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DIALOGUE-BUILDING TECHNIQUE TO INCREASE ORAL FLUENCY THROUGH PAIR WORK

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APPROVAL

The thesis entitled, **"Dialogue-Building Technique to Increase Oral Fluency Through Pair Work"**, presented by **Julia Rosa Tinoco Añazco**, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Foreign Language**,** was approved by the thesis director: Dr. Majid Safadaran Mosazadeh, and defended on …..……. before a Jury with the following members:

_____

President

_____ _____

Secretary **Informant**

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INTRODUCTION

English has now acquired the title of the world´s leading “global language” (Crystal 2003, 1) because it is used for business, science, and politics.

In the field of English as a Second/Foreign Language (ESL/EFL), it has long been recognized that for second language acquisition to occur learners must use English to construct meaning and interact with others in authentic contexts; that´s why I have provided for students to experiment with different learning styles and develop language learning strategies and techniques which suit them; and one of these techniques is Dialogue-Building which I am using in my thesis.

Activation techniques, then, are tools to make materials and tasks more interactive and more learner-focused, encouraging students to take more responsibility for their own learning.

The study of my thesis was conducted to the fifth primary students at the Educational Institution FAP "José Velarde Vargas" of Talara city - 2011, which has as essential objective to apply a teaching technique that helps to increase the fluency in the oral conversation in pairs, and learn to work together in small groups to achieve a common goal.

It is of great concern to note that when students finish the Secondary level of the school, they do not have the accumulation desired and necessary knowledge of the English Language, so that the actual scientific development requires the formation of a professional able to

think and act independently and natural, this responsibility falls to the schools as a social institution and the educational in a special way.

It is worrying the fact that after five years the students who were in Primary or Secondary level, are not able, or have the competency, language or communication, it means: cannot speak English, also the failure to internalize the idea that English is now a working tool (as seen in the jobs of the newspapers). This reflects that the method used by teachers for teaching English to elementary and secondary level is not suitable.

For these reasons, my research will apply the teaching technique Dialogue-Building that helps to increase fluency in effective conversation partners and the results of this research can benefit teaching English language in all educational institutions in the country through a restructuring aimed at achieving quality in teaching English. Restructuring arising as a need for teachers, when have knowledge of research results.

In this situation, results from this study, which is organized into 4 chapters, each of them in basics aspects.

In the first chapter, we present the research problem, which we propose the same approach and highlighting the problem formulation in order to know**:** How the teaching technique helps to increase the fluency in the oral conversation in pairs, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011? We also provide the hypothesis, general and specific objectives, substantiation, limitations and background.

In the second chapter, we develop the Theoretical framework, where we expose the theories underlying the present study, also various key terms of the research.

In the third chapter, describes the present research work, is an explanatory research. Because describe the sequence of the technique to be applied, as well as explain the results to be obtained and the study design is quasi-experimental: design of two non-equivalent groups or non-equivalent control group, then we present the variables with their

respective conceptual and operational definition, then we know the population and a study sample.

In the fourth chapter, presents the description of the results, they are organized in tables and graphics, and statistical tables allowed us to establish the relationship between variables.

Also in this chapter we present the discussion of the results, which contrasts the results with theoretical and other studies, which in turn is used for hypothesis testing.

We mention the conclusions and suggestions for teachers and those responsible for the Educational Institution, who must promote school programs for the students and training courses for the English teachers.

All things considered, I have learned that through the strategies and techniques students interact more, construct solutions together, and have the tools to draw on to not only receive an education but to participate in and contribute to that education.

CHAPTER I

INVESTIGATION OUTLINE

1.1. Problem statement:

The teaching of any language should have as primary purpose the learning of this language in function with the use day-to-day that the learner runs in the context where it is immersed, so as to allow the individual to perform social functions in the means required to meet personal needs by functional use of language. In this regard Vila (1993) argues that:

… from a human aspect universal the language is a means of overcoming and spiritual affirmation because train the individual to a greater contribution to the society that he lives through the development of critical capacities comparative, from a greater knowledge, and the resulting style of your creative potential. (pg.7)

Vila's words, we can remark that language is a social phenomenon whereby individuals express their culture. However, both the design and methodology in teaching English as a foreign language that has prevailed in our country, evidence the failure of the traditional model obsolete, focused on learning spray of the grammatical and structural aspects of the linguistic code. Because it is observed that students throughout the Primary Level Education, after having studied English, demonstrate have not acquired the necessary knowledge and skills that enable them to understand (hear - read), and / or expressing (speaking, writing communicative messages-functional) in English. This learning based on

memorization of structural patterns does not guarantee that students can use the knowledge gained to express some given time their ideas or needs.

Therefore it is substantially necessary to search an explanation to this remarkable fact, both the curriculum and in teacher training in the area of English. In the case under investigation, it appears that students of the Primary Level Educational Institution FAP “José Velarde Vargas" - Talara show serious difficulties in the use and management of language from the standpoint of functional or verbal communication. This situation seems to indicate that dominates a traditional conception and decontextualized in the teaching language. But this teaching should respond to the significant social need for educating individuals with a comprehensive profile that prepare them to assume the current challenges posed by society, as such Vannini (1998) notes that:

With the advent of the technological age has been a large increase in teaching English as a foreign language and this increase we have experienced all who are teaching now, and have participated in it with the hope that the technology will open the communication paths expand the vision of the human being, facilitate the exchange of ideas, encourage the comprehension and solidarity between villages that before lived in insolation. (pg. 8)

We see how the author presents the character of universality that the English language has reached worldwide, the reason why learn to communicate in this language is, undoubtedly, not just part of the general culture of the individual, but a means to know the latest technological, scientific, humanistic, which usually are published in English.

1.2. Formulation of the problem

On the basis to indicated in the previous section we formulate our problem questioningly as follows**:**

How the teaching technique helps to increase the fluency in the oral conversation in pairs, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011?

1.3. Hypothesis:

1.3.1. General hypothesis

H1. "Applying the effective teaching technique in pairs. Then increase the fluency in the oral conversation, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011."

H0. "Applying the effective teaching technique in pairs. Then does not increase the fluency in the oral conversation, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011."

1.4. Delimitation of the Objectives

1.4.1. General Objective of the study

Apply teaching technique that helps to increase the fluency in the oral conversation in pairs, learning English in fifth grade children from Primary Level Educational Institution FAP "Jose Velarde Vargas" – Talara 2011

1.4.2. Specific Objectives

- Compare the level of achievement of the capacity of Speaking in the fifth grade of primary education in the experimental group and control group before quasi-experiment.
- Apply the teaching technique that helps to increase the effective conversational in pairs, to students in fifth grade of primary education in the experimental group during the development of learning sessions.
- Demonstrate the application of the teaching technique that helps to increase the effective conversational fluency in pairs, significantly improves the achievement of the ability to Speaking English in the area.

- Compare the level of achievement of the speaking ability of students in fifth grade of primary education in the experimental group and control group after quasi-experiment.

1.5. Justification of the investigation

Learning a foreign language, as discussed later, is a complex process that requires and uses a feedback system that provides information for teachers to control student learning. Through the feedback, teachers achieve to know how is making the learning of English. The evaluation includes four language skills known: Speaking, writing, listening and reading comprehension of English taught as a second language or alternative language, that indicate the most of the theories about the teaching of foreign languages. For this reason we must carefully design the evaluation tools of the student learning, not forgetting, of course, that the goal of teaching English and its evaluation is precisely the oral language skills.

As for the English teacher is concerned, communication is not an essential part of the teaching and learning of English process: is everything like we said. No wonder we can note with concern, the low performance that able to achieve in guide processes by people who have difficulty to expand in a communicational situation. Next to that weakness in communication may be other management methods and program content, it is mean, knowledge of the language in its grammatical and conversational aspect.

It is worrying the fact that after five years in the Primary or Secondary level, its graduates are not able, or have the competency, language or communication, it is mean: cannot speak English, also the failure to internalize the idea that English is now a working tool (as seen in the jobs of the newspapers). This reflects that the method used by teachers for teaching English to elementary and secondary level is not suitable.

For these reasons, our research will apply the teaching technique that helps to increase fluency in effective conversation partners and the results of this research can benefit teaching English language in all educational institutions in the country through a restructuring aimed at

achieving quality in teaching English. Restructuring arising as a need for teachers, when have knowledge of research results.

1.6. Limitations of the investigation

In Talara, there is not a library with good resource books, so I had to borrow some books, journals, and magazines from people who study in Piura and rent video equipment.

Precedents students from other schools with low achievement in English language.

Students use the mother tongue and English when they work in pairs or they translate words no ideas.

However, these exchanges are not really communication. Communication implies not only the transfer of information but also a purpose for the interaction.

In trying to get the students to interact, teachers have forgotten or ignored the fact that in the real world speakers shape their own conversations: it is the participants who are in control and who try to fulfill their own aims. In authentic communication it is the speaker who decide where and when to give or withhold information.

1.7. Antecedents of the investigation

At international level

- **Lorraine Valdez Pierce (National Clearinghouse for Bilingual Education Wheaton, Maryland - 1988)**

Thesis: "Teaching Strategies for developing Oral Language Skills"

Conclusion: Speaking is an active process and should be taught in a manner that will induce students to take an active role in learning. At first this will be a difficult process for both teacher and students. Many students will probably be reluctant to cooperate, thinking that they sound ridiculous speaking the foreign language, but soon it will become evident to them that language learning is a very serious endeavor and that they should take seriously their effort to communicate in English.

The good nonnative-speaking L2 teacher always welcomes the chance to practice and perfect his/her oral language ability. This can be done in any number of pleasant and inexpensive ways which will be reflected in a greater confidence and ability to teach this skill in the classroom.

- **Anne Hammond Byrd (University of North Carolina at Charlotte - 2009)**

  Thesis: "Learning to learn cooperatively"

Conclusion: Cooperative learning is socially constructed. Just as we provide students knowledge of subject-verb agreement or vocabulary, we should also lead them to learn why and how to work better together. This is not to say that each and every cooperative activity that we implement in our classroom will be executed seamlessly. There will always be external factors to complicate the dynamics of a classroom, but at least we will have avoided making assumptions about our students by agreeing to learn how to learn cooperatively.

- **Elissa Kaye (University of Texas at Arlington -2007)**

  Thesis: " Learner perceptions of small group and pair work in the ESL classroom**:** Increase Oral fluency".

Conclusion: This study helps to determine the effectiveness of using group work in teaching speaking in ESL classroom. It provides language teachers with the rationale to carry out oral group work activities in class to improve students' speaking skills. This study also gives suggestion to ESL teachers to develop successful oral group activities as they can identify the major problems faced by their students. Thus, teachers are conscious with the advantages of group work in teaching and learning process.

In addition, the students will appreciate and work with the strengths of others. This will increase learning, planning and discussion skills and eventually improve their speaking capabilities. The students will be involved as participants and decision-makers in oral group work activities. Besides, the value of group work in ESL classroom will be

determined. Hence, this study is helpful to provide knowledge on ways to develop natural ways in speaking activities.

To National level

- **Diana Mostaceros (National University of Trujillo - 2005)**

  Thesis: "Some techniques for communication practice**:** Mini-dialogues as Warm-ups"

Conclusion: In order to motivate the students to practice their oral English more in their spare time and speak better in class, the two pairs giving the mini-dialogues compete with each other, and the other students and the teacher are the judges. The rating is based on their pronunciation, intonation, fluency, language, manners, and length of time.

At the end of the academic year the students notice how the mini-dialogue activity benefited them.

- **Gisselle Vila (University of Lima - 2007)**

  Thesis: "Applying the "Elicitation" technique to improve speaking through pair work", with learners of fifth grade of primary education, in the Educational Institution "Santa Margarita" Lima, in 2007.

Conclusion: Being a quasi-experimental project, there were two groups, one experimental and one of control, concluding that in the experimental group increased the level of speaking and students spoke more fluent in English, demonstrating the effectiveness of the technique "Elicitation".

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Definition and/or explanation of each of the components mentioned in the title.

2.1.1. Increasing

It means growth. That is why the teacher must teach their students some techniques and should involve them practicing English in pairs or small groups. A number of different kinds of activities focused on speaking skills: Conversations, Pair Work, Group Work, Class Activities, and Role Plays.

Since pairs or groups can work simultaneously, the amount of Student Talking Time (STT) is enormously increased. However, in both types of class organization, careful preparation is necessary. Students should be sufficiently prepared to be able to work independently, with little or no help from the teacher.

2.1.2. Oral fluency

It is a measure of how well and how easily you can communicate your ideas clearly and accurately in speech.

Students are asked to verbalize their thinking processes to the teacher or to other students either during or immediately after an activity.

For example, when they write their homework assignments in their daily planner, students should explain aloud to the class how they will budget their time during the remainder of the week.

Kenneth Gattis (1998) director of North Carolina State University's Undergraduate Tutorial Center, explains that speaking makes students clarify and fuzzy ideas that are expressed in English, and "speaking then becomes a way of learning. In addition, "the verbal expression of the ideas also gives the teacher the opportunity to provide positive reinforcement, which further enhances the student's confidence"

Andrea Zakin (2007) professor at City University of New York, cites various studies that show verbalization leads to better retention of meaning. She explains how verbalization, or "self-directed speech," can help "learners to plan and coordinate thoughts and actions, which, aided by self-regulation, enhances learning and cognitive development" (pg. 2)

Christensen Paul R. & Guilford J.P. (1963) published the results of a research on the factor structure of Verbal Fluency. They defend the existence of four factors of Verbal Fluency: Fluency of ideas, Associative Fluency, Fluency of Verbal Expression and Fluency of Corporal Expression

Fluency of ideas: capacity to produce certain number of verbal replies that follow some specification or a specific rule.

Associative Fluency: capacity to produce a diversity of replies that implies the establishment of relations.

Fluency of Verbal Expression: capacity to construct phrases that include certain amount of concepts or to produce many syntactically different phrases that integrate such concepts.

Fluency of Corporal Expression: it is the capacity to declare in daily and continuous form, gestures, mimic, theatre, dance, gymnastics and sports.

Guilford and Hoepfner (1966) found in a sample of children who are 14 years old the same structure of four dimensions about Verbal Fluency that had obtained Christensen and Guilford in 1963, in a sample of adults.

Thornbury (2000) communicative tasks which develop fluency are those where the focus is on the message not on the form. Fluency and acceptable language should be the primary goal in these activities rather than accuracy.

Role play is a speaking activity which improves communicative competence and provides practice in contexts which simulate real-life experience.

Thornbury (2000) points out that fluency in speaking relates to "the learner's capacity to produce language in real time without undue pausing or hesitation." (pg. 3)

2.1.3. Pair work

In pair work students can practice language together, study a text, research language or take part in information-gap activities. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened to or seen. Group work makes students more responsible and autonomous; they have equal responsibility for performing a task and find it "difficult to "hide" in a small group" (Brown: 1994, 174).

Group and pair work also increase the speaking time for each student in a class.

Swain´s Output Hypothesis (1985:249) supports the notion that extended practice (or output) is necessary for successful Second Language Acquisition (SLA), and that negotiating meaning is also considered to enhance SLA, and that all of these can be encouraged in small group work.

Byrne (1986:76) remarks that class size is "a purely arbitrary unit" which "is normally both economical and effective" at the presentation and practice stages. However, there will be various moments at the production stage when the teacher may prefer to

divide the class into groups (between 2 and 4 students working together) and this is "seen as an essential feature of communicative language teaching." Pair group is good preparation for group work, although generally with adolescents, the smaller the group, the easier it is for them to maintain self-control.

Pair work activities give students a chance for individual practice and maximize the amount of speaking practice they get in each class. Teachers should remind students that practicing with a partner is a useful way of improving their fluency in English and gives them more opportunity to speak English in class.

Why use pair and group-work?

(Ellis 1994: 598) Long and Porter (cf. Ellis, Ibid.) summarize the main pedagogical arguments in favor of group work:

- It greatly increases the amount of time students can talk in class, especially in larger classes.

- It also improves the quality of talking, allowing for more of the features of natural speech: hesitation, mixed structures, unfinished sentences, etc.

- If language is viewed as an interactive tool, then it should be taught interactively. Speaking is an active process rarely carried out in isolation, so it's a natural framework for interaction.

- It encourages a more communal classroom atmosphere and helps to individualize language learning and teaching.

- Students learn by doing things for themselves, and then this provides an opportunity for them to do so.

- If the teacher leads every exchange and talks only to students individually, in a 40-minute class with a class of 40 students, the maximum each student can speak is a minute at most. Two five-minute pair-work activities in the same lesson increase this to five minutes for each and every student.

- Classroom dynamics and atmosphere improve dramatically if students are asked to work together in situations where they would normally be expected to work alone.

- When teaching oral English, your long-term aim should be for students to talk more than you in class. That obviously can not happen overnight. It requires methodical, step-by-step training and regular practice. If students are to get enough practice in class, it also requires pair and group-work.

- In addition to these pedagogic arguments, a psycholinguistic justification has been advanced: group work provides the kind of input and opportunities for output that promotes rapid second language acquisition.

Picking up on the final point, Ellis (1994) draws attention to the fact that there are

..."more opportunities for language production and greater variety of language use in initiating discussion, asking for clarification, interrupting, competing for the floor, and joking" (pg. 59)

In short, group work reproduces within the classroom setting many of the facets of an authentic speaking situation in which the negotiation of content is clarified to the satisfaction of the participants.

Ur (1996) gives importance to "the sheer amount of learner talk going on in a limited period of time" in group activities as well as the psychological aspect of lowering "inhibitions in learners who are unwilling to speak in front of the full class". She continues: "Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience.

Learners are often inhibited about trying to say things in a foreign language in a classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speaking attracts" (pg. 121)

However, there are also potential disadvantages to group and pair work. Students may only use their mother tongue, discipline may be a problem, the noise level may be too high when using group work, students may do the task badly or not at all, stronger students may dominate while weaker students sit back and do nothing...

From the above litany it may sound like group work in the language class is a desirable but unachievable option. In fact, several factors will influence the effectiveness of pair and group work:

- The surrounding social climate or cultural context.
- Whether the class is used to pair and group work or not.
- The task type: is it relevant to the students' needs and interests? Is it stimulating and intrinsically motivating? etc.

2.2. Other related factors

2.2.1. Managing Group work in the classroom

Penny Ur (1996: 234) provides what she considers to be some important guidelines for setting up and managing small group in the Second Language classroom:

1. Presentation

The instructions that are given at the beginning are crucial: if the students do not understand exactly what they have to do there will be time-wasting, confusion, lack of effective practice, possible loss of control. It is advisable to give the instructions before giving out the materials or dividing the class into groups (between two and four students working together); and a preliminary rehearsal of a sample of the activity with the full class can help to clarify things. Try to foresee what language will be needed, and have a preliminary quick review of appropriate grammar or vocabulary.

Finally, before giving the sign to start tell the class what the arrangements are for stopping: if there is a time limit or a set signal for stopping, say what it is; if the group simply stop when they

have finished, then tell them what they will have to do next. It is wise to have a "reserve" task planned to occupy members of groups who finish earlier than expected.

2. Process

Teacher's job during the activity is to go from group to group, monitor, and either contribute or keep out of way – whichever is likely to be more helpful. If you do decide to intervene, your contribution may take the form of:

- providing general approvement and support;
- helping students who are having difficulty;
- keeping the students using the target language;
- tactfully regulating participation in a discussion where you find some students are over-dominant and other silent.

3. Ending

If you have set a time limit, then this will help draw the activity to a close at a certain point. In principle, try to finish the activity while the students are still enjoying it and interested, or only just beginning to flag.

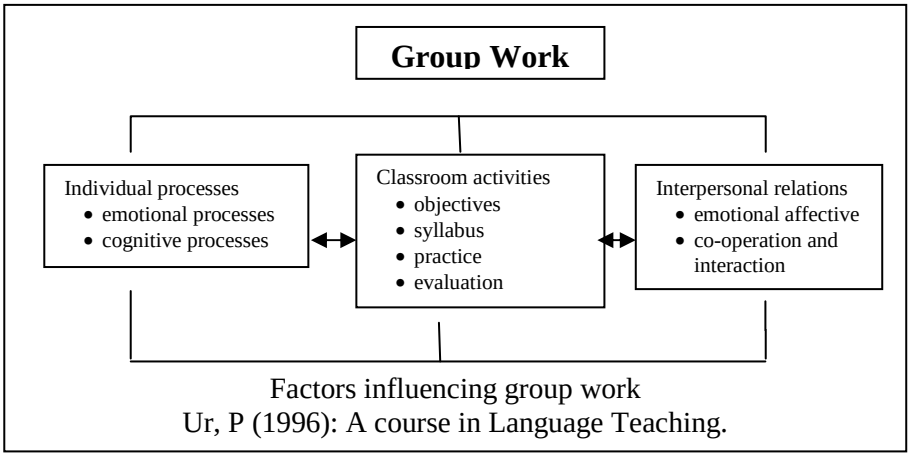
4. Feedback

A feedback session usually takes place in the context of full-class interaction after the end of group work. Feedback on the task may take many forms: giving the right solution, if there is one; listening to and evaluating suggestions; pooling ideas on the board; displaying materials the groups have produced; and so on. Your main objective here is to express appreciation of the effort that has been invested and its results.

I have looked a little more closely at the use of pair and group work in the language classroom. The theoretical basis for the use of group work has been laid out, and I have examined some of the advantages and disadvantages associated with group work.

2.2.2. Collaborative Learning

One important element which seems to be missing from Ur´s guidelines above, however, is exactly what it is that makes a group work – the fuel or driving power behind the effective "working" of a group. Thus, apart from the actual setting up of group activities, we also need to bear in mind a range of other factors which may affect the learning process in groups. These are summarized in the table below:



Factors influencing group work
Ur, P (1996): A course in Language Teaching.

I will now focus on the emotional and cooperative element in group. What is it that makes a group co-operate (or not), makes students participate (or not) in group work, makes them want (or not) to work in groups al all? Simply putting students to work together in groups is no guarantee they will actually work together. It is often a lack of understanding of the dynamics of group that makes teachers say that they simply won´t work.

Recent years have seen a certain amount of research into classroom goal structures. Goal structures are the ways in which learning is set up or organized in the classroom. Goal structures specify:

"the type of interdependence among students as they strive to achieve educational objectives" (Johnson and Johnson 1989)

Johnson and Johnson (1999) pointed out three main classroom goal structures, which are:

Individual work

Learners work alone on tasks at their own pace. It is important to realise that individual goal structures can be in place even when the teacher has ostensibly set up group work, but the group members simply, for example, sit in a circle and work on a task alone.

Competitive goal structure

Here learners work against each other in order to succeed. This might be the case, for example, in a competitive brainstorm (who can remember the most words for furniture?), and it is institutionalized in systems like norm-referenced grading. Norm-referenced grading refers to a grading system whereby a student´s work is graded according to the work produced by the class as a whole. The best work produced by a student receives the highest mark, and the weakest receives a fail.

Collaborative goal structure

In this case learners work together in small groups towards a common goal. The participation of all the group members is crucial to the successful outcome of the task: nobody can succeed unless everybody succeeds. An example of this might be a jigsaw activity, where each member of the group has a different piece of information which needs to be pooled for the group to complete a common task.

Evidently each of these three goals structures has a role in the classroom. However, it has been suggested that not enough attention has been paid to collaborative goal structures, particularly as research seems to point to the key role which interaction plays in Second Language Acquisition. In order to be able to interact effectively, the argument goes, you need to collaborate. Hence the increasing interest in collaborative (also known as co-operative) learning.

2.2.2.1. Making Collaborative Learning Work

We have seen that collaborative learning is a type of group work. It has been shown that using collaborative group work with classes does seem to increase learning among students (e.g. Johnson & Johnson 1989; Slavin 1995). If this is the case then we as teachers need to be aware of some of the principles behind it.

For collaborative learning to be successful, five important factors need to be taken into account:

a) **Positive interdependence.** Students all have to succeed for a task to succeed and students realize that they have this common goal.

b) **Individual accountability.** Each member of the group has to make an active contribution. This avoids "lazy" team who do nothing or the opposite, "dominating" team members who do all the work.

c) **Verbal interaction.** Students need to interact verbally, and this interaction needs to be meaningful. That is, it must involve a genuine communicative exchange of information.

d) **Sufficient social skills.** Students need the relevant social skills, such as communication skills, leadership skills, or conflict resolution skills so that the groups can function. The teacher may have to explicitly teach some of these skills.

e) **Team reflection.** Students need to be able to see whether the team is functioning effectively, and to think about how it might do better.

2.2.2.2. Collaborative Learning Groups

Collaborative learning groups consider 2 to 4 students to be the optimal number, rather than bigger groups. There

are two main reasons for this. Firstly, if the numbers of participants is kept relatively low, there is more chance for individuals to participate more. Secondly, the group management is less complex. More than 4 students in a group start to get unwieldy in terms of simply functioning adequately.

Ideally, collaborative groups should be heterogeneous. In other words, they should be made up of a mixture of students: one high achiever, one or two middle achievers, and one low achiever (in a group of 3 or 4). The high achiever will consolidate his / her understanding of issues by having to explain them to the lower achiever (s), who will benefit from getting repeated exposure and peer tutoring.

As far as the length of time spent working together is concerned, collaborative groups can work within any time frame, from that of a few minutes, to hours or a lesson, to longer periods of time such as several weeks, terms or even years. The length of time the group stays together will depend on the activity type, the aim of the activity, and so on. Long term base groups can be set up, which meet at regular intervals (during class time) to discuss and plan progress, while members go off and work in different groups in shorter time frames.

2.2.3. Topic or Task?

Topic-based activities are subjects or themes which in ELT relate to the knowledge and experiences of the learner and more recently these "themes" have been defined in terms of cross-curricular contents. Thus Madrid and McLaren (1995: 20) refer to the following areas which often receive attention in course books: "the student´s civic education, health, promotion of equality between races, environmental studies, geography, sexual education, etc." In the introduction to their book, *True to Life*, Gairns, R. and Redman, S. (1996: 4) remark:

> "Topics are chosen for their interest and relevance... and activities have been designed to provide learners with the opportunity to talk about their experiences, express opinions, use their knowledge and imagination ..."

Task-based activities are essentially goal-orientated requiring:

> "the group, or pair, to achieve an objective which is usually expressed as an observable result, such as brief notes, a rearrangement of jumbled items, a drawing, a spoken summary". (Ur: 1996: 123)

A lot of discussion has surrounded the question of which is the better of two. Ur (1996: 124) herself comes down in favour of task-based activities for **oral fluency** because "there is more talk, more even participation, more motivation and enjoyment" although she is quick to acknowledge the importance of topic-based work since for the "small but significant minority who do prefer a topic-centred discussion. Indeed, this seems to be the general opinion amongst experts in the field which accounts for the large quantity of research into task-based learning at the present time.

Willis and Willis (2007, 136) comments:

> "Combining the topics with task-based teaching is a way to involve learners in different types of extended discourse. It provides an arena for informal spontaneous interaction".

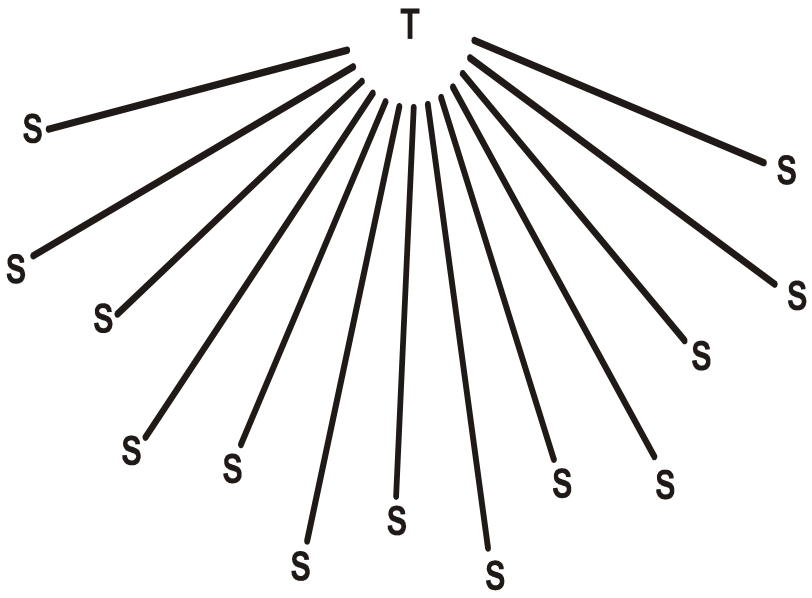
Although task-based teaching exposes students to all four skills, I made sure to supplement all the tasks with meaningful writing that was used to inform the class.

According to Willis and Willis (2007), writing complements oral activities and provides opportunities for language focus because "speaking is a real-time activity, in which there is normally no time for careful consideration of language. Writing, on the other hand, allows time to think about language" (pg. 117).

2.2.4. Class Management: group work and pair work

The traditional class management pattern is called lockstep.

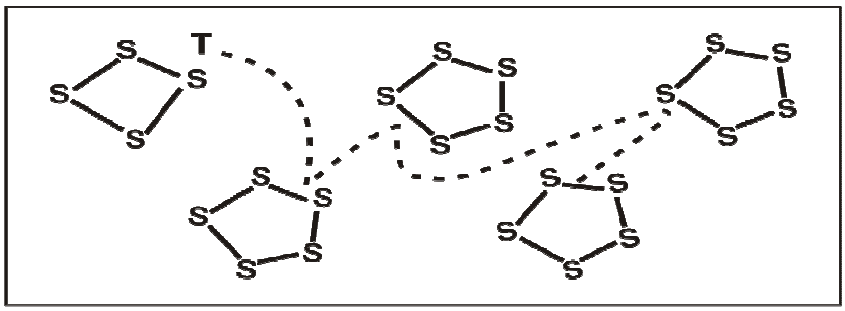
Here the teacher is completely in control of every classroom interaction, whether T – S, S – T or S – S. The focus of attention is primarily on the teacher. This may be illustrated by the following diagram:



Contemporary English. Books 1and 4
Rossneret a. (1990): Macmillan

Over the years I have learned quite a bit more about language teaching, some from formal training courses and the rest from bitter and sweet experience. Nowadays pair work and work in groups is a regular feature of my lessons. The value of this type of activity is, I think, obvious; I will not list the advantages, but will merely mention the major plus: it provides a greatly enhanced opportunity for communication between students, and most of it is real communication. There are some risks too, but many of these can be combated by careful planning of material, and attention to detail of organization.

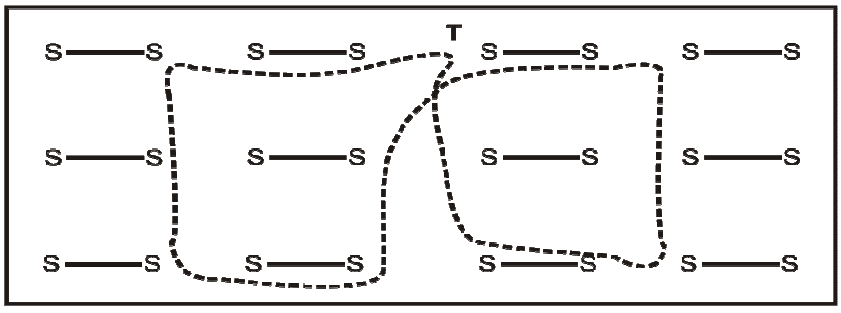
In group-work, students work simultaneously in groups of three or more, while the teacher circulates, provides assistance or encouragement where necessary, and checks that the task is carried out satisfactorily. This looks more like:



Functional English. Books 1 and 2.
R.V. White. (1979)

Group-work is generally more task-oriented: that is, the students have a definite task to complete, and call the teacher when they have completed it. Usually it will take longer than pair-work, ten minutes or more; and generally it is more suitable for intermediate level and upwards.

In pair-work, students work simultaneously in pairs. The teacher is available to help or sort out problems, but to do this type of activity the students must be sufficiently prepared to be able to work entirely by themselves. This can be illustrated like this:



Conversation exercises in everyday English. Books 1 and 2.
Jerrom &Szkutnik (1985): Longman

Pair-wok may last for as little as two minutes and be simply an extension of controlled drilling which has been done lockstep. It often needs no special preparation or materials; and its main purpose is to increase Student Talking Time, while also providing a change of activity for the sake of variety. Any drill work based on pictures or exercises in a textbook may be done in pairs.

One of the main advantages of group and pair-work is that, since pairs or groups can work simultaneously, the amount of Student Talking Time is enormously increased. However, in both types of class organization, careful preparation is necessary. Students should be sufficiently prepared to be able to work independently, with little or no help from the teacher.

For example, before beginning pair-work, it is often a good idea to make one pair demonstrate while the rest of the class watches. This makes sure that everybody understands what they have got to do.

2.2.5. Teach Students to Interact, Not Just Talk

Interaction in the classroom involves the process of communication. This can take place between teacher and student (s), between individual and groups of students, or even between student (s) and a textbook or cassette. According to Malamah Thomas (1987: vii):

> "The question is: what kind of classroom interaction, what kinds of participation of teacher and learners, are most likely to provide conditions whereby the exercise of individual learner initiative can lead to affective learning"?

Interaction is not waiting to be asked a question. Interaction is not giving a short, one sentence answer to this question. In some ways, what goes on in a worst case EFL conversation class is a series of monologues.

- Teacher: Do you think people who pollute should pay heavier fines?
- Second Language Student: Yes.
- Teacher: Why?

- Second Language Student: Because they are contaminating the Earth.

This situation has to change if we wish to use the word "interaction" for what goes on in a typical EFL conversation class. When a student contributed in the form of monosyllables or short, neutral assertions, I pulled him up and asked him to expand. There is nothing complex about the technique, the teacher simply has to be alert to attempts at evading compromise: the conversation class, remember, implies a willingness to cooperate verbally on the part of the students. If they are there, it is to interact.

Classroom interaction may take several forms, and it is not necessarily always teacher directed. Penny Ur (1996: 228) gives a useful summary of the most typical interactions which occur in a language classroom:

- **Group work**
  Students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little, if at all.

- **Closed-ended teacher questioning**
  Only one "right" response gets approved. Sometimes cynically called the "Guess what the teacher wants you to say" game.

- **Individual work**
  The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.

- **Choral responses**
  The teacher gives a model which is repeated by all the class in the chorus; or gives a cue which is responded to in chorus.

- **Collaboration**
  Students do the same sort of tasks as in “Individual work”, but work together, usually in pairs, to try to achieve the best results they can. The teacher mayor may not intervene.

- **Student initiates, teacher answers**
  For example, in a guessing game: the student think of questions and the teacher responds; but the teacher decides who asks.

- **Full-class interaction**
  The students debate a topic or does a language task as a class; the teacher may intervene occasionally, to simulate participation or to monitor.

- **Teacher talk**
  This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student.

- **Self-access**
  Students choose their own learning tasks, and work autonomously.

- **Open-ended teacher questioning**
  There are a number of possible “right” answers, so that more students answer each cue.

  Interaction happens when:

  - The Second Language direct the dialogue at one another and not at or through the teacher
  - The Second Language comment immediately on what another Second Language has just said
  - The Second Language disagree with or challenge another Second Language students’ statement
  - The Second Language do not have to be invited (by the teacher) to speak
  - The Second Language speak when there is a short silence indicating the end of someone else's turn

- The Second Language interrupt one another, diplomatically, to insert an opinion or question, etc
- The Second Language use the personal pronouns "I" and "You"
- They use paralinguistics. Paralinguistics are the aspects of spoken communication that do not involve words. These may add emphasis or shades of meaning to what people say. Some definitions limit this to verbal communication that is not words.
  Example:
  Body language, gestures, facial expressions, tone and pitch of voice are all examples of paralinguistic features in the classroom.
  Paralinguistic features of language are extremely important as they can change message completely. Tone and pitch of voice is commonly dealt with at all language levels, but a fuller consideration of paralinguistics is often left to very advanced courses.

- The Second Language is practiced through activities posted in my lesson plan which are very important for a successful language exchange. Doing fun exercises is important to reduce feelings of vulnerability and insecurity that many people have when practicing their second language. That is why each lesson plan starts with a fun and easy warm-up that allows everyone to relax and get into a playful mode where mistakes are not so important, and where you are interested in communicating.

  The method that the teacher uses is very important. It fosters a fun and supportive environment where the students can feel relaxed, secure and eager to try out the second language skills – there is no pressure and no evaluation when the teacher motivates the students. This is important for the follow ingreasons:

  - The best way to learn a language is by speaking it
  - Mistakes are a natural part of language acquisition
  - A relaxed atmosphere is more conducive to learning

- It takes time to learn a language, so it is important to have fun, enjoy the process, and stay motivated.

Ellis (1985: 127) describes input as “the language that is addressed to the second language learner either by a native speaker or by another second language learner”.

Krashen (1985: 115) asserts that for acquisition to occur, input should always be comprehensible and it should, in terms of its complexity, be slightly above the student’s language level.

Input and interaction have been studied in natural setting and in classroom environments. In the case of natural settings, input has to be considered in terms of foreigner talk which occurs because of the need to negotiate meaning and to simplify language.

Input and interaction in classrooms have been investigated by means of interactional analysis, the study of teacher talk, and discourse analysis.

Studies on teacher talk reveal similar features to those found for foreigner talk, although ungrammatical modifications may be less common.

Discourse analysis shows that many classroom interactions follow an IRF (initiate-response-feedback) pattern, which restricts the opportunity to negotiate meaning. However, other types of discourse appear when the Second Language is used for general classroom organization and for social purposes. Learner-centred teaching in subjects or immersion classroom can lead to examples of interaction similar to those found in natural settings.

Pica, Young and Doughty (1987:125) found that modifications in interaction produced higher levels of comprehension than modifications in the nature of input. In this study a group of sixteen learners were asked to complete a certain task under two different conditions.

Under the first condition, students had to listen to a text read by a native speaker; the grammar and vocabulary of the text had been previously adapted and simplified.

Under the second condition, learners listened to the same passage but without any kind of modification or adaptation. The results revealed that learners who were given the opportunity to ask questions and check their comprehension of the text understood it much more than those learners who listened to a more simplified version but had no opportunity to interact while doing the task.

The reason I have highlighted the concept of interaction is because that is what people do most in their daily lives, whether they be native speakers or second language learners. My theory is that, if a person is accustomed to interacting for almost 16 hours a day in his native language, then surely we, as teachers, must try to get him to carry on interacting in conversation class, albeit it with less fluency. Anyway, the personal and social elements of life do not need 100%-accurate dialogue. So, while we the teachers cannot show students how to exercise their vocal cords, we can remind them to use normal, conversational tactics such as challenging, interrupting, querying each other and so on. It makes for a dynamic class, and the Second Language students do appreciate a teacher who makes them work which here means "interact".

Bantjes, Leon (1994) argues that:

"The motivation of the teacher in the classroom affects the learning of English as a Second Language...” (pg. 118)

We are all aware that the teacher teaches a lot better if you have deep knowledge of the field and working knowledge is best learned in one way or another and the teacher has, among others, the mission of finding the best ways to help their students assimilate knowledge.

The theory “Content Based Learning” states that children learn a second language most effectively under the same conditions as first language acquisition, where the focus is on meaning and not on form. That is why it is important to apply various techniques for learning a language and one of them is "Dialogue – building”.

Bailey and Celce-Murcia (1979) isolate four areas affecting classroom interaction that the teacher should attend to:

- Social climate
- Variety in learning activities
- Opportunity for student participation
- Feedback and correction

Each of these four areas will be discussed in turn.

1. - Social Climate

It is the most basic and fundamental of the areas. Without a good social climate, everything else that we discuss becomes meaningless. If students are not at ease and do not feel good about their language class, there will be no communication. It is the teacher´s responsibility to establish the proper atmosphere so that students can relate to the teacher and to each other in a positive and constructive way. To do this the teacher has to enjoy teaching and to like his / her students. Not all teachers have the proper temperament to do this; however, even those teachers who are well intentioned and personable often overlook techniques that would help promote a good social climate. One obvious good technique is for the teacher to learn all the students' names as soon as possible.

Two other things that impinge on the social climate and that the teacher should attend to are (a) being fair and (b) making the class relaxed and enjoyable.

Being fair involves distributing turns equally among students and not showing any favoritism or bias. Some teachers can do this instinctively; others have to work at it systematically.

Making the class relaxed and enjoyable involves smiling and laughing when appropriate humor occurs spontaneously. Some teachers are good joke-tellers, this is a definite advantage. However, even teachers who are not born comics should be able to appreciate those students in the class who have this kind of talent.

2. - Variety in Learning Activities

The preceding discussion on social climate describes how improving the social dynamics in the language class will help encourage communication. This is a form of "internal" motivation, since the teacher motivates the students indirectly by promoting good feelings in the class.

Introducing variety into learning activities is a more external form of motivation. If the teacher can use some variety in each lesson to make the class more enjoyable, this will also motivate the students to learn.

Variety can be introduced on many different levels. One way is to make effective use of all four skills: listening, speaking, reading, and writing. Another way is to move as quickly as possible from drills to communicative activities; these communicative activities, in turn, can include a variety of tasks in pairs or small groups.

The teacher can vary the stimulus that s/he uses to set the stage for communication. Using the overhead projector as a change from the blackboard, or a movie or filmstrip as a change from the textbook are other way of introducing variety. Likewise, the teacher should constantly be looking for ways of effectively integrating everyday realia such as clocks, calendars, mirrors, etc. into meaningful classroom activities. Using a song or a game every now and then to reinforce a language point that has just been covered in class will also provide variety.

3. - Opportunity for Student Participation

Social climate and variety indirectly encourage communication in which they set the stage and provide motivation.

The most direct way to facilitate communication is to provide ample opportunity for student participation, which has as its correlates (a) little or no teacher domination and (b) minimal teacher talking time.

At the most general level, student participation means allowing students to have as much input as possible into the class itself (e.g., syllabus, activities, assignments, grading, management, etc.) More specifically, the teacher can have the students work in pairs or groups whenever useful. This permits the teacher to be a resource person rather than the dominant figure. Communicative activities lend themselves well to work in pairs or groups.

In pairs, student can carry out interviews, write or complete dialogues, and have one-on-one conversations or do role-plays.

In groups, they can do problem solving, value clarification, or role-play, and can prepare group outlines or compositions. For such variety of tasks to be fruitful, they must be carefully planned, the students must have a specific task, there should be a limited but reasonable period of time for completing the task, and there must be time allowed for feedback.

4. - Feedback and Correction

When a teacher allows for positive student participation, his / her responsibility to provide useful feedback and correction to the students becomes even greater.

Dealing with correction is an inherently delicate matter. Some researchers recommend that teachers ask each student how and when s/he wants to be corrected because this varies considerably from one individual to another. (Cathcart and Olsen: 1976). We also know that peer- and self- correction are more effective than teacher correction; thus a good teacher will enlist assistance from the class or guide students in correcting their own mistakes rather than merely providing the correct form.

There are a number of things a teacher can do to encourage self-correction. Some of these devices are verbal and some are nonverbal. The verbal feedback may be indirect, such as asking, “Would you please repeat that?” A more direct way is for the teacher to repeat only the segment with the error or to repeat the word before the error.

Schachter (1981:187) is among those teachers who feel that nonverbal correction via visual hand signals is more productive and less confusing than verbal signals.

Regardless of how a teacher decides to correct, certain guidelines apply. These include correcting selectively. It is also important to give positive as well as negative feedback, and to handle public corrections in such a way that no one in the class feels ridiculed because the teacher or a classmate has made a correction.

The area of English also develops a set of attitudes with respect to others' ideas, the effort to communicate and solve problems of communication, respect for linguistic and cultural diversity. And they **are cross-cutting themes** which are a response to issues of economic significance affecting society and to demand a priority and permanent education. The objective is to promote analysis and reflection of social, environmental and personal relationships in the local, regional, national, and global levels, for students to identify the causes and the obstacles to solve these problems.

Cross-cutting themes are reflected primarily in values and attitudes. Through the development of these students are expected to reflect and develop their own trials, face up these problems and be able to adopt behaviors based on values. In this way, working with cross-cutting themes, contribute to the formation of autonomous persons, capable of judging the reality critically and participate in their improvement and transformation.

Cross-cutting themes should be planned and developed in the curriculum areas by the teachers in order to develop activities and extra curricular activities in the school, so Cross-cutting themes are present as a guideline for curriculum diversification and curricular program.

In this regard there are three levels at which cross-cutting themes:

a) The National Curriculum Design in Basic Regular Education, the proposed Cross-cutting themes that respond to national and international problems. These are:

- Education for coexistence, peace and citizenship.
- Education and human rights.
- Education and training in ethical values.
- Intercultural Education.
- Education for love, family and sexuality.
- Environmental Education.
- Education for gender equity.

b) The Institutional Educational Project and the Curriculum Project, Cross-cutting themes have priority that reflects the reality which the school is inserted.

c) In the teaching units cross-cutting themes are evident in the achievements of learning expected.

We must also bear in mind that the learning expectations, should be related to the themes that the institution has considered as a priority and has decided to work to deal with the local problems.

In a hypothetical example let us consider this:

Suppose that the school has chosen the Cross-cutting theme: "Intercultural Education", to address the problem of migration has emerged: families from elsewhere have come to the town in search for opportunity and have enrolled their children in school, where social relations between students, who have different habits, attitudes, and rules, often become contentious.

The cross cutting theme means that the chosen response to this problem should work in every area of the curriculum, however, we can consider from the area of English, the following information:

Cross-cutting themes	Expected Learning
Intercultural Education	➢ Follow rhythms of songs from different parts of our territory and abroad. ➢ Practice and appreciates traditional games from Peru and some abroad. ➢ Identifies, represents in a catalog, and socialize typical dances of our country and some abroad

2.2.6. Models for Interactional Analysis

Interaction analysis is concerned with the observation of classroom language in order to find out about teaching and learning in the classroom, thus is has a formal educational linguistic aim.

One of the problems with analyzing exactly what happens during classroom interactions is that many events are taking place at the same time. An observer who wishes to analyze interactions in a classroom is faced with a vast, potentially very confusing job, thus he / she tends to focus on only on one events which he / she considers to be significant for his / her purposes.

In the 1950s Flanders developed a classroom observation framework which reflected the concerns of social sciences of the time with attempting to assess the social climate of classrooms. The basic idea behind the Flanders framework was that a “democratic” classroom is preferable to an “authoritarian” one, thus the focus of observations reflected this belief. Flanders´ Interaction Analysis Categories (FIAC, 1970) was firmly established as a research tool in mainstream education by the early 1970s.

Flanders´ model, although aimed at school subjects such as social studies or science, was adapted by Second Language researchers in order to cater to the specific conditions of the language classroom more appropriately. Probably the best known of these adaptations is that of Moskowitz (1967), called FLINT (Foreign Language Interaction Analysis System). One of the key items which she added to Flanders´ original scheme was that of whether the first or second language was used in class. Another important modification Moskowitz made was that of following for the importance of the effective domain, by making specific provision for observing elements such as smiling and laughter in a language lesson.

A second well known model is that proposed by Fanselow (1977), called FOCUS (Foci for Communication Used in Settings), which was developed specifically with the foreign language class in mind. According to Fanselow's scheme, communication in the language class needs to be considered under five categories (from Stern 1983: 494):

- source: who communicates?
- for what pedagogical purpose?
- in what medium?
- what is that medium used?
- what content is communicated?

There are many other interaction analysis scheme, some of which include areas like topic or content in their models (eg. Ullman and Geneva's TALOS and COLT 1984; Mitchell and Parkinson's scheme 1979), on the assumption that it is important to know what is to be taught or learned in any lesson, not just the kinds of interaction that take place.

Interaction analysis models are culturally specific. In other words, each interaction analysis model will reflect the concerns of a specific classroom setting, and therefore not be easily applicable to all cultural contexts. According to Malamah-Thomas (1987) every interaction analysis model:

"assumes the context it was devised in, and, being based on the sort of classroom practice carried out in specific contexts, is, as a result, applicable only in similar contexts". (pg. 30)

A further consideration with interaction analysis models is that they will necessarily only reveal part of the story of what goes on in a language class. On this point Malamah-Thomas (ibid.) adds:

"Moreover, these models tend to concentrate on the various parts of the lesson. In order to analyze, they must fragment. And, in stressing the parts, they all overlook the whole lesson which is greater than the sum of its parts. The crucial factor is whether the teacher gets his or her message across, whether the students learn what the teacher sets out to teach them".

With this reservation in mind, we look at some of the different types of classroom interaction under two main headings: Teacher Talk and Learner Talk.

2.2.7. Interaction and communication

Human interaction is a process whereby two or more people engage in reciprocal action. This action may be verbal or nonverbal; here, I shall be emphasizing verbal interaction.

Human communication, on the other hand, is a system of giving and receiving information which can be conveyed nonverbal via gestures, body language, or proxemics; however, verbal communication of information through speech, writing, or signs will be the main concern of this topic.

What is the relationship between the terms interaction and communication? There can be no communication without interaction; however, it is possible for someone to initiate interaction without achieving communication. This happens, for example, when the person being addressed refuses to cooperate and won´t interact with the initiating speaker. More typical, perhaps, are those cases where two or more people are trying to interact but

communication fails because they have no common language, or because there is too much noise for the message to be understood, or because the message is incomplete, ambiguous, or contain errors; all of these can lead to miscommunication.

Communication entails four components:

a.- a message,
b.- a party to transmit the message,
c.- a party to receive the message, and
d.- a channel to use for transmission of the message (this channel may be the space between two speakers, a telephone, a radio, a walkie-talkie, the postal service, etc.).

The interactive aspects of communication are:

a.- transmitting messages,
b.- receiving messages, and
c.- giving feedback ---- i.e., the receiving party lets the transmitting party know that the message is being (has been) received.

Thus, communication is the more embracing of the two concepts: it is both the goal of interaction and the result of successful interaction.
Interaction, on the other hand, is a necessary part of communication.

Prator (1965:109) was one of the first American methodologists to suggest that teachers would have to begin to move their students from manipulation to communication by devising drills and exercises that were more demanding than the usual audio lingual procedures: “listen and repeat” or “substitution” and “transformation”. He pointed out that students were not communicating unless they themselves were finding the words and structures they needed in order to express their opinions or reactions.

Hymes (1962:137) the anthropological linguist coined the phrase *communicative competence*. Hymes carefully distinguished *communicative competence* from *linguistic knowledge* or *competence* by making the former subsume the latter along with

knowledge of social and psycholinguistic factors that govern a speaker's ability to use a language appropriately in specific context. The pioneering theoretical work of Hymes was followed by the empirical research of Savignon (1972) among others who demonstrated that language classes doing communicatively-oriented activities achieve higher levels of performance than classes using the audiolingual approach (i.e., predominantly manipulative exercises)

Thus, in one way or another we can see that communication has been formally associated with linguistics and language teaching since the 1930s.

How do we develop communicative competence, as opposed to mere grammatical competence?

According to Hymes (in Corder 1997: 92-93), communicative competence involves four characteristics: possibility, feasibility, appropriacy, and occurrence. And I agree with this because our students' communication should be grammatically possible, semantically feasible, socially and contextually appropriate, and idiomatic or actual in occurrence. For example, drill exercises may help students achieve grammatical competence; they aid little in the development of the other three components of communicative competence. To accomplish these goals, students need to participate in conversational situations, both real and simulated. Here the verbal fluency is very important.

Teachers and students can become bored with meaningless, repetitious drills like Mrs. Jones went shopping on Friday if these are not directly associated with purposeful communication.

So what other methods can we use to encourage our students to talk in class?

Practicing English creatively

A major portion of any oral English class should involve the students practicing English in pairs or small groups. To prevent classroom chaos or rampant native-language use, the teacher

should carefully direct each activity, giving the students enough formats for direction, yet enough room for creativity.

Here is a typical class setup to promote communicative competence. Before each class, the students rearrange their chairs into a circle facing each other, with their desks against the walls. The center of the room remains clear for short dialogues, and other presentations.

The class begins with a “personal” story, anecdote, joke, or question to make relaxed the students and to encourage a relaxed atmosphere. Then we read aloud a short passage or dialogue from the text. The students respond to my questions about the text by answering aloud in complete sentences. We then briefly discuss the content of the text in terms of the topic itself, not just the grammar or vocabulary. Then we repeat the grammar drills, where we learn or review sentence patterns that the students will use in their own dialogues.

In pairs, the students practice the drill sentences. Any errors at this point are immediately corrected and explained.

2.2.8. Learning Strategies

Learning strategies, according to Ellis (1997: 76-7), are “the particular approaches or techniques that learners employ to try to learn a second language”. He refers to three main types of learning strategy in a summary of the main learning strategies identified in the literature:

1. Cognitive strategies are those involved in the analysis, synthesis, or transformation of leaning materials. An example is “recombination”, which involves constructing a meaningful sentence by recombining known elements of the second language in a new way.

2. Metacognitive strategies are those involved in planning, monitoring, and evaluating learning. An example is “selective attention”, where the learner makes a conscious decision to attend to particular aspects of the input.

3. Social / affective strategies concern the ways in which learners choose to interact with other speakers. An example is "questioning for clarification" (i.e. asking for repetition, a paraphrase, or an example).

One of the most elusive questions in Second Language Acquisition (SLA) is the relationship between the learning processes of the first language or mother tongue (L1) and the second language (L2), and the degree of similarity or difference between them. It has, for example, been argued that the learning strategies used for the second language are the same as the one employed for the first language. Richards, Platt and Weber (1986), in their definition of the term, do not distinguish between first language and second language leaning strategies. Specific processes such as overgeneralization or simplification seem to operate in both first language and second language, but language transfer, as Corder (1983) pointed out, only occurs in second language learning.

Clearly there are certain strategies in the learning process that are common to both the first and the second language, however, in the case of second language learning the individual also have at his / her disposal a first language which offers the possibility of using transfer as a learning strategy.

2.2.8.1. Communication Strategies

Communication strategies have been defined in a number of different ways:

- A systematic techniques employed by a speaker to express his meaning when faced with some difficulty (Corder 1978).

- A mutual attempt of two interlocutors to agree on a meaning in situations when requisite meaning structures are not shared (Tarone 1980).

- Potentially conscious plans for solving what an individual presents to itself as a problem in reaching a

particular communicative goal (Faerch and Kasper 1986).

- Techniques of coping with difficulties in communicating in an imperfectly known second language (Stern 1983: 411).

As Bialystok (1990) has pointed out, these definitions, although different in detail, all have three features in common: those of problematicity, consciousness, and intentionality.

There have been many attempts to classify communication strategies from different points of view. One of the taxonomies was developed by Tarone (1980), which as Bialystok (1990) has pointed out:

> "has proven robust and complete subsequent taxonomies can invariably be traced to her original categories, and data collected by different researchers for different purposes has confirmed the logic and utility of her distinctions".

Tarone's taxonomy is as follows:

1. Avoidance: avoidance of certain linguistic features which learners consider difficult.

    - Topic avoidance: avoidance of the topic rather than avoidance of specific linguistic features.
    - Message abandonment: giving up trying to communicative a message in the face of difficulty.

2. Paraphrase: repeating what has just been said using other words.

    - Approximation: tying to paraphrase in order to "approximate" (get a closer understanding of) what an interlocutor says.

- Word coinage: inventing words, either based on the first language or the second language in order to get a meaning across.
- Circumlocution: talking around a subject, or describing something when the exact word for the concept is not known, in order to make oneself understood.

3. Conscious transfer: consciously transferring a feature of the first language or another second language to the teaching language.

    - Literal translation: literal translation from the first language into the second language.
    - Language switch: resorting to the mother tongue or another second language.

4. Appeal for assistance: asking the interlocutor for help

5. Mime: the use of gestures to illustrate what is being said.

2.3. **Technique**: **Dialogue-Building**

In my research I used the technique Dialogue–Building.

Students learn best when they are involved in what they are doing. The best way to achieve this with students is to allow them some opportunity to express their own ideas. We need to be prepared to negotiate the content of our lessons at least a little with students, giving them choices and making sure what they are learning is of interest and some relevance to them.

The technique has some characteristics:

- Concentrate information in a limited time.

- Generate in small groups / pair group the ability to analyse and to synthesize the information.

- Encourage the participation and the responsibility of the people in its own learning.
- Develop a participative attitude in group.
- Explore a subject before numerous group or limited.
- Take advantage of the resources of a group.
- Facilitate learning through the simulation of a real event
- Use techniques to support subjects exposed during a course.
- Be creative.

My favorite way to introduce a dialogue is by building it up on the board. It was the first technique I ever learned and it still works! Below is a typical example. I use to introduce irregular / regular past tense: affirmative, interrogative, negative and with Information questions.

- The teacher introduces the irregular past tense – questions and affirmative. She / he draw s two 'talking heads' on the board, as below. Ask the class *What are their names?* And write the best ones under the heads.
- Write the first line of dialogue as a prompt: *what/do last night?* Use a slash (/) as a regular system to signal that some words are missing and make sure students know this. Try to elicit the first line in full: *What did you do last night?* Students can usually come up with *What do you do?* so elicit or teach them the past tense form *did*. Drill as necessary.
- Then focus on the answer. From the prompt *out* elicit/teach *I went out*. Drill the question and answer between students, then move on to the next line *Where did you go?* as below

What/do
last night?

Where/go?

Who/with?

/out?

/cinema

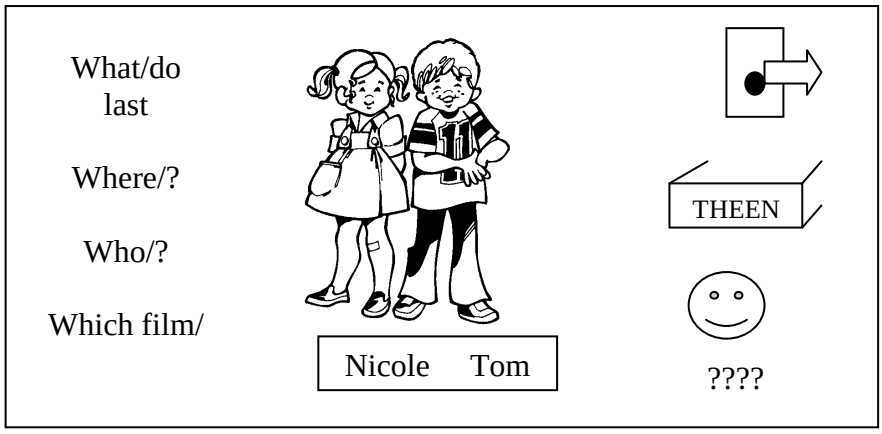
/boy
friend

➢

Nicole Tom

Build up the whole dialogue, pausing after every two lines to get students to practice the whole thing in pairs from the beginning again, one as Tom, the other as Nicole, and then swap roles. When you reach the name of the film, ask the students to suggest which film she saw and replace the? On the board with the name.

- You can keep going for two or three classes, e.g. *What was it like? (What/like?)*and elicit an opinion, then *What did you do after that? (What/do after that?),* etc.
- When students have practiced the whole dialogue and played both roles, ask them to remember and write it in pairs, and then put the correct version on the board for them to check their work. Alternatively, elicit it line by line straight onto the board for them to copy. Ask students to spell any tricky words.
- Students can then try to personalize the dialogue, asking first you and then each other about last night.
- Do not forget to revise it next lesson and again a few weeks later if you want them to remember it. Make the prompts different the second time, e.g.



This technique works for any dialogue, whether functional (e.g. Buying a train ticket, at a hotel reception, phoning) or structural (What time do you get up in the morning? What are you doing tonight?) Because it is lively and fun.

Students are actively involved in the build – up and practice and it provides a memorable and personal learning experience.

Time spent on the dialogue should be minimal if the course objective is conversation.

After a few minutes of oral practice, we plunge right into preparing "real" conversations. Using the text as a springboard for oral topics and the grammar "lesson" as a framework for sentence patterns and idiomatic expressions, I then give each pair or group of students a specific situation with specific roles. For variety, each topic has three or four different situations, so the students are all practicing different types of dialogues.

The time students spend in pair / groups is very important and should not be rushed or downplayed. If guided properly, even the most reticent student can formulate real phrases and sentences with one or two classmates that s /he may have been unable or unwilling to say in front of the whole class. During this time, the teacher should circle around the room monitoring each group, discouraging native language use, correcting a little, and encouraging a lot.

For most pair-work tasks, seriously consider allowing a stage of preparatory work when the students get together according to their roles. Working like this doubles the yield of communication from the task and greatly reduces the burden of – the – cuff creativity demanded from each student.

For example: When there is split information, the students can clarify together which information they must seek, and work out together the questions they should ask.

Here there are more examples:

1.- IN YOUR FREE TIME

What sports / play?

What magazines or comics / read?

What kind of music / like ?

How often / go swimming?

How often / go to the cinema?

What / like doing after school?

What / like doing at weekends?

2.- WHICH DO YOU PREFER? WHY?

/chocolate or strawberry ice cream?

/milk or fruit juice?

/the summer or the winter?

/travelling by train or bus?

/basketball or football?

/short or long hair?

/Saturday or Sunday?

3.- PAST SIMPLE

/use a computer yesterday?

What / do last night?

/see a film last weekend?

What time / get up this morning?

/have breakfast this afternoon?

What / do last weekend?

Where / go for your last holiday?

4.- DESCRIBE A FRIEND

What / his or her name?

Where / live?

/tall / thin / good-looking?

What color hair (eyes)/ got?

5.- TIME

What / the time?

What day / it today?

What / the date today

When / your birthday?

which / your favorite month?

Which / your favorite season

Comparative chart

Traditional teaching	Pair / group work
The teacher initiates exchange	Students initiate their own exchanges.
The focus is nearly always on ACCURACY.	The focus is mainly on FLUENCY, though can include ACCURACY, depending on the activity.
The rest of the class listen but do not have to do anything.	Students listen to each other willingly as they are more likely to have to respond.
Performing publicly in front of all their peers at once creates pressure.	Performing in front of far fewer peers and at a lower volume is more private.
Much of the teacher's time is spent leading the class, selecting who will speak and judging each individual's performance.	The teacher is freer to listen to more students at once. They will be speaking in a more relaxed and natural environment. The teacher can offer more individual help.
One student, usually selected by the teacher, responds to the teacher.	Other students respond together.
All go at the same speed, dictated by the teacher.	There is more variety as students talk at once. They can more easily go at their own speed.

2.4. Theories of the English Language

First, we must take the concept that we have on the educational fact, it is mean the action or the act of transmitting or teach others, then this will throw up new horizons for the various ways to teach, not only foreign languages but also other subjects components of any school curriculum, the same with respect to techniques, methods, strategies and activities taking place in the teaching and learning.

Then do not forget the origin of foreign language teaching, we know that has a strong relationship with linguistics, with this basis, we can say that in recent decades the importance of English teaching has influenced the study of didactic of English, with a communicative approach which relates to the notional-functional aspect.

We have taken the teaching of foreign languages framed within a Special Didactic and very specific, since the factors that affect the student as sex, age, etc.., Most of the time is common with other subjects.

The route of transmission of this teaching should be different that used in the teaching and learning of other subjects taught in the student's language and not have problems with pronunciation, phonetics, intonation and grammar making modifying the didactic approaches.

Today we can see that English teaching is not due to didactic approaches in the most cases except in the school system, which has resulted the transformation of the didactic study. Perhaps, because the same process has not been able to respond to the didactic approaches and teachers themselves have been in contact with students in their classrooms and related directly with the theories which can establish new theories and propose appropriate methods for teaching foreign languages, especially English for the importance that this takes.

In this way, we observed the process of teaching and learning of the foreign languages are more related to a high percentage of certain methods derived from linguistic concepts and not to the aspects that include the didactics of foreign languages including.

The study of languages from the standpoint of psychological structuralism has some important features:

Any language is a set of habits and routines. For Watson, the language is one of the three behaviors of human beings whose influence are in the classical conditioning theory of Pavlov, however for the pedagogy of language learning is a constant repetition of actions that lead to convert these customs as something normal .

Language is fundamental and primarily oral. Based on this premise the structuralisms emphasize the oral to the written aspect that has conditioned the didactics conceptions. In the actuality if we know and mastered the English language completely, we have the best tool for all activities that occur the better. On the other hand, according to the didactic of foreign languages, is much better language teaching orally before writing.

According to Hymes (1972) the goal of foreign language teaching is to acquire **"communicative competence"**, opposed to the **"linguistic competence"** by Chomsky and the Prague Circle. Concerning this, Canale and Swain (1980) identified four aspects for the "communicative competence" as follows:

Grammatical competence, Hymes believes that possible.

Sociolinguistic competence, the social nature of communication and what is involved in the person.

Discourse competence, or interpretation of the meaning of individual messages.

Strategic competence, refers to the ways that journalists used to start, maintain, and terminate a communication interface.

Actuality, new methodological trends seem to take over the field of teaching English, but the one that has prevailed is the *communicative approach,* is not only a method, is a philosophy that has accompanied the teaching of languages over the past years. According to this, the teaching process of languages should be focused to obtain communicative competence; it is mean, the student should be able to acquire skills that enable Anglophone contact in any situation.

The problem that presents to the institutions at the time to design a curriculum for teaching English is to choose the best method or approach to teaching them, we know that all methods have been good, because they have allowed according to individual needs and groups, the mastery of the language through communication skills.

Behavioural theory

This type of theory, focuses on the environment, the individual is passive, learns and retains forms used by those around him. According to Skinner, the words and their meanings are acquired through conditioning. The language is understood in terms of verbal behavior, where language production is the product of a mechanism of stimulus - response - reinforcement.

As for language acquisition, learning is represented by operant conditioning and repetition from individual to incorporate it into their general system behavior. The type of response that occurs before each action is determined by the kind of stimulus that has caused it. The behavior, when stimulated by external incentives, is essential to language acquisition.

Theory Innatism

This kind of theory is based on the basic forms of language are already present in the mind at birth. The individual characteristics of the language must be acquired but are innate patterns.

In the first stage of childhood, has used the term for the deep structure as a part of language innate, which is converted into speech, in this structure is discovered how and in what order the changes in the speech of the adult are acquired. This innate knowledge, according to Chomsky, is "a little black box" in a language acquisition device, consisting of some innate linguistic properties:

Ability to distinguish speech sounds from another that are present in the ambient.

Ability to organize linguistic events.
Knowledge of the kinds of linguistic systems are possible or not.

Functionalist theory

This theory proposes that the context in which people learn, affects the acquisition of a language different to the mother tongue. Learning needs to imply the sense of using the learner can get for their learning.

According to Halliday (197), should be taking into account the fact that language is present in all human activities and culture.

Theory of Conversation

From the perspective of Vygotsky (1978), learning is by nature a social phenomenon; where acquisition of new knowledge is the result of the interaction of people participating in a dialogue, and learning is a dialectical process in which an individual contrasts his personal views with the other to reach an agreement. The Internet joins the Vygotskian notion of interaction between people who bring different levels of experience to a technological culture.

Didactic of English

The teaching-learning process of English has undergone enormous changes over the past fifteen years, particularly in the early nineties due to the inclusion of new technologies for teaching, now we have a range of techniques based on media, computers and appliances designed and constructed for that purpose by multinational companies, which nothing have to do with education, such as Sony, Epson, Compaq, HP, for example.

These new technologies bring new methods to insert the teaching of English, new ways to develop the skills and competencies of the student ,even without the necessity for a teacher is there to guide him, just enough to have a computer and a program for learning interaction not only English but other languages.

Possibly it will be necessary to design a Special didactic for the use of new technologies and their application to the teaching of English.

According to Jimenez (1997)

"... The act of didactic, teaching as a communicative act intentionally directed to the improvement and development of individuals, has not changed much. It has changed the situations of learning teaching, available means and, in the modes, the access to information. Ultimately, also we have to teach to use new media, new technologies." (pg. 12)

As indicated in the above quote by Dr. Jimenez, reinforcing what it said before, the subject of teaching and learning remains the same and the goal is the transfer of knowledge, of course at different levels and different ages and needs.

One of the objectives of the Didactic of English is to understand the processes, factors and situations involved with learning English as a foreign language and explore the applications of this theoretical knowledge to classroom practice. The Didactic of English through the different theories of learning foreign languages presents the analysis of English like language learning object, gives students future trainer an introduction of different approaches and methods for teaching English, emphasizing the factors of learning English in the classroom context.

CHAPTER III

METHODOLOGY OF THE INVESTIGATION

3.1. Investigation type

The present research work is an explanatory research. Because describe the sequence of the technique to be applied, as well as explain the results to be obtained.

3.2. Design of the investigation

The study design is quasi-experimental: design of two non-equivalent groups or non-equivalent control group.

The design will have three parts to use and are:

SCHEME	Design with pre-test and post-test, and intact groups. $G_C : O_1 \; - \; O_2$ R $G_E : O_1 \; X \; O_3$
REPRESENTATIVE	CG = Control group. EG = Experimental group. O_1 = Pre-test performance. O_2 = Post-test control group performance.

	O_3 = Post-test experimental group performance. R = Relation between post-test experimental group with the control group.
PROCEDURAL	• Select the population. • Identify the variable. • Apply the pre-test to both groups (initial measurement, base line) • Select the experimental and control groups after application of the pre-test. • Develop the art. • Apply the post-test to both groups.. • Compare the initial situation with the final status across information. • To contrast the hypothesis. • Develop the discussion of results. • Develop conclusions and recommendations.

3.2.1. EXPLANATORY: The answer takes explicit the action of finding the reasons or causes of something; for example, the search of the causes for those which the students of the fifth grade section "A" are motivated for English learning or the causes by those of the fifth grade section " B " are demotivated.

3.2.2. TRANSVERSE: for that the investigation was carried out in a tract of short time.

3.2.3. PROSPECTIVE: the required information corresponded to data projected to future.

3.2.4.EXPERIMENTAL: it implies the manipulation of the independent variable, expressed to encourage a group of students, selected aleatorily; and, in the determination of the type and degree of the effect of stimulating the behavior group.

The receivers conform the experimental group and the non receivers the group control.

3.3. Population and study sample

15 students in fifth grade "A" and 15 students in fifth grade "B". This is a sample of 30 students and it applies the technique of Intervals to obtain a summary table of intervals and frequency and then graph it.

This study was carried out at José Velarde School, in Talara.
All the students in fifth grade were interviewing in English ranging in age from 11 to 12. Each class had between 25 and 30 boys and girls students. The lessons observed combined exercises on various language skills: reading comprehension, writing, speaking, listening, and pronunciation. Each student was observed and interviewed during four class sessions of one hour and a half each, yielding a total of 24 hours of data recorded. Additionally, throughout the observations, written notes were taken to illustrate student-student interactions involving errors and error correction. The notes were kept as a complementary resource since the audio-recordings did not always capture important student-student exchanges due to the dynamics of the classroom; that is, students working in small groups and the teacher walking around the classroom as she / he monitored students' individual, peer, or group work. The audio-recordings were transcribed, including the students' turns and these were complemented with the notes taken by the researcher.

Once all observations were concluded, each student was interviewed for an average 20 minutes in an attempt to bring forth their conceptions on speaking fluently and error correction and whether they explicitly described the various ways in which they handled their errors.

Here I had the chance to use Elicitation which is a correction technique whose aim is to engage the learners in identifying and correcting their own errors. Lyster and Ranta (1997) described elicitation

as the most effective way of addressing learners' errors because it involves the learner in the correction process, which in turn leads to the most amount of uptake.

Similarly, Hendrickson (1978) suggests tolerating more errors in communicative activities so that learners can communicate with more confidence.

Allwright and Bailey (1991) argue that communicative language lessons should be more concerned with learners' ability to convey their ideas and less concerned with their ability to produce perfectly grammatical sentences.

3.4. Variables

3.4.1. Conceptual definition

3.4.1.1. Independent Variable: Technical work in pair

Refers to the techniques that involve practice of English in pairs or small groups. A number of different types of activities focusing on oral expression: Conversations, pair work, group work, class activities, and role plays.

3.4.1.2. Dependent Variable: verbal fluency

It is a measure of how well and how easily you can communicate your ideas clearly and accurately in speech.

3.4.2. Operational definition

The technique variable to work is operationalized through strategies and play.

The verbal fluency variable is operationalized through the implementation of the learning sessions.

3.4.3. Variable consistency matrix

Variables	Dimensions	Indicators	instrument
<u>Experimental Program</u> Effective didactic techniques in pairs	Teaching practice	✓ Teacher's performance. ✓ Learning session. ✓ Strategies program. ✓ Teaching and learning strategies. ✓ The game.	Evaluation: pre-test and post-test.
	Educational resources.	✓ Means and materials.	
Verbal fluency	Construction of knowledge	✓ Fluency in their dialogues.	
	Reflection of the knowledge process	✓ Evaluation tool ✓ Evaluation.	

3.5. Techniques and instruments for gathering of data

3.5.1. Diaries.

This technique is very useful for exploring the learning strategies that students may use in different situations.

3.5.2. Observation of experimental group and control.

It was another research instrument to examine the students' participation in group work activities. Since different students engaged in group work activities in various ways, it was difficult to capture the situation through questionnaires and interviews. Therefore, observations provided immediate information needed in the study and the students' behaviours while engaging in the activities was observed. Appendix N°5.

Three observations were conducted, in which the researcher focused on students' communication in English, team working, interaction among the group members, their enthusiasm as well as motivation when working in groups. The target students were observed in three different observations with forty minutes for each session which included brainstorming, group discussion as well as competitive games.

The overall participation in each session of the group was recorded in the observation sheet and the involvements in the three sessions were compared. Appendix N° 4.

3.5.3. Techniques and tools for data collection

TECHNICAL	INSTRUMENTS	SUBJECT
fieldwork	Pre-test Post-test	students

3.6. Data Analysis Methods

The recollected information through the different techniques and instruments described previously will be admitted through an matrix of codes (data base) with the results of the pre and post-test.

With the results obtained, will carry out the statistical analysis acrossing the information between the pre and post test, in order to test the research hypothesis denies the null hypothesis (the results of the experimental group should outperform the control group). This will lead to the development of the discussion of the results, which is nothing but the triangulation between the results of hypothesis testing, the theoretical framework that justifies and background in question. It will graph the most important paintings, from all this is to formulate conclusions and recommendations finals.

3.7. Data Analysis

3.7.1. Description of results

Table.- Distribution of students in the control and experimental group

VIGESIMAL SCALE	ACHIEVEMENT LEVEL SCALE
0-10	BEGINNING (B)
11-14	PROCESS (P)
15-20	ACHIEVED (A)

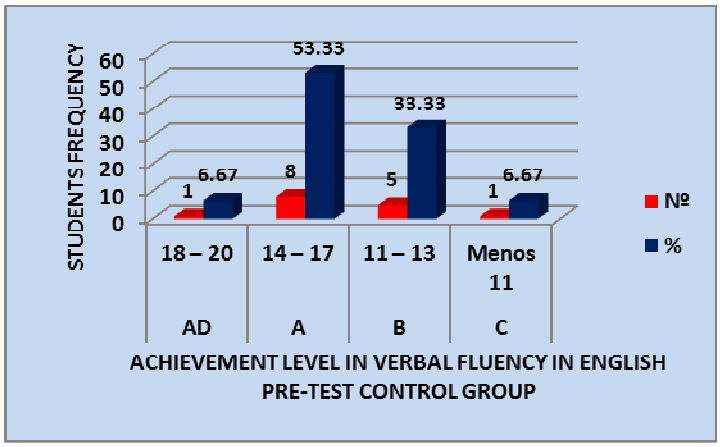
Nº	SEX	CONTROL GROUP				EXPERIMENTAL GROUP			
		PRE		POST		PRE		POST	
		POINTS	LEVEL	POINTS	LEVEL	POINTS	LEVEL	POINTS	LEVEL
1	M	12	P	12	P	15	A	17	A
2	F	15	A	15	A	08	B	14	P
3	M	13	P	14	P	13	P	15	A
4	M	14	P	15	A	11	P	14	P
5	F	18	A	17	A	12	P	15	A
6	F	08	B	10	B	15	A	16	A
7	F	13	P	13	P	10	B	13	P
8	M	12	P	11	P	14	P	15	A
9	F	16	A	14	P	11	P	14	P
10	M	15	A	16	A	13	P	15	A
11	M	14	P	15	A	07	B	13	P
12	M	14	P	14	P	12	P	14	P
13	F	11	P	13	P	14	P	16	A
14	F	17	A	18	A	13	P	15	A
15	F	14	P	13	P	16	A	17	A
	$\bar{x}$	13.73		14		12.27		14.87	
	DS	2.378		2.0655		2.4615		1.2044	

TABLE N°01. - Results of the Pre-test, control group 5º "A". “Dialogue-Building Technique to Increase Oral Fluency Through Pair Work”, in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

Scale	Points	Nº	%
AD	18 – 20	1	6.67
A	14 – 17	8	53.33
B	11 – 13	5	33.33
C	Less 11	1	6.67
TOTAL		15	100

Source: evaluation applied to students of 5° “A”

GRAPHIC N° 01. - Results of the Pre-test, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "



APPRECIATION

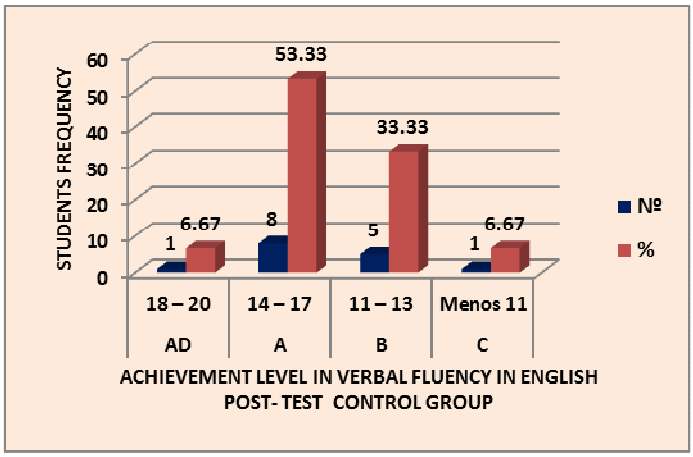
In the table we can see, that in the pre-test that is evaluated the control group, 53.33% of the students got mark that ranged from 14-17 and 33.33% of them reflect a level of achievement in the process.

TABLE N° 02. - The Post – test results, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

Scale	Points	Nº	%
AD	**18 – 20**	**1**	**6.67**
A	**14 – 17**	**8**	**53.33**
B	**11 – 13**	**5**	**33.33**
C	**Less 11**	**1**	**6.67**
TOTAL		**15**	**100**

Source: evaluation applied to students 5° "A"

GRAPHIC N°2. - The Post – test results, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

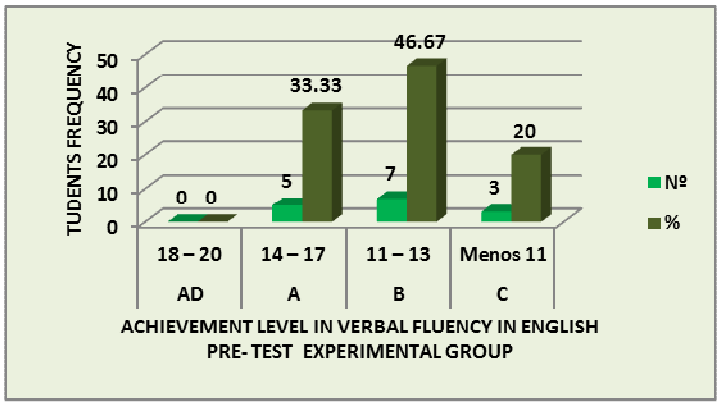
In the table we can see, that in the post-test that is evaluated the control group, 53.33% of the students got mark that ranged from 14-17 and 33.33% of them reflect a level of achievement in the process.

TABLE N° 03. - The Pre – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"

Scale	Points	Nº	%
AD	**18 – 20**	**0**	**0**
A	**14 – 17**	**5**	**33,33**
B	**11 – 13**	**7**	**46,67**
C	**Less 11**	**3**	**20**
TOTAL		**15**	**100**

Source: evaluation applied to students 5º "B"

GRAPHIC N° 03. - The Pre – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

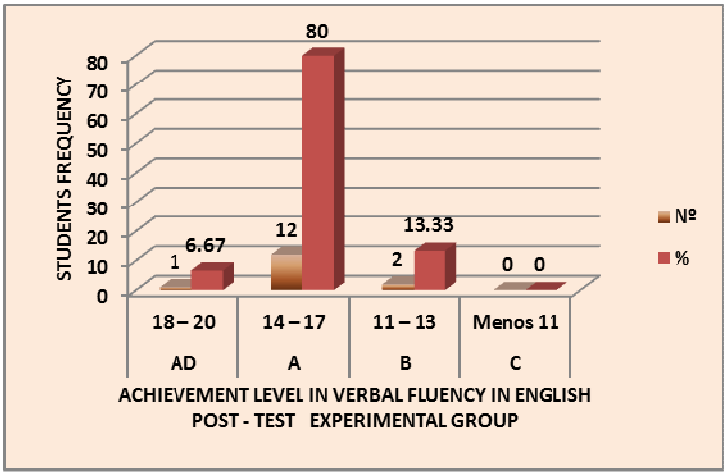
In the table we can see, that in the pre-test that is evaluated the experimental group, 46, 67% of the students got mark that ranged from 11-13, is a level of achievement in process and 33.33% of them reflect a level of achievement in the process, with scores ranging between 14-17.

TABLE N° 04. - The Post – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"

Scale	Points	Nº	%
AD	**18 – 20**	**1**	**6,67**
A	**14 – 17**	**12**	**80**
B	**11 – 13**	**2**	**13,33**
C	**Less 11**	**0**	**0**
TOTAL		**15**	**100**

Source: evaluation applied to students 5° "B"

GRAPHIC N° 04. - The Post – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

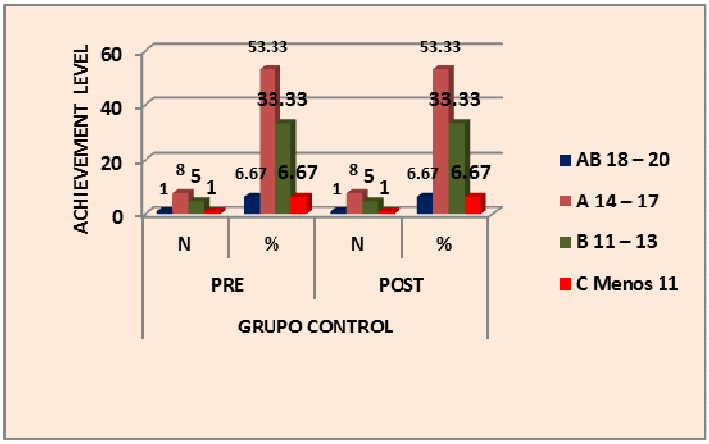
In the table we can see, that in the post-test that is evaluated the experimental group, 80% of the students got mark that ranged from 14-17, is a level of achievement in process and 33.33% of them reflect a level of achievement in the process, reflecting the effectiveness of the technique.

TABLE 05. - The Pre-Test and Post – test results, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

LEVEL OF ACHIEVEMENT		CONTROL GROUP			
		PRE		POST	
SCALE	POINTS	N	%	N	%
AB	18 – 20	1	6.67	1	6.67
A	14 – 17	8	53.33	8	53.33
B	11 – 13	5	33.33	5	33.33
C	Less 11	1	6.67	1	6.67
TOTAL		15	100	15	100

Source: evaluation applied to students 5° "A"

GRAPHIC N° 05. - The Pre-Test and Post – test results, control group 5 º "A". “Dialogue-Building Technique to Increase Oral Fluency Through Pair Work”, in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "



APPRECIATION

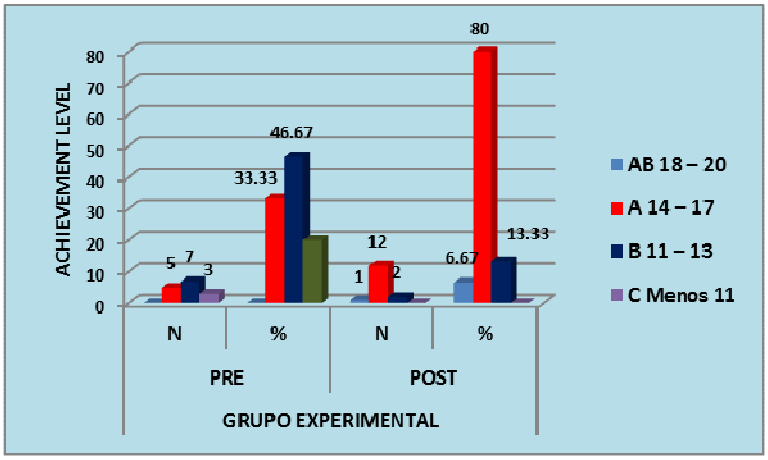
In the table we can see, that in the pre-and post-test where is evaluated the control group, 53.33% of students were coincidentally obtain marks that ranged from 14-17 and 33.33% of them reflect a level of achievement in the process.

TABLE N° 06. - The Pre and Post – test results, experimental group 5 º "B". “Dialogue-Building Technique to Increase Oral Fluency Through Pair Work”, in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

LEVEL OF ACHIEVEMENT		EXPERIMENTAL GROUP			
		PRE		POST	
SCALE	POINTS	N	%	N	%
AB	18 – 20	0	0	1	6,67
A	14 – 17	5	33,33	12	80
B	11 – 13	7	46,67	2	13,33
C	LESS 11	3	20	0	0
TOTAL		15	100	15	100

Source: evaluation applied to students 5° “A”.

GRAPHIC N° 06. - The Pre and Post – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

In the table we can see, referring to the experimental group of 33.33%, whose evaluations ranged from 14-17 in the pre-test, with the technique applied was increased to 80% and a level of achievement in process was in pre-test in 46.67% then with the technique a 13.33%, demonstrating the effectiveness of the technique applied.

3.7.2. Hypothesis Testing

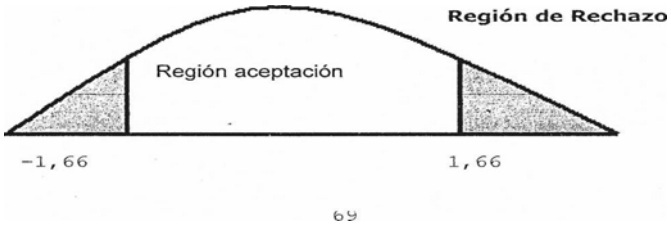
TABLE N° 7. - Comparison of means for related samples (pre and post test experimental group learning English in fifth grade with children in primary level FAP Educational Institution "José Velarde Vargas" - Talara 2011 "

EVALUATION	MEDIA	STANDARD DEVIATION	VALUE T Student	PROBABILITY	SIGNIFICANCE
Pre – Test	12.27	2.4615	-3,68	0.00	Highly significant
Post – Test	14.87	1.2044			

Source: evaluation applied to students of 5° "A" y "B" I. E FAP "José Velarde Vargas"

INTERPRETATION

The table shows the comparison of means and standard deviations of the experimental group evaluation, calculating the value of T for "student" equivalent to t = -3.68, as the graphic value falls in rejection region, therefore rejects the null hypothesis and alternative hypothesis is accepted.



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CHAPTER IV

DISCUSSION OF RESULTS / SUGGESTIONS FOR FURTHER RESEARCH & RECOMMENDATIONS

4.1. Discussion of results

The results observed in Table No. 06 and Graphic No. 06 on the implementation of the Pre and Post the experimental group, where be appreciate that the application of the "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work" has been successful in either the experimental group, students from 5" B ", which enabled the progress of achievement, in relation with oral fluency in English learning.

Table No. 05 and Graphic No. 05 on the pre and post test control group, we see that the results obtained by the students of 5 "A" do not show a significant variation.

The results observed in Table No. 07 and Graphic No. 07 on the implementation of the Post Test both control and experimental groups, where be appreciate that there are differences between them, which leads us to think that the application of the technique has led to improve oral fluency in English in the Post test evaluation because during this time there was no outside activity that enables these improvements, but the development of the technique.

These results are consistent with the assertions Gisselle Vila (University of Lima - 2007), with its research

APPLY “ELICITATION” TECHNIQUE TO IMPROVE SPEAKING THROUGH PAIR WORK”, WITH LEARNERS OF FIFTH GRADE OF PRIMARY EDUCATION, IN THE EDUCATIONAL INSTITUTION “SANTA MARGARITA” LIMA, IN THE YEAR 2007.

Ending to be a quasi-experimental project, there were two groups, one control and one experimental, concluding that in the experimental group increased the level of speaking and students spoke with more fluent English, because in the time of the experiment, the “Eliciting” technique was all experienced students in the experimental group, showing a significant difference from the control group, where improved significantly, demonstrating the effectiveness of the technique.

It also coincides with the approach of the THEORY OF THE CONVERSATION, from the standpoint of Vygotsky (1978: 189), learning is by nature a social phenomenon, in where the acquisition of new knowledge is the result of the interaction of people participates in a dialogue, and learning is a dialectical process in that an individual point of view contrasts with the other to come to an agreement. The Internet joins the Vygotskian notion of interaction between people who bring different levels of experience to a technological culture.

4.2. Conclusion of the analysis.

The integral diagnose was carried out to the students of Educational Institution FAP "José Velarde Vargas", Primary Level of fifth grade.

The teacher-researcher found out that the students’ difficulties in oral and written English were speaking or conversational English, including correct usage, listening and answering questions, and creativity in developing dialogues. The causes for these difficulties were: students have poor background in elementary; English is not heard at home; teachers prefer to speak the dialect often; lack or absence of English books at home.

Using the didactic technique, classes were developed as experiential and students were able to apply successfully learned in their

daily lives. Students of experimental group showed great fluency and established topical talks, spoke different topics of interest, developed and exposed social projects in English while the traditional method, based on textbooks and their contents without sense for students, demonstrated its effectiveness by creating to rote learning based on vocabulary and grammar. These students of Control Group have failed to establish simple conversation in English.

The language teaching which is based on a didactic technique, in contrast to a traditional method that it is boring by nature, it becomes very motivating and appealing for students and promotes an active participation of the students in class and encourages their own creativity. When the student creates, he/she significantly has learned the content being taught. By applying this didactic technique, we begin to train students to use their knowledge of the English language appropriately in different contexts and for multiple purposes.

This study was achieved in both groups: a control and experimental one through a Pre-Test, obtaining in the control group a result of 53% of students with level A (14-17) and in the experimental group 47% of students in an achieving process level (11-13). The didactic technique was used to increase the fluency level in effective conversations in pairs with students of fifth grade of primary education in the experimental group during the development of learning sessions, demonstrating effectiveness of the technique at the end..

In addition, by applying the statistical test "T" Students, whose value was -3.68; I came into the conclusion to confirm the acceptance of an alternative hypothesis, rejecting the null hypothesis, to fall precisely the value of -3.68 in the rejection zone, confirming the effectiveness of the technique to improve the English language fluency, in the students of fifth grade.

This study was achieved in both groups: a control and experimental one through a Post-Test, obtaining in the control group a result of 53% of students with level A (14-17) and in the experimental group 80% of students in an achieving process level A. The experimental group improved significantly following the application of the technique which has improved the fluency of English, considering that before the technique was 47% with a level of achievement in the process.

The contribution of this research has been crucial to overcome the problem that existed on the lack of communication or dialogue that was among the students, with the technique worked, students increased their English language fluency and felt safer at the end of every conversation because they had not had the opportunity to participate in activities.

The activities that promote oral communication in the Teaching-Learning Process should be systematic, flexible and procedural, involving the influence of teachers to achieve the objective.

Generally, the findings show the results with regards in speaking activities among students using the technique "Dialogue-Building". Some of the techniques identified include the students' proficiency of spoken language that hindered their participation in class, their inability to practice the language outside the class, etc. The students' perspectives with regards to the involvement in the oral group activities were identified, which include students' enthusiasm and motivation, contribution, sense of belonging as well as the importance of peer correction among group members. Also, there was a positive implication on the use of group work activities whereby the students showed improvements in their individual performance in speaking assessment.

From the three observations conducted, it was found out that the students felt free to express themselves when interacting in smaller groups. In other words, group work helped to reduce students' anxiety to speak up in front of the class. Hence, the best time to overcome the speaking problems is through the practice in group work. This finding resembled the idea of Harmer (1985) who stresses that group work is an attractive idea to increase the amount of students' talking time. Students use the language to communicate with each other and more importantly, to cooperate among themselves.

Pair work and group work have been implemented into teaching speaking for 5^{th} graders and have gained a great deal of favor among both teachers and students. However, most of the activities designed for pairs and groups are still controlled.

The use of pair work and group work has proved to have a great number of merits. It is clearly seen that the technique Dialogue-Building

can create a relaxing learning environment in which students feel more confident to speak English and have more chances for practicing and exchanging ideas with each other. As a result, students' speaking ability and fluency are much improved. They also help students learn more about how to share their responsibilities while working in pairs or groups in order to solve tasks better and faster.

In order to get every student participating in the group work, it is essential that the activities should be appropriate to students' level and could interest them to participate. Therefore, making the students interested in the activity is one step ahead of conducting a successful language learning activity. In smaller groups, students learn to ask and receive help from the members. Students who contribute to the groups found the activity rewarding when their suggestions are valued and their contribution is linked to the success of the whole group.

Having stated the findings above, there were nevertheless a few limitations of the study which was carried out only in José Velarde School; the result collected was only valid for that respective school.

To make the research findings more reliable, more responses from students of that school should be collected. In addition, English teachers always conducted individual or pair work activities due to the fixed seating arrangement in the classroom. The students might be unfamiliar with the use of group work in class. They might not realize the benefits of using group work to improve their speaking ability and thus, did not show enthusiasm in participating in the group work activities.

Also, due to time constraint, only three observations were made. In the three group work activities, the teacher remained as an observer while the students were engaging in the activities. The teacher might not have ample time to record the behaviors of all the students when they were engaged in the speaking tasks in their groups. Besides, the development of speaking skills demands longer time to assess; however the period allocated to carry out the research in school was only three months.

Finally, the technique Dialogue-Building is a transparent and free tool, open source, adaptable by its users, driven and supported by the teachers, with the aim of helping students, especially the basic ones,

which would otherwise not be able to develop oral communication in English.

4.3. RECOMMENDATIONS

These recommendations are then suggested. The proposed module enrichment designed by the researcher based on the findings of the study should be utilized because it gives more emphasis to the activities to enhance macro-skills of the language.

The school administration should implement policies that ensure quality teaching and learning in the classroom. The school should continuously provide the necessary teaching materials like newly updated books, supplementary reading materials and teaching aids. The teacher-student ratio should be kept at the optimum to facilitate learning within the time-frame allotted.

The school administration should also endeavor to send the teachers to trainings to enhance their knowledge and skills in both the oral and written aspects to make them effective teachers by modeling to the students. The emphasis should be directed towards the English communication skills development of teachers. The environment is influential in the acquisition of skills. Teachers who are fluent speakers of English make students also become voluble speakers.

It should motivate students, by using techniques, to be relevant and benefit for them. In this way, they respond to situations arising experiential inside and outside the classroom, with their thoughts and experiences they already have.

The teachers should motivate themselves to take advance courses in English to acquire knowledge in the recent development of the English language in the areas of grammar and usage. English is a growing language. This move will enhance their competence in teaching the subject.

The speech course should be enforced to enhance better speaking competence and capabilities among the students and to institute a system that will encourage students to study English.

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APPENDIXES

APPENDIX N° 1

CO-EVALUATION SHEET

Students assess their peers: oral assessment.

Slogan: Listen carefully to your classmates and record what you receive during a conversation between them:

	YES	NO
The instructions given by your teacher have been understood.		
Students use the language given the right intonation.		
The vocabulary used is fluency and relevant to the communicative situation.		
The pronunciation is correct.		
The gestures and mimicry are appropriate.		
Students look for clarification when deemed necessary.		

APPENDIX Nº 2

CHECKLIST

It is a tool that guides the observation by the proposed indicators.

Example: If we want to assess how students use language in a given learning situation, we can verify the following:

INDICATORS	RIGHT	MORE OR LESS	WRONG
Use the foreign language.			
Identify the main ideas.			
Participate in order.			
Ask for clarification as needed.			
Use gestures, mimicry to be understood			

APPENDIX Nº 3

REGISTRATION FEATURES

Let's gather as much data as possible about the attitudes that each student builds up in his learning process. Example:

FEATURES	YES	NO	YOU CAN NOT DEFINE
It is tolerant when they do not understand something of a text.			
Collaborate with their peers.			
Take the word properly.			

APPENDIX Nº 4

OBSERVATION SHEET

Proposed score (1 to 5) the number 1 is of higher order.

CAPACITY OF AREA	**JULIA**	**ROSALIA**	**PEDRO**	**JAVIER**	**ENRIQUE**	**LISBETH**	**TERESA**
Use gestures and glances at the time of the dialogue.							
His intonation and pronunciation is clear and understandable.							
Showing natural expression. Maintains fluency in his communication. Improves his vocabulary							
Taking the word at the right time.							
Requests for clarification when necessary.							

APPENDIX Nº 5

INSTRUMENT FOR THE OBSERVATION OF BEHAVIOUR according to Higueras, L. (1998)

PERSONAL INFORMATION				REFLECTING AN IMPROPER BEHAVIOR MANAGEMENT THINKING															
NAMES	SEX AND AGE			(1) IMPULSIVE					(2) DEPENDENT					(3) OUTRIGHT					
1. Ernesto Jara Meca																			
2. José Velásquez Aldana																			
3. Dario Mena Juarez																			
4. Joel Vaca Bayona																			
5. María Baca Toro																			
6. Elena Pastor Alemán																			
7. Rousmerly Zapata Cruz																			
8. Jeny Salgado Flores																			
9. Julia Torres Antón																			
10. Alex Jara Canales																			

SCALE OF INTENSITY OR FREQUENCY

1 = NOTHING (almost never) 2 = LITTLE (sometimes) 3 = REGULAR

4 = A LOT OF (often) 5 = PLENTY OF (almost always)

JULIA ROSA TINOCO AÑAZCO

DIALOGUE-BUILDING TECHNIQUE TO INCREASE ORAL FLUENCY THROUGH PAIR WORK

UNIVERSIDAD DE PIURA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

MASTER EN EDUCACIÓN

MENCIÓN EN ENSEÑANZA DEL INGLÉS COMO

LENGUA EXTRANJERA

2012

APPROVAL

The thesis entitled, **"Dialogue-Building Technique to Increase Oral Fluency Through Pair Work"**, presented by **Julia Rosa Tinoco Añazco**, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Foreign Language**,** was approved by the thesis director: Dr. Majid Safadaran Mosazadeh, and defended on …..……. before a Jury with the following members:

_____

President

_____ _____

Secretary **Informant**

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INTRODUCTION

English has now acquired the title of the world´s leading “global language” (Crystal 2003, 1) because it is used for business, science, and politics.

In the field of English as a Second/Foreign Language (ESL/EFL), it has long been recognized that for second language acquisition to occur learners must use English to construct meaning and interact with others in authentic contexts; that´s why I have provided for students to experiment with different learning styles and develop language learning strategies and techniques which suit them; and one of these techniques is Dialogue-Building which I am using in my thesis.

Activation techniques, then, are tools to make materials and tasks more interactive and more learner-focused, encouraging students to take more responsibility for their own learning.

The study of my thesis was conducted to the fifth primary students at the Educational Institution FAP "José Velarde Vargas" of Talara city - 2011, which has as essential objective to apply a teaching technique that helps to increase the fluency in the oral conversation in pairs, and learn to work together in small groups to achieve a common goal.

It is of great concern to note that when students finish the Secondary level of the school, they do not have the accumulation desired and necessary knowledge of the English Language, so that the actual scientific development requires the formation of a professional able to

think and act independently and natural, this responsibility falls to the schools as a social institution and the educational in a special way.

It is worrying the fact that after five years the students who were in Primary or Secondary level, are not able, or have the competency, language or communication, it means: cannot speak English, also the failure to internalize the idea that English is now a working tool (as seen in the jobs of the newspapers). This reflects that the method used by teachers for teaching English to elementary and secondary level is not suitable.

For these reasons, my research will apply the teaching technique Dialogue-Building that helps to increase fluency in effective conversation partners and the results of this research can benefit teaching English language in all educational institutions in the country through a restructuring aimed at achieving quality in teaching English. Restructuring arising as a need for teachers, when have knowledge of research results.

In this situation, results from this study, which is organized into 4 chapters, each of them in basics aspects.

In the first chapter, we present the research problem, which we propose the same approach and highlighting the problem formulation in order to know**:** How the teaching technique helps to increase the fluency in the oral conversation in pairs, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011? We also provide the hypothesis, general and specific objectives, substantiation, limitations and background.

In the second chapter, we develop the Theoretical framework, where we expose the theories underlying the present study, also various key terms of the research.

In the third chapter, describes the present research work, is an explanatory research. Because describe the sequence of the technique to be applied, as well as explain the results to be obtained and the study design is quasi-experimental: design of two non-equivalent groups or non-equivalent control group, then we present the variables with their

respective conceptual and operational definition, then we know the population and a study sample.

In the fourth chapter, presents the description of the results, they are organized in tables and graphics, and statistical tables allowed us to establish the relationship between variables.

Also in this chapter we present the discussion of the results, which contrasts the results with theoretical and other studies, which in turn is used for hypothesis testing.

We mention the conclusions and suggestions for teachers and those responsible for the Educational Institution, who must promote school programs for the students and training courses for the English teachers.

All things considered, I have learned that through the strategies and techniques students interact more, construct solutions together, and have the tools to draw on to not only receive an education but to participate in and contribute to that education.

CHAPTER I

INVESTIGATION OUTLINE

1.1. Problem statement:

The teaching of any language should have as primary purpose the learning of this language in function with the use day-to-day that the learner runs in the context where it is immersed, so as to allow the individual to perform social functions in the means required to meet personal needs by functional use of language. In this regard Vila (1993) argues that:

… from a human aspect universal the language is a means of overcoming and spiritual affirmation because train the individual to a greater contribution to the society that he lives through the development of critical capacities comparative, from a greater knowledge, and the resulting style of your creative potential. (pg.7)

Vila's words, we can remark that language is a social phenomenon whereby individuals express their culture. However, both the design and methodology in teaching English as a foreign language that has prevailed in our country, evidence the failure of the traditional model obsolete, focused on learning spray of the grammatical and structural aspects of the linguistic code. Because it is observed that students throughout the Primary Level Education, after having studied English, demonstrate have not acquired the necessary knowledge and skills that enable them to understand (hear - read), and / or expressing (speaking, writing communicative messages-functional) in English. This learning based on

memorization of structural patterns does not guarantee that students can use the knowledge gained to express some given time their ideas or needs.

Therefore it is substantially necessary to search an explanation to this remarkable fact, both the curriculum and in teacher training in the area of English. In the case under investigation, it appears that students of the Primary Level Educational Institution FAP “José Velarde Vargas" - Talara show serious difficulties in the use and management of language from the standpoint of functional or verbal communication. This situation seems to indicate that dominates a traditional conception and decontextualized in the teaching language. But this teaching should respond to the significant social need for educating individuals with a comprehensive profile that prepare them to assume the current challenges posed by society, as such Vannini (1998) notes that:

With the advent of the technological age has been a large increase in teaching English as a foreign language and this increase we have experienced all who are teaching now, and have participated in it with the hope that the technology will open the communication paths expand the vision of the human being, facilitate the exchange of ideas, encourage the comprehension and solidarity between villages that before lived in insolation. (pg. 8)

We see how the author presents the character of universality that the English language has reached worldwide, the reason why learn to communicate in this language is, undoubtedly, not just part of the general culture of the individual, but a means to know the latest technological, scientific, humanistic, which usually are published in English.

1.2. Formulation of the problem

On the basis to indicated in the previous section we formulate our problem questioningly as follows**:**

How the teaching technique helps to increase the fluency in the oral conversation in pairs, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011?

1.3. Hypothesis:

1.3.1. General hypothesis

H1. "Applying the effective teaching technique in pairs. Then increase the fluency in the oral conversation, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011."

H0. "Applying the effective teaching technique in pairs. Then does not increase the fluency in the oral conversation, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011."

1.4. Delimitation of the Objectives

1.4.1. General Objective of the study

Apply teaching technique that helps to increase the fluency in the oral conversation in pairs, learning English in fifth grade children from Primary Level Educational Institution FAP "Jose Velarde Vargas" – Talara 2011

1.4.2. Specific Objectives

- Compare the level of achievement of the capacity of Speaking in the fifth grade of primary education in the experimental group and control group before quasi-experiment.
- Apply the teaching technique that helps to increase the effective conversational in pairs, to students in fifth grade of primary education in the experimental group during the development of learning sessions.
- Demonstrate the application of the teaching technique that helps to increase the effective conversational fluency in pairs, significantly improves the achievement of the ability to Speaking English in the area.

- Compare the level of achievement of the speaking ability of students in fifth grade of primary education in the experimental group and control group after quasi-experiment.

1.5. Justification of the investigation

Learning a foreign language, as discussed later, is a complex process that requires and uses a feedback system that provides information for teachers to control student learning. Through the feedback, teachers achieve to know how is making the learning of English. The evaluation includes four language skills known: Speaking, writing, listening and reading comprehension of English taught as a second language or alternative language, that indicate the most of the theories about the teaching of foreign languages. For this reason we must carefully design the evaluation tools of the student learning, not forgetting, of course, that the goal of teaching English and its evaluation is precisely the oral language skills.

As for the English teacher is concerned, communication is not an essential part of the teaching and learning of English process: is everything like we said. No wonder we can note with concern, the low performance that able to achieve in guide processes by people who have difficulty to expand in a communicational situation. Next to that weakness in communication may be other management methods and program content, it is mean, knowledge of the language in its grammatical and conversational aspect.

It is worrying the fact that after five years in the Primary or Secondary level, its graduates are not able, or have the competency, language or communication, it is mean: cannot speak English, also the failure to internalize the idea that English is now a working tool (as seen in the jobs of the newspapers). This reflects that the method used by teachers for teaching English to elementary and secondary level is not suitable.

For these reasons, our research will apply the teaching technique that helps to increase fluency in effective conversation partners and the results of this research can benefit teaching English language in all educational institutions in the country through a restructuring aimed at

achieving quality in teaching English. Restructuring arising as a need for teachers, when have knowledge of research results.

1.6. Limitations of the investigation

In Talara, there is not a library with good resource books, so I had to borrow some books, journals, and magazines from people who study in Piura and rent video equipment.

Precedents students from other schools with low achievement in English language.

Students use the mother tongue and English when they work in pairs or they translate words no ideas.

However, these exchanges are not really communication. Communication implies not only the transfer of information but also a purpose for the interaction.

In trying to get the students to interact, teachers have forgotten or ignored the fact that in the real world speakers shape their own conversations: it is the participants who are in control and who try to fulfill their own aims. In authentic communication it is the speaker who decide where and when to give or withhold information.

1.7. Antecedents of the investigation

At international level

- **Lorraine Valdez Pierce (National Clearinghouse for Bilingual Education Wheaton, Maryland - 1988)**

Thesis: "Teaching Strategies for developing Oral Language Skills"

Conclusion: Speaking is an active process and should be taught in a manner that will induce students to take an active role in learning. At first this will be a difficult process for both teacher and students. Many students will probably be reluctant to cooperate, thinking that they sound ridiculous speaking the foreign language, but soon it will become evident to them that language learning is a very serious endeavor and that they should take seriously their effort to communicate in English.

The good nonnative-speaking L2 teacher always welcomes the chance to practice and perfect his/her oral language ability. This can be done in any number of pleasant and inexpensive ways which will be reflected in a greater confidence and ability to teach this skill in the classroom.

- **Anne Hammond Byrd (University of North Carolina at Charlotte - 2009)**

  Thesis: "Learning to learn cooperatively"

Conclusion: Cooperative learning is socially constructed. Just as we provide students knowledge of subject-verb agreement or vocabulary, we should also lead them to learn why and how to work better together. This is not to say that each and every cooperative activity that we implement in our classroom will be executed seamlessly. There will always be external factors to complicate the dynamics of a classroom, but at least we will have avoided making assumptions about our students by agreeing to learn how to learn cooperatively.

- **Elissa Kaye (University of Texas at Arlington -2007)**

  Thesis: " Learner perceptions of small group and pair work in the ESL classroom**:** Increase Oral fluency".

Conclusion: This study helps to determine the effectiveness of using group work in teaching speaking in ESL classroom. It provides language teachers with the rationale to carry out oral group work activities in class to improve students' speaking skills. This study also gives suggestion to ESL teachers to develop successful oral group activities as they can identify the major problems faced by their students. Thus, teachers are conscious with the advantages of group work in teaching and learning process.

In addition, the students will appreciate and work with the strengths of others. This will increase learning, planning and discussion skills and eventually improve their speaking capabilities. The students will be involved as participants and decision-makers in oral group work activities. Besides, the value of group work in ESL classroom will be

determined. Hence, this study is helpful to provide knowledge on ways to develop natural ways in speaking activities.

To National level

- **Diana Mostaceros (National University of Trujillo - 2005)**

  Thesis: "Some techniques for communication practice**:** Mini-dialogues as Warm-ups"

Conclusion: In order to motivate the students to practice their oral English more in their spare time and speak better in class, the two pairs giving the mini-dialogues compete with each other, and the other students and the teacher are the judges. The rating is based on their pronunciation, intonation, fluency, language, manners, and length of time.

At the end of the academic year the students notice how the mini-dialogue activity benefited them.

- **Gisselle Vila (University of Lima - 2007)**

  Thesis: "Applying the "Elicitation" technique to improve speaking through pair work", with learners of fifth grade of primary education, in the Educational Institution "Santa Margarita" Lima, in 2007.

Conclusion: Being a quasi-experimental project, there were two groups, one experimental and one of control, concluding that in the experimental group increased the level of speaking and students spoke more fluent in English, demonstrating the effectiveness of the technique "Elicitation".

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Definition and/or explanation of each of the components mentioned in the title.

2.1.1. Increasing

It means growth. That is why the teacher must teach their students some techniques and should involve them practicing English in pairs or small groups. A number of different kinds of activities focused on speaking skills: Conversations, Pair Work, Group Work, Class Activities, and Role Plays.

Since pairs or groups can work simultaneously, the amount of Student Talking Time (STT) is enormously increased. However, in both types of class organization, careful preparation is necessary. Students should be sufficiently prepared to be able to work independently, with little or no help from the teacher.

2.1.2. Oral fluency

It is a measure of how well and how easily you can communicate your ideas clearly and accurately in speech.

Students are asked to verbalize their thinking processes to the teacher or to other students either during or immediately after an activity.

For example, when they write their homework assignments in their daily planner, students should explain aloud to the class how they will budget their time during the remainder of the week.

Kenneth Gattis (1998) director of North Carolina State University's Undergraduate Tutorial Center, explains that speaking makes students clarify and fuzzy ideas that are expressed in English, and "speaking then becomes a way of learning. In addition, "the verbal expression of the ideas also gives the teacher the opportunity to provide positive reinforcement, which further enhances the student's confidence"

Andrea Zakin (2007) professor at City University of New York, cites various studies that show verbalization leads to better retention of meaning. She explains how verbalization, or "self-directed speech," can help "learners to plan and coordinate thoughts and actions, which, aided by self-regulation, enhances learning and cognitive development" (pg. 2)

Christensen Paul R. & Guilford J.P. (1963) published the results of a research on the factor structure of Verbal Fluency. They defend the existence of four factors of Verbal Fluency: Fluency of ideas, Associative Fluency, Fluency of Verbal Expression and Fluency of Corporal Expression

Fluency of ideas: capacity to produce certain number of verbal replies that follow some specification or a specific rule.

Associative Fluency: capacity to produce a diversity of replies that implies the establishment of relations.

Fluency of Verbal Expression: capacity to construct phrases that include certain amount of concepts or to produce many syntactically different phrases that integrate such concepts.

Fluency of Corporal Expression: it is the capacity to declare in daily and continuous form, gestures, mimic, theatre, dance, gymnastics and sports.

Guilford and Hoepfner (1966) found in a sample of children who are 14 years old the same structure of four dimensions about Verbal Fluency that had obtained Christensen and Guilford in 1963, in a sample of adults.

Thornbury (2000) communicative tasks which develop fluency are those where the focus is on the message not on the form. Fluency and acceptable language should be the primary goal in these activities rather than accuracy.

Role play is a speaking activity which improves communicative competence and provides practice in contexts which simulate real-life experience.

Thornbury (2000) points out that fluency in speaking relates to "the learner's capacity to produce language in real time without undue pausing or hesitation." (pg. 3)

2.1.3. Pair work

In pair work students can practice language together, study a text, research language or take part in information-gap activities. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened to or seen. Group work makes students more responsible and autonomous; they have equal responsibility for performing a task and find it "difficult to "hide" in a small group" (Brown: 1994, 174).

Group and pair work also increase the speaking time for each student in a class.

Swain´s Output Hypothesis (1985:249) supports the notion that extended practice (or output) is necessary for successful Second Language Acquisition (SLA), and that negotiating meaning is also considered to enhance SLA, and that all of these can be encouraged in small group work.

Byrne (1986:76) remarks that class size is "a purely arbitrary unit" which "is normally both economical and effective" at the presentation and practice stages. However, there will be various moments at the production stage when the teacher may prefer to

divide the class into groups (between 2 and 4 students working together) and this is "seen as an essential feature of communicative language teaching." Pair group is good preparation for group work, although generally with adolescents, the smaller the group, the easier it is for them to maintain self-control.

Pair work activities give students a chance for individual practice and maximize the amount of speaking practice they get in each class. Teachers should remind students that practicing with a partner is a useful way of improving their fluency in English and gives them more opportunity to speak English in class.

Why use pair and group-work?

(Ellis 1994: 598) Long and Porter (cf. Ellis, Ibid.) summarize the main pedagogical arguments in favor of group work:

- It greatly increases the amount of time students can talk in class, especially in larger classes.

- It also improves the quality of talking, allowing for more of the features of natural speech: hesitation, mixed structures, unfinished sentences, etc.

- If language is viewed as an interactive tool, then it should be taught interactively. Speaking is an active process rarely carried out in isolation, so it's a natural framework for interaction.

- It encourages a more communal classroom atmosphere and helps to individualize language learning and teaching.

- Students learn by doing things for themselves, and then this provides an opportunity for them to do so.

- If the teacher leads every exchange and talks only to students individually, in a 40-minute class with a class of 40 students, the maximum each student can speak is a minute at most. Two five-minute pair-work activities in the same lesson increase this to five minutes for each and every student.

- Classroom dynamics and atmosphere improve dramatically if students are asked to work together in situations where they would normally be expected to work alone.

- When teaching oral English, your long-term aim should be for students to talk more than you in class. That obviously can not happen overnight. It requires methodical, step-by-step training and regular practice. If students are to get enough practice in class, it also requires pair and group-work.

- In addition to these pedagogic arguments, a psycholinguistic justification has been advanced: group work provides the kind of input and opportunities for output that promotes rapid second language acquisition.

Picking up on the final point, Ellis (1994) draws attention to the fact that there are

..."more opportunities for language production and greater variety of language use in initiating discussion, asking for clarification, interrupting, competing for the floor, and joking" (pg. 59)

In short, group work reproduces within the classroom setting many of the facets of an authentic speaking situation in which the negotiation of content is clarified to the satisfaction of the participants.

Ur (1996) gives importance to "the sheer amount of learner talk going on in a limited period of time" in group activities as well as the psychological aspect of lowering "inhibitions in learners who are unwilling to speak in front of the full class". She continues: "Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience.

Learners are often inhibited about trying to say things in a foreign language in a classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speaking attracts" (pg. 121)

However, there are also potential disadvantages to group and pair work. Students may only use their mother tongue, discipline may be a problem, the noise level may be too high when using group work, students may do the task badly or not at all, stronger students may dominate while weaker students sit back and do nothing...

From the above litany it may sound like group work in the language class is a desirable but unachievable option. In fact, several factors will influence the effectiveness of pair and group work:

- The surrounding social climate or cultural context.
- Whether the class is used to pair and group work or not.
- The task type: is it relevant to the students' needs and interests? Is it stimulating and intrinsically motivating? etc.

2.2. Other related factors

2.2.1. Managing Group work in the classroom

Penny Ur (1996: 234) provides what she considers to be some important guidelines for setting up and managing small group in the Second Language classroom:

1. Presentation

The instructions that are given at the beginning are crucial: if the students do not understand exactly what they have to do there will be time-wasting, confusion, lack of effective practice, possible loss of control. It is advisable to give the instructions before giving out the materials or dividing the class into groups (between two and four students working together); and a preliminary rehearsal of a sample of the activity with the full class can help to clarify things. Try to foresee what language will be needed, and have a preliminary quick review of appropriate grammar or vocabulary.

Finally, before giving the sign to start tell the class what the arrangements are for stopping: if there is a time limit or a set signal for stopping, say what it is; if the group simply stop when they

have finished, then tell them what they will have to do next. It is wise to have a "reserve" task planned to occupy members of groups who finish earlier than expected.

2. Process

Teacher's job during the activity is to go from group to group, monitor, and either contribute or keep out of way – whichever is likely to be more helpful. If you do decide to intervene, your contribution may take the form of:

- providing general approvement and support;
- helping students who are having difficulty;
- keeping the students using the target language;
- tactfully regulating participation in a discussion where you find some students are over-dominant and other silent.

3. Ending

If you have set a time limit, then this will help draw the activity to a close at a certain point. In principle, try to finish the activity while the students are still enjoying it and interested, or only just beginning to flag.

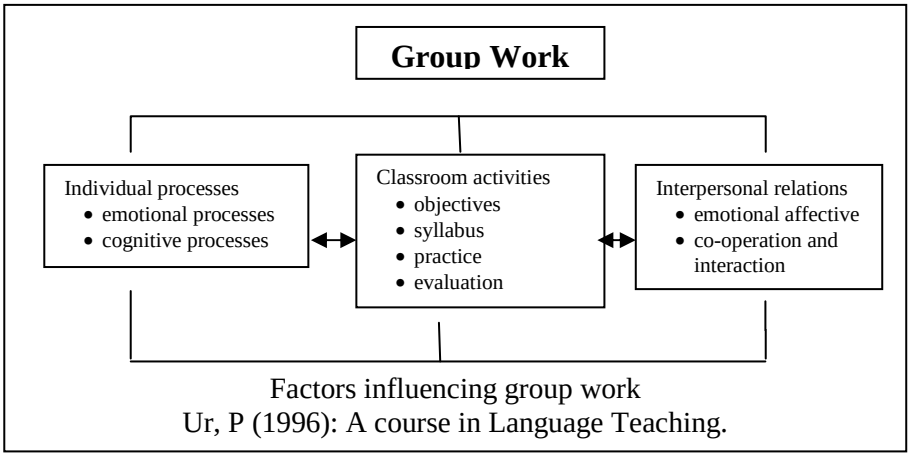
4. Feedback

A feedback session usually takes place in the context of full-class interaction after the end of group work. Feedback on the task may take many forms: giving the right solution, if there is one; listening to and evaluating suggestions; pooling ideas on the board; displaying materials the groups have produced; and so on. Your main objective here is to express appreciation of the effort that has been invested and its results.

I have looked a little more closely at the use of pair and group work in the language classroom. The theoretical basis for the use of group work has been laid out, and I have examined some of the advantages and disadvantages associated with group work.

2.2.2. Collaborative Learning

One important element which seems to be missing from Ur´s guidelines above, however, is exactly what it is that makes a group work – the fuel or driving power behind the effective "working" of a group. Thus, apart from the actual setting up of group activities, we also need to bear in mind a range of other factors which may affect the learning process in groups. These are summarized in the table below:



Factors influencing group work
Ur, P (1996): A course in Language Teaching.

I will now focus on the emotional and cooperative element in group. What is it that makes a group co-operate (or not), makes students participate (or not) in group work, makes them want (or not) to work in groups al all? Simply putting students to work together in groups is no guarantee they will actually work together. It is often a lack of understanding of the dynamics of group that makes teachers say that they simply won´t work.

Recent years have seen a certain amount of research into classroom goal structures. Goal structures are the ways in which learning is set up or organized in the classroom. Goal structures specify:

"the type of interdependence among students as they strive to achieve educational objectives" (Johnson and Johnson 1989)

Johnson and Johnson (1999) pointed out three main classroom goal structures, which are:

Individual work

Learners work alone on tasks at their own pace. It is important to realise that individual goal structures can be in place even when the teacher has ostensibly set up group work, but the group members simply, for example, sit in a circle and work on a task alone.

Competitive goal structure

Here learners work against each other in order to succeed. This might be the case, for example, in a competitive brainstorm (who can remember the most words for furniture?), and it is institutionalized in systems like norm-referenced grading. Norm-referenced grading refers to a grading system whereby a student´s work is graded according to the work produced by the class as a whole. The best work produced by a student receives the highest mark, and the weakest receives a fail.

Collaborative goal structure

In this case learners work together in small groups towards a common goal. The participation of all the group members is crucial to the successful outcome of the task: nobody can succeed unless everybody succeeds. An example of this might be a jigsaw activity, where each member of the group has a different piece of information which needs to be pooled for the group to complete a common task.

Evidently each of these three goals structures has a role in the classroom. However, it has been suggested that not enough attention has been paid to collaborative goal structures, particularly as research seems to point to the key role which interaction plays in Second Language Acquisition. In order to be able to interact effectively, the argument goes, you need to collaborate. Hence the increasing interest in collaborative (also known as co-operative) learning.

2.2.2.1. Making Collaborative Learning Work

We have seen that collaborative learning is a type of group work. It has been shown that using collaborative group work with classes does seem to increase learning among students (e.g. Johnson & Johnson 1989; Slavin 1995). If this is the case then we as teachers need to be aware of some of the principles behind it.

For collaborative learning to be successful, five important factors need to be taken into account:

a) **Positive interdependence.** Students all have to succeed for a task to succeed and students realize that they have this common goal.

b) **Individual accountability.** Each member of the group has to make an active contribution. This avoids "lazy" team who do nothing or the opposite, "dominating" team members who do all the work.

c) **Verbal interaction.** Students need to interact verbally, and this interaction needs to be meaningful. That is, it must involve a genuine communicative exchange of information.

d) **Sufficient social skills.** Students need the relevant social skills, such as communication skills, leadership skills, or conflict resolution skills so that the groups can function. The teacher may have to explicitly teach some of these skills.

e) **Team reflection.** Students need to be able to see whether the team is functioning effectively, and to think about how it might do better.

2.2.2.2. Collaborative Learning Groups

Collaborative learning groups consider 2 to 4 students to be the optimal number, rather than bigger groups. There

are two main reasons for this. Firstly, if the numbers of participants is kept relatively low, there is more chance for individuals to participate more. Secondly, the group management is less complex. More than 4 students in a group start to get unwieldy in terms of simply functioning adequately.

Ideally, collaborative groups should be heterogeneous. In other words, they should be made up of a mixture of students: one high achiever, one or two middle achievers, and one low achiever (in a group of 3 or 4). The high achiever will consolidate his / her understanding of issues by having to explain them to the lower achiever (s), who will benefit from getting repeated exposure and peer tutoring.

As far as the length of time spent working together is concerned, collaborative groups can work within any time frame, from that of a few minutes, to hours or a lesson, to longer periods of time such as several weeks, terms or even years. The length of time the group stays together will depend on the activity type, the aim of the activity, and so on. Long term base groups can be set up, which meet at regular intervals (during class time) to discuss and plan progress, while members go off and work in different groups in shorter time frames.

2.2.3. Topic or Task?

Topic-based activities are subjects or themes which in ELT relate to the knowledge and experiences of the learner and more recently these "themes" have been defined in terms of cross-curricular contents. Thus Madrid and McLaren (1995: 20) refer to the following areas which often receive attention in course books: "the student´s civic education, health, promotion of equality between races, environmental studies, geography, sexual education, etc." In the introduction to their book, *True to Life*, Gairns, R. and Redman, S. (1996: 4) remark:

> "Topics are chosen for their interest and relevance... and activities have been designed to provide learners with the opportunity to talk about their experiences, express opinions, use their knowledge and imagination ..."

Task-based activities are essentially goal-orientated requiring:

> "the group, or pair, to achieve an objective which is usually expressed as an observable result, such as brief notes, a rearrangement of jumbled items, a drawing, a spoken summary". (Ur: 1996: 123)

A lot of discussion has surrounded the question of which is the better of two. Ur (1996: 124) herself comes down in favour of task-based activities for **oral fluency** because "there is more talk, more even participation, more motivation and enjoyment" although she is quick to acknowledge the importance of topic-based work since for the "small but significant minority who do prefer a topic-centred discussion. Indeed, this seems to be the general opinion amongst experts in the field which accounts for the large quantity of research into task-based learning at the present time.

Willis and Willis (2007, 136) comments:

> "Combining the topics with task-based teaching is a way to involve learners in different types of extended discourse. It provides an arena for informal spontaneous interaction".

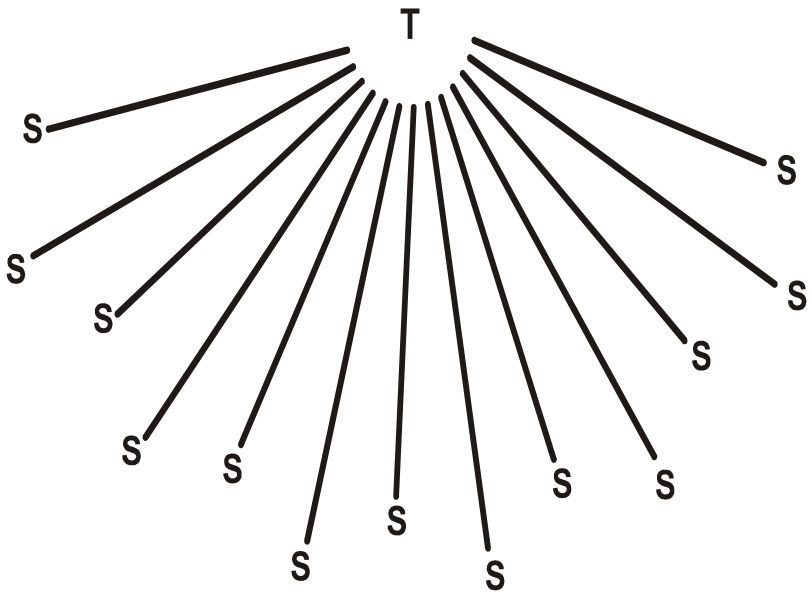
Although task-based teaching exposes students to all four skills, I made sure to supplement all the tasks with meaningful writing that was used to inform the class.

According to Willis and Willis (2007), writing complements oral activities and provides opportunities for language focus because "speaking is a real-time activity, in which there is normally no time for careful consideration of language. Writing, on the other hand, allows time to think about language" (pg. 117).

2.2.4. Class Management: group work and pair work

The traditional class management pattern is called lockstep.

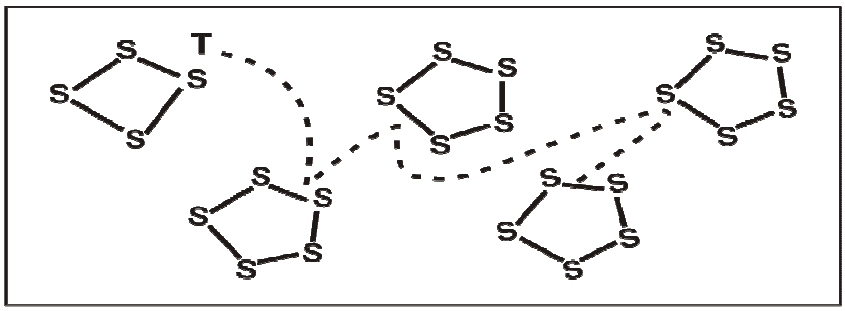
Here the teacher is completely in control of every classroom interaction, whether T – S, S – T or S – S. The focus of attention is primarily on the teacher. This may be illustrated by the following diagram:



Contemporary English. Books 1and 4
Rossneret a. (1990): Macmillan

Over the years I have learned quite a bit more about language teaching, some from formal training courses and the rest from bitter and sweet experience. Nowadays pair work and work in groups is a regular feature of my lessons. The value of this type of activity is, I think, obvious; I will not list the advantages, but will merely mention the major plus: it provides a greatly enhanced opportunity for communication between students, and most of it is real communication. There are some risks too, but many of these can be combated by careful planning of material, and attention to detail of organization.

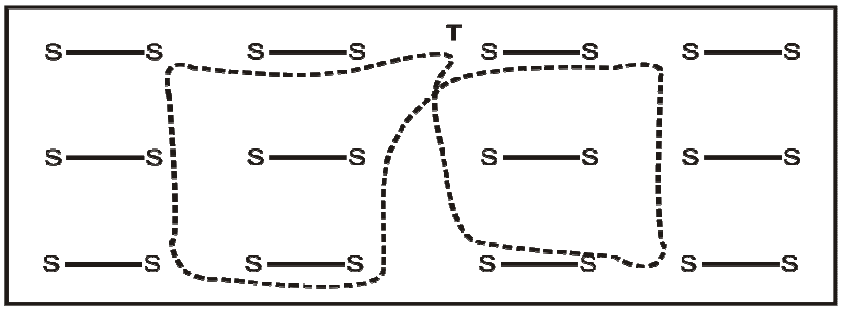
In group-work, students work simultaneously in groups of three or more, while the teacher circulates, provides assistance or encouragement where necessary, and checks that the task is carried out satisfactorily. This looks more like:



Functional English. Books 1 and 2.
R.V. White. (1979)

Group-work is generally more task-oriented: that is, the students have a definite task to complete, and call the teacher when they have completed it. Usually it will take longer than pair-work, ten minutes or more; and generally it is more suitable for intermediate level and upwards.

In pair-work, students work simultaneously in pairs. The teacher is available to help or sort out problems, but to do this type of activity the students must be sufficiently prepared to be able to work entirely by themselves. This can be illustrated like this:



Conversation exercises in everyday English. Books 1 and 2.
Jerrom &Szkutnik (1985): Longman

Pair-wok may last for as little as two minutes and be simply an extension of controlled drilling which has been done lockstep. It often needs no special preparation or materials; and its main purpose is to increase Student Talking Time, while also providing a change of activity for the sake of variety. Any drill work based on pictures or exercises in a textbook may be done in pairs.

One of the main advantages of group and pair-work is that, since pairs or groups can work simultaneously, the amount of Student Talking Time is enormously increased. However, in both types of class organization, careful preparation is necessary. Students should be sufficiently prepared to be able to work independently, with little or no help from the teacher.

For example, before beginning pair-work, it is often a good idea to make one pair demonstrate while the rest of the class watches. This makes sure that everybody understands what they have got to do.

2.2.5. Teach Students to Interact, Not Just Talk

Interaction in the classroom involves the process of communication. This can take place between teacher and student (s), between individual and groups of students, or even between student (s) and a textbook or cassette. According to Malamah Thomas (1987: vii):

> "The question is: what kind of classroom interaction, what kinds of participation of teacher and learners, are most likely to provide conditions whereby the exercise of individual learner initiative can lead to affective learning"?

Interaction is not waiting to be asked a question. Interaction is not giving a short, one sentence answer to this question. In some ways, what goes on in a worst case EFL conversation class is a series of monologues.

- Teacher: Do you think people who pollute should pay heavier fines?
- Second Language Student: Yes.
- Teacher: Why?

- Second Language Student: Because they are contaminating the Earth.

This situation has to change if we wish to use the word "interaction" for what goes on in a typical EFL conversation class. When a student contributed in the form of monosyllables or short, neutral assertions, I pulled him up and asked him to expand. There is nothing complex about the technique, the teacher simply has to be alert to attempts at evading compromise: the conversation class, remember, implies a willingness to cooperate verbally on the part of the students. If they are there, it is to interact.

Classroom interaction may take several forms, and it is not necessarily always teacher directed. Penny Ur (1996: 228) gives a useful summary of the most typical interactions which occur in a language classroom:

- **Group work**
  Students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little, if at all.

- **Closed-ended teacher questioning**
  Only one "right" response gets approved. Sometimes cynically called the "Guess what the teacher wants you to say" game.

- **Individual work**
  The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.

- **Choral responses**
  The teacher gives a model which is repeated by all the class in the chorus; or gives a cue which is responded to in chorus.

- **Collaboration**
  Students do the same sort of tasks as in “Individual work”, but work together, usually in pairs, to try to achieve the best results they can. The teacher mayor may not intervene.

- **Student initiates, teacher answers**
  For example, in a guessing game: the student think of questions and the teacher responds; but the teacher decides who asks.

- **Full-class interaction**
  The students debate a topic or does a language task as a class; the teacher may intervene occasionally, to simulate participation or to monitor.

- **Teacher talk**
  This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student.

- **Self-access**
  Students choose their own learning tasks, and work autonomously.

- **Open-ended teacher questioning**
  There are a number of possible “right” answers, so that more students answer each cue.

  Interaction happens when:

  - The Second Language direct the dialogue at one another and not at or through the teacher
  - The Second Language comment immediately on what another Second Language has just said
  - The Second Language disagree with or challenge another Second Language students’ statement
  - The Second Language do not have to be invited (by the teacher) to speak
  - The Second Language speak when there is a short silence indicating the end of someone else's turn

- The Second Language interrupt one another, diplomatically, to insert an opinion or question, etc
- The Second Language use the personal pronouns "I" and "You"
- They use paralinguistics. Paralinguistics are the aspects of spoken communication that do not involve words. These may add emphasis or shades of meaning to what people say. Some definitions limit this to verbal communication that is not words.
  Example:
  Body language, gestures, facial expressions, tone and pitch of voice are all examples of paralinguistic features in the classroom.
  Paralinguistic features of language are extremely important as they can change message completely. Tone and pitch of voice is commonly dealt with at all language levels, but a fuller consideration of paralinguistics is often left to very advanced courses.

- The Second Language is practiced through activities posted in my lesson plan which are very important for a successful language exchange. Doing fun exercises is important to reduce feelings of vulnerability and insecurity that many people have when practicing their second language. That is why each lesson plan starts with a fun and easy warm-up that allows everyone to relax and get into a playful mode where mistakes are not so important, and where you are interested in communicating.

  The method that the teacher uses is very important. It fosters a fun and supportive environment where the students can feel relaxed, secure and eager to try out the second language skills – there is no pressure and no evaluation when the teacher motivates the students. This is important for the follow ingreasons:

  - The best way to learn a language is by speaking it
  - Mistakes are a natural part of language acquisition
  - A relaxed atmosphere is more conducive to learning

- It takes time to learn a language, so it is important to have fun, enjoy the process, and stay motivated.

Ellis (1985: 127) describes input as “the language that is addressed to the second language learner either by a native speaker or by another second language learner”.

Krashen (1985: 115) asserts that for acquisition to occur, input should always be comprehensible and it should, in terms of its complexity, be slightly above the student’s language level.

Input and interaction have been studied in natural setting and in classroom environments. In the case of natural settings, input has to be considered in terms of foreigner talk which occurs because of the need to negotiate meaning and to simplify language.

Input and interaction in classrooms have been investigated by means of interactional analysis, the study of teacher talk, and discourse analysis.

Studies on teacher talk reveal similar features to those found for foreigner talk, although ungrammatical modifications may be less common.

Discourse analysis shows that many classroom interactions follow an IRF (initiate-response-feedback) pattern, which restricts the opportunity to negotiate meaning. However, other types of discourse appear when the Second Language is used for general classroom organization and for social purposes. Learner-centred teaching in subjects or immersion classroom can lead to examples of interaction similar to those found in natural settings.

Pica, Young and Doughty (1987:125) found that modifications in interaction produced higher levels of comprehension than modifications in the nature of input. In this study a group of sixteen learners were asked to complete a certain task under two different conditions.

Under the first condition, students had to listen to a text read by a native speaker; the grammar and vocabulary of the text had been previously adapted and simplified.

Under the second condition, learners listened to the same passage but without any kind of modification or adaptation. The results revealed that learners who were given the opportunity to ask questions and check their comprehension of the text understood it much more than those learners who listened to a more simplified version but had no opportunity to interact while doing the task.

The reason I have highlighted the concept of interaction is because that is what people do most in their daily lives, whether they be native speakers or second language learners. My theory is that, if a person is accustomed to interacting for almost 16 hours a day in his native language, then surely we, as teachers, must try to get him to carry on interacting in conversation class, albeit it with less fluency. Anyway, the personal and social elements of life do not need 100%-accurate dialogue. So, while we the teachers cannot show students how to exercise their vocal cords, we can remind them to use normal, conversational tactics such as challenging, interrupting, querying each other and so on. It makes for a dynamic class, and the Second Language students do appreciate a teacher who makes them work which here means "interact".

Bantjes, Leon (1994) argues that:

"The motivation of the teacher in the classroom affects the learning of English as a Second Language...” (pg. 118)

We are all aware that the teacher teaches a lot better if you have deep knowledge of the field and working knowledge is best learned in one way or another and the teacher has, among others, the mission of finding the best ways to help their students assimilate knowledge.

The theory “Content Based Learning” states that children learn a second language most effectively under the same conditions as first language acquisition, where the focus is on meaning and not on form. That is why it is important to apply various techniques for learning a language and one of them is "Dialogue – building”.

Bailey and Celce-Murcia (1979) isolate four areas affecting classroom interaction that the teacher should attend to:

- Social climate
- Variety in learning activities
- Opportunity for student participation
- Feedback and correction

Each of these four areas will be discussed in turn.

1. - Social Climate

It is the most basic and fundamental of the areas. Without a good social climate, everything else that we discuss becomes meaningless. If students are not at ease and do not feel good about their language class, there will be no communication. It is the teacher´s responsibility to establish the proper atmosphere so that students can relate to the teacher and to each other in a positive and constructive way. To do this the teacher has to enjoy teaching and to like his / her students. Not all teachers have the proper temperament to do this; however, even those teachers who are well intentioned and personable often overlook techniques that would help promote a good social climate. One obvious good technique is for the teacher to learn all the students' names as soon as possible.

Two other things that impinge on the social climate and that the teacher should attend to are (a) being fair and (b) making the class relaxed and enjoyable.

Being fair involves distributing turns equally among students and not showing any favoritism or bias. Some teachers can do this instinctively; others have to work at it systematically.

Making the class relaxed and enjoyable involves smiling and laughing when appropriate humor occurs spontaneously. Some teachers are good joke-tellers, this is a definite advantage. However, even teachers who are not born comics should be able to appreciate those students in the class who have this kind of talent.

2. - Variety in Learning Activities

The preceding discussion on social climate describes how improving the social dynamics in the language class will help encourage communication. This is a form of "internal" motivation, since the teacher motivates the students indirectly by promoting good feelings in the class.

Introducing variety into learning activities is a more external form of motivation. If the teacher can use some variety in each lesson to make the class more enjoyable, this will also motivate the students to learn.

Variety can be introduced on many different levels. One way is to make effective use of all four skills: listening, speaking, reading, and writing. Another way is to move as quickly as possible from drills to communicative activities; these communicative activities, in turn, can include a variety of tasks in pairs or small groups.

The teacher can vary the stimulus that s/he uses to set the stage for communication. Using the overhead projector as a change from the blackboard, or a movie or filmstrip as a change from the textbook are other way of introducing variety. Likewise, the teacher should constantly be looking for ways of effectively integrating everyday realia such as clocks, calendars, mirrors, etc. into meaningful classroom activities. Using a song or a game every now and then to reinforce a language point that has just been covered in class will also provide variety.

3. - Opportunity for Student Participation

Social climate and variety indirectly encourage communication in which they set the stage and provide motivation.

The most direct way to facilitate communication is to provide ample opportunity for student participation, which has as its correlates (a) little or no teacher domination and (b) minimal teacher talking time.

At the most general level, student participation means allowing students to have as much input as possible into the class itself (e.g., syllabus, activities, assignments, grading, management, etc.) More specifically, the teacher can have the students work in pairs or groups whenever useful. This permits the teacher to be a resource person rather than the dominant figure. Communicative activities lend themselves well to work in pairs or groups.

In pairs, student can carry out interviews, write or complete dialogues, and have one-on-one conversations or do role-plays.

In groups, they can do problem solving, value clarification, or role-play, and can prepare group outlines or compositions. For such variety of tasks to be fruitful, they must be carefully planned, the students must have a specific task, there should be a limited but reasonable period of time for completing the task, and there must be time allowed for feedback.

4. - Feedback and Correction

When a teacher allows for positive student participation, his / her responsibility to provide useful feedback and correction to the students becomes even greater.

Dealing with correction is an inherently delicate matter. Some researchers recommend that teachers ask each student how and when s/he wants to be corrected because this varies considerably from one individual to another. (Cathcart and Olsen: 1976). We also know that peer- and self- correction are more effective than teacher correction; thus a good teacher will enlist assistance from the class or guide students in correcting their own mistakes rather than merely providing the correct form.

There are a number of things a teacher can do to encourage self-correction. Some of these devices are verbal and some are nonverbal. The verbal feedback may be indirect, such as asking, “Would you please repeat that?” A more direct way is for the teacher to repeat only the segment with the error or to repeat the word before the error.

Schachter (1981:187) is among those teachers who feel that nonverbal correction via visual hand signals is more productive and less confusing than verbal signals.

Regardless of how a teacher decides to correct, certain guidelines apply. These include correcting selectively. It is also important to give positive as well as negative feedback, and to handle public corrections in such a way that no one in the class feels ridiculed because the teacher or a classmate has made a correction.

The area of English also develops a set of attitudes with respect to others' ideas, the effort to communicate and solve problems of communication, respect for linguistic and cultural diversity. And they **are cross-cutting themes** which are a response to issues of economic significance affecting society and to demand a priority and permanent education. The objective is to promote analysis and reflection of social, environmental and personal relationships in the local, regional, national, and global levels, for students to identify the causes and the obstacles to solve these problems.

Cross-cutting themes are reflected primarily in values and attitudes. Through the development of these students are expected to reflect and develop their own trials, face up these problems and be able to adopt behaviors based on values. In this way, working with cross-cutting themes, contribute to the formation of autonomous persons, capable of judging the reality critically and participate in their improvement and transformation.

Cross-cutting themes should be planned and developed in the curriculum areas by the teachers in order to develop activities and extra curricular activities in the school, so Cross-cutting themes are present as a guideline for curriculum diversification and curricular program.

In this regard there are three levels at which cross-cutting themes:

a) The National Curriculum Design in Basic Regular Education, the proposed Cross-cutting themes that respond to national and international problems. These are:

- Education for coexistence, peace and citizenship.
- Education and human rights.
- Education and training in ethical values.
- Intercultural Education.
- Education for love, family and sexuality.
- Environmental Education.
- Education for gender equity.

b) The Institutional Educational Project and the Curriculum Project, Cross-cutting themes have priority that reflects the reality which the school is inserted.

c) In the teaching units cross-cutting themes are evident in the achievements of learning expected.

We must also bear in mind that the learning expectations, should be related to the themes that the institution has considered as a priority and has decided to work to deal with the local problems.

In a hypothetical example let us consider this:

Suppose that the school has chosen the Cross-cutting theme: "Intercultural Education", to address the problem of migration has emerged: families from elsewhere have come to the town in search for opportunity and have enrolled their children in school, where social relations between students, who have different habits, attitudes, and rules, often become contentious.

The cross cutting theme means that the chosen response to this problem should work in every area of the curriculum, however, we can consider from the area of English, the following information:

Cross-cutting themes	Expected Learning
Intercultural Education	➢ Follow rhythms of songs from different parts of our territory and abroad. ➢ Practice and appreciates traditional games from Peru and some abroad. ➢ Identifies, represents in a catalog, and socialize typical dances of our country and some abroad

2.2.6. Models for Interactional Analysis

Interaction analysis is concerned with the observation of classroom language in order to find out about teaching and learning in the classroom, thus is has a formal educational linguistic aim.

One of the problems with analyzing exactly what happens during classroom interactions is that many events are taking place at the same time. An observer who wishes to analyze interactions in a classroom is faced with a vast, potentially very confusing job, thus he / she tends to focus on only on one events which he / she considers to be significant for his / her purposes.

In the 1950s Flanders developed a classroom observation framework which reflected the concerns of social sciences of the time with attempting to assess the social climate of classrooms. The basic idea behind the Flanders framework was that a “democratic” classroom is preferable to an “authoritarian” one, thus the focus of observations reflected this belief. Flanders´ Interaction Analysis Categories (FIAC, 1970) was firmly established as a research tool in mainstream education by the early 1970s.

Flanders´ model, although aimed at school subjects such as social studies or science, was adapted by Second Language researchers in order to cater to the specific conditions of the language classroom more appropriately. Probably the best known of these adaptations is that of Moskowitz (1967), called FLINT (Foreign Language Interaction Analysis System). One of the key items which she added to Flanders´ original scheme was that of whether the first or second language was used in class. Another important modification Moskowitz made was that of following for the importance of the effective domain, by making specific provision for observing elements such as smiling and laughter in a language lesson.

A second well known model is that proposed by Fanselow (1977), called FOCUS (Foci for Communication Used in Settings), which was developed specifically with the foreign language class in mind. According to Fanselow's scheme, communication in the language class needs to be considered under five categories (from Stern 1983: 494):

- source: who communicates?
- for what pedagogical purpose?
- in what medium?
- what is that medium used?
- what content is communicated?

There are many other interaction analysis scheme, some of which include areas like topic or content in their models (eg. Ullman and Geneva's TALOS and COLT 1984; Mitchell and Parkinson's scheme 1979), on the assumption that it is important to know what is to be taught or learned in any lesson, not just the kinds of interaction that take place.

Interaction analysis models are culturally specific. In other words, each interaction analysis model will reflect the concerns of a specific classroom setting, and therefore not be easily applicable to all cultural contexts. According to Malamah-Thomas (1987) every interaction analysis model:

"assumes the context it was devised in, and, being based on the sort of classroom practice carried out in specific contexts, is, as a result, applicable only in similar contexts". (pg. 30)

A further consideration with interaction analysis models is that they will necessarily only reveal part of the story of what goes on in a language class. On this point Malamah-Thomas (ibid.) adds:

"Moreover, these models tend to concentrate on the various parts of the lesson. In order to analyze, they must fragment. And, in stressing the parts, they all overlook the whole lesson which is greater than the sum of its parts. The crucial factor is whether the teacher gets his or her message across, whether the students learn what the teacher sets out to teach them".

With this reservation in mind, we look at some of the different types of classroom interaction under two main headings: Teacher Talk and Learner Talk.

2.2.7. Interaction and communication

Human interaction is a process whereby two or more people engage in reciprocal action. This action may be verbal or nonverbal; here, I shall be emphasizing verbal interaction.

Human communication, on the other hand, is a system of giving and receiving information which can be conveyed nonverbal via gestures, body language, or proxemics; however, verbal communication of information through speech, writing, or signs will be the main concern of this topic.

What is the relationship between the terms interaction and communication? There can be no communication without interaction; however, it is possible for someone to initiate interaction without achieving communication. This happens, for example, when the person being addressed refuses to cooperate and won´t interact with the initiating speaker. More typical, perhaps, are those cases where two or more people are trying to interact but

communication fails because they have no common language, or because there is too much noise for the message to be understood, or because the message is incomplete, ambiguous, or contain errors; all of these can lead to miscommunication.

Communication entails four components:

a.- a message,
b.- a party to transmit the message,
c.- a party to receive the message, and
d.- a channel to use for transmission of the message (this channel may be the space between two speakers, a telephone, a radio, a walkie-talkie, the postal service, etc.).

The interactive aspects of communication are:

a.- transmitting messages,
b.- receiving messages, and
c.- giving feedback ---- i.e., the receiving party lets the transmitting party know that the message is being (has been) received.

Thus, communication is the more embracing of the two concepts: it is both the goal of interaction and the result of successful interaction.
Interaction, on the other hand, is a necessary part of communication.

Prator (1965:109) was one of the first American methodologists to suggest that teachers would have to begin to move their students from manipulation to communication by devising drills and exercises that were more demanding than the usual audio lingual procedures: “listen and repeat” or “substitution” and “transformation”. He pointed out that students were not communicating unless they themselves were finding the words and structures they needed in order to express their opinions or reactions.

Hymes (1962:137) the anthropological linguist coined the phrase *communicative competence*. Hymes carefully distinguished *communicative competence* from *linguistic knowledge* or *competence* by making the former subsume the latter along with

knowledge of social and psycholinguistic factors that govern a speaker's ability to use a language appropriately in specific context. The pioneering theoretical work of Hymes was followed by the empirical research of Savignon (1972) among others who demonstrated that language classes doing communicatively-oriented activities achieve higher levels of performance than classes using the audiolingual approach (i.e., predominantly manipulative exercises)

Thus, in one way or another we can see that communication has been formally associated with linguistics and language teaching since the 1930s.

How do we develop communicative competence, as opposed to mere grammatical competence?

According to Hymes (in Corder 1997: 92-93), communicative competence involves four characteristics: possibility, feasibility, appropriacy, and occurrence. And I agree with this because our students' communication should be grammatically possible, semantically feasible, socially and contextually appropriate, and idiomatic or actual in occurrence. For example, drill exercises may help students achieve grammatical competence; they aid little in the development of the other three components of communicative competence. To accomplish these goals, students need to participate in conversational situations, both real and simulated. Here the verbal fluency is very important.

Teachers and students can become bored with meaningless, repetitious drills like Mrs. Jones went shopping on Friday if these are not directly associated with purposeful communication.

So what other methods can we use to encourage our students to talk in class?

Practicing English creatively

A major portion of any oral English class should involve the students practicing English in pairs or small groups. To prevent classroom chaos or rampant native-language use, the teacher

should carefully direct each activity, giving the students enough formats for direction, yet enough room for creativity.

Here is a typical class setup to promote communicative competence. Before each class, the students rearrange their chairs into a circle facing each other, with their desks against the walls. The center of the room remains clear for short dialogues, and other presentations.

The class begins with a “personal” story, anecdote, joke, or question to make relaxed the students and to encourage a relaxed atmosphere. Then we read aloud a short passage or dialogue from the text. The students respond to my questions about the text by answering aloud in complete sentences. We then briefly discuss the content of the text in terms of the topic itself, not just the grammar or vocabulary. Then we repeat the grammar drills, where we learn or review sentence patterns that the students will use in their own dialogues.

In pairs, the students practice the drill sentences. Any errors at this point are immediately corrected and explained.

2.2.8. Learning Strategies

Learning strategies, according to Ellis (1997: 76-7), are “the particular approaches or techniques that learners employ to try to learn a second language”. He refers to three main types of learning strategy in a summary of the main learning strategies identified in the literature:

1. Cognitive strategies are those involved in the analysis, synthesis, or transformation of leaning materials. An example is “recombination”, which involves constructing a meaningful sentence by recombining known elements of the second language in a new way.

2. Metacognitive strategies are those involved in planning, monitoring, and evaluating learning. An example is “selective attention”, where the learner makes a conscious decision to attend to particular aspects of the input.

3. Social / affective strategies concern the ways in which learners choose to interact with other speakers. An example is "questioning for clarification" (i.e. asking for repetition, a paraphrase, or an example).

One of the most elusive questions in Second Language Acquisition (SLA) is the relationship between the learning processes of the first language or mother tongue (L1) and the second language (L2), and the degree of similarity or difference between them. It has, for example, been argued that the learning strategies used for the second language are the same as the one employed for the first language. Richards, Platt and Weber (1986), in their definition of the term, do not distinguish between first language and second language leaning strategies. Specific processes such as overgeneralization or simplification seem to operate in both first language and second language, but language transfer, as Corder (1983) pointed out, only occurs in second language learning.

Clearly there are certain strategies in the learning process that are common to both the first and the second language, however, in the case of second language learning the individual also have at his / her disposal a first language which offers the possibility of using transfer as a learning strategy.

2.2.8.1. Communication Strategies

Communication strategies have been defined in a number of different ways:

- A systematic techniques employed by a speaker to express his meaning when faced with some difficulty (Corder 1978).

- A mutual attempt of two interlocutors to agree on a meaning in situations when requisite meaning structures are not shared (Tarone 1980).

- Potentially conscious plans for solving what an individual presents to itself as a problem in reaching a

particular communicative goal (Faerch and Kasper 1986).

- Techniques of coping with difficulties in communicating in an imperfectly known second language (Stern 1983: 411).

As Bialystok (1990) has pointed out, these definitions, although different in detail, all have three features in common: those of problematicity, consciousness, and intentionality.

There have been many attempts to classify communication strategies from different points of view. One of the taxonomies was developed by Tarone (1980), which as Bialystok (1990) has pointed out:

> "has proven robust and complete subsequent taxonomies can invariably be traced to her original categories, and data collected by different researchers for different purposes has confirmed the logic and utility of her distinctions".

Tarone's taxonomy is as follows:

1. Avoidance: avoidance of certain linguistic features which learners consider difficult.

    - Topic avoidance: avoidance of the topic rather than avoidance of specific linguistic features.
    - Message abandonment: giving up trying to communicative a message in the face of difficulty.

2. Paraphrase: repeating what has just been said using other words.

    - Approximation: tying to paraphrase in order to "approximate" (get a closer understanding of) what an interlocutor says.

- Word coinage: inventing words, either based on the first language or the second language in order to get a meaning across.
- Circumlocution: talking around a subject, or describing something when the exact word for the concept is not known, in order to make oneself understood.

3. Conscious transfer: consciously transferring a feature of the first language or another second language to the teaching language.

    - Literal translation: literal translation from the first language into the second language.
    - Language switch: resorting to the mother tongue or another second language.

4. Appeal for assistance: asking the interlocutor for help

5. Mime: the use of gestures to illustrate what is being said.

2.3. **Technique**: **Dialogue-Building**

In my research I used the technique Dialogue–Building.

Students learn best when they are involved in what they are doing. The best way to achieve this with students is to allow them some opportunity to express their own ideas. We need to be prepared to negotiate the content of our lessons at least a little with students, giving them choices and making sure what they are learning is of interest and some relevance to them.

The technique has some characteristics:

- Concentrate information in a limited time.

- Generate in small groups / pair group the ability to analyse and to synthesize the information.

- Encourage the participation and the responsibility of the people in its own learning.
- Develop a participative attitude in group.
- Explore a subject before numerous group or limited.
- Take advantage of the resources of a group.
- Facilitate learning through the simulation of a real event
- Use techniques to support subjects exposed during a course.
- Be creative.

My favorite way to introduce a dialogue is by building it up on the board. It was the first technique I ever learned and it still works! Below is a typical example. I use to introduce irregular / regular past tense: affirmative, interrogative, negative and with Information questions.

- The teacher introduces the irregular past tense – questions and affirmative. She / he draw s two 'talking heads' on the board, as below. Ask the class *What are their names?* And write the best ones under the heads.
- Write the first line of dialogue as a prompt: *what/do last night?* Use a slash (/) as a regular system to signal that some words are missing and make sure students know this. Try to elicit the first line in full: *What did you do last night?* Students can usually come up with *What do you do?* so elicit or teach them the past tense form *did*. Drill as necessary.
- Then focus on the answer. From the prompt *out* elicit/teach *I went out*. Drill the question and answer between students, then move on to the next line *Where did you go?* as below

What/do
last night?

Where/go?

Who/with?

/out?

/cinema

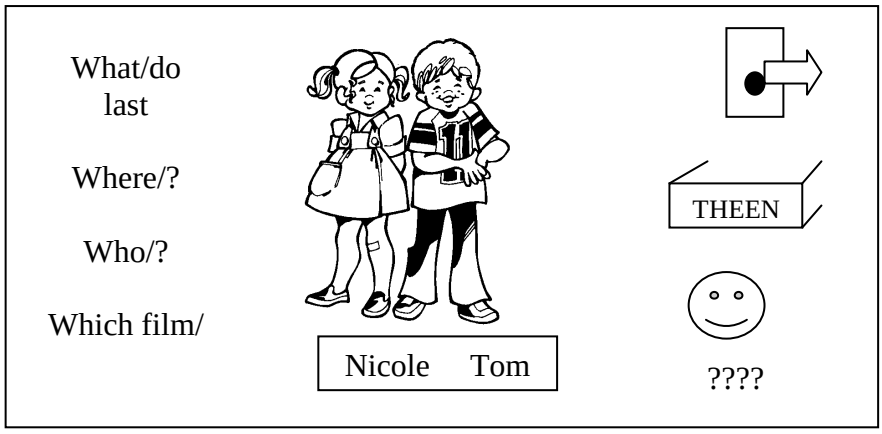
/boy
friend

➢

Nicole Tom

Build up the whole dialogue, pausing after every two lines to get students to practice the whole thing in pairs from the beginning again, one as Tom, the other as Nicole, and then swap roles. When you reach the name of the film, ask the students to suggest which film she saw and replace the? On the board with the name.

- You can keep going for two or three classes, e.g. *What was it like? (What/like?)*and elicit an opinion, then *What did you do after that? (What/do after that?),* etc.
- When students have practiced the whole dialogue and played both roles, ask them to remember and write it in pairs, and then put the correct version on the board for them to check their work. Alternatively, elicit it line by line straight onto the board for them to copy. Ask students to spell any tricky words.
- Students can then try to personalize the dialogue, asking first you and then each other about last night.
- Do not forget to revise it next lesson and again a few weeks later if you want them to remember it. Make the prompts different the second time, e.g.



This technique works for any dialogue, whether functional (e.g. Buying a train ticket, at a hotel reception, phoning) or structural (What time do you get up in the morning? What are you doing tonight?) Because it is lively and fun.

Students are actively involved in the build – up and practice and it provides a memorable and personal learning experience.

Time spent on the dialogue should be minimal if the course objective is conversation.

After a few minutes of oral practice, we plunge right into preparing "real" conversations. Using the text as a springboard for oral topics and the grammar "lesson" as a framework for sentence patterns and idiomatic expressions, I then give each pair or group of students a specific situation with specific roles. For variety, each topic has three or four different situations, so the students are all practicing different types of dialogues.

The time students spend in pair / groups is very important and should not be rushed or downplayed. If guided properly, even the most reticent student can formulate real phrases and sentences with one or two classmates that s /he may have been unable or unwilling to say in front of the whole class. During this time, the teacher should circle around the room monitoring each group, discouraging native language use, correcting a little, and encouraging a lot.

For most pair-work tasks, seriously consider allowing a stage of preparatory work when the students get together according to their roles. Working like this doubles the yield of communication from the task and greatly reduces the burden of – the – cuff creativity demanded from each student.

For example: When there is split information, the students can clarify together which information they must seek, and work out together the questions they should ask.

Here there are more examples:

1.- IN YOUR FREE TIME

What sports / play?

What magazines or comics / read?

What kind of music / like ?

How often / go swimming?

How often / go to the cinema?

What / like doing after school?

What / like doing at weekends?

2.- WHICH DO YOU PREFER? WHY?

/chocolate or strawberry ice cream?

/milk or fruit juice?

/the summer or the winter?

/travelling by train or bus?

/basketball or football?

/short or long hair?

/Saturday or Sunday?

3.- PAST SIMPLE

/use a computer yesterday?

What / do last night?

/see a film last weekend?

What time / get up this morning?

/have breakfast this afternoon?

What / do last weekend?

Where / go for your last holiday?

4.- DESCRIBE A FRIEND

What / his or her name?

Where / live?

/tall / thin / good-looking?

What color hair (eyes)/ got?

5.- TIME

What / the time?

What day / it today?

What / the date today

When / your birthday?

which / your favorite month?

Which / your favorite season

Comparative chart

Traditional teaching	Pair / group work
The teacher initiates exchange	Students initiate their own exchanges.
The focus is nearly always on ACCURACY.	The focus is mainly on FLUENCY, though can include ACCURACY, depending on the activity.
The rest of the class listen but do not have to do anything.	Students listen to each other willingly as they are more likely to have to respond.
Performing publicly in front of all their peers at once creates pressure.	Performing in front of far fewer peers and at a lower volume is more private.
Much of the teacher's time is spent leading the class, selecting who will speak and judging each individual's performance.	The teacher is freer to listen to more students at once. They will be speaking in a more relaxed and natural environment. The teacher can offer more individual help.
One student, usually selected by the teacher, responds to the teacher.	Other students respond together.
All go at the same speed, dictated by the teacher.	There is more variety as students talk at once. They can more easily go at their own speed.

2.4. Theories of the English Language

First, we must take the concept that we have on the educational fact, it is mean the action or the act of transmitting or teach others, then this will throw up new horizons for the various ways to teach, not only foreign languages but also other subjects components of any school curriculum, the same with respect to techniques, methods, strategies and activities taking place in the teaching and learning.

Then do not forget the origin of foreign language teaching, we know that has a strong relationship with linguistics, with this basis, we can say that in recent decades the importance of English teaching has influenced the study of didactic of English, with a communicative approach which relates to the notional-functional aspect.

We have taken the teaching of foreign languages framed within a Special Didactic and very specific, since the factors that affect the student as sex, age, etc.., Most of the time is common with other subjects.

The route of transmission of this teaching should be different that used in the teaching and learning of other subjects taught in the student's language and not have problems with pronunciation, phonetics, intonation and grammar making modifying the didactic approaches.

Today we can see that English teaching is not due to didactic approaches in the most cases except in the school system, which has resulted the transformation of the didactic study. Perhaps, because the same process has not been able to respond to the didactic approaches and teachers themselves have been in contact with students in their classrooms and related directly with the theories which can establish new theories and propose appropriate methods for teaching foreign languages, especially English for the importance that this takes.

In this way, we observed the process of teaching and learning of the foreign languages are more related to a high percentage of certain methods derived from linguistic concepts and not to the aspects that include the didactics of foreign languages including.

The study of languages from the standpoint of psychological structuralism has some important features:

Any language is a set of habits and routines. For Watson, the language is one of the three behaviors of human beings whose influence are in the classical conditioning theory of Pavlov, however for the pedagogy of language learning is a constant repetition of actions that lead to convert these customs as something normal .

Language is fundamental and primarily oral. Based on this premise the structuralisms emphasize the oral to the written aspect that has conditioned the didactics conceptions. In the actuality if we know and mastered the English language completely, we have the best tool for all activities that occur the better. On the other hand, according to the didactic of foreign languages, is much better language teaching orally before writing.

According to Hymes (1972) the goal of foreign language teaching is to acquire **"communicative competence"**, opposed to the **"linguistic competence"** by Chomsky and the Prague Circle. Concerning this, Canale and Swain (1980) identified four aspects for the "communicative competence" as follows:

Grammatical competence, Hymes believes that possible.

Sociolinguistic competence, the social nature of communication and what is involved in the person.

Discourse competence, or interpretation of the meaning of individual messages.

Strategic competence, refers to the ways that journalists used to start, maintain, and terminate a communication interface.

Actuality, new methodological trends seem to take over the field of teaching English, but the one that has prevailed is the *communicative approach,* is not only a method, is a philosophy that has accompanied the teaching of languages over the past years. According to this, the teaching process of languages should be focused to obtain communicative competence; it is mean, the student should be able to acquire skills that enable Anglophone contact in any situation.

The problem that presents to the institutions at the time to design a curriculum for teaching English is to choose the best method or approach to teaching them, we know that all methods have been good, because they have allowed according to individual needs and groups, the mastery of the language through communication skills.

Behavioural theory

This type of theory, focuses on the environment, the individual is passive, learns and retains forms used by those around him. According to Skinner, the words and their meanings are acquired through conditioning. The language is understood in terms of verbal behavior, where language production is the product of a mechanism of stimulus - response - reinforcement.

As for language acquisition, learning is represented by operant conditioning and repetition from individual to incorporate it into their general system behavior. The type of response that occurs before each action is determined by the kind of stimulus that has caused it. The behavior, when stimulated by external incentives, is essential to language acquisition.

Theory Innatism

This kind of theory is based on the basic forms of language are already present in the mind at birth. The individual characteristics of the language must be acquired but are innate patterns.

In the first stage of childhood, has used the term for the deep structure as a part of language innate, which is converted into speech, in this structure is discovered how and in what order the changes in the speech of the adult are acquired. This innate knowledge, according to Chomsky, is "a little black box" in a language acquisition device, consisting of some innate linguistic properties:

Ability to distinguish speech sounds from another that are present in the ambient.

Ability to organize linguistic events.
Knowledge of the kinds of linguistic systems are possible or not.

Functionalist theory

This theory proposes that the context in which people learn, affects the acquisition of a language different to the mother tongue. Learning needs to imply the sense of using the learner can get for their learning.

According to Halliday (197), should be taking into account the fact that language is present in all human activities and culture.

Theory of Conversation

From the perspective of Vygotsky (1978), learning is by nature a social phenomenon; where acquisition of new knowledge is the result of the interaction of people participating in a dialogue, and learning is a dialectical process in which an individual contrasts his personal views with the other to reach an agreement. The Internet joins the Vygotskian notion of interaction between people who bring different levels of experience to a technological culture.

Didactic of English

The teaching-learning process of English has undergone enormous changes over the past fifteen years, particularly in the early nineties due to the inclusion of new technologies for teaching, now we have a range of techniques based on media, computers and appliances designed and constructed for that purpose by multinational companies, which nothing have to do with education, such as Sony, Epson, Compaq, HP, for example.

These new technologies bring new methods to insert the teaching of English, new ways to develop the skills and competencies of the student ,even without the necessity for a teacher is there to guide him, just enough to have a computer and a program for learning interaction not only English but other languages.

Possibly it will be necessary to design a Special didactic for the use of new technologies and their application to the teaching of English.

According to Jimenez (1997)

"... The act of didactic, teaching as a communicative act intentionally directed to the improvement and development of individuals, has not changed much. It has changed the situations of learning teaching, available means and, in the modes, the access to information. Ultimately, also we have to teach to use new media, new technologies." (pg. 12)

As indicated in the above quote by Dr. Jimenez, reinforcing what it said before, the subject of teaching and learning remains the same and the goal is the transfer of knowledge, of course at different levels and different ages and needs.

One of the objectives of the Didactic of English is to understand the processes, factors and situations involved with learning English as a foreign language and explore the applications of this theoretical knowledge to classroom practice. The Didactic of English through the different theories of learning foreign languages presents the analysis of English like language learning object, gives students future trainer an introduction of different approaches and methods for teaching English, emphasizing the factors of learning English in the classroom context.

CHAPTER III

METHODOLOGY OF THE INVESTIGATION

3.1. Investigation type

The present research work is an explanatory research. Because describe the sequence of the technique to be applied, as well as explain the results to be obtained.

3.2. Design of the investigation

The study design is quasi-experimental: design of two non-equivalent groups or non-equivalent control group.

The design will have three parts to use and are:

SCHEME	Design with pre-test and post-test, and intact groups. $G_C : O_1 \; - \; O_2$ R $G_E : O_1 \; X \; O_3$
REPRESENTATIVE	CG = Control group. EG = Experimental group. O_1 = Pre-test performance. O_2 = Post-test control group performance.

	O_3 = Post-test experimental group performance. R = Relation between post-test experimental group with the control group.
PROCEDURAL	• Select the population. • Identify the variable. • Apply the pre-test to both groups (initial measurement, base line) • Select the experimental and control groups after application of the pre-test. • Develop the art. • Apply the post-test to both groups.. • Compare the initial situation with the final status across information. • To contrast the hypothesis. • Develop the discussion of results. • Develop conclusions and recommendations.

3.2.1. EXPLANATORY: The answer takes explicit the action of finding the reasons or causes of something; for example, the search of the causes for those which the students of the fifth grade section "A" are motivated for English learning or the causes by those of the fifth grade section " B " are demotivated.

3.2.2. TRANSVERSE: for that the investigation was carried out in a tract of short time.

3.2.3. PROSPECTIVE: the required information corresponded to data projected to future.

3.2.4.EXPERIMENTAL: it implies the manipulation of the independent variable, expressed to encourage a group of students, selected aleatorily; and, in the determination of the type and degree of the effect of stimulating the behavior group.

The receivers conform the experimental group and the non receivers the group control.

3.3. Population and study sample

15 students in fifth grade "A" and 15 students in fifth grade "B". This is a sample of 30 students and it applies the technique of Intervals to obtain a summary table of intervals and frequency and then graph it.

This study was carried out at José Velarde School, in Talara.
All the students in fifth grade were interviewing in English ranging in age from 11 to 12. Each class had between 25 and 30 boys and girls students. The lessons observed combined exercises on various language skills: reading comprehension, writing, speaking, listening, and pronunciation. Each student was observed and interviewed during four class sessions of one hour and a half each, yielding a total of 24 hours of data recorded. Additionally, throughout the observations, written notes were taken to illustrate student-student interactions involving errors and error correction. The notes were kept as a complementary resource since the audio-recordings did not always capture important student-student exchanges due to the dynamics of the classroom; that is, students working in small groups and the teacher walking around the classroom as she / he monitored students' individual, peer, or group work. The audio-recordings were transcribed, including the students' turns and these were complemented with the notes taken by the researcher.

Once all observations were concluded, each student was interviewed for an average 20 minutes in an attempt to bring forth their conceptions on speaking fluently and error correction and whether they explicitly described the various ways in which they handled their errors.

Here I had the chance to use Elicitation which is a correction technique whose aim is to engage the learners in identifying and correcting their own errors. Lyster and Ranta (1997) described elicitation

as the most effective way of addressing learners' errors because it involves the learner in the correction process, which in turn leads to the most amount of uptake.

Similarly, Hendrickson (1978) suggests tolerating more errors in communicative activities so that learners can communicate with more confidence.

Allwright and Bailey (1991) argue that communicative language lessons should be more concerned with learners' ability to convey their ideas and less concerned with their ability to produce perfectly grammatical sentences.

3.4. Variables

3.4.1. Conceptual definition

3.4.1.1. Independent Variable: Technical work in pair

Refers to the techniques that involve practice of English in pairs or small groups. A number of different types of activities focusing on oral expression: Conversations, pair work, group work, class activities, and role plays.

3.4.1.2. Dependent Variable: verbal fluency

It is a measure of how well and how easily you can communicate your ideas clearly and accurately in speech.

3.4.2. Operational definition

The technique variable to work is operationalized through strategies and play.

The verbal fluency variable is operationalized through the implementation of the learning sessions.

3.4.3. Variable consistency matrix

Variables	Dimensions	Indicators	instrument
<u>Experimental Program</u> Effective didactic techniques in pairs	Teaching practice	✓ Teacher's performance. ✓ Learning session. ✓ Strategies program. ✓ Teaching and learning strategies. ✓ The game.	Evaluation: pre-test and post-test.
	Educational resources.	✓ Means and materials.	
Verbal fluency	Construction of knowledge	✓ Fluency in their dialogues.	
	Reflection of the knowledge process	✓ Evaluation tool ✓ Evaluation.	

3.5. Techniques and instruments for gathering of data

3.5.1. Diaries.

This technique is very useful for exploring the learning strategies that students may use in different situations.

3.5.2. Observation of experimental group and control.

It was another research instrument to examine the students' participation in group work activities. Since different students engaged in group work activities in various ways, it was difficult to capture the situation through questionnaires and interviews. Therefore, observations provided immediate information needed in the study and the students' behaviours while engaging in the activities was observed. Appendix N°5.

Three observations were conducted, in which the researcher focused on students' communication in English, team working, interaction among the group members, their enthusiasm as well as motivation when working in groups. The target students were observed in three different observations with forty minutes for each session which included brainstorming, group discussion as well as competitive games.

The overall participation in each session of the group was recorded in the observation sheet and the involvements in the three sessions were compared. Appendix N° 4.

3.5.3. Techniques and tools for data collection

TECHNICAL	INSTRUMENTS	SUBJECT
fieldwork	Pre-test Post-test	students

3.6. Data Analysis Methods

The recollected information through the different techniques and instruments described previously will be admitted through an matrix of codes (data base) with the results of the pre and post-test.

With the results obtained, will carry out the statistical analysis acrossing the information between the pre and post test, in order to test the research hypothesis denies the null hypothesis (the results of the experimental group should outperform the control group). This will lead to the development of the discussion of the results, which is nothing but the triangulation between the results of hypothesis testing, the theoretical framework that justifies and background in question. It will graph the most important paintings, from all this is to formulate conclusions and recommendations finals.

3.7. Data Analysis

3.7.1. Description of results

Table.- Distribution of students in the control and experimental group

VIGESIMAL SCALE	ACHIEVEMENT LEVEL SCALE
0-10	BEGINNING (B)
11-14	PROCESS (P)
15-20	ACHIEVED (A)

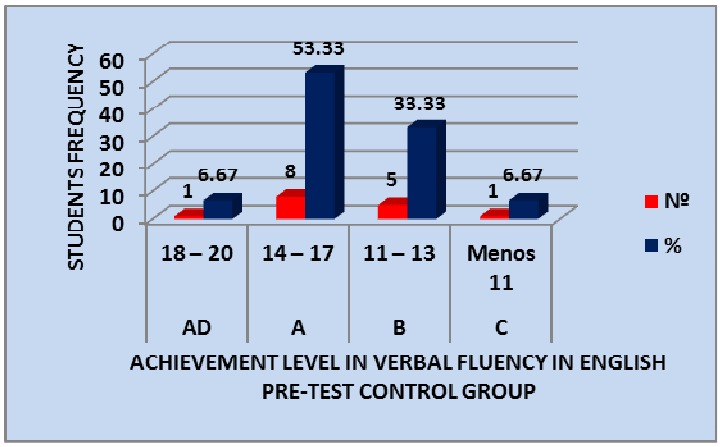
Nº	SEX	CONTROL GROUP				EXPERIMENTAL GROUP			
		PRE		POST		PRE		POST	
		POINTS	LEVEL	POINTS	LEVEL	POINTS	LEVEL	POINTS	LEVEL
1	M	12	P	12	P	15	A	17	A
2	F	15	A	15	A	08	B	14	P
3	M	13	P	14	P	13	P	15	A
4	M	14	P	15	A	11	P	14	P
5	F	18	A	17	A	12	P	15	A
6	F	08	B	10	B	15	A	16	A
7	F	13	P	13	P	10	B	13	P
8	M	12	P	11	P	14	P	15	A
9	F	16	A	14	P	11	P	14	P
10	M	15	A	16	A	13	P	15	A
11	M	14	P	15	A	07	B	13	P
12	M	14	P	14	P	12	P	14	P
13	F	11	P	13	P	14	P	16	A
14	F	17	A	18	A	13	P	15	A
15	F	14	P	13	P	16	A	17	A
	$\bar{x}$	13.73		14		12.27		14.87	
	DS	2.378		2.0655		2.4615		1.2044	

TABLE N°01. - Results of the Pre-test, control group 5º "A". “Dialogue-Building Technique to Increase Oral Fluency Through Pair Work”, in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

Scale	Points	Nº	%
AD	18 – 20	1	6.67
A	14 – 17	8	53.33
B	11 – 13	5	33.33
C	Less 11	1	6.67
TOTAL		15	100

Source: evaluation applied to students of 5° “A”

GRAPHIC N° 01. - Results of the Pre-test, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "



APPRECIATION

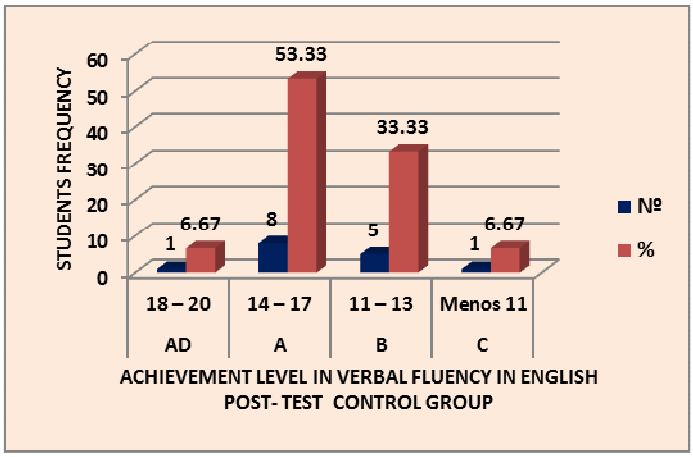
In the table we can see, that in the pre-test that is evaluated the control group, 53.33% of the students got mark that ranged from 14-17 and 33.33% of them reflect a level of achievement in the process.

TABLE N° 02. - The Post – test results, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

Scale	Points	Nº	%
AD	**18 – 20**	**1**	**6.67**
A	**14 – 17**	**8**	**53.33**
B	**11 – 13**	**5**	**33.33**
C	**Less 11**	**1**	**6.67**
TOTAL		**15**	**100**

Source: evaluation applied to students 5° "A"

GRAPHIC N°2. - The Post – test results, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

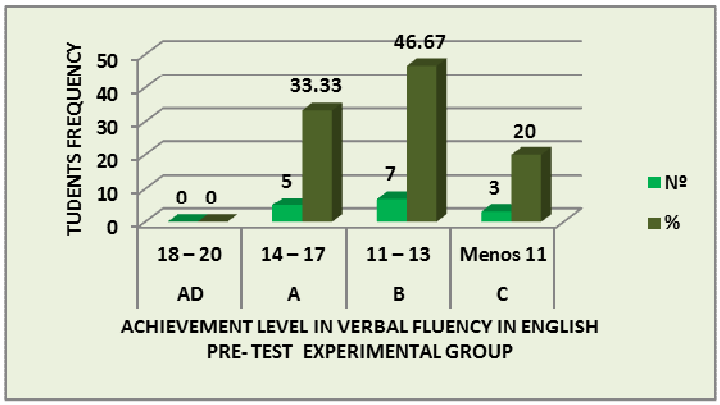
In the table we can see, that in the post-test that is evaluated the control group, 53.33% of the students got mark that ranged from 14-17 and 33.33% of them reflect a level of achievement in the process.

TABLE N° 03. - The Pre – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"

Scale	Points	Nº	%
AD	**18 – 20**	**0**	**0**
A	**14 – 17**	**5**	**33,33**
B	**11 – 13**	**7**	**46,67**
C	**Less 11**	**3**	**20**
TOTAL		**15**	**100**

Source: evaluation applied to students 5º "B"

GRAPHIC N° 03. - The Pre – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

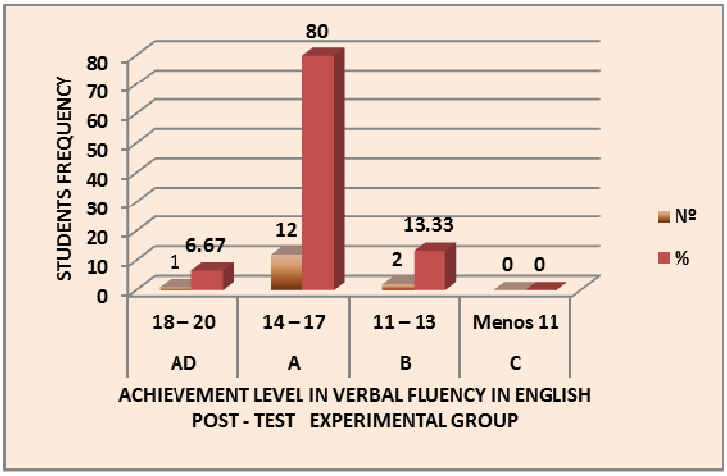
In the table we can see, that in the pre-test that is evaluated the experimental group, 46, 67% of the students got mark that ranged from 11-13, is a level of achievement in process and 33.33% of them reflect a level of achievement in the process, with scores ranging between 14-17.

TABLE N° 04. - The Post – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"

Scale	Points	Nº	%
AD	**18 – 20**	**1**	**6,67**
A	**14 – 17**	**12**	**80**
B	**11 – 13**	**2**	**13,33**
C	**Less 11**	**0**	**0**
TOTAL		**15**	**100**

Source: evaluation applied to students 5° "B"

GRAPHIC N° 04. - The Post – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

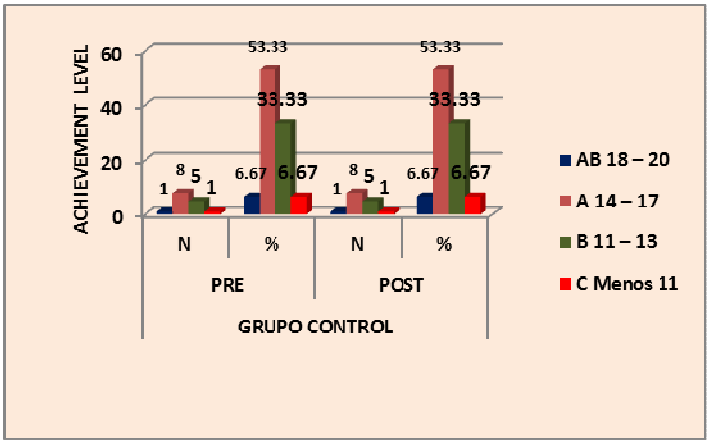
In the table we can see, that in the post-test that is evaluated the experimental group, 80% of the students got mark that ranged from 14-17, is a level of achievement in process and 33.33% of them reflect a level of achievement in the process, reflecting the effectiveness of the technique.

TABLE 05. - The Pre-Test and Post – test results, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

LEVEL OF ACHIEVEMENT		CONTROL GROUP			
		PRE		POST	
SCALE	POINTS	N	%	N	%
AB	18 – 20	1	6.67	1	6.67
A	14 – 17	8	53.33	8	53.33
B	11 – 13	5	33.33	5	33.33
C	Less 11	1	6.67	1	6.67
TOTAL		15	100	15	100

Source: evaluation applied to students 5° "A"

GRAPHIC N° 05. - The Pre-Test and Post – test results, control group 5 º "A". “Dialogue-Building Technique to Increase Oral Fluency Through Pair Work”, in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "



APPRECIATION

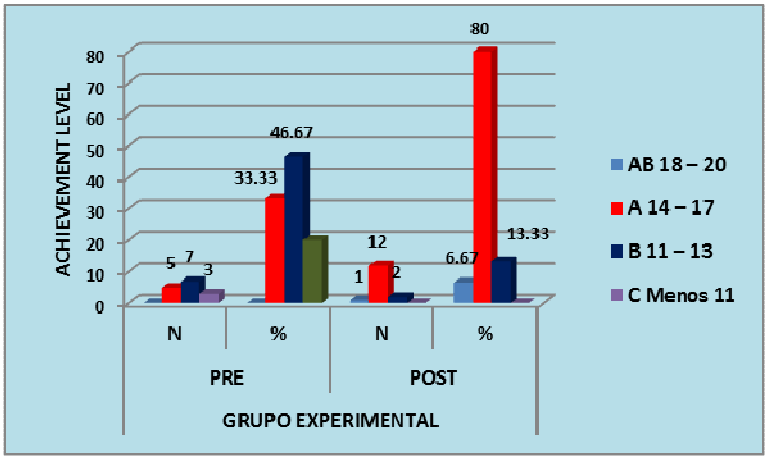
In the table we can see, that in the pre-and post-test where is evaluated the control group, 53.33% of students were coincidentally obtain marks that ranged from 14-17 and 33.33% of them reflect a level of achievement in the process.

TABLE N° 06. - The Pre and Post – test results, experimental group 5 º "B". “Dialogue-Building Technique to Increase Oral Fluency Through Pair Work”, in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

LEVEL OF ACHIEVEMENT		EXPERIMENTAL GROUP			
		PRE		POST	
SCALE	POINTS	N	%	N	%
AB	18 – 20	0	0	1	6,67
A	14 – 17	5	33,33	12	80
B	11 – 13	7	46,67	2	13,33
C	LESS 11	3	20	0	0
TOTAL		15	100	15	100

Source: evaluation applied to students 5° “A”.

GRAPHIC N° 06. - The Pre and Post – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

In the table we can see, referring to the experimental group of 33.33%, whose evaluations ranged from 14-17 in the pre-test, with the technique applied was increased to 80% and a level of achievement in process was in pre-test in 46.67% then with the technique a 13.33%, demonstrating the effectiveness of the technique applied.

3.7.2. Hypothesis Testing

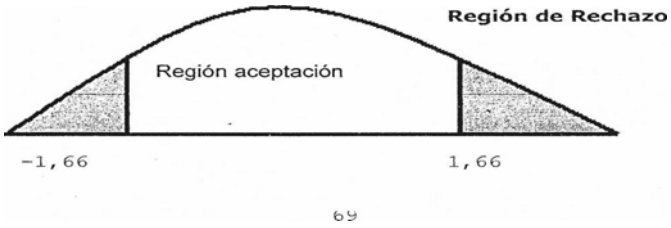
TABLE N° 7. - Comparison of means for related samples (pre and post test experimental group learning English in fifth grade with children in primary level FAP Educational Institution "José Velarde Vargas" - Talara 2011 "

EVALUATION	MEDIA	STANDARD DEVIATION	VALUE T Student	PROBABILITY	SIGNIFICANCE
Pre – Test	12.27	2.4615	-3,68	0.00	Highly significant
Post – Test	14.87	1.2044			

Source: evaluation applied to students of 5° "A" y "B" I. E FAP "José Velarde Vargas"

INTERPRETATION

The table shows the comparison of means and standard deviations of the experimental group evaluation, calculating the value of T for "student" equivalent to t = -3.68, as the graphic value falls in rejection region, therefore rejects the null hypothesis and alternative hypothesis is accepted.



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CHAPTER IV

DISCUSSION OF RESULTS / SUGGESTIONS FOR FURTHER RESEARCH & RECOMMENDATIONS

4.1. Discussion of results

The results observed in Table No. 06 and Graphic No. 06 on the implementation of the Pre and Post the experimental group, where be appreciate that the application of the "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work" has been successful in either the experimental group, students from 5" B ", which enabled the progress of achievement, in relation with oral fluency in English learning.

Table No. 05 and Graphic No. 05 on the pre and post test control group, we see that the results obtained by the students of 5 "A" do not show a significant variation.

The results observed in Table No. 07 and Graphic No. 07 on the implementation of the Post Test both control and experimental groups, where be appreciate that there are differences between them, which leads us to think that the application of the technique has led to improve oral fluency in English in the Post test evaluation because during this time there was no outside activity that enables these improvements, but the development of the technique.

These results are consistent with the assertions Gisselle Vila (University of Lima - 2007), with its research

APPLY “ELICITATION” TECHNIQUE TO IMPROVE SPEAKING THROUGH PAIR WORK”, WITH LEARNERS OF FIFTH GRADE OF PRIMARY EDUCATION, IN THE EDUCATIONAL INSTITUTION “SANTA MARGARITA” LIMA, IN THE YEAR 2007.

Ending to be a quasi-experimental project, there were two groups, one control and one experimental, concluding that in the experimental group increased the level of speaking and students spoke with more fluent English, because in the time of the experiment, the “Eliciting” technique was all experienced students in the experimental group, showing a significant difference from the control group, where improved significantly, demonstrating the effectiveness of the technique.

It also coincides with the approach of the THEORY OF THE CONVERSATION, from the standpoint of Vygotsky (1978: 189), learning is by nature a social phenomenon, in where the acquisition of new knowledge is the result of the interaction of people participates in a dialogue, and learning is a dialectical process in that an individual point of view contrasts with the other to come to an agreement. The Internet joins the Vygotskian notion of interaction between people who bring different levels of experience to a technological culture.

4.2. Conclusion of the analysis.

The integral diagnose was carried out to the students of Educational Institution FAP "José Velarde Vargas", Primary Level of fifth grade.

The teacher-researcher found out that the students’ difficulties in oral and written English were speaking or conversational English, including correct usage, listening and answering questions, and creativity in developing dialogues. The causes for these difficulties were: students have poor background in elementary; English is not heard at home; teachers prefer to speak the dialect often; lack or absence of English books at home.

Using the didactic technique, classes were developed as experiential and students were able to apply successfully learned in their

daily lives. Students of experimental group showed great fluency and established topical talks, spoke different topics of interest, developed and exposed social projects in English while the traditional method, based on textbooks and their contents without sense for students, demonstrated its effectiveness by creating to rote learning based on vocabulary and grammar. These students of Control Group have failed to establish simple conversation in English.

The language teaching which is based on a didactic technique, in contrast to a traditional method that it is boring by nature, it becomes very motivating and appealing for students and promotes an active participation of the students in class and encourages their own creativity. When the student creates, he/she significantly has learned the content being taught. By applying this didactic technique, we begin to train students to use their knowledge of the English language appropriately in different contexts and for multiple purposes.

This study was achieved in both groups: a control and experimental one through a Pre-Test, obtaining in the control group a result of 53% of students with level A (14-17) and in the experimental group 47% of students in an achieving process level (11-13). The didactic technique was used to increase the fluency level in effective conversations in pairs with students of fifth grade of primary education in the experimental group during the development of learning sessions, demonstrating effectiveness of the technique at the end..

In addition, by applying the statistical test "T" Students, whose value was -3.68; I came into the conclusion to confirm the acceptance of an alternative hypothesis, rejecting the null hypothesis, to fall precisely the value of -3.68 in the rejection zone, confirming the effectiveness of the technique to improve the English language fluency, in the students of fifth grade.

This study was achieved in both groups: a control and experimental one through a Post-Test, obtaining in the control group a result of 53% of students with level A (14-17) and in the experimental group 80% of students in an achieving process level A. The experimental group improved significantly following the application of the technique which has improved the fluency of English, considering that before the technique was 47% with a level of achievement in the process.

The contribution of this research has been crucial to overcome the problem that existed on the lack of communication or dialogue that was among the students, with the technique worked, students increased their English language fluency and felt safer at the end of every conversation because they had not had the opportunity to participate in activities.

The activities that promote oral communication in the Teaching-Learning Process should be systematic, flexible and procedural, involving the influence of teachers to achieve the objective.

Generally, the findings show the results with regards in speaking activities among students using the technique "Dialogue-Building". Some of the techniques identified include the students' proficiency of spoken language that hindered their participation in class, their inability to practice the language outside the class, etc. The students' perspectives with regards to the involvement in the oral group activities were identified, which include students' enthusiasm and motivation, contribution, sense of belonging as well as the importance of peer correction among group members. Also, there was a positive implication on the use of group work activities whereby the students showed improvements in their individual performance in speaking assessment.

From the three observations conducted, it was found out that the students felt free to express themselves when interacting in smaller groups. In other words, group work helped to reduce students' anxiety to speak up in front of the class. Hence, the best time to overcome the speaking problems is through the practice in group work. This finding resembled the idea of Harmer (1985) who stresses that group work is an attractive idea to increase the amount of students' talking time. Students use the language to communicate with each other and more importantly, to cooperate among themselves.

Pair work and group work have been implemented into teaching speaking for 5^{th} graders and have gained a great deal of favor among both teachers and students. However, most of the activities designed for pairs and groups are still controlled.

The use of pair work and group work has proved to have a great number of merits. It is clearly seen that the technique Dialogue-Building

can create a relaxing learning environment in which students feel more confident to speak English and have more chances for practicing and exchanging ideas with each other. As a result, students' speaking ability and fluency are much improved. They also help students learn more about how to share their responsibilities while working in pairs or groups in order to solve tasks better and faster.

In order to get every student participating in the group work, it is essential that the activities should be appropriate to students' level and could interest them to participate. Therefore, making the students interested in the activity is one step ahead of conducting a successful language learning activity. In smaller groups, students learn to ask and receive help from the members. Students who contribute to the groups found the activity rewarding when their suggestions are valued and their contribution is linked to the success of the whole group.

Having stated the findings above, there were nevertheless a few limitations of the study which was carried out only in José Velarde School; the result collected was only valid for that respective school.

To make the research findings more reliable, more responses from students of that school should be collected. In addition, English teachers always conducted individual or pair work activities due to the fixed seating arrangement in the classroom. The students might be unfamiliar with the use of group work in class. They might not realize the benefits of using group work to improve their speaking ability and thus, did not show enthusiasm in participating in the group work activities.

Also, due to time constraint, only three observations were made. In the three group work activities, the teacher remained as an observer while the students were engaging in the activities. The teacher might not have ample time to record the behaviors of all the students when they were engaged in the speaking tasks in their groups. Besides, the development of speaking skills demands longer time to assess; however the period allocated to carry out the research in school was only three months.

Finally, the technique Dialogue-Building is a transparent and free tool, open source, adaptable by its users, driven and supported by the teachers, with the aim of helping students, especially the basic ones,

which would otherwise not be able to develop oral communication in English.

4.3. RECOMMENDATIONS

These recommendations are then suggested. The proposed module enrichment designed by the researcher based on the findings of the study should be utilized because it gives more emphasis to the activities to enhance macro-skills of the language.

The school administration should implement policies that ensure quality teaching and learning in the classroom. The school should continuously provide the necessary teaching materials like newly updated books, supplementary reading materials and teaching aids. The teacher-student ratio should be kept at the optimum to facilitate learning within the time-frame allotted.

The school administration should also endeavor to send the teachers to trainings to enhance their knowledge and skills in both the oral and written aspects to make them effective teachers by modeling to the students. The emphasis should be directed towards the English communication skills development of teachers. The environment is influential in the acquisition of skills. Teachers who are fluent speakers of English make students also become voluble speakers.

It should motivate students, by using techniques, to be relevant and benefit for them. In this way, they respond to situations arising experiential inside and outside the classroom, with their thoughts and experiences they already have.

The teachers should motivate themselves to take advance courses in English to acquire knowledge in the recent development of the English language in the areas of grammar and usage. English is a growing language. This move will enhance their competence in teaching the subject.

The speech course should be enforced to enhance better speaking competence and capabilities among the students and to institute a system that will encourage students to study English.

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APPENDIXES

APPENDIX N° 1

CO-EVALUATION SHEET

Students assess their peers: oral assessment.

Slogan: Listen carefully to your classmates and record what you receive during a conversation between them:

	YES	NO
The instructions given by your teacher have been understood.		
Students use the language given the right intonation.		
The vocabulary used is fluency and relevant to the communicative situation.		
The pronunciation is correct.		
The gestures and mimicry are appropriate.		
Students look for clarification when deemed necessary.		

APPENDIX Nº 2

CHECKLIST

It is a tool that guides the observation by the proposed indicators.

Example: If we want to assess how students use language in a given learning situation, we can verify the following:

INDICATORS	RIGHT	MORE OR LESS	WRONG
Use the foreign language.			
Identify the main ideas.			
Participate in order.			
Ask for clarification as needed.			
Use gestures, mimicry to be understood			

APPENDIX Nº 3

REGISTRATION FEATURES

Let's gather as much data as possible about the attitudes that each student builds up in his learning process. Example:

FEATURES	YES	NO	YOU CAN NOT DEFINE
It is tolerant when they do not understand something of a text.			
Collaborate with their peers.			
Take the word properly.			

APPENDIX Nº 4

OBSERVATION SHEET

Proposed score (1 to 5) the number 1 is of higher order.

CAPACITY OF AREA	**JULIA**	**ROSALIA**	**PEDRO**	**JAVIER**	**ENRIQUE**	**LISBETH**	**TERESA**
Use gestures and glances at the time of the dialogue.							
His intonation and pronunciation is clear and understandable.							
Showing natural expression. Maintains fluency in his communication. Improves his vocabulary							
Taking the word at the right time.							
Requests for clarification when necessary.							

APPENDIX Nº 5

INSTRUMENT FOR THE OBSERVATION OF BEHAVIOUR according to Higueras, L. (1998)

PERSONAL INFORMATION				REFLECTING AN IMPROPER BEHAVIOR MANAGEMENT THINKING															
NAMES	SEX AND AGE			(1) IMPULSIVE					(2) DEPENDENT					(3) OUTRIGHT					
1. Ernesto Jara Meca																			
2. José Velásquez Aldana																			
3. Dario Mena Juarez																			
4. Joel Vaca Bayona																			
5. María Baca Toro																			
6. Elena Pastor Alemán																			
7. Rousmerly Zapata Cruz																			
8. Jeny Salgado Flores																			
9. Julia Torres Antón																			
10. Alex Jara Canales																			

SCALE OF INTENSITY OR FREQUENCY

1 = NOTHING (almost never) 2 = LITTLE (sometimes) 3 = REGULAR

4 = A LOT OF (often) 5 = PLENTY OF (almost always)

JULIA ROSA TINOCO AÑAZCO

DIALOGUE-BUILDING TECHNIQUE TO INCREASE ORAL FLUENCY THROUGH PAIR WORK

UNIVERSIDAD DE PIURA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

MASTER EN EDUCACIÓN

MENCIÓN EN ENSEÑANZA DEL INGLÉS COMO

LENGUA EXTRANJERA

2012

APPROVAL

The thesis entitled, **"Dialogue-Building Technique to Increase Oral Fluency Through Pair Work"**, presented by **Julia Rosa Tinoco Añazco**, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Foreign Language**,** was approved by the thesis director: Dr. Majid Safadaran Mosazadeh, and defended on …..……. before a Jury with the following members:

_____

President

_____ _____

Secretary **Informant**

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INTRODUCTION

English has now acquired the title of the world´s leading “global language” (Crystal 2003, 1) because it is used for business, science, and politics.

In the field of English as a Second/Foreign Language (ESL/EFL), it has long been recognized that for second language acquisition to occur learners must use English to construct meaning and interact with others in authentic contexts; that´s why I have provided for students to experiment with different learning styles and develop language learning strategies and techniques which suit them; and one of these techniques is Dialogue-Building which I am using in my thesis.

Activation techniques, then, are tools to make materials and tasks more interactive and more learner-focused, encouraging students to take more responsibility for their own learning.

The study of my thesis was conducted to the fifth primary students at the Educational Institution FAP "José Velarde Vargas" of Talara city - 2011, which has as essential objective to apply a teaching technique that helps to increase the fluency in the oral conversation in pairs, and learn to work together in small groups to achieve a common goal.

It is of great concern to note that when students finish the Secondary level of the school, they do not have the accumulation desired and necessary knowledge of the English Language, so that the actual scientific development requires the formation of a professional able to

think and act independently and natural, this responsibility falls to the schools as a social institution and the educational in a special way.

It is worrying the fact that after five years the students who were in Primary or Secondary level, are not able, or have the competency, language or communication, it means: cannot speak English, also the failure to internalize the idea that English is now a working tool (as seen in the jobs of the newspapers). This reflects that the method used by teachers for teaching English to elementary and secondary level is not suitable.

For these reasons, my research will apply the teaching technique Dialogue-Building that helps to increase fluency in effective conversation partners and the results of this research can benefit teaching English language in all educational institutions in the country through a restructuring aimed at achieving quality in teaching English. Restructuring arising as a need for teachers, when have knowledge of research results.

In this situation, results from this study, which is organized into 4 chapters, each of them in basics aspects.

In the first chapter, we present the research problem, which we propose the same approach and highlighting the problem formulation in order to know**:** How the teaching technique helps to increase the fluency in the oral conversation in pairs, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011? We also provide the hypothesis, general and specific objectives, substantiation, limitations and background.

In the second chapter, we develop the Theoretical framework, where we expose the theories underlying the present study, also various key terms of the research.

In the third chapter, describes the present research work, is an explanatory research. Because describe the sequence of the technique to be applied, as well as explain the results to be obtained and the study design is quasi-experimental: design of two non-equivalent groups or non-equivalent control group, then we present the variables with their

respective conceptual and operational definition, then we know the population and a study sample.

In the fourth chapter, presents the description of the results, they are organized in tables and graphics, and statistical tables allowed us to establish the relationship between variables.

Also in this chapter we present the discussion of the results, which contrasts the results with theoretical and other studies, which in turn is used for hypothesis testing.

We mention the conclusions and suggestions for teachers and those responsible for the Educational Institution, who must promote school programs for the students and training courses for the English teachers.

All things considered, I have learned that through the strategies and techniques students interact more, construct solutions together, and have the tools to draw on to not only receive an education but to participate in and contribute to that education.

CHAPTER I

INVESTIGATION OUTLINE

1.1. Problem statement:

The teaching of any language should have as primary purpose the learning of this language in function with the use day-to-day that the learner runs in the context where it is immersed, so as to allow the individual to perform social functions in the means required to meet personal needs by functional use of language. In this regard Vila (1993) argues that:

… from a human aspect universal the language is a means of overcoming and spiritual affirmation because train the individual to a greater contribution to the society that he lives through the development of critical capacities comparative, from a greater knowledge, and the resulting style of your creative potential. (pg.7)

Vila's words, we can remark that language is a social phenomenon whereby individuals express their culture. However, both the design and methodology in teaching English as a foreign language that has prevailed in our country, evidence the failure of the traditional model obsolete, focused on learning spray of the grammatical and structural aspects of the linguistic code. Because it is observed that students throughout the Primary Level Education, after having studied English, demonstrate have not acquired the necessary knowledge and skills that enable them to understand (hear - read), and / or expressing (speaking, writing communicative messages-functional) in English. This learning based on

memorization of structural patterns does not guarantee that students can use the knowledge gained to express some given time their ideas or needs.

Therefore it is substantially necessary to search an explanation to this remarkable fact, both the curriculum and in teacher training in the area of English. In the case under investigation, it appears that students of the Primary Level Educational Institution FAP “José Velarde Vargas" - Talara show serious difficulties in the use and management of language from the standpoint of functional or verbal communication. This situation seems to indicate that dominates a traditional conception and decontextualized in the teaching language. But this teaching should respond to the significant social need for educating individuals with a comprehensive profile that prepare them to assume the current challenges posed by society, as such Vannini (1998) notes that:

With the advent of the technological age has been a large increase in teaching English as a foreign language and this increase we have experienced all who are teaching now, and have participated in it with the hope that the technology will open the communication paths expand the vision of the human being, facilitate the exchange of ideas, encourage the comprehension and solidarity between villages that before lived in insolation. (pg. 8)

We see how the author presents the character of universality that the English language has reached worldwide, the reason why learn to communicate in this language is, undoubtedly, not just part of the general culture of the individual, but a means to know the latest technological, scientific, humanistic, which usually are published in English.

1.2. Formulation of the problem

On the basis to indicated in the previous section we formulate our problem questioningly as follows**:**

How the teaching technique helps to increase the fluency in the oral conversation in pairs, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011?

1.3. Hypothesis:

1.3.1. General hypothesis

H1. "Applying the effective teaching technique in pairs. Then increase the fluency in the oral conversation, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011."

H0. "Applying the effective teaching technique in pairs. Then does not increase the fluency in the oral conversation, learning English in fifth grade children from Primary Level Educational Institution FAP "José Velarde Vargas" - Talara 2011."

1.4. Delimitation of the Objectives

1.4.1. General Objective of the study

Apply teaching technique that helps to increase the fluency in the oral conversation in pairs, learning English in fifth grade children from Primary Level Educational Institution FAP "Jose Velarde Vargas" – Talara 2011

1.4.2. Specific Objectives

- Compare the level of achievement of the capacity of Speaking in the fifth grade of primary education in the experimental group and control group before quasi-experiment.
- Apply the teaching technique that helps to increase the effective conversational in pairs, to students in fifth grade of primary education in the experimental group during the development of learning sessions.
- Demonstrate the application of the teaching technique that helps to increase the effective conversational fluency in pairs, significantly improves the achievement of the ability to Speaking English in the area.

- Compare the level of achievement of the speaking ability of students in fifth grade of primary education in the experimental group and control group after quasi-experiment.

1.5. Justification of the investigation

Learning a foreign language, as discussed later, is a complex process that requires and uses a feedback system that provides information for teachers to control student learning. Through the feedback, teachers achieve to know how is making the learning of English. The evaluation includes four language skills known: Speaking, writing, listening and reading comprehension of English taught as a second language or alternative language, that indicate the most of the theories about the teaching of foreign languages. For this reason we must carefully design the evaluation tools of the student learning, not forgetting, of course, that the goal of teaching English and its evaluation is precisely the oral language skills.

As for the English teacher is concerned, communication is not an essential part of the teaching and learning of English process: is everything like we said. No wonder we can note with concern, the low performance that able to achieve in guide processes by people who have difficulty to expand in a communicational situation. Next to that weakness in communication may be other management methods and program content, it is mean, knowledge of the language in its grammatical and conversational aspect.

It is worrying the fact that after five years in the Primary or Secondary level, its graduates are not able, or have the competency, language or communication, it is mean: cannot speak English, also the failure to internalize the idea that English is now a working tool (as seen in the jobs of the newspapers). This reflects that the method used by teachers for teaching English to elementary and secondary level is not suitable.

For these reasons, our research will apply the teaching technique that helps to increase fluency in effective conversation partners and the results of this research can benefit teaching English language in all educational institutions in the country through a restructuring aimed at

achieving quality in teaching English. Restructuring arising as a need for teachers, when have knowledge of research results.

1.6. Limitations of the investigation

In Talara, there is not a library with good resource books, so I had to borrow some books, journals, and magazines from people who study in Piura and rent video equipment.

Precedents students from other schools with low achievement in English language.

Students use the mother tongue and English when they work in pairs or they translate words no ideas.

However, these exchanges are not really communication. Communication implies not only the transfer of information but also a purpose for the interaction.

In trying to get the students to interact, teachers have forgotten or ignored the fact that in the real world speakers shape their own conversations: it is the participants who are in control and who try to fulfill their own aims. In authentic communication it is the speaker who decide where and when to give or withhold information.

1.7. Antecedents of the investigation

At international level

- **Lorraine Valdez Pierce (National Clearinghouse for Bilingual Education Wheaton, Maryland - 1988)**

Thesis: "Teaching Strategies for developing Oral Language Skills"

Conclusion: Speaking is an active process and should be taught in a manner that will induce students to take an active role in learning. At first this will be a difficult process for both teacher and students. Many students will probably be reluctant to cooperate, thinking that they sound ridiculous speaking the foreign language, but soon it will become evident to them that language learning is a very serious endeavor and that they should take seriously their effort to communicate in English.

The good nonnative-speaking L2 teacher always welcomes the chance to practice and perfect his/her oral language ability. This can be done in any number of pleasant and inexpensive ways which will be reflected in a greater confidence and ability to teach this skill in the classroom.

- **Anne Hammond Byrd (University of North Carolina at Charlotte - 2009)**

  Thesis: "Learning to learn cooperatively"

Conclusion: Cooperative learning is socially constructed. Just as we provide students knowledge of subject-verb agreement or vocabulary, we should also lead them to learn why and how to work better together. This is not to say that each and every cooperative activity that we implement in our classroom will be executed seamlessly. There will always be external factors to complicate the dynamics of a classroom, but at least we will have avoided making assumptions about our students by agreeing to learn how to learn cooperatively.

- **Elissa Kaye (University of Texas at Arlington -2007)**

  Thesis: " Learner perceptions of small group and pair work in the ESL classroom**:** Increase Oral fluency".

Conclusion: This study helps to determine the effectiveness of using group work in teaching speaking in ESL classroom. It provides language teachers with the rationale to carry out oral group work activities in class to improve students' speaking skills. This study also gives suggestion to ESL teachers to develop successful oral group activities as they can identify the major problems faced by their students. Thus, teachers are conscious with the advantages of group work in teaching and learning process.

In addition, the students will appreciate and work with the strengths of others. This will increase learning, planning and discussion skills and eventually improve their speaking capabilities. The students will be involved as participants and decision-makers in oral group work activities. Besides, the value of group work in ESL classroom will be

determined. Hence, this study is helpful to provide knowledge on ways to develop natural ways in speaking activities.

To National level

- **Diana Mostaceros (National University of Trujillo - 2005)**

  Thesis: "Some techniques for communication practice**:** Mini-dialogues as Warm-ups"

Conclusion: In order to motivate the students to practice their oral English more in their spare time and speak better in class, the two pairs giving the mini-dialogues compete with each other, and the other students and the teacher are the judges. The rating is based on their pronunciation, intonation, fluency, language, manners, and length of time.

At the end of the academic year the students notice how the mini-dialogue activity benefited them.

- **Gisselle Vila (University of Lima - 2007)**

  Thesis: "Applying the "Elicitation" technique to improve speaking through pair work", with learners of fifth grade of primary education, in the Educational Institution "Santa Margarita" Lima, in 2007.

Conclusion: Being a quasi-experimental project, there were two groups, one experimental and one of control, concluding that in the experimental group increased the level of speaking and students spoke more fluent in English, demonstrating the effectiveness of the technique "Elicitation".

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Definition and/or explanation of each of the components mentioned in the title.

2.1.1. Increasing

It means growth. That is why the teacher must teach their students some techniques and should involve them practicing English in pairs or small groups. A number of different kinds of activities focused on speaking skills: Conversations, Pair Work, Group Work, Class Activities, and Role Plays.

Since pairs or groups can work simultaneously, the amount of Student Talking Time (STT) is enormously increased. However, in both types of class organization, careful preparation is necessary. Students should be sufficiently prepared to be able to work independently, with little or no help from the teacher.

2.1.2. Oral fluency

It is a measure of how well and how easily you can communicate your ideas clearly and accurately in speech.

Students are asked to verbalize their thinking processes to the teacher or to other students either during or immediately after an activity.

For example, when they write their homework assignments in their daily planner, students should explain aloud to the class how they will budget their time during the remainder of the week.

Kenneth Gattis (1998) director of North Carolina State University's Undergraduate Tutorial Center, explains that speaking makes students clarify and fuzzy ideas that are expressed in English, and "speaking then becomes a way of learning. In addition, "the verbal expression of the ideas also gives the teacher the opportunity to provide positive reinforcement, which further enhances the student's confidence"

Andrea Zakin (2007) professor at City University of New York, cites various studies that show verbalization leads to better retention of meaning. She explains how verbalization, or "self-directed speech," can help "learners to plan and coordinate thoughts and actions, which, aided by self-regulation, enhances learning and cognitive development" (pg. 2)

Christensen Paul R. & Guilford J.P. (1963) published the results of a research on the factor structure of Verbal Fluency. They defend the existence of four factors of Verbal Fluency: Fluency of ideas, Associative Fluency, Fluency of Verbal Expression and Fluency of Corporal Expression

Fluency of ideas: capacity to produce certain number of verbal replies that follow some specification or a specific rule.

Associative Fluency: capacity to produce a diversity of replies that implies the establishment of relations.

Fluency of Verbal Expression: capacity to construct phrases that include certain amount of concepts or to produce many syntactically different phrases that integrate such concepts.

Fluency of Corporal Expression: it is the capacity to declare in daily and continuous form, gestures, mimic, theatre, dance, gymnastics and sports.

Guilford and Hoepfner (1966) found in a sample of children who are 14 years old the same structure of four dimensions about Verbal Fluency that had obtained Christensen and Guilford in 1963, in a sample of adults.

Thornbury (2000) communicative tasks which develop fluency are those where the focus is on the message not on the form. Fluency and acceptable language should be the primary goal in these activities rather than accuracy.

Role play is a speaking activity which improves communicative competence and provides practice in contexts which simulate real-life experience.

Thornbury (2000) points out that fluency in speaking relates to "the learner's capacity to produce language in real time without undue pausing or hesitation." (pg. 3)

2.1.3. Pair work

In pair work students can practice language together, study a text, research language or take part in information-gap activities. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened to or seen. Group work makes students more responsible and autonomous; they have equal responsibility for performing a task and find it "difficult to "hide" in a small group" (Brown: 1994, 174).

Group and pair work also increase the speaking time for each student in a class.

Swain´s Output Hypothesis (1985:249) supports the notion that extended practice (or output) is necessary for successful Second Language Acquisition (SLA), and that negotiating meaning is also considered to enhance SLA, and that all of these can be encouraged in small group work.

Byrne (1986:76) remarks that class size is "a purely arbitrary unit" which "is normally both economical and effective" at the presentation and practice stages. However, there will be various moments at the production stage when the teacher may prefer to

divide the class into groups (between 2 and 4 students working together) and this is "seen as an essential feature of communicative language teaching." Pair group is good preparation for group work, although generally with adolescents, the smaller the group, the easier it is for them to maintain self-control.

Pair work activities give students a chance for individual practice and maximize the amount of speaking practice they get in each class. Teachers should remind students that practicing with a partner is a useful way of improving their fluency in English and gives them more opportunity to speak English in class.

Why use pair and group-work?

(Ellis 1994: 598) Long and Porter (cf. Ellis, Ibid.) summarize the main pedagogical arguments in favor of group work:

- It greatly increases the amount of time students can talk in class, especially in larger classes.

- It also improves the quality of talking, allowing for more of the features of natural speech: hesitation, mixed structures, unfinished sentences, etc.

- If language is viewed as an interactive tool, then it should be taught interactively. Speaking is an active process rarely carried out in isolation, so it's a natural framework for interaction.

- It encourages a more communal classroom atmosphere and helps to individualize language learning and teaching.

- Students learn by doing things for themselves, and then this provides an opportunity for them to do so.

- If the teacher leads every exchange and talks only to students individually, in a 40-minute class with a class of 40 students, the maximum each student can speak is a minute at most. Two five-minute pair-work activities in the same lesson increase this to five minutes for each and every student.

- Classroom dynamics and atmosphere improve dramatically if students are asked to work together in situations where they would normally be expected to work alone.

- When teaching oral English, your long-term aim should be for students to talk more than you in class. That obviously can not happen overnight. It requires methodical, step-by-step training and regular practice. If students are to get enough practice in class, it also requires pair and group-work.

- In addition to these pedagogic arguments, a psycholinguistic justification has been advanced: group work provides the kind of input and opportunities for output that promotes rapid second language acquisition.

Picking up on the final point, Ellis (1994) draws attention to the fact that there are

..."more opportunities for language production and greater variety of language use in initiating discussion, asking for clarification, interrupting, competing for the floor, and joking" (pg. 59)

In short, group work reproduces within the classroom setting many of the facets of an authentic speaking situation in which the negotiation of content is clarified to the satisfaction of the participants.

Ur (1996) gives importance to "the sheer amount of learner talk going on in a limited period of time" in group activities as well as the psychological aspect of lowering "inhibitions in learners who are unwilling to speak in front of the full class". She continues: "Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience.

Learners are often inhibited about trying to say things in a foreign language in a classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speaking attracts" (pg. 121)

However, there are also potential disadvantages to group and pair work. Students may only use their mother tongue, discipline may be a problem, the noise level may be too high when using group work, students may do the task badly or not at all, stronger students may dominate while weaker students sit back and do nothing...

From the above litany it may sound like group work in the language class is a desirable but unachievable option. In fact, several factors will influence the effectiveness of pair and group work:

- The surrounding social climate or cultural context.
- Whether the class is used to pair and group work or not.
- The task type: is it relevant to the students' needs and interests? Is it stimulating and intrinsically motivating? etc.

2.2. Other related factors

2.2.1. Managing Group work in the classroom

Penny Ur (1996: 234) provides what she considers to be some important guidelines for setting up and managing small group in the Second Language classroom:

1. Presentation

The instructions that are given at the beginning are crucial: if the students do not understand exactly what they have to do there will be time-wasting, confusion, lack of effective practice, possible loss of control. It is advisable to give the instructions before giving out the materials or dividing the class into groups (between two and four students working together); and a preliminary rehearsal of a sample of the activity with the full class can help to clarify things. Try to foresee what language will be needed, and have a preliminary quick review of appropriate grammar or vocabulary.

Finally, before giving the sign to start tell the class what the arrangements are for stopping: if there is a time limit or a set signal for stopping, say what it is; if the group simply stop when they

have finished, then tell them what they will have to do next. It is wise to have a "reserve" task planned to occupy members of groups who finish earlier than expected.

2. Process

Teacher's job during the activity is to go from group to group, monitor, and either contribute or keep out of way – whichever is likely to be more helpful. If you do decide to intervene, your contribution may take the form of:

- providing general approvement and support;
- helping students who are having difficulty;
- keeping the students using the target language;
- tactfully regulating participation in a discussion where you find some students are over-dominant and other silent.

3. Ending

If you have set a time limit, then this will help draw the activity to a close at a certain point. In principle, try to finish the activity while the students are still enjoying it and interested, or only just beginning to flag.

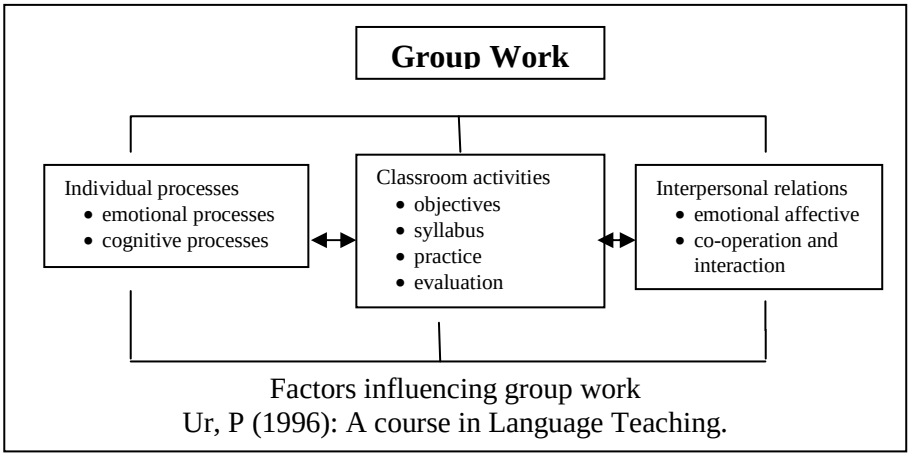
4. Feedback

A feedback session usually takes place in the context of full-class interaction after the end of group work. Feedback on the task may take many forms: giving the right solution, if there is one; listening to and evaluating suggestions; pooling ideas on the board; displaying materials the groups have produced; and so on. Your main objective here is to express appreciation of the effort that has been invested and its results.

I have looked a little more closely at the use of pair and group work in the language classroom. The theoretical basis for the use of group work has been laid out, and I have examined some of the advantages and disadvantages associated with group work.

2.2.2. Collaborative Learning

One important element which seems to be missing from Ur´s guidelines above, however, is exactly what it is that makes a group work – the fuel or driving power behind the effective "working" of a group. Thus, apart from the actual setting up of group activities, we also need to bear in mind a range of other factors which may affect the learning process in groups. These are summarized in the table below:



Factors influencing group work
Ur, P (1996): A course in Language Teaching.

I will now focus on the emotional and cooperative element in group. What is it that makes a group co-operate (or not), makes students participate (or not) in group work, makes them want (or not) to work in groups al all? Simply putting students to work together in groups is no guarantee they will actually work together. It is often a lack of understanding of the dynamics of group that makes teachers say that they simply won´t work.

Recent years have seen a certain amount of research into classroom goal structures. Goal structures are the ways in which learning is set up or organized in the classroom. Goal structures specify:

"the type of interdependence among students as they strive to achieve educational objectives" (Johnson and Johnson 1989)

Johnson and Johnson (1999) pointed out three main classroom goal structures, which are:

Individual work

Learners work alone on tasks at their own pace. It is important to realise that individual goal structures can be in place even when the teacher has ostensibly set up group work, but the group members simply, for example, sit in a circle and work on a task alone.

Competitive goal structure

Here learners work against each other in order to succeed. This might be the case, for example, in a competitive brainstorm (who can remember the most words for furniture?), and it is institutionalized in systems like norm-referenced grading. Norm-referenced grading refers to a grading system whereby a student´s work is graded according to the work produced by the class as a whole. The best work produced by a student receives the highest mark, and the weakest receives a fail.

Collaborative goal structure

In this case learners work together in small groups towards a common goal. The participation of all the group members is crucial to the successful outcome of the task: nobody can succeed unless everybody succeeds. An example of this might be a jigsaw activity, where each member of the group has a different piece of information which needs to be pooled for the group to complete a common task.

Evidently each of these three goals structures has a role in the classroom. However, it has been suggested that not enough attention has been paid to collaborative goal structures, particularly as research seems to point to the key role which interaction plays in Second Language Acquisition. In order to be able to interact effectively, the argument goes, you need to collaborate. Hence the increasing interest in collaborative (also known as co-operative) learning.

2.2.2.1. Making Collaborative Learning Work

We have seen that collaborative learning is a type of group work. It has been shown that using collaborative group work with classes does seem to increase learning among students (e.g. Johnson & Johnson 1989; Slavin 1995). If this is the case then we as teachers need to be aware of some of the principles behind it.

For collaborative learning to be successful, five important factors need to be taken into account:

a) **Positive interdependence.** Students all have to succeed for a task to succeed and students realize that they have this common goal.

b) **Individual accountability.** Each member of the group has to make an active contribution. This avoids "lazy" team who do nothing or the opposite, "dominating" team members who do all the work.

c) **Verbal interaction.** Students need to interact verbally, and this interaction needs to be meaningful. That is, it must involve a genuine communicative exchange of information.

d) **Sufficient social skills.** Students need the relevant social skills, such as communication skills, leadership skills, or conflict resolution skills so that the groups can function. The teacher may have to explicitly teach some of these skills.

e) **Team reflection.** Students need to be able to see whether the team is functioning effectively, and to think about how it might do better.

2.2.2.2. Collaborative Learning Groups

Collaborative learning groups consider 2 to 4 students to be the optimal number, rather than bigger groups. There

are two main reasons for this. Firstly, if the numbers of participants is kept relatively low, there is more chance for individuals to participate more. Secondly, the group management is less complex. More than 4 students in a group start to get unwieldy in terms of simply functioning adequately.

Ideally, collaborative groups should be heterogeneous. In other words, they should be made up of a mixture of students: one high achiever, one or two middle achievers, and one low achiever (in a group of 3 or 4). The high achiever will consolidate his / her understanding of issues by having to explain them to the lower achiever (s), who will benefit from getting repeated exposure and peer tutoring.

As far as the length of time spent working together is concerned, collaborative groups can work within any time frame, from that of a few minutes, to hours or a lesson, to longer periods of time such as several weeks, terms or even years. The length of time the group stays together will depend on the activity type, the aim of the activity, and so on. Long term base groups can be set up, which meet at regular intervals (during class time) to discuss and plan progress, while members go off and work in different groups in shorter time frames.

2.2.3. Topic or Task?

Topic-based activities are subjects or themes which in ELT relate to the knowledge and experiences of the learner and more recently these "themes" have been defined in terms of cross-curricular contents. Thus Madrid and McLaren (1995: 20) refer to the following areas which often receive attention in course books: "the student´s civic education, health, promotion of equality between races, environmental studies, geography, sexual education, etc." In the introduction to their book, *True to Life*, Gairns, R. and Redman, S. (1996: 4) remark:

> "Topics are chosen for their interest and relevance... and activities have been designed to provide learners with the opportunity to talk about their experiences, express opinions, use their knowledge and imagination ..."

Task-based activities are essentially goal-orientated requiring:

> "the group, or pair, to achieve an objective which is usually expressed as an observable result, such as brief notes, a rearrangement of jumbled items, a drawing, a spoken summary". (Ur: 1996: 123)

A lot of discussion has surrounded the question of which is the better of two. Ur (1996: 124) herself comes down in favour of task-based activities for **oral fluency** because "there is more talk, more even participation, more motivation and enjoyment" although she is quick to acknowledge the importance of topic-based work since for the "small but significant minority who do prefer a topic-centred discussion. Indeed, this seems to be the general opinion amongst experts in the field which accounts for the large quantity of research into task-based learning at the present time.

Willis and Willis (2007, 136) comments:

> "Combining the topics with task-based teaching is a way to involve learners in different types of extended discourse. It provides an arena for informal spontaneous interaction".

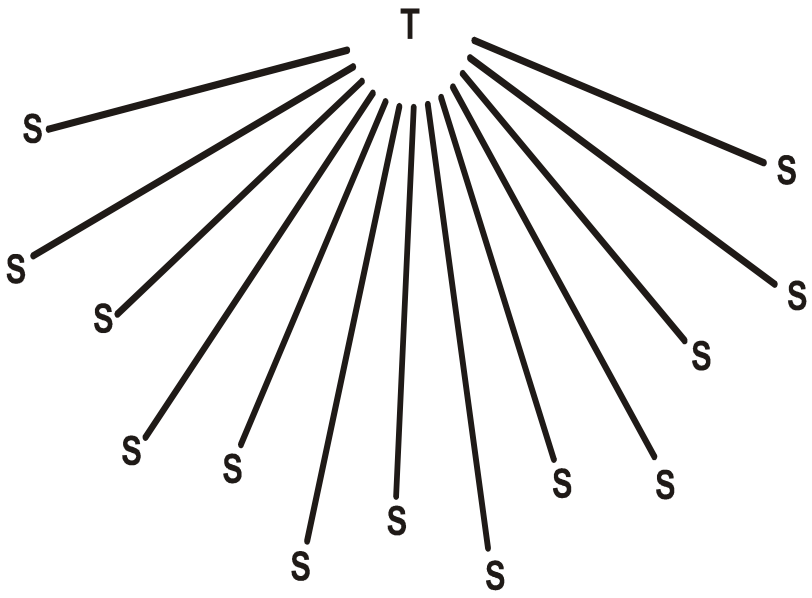
Although task-based teaching exposes students to all four skills, I made sure to supplement all the tasks with meaningful writing that was used to inform the class.

According to Willis and Willis (2007), writing complements oral activities and provides opportunities for language focus because "speaking is a real-time activity, in which there is normally no time for careful consideration of language. Writing, on the other hand, allows time to think about language" (pg. 117).

2.2.4. Class Management: group work and pair work

The traditional class management pattern is called lockstep.

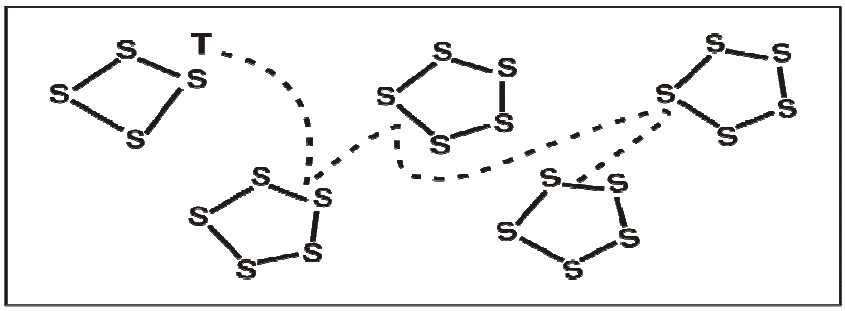
Here the teacher is completely in control of every classroom interaction, whether T – S, S – T or S – S. The focus of attention is primarily on the teacher. This may be illustrated by the following diagram:



Contemporary English. Books 1and 4
Rossneret a. (1990): Macmillan

Over the years I have learned quite a bit more about language teaching, some from formal training courses and the rest from bitter and sweet experience. Nowadays pair work and work in groups is a regular feature of my lessons. The value of this type of activity is, I think, obvious; I will not list the advantages, but will merely mention the major plus: it provides a greatly enhanced opportunity for communication between students, and most of it is real communication. There are some risks too, but many of these can be combated by careful planning of material, and attention to detail of organization.

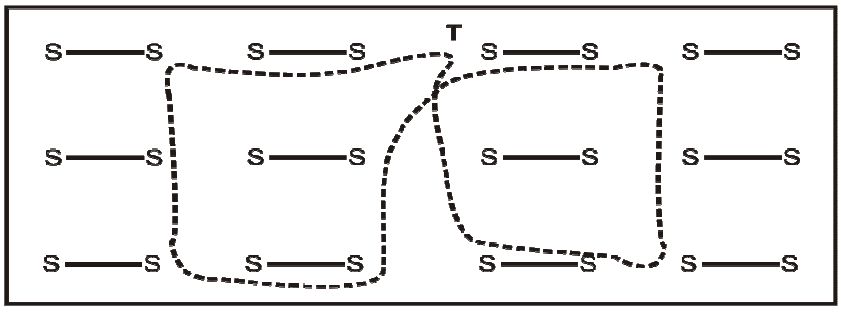
In group-work, students work simultaneously in groups of three or more, while the teacher circulates, provides assistance or encouragement where necessary, and checks that the task is carried out satisfactorily. This looks more like:



Functional English. Books 1 and 2.
R.V. White. (1979)

Group-work is generally more task-oriented: that is, the students have a definite task to complete, and call the teacher when they have completed it. Usually it will take longer than pair-work, ten minutes or more; and generally it is more suitable for intermediate level and upwards.

In pair-work, students work simultaneously in pairs. The teacher is available to help or sort out problems, but to do this type of activity the students must be sufficiently prepared to be able to work entirely by themselves. This can be illustrated like this:



Conversation exercises in everyday English. Books 1 and 2.
Jerrom &Szkutnik (1985): Longman

Pair-wok may last for as little as two minutes and be simply an extension of controlled drilling which has been done lockstep. It often needs no special preparation or materials; and its main purpose is to increase Student Talking Time, while also providing a change of activity for the sake of variety. Any drill work based on pictures or exercises in a textbook may be done in pairs.

One of the main advantages of group and pair-work is that, since pairs or groups can work simultaneously, the amount of Student Talking Time is enormously increased. However, in both types of class organization, careful preparation is necessary. Students should be sufficiently prepared to be able to work independently, with little or no help from the teacher.

For example, before beginning pair-work, it is often a good idea to make one pair demonstrate while the rest of the class watches. This makes sure that everybody understands what they have got to do.

2.2.5. Teach Students to Interact, Not Just Talk

Interaction in the classroom involves the process of communication. This can take place between teacher and student (s), between individual and groups of students, or even between student (s) and a textbook or cassette. According to Malamah Thomas (1987: vii):

> "The question is: what kind of classroom interaction, what kinds of participation of teacher and learners, are most likely to provide conditions whereby the exercise of individual learner initiative can lead to affective learning"?

Interaction is not waiting to be asked a question. Interaction is not giving a short, one sentence answer to this question. In some ways, what goes on in a worst case EFL conversation class is a series of monologues.

- Teacher: Do you think people who pollute should pay heavier fines?
- Second Language Student: Yes.
- Teacher: Why?

- Second Language Student: Because they are contaminating the Earth.

This situation has to change if we wish to use the word "interaction" for what goes on in a typical EFL conversation class. When a student contributed in the form of monosyllables or short, neutral assertions, I pulled him up and asked him to expand. There is nothing complex about the technique, the teacher simply has to be alert to attempts at evading compromise: the conversation class, remember, implies a willingness to cooperate verbally on the part of the students. If they are there, it is to interact.

Classroom interaction may take several forms, and it is not necessarily always teacher directed. Penny Ur (1996: 228) gives a useful summary of the most typical interactions which occur in a language classroom:

- **Group work**
  Students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little, if at all.

- **Closed-ended teacher questioning**
  Only one "right" response gets approved. Sometimes cynically called the "Guess what the teacher wants you to say" game.

- **Individual work**
  The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.

- **Choral responses**
  The teacher gives a model which is repeated by all the class in the chorus; or gives a cue which is responded to in chorus.

- **Collaboration**
  Students do the same sort of tasks as in “Individual work”, but work together, usually in pairs, to try to achieve the best results they can. The teacher mayor may not intervene.

- **Student initiates, teacher answers**
  For example, in a guessing game: the student think of questions and the teacher responds; but the teacher decides who asks.

- **Full-class interaction**
  The students debate a topic or does a language task as a class; the teacher may intervene occasionally, to simulate participation or to monitor.

- **Teacher talk**
  This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student.

- **Self-access**
  Students choose their own learning tasks, and work autonomously.

- **Open-ended teacher questioning**
  There are a number of possible “right” answers, so that more students answer each cue.

  Interaction happens when:

  - The Second Language direct the dialogue at one another and not at or through the teacher
  - The Second Language comment immediately on what another Second Language has just said
  - The Second Language disagree with or challenge another Second Language students’ statement
  - The Second Language do not have to be invited (by the teacher) to speak
  - The Second Language speak when there is a short silence indicating the end of someone else's turn

- The Second Language interrupt one another, diplomatically, to insert an opinion or question, etc
- The Second Language use the personal pronouns "I" and "You"
- They use paralinguistics. Paralinguistics are the aspects of spoken communication that do not involve words. These may add emphasis or shades of meaning to what people say. Some definitions limit this to verbal communication that is not words.
  Example:
  Body language, gestures, facial expressions, tone and pitch of voice are all examples of paralinguistic features in the classroom.
  Paralinguistic features of language are extremely important as they can change message completely. Tone and pitch of voice is commonly dealt with at all language levels, but a fuller consideration of paralinguistics is often left to very advanced courses.

- The Second Language is practiced through activities posted in my lesson plan which are very important for a successful language exchange. Doing fun exercises is important to reduce feelings of vulnerability and insecurity that many people have when practicing their second language. That is why each lesson plan starts with a fun and easy warm-up that allows everyone to relax and get into a playful mode where mistakes are not so important, and where you are interested in communicating.

  The method that the teacher uses is very important. It fosters a fun and supportive environment where the students can feel relaxed, secure and eager to try out the second language skills – there is no pressure and no evaluation when the teacher motivates the students. This is important for the follow ingreasons:

  - The best way to learn a language is by speaking it
  - Mistakes are a natural part of language acquisition
  - A relaxed atmosphere is more conducive to learning

- It takes time to learn a language, so it is important to have fun, enjoy the process, and stay motivated.

Ellis (1985: 127) describes input as “the language that is addressed to the second language learner either by a native speaker or by another second language learner”.

Krashen (1985: 115) asserts that for acquisition to occur, input should always be comprehensible and it should, in terms of its complexity, be slightly above the student’s language level.

Input and interaction have been studied in natural setting and in classroom environments. In the case of natural settings, input has to be considered in terms of foreigner talk which occurs because of the need to negotiate meaning and to simplify language.

Input and interaction in classrooms have been investigated by means of interactional analysis, the study of teacher talk, and discourse analysis.

Studies on teacher talk reveal similar features to those found for foreigner talk, although ungrammatical modifications may be less common.

Discourse analysis shows that many classroom interactions follow an IRF (initiate-response-feedback) pattern, which restricts the opportunity to negotiate meaning. However, other types of discourse appear when the Second Language is used for general classroom organization and for social purposes. Learner-centred teaching in subjects or immersion classroom can lead to examples of interaction similar to those found in natural settings.

Pica, Young and Doughty (1987:125) found that modifications in interaction produced higher levels of comprehension than modifications in the nature of input. In this study a group of sixteen learners were asked to complete a certain task under two different conditions.

Under the first condition, students had to listen to a text read by a native speaker; the grammar and vocabulary of the text had been previously adapted and simplified.

Under the second condition, learners listened to the same passage but without any kind of modification or adaptation. The results revealed that learners who were given the opportunity to ask questions and check their comprehension of the text understood it much more than those learners who listened to a more simplified version but had no opportunity to interact while doing the task.

The reason I have highlighted the concept of interaction is because that is what people do most in their daily lives, whether they be native speakers or second language learners. My theory is that, if a person is accustomed to interacting for almost 16 hours a day in his native language, then surely we, as teachers, must try to get him to carry on interacting in conversation class, albeit it with less fluency. Anyway, the personal and social elements of life do not need 100%-accurate dialogue. So, while we the teachers cannot show students how to exercise their vocal cords, we can remind them to use normal, conversational tactics such as challenging, interrupting, querying each other and so on. It makes for a dynamic class, and the Second Language students do appreciate a teacher who makes them work which here means "interact".

Bantjes, Leon (1994) argues that:

"The motivation of the teacher in the classroom affects the learning of English as a Second Language...” (pg. 118)

We are all aware that the teacher teaches a lot better if you have deep knowledge of the field and working knowledge is best learned in one way or another and the teacher has, among others, the mission of finding the best ways to help their students assimilate knowledge.

The theory “Content Based Learning” states that children learn a second language most effectively under the same conditions as first language acquisition, where the focus is on meaning and not on form. That is why it is important to apply various techniques for learning a language and one of them is "Dialogue – building”.

Bailey and Celce-Murcia (1979) isolate four areas affecting classroom interaction that the teacher should attend to:

- Social climate
- Variety in learning activities
- Opportunity for student participation
- Feedback and correction

Each of these four areas will be discussed in turn.

1. - Social Climate

It is the most basic and fundamental of the areas. Without a good social climate, everything else that we discuss becomes meaningless. If students are not at ease and do not feel good about their language class, there will be no communication. It is the teacher´s responsibility to establish the proper atmosphere so that students can relate to the teacher and to each other in a positive and constructive way. To do this the teacher has to enjoy teaching and to like his / her students. Not all teachers have the proper temperament to do this; however, even those teachers who are well intentioned and personable often overlook techniques that would help promote a good social climate. One obvious good technique is for the teacher to learn all the students' names as soon as possible.

Two other things that impinge on the social climate and that the teacher should attend to are (a) being fair and (b) making the class relaxed and enjoyable.

Being fair involves distributing turns equally among students and not showing any favoritism or bias. Some teachers can do this instinctively; others have to work at it systematically.

Making the class relaxed and enjoyable involves smiling and laughing when appropriate humor occurs spontaneously. Some teachers are good joke-tellers, this is a definite advantage. However, even teachers who are not born comics should be able to appreciate those students in the class who have this kind of talent.

2. - Variety in Learning Activities

The preceding discussion on social climate describes how improving the social dynamics in the language class will help encourage communication. This is a form of "internal" motivation, since the teacher motivates the students indirectly by promoting good feelings in the class.

Introducing variety into learning activities is a more external form of motivation. If the teacher can use some variety in each lesson to make the class more enjoyable, this will also motivate the students to learn.

Variety can be introduced on many different levels. One way is to make effective use of all four skills: listening, speaking, reading, and writing. Another way is to move as quickly as possible from drills to communicative activities; these communicative activities, in turn, can include a variety of tasks in pairs or small groups.

The teacher can vary the stimulus that s/he uses to set the stage for communication. Using the overhead projector as a change from the blackboard, or a movie or filmstrip as a change from the textbook are other way of introducing variety. Likewise, the teacher should constantly be looking for ways of effectively integrating everyday realia such as clocks, calendars, mirrors, etc. into meaningful classroom activities. Using a song or a game every now and then to reinforce a language point that has just been covered in class will also provide variety.

3. - Opportunity for Student Participation

Social climate and variety indirectly encourage communication in which they set the stage and provide motivation.

The most direct way to facilitate communication is to provide ample opportunity for student participation, which has as its correlates (a) little or no teacher domination and (b) minimal teacher talking time.

At the most general level, student participation means allowing students to have as much input as possible into the class itself (e.g., syllabus, activities, assignments, grading, management, etc.) More specifically, the teacher can have the students work in pairs or groups whenever useful. This permits the teacher to be a resource person rather than the dominant figure. Communicative activities lend themselves well to work in pairs or groups.

In pairs, student can carry out interviews, write or complete dialogues, and have one-on-one conversations or do role-plays.

In groups, they can do problem solving, value clarification, or role-play, and can prepare group outlines or compositions. For such variety of tasks to be fruitful, they must be carefully planned, the students must have a specific task, there should be a limited but reasonable period of time for completing the task, and there must be time allowed for feedback.

4. - Feedback and Correction

When a teacher allows for positive student participation, his / her responsibility to provide useful feedback and correction to the students becomes even greater.

Dealing with correction is an inherently delicate matter. Some researchers recommend that teachers ask each student how and when s/he wants to be corrected because this varies considerably from one individual to another. (Cathcart and Olsen: 1976). We also know that peer- and self- correction are more effective than teacher correction; thus a good teacher will enlist assistance from the class or guide students in correcting their own mistakes rather than merely providing the correct form.

There are a number of things a teacher can do to encourage self-correction. Some of these devices are verbal and some are nonverbal. The verbal feedback may be indirect, such as asking, “Would you please repeat that?” A more direct way is for the teacher to repeat only the segment with the error or to repeat the word before the error.

Schachter (1981:187) is among those teachers who feel that nonverbal correction via visual hand signals is more productive and less confusing than verbal signals.

Regardless of how a teacher decides to correct, certain guidelines apply. These include correcting selectively. It is also important to give positive as well as negative feedback, and to handle public corrections in such a way that no one in the class feels ridiculed because the teacher or a classmate has made a correction.

The area of English also develops a set of attitudes with respect to others' ideas, the effort to communicate and solve problems of communication, respect for linguistic and cultural diversity. And they **are cross-cutting themes** which are a response to issues of economic significance affecting society and to demand a priority and permanent education. The objective is to promote analysis and reflection of social, environmental and personal relationships in the local, regional, national, and global levels, for students to identify the causes and the obstacles to solve these problems.

Cross-cutting themes are reflected primarily in values and attitudes. Through the development of these students are expected to reflect and develop their own trials, face up these problems and be able to adopt behaviors based on values. In this way, working with cross-cutting themes, contribute to the formation of autonomous persons, capable of judging the reality critically and participate in their improvement and transformation.

Cross-cutting themes should be planned and developed in the curriculum areas by the teachers in order to develop activities and extra curricular activities in the school, so Cross-cutting themes are present as a guideline for curriculum diversification and curricular program.

In this regard there are three levels at which cross-cutting themes:

a) The National Curriculum Design in Basic Regular Education, the proposed Cross-cutting themes that respond to national and international problems. These are:

- Education for coexistence, peace and citizenship.
- Education and human rights.
- Education and training in ethical values.
- Intercultural Education.
- Education for love, family and sexuality.
- Environmental Education.
- Education for gender equity.

b) The Institutional Educational Project and the Curriculum Project, Cross-cutting themes have priority that reflects the reality which the school is inserted.

c) In the teaching units cross-cutting themes are evident in the achievements of learning expected.

We must also bear in mind that the learning expectations, should be related to the themes that the institution has considered as a priority and has decided to work to deal with the local problems.

In a hypothetical example let us consider this:

Suppose that the school has chosen the Cross-cutting theme: "Intercultural Education", to address the problem of migration has emerged: families from elsewhere have come to the town in search for opportunity and have enrolled their children in school, where social relations between students, who have different habits, attitudes, and rules, often become contentious.

The cross cutting theme means that the chosen response to this problem should work in every area of the curriculum, however, we can consider from the area of English, the following information:

Cross-cutting themes	Expected Learning
Intercultural Education	➢ Follow rhythms of songs from different parts of our territory and abroad. ➢ Practice and appreciates traditional games from Peru and some abroad. ➢ Identifies, represents in a catalog, and socialize typical dances of our country and some abroad

2.2.6. Models for Interactional Analysis

Interaction analysis is concerned with the observation of classroom language in order to find out about teaching and learning in the classroom, thus is has a formal educational linguistic aim.

One of the problems with analyzing exactly what happens during classroom interactions is that many events are taking place at the same time. An observer who wishes to analyze interactions in a classroom is faced with a vast, potentially very confusing job, thus he / she tends to focus on only on one events which he / she considers to be significant for his / her purposes.

In the 1950s Flanders developed a classroom observation framework which reflected the concerns of social sciences of the time with attempting to assess the social climate of classrooms. The basic idea behind the Flanders framework was that a “democratic” classroom is preferable to an “authoritarian” one, thus the focus of observations reflected this belief. Flanders´ Interaction Analysis Categories (FIAC, 1970) was firmly established as a research tool in mainstream education by the early 1970s.

Flanders´ model, although aimed at school subjects such as social studies or science, was adapted by Second Language researchers in order to cater to the specific conditions of the language classroom more appropriately. Probably the best known of these adaptations is that of Moskowitz (1967), called FLINT (Foreign Language Interaction Analysis System). One of the key items which she added to Flanders´ original scheme was that of whether the first or second language was used in class. Another important modification Moskowitz made was that of following for the importance of the effective domain, by making specific provision for observing elements such as smiling and laughter in a language lesson.

A second well known model is that proposed by Fanselow (1977), called FOCUS (Foci for Communication Used in Settings), which was developed specifically with the foreign language class in mind. According to Fanselow's scheme, communication in the language class needs to be considered under five categories (from Stern 1983: 494):

- source: who communicates?
- for what pedagogical purpose?
- in what medium?
- what is that medium used?
- what content is communicated?

There are many other interaction analysis scheme, some of which include areas like topic or content in their models (eg. Ullman and Geneva's TALOS and COLT 1984; Mitchell and Parkinson's scheme 1979), on the assumption that it is important to know what is to be taught or learned in any lesson, not just the kinds of interaction that take place.

Interaction analysis models are culturally specific. In other words, each interaction analysis model will reflect the concerns of a specific classroom setting, and therefore not be easily applicable to all cultural contexts. According to Malamah-Thomas (1987) every interaction analysis model:

"assumes the context it was devised in, and, being based on the sort of classroom practice carried out in specific contexts, is, as a result, applicable only in similar contexts". (pg. 30)

A further consideration with interaction analysis models is that they will necessarily only reveal part of the story of what goes on in a language class. On this point Malamah-Thomas (ibid.) adds:

"Moreover, these models tend to concentrate on the various parts of the lesson. In order to analyze, they must fragment. And, in stressing the parts, they all overlook the whole lesson which is greater than the sum of its parts. The crucial factor is whether the teacher gets his or her message across, whether the students learn what the teacher sets out to teach them".

With this reservation in mind, we look at some of the different types of classroom interaction under two main headings: Teacher Talk and Learner Talk.

2.2.7. Interaction and communication

Human interaction is a process whereby two or more people engage in reciprocal action. This action may be verbal or nonverbal; here, I shall be emphasizing verbal interaction.

Human communication, on the other hand, is a system of giving and receiving information which can be conveyed nonverbal via gestures, body language, or proxemics; however, verbal communication of information through speech, writing, or signs will be the main concern of this topic.

What is the relationship between the terms interaction and communication? There can be no communication without interaction; however, it is possible for someone to initiate interaction without achieving communication. This happens, for example, when the person being addressed refuses to cooperate and won´t interact with the initiating speaker. More typical, perhaps, are those cases where two or more people are trying to interact but

communication fails because they have no common language, or because there is too much noise for the message to be understood, or because the message is incomplete, ambiguous, or contain errors; all of these can lead to miscommunication.

Communication entails four components:

a.- a message,
b.- a party to transmit the message,
c.- a party to receive the message, and
d.- a channel to use for transmission of the message (this channel may be the space between two speakers, a telephone, a radio, a walkie-talkie, the postal service, etc.).

The interactive aspects of communication are:

a.- transmitting messages,
b.- receiving messages, and
c.- giving feedback ---- i.e., the receiving party lets the transmitting party know that the message is being (has been) received.

Thus, communication is the more embracing of the two concepts: it is both the goal of interaction and the result of successful interaction.
Interaction, on the other hand, is a necessary part of communication.

Prator (1965:109) was one of the first American methodologists to suggest that teachers would have to begin to move their students from manipulation to communication by devising drills and exercises that were more demanding than the usual audio lingual procedures: “listen and repeat” or “substitution” and “transformation”. He pointed out that students were not communicating unless they themselves were finding the words and structures they needed in order to express their opinions or reactions.

Hymes (1962:137) the anthropological linguist coined the phrase *communicative competence*. Hymes carefully distinguished *communicative competence* from *linguistic knowledge* or *competence* by making the former subsume the latter along with

knowledge of social and psycholinguistic factors that govern a speaker's ability to use a language appropriately in specific context. The pioneering theoretical work of Hymes was followed by the empirical research of Savignon (1972) among others who demonstrated that language classes doing communicatively-oriented activities achieve higher levels of performance than classes using the audiolingual approach (i.e., predominantly manipulative exercises)

Thus, in one way or another we can see that communication has been formally associated with linguistics and language teaching since the 1930s.

How do we develop communicative competence, as opposed to mere grammatical competence?

According to Hymes (in Corder 1997: 92-93), communicative competence involves four characteristics: possibility, feasibility, appropriacy, and occurrence. And I agree with this because our students' communication should be grammatically possible, semantically feasible, socially and contextually appropriate, and idiomatic or actual in occurrence. For example, drill exercises may help students achieve grammatical competence; they aid little in the development of the other three components of communicative competence. To accomplish these goals, students need to participate in conversational situations, both real and simulated. Here the verbal fluency is very important.

Teachers and students can become bored with meaningless, repetitious drills like Mrs. Jones went shopping on Friday if these are not directly associated with purposeful communication.

So what other methods can we use to encourage our students to talk in class?

Practicing English creatively

A major portion of any oral English class should involve the students practicing English in pairs or small groups. To prevent classroom chaos or rampant native-language use, the teacher

should carefully direct each activity, giving the students enough formats for direction, yet enough room for creativity.

Here is a typical class setup to promote communicative competence. Before each class, the students rearrange their chairs into a circle facing each other, with their desks against the walls. The center of the room remains clear for short dialogues, and other presentations.

The class begins with a “personal” story, anecdote, joke, or question to make relaxed the students and to encourage a relaxed atmosphere. Then we read aloud a short passage or dialogue from the text. The students respond to my questions about the text by answering aloud in complete sentences. We then briefly discuss the content of the text in terms of the topic itself, not just the grammar or vocabulary. Then we repeat the grammar drills, where we learn or review sentence patterns that the students will use in their own dialogues.

In pairs, the students practice the drill sentences. Any errors at this point are immediately corrected and explained.

2.2.8. Learning Strategies

Learning strategies, according to Ellis (1997: 76-7), are “the particular approaches or techniques that learners employ to try to learn a second language”. He refers to three main types of learning strategy in a summary of the main learning strategies identified in the literature:

1. Cognitive strategies are those involved in the analysis, synthesis, or transformation of leaning materials. An example is “recombination”, which involves constructing a meaningful sentence by recombining known elements of the second language in a new way.

2. Metacognitive strategies are those involved in planning, monitoring, and evaluating learning. An example is “selective attention”, where the learner makes a conscious decision to attend to particular aspects of the input.

3. Social / affective strategies concern the ways in which learners choose to interact with other speakers. An example is "questioning for clarification" (i.e. asking for repetition, a paraphrase, or an example).

One of the most elusive questions in Second Language Acquisition (SLA) is the relationship between the learning processes of the first language or mother tongue (L1) and the second language (L2), and the degree of similarity or difference between them. It has, for example, been argued that the learning strategies used for the second language are the same as the one employed for the first language. Richards, Platt and Weber (1986), in their definition of the term, do not distinguish between first language and second language leaning strategies. Specific processes such as overgeneralization or simplification seem to operate in both first language and second language, but language transfer, as Corder (1983) pointed out, only occurs in second language learning.

Clearly there are certain strategies in the learning process that are common to both the first and the second language, however, in the case of second language learning the individual also have at his / her disposal a first language which offers the possibility of using transfer as a learning strategy.

2.2.8.1. Communication Strategies

Communication strategies have been defined in a number of different ways:

- A systematic techniques employed by a speaker to express his meaning when faced with some difficulty (Corder 1978).

- A mutual attempt of two interlocutors to agree on a meaning in situations when requisite meaning structures are not shared (Tarone 1980).

- Potentially conscious plans for solving what an individual presents to itself as a problem in reaching a

particular communicative goal (Faerch and Kasper 1986).

- Techniques of coping with difficulties in communicating in an imperfectly known second language (Stern 1983: 411).

As Bialystok (1990) has pointed out, these definitions, although different in detail, all have three features in common: those of problematicity, consciousness, and intentionality.

There have been many attempts to classify communication strategies from different points of view. One of the taxonomies was developed by Tarone (1980), which as Bialystok (1990) has pointed out:

> "has proven robust and complete subsequent taxonomies can invariably be traced to her original categories, and data collected by different researchers for different purposes has confirmed the logic and utility of her distinctions".

Tarone's taxonomy is as follows:

1. Avoidance: avoidance of certain linguistic features which learners consider difficult.

    - Topic avoidance: avoidance of the topic rather than avoidance of specific linguistic features.
    - Message abandonment: giving up trying to communicative a message in the face of difficulty.

2. Paraphrase: repeating what has just been said using other words.

    - Approximation: tying to paraphrase in order to "approximate" (get a closer understanding of) what an interlocutor says.

- Word coinage: inventing words, either based on the first language or the second language in order to get a meaning across.
- Circumlocution: talking around a subject, or describing something when the exact word for the concept is not known, in order to make oneself understood.

3. Conscious transfer: consciously transferring a feature of the first language or another second language to the teaching language.

    - Literal translation: literal translation from the first language into the second language.
    - Language switch: resorting to the mother tongue or another second language.

4. Appeal for assistance: asking the interlocutor for help

5. Mime: the use of gestures to illustrate what is being said.

2.3. **Technique**: **Dialogue-Building**

In my research I used the technique Dialogue–Building.

Students learn best when they are involved in what they are doing. The best way to achieve this with students is to allow them some opportunity to express their own ideas. We need to be prepared to negotiate the content of our lessons at least a little with students, giving them choices and making sure what they are learning is of interest and some relevance to them.

The technique has some characteristics:

- Concentrate information in a limited time.

- Generate in small groups / pair group the ability to analyse and to synthesize the information.

- Encourage the participation and the responsibility of the people in its own learning.
- Develop a participative attitude in group.
- Explore a subject before numerous group or limited.
- Take advantage of the resources of a group.
- Facilitate learning through the simulation of a real event
- Use techniques to support subjects exposed during a course.
- Be creative.

My favorite way to introduce a dialogue is by building it up on the board. It was the first technique I ever learned and it still works! Below is a typical example. I use to introduce irregular / regular past tense: affirmative, interrogative, negative and with Information questions.

- The teacher introduces the irregular past tense – questions and affirmative. She / he draw s two 'talking heads' on the board, as below. Ask the class *What are their names?* And write the best ones under the heads.
- Write the first line of dialogue as a prompt: *what/do last night?* Use a slash (/) as a regular system to signal that some words are missing and make sure students know this. Try to elicit the first line in full: *What did you do last night?* Students can usually come up with *What do you do?* so elicit or teach them the past tense form *did*. Drill as necessary.
- Then focus on the answer. From the prompt *out* elicit/teach *I went out*. Drill the question and answer between students, then move on to the next line *Where did you go?* as below

What/do
last night?

Where/go?

Who/with?

/out?

/cinema

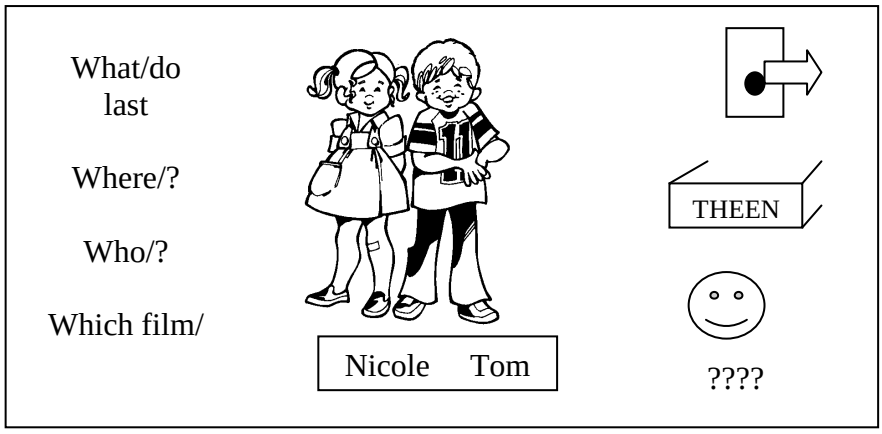
/boy
friend

➢

Nicole Tom

Build up the whole dialogue, pausing after every two lines to get students to practice the whole thing in pairs from the beginning again, one as Tom, the other as Nicole, and then swap roles. When you reach the name of the film, ask the students to suggest which film she saw and replace the? On the board with the name.

- You can keep going for two or three classes, e.g. *What was it like? (What/like?)*and elicit an opinion, then *What did you do after that? (What/do after that?),* etc.
- When students have practiced the whole dialogue and played both roles, ask them to remember and write it in pairs, and then put the correct version on the board for them to check their work. Alternatively, elicit it line by line straight onto the board for them to copy. Ask students to spell any tricky words.
- Students can then try to personalize the dialogue, asking first you and then each other about last night.
- Do not forget to revise it next lesson and again a few weeks later if you want them to remember it. Make the prompts different the second time, e.g.



This technique works for any dialogue, whether functional (e.g. Buying a train ticket, at a hotel reception, phoning) or structural (What time do you get up in the morning? What are you doing tonight?) Because it is lively and fun.

Students are actively involved in the build – up and practice and it provides a memorable and personal learning experience.

Time spent on the dialogue should be minimal if the course objective is conversation.

After a few minutes of oral practice, we plunge right into preparing "real" conversations. Using the text as a springboard for oral topics and the grammar "lesson" as a framework for sentence patterns and idiomatic expressions, I then give each pair or group of students a specific situation with specific roles. For variety, each topic has three or four different situations, so the students are all practicing different types of dialogues.

The time students spend in pair / groups is very important and should not be rushed or downplayed. If guided properly, even the most reticent student can formulate real phrases and sentences with one or two classmates that s /he may have been unable or unwilling to say in front of the whole class. During this time, the teacher should circle around the room monitoring each group, discouraging native language use, correcting a little, and encouraging a lot.

For most pair-work tasks, seriously consider allowing a stage of preparatory work when the students get together according to their roles. Working like this doubles the yield of communication from the task and greatly reduces the burden of – the – cuff creativity demanded from each student.

For example: When there is split information, the students can clarify together which information they must seek, and work out together the questions they should ask.

Here there are more examples:

1.- IN YOUR FREE TIME

What sports / play?

What magazines or comics / read?

What kind of music / like ?

How often / go swimming?

How often / go to the cinema?

What / like doing after school?

What / like doing at weekends?

2.- WHICH DO YOU PREFER? WHY?

/chocolate or strawberry ice cream?

/milk or fruit juice?

/the summer or the winter?

/travelling by train or bus?

/basketball or football?

/short or long hair?

/Saturday or Sunday?

3.- PAST SIMPLE

/use a computer yesterday?

What / do last night?

/see a film last weekend?

What time / get up this morning?

/have breakfast this afternoon?

What / do last weekend?

Where / go for your last holiday?

4.- DESCRIBE A FRIEND

What / his or her name?

Where / live?

/tall / thin / good-looking?

What color hair (eyes)/ got?

5.- TIME

What / the time?

What day / it today?

What / the date today

When / your birthday?

which / your favorite month?

Which / your favorite season

Comparative chart

Traditional teaching	Pair / group work
The teacher initiates exchange	Students initiate their own exchanges.
The focus is nearly always on ACCURACY.	The focus is mainly on FLUENCY, though can include ACCURACY, depending on the activity.
The rest of the class listen but do not have to do anything.	Students listen to each other willingly as they are more likely to have to respond.
Performing publicly in front of all their peers at once creates pressure.	Performing in front of far fewer peers and at a lower volume is more private.
Much of the teacher's time is spent leading the class, selecting who will speak and judging each individual's performance.	The teacher is freer to listen to more students at once. They will be speaking in a more relaxed and natural environment. The teacher can offer more individual help.
One student, usually selected by the teacher, responds to the teacher.	Other students respond together.
All go at the same speed, dictated by the teacher.	There is more variety as students talk at once. They can more easily go at their own speed.

2.4. Theories of the English Language

First, we must take the concept that we have on the educational fact, it is mean the action or the act of transmitting or teach others, then this will throw up new horizons for the various ways to teach, not only foreign languages but also other subjects components of any school curriculum, the same with respect to techniques, methods, strategies and activities taking place in the teaching and learning.

Then do not forget the origin of foreign language teaching, we know that has a strong relationship with linguistics, with this basis, we can say that in recent decades the importance of English teaching has influenced the study of didactic of English, with a communicative approach which relates to the notional-functional aspect.

We have taken the teaching of foreign languages framed within a Special Didactic and very specific, since the factors that affect the student as sex, age, etc.., Most of the time is common with other subjects.

The route of transmission of this teaching should be different that used in the teaching and learning of other subjects taught in the student's language and not have problems with pronunciation, phonetics, intonation and grammar making modifying the didactic approaches.

Today we can see that English teaching is not due to didactic approaches in the most cases except in the school system, which has resulted the transformation of the didactic study. Perhaps, because the same process has not been able to respond to the didactic approaches and teachers themselves have been in contact with students in their classrooms and related directly with the theories which can establish new theories and propose appropriate methods for teaching foreign languages, especially English for the importance that this takes.

In this way, we observed the process of teaching and learning of the foreign languages are more related to a high percentage of certain methods derived from linguistic concepts and not to the aspects that include the didactics of foreign languages including.

The study of languages from the standpoint of psychological structuralism has some important features:

Any language is a set of habits and routines. For Watson, the language is one of the three behaviors of human beings whose influence are in the classical conditioning theory of Pavlov, however for the pedagogy of language learning is a constant repetition of actions that lead to convert these customs as something normal .

Language is fundamental and primarily oral. Based on this premise the structuralisms emphasize the oral to the written aspect that has conditioned the didactics conceptions. In the actuality if we know and mastered the English language completely, we have the best tool for all activities that occur the better. On the other hand, according to the didactic of foreign languages, is much better language teaching orally before writing.

According to Hymes (1972) the goal of foreign language teaching is to acquire **"communicative competence"**, opposed to the **"linguistic competence"** by Chomsky and the Prague Circle. Concerning this, Canale and Swain (1980) identified four aspects for the "communicative competence" as follows:

Grammatical competence, Hymes believes that possible.

Sociolinguistic competence, the social nature of communication and what is involved in the person.

Discourse competence, or interpretation of the meaning of individual messages.

Strategic competence, refers to the ways that journalists used to start, maintain, and terminate a communication interface.

Actuality, new methodological trends seem to take over the field of teaching English, but the one that has prevailed is the *communicative approach,* is not only a method, is a philosophy that has accompanied the teaching of languages over the past years. According to this, the teaching process of languages should be focused to obtain communicative competence; it is mean, the student should be able to acquire skills that enable Anglophone contact in any situation.

The problem that presents to the institutions at the time to design a curriculum for teaching English is to choose the best method or approach to teaching them, we know that all methods have been good, because they have allowed according to individual needs and groups, the mastery of the language through communication skills.

Behavioural theory

This type of theory, focuses on the environment, the individual is passive, learns and retains forms used by those around him. According to Skinner, the words and their meanings are acquired through conditioning. The language is understood in terms of verbal behavior, where language production is the product of a mechanism of stimulus - response - reinforcement.

As for language acquisition, learning is represented by operant conditioning and repetition from individual to incorporate it into their general system behavior. The type of response that occurs before each action is determined by the kind of stimulus that has caused it. The behavior, when stimulated by external incentives, is essential to language acquisition.

Theory Innatism

This kind of theory is based on the basic forms of language are already present in the mind at birth. The individual characteristics of the language must be acquired but are innate patterns.

In the first stage of childhood, has used the term for the deep structure as a part of language innate, which is converted into speech, in this structure is discovered how and in what order the changes in the speech of the adult are acquired. This innate knowledge, according to Chomsky, is "a little black box" in a language acquisition device, consisting of some innate linguistic properties:

Ability to distinguish speech sounds from another that are present in the ambient.

Ability to organize linguistic events.
Knowledge of the kinds of linguistic systems are possible or not.

Functionalist theory

This theory proposes that the context in which people learn, affects the acquisition of a language different to the mother tongue. Learning needs to imply the sense of using the learner can get for their learning.

According to Halliday (197), should be taking into account the fact that language is present in all human activities and culture.

Theory of Conversation

From the perspective of Vygotsky (1978), learning is by nature a social phenomenon; where acquisition of new knowledge is the result of the interaction of people participating in a dialogue, and learning is a dialectical process in which an individual contrasts his personal views with the other to reach an agreement. The Internet joins the Vygotskian notion of interaction between people who bring different levels of experience to a technological culture.

Didactic of English

The teaching-learning process of English has undergone enormous changes over the past fifteen years, particularly in the early nineties due to the inclusion of new technologies for teaching, now we have a range of techniques based on media, computers and appliances designed and constructed for that purpose by multinational companies, which nothing have to do with education, such as Sony, Epson, Compaq, HP, for example.

These new technologies bring new methods to insert the teaching of English, new ways to develop the skills and competencies of the student ,even without the necessity for a teacher is there to guide him, just enough to have a computer and a program for learning interaction not only English but other languages.

Possibly it will be necessary to design a Special didactic for the use of new technologies and their application to the teaching of English.

According to Jimenez (1997)

"... The act of didactic, teaching as a communicative act intentionally directed to the improvement and development of individuals, has not changed much. It has changed the situations of learning teaching, available means and, in the modes, the access to information. Ultimately, also we have to teach to use new media, new technologies." (pg. 12)

As indicated in the above quote by Dr. Jimenez, reinforcing what it said before, the subject of teaching and learning remains the same and the goal is the transfer of knowledge, of course at different levels and different ages and needs.

One of the objectives of the Didactic of English is to understand the processes, factors and situations involved with learning English as a foreign language and explore the applications of this theoretical knowledge to classroom practice. The Didactic of English through the different theories of learning foreign languages presents the analysis of English like language learning object, gives students future trainer an introduction of different approaches and methods for teaching English, emphasizing the factors of learning English in the classroom context.

CHAPTER III

METHODOLOGY OF THE INVESTIGATION

3.1. Investigation type

The present research work is an explanatory research. Because describe the sequence of the technique to be applied, as well as explain the results to be obtained.

3.2. Design of the investigation

The study design is quasi-experimental: design of two non-equivalent groups or non-equivalent control group.

The design will have three parts to use and are:

SCHEME	Design with pre-test and post-test, and intact groups. $G_C : O_1 \; - \; O_2$ R $G_E : O_1 \; X \; O_3$
REPRESENTATIVE	CG = Control group. EG = Experimental group. O_1 = Pre-test performance. O_2 = Post-test control group performance.

	O_3 = Post-test experimental group performance. R = Relation between post-test experimental group with the control group.
PROCEDURAL	• Select the population. • Identify the variable. • Apply the pre-test to both groups (initial measurement, base line) • Select the experimental and control groups after application of the pre-test. • Develop the art. • Apply the post-test to both groups.. • Compare the initial situation with the final status across information. • To contrast the hypothesis. • Develop the discussion of results. • Develop conclusions and recommendations.

3.2.1. EXPLANATORY: The answer takes explicit the action of finding the reasons or causes of something; for example, the search of the causes for those which the students of the fifth grade section "A" are motivated for English learning or the causes by those of the fifth grade section " B " are demotivated.

3.2.2. TRANSVERSE: for that the investigation was carried out in a tract of short time.

3.2.3. PROSPECTIVE: the required information corresponded to data projected to future.

3.2.4.EXPERIMENTAL: it implies the manipulation of the independent variable, expressed to encourage a group of students, selected aleatorily; and, in the determination of the type and degree of the effect of stimulating the behavior group.

The receivers conform the experimental group and the non receivers the group control.

3.3. Population and study sample

15 students in fifth grade "A" and 15 students in fifth grade "B". This is a sample of 30 students and it applies the technique of Intervals to obtain a summary table of intervals and frequency and then graph it.

This study was carried out at José Velarde School, in Talara.
All the students in fifth grade were interviewing in English ranging in age from 11 to 12. Each class had between 25 and 30 boys and girls students. The lessons observed combined exercises on various language skills: reading comprehension, writing, speaking, listening, and pronunciation. Each student was observed and interviewed during four class sessions of one hour and a half each, yielding a total of 24 hours of data recorded. Additionally, throughout the observations, written notes were taken to illustrate student-student interactions involving errors and error correction. The notes were kept as a complementary resource since the audio-recordings did not always capture important student-student exchanges due to the dynamics of the classroom; that is, students working in small groups and the teacher walking around the classroom as she / he monitored students' individual, peer, or group work. The audio-recordings were transcribed, including the students' turns and these were complemented with the notes taken by the researcher.

Once all observations were concluded, each student was interviewed for an average 20 minutes in an attempt to bring forth their conceptions on speaking fluently and error correction and whether they explicitly described the various ways in which they handled their errors.

Here I had the chance to use Elicitation which is a correction technique whose aim is to engage the learners in identifying and correcting their own errors. Lyster and Ranta (1997) described elicitation

as the most effective way of addressing learners' errors because it involves the learner in the correction process, which in turn leads to the most amount of uptake.

Similarly, Hendrickson (1978) suggests tolerating more errors in communicative activities so that learners can communicate with more confidence.

Allwright and Bailey (1991) argue that communicative language lessons should be more concerned with learners' ability to convey their ideas and less concerned with their ability to produce perfectly grammatical sentences.

3.4. Variables

3.4.1. Conceptual definition

3.4.1.1. Independent Variable: Technical work in pair

Refers to the techniques that involve practice of English in pairs or small groups. A number of different types of activities focusing on oral expression: Conversations, pair work, group work, class activities, and role plays.

3.4.1.2. Dependent Variable: verbal fluency

It is a measure of how well and how easily you can communicate your ideas clearly and accurately in speech.

3.4.2. Operational definition

The technique variable to work is operationalized through strategies and play.

The verbal fluency variable is operationalized through the implementation of the learning sessions.

3.4.3. Variable consistency matrix

Variables	Dimensions	Indicators	instrument
<u>Experimental Program</u> Effective didactic techniques in pairs	Teaching practice	✓ Teacher's performance. ✓ Learning session. ✓ Strategies program. ✓ Teaching and learning strategies. ✓ The game.	Evaluation: pre-test and post-test.
	Educational resources.	✓ Means and materials.	
Verbal fluency	Construction of knowledge	✓ Fluency in their dialogues.	
	Reflection of the knowledge process	✓ Evaluation tool ✓ Evaluation.	

3.5. Techniques and instruments for gathering of data

3.5.1. Diaries.

This technique is very useful for exploring the learning strategies that students may use in different situations.

3.5.2. Observation of experimental group and control.

It was another research instrument to examine the students' participation in group work activities. Since different students engaged in group work activities in various ways, it was difficult to capture the situation through questionnaires and interviews. Therefore, observations provided immediate information needed in the study and the students' behaviours while engaging in the activities was observed. Appendix N°5.

Three observations were conducted, in which the researcher focused on students' communication in English, team working, interaction among the group members, their enthusiasm as well as motivation when working in groups. The target students were observed in three different observations with forty minutes for each session which included brainstorming, group discussion as well as competitive games.

The overall participation in each session of the group was recorded in the observation sheet and the involvements in the three sessions were compared. Appendix N° 4.

3.5.3. Techniques and tools for data collection

TECHNICAL	INSTRUMENTS	SUBJECT
fieldwork	Pre-test Post-test	students

3.6. Data Analysis Methods

The recollected information through the different techniques and instruments described previously will be admitted through an matrix of codes (data base) with the results of the pre and post-test.

With the results obtained, will carry out the statistical analysis acrossing the information between the pre and post test, in order to test the research hypothesis denies the null hypothesis (the results of the experimental group should outperform the control group). This will lead to the development of the discussion of the results, which is nothing but the triangulation between the results of hypothesis testing, the theoretical framework that justifies and background in question. It will graph the most important paintings, from all this is to formulate conclusions and recommendations finals.

3.7. Data Analysis

3.7.1. Description of results

Table.- Distribution of students in the control and experimental group

VIGESIMAL SCALE	ACHIEVEMENT LEVEL SCALE
0-10	BEGINNING (B)
11-14	PROCESS (P)
15-20	ACHIEVED (A)

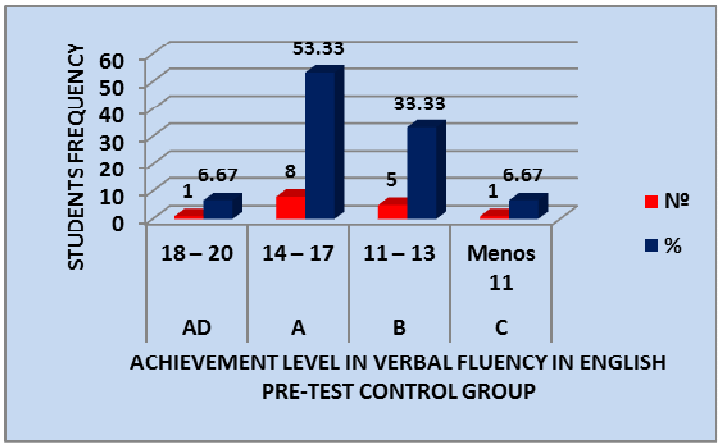
Nº	SEX	CONTROL GROUP				EXPERIMENTAL GROUP			
		PRE		POST		PRE		POST	
		POINTS	LEVEL	POINTS	LEVEL	POINTS	LEVEL	POINTS	LEVEL
1	M	12	P	12	P	15	A	17	A
2	F	15	A	15	A	08	B	14	P
3	M	13	P	14	P	13	P	15	A
4	M	14	P	15	A	11	P	14	P
5	F	18	A	17	A	12	P	15	A
6	F	08	B	10	B	15	A	16	A
7	F	13	P	13	P	10	B	13	P
8	M	12	P	11	P	14	P	15	A
9	F	16	A	14	P	11	P	14	P
10	M	15	A	16	A	13	P	15	A
11	M	14	P	15	A	07	B	13	P
12	M	14	P	14	P	12	P	14	P
13	F	11	P	13	P	14	P	16	A
14	F	17	A	18	A	13	P	15	A
15	F	14	P	13	P	16	A	17	A
	$\bar{x}$	13.73		14		12.27		14.87	
	DS	2.378		2.0655		2.4615		1.2044	

TABLE N°01. - Results of the Pre-test, control group 5º "A". “Dialogue-Building Technique to Increase Oral Fluency Through Pair Work”, in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

Scale	Points	Nº	%
AD	18 – 20	1	6.67
A	14 – 17	8	53.33
B	11 – 13	5	33.33
C	Less 11	1	6.67
TOTAL		15	100

Source: evaluation applied to students of 5° “A”

GRAPHIC N° 01. - Results of the Pre-test, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "



APPRECIATION

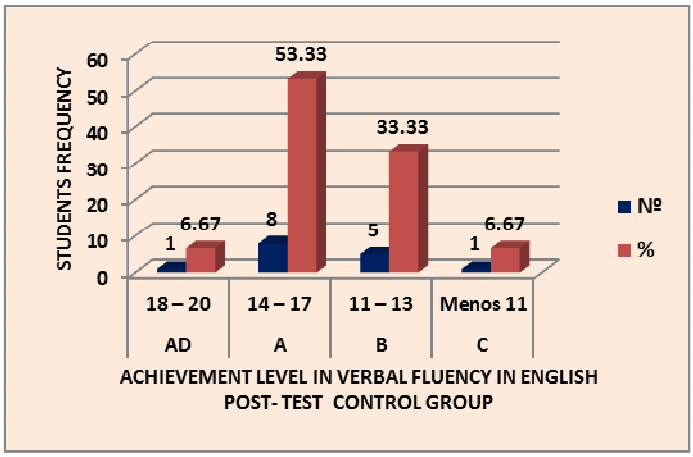
In the table we can see, that in the pre-test that is evaluated the control group, 53.33% of the students got mark that ranged from 14-17 and 33.33% of them reflect a level of achievement in the process.

TABLE N° 02. - The Post – test results, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

Scale	Points	Nº	%
AD	**18 – 20**	**1**	**6.67**
A	**14 – 17**	**8**	**53.33**
B	**11 – 13**	**5**	**33.33**
C	**Less 11**	**1**	**6.67**
TOTAL		**15**	**100**

Source: evaluation applied to students 5° "A"

GRAPHIC N°2. - The Post – test results, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

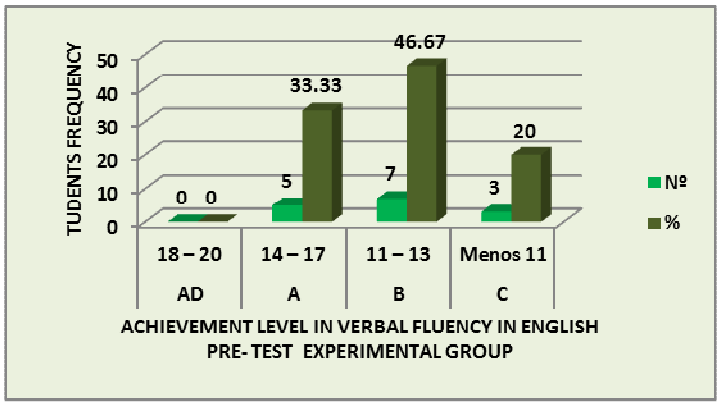
In the table we can see, that in the post-test that is evaluated the control group, 53.33% of the students got mark that ranged from 14-17 and 33.33% of them reflect a level of achievement in the process.

TABLE N° 03. - The Pre – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"

Scale	Points	Nº	%
AD	**18 – 20**	**0**	**0**
A	**14 – 17**	**5**	**33,33**
B	**11 – 13**	**7**	**46,67**
C	**Less 11**	**3**	**20**
TOTAL		**15**	**100**

Source: evaluation applied to students 5º "B"

GRAPHIC N° 03. - The Pre – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

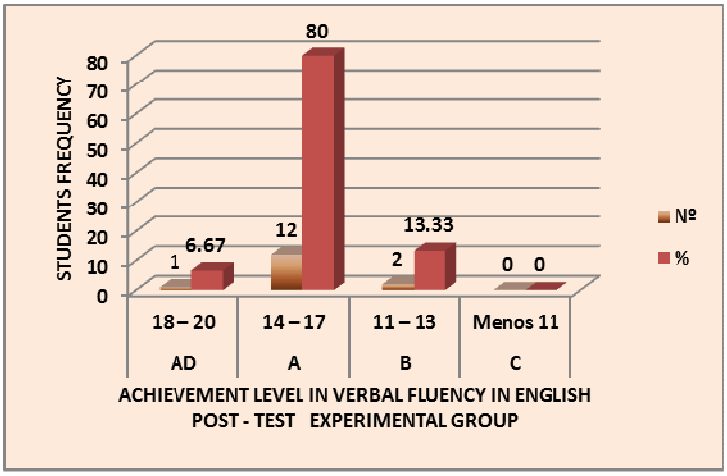
In the table we can see, that in the pre-test that is evaluated the experimental group, 46, 67% of the students got mark that ranged from 11-13, is a level of achievement in process and 33.33% of them reflect a level of achievement in the process, with scores ranging between 14-17.

TABLE N° 04. - The Post – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"

Scale	Points	Nº	%
AD	**18 – 20**	**1**	**6,67**
A	**14 – 17**	**12**	**80**
B	**11 – 13**	**2**	**13,33**
C	**Less 11**	**0**	**0**
TOTAL		**15**	**100**

Source: evaluation applied to students 5° "B"

GRAPHIC N° 04. - The Post – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

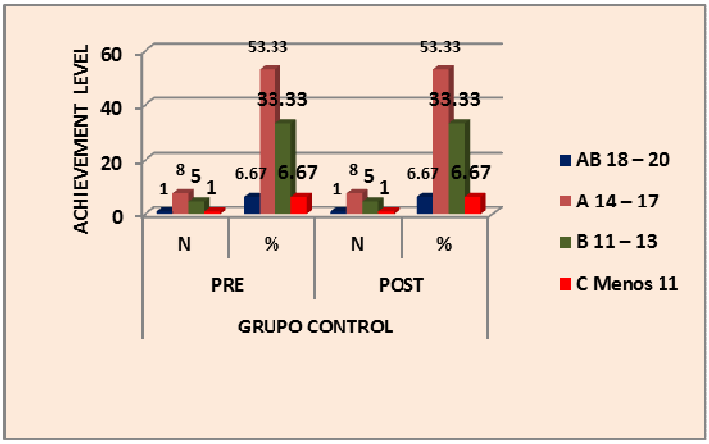
In the table we can see, that in the post-test that is evaluated the experimental group, 80% of the students got mark that ranged from 14-17, is a level of achievement in process and 33.33% of them reflect a level of achievement in the process, reflecting the effectiveness of the technique.

TABLE 05. - The Pre-Test and Post – test results, control group 5 º "A". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

LEVEL OF ACHIEVEMENT		CONTROL GROUP			
		PRE		POST	
SCALE	POINTS	N	%	N	%
AB	18 – 20	1	6.67	1	6.67
A	14 – 17	8	53.33	8	53.33
B	11 – 13	5	33.33	5	33.33
C	Less 11	1	6.67	1	6.67
TOTAL		15	100	15	100

Source: evaluation applied to students 5° "A"

GRAPHIC N° 05. - The Pre-Test and Post – test results, control group 5 º "A". “Dialogue-Building Technique to Increase Oral Fluency Through Pair Work”, in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "



APPRECIATION

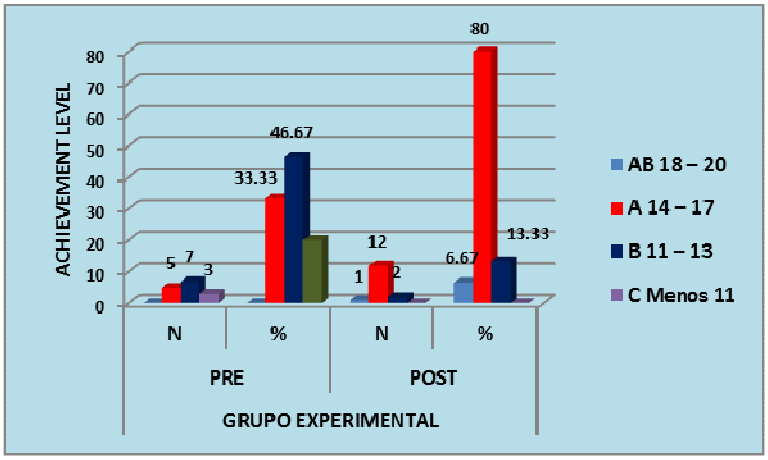
In the table we can see, that in the pre-and post-test where is evaluated the control group, 53.33% of students were coincidentally obtain marks that ranged from 14-17 and 33.33% of them reflect a level of achievement in the process.

TABLE N° 06. - The Pre and Post – test results, experimental group 5 º "B". “Dialogue-Building Technique to Increase Oral Fluency Through Pair Work”, in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011 "

LEVEL OF ACHIEVEMENT		EXPERIMENTAL GROUP			
		PRE		POST	
SCALE	POINTS	N	%	N	%
AB	18 – 20	0	0	1	6,67
A	14 – 17	5	33,33	12	80
B	11 – 13	7	46,67	2	13,33
C	LESS 11	3	20	0	0
TOTAL		15	100	15	100

Source: evaluation applied to students 5° “A”.

GRAPHIC N° 06. - The Pre and Post – test results, experimental group 5 º "B". "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work", in learning English with children of fifth grade of primary level of the Educational Institution FAP "José Velarde Vargas" - Talara 2011"



APPRECIATION

In the table we can see, referring to the experimental group of 33.33%, whose evaluations ranged from 14-17 in the pre-test, with the technique applied was increased to 80% and a level of achievement in process was in pre-test in 46.67% then with the technique a 13.33%, demonstrating the effectiveness of the technique applied.

3.7.2. Hypothesis Testing

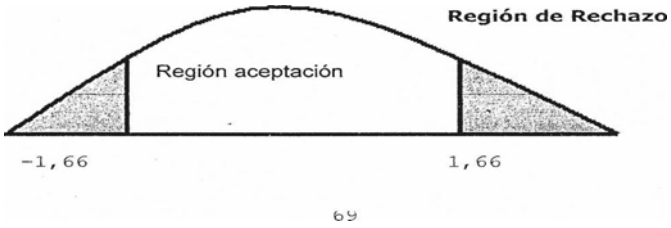
TABLE N° 7. - Comparison of means for related samples (pre and post test experimental group learning English in fifth grade with children in primary level FAP Educational Institution "José Velarde Vargas" - Talara 2011 "

EVALUATION	MEDIA	STANDARD DEVIATION	VALUE T Student	PROBABILITY	SIGNIFICANCE
Pre – Test	12.27	2.4615	-3,68	0.00	Highly significant
Post – Test	14.87	1.2044			

Source: evaluation applied to students of 5° "A" y "B" I. E FAP "José Velarde Vargas"

INTERPRETATION

The table shows the comparison of means and standard deviations of the experimental group evaluation, calculating the value of T for "student" equivalent to t = -3.68, as the graphic value falls in rejection region, therefore rejects the null hypothesis and alternative hypothesis is accepted.



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CHAPTER IV

DISCUSSION OF RESULTS / SUGGESTIONS FOR FURTHER RESEARCH & RECOMMENDATIONS

4.1. Discussion of results

The results observed in Table No. 06 and Graphic No. 06 on the implementation of the Pre and Post the experimental group, where be appreciate that the application of the "Dialogue-Building Technique to Increase Oral Fluency Through Pair Work" has been successful in either the experimental group, students from 5" B ", which enabled the progress of achievement, in relation with oral fluency in English learning.

Table No. 05 and Graphic No. 05 on the pre and post test control group, we see that the results obtained by the students of 5 "A" do not show a significant variation.

The results observed in Table No. 07 and Graphic No. 07 on the implementation of the Post Test both control and experimental groups, where be appreciate that there are differences between them, which leads us to think that the application of the technique has led to improve oral fluency in English in the Post test evaluation because during this time there was no outside activity that enables these improvements, but the development of the technique.

These results are consistent with the assertions Gisselle Vila (University of Lima - 2007), with its research

APPLY “ELICITATION” TECHNIQUE TO IMPROVE SPEAKING THROUGH PAIR WORK”, WITH LEARNERS OF FIFTH GRADE OF PRIMARY EDUCATION, IN THE EDUCATIONAL INSTITUTION “SANTA MARGARITA” LIMA, IN THE YEAR 2007.

Ending to be a quasi-experimental project, there were two groups, one control and one experimental, concluding that in the experimental group increased the level of speaking and students spoke with more fluent English, because in the time of the experiment, the “Eliciting” technique was all experienced students in the experimental group, showing a significant difference from the control group, where improved significantly, demonstrating the effectiveness of the technique.

It also coincides with the approach of the THEORY OF THE CONVERSATION, from the standpoint of Vygotsky (1978: 189), learning is by nature a social phenomenon, in where the acquisition of new knowledge is the result of the interaction of people participates in a dialogue, and learning is a dialectical process in that an individual point of view contrasts with the other to come to an agreement. The Internet joins the Vygotskian notion of interaction between people who bring different levels of experience to a technological culture.

4.2. Conclusion of the analysis.

The integral diagnose was carried out to the students of Educational Institution FAP "José Velarde Vargas", Primary Level of fifth grade.

The teacher-researcher found out that the students’ difficulties in oral and written English were speaking or conversational English, including correct usage, listening and answering questions, and creativity in developing dialogues. The causes for these difficulties were: students have poor background in elementary; English is not heard at home; teachers prefer to speak the dialect often; lack or absence of English books at home.

Using the didactic technique, classes were developed as experiential and students were able to apply successfully learned in their

daily lives. Students of experimental group showed great fluency and established topical talks, spoke different topics of interest, developed and exposed social projects in English while the traditional method, based on textbooks and their contents without sense for students, demonstrated its effectiveness by creating to rote learning based on vocabulary and grammar. These students of Control Group have failed to establish simple conversation in English.

The language teaching which is based on a didactic technique, in contrast to a traditional method that it is boring by nature, it becomes very motivating and appealing for students and promotes an active participation of the students in class and encourages their own creativity. When the student creates, he/she significantly has learned the content being taught. By applying this didactic technique, we begin to train students to use their knowledge of the English language appropriately in different contexts and for multiple purposes.

This study was achieved in both groups: a control and experimental one through a Pre-Test, obtaining in the control group a result of 53% of students with level A (14-17) and in the experimental group 47% of students in an achieving process level (11-13). The didactic technique was used to increase the fluency level in effective conversations in pairs with students of fifth grade of primary education in the experimental group during the development of learning sessions, demonstrating effectiveness of the technique at the end..

In addition, by applying the statistical test "T" Students, whose value was -3.68; I came into the conclusion to confirm the acceptance of an alternative hypothesis, rejecting the null hypothesis, to fall precisely the value of -3.68 in the rejection zone, confirming the effectiveness of the technique to improve the English language fluency, in the students of fifth grade.

This study was achieved in both groups: a control and experimental one through a Post-Test, obtaining in the control group a result of 53% of students with level A (14-17) and in the experimental group 80% of students in an achieving process level A. The experimental group improved significantly following the application of the technique which has improved the fluency of English, considering that before the technique was 47% with a level of achievement in the process.

The contribution of this research has been crucial to overcome the problem that existed on the lack of communication or dialogue that was among the students, with the technique worked, students increased their English language fluency and felt safer at the end of every conversation because they had not had the opportunity to participate in activities.

The activities that promote oral communication in the Teaching-Learning Process should be systematic, flexible and procedural, involving the influence of teachers to achieve the objective.

Generally, the findings show the results with regards in speaking activities among students using the technique "Dialogue-Building". Some of the techniques identified include the students' proficiency of spoken language that hindered their participation in class, their inability to practice the language outside the class, etc. The students' perspectives with regards to the involvement in the oral group activities were identified, which include students' enthusiasm and motivation, contribution, sense of belonging as well as the importance of peer correction among group members. Also, there was a positive implication on the use of group work activities whereby the students showed improvements in their individual performance in speaking assessment.

From the three observations conducted, it was found out that the students felt free to express themselves when interacting in smaller groups. In other words, group work helped to reduce students' anxiety to speak up in front of the class. Hence, the best time to overcome the speaking problems is through the practice in group work. This finding resembled the idea of Harmer (1985) who stresses that group work is an attractive idea to increase the amount of students' talking time. Students use the language to communicate with each other and more importantly, to cooperate among themselves.

Pair work and group work have been implemented into teaching speaking for 5^{th} graders and have gained a great deal of favor among both teachers and students. However, most of the activities designed for pairs and groups are still controlled.

The use of pair work and group work has proved to have a great number of merits. It is clearly seen that the technique Dialogue-Building

can create a relaxing learning environment in which students feel more confident to speak English and have more chances for practicing and exchanging ideas with each other. As a result, students' speaking ability and fluency are much improved. They also help students learn more about how to share their responsibilities while working in pairs or groups in order to solve tasks better and faster.

In order to get every student participating in the group work, it is essential that the activities should be appropriate to students' level and could interest them to participate. Therefore, making the students interested in the activity is one step ahead of conducting a successful language learning activity. In smaller groups, students learn to ask and receive help from the members. Students who contribute to the groups found the activity rewarding when their suggestions are valued and their contribution is linked to the success of the whole group.

Having stated the findings above, there were nevertheless a few limitations of the study which was carried out only in José Velarde School; the result collected was only valid for that respective school.

To make the research findings more reliable, more responses from students of that school should be collected. In addition, English teachers always conducted individual or pair work activities due to the fixed seating arrangement in the classroom. The students might be unfamiliar with the use of group work in class. They might not realize the benefits of using group work to improve their speaking ability and thus, did not show enthusiasm in participating in the group work activities.

Also, due to time constraint, only three observations were made. In the three group work activities, the teacher remained as an observer while the students were engaging in the activities. The teacher might not have ample time to record the behaviors of all the students when they were engaged in the speaking tasks in their groups. Besides, the development of speaking skills demands longer time to assess; however the period allocated to carry out the research in school was only three months.

Finally, the technique Dialogue-Building is a transparent and free tool, open source, adaptable by its users, driven and supported by the teachers, with the aim of helping students, especially the basic ones,

which would otherwise not be able to develop oral communication in English.

4.3. RECOMMENDATIONS

These recommendations are then suggested. The proposed module enrichment designed by the researcher based on the findings of the study should be utilized because it gives more emphasis to the activities to enhance macro-skills of the language.

The school administration should implement policies that ensure quality teaching and learning in the classroom. The school should continuously provide the necessary teaching materials like newly updated books, supplementary reading materials and teaching aids. The teacher-student ratio should be kept at the optimum to facilitate learning within the time-frame allotted.

The school administration should also endeavor to send the teachers to trainings to enhance their knowledge and skills in both the oral and written aspects to make them effective teachers by modeling to the students. The emphasis should be directed towards the English communication skills development of teachers. The environment is influential in the acquisition of skills. Teachers who are fluent speakers of English make students also become voluble speakers.

It should motivate students, by using techniques, to be relevant and benefit for them. In this way, they respond to situations arising experiential inside and outside the classroom, with their thoughts and experiences they already have.

The teachers should motivate themselves to take advance courses in English to acquire knowledge in the recent development of the English language in the areas of grammar and usage. English is a growing language. This move will enhance their competence in teaching the subject.

The speech course should be enforced to enhance better speaking competence and capabilities among the students and to institute a system that will encourage students to study English.

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APPENDIXES

APPENDIX N° 1

CO-EVALUATION SHEET

Students assess their peers: oral assessment.

Slogan: Listen carefully to your classmates and record what you receive during a conversation between them:

	YES	NO
The instructions given by your teacher have been understood.		
Students use the language given the right intonation.		
The vocabulary used is fluency and relevant to the communicative situation.		
The pronunciation is correct.		
The gestures and mimicry are appropriate.		
Students look for clarification when deemed necessary.		

APPENDIX Nº 2

CHECKLIST

It is a tool that guides the observation by the proposed indicators.

Example: If we want to assess how students use language in a given learning situation, we can verify the following:

INDICATORS	RIGHT	MORE OR LESS	WRONG
Use the foreign language.			
Identify the main ideas.			
Participate in order.			
Ask for clarification as needed.			
Use gestures, mimicry to be understood			

APPENDIX Nº 3

REGISTRATION FEATURES

Let's gather as much data as possible about the attitudes that each student builds up in his learning process. Example:

FEATURES	YES	NO	YOU CAN NOT DEFINE
It is tolerant when they do not understand something of a text.			
Collaborate with their peers.			
Take the word properly.			

APPENDIX Nº 4

OBSERVATION SHEET

Proposed score (1 to 5) the number 1 is of higher order.

CAPACITY OF AREA	**JULIA**	**ROSALIA**	**PEDRO**	**JAVIER**	**ENRIQUE**	**LISBETH**	**TERESA**
Use gestures and glances at the time of the dialogue.							
His intonation and pronunciation is clear and understandable.							
Showing natural expression. Maintains fluency in his communication. Improves his vocabulary							
Taking the word at the right time.							
Requests for clarification when necessary.							

APPENDIX Nº 5

INSTRUMENT FOR THE OBSERVATION OF BEHAVIOUR according to Higueras, L. (1998)

PERSONAL INFORMATION				REFLECTING AN IMPROPER BEHAVIOR MANAGEMENT THINKING															
NAMES	SEX AND AGE			(1) IMPULSIVE					(2) DEPENDENT					(3) OUTRIGHT					
1. Ernesto Jara Meca																			
2. José Velásquez Aldana																			
3. Dario Mena Juarez																			
4. Joel Vaca Bayona																			
5. María Baca Toro																			
6. Elena Pastor Alemán																			
7. Rousmerly Zapata Cruz																			
8. Jeny Salgado Flores																			
9. Julia Torres Antón																			
10. Alex Jara Canales																			

SCALE OF INTENSITY OR FREQUENCY

1 = NOTHING (almost never) 2 = LITTLE (sometimes) 3 = REGULAR

4 = A LOT OF (often) 5 = PLENTY OF (almost always)