INTRODUCTION

In the late twentieth and early twenty-first centuries, governments have been encouraging their citizens to be communicative competent in a foreign language based on the fact, it makes possible intercultural, financial and political trades. As a result, Colombia a multicultural and plurilinguistic country has taken on such trend to improve the quality system of education. Thus, the Ministerio de Educación Nacional (MEN), 2006 designed the National Plan of Bilingualism "to promote the learning of foreign languages, in this case, English Language", (p.6). New challenges were posed to teachers and learners of English "to form competent individuals able to communicate in English with international standards" (p.3).

The National Standards were articulated to the Common European Framework of Reference for Languages (CEFR), 2001 to regulate the construction of English programs and syllabi into the educational system. This information was published in Vision Colombia 2019 document, (MEN, 2006) to help the educational community achieve the proposed goal. This document makes clear that the goal for Colombian high school leavers is to achieve a B1 English language proficiency level.

In light of the standards, it is essential to introduce teaching strategies that promote oral interaction to achieve the proposed B1 English language proficiency level or a pre-intermediate as it is named. Aims state at level of oral interaction that students "can interact with native speakers of English language, initiate and take part in conversations and maintain coherent discussions, participate in conversations to explain opinions and ideas about personal, general and abstracts affairs" (MEN, 2006 p.27). That is to say, the

teachers' roles go beyond providing opportunities for communication; learners should be prepared to interact orally with others, exchange opinions, and ideas in English with a critical and reflexive mind. They should also be ready to express their points of view appropriately and accurately.

A pre-intermediate oral interaction demands critical thinking. As Brown, (2007) affirms "oral interaction is, the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" (p.212). In other words, oral interaction consists in the capacity to exchange ideas, give arguments, contradict, and propose new ideas.

Along those lines it is argued that a syllabus needs to propose "meaningful tasks in which learners use the language as a system for the expression of meaning and function" (Nunan, 1989 p.50). This research proposal adheres to Task-Based Language Teaching (TBLT) recommended by Nunan, (2004) which emphasizes a combination of real task and pedagogical tasks to enhance foreign language acquisition. The (CEFR) concurs with the idea that "tasks are the actions performed by one or more individuals strategically using their own specific competences to achieve a given result" (p.127).

In addition, the course design requires empowering critical thinking tasks of analysis skills to enhance the learners' ability to agree or disagree with someone, propose solutions to a problem. In this view, Tishman et al (1995) maintain that "critical thinking skills are concerned with a culture of thinking inside the classroom in which several forces, language, values, expectations, and habits work together to express and reinforce the enterprise of good thinking"(p.3).

Critical thinking skills embrace different cognitive skills. Bloom (1974) proposes "knowledge, comprehension, application, analysis, synthesis, and evaluation" (p.74). These levels constitute the cognitive domain to assist teachers to design tasks. Likewise, Facione (2006) contends that  critical thinking skills of analysis are related with person' ability "to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions". Critical thinking skills of analysis entail learners develop sub-skills such as discovering, studying and evaluating ideas, detecting arguments, and analyzing arguments, diagramming ideas and establish differences. The proposed study involves critical thinking tasks of analysis of analysis skills.

Although options have emerged to facilitate pedagogical experiences on critical thinking skills of analysis, few concentrate on maximizing students' experiences in non-English-speaking nations. However,  Fobes (2002) following Kaufman's four-point model of critical pedagogy, which focused on understanding, reflecting, analyzing, and engaging in social action developed a case study in Cusco, Perú  that helped offering suggestions  to structure the application of critical pedagogy in the social faculty.

McBride, et al (2002) conducted a study to examine and compare the critical thinking dispositions (CT) of 218 American and 234 Chinese preservice physical education teachers. Results provided evidence of a positive endorsement toward CT by the American sample, and a slight resistance by the Chinese participants. Differences between the two populations may stem from the duality of individualism-

collectivism represented in Western and Asian cultures, respectively. Similarities noted between the two populations in CT dispositions, however, appear to transcend cultural differences.

An action-research study conducted with second grade students in an urban school by Deautel (2009) to explore what practices lead to successful self-reflection and promote metacognitive skills development in young learners. The author believes that elementary students who are aware of their tasks and have knowledge of themselves as learners will more effectively apply learning strategies, develop effective work habits, and generally enjoy a richer learning experience.

A study carried out in Bogotá schools Aguirre, (2004) examines how learners approach the processes of analysis and evaluation; the study contends that when teachers use the technique of questioning, critical thinking and motivation arise.

Likewise, Ramos, (2004) cited by Cardenas (2009) conducted a study on power relations at an EFL Classroom through oral interaction which revealed that students' oral interaction increases at the start when the teachers are the initiators of it. In order to validate the conclusions, the researcher made use of four instruments audio-recording to capture the oral students' intervention, field notes to register the teacher's observations, surveys and interviews. The researcher collected the data from 35 students in sixth semester and 15 students in the fifth semester of the curricular project of Modern Languages and researcher used the qualitative and discourse analysis as method to analyze the results (pp.109-126).

Another qualitative-descriptive study by Malaver, (2003) reports how learners apply their critical thinking skills and the role of peer interaction in problem solving. It revealed students were able to make connections between the text and their experiences. They used processes of critical thinking skills which implied conceptualizing, applying, analysing, synthesizing and evaluating and everybody showed the importance of listening to everybody's voice while discussing. Likewise, the data were collected from ten tenth graders from a school in Bogotá. The researcher used three instruments, teacher's class observation, audio recording, and conferences to collect the spoken material.

**The problem was determined when Tenth graders at Colegio de Bachillerato Patria demonstrated difficulties to interact orally in discussions; they did not manage to clearly state opinions about abstract or concrete topics. They also avoided asking questions for clarification and did not display use of strategies to keep conversations going. Moreover, they became passive when required to participate in discussions which challenged them to compare, debate, or formulate questions.**

In fact, evidences in low tenth graders' English language proficiency level were revealed when was applied a diagnostic virtual placement test. The mentioned test was intended to evaluate students' ability to use English language and immediate responses to respond to real situations integrated reading and listening skills as input. Results revealed that a significant number of tenth graders' population had an A1 proficiency level (graphic 1). It means they were far from achieving the proposed B1 level proposed by the (MEN).

**Empirical methods** were used to clearly identify the problem: class observations, field diaries and structure questionnaire provided evidence of the existence of the problem.

5

Class observations were applied to analyse students' oral interaction. A follow up format (appendix C) was designed which included four aspects and a ranking scale with these items: *a lot, quite good, few and nothing*, to facilitate the analysis of students' talk. By using statistical method of analysis; it demonstrated (graphic.2) that tenth graders' oral interaction tended to be low since they were not willing to practice among them, the majority of the time learners communicate short, basic information that difficult learners' ability to formulate questions, to clarify doubts, to state their points of view or contradict the other's opinion.

The second instrument, teachers' field diaries (appendix H), gathered data to analyze and identify the strategies that apparently motivated students' oral interaction. Thus, twelve teachers' field diaries were selected. A matrix (appendix E) was designed to facilitate the analysis; it included four aspects: the amount of planned activities for oral interaction, type of activities, problems in the oral interaction, solutions to improve students' talk in English class, their answers were ranked by *lot, quite good, few, and nothing*. Results (graphic 2) demonstrated statistically that most English teachers included just one activity in the week to enhance oral interaction. The repetition of memorized dialogues was the type of practice for oral interaction. No evidence of tasks to engage learners in proposing solutions or discuss topics was found. Yet there was a great number of complains about discipline problems and no solutions for promoting speaking.

The third instrument, a structured questionnaire, (appendix G) was applied to 130 tenth graders to categorize what kind of critical thinking skills students would like to work on in their English classes and the way they preferred to learn the English language. It

consisted of four structured questions with five options. The statistics (graphic 3) helped me to visualize a great number of tenth graders were inclined for doing tasks related to formulate hypothesis, summarize ideas, and generate new ideas. Learners tended to prefer to learn work in pairs by listening to songs, watching videos, and doing something with the words.

Having identified the existence of a scientific problem the researcher posed the following research question: ***How may critical thinking tasks of analysis skills enhance tenth graders' English oral interaction?***

In order to respond to the question and offer a solution to the problem, the teacher-researcher took into consideration as the object of the study the didactics of teaching-learning critical thinking tasks of analysis skills and the field of study tenth graders' oral interaction.

In connection to the stated problem, the main objective of this research is: ***To enhance English oral proficiency as tenth' graders are engaged in critical thinking tasks of analysis skills.***

Likewise, for achieving the main objective of this study the following sub questions were posed:

*What are the key concepts to support a didactic proposal on critical thinking tasks of analysis skills to enhance tenth graders' English oral interaction?*

*What characteristics should a didactic proposal on critical thinking tasks of analysis skills to enhance tenth graders' English oral interaction have?*

*What does the implementation of a didactic proposal on critical thinking tasks of analysis skills inform us about tenth graders' English oral interaction?*

*What kind of benefits could a didactic proposal on critical thinking tasks of analysis skills to enhance tenth graders' English oral interaction have on English teaching learning strategies?*

Whereas, it was necessary to carry out the following research tasks to answer the research question and sub questions:

*Revision and analysis of the main theoretical and epistemological concepts concerning to Task-Based Language Teaching (TBLT), tasks, critical thinking skills of analysis, and oral interaction.*

*Design and implementation of a didactic proposal based on critical thinking tasks of analysis skills to enhance tenth graders' English oral interaction.*

*Analysis of the findings when applying a proposal on critical thinking tasks of analysis skills to enhance tenth graders' English oral interaction.*

*Provision of conclusions to answer the posed research questions and to propose a solution to the problem stated.*

8

In such endeavor, theoretical **method**s like historical-logical were useful for building up the antecedents of this study; they contributed to become informed about Colombian legislation and international educational policies regarding to English programs. Induction and deduction were valuable in the process of revision and study of printed sources of information to construct the theoretical framework in order to clarify concepts about, Task-Based Language Teaching approach principles, task types, critical thinking skills of analysis, and oral interaction. Analysis and synthesis were also useful to make correlations between theory and practice when designing the didactic proposal, analyzing the data collected and for processing the scientific foundations.

Needless to say, This project attempts to comprehend the classroom by means of **Action Research** (AR), understood as "a strategy of reflecting on teaching and it is done by a systematically collecting data on our everyday practice and analyzing it in order to come to some decisions about what the future practice should be," (Wallace, 2006 pp.4-26). It provided an outline of the actions of my daily practices, served as a guide for analyzing the data and for elaborating informed judgments.

As consequence, this study adhered to the research cycle: Plan, action, observation and reflection in order to carry out the proposed research tasks. Thus, the first stage consisted in analyzing the evidences of the problem stated, selecting the topic and its scope, refining the research questions and objectives; second stage, connections between the learners' needs and theory were reconciled and five lesson plans stipulating the goals and resources were designed taking into account the keywords in the literature; third stage dealt with the implementation of the didactic proposal, teacher-researcher chooses four class

hours of the week to put into action the planned tasks. Then she proceeded to analyze data in which followed four steps: assembling data, coding the data, comparing the data, building interpretations, and reporting the outcomes and fourth stage teacher-researcher looked back at the strategy used, the issues, and the problems encountered so as to make some adjustments, study the implications and draw conclusions.

Furthermore, **empirical methods** for the planning of the pedagogical proposal were used: The teaching log (appendix H) applied after each class, it helped to keep teacher's information structured about the tasks, and at the same time it provided data to observe how critical thinking skills tasks of analysis skills contributed to tenth graders' oral interaction. On the other hand, learning logs (appendix I) applied by the end of each class, helped the researcher to identify students' perceptions about tasks. Audio-video recordings (appendix J) were useful to gather information about tenth graders' oral interaction during pre- tasks and post-tasks; three groups' oral presentations were audio-video taped. These provided valuable information on the learners' oral expressions, on the way they interacted with one another and the kind of questions they formulated.

Moreover, **statistical methods** were used to support the validation of data collected. In this sense, by the analysis of the variation (ANOVA) were identified certain features to make statements about which element are likely to be the true one.

The **scientific innovation** of this project is supported by the following aspects: The theoretical key elements of the teaching-learning process of English in a didactic proposal on critical thinking tasks of analysis skills to enhance oral interaction are integrated, when

synthesizing essential aspects in Chapter 1, and described from different points of view in the specialized Literature existing in the country.

A theoretical enrichment of the English Teaching-learning methodology is achieved by selecting the essential criteria to design a proposal on critical thinking tasks of analysis skills, to enhance tenth graders' English oral interaction.

Moreover, elements of utility for the continuous improvement of the National System of Education are offered, when describing the difficulties teaching-learning of tenth graders' English oral interaction.

The practical meaning of the present research project consists in that results bring theoretical considerations that are able feasible to enrich the discipline methodology of teaching and learning English language when design pedagogical tasks.

Additionally, this study expanded my teaching practice by having critical thinking tasks of analysis skills, as a valuable tool for effective initiation and continuity of learners' conversations that may encourage them to recommend solutions to problems and propose projects that in turn help them develop their English language oral interaction.

With regards to the organization, this report followed the logic organization of the model suggested by Universidad Libre which consists of an introduction, two chapters, conclusions and recommendations, references and appendixes.

Chapter I discusses the general theory and the key concepts that underpin the study: TBLT approach, tasks, critical thinking skills of analysis, and oral interaction. The teacher-

researcher and representative authors entered in a dialog to provide a theoretical-referential basis for the solution of the problem.

In Chapter II is described in detailed the research type, the design of the proposal on critical thinking tasks of analysis skills to enhance tenth graders' oral interaction, process and techniques used for analyzing collected data. Additionally the data analysis is given by qualitative description of the meeting of the general objective, with the corresponding questions and scientific research procedures.

The last section includes the conclusions plus methodological recommendations for other researchers in similar contexts, which include suggestions by a set of open-ended questions as referents for further research. Finally, it is included the references and appendixes to be consulted.

CHAPTER 1

THEORETICAL FRAMEWORK

This chapter is aimed to revise the main theoretical concepts with regards to the scientific problem. Thus, Task-Based Language teaching approach, tasks, critical thinking skills of analysis and oral interaction concepts by key authors are analyzed in order to have a ground for the didactic proposal.

**TASK-BASED LANGUAGE TEACHING (TBLT)**

It is recognized the influence of communicative approach on TBLT approach. Littlewood, (1981) argues that teacher's role in the communicative approach as facilitators of the learning process is "to assure students get involve in processes such as information sharing, negotiation meaning interaction by using task-based materials"(p.7) TBLT attempts to materialize the Communicative Approach principles.

Thus, TBLT approach makes emphasis on "learning to communicate through interaction in the target language, the introduction of authentic texts in the target language, the provision of opportunities for learners to focus not only on language but also in the learning process, an enhancement of the learner's own experiences as important contributing elements to classroom learning" (Nunan, 2004 p.1). This approach provides the ground to design tasks that empower learners' critical thinking skills of analysis to motivate students to discuss, to

take a stand, and in general to strengthen the learners' active participation without restricting them to use specific grammatical structures.
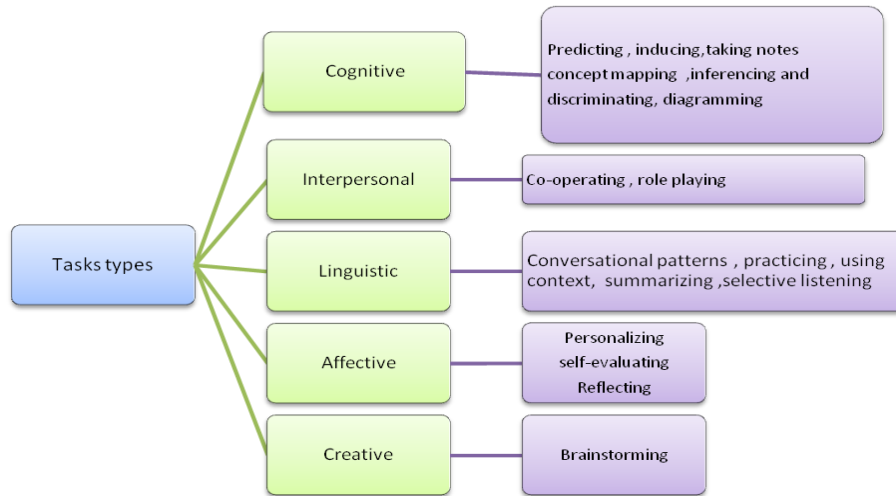
**TASK**

As matter of fact, the concept of "task" has become important since it becomes the core in teaching classroom strategies. According to (CEFR, 2001): "tasks are features of everyday life in the personal, public, educational or occupational domain, which involves that an individual develops specific competences in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and specific outcome" (p.27). In particular, this conception clarified us that tasks have broad areas in which they can be applied.

However, this study adheres to pedagogical tasks "pieces of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on meaning rather than manipulating the form and the context must be given" (Nunan, 2004. p.4). The above characterization guided the design of my pedagogical intervention.

Nunan, (2004) suggests us five strategy pedagogical tasks types: "cognitive, intrapersonal, interpersonal, linguistic, affective and creative" (p.60). As well as, he proposes a minimum specification when design a task "goals, input, procedures and that these will be supported by roles and settings" (p.41). It is intended to simplify in the following diagram some actions that entail the different tasks.

**Figure 1 Summary diagram Tasks Types and 1**



Regarding to, the field of this study deals with the observation of ten graders' oral interaction. Cognitive tasks are considered in the pre- oral interaction task since they facilitate *predicting* strategies to introduce discussion; linguistic tasks for achieving outcomes in the class to build confidence in speaking.

Additionally, Nunan, (2004) has included another tasks type classification:  reasoning-gap involves deriving information from given information; it enhances inference process; practical reasoning engages learners in comprehending and conveying information with a piece of reasoning which connects the two. It involves identifying and articulating a personal preference, attitude in a response to a given situation. They are valuable when required students formulate arguments, justify opinions; jigsaw tasks involve combining different pieces of information to form a whole and problem-solving tasks students are given a set of

information and they must arrive to a solution of the problem; opinion exchange tasks are designed to engage learners in discussions and exchange of ideas.

The above selected tasks are important in the procedures of tasks development due to the fact they enhance processes of inference, deduction, formulate arguments, justify opinions; combine different pieces of information to the end contribute tenth graders' oral interaction.

## CRITICAL THINKING SKILLS

Critical thinking skills deal with a mental process. Halpern, (1997) argues that "critical thinking skills deal with the use of cognitive skills or strategies that increase the probability of a desirable outcome" (p.4). That is to say, the more teachers empower actions into the classroom to strengthen cognitive skills, the more students activate ideas to orally interact.

However, a consideration with Blooms' taxonomy to design tasks must be considered because this taxonomy establishes a hierarchy from the basic to complex thinking levels: "knowledge, comprehension, application, analysis, synthesis, and evaluation" (Bloom, 1974 p.78). It provides a clear route for the construction of educational objectives to enhance critical thinking skills in the classroom.

**Figure 2** *Bloom's taxonomy of educational objectives*
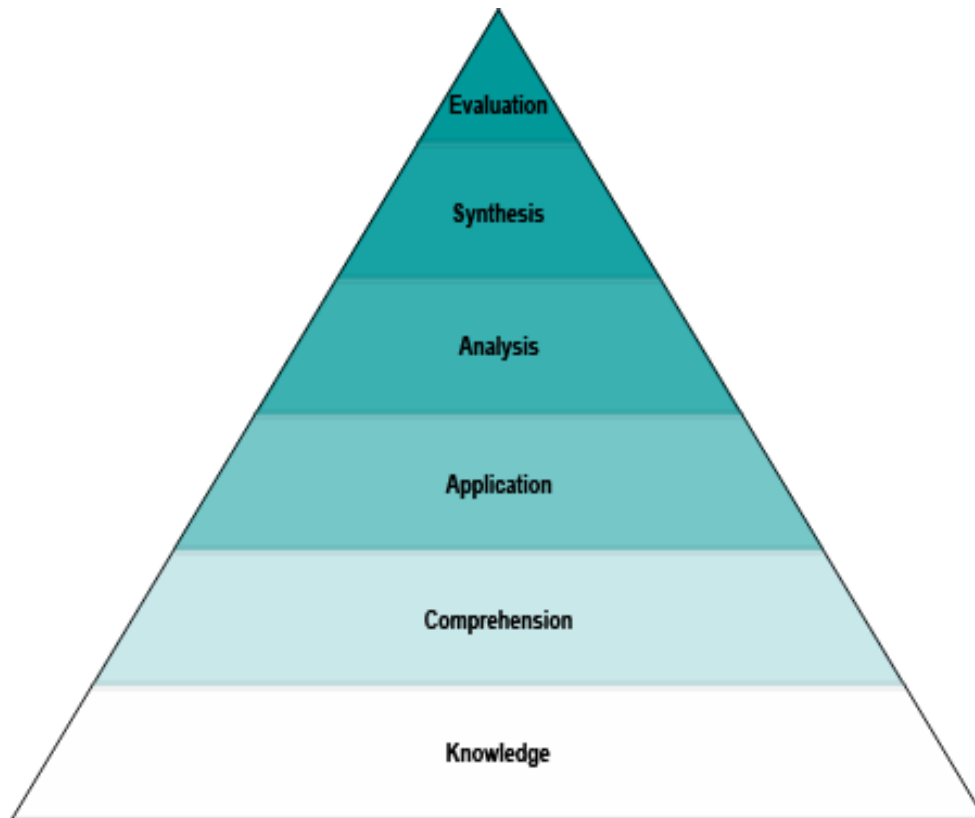


Bloom's Taxonomy of learning.  Adapted from: Bloom, B.S. (Ed.) (1956)
Taxonomy of educational objectives: The classification of educational goals.
Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

Knowledge and comprehension critical thinking levels are oriented toward deriving specific or correct information to a clearly defined question. Divergent thinking, by contrast involves producing multiple answers that involves application, analysis, synthesis, evaluation thinking levels (Cropley, 2006).

Up to this point,  the regulations for English standards (MEN),  in tenth and eleventh emphasized the fact "to strengthen the analytical and reasoning cognitive functions, even

though they are not the same at their mother tongue level".(p.30). As a consequence, the object of this study is to observe critical thinking tasks of analysis skills.

## CRITICAL THINKING SKILLS OF ANALYSIS

Halpern, (1997) argues critical thinking skills of analysis include "to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions." (p.4) That is to say, this level demands from teachers to create actions that empower students to discover, study, evaluate ideas and arguments.

As matter of fact, Leyva, (2004) argues the development of critical thinking skills at analysis level require mental operations in which include "categorize, compare, criticize, experiment, separate, differentiate, select, discriminate, analyze, diagram, debate, divide, distinguish, break down, outline, debate, point out and question"(pp109-116). However, some of the actions have been selected to make possible the achievement of pre intermediate oral interaction goals proposed by (MEN) for tenth and eleventh graders, also they have been described in the following chart by the author of this research study to summarize the information.

*Table 1 Critical thinking actions and aims of analysis skills.*

| ACTIONS | AIMS |
|---|---|
| **DIFFERENTIATE** <br> *Mental process to recognize an object, situation or person by differentiating essential characteristics from the irrelevant ones in each situation.* | *To recognize the specific characteristics of a situation by describing them.* |
| **DIAGRAM** <br> *The internalization of the characteristics of an abstract or concrete object which let people to describe them.* | *To define concepts which increase the level of abstraction to represent them* |
| **COMPARE** <br> *Basic process to establish similarities and differences between two objects or situations* | *To demonstrate the use of the information in processes of comparing and differentiating* |
| **LOGIC INFRENCE** <br> *The ability to combine deductions from information given* | *To create new information to get conclusions* |
| **QUESTIONNING** <br> *The ability to get what we want or need; it evolves in to exchange information for our survival.* | *To elicit a response and gain information.* |
| **CATEGORIZE** <br> *The mental act that let from categories to group elements according to their attributes* | *To facilitate significant knowledge* |
| **ANALYSIS** <br> *It implies to breakdown the whole into parts taking into account qualities, functions, uses, structures and operation.* | *To identify different types of relations.* |

Actions that empower differentiate, compare, logic inference, analyze, diagram, and question skills were considered important because of the fact they support the specific objectives to build up my pedagogical proposal to enhance tenth graders' oral interaction.

Teaching spoken interaction in English foreign language is often considered one of the difficult aspects for English teachers to help their students. This study makes emphasis on oral interaction owing to the fact school needs to empower learners' ability to formulate arguments, justify opinions, and create new information to be in concordance with MEN (2006, p.30) policies.

**ORAL INTERACTION**

Initially oral interaction was associated with classroom interaction. Thus, Tsui, (2001) cited by Nunan and Carter defines oral interaction "as the language used by the teacher, especially the teachers' questions, and the learners' responses elicited" (p.121). Nevertheless, the field of this study deals with the observation of tenth graders' oral interaction, the teacher's role in this case is to facilitate the conditions to accomplish the learners' oral interaction improvement.

It is agreed with Brown, (2007) who states that "oral interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people; resulting in a reciprocal effect on each other" (p.212). In this sense, students' capacity to exchange ideas, or take a stand is enhanced when learners are motivated to discuss among them.

Similarly, (CEFR, 2001) concurs with the idea that "oral interaction involves the cognitive and collaborative strategies in the process". Cognitive strategies have been defined as "actions which deal with practicing, receiving and sending messages, analyzing and reasoning, creating structures for input and output" (Oxford, 1990, p.69).

While, collaborative also called cooperative strategies are associated with discourse strategies. In this case, as indicated in the (CEFR, 2001) are related with "turn taking and turn giving, framing the issue and establishing a line of approach, proposing and evaluating solutions, recapping and summarizing the point reached, and mediating in a conflict" (p.73). That is to say, they are connected with the students' ability not only to keep going a

conversation but also to develop students' ability to contradict someone's opinion and propose solutions. In sum, the distinctions of these key cognitive and cooperative strategies will give the support to observe the enhancement of oral interaction as tenth graders are engaged in critical thinking tasks of analysis.

Likewise, three important aspects must be considered when evaluate spoken interaction: accuracy, fluency and managing talk. Gower et al, (1995 p. 40) describe accuracy "as the use of correct forms of grammar, vocabulary and pronunciation; fluency as the ability to keep going when speaking spontaneously". Managing talk, according to Thornbury, (2007) deal with "*interaction* as the speakers' ability to adjust the speech to take into account the response of others*, turn taking*, speakers should not be speaking at the same time, at least not for sustained period of time and with *paralinguistic* since negotiation of speaking turns implies the use of body signals well known as the interactional use of eye gaze, gestures, etc." (pp. 8-10)

In addition, in the process of learning to talk in a foreign language, speakers make use of different communication strategies "the variety of resources speakers of foreign language use to create new sentences and get the message across" (Thornbury, 2007 p.28). The mentioned author distinguishes circumlocution, word coinage, foreignizing a word, approximation, using all purpose word, language switch, paralinguistic, appealing for help, avoidance strategy, and discourse strategy as most recognized in the process to construct their new utterances in a foreign language.

It is recognized, the value of the above mentioned aspects. However, oral interaction in this study must be observed "to the time person exchanges information, the creation and

maintenance of social relationships" (Nolasco et al, 1992 p.8). For this reason, fluency and managing talk aspects make possible to validate our main objective. Thus, the observation of these communication strategies into the process provide clear examples to our study to support fluency in oral interaction as tenth graders develop critical thinking tasks of analysis skills.

On the other hand, Richards and Rodgers, (2001) suggest pair and group tasks as strategies to maintain oral interaction like: *practicing dialogues, performing meaningful substitution drills, quick brainstorming activities; games, simulations, drama, projects, interviews, brainstorming.* (p.162). These strategies can be used in the post oral interaction tasks since they enhance students ability to formulate arguments, justify opinions, create new information from given information.

**FIRST CHAPTER CONCLUSIONS**

Principles on TBLT approach suggested by Nunan, (1989) provide the ground to have decisions to build up pedagogical tasks as input to motivate learners' oral interaction. In this sense, every action that teachers plan to engage students to communicate meaning guided by "goals, input procedures, and outcomes that these will be supported by roles and settings" (p.50) is considered as a task. Throughout selection of the tasks strategy: cognitive, interpersonal, affective and creative the general outcome in the pre- task will be easy to achieve.

Critical thinking skills increase the probability of a desirable outcome (1997p.4). In this sense, teachers have to to be familiar with hierarchy levels of thinking proposed by

Bloom, (1974) "knowledge, comprehension, application, analysis, synthesis, and evaluation" to comprise the educational objectives into their syllabi. In addition, in order to focus a proposal that adjust to the (MEN, 2006 p.30) requirements for tenth and eleventh graders is suggested critical thinking skills of analysis since it promote learners' ability for breaking down the information into parts (Halpern, 1997). As a result, to design a proposal on critical thinking tasks of analysis entail teachers get actions to differentiate, compare, use logic inference, analyze, diagram, and question to encourage their pupils to produce oral ideas in the class.

What is more, oral interaction described as, "the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" claimed by (Brown, 2007 p.212) , demands the actions which deal with practicing, receiving and sending messages, analyzing and reasoning provide the setting to increase cognitive learning strategies suggested by (Oxford, 1990, p.69); and the way a learner take turns to frame the issue, propose solutions into a talk clarified us the cooperative strategies to observe the influence of cognitive and cooperative strategies (CEFR, 2001) in the process.

Finally, it was   considered practicing dialogues, simple question and answer, performing meaningful substitution drills, quick brainstorming activities; games, drama, brainstorming, jigsaw activities, problem solving and decision making, opinion exchange described (Richards and Rodgers 2001 p.162) as key to maintain oral interaction during post oral interaction task stage to facilitate the observation aspects of fluency "as the ability to keep going when speaking spontaneously" (Gower et al., 1995) and  managing talk. In addition, communication strategies: circumlocution, word coinage, foreignizing a word,

approximation, using all purpose word, language switch, paralinguistic, appealing for help, avoidance strategy, and discourse strategy suggested by (Thornbury, 2007 p.28) give me  the support to assess  tenth graders' oral interaction progress.

CHAPTER 2

RESEARCH DESIGN

This chapter is aimed to provide a description of the criteria of elements to support a didactic proposal on critical thinking tasks of analysis skills and inform the enhancement of tenth graders' oral when analyzing the findings of applying it. Thus, it is divided in two sections.

This research study follows **action-research** method since "...it arises from some specific problem or issue arising out of our professional practice" (Wallace, 2006. p.15). This method provided interesting insights to make better decisions on actions carried out in the school.

That is why, the **context** in which research project was carried out at Colegio de Bachillerato Patria, a private co- educational school located in the north of Bogotá. The school is funded by the Ministry of Education and administered by the Ministry of Defense. Its mission is to provide education to the children of civilians, national and foreign military personnel belonging to the Army, the Navy, or the Air force. Its vision is the promotion of a high quality and integral education for the development of human beings within a military family's framework. The coeducational high school has 1.040 students holds 30 students per classroom. There are three strands: technology, values education and English. The school adheres to Experiential Learning and Meaningful learning pedagogies. English language is taught under Communicative approach principles.

**Participants**

Nine tenth graders were selected as the sample population. The majority of them evidenced had A1 English language proficiency level. They demonstrated difficulties to state clearly oral ideas contradict someone's opinion or take part in conversations because of their low oral interaction. However their performance in English class was graded as an average because of their willingness and enthusiasm to participate in games and do the activities during the class rather than demonstrate high performance in oral interaction tasks also they were volunteered to participate in this research study.

The sample group had eight girls and one boy aged 15 to 16 years old. They were assigned to three work teams organized according to their preference. Learners are referred in this study with pseudonyms to assure the anonymity. Females: Angipaosa, Alelala, Daniboca, Lingo, July, Julyrock, Aras, and Barline. Male: Andrewher.

Critical thinking tasks of analysis skills emerged as an alternative to enhance tenth graders' English oral interaction throughout encouraging them to use different critical thinking skills of analysis during the process. Based on this fact, the teacher's practices tried to follow principles of (TBLT) approach. The **instructional design** contemplated components proposed by Nunan, (2004) "*goals, input and procedures, and that these will be supported by roles and settings*", and resources to put into action the pedagogical proposal.

In attempt to explain the **methodology**, goals for the tasks were proposed paying special attention language objectives and strategic objectives. The first one concerned with the

general outcome, it means what students should know and do with English language in the
end of a particular task , Nunan, (2004 p.42) ; the strategic objectives dealt with the use of
cognitive strategies involved in the critical thinking skills of analysis (Halpern, 1997)

Thus, descriptors of the interaction scale in the basic standards for tenth and eleventh
graders suggested by (MEN, 2006) were taken as reference to construct our general aims in
order to motivate higher student's oral proficiency. They indicate:

*Learners are able to participate spontaneously in conversations about familiar topics
of interest using a clear and simple language.*

*Learners are able to answer questions taking into account the interlocutor's questions
and context.*

*Learners are able to use their previous knowledge to participate in conversations.*

*Learners are able to describe ambitions, dreams and hopes using clear and simple
language.*

*Learners are able to use functional language to discuss alternatives, make
suggestions, and make deals in previously planned debates.*

*Learners are able to use communication strategies which let them take part and
maintain conversations about their interest in a natural way. (p.27)*

Specific objectives, as they referred in the proposal were aimed to stimulate students'
abilities to differentiate, compare, use logic inference, analyze, diagram, and question in order
to assure critical thinking skills of analysis (Halpern, 1997).

In addition, (TBLT) approach makes "emphasis on learning to communicate through interaction the target language, the introduction of authentic texts in the target language, the provision of opportunities for learners to focus not only on language but also in the learning process, an enhancement of the learner's own experiences as important contributing elements to classroom learning" (Nunan, 2004 p.1). Thus, different cognitive, linguistic and creative tasks are suggested to motivate oral interaction since they involve learners in comprehending, manipulating, producing or interacting in the target language; school rules, hazards, real life situations, and news are given as themes to create the context to engage students' learning.

With regards to teacher's role, Larsen & Freeman, (1996,) argue that "the main role of teachers is to act as facilitator of students' learning" (p.9). That is to say, my teacher's role was to design different tasks for enhancing students' interaction, correct and model sentences when they face-to-face give and take, act as an advisor when some errors in the outcomes were produced by monitoring their performance.

Regarding, students' role, they acted free to practice negotiation of meaning and it was maintained (TBLT) approach principle that students should have the opportunity not only about what to say, but also how to say it was. Due to the fact, the main objective of this study is to enhance English oral interaction.

With reference to the resources, (Nunan, 2004) argues that a combination of authentic and simulated "specially written materials (p.49) should be used. As a result different visual, reading and audio material has been taken from different books and adapted according to the time and students' English language proficiency level

The following description of different **tasks** was adapted into cognitive tasks. They will be considered as input in the pre oral interaction task stage, due to the fact they emphasized questioning and analysis critical thinking skill, the intention was to activate oral discussion

*Discussion cards*: A set of picture cards one for each group on which are given pictures related to a pre- selected theme. In their groups, students brainstorm ideas about the cards evoke. One student of the group reads aloud the posted discussion question: *What safety rules do you know in your school?* Each member of the group discusses it for as long as they arrive to a decision. Groups who have finished early can prepare a summary of the main points that have come up; these summaries can be used to open up the discussion to the whole class.

*What would happen if?* Teacher distributes a set of two slips of paper with sentences like these: *What would happen if you broke your leg?* One student starts by reading out the question to one of their classmates then he/she walks around the classroom asking the same question, task is accomplished when all students are given appropriate answers to the question.

*Look and speak*: Students are given a few pictures at random to groups. They are asked to identify the incident portrayed. Two students have to describe the actions about what they observe in a selected scene. Student A: *There are two people in this picture...*; the other two members will ask yes-no and wh- questions in order to gain more information. Student B: *What are they doing?* Once they have recognized it, ask them to write on the reverse of the

picture a brief description of the incident.  When learners have labelled the pictures groups respond and justify their answers.

*Split exchanges*. Each student of the group is given an exchange to memorize what is written on the sheet before the class circulates freely. Asks each person to say aloud only the words they have been given, they listen what is said by the others to see if anyone might have the other part of exchange

*Verb Toss*: Teacher asks students to recall an activity or hobby they have done recently and they have not done. Teacher revises some irregular past participles forms by doing a memory game. Then Class is divided into two teams, a grid with different verbs is placed on the floor. Each has a representative, with beanbag; he or she tosses the beanbag over the net, the boy who has been hit by the beanbag; he must call out a sentence telling what he has done recently, Ex: I have read magazines, but I have not read English books. If he provides a correct answer, the game continues until that person complete a row, in case of the answer does not match with the correct form of the verb, the team  loses one point, and that person must remain sitting down and will be  replaced for another participant.

In order to make active students' ability to differentiate, diagram, compare, use logic inference, categorize and analyse as critical thinking skills of analysis the following tasks were adapted into cognitive and Linguistic to be used as the procedures of the class, the criteria for the selection was they involved interaction through reading, listening and writing communicative skills.

*Could I ask you a few questions please?* Teacher pre teaches some vocabulary about different materials plastic, iron goal, wood, etc. Then encourage students to describe a picture. Members of the group can lead questions like, *where do you wear this cloth? What kind of material is it made of? Have you ever worn it?* etc., the task is accomplished when groups have guessed all the objects provided.

*Selective Listening:* Students are given a cloze text; they work in pairs trying to guess possible words. A selective part of a conversation is played to complete the texts. As soon as students confirm their answer they are asked to draw a chart where they categorize useful expression to warn and suitable phrase for making suggestions.

*Who said what*: Learners receive a set of expressions, questions, sentences to read they select expression to allocate in the corresponding scene, they decide who might be    saying; they justify orally their answer Ex: I told you not to wear a suit… and the doctor says I'm pregnant. At the end learners role play the situation to complete the task

*Too many questions*: Students are asked to write possible questions and responses that the pictures evoke; then task is completed when a group create a new coherent dialogue with many statements, questions and expression on it.

*Word Box:* Students are given a box with different problem situations to solve; in a different box they will find possible consequences. Students need to compare different consequences to decide which situation would be the most suitable for giving an answer. After each student read aloud the corresponding problem and consequence they will have to justify their answers.

Likewise, outcome of the class was enhanced by designing tasks which conveyed logic inference and comparing critical thinking skills into linguistic tasks to motivate students' creation of new information; they were referred as post tasks. It was taken into account strategies like *practicing dialogues, games, simulations, drama, interviews, brainstorming* suggested by (Richards and Rogers 2001 pp.161-162) to maintain oral interaction. They are practical to stimulate learners' ability to formulate arguments, justify opinions, create new information from given information

*Panel Discussion.* A text with some  school rules is read by one member of the group who act as act out as the directives of the school; the other group will take the role of the students' committee, they will have to defend the new set of rules of the school. Tasks end when groups demonstrate use of functional language in oral presentation of a new set of safety school rules for the institution.

*Rescuers*: Teacher explains the situation. "A plane has just crashed there are some members of the crew who are alive, another group are passengers who need help to pass certain obstacle to arrive to the closest point to be saved" a set of useful expressions is given as resource to be used during the task . Class is divided in three groups. Group A will have to give oral instructions to guide passenger group and group B, constantly ask questions to the crew members about the actions they have to do, a third group C, acted as inspectors of the accident they will have to make a report about what problems they observed  in the accident. Task is evaluated by students' use of communication strategies to keep going the conversations.

*Mini dramas*: Students are asked to write a draft of the scripts in advance for situation about their daily life including different expressions they have heard in soap operas, books, etc. Students receive teachers' feedback about their written scripts. Task is completed when they are able to they perform their mini dramas at front of the class using sentence patterns with memorised phrases

*Board game:* Students are given a board game, a dice, and small token. The board game evokes personal experience he /she has lived recently contain, each square has a picture to facilitate their answers. Students cannot leave any square till answer is provided, peers could help each other to get the answer .Winner will be the student who has made the greatest number circuits in allotted time, rather than the first student to reach the final square.

The following chart summarizes tasks, goals, procedures and outcomes of the didactical proposal.

**Table 2** *Tasks, goals, procedures and outcomes of the didactical proposal*

| TASKS NAME | PANEL DISCUSSION | RESCUERS | LOOK AND SPEAK | SPLIT EXCHANGES | BOARD GAMES |
|---|---|---|---|---|---|
| **Goal** | Uses functional language to make suggestions about school rules | Uses communication strategies to take part and maintain the conversation. | Participates spontaneously about familiar topics of interest using a clear simple language | Uses previous knowledge to participate in conversations. | Answers questions taking into account the interlocutor's questions and context |
| **Themes** | School Rules | Hazards | Real Life Situations | News | Personal experiences |
| **Input** (Pre Oral Interaction Tasks) Analysis and Questioning skills | Linguistictask Question- and answer Asking oral questions about safety objects | LinguisticTask Practicing Co-operating Pointing out possible solutions to given situations | Linguistic Task Questions and answers Asking oral questions to make predictions of the events | Jigsaw task Differentiating oral information | Cognitive Task Contrasting information about recent hobbies. |

| TASKS NAME | PANEL DISCUSSION | RESCUERS | LOOK AND SPEAK | SPLIT EXCHANGES | BOARD GAMES |
|---|---|---|---|---|---|
| *Specific Goal* | To Differentiate Orally safety school rules | To Identify possible solutions to given solutions | To make predictions of events | To differentiate intention in oral information | To contrast information about recent hobbies |
| *Procedures* Tasks emphasized Differentiate-diagram – categorizing skills. | Listening to differentiate expressions for prevent or prohibit something Reading information for categorizing safety signs. Writing a new invented set of safety school rules. | Writing differences using expression for possible injures Reading information to combine information to prevent someone. Writing a list to separate problems and possible hazards. Using suitable phrases to prevent someone about possible hazards | Reading texts to select information Analyzing visual situations to write dialogues Writing scripts and act out dialogues | Reading information to analyze situations Listening oral information to discriminate information in TV news Separating commands, orders, questions to write reports Participating orally on describing events. | Reading information to analyse details Writing information to infer personal experiences |
| *Type tasks* | Selective Listening Cognitive Problemsolving Affective | Co-operating Practicing Interpersonal | Decision - Making Creative | Inducing selective listening Dialogues and role play | Jigsaw information gap Communicative |
| *Expected outcome* (Post Oral interaction Tasks) Tasks emphasized on logic inference –comparing skills | Sharing opinions about the new safety school rules. | Preventing someone about possible hazards | Inventing and acting out dialogues about real life situations | Describing events using written notes | Communicating personal experiences |

Assessment of tenth graders' oral interaction outcome was done taking into account, fluency and communication strategies suggested by Thornbury, (2007) and cognitive strategies as practicing, receiving and sending messages, analyzing and reasoning, creating structures for input and output suggested by (Oxford, 1990, p.69); and cooperative strategies

stated on (CEFR,2001) document like take turns to frame the issue and propose solutions were used as criteria to evaluate the oral interaction process.

In addition, in order to facilitate the method of data analysis, teacher-researcher guided her observations from the key concepts found in the literature review: critical thinking tasks of analysis skills and cognitive and cooperation strategies for oral interaction. This analysis is called a priori approach suggested by Freeman, (1998). It involved measuring quantities or counting instances in the data; thus a matrix was designed (table no. 6) for keeping track of the commonalities identified in the stage of data comparison.

## DATA ANALYSIS

The aim of this section is to inform the enhancement of tenth graders' oral when applying the proposal. The findings provided were grouped in two categories that emerged from analysis and interpreting the data collected.

At this stage, I observed the number frequencies of occurrences found in the instruments to triangulate the data (table 6), statistics methods were used to analyze the information (figure 4). Analysis of variance (ANOVA) was used to determine differences among critical thinking skills of analysis, cognitive and collaborative strategies utilized in the study. Instances of each critical thinking task of analysis skill could be found in the data being *questioning* the most representative in the three groups while *classifying* was the least represented, as well as in cognitive and collaborative strategies used for oral interaction; *practicing naturally and asking* for clarification were evidenced as the most representative.

As a result, commonalities were grouped and two **categories** emerged: *Questioning* and *trying out*. Thus, these categories attempt to answer the research questions posed in this study (table 3).

*Table 3 Categories*

| RESEARCH QUESTIONS | CATEGORIES |
|---|---|
| *How may critical thinking tasks of analysis skills enhance tenth graders' oral interaction?* | *Questioning* |
| *What does the implementation of a didactic proposal on critical thinking tasks of analysis skills inform us about tenth graders´ English oral interaction?* | *Trying out* |

### *Questioning*

The first category "*Questioning*", refers to the similarities in cognitive strategies in oral interaction and critical thinking of analysis level found. It was aimed to answer the main research question *how may critical thinking tasks of analysis skills enhance tenth graders' oral interaction?*

Evidence suggests that the tasks proposed contributed to the development of oral proficiency. Data from three instruments indicate that when learners are engaged in critical thinking tasks of analysis skills, actions like the ability to questioning, inventing, analysing, comparing and categorizing ; facilitate students take part in the oral interaction.

The following two samples come from a task in which learners answered questions about them, the third comes from a task for describing.

**Description of the oral language**: When students play the board game, they usually say the sentences by giving the adequate information. A few of them tried to use the structure being taught. Source: (Teaching log: Split exchanges, October 25th 2011.)

**What cognitive strategies did you use to accomplish the tasks?** Repetimos, combinamos elementos, practicamos naturalmente. Source: (Learning log: Split exchanges, group 2, October 25, 2011)

**Description of the oral Language:** a group of students were very committed. They tried to investigate the words to express the meaning, while others used the new language and the model given. Source: (Teaching log: Could I ask you few questions please? October 4th2011)

Likewise, this category grouped similarities in the use of questioning, logic inference and analyzing as the most relevant critical thinking skills of analysis, for enhancing tenth graders' oral interaction. Bearing in mind, that Halpern, (1997) argues the "use of those cognitive skills or strategies increase the probability of a desirable outcome". (p.4). Thus, the following excerpt taken from the audio video recording in a creative task which the aim was to make a drama based on the pictures given, indicated how tenth graders were able of establishing comparison about situations presented in pictures and the real life they gave evidence to take part in conversations by including idiomatic expression, an important aspect on managing talk also they were able to exchange very short social exchanges.

03021 Julyji: Honey,I have something to say you? (The girl enters the room with a ball under her sweater)

03022 Girls: jaja... (They laugh)

03023 Davidher: Yes, honey!

37

03024 Julyji: I'm pregnant

03025 Davidher: really...I so happy

03026 Julyji: Really! I was so scared for you reaction.

03027 Davidher: No, problem I like the babies.

03028 Julyji: ah..ah..ok ya! Ok, honey it is a girl, she will name Andre

03029 Davidher: ok, but if you will have a boy. You will name Thomas.

030210 Girls: (another girl comes into the scene) esa es la segunda o qué'

030211 Davidher: Oh! You are so cute, this night!

030212 Lindago: really? Oh, Dave I like you.

030213 Davidher: yes, I like you, too.

030214 Lindago: But wait …mmm...ay se me olvidó...First we will know. About

the others.

030215 Davidher: No problem, that´s good.

(Source: Audio video recording: Look and speak. Oct.18th 2011)

Moreover, the following audio video excerpt come from a task named could I ask you few questions, please?; Tenth graders gave evidence when they are engaged to tasks that use questioning skills they easily could formulate ideas to increase management of talk.

01101 july: is it made of ….mmm glass?

01102 Alelala:No.

01103 Daniboca: Is made of… (She denies with her head) mm no.. is it made of plastic?

01104 Alela: No.

01105 Daniboca: This is relation with fire?

01106 Alela: No.

01107 Daniboca: the people have to put in eyes?

01108 Daniboca: Googles

01109 Alela Yes (she affirms with her head)

As Tishman et al (1998) point "several forces, language, values, expectations, and habits work together to express and reinforce the enterprise of good thinking". In sum, data indicates that the proposed critical thinking tasks of analysis skills learners were able to use questioning, comparing, categorizing and logic inference as important to demonstrate their ability to combine elements, turn taking and giving , asking for clarification, practicing, combining, repeating, cognitive and collaborative strategies in the  enhancement of oral interaction

### *Trying out*

This category helped me to answer the question, *what does the implementation of a didactic proposal on critical thinking tasks of analysis skills inform us about tenth graders' English oral interaction?* It was named the second category *"Trying out"* indicating the

presence of this socio-affective factor (Brown, 1997) as a strategy to interact with others
which is indirectly linked with the use of the target language.

*Practicing naturally and asking* for clarification exemplify *Trying out* by the tasks
proposed. Similarly the enhancement of tenth graders' oral interaction in English manifested
itself in fluency and managing talk. (Appendix L).  According to (Gower et al., 1995) fluency
is "the ability to keep going when speaking spontaneously". That is, it entails the ability to use
communication strategies to overcome the difficulties when the speaker may not have access
to the vocabulary or grammar. Thornbury (2007) argues that managing talk deals with
"interaction, turn-taking, and paralinguistic" features.  In this sense, the enhancement of oral
interaction identified means that the tenth graders regulated the dialogues taking into account
the others' responses and used collaborative and cognitive strategies.

Learners displayed use of indirect strategies to cope with communication in the FL.

**Researcher's observation about oral interaction:** students took turns to ask and give
answers when appropriate.  They also intervened in the conversation to help partners"**.**

(Source: Teaching log, Could I ask you a few questions please? October 4th 2011.)

The above relates to cognitive strategies "actions which deal with practicing,
receiving and sending messages, analyzing and reasoning, creating structures for input and
output" stated by (Oxford, 1990, p.69); with oral interaction. In this case tenth graders
made use of questioning to accomplish the task.

The following selection confirmed the evidence; it was taken from the learning log
(question No.5. Group 1 October 4th 2011).

**What cooperation strategies did you use to interact orally with your classmates?**

Sometimes my classmates asked me for vocabulary and I have to look for it in the dictionary

"A veces mis compañeros me preguntan vocabulario y me toca buscar en el diccionario" (Spanish version).

On the other hand, the following sample taken from the audio-video recording gave account of how tenth graders enhance their oral interaction by demonstrating they could take part in the conversations.

014031: Libarb: ahora si.

014032: Julyrock: Ok .is it an element?

014033: Aras: No.

014034: Julyrock: is made a plastic?

014035: Aras: I don´t know…jaja

014036: Julyrock is it dangerous?

014037: Aras: Noo.

014038: Julyrock: is it for your hands?

014039: Aras: no

0140310: Laupar: is it… (She points out the face)?

01403511:Aras: face...Yes

01403512: Linbarb: laughs…ja ja

01403513: Laupar: mask is it?

01403514: Aras: yeah! Is a mask (they laugh).

Source: (Audio video recording of task: Could I ask you a few questions please? October 4th 2011.)

In line 014034, Julyrock asked her classmate if the element was made of plastic, but the answer they have been provided were just "yes", "no". However, she was also able to react immediately and add the expression, "I don't know" since she was no able to assure the information. Notice, that this example is what (Thornbury, 2005) refers as managing talk that is the ability of the speaker to keep turn taking by using formulas or expressions

Additionally, in line 0140310 Laupar asked her classmate if the object described is used in the face by pointing out her face; the other participant, Aras, helped her with the word "face", that is another strategy used in the development of interaction process. It is supported by Oxford, (1990) who reasons that in the learning process of an FL, learners need to learn to "cooperate with others".

In the following sample taken from the audio-video recordings transcript, on a task aimed to use formulas for preventing someone on possible hazards, learners cope display several strategies. Alela was blindfold and this dialog takes place.

20501: Alela: What can I do?

20502: Lindago:walk..in..mm..the right?

20503: Alela: qué?..uy..What?

20504: Lindago: walk… (She moves her away and to the left) eh, ah… walk but no much (she laughs)

20505: Alela: (tries to move)

20506: Lindago: (watches to her classmate, she shouts) be careful! Hay un... (laughs) walk ,eh //..The left. Be careful! (She took the other girl by her hand) run, run.

205027: Julyrock: hay vidrios!

205028: Lindago:  you are saving?

Source: (Audio video recording: what would happen if...? October 5th 2011).

In line 20503 Alela says "qué" then she self-corrects saying "what."  The use of strategy of using formulas also appears in line 20504 when Lindago shouted "be careful!" Evidence of use of formulaic speech was also found in the teacher's log:

*Researcher´s observation about the oral interaction*:  The students use *short phrases* to get people follow the orders; also they are conscious of using them.  Source: (Teaching log: what would happen if...? October 5th 2011.)

On the other hand Thornbury (2007) mentions that in oral interaction managing talk uses paralinguistic gesture, mime, and so on help convey the intended meaning as in the sample.

20504: Lindago: walk… (She moves her away and to the left) eh, ah… walk but no much (she laughs)

20505: Alela: (tries to move)

Source: (Audio video recording: what would happen if...? October 5th 2011.)

In line, 20504 Lindago requested Alela, who was blindfolded, to walk. Lindago, pointed out to Alela with her hand to move to the left, but Lindago was forced to talk since Alela could not see her gesture.

Learners also used the asking questions strategy to verify and communicate. Oxford (1999) explains that "asking questions helps learners get closer to the intended meaning".

03031: Aras: mmm.where are they...//?

03032: Julyrock: Where are they living? Pero eso ya lo dijiste?

03033: Aras: entonces….where are... cómo se dice sentarse?

03034: julyrock: sitting

03035: Aras: eso,where are …//they sitting?

03036: Linabar: sofa

03037: Aras: sofa?.. asi se dice?

Source: Audio video recording: Look and speak...? October 18th 2011).

In line 03032 Julyrock encourages Aras to modify the question. Additionally, this situation was revealed in the students' learning log in question 4 in the jigsaw task *Split exchanges*, aimed at learning to report what their partners said.

**What cognitive strategies did you use when interact orally in the class?** We use asking for clarification.

Source: (Learning log .Question No.5. Group 1 October 25th, 2011)

**Researcher's observation about the oral interaction**: people used their mother tongue to make the other people clarify the meaning of the word when students move around the classroom.

Source: (Teaching log: Split exchanges, October 25th 2011.)

The following sample illustrates how fluency and negotiation of meaning to overcome difficulties was recognized by leaners.

05011: Daniboca: A present you have given someone recently

05012: Angipaosa: oh si, si, el diploma, el diploma

05013: Alela: No, I ya... a diploma...A diplom of class Basic English with a teddy bear.

Source: (Audio video recording: Tell your group about? October 18th 2011)

Nolasco et al (1992) claim that people exchanges information for creating and maintaining social relationships. In the sample above learners use turn taking and turn giving to negotiate meaning and keep the conversation flow.

SECOND CHAPTER CONCLUSIONS

This chapter provided the description of the objectives, materials, activities, teachers and students' role, and evaluation in which I put emphasis on both aspects the teaching and learning strategies. The task based approach provides the way to implement the proposal. As a result, the enhancement of tenth graders' oral interaction was stressed by involving reasoning

gap tasks, jigsaw tasks, problem solving tasks, opinion exchange tasks, in which they were involved to use critical thinking skills of analysis.

Also, data indicates two categories emerged *questioning* and *trying out* to show the proposed tasks contributed to the enhancement of oral production. Learners seemed to focus on questioning, comparing, categorizing and inventing as important critical thinking skills of analysis to demonstrate their ability to combine elements, turn taking and giving, asking for clarification, practicing, combining, repeating, as they belong to cognitive and collaborative strategies used in oral interaction. While trying out displayed several communication strategies, and social strategies to meet the task goal.

## CONCLUSIONS

In an effort to give learners the opportunity to enhance oral interaction through tasks, I implemented a didactic proposal which took into account critical thinking tasks of analysis skills as the main component. As a consequence, different research questions were posed to give solution to the stated problem.

The first question was concerning about the concepts to support a didactic proposal on critical thinking tasks of analysis skills to enhance tenth graders' English oral interaction. It included as objective to revise and analyze the main theoretical and epistemological concepts relating to Task-Based Language Teaching (TBLT), critical thinking skills of analysis, and oral interaction. In response, the inclusion of Task-based Language Teaching (TBLT) approach suggested by Nunan, (2004) gave me the opportunity to observe when teacher make use of cognitive tasks they allow learners to develop different collaborative strategies such as taking part in discussion, asking for help from their own classmates and teacher, they also increase the students' ability to describe objects and ideas. Another contribution, for the participants when use linguistic tasks, they facilitate my students to use conversational patterns to interact in a simple way, also low proficiency students demonstrated ability to act

out dramas in which they revealed the way they faced up issues related with their own context such as social affairs, fidelity and pregnancy and the use of certain idiomatic expressions.

In addition, it was found that critical thinking skills of analysis were enhanced by the constant use of questioning skills, which allow students, define concepts, to recognize specific characteristics of a situation. It supported what, Halpern, (1997) argues about critical thinking skills of analysis "the ability of breaking down information into parts to identify relationships between parts".

What is more, the findings corroborate that pair and group work tasks contribute to maintain oral interaction as held by Richards and Rodgers (2001), since students assisted each other to reformulate new questions to give appropriate responses. It demonstrated what Brown, (2007) described as oral interaction "the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other".

On the other hand, when students deal with tasks in which they had to receive and send messages, to rescue person, cooperative strategies like proposing and evaluating solutions were evidenced, it verified strategies as the (CEFR, 2001) states "oral interaction involves the cognitive and collaborative strategies in the process".

In addition, the fluency aspect was permeated by they use  communication strategies such as language switch and use of paralinguistic signs to justify reasons and gave their opinion when students were involved in opinion exchange tasks which convey the creation of new set of school rules. They allowed me to observe using these communication strategies

students get the message across, they confirmed what Thornbury, (2007) considered as strategic competence in learning a foreign language.

Regarding the second research question, it was intended to inquire about the characteristics for a didactic proposal on critical thinking tasks of analysis skills to enhance tenth graders' English oral interaction. It was taken as reference to integrate in the instructional design the task components suggested by Nunan, (2004) "goals, input, procedures, and outcomes". In this view, regarding the goals the intention of this study was to enhance tenth graders' oral interaction. That is why, descriptors proposed for oral interaction by (MEN 2006 p.27) were taken as reference to built the general aim, the language production of participants in the instructional design indicated was possible to promote the acquisition of a higher English level of oral interaction owing to they were able to participate in conversations which were close to their personal experiences using a clear and simple language, answer questions taking into account the interlocutor's questions, use their previous knowledge to participate in conversations, and use communication strategies which let them take part and maintain conversations about their interest in a natural way.

However more research studies are suggested to enhance the achievement of the pre-intermediate English level proficiency suggested by (MEN, 2006), due to the fact instructional time is a factor that influences in completing tasks by participants and directly affects the goals of instruction.

The instructional design contemplated critical thinking tasks of analysis skills as procedures to assure the cognitive learning processes as Halpern, (1997) argues that "critical thinking skills deal with the use of cognitive skills or strategies that increase the probability of

a desirable outcome" (p.4). The development phase was done as follows: Input: *Tasks emphasized on analysis and questioning skills*: Visual representation modeling techniques through opinion exchange tasks were used to show how and stimulate oral interaction throughout asking question about specific objects or situations. Procedures: *Tasks emphasized on differentiate skills*: Giving situations to read or listen to recognize specific information through information-gap tasks. *Tasks emphasized on Diagram-categorize skills*: Practicing with given models to define a concept and facilitate discussion of information facilitated through use of problem solving tasks. And the outcome: *Tasks emphasized on Logic Inference-comparing*: Giving opportunity to create new information through use of linguistic tasks.

Given the lack of evidence found of tasks that promoted oral interaction in the students' book, my teacher's role was to adapt some research tasks to do significant for the participants, monitor the task development and assisted them when require my help . Different resources such as readings from different books, listening and board games facilitate the creation of the introduction of authentic texts as suggested by Nunan (2004) and themes were selected according to the proposed Basic English requirements by the institution to approve tenth grade.

With regards to the main question addressed to determine *How may critical thinking tasks of analysis enhance tenth graders' oral interaction?*The data analyzed indicates that when learners are engaged in critical thinking tasks of questioning and analysis skills, aspects of oral interaction as managing talk, was enhanced due to the fact ,they were able to initiate an take part of the dialogues using a great amount of oral descriptions as a strategy to stimulate

their classmates to formulate different questions. As a result, tenth graders demonstrated the construction of meaning by initiating short discussions.

In addition, critical thinking tasks of categorizing and comparing skills facilitate students' cooperative strategies since asking for clarification, turn taking, proposing and taking decisions were evident when they participated in opinion exchange tasks. On the other hand, fluency aspect in oral interaction was demonstrated by using a great compensation strategies and integrated new words and expressions to their vocabulary to overcome their difficulties to intervene in topics related with school rules, as example.

What is more, critical thinking tasks emphasized on logic inference and comparing skills asserted fluency aspect on shy and low language proficiency students due to the fact they showed spontaneity when acted out conversations to maintain oral interaction using informal expressions among them, also they showed evidence of turn taking when formulated questions issues concerning with life experiences, they spoke more elaborately to framing the issue of the conversations.

Whereas, a third question was proposed to examine what the implementation a didactic proposal on critical thinking tasks of analysis skills informed us about tenth graders' English oral interaction. Piecing data together, it can be concluded that the proposed tasks gave me the opportunity to observe that oral interaction as "collaborative exchange of thoughts, feelings, or ideas between two or more people; resulting in a reciprocal effect on each other". (Brown, 2007) was promoted due to the fact critical thinking skills of analysis encourage tenth graders to build understanding, to make connections, to share life experiences. Learners seemed to feel glad in the atmosphere of collaboration that tasks created.

On the other hand, cognitive and cooperative strategies allowed me to observe how students used repeating, expressions, combining elements, analyzing contrastively and practicing naturally to enhance their oral interaction during the learning process.

Fluency aspect of oral interaction increased by using a considerable amount of communication strategies those "refer to the ways proficient speakers use language to help them convey the message thus maintain the illusion of fluency" (Thornbury, 2006). Thus, students continuously switched to their mother tongue to assure the comprehension of what they read when they discuss about the purpose of the tasks. That is to say, when students need to make agreements which involve giving solutions and take decisions to solve reading texts, they require their mother tongue to feel confident and extend easily their opinion orally in discussions. Also, tenth graders made use of foreignizing a word to adjust the message for attaining the different tasks.

The fourth question was addressed to analyze what kind of benefits of applying a didactic proposal on critical thinking tasks of analysis skills to enhance tenth graders' English oral interaction  have on English teaching learning strategies.

**Pedagogical implications** on students' impact, teacher's role, and the educational community were covered. With reference to students, this action research opened spaces where the development of critical thinking tasks of analysis skills offer students the possibility to gain cognitive and collaborative skills and learn in a different way the English language. Cognitive skills due to the fact they were able to practice naturally, they also used formulas and patterns in their conversations that probably had heard in different situations and collaborative strategies since they became active participants formulating questions,

describing life experiences. These strategies greatly enhance the learners' comprehension and production of the English foreign language, and gave confidence to be fluent using the target language. Furthermore, critical thinking tasks of analysis skills offered students the opportunity to awake the curiosity for hearing others' opinions, and create a relaxed atmosphere since they were not worried for getting grade but for a time of talking in English.

Likewise, this study enriched my teaching practice not only by looking into effective tasks to enhance tenth graders' oral interaction but also on arising the awareness of including (TBLT) principles and critical thinking skills of analysis strategies in my own teaching practices . Also , evidence show me students overtly need to be taught on the components of critical thinking skills of analysis since actions like classifying , contrasting , solving problems, inventing debating and experimenting were poorly used by tenth graders.

In addition, the study showed me as teacher − researcher that students increased cognitive strategies like repeating, practicing with sounds, practicing naturally, translating and combining elements. On the other hand, it also revealed the importance of drawing actions which empower students to analyze expressions, analyzing and reasoning, creating structure for input and output in order to reduce strategies like    translating and repeating. Likewise, cooperative strategies like turn taking and turn given, asking for clarification and making decision were evident when learners were engaged on themes related to life experiences, news, and personal experiences but I realized strategies like evaluating, recapping, and summarizing also need to be taught into the English classes development to assure "competent citizen able to communicate in English foreign language".

Additionally, this study intended to show to the community that dealing with critical thinking tasks of analysis skills benefits on questioning, categorizing, comparing and analyzing skills are evident on students' learning process, and also in terms of English oral interaction data exposed students are able to interact more when input is modified in the classroom.

Finally, the literature served as a motivation for this research given that it allowed me answer the questions posed. However, future research implications stem out of these findings.

A study like this could be the breaking ground for military schools to agree on some pedagogical principles. Then it would be worth conducting further research on how to encourage higher order thinking skills in an integrated school curriculum.

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Appendix A Consent Form Principal' School.

Colegio de Bachillerato Patria

Bogotá .D.C., Septiembre 29, 2011

Señora Rectora

María del Carmen Rincón Mesa

Como es de su conocimiento, me encuentro realizando mi Maestría en Educación énfasis en Didáctica de Lenguas extranjeras en la Universidad Libre. Como parte del plan de estudios, la Universidad contempla un proyecto de Investigación en el área de inglés.

Yo Janet Galindo Porras identificada con c.c no. 51.781.899 de Bogotá, me encuentro realizando estoy desarrollando el proyecto "Critical Thinking Tasks of Analysis Skills and EFL Oral Interaction: An action research study with tenth graders", (Tareas enfocadas en habilidades de pensamiento crítico de análisis para contribuir al mejoramiento de la interacción oral del inglés con estudiantes de grado décimo). Este consiste en desarrollar tareas comunicativas enfatizadas en habilidades del pensamiento crítico de análisis lo que permite que los estudiantes mejorar su interacción oral en Inglés.

Dicho proyecto tendrá a los estudiantes de grado "Décimo A" como participantes, para recolectar el material producido, se aplicaran encuestas, se recogerán registros de aprendizaje y ocasionalmente se grabaran algunas clases. Todo el material que sea recogido será de carácter meramente informativo para la investigación y los datos recolectados serán resumidos en un documento al cual podrán tener acceso las directivas, padres de familia y estudiantes cuando lo consideren necesario.

Como investigadora aseguro completo anonimato en la publicación de datos suministrados por los estudiantes en los registros de aprendizaje.

Conocedora de los procesos que usted adelanta en beneficio de nuestra comunidad escolar, agradezco de antemano el apoyo que pueda brindarme para la realización de este proyecto.

Cordialmente,

JANET GALINDO PORRAS

Jefe Departamento Inglés


Appendix B Consent Form Participant


Bogotá .D.C., Septiembre  29 de 2011

Señor Padre de familia

Cordial saludo

Con el ánimo de contribuir al mejoramiento de procesos de aprendizaje del área de Inglés, Yo Janet Galindo Porras  identificada con c.c No. 51.781.899 de Bogotá, me encuentro realizando el proyecto  de investigación Critical Thinking Tasks of Analysis Skills and EFL oral proficiency: An action research study with tenth graders", ", (Tareas enfocadas en habilidades de pensamiento crítico de análisis para contribuir al mejoramiento de la interacción oral del inglés con estudiantes de grado décimo).  . Este consiste en desarrollar tareas comunicativas que enfatizan  la capacidad de análisis como habilidad del pensamiento crítico lo que permite que los estudiantes mejoren  su interacción oral.

Razón por la cual, su hijo ha sido seleccionado para participar en el desarrollo de dicho proyecto. Este requiere recolectar información a través  de encuestas; registros de aprendizaje del estudiante y del profesor y la grabación ocasional  de algunas clases. Todo el material que sea recogido será de carácter meramente informativo para la investigación. Los datos recolectados serán resumidos en un documento al cual podrán tener acceso las directivas, padres de familia y estudiantes cuando  lo consideren necesario.

La investigadora asegura completo anonimato en la publicación de datos suministrados por los estudiantes en los diarios de aprendizaje. De agradezco de antemano el apoyo que pueda brindarme para la realización de este proyecto.

Cordialmente,

JANET GALINDO PORRAS

Jefe de Departamento de Ingles

Acepto: si                    no

Firma del Acudiente_____

Appendix C Class observation Check list

*What are aspects of the teaching learning process that influence the development of tenth graders' oral interaction at Colegio de Bachillerato Patria?*

Objective:   To identify aspects in the teaching-learning process of tenth graders' oral interaction

Group: 10<sup>th</sup> A          Date: May 28<sup>th</sup>

Grammar Topic: Definite/indefinite articles (the, a)

Preparation for the Assessment: This format is used by teacher to count the number of frequencies of students' talk during the class development. The aspects are assessed by:

**A lot**: 10-15 times   **Quite good**: 5-9 times   **Few**: 2-4 times   **Nothing:** 0-1 times

| STUDENTS' TALK | A lot | Quite good | Few | Nothing |
|---|---|---|---|---|
| Students practice in pairs before giving the answers |  |  | x |  |
| students responds with their own opinions |  |  | x |  |
| Students are giving answers individually all the time |  | x |  |  |

| | | | | |
|---|---|---|---|---|
| Students ask questions to teacher or classmates to analyze the given information | | | x | |

Appendix D Matrix for evaluating Students' Oral Interaction in class observation

*What are the aspects of the teaching learning process that influence the development of tenth graders' oral interaction at Colegio de Bachillerato Patria?*

Objective: To describe tenth grader's oral interaction during a task type

Group: 10th A      Grammar Topic: Conditional Third    Type of task: Dialogues

Preparation for the Assessment: This format is used by teacher to describe oral interaction during task in the class development. The aspects are assessed by: Yes-No-Sometimes

| ORAL INTERACTION DESCRIPTORS | YES | NO | SOMETIMES |
|---|---|---|---|
| Students send and receive information easily | | | x |
| Student use expressions for asking clarification | | x | |
| Students act their own dialogues | | x | |
| Students read notes | x | | |
| Students can analyze expressions to maintain a discussion. | | x | |
| Students can answer simple questions | x | | |

| | | | |
|---|---|---|---|
| Students can enter unprepared into conversations. | | x | |

Appendix E Field Diaries' check list observation

*What are aspects of the teaching learning process that influence the development of tenth graders' oral interaction at Colegio de Bachillerato Patria?*

Objective: To describe tenth graders' oral interaction during the task type

Total fields diaries checked: 11       Time Observed: May 2010 (once a week)

Preparation for the Assessment: This format is used by teacher- researcher to describe tasks types for oral interaction planned by teachers in a week to class development. The aspects are assessed by:

A lot: 10-15 times   Quite good: 5-9 times   Few: 2-4 times   Nothing: 0-1 times

| ORAL INTERACTION TASKS PLANNED BY TEACHERS | A LOT | QUITE GOOD | FEW | NOTHING |
|---|---|---|---|---|
| Teacher includes one oral interaction activity per skill | | | xxxxxx | |
| Teacher describes students' oral interaction progress | | | | xxxxxx |

| | | | | |
|---|---|---|---|---|
| Teacher includes different tasks to encourage students to analyze, discuss, asks, questions, etc. | | | xxxxxx x | xxxx |
| Teacher proposes solutions to improve oral interaction | xxxxx | xxxxx x | x | |

Appendix F Sample teacher' field diary

**TOPIC:** At Work. Laboratory Work

**DATE:** From May 27th to June 2nd

**RESOURCES:** Blockbuster 1. CD, tape recorder, dictionary, laboratory

| Activity No. | SKILLS-SUBSKILLS | TEACHING PROCEDURE | STUDENT'S OBSERVATION → students behavior |
|---|---|---|---|
| 1 | Speaking (Accuracy) (Procedure) | The students are going to describe some jobs which are on page 60. | 6A did the activity but some of the students were so distracted (Group 2) trying to talk about topics different from the class. 6B the students did the activity in a good way and participated actively. 6C the students worked very well. 6D worked actively in the activity. 6E worked in an excellent way in class. 6C developed the activity in a good way. 6D developed in a good way. |
| 2 | Reading (Skimming) (Procedure Achievement) | The students are going to read about "A life with Dolphins" and answer some questions about the content of the reading. | |
| 3 | Listening (Skimming) (Procedure Achievement) | The students are going to listen about the time to practice it. | 6A students began to draw some clocks using the time. |
| 4 | Writing (Accuracy) (Procedure Achievement) | The students are going to tell about the ways to write about the time and practicing simple present. | 6A did the activity in a good way, 6B did the activity in a good way, 6C students did the activity in a creative way. 6D students did the activity in a good way. 6E students did the activity in an excellent good way. * |
| 5 | Speaking (Accuracy) (Procedure Achievement) | The students are going to develop some games to review topics from the class. | 6th B students developed mimics and a soup of letters to practice animals/parts of the animals. 6th D students developed a soup of letters in class. |

* Not clear

Appendix G Students' questionnaire

*What are aspects of the teaching learning process that influence the development of tenth graders' oral interaction at Colegio de Bachillerato Patria?*

Objective: to identify students learning styles preferences

Total students' questionnaires checked: 130   Date: May 20th 2010

Preparation for the Assessment: This questionnaire is used by teacher researcher to   inquire students learning styles, critical thinking skills they like to improve. Criteria:

Multiple choice answers select.

## How I learn!

Think about the easiest ways for you to learn something new. Read the sentences below and choose the option or options which you consider is or are the best for you.

1. I understand the words or sentences better if I...
   A. Listen to them on cd, video, song
   B. Listen to my teacher say them
   C. See and then write
   D. See, listen and do something with them.
   E. Other_____

2. I learn words or sentences better if I...
   A. Listen to them on cd's .video, songs
   B. Practice them with my classmates
   C. Read them
   D. Write something them
   E. Repeat them
   F. Act them, sing them or do games with them
   G. Other_____

3. I learn best if I work
   A. on my own
   B. In pairs
   C. In groups

4. I am more eager to learn if...
   A. could acquire thinking skills that helps me to remember the things, demonstrate basic knowledge, and transfer the knowledge
   B. could acquire thinking skills that helps me to analyze any kind of material, support or give opinions, to be very creative and design new things.
   C. other_

Appendix

H Teaching Log

Objective: To describe teacher- researcher opinion about tenth graders' oral interaction during development critical thinking tasks of analysis skills.
Total Class hours observed: 12       Time Observed: 45 minutes

Sample Teaching Log 1

| Researcher's name: JANET GALINDO PORRAS | Date: November 2nd 2011 | |
|---|---|---|
| Participant(s): Tenth graders | Lesson Plan N° 5 | Time: 90 minutes |
| Oral language objectives: To be able to show a relatively high degree of grammatical control | Teacher's role: | |

**Description of Student Activity:** Teacher puts the class into four groups. each person will have to pass in a grid chart, on each space they will select a card they have to say the perfect tense of the verb, (see) Lesson Plan N°   *inventing task.*

**Description of oral language:** Students create the stories, they produce a great amount of sentences, they usually tried to put words in spanish into English. When students play the game they usually say the sentences by given the information, few of them tried to use the structures   *proposing cooperation / cognitive combining*

**Researcher's observation about the oral interaction:** At the beggining they use their mother tongue to invent, later they passed it to English, they   *cognitive translating*

**Observed difficulties about tasks used:** Some activities in the group were done by just one person, that person reads and trans- ble to the other, but later some people complain about that situation   *cognitive translating / and take out people*

**How to improve the oral production:** Most of the time they become shy when they are taped   *taking decision cooperative strategies / analyzing*

**What cognitive strategies did students use to accomplish the task?**
Students read the stories they use the key words → *cognitive analysis* to create the story, the asked me to clarify → cooperative the exact meaning of the "word", some people *strategies asking for clarify* in the group easily asociate the differences why to use "has" "have. when students read aloud the (negative) affirmative *cognitive* form, some people make them to repeat *analyzing contrasting* in order to confirm what they were saying was true.

**What co-operation strategies did the students use to accomplish the task?**
A group of students push the people to answer in English, another person is waiting for the answers, they make comments about the answers provided.
One girl correct the other in order to make her *correcting or evaluating cooperative strategies* use the structure.

Appendix I Students' Learning Log

Objective: To identify tenth graders' opinion concerning learning strategies to enhance their oral interaction.
Total: 36      Time observed: 10 minutes class

Sample Learning Log 1

Appendix J Audio video recording

Objective: To identify tenth graders' strategies to enhance their oral interaction
Total: 36     Time observed: 10 minutes class

Sample Audio video recording 1

Appendix K Matrix for audio-tape recordings (Adapted from CEF achievements)

| ORAL INTERACTION | | TAPE COUNTER | TASK TYPE | GROUP | HOW IT CAME UP? |
|---|---|---|---|---|---|
| | Students interact in a simple way formulating questions and answers | | | | |
| | Students can handle very short social exchanges | | | | |
| | Students can take an active part in the discussion | | | | |
| | Students can formulate ideas and opinions with precision and relate relates contributions skilfully | | | | |
| | Students can take part effortlessly in any conversation or discussion and have familiarity with idiomatic expressions. | | | | |
| | | | | | |
| Fluency FLUENCY | Pauses Natural sound | | | | |
| | Length of run | | | | |
| | Compensate Ability to disguise | | | | |
| | Repetition | | | | |

Appendix L Matrix for post oral interaction task

| Group | | Weak | Good | Very good |
|---|---|---|---|---|
| | Use of a wide and appropriate range of vocabulary | | | |
| | Ability to express precise meanings | | | |
| | Ability to express attitudes opinions and abstract ideas | | | |

Appendix M Lesson Plan no.1 PANEL DISCUSSION

| GENERAL AIM | Use functional language to make suggestions about school rules |
|---|---|
| SPECIFIC AIMS | To differentiate safety school rules. <br> To ask oral questions about safety objects. <br> To listen to make differences about expressions to prevent or prohibit something <br> To read information to categorize safety signs. <br> To invent new set of safety school rules. |
| DATE | October 4th,2011 |
| TOPIC | Safety Rules |
| TASK TYPE | Linguistic, questions-answers, selective listening, cognitive, problem-solving |
| RESOURCES | Cards, handouts, cd player |
| TIME | 90 minutes |

PROCEDURE

**Pre Oral Interaction task (CognitiveTask)**

Warm- up discussion (Adapted from Thornbury (2005).How to teach Speaking. P.103.Pearson Education Limited. Malaysia)

Ask students work in pairs to discuss about safety rules in their school, they could use the pictures to make a list. Each group reports orally their answers at class level.

Q: What safety rules do you know in your school?
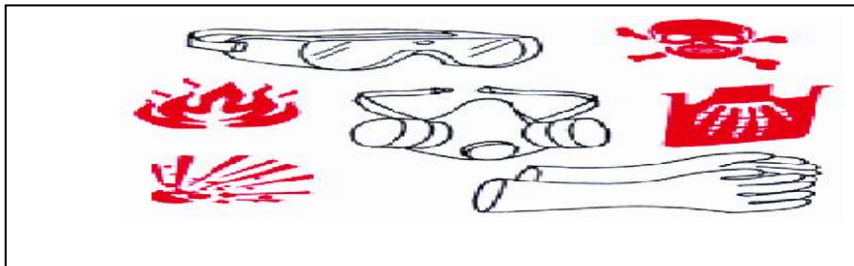


(Images taken fromhttp://workerscompensationwatch.com/)

**While Tasks** *(Tasks emphasized Critical thinking skill of Analysis)*

*Task emphasized on questioning Thinking skill*

Could I ask you a few questions please? (Adapted from Nolasco et al (1993).Conversation. P.47- 48. Oxford University Press. Hong Kong)

Class is divided into four groups. Each group have a set of drawings

**Students A** will assume the role of questioners, and they draw questions like: *Where do you wear that? , What kind of material is made of? Have you ever used it?*

Students B will take the role of describers, so they have to answer the questions students A ask them about the pictures; they should say expressions like these:

**Students B**: It is an object made of..., it is used for....., you can find it in..., and you can wear on.

The cards should be like this: (images taken from images.google.com/)



### Task emphasized on distinguishing Thinking skill

Selective Listening. Nunan (2004).Task – Based Language Teaching.P.60.Cambridge University Press. United Kingdom

Students are given a filling gap activity, they will work individually and try to use the modals "might" or "must" according what they believe, then students listen to the cd and after that each person compare their answers with another person, distinguishing what is the difference of using modals "might" or "must"

Listen and complete the warnings with the words in the box

| Don´t | might | must | mustn´t |
|-------|-------|------|---------|

  A. You_____ wear a hard hat on the building site

  B. You _____ go through that door

  C. You_____ wear safety gloves everywhere in the factory.

  D. _____ touch that machine! It's very hot.

  E. Be careful! High –voltage electricity. You _____get an electric shock.

  F. You_____ use your mobile phone here. (Taken from Bonamy (1993).Technical English 1. Unit 2.Oxford University Press. Hong Kong)

### Task emphasized on categorizing Thinking skill

Cognitive task. Nunan (2004).Task-Based Language Teaching. Cambridge University Press. United Kingdom) (p.60).

Students work in pairs. Student (A) why do you think the signs below have different colors and shapes? Student (B) I am not really sure, but I believe because it is a



**(Images taken from http://vectorstuff.bl)**
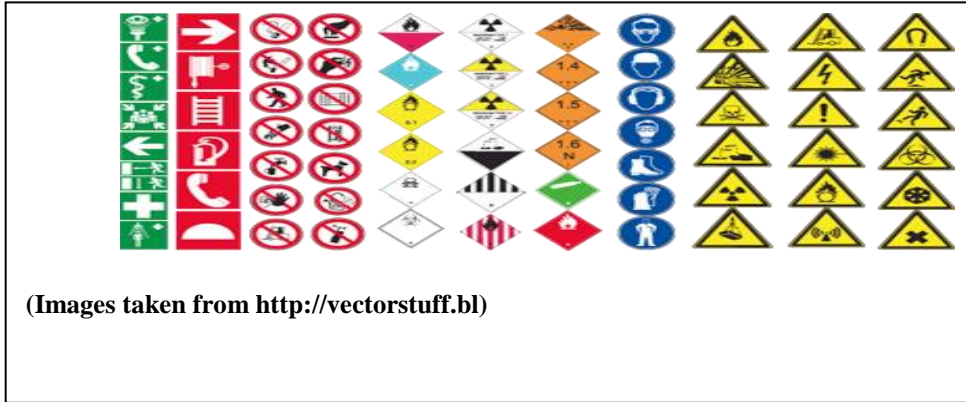
Students do the reading of the following text and categorize the information with the corresponding sign: warning sign, prohibition sign, and mandatory sign.



Taken from Bohamy (1993).Technical English Hong Kong: Oxford University Press. Unit 2

### *Task emphasized on inventing Thinking skill*

Problem- solving task (Adapted from Nunan (2004).Task–Based Language Teaching. United Kingdom Cambridge University Press. (p.59)

Students work in groups they will take the role of publishers; they design a chart with a new set of safety rules for their school. They need to include the modal verb "MUST" " MUST NOT", MIGHT, MIGHT NOT in those signs.

**ASSESSMENT**

        ♣ **Post Task  (Affective Task)**

Panel  Discussion.Adapted  from  Thornbury  (2005).How  to  teach  Speaking. Malaysia:Pearson Education Limited. p.104

A group of students will act out as the directives of the school; the other group will take the role  of the students committee they will have to defend the new set of rules of the school.Each one of the groups make an oral presentation of a new set of safety  school rules for the institution.

Appendix N Lesson Plan no.2 RESCUERS 1

| GENERAL AIM | Use communication strategies to take part and maintain the conversation |
|---|---|
| SPECIFIC AIMS | To use logic inference for giving possible solutions to given situations |
| | To write differences using expression to express possible injures |
| | To  read information to combine information to prevent someone |
| | To write a list to separate problems and possible hazards |
| | To  use suitable phrases to prevent someone about possible hazards |
| DATE | October,5th 2011 |
| TOPIC | HAZZARDS |
| TASK TYPE | Linguistic, practicing,Co-operating Task,  Practicing, interpersonal |
| RESOURCES | Cards, handouts |
| TIME | 90 minutes |

PROCEDURE
**Pre Oral Interaction task (Linguistic)**

What would happen if…? Adapted from Klippel (1993).Keep talking. *Communicative Fluency activities for language teaching*. Great Britain Cambridge University press. p.52
 Students are given a set of paper with some imaginary situations to discuss. They will provide an imaginary solution according to the role assigned. Class is divided in pairs, student A will read the situation aloud to student B.
Situation A: You are the best player of your basketball school team, you will have the final next Friday, you and your partners are very anxious about this day. But unfortunately…
Student A: What would happen if you broke your leg?
A.       Go to the doctor
B.       Call out someone to help you
C.       Try to put a bandage and immobilize your leg.
 Student B:  If I broke my leg I could_____ because…
(Adapted from Klippel (1993).Keep talkin*Communicative Fluency activitie*

*s forteaching*.p.52. Cambridge University p
ress. Great Britain

**While Tasks (Tasks emphasized on critical thinking skills of Analysis)**
*Task emphasized on differentiating Thinking skill*
Jigsaw task*.* Nunan (2004).Task – Based Language Teaching.P.59.Cambridge University Press. United Kingdom).
Students work in small groups, they are given a filling gap text; they will have to guess what the words fit the appropriate meaning, with the corresponding given picture
(Taken from Bonamy (1993).Technical English 1. P.14 Oxford University Press. Hong Kong)
*Task emphasized on categorizingThinking skill*
Co-operating Task (Nunan (2004).Task – Based Language Teaching..Cambridge University Press. United Kingdom) (p.60)

Students work in groups, students "A" have a set of expressions to warn someone about an accident, students B will have slips of paper with possible results to the accidents; both of them need to read the information to combine the different pieces of information to make coherent sentences for prevent someone.

Taken from Bonamy (1993).Technical English 1. P.15 Oxford University Press. Hong Kong

*Task emphasized on separating Thinking skill*

Practicing Task. Nunan (2004).Task-Based Language Teaching. United Kingdom Cambridge University Press. (p.60)

Students work in groups doing a written controlled task, one person of the group will be security safe inspector who main function is to check what hazards he/she observed in the workshop, another student will have to pass a written inform to the workshop's hazards with the possible hazards for the people, and finally another student will have to tell orally the written inform to the workshop's owner.

Work in pairs. How many safety hazards can you see? Make a list



**Taken from Bonamy (1993). Technical English. Hong Kong**

## ASSESSMENT

**Post Oral interaction Task (Creative Task)**

Rescuers (Task designed by researcher)

Students are given a set of situations to be solved, divide the class into two teams. One group will act as rescuers; the other will act out as passengers who need help.

Group: A plane have suffered a crash accident you are part of the crew, many of the passengers need to be assisted to be safe. Your responsibility is to help them to pass to safety area without any risk.  Some of the passengers are injured. You cannot touch them, you only can tell them instructions or orders. How could you do that?

Group B. You are the group of passengers who were in the plane, some of you are injured so you only can follow the instructions that the crew tell you. The crew only talk in English, they do not know your mother tongue. What kind of questions you said to understand what he /she is saying to you?

Appendix O Lesson Plan no.3 LOOK AND SPEAK

| | |
|---|---|
| *GENERAL AIM* | *Participate spontaneously in conversations spontaneously about familiar topics using clear and simple language.* |
| *SPECIFIC AIMS* | *To ask oral questions to make predictions of the events.* <br> *To read texts to select information* <br> *To analyze situations to write dialogues* <br> *To invent dialogues* |
| *DATE* | *October,18$^{th}$ 2011* |
| *TOPIC* | *Real Life Situations* |
| *TASK TYPE* | *Creative, Questions and answers* |
| *RESOURCES* | *Cards, handouts* |
| *TIME* | *90 minutes* |

PROCEDURE
**Pre Oral Interaction task (Creative)**

Look and Speak. Nolasco, R et al (1992) Conversation. Resource Books for Teachers. Ed.Oxford. University press.P.37

Class is divided into teams; and give out copies of pictures. Two students have to describe the actions about what they observe in a selected scene, the other two members will have to ask yes-no questions, wh-questions

Student A: There are two people in this picture.
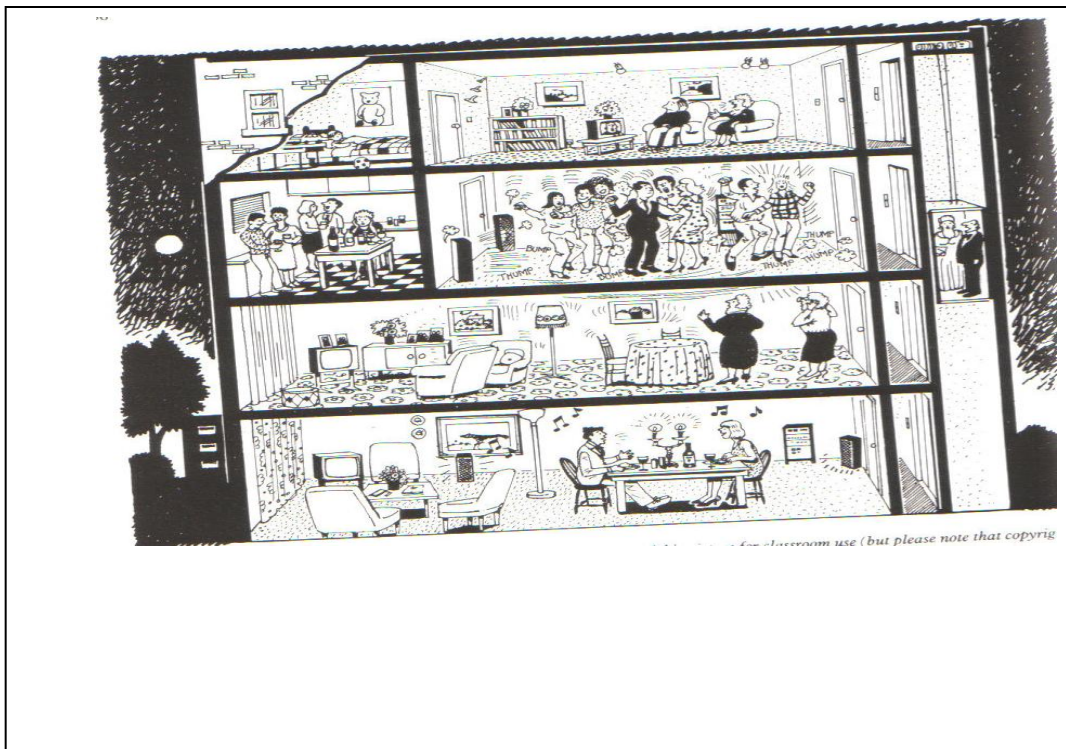
*Task emphasized on Selecting thinking skill*

Who said it? Nolasco et al (1992) Conversation.  Resource Books for Teachers. Ed.Oxford University Press. Hong Kong. (p.35)

Students work in pairs read a set of expressions, questions, sentences they will select the expression that correspond to the scene, and decide who might be    saying; they students justify orally their answer

A.      I told you not to wear a suit.

B.      …., and the doctor says I´m pregnant

C.      Are you a friend of Jim`s?

D.      I thought Esmeralda looked terrible this evening. Didn´t you?

E.      How do you stand it? Have you complained?

F.      And then he told me I was going to be promoted.

G.      So I said "Don´t speak to me like that again…?

*Task emphasized on analyzing Thinking skill.*

Questions and answers. Pattison   (1987) Developing communication Skills. Cambridge:Cambridge University Press.
Students work in pairs, each group analyzes what were the scenes described. Students write what responses the other speaker might say; they could write sentences or questions to complete the statements

**ASSESSMENT**

♣      **Post  Oral interaction Task  (Creative Task)**

Memorizing scripts. Thornbury (2006) How to teach speaking. Malaysia: Pearson Educational Limited.p.74
After the groups have written the first draft of the situation about their daily life and receiving the feedback of their scripts, students act out basic sentence patterns with memorised phrases.

Appendix P Lesson Plan No.4 SPLIT EXCHANGES

| GENERAL AIM | Use previous knowledge to participate in conversations |
|---|---|
| SPECIFIC AIMS | To differentiate oral information<br>To read information to analyze situations<br>To listen oral information to discriminate information in TV news<br>To separate commands, orders, questions to write reports<br>To participate orally on describing events. |
| DATE | October 19th,2011 |
| THEME | News |
| TASK TYPE | Jigsaw, Inducing, selective listening, dialogues and role play |
| RESOURCES | Cards, handouts |
| TIME | 90 minutes |

PROCEDURE

**Pre Oral Interaction task (Jigsaw)**

Split exchanges. Nolasco et al (1992) Conversation. Resource Books for Teachers. Ed.Oxford University press.P.36

Write one part of an exchange for each student in the class. These would be enough for the amount of students. Give each student half an exchange on a sheet of paper. Give them a minute to memorize what is written on the sheet before the class circulates freely. Asks each person to say aloud only the words they have been given and they listen what is said by the others to see if anyone might have the other part of exchange.

| STUDENT A | STUDENT B |
|---|---|
| What are you doing? | Why do you ask? |
| What's up? | I've lost my contact lens |
| What was the film like? | The photography was O.K |
| I can't find my notes | Don't worry they'll turn up somewhere |
| How is he feeling? | No idea |
| Dinner's ready | I'm coming. |

**While Tasks (*Task emphasized on Critical thinking skill of Analysis)*
*Task emphasized on analyzing thinking skill***

Inducing. Maley , A (1998) Resource Book for teachers . *Word Box* .Ed. Oxford University press **.***p.54*

Students are given sentences they read and match with the corresponding reported statements on the opposite column.

| | |
|---|---|
| What are you doing? | she asked me What was up |
| What's up? | She told me Dinner  was  ready |
| What was the film like? | she asked me What was the film like |
| I can't find my notes | Don't worry they´ll turn up somewhere |
| How is he feeling? | He said He couldn't find his  notes |
| Dinner's ready | She said She was coming. |
| Why do you ask? | She said that she had no idea |
| I've lost my contact lens | The photography was O.K |
| The photography was O.K | She asked me How he was feeling. |
| Don't worry they'll turn up somewhere | He told me not to worry they would turn up somewhere |
| No idea | She asked me What the film was like. |
| I'm coming. | She asked me why I asked |

## *Task emphasized on Discriminating thinking skills*
Selective Listening. Adapted from Nolasco .R et al (1992) Conversation. Resource Books for Teachers. Ed.Oxford University press. (p.29)

Asks students to complete the script of a part of a video, they need to discriminate sounds to complete the gap filling text. Check answers at class level. In groups one students tell in one minute what they remember from the extract news, then another continue the narration by adding more details and so on until the news has been retold by all students from each group.

*Listen, watch and complete the transcript*
*Every year in Africa, millions of animals follow the rain for fresh grass but there are(1) _____on the*
*way - and (2)._____*
*East Africa. Every year, millions of animals are on the move following the rains in (3) _____*
*_____fresh grass. But there's a problem. The Mara (4) _____stands in their way*
*They have to cross it, and avoid the dangers in their path. Each dry season, the plains animals face the*
*river guided by their instincts and experience of previous years*
*Soon, they'll have to face it again. (5)_____, zebras and even diminutive gazelles. Over the next*
*few weeks, the lives of all these animals will be drawn together at the crossing. (Taken from Activate B2.*
*Active book)*

## *Task emphasized on Differentiating thinking skill*
Give a set of pictures per groups, each picture have the corresponding bubble speech, students must differentiate questions, answer, orders from the corresponding bubbles, and then they do a written report about what each person says.

81

(Images taken from Hutchinson. Project video workbook 1. Oxford.)

**ASSESSMENT**

♣ **Post -Oral interaction Task (Linguistic Task)**

Telephone Game. Adapted from Nolasco .R et al (1992) Conversation. Resource Books for Teachers. Ed.Oxford University press. P.34

Students sit up in a circle, teacher pass out a written phone message that must be said to a person at the end of the circle. Teacher nominates one person of the group to read it and he/she must retell the information to the other person until the last person got informed about the message.

*Hi, Frank. Please ring me back at Cambridge 312433 when you arrive at home. I am going to come late because I have an interview for a job. I need that you pack my personal document that I left on the night desk, take care. Bye.*

*Students should use polite expressions like: Excuse me, what did you say?*

*Could you repeat, please? Hold it, more slowl*

Appendix Q Lesson Plan No.5 BOARD GAMES

| GENERAL AIM | Answer questions taking into account the interlocutor's questions and context to describe educational background and present hobbies |
|---|---|
| SPECIFIC AIMS | To contrast information about recent hobbies<br>To read information to analyse details<br>To write information to infer rules<br>To communicate personal experiences |
| DATE | November 1st 2011 |
| THEME | PERSONAL EXPERIENCES |
| TASK TYPE | Cognitive, jigsaw, information gap, Communicative |
| RESOURCES | Cards, handouts |
| TIME | 90 minutes |

PROCEDURE

♣ **Pre Oral Interaction task (Cognitive )**

Antonym toss. Adapted Walters (2005). *Substitute Teacher Handbook.* Teachers created resources inc. p 110.

Class is divided into two teams; the group will be making up by ribbon colours, in the middle of the classroom students watch a grid with different verbs. The game consist of one child of the first team tosses a beanbag over the net, the boy who hit the ball must call out a sentence using the verb and telling what activity or hobby has done recently and what has not done. If the answer is correct, the answering team gets a point but if the answer is incorrect the team loses one point, and that person must remain sitting down. The game goes on until the last pair of words has been matched.

Ex: I have read magazines, but I have not read English books.

**While Tasks (*Task emphasized on Critical thinking skill of Analysis)*

*Task emphasized on Analysis skill*

Jigsaw task. Adapted from Richards (2001) Curriculum Development in Language teaching. Cambridge: Cambridge University Press. p.162

Students have a set of two parts of a reading, and then each group will have to read aloud. Each person will have to ask three questions to be answered for another person of the group; the person who takes a red balloon has to answer it. The group will lose points if the question is not well structured.



READING

**1** Mr. Bascomb has worked at City Bank for twenty years. He has been president for five years. City Bank has changed a lot since he became president. In the past, it was just an average bank. But now it's the number one bank in Wickam City. Mr. Bascomb has always worked very hard. He hasn't taken a vacation since 1985.

1. How long has Mr. Bascomb worked at City Bank?
2. How long has he been president?
3. How has City Bank changed since Mr. Bascomb became president?
4. Has Mr. Bascomb taken any vacations recently?

**2** Barbara and Tino have gone out together for three years. Their relationship became serious a few months ago, and they decided to get married. Barbara and Tino have been engaged since last July. They are going to get married in a couple of weeks. Today they are looking for a wedding ring.

1. How long have Barbara and Tino gone out together?
2. When did they decide to get married?
3. How long have they been engaged?
4. When are they going to get married?
5. What are they doing today?

*Task emphasized on Logic inference skill*

Information-gap. Adapted from Brown and Yule (1999) Teaching spoken Language.Cambridge: Cambridge University Press. P.111
Students complete a gap filling text with affirmative and negative forms using the picture as reference the pictures using present perfect. Then one person of the group will be nominated to explain the difference in using plural and singular form of the sentences
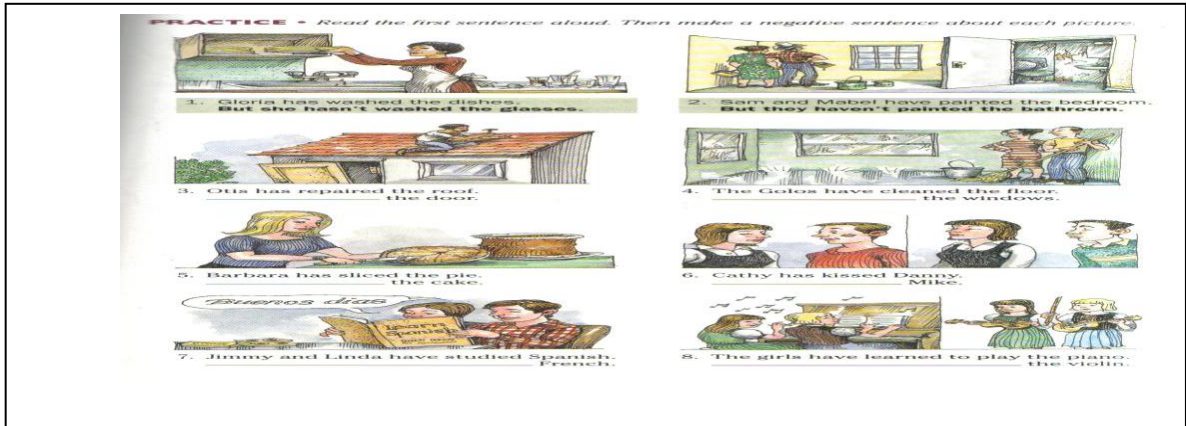


completed.


**ASSESSMENT**

♣ **Post  Oral interaction Task  ( Linguistic Task)**
 Board Games. Adapted from Campbell and Kryszewska (1992) Learner-based Teaching.Hong Kong:Oxford University Press. p.53
Give a set of cards per groups, a dice, and small token. Inform students about the board game. They will have to get a question according to the number allotted in the dice; they will have to answer it appropriately. The winner will be the student who has made the greatest number circuits in allotted time, rather than the first student to reach the final square
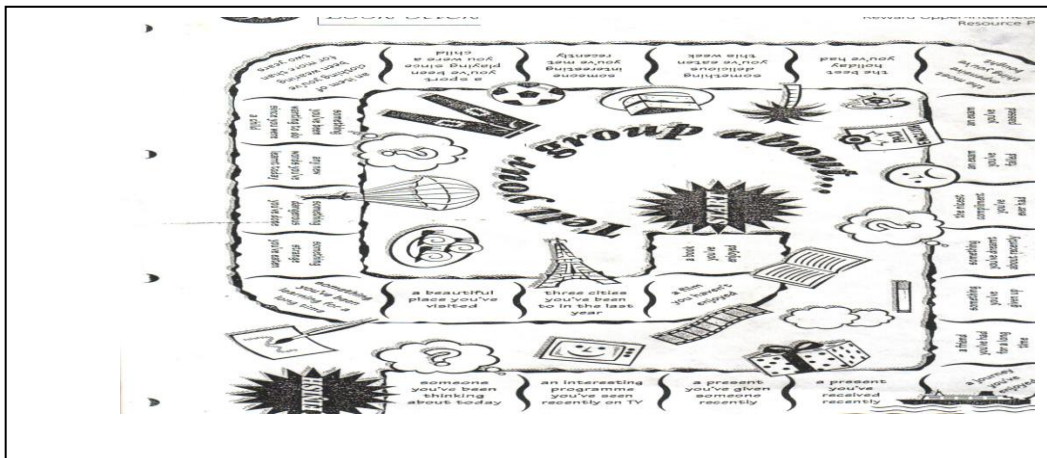
Table 4 Comparison *Tenth graders' English Language Proficiency Levels 2011*

This table shows Tenth graders' English language proficiency results obtained, in an initial diagnostic test applied on February 2011

| GROUP | Level A1 | Level A2 | Level B | Level B1 | Total Students |
|---|---|---|---|---|---|
| **10a** | 20 | 3 | 3 | 1 | 27 |
| **10b** | 10 | 6 | 1 | 1 | 28 |
| **10c** | 19 | 4 | 6 | 0 | 29 |
| **10d** | 19 | 2 | 5 | 0 | 26 |
| **10e** | 18 | 2 | 4 | 0 | 24 |
| **Total students** | 86 | 17 | 19 | 2 | 134 |

Table C2 *Class observation procedures*

Dependent Measure: Observed Class (5)

| Descriptors | Students practice before | Students respond to the other | Students react individually | Students ask questions |
|---|---|---|---|---|
| *A LOT* | 0 | 1 | 0 | 0 |
| *QUITE GOOD* | 0 | 0 | 0 | 0 |
| *FEW* | 2 | 4 | 0 | 4 |
| *NOTHING* | 3 | 0 | 5 | 1 |
| *TOTAL OF CLASS* | 5 | 5 | 5 | 5 |

Table D3 *Teachers' field diary*

Dependent Measure: Field diaries Observes (11)

| Descriptors | Oral interaction | Describe problem when interact | Solution for oral interaction | Discipline problems |
|---|---|---|---|---|
| *A LOT* | 0 | 1 | 0 | 10 |
| *QUITE GOOD* | 0 | 0 | 0 | 1 |
| *FEW* | 10 | 10 | 0 | 0 |
| *NOTHING* | 1 | 0 | 11 | 0 |
| *TOTAL OF CLASS* | 11 | 11 | 11 | 11 |

Table E4 *Students' questionnaire*

Dependent Measure: Number of students (24)

| I understand the words better if.... | | | | | I learn words or sentences better if I.... | | | | | | | I learn best if i work | | | I am more Eager to learn if…. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | A | B | C | D | E | F | G | A | B | C | A | B | C |
| XXXX | XXX | X | XXX | X | XX | XX | XXX | X | XX | XXXX | X | XXX | XXXX | XXX | XXXX | XXXXXX | X |
| XXXX | XX | X | XXX | | X | X | XXX | | X | XXXX | X | XXX | XXXX | X | XXXX | XXXXXX | |
| XXXX | | X | XXX | | XX | XX | | X | XX | XXXX | | XXX | XXX | XXX | XXXX | XXX | X |
| XXXX | | X | | | X | X | | | X | | | X | | | X | | |
| | | | | | XX | X | | | XX | | | | | XX | | | |

Table 5 ANOVA Chart for used critical thinking skills of analysis

Dependent Measure: Number of students (9)

| Task emphasized critical thinking skills of analysis | GROUP 1 | GROUP 2 | GROUP 3 | TOTAL |
|---|---|---|---|---|
| Categorizing | 3 | 2 | 2 | 7 |
| Comparing | 2 | 4 | 1 | 7 |
| Analyzing | 3 | 3 | 2 | 8 |
| Classifying | 1 | 0 | 1 | 2 |
| Contrasting | 2 | 1 | 2 | 5 |
| Questioning | 8 | 5 | 7 | 20 |
| Inventing | 4 | 3 | 2 | 9 |
| Solving problems | 1 | 3 | 1 | 5 |
| Experimenting | 2 | 2 | 1 | 5 |
| Debating | 2 | 2 | 1 | 5 |

Table 6 *Chart used for analyzing oral interaction strategies*

Dependent Measure: Amount of oral interaction tasks (10)

| | | | GROUP 1 | GROUP 2 | GROUP 3 | TOTAL |
|---|---|---|---|---|---|---|
| *ORAL INTERACTION STRATEGIES* | COGNITIVE STRATEGIES | Repeating | 9 | 8 | 4 | 21 |
| | | Analyzing Expressions | 7 | 1 | 2 | 10 |
| | | Practicing with sounds | 8 | 6 | 3 | 17 |
| | | Analyzing contrastively | 6 | 3 | 4 | 13 |
| | | Recognizing formula | 5 | 3 | 2 | 10 |
| | | Combining elements | 7 | 5 | 5 | 17 |
| | | Practicing naturally | 10 | 10 | 6 | 26 |
| | | Translating | 8 | 10 | 5 | 23 |
| | | Taking notes | 4 | 6 | 6 | 16 |
| | COOPERATIVE | Turn taking and turn giving | 10 | 8 | 4 | 22 |
| | | Proposing | 7 | 4 | 2 | 13 |
| | | Asking for clarification | 9 | 7 | 8 | 24 |
| | | Evaluating | 3 | 3 | 3 | 9 |
| | | Recapping | 4 | 2 | 2 | 8 |
| | | Making decisions | 5 | 5 | 4 | 14 |
| | | Summarizing | 5 | 1 | 0 | 6 |

Table 7 *Comparison frequency critical thinking skills of analysis and oral interactiostrategies for deducing categories.*

| COGNITIVE STRATEGIES | GROUP 1 | GROUP 2 | GROUP 3 | TOTAL |
|---|---|---|---|---|
| Practicing naturally | 10 | 10 | 6 | 26 |
| Translating | 8 | 10 | 5 | 23 |
| Repeating | 9 | 8 | 4 | 21 |
| Combining elements | 7 | 5 | 5 | 17 |
| Taking notes | 4 | 6 | 6 | 16 |
| Analyzing contrastively | 6 | 3 | 4 | 13 |
| Recognizing formulas | 3 | 3 | 2 | 8 |

| COOPERATIVE STRATEGIES | GROUP 1 | GROUP 2 | GROUP 3 | TOTAL |
|---|---|---|---|---|
| Asking for clarification | 9 | 7 | 8 | 24 |
| Turn taking and turn giving | 10 | 8 | 4 | 22 |
| Making decisions | 5 | 5 | 4 | 14 |
| Proposing | 7 | 4 | 2 | 13 |
| Evaluating | 3 | 3 | 3 | 9 |
| Recapping | 4 | 2 | 2 | 8 |
| Summarizing | 5 | 1 | 0 | 6 |

| CRITICAL THINKING ANALYSIS SKILLS | GROUP1 | GROUP2 | GROUP 3 | TOTAL |
|---|---|---|---|---|
| Questioning | 8 | 5 | 7 | 20 |
| Inventing | 4 | 3 | 2 | 9 |
| Categorizing | 3 | 2 | 2 | 7 |
| Analyzing | 3 | 3 | 2 | 8 |
| Comparing | 2 | 4 | 1 | 7 |
| Contrasting | 2 | 1 | 2 | 5 |
| Experimenting | 2 | 2 | 1 | 5 |
| Debating | 2 | 2 | 1 | 5 |
| Classifying | 1 | 0 | 1 | 2 |

**Graphic 1** *Results English language Proficiency level Tenth Graders*
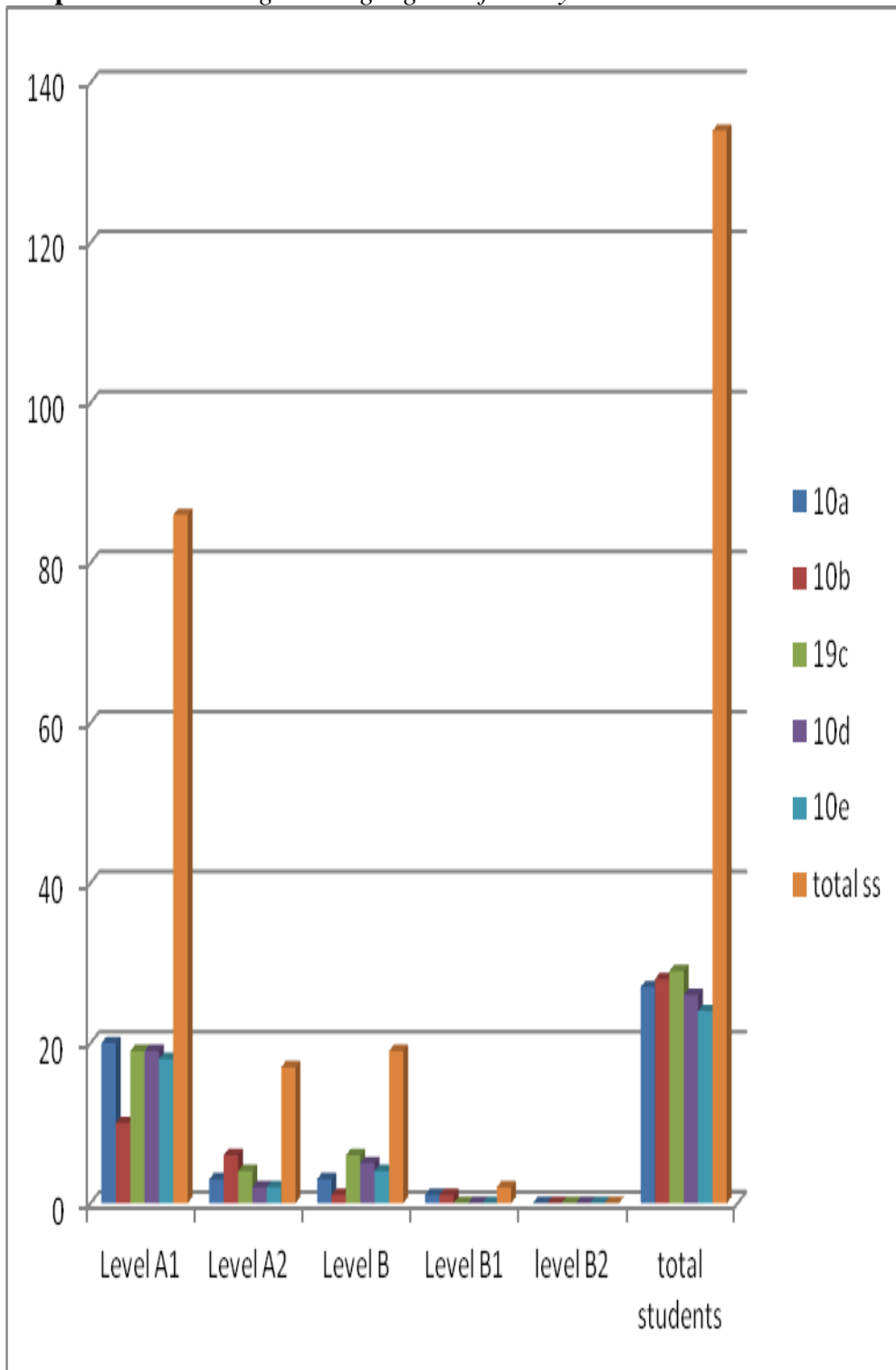
Graphic 2 *Class observation (oral Interaction)*
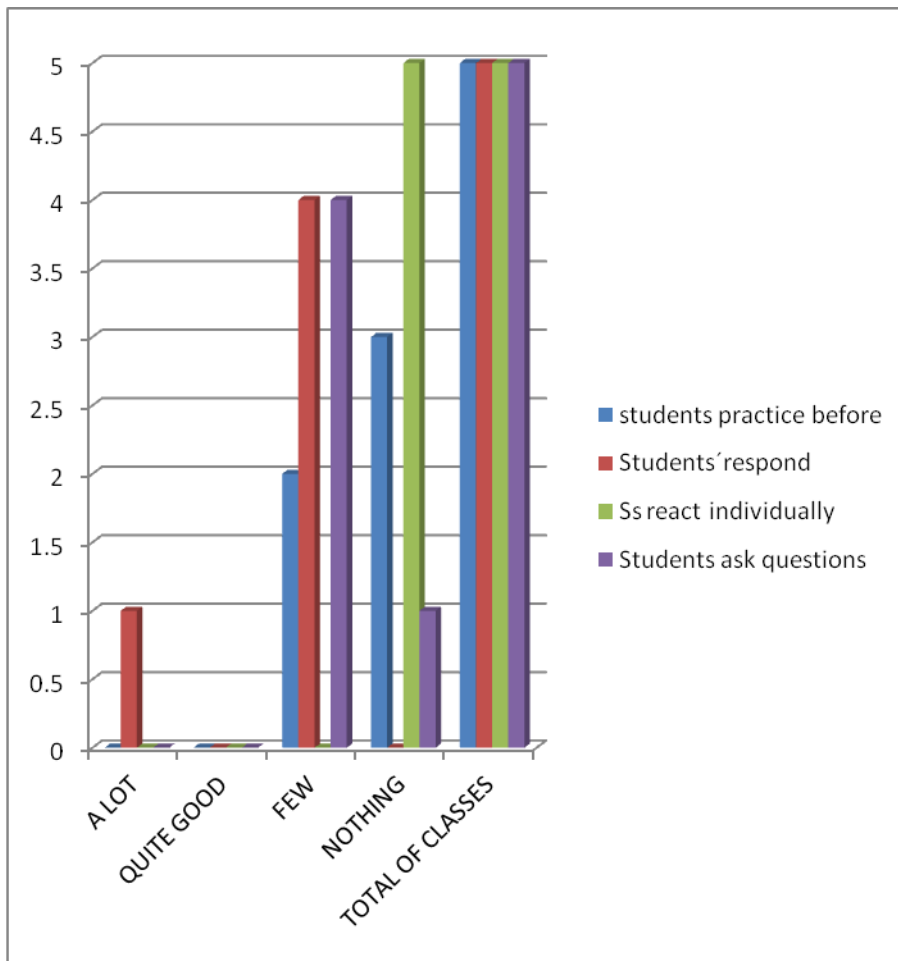
Graphic 3 *Teacher's field diary*
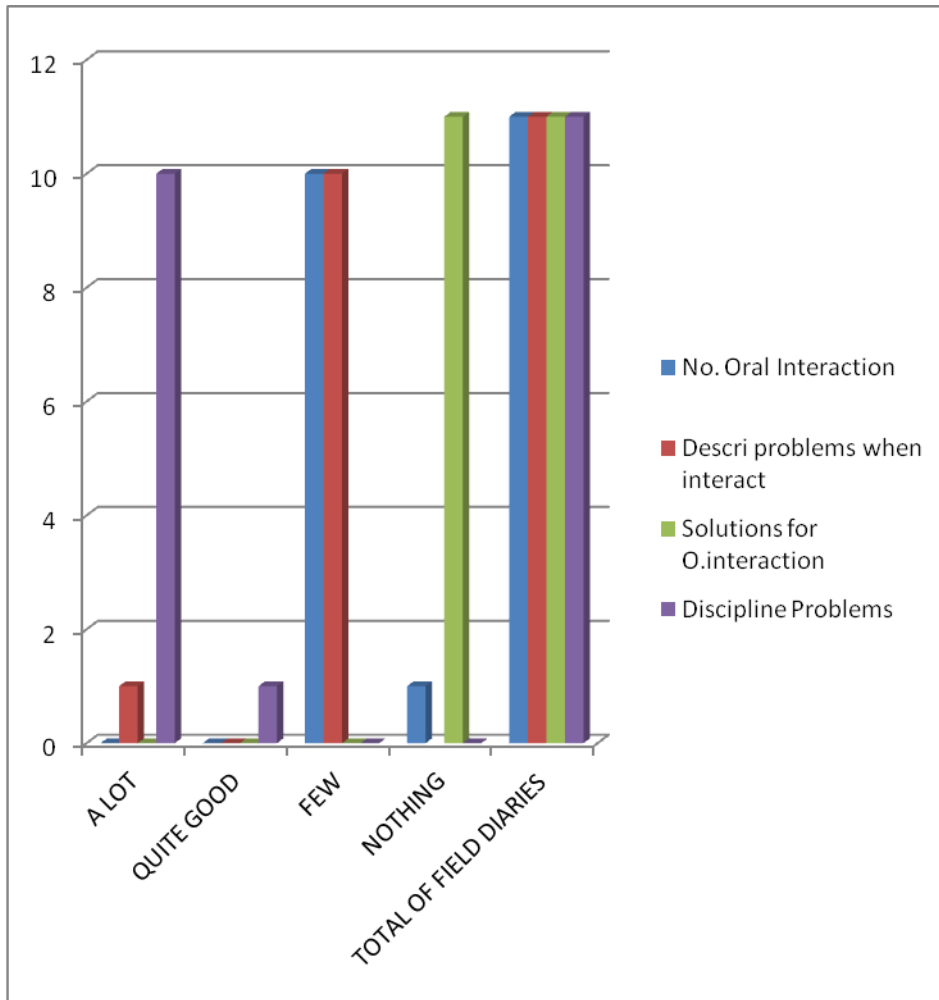
Graphic 4 *Statistics for cognitive and cooperative strategies used in the pre and post oral interaction tasks*