A DIDACTIC PROPOSAL FOR EFL SPEAKING FRAMED UNDER TEACHING FOR UNDERSTANDING PRINCIPLES

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Abstract

The school under study follows the Ministry of Education (M.E.N) standards, which are concise written descriptions of what scholars are expected to know and be able to do grade by grade. We realized that the progression followed to teach a beginner class of 26 English Language Learners (ELL) did not seem to help them to attain the goals of oral proficiency development. With this mixed-ability class we were challenged to design a unit of work that started with the end goal. We designed 11 lessons that resulted that most of the 10th graders made gains in speaking. This thesis shares with the audience a Backward Design, which is a planning teaching for understanding framework, developed by Wiggins and Mctighe (2005). The data indicate that fourteen of the participants made progress in speaking and that they all of them found the course interesting, fun and meaningful. We feel that the recently published *Suggested English Curriculum* (M.E.N 2016) would be an opportunity for teachers of English to try a Backward Design to guide their decisions.

Key words: Backward Design, learning goals, speaking, understanding, teaching for understanding.

Introduction

Teaching English as a foreign language (EFL) is a challenge that deserves reflection. We observed that the practices in the school under study were based on memorizing grammar rules. When we were asked how to innovate, we analyzed the school's curriculum and found that the sessions were not related to those stated in the syllabus. In the syllabus, the main objective is to read, to listen, to talk and to speak correctly in order to understand the world, see (Appendix 1). It means that tasks, presentations and assessment should guide the apprentices toward understanding in terms of opinions, points of view, analysis, explanation, and description, among others. It was not easy to plan the lessons involving thoughtful; connecting topics to tasks for thinking and for speaking interaction demands time.

The participants were 26 eleventh graders of a school in Bogota. We started working with them in tenth grade in 2015 and we continued with the same group in eleventh grade, 2016. Firstly, the participants developed four activities; listening, speaking, reading and writing. Before that we took into account the English proficiency level in order to select the proper material for the diagnostic. Each activity was carried out in only one session because boys and girls needed explanation and models about what to do. As the school curriculum involved the four skills, we designed our proposal including them, but we focused on speaking because it was one of the skills in which learners showed lack of vocabulary, they did not know how to answer a question, they couldn't interact easily with the teacher, and they used isolated words so they did not speak clearly.

Speaking involved a procedure in which apprentices needed to be monitored and they received material such as copies and postcards of vocabulary, connectors, and expressions. The

pedagogical proposal draws on a *Backward Design* template where we described the eleven interventions. To describe speaking interaction the Common European Framework for languages declares that "spoken interaction differs from a simple succession of speaking and listening activities. The user's response is initiated –on the basis of a hypothesis as to its nature, meaning and interpretation" (Council, 2017, pág. 92). In The Estándares Básicos de Competencias en Lengua Extranjera: Inglés speaking is described as production competences; the students in tenth and eleventh grade are supposed to establish and keep a basic conversation, participate and use background knowledge in debates (MEN, 2006, pág. 27).

This research focuses on the implementation of a *Teaching for Understanding Framework* (TFU) to promote speaking among beginner English as a foreign language (EFL) learners. The research question: *How may a teaching for understanding framework inform curricular decisions that promote speaking?* And as a support question*: How would a backward design help the organization of tasks and the assessment of speaking?*

The purpose of this study is to inquire how a *teaching for understanding framework through a Backward Design* provide elements to innovate in teaching and learning speaking. Four specific objectives were formulated: 1) To design a unit of work focused on the Teaching for Understanding Framework and a Backward Design template to promote speaking, 2) To find out and analyze how a Teaching for understanding framework provides elements to inform curricular decisions, and how a Backward Design template helps the organization of tasks and the assessment of speaking, 3) To analyze the students' reflections and to assess their performance, and 4) To report the pedagogical implications of a unit of work focused on the

Teaching for Understanding Framework and a Backward Design template. The action research method included these stages: planning lessons, acting or applying them, observing the learners performances and reflecting on their results.

This thesis is divided into five chapters. The first discusses the problem and the justification of the present study. In the second, the literature reviews and studies related to the investigation are presented. The third chapter develops the theories of *Teaching for understanding, Backward Design template* by Wiggins & Mctighe (2005) and a discussion of Interaction by Luoma (2004). The fourth chapter deals with the methodology of the research, the method, objectives and the type of investigation. The fifth chapter describes the pedagogical intervention, three cycles: the first called Introductions, the second Mind maps, and the third Interview Reports. The sixth chapter brings the analysis of data and findings. The conclusions, the pedagogical implications, and further research close the thesis.

Justification

The present contribution is the result of two years working on how to guide 26 students towards speaking interaction. This process is a route to reflect about teaching English as a foreign language. The observation of the participants' performance during the sessions, syllabus, school requirements and students' needs are the elements to discuss the research problem. The view that understanding has to make an essential part in the learning process is in line with the need of an effective design and execution of the lessons to promote speaking. Students are the essential part when we talk about interaction. Understanding and speaking are related each other because the participants express opinions, thoughts, and use the knowledge in a real context; conversations, presentations, interviews, reading comprehension activities are some the results of comprehensions to interact. In words of the author Nunan (2009), the teacher involvement in classroom-research help them to focus on one method to answer research questions, instead of including many methodological bandwagons along the sessions.

We value the introduction of a unit framed under Teaching for Understanding to innovate in our teaching practices to promote speaking. The adaptation and application of new strategies in education create an environment in which students analyze situations in order to understand the world. Teaching a foreign language will be more dynamic if teachers center on understanding. New curricula aim to understand the world in terms of exploring opinions about specific facts and put into practice the knowledge in contexts. Teachers could design in a systematic manner their lessons considering the desired results such as meaningful tasks that allow them to think about their students' needs and attitudes. The lessons will be oriented to have

schoolchildren to transfer the knowledge to projects and tasks in which their point of view becomes the core of each desired result. In addition, the role of teachers is to guide learners to use the language properly, by including connectors, new vocabulary, organize information, and giving to know the results orally.

Teaching for Understanding Framework and Backward Design constitute tools to guide a curriculum, to design the tasks and activities meaningfully and assess the learning practice without rates, undergraduates will reflect in their own processes and at the end of classes analyze their goals pending on their discernment performances and the development of lessons, and units with significant topics, tasks and questions designed always thinking of study different themes from the parts to the whole and the whole to the part (backwards).

It is possible to think that inside the classrooms it is likely to reflect on our teaching and learning practices in search of a new curriculum that guides lessons with understanding and at the same time develops speaking skills. This development makes part of the innovation in our context, the participants reflect on new activities which demand time to prepare, to analyze information in terms of understanding and to speak about their findings. The students will have the option to read, contrast, infer and report what they are able to analyze from the real world.

Chapter I. Problem Statement

The Colombian Ministerio de Educación Nacional (MEN) has promoted policies to comply with the General Law of Education 1994, law 115, (Colombia, 1994) for the processes of teaching and learning a foreign language MEN has published: 1) In 1999 the Curriculum Guidelines for English (Lineamientos Curriculares para la enseñanza de lenguas extranjeras), (MEN, 1999) 2) In 2004 Programa Nacional de Bilingüismo (MEN, 2004) 3) In 2006 the Estándares de Competencias en Lenguas Extranjeras: Inglés, (MEN, 2006) 4) in 2014 *Colombia very well program* 2015-2025. (MEN, 2015) and in 2016 the *suggested curricula for English* (MEN, 2016).

The school is located in Bogota and has 500 participants. The PEI of the Institution deals with personal growth and social-productive development. The syllabus is based on learning to read, write and speak properly to understand the world. ("*aprender a leer, escribir y hablar correctamente para comprender el mundo",* see (Appendix 1*).* The syllabus is fed by the national standards (MEN, 2006). There are three lessons per week, each of fifty minutes in classes of 26 to 40 undergraduates. This project takes as point of departure the new national English curriculum (MEN, 2016) which propitiates an educational environment to learn, to interact and to share knowledge for developing human and professional abilities. This piece of research is focused on a 10th grade with 12 boys and 14 girls, between 16 and 18 years old, in 2015. And we continue with the same group of participants in eleventh grade, 2016.

We have mentioned that the linguistic dimension -grammar and vocabulary constituted the center of interest. Thanks to the observation and the remarks of one the teacher-researchers

who was in charge of the pupils, it was noticed that speaking activities were not regularly included. Learners worked on worksheets related to grammar structures, filling in the gaps, use of vocabulary, reading, and listening comprehension texts. The syllabus did not match the activities carried out in the classroom. When the teacher-researcher posed some questions orally, few of them answered, they lacked confidence. Apparently, they were not used to communicate in English. Our first conclusion was that pupils did not know how to express themselves through the foreign language.

For doing that, we took into consideration the experience of one of the teacher-researchers who has been working with the group of participants for six years. So the first elements were the teacher's remarks and observation who wrote about the classes, the apprentices' strengths and weaknesses in the route of learning English, see (Appendix 2). Secondly, we continued with the design and advisor's approval of the four diagnostic activities which gave to know the performance of the schoolchildren in each skill. In this way, we were allowed to determine the skill that needed more emphasis on.

Continuing with the elements to state the research problem, we selected them taking into consideration the suggestion of the teacher who was in charge of the group, the advisor's guidance, the official document issue by Ministry of Education of Colombia; Estándares Básicos en Lengua Extranjera: Inglés (MEN, 2006), and the Rubrics for Assessing Student Writing, Listening, and Speaking, Middle School (Mc Graw-Hill, n.d). These elements helped us to give a description of the learners' English level of proficiency and establish an overview of the real context and the curriculum requirements. The first instrument was a listening exercise which contained four questions to introduce the listening text (Appendix 3). Few of them chose the

right activity the day of the week and answered correctly this exercise.   The percentages appear in Table 1.

Table 1. Diagnostic listening test results

	Answered correctly	Answered partially	Answered any question	Had listening difficulties to understand
STUDENTS %	18.5 % (4 students)	55% (14 students)	25.9% (6 students)	81.4% (21 students)

Twenty one learners had difficulties answering the listening exercise properly. Only four of them understood the text and expressed that was easy to complete the chart. The text was taken from the test (KET, 2014). Also we support the validity of the exercise taking into account the standard: *identifico personas, situaciones, lugares y el tema en conversaciones sencillas* (MEN, 2006, pág. 26).

In another instrument, we focused on speaking following the standard: Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto (MEN, 1999, pág. 27). It was about giving personal information (Appendix 4). We explained the structure of the activity; student prepared the answer before the interaction with the teachers. The questions were: *talk about you, name, age, likes, dislikes and family*. Both teacher-researchers worked with a group, three learners wanted to do the exercise; the others waited their turn and reported not to feel comfortable due to: lack of self-confidence, lack of vocabulary, unclear instructions, or embarrassment.

Table 2 presents the assessment criteria and the scores. 22 of the 26 participants kept the head up; they were able to speak looking at us without hesitation, or show self-confidence. 17

participants kept interaction asking: *and you*? 14 looked relaxed, whereas 9 spoke clearly and 1 student used grammatical structures correctly.

Table 2. Diagnostic speaking test results

N= 26	STUDENTS
Kept the head up (look at the teacher-researcher)	22 students
Kept interaction going	17 students
Spoke relaxed	14 students
Spoke clearly	9 students
Used correct grammar	1 student

We used the DIALING rubric (Mc Graw-Hill, n.d) to put in order the items about participants' speaking performance. Thanks to this activity, we confirmed that speaking was a difficult skill to work with in the classroom. We needed to give them vocabulary and a model that allow them to guide how to answer questions about personal information. The majority of them kept the head up, they tried to interact with us but they said it was difficult to make a question or to go in depth. Here we could notice that participants couldn't express any point of view, they only answer with isolated words and they asked how to say any word to complete their answer.

The results showed that most of the learners partially understood how to answer the questions about aspects of their lives, name, age, likes, dislikes and family some of them expressed that they did not use to present these activities in the classes. This fact shows a contradiction with Estándares Básicos para Lengua Extranjera Grado 11: "Uso mis conocimientos previos para participar en una conversación" (MEN, 2006, pág. 27). In this case the members did not interact with the teacher- researchers.

In the third session, the reading activity took place. The test had a short story with five multiple choice questions guided by us and some clue words and pictures which were on the

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board to help and support this activity (Appendix 5). Later we took the following results based on a *DIALING* rubric (Mc Graw-Hill, n.d). During this activity, undergraduates looked up the dictionary many times. And we supported them to guide how to answer the questions. Participants were more comfortable in terms of working individually, answering basic questions from a text. Learners expressed to be more familiar with this kind of activities. The text selected consisted of three paragraphs no more than three or four lines. The level was A2. Some of the undergraduates got confused about the use of some auxiliaries in short answers.

Table 3. Diagnostic reading test results

Students level	Apprentice level	Basic Level	Learned Level	Exemplary level
Students	12 students	9 students	4 students	1 student

In the fourth activity participants produced seven lines about their personal information reporting name, age, likes, dislikes and free time activities (Appendix 6). A model text supported the task. The results appear in Table 4. We gathered that they can write simple sentences. They don't have enough vocabulary and expressions to complement the statements and do not seem to use cohesive devices, and they need to edit texts to reduce spelling and grammar errors.

Table 4. Diagnostic writing results

Students who…	Students %
Did not organize the text	54.16% (14 students)
Did not have a clear idea about the text	70.83% (18 students)
Had misspellings	100% (26 students)
Did not use Standard English grammar	58.33% (15 students)

The above data indicates that few of the tenth graders were able to write a short text giving their personal information. They had grammatical errors and an unclear point of view; they understood the instruction and could do the writing exercise partially. The test shed light on the foreign language acquisition.

Tenth graders require exposure and practice of language learning strategies (Castillo, 2014) to better cope with language tasks. Then we feel that a Backward Design that strives to promote speaking with the organization of tasks and of the assessment shall empower the learners to continue learning with others and on their own. As Richards (2007) states:

> Listening and speaking skills have a prominent place in language…around the world today… the role of English as an International language has given priority…to teach English and to review what our current assumptions and practices are concerning the teaching of these crucial language skills. (pág. 2)

These data determined the statement of the problem; speaking had results in terms of lack of confidence, vocabulary, difficulties to interact with the interlocutor and they said that was difficult because it is an ability they didn't work enough in class. This inference allows us to know that they could express a brief idea in writing, and answer questions based on reading comprehension. They took the time to develop these activities but in listening and speaking showed that more strategies needed to be implemented. For that reason, in our Backward Design, we involved the four skills but speaking was selected because pupils expressed the need for communication and put into practice what they have learned orally.

In addition, the teacher-researcher who has taught them during six years expressed that the participants would give to know interesting opinions, but would be necessary to connect this

issue to understanding as it is mentioned in the syllabus. Speaking was not only to talk about aspects of some topics but use strategies to promote interaction and understanding in class.

In sum, this project constitutes an effort to solve the problem of low oral proficiency development due to the grammar-content class that did not let learners in depth understanding of the lessons. For González: "teachers must check studies and investigations about the most successful pedagogical practices and adapt them to our national context" (El Tiempo, 2015).

Chapter II. Literature review

This chapter brings the analysis, considerations, similarities, differences, and implications to plan and shape our proposal in terms of speaking interaction, Backward Design and understanding. Then it describes key studies implemented conducted from 2005 to date.

2.1 Research studies

Two representative studies were found in China. The first by Chen & Goh (2011) and the second by Gan (2013). The first one showed the necessity of implementing activities that promote understanding in terms of speaking. In this study, the activities were related to training programs that strengthen teachers' knowledge for effective oral English instruction in the EFL context. The second study showed the difficulties apprentices have when trying to speak English. (Gan, 2013). Both studies showed the need for suitable English teaching and learning strategies for speaking. It concluded that it was pertinent to focus on understanding to innovate. The researchers suggested changes in pedagogical practices and knowledge reflection to foster students' development and understanding of ESL or EFL speaking skills. Learners commented that they wanted to participate and interact with teachers and classmates in the classroom, and later probably at work.

Moreover, Vincent-Durroux, Poussard, Lavaur, & Aparicio (2011) in England described the necessity of strategies to promote and develop the use of English among French students. They suggested that difficulties are caused by the lack of instructional activities that make pupils

aware of developing their listening, writing and speaking abilities with understanding. The authors designed an on-line program for non-beginners learners of English at the Cambridge University, England. In the assessment of the progress made by the users of the program in a formal learning situation, two tests were given to two kinds of learners, high achievers, and low achievers. Both significantly improved knowledge, understanding, listening and speaking abilities. Taking into consideration these findings we cannot reduce the explanation of grammar in our lessons, what we could analyze is how scholars use the rules in a situation of oral production. In the proposal, the researchers observed the common French learners mistakes in terms of morpho-syntax and phonology. This schoolwork makes us think of students' mistakes as an opportunity to learn and see evaluation as a formative assessment.

The author Gutierrez (2005) conducted a study in Colombia that described the lack of English speaking skills and stated the need for three strategies: *interactive tasks, a free conversation activity, and basic oral defense*. These aimed to transform pedagogical practices, the teachers' role, the curriculum design as well as the learners' attitudes and understanding. During the interventions, the participants lived an environment with activities focused on oral skills. The planning demanded participants to interact in groups of conversations about places located in Bogota by giving opinions and by exchanging information. It enriches the way we can design the oral activities in our proposal because the author found that after the project implementation the scholars noticed that speaking was a social activity that implies the use of grammar mistakes, group work, and feedback. We designed tasks that encouraged participants to speak and we guided their attempts to communicate thoughts, opinions, information, and ideas in spite of grammar mistakes.

On the other hand, in Colombia Buitrago & Ayala (2008) dealt with the opportunity to change the way participants learn and the way teachers teach English. This study proposed an artistic and academic process called *cultural moment* and suggested some strategies to reduce language anxiety and promote speaking. The activities were designed in terms of aesthetic abilities to dance, to sing or to write poetry. Their project explored learning strategies to overcome speaking fears and anxiety with dancing, singing or writing poetry. The teachers proposed an artistic and academic space with task-based and cooperative learning environment resulted in the positive outcomes. From this research, we take into account the importance of working in groups and of overcoming anxiety and fear.

Related to planning and the design of lessons, Richards (2010) in Singapore identified as a problematic lack of curriculum of content that would facilitate the results in CEFR (Common European Framework). Three curriculum approaches and many methods are assigned to teach English but he sought to know how to increase EFL pupils' motivation. A backward design was the best option in situations where a high degree of accountability needs to be built into the curriculum design and where resources can be committed to needs analysis, planning, and materials development. As results well-developed procedures for implementing backward design procedures were widely available, it was seen Backward Design as an organizer of learning experiences model of target language performance and as a planner of learning experiences, even the curriculum in Backward Design was based on the needs and objectives. Those findings revealed that UBD implementation had a positive influence on participants ' foreign language learning motivation. The above shaped and shed lights to the design of our curriculum proposal.

Anwaruddin (2013) in Bangladesh found that EFL is a core subject in schools; he noted that the government focuses on English for educational development. The results of this study gave to know that UBD could be used in Bangladesh and also in different contexts. Teachers felt motivated to put it in practice and it refined the curriculum design. This inquiry study was related to our thesis in Backward Design, and allowed to analyze the advantages, implications, limitations and discussion these kinds of studies offer to our proposal at the end of the present study. As it was described in the study, there was some population which was in agreement with the appliance of a Backward Design template because they considered it was a tool to change and improve their practices. There were some others who thought it was difficult to fulfill their understanding goals because of lack of commitment, time or interest.

The participants voluntarily participated in the workshops for their professional development, UBD helped EFL educators to increase students' motivation to learn, the EFL teachers found important to use UBD as a curriculum development framework and the participants believed that they could benefit from using UBD in their teaching context. One of the participants concluded that UBD could help undergraduates to learn easily, another participant argued that UBD would help the apprentices to achieve learning goals and some of the participants were afraid that UBD unit would take a lot of their time. These findings made us aware of the limitations of our project.

Yurstseven (2015) in Istanbul found the lack of methods designed in order to focus on learners' needs and increase motivation. He applied to10 instructors and 436 participants a mixed method Experimental research and Action research to increase those students' foreign language

learning motivation through the UBD implementation. As results he realized the integration of

UBD in EFL teaching required deep internalization of the authentic and original use of language

rather than translation or text analysis, the UBD lessons helped participants to experience

authentic and original use of English because it included meaningful tasks and activities.

Fuentes (2015) in Ecuador found that the desired results in UBD were not achieved due

to the lack of dynamic methodologies, low English level in terms of proficiency and content

without a context and scholars were not guided towards their point of view development, they

continued memorizing content. She applied an action research method in which she was

planning, operating and evaluating the performances of 83 apprentices of ninth grade. It was

difficult to achieve the Backward Design goals since learners did not have a positive attitude for

a new didactic proposal which demanded dynamic, meaningful and systematic learning manner.

Students could not transfer knowledge to a specific context. Moreover, participants did not

participate actively in the interventions because they found the activities difficult to understand.

They were not motivated to learn with the new proposal. In our research, motivation has been an

integral part of the interventions.

Chapter III. Theoretical framework

The following chapter responds theoretically to the research question, *how may a teaching for understanding framework inform curricular decisions that promote speaking?* And as a supporting question: *How would a backward design help the organization of tasks and the assessment of speaking?* For doing that it is considered the following theoretical constructs: teaching and learning a foreign language in terms of skills and methods. When we refer to skills we mention receptive, productive, social, speaking interaction skills defined by authors such as Luoma (2004), Brown & Yule (2001), Nunan (1989), Harmer (2001) and Thornbury (2005). When we state methods we have teaching for understanding as a tool for meaningful learning through effective planning. It is defined by the authors Wiggins & Mctighe (2005) and Perkins & Blythe (1994).

3.1 Teaching for Understanding

As it was mentioned before, there are many challenges in education. One of them is based on the innovation in order to make student's learning more dynamic and meaningful. However, the innovation does not consist of changing the teaching practices but reflect about the way we are teaching and how we promote strategies that facilitate meaningful progress in teaching and learning a foreign language. These strategies are in harmony with the use of strategic activities that make learners be conscious of their goals, plan their activities and assess their learning manner with autonomy (Castillo, 2014). This study is based on a teaching for understanding framework (TFU) as a pedagogical strategy to achieve learning goals and promote EFL speaking among beginner English language learners with understanding and awareness.

We found the use of tasks and communicative activities useful due to its nature because through them we could improve our learners speaking and make them learn in almost real sceneries (Nunan, 1989) applying what is known to problem-solving (Castillo, 2014). But at the same time, it was not enough because these kinds of tasks are not enough in learning. Activities and tasks only allow pupils perform inside their classes and recall some repeating information or drills without going beyond (Ellis, 2001) different from TFU which lets learners go further and transfer their knowledge to new and different contexts.

In this framework, 14 learners were able to understand and transfer their information with meaning. **Understanding** is not recalling or repeating as it was declared previously. In 1990, David Perkins describes understanding in terms of being able to put into practice the knowledge in different situations. In 1993, he started working on the Project Zero coauthor with Tina Blythe in the USA. The Project Zero pretends to extend the learning to other frameworks and tools, and it seeks the contribution to deep thinking and understanding. This project has shown specific lines of inquiry: to gain complexity which refers to the development of tools to support learners to engage with complex contemporary issues. The authors say that understandings and skills may emerge best through bottom-up processes as rather than through direct instruction. (Perkins, n.d.)

Moreover, they affirm **understanding** is being able to carry out a variety of "performances" that show one's understanding of a topic and, at the same time, advance it. We call such performances "understanding performances" or "performances of understanding." (Perkins & Blythe, 1994).

The researchers Grant Wiggins and Jay Mctighe proposed in education the term **Understanding** distinct to the term Knowledge when they affirmed that Understanding is a

mental construct, an abstraction made by the human mind to make sense of many distinct pieces of knowledge. It is the moment when learners can explain, interpret, apply, shift perspective, display empathy and reflectively self-assessment. (Wiggins & Mctighe, 2005, pág. 11).

In this sense, learners not only used the knowledge or the concepts they had learned, they could go further and used those concepts to transfer them to other situations and sceneries as Wiggins and Mctighe describe: "To know something is to focus on facts, skills and procedures that must be learned by heart, while understanding involves meeting a challenge for thought" (Wiggins & Mctighe, 2005, pág. 5).

These authors state that TFU offers a planning and structure to guide curriculum, assessment, and instruction. The two key ideas are contained in their book: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends (Wiggins & Mctighe, 2005). The previous statement let us know that learners were not familiar with this framework. When learners were asked about the content they could answer but when they were asked about what they understood, what they appreciated or concluded from the activities, they usually did not know how to answer. For that reason, it necessary to view education as a way to help learners reflect:

> Education today must help students go beyond learning facts in order to develop deeper understandings of the world around them and the diverse global society in which we live. Our children need to learn how to find, sort, evaluate and apply information to new situations. (Mctighe & Seif, 2011)

Schoolchildren not only must learn a sort of concepts that do not give them any sense. They are able to be guided through new ways to learn "the knowledge that they learned at the level of rote memory"; pupils must "transfer" and this occurs when "the learner knows and

understands underlying principles that can be applied to problems in new contexts". (Mctighe & Seif, 2011). To transfer information is the step when the learner is able to connect the knowledge he learned to solve real situations:

> A good deal of curriculum does not connect-not to practical applications, nor to personal insights, nor too much of anything else. It's not the kind of knowledge that would connect. Or it's not taught in a way that would help learners to make connections. (Perkins, 1993, pág. 12)

Bloom (1956) cited in (Wiggins & Mctighe, 2005, págs. chapter 2, 7) declared that transfer knowledge is application, not to "plug in" what was learned, from memory but adjust, modify, adapt an idea to a particular situation". Teachers must change their teaching methods and strategies that make their classes a repetition of knowledge or drills without any connection, they must see in TFU the way to make their classes more dynamic, in search of inquiry, creativity, flexibility and fluency (Wiggins & Mctighe, 2005, pág. 6).

In the following section six facets of understanding proposed by Wiggins & Mctighe (2005) are discussed: These are: Explanation, interpretation, application, have perspective, empathy and have self-knowledge. Those facets provided elements for analyzing and assessing learners understanding performances and were studied during the whole investigation.

3.1.1 Explanation.

In this first facet, the real context is connected to the theory. It means that learners in this facet do not repeat the statements from any text. Here, learners are able to describe phenomena supported theoretically. Thus, we can mention what the American author Luoma (2004) has said about the speaking definition. She established that speaking is the ability to use the language to communicate in a specific moment. How do we connect these two definitions? We are going to

illustrate it through an example: participants under study used to do exercises based on grammar issues, but the emphasis of the research guided them to use the grammar not as topic to be developed in a session but it was necessary to reflect how they say something in English in order to achieve a learning goal. So, they put in practice the grammar use when they were preparing a speaking task, instead of preparing a grammar test. In the study, there was an intervention where they had to prepare a speaking activity in order to interact with a classmate and they could select relevant information about their lifestyle and personal information.

On the other hand, during the interventions learners reflected about structures, they analyzed their use in context answering questions like: why do you consider that people have different daily routines? Or compare two of your classmate's routines and explain why they are different or equal. Here learners needed to think about how to answer the question not how to write an isolated sentence that focused on grammar points.

3.1.2 Interpretation.

This second facet of understanding is related to the first facet but at the same time, they are different. Both of them bring comprehension of any learning goal. But the theory is general whereas interpretation is deduced from ideas about the world, from a story, opinions, experiences or moral lessons. It involves feelings and experiences. This facet is a challenge in teaching because the teacher needs to plan the lessons towards meaning discovered by the learners. Speaking does not consist in the learner informs what he/she reads but speaking is to infer from a text and be able to illustrate their findings in a real context (Luoma, 2004). For instance, at the very beginning of the cycles, scholars were given a text where they could read and discuss in

groups. The text was about the description of the four expressions we decided to include in order to explore reading comprehension. The four words were culture vulture, coach potato, workaholic and party animal, four different kinds of life-styles.

3.1.3 Application.

In this facet, learners use what they have learned. "*You need to walk the walk, not just talk the talk."* (Bloom, 1956, pág. 105) cited in (Wiggins & Mctighe, 2005). Here, learners found a solution by using the theory, the interpretation of a spontaneous event. In this facet, we also reflect about the common question we listen in the teacher's lounge. They commonly say: I explained the topic twice, but participants still asked me: what do we have to do? If we give an answer since the three facets we have talked about, we could say that most learners were unable to put into practice the explanation immediately. Due to understanding takes time to be developed. "*Teachers frequently say: "If a student really comprehends something, he can apply it. . . ." "Application is different in two ways from knowledge and simple comprehension: The student is not prompted to give specific knowledge, nor is the problem old-hat"* (Wiggins & Mctighe, 2005, pág. 120).

In this facet of understanding, students had the opportunity of working together and of interacting in a conversation. They previously sought information related to life styles. They created a mind map where they defined and connected the lifestyle definitions to real examples. The mind map was originated in the 1960s by Tony Buzan cited in (University of Surrey, 2007). It was a good activity where apprentices illustrated in the Mind Maps what we had been working

in class about lifestyles, specifically the meanings of a culture vulture, coach potato, workaholic and party animal.

3.1.4 Have Perspective.

In this fourth facet, scholars construct their viewpoint by supporting with theory, experience, and knowledge. In this facet, learners developed the ability to give their perspective of using words well connected and invited others to know what they thought about real world issues. This facet gives to know the importance of discussing a topic since a well-supported viewpoint. The achievement in this type of understanding facet was the creation of perspective based on insights. In this facet, students were guided towards looking for relevant information.

First, scholars defined culture vulture, coach potato, workaholic and party animal. Secondly, they had to write the positive and negative aspects of each expression. In this task, we observed that in spite of students' difficulties to develop the activity, some of them were able to constantly ask about the instructions and they attempted to give their point of view by using internet, dictionaries and the teacher's guidance.

3.1.5 Empathy

In this facet, understanding is revealed when pupils are able to consider different points of view. Here the learner does not have only his/her opinion and arguments to keep a perspective of any situation. In the empathy facet learners start reflecting about different feelings but not his/her own feelings but change what formally they considered odd and weird into respect what different people from different cultures consider valuable. The authors affirm that scholars need empathy. *"If we laugh with derision at the theories of our predecessors, as anthropologist Stephen Jay*

Gould (1980) says, we will fail "in our understanding of their world" (Wiggins & Mctighe, 2005, pág. 149).

There was an activity where learners presented their mind maps, they talked about their findings about words definitions, and they compared different life-styles and also had the option of listening different opinions. For example a student answered that she preferred the party animal because she really loved to dance, in that moment her peers listened to her respectfully.

3.1.6 Have Self-knowledge.

This last facet reveals the importance of knowing ourselves, (metacognition) how we think and why. Here thinking occurs that helps students self-regulate their learning. Learners reflect about their needs in order to improve or even understand their weaknesses. This facet, points out self-knowledge to be aware of what has been difficult to understand and what becomes as a strategy to achieve objective truths. Self-knowledge demands question our ways of seeing the world. This facet encourages undergraduates to see beyond themselves with guidance and feedback.

Besides the six facets of understanding, these 4 elements support the design of our proposal planning:

- Generative Topic: An accessible theme related to the unit.

- Understanding Goals: Unit objectives.

- Performances of Understanding: What undergraduates do to show their knowledge

- Ongoing Assessment: Informal feedback throughout a unit or lesson. (Perkins & Blythe, 1994).

3.2 Teaching for Understanding Framework

In this section, each element of the framework and its characteristics which are part of the design of our lessons and our methodological proposal in consonance with the authors Wiggins & Mctighe (2005) and Perkins & Blythe (1994) are described.

3.2.1 Generative topics

Teachers always think of what makes a topic or concept worth teaching. To guide the selection of teaching topics, this framework prioritizes those that have the following features:

- Central to a given discipline or subject area.

- Connect readily to what is familiar to students, and to other subject matters.

- Engaging to scholars and to teachers.

- Accessible to schoolchildren via multiple resources and ways of thinking.

This framework "captures what good teachers do so that we notice and make them more explicit and visible." (Perkins & Blythe, 1994). Generative topics are those that allow scholars and teachers to get engaged of what they learn and teach and introduce more elements to make teaching and learning meaningful. Those are known as big ideas for Wiggins and Mctighe in which apprentices are able to understand the core and the important aspects of the unit. These ideas are those which learners are going to identify and reflect throughout the lessons (Wiggins & Mctighe, 2005, pág. 30).

3.2.2 Understanding goals

In order to focus the exploration of generative topics, teachers can develop nested understanding goals — that is, unit-sized goals embedded within year-long overarching goals, or "throughlines" (Fusaro, 2008). These throughlines or understandings connected to essential

questions are not limited they can be analyzed and reflected during a lesson unit or they can take more than one in search for deep insights (Wiggins & Mctighe, 2005, pág. 276).

It means that teachers must design their goals with a sense of deep understanding, namely, undergraduates during our interventions will know the differences between life styles and contrast them with their own. In this way, it is possible to get new insights and make pupils reflect about concept, topics, and questions and not only complete activities for the class.

3.2.3 Performances of understanding

They are activities that both develop and demonstrate learners' current understanding of the new knowledge. Wiggins and Mctighe explain them as evidence, performances or tasks in which schoolchildren are able to give to know their discernments based on the desired goals. (Wiggins & Mctighe, 2005, págs. 18-19).

As Maria Fusaro (2008) affirmed: "Over time, the performances of understanding in a given topic become progressively more complex. Also, teachers gradually transition from offering high levels of instructional support to lower levels, as schoolchildren begin to understand key concepts independently of the teacher"**.**

3.2.4 Continuum or ongoing assessment

Frequently when assessing learning, pupils and teachers think of rates and scores which offer a numeric or ranked grade which does not say something about their performances and reflections in class, a fact that should be considered in the search for understanding as Wigging and Mctighe (2005) state:

A rubric of understanding must provide concrete answers to our key assessment questions: What does understanding look like? What differentiates a sophisticated understanding from a naïve understanding, in practice? What does a range of explanations look like, from the most naïve or simplistic to the most complex and sophisticated? (pág. 115).

In fact, during our interventions, we analyzed the learners' performances and gave them feedback on their expected results in a continuum and formative assessment (Marzano, 2009). We took into consideration the six facets of understanding and the reflections made during the interventions. "Rather than assessing outcomes primarily at the end of the unit, teachers provide feedback, learning criteria, and opportunities for reflection throughout instruction." (Fusaro, 2008). The previous elements are developed deeply in chapter V.

3.3 Nature and types of speaking

We considered some definitions of speaking and how they might be related to a TFU Framework. During the lessons, the four skills were integrated into models of tasks and activities to give learners the opportunity to perform. Participants were guided through models as the author Wiggins (2005, pág. 85) affirms only well-guided attempts brought understanding. It means that not only explanation is the whole part of learning; learners require a model to follow.

For our design we adhered to the definition by Luoma (2004) in a spoken interaction, learners convey and give their messages using the paralinguistic devices and organization elements needed to communicate effectively. Our participants did their tasks with understanding following the rules, interaction features and personal attitudes to interact with their peers and with us. As Bygate (2003) states: speaking is not only to have the knowledge of grammar rules,

it is to imitated and practice. Learners are able to make their own choices in real time interaction and produce or transfer their knowledge from a language-learning-situation to a language-using-situation. In this sense, it must be considered the social, cultural and personal nature of speaking as the authors Brown & Yule (2001), Nunan (1989), Harmer (2001) and Thornbury (2005) mentioned in the lines below.

The personality is one of the elements in promoting speaking; some students can express their ideas easier than others. Some of them are able to give to know short answers orally. How do we know that? One of the teacher-researchers has been working with this beginner ELL group for six years which allows her to give more details in the data collection due to her knowledge of the students in order to add valuable supports to the analysis in terms of their personality description. The researcher knew the learners before the study and identified characteristics in oral production during the lessons as self-image, the ability to express their thoughts, and their knowledge about the world (Luoma, 2004).

In our Backward Design proposal pupils could develop their learning plan and achieved desired goals. A systematic process was followed to make them reflect about their development in speaking ability. They could consider learning through different activities dealing with their contexts; it means learners were able to study the **spoken language** through real audios and authentic conversations performed by them (Brown & Yule, 2001, pág. 2).

Learners under study were able to interact in the foreign language, working in many activities guided by the teachers, doing listening activities and creating interviews among others.

They complemented their learning environment because they did focus their attention on grammar rules. EFL learners like "people do not learn the pieces of the language and put them together to make conversations. Instead, infants acquiring their first language and people acquiring second languages learn the pieces by interacting with other people" (Harmer, 2001, pág. 3). Resulting in this situation, we were worried about teaching spoken language as an ability or skill rather than written. As written language has its own characteristics, the spoken language presents some special and different features that make a requirement to be studied deeply (Harmer, 2001).

During the interventions we used different **features that described speaking interaction** like hesitations, reduced forms, fillers and repetitions. It was delivered one clause at a time, it was dependent and personal (Richards J. , 2007, págs. 3-4).

Besides, **spoken production** required the fluent use of connected speech, not only phonemes even assimilation, elision, and linking were involved. Also, undergraduates used paralinguistic devices or non-verbal means which contributed to effective communication. (Harmer, 2001, pág. 284). We were concerned about English communication or English speaking that needs competent speakers who could perform the language in different scenarios, in which they could develop a productive ability to know the language, interact with others and the information given. (Harmer, 2001, pág. 286).

Participants under study have a sociocultural knowledge when talking: "This is knowledge about social values and norms of behavior in a given society, including the way these values and norms are realized through language" (Thornbury, 2005, pág. 17). The above means

that during the interventions, **language production, speaking or discourse** was a social and personal progression that needed speakers who not only knew the language grammar rules even its language social relations that "cause misunderstandings or breakdowns in communication" (Thornbury, 2005).

On the other hand, speaking had a transactional more than an interactional function. The first referred to transfer information, "we shall assume that when the transactional function is at use, it matters that information is clearly conveyed since the purpose of the producer of the message is to convey information". "The purpose of the speaker in speaking is primarily to communicate his message rather than to be nice to the listener" (Brown & Yule, 2001). Interactional language is listener-oriented whereas transactional language is primarily message-oriented. This means that while in transactional language the speaker is concerned about giving a clear message and makes him understand, in interactional language the speaker only gives information and this assumes that the listener got the message.

These functions allow knowing how difficult it was for some students, especially some who were not skilled, conveying their message. Speakers need to have knowledge about social rules, structure their discourse, take turns, understand participants and be able to course information needed to convey their messages (Harmer, 2001). It was challenging for speakers to give to know a message. As Richards claims: "Comprehension begins with the data that has been received which is analyzed as successive levels of organization-sounds, words, clauses, sentences- texts until meaning is arrived at. Comprehension is viewed as a process of decoding" (Richards J. , 2007, pág. 4).

Moreover, there was a difference between two procedures inside speaking during the lessons and tasks: the bottom-up and top-down processes. The first refers to the listener uses grammar and lexical knowledge to organize and decode sentences to understand. The second one occurs when the listener has to use the background knowledge to understand the meaning of the message. During the interventions of the present study, learners were able to decode their messages and organize them using the previous knowledge in order to be able to understand and convey their messages. At this level, learners were able to interact with their peers and teacher-researchers developing their speaking skill with more independence.

We already know that speaking is not as easy as some people could think "while all native speakers can and do use of language internationally, not all native speakers have the ability to extemporize on a given subject to a group of listeners, "This is a skill that has to be learned and practiced" (Nunan, 1989, pág. 18). When we talk to other people we need to have the background and the social knowledge to communicate effectively. It does not consist on learning by heart some grammar rules. This is a matter of study that concerns especially us, teachers of languages and that needs to be researched in our academic settings.

During the interventions of the present study, speaking was considered as **speaking interaction** or the ability to talk with two dimensions that can occur in some speech event. Brown et al. (1984) cited by (Luoma, 2004, págs. 37-39). The first dimension was called as **chat, chatting or listener related talk** defined like an exchanged of amicable conversational turns with another speaker. Its purpose was to make and maintain social contact or to oil the social wheels. This skillful chatting depended on these elements:

- Finding a fluid stream of topics interesting to share.
- Discussing not deeply.
- Creating a positive atmosphere.
- Learners' attitudes, personality and social skills.
- Learners must know the aim of the chatting.

Chatting was not taught, it was connected to personality and individual communication (Brown et, al.1984). Our participants at this level were able to communicate considering their norms and rules in class; they talked in a confident and friendship atmosphere that let them interact between their peers and teacher-researchers.

As a second dimension was an **information-related talk** (Luoma, 2004), it was defined as a speech aimed to transferring information on a particular topic. Its purpose was to get the message across and confirming that the listener had understood. Some of its features used to rate speaker performances or levels in teaching were: Establishing common ground, giving information in bite-sized chunks with logical progression, making questions, repetitions and comprehension checks. Learners were allowed to give their opinions in an organized, logical and coherent manner. They prepared their speaking performances previously taking into account the aim to transfer their information to their peers and noticing they had understood.

Learners practice their ideas in simplified drills and apply them to more complex skills and performance; they go back and forth, from the whole to the part and vice versa (Wiggins & Mctighe, 2005), "They see on knowledge and skill the tools to accomplish a specific task within a complex performance" (págs. 251-252). During our interventions speaking is seen as a skill through learners performed their tasks with understanding following the social rules and interaction features previously described.

As it was studied before Luoma (2004) defines speaking as interaction and also like **speaking as a social and situational-based activity**. Related to speaking as a social situational-based activity she argues that it occurs when speaker uses his/her knowledge about rules to interact depending on the characteristics of the contextual features of the speaking situation. It means that speaking depends on the context and some features such as: genre, norms, situation, participants, tone, channel and ends. Elements that must be considered when designing speaking tasks or activities.

3.4 Assessing Speaking.

As it was described previously, speaking skill is to put in order words intelligibly to achieve communicative goals and to convey the messages in a logical and meaningful manner (Luoma, 2004). It means that to assess speaking in our study it is necessary to reflect about the elements we considered for this challenge. The elements given by the author (Luoma, 2004) are: the personality, self-confidence and the organization of the presentation, it means that we need to revise how the student prepares the intervention. In this particular case, it was important to guide learners and give them a model to follow.

Assessing speaking demands to be aware of what the person is saying; to observe that speaking is in the real-time and it is different of written language (Luoma, 2004). In writing activities you have the option to reflect and change the options. For that reason, we have the option to stop, analyze and have enough time for correction. It is not saying that in speaking we do not have the option to take time before talking but we know that it is not enough due to its real time nature.

During the three cycles called Introductions, Mind maps and Interview reports, it was possible to **assess students' performances** when they had verbal feedback and guidance; also along the development of tasks teachers and leaners were constantly **assessed by their own self-reflections** (Wiggins & Mctighe, 2005) (Luoma, 2004) **in a continuum, ongoing and formative assessment**. We noticed undergraduates reflected on their own speaking and learning processes during the reflective survey. The survey was carried out at the end of the interventions, it described the formative self-assessment. This self-assessment was in regards to the definition of formative assessment by Marzano (2009) who guides the present study in terms of assessing speaking interaction with an unobtrusive and natural way of performance of the tasks, activities and assignments by the beginner ELL under study.

It is defined formative assessment as a kind of assessment in which undergraduates learn without the teachers' help, it does not test, improves learning and it can have three different assessments. Marzano (2009) defines them as:

1. Obtrusive: The assessment that interrupts the expecting results. Example: quizzes, tests, demonstrations and performances.
2. **Unobtrusive:** Kind of assessment in which the skills, strategies and process are evaluated. Example: the teacher observes the students and takes notes about the student skill.
3. Student generated: Kind of assessment in which pupils propose the task to demonstrate their knowledge. Example: One student might propose that he designs and explains a model of the cell membrane to demonstrate his knowledge of the topic. (págs. 1-14. chapter 2)

As mentioned before, during the present study it was considered the kind of assessment in which pupils could perform their activities and we took notes in order to give at the end the necessary feedback. Formative assessment can be defined as "all those activities undertaken by

teachers and by their undergraduates in assessing themselves that provide information to be used as feedback to modify teaching and learning activities" (Black & William, 1998, pág. 2) cited in (Marzano, 2009).

This is an opportunity in which is pointed out the opportunity of reflecting about curriculum in which only the content is evaluated. We found relevant apprentices have assessment taking it as a formative. "The evaluation is a tool to qualify teaching practices in order to implement strategies oriented to foster participants learning potential" (Camacho, 2008, pág. 21) and "provide opportunities to reflection through instruction" (Fusaro, 2008).

Chapter IV. Methodology

The role as a teacher and the role as a researcher mean that teaching becomes a route of asking frequently, examining phenomena, and documenting understanding (Freeman, 1998). So the foci switches to what student understand and the content and activities will reflect understanding. Along those lines, this chapter discusses the Methodological Framework.

Research Design

Setting and population.

The present study was carried out for an academic year at a school of Bogotá, Colombia. The school has 500 participants who commit themselves to construct their life project. The apprentices at this school receive and integral formation which allows them to develop socio-productive and personal growth competences in a regular academic public setting (I.E.D, 2015). The participants were 26 secondary adolescents of fifth cycle. Most have done the primary and secondary studies in this school. They are between 16 and 18 years, 11 of them are male and 15 female. They come from low income families. The speaking performances of all of them were analyzed during the lessons but at the end as sample the advances of four of those who got the most the understanding goals were described in chapter VI to be punctual and clarify the analysis and findings.

Main question.

How may a teaching for understanding framework inform curricular decisions that promote speaking?

Supporting question.

How would a backward design help the organization of tasks and the assessment of speaking?

General objective

      To inquire how a Teaching for Understanding Framework and a Backward Design may provide elements to innovate in teaching and learning speaking.

Specific objectives

- To design a unit of work framed under Teaching for Understanding Framework and a Backward Design template to promote speaking.
- To find out and analyze how a Teaching for understanding framework provides elements to inform curricular decisions, and how a Backward Design template helps the organization of tasks and the assessment of speaking.
- To analyze the students' reflections and to assess their performance.
- To report the pedagogical implications of a unit of work framed under Teaching for Understanding Framework and a Backward Design template.

Scientific tasks

- The design of a unit of work framed under Teaching for Understanding Framework and a Backward Design template to promote speaking.
- The analysis of how a Teaching for understanding framework provides elements to inform curricular decisions, and how a Backward Design template helps the organization of tasks and the assessment of speaking.
- The analysis of the participants' reflections to assess their performances.
- The report of the pedagogical implications of a unit of work framed under Teaching for Understanding framework and a Backward Design template.

Method

We use a mixed method in which it is described a social group in its natural behavior collecting qualitative data, through observation and the performances of the students in their Backward Design template and a quantitative survey to support and report the findings through numbers and percentages that show the learners' reflections of their performances and their self-assessment. It is a mixture of numbers and narrative which offers complementary data, testing, interpretation, validation, clarification or illustration of the results. (Johnson & Christensen, 2010).

Furthermore, it is expected that learners create and construct their own meanings in interaction with teachers and classmates. This is an action research study, whose goal is to investigate the professional context, bringing about change. Action research represents a particular stance of the practitioner in which he/she is engaged in critical reflection on ideas, the informed application and experimentation of ideas in practice, and the critical evaluation of the outcomes. (Nunan & Bailey, 2009).

Also, "action research is concerned with the identification and solution of problems in a specific context" (Cohen, Manion, & Morrison, 2005). On the other hand, its main objective is to suggest and make changes to the environment, context or conditions in which practices take place carried out by reflective practitioners who evaluate their own practice, and its goal is bringing about change. (Skerrit, 1993). Accordingly, our research is descriptive, experimental, complementary and reflexive based on the results taken during the creation and introduction of the proposal.

This study is also an attempt to address the issue of being an action research practitioner. It is an overview of what we are doing in our teaching practices and improving what goes in the classroom. The research method guides teacher to reflect about the sessions, to innovate where the study takes place. The authors Cohen & Manion (1985) cited in (Nunan, 2009) describe action research as small-scale interventions in order to experiment and analyze the functioning of the real world. The previous statement seems to validate the view that teachers can manage the students' difficulties by connecting the context to the theory and design a new session in which learners be conducted to a language acquisition. The role of an investigator is to be the instrument in the recollection of data, before being a nonliving mechanism. They are interested in the process more than in the products, in how people give sense of their lives, experiences and world and at the end reproduce or narrate those events through comparison, clarification, replication or interpretation of the object of study. (Creswell, 1994).

Figure 1. *Action Research Cycles. Skerrit, 1992.*
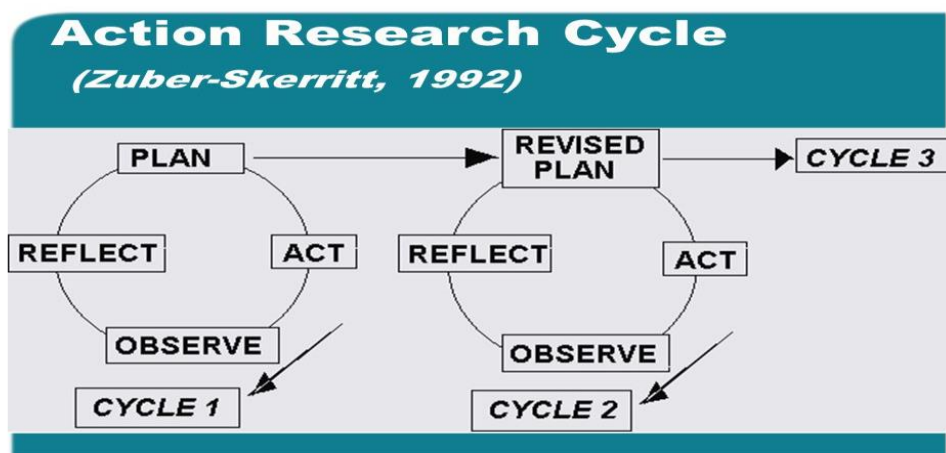
This study is supported by the work of the Australian author Ortrun Zuben- Skerritt, she defines the stages of action research as four moments; planning, acting, observing and reflecting

(Skerrit, 1993, pág. 29). The three cycles are: Introductions, Mind maps and Interview reports; each has its own stages.

In the *planning* stage, the researchers inform what is happening in the participants' performance. The researchers plan the lessons to act and improve what they have reported. Taking into account the planning moment it was observed and described in the first cycle (Introductions) the situation in class. It was identified that pupils were not used to work on speaking, they have been assigned to perform a conversation but they did not have enough explanation or models to follow. We started to design the proposal UBD (Backward Design template) as the representation and adaptation from the Backward Design template by Wiggins & Mctighe (2005). This planning is represented as the moment where we established the desired results, understandings and essential questions or the generative topics, understanding goals, performances of understanding and ongoing assessment as it is mentioned by Perkins & Blythe (1994) and Fusaro (2008).

The second stage is *acting*, Skerrit (1993) defines it as the moment in which the planning is implemented, and in this case, we were supported by the field notes in order to register aspects to reinforce or change for next session. We as teacher-researchers monitored and helped them to develop speaking with understanding by reading and creating new information about their lives, likes, dislikes, plans, habits and life styles. It was necessary to ask the students about the development of the classes, weaknesses, and strengths. Their opinion was relevant for the improvement of the sessions.

The third stage is called *observing*, here the sessions are exposed to analyze the learners' performances in speaking interaction and took some notes carrying out field notes during this

observation development. In one of the stages of the three cycles, it became important to explain the definition of interaction. They also gave their interaction definition and we wrote a brainstorm. Learners were studying about the difference between memorizing a dialogue and interacting in a conversation in groups, giving a presentation and interviewing some friends.

The fourth and last stage is *reflecting*, Skerrit (1993) describes it as the instant to think about the previous stages and the further planning on next cycles. In our study we discussed the sessions, the performance of tasks and reorganized the UBD activities, the feedback and continuum formative assessment (Marzano, 2009).

As mentioned, during the interventions the four stages of actions research were connected to the three cycles of the investigation. The first cycle was called Introductions, the second Mind maps and the third Interview Reports, each of them with its four moments or stages described previously. In the first cycle called **Introductions:** Learners were able to prepare a short introduction on video, previously they read about life styles, new vocabulary related to likes, dislikes, and characteristics of the styles they belong to. Also, they interview one of their classmates in order to know their life styles, likes, and dislikes. They answer questions such as Why do individuals adopt habits and beliefs? Is the identity part of the lifestyle? Those questions were taken as generative goals or desired results (Wiggins & Mctighe, 2005).

During the second cycle called **Mind maps** learners were able to analyze and define life styles through mind maps elaborated by them, there were some students who decided to do it alone, in pairs or groups because they felt more confident in their speaking interaction (Luoma, 2004). Speaking was promoted thanks to models and feedback given before and during their presentations.

Finally, in the third cycle called **Interview reports**, apprentices previously prepared an interview for one of their relatives or friends and reported the gathered information to their teacher-researchers and classmates. During each cycle, we and our participants were reflecting on their advances and limitations. Here and through all the cycles scholars could develop their understandings performances and show they had learned and transferred their knowledge to their contexts (Fusaro, 2008) (Wiggins & Mctighe, 2005). The reflections were always answering their limitations in search for better performances in next cycles through the teacher-researchers guidance and submission of their videos and audios twice, if it was necessary. Assessment of each cycle was permanent, ongoing and formative that let them reflect and score their own learning (Marzano, 2009) (Perkins & Blythe, 1994).

Besides, after these three cycles and the 11 interventions, pupils could reflect about their own learning and answered a semi-structured survey in which they self-evaluated their knowledge through a formative and ongoing evaluation that allowed them to be conscious of their progress and of the limitations. During the interventions, undergraduates were allowed to reflect and suggest improvements in regard to the plan they had carried out and the one they would carry out in the next interventions. The implementation of each cycle of the research project lets us reflect on learners' needs and, at the same time, be aware of the main changes needed in our pedagogical practices. To have more understanding and precision, each cycle of our investigation and its corresponding lessons, tasks and design are described in detail in Chapter V. Pedagogical Proposal.

Instruments

We used field notes, one UBD template and a semi-structured survey to learn about the students' reflection and self-assessment. During the analysis of data, the triangulation of those

instruments provides elements needed to categorize the information gathered through the study. The emergent categories are defined as curriculum planning and design, speaking promotion and speaking assessment or reflection.

The field notes were taken during the 11 interventions and their aim was to register the objectives, the activities, and the interactions in order to know learners speaking interaction, development and performing of our tasks.

On April 5th pupils exchanged personal information to find differences and similarities between their lifestyle and one classmate. In this part, it was taken into account the instrument field notes to register the following information. One teacher monitored the activity and the other teacher took the notes. Undergraduates were interested in knowing the differences because they preferred to learn about a person who uses to do different hobbies. They were motivated to use more words so they asked the teachers and they wanted to make sure about pronunciation. It was hard for them to write a paragraph describing the two life styles. However, they wrote sentences in a chart with misspelling and grammar difficulties (See, Appendix 7). Moreover, the interviews were part of the activities in order to interact and prepare the speaking intervention (see Appendix 9).

The UBD template was divided into eleven lessons with activities performed in the classroom and outside the school, its aim was to promote speaking interaction and understanding among our 26 Beginner English language learners, see (Table 5. Instrument 1. UBD Template adapted from the Backward Design template by Wiggins & Mctighe (2005) on chapter V).

Following the 11 interventions, we used a **semi-structured survey** for participants to reflect on understanding, learning, and speaking development. This instrument brought the

possibility of exploring speaking skill which was the object of study. The participants answered questions at the end of the 11 interventions related to the learning and the performance of the activities in order to reflect and improve their speaking skill and search for ways to achieve better the tasks and activities lesson by lesson with the teacher-researchers guidance and feedback, see (Appendix 8). Besides we could reflect about our teaching strategies and adapt it to the day by day needs and unexpected events, see (Appendix 7).

During each cycle, some questions related to the generative topic studied (life styles) called essential questions were asked to learners at the end of their performances to make them reflect on their understanding and speaking skill as discussions. These questions presented in our UBD template see (Table 5. Chapter V. pedagogical proposal) helped us to design, consider and guide the plan, act, observation and reflection stages for next cycle in a continuum and formative assessment: Why do individuals adopt habits and beliefs?, Is the identity part of the lifestyle?, Why does my lifestyle is different from my mother's or father's or any family member's lifestyle?, What turning points do determine habits?, What are the differences and similarities in my life style and the life-styles of other people?, Could you do a self-reflection about the positive or negative aspects of the class and your performance? or do you consider your speaking interaction skill has improved over the lessons, tasks, and activities? Why? The following chapter discusses the pedagogical proposal or UBD template created by us and adapted from the authors (Wiggins & Mctighe, 2005) in order to reach the objective of the present study.

Chapter V. Pedagogical Proposal

This chapter discusses our proposal resulting from the adaptation of the theories of Teaching for Understanding and Backward Design by Wiggins & Mctighe (2005) enriched by the learners' reflections and assessment of their learning. We found that a Backward Design template is a suitable tool to become better planning designers; it also helped us teacher-researchers reflect on our practices and formulate these questions: *How may a teaching for understanding framework inform curricular decisions that promote speaking? How would a backward design help the organization of tasks and the assessment of speaking?*

Backward Design template

A Backward Design template (Wiggins & Mctighe, 2005) is a format for teachers to use in the design of units; it is based on understanding, which is defined as a process of inquiry and transfer of knowledge to other contexts. To attain that goal the template represents a way of teaching and learning where topics begin to be understandable and to be practiced by learners. (Wiggins & Mctighe, 2005).

Teachers design the template and the activities, assignments, and assessments following the national, state, district or institutional standards and taking into account the students' interests, the English language proficiency level, the number of schoolchildren and the previous achievements of the learners (Wiggins & Mctighe, 2005, pág. 2).

A Backward Design template does not pretend to change the curriculum of an institution, but develop a deep understanding of key ideas in curriculum, in instruction and in assessment. (Wiggins & Mctighe, 2005, pág. 3). For instance, in this research the school curriculum has been valuable; once we identified the desired results, we focused our attention on the topics, the strategy, and the activities most likely to enable the achievement of those results.

In terms of the foreign language, students develop their proficiency with comprehension, learners have been guided to interact, but they need to know the purpose of each activity. Teachers "determine what evidence will indicate that apprentices have learned the intended knowledge or skill before planning the various workshop activities" (Wiggins & Mctighe, 2005, pág. 19).

Backward Design facilitated the planning in lessons and contents. There is a decision in defining the goals in order to answer the learners' needs. The goals and the desired results need to be matched with meaningful tasks and assignments. The design of the template required the identification of goals and desired results which oriented the learning. For that reason, the UBD template chosen by us is divided in the so called: The three-stage approach to planning Backward Design (see figure 2.)

These 3 stages organized the lessons:

Stage 1: Identify desired results

In this stage we established the goals, the content, standards and determined the results, based on the topics established in the curriculum, what scholars will know, understand and be able to do.

Stage 2: Determine acceptable evidence:

The Backward Design suggests that we think about a unit or lesson in terms of the collected assessment evidence needed to document and validate the desired results. This stage makes teachers reflect on the assessment and evidence, because it is necessary to revise if participants are being guided towards the desired understandings.

Stage 3: Plan learning experiences instruction:

We thought of the most appropriate instructional activities in the desired contents, goals and results.

Figure 2. *UBD. Stages of Backward Design. (Wiggins & Mctighe, 2005)*
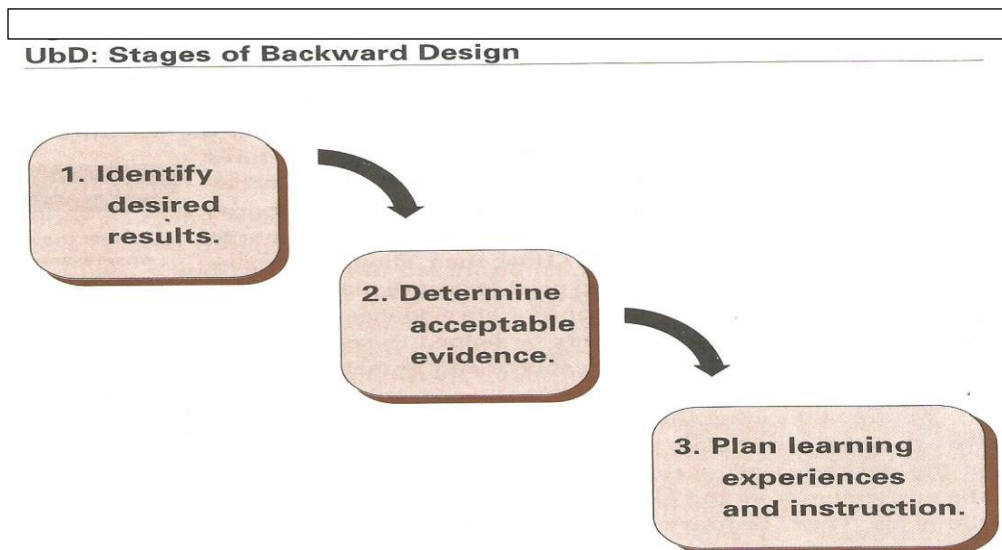
In the first step, we defined the Understandings and the essential questions taking into consideration the topics, standards, and achievements planned in the curriculum. (Plan stage inside the three cycles of our investigation). These understandings were described as questions so they represent what we, the teachers determine for schoolchildren to learn.

In the second stage (act stage inside the three cycles of our investigation), we considered the evidence to gather the understandings; we designed the ongoing, continuum or formative assessment (Marzano, 2009) and verified what learners have understood or were able to transfer to their learning. In the third stage, we provided a list of learning activities in lessons. The template offered a clear way to design a unit for a classroom and "its function is to guide the design process" (Wiggins & Mctighe, 2005, pág. 11).

The third stage brings a plan, a unit or a lesson needed to think of the desired learning goals or results (Observation and reflection stages inside the three cycles of our investigation), it is defined according to the standards in the school policies and/or the national regulations, but always thinking about the goal of apprehension and knowledge transference.

> We think of Understanding by Design as software, in fact a set of tools for making you ultimately more productive. Thus, a practical cornerstone of Understanding by Design is a design template that is meant to reinforce the appropriate habits of mind needed to complete designs for participants understanding and to avoid the habits that are the heart of the twin sins of activity-based and cover-based design. (Wiggins & Mctighe, 2005, pág. 21).

Lessons 1, 2 and 3 brought models of tasks, activities, vocabulary, and instructions. We designed Lessons 4, 5, and 6 to aid learners to produce, create, explain, interpret, and get their perspective on the new knowledge. We encouraged their attempts to talk about what they understood.

Lessons 7, 8 and 9 proposed learners to create, explain, interpret and apply the knowledge acquired. Mind maps elaborated by them helped them express. We designed Lesson 10 to promote understanding and speaking by searching information on the topic under discussion. They were able to speak and write about the way to make interviews, create questions for

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carrying out them and report in English the answers for their classmates. During the sessions, learners were able to see in perspective the answers their interviewees gave them and reflect on their own point of view comparing the information with their own.

Finally on lesson 11 participants were able to report the information their interviewees gave them and showed it to their classmates having self-knowledge, emphasizing and having perspective on the gathered information (See Appendix 10).

Table 5. Instrument 1. UBD Template adapted from the Backward Design template by Wiggins & Mctighe, 2005

STAGE 1: DESIRED RESULTS: Goals, established content standards and review curriculum expectations and priorities.	
Established Goals: Topic: Life styles, likes and dislikes, personalities, habits, reported speech.	
UNDERSTANDINGS	**ESSENTIAL QUESTIONS** **These questions are created in order to explore students' opinion during the interventions. (Trigger questions)**
Students will understand that… -A lifestyle is characterized by aspects related to observe how people adopt habits, beliefs or attitudes. (Health, diet, exercise, entertainment and plans for future). - People have different lifestyles because it is the result of their decisions, education and culture.	Why do individuals adopt habits and beliefs? Is the identity part of the lifestyle? Why does my lifestyle is different from my mother's or father's or any family member's lifestyle? What turning points do determine habits? What are the differences and similarities about my life style and the life-styles of other people?
Students will know… (Content of the school syllabus)	Students will be able to…
• Likes and dislikes. • Personal descriptions and information. • Differences and similarities between people's life styles. • How to report information. • Reported speech.	• Describe, explain and interpret their personal likes and dislikes and life styles. • Ask for their classmates life styles through a recorded interview. • Report the life styles of classmate. • Talk about four idioms, culture vulture, couch potato, party animal and workaholic. • Apply an interview to a person they like. • Empathize and give their point of view about people's life styles. • Reflect on their own life-styles and other people's life-styles.
STAGE 2: ASSESSMENT OF EVIDENCE: Evidences needed to document units and lessons and assess students' performances.	
Performance tasks:	Other evidence: (these evidences have been worked in class in order to support the performing tasks) they were recorded and transcript
• Asking for information about likes, dislikes and life styles and knowing the differences and similarities between them. • Interviewing their classmates. • Recording and transcribing the interviews information. • Reporting the classmates' life styles, likes and dislikes through videos or audio-recordings. • Creating mind maps about life-styles. • Designing questions about life-styles, habits, likes, dislikes, attitudes and beliefs.	• Reading about different life styles, describe, explain and interpret them. • Short written and oral descriptions about life styles, likes and dislikes. (Personal- Classmates). • Record and transcript short interviews about classmates' life styles. • Lay out about interview formats and apply them to different contexts. • Search for information about record, transcript and report dialogues and interviews and see that there are different ways to create them connecting to the topic, the person and the information we need to gather. • Empathize with other people life-styles, likes and dislikes according to their education, culture and personal decisions. • Create mind maps to reflect on the differences and similarities between the life-styles people and they have.

STAGE 3: LEARNING PLAN

Lesson 1: Analyze a model of life styles through a reading with a listening and speaking activity. (Teachers' model). Answer questions about the teachers' model of life styles.

Lesson 2: Know the difference between speaking and interaction and they describe written and orally their life styles, giving a short description about their likes and dislikes.

Lesson 3: Be able to know new words about health and food habits and answer questions about it.

Lesson 4: Carry out an interview to classmates in order to know and share their life styles, likes, and dislikes.

Lesson 5: Record, transcript, and report orally the classmates' interviews with information about their life styles, likes and dislikes.

Lesson 6: Search for information on the web about life styles and give five characteristics of them. Create a mind map in which students explain and describe orally the five characteristics of the life styles studied previously and they give their opinions about them.

Lesson 7-8-9: Talk about life styles showing their mind maps and give their opinions and reflections about their personal life styles.

Lesson 10: Search for information about the use of reported speech and how to create an interview. The participants design 10 questions for the interview to carry out for a relative or a person they like. Then they report orally their answers to their classmates' next session and are able to give their opinions and reflections about the lifestyle of their interviewees.

Lesson 11: Students are able to report in English the information about life-styles they gathered through their interviews and give their opinions about them.

Chapter VI. Data analysis and findings

In this chapter, the analysis of data comes from the implementation. We sought to answer the research questions: *how may a teaching for understanding framework inform curricular decisions that promote speaking*? And: *how would a backward design help the organization of tasks and the assessment of speaking?*

We collected the evidence from field notes, videos and audios (see Appendix 9) during the interventions. Eleven interventions were framed in our UBD template where we organized tasks, activities, and exercises; all of them were connected to the desired results and supported by the Backward Design theory proposed by Wiggins & Mctighe (2005) and the speaking interaction definition by Luoma (2004). Reading comprehension exercises, listening activities, guessing games, workshops, tasks, mind maps, interviews, and reports, aimed at supporting oral proficiency. After each intervention, we read the field notes, essential questions and the feedback to make a decision on the next stage. Finally, we applied a qualitative semi-structured reflection survey bearing in mind the learners' reflections after the 11 lessons to assess their performances.

The data gathered through the triangulation of those instruments was analyzed under these three main categories: Curriculum planning, speaking promotion and speaking assessment or reflection in order to state the results of the present study. In order to validate and verify the data results, the following steps were considered: 1) the triangulation of the instruments to categorize the emergent results, 2) the transcription and daily analysis of audios, videos, interview reports and field notes which are taken from the observation of the 11 interventions, 3)

the analysis of the results of the semi-structured students' survey using a quantitative method to interpret, validate and clarify the students' reflections made at the end of the 11 interventions through graphics and percentages.

The principal emergent categories were codified through the comparison and interpretation of similar results between learners' performances in terms of speaking promotion, speaking assessment, curriculum planning and design. In the following data analysis, the performances and advances of four of the 14 learners who reached the most the expected goals are described.

6.1. How may a Teaching for Understanding framework inform curricular decisions that promote speaking?

The Teaching for Understanding framework (TFU) informed curricular decisions in terms of planning and guiding our curriculum, our pupils' speaking promotion and the way we instructed, making our classes or lessons more dynamic, meaningful and attractive as the authors Wiggins and Mctighe (2005) mentioned in Chapter III. The 11 conducted lessons enable learners to guide their learning through desired results which focus was on meaning. These results were: a) discuss life-styles… b) interpret individual habits… c) express like and dislikes… d) report orally an interview conducted. Learners were able to reflect and discuss on essential questions as: Why do individuals adopt habits and beliefs? What turning points determine habits? and to transfer their knowledge to their contexts.

Table 6 shows the results taken from the analysis of the field notes, the UBD template with its activities and tasks, and the reflection survey applied to the 26 learners at the end of the

study which gave us the students reflections needed to reach the desired results and state the investigation findings. As it was mentioned before, three categories of analysis are described. They correspond to the designation made by the authors Wiggins and Mctighe (2005) and Luoma (2004): curriculum planning, speaking promotion, and a sub-category of speaking assessment called instruction with the number, the descriptor and percentage of participants who gained positive progress pending on them.

Table 6. Results of a Teaching for Understanding Framework. (Own production).

ASPECT	DESCRIPTION	DESCRIPTOR	No LEARNERS	%
PLANNING	Design of lessons	Sometimes	14	59%
CURRICULUM	Dynamic, ludic, attractive	Always	6	25%
	and meaningful activities	Hardly ever	4	8%
	to transfer knowledge.	Never	2	8%
SPEAKING	Messages conveyed and	Always	14	55%
PROMOTION	speaking interaction	Sometimes	10	40%
	achieved in a friendly	Never	2	5%
	environment			
INSTRUCTION	Focus on meaning	A lot	13	57%
	Monitoring-guiding	Significantly,	9	39%
	Raising students reflection	a little and very little	1	4%
		Not a lot	3	Did not answer

The first category is planning curriculum, 14 learners thought as part of their reflections did after the 11 lessons, the classes sometimes were dynamic, attractive and ludic, also they organized their tasks in a logical, clear and organized manner because they liked to be organized and the activities were interesting and let them understand, learn and give their opinions although some difficulties, 6 thought classes were always dynamic and 6 apprentices were lazy, insecure, had very little vocabulary, had not clear ideas and did not understand, see (Appendix 11. Graphic 20).

The speaking interaction examples are taken from 2 of the 14 scholars who reached the most our proposed desired results: R.M. and T.M. in order to clarify and be precise through these finding samples. As an example of curriculum planning or the organization of tasks and activities, we have the speaking interaction of R.M, an organized learner who was able to follow a model in order to organize his speaking intervention before recording it:

Hello my name is R. M. I live in the city of Bogotá Colombia.	(**R.M.INTRODUCTION.p.1.L.1**)
I am a studying at the school M. am studying grade 11, I have 16 years' old.	(**R.M.INTRODUCTION.p.1.L.2**)
My way of living is to always be happy. My hobby is exercising daily with much effort.	(**R.M.INTRODUCTION.p.1.L.3**)
I like to play on my phone, listening to music, watch TV (football, dolls) I like to eat and exercise. (**R.M.INTRODUCTION.p.1.L.4**)	
I do not like watching soap operas, I do not like playing tennis and I do not like to be both outside the house.	
	(**R.M.INTRODUCTION.p.1.L.5**)
I currently live with my mom and my 3 brothers, we share a lot and we like to do things and make family outing among us.	
	(**R.M. INTRODUCTION.p.1.L.6**)

In the second category called speaking promotion, 14 participants affirmed through their reflections, the speaking interaction procedure was always favored by the study interventions because they could interact with their peers, observed interaction between them or improve their reading and speaking abilities. Besides, they felt these different and ludic activities could be useful for their lives and future.

Likewise, 10 students declared that sometimes the speaking interaction was favored because sometimes they had difficulties in listening, understanding and pronunciation. On the other hand, 2 members admitted they never saw speaking interaction due to the activities performed because they could not speak English and not all of their classmates spoke, see (Appendix 11. Graphics 14, 15, 18). At this point, it was useful their reflections because they made us organize better our lessons and activities, always thinking of our apprentices' differences and helping them to reach our desired results.

In the third sub-category related to speaking assessment called instruction, students were able to be monitored and guided by us during the whole lessons. 13 learners perceived and said in their reflections, the teacher-researchers explained, and support them. 9 participants perceived their disposition and accompaniment to make them feel motivated; only 1 student did not perceive their help and other 3 did not answer (Appendix 11. Graphic. 8).

We monitored and assessed their speaking process letting learners go beyond their knowledge and applying it to common spaces that made them feel eager of new meaningful tasks and activities, not only repeating and practicing them in class (Ellis, 2001). The following is the speaking interaction of T.M. one shy and demotivated student who searched for new ways of communicating her ideas and made her understood in a ludic and meaningful manner:
"Participants like S.D., N.R., L.C. spoke with me in English and some others like D.J., T.M., Y.M., searched for words in the translator and tried to interact with me.
"They invented a game in which they used the "chi syllable" to say sentences in English (I was surprised to see T.M. speaking in English when she said she did not like English and speak in last classes). Example: Chi-where, chi-do, chi-you, chi-live? ; chi-he, chi-are, chi-you, chi, the, chi-best, chi-per, chi-son. In some moments they separated the words and were happy and wanted to create more" (**Teacher-researchers field notes. May 4th. 2016**).

6.2 How would a Backward Design help the organization of tasks and the assessment of speaking?
Our Backward Design template helped us and our learners to organize logically the tasks as it was mentioned before by the authors Wiggins and Mctighe (2005). The activities and lessons were designed to transfer knowledge to the learners' contexts. Three stages, corresponding to the three cycles of the investigation were conducted, which made apprentices

reflect on their own learning and speaking route. **They were able to develop the six facets of understanding without rates in a continuum and formative assessment process** (Marzano, 2009)**.** Table 7 shows the results of our Backward Design template using for the analysis three categories: planning curriculum defines by Wiggins and Mctighe (2005), formative speaking assessment defines by Marzano (2009) and a sub-category of speaking promotion called facets of understanding defines by Wiggins and Mctighe (2005).

Table 7. Results of the Backward Design results. (Own production)

ASPECT	DESCRIPTION	DESCRIPTOR	No LEARNERS	%
PLANNING CURRICULUM	Systematic design of lessons. Evidences, performances Dynamic, ludic, attractive and meaningful activities to transfer knowledge.	Sometimes Always Hardly ever Never	14 6 2 4	59% 25% 8% 8%
FORMATIVE SPEAKING ASSESSMENT	Students speaking reflection Unobtrusive assessment	Always Sometimes Never Make understand themselves and understand others Managed to understand their peers and teachers/ could not covey messages Managed to make themselves understand/could not understand others increased vocabulary/ could not interact No answer	14 10 2 9 6 5 3 3	55% 40% 5% 39% 26% 22% 13% Did not answer
FACETS OF UNDERSTANDING	Explanation Interpretation Application Empathy Perspective Have self-knowledge	Easy Difficult	14 11 1	56% 44% Did not answer

As it was mentioned before the 26 learners during the lessons were able to organize their tasks before presenting and performing them following a model, they could speak in a friendly manner with our guidance and they developed the activities in the three-stages of the Backward

Design in order to make their learning more meaningful. 14 considered in their reflection survey the organization of their tasks in this way and fulfilled the planning objectives, 6 always organized them punctually, 4 hardly ever prepared the activities logically, the ideas were not clearly and organized because the activities were difficult and 2 never prepared the activities because they were lazy, insecure, had very little vocabulary, had not clear ideas and did not understand how to organize the material for presentations, see (Appendix 11. Graphic 20).

The speaking interaction examples are taken from 3 of the 14 students who fulfilled the most our learning plan and at the end of lessons developed the expected evidences: R.M., S.D., and, L.C., in order to gain more clarity and precision through these finding samples. The following interview format of L.C shows that she could read, write, listen, speak and make interviews about life-styles following the models we gave her previously. This is the model she used in order to make her interview format:

o What do you do?	(L. C. INTERVIEW FORMAT 9. p. 11. L. 3)
o Do you like your job?	(L. C. INTERVIEW FORMAT 9. p. 11. L. 5)
o Do you like any sport?	(L. C. INTERVIEW FORMAT 9. p. 11. L. 9)
o What type of music do you like?	(L. C. INTERVIEW FORMAT 9. p. 11. L. 11)
O Do you like visiting any historical places?	(L. C. INTERVIEW FORMAT 9. p. 11. L. 17)

Besides in the videos, mind maps, interviews, reports information and field notes gathered in the three cycles of this study (Appendixes 7-9), it was demonstrated the natural way in which these 14 students prepared, practiced and performed their speaking tasks. All of the 26 students always were free of choosing their groups of work to prepare their dialogues; there was an atmosphere of cooperation, collaboration, and friendship between them and us.

These 14 students affirmed that they felt comfortable and practiced their speaking during the interventions with their classmates and monitors (teacher-researchers). The following sample taken from the field notes shows how students and researchers observed the intervention and

gave to know their viewpoint. This activity allowed to have more tools in order to enrich the

lessons and considered them as a support for the research development.

"Almost to finish class, two other girls decided to participate together and spoke fluently with property and did not hesitate"
(**Teacher-Researchers. Field notes. April 25th.2016**)

"One student name M.E. helped the teacher-researchers to take the notes while they were recording students mind maps

presentations: Hoy en la clase de inglés se presentaron las exposiciones de L.C. K.P. y A.C. una debilidad que tuvieron fue que

pasaron adelante con papeles en mano y la pronunciación". (**Teacher-researchers field notes. April 28th. 2016**)

Related to the second category, the formative speaking assessment we could see the 14

learners were monitored and guided in the natural environment that let them performed without

our obstruction. They were able to interact with their peers in pairs, groups and in front of the

class. Although they began their interventions with a lot of difficulties and needed our help, they

were improving during the next lessons and activities.

In the following speaking intervention, learners called R.M. and S.D. were not able to

create a dialogue in terms of real interaction. However, they were searching for information

about the topics assigned, getting more vocabulary and expressions and looking for more

listening and reading activities in order to reach the goal. It means that it was necessary to

provide students tools to start connecting ideas and encourage them to interact in future speaking

activities.

"Hello! My name is R.	(**R.M. PAIR VIDEO. Pags.4-5. L.1**)
Hi! My name is S, I am sixteen years old and you?	(**S.D. PAIR VIDEO. Pags.4-5. L.2**)
I am sixteen years old too. I live in Bogota, where do you live?	(**R.M. PAIR VIDEO. Pags.4-5. L.3**)
I live in Bogota too, speak about yourself	(**S.D. PAIR VIDEO. Pags.4-5. L.2**)
Ok I live with my mom and my three brothers, and you?	(**R.M. PAIR VIDEO. Pags.4-5. L.2**
I live with my parents my two sisters and a Chihuahua dog. What do you like? (**S.D. PAIR VIDEO. Pags.4-5. L.2**)	
I like listening to music, I like exercise too, and I like play in the cellphone.	

And what do you like?	**(R.M. PAIR VIDEO. Pags.4-5. L.2)**
I like listening to music too, writing songs, sing and read	**(S.D. PAIR VIDEO. Pags.4-5. L.2)**
Bye!	**(R.M. PAIR VIDEO. Pags.4-5. L.2)**
Goodbye!"	**(S.D. PAIR VIDEO. Pags.4-5. L.2**

These other example taken from S.D. showed a natural speaking environment after some other lessons. In these results the listener attitude towards meanings was relevant. She was more motivated to pay attention to the other person. In other words, S.D. and her new interlocutor were speaking in a real time (Luoma, 2004, pág. 10). Learners could involve elements of life style and create the interview in order to explore how different people live, the habits they have, beliefs and likes or dislikes. We continued noticing grammar and pronunciation difficulties. However, we observed that learners like her, were organizing better their findings.

What is your name? And how old are you?	**(L. INTERVIEW FORMAT 8 p. 10 L.1)**
My name is S. C. and I have 17 years old	**(S. D. INTERVIEW FORMAT 8 p. 10 L. 2)**
What do you like doing in your free times?	**(L. INTERVIEW FORMAT 8 p. 10 L. 3)**
I like in my free times listen to several types of music and sleep in my bed.	**(S.D. INTERVIEW FORMAT 8 p. 10 L. 4)**
Do you like seeing movies and watching T.V.?	**(L. INTERVIEW FORMAT 8 p. 10 L. 5)**
Yes, I do because it is very intriguing and has several genders	**(S.D. INTERVIEW FORMAT 8 p. 10 L. 6)**
Do you like reading books and studying in your free times?	**(L. INTERVIEW FORMAT 8 p. 10 L. 7)**
A few times because in the life also I should relax a bit.	**(S.D. INTERVIEW FORMAT 8 p. 10 L. 8)**
How many parties you go in a month?	**(L. INTERVIEW FORMAT 8 p. 10 L. 9)**
In a month I go to some parties, namely, to two parties	**(S.D. INTERVIEW FORMAT 8 p. 10 L. 10)**
Have you a job? And how many hours you are in his job?	**(L. INTERVIEW FORMAT 8 p. 10 L. 11)**
No, I have not	**(S.D. INTERVIEW FORMAT 8 p. 10 L. 12)**
Do you eat while you are watching T.V.?	**(L. INTERVIEW FORMAT 8 p. 10 L. 13)**

On the other hand, results that were taken from the reflection survey showed learners' positive attitude in front of the activities, and teacher-researchers helped them in order to fulfill the speaking assignments and at the end they assessed their speaking interventions (see appendix 8). 24 students affirmed tasks and activities favored the speaking development and improved their abilities. These activities were the opportunity to be more confident and achieve the

proposed objectives in a ludic and friendly atmosphere that let transfer their information to their

lives, 4 learners who never achieved the class objectives declared in their survey reflections they

had difficulties in speaking or did not manage the vocabulary or did not like sharing or speaking

in English, see (Appendix 11. Graphics 14, 15, 16).

At the end of the 11 lessons each of the 26 learners assessed their learning in a self-

assessment process and we respected their opinions and adapted them to the required rates of the

school. From this we could state that 9 learners could understand and be understood by others

although some difficulties in terms of vocabulary, ideas or opinions. 6 managed to understand

peers and teacher-researchers but could not understand and conveyed their personal messages. 5

students managed to make teacher-researchers understand them but could not understand what

others mean, 6 increased their vocabulary but could not interact in English, and 3 more did not

answered, see (Appendix 11. Graphic 21).

Related to the third sub-category of speaking promotion, the facets of understanding, we

saw learners motivated to reflect, discuss and compare their life styles. We observed more

development and deeper understanding in the facets of *explanation, interpretation, application,*

perspective, and empathy. The other facet, *have self-knowledge or self-regulate* was not at all

developed with a deep understanding and reflection by all 26 learners because not all of them

were in a mood or because of lack of time and commitment. Most of the practitioners assessed

their learning in a natural self-assessment procedure which results were adapted to the school

grades. Students were performing their tasks and teachers-researchers were taking notes of them.

At the beginning and end of each cycle of the investigation reflections and feedback through

constant discussions and analysis were made between them, see (Appendix 7).

We could state from the analysis of data taken from our field notes and the students' reflective survey that 14 learners could explain, interpret, apply, show empathy and have self-knowledge through the 11 lessons and activities developed. And the other 12 were not able to develop these five facets because of lack of commitment or understanding of the tasks as they expressed in the reflection survey results, regardless of our feedback, help and opportunity to present them again, see (Appendix 11. Graphics 2, 11, 13).

The following speaking interactions taken from L.C. who reached the most the understanding goals during the lessons show the development of the five facets mentioned before:

Interpretation, Explanation and application facets:

The starting point of interventions was centered on exchanging information by asking and answering personal information. L.C. recorded a video talking about herself, and she managed to speak of her in light of criteria of the organization, preparation, and relevance, see (Appendix 9). After this activity, she talked about herself and explained the meaning of the idioms. She connected the text with her likes. This evidence matches with the first facet of understanding called *explanation* since she contextualized what she read and used the new vocabulary. In the facet of *interpretation*, L.C. put in practice the new knowledge. She as other learners created her dialogues and searched information about life-styles characteristics on the web. After that, she created a mind map to explain the life-styles in front of the class and *applied* on her creation the information studied lessons before, see here *the application facet*.

My name is L. C. I'm 16 years old. My life style is between culture vulture and couch potatoe; Couch potatoe because I like see movies and novels from Korea on afternoons and culture vulture because I like learn about different cultures, subjects and another things.
                                                                                    (L.C. INTRODUCTION p. 3. L. 66)

My hobbies are search in the internet about different subjects.*   **(L.C. INTRODUCTION p. 3. L. 67)**

My family is conformed by S; my brother, N; my niece, L; my sister; P; my mother and F; my father.

	(L.C. INTRODUCTION p. 3. L. 68)
To me like several types of food, my favorite color is black, my favorite music is pop and I like see all things	
	(L.C. INTRODUCTION p. 3. L. 69)
I dislike not doing nothing on the day[*]	**(L.C. INTRODUCTION p. 3. L. 70)**
Thank you for watching me.	**(L.C. INTRODUCTION p. 3. L. 71)**

Perspective, Empathy and have self-knowledge:

After those activities described below, L.C. was able to create her own interview format in order to ask a person she liked the information about his or her life-style to classify it under the styles she studied before. During this activity L.C. could express her opinion when reporting an interview; it means that she transferred her knowledge and facts to her own context. Also, we observed that *the facets of empathy and have self-knowledge* take place in this part of the analysis because she expressed her opinion about the interviewee's lifestyle and hers and compare them. (Wiggins & Mctighe, 2005).

I interviewed a teacher, her name is L.P .	(**L.C.REPORT.9.p.12-13.L.1**)
She is a culture vulture because she told me she liked to travel a lot in his spare time.	(**L.C.REPORT.9.p.12-13.L.2**)
She told me she liked art and agriculture.	(**L.C.REPORT.9.p.12-13.L.3**)
She explained to me that his final project with university degree was sophomore's school	
where she works because she likes to interact with young people.	(**L.C.REPORT.9.p.12-13.L.3**)
The lifestyle is interesting because it travels and follows the art.	(**L.C.REPORT.9.p.12-13.L.4**)
Although you may not like exercising is a healthy person.	(**L.C.REPORT.9.p.12-13.L.5**)
My lifestyle is similar because I like traveling and I attracts art, music, how different is that	
I like to play sports and not her.	(**L.C.REPORT.9.p.12-13.L.6**)

In sum, the previous analysis answered the research questions: *how may a teaching for understanding framework inform curricular decisions that promote speaking?* and *how would a backward design help the organization of tasks and the assessment of speaking?* The evidence indicates that TFU was a pedagogical framework that allowed teachers and students to learn with understanding and self-reflect in their own practices. We were able to plan and guide our curriculum, our students' speaking promotion and change the way we instructed, making our

classes or lessons more dynamic, meaningful and attractive as the authors Wiggins and Mctighe (2005) state.

It was possible to design and plan the activities, tasks, and assignments taking into consideration a Backward Design template which helped us to develop the lessons and tasks meaningfully. We involved the six facets of understanding during the lessons. Not all of the 26 leaners improved their skills in the foreign language due to lack of time, commitment, and vocabulary or pronunciation difficulties. In spite of having more than two deadlines to hand in the results of the process, they did not reach the understanding goals. 14 could develop the activities with understanding. We clearly observed the progression to reach each desired result, and we knew that there were difficulties in terms of spelling, pronunciation and grammar use. We always supported them, because we knew that the types of activities and instructions were different. Students went beyond their knowledge and transferred their information to different contexts using their speaking skill with organization and logic, in a natural manner as Luoma (2004) and Marzano (2009) explained.

Besides, TFU allows us to design the tasks and activities meaningfully; assessing speaking interaction skill in a continuum, ongoing and formative practice through the lessons planned in our Backward Design. The fact reported a significant number and percentage of learners 14 or 56% who could interact with a deep comprehension. Thanks to the lessons, students could speak with self-confidence and their speaking interaction was promoted with understanding following the UBD template and activities proposed by us. The previous result contrasts with the diagnosis speaking test in which 10 of the 26 students could give basic

information about their lives. It means that these 10 students who could give basic information in our previous diagnostic exercise, activity, and tests, at the end were able to speak with understanding. In addition, we got other 4 more that could do the same thanks of our UBD template and TFU.

In the assessment of speaking 14 students could learn and talk about their life and giving their opinions with our help and guidance (Wiggins & Mctighe, 2005). Learners managed to speak naturally and we took notes and supported their learning procedures through a dynamic, ludic and friendly environment using meaningful tasks (Marzano, 2009) (Ellis, 2001) (Luoma, 2004).

As a result of the students' reflections, we found that all learners could reflect and self-assess their own learning and speaking interaction process with and without our help. They could learn in a ludic, dynamic and natural environment with friendship (Luoma, 2004). As it was mentioned in the results, 14 students under this investigation could make understand themselves and understood others although some difficulties. On the other hand, although the other 12 learners had the opportunity to present the desired results supported by our guidance and feedback, it was not possible to make the activities with discernment due to lack of commitment, vocabulary, time and interest. We see this last result as a starting point for future investigation.

Discussion.

The study carried out by Anwaruddin S. M. (2013) found EFL teachers were strongly motivated to work with Backward Design and changed the way students learned a foreign language. These two aspects matched with our findings. We and our students were motivated to

include Backward Design as a tool to guide our work and progress in our teaching and learning practices. As it was described previously it was possible to make classes more dynamic, ludic and interesting for students. Their reflections made us reflect on the importance of assessing our performance. Also, this template supports students to learn English organizedly. Lessons and activities followed a systematic process that let design them considering the development students needed to reach our learning goals. As the findings showed 14 students could reach the desired results with understanding and promoted their speaking skill. Besides, in agreement with the study by Fuentes (2015), some of our students were not motivated and expressed it was difficult to understand the activities under Backward Design. There were some of them who did not reach the goals because of lack of time, commitment or interest. Additionally, in agreement with Fuentes (2015) we as teachers were aware of the time that implementing this kind of instructional tool could take when designing the tasks and exercises. This is a finding we have in common with because we were aware of the needed time to design, implement and fulfill the lessons and activities.

Moreover, Fuentes (2015) found learners could not transfer knowledge to a specific context. Conversely in our study 14 learners reached this insight. Although our participants worked on the facets of understanding with some difficulties, the research showed that 14 students had positive results in the six facets. Furthermore, we are in agreement with Richards (2010) and Yurstseven (2015) because as they considered, we based our research in students' needs. In their studies and our study learners' needs are included in the desired results in order to involve them into a new methodology in which students could learn and promote a language skill with understanding

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Conclusions

This section presents the evidence, and the analysis of the implementation of the Backward Design Template; that we proposed. We report the pedagogical strategies that served meaningful learning. Before the intervention, we found that most participants had not had the opportunity to develop oral proficiency, possibly due to a grammatical-approach. This fact makes us think of a new and meaningful way to teach. Thus in a Teaching for Understanding framework (TFU), we had the opportunity to plan, design and organize in a systematic course our lessons, promoting students speaking with understanding in a formative assessment.

We sought to answer the following questions: *how may a teaching for understanding framework inform curricular decisions that promote speaking*? And *how would a backward design help the organization of tasks and the assessment of speaking?* To answer the first question, we found that our three main categories planning curriculum, speaking promotion, and speaking assessment could be different from those which we were used to. 14 students affirmed and showed during the planning lessons that classes were more dynamic, meaningful and ludic and they were useful for their lives.

These 14 learners organized and shared orally their presentations although some grammar and pronunciation mistakes appeared, they could make understand themselves and understood others although some difficulties. These apprentices did the best and always reflected on their own learning in a formative and natural assessment. At this point, we took notes of their speaking performances and we did the needed feedback to make them feel confident and

comfortable. At the beginning and end of the interventions, there were reflections about their performances and learning progression. They were able to self-evaluate their progress with our guidance and continuum feedback along the lessons, see (Appendix 7).

To answer the second question: *how would a backward design help the organization of tasks and the assessment of speaking?* Our Backward Design template made lessons more meaningful because it allowed us to focus on desired results not only on content and grammar. The lessons focused on what learners found significant for their lives and it was planned thinking of activities that promoted speaking related to their contexts. It was possible to encourage them in order to fulfill their tasks, activities, and assignments with and without our help. It was remarkable to see that 14 students could achieve the curricular and speaking categories and objectives without any help and search information about life-styles by themselves though others continued searching for our help and did not present the tasks again regardless of our guidance, ongoing feedback, and help.

Furthermore, during the videos, introductions, mind maps presentations, interviews and reports interventions these 14 ELL beginners were able to achieve orally, with better results the six facets of understanding. The results of each intervention presented in the video, audio recordings and field notes transcriptions showed the learners' progress because they were able to provide explanations, show empathy, interpret, apply new knowledge to their contexts, give a perspective and have self-knowledge or self-reflect, making use of their speaking abilities, social interaction and grammar rules. They were guided by us in order to speak and interact naturally taking into consideration a logical, clear and organized planning (Luoma, 2004) although some

grammar and pronunciation mistakes which were the opportunity to learn and progress more among them.

On the other hand, there were 4 students who did not achieve the goals because of either lack of commitment and interest or their difficulties in understanding and performing the tasks. It is significant to state that they did not ask for assistance and they did not try to hand in their tasks. Although there were moments in which students could not express themselves orally, they tried their best.

Related to the category *speaking promotion*, we saw most of the learners interested in assessing their performances and in fulfilling the activities and tasks following the models provided. They always asked for feedback and tried to improve grammar and pronunciation. It was possible to guide them through an environment of confidence which made them feel comfortable to express their thoughts and express themselves in the foreign language during the interventions in front of the class and their teacher-researchers.

Moreover, learners helped one another; there were moments in which they guided their peers in order to achieve their goals. The speaking skill was as social, collaborative and natural as possible with some difficulties in pronunciation but always in search for significant and enhanced interaction. In sum, there were advances in our three categories of analysis: speaking promotion, speaking assessment and curriculum planning and design that made us see the importance of implementing in class methodological tools as TFU and UBD to develop learners' understanding and oral abilities in a significant and ludic manner.

We as teacher-researchers could adapt the institutional standards and organize better the lessons answering the students' needs and providing them opportunities to reflect on their own learning advances or limitations. The topic studied in the lessons: life styles caught the learners' attention and interest in presenting the dialogues, mind maps, audios and videos needed to promote their speaking because they could express their opinions about them and apply this knowledge to their lives.

Our role as teacher-researchers made significant contributions to the promotion of the speaking skill with understanding because we could guide their efforts to express their point of view and fulfill the planned tasks during the interventions. The ongoing feedback and the support we provided them to perform orally the tasks contributed to make the class a comfortable and natural environment of learning. Those 14 school boys and girls achieved the UBD and speaking goals thanks to their interest, effort, and commitment. Moreover, thanks to the plan, design, organization of lessons and permanent speaking feedback given by the teacher-researchers.

Pedagogical Implications

The first implication is the change of learning and teaching practices in the interventions. The 26 participants reflected and self-assessed their acquired knowledge. In turn, we, their teacher-researchers were able to reflect on our own practices and discover new ways of learning and teaching.

The second change in our pedagogical practices was that we did not use grades, ratings or scales to assess speaking. The 26 learners assessed their performance through the reflections they made during and at the end of the interventions and we gave to know their results in the facets of understanding. They self-evaluated their progress and searched for ways to improve with our guidance, support, and feedback, we monitored and reflected on our students' progress in an unobtrusive process (Marzano, 2009) allowing them to feel more comfortable to express orally. At the end of the interventions, 2 pupils thought they sometimes were lazy or had a lack of commitment to achieve the tasks although we always gave them our help, feedback, guidance and opportunity to present them again. However, 24 found the speaking interaction interventions as an opportunity to share with their peers in an atmosphere of confidence and friendship.

As a third pedagogical implication, we were able to change our practices. We could identify apprentices' differences and needs in speaking. For example, we designed the speaking tasks and activities considering the learners likes, personal needs and reflections during the beginning and end of the lessons.

Furthermore, we learned from the 26 participants that a) thanks to the use of electronic devices (cellphone, cameras, and audio recorders) students discovered a new, dynamic and ludic way to support and motivate their learning. They recorded their voices, made videos in groups or pairs, listened to their voices and were frequently guided and monitored by us (c.f., findings of their formative speaking assessment). b) The 11 interventions allowed learners to give their opinions in search for better ways to assess their abilities and processes, apprentices were able to analyze and reflect about their learning method. And c) We discovered that due to the promotion of English speaking interaction with the creation and introduction of a teaching for understanding framework by means of a Backward Design template, learners became aware of the importance of learning with understanding, developing speaking as a social, collaborative, constructive and understandable procedure that allows students to be more confident and proficient.

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Appendix 1. Organización Curricular por ciclos

Colegio Público

Plan Anual de Estudios Área: inglés

Grado 11º

PERIODO	BASE COMÚN DE APRENDIZAJES				HERRAMIENTAS PARA LA VIDA	
	CONOCIMIENTOS			ACTITUDES		
	ESTANDAR	CONTENIDO	COMPETENCIA	CRECIMIENTO PERSONAL	EMPRENDIMIENTO	OTRAS HERRAMIENTAS
I	Utilizo un vocabulario apropiado para expresar mis ideas con claridad.	• Passive voice. • Phrasal verbs. • Order of the adjectives.	Competencia lingüística, competencia pragmática (funcional y discursiva).	Enriquece sus cortas conversaciones utilizando el vocabulario adquirido como un recurso de aprendizaje	Escucha y entiende las ideas de otros, participando activamente en una conversación breve.	Aprender a leer, escribir y hablar correctamente para comprender el mundo. Dominar el inglés como lengua extranjera. Aprender a usar internet.
II	Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto.	• Simple present. • Past perfect. • Conditional type 3 and 4.	Competencia lingüística, competencia pragmática (funcional y discursiva), competencia sociolingüística.	Logra entender e interpretar el tema y contenido de un texto en inglés, utilizando como elemento principal las diferentes estrategias de lectura.	Amplía su cultura y conocimiento a través de textos que puede interpretar fácilmente.	Aprender a leer, escribir y hablar correctamente para comprender el mundo. Dominar el inglés lengua extranjera. Aprender a usar internet.
III	Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo.	• Reported speech • gerunds and infinitive	Competencia lingüística, competencia pragmática (funcional y discursiva), competencia sociolingüística.	Tiene la capacidad para escribir con coherencia y cohesión textos cortos de su interés y de todo tipo	Desarrolla la habilidad de utilizar una lengua extranjera en forma escrita, plasmando sus intereses y conocimientos	Aprender a leer, escribir y hablar correctamente para comprender el mundo. Dominar el inglés como lengua extranjera. Aprender a usar Internet

IV	Comprende el sentido general del texto oral aunque no entienda todas sus palabras	• Apologizing, invitation, agreement and disagreement. • Compound nouns	Competencia lingüística, competencia pragmática (funcional y discursiva), competencia sociolingüística.	Adquiere un conocimiento más amplio del inglés y lo relaciona con su situación real.	El saber escuchar e interpretar le permite Aprender más rápido una lengua.	Aprender a leer, escribir y hablar correctamente para comprender el mundo. Dominar el inglés como lengua extranjera. Aprender a usar internet.

Appendix 2. Teacher's Classes Remarks and Observations

MODELO DE PAUTA DE OBSERVACIÓN EN CLASE

Establecimiento educativo:	Código DANE:
Nombre del docente:	
Jornada:	Curso:
Asignatura:	Fecha de diligenciamiento:

La pauta de observación en clase comprende dos momentos: la planeación del trabajo en el aula y la observación de clase. En cada uno, el docente debe describir y definir las condiciones que se indican. Posteriormente, evaluador y evaluado se reúnen para realizar una valoración global del trabajo en clase.

1. PLANEACIÓN DEL TRABAJO EN EL AULA
Rendimiento académico actual de los estudiantes y su perfil
Metas de aprendizaje programadas para la clase
Estrategias pedagógicas que ha seleccionado para la clase
Contenidos (temas y subsistemas) que se van a desarrollar en clase
Procedimientos para evaluar el aprendizaje en clase
Otros aspectos necesarios para comprender las actividades que desarrollará en clase

2. OBSERVACIÓN DE CLASE
Claridad en los objetivos de la clase y forma en que los aborda
Desarrollo de las temáticas: coherencia, solvencia, actualización, etc.
Estrategias pedagógicas utilizadas de acuerdo a las características del grupo escolar
Materiales y recursos durante el desarrollo de las temáticas
Procedimientos de evaluación y de retroalimentación al estudiante
Ambiente durante la clase y comportamiento estudiantil
Aplicación de las normas del Manual de Convivencia
Otras observaciones

3. VALORACIÓN DE LA OBSERVACIÓN DE CLASE
Fortalezas observadas en el proceso de enseñanza – aprendizaje
Aspectos a mejorar en el proceso de enseñanza – aprendizaje

Nombre y Firmas	
Observador:	Docente observado:

After doing the observation of three of my regular classes through the previous class observation model, these are my remarks and observations:

TEACHER'S CLASSES REMARKS AND OBSERVATIONS	
STUDENTS STRENGHTS	STUDENTS WEAKNESSES
- Have clear rules or norms to behave in class. - Students should give opinions or interact in class but it is difficult. - Teacher should use attractive materials to promote the students oral English learning. (Speaking skills). - Few participants are interested in speaking in English and try to do it.	- Lack of some students' attention and motivation. - Low students' English level. - Lack of students' interest and commitment. - Lack of students' English speaking competence. - Lack of students' knowledge about vocabulary. - Lack of attractive and different materials such as Internet or others. - Lack of mistakes' correction and reinforcement because of the large students' number. - Learners do not feel confident, they feel stressful or embarrassed during the classes in speaking exercises. - Some students are not active people. They used to be passive ones during the classes. - Lack of time to finish the tasks because of the students' motivation and interest.

I could conclude scholars need more speaking activities and I said my colleague that it would be remarkable to make students give their opinions in order to reach them to a meaningful use of their knowledge.

Appendix 3. Diagnostic Listening Exercise

NAME_____ COURSE_____

INTRODUCTION (This part was suggested by the advisor to make an overview)

PRE-LISTENING:
   a. What did you do last holiday?
   b. Did you stay away from your house?
   c. Did you visit your relative?
   d. Did you go swimming?

 LISTENING:
You will hear a conversation between a man, named Sam, and a woman. Sam is talking about the holiday activities he did during five days.
What did he do on each day?
Match the day of the week with the activity Sam did on his last holiday.
For questions 1-5 select an activity for each day. You can listen to the conversation twice.

DAY OF THE WEEK	a	B	c	d	e	f	g	H
1. MONDAY								
2. TUESDAY								
3. WEDNESDAY								
4. THURSDAY								
5. FRIDAY								

ACTIVITIES:
   a. Read on the beach
   b. Went canoeing
   c. Climbed a mountain
   d. Went shopping
   e. Went for a long walk
   f. Went swimming
   g. Visited museums
   h. Returned home

Appendix 4. Diagnostic Speaking Activity

1. Talk about you (name, age, likes, dislikes and free time activities)

STUDENTS	1	2	3	4	5	6	7	8

RUBRIC:
1. Spoke loudly enough.
2. Spoke clearly.
3. Kept a steady tempo- did not speak to slow or too fast.
4. Was relaxed and conversational.
5. Kept head up.
6. Use facial expressions to express emotions conveyed in the speech.
7. Used correctly grammatical structures.
8. Kept interaction with the monitor.

Criteria: this activity was adapted taken into consideration the curriculum, standards and the opinion of the teacher in charge of the group for six years and the rubric DIALING to assess speaking.

Appendix 5. Diagnostic Reading Test

1. Read the following extract from the   story:
   CINDERELLA

Once upon a time there lived a beautiful girl called Cinderella. Cinderella was not her real name, but that was what her stepmother and stepsisters called her.
When Cinderella's mother died, her father was heartbroken. Then he met a lady with two daughters of Cinderella's age, who seemed to be just what he needed.

In no time at all they were married. Now Cinderella would have a kind stepmother to look after her, and two sweet stepsisters as well. But oh dear me, how wrong Cinderella's father was.

As soon as the wedding was over, Cinderella was moved out of her bedroom and down to the kitchen, where she was to live and work as a servant.
Cinderella's stepmother was a jealous woman with a wicked temper.

2. Answer the following questions. Choose the best answer for the question:

1. Who was Cinderella?
   a. a lady
   b. a beautiful girl
   c. a stepmother
   d. a stepsister
2. Did Cinderella's father die?
   a. No, he did not
   b. Yes, he did
   c. No, she did not
   d. Yes, she did
3. Did Cinderella's stepmother love her?
   a. Yes, he did
   b. No, he did not
   c. Yes, she did
   d. No, she did not
4. What did Cinderella have to do when her father got married?
   a. Looked after her two stepsisters
   b. Got married
   c. Worked as a servant
   d. Moved out of her bedroom and down to the kitchen
5. Cinderella's stepmother was:
   a. a beautiful lady
   b. a kind stepmother
   c. a jealous woman with a wicked temper
   d. a servant

Appendix 6. Diagnostic writing test

NAME _____ COURSE _____

Write a about you (name, age, likes, dislikes, family and free time activities) seven lines.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix 7. Field Notes.

April 5th 2016

Hour: 11 a.m. to 12:15 p.m.

Objective: To introduce the difference between speaking and interaction.

Activities and development:

1. Pupils are divided in groups related to their music likes, they discuss between them about the definition of speaking and the definition of interaction. They speak in English and Spanish.

   - Group 1: Sts. say interact is compartir ideas. They are laughing and nervous.
   - Group 2: Sts. say dialogar es interactuar. They don't know words in English and are shy.
   - Group 3: Sts. say interact is understand people.
   - Group 4: Sts. could say some words in English and others in Spanish. They say interact is share ideas.

2. Reflection: articipants and the teacher L.B. reflect on the definitions of speaking and interaction. This reflection was in Spanish: se hace ver que para comunicarse, hablar en interactuaren Inglés no sólo se utiliza el habla o la palabra oral sino que se utilizan las 4 habilidades: speaking, listening, writing and Reading. También que se necesita vocabulario y valerse de sus attempts o intentos al hablar.

3. Writing: pupils had to write in their notebooks or paper sheets the definitions about speaking and interaction that were discussed before. They speak in Spanish while they were writing.

4. They write a short text about their likes, dislikes, age, family and plans for future based on the video recording about their life-styles which they recorded at home (last homework). Some girls and boys interact in Spanish and try to define the words and understand them. One student asked teacher L.R. a word: ¿Música es Music? and the teacher said: Yes, music. Another student asked the teacher:¿Cómo se dice ratón? And the teacher answered: mouse. The student moved her head as approving that she had understood. Some of them interact more with teacher L.R. asking in Spanish for words they do not know.

5. Learners join in groups of four, share their personal information to their classmates. Teacher L.B. says: "Share" and says "compartir" to explain the word.

6. Teacher L.R. record 2 groups and only 1 student for each of them. The recording was not as good as it was expected because the noise. Then they were divided in pairs and write down the differences and similarities between them. They write the information in a chart. Some of them speak in Spanish to clarify they had understood. Two speak in Spanish to clarify words or concepts, other 2 ask for words in English: ¿cómo digo? And 2 more interact in English.

7. At the end the students were asking for doing a self-reflection about the positive or negative aspects of the class and their performance. They wrote it on papers and some talked about it: "It was good, difficult, need more time or vocabulary". (Some of them affirmed)

April 25th 2016

Hour: 11:25 a.m. to 12:15 p.m.

Objective: Students are able to talk about life styles giving five characteristics of each of them and their personal opinions through mind maps.

Activities and development: Mind maps.

Learners prepared at home a mind map in which they describe the life styles studied previously in class (culture vulture-party animal-workaholic-couch potato). Some apprentices presented their mind maps giving words to describe them. They used images and participated with short sentences but it was evidenced they tried to explain in English the life styles. They were relaxed, it was something that called my attention because they usually were anxious and shy in the regular classes.

Almost to finish the class, two other girls (X.C- L.C) decided to participate together and they spoke fluently with property and did not hesitate. Although they spoke lowly, they gave their personal opinions about their own life styles, comparing and defining theirs with the information given in their descriptions.

Class was too short that it was necessary to continue next class. During the mind maps presentations were attentive and did not ask questions or interact with their classmates, although their teacher-researchers asked them to be free of asking questions if they wanted.

The mind maps were created using organized images and sentences, there was a mistake in the title of one of the cardboards: live styles instead of life styles. I could conclude that students improved their speaking skill and confidence. They affirmed at the end of the lesson as a personal reflection, that it was interesting to listen to their classmates and to see that they were more confident in their oral presentations. Always they were respectful and listened to their peers, some of them tried to help them when they had pronunciation errors. We as their teacher-researchers were attentive to listen to them without interruption and at the end we gave their corresponding feedback.

April 28th 2016

Hour: 11:25 a.m. to 12:15 p.m.

Objective: Apprentices are able to talk about life styles giving five characteristics of each of them and their personal opinions through mind maps.

Activity and development:

Today we continued the students' presentations of their mind maps. We only listened and took the notes and recorded without interrupting them. Some boys and girls showed their work with their notes in the hands and read them because they said it was difficult for them to learn it (This aspect made us change our task because it was supposed to talk without any help). L.C., K. P. and had A.C. had to read and had pronunciation mistakes. A.C. was very nervous and did not understand when the teacher L.C. asked him for his life style. He answered with the definition of a party animal and used Spanish words to make him understand. Then two girls, P.P. and Y.M continued and read the sentences they had written in their mind maps. They had grammar mistakes and pronunciation errors. They were nervous, laughed and were embarrassed.

At the end, a student called A.R. although she was nervous, she explained without any paper or help. She had a good pronunciation and was very calm and serious. The students' cardboards were good though there were some with a lot of sentences which is not suitable for creating a mind map. We (teacher-researchers and students) decided to finish and continue next class because there were not enough preparation for their presentations. During the reflections, some students said it was difficult to be prepared because they had not enough time due to their school duties or their speaking difficulties.

One student named M.E. helped the teacher L.R. to take the notes while she was recording the students' presentations. These field notes are taken from the student's view point:

"Hoy en la clase de inglés se presentaron las exposiciones de L.C., K.P. y A.C. Una debilidad fue que pasaron adelante con papeles en mano y la pronunciación. En el grupo de P.P. Y Y.M. falta un poco de pronunciación. Una fortaleza que tiene buen material para hablar inglés. La cartelera fue dibujada. Una debilidad que tenía el grupo era que se reían mucho. Les daba mucha pena pasar a exponer. Exposición de A.R. estaba un poco nerviosa tiene buena pronunciación, no lee mucho, su material. Su cartelera estuvo bien porque no tenía mucha letra y estaba seria haciendo su exposición". (Field notes. Taken from M.E. beginner student)

It was motivating to see students' interest in speaking and listening to their peers, there were some who tried to help their classmates when they committed some grammar or pronunciation mistakes. Also, some were anxious and other excited when being recorded by us.

May 4th 2016

Hour: 11:25 a.m. to 12:15 p.m.

Objective: Search information about the formal way to do interviews and reported speech on the web. **Specific objective:** They create the questions for the interview they are going to carry out and report to the class next sessions.

Activity and development:

Class started with the normal way doing the prayers and checking the attendance list. I started giving them the instructions about how to do and search on the web the examples of interview in order to carry out theirs.

Some apprentices did not understand the directions so I had to repeat and explain through drawings or examples. I noticed that they continued speaking and interacting in Spanish do I decided to say that I did not help them if they did not ask me in English or tied.to interact between them speaking using English words.

Then, some of them began asking their friends or me questions using English and there were a moment in which they invited their classmates to do the same.

Scholars like S.D., N.R., L.C., spoke with me in English and some others like D.J., T.M., and Y.M. searched for words in the translator and tried to interact with me. They invented a game in which they used the chi syllable to say sentences in English: (I was surprised to see T.M. who said in a last class: "I do not speak in English. I do not like it" and now…). Ex: chi-where, chi-do, chi, you, chi live?-chi-he, chi-are, chi-you, chi-the, chi-best, chi-per, chi-son. In some moments, they separated the syllables in the English word to use the chi word. They were happy and wanted to create more. At the end of the class, during the final reflections, there were more undergraduates who tried to speak in English or who listened to me and exclaimed with a smile in her/ his face: "I understood you, teacher".

 "We should continue doing this kind of activities".

This class was so important and grateful for me and my colleague, because we could see that they were able to speak but sometimes they did not do it, maybe because they were shy or lazy. Next class, they will bring their interviews and answers in order to report them to their classmates and teacher-researchers. Previously, they must send their interview questions to be checked by their teachers in order to do the best before recording their interviews.

Appendix 8. Encuesta de Reflexión de los Estudiantes

Género: Masculino ☐ **Femenino** ☐
Edad: _____
Curso: _____
Fecha: _____

      Estimado estudiante con el ánimo de conocer los resultados propuestos para este estudio le solicitamos responder de manera natural y sincera las siguientes preguntas, tenga en cuenta que debe responder de manera individual.
Recuerde que sus respuestas serán utilizadas solo para los fines de la presente investigación.

PARTE 1
Esta sesión de preguntas está directamente relacionada con el desarrollo de la comprensión durante el estudio.
1. Leer textos en inglés para responder preguntas de comprensión de lectura le pareció:
    a. Fácil
    b. Difícil pero lo logré
    c. Imposible no lo logré

¿Por qué?
_____
_____

2. Para usted analizar diferentes estilos de vida y compararlos le pareció:
    a. Fácil
    b. Difícil pero lo logró
    c. Imposible no lo logró

¿Por qué?
_____
_____

3. Para usted emplear vocabulario relacionado con estilos de vida, alimentación y salud en Inglés le pareció:
    a. Fácil
    b. Difícil pero lo logró
    c. Imposible no lo logró

¿Por qué?
_____
_____

4. Para usted hacer una presentación en inglés a su grupo sobre cuatro estilos de vida le pareció:
    a. Fácil
    b. Difícil pero lo logró
    c. Imposible no lo logró

¿Por qué?
_____
_____

5. El comprender la información obtenida en internet sobre estilos de vida le pareció:
    a. Fácil
    b. Difícil pero lo logró
    c. Imposible no lo logró
¿Por qué?
_____
_____
_____

6. ¿Evidenció un mejoramiento en cuanto a la comprensión del inglés?
    a. Si
    b. No
¿Por qué?
_____
_____
_____

Esta sesión de preguntas está dirigida a conocer su opinión frente a las actividades, tareas y asignaciones dirigidas por las docentes investigadoras.

1. ¿Las actividades desarrolladas le permitieron tener un cambio favorable para el ambiente de aprendizaje del inglés?
    a. No del todo
    b. Muy poco
    c. Un poco
    d. Mucho
    e. Considerablemente

    ¿Por qué?
    _____
    _____

2. ¿Pudo percibir la disposición y acompañamiento de las docentes investigadoras para que lograra llevar a cabo las actividades?
    a. No del todo
    b. Muy poco
    c. Un poco
    d. Mucho
    e. Considerablemente

    ¿Por qué?
    _____
    _____

3. ¿Fue necesaria la ayuda de otras fuentes de información para cumplir con los objetivos de las actividades?
    a.   No del todo
    b.   Muy poco
    c.   Un poco
    d.   Mucho
    e.   Considerablemente
    ¿Por qué?
    _____
    _____

4. ¿Las actividades, asignaciones y tareas estuvieron bien planteadas para que usted pudiera lograr procesos de comprensión y producción oral en lengua extranjera?
    a.   No del todo
    b.   Muy poco
    c.   Un poco
    d.   Mucho
    e.   Considerablemente

    ¿Por qué?
    _____
    _____

5. Gracias al desarrollo de las actividades ¿logró mejorar su destreza para comprender y hablar en inglés?
    a.   No del todo
    b.   Muy poco
    c.   Un poco
    d.   Mucho
    e.   Considerablemente

    ¿Por qué?
    _____
    _____

6. ¿Las actividades realizadas le permitieron desarrollar habilidades para comprender textos en inglés y alcanzar los objetivos propuestos sin el acompañamiento permanente del docente?

a. No del todo
b. Muy poco
c. Un poco
d. Mucho
e. Considerablemente

¿Por qué?
_____
_____

7. ¿Tuvo dificultades para llevar a cabo las actividades propuestas?
   a. No del todo
   b. Muy poco
   c. Un poco
   d. Mucho
   e. Considerablemente
   ¿Por qué?
_____
_____

PARTE 3
La tercera y última parte de esta encuesta pretende conocer cómo fue el proceso relacionado con "speaking interaction" (interacción oral).

1. ¿Considera que las intervenciones de este estudio favorecieron la interacción en inglés?
   a) Siempre
   b) A veces
   c) Casi nunca
   d) Nunca
   ¿Por qué?
_____
_____
_____

2. ¿Logró interactuar con sus compañeros durante las intervenciones en clase?
   a) Siempre
   b) A veces
   c) Casi nunca
   d) Nunca

   ¿Por qué?
_____
_____
_____

3. ¿Logró comunicar sus ideas al grupo en Inglés?
   a) Siempre
   b) A veces
   c) Casi nunca
   d) Nunca

   ¿Por qué?
_____
_____
_____

4. ¿Fue necesario el uso del español o el lenguaje gestual para aclarar lo que quería decir?
   a) Siempre
   b) A veces
   c) Casi nunca
   d) Nunca

¿Por qué?

_____
_____
_____

5. ¿Usted logró evidenciar que los compañeros y docentes comprendieron lo que usted quería comunicar?
   a) Siempre
   b) A veces
   c) Casi nunca
   d) Nunca

   ¿Por qué?

_____
_____
_____

6. ¿Interactuó de manera natural con sus compañeros y compañeras oralmente en inglés?
   a) Siempre
   b) A veces
   c) Casi nunca
   d) Nunca

   ¿Por qué?

_____
_____
_____

7. ¿Preparó las actividades propuestas en clase en forma lógica, clara y organizada logrando una interacción efectiva entre los participantes?
   a) Siempre
   b) A veces
   c) Casi nunca
   d) Nunca

   ¿Por qué?

_____
_____
_____

8. Si pudiera calificar de 1 a 5 su capacidad para la interacción oral en Inglés luego de las actividades realizadas, diría que:
   1. No hubo avance.
   2. Amplió su vocabulario pero no logró interactuar.
   3. Comprendió a sus compañeros y docentes pero no logró hacerse entender.
   4. Logró hacerse entender pero no logró comprender a sus compañeros y docentes.
   5. Aunque con ciertas dificultades logró hacerse entender y comprender a sus compañeros y docentes.

Appendix 9. Videos, audios and interview report Transcriptions

INTRODUCTIONS (VIDEOS)

1. Hello my name is R.M. I live in the city of Bogotá Colombia.
2. I am a studying at the school M. am studying grade 11, I have 16 years' old
3. My way of living is to always be happy. My hobby is exercising daily with much effort.
4. I like to play on my phone, listening to music, watch TV (football, dolls) I like to eat and exercise.
5. I do not like watching soap operas, I do not like playing tennis and I do not like to be both outside the house.
6. I currently live with my mom and my 3 brothers, we share a lot and we like to do things and make family outing among us.

73. Hello my name is L.C.

74. I have sixteen years old.in

75. I live in Bogota, Colombia.

76. I like singing and playing guitar or piano.

77. I dislike much mathematics.

78. One my hobbies listen to music.

79. I live with my mom, dada and sisters.

80. My life style of every day technical in the Sena, in which I'm doing interesting, it looks great and in collegue.

81. I am in eleven grade

82. My goal this year is to graduate and at the end entering the university.

PAIR VIDEOS TRANSCRIPTS

1. R.M: hello! My name is R.M.

2. S.D: Hi! My name is S.D, I am sixteen years old and you?

3. R.M: I am sixteen years old too. I live in Bogota, where do you live?

4. S.D: I live in Bogota too, speak about yourself

5. R.M: ok I live with my mom and my three brothers , And you?

6. S.D: I live with my parents my two sisters and a Chihuahua dog. What do you like?

7. R.M: I like listening to music, I like exercise too, and I like play in the cellphone. And what do you like?

8. S.M: I like listening to music too, writing songs, sing and read

9. R.M: Bye!

10. S.M: Goodbye!

MIND MAPS (AUDIOS)

GROUP 1

1. Student 1(L.C): Hello eee good morning class, we eee, nuestra life stil, eee, is I am ee, culture vulture eeem, because ee, person ee ..that likes to exercise ee travel eem…work eem…the arts eem…the charastheristics the party animal is someone who enjoys eem.. parties the coach potato is lasy person and the workaholic is person who is employed as excess emmm..

2. Students 2 (K.P.): el party animal is a person who enjoyns parties emm…culture vulture is a person who like the music and art, el coach potato he does not dislike to work, the workaholic.

3. They do not have time for them sing, eem…I am coach potato because I am like sleeping, and watching t.v.

4. Student 3 (A.C.): god morning eee…culture vulture is a person what a like the culture, e as person then what not lasi don't nothing y a eee…working que significa adicto al trabajo e as person what likes much work. Party animal person disci… disci..

5. Teacher: and you are a culture vulture or a party animal or a coach potato

6. Student 3: party person is e a a person…

7. Teacher: but you, you, you. Are you a culture vulture, or a party animal or a couch potato? you, you…

8. Student: party animal

9. Teacher: a party animal. Ah ok and why, why?

10. Student 3: Why? Por qué? Party animal significa noo?

11. Teacher: No, thank you A.C.

INTERVIEW FORMATS (AUDIOS)

Interview format 6

1. Good afternoon I'm here with the teacher L. P. who has allowed me to ask her some questions about her personal information.

2. Hi! How old are you?

3. I'm 29 (twenty-nine) years old.

4. What do you do?

5. I'm a teacher

6. Do you like your job?

7. Yes, I like it I think that it's so interesting but it's a hard job.

8. How long have you been studying English?

9. I've studied English for 10 years.

10. Do you like any sport?

11. No, I don't any sport.

12. What type of music do you like?

13. I like Rock and Pop music it's my favorite one.

14. who's your favorite singer?

15. Ed Sheeran, Sam Smith, Incubus

16. Have you got any pets?

17. Yes, I do, I have is a dog, his name is Astor, I love him so much.

STUDENTS REPORTS (AUDIOS)

REPORT 9

1. I interviewed a teacher her name is L. P.

2. She is a person vulture culture because she told me she liked to travel a lot in his spare time.

3. She told me she liked art and agriculture.

4. She explained to me that his final project with university degree was sophomore's school where he works because he likes to interact with young people.

5. The lifestyle is interesting because it travels and follows the art.

6. Although you may not like exercising is a healthy person.

7. My lifestyle is similar because I like traveling and I attracts art, music, how different is that I like to play sports and not her.

REPORT 16

St. 6 (L.C.): ee..1. I interview to my brother and he is coach potato because, he told me that like sleep much in the day, she don't like read with much books and he is a person sociable because he told with his friends and he like the movies and series, he believes that it is very informative.

2.In my personal opinion the life coach potato because is ah no, because is a good, because this person is very calm and always is relaxed and it is good for have a better life but the problem is when this person begin to eat a lot of food and also is bad because he does not exercise.

Appendix 10. Description of the lessons

Lesson 1. March 11th

Desired result	Students analyze and talk about four different life-styles and their characteristics.
Activities	1. Complete the chart with own information and ask two classmates: name, age, do you like watching TV? Do you like to visit museums? Do you like exercising? 2. Read and discuss about the text. 3. Write: are you a culture vulture? A couch potato? Or a party animal? Why?
Resources	Reading, chart, vocabulary,
Modes	Reading, listening and speaking.
Facet of understanding	Can explain life styles characteristics.

Lesson 2. April 5th

Desired result	Students know the difference between speaking and interaction and describe, interpret and explain their life-styles, likes and dislikes.
Activities	**1.** What is speaking and interaction? **2.** Write about you, age, family, hobbies and plans for future. **3.** Get in pairs and write the similarities and differences related to you and your classmate. (take into account the point #2)
Resources	Papers, pencils, markers, charts.
Modes	Writing, speaking, listening, reading
Facet of understanding	Can explain and interpret differences between life styles and definitions of speaking and interaction.

Lesson 3 April 8th

Desired result	Students are able to learn new words about health and food life-styles and answer questions orally about them.
Activities	**1.** Play mimic game representing and guessing new vocabulary related to habits that keep us healthy. **2.** Develop the workshop based on food vocabulary classification to have a healthy diet. **3.** Listen to the conversation and select the correct answer. (This listening activity was about the importance of adopt good habits that make part of our lifestyle)
Resources	Photocopies, vocabulary on the board.
Modes	Listening, speaking, writing, reading.
Facet of understanding	Can explain and interpret health habits.

Lesson 4. April 11th

Desired result	Students know the differences and similarities between their life-styles and the life-styles of their classmates.
Activities	Create a conversation about personal information, habits, likes and dislikes.
Resources	Text, vocabulary and voice recorder
Modes	Writing, reading listening and speaking.
Facet of understanding	Can explain, interpret and apply information about likes and dislikes in line with different life styles.

Lesson 5. April 14th

Desired result	Students reflect about how to interact in a conversation and share with their classmates their personal information orally.
Activities	Record and listen how the recording sounds. It means natural or artificial? We socialized the term interaction in order to know some elements such us conversation, replay, improvise, spontaneous questions or outcomes.
Resources	Voice recorder, written text by the learners.
Modes	Listening and speaking
Facet of understanding	Can apply, have self-knowledge and have perspective about their own and classmates life styles characteristics.

Lesson 6. April 20th

Desired result	Pupils search for information about life-styles in the web to describe and give their point of view about them.
Activities	1. Search five characteristics of: party animal, culture vulture, coach potato and workaholic. 2. What are the positive and negative aspects about each one of the idioms? 3. Share your findings with your classmate. 4. *Homework:* create a mind map with the information and talk about the results.
Resources	Internet, notebook, vocabulary
Modes	Reading and speaking
Facet of understanding	Can see in perspective the life styles characteristics and show their viewpoint.

Lessons 7-8-9. April 25th-28th and May 2d.

Desired result	Students design a mind map about the four different life-styles they know analyzing the differences and similarities to theirs and show it to their classmates.
Activities	1. Listen and observe the mind map. 2. What is a mind map? 3. What are the characteristics of the four life-styles? 4. What is my life-style and why?
Resources	Mind maps
Modes	Listening and speaking
Facet of understanding	Can explain, interpret, see in perspective and demonstrate empathy with life styles definitions and characteristics.

Lesson 10. May 4th.

| Desired result	Scholars are able to search for information about interviews and reported speech on the web to carry out their own interviews to a person they like (a relative or a friend).
Activities	1. Search on the web information about how to carry out an interview. 2. Analyze the different kind of interviews and questions. 3. Create their own 10 questions to carry out their life-styles interviews. 4. Listen for explanations about reported speech on YouTube.
Resources	Computers and websites.
Modes	Listening and speaking
Facet of understanding	Can interpret, explain and see in perspective new information about how to carry out interviews in order to plan and make theirs.

Lesson 11, May 18

Desired result	Schoolchildren report orally the information about a relative or friend life-style and give their opinion about it.
Activities	1. Show the interview format with the 5 questions they have applied. 2. Record their interview. 3. Report orally the gathered information through the interview and give their opinion about it comparing with theirs.
Resources	Internet interview formats and questions. audio recordings
Modes	Reading, writing, listening and speaking.
Facet of understanding	Can explain, interpret, apply, have perspective, empathize and have self-knowledge when creating, making and reporting the life style of the person they interviewed.

Appendix 11. Reflection Survey. Graphics and Results.

The following are the analysis and the findings taken from the reflective students' survey with 26 apprentices at the end of the interventions. The objective was to evaluate their opinions about the procedures, activities and the assessment proposed by the Backward Design template implemented. We used a semi-structured survey which was divided in three parts and rated in a Likert scale. It contains 21 questions and at the end of each Likert scale, learners could answer the questions giving their reasons. At the end of the interventions we consider unnecessary an exit test, because we found all the progression gave results with positive elements to get the students' progress. The teacher in charge of the group took these results and adapted the scores to the official academic of the school.

Understanding development:

1. Do you think that reading English texts in order to answer comprehension questions was for you..?
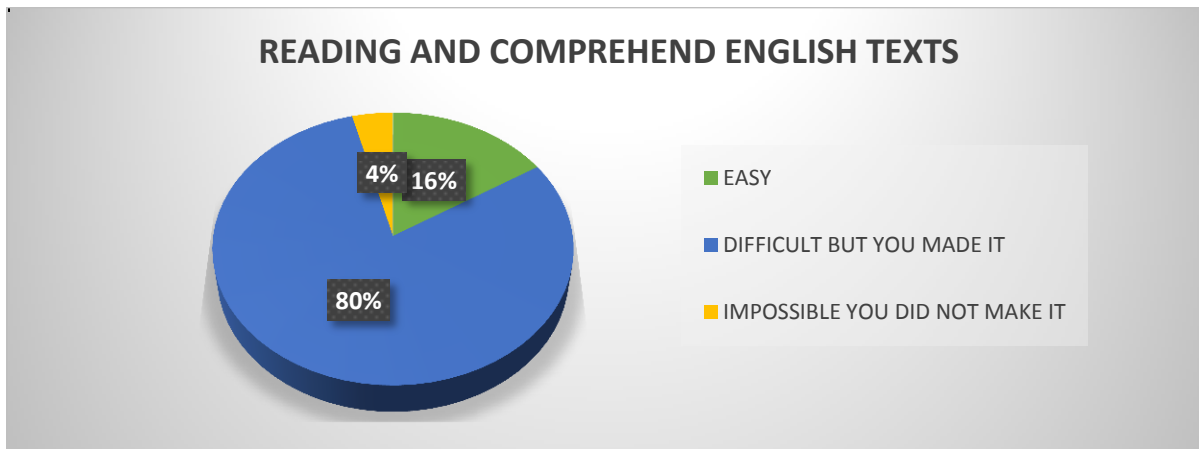
Graphic 1. Reading and comprehension of English texts.

80% thought it was difficult to read English texts because at the beginning of the task they did not know how to read but through the time they fulfill the task using the resources given in class or their previous knowledge. On the other hand, 16% of the pupils said that it was easy to read English because of their previous knowledge. Only 4% of the students thought it was impossible to read the texts because they saw the vocabulary and pronunciation difficult or more elaborated to understand.

2. Do you think that analyzing different life-styles and compare them was for you:

ANALYZE AND COMPARE LIFE-STYLES

- EASY
- DIFFICULT BUY YOU MADE IT
- IMPOSSIBLE YOU DID NOT MAKE IT.

44% 56%
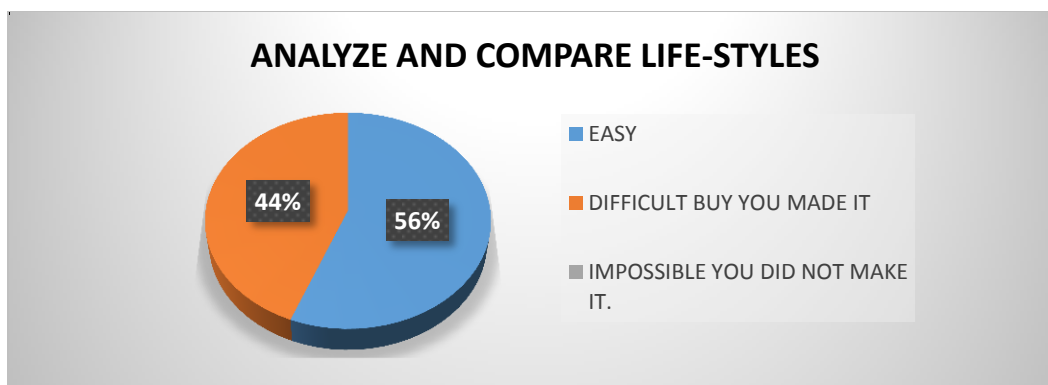
Graphic 2. Analyzing and comparing life-styles

56% of the students thought that analyze and compare life-styles in English was an easy task because they could identify and relate the vocabulary with their previous knowledge and they also answered that it was easy to understand and analyze them. On the other hand, 44% of the apprentices stated that it was difficult because realized the life-styles were different. Some of them commented that thanks to the teacher-researchers they could understand the topic better.
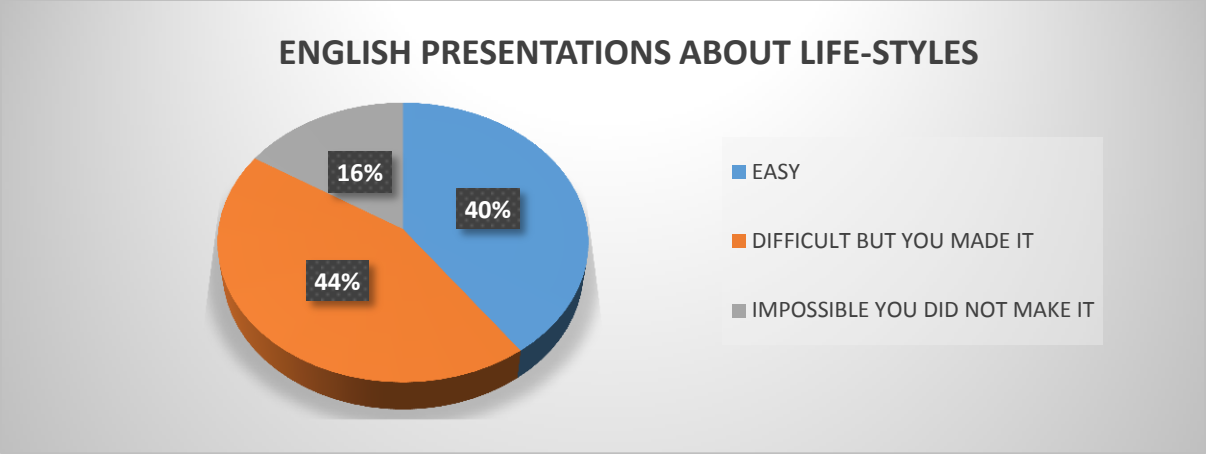
3. Do you think using vocabulary related to life-styles, food and health in English was for you:

USE VOCABULARY RELATED TO LIFE-STYLES, FOOD AND HEALTH IN ENGLISH

- EASY
- DIFFICULT BUT YOU MADE IT
- IMPOSSIBLE YOU DID NOT MAKE IT

32% 68%
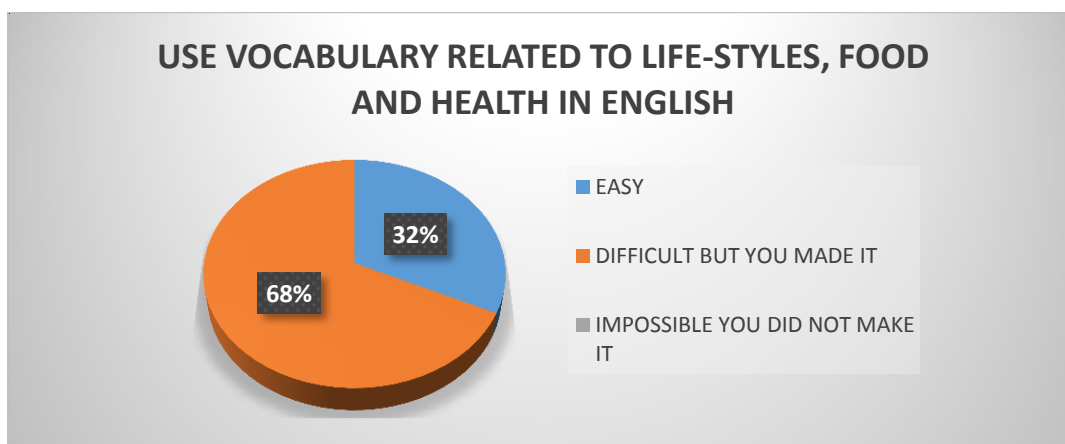
Graphic 3. Use of vocabulary related to life-styles, food and health in English.

68% of the students indicated it was difficult to use the vocabulary. However they could use new words in a real context. On the other hand, 32% of the scholars declared that it was easy because they could identify clue words. They expressed that an eleven grader was able to understand more vocabulary. Some of them expressed that topics related to life styles were interesting. So, the vocabulary was easy and basic to understand.

4.   *Do you think making a presentation in English about life-styles to your group was for you:*

ENGLISH PRESENTATIONS ABOUT LIFE-STYLES

- 16%
- 40%
- 44%

EASY

DIFFICULT BUT YOU MADE IT

IMPOSSIBLE YOU DID NOT MAKE IT

Graphic 4.English presentations about life-styles

    44 % of the students did the presentations in English about life-styles to their group of classmates, but it was difficult, they were shy and frightened of speaking in front of the class. They did not want to be mocked. 40% of the undergraduates thought that it was easy because the group was respectful, they were nervous. Some others put their major effort in fulfilling the task. 16 % of the scholars thought it was impossible because they considered not to have the vocabulary and pronunciation required to achieve the activity goals.

    5.   *Do you think that understanding information about life-styles from Internet was for you:*

UNDERSTAND INFORMATION ABOUT LIFE-STYLES FROM INTERNET

- 40%
- 60%

EASY

DIFFICULT BUT YOU MADE IT

IMPOSSIBLE YOU DID NOT MAKE IT
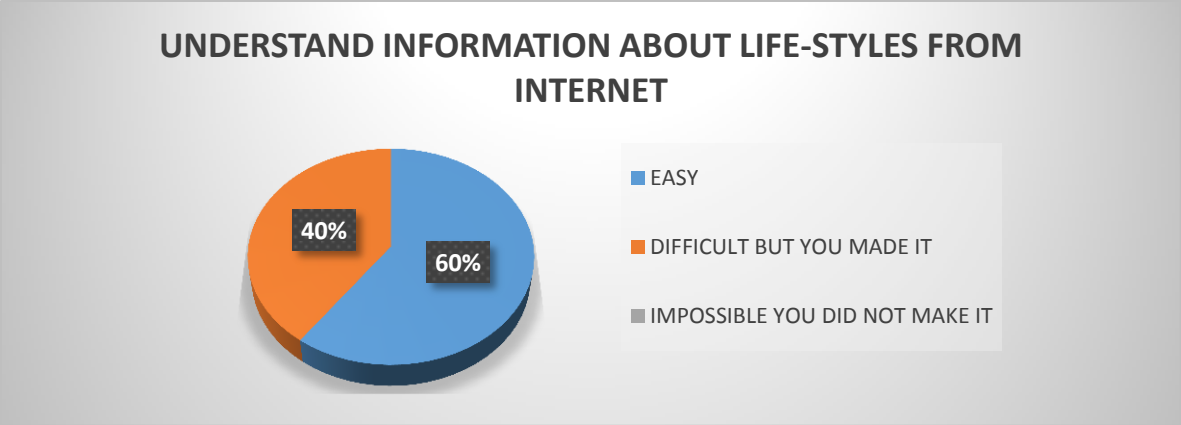
Graphic 5.Understand information about life-styles from internet.

    60% of the learners assumed it was easy to understand information about life-styles searched in internet because they confirmed it was a useful and easy tool to search information. 40% of the students believed it was difficult but they made it because there were some new words they had to look for on internet, sometimes it was confusing to find the right information.

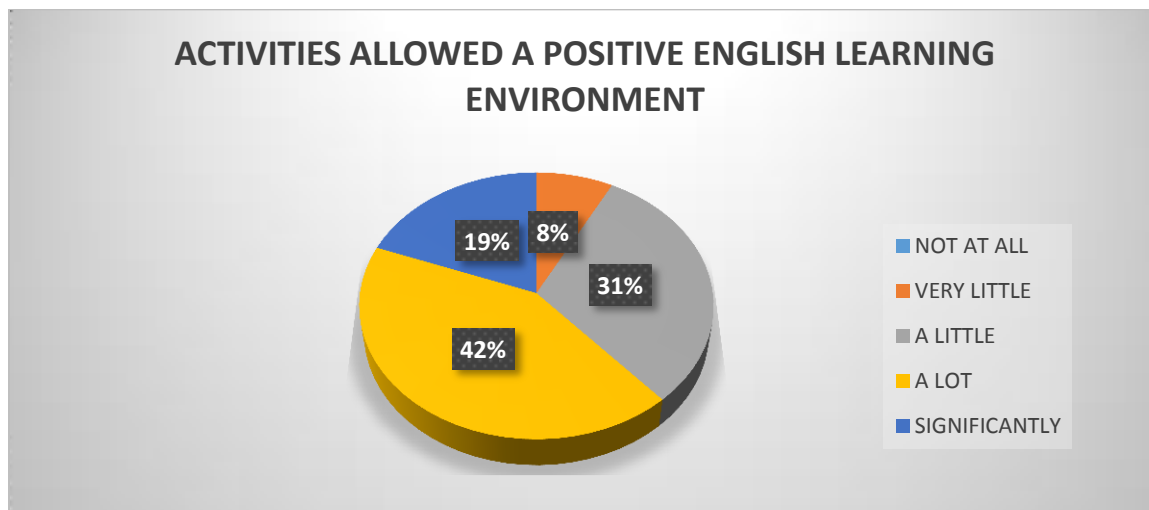   6.   Did you notice any improvement in terms of English understanding?

NOTICE IMPROVEMENT IN TERMS OF ENGLISH UNDERSTANDING

- YES
- NO
- DID NOT ANSWER

8% 8%
84%
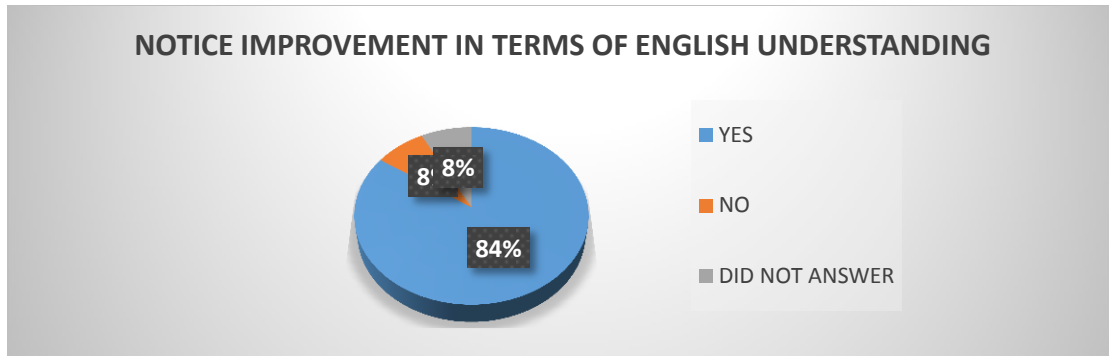
Graphic 6. Improvement in English understanding.

84% of the participants noticed an improvement in terms of English understanding because they learned vocabulary, improved their reading and writing, some liked the lessons because they were dynamic, ludic and others thought they improved understanding in English due to transference of their knowledge to their current life. 8% of the participants indicated that they did not improve their English understanding because they did not pay attention. However, they argued that the lessons and activities were interesting.

Organization of tasks and the assessment of speaking assignments guided by the teacher-researchers.

1. *Did the activities allow you to have a positive learning English environment?*

ACTIVITIES ALLOWED A POSITIVE ENGLISH LEARNING ENVIRONMENT

- NOT AT ALL
- VERY LITTLE
- A LITTLE
- A LOT
- SIGNIFICANTLY

19% 8%
31%
42%

Graphic 7. Activities allowed a positive English learning environment.

42% of the apprentices expressed the activities allowed positive English learning environment because the activities were dynamic attractive, funny and functional and let them to learn in a different way. 31% of the pupils thought activities allowed a positive change, and could interact more; 19% of the schoolchildren affirmed activities did not allow positive environment because they did not have the ability to do the tasks and 8% of the scholars admitted activities allowed a positive learning environment but they couldn't understand.

2. Did you perceive the disposition and accompaniment of the teacher-researchers in order to do the activities?

TEACHER-RESEARCHERS DISPOSITION AND
ACCOMPANIMENT

13% 4% 13%

13%

57%

- NOT AT ALL
- VERY LITTLE
- A LITTLE
- A LOT
- SIGNIFICANTLY
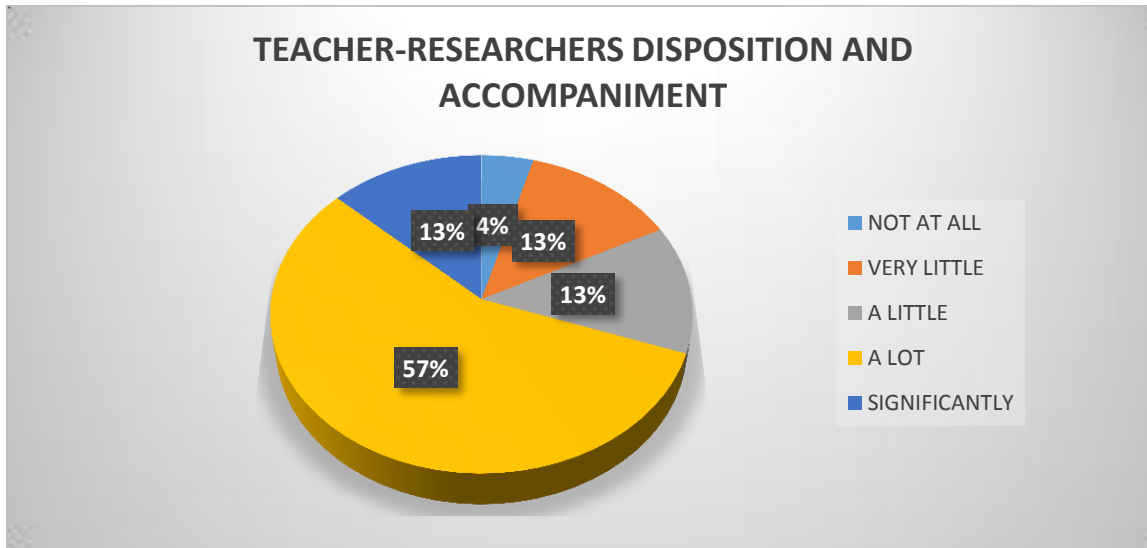
Graphic 8. *Teacher-researchers disposition and accompaniment.*

57% of the apprentices perceived a lot the teacher-researchers disposition and accompaniment in order to do the activities, they were always attentive to explain. A 13% of the students perceived the teachers' support. 13% of the schoolchildren perceived very little because sometimes they did not need their help, they said they did not depend upon others. The other 13% of the schoolchildren perceived significantly the teacher-researchers disposition and accompaniment to do the activities because they felt motivated and needed their help. Only a 4% of the learners did not perceive their help.

3. Do you think it was necessary to use other sources to fulfill the objectives of the activities?


OTHER SOURCES HELP TO FULFILL THE OBJECTIVES OF
THE ACTIVITIES

13% 17%

35%
35%

- NOT AT ALL
- VERY LITTLE
- A LITTLE
- A LOT
- SIGNIFICANTLY
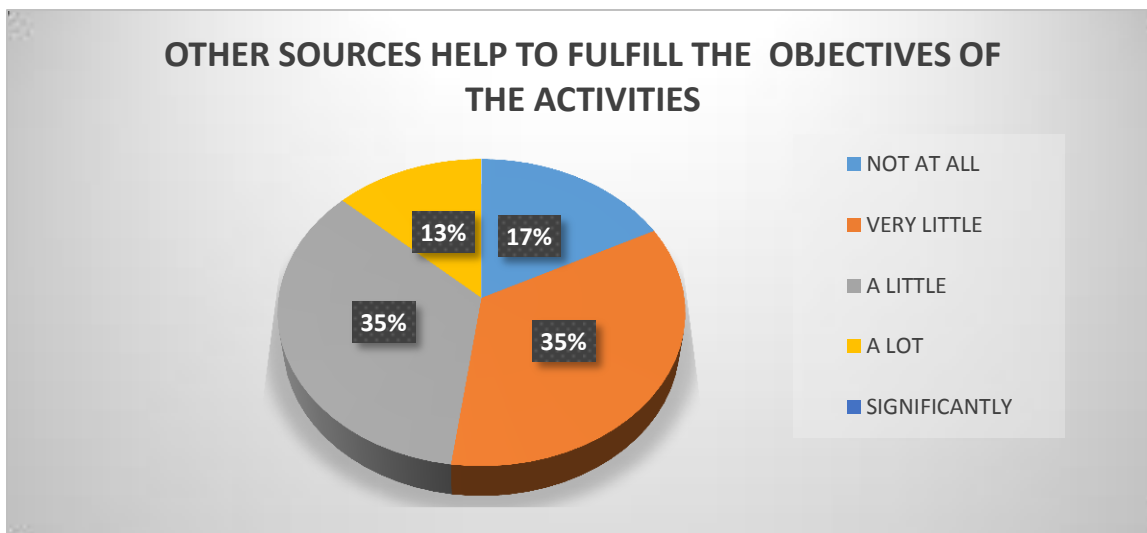
Graphic 9.*Other sources help to fulfill the objectives of the activities.*

35% said that internet helped them to translate words and sometimes teacher-researchers helped. A 17% of the undergraduates declared that it was not necessary at all because they understood and did not need any help and 13% of the students self-

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confessed it was necessary a lot other sources like internet and the translator because they did not understand or were not able to fulfill the objective of the activities and tasks.

4. *Do you think the activities, tasks and assignments were well formulated to achieve English understanding and speaking production processes?*
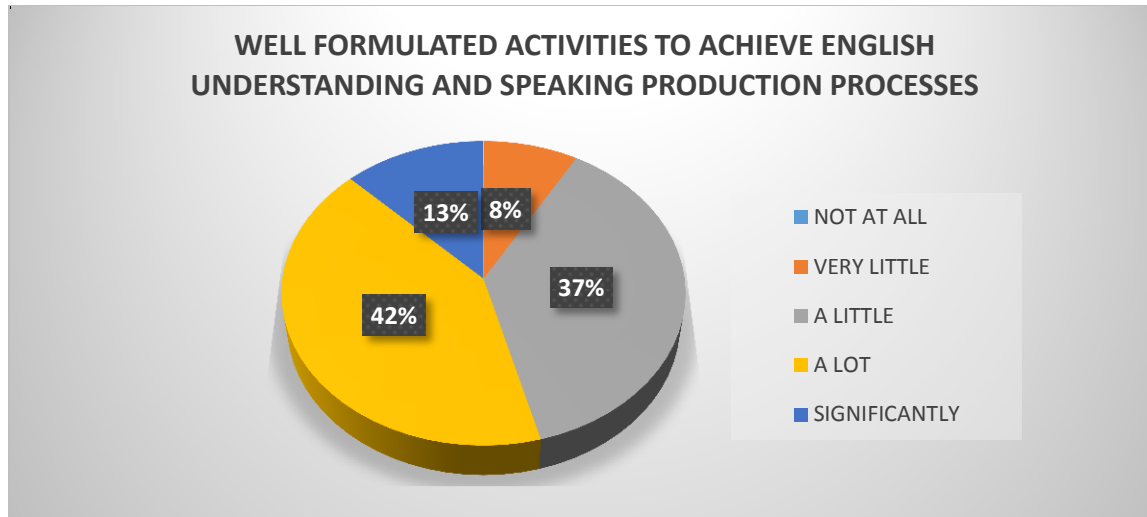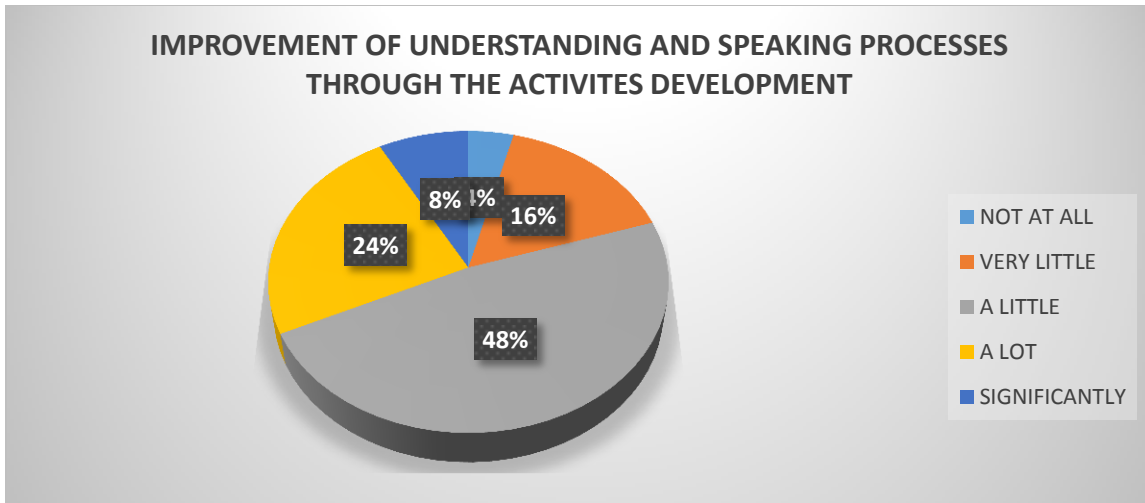

Graphic 10. *Well formulated activities to achieve English understanding and speaking production processes*

42% of the students argued that the activities, tasks and assignments were well formulated to achieve English understanding and speaking production routs because the activities were ludic, dynamic, attractive and different, they made them understand and improve their speaking and listening skills.

On the other hand, 37% of the undergraduates avowed the activities were well formulated because the tasks and assignments were difficult and some of them did not understand them. 13% of the students stressed the activities were significantly well formulated because they help to learn vocabulary and text comprehension, and 8% of the scholars declared the activities were a little well formulated because of lack of time, lack of students disposition, lack of material to record the assignments or difficulties in speaking and pronunciation.

5. *Did you improve your English understanding and speaking processes through the development of the activities?*

IMPROVEMENT OF UNDERSTANDING AND SPEAKING PROCESSES THROUGH THE ACTIVITES DEVELOPMENT

Legend:
- NOT AT ALL
- VERY LITTLE
- A LITTLE
- A LOT
- SIGNIFICANTLY

8% | 4% | 16% | 24% | 48%

Graphic 11*. Improvement of understanding and speaking processes through the activities development.*

48% of the students answered the development of the activities helped them to improve their understanding and speaking routes a little in English because they could understand, express, present, write and pronounce some words and sentences using new vocabulary in a natural way. On the other hand, 24% of the pupils judged they could improve a lot because they although achieved the activities' goals.

Besides 16% of the participants improved very little because they did not achieve the tasks and activities due to their understanding and speaking difficulties and 4% of them did not improve their understanding and speaking procedures in English because of their lack of interest and personal appealing to the language.

6. *Did the activities let you develop texts comprehension and achieve the objectives without your teacher-researchers permanent help and accompaniment?*

TEXTS COMPREHENSION AND OBJECTIVES ACHIEVEMENT WITHOUT THE TEACHER-RESEARCHERS HELP AND ACCOMPANIMENT
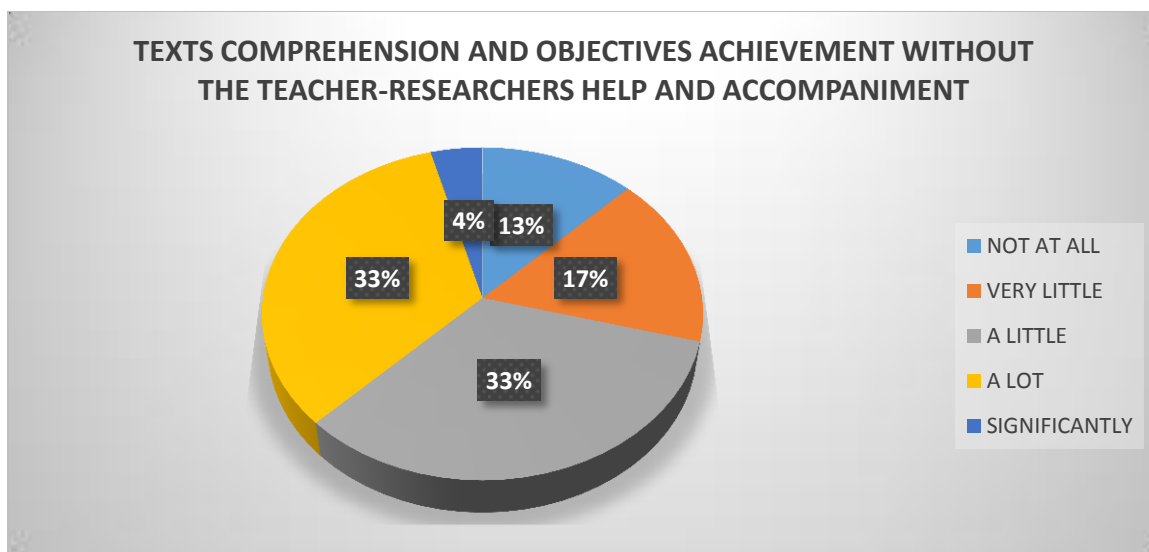
Graphic 12. Texts comprehension and objectives achievement without the teacher-researchers help and accompaniment.

33% of the participants could comprehend texts and achieved the objectives a little because they improved the ability to understand and develop the activities with the teacher-researchers help, and at the same time, other 33% of the students thought they achieved the goals and fulfilled the activities a lot because they could write, search for information and pronounce without any help.

Besides, 17% of the students could comprehend texts and achieve the objectives a little because they asked for the teacher-researchers help, had difficulties in writing, reading and pronunciation; 13% of the undergraduates could not at all because they did not understand, continued with the doubts and gaps or used the translator; and only 4% of the students could comprehend texts and achieve the objectives without the teacher-researchers help and accompaniment significantly because they felt improvement in doing the activities without any help.

7. *Did you have difficulties in doing the activities?*

DIFFICULTY IN ACTIVITIES

- NOT AT ALL
- VERY LITTLE
- A LITTLE
- A LOT
- SIGNIFICANTLY

9%
17%
13%
61%
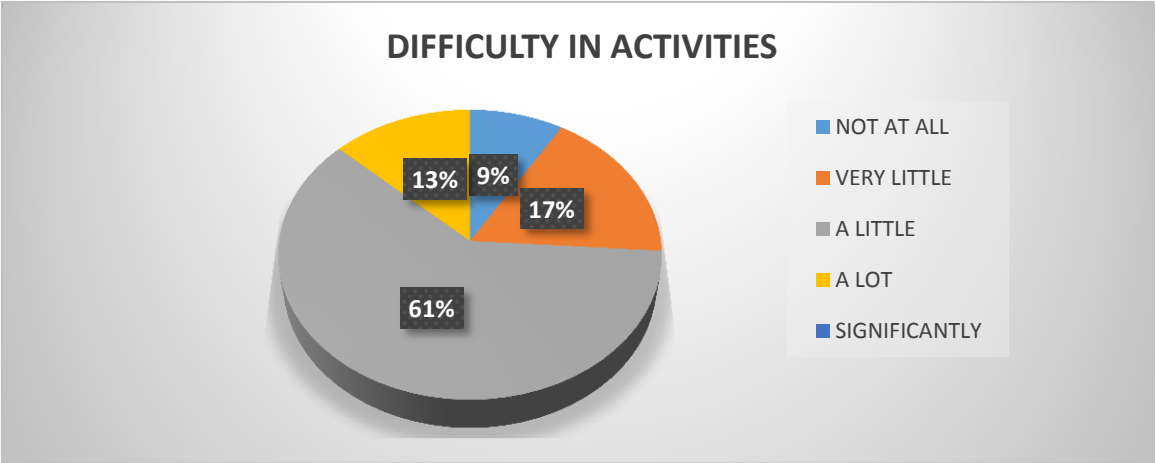
Graphic 13. Activities difficulties.

61% of the students had a little of difficulties in doing the activities because sometimes they did not understand them but with internet and the teacher-researchers help, they could fulfill the tasks and assignments. 17% of the stud participants had very little difficulties because they achieved the goals with the teacher-researchers help and their interest.

On the other hand, 13% of the students had a lot of difficulties because they did not understand the activities, did not know how to pronounce the words or felt that had a low English level; and 4% of the participants did not do at all had difficulties in doing the activities because they felt it was due to their lack of commitment and interest.

Assessment of speaking and interaction.

    1.   *Do you think the study interventions favored the English speaking interaction?*
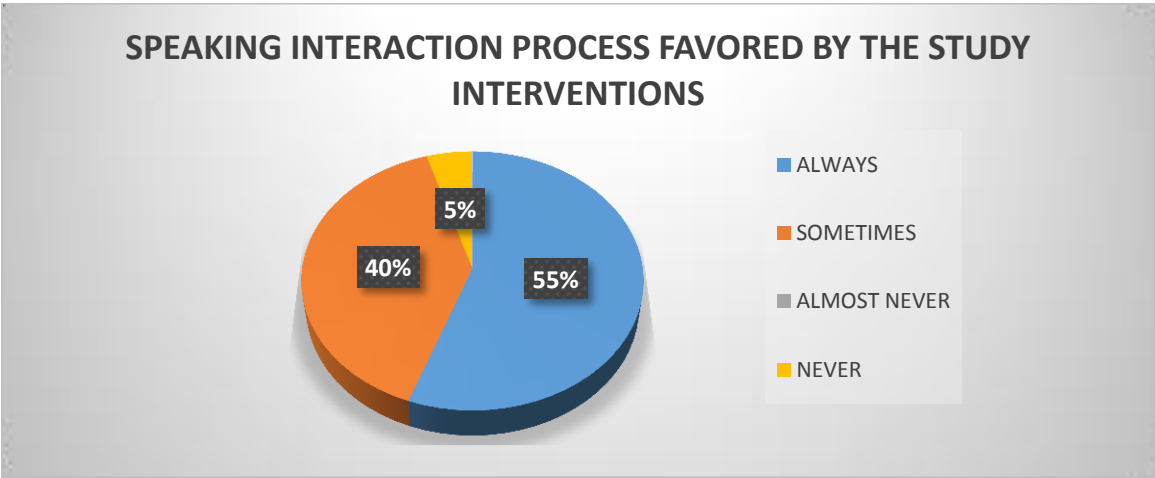

SPEAKING INTERACTION PROCESS FAVORED BY THE STUDY INTERVENTIONS

- ALWAYS
- SOMETIMES
- ALMOST NEVER
- NEVER

5%
40%
55%

55% of the students affirmed the speaking interaction was always favored by the study interventions because they could interact with their peers, observed interaction between them or improve their reading and speaking abilities, besides they felt these different and ludic activities could be useful for their lives and future.

Also, 40% of the participants declared that sometimes the speaking interaction was favored because sometimes they had difficulties in listening, understanding and pronunciation. On the other hand, 5% of the schoolchildren admitted they never saw speaking interaction due to the activities performed because they could not speak in English and not all of their classmates spoke.

2. *Could you interact with your classmates during the class interventions?*
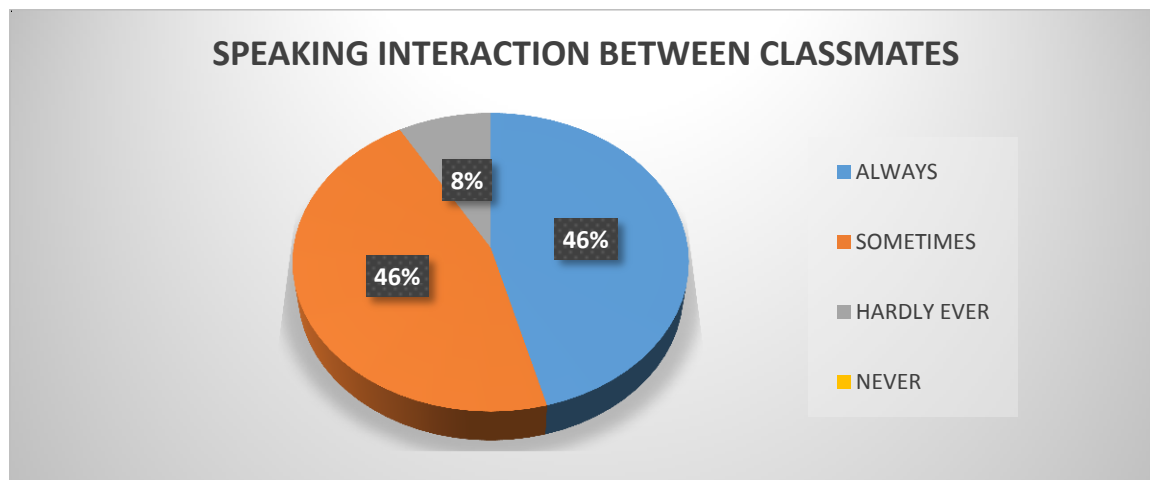
Graphic 15. *Speaking interaction between classmates.*

46% of the learners could interact with their classmates because they saw students interested and attentive in speaking without being ridiculed, the activities favored the interaction, it was an opportunity to speak about their lives and they forgot the fear and shame. And at the same time, another 46% of the learners sometimes could interact in English because they learned better and between pupils were an atmosphere of empathy, confidence and help that let them achieve the objective of the class. On the other hand, 8% of the students hardly ever interact in English because they spoke in Spanish, did not manage the vocabulary or did not like sharing or speaking in English.

3. *Could you communicate your ideas to the group of classmates?*

COMMUNICATING IDEAS TO THE GROUP OF CLASSMATES

- ALWAYS
- SOMETIMES
- HARDLY EVER
- NEVER
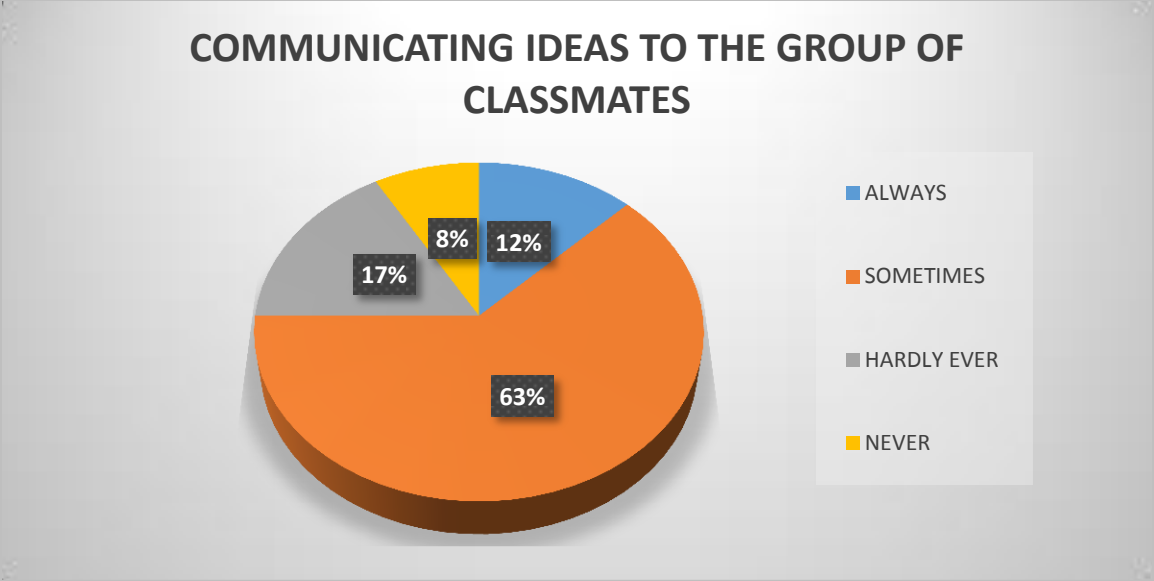
Graphic 16. Communicate ideas to the group of classmates.

63% of the undergraduates sometimes could communicate their ideas to the group of classmates because they sometimes had difficulties in expressing themselves maybe due to their lack of vocabulary or errors in pronunciation, also, they said their classmates did not understand them but they liked to communicate and share with their friends.

On the other hand, 17% of the apprentices hardly ever could communicate their ideas in English with their classmates because they did not express their ideas due to their fear of being ridiculed or because of lack of time to prepare the tasks; 12% of the undergraduates always could communicate their ideas because they considered it was an opportunity to express and give their opinions and they had the ability to communicate with people. Only 8% of the students could not communicate their ideas to their classmates in English because scholars did not pay attention or changing Spanish into English was difficult for them.
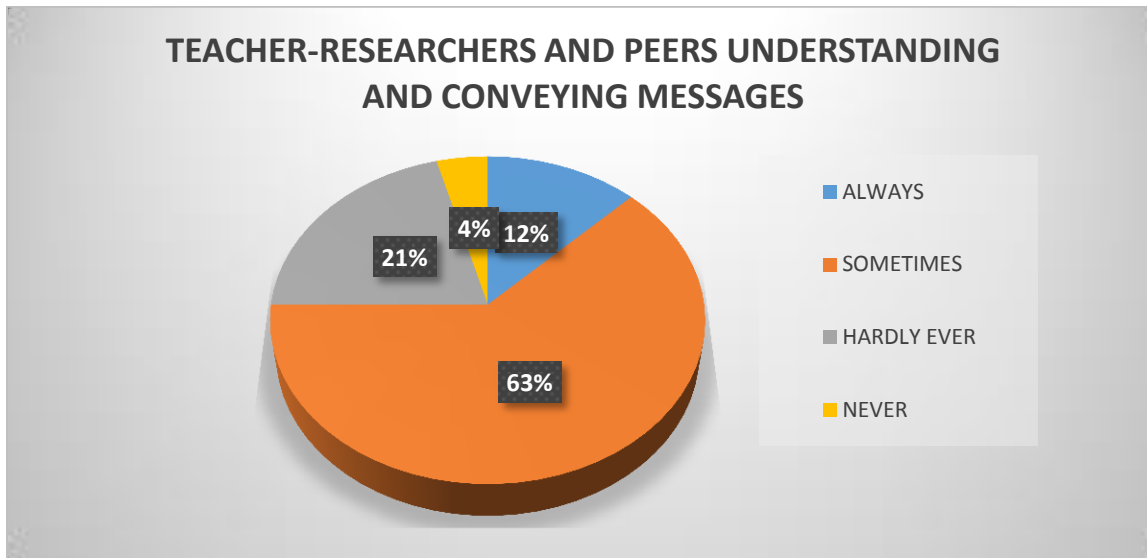
4. *Was it necessary to use Spanish or body language in order to clarify what you meant?*

SPANISH AND BODY LANGUAGE USED TO CLARIFY THE MESSAGE

- ALWAYS
- SOMETIMES
- HARDLY EVER
- NEVER

25%
75%
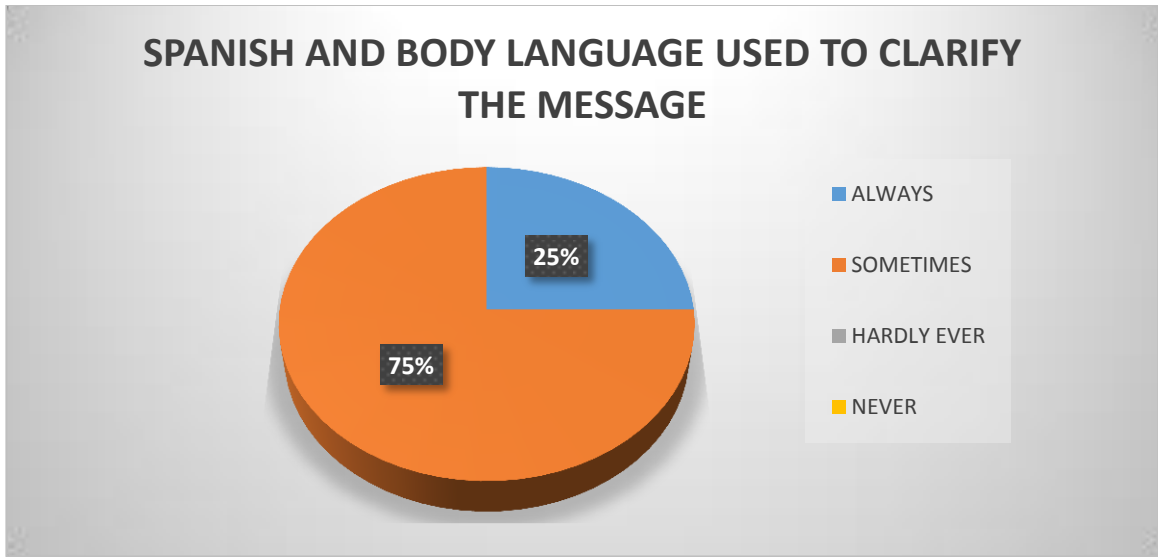
Graphic 17. *Spanish and body language use to clarify the message.*

75% of the students sometimes held it was necessary to use Spanish or body language to clarify what they wanted to mean because through them they were able to interact, understand words, clarify or translate what they said in English. And 25% of the students concluded it was always necessary because they did not find the exactly words, participants did not understand them or did not know the vocabulary and pronunciation to do it.

5. Did you notice your peers and teacher-researchers understood what you wanted to communicate?
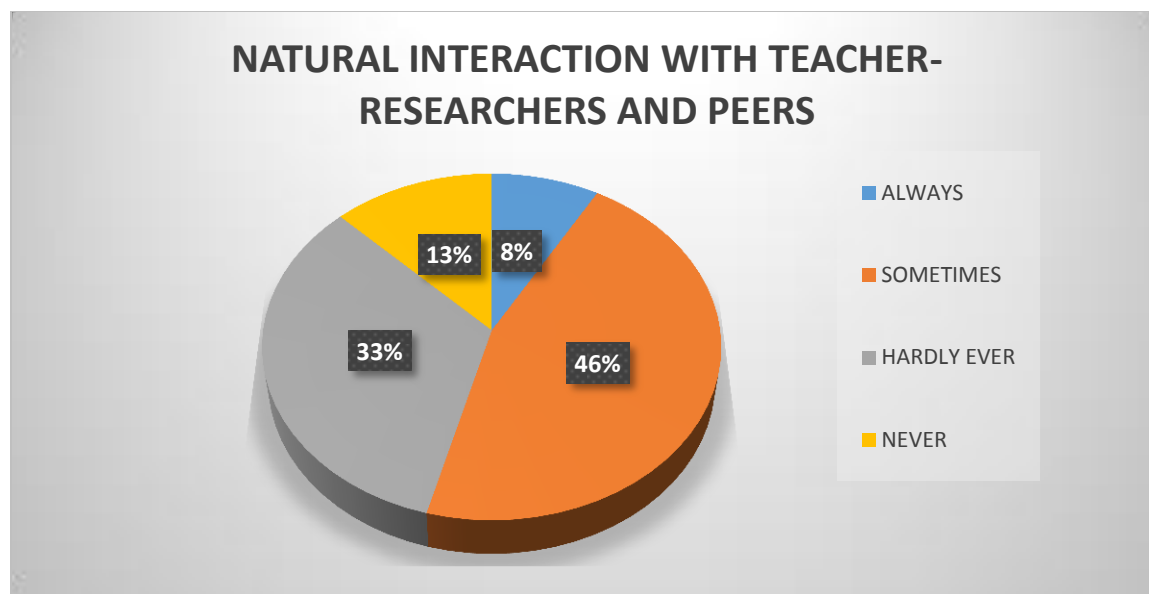

TEACHER-RESEARCHERS AND PEERS UNDERSTANDING AND CONVEYING MESSAGES

- ALWAYS
- SOMETIMES
- HARDLY EVER
- NEVER

4% 12%
21%
63%

Graphic 18. *Teacher-researchers and peers understanding and conveying of messages.*

63% of the students sometimes could notice their teacher-researchers and peers understanding of what they wanted to communicate or convey because they felt they made it although they had difficulties in pronunciation, public speeches and their

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ability to convey and communicate their messages. On the other hand, 21% of the pupils considered it was hardly ever possible because they did not know how to make them understand or did not understand their peers.

Moreover, 12% of the scholars always noticed it because they knew how to communicate and it was easy to give their opinions due to their good pronunciation. While 4% of the pupils did not understand the tasks and activities or the teacher-researchers and their peers did not understand them.

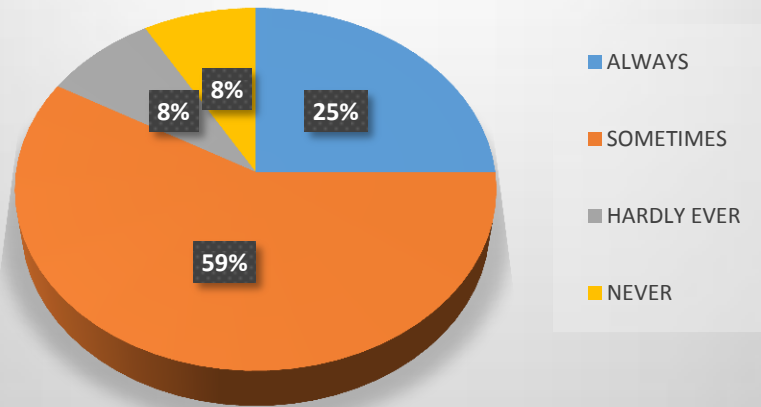6. *Did you interact in a natural way with your peers and teacher-researchers?*

Graphic 19. *Natural interaction with teacher-researchers and peers.*

46% of the students sometimes interacted with the teacher-researchers and their peers naturally because they lost their fear, embarrassment, insecurity and anxiety through the activities performed. 33% of the students accepted they hardly ever interacted because their lack of vocabulary and pronunciation, lack of communication with their classmates or their ideas were not clear.

On the other hand, 13% of the boys and girls assumed never interacted naturally in English with their teacher-researchers and peers because they did not understand the tasks and activities, could not make it, interacted more in Spanish or it was due to their lack of interest and commitment. And 8% of the learners always interacted naturally in English with their peers and teacher-researchers because they practiced before and found it easy to make it.

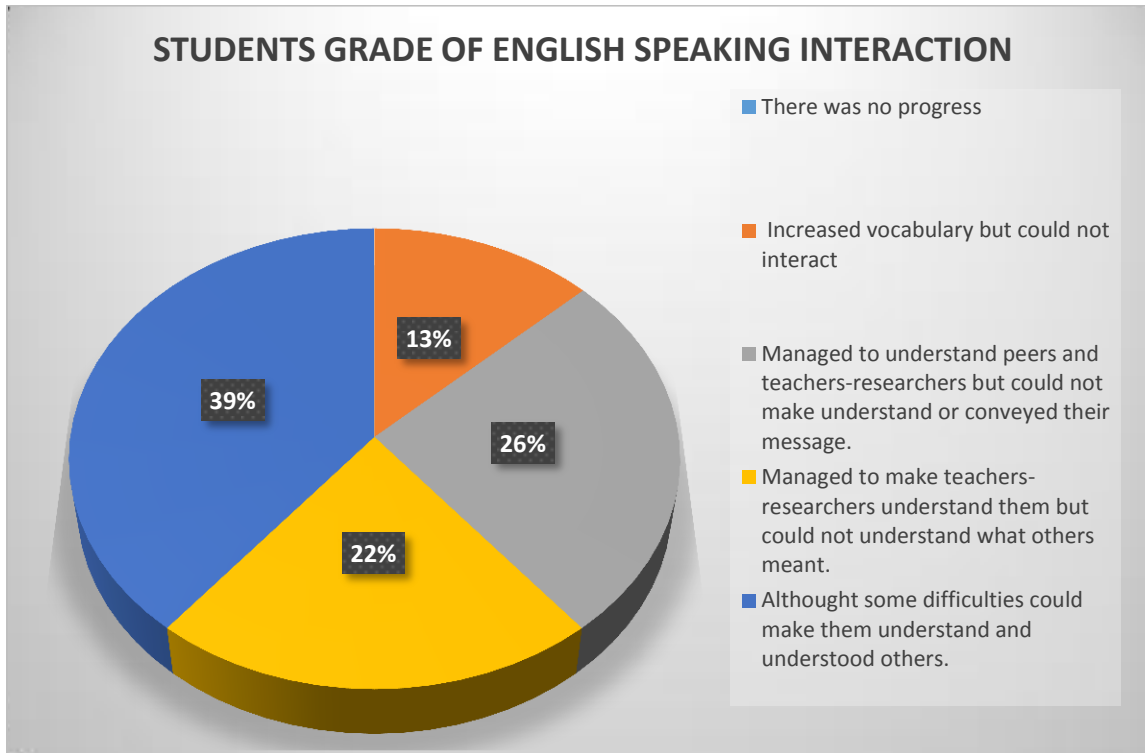7. *Did you prepare the activities logically, clearly and organized?*

Graphic 20. *Activities prepared logically, clearly and organized to achieve an effective interaction.*

59% of the students sometimes prepared the activities in a logical, clear and organized manner because they liked to be organized and the activities were interesting and let them understand, learn and give their opinions.

Besides, 25% of the participants always prepared the activities because they were punctual and organized. 8% of the pupils hardly ever prepared the activities logically, clearly and organized because the activities were difficult and other 8% of the students never prepared the activities because they were lazy, insecure, had very little vocabulary, had not clear ideas and did not understand.

If you could grade or score your English speaking interaction after the activities development, you could say:

STUDENTS GRADE OF ENGLISH SPEAKING INTERACTION

- There was no progress
- Increased vocabulary but could not interact
- Managed to understand peers and teachers-researchers but could not make understand or conveyed their message.
- Managed to make teachers-researchers understand them but could not understand what others meant.
- Although some difficulties could make them understand and understood others.

13%
39%
26%
22%

Graphic 21. *Participants grade of English speaking interaction.*

       39% of the scholars could understand and be understood by others although some difficulties. 26% of the students managed to understand peers and teacher-researchers but could not understand and conveyed their personal messages. 22% of the apprentices managed to make teacher-researchers understand them but could not understand what others mean and 13% of the students increased their vocabulary but could not interact in English.