and the learning ones. Each of them contains different techniques and can be applied during the third stage of this approach.

At the third stage of the Natural Approach, the techniques used can be unlimited. This research project focused more on the techniques used into the humanistic-affective activities.

The techniques applied in the learning activities are *games* which main purpose is making the students speak included. This technique was most developing during the pretest period. While some students were in the interview, the other ones were into the classroom. The games included in these activities were guessing the words, spelling the words, happy parrots, missing words, toss the ball, unscramble the sentences.

The techniques applied from the humanistic-affective activities are the use of *information about themselves, imagination, dialogues, interviews, preference ranking, personal charts and tables*. It is important to say that all of these techniques are involved with the students' feelings, opinions, and experiences.

It was also included a technique which belongs to the problem solving activities which is *task and series*. This technique involves to find an answer to a situation.

To select the techniques and the scope of the Natural Approach stages, it was considered the students' academic level. As a result, this research project applied the techniques used in the third stage of the Natural Approach and it aimed to improve the oral production until this stage.

The fifth and fourth stages are very advanced and complex for the selected students in this research project. These stages demand a high English level in order to perform those complex activities, so more time is needed to reach them.

All in all, the techniques applied at this stage were the use of visual aids, imagination, open dialogues, preference ranking, charts and tables, reveal information about themselves, problem solving, task and series, interviews, listening to videos from native speakers, the induction of writing. All those techniques framed perfectly for the age and interests of the students because the techniques were adapted and modified to their level and interests, so it made possible to improve their oral production.

3.2 Research Population and Sample

The sample used in this research project corresponded to the total amount of student enrollment in Seventh Year of General Basic Education. There are 47 students: 30 females and 17 males. The research population and sample have been

selected in a non-probabilistic and intentional form. This selection made possible to obtain an average among of the highest and lowest performance gotten by the students' performance through the evaluation of the pretest and posttest.

3.3 Research Instruments

The instructional task was about birthday parties, it was dictated during 14 periods using techniques based on the Natural Approach. The topics were interviewing friends, talking to the birthday person, describing a birthday party, ideas for a birthday party, presents and handicrafts for birthday parties, explaining the elaboration of a handicraft, and telling a story about a nice present.

The instruments needed for the application of the techniques were students' tests, worksheets, rubrics, checklists, lesson plans. The students received the pretest, worksheets, and posttest, while the teacher and researcher handled with the rubrics, lesson plans and checklists. Although, the students received the tests and worksheets, the teacher evaluated those tests and gave instructions about how to fulfill the worksheets.

3.3.1 Students' tests.

These students' tests refer to the pretest and posttest. The pretest and posttest were exactly the same referring to content and structure. The pretest was taken before the application of the techniques based on the Natural Approach and the posttest was taken after the application of the techniques mentioned above.

The objective of these tests was to measure the students' performance in order to check their oral production improvement by the comparison of the scores from both tests.

The structure of the speaking test was set in three parts based on the International English Language Testing System IELTS; an introduction, a task card activity, and an expansion of the previous topic.

This test was also composed of one two pieces of paper, the script for the teacher and the worksheet for the student. Although, one piece was for the teacher and the other for the student, both people performed the three parts of the test. The teacher could observe the three parts in the script, but the student only could observe the task card activity from the second part of the test. The two pieces of paper were the teachers' script and the student's worksheet.

The teacher's script contained 22 questions asked as a conversation. There were 14 questions in the introduction as the first part, there were 2 questions in the task card activity as the second part, and there were 6 questions in the expansion of the previous topic as the third part. The student's worksheet contained a series of picture with the instruction corresponding just to the second part because the first and third parts were a conversation or interview with the teacher.

The parts of the test were developed in the following form. The first part was a conversation between the teacher and the student. The teacher asked the 14 questions related to personal questions and common topics such as family, friends and places in order to make the students feel comfortable. The second part was a speaking activity; the teacher gave to the student a task card which contained a series of pictures. The student had to create a story looking at the series of pictures, saying why those people are doing the corresponding actions in the pictures; the student was allowed to take notes. After, the student finished to tell the story, the teacher asked 2 questions about it. And the third part was another

conversation between the teacher and the student; the teacher asked the 6 questions related to the topic of the story to expand it. This conversation demanded more abstract answers.

The timing was also based on the IELTS; however, it was modified. The total timing was not changed, but the timing giving to each part was modified based on the students' reality and needs

In the next chart, there is the comparison of the IELTS and the modifications, and the reasons are explained below it.

| Parts/timing | IELTS | Modifications |
|---------------------|----------------------|----------------------|
| Part 1 | 4-5 minutes | 2-3 minutes |
| Part 2 | 3-4 minutes | 6- 7 minutes |
| Part 3 | 4-5 minutes | 3-4 minutes |
| Total | 11-14 minutes | 11-14 minutes |

Table 6 IELTS Timing modifications

As the total amount of minutes were not modified. We decided to assign to the first part 2 or 3 minutes for the introduction, it is less than it is established in IELTS. This decision was taken because the second part needed more than 4 minutes to conclude. This modification was done because the students could not take notes for the creation of a story in 2 or 3 minute and tell it the rest of time set in IELTS. As they had to take notes, they were given 5 minutes to do it and the rest of time for telling it. In other words, the second part was modified in or to have 6 or 7 minutes. And the third part had from 3 to 4 minutes in order to give more time for the expansion of the topic since the questions in this part are more abstract and the students needed to think their answer and not in a mechanic form

like the first part. As a result, the total established time for a speaking test in IELTS was complete. It was performed from 11 to 14 minute.

The application of the pretest to the total amount of the students lasted two weeks. To interview each one of the students was necessary to organize a schedule in this test. The schedule was divided in three parts: the first part was during English hours, the second part was during the break and the third part after classes because some students stayed there waiting the school bus which leaved later.

The application of the posttest to the total amount of students lasted one week. The posttest lasted less than the pretest because the institution gave us plenty of time to develop it because the posttest was taken the last week of classes and the students had some free time. It was not necessary to organize a schedule because the interviews were done during school time.

During the application of tests, the teacher and the researcher worked together. It was a hard work to handle every single interview. Besides all the process described, they had to be filmed to be evaluated later, too.

3.3.2 Worksheets.

The worksheets were an important instrument in applying the techniques based on the Natural approach to improve the students' oral production. They contained speaking tasks that were performed during each of the lessons; after the pretest and before the posttest.

The worksheets were separated in seven topics. The topics were interviewing friends which included one worksheet and lasted two periods, talking to the birthday person which included one worksheet and lasted two period, describing a birthday party which included one worksheet and lasted one period, ideas for a

birthday party which included to worksheet and lasted two period, presents and handicrafts for birthday parties which included one worksheet and lasted two period, how to create a handicraft which included one worksheet and lasted three period, telling a story about a nice present which included one worksheet and lasted two period.

The total amount of periods needed to fulfill the worksheets was 14 periods: each period lasted 40 minutes.

The explanation how to use the worksheets is described in the next pages. It also indicates the objective of the lessons, the technique used, number of periods and worksheets required to complete the activity.

1. Interviewing friends

The topic of the lesson was interviewing friends. This activity included one worksheet which contained incomplete questions. The objective of this lesson was to ask basic questions about personal information to interview their friends; it also aimed to lower the students` affective filter. This is a humanistic-affective activity, it lasted one period and the selected technique was *dialogue*. As the students knew each other; they felt comfortable doing it while they were producing small sentences. The material used by the teacher was a worksheet and markers.

To start the activity, the teacher had to brainstorm about questions for personal information. The teacher asked the student what they considered personal information and the teacher wrote the most relevant on the board. The questions for those answers were also developed in this way, they were recalling the questions and every question was written on the board. After that, the students received the worksheets which contained incomplete questions. They had to

observe which questions were not written before and complete the new ones with the teacher's help. When all the questions were written on the board the students read them chorally.

To check if the meaning of the question was understood correctly, it was necessary to ask the same questions to the students expecting their correct answers. They also had the opportunity to ask the difficult questions to the teacher to look for answers as examples. It was done until they catch the correct meaning of the questions. After that, the students had to ask and answer the questions in pairs; during this time they had the chance to practice their answers.

To finish the activity, the students interviewed their friends. They had to come to the board and they had to ask each other and answer using the marker as a microphone. They were also allowed to read the questions from the worksheets.

2. Talking to the birthday boy/girl

The topic of this lesson was "Talking to the birthday person". This activity included one worksheet which contained a dialogue with missing words. The objective of this lesson was to use the correct vocabulary to express their emotions about a present. This is a humanistic-affective activity, it lasted one period and the selected technique was *open-ended sentences*. The materials used by the teachers were flashcards and charts.

To introduce the topic, the students had to describe the two flashcards on the board. The flashcards had different situations, one is pleasant and the other unpleasant. The students had to say if the person is happy or upset about his or her birthday present. After that, the teacher asked the students what they could say if they were in those situations.

To elicit expressions for each situation, each picture was observed separately. The teacher said some key words in order that they produce a short sentence when they did not know how to express their ideas. The students gave some examples of phrases for the pleasant situation. Furthermore those ideas were reinforced with a chart showed by the teacher; the chart had a list of expression for that situation. The same process was done for the next picture which was the unpleasant situation. Next, the teacher asked some students what phrases they would use in a specific situation. The students answered with the phrases they preferred from the chart.

To apply the technique: open-ended sentences, the students were given the worksheet that contained a dialogue with missing words. The dialogue was between a friend and a birthday person. The friend had to give a present to the birthday boy or girl. This activity had to be performed in pairs.

To create the pairs, the teachers delivered tickets with numbers written; the numbers were written twice in that group. In that way, the students who had the same number of the other student had to form the pair. In pairs, the students had to complete the dialogue using the expressions from the chart.

To finish the activity, the students were called to come to the board to act out the dialogue using an object as a present. They had to act out the situation using body and facial language. They were also allowed to use the worksheet to read the dialogue.

3. Describing a birthday party

The topic of this lesson was “describing a birthday party”. This activity included a worksheet which contained a space to draw a birthday party. The

objective of this lesson was to mention objects related to birthday parties to describe the same event. This is a humanistic-affective activity, it lasted one period and the selected technique was *students' imagination*. The material used by the teacher was real objects, flashcards, masking tape, CD, CD-player, markers, board.

To start the lesson, the teacher explained the students; he is going to draw objects by objects on the whiteboard and the students had to guess the event. The teacher drew a table, and he asked the students if they already knew what the event was. Then, the teacher drew a chair and he continued asking until they guessed it was a birthday party. After that, the teacher showed a balloon and asked the students if balloons were useful for birthday party. The teacher continued showing objects and pictures of streamers, a clown, candy, soda, a banner, a poster, and birthday cake to elicit the name of each one. The teacher stuck the pictures on the board and the students were asked to come to write the names. The whole class helped the teacher described the picture on the board “There are a lot of balloons”, “there are few snacks”, “there is a cake”.

To apply the technique: imagination, the students were given the worksheet that contained an empty square. The students were asked to close the eyes and imagine they were in any birthday party while they were listening to the birthday party song. Next, they had to draw and describe what they imagined on the worksheet following the example on the board.

To finish this activity, the students went in front of the classroom and they had to show their drawings and read what they wrote.

4. Ideas for a birthday party

The topic of this lesson was “ideas for a birthday party”. This activity included two worksheets, the first worksheets contained a table and the second one contained a listening exercise. The objective of this lesson was to select the best birthday party ideas mentioned in a video. This is a humanistic-affective activity, it lasted two periods and the technique used was personal *charts and tables*. The materials used by the teachers were pictures, a video, a pen drive, and data projector.

To start the activity, the teacher recalled the vocabulary related to birthday parties, and then the teacher started to ask what ideas could be good for a birthday party, and what ideas could be bad or irrelevant. The teacher clarified that the word irrelevant is not important.

To apply the technique: personal charts and tables, the students were given the worksheet that contained a chart. The teacher explained that those are a list of ideas for a birthday party and they had to select the options according to their personal opinions. The teacher read the ideas one by one and asked any student if they considered them a good, bad or irrelevant idea. The students answered based on their opinion. When they finished filling in the table, the teacher gave some minutes to justify their answers: answering the question why. The teacher had to write the first example.

To fill in the table the whole group worked together. Each student had different opinions, and they gave their opinions to justify their ideas. Some of them did not change their opinions despite of most of the students thought different. In that

case, the teacher listened to their comments and wrote two or three reasons: each one for each group of students if those ideas were convincing.

An extra activity was included; the students received another worksheet. They had to listen to an expert in organizing birthday parties; he said some good idea and the students had to tick the ideas they listen from the video. At the end the answers were corrected and the teacher asked some students if they had included any of the ideas in their real birthday parties.

5. Presents and handicrafts for birthday parties.

The topic of this lesson was “presents and handicrafts”, this activity included two worksheets. The first worksheet contained two exercises such as complete and match, the second worksheet contained a table with the names of craft supplies. The objective is to mention craft supplies to express how often they use them. This is a humanistic-affective activity, it lasted two periods and the technique used was *preference ranking*. The materials used by the teacher were real objects listed on the worksheet (the most relevant objects listed on the worksheet).

To start the activity, the teacher started with a question. The question was “what do you prefer: to buy a present or to create one. The teacher asked the students to raise the hand if they prefer to buy the present, and after that, he asked again but the question was “why do you prefer to create a present. The same questions were done with “buy a present”, the teacher wrote on the board every single idea the whole group said. The students were given the first worksheet in order to write their reason in the first exercise. Next, the teacher chose some students to say the reasons about their preferences in front of the classroom. In the second exercise of that worksheet, the teacher asked the students to observe the pictures carefully to

match the presents with their corresponding birthday people based on their opinion.

To apply the technique: preferences ranking, the teacher showed real objects related to craft supplies such as sequins, needles, thread, etc. After that, the students were given the second worksheet that contained the list of craft supplies. The teacher pronounced the items one by one while the students were repeating chorally after him. Next, each item was pronounced per students until the list was finished. The teacher explained that the list was divided in two parts: craft supplies used in presents made of cloth and craft supplies used in presents made of foam and they had to fill in the chart using the numbers based on the preferences.

To finish the activity the students had to complete the sentences using the words corresponding to the numbers written in the previous table. Finally they went to the board and read their sentences. Then the teacher selected any students to say the name to craft supplies if they do not know the name of them, the rest of the class could help him or her.

6. How to create handicraft.

The topic of this lesson was “how to create a handicraft”. This activity included one worksheet; the worksheet contained an empty chart. The objective was to describe the process of creating a handicraft. This is a humanistic-affective activity, it lasted three periods and the selected technique was *reveling information about yourself*. The materials used by the teacher were flipchart papers, permanent markers.

To start the activity, the teacher started with a brainstorming about the craft supplies. The teacher asked the students to come to the board to write the craft

supplies they remember. Then, the teacher indicated they had to create groups in order to describe the process to create a handicraft. They had to decide what handicraft they would like to create and what craft supplies they could bring per student. When the students had a clear idea about the activity, they were ready to create the groups.

To apply the technique: revealing information about you. The students were given a worksheet that contained two exercises a chart to be filled and lines to compose a small paragraph. In the first exercise, the students had to fill in the chart as the teacher explained it. It required the names of the members and the list of craft supplies which had to be brought for each student in the group in order to create their handicraft. While the students were filling in the chart, the teacher was monitoring. When, they finished, the teacher indicated it was time to describe the process to create a handicraft. The teacher specified, they had to use sequencers in each sentences and there would be five sentences at least. The teacher also facilitated a list of useful verbs and this list could be extended by the students' ideas or interest about how to express their sentences. After the teacher explanation, he wrote some examples on the board such as "First, draw a happy face. Then, cut the happy face, etc. After that, the teacher checked the students' compositions and corrected them.

To finish the activity, the teacher delivered flipchart papers and markers. The students had to draw the steps on the paper and explain the process in groups.

7. Telling a story about a nice present

The topic of this lesson was "telling a story about a nice present". This activity included one worksheet; the worksheet contained two exercises. The first exercise

contained a paragraph about a problem and the second exercise contained a series of pictures. The objective was to tell a story by looking at the series of pictures. This is a problem-solving activity, it lasted two periods and the selected technique was *task and series*. The materials used by the teacher were pictures and masking tape.

To start the activity, the teacher told the students a problem and asked them what solution they would find. To have a clear idea about the problem, the teacher delivered the worksheet to make the students read the problem. This problem was in the first exercise of the worksheet. Three students were asked to read it for the rest of the students; it means the problem was read three times. Then, the teacher asked the whole group to say some ideas to make that person feel happy. The students answered using some ideas about birthday parties. The teacher wrote on the board the ideas and the students copied what they preferred.

To apply the technique: task and series. In the second exercise, there was a series of pictures. The teacher described the first picture of the series and asked the whole group to describe the next pictures. Then, the teacher told the students, they had to create a story looking at the pictures. The first sentence was written by the teacher using sequencers, and the rest of the sentences had to be written by them in the worksheet using the sequencers, too.

To finish this activity, the teacher asked for volunteers. The students, who wanted to come in front of the classroom, could read their story. Finally, the teacher wrote the complete story on the board with the students' help.

3.3.3 Rubrics.

The rubrics were an instrument which helped to measure the students' performance in the pretest and posttest. The rubrics were filled later in the students' absence; it was possible to do because each conversation of the pretest and posttest were video-recorded. This process was done twice, during the pretest period and posttest period.

The objective of the rubrics was to compare the evolution of the components involved in the oral production by the evaluation of both tests: pretest and posttest. It is important to remember that the pretest was taken before the application of techniques based on the Natural Approach and the posttest was taken after it.

The format of the rubric was taken from Rcampus website; the name of the rubrics was *grading criteria for English speaking test rubric*. This rubric was a chart which included the components involved in the oral production, a scale and rating for each component, and a description of the components based on each scale; however, there were two modifications in the original rubric. The first one was about the components of the oral production, and the second one was about the ratings.

The components involved in the oral production were grammar, vocabulary, pronunciation, listening comprehension, and fluency; they were in the first column at the left side of the rubric. Background knowledge was included in the original rubric as a component of the oral production, but it was omitted because this research project focused on the principal ones.

The scales were “needs improvement”, “satisfactory”, “good” and “excellent”; they referred to the level of quality for each component.

The rating was totally linked to each of the scale mention previously; it will be listed in the same order to avoid any misinterpretation. The rating for each one was 0.50 points, 1 point, 1.5 points, and 2 points. The rating was different from the original rubric, it was arranged to make the highest grade out of 10 according to the standards in our country.

In the next table, there is a comparison between the rating from the original rubric and modified one.

| | | | | |
|------------------------|-------------------------------|------------------------|-----------------|--------------------|
| Original Rubric | Needs Improvement 1 pts | Satisfactory 2 pts. | Good 3 pts | Excellent 4 pts |
| Modified Rubric | Needs Improvement 0.50 pts | Satisfactory 1 pt. | Good 1.5 pts | Excellent 2 pts |

Table 7 IELTS Rubrics modifications

There were five components which were evaluated and the highest score or each one was 2. As a result, the highest score for each student would be 10.

The description of the components involved in the oral production varied depending on the scales, it was a small explanation about the characteristics of the components involved in the oral production based on the scales.

The evaluation of the students' performance through the use of rubrics was done immediately after the whole tests taken during the day. The rubrics were fulfilled after the speaking test, because this test has to be like a natural conversation between the teacher and the student in that moment. That was why each pretest and posttest was video-recorder, to make the students feel comfortable and to make the teacher stop worrying about taking notes concerning to the students' performance.

The fulfillment of the rubrics is an exhausted work which lasts the same period of time or more than written lasted to take the pretest and posttest. It is recommendable to video-record and to fulfill the rubrics simultaneously, and not waiting to finish to video-record all the students because the analysis of videos will take lots of time at the end. Thus, it would be possible if there were another searcher to help.

3.3.4 Checklists.

The checklists were filled during each of the lessons dictated. There were seven different lessons which included nine worksheets during fourteen periods. It means that for every lesson a checklist was filled. The next table will describe how all these instruments were distributed

| N° | Lessons | Worksheets needed | Number of periods |
|--------------|---|-------------------|-------------------|
| 1 | Interviewing friends | 1 | 2 |
| 2 | Talking to the birthday boy/girl | 1 | 2 |
| 3 | Describing a birthday party | 1 | 1 |
| 4 | Ideas for a birthday party | 2 | 2 |
| 5 | Presents and handicrafts for birthday parties | 1 | 2 |
| 6 | How to create a handicraft | 2 | 3 |
| 7 | Telling a story about a nice present | 1 | 2 |
| TOTAL | | 9 | 14 |

Table 8 Worksheets and number of periods per lesson

The objective of the checklist was to verify if the process of the lesson was followed properly. It means that each item had to be performed according to what was planned on the lesson plans.

The structure of the classroom observation checklists was the same that the institution used. It was set in four different parts: general aspects, knowledge & language, procedures & techniques, and managing the classroom & learning. Each part of the checklist contained several items and they were rated by the researcher. The rating for each item was from 5 to 1: 5 meant “excellent”, 4 meant “very good”, 3 meant “good”, 2 meant “acceptable” and 1 meant “needs to improve”.

The checklist was composed of 20 items. There were 5 items in general aspects as the first part, there were 4 items in knowledge & language as the second part, there were 4 items in procedures & techniques as the third part, and there were 7 items in managing the classroom & learning.

During the application of the checklists the researcher observed each lesson dictated by the teacher and he was rating each item set in the checklist.

3.3.5 Lesson plans

The lesson plans were the documents which help the teacher to organize each lesson and it also detailed all the process and resources needed during each one. They were made in advance and were analyzed before each lesson during the process of the research project.

The objective of the lesson plans was to teach a lesson with accurate objectives using the techniques based on the Natural Approach.

The structure of the lesson plan was based on the current government’s requirement. It involved the skills with performance criteria, date, content,

methodology, teaching material (resource and purpose), and the assessment (essential indicators, activities).

The application of the lesson plans was really necessary in order to follow the correct steps and focus in the objective using the techniques. During, the application of the lesson plan, it is a good piece of advice to control the time.

3.4 Results/Findings and Analysis

3.4.1 Questionnaire.

The questionnaire was the instrument that helped us to know about the students' background. Through this instrument, we found out the students' enthusiasm, advantages, and abilities.

It was composed of eleven questions; however, the question eleven was not measured because its purpose was just to end the questionnaire in a pleasant form.

The questions listed in the questionnaire were: (1) Do you like English? (2) Have you learnt English during all the years you studied at this school? (3) Have you ever studied in an English Academy? (4) How much English do you consider you can speak? (5) From 1 to 10; how well do you speak English? (6) What can you say in English? (7) When did you study English in an Academy? (8) How many modules does that Academy have? (9) What was the last module you studied in that academy? (10) Would you like to improve your English oral production? (11) Do you think just enthusiasm is needed to Learn English? Or something else is needed? It is important to highlight that this question was not measured as it was explained previously.

The questionnaire structure was simple. It was divided in two parts; the first part was directed to the whole population and it was composed from question one

to six. The second part was addressed to just that part of the population which have ever studied in an English Academy. Both parts have the same purpose such as measure their enthusiasm, advantages, and abilities in order to have a clear idea about these aspects after the analysis of each questions. This helped us to know a little bit the population before the research project start.

The instruction given in the first part was just circle the correct option and the second part was answer the questions, this questions were open-ended, so the answers were possible to measure.

Every single question from the questionnaire has its own purpose:

The first and tenth question inquires about the enthusiasm about learning English, it means if they like or not English and if they would like to improve their oral production in the target language.

The second, third, seventh, eighth, ninth question evidences the advantages that the students could present during the process such as if they had acquired knowledge about English, if they had studied in an English Academy before, when they studied, how many modules that academy had and how many modules they moved along.

The fourth, fifth, and sixth question refers to the abilities they probably have. Abilities related to how to use the language: how much they consider, they can speak.

The questionnaire was delivered to the students before the application of techniques based on the Natural Approach; the students had to answer the questions according to their real situations. Since the questionnaire was nameless, the students felt free to answer what they consider adequate or correct based on

their situation. Thus, they could express their own perspective about learning English as a foreign language: how they feel with the language, and what abilities they considered they had acquired. The advantages we wanted to know were basically if they had an extra help out the school. It means if they have studied in an English Academy.

The next table illustrates the purpose of each of the questions in the questionnaire; they are marked with a tick.

| Questions \ Purpose | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | 9 th | 10 th |
|-------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| To check the enthusiasm | √ | | | | | | | | | √ |
| To check the advantages | | √ | √ | | | | √ | √ | √ | |
| To check the abilities | | | | √ | √ | √ | | | | |

Table 9 Questionnaire - Question purposes

The results of the questionnaire are shown in the following pages. It includes an analysis and a figure per question which details the students’.

Questionnaire - first part

This part was directed to the whole population, it means to the 47 students from Seventh Year of General Basic Education. It contained questions which evaluated the students’ enthusiasm, advantages, and abilities.

Question 1: Do you like English?

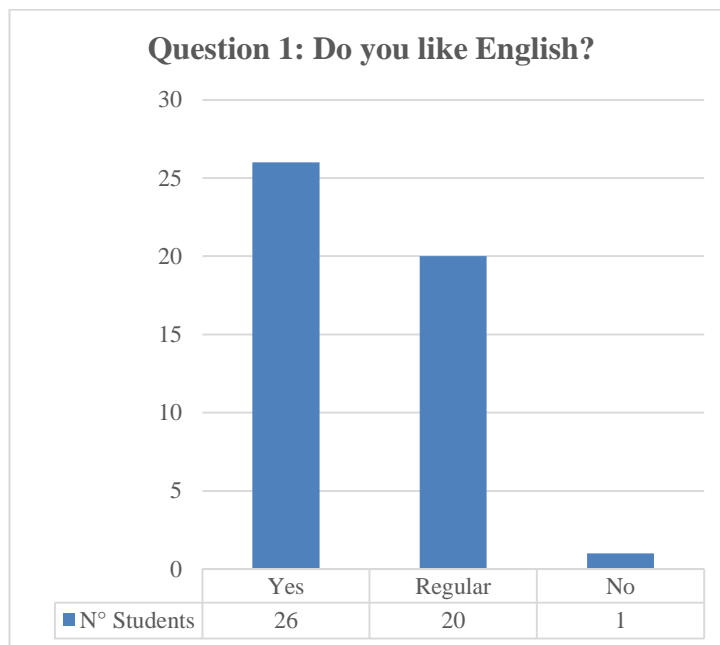


Figure 5 Questionnaire – Question 1: Do you like English?

The first question done in the questionnaire was “Do you like English? The purpose of this question was to check the students’ enthusiasm related to learn English; if they like or do not like this foreign language.

As it was observed in the results from figure 5, twenty-six students liked English, twenty students liked it in a regular form, and one student did not like it.

Although, everybody did not answered “yes”, twenty-six students did it. It was a considerable amount which represented most of the students. This result was an outstanding fact in order to apply the techniques based on the Natural Approach because the research population was interested in learning the foreign language.

The twenty students who answered “regular” intended to say they liked English in a regular form. They did not have a clear idea about their likes, they were not sure if they liked or did not like it. Therefore, it is important to take advantage of this doubt in order to make them like the foreign language through the way of

teaching during the application of this research project. Finally, there was one student who answered “no”, it means he or she did not like English. As it represented minority, it is possible that he or she can absorb the positive energy from the rest of the students.

One of the most important factors observed in the results of this question is that the students were willing to learn English. It means that the teacher’s job have been good because they have been motivated. It was absolutely favorable to start applying the techniques based on the Natural Approach because they were enthusiastic.

To sum up, the results from the question number one were clearly advantageous as most of the students answer they like English and it means they are motivated to learn this foreign language.

Question 2: Have you learnt English during all the years you studied at this school?

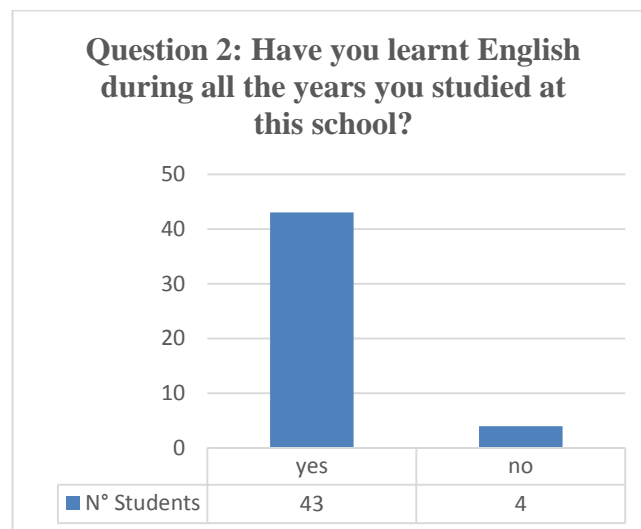


Figure 6 Questionnaire – Question 2: Have you learnt English during all the years you studied at this school?

The second question in the questionnaire was “Have you learnt English during all the years you studied at this school?” which intention was to know if they have some English knowledge. The principal purpose of this question was to know what would be our possible advantages during this process.

The result obtained from the second question was that forty-three students answered “yes”. It means they have learnt English during this time at school. Besides, just four students answered “no”; it means they have not learnt English at all during the time at school.

In this question, we kept getting positive results from their answers in this question because most of the students assured they have learnt English. Therefore, it is another factor that helped us to develop the techniques since this research project is focused on the third stage of the Natural Approach. It was completely necessary they have an English knowledge.

The results found in this question reflected the students’ empathy towards English. It is appropriate to mention that the third stage of the Natural Approach has humanistic –affective activities, thus it would be easier to apply the techniques on a population with positive attitude. Humanistic-affective activities are those involved with the students’ feelings, opinions, desires, reactions, ideas and experiences.

In conclusion, the result of the second question indicates that the students felt they have learnt English during all the time at school. This is a good aspect since some of the techniques based on the Natural Approach demands positive students’ attitude. Therefore, we have assured two essential basis to apply this research project, they are: students’ positive attitude and English knowledge.

Question 3: Have you ever studied in an English Academy?

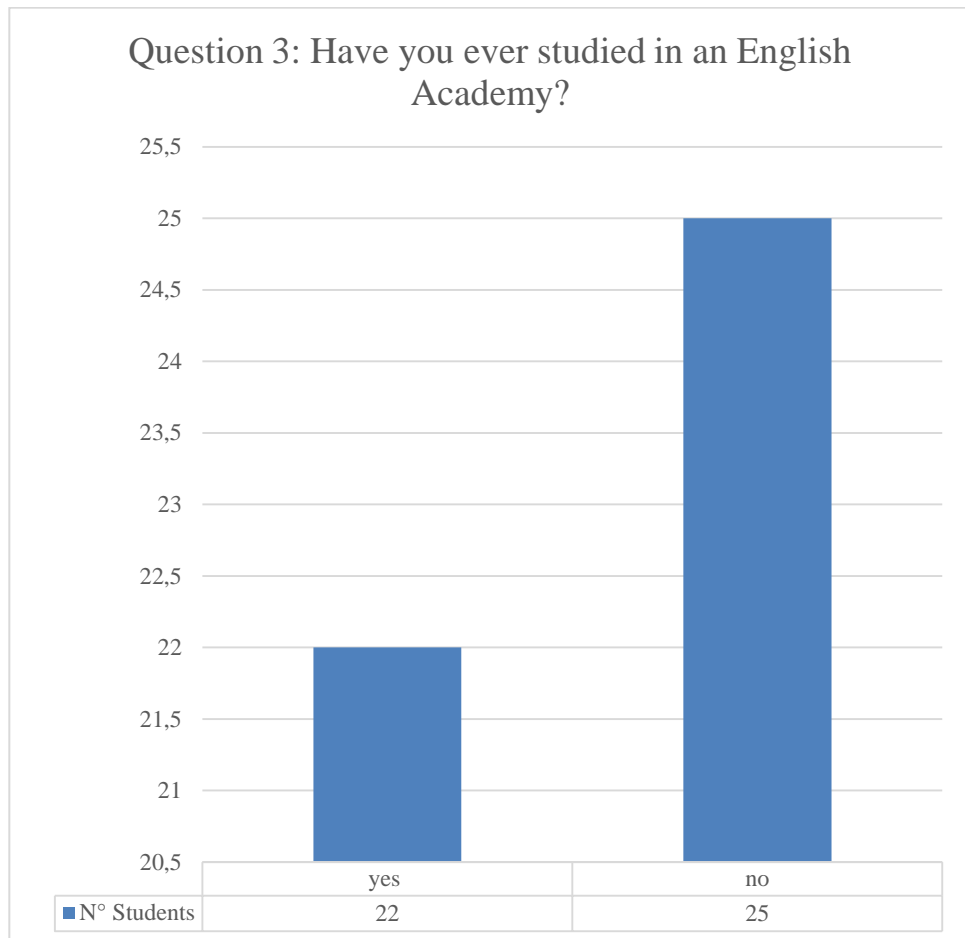


Figure 7 Questionnaire - Question 3: Have you ever studied in an English Academy?

The third question was “Have you ever studied un an English Academy?” this question was included in the questionnaire because we wanted to know how many students have studied in an English Academy. It did not specify when it happened, however, it was important for us to know about it. This factor was considering an external “advantage”, and it is important to emphasize this factor could not be controlled. Therefore, that was the purpose of this question: to know how many students have already got this advantage.

As it is observed in figure 7, less than the half of students have studied in an English Academy. It was a possible advantage for us because we could assume

they had some English knowledge. This fact was important to know since improving their oral production in a foreign language needed English knowledge. On the other hand, the other group would show their pure own effort to improve their oral production in the final result.

This question just demanded a yes/no answer, and the previous analysis may be wrong. The experience to be in an English Academy would not be a real advantage; it was possible that the group would not finish the complete course. It was also probable they just have been in the English Academy for a short period. Maybe, they needed to get a better English level as the other group which has never been in an Academy. It was likely this second group already has got an excellent level that it was not essential to have an external help. There could be many assumption, but the real fact was that those groups will show their results in this research project. They will show their improvement in the oral production using the techniques based on the Natural Approach.

All in all, less than the half of the students have studied in an English Academy. It could be an advantage as it could not be one. These students maybe have got an excellent English level, or they needed to reach the level of the other group which did not need to go to an English Academy. It was likely this second group did not go to an English Academy because they had an excellent level or a low one since they have not reinforced their English. To get an accurate answer was almost impossible; however, the important issue was that both were aimed to improve their oral production.

Question4: How much English do you consider you can speak?

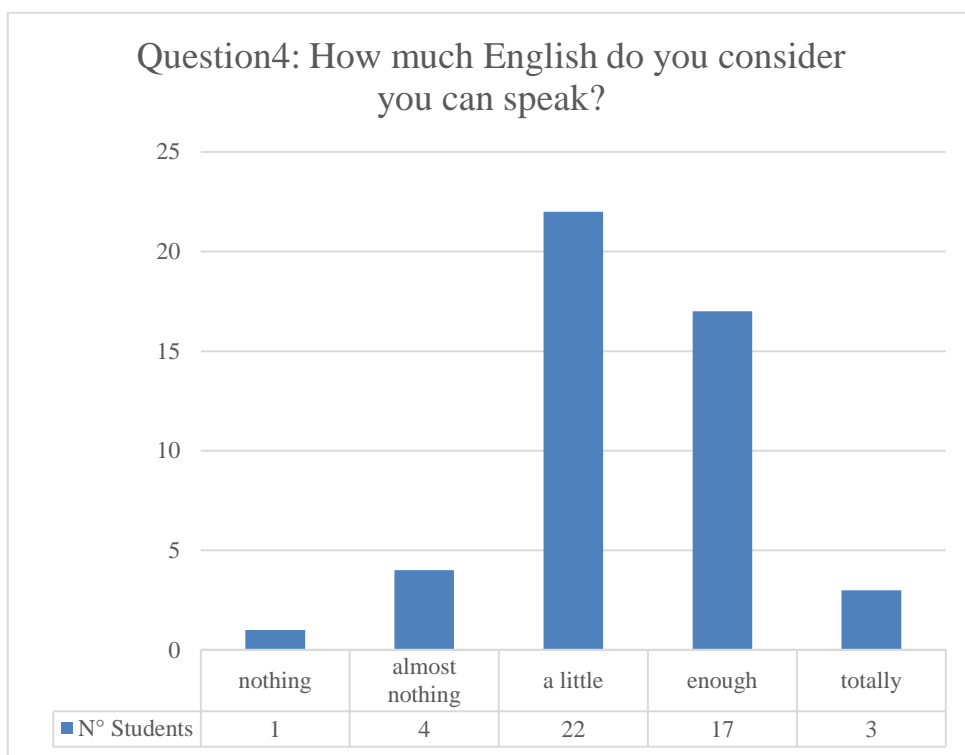


Figure 8 Questionnaire - Question 4: How much English do you consider you can speak?

The question four was “How much English do you consider you can speak?” this question was a little bit more precise because we wanted to know how much English they consider they could speak. The purpose of this question was to measure their abilities at speaking.

The options given in this question were nothing, almost nothing, a little, enough and totally. As it was observed in the table, one student answer “nothing”, four students selected “almost nothing”, twenty-two students selected “a little”, seventeen chose “enough”, and three students decided to answer “totally”.

Figure 8 showed that the options which were in the middle (“a little” and “enough”) had a high amount of students, so those options which were in the corners of the figure had a low amount of students. Therefore, the results in this

table were reliable because it was almost impossible that most of the student from a group have not spoken any short phrase in English, and it was also hard to believe that most of the students from a group speak English perfectly.

The figure 8 indicated that most of the students consider they spoke a little English so they needed to improve it. This was also a positive point for us because they knew their English level had to increase. Besides, the amount of students who said they spoke enough English is also high. As this question were based on the students' thinking, we will obtain the real results on the pretest results related to their English abilities at speaking this foreign language.

In conclusion, most of the students answered they speak a little English; however there is another considerable amount of students who affirmed they could speak enough English. The results of the other options in these questions were low, so it is reliable because those options were a little bit exaggerated.

Question 5: From 1 to 10. How well do you speak English?

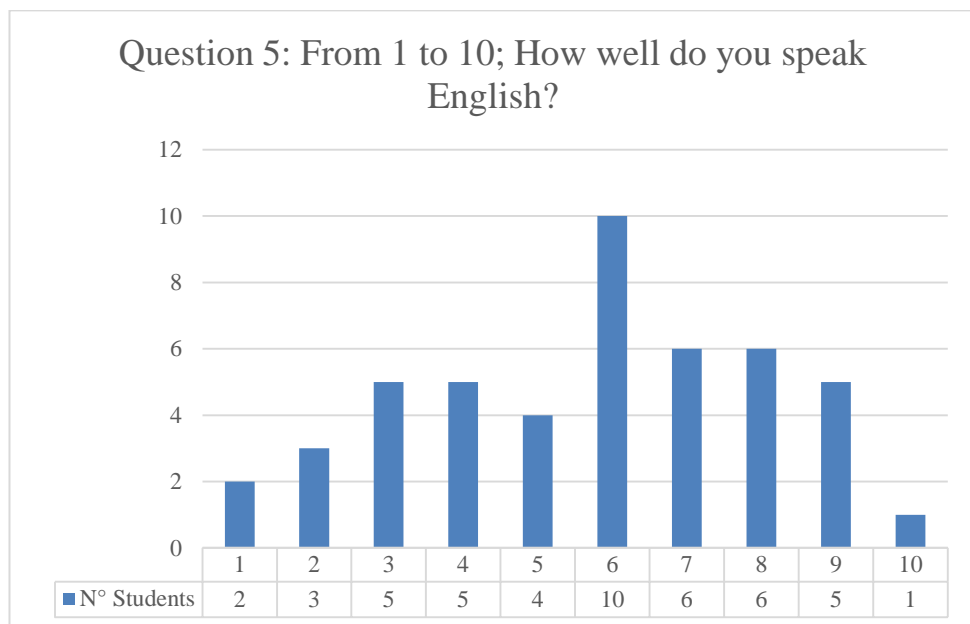


Figure 9 Questionnaire – Question 5: From 1 to 10. How well do you speak

The question five was “from 1 to 10, how well do you speak English?” this question was a little bit more specific than the previous one. It is more specific because it was a ranged designed from one to ten. The students were freely to answer in which place they are. It gave us a clearer idea about how well they can speak English. This question attempted to show how well they speak English based on their opinions. The purpose of this question was also to check their abilities at speaking English.

As it was observed in figure 9, the results of this question were taken from a range of one to ten: two students answered 1, three students answered 2, five students answered 3, five students answered 4, four students answered 5, ten students answered 6, six students answered 7, six students answered 8, five students answered 9, one student answered 10.

The results of this question showed that most of the students answered “6”, this option is almost in the middle of the figure 9. It also showed that the minority of the students answered “1” or “10”, it means that most of the students choose the options which were in the middle of the range. The results from the question showed in figure 9 were similar to the results from figure 8; it was because both questions were totally linked. Both questions inquired the students’ abilities at speaking English, however they were elaborated in different form. Therefore, the results obtained from the previous questions supported the results obtained from the currents one due to their similarities.

As most of the students answered 6, they are conscious that they have to improve their oral production in the foreign language.

The intention of asking the question “what can you speak in English?” was to clarify what the students consider they could speak English. Therefore, this question was a little bit more specific providing accurate answers about how they used their English. The purpose of this question was to know what abilities they had.

The results observed in figure 10 were that thirty-six students indicated that they could say words in English, ten students answered they could say phrases in English, one student responded that he or she could express his or her opinion in English, and nobody selected the options that stated *say sentences, give explanation and describe situations* in English.

This question clarified what the students’ concept was about speaking English. Most of them said that they just could say words in English, so it meant they could communicate their ideas properly. Another amount of the students said they could say phrases in English, so they could communicate ideas by using those phrases. Besides, one student said, he or she could express his or her opinion in English, it meant there was at least one student who could communicate their thoughts on his or her point of view.

As it was explained previously, all the questions were linked with the previous one. While the questionnaire was going on, the questions were more specific. The objectives to link questions were support or verify the results of the previous one.

In the previous question the results showed that most of the students could speak a little English, however in the results from the current question showed a different reality. It showed that most of the students could just say words, and the minority said they could say phrases. Speaking English is not saying words or

phrases, speaking English is to communicate ideas, thoughts, opinions, etc. the students had a wrong concept about speaking English, they thought speaking a little English was to say words or phrases. On the other hand, there was a student who said he or she was able to express his or her opinion.

Analyzing all their answers, we realized that most of them had a low level at speaking English because they did not transmit their ideas properly. Students who had a hard time to communicate really needed to improve their oral production. The improvement of those students who were able just to say words would be a little more perceptible. It means that if those students would say a phrase at the end, it could be an achievement.

All in all, the results in the figure 10 demonstrated that most of the students did not speak English at all; they just said words in English. We compared the results from the previous question and the results of the current question and the results varied. Because of the students' wrong concept about speaking English. The results of the previous question indicated they could speak "little English" and some students could speak "enough English". The results of the current question indicated, that most of the students could not speak English at all, and another group could say phrases. They possible thought speaking English was just to say words in English and not communicate ideas in the foreign language.

Questionnaire - second part

The second part of the questionnaire was composed from question seven to question ten, and they were directed to the students' who have studied in an English Academy. The principal purpose of the second part of the questionnaire was to measure the possible advantage that the students who have assisted to an

English Academy would have. This second part also included a questions which measured their enthusiasm.

This is a possible advantage because we can suppose the students were reinforcing their knowledge or they were just trying to reach the other students' level. As this is a factor which cannot be controlled, this question tried to go deeper in this issue.

Although, the complete population did not study in an English Academy, the amounts of those students were included in each of the next tables in order to have a complete view of the total population.

Question 7: When did you study English?

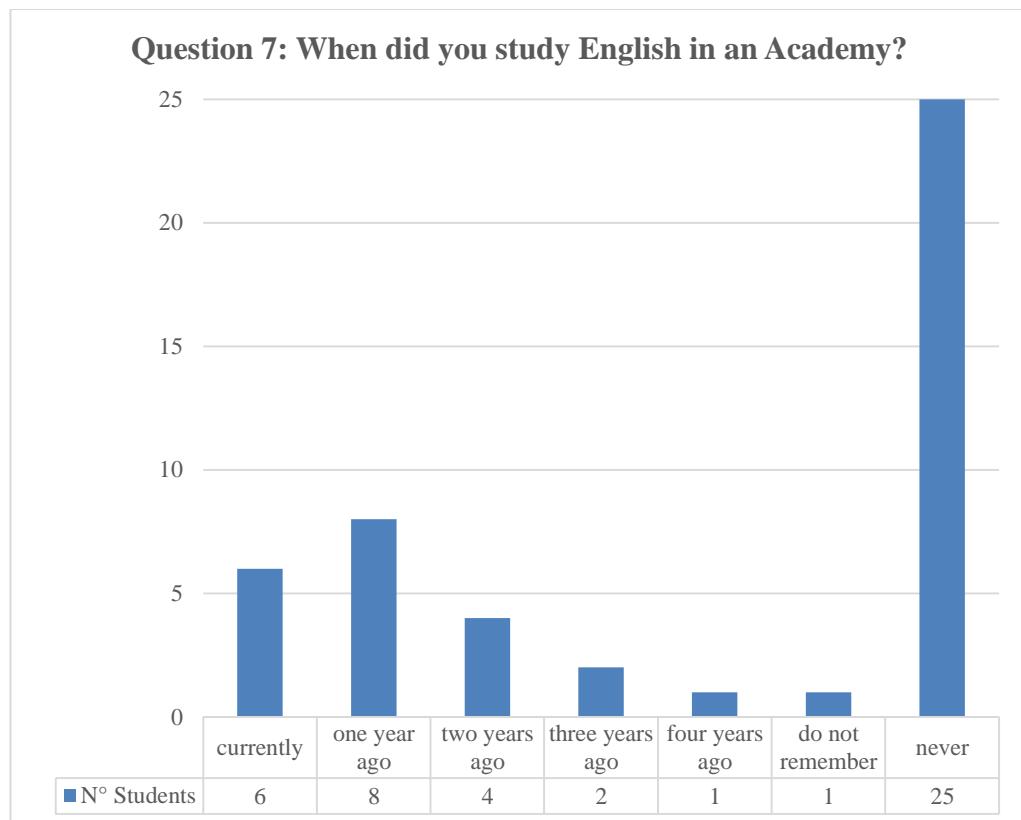


Figure 11 Questionnaire - Question 7: When did you study English?

The intension of asking “when did you study English?” was to know how many students were studying English in an academy while they were into the process of improving their oral production through techniques based on the Natural Approach. Through the analysis of the answers of this question, we knew the exact time they studied English. Another purpose was to know how fresh they had their English knowledge if they were not studying simultaneously this process.

The results showed in figure 11 indicated that six students were studying at the same time of the application of techniques, eight students answered “one year ago”, four students answered “two years ago”, two students answered “three years ago”, one answered “four years ago”, and one student did not remember when he or she studied in the English academy. It also included the twenty-five students who have never studied in an English academy.

As it is observed in figure 11, just six students were in an English Academy currently. This amount is low in comparison with the total population which is forty-seven students, so this factor would not affect so much to the results obtained from the application of techniques based on the Natural Approach. The rest of the students stopped studying in the English Academy one year ago, so they are completely exposed to this process and their results would be a product of their own effort.

In conclusion, the figure 11 showed just six students who were studying English, so the results obtained from the application of techniques would be affected in a minimum percentage. Most of the students stopped studying English one year ago or more, so the results obtained from the whole process will be reliable.

Question 8: How many modules does that academy have?

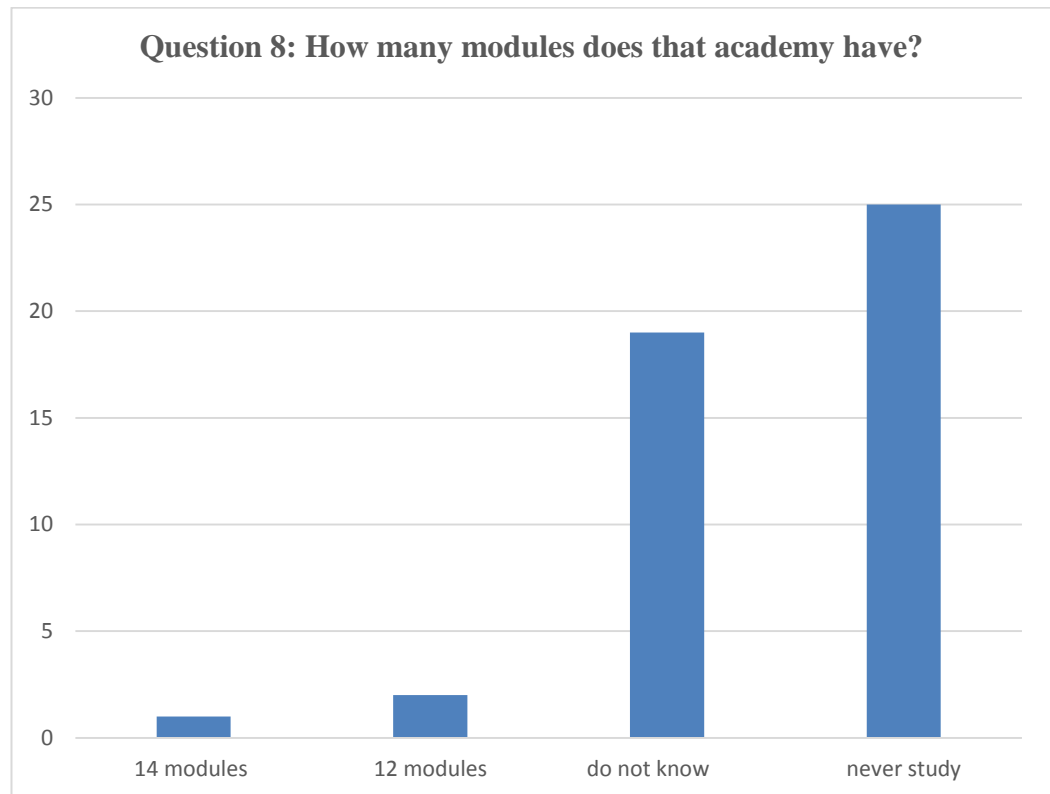


Figure 12 Questionnaire - Question 8: How many modules does that academy have?

This question “How many modules does that academy have?” aimed to have an overview about the syllabus of the students’ academies. It was done to have an idea about how much the student have moved along by analyzing the results of the next question.

Figure 12 showed the answers from the twenty-two students who have studied in an English academy, it also shows the twenty-five students who have never studied in one. As it is observed, one student answered that his or her English academy had fourteen modules, two students answered their English academy had twelve modules, and most of the students did not know this information.

The results were practically null in this question because most of the students ignored this information. This would be difficult to estimate how far the students

have moved along in their academies, because we obtained a vague idea about the amount of modules in their academies.

To sum up, the purpose of this question was to know how many modules the students' English Academy had. Although, the results of this question were null because there was not enough information in its results (figure 12), the results of this questions were the base to measure the results of the next one. In other words, this information was used to measure how far the students moved along in their academies by comparing this information with the results of the next question (figure 13).

Question 9: What was the last module you studied in that academy?

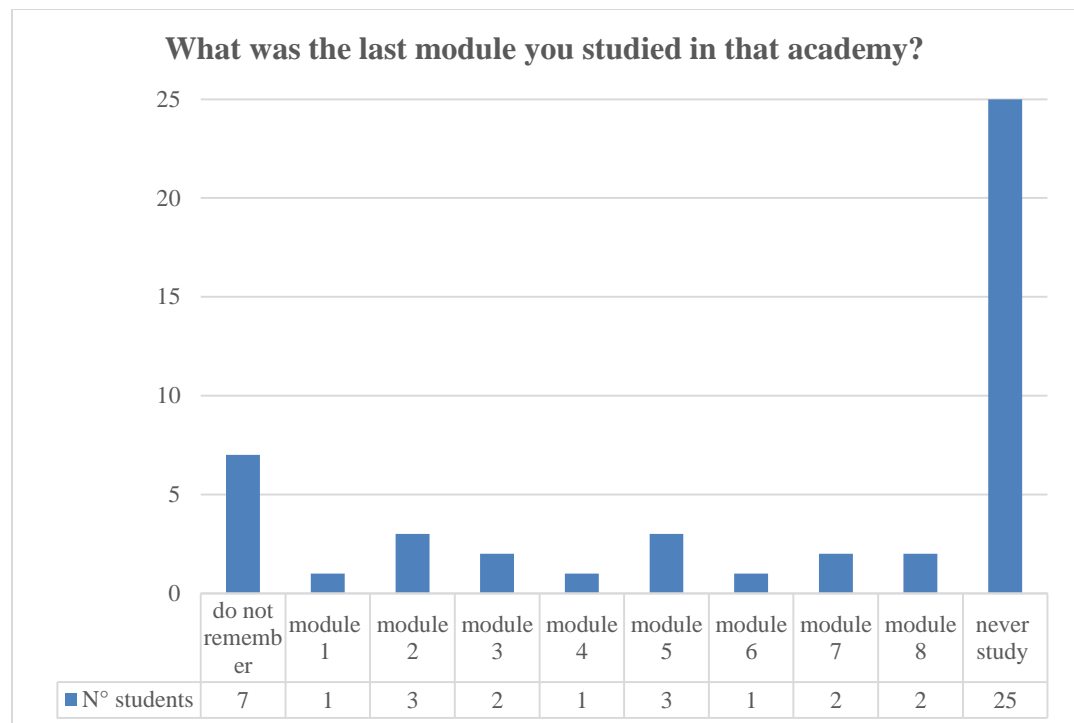


Figure 13 Questionnaire - Question 9: What was the last module you studied in that academy?

This question “What was the last module you studied in that academy?” worked together with the results from the previous one “How many modules does that academy have?” It means that it was necessary to investigate how many modules an

academy had (figure 11) in order to measure how far the students have moved along in these courses (figure 12). Although, there was not enough information from the previous question, the results from this question were used to measure the students' advantages by observing how far they have moved along in their English academies.

The results showed that seven students did not remember, one student answered 1 module, three students answered 2 modules, two students answered 3 modules, one student answered 4 modules, three students answered 5 modules, one student answered 6 modules, two students answered 7 modules, and two students answered 8 modules. The figure 13 also showed the twenty-five students who have never studied in an English academy.

As it is observed in figure 13, some students have studied until the module number eight, so it means these students have some English knowledge. If those students who have studied at least five modules have a good English level, they still represent a minimum percentage from the total amount of the population which is forty-seven students.

As it is analyzed, there is a small sample of students which would have that advantage however most of the students continue being purely exposed to the process of improving their oral production through the use of techniques based on the Natural Approach. Although. Having a good English knowledge does not mean good oral production. Therefore, the final result of this process would be affected in a really minimum percentage due to this fact because we cannot control the extra help they were receiving. It is important to remember that just six

students were studying in an academy while this research project was applied, so it is still a minimum percentage.

In conclusion, there is a small percentage of the population which has constructed some English knowledge in English Academies. If this population were receiving this external extra help simultaneously, this process of the application of techniques based on the Natural Approach to improve their oral production still represented a minimum percentage which does not affect to the final results. These final results belong to those students who were not receiving extra help. They will show the purely effects of the techniques based on the Natural Approach.

Question 10: Would you like to improve your English oral production?

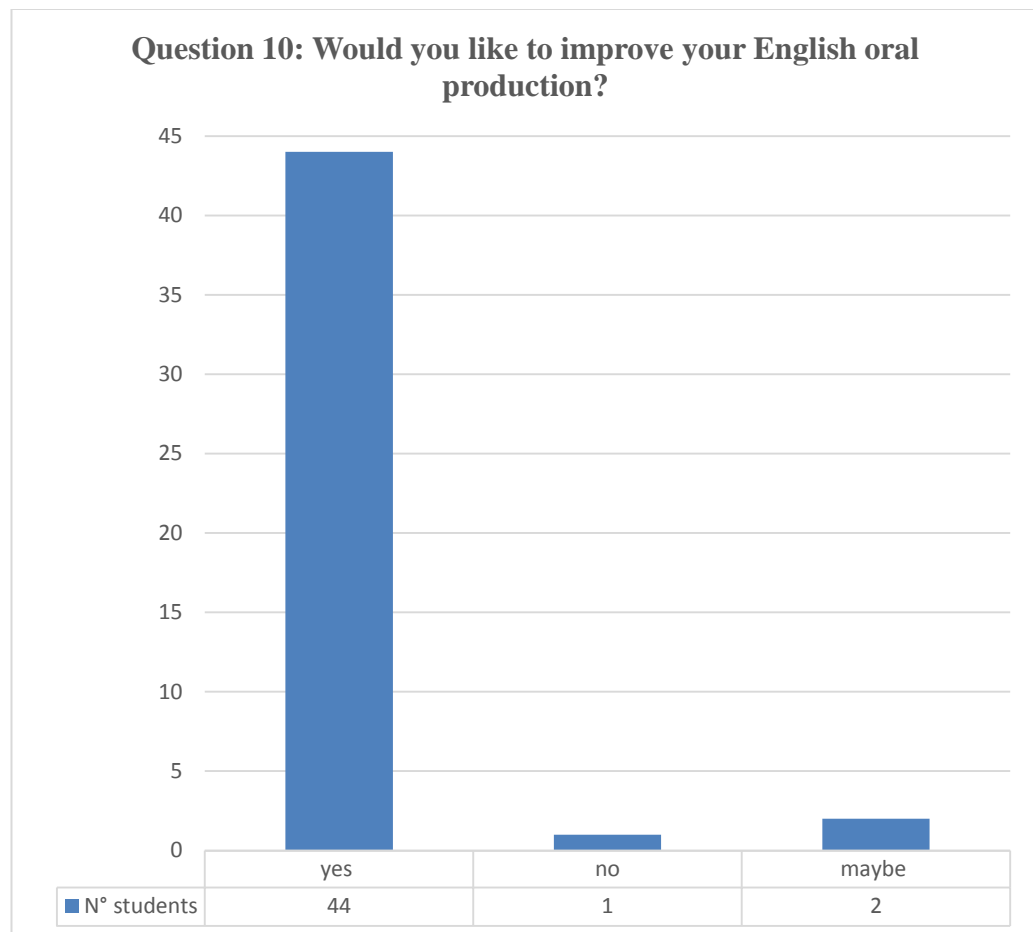


Figure 14 Questionnaire – Question 10: Would you like to improve your English oral production?

The intension of this question “Would you like to improve your English oral production?” was to measure the students’ enthusiasm about improving their English oral production. It was one of the last questions, and it also tried to relax the students and look for their feelings, and thoughts.

The results showed in figure 14 were that forty-four students answered “yes”, one student answered “no”, and two students answered “maybe”.

Most of the students’ answers were “yes”, so they were willing to improve their oral production. They showed their enthusiasm in their answers. One student answered no, it was a good sign because everybody does not like English. Besides, there were two students who demonstrated their doubts and answered maybe.

All in all, the students’ enthusiasm was measured through this question. Most of them answered yes, so they were willing to improve their oral production. In the results of this question, it was also reflected the doubts of two students who answered “maybe” and one student’s apathy who answered no. Since this analysis, it is possible to say the students’ enthusiasm is extremely high.

Questionnaire conclusion

This questionnaire was designed to investigate the students’ enthusiasm, advantages, and abilities related to Speaking English. After the analysis of the results of each question, a satisfaction is perceived due to the next factors.

The students’ enthusiasm was really high in the questions which tried to investigate it. The amount of students who wanted to learn English was higher than the amount of students who did not like English. So, this fact demonstrated they were really willing to learn English.

The students' advantages were represented in a low percentage because just six students from the total amount of the population were receiving external extra help during this process. In other words, they were studying in an English Academy simultaneously. Although, they had this advantage, they were not able to express their ideas to communicate. This assumption is made based on the students' answers about their abilities such as in figure 10.

The students' abilities related to speaking were really poor. Most of them answered they just knew how to say word in English. They did not know how to compose a sentence, so they are not using English to communicate their ideas.

Since, all the answers were analyzed, we are ready to start our research project about the application of techniques based on the Natural Approach because we know that most of the population will be purely exposed to the effects of the techniques, and the results will be a product of their own effort. Therefore, based on these factors, it is possible to say that the results will be completely reliable.

3.4.2 Pretest and Posttest Results

The pretest was taking before the application of techniques based on the Natural Approach and the posttest was taking at the end of the application of techniques. The pretest and posttest were exactly the same.

The objective of taking the same test was to compare both results in order to measure how much the application of the techniques based on the Natural Approach improved the students' oral production.

3.4.2.1 Pretest

The pretest evaluated the skills separately. It was done to have a clear idea where the weaknesses were exactly.

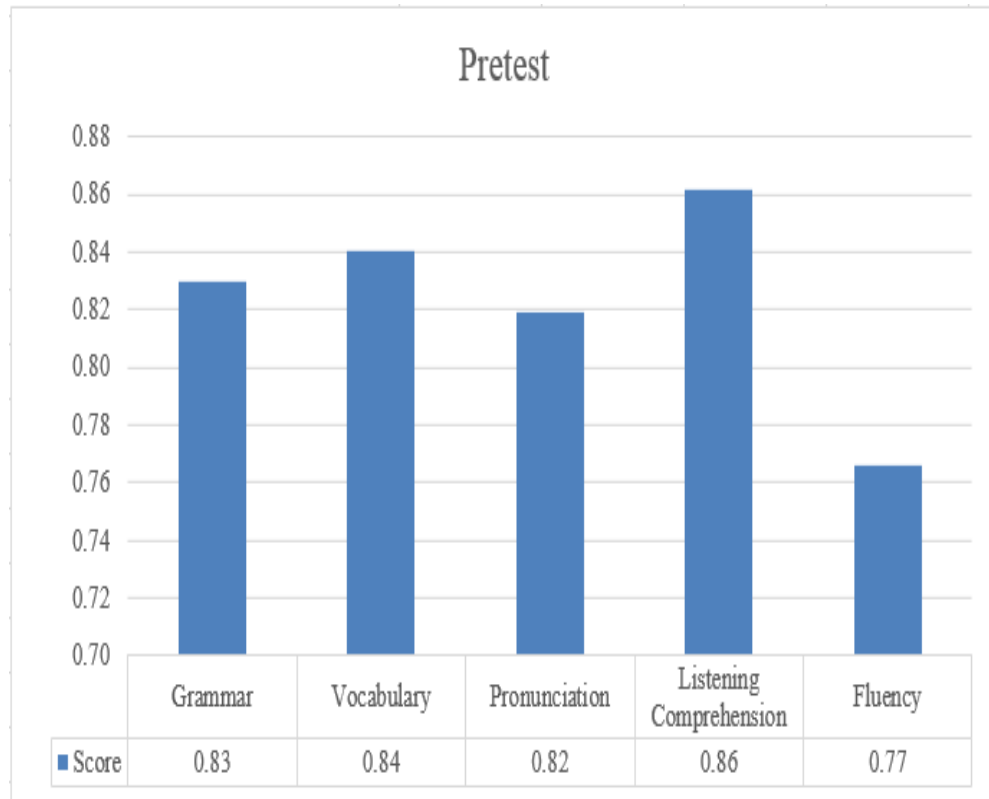


Figure 15 Pretest Results

In the figure 15 each of the main components in speaking separately were measured using the rubrics and applying the IELTS. It was done in order to have a clear idea about the students' weaknesses in each of them. There were five components evaluated such as grammar, vocabulary, pronunciation, listening comprehension and fluency. Each one was evaluated over two therefore; each student would get ten points what points if they get two points in each component. It means that the total score of the pretest was 10.

The pretest results showed in figure 15 were the average of each of the speaking components obtained from the students' performance. It indicated that the students got 0.83 in grammar, 0.84 in vocabulary, 0.82 in pronunciation, 0.86

in listening comprehension, and 0.77 in fluency. It is important to remind that each one was out of two.

Giving a global analysis of it, the students do not reach at least one; it means they have a low level in speaking English which needs improvement based on the rubrics from Rcampus. These students have acquired grammar structure, but their vocabulary is a little bit richer. The pronunciation turned more difficult for them; however, they have developed a better listening comprehension. Although, all the previous components had similar results, their great weakness was at fluency. The results are logical because they just reflected what they answered in the questionnaire and what was detected before was established this research project. It does not matter what their level is, the aim of this research project is to improve that level through the application of techniques based on the Natural Approach.

In conclusion, the students' results were low, and it was expected based on the results from the questionnaire and what was detected during the lessons. This application of techniques based on the Natural approach aims to improve their oral production. And those results will be observed in the posttest evaluation.

Histogram

In Figure 1, the Histogram of the Pretest showed that most of the students scores were 5 out of 10: in fact they were 18.

The results obtained from the pretest histogram were the next ones. Sixteen students got 2.5, three students got 3, one student got 3.5, one student got 4, one student got 4.5, eighteen students go 5, four students got 5.5, one student got 6.5, and two students got 7.

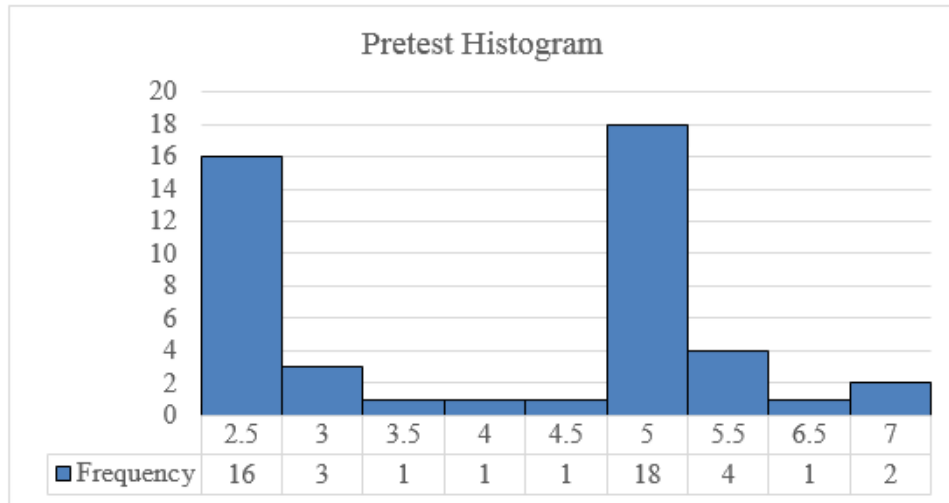


Figure 16 Pretest Histogram

The scores presented at this figure are from 2.5 to 7. It also showed that most of the students have a regular performance because most of the students got 5; however, there is another group who got 2.5. This second group was composed by sixteen students so there is a big amount of students who have to improve their oral production. Finally, it is evident that just two students got a good score such as 7.

In conclusion, it is a group which is really inconsistent. This group have different levels, and it has to become a balanced one.

Pretest Boxplot

In the next figure, the boxplot specified the maximum, minimum, median from the pretest. The maximum was 7.00 the median was 5.00 and the minimum was 2.50.

After this analysis, it is relevant to say that great amount of students started this process with a really poor level. It is reflected in the boxplot as it is visible in the boxplot figure 17.

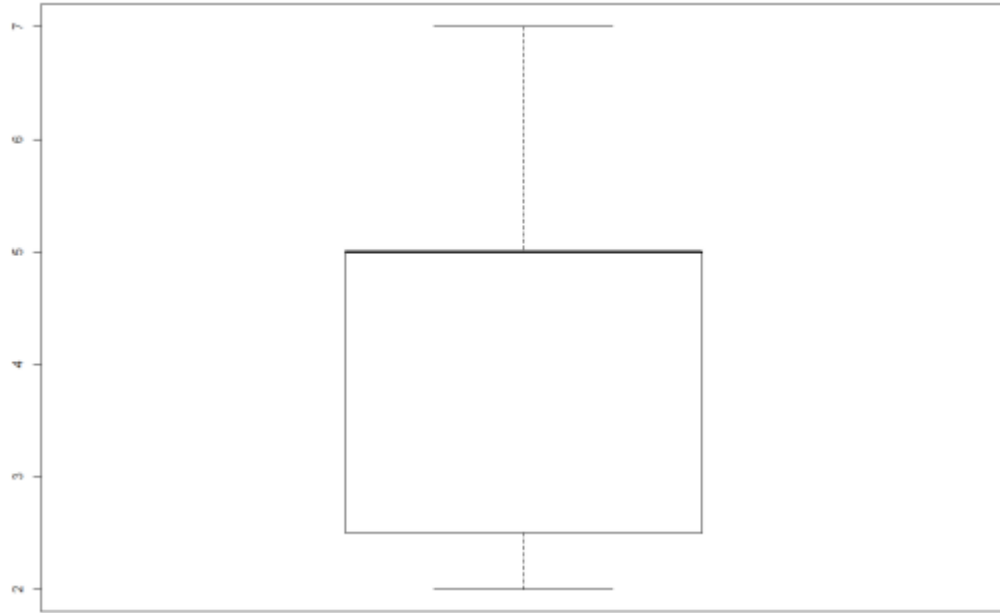


Figure 17 Pretest Boxplot

3.4.2.2 Posttest

This test was taken at the end of the application of techniques based on the Natural Approach to improve the students' oral production.

Looking at the posttest results, it will be possible to analyze if the application of techniques improved the students' oral production.

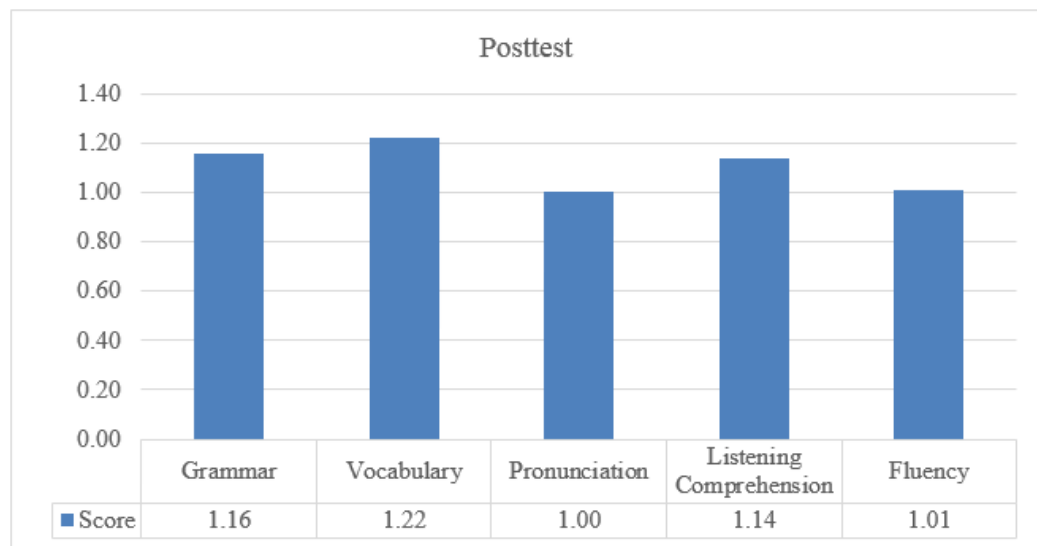


Figure 18 Posttest Results

This figure showed the students' result in every single speaking components. These results demonstrated that the students improved their speaking performance because each component have a better score. The students got 1.16 in grammar, 1.22 in vocabulary, 1.00 in pronunciation, 1.14 in listening comprehension, and 1.01 in fluency.

It is important to highlight that each component is over two, so they are now above the middle. So, it means the application of techniques had positive results in the students' performance related to their oral production in English.

All in all, they students' results in the posttest were better than the pretest. They reached the objective to improve the oral production.

Posttest Histogram

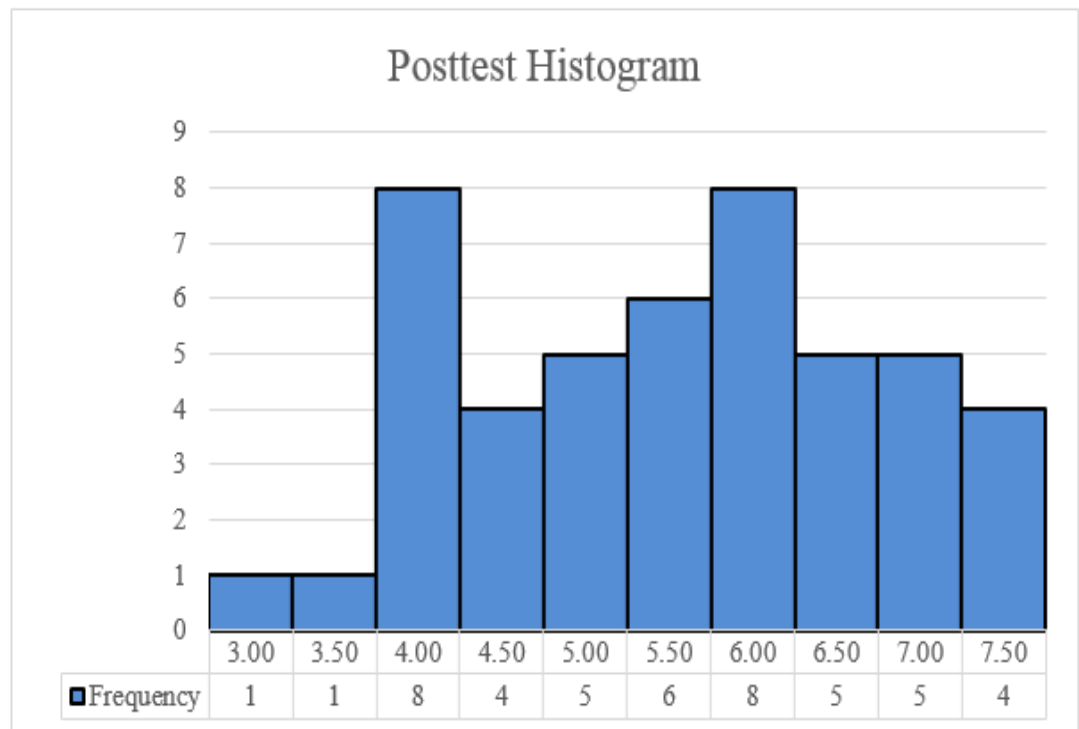


Figure 19 Posttest Histogram

In the posttest histogram, the scores are global. It means that all the speaking components were adding to get a final score out of ten. This chart details how many students got the same grades between ranges.

To get a clear idea about this histogram, it will be described. One student got 3.00, one student got 3.50, eight students got 4.00, four students got 4.50, five students got 5.00, six students got 5.50, eight students got 6.00, five student got 6.50, and five students got 7.00 and four students got 7.50.

Definitely, the figure 19 was different from the figure 16 and the results obtained in the posttest were more balanced than the pretest. The students have improved their performance because their scores were between 3.00 and seven 7.50. Although, the difference between the pretest and posttest were not so high, it was demonstrated there was an improvement.

To sum up, the students' global scores were better than the pretest. Although, there was not a big difference between the pretest and posttest result, the students improved their oral production. It also created a balanced classroom.

Posttest boxplot

In the next figure, the boxplot specified the maximum, minimum, median from the posttest. The maximum was 7.50 the median was 6.00 and the minimum was 3.00.

Although, there was not much difference between the maximum and minimum from the pretest and posttest, there were many students who improve their knowledge. It created a balanced group. The population of students was in the top now according to the posttest boxplot.

In conclusion, there is not a big difference between the maximum and minimum scores from the pretest and posttest. It was possible to create a balance group. As it is observed in the boxplot, the students' population is at the top now.

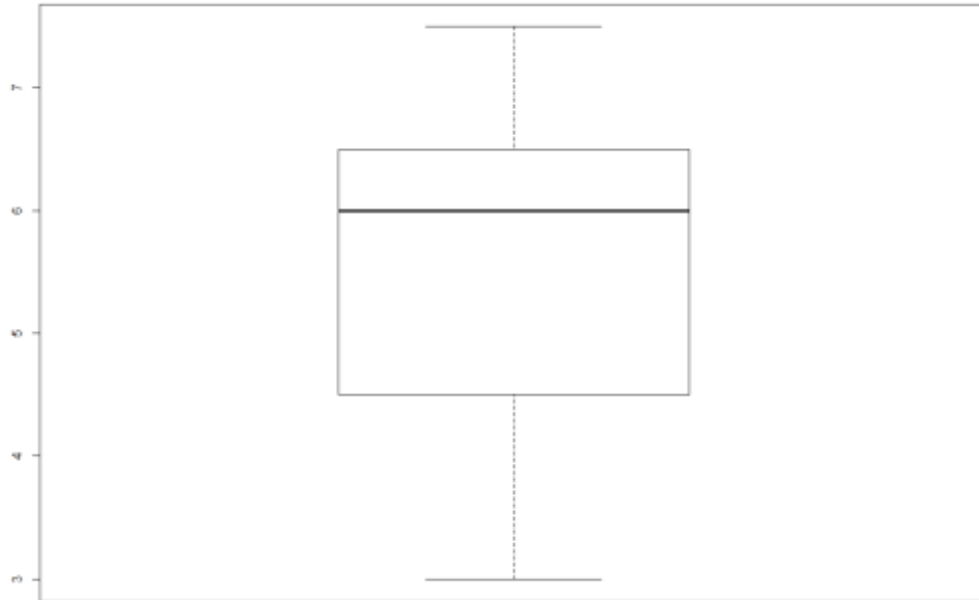


Figure 20 Posttest Histogram

3.4.2.3 Pretest and Posttest Results

The pretest and posttest was done in the follow form. The paired t test was used for the analysis of data with significance level of p less than 0.05.

The table 10 shows the number of students who participated, the mean, the median, the standard deviation, the highest grade, the lowest grade and the range of both tests; pretest and posttest.

The paired t test gave a t value of $t = 8.7549$, $df = 46$, $p < 0.001$. Therefore, it rejects the null hypotheses and accepts the research hypotheses.

| Tests | Subjects | Mean | Median | Standard deviation | Lowest grade | Highest grade | Range |
|----------|----------|------|--------|--------------------|--------------|---------------|-------|
| Pretest | 47 | 4.15 | 5.00 | 1.39 | 2.50 | 7.00 | 4.50 |
| Posttest | 47 | 5.61 | 5.50 | 1.24 | 3.00 | 7.50 | 4.50 |

Table 10 Pretest and Posttest Results

In figure 21, it is observed how much each of the components improved their score. It is important to clarify that each component was evaluated out of two, so if we add each of them, the result will be ten. The blue bars belong to the pretest and red one to the posttest.

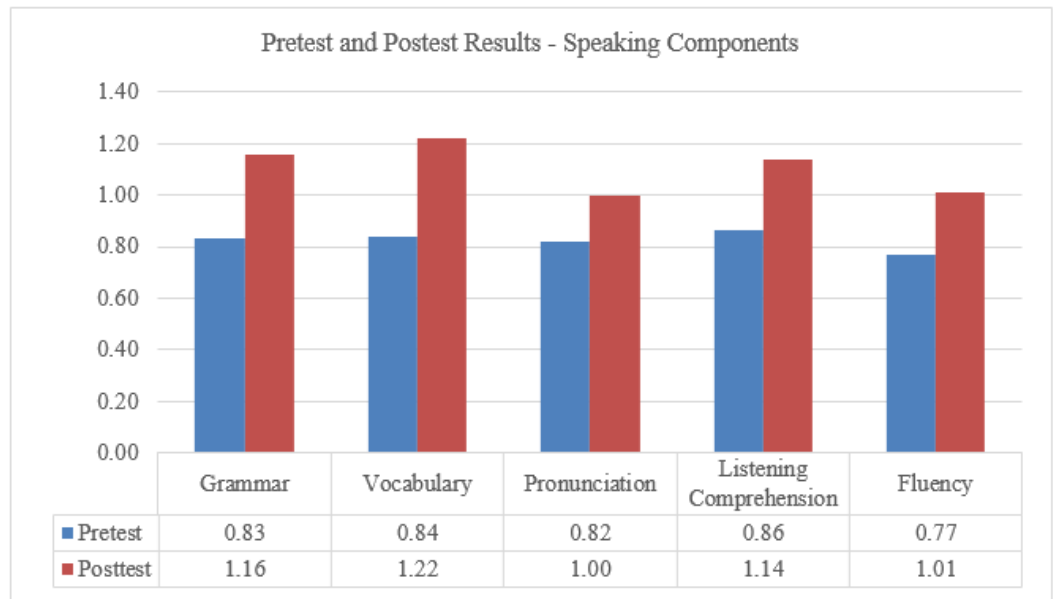


Figure 21 Pretest and Posttest Results – Speaking Components

The blue bars are the results from the pretest; the students got 0.83 in grammar, 0.84 in vocabulary, 0.82 in pronunciation, 0.86 in listening comprehension and 0.77 in fluency. So, the global score in the pretest was 4.12.

The red bars are the results from the posttest; the students got 1.16 in grammar, 1.22 in vocabulary, 1.00 in pronunciation, 1.14 in listening comprehension, and 1.01 in fluency. So, the total score in the posttest was 5.53.

It is evident that the students' performance improved. Before the application of techniques, the students' could not reach 1.00 in each component. After that, they overcame those results, they got 1.00 and more. They did not reach 2 and it is comprehensible because that level is for the people who practically speak English as a native one. They were aimed just to improve their speaking skills.

As a consequence the total score also increased. In the pretest it was 4.12 and the posttest was 5.53. In the figure 22, it will be visualized how much the results improved.

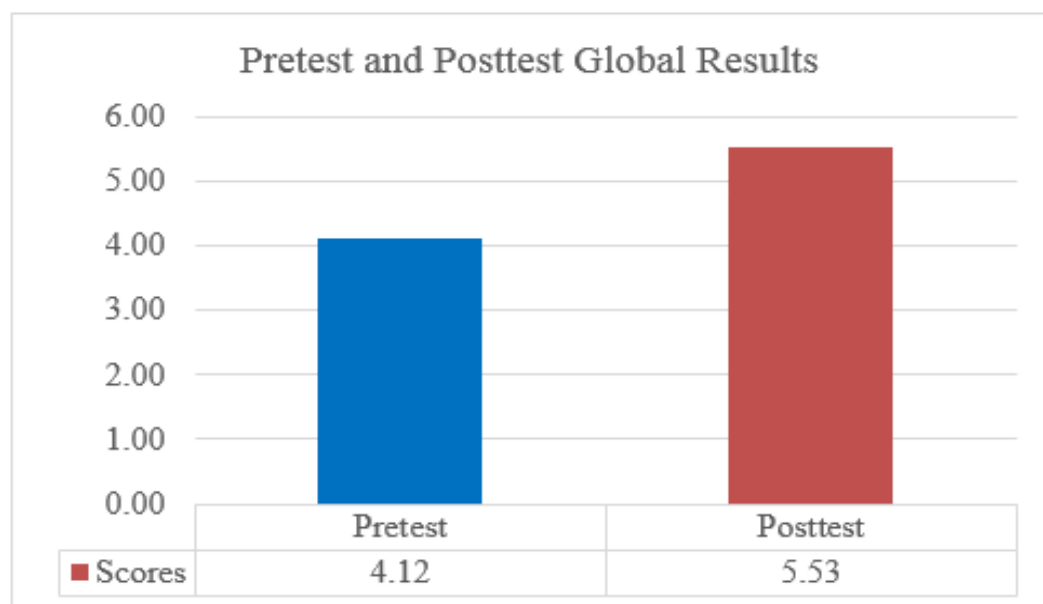


Figure 22 Pretest and Posttest Global Results

This figure showed the average from the students' results in the pretest and posttest. So, the results were positive because the main objective of this research project was to apply the techniques based on the Natural Approach to improve the students' oral production.

3.5 Resources, Timeline, and Budget

3.5.1 Resources

Video camera

This device helped us to interview the students, to listen and detect their weaknesses.

CDs

It was used to record the students' interviews.

Memory card

It was used to save all the information about the research project.

Headphones

It was used to listen the recording of the students.

Adapter

It was used to connect two pair of headphones for the two researchers.

Printing and photocopies

The paper was used to take the worksheets, pretest and posttest.

Real objects

These were used to teach the essential vocabulary in order to develop the techniques involved in this research project.

Lesson plans

It was an instrument used to follow the correct procedure in the lessons.

Worksheets

These were used to develop academic activities during the lessons.

Board

It was an instrument used to show grammatical structures, sticking pictures, etc.

Auditorium

It was used to meet the population to see a video

Data projector

It was used to screen the video

Speakers

They were used to listen to the audio of the video

3.5.2 Timeline

The timeline shows the complete process about this research project. It is divided three stages; pretest, application of techniques based on the Natural Approach, and posttest. The activities are specified in each stage. It also shows the dates, when the activities were done.

| | Dates & Activities | January | | | | | February | | | | | | | | | | | | | | | | | | | |
|---|---|---------|----|---------|----|----------|----------|---------|----|--------|----|---|----|---|---|---|----|----|----|----|----|----|----|----|----|----|
| | | WEEK I | | WEEK II | | WEEK III | | WEEK IV | | WEEK V | | | | | | | | | | | | | | | | |
| | | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 31 | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 |
| M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | | |
| Pretest | Interview five students | ■ | | | | | | | | | | | | | | | | | | | | | | | | |
| | Interview four students | | | | ■ | | | | | | | | | | | | | | | | | | | | | |
| | Interview five students | | | | | ■ | | | | | | | | | | | | | | | | | | | | |
| | Interview four students | | | | | | | ■ | | | | | | | | | | | | | | | | | | |
| Application of Techniques based on the Natural Approach | Interviewing Friends | | | | | | | | | | ■ | | | | | | | | | | | | | | | |
| | Talking to the birthday girl/boy | | | | | | | | | | | ■ | | | | | | | | | | | | | | |
| | Describing a birthday party | | | | | | | | | | | | ■ | | | | | | | | | | | | | |
| | Ideas for a birthday party | | | | | | | | | | | | | ■ | | | | | | | | | | | | |
| | Presents and handicrafts for birthday parties | | | | | | | | | | | | | | ■ | | | | | | | | | | | |
| | Creating a handicraft | | | | | | | | | | | | | | | ■ | | | | | | | | | | |
| | Telling a story about a nice present | | | | | | | | | | | | | | | | ■ | | | | | | | | | |
| Posttest | Interview ten students | | | | | | | | | | | | | | | | | | | | | | | ■ | | |
| | Interview nine students | | | | | | | | | | | | | | | | | | | | | | | | ■ | |

Figure 23 Timeline Overview

In figure 23, there is a complete view about the process of the research project which lasted five weeks. In order to present a more detailed process of the timeline, it was separate in each stage of the research project in the next figures.

| | Dates & Activities | January | | | | | | | | | |
|----------------|--------------------------|---------|----|----|----|----|---------|----|----|----|----|
| | | WEEK I | | | | | WEEK II | | | | |
| | | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 31 |
| | | M | T | W | Th | F | M | T | W | Th | F |
| Pretest | Interview five students | | | | | | | | | | |
| | Interview four students | | | | | | | | | | |
| | Interview five students | | | | | | | | | | |
| | Interview four students | | | | | | | | | | |

Figure 24 Timeline - Pretest

In the figure 24 is observed the dates and activities done during the pretest stage. It was arranged to finish in two weeks. The first week: five students were interviewed per day, it was from Monday to Thursday while four student was interviewed on Friday. The second week: five students were also interviewed per day, it was from Monday to Wednesday while four students were interviewed on Thursday and four on Friday. Therefore, there were forty-seven students interviewed.

| | Dates & Activities | Februry | | | | | | | | | |
|--|---|----------|---|---|----|---|---------|----|----|----|----|
| | | WEEK III | | | | | WEEK IV | | | | |
| | | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 |
| | | M | T | W | Th | F | M | T | W | Th | F |
| Application of Techniques based on the Natural Approach | Interviewing Friends | | | | | | | | | | |
| | Talking to the birthday girl/boy | | | | | | | | | | |
| | Describing a birthday party | | | | | | | | | | |
| | Ideas for a birthday party | | | | | | | | | | |
| | Presents and handicrafts for birthday parties | | | | | | | | | | |
| | Creating a handicraft | | | | | | | | | | |
| | Telling a story about a nice present | | | | | | | | | | |

Figure 25 Timeline Application of Techniques based on the Natural Approach

In the figure 25 is observed the dates and activities done during the application of technique based on the Natural Approach stage. In this figure is clear how long each academic activity lasted. The number of periods can be calculated per activity by looking at the figure 25. It is important to highlight that on Mondays and Tuesdays the students had two periods of English classes, and they just had one period the other days.

| | Dates & Activities | February | | | | |
|-----------------|--------------------------|----------|----|----|----|----|
| | | WEEK V | | | | |
| | | 17 | 18 | 19 | 20 | 21 |
| | | M | T | W | Th | F |
| Posttest | Interview ten students | | | | | |
| | Interview nine students | | | | | |

Figure 26 Timeline - Posttest

In the figure 26 is observed the dates and activities done during the posttest stage. It was arranged to finish in one week. That week: ten students were interviewed per day, it was from Monday and Tuesday while nine students were interviewed the other days, it was from Wednesday to Friday. Therefore, there were forty-seven students interviewed at the end of the week.

The timeline is useful tool which allow us to organize each activity during a time limit. It also sets goals to each activity and control the research project to end at the set time.

3.5.3 Budget

The budget includes all the costs related to the research project. They are divided in two parts; personnel and other direct costs. The other direct costs include the

office operation, travel, and meeting costs. In each section there is a subtotal and there is the total cost at the end.

I. Other Direct Costs

Office Operations

| | |
|--------------------------|--------------------|
| 2 computer | \$ 1,300 |
| 1 Video camera | \$700 |
| 2 CDs | \$ 3 |
| 1 Memory card | \$10 |
| 2 Headphones | \$ 20 |
| 1 headphone adapter | 10 |
| Printing and photocopies | \$20 |
| Subtotal | \$ 2,063,00 |

Travel

| | |
|-----------------|-------------|
| Transportation | \$70 |
| Subtotal | \$70 |

Meeting Costs

| | |
|--|-------------------|
| Meeting food costs: 4 people x \$2.50/person | \$10.50 |
| Subtotal | \$10.50 |
| TOTAL | \$2,143.50 |

4 Final Conclusions.

This chapter describes the final conclusion of this research project by giving a brief analysis of its complete process. The analysis is done per each stage of the research project. Furthermore, this chapter expresses the problems and limitations related to it. It concludes with recommendations for the teachers, students and institution.

4.1 Conclusions

The population selected was the students from Seven Year of General Basic Education the main problem showed into the educational settings was related to speaking. They had a little English knowledge because they have studied this foreign language the previous years. Although, they were a little bit familiar with it, they could not express their ideas. Therefore, it was completely necessary to apply techniques to overcome this weakness.

The selections of the best techniques to apply in this research project were based on the students' needs and reality. These techniques are taken from the Natural Approach because they better fixed to the established objectives in this research project such as improving the students' oral production in a foreign language: English.

The techniques selected into this research project were mostly linked to those which were used in the humanistic - affective activities. Furthermore, there were also included the techniques which were related to the problem solving and learning activities.

We expect this research project helps to find the appropriate techniques to benefit the students' performance at speaking a second language. This study aims

to improve the students' academic level through the evaluation of each speaking component to make the students get good grades.

This study revealed that the application of Natural Approach techniques improves the students' oral production and it could be appropriate to present the results of this research project to the educational community. Because a lot of teachers unknown these techniques. Therefore, teachers can apply these techniques in their lessons based on this approach because it really improves their students' performance in speaking.

It is evident that the application of the Natural Approach techniques improved the students' oral production. It is totally supported by the students' noticeable better scores in their speaking performance which were shown in their final results.

The success of the application of techniques based on the Natural Approach was due to the variety of activities which were integrated to them. It was also significant to adapt them according to the students' reality.

The results of this study was complemented with the teaching reinforcement which the students had prior the implementation of this research project.

This study had more practical value than theoretical because it was applied to a real population and it got reliable results based on the students' performance.

Finally, the result of this study was conducted in a primary school, and it would be useful to apply these techniques in students from high school in order to complete all the stages from the Natural Approach using the experimental designs adequately.

4.2 Problems and Limitations

The problem was the setting, there was not an appropriate place to make the interviews of the pretest and posttest. Another problem was the organizations to carry out this study, the classes were organized but we sometimes had to change the schedule because of meeting or extracurricular students' presentation rehearses.

A limitation of this study was the lack of an English laboratory. It was hard to create a strong link between the students and the real language taken from native speakers through videos. Two of the most important techniques of the Natural Approach were visual aids and plenty of input (listening) to interact with each other and to convey a message.

4.3 Recommendations

The following recommendations have been made for teachers, institution and students.

Recommendations for teachers

It is important to train the teachers with workshops and seminars in the educational area. Teaching is in constant change and evolution, so it deserves to be trained. There are many techniques, activities, or methods that teachers do not know, and it is important to go evolving in this subject matter. The teachers should also work on motivation and psychology to help students to solve their problems because those are part of their educational life and those can affect their academic performance directly.

Teachers should discover the students' weaknesses and strengths and detect the main problem to prevent further complications. Teachers should be researchers in order to make the students' skills improve. The students would improve their grades if they are monitored and controlled.

The teachers should implement innovating projects into the institutions in order to improve the students' performance. They should be worried about the students' academic level and emotions. The students' will be more empathic with the subjects if the teachers can make them like English, so they definitely will improve their English abilities.

The teachers should organize every single lesson. It is not easy to handle a research project. Teachers have to collect data in order to prove that the techniques, activities and methods are the correct ones. They should arrange a room and details before doing an activity out of the classroom. Teachers should also control the time and focus on the lesson objectives to get successful results.

Recommendations for the Institutions

The institution should follow a specific method in order to have the same techniques, activities or procedures. It should establish the broad and specific objectives in each area, so the teachers will know what they have to reach.

. The institutions should invest on seminar to train the teachers. The institution reputation depends on students' performance, and the students' performance on teachers' abilities, thus the teachers should prepare each lesson because they are the principal element of the learning-process.

This institution should implement a plan to improve their instructional settings. If they want to improve their students' skills, they should invest on an English laboratory to use it frequently creating a schedule for the classrooms.

Recommendations for the Students

Students should be open-minded in order to learn with teachers' innovating techniques. They should have a good attitude and willing to do any activities during any project process. They should do activities, exercises and task with a single purpose learnt every day to improve their English skills by following the modern teaching approaches.

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Appendices



CENTRO EDUCATIVO "NOVUS"

Nueva visión del liderazgo educativo

LESSON PLAN

SCHOOL YEAR 2013-2014

CURRICULAR BLOCK: No. 1

TITLE: BIRTHDAY PARTY

TEACHER: Yadira Bohórquez and Lorena Chamba

AREA: Language Arts

GRADE:

BASIC: 7th A-B

BACH:

CURRICULAR INTEGRATED AXIS: Writing, Listening, Speaking, Reading for the social interaction

TIME: 80 minutes

PERIOD: 2

FROM: Monday 3rd February 2014

TO: Monday 3rd February 2014

LEARNING AXIS: Writing, Listening, Speaking, Reading

| SKILLS WITH PERFORMANCE CRITERIA | DATE | CONTENT | METHODOLOGY | TEACHING MATERIAL | | ASSESSMENT | |
|--|---------------------|--|--|--------------------------|---|---|--|
| | | | | RESOURCES | PURPOSE | ESSENTIAL INDICATORS | ACTIVITIES |
| To ask basic questions about personal information to interview their friends | Monday 3rd February | Interviewing friends Questions for personal information Dialogue | To brainstorm about questions for personal information | Markers Worksheet | To use them as a microphone To complete sentences To create questions | To ask and answer question for personal information | To list questions To interview their friends in pairs |
| | | | To observe the questions not written on the board and to complete the new ones with the teacher's help | | | | |
| | | | To answer the questions | | | | |
| | | | To ask the difficult questions to the teacher to look for answers as examples | | | | |
| | | | To ask and answer the questions in pairs | | | | |

OBSERVATIONS: _____

YADIRA BOHÓRQUEZ
DELIVERY DATE:

HILDEGARD VERDUGA
TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR



CENTRO EDUCATIVO "NOVUS"

Nueva visión del liderazgo educativo

LESSON PLAN

SCHOOL YEAR 2013-2014

CURRICULAR BLOCK: No. 2

TITLE: BIRTHDAY PARTY

TEACHER: Yadira Bohórquez and Lorena Chamba

AREA: Language Arts

GRADE:

BASIC: 7th A-B

BACH:

CURRICULAR INTEGRATED AXIS: Writing, Listening, Speaking, Reading for the social interaction

TIME: 40 minutes

PERIOD: 2 **FROM:** Tuesday 4th February 2014

TO: Tuesday 4th February 2014

LEARNING AXIS: Writing, Listening, Speaking, Reading

| SKILLS WITH PERFORMANCE CRITERIA | DATE | CONTENT | METHODOLOGY | TEACHING MATERIAL | | ASSESSMENT | |
|---|----------------------------------|---|---|-------------------|--|---|--|
| | | | | RESOURCES | PURPOSE | ESSENTIAL INDICATORS | ACTIVITIES |
| To use the correct vocabulary to express their emotions about a present | Tuesday 4 th February | Talking to the birthday boy/girl Humanistic-affective activity Open-ended sentences | To observe the flashcard and them by saying their differences To say if the person is happy or upset about his or her birthday present To express what you could say if you were in those situations using key words To complete the missing words in the dialogue To act out the dialogue in pairs | Worksheet | To complete the dialogue and to act out a situation | To say phrases according to the situations To complete a dialogue using phrases To act out a dialogue | To look at the picture and describe it. To fill in the blanks using phrases To act out a dialogue using body and facial language |
| | | | | Flashcards | To describe two different situations and to elicit phrases | | |
| | | | | Charts | To reinforce the students vocabulary | | |

OBSERVATIONS: _____

YADIRA BOHÓRQUEZ

DELIVERY DATE:

HILDEGARD VERDUGA

TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR



CENTRO EDUCATIVO "NOVUS"

Nueva visión del liderazgo educativo

LESSON PLAN

SCHOOL YEAR 2013-2014

CURRICULAR BLOCK: No. 3

TITLE: BIRTHDAY PARTY

TEACHER: Yadira Bohórquez and Lorena Chamba

AREA: Language Arts

GRADE:

BASIC: 7th A-B

BACHS:

CURRICULAR INTEGRATED AXIS: Writing, Listening, Speaking, Reading for the social interaction

TIME: 40 minutes

PERIOD: 1

FROM: Wednesday 5th February 2014

TO: Wednesday 5th February 2014

LEARNING AXIS: Writing, Listening, Speaking, Reading

| SKILLS WITH PERFORMANCE CRITERIA | DATE | CONTENT | METHODOLOGY | TEACHING MATERIAL | | ASSESSMENT | |
|--|------------------------------------|---|---|-------------------|----------------------------|---|--|
| | | | | RESOURCES | PURPOSE | ESSENTIAL INDICATORS | ACTIVITIES |
| To mention objects related to birthday parties to describe the same event. | Wednesday 5 th February | Describing a birthday party humanistic-affective activity students' imagination There is.. There are... | To observe the drawing on the board and guess the event To say the name of the objects by looking at the real objects or pictures To write the name of the objects next to each one To close the eyes and imagine a birthday party while listening to the birthday song To draw the birthday party and describe it in front of the classroom using the structure. | Worksheet | To draw the birthday party | To mention the objects from a birthday party To imagine a birthday party and draw it To describe a birthday party using the grammar structure | To show pictures about birthday party objects To draw a birthday party using imagination To describe the party in front of the classroom showing the drawing |
| | | | | Objects | To say the names | | |
| | | | | Flashcards | To elicit the names | | |
| | | | | Masking tape | To stick the pictures | | |
| | | | | CD and CD-player | To listen the song | | |
| | | | | Markers and board | To draw the event | | |

OBSERVATIONS:

YADIRA BOHÓRQUEZ
DELIVERY DATE:

HILDEGARD VERDUGA
TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR



CENTRO EDUCATIVO "NOVUS"

Nueva visión del liderazgo educativo

LESSON PLAN

SCHOOL YEAR 2013-2014

CURRICULAR BLOCK: No. 4

TITLE: BIRTHDAY PARTY

TEACHER: Yadira Bohórquez and Lorena Chamba

AREA: Language Arts

GRADE:

BASIC: 7th A-B

BACH:

CURRICULAR INTEGRATED AXIS: Writing, Listening, Speaking, Reading for the social interaction

TIME: 80 minutes

PERIOD: 2

FROM: Thursday 6th February 2014

TO: Friday 7th February 2014

LEARNING AXIS: Writing, Listening, Speaking, Reading

| SKILLS WITH PERFORMANCE CRITERIA | DATE | CONTENT | METHODOLOGY | TEACHING MATERIAL | | ASSESSMENT | |
|--|-----------------------------------|--|--|-------------------|---|--|---|
| | | | | RESOURCES | PURPOSE | ESSENTIAL INDICATORS | ACTIVITIES |
| To select the best birthday party ideas mentioned in a video | Thursday 6 th February | Ideas for a birthday party Humanistic-affective activity Charts and tables | To brainstorm ideas about planning good birthday parties To select the best ideas about birthday parties To justify their ideas giving reasons To say the reasons and share them to their friends To copy the best reasons which were written on the board To watch a video and select the ideas you listened | Worksheet | To categorize the ideas | To mention ideas for birthday parties To give reasons about their ideas To circle the correct answers by listening | To brainstorm ideas for birthday parties To categorize ideas and give reasons To watch and listen a video and choose the correct answer |
| | | | | Video | To listen ideas for birthday parties To screen the video | | |

OBSERVATIONS: _____

YADIRA BOHÓRQUEZ
DELIVERY DATE:

HILDEGARD VERDUGA
TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR



CENTRO EDUCATIVO "NOVUS"

Nueva visión del liderazgo educativo

LESSON PLAN

SCHOOL YEAR 2013-2014

CURRICULAR BLOCK: No. 5

TITLE: BIRTHDAY PARTY

TEACHER: Yadira Bohórquez and Lorena Chamba

AREA: Language Arts

GRADE:

BASIC: 7th A-B

BACH:

CURRICULAR INTEGRATED AXIS: Writing, Listening, Speaking, Reading for the social interaction

TIME: 80 minutes

PERIOD: FROM: Monday 10th February 2014

TO: Monday 10th February 2014

LEARNING AXIS: Writing, Listening, Speaking, Reading

| SKILLS WITH PERFORMANCE CRITERIA | DATE | CONTENT | METHODOLOGY | TEACHING MATERIAL | | ASSESSMENT | |
|--|----------------------------------|--|---|-------------------|---|--|---|
| | | | | RESOURCES | PURPOSE | ESSENTIAL INDICATORS | ACTIVITIES |
| To mention craft supplies to express how often they use them | Monday 10 th February | Presents and handicrafts Humanistic-affective activity Preference ranking Frequency adverbs | To say what you prefer: buy a present or create one and give reasons about your preferences To match the presents with their corresponding birthday person To say the name of the objects pronouncing them properly To fill in the chart using the numbers based on your preferences to complete the sentences using the words in the worksheet | Realia | To say the names of the objects pronouncing them correctly | To pronounce correctly the objects To categorize the frequency of the objects | To look at the objects and say its name To complete sentences using the frequency adverbs based on the table |
| | | | | Worksheets | To fill in the chart writing a number according to your preferences | | |

OBSERVATIONS: _____

YADIRA BOHÓRQUEZ

HILDEGARD VERDUGA

DELIVERY DATE:

TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR



CENTRO EDUCATIVO "NOVUS"

Nueva visión del liderazgo educativo

LESSON PLAN

SCHOOL YEAR 2013-2014

CURRICULAR BLOCK: No. 6

TITLE: BIRTHDAY PARTY

TEACHER: Yadira Bohórquez and Lorena Chamba

AREA: Language Arts

GRADE:

BASIC: 7th A-B

BACH:

CURRICULAR INTEGRATED AXIS: Writing, Listening, Speaking, Reading for the social interaction

TIME: 120 minutes

PERIOD: 3

FROM: Tuesday 11th February 2014

TO: Wednesday 12th February 2014

LEARNING AXIS: Writing, Listening, Speaking, Reading

| SKILLS WITH PERFORMANCE CRITERIA | DATE | CONTENT | METHODOLOGY | TEACHING MATERIAL | | ASSESSMENT | |
|--|--|--|---|-------------------|---|--|--|
| | | | | RESOURCES | PURPOSE | ESSENTIAL INDICATORS | ACTIVITIES |
| To describe the process of creating a handicraft | From Tuesday 11 th to Wednesday 12 th February | How to create a handicraft Humanistic-affective activity Reveling information about yourself Sequencers | To brainstorm about the craft supplies | RESOURCES | PURPOSE | To mention the craft supplies To describe the process for creating a handicraft To present the process in front of the classroom | To write the name of the craft supplies To draw on the flipchart paper each step of the process To talk how to create a handicraft |
| | | | To write the name of the craft supplies | Flipchart papers | To look at the useful verbs to describe the process | | |
| | | | To decide what handicraft to describe in groups | Permanent markers | To draw the process to create a handicraft | | |
| | | | To list the craft supplies needed and decide who is going to bring each one | Worksheets | To write a paragraph describing the process | | |
| | | | To describe the process to create a handicraft using sequencers | | | | |
| | | | To draw the steps on the paper and explain the process in groups | | | | |

OBSERVATIONS:

YADIRA BOHÓRQUEZ
DELIVERY DATE:

HILDEGARD VERDUGA
TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR



CENTRO EDUCATIVO "NOVUS"

Nueva visión del liderazgo educativo

LESSON PLAN

SCHOOL YEAR 2013-2014

CURRICULAR BLOCK: No. 7 **TITLE:** BIRTHDAY PARTY

TEACHER: Yadira Bohórquez and Lorena Chamba

AREA: Language Arts

GRADE:

BASIC: 7th A-B

BACH:

CURRICULAR INTEGRATED AXIS: Writing, Listening, Speaking, Reading for the social interaction

TIME: 80 minutes

PERIOD: 2

FROM:

Thursday 13th February 2014

TO: Friday 14th February 2014

LEARNING AXIS: Writing, Listening, Speaking, Reading

| SKILLS WITH PERFORMANCE CRITERIA | DATE | CONTENT | METHODOLOGY | TEACHING MATERIAL | | ASSESSMENT | |
|--|--|--------------------------------------|--|------------------------------------|------------------------------------|----------------------------------|---|
| | | | | RESOURCES | PURPOSE | ESSENTIAL INDICATORS | ACTIVITIES |
| To tell a story by looking at the series of pictures | From Thursday 13 th to Friday 14 th February | Telling a story about a nice present | To listen to the problem and find the solution | Worksheet | To write the solution of a problem | To find solutions | To read the problem and find a solution |
| | | Problem-solving activity | To list some solutions related to solve the problem | | | | |
| Task and series | To list some ideas about organizing a birthday party. | masking tape | To look at the series of pictures and listen de description of the first one | To stick the pictures on the board | To use the sequencer properly | To use sequencers per each scene | |
| Sequencers | To create the story looking at the next pictures using sequencers | | | | | | |

OBSERVATIONS: _____

YADIRA BOHÓRQUEZ

HILDEGARD VERDUGA

DELIVERY DATE:

TEACHER

ENGLISH COORDINATOR

ACADEMIC COORDINATOR

ENGLISH FOREIGN LANGUAGE SURVEY

1. - Do you like English?

Yes Regular No

2. - Have you learnt English during all the years you study at this school?

Yes No

3. - Question 3: Have you ever study in an English Academy?

Yes No

4. - How much English do you consider you can speak?

Nothing almost nothing a little enough totally

5. - From 1 to 10. How well do you speak English?

1 2 3 4 5 6 7 8 9 10

6. What can you speak in English?

| | |
|----------------------|--|
| Say words | |
| say phrases | |
| express your opinion | |
| say sentences | |
| give explanation | |
| describe situations | |

7. - When did you study English?

| Currently | One year ago | Two years ago | Three years ago | Four years ago | Do not remember | never |
|-----------|--------------|---------------|-----------------|----------------|-----------------|-------|
| | | | | | | |

8. - How many modules or levels does that academy have?

14 modules 12 modules do not know ever study



9. - How many modules or levels does that academy have?

| Do not remember | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 | Module 7 | Module 8 | Never study |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|
| | | | | | | | | | |

10. - Would you like to improve your English oral production?

Yes



no



maybe





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SCHOOL YEAR 2013-2014

⚙ Interview your friend.

What / last name?

Who / best friend?

Where / live?

What / favorite food?

What / do / in 5 years?

How often / read in English?

What / do / last Friday?

What / doing yesterday at 3?

What / will / study?

Why?



CENTRO EDUCATIVO "NOVUS"

Nueva visión del liderazgo educativo

SCHOOL YEAR 2013-2014

NAME: _____

DATE: _____

⚙ Interview your friend.

What / last name?

Who / best friend?

Where / live?

What / favorite food?

What / do / in 5 years?

How often / read in English?

What / do / last Friday?

What / doing yesterday at 3?

What / will / study?

Why?



CENTRO EDUCATIVO "NOVUS"

Nueva visión del liderazgo educativo

SCHOOL YEAR 2013-2014

NAME: _____

DATE: _____

A. Tick the ideas.



Are they good, bad, or irrelevant for a friend's Birthday party?

FRIENDS'S BIRTHDAY PARTY

G=GOOD

B=BAD

I=IRRELEVANT

| IDEAS | G | B | I | WHY? |
|---------------------------------------|---|---|---|------|
| 1. Buy new clothes for me | | | | |
| 2. Bring a present for my friend | | | | |
| 3. Eat all the candy from the table | | | | |
| 4. Pop all the balloons | | | | |
| 5. Bring food for the party | | | | |
| 6. Eat my piece of birthday cake | | | | |
| 7. Dance with the birthday girl / boy | | | | |
| 8. Sing the happy birthday song | | | | |
| 9. The participation of a clown | | | | |
| 10. Play game with my friend | | | | |

B. Justify your opinion in the table.



CENTRO EDUCATIVO "NOVUS"
Nueva visión del liderazgo educativo
SCHOOL YEAR 2013-2014

BIRTHDAY PARTY

- A. Imagine you are in a birthday party.
- B. Draw what you observe and describe it

- C. Describe the birthday party you imagined.

This is my _____'s birthday party. There are _____



CENTRO EDUCATIVO "NOVUS"

Nueva visión del liderazgo educativo

SCHOOL YEAR 2013-2014

NAME: _____

DATE: _____

A. Answer the question.

Which idea is better, create a present or buy a present?

It is better to _____ because _____

B. Match the presents and the birthdays. Use different colors.



Necklace

best friend's birthday



Foamy doll

birthday boy



Foam tie

grandpa's birthday



Mask

grandma's birthday



Cards or photo album

birthday girl



Decorated bottles

mom's birthday



A pink scarf

dad's birthday



CENTRO EDUCATIVO "NOVUS"
Nueva visión del liderazgo educativo
SCHOOL YEAR 2013-2014

NAME: _____

DATE: _____

A. Fill in the chart. Use the numbers.

| | | | |
|-----------------|---------------|------------------|-----------|
| Use: (3) always | (2) sometimes | (1) almost never | (0) never |
|-----------------|---------------|------------------|-----------|

HOW FREQUENTLY DO YOU USE THE NEXT CRAFT SUPPLIES TO CREATE A HANDICRAFT?

| PRESENTS MADE OF CLOTH | | PRESENTS MADE OF FOAM | |
|------------------------|------|-----------------------|------|
| Craft supplies | Rate | Craft supplies | Rate |
| Ribbon | | Colored paper | |
| Sequins | | Foam | |
| Scissors | | Watercolors | |
| Needles | | Paint | |
| thread | | Crayons | |
| Glitter | | Paintbrushes | |
| Colored Yarn | | Colored Pencils | |
| Knitting needles | | Construction paper | |
| Ruler | | Glue | |
| cloth | | Markers | |

B. Describe how often you use the craft supplies.

PRESENTS MADE OF CLOTH

1. I always use _____ to create presents made of cloth
2. I sometimes use _____ to create presents made of cloth
3. I almost never use _____ to create presents made of cloth
4. I never use _____ to create presents made of cloth

PRESENTS MADE OF FOAM

1. I always use _____ to create presents made of foam
2. I sometimes use _____ to create presents made of foam
3. I almost never use _____ to create presents made of foam
4. I never use _____ to create presents made of foam



CENTRO EDUCATIVO "NOVUS"
Nueva visión del liderazgo educativo
SCHOOL YEAR 2013-2014

NAME: _____

DATE: _____

A. FILL IN THE CHART RATING THE CRAFT SUPPLIES

How frequently do you use the next craft supplies to create a handicraft?

Use: (1) *a lot (2) sometimes (3) almost never (4) never

| PRESENTS MADE OF CLOTH | | PRESENTS MADE OF FOAM | |
|-------------------------------|-------------|------------------------------|-------------|
| Craft supplies | Rate | Craft supplies | Rate |
| Ribbon | | Colored paper | |
| Sequins | | Foam | |
| Scissors | | Watercolors | |
| Needles | | Paint | |
| thread | | Crayons | |
| Glitter | | Paintbrushes | |
| Colored Yarn | | Colored Pencils | |
| Knitting needles | | Construction paper | |
| Ruler | | Glue | |
| cloth | | Markers | |

Describe how often you use the craft supplies.

Example: I sometimes use _____

*To describe their habits in using the different craft supplies



CENTRO EDUCATIVO "NOVUS"
Nueva visión del liderazgo educativo
SCHOOL YEAR 2013-2014

NAME: _____

DATE: _____

GROUP WORK

A. Fill on the chart

- ✓ Write the name of the present.
- ✓ Decide who will bring what

_____ (Present)

| NAME | CRAFT SUPPLIES |
|------|----------------|
| | |
| | |
| | |
| | |
| | |

C. Describe the process to create the handicraft.



CENTRO EDUCATIVO "NOVUS"
Nueva visión del liderazgo educativo
SCHOOL YEAR 2013-2014

NAME: _____

DATE: _____

PROBLEM SOLVING

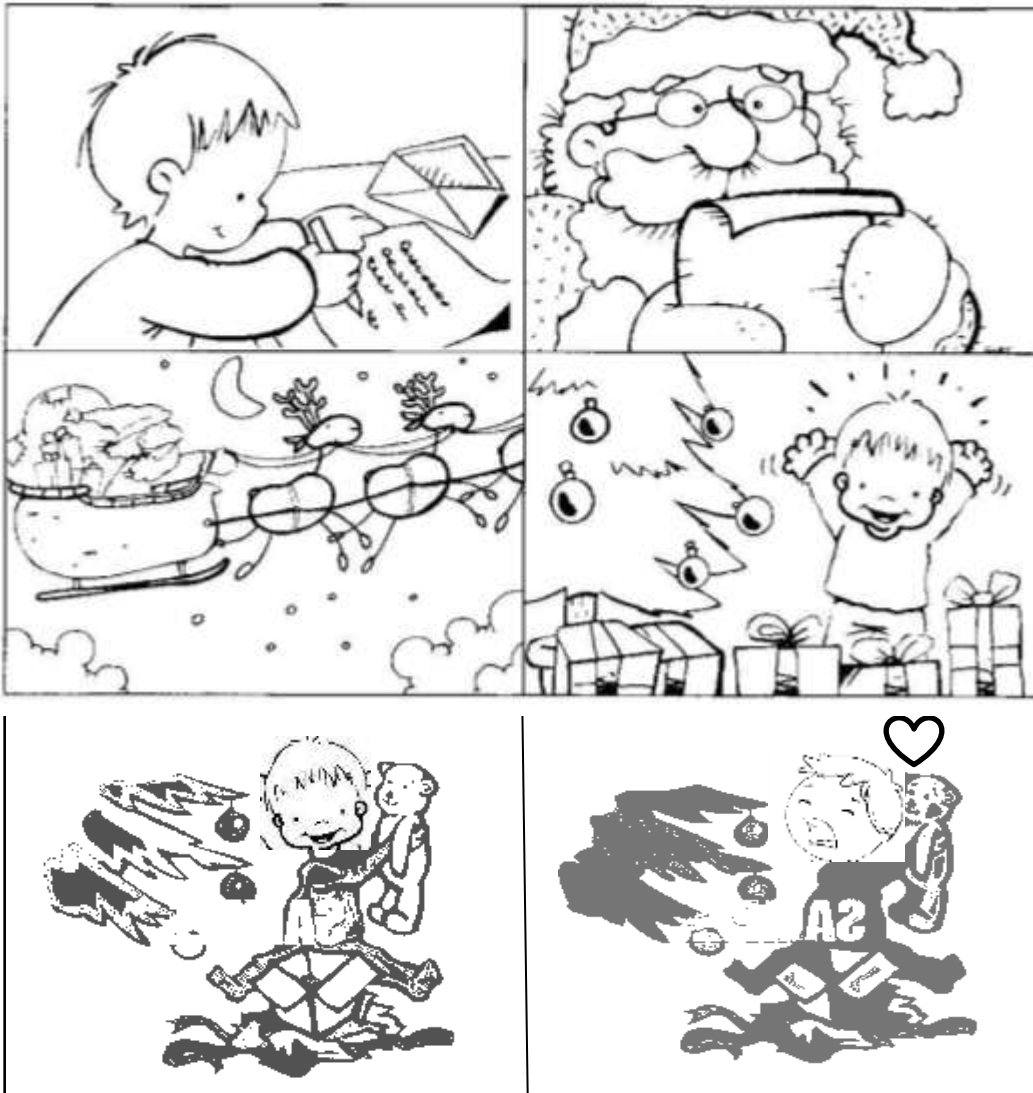
A. Read the situation and solve the problem.

Today is Katie's birthday, and she is crying. You don't know what the reason is. Your desire is to watch Katie happy. You want to surprise her. **What would you do to make her happy in her birthday?**

Solution: _____

B. Look at the pictures and tell the story

- Say the title of the story
- Say the characters' names
- Create the story answering the question "why"





CENTRO EDUCATIVO "NOVUS"
Nueva visión del liderazgo educativo
SCHOOL YEAR 2013-2014

Name: _____ Date: _____

CHECK THE PHRASES THAT YOU LISTEN

1. - The theme party has to be based on your child's favorite?

Movie or cartoon sport or activity actor and singer

2.-Before everything and sit down with your child and choose

Star war sponge bob Football

Spiderman Toy story Superman

Dora Baseball animals

3. - Include your child in the planning process selecting ...

Plates streamers Balloons Birthday cake

4. - You can hire

A clown a magician a juggler an animal expert

5. - Extra activities

Play video games watch a movie color pictures eat fun food

6. - The invitation should state (time)

The start and end time the start, break and end time the start time

7. - Food can include

Pizza spaghetti hamburger hot dogs ice-cream

8. - The cake should be your child's favorite and it should be...

Beautiful fantastic magnificence

9. - The party will make your kid feel

Happy special good

Student 1: Hello, _____!

Student 2: Hi, _____!

Student 1: Happy Birthday. This is your present!

Student 2: _____!!!

Student 1: Unwrap the present, please!

Student 2: ok.

Student 1: Do you like it?

Student 2: _____.

Student 1: I really liked it when I bought the present
I really liked it.

Student 2: Well it's time to go to hit the piñata.

Let's go!!!!

Student 1: Yeah! Let's go!!!

Student 1: Hello, _____!

Student 2: Hi, _____!

Student 1: Happy Birthday. This is your present!

Student 2: _____!!!

Student 1: Unwrap the present, please!

Student 2: ok.

Student 1: Do you like it?

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Student 1: Happy Birthday. This is your present!

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Let's go!!!!

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Student 2: _____!!!

Student 1: Unwrap the present, please!

Student 2: ok.

Student 1: Do you like it?

Student 2: _____.

Student 1: I really liked it when I bought the present
I really liked it.

Student 2: Well it's time to go to hit the piñata.

Let's go!!!!

Student 1: Yeah! Let's go!!!



