

**Speaking activities and pedagogical strategies to promote oral participation  
among fifth grade introverted students.**

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En Lengua Inglesa.

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## Resumen

El siguiente proyecto llamado “actividades de habla y estrategias pedagógicas para promover participación oral entre estudiantes introvertidos de quinto grado” es un estudio descriptivo e interpretativo de caso que usa como métodos de investigación( diarios investigativos, observaciones y entrevistas) con el objetivo de diagnosticar e interpretar situaciones dentro del aula de clase en relación a estrategias y actividades orales implementadas por los investigadores para promover participación oral entre los participantes.

Este estudio se llevo a cabo en la ciudad de Pereira Colombia, cuyo enfoque educativo actual se relaciona con el desarrollo e implementación de un plan educativo de bilingüismo en instituciones educativas públicas. La escuela en la cual se desarrolló el estudio es una institución educativa pública llamada el “Pueblito” la cual tiene un acuerdo con la universidad de Pereira para que sus practicantes dicten clases de Inglés a los estudiantes y de esta manera generar un mayor nivel académico en esta área.

Para fundamentar las bases de esta investigación se tomaron en cuenta una serie de autores y teorías relacionadas con el rol de la personalidad en el desarrollo de participación oral, y tipos de actividades para promover participación en este campo y la relación de esta con los estudiantes introvertidos. Los resultados encontrados en este estudio están enfocados a dar respuestas a las siguientes preguntas de investigación: ¿Qué nos dicen las actividades de habla implementadas a estudiantes de quinto grado en un colegio público de Pereira acerca de la participación oral en Inglés de estudiantes introvertidos? de igual manera. ¿Qué estrategias pedagógicas pueden ser consideradas para diseñar e

implementar actividades orales que generen participación en inglés en un grupo de grado quinto en una escuela pública de Pereira que presenta estudiantes introvertidos? Los hallazgos encontrados en esta investigación están enfocados en lo siguiente: tipos de actividades usadas para promover participación oral entre estudiantes introvertidos, estrategias pedagógicas utilizadas para promover participación oral y sus respectivas sub-categorías.

### Abstract

This research study titled “speaking activities and pedagogical strategies to promote oral participation among 5<sup>th</sup> grade introverted students” is a descriptive and interpretative case study. To respond to the research questions three methods were used during the investigation. (Interview, observations and journals). The objective is to diagnose and analyze the current situation, implement speaking activities and strategies to generate oral participation among introverted students.

The current study took place in Pereira, Colombia where a plan of bilingualism is being carried out; therefore, there is a strong interest in the pedagogical processes, methods, and approaches in relation to foreign language teaching. The educational institution where this investigation took place goes by the name of “El pueblito”. This primary school has an agreement of bilingualism with the University of Pereira. In order to build the bases of this thesis project and analyze data, various points of view will be mentioned by related authors that are involved in the field of personality factors in learning, the role of speaking activities in EFL and the relationship it has with introverted language students. The results provided by the findings in this study are guided towards answering the following

research questions: what do speaking activities proposed for a 5<sup>th</sup> grade course from a public Pereira school tells us about introverted student's English oral participation? What pedagogical strategies should be considered when designing and implementing speaking activities for a 5<sup>th</sup> grade Pereira public school group with introverted students? The findings found in this project are the following *type of speaking activities used to promote oral participation, Pedagogical strategies fostered oral participation among introverted participants and it respected sub categories.*

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This study was carried out at the University Of Pereira (UP), which offers an English teaching program oriented towards the improvement of English teaching in Risaralda. For this reason, this language teacher training program plays a crucial role for the educative development of this region, keeping in mind that the government of Colombia is carrying out a process of bilingualism that applies to all the public schools in Pereira, it is relevant to follow the language teaching/learning development of the region through systematic research as presented here.

In the first section, the study shows that the reason of this investigation was to observe and describe the low levels of oral participation during speaking activities and its relation with introverted fifth graders at a public school of Pereira. This idea is based on some research questions that guided the objectives of the study; from then on, it was possible to diagnose the current situations, observe and implement pedagogical strategies and activities to draw some conclusion in regards to it.

2. In the second section various authors will be mentioned in relation to their relevance in the area of the role of personality in relation with speaking activities in EFL classroom. Based on some authors the statement of the problem suggests that there is a relevant problem for investigation, and further understanding about the implementation of speaking strategies and activities to promote oral participation among introverted students.

Furthermore, this qualitative study was focused on two introverted students and two extroverted students with the objective to observe and analyze the impact of different speaking activities and its relation to their personality. Whereas in the fourth section, it is evidenced a set of findings focused on the objective of responding the research questions with the aim of expanding the insights gained during the process of this study.

In the final section, some conclusions will determine the role of pedagogical strategies to promote oral participation and how introversion affects the students during speaking activities in the EFL classroom. The reader can also find a series

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of research and pedagogical implications that guides future studies in relation with this area.

### *Statement of the problem*

A common problem that affects students when learning English as a foreign language is the low level of speaking participation, this is mentioned by Brown (2004) in which he relates low level of oral performance with personality characteristics, such as introversion and extroversion. Thus, personality factors as mentioned before, often arises when students are exposed to speaking activities in the language classrooms, where participation is clearly a challenge for them, and blocks the students language performance and his/her language development. Similarly, Spada (2004) also argues that personality plays an important role when extroverted students are interacting in the EFL classroom. In this study, the researchers state that introversion is said to have a negative impact related with the development of communicative skills, such as speaking inside the language classroom. In addition, speaking activities have a central role in the EFL

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classroom, as mentioned by Cazden (1991), this has a strong relation with oral interaction inside a classroom that impacts the English oral performance of language students.

Lafont (2007) states that introverted students have a clear disadvantage when it comes to English oral interaction. Brown (2001) gives some evidence on introverted and extroverted personalities; Introversion is said to have a negative impact in the learning process of the students in contrast with extroverted students, who tend to ask more questions inside the classroom, and learn actively by participating during the speaking activities. Meanwhile, introverted students do not participate as much; therefore, they have less opportunities of practicing the target language. If we talk about teaching English, it is essential to take into account the communicative experiences of the students, and whenever speaking participation is mentioned in any given context, it is most important for this study to describe and take a closer glimpse at this problem.

According to the results provided by the UNESCO (United Nations Educational, Scientific, and Cultural Organization) (2009) in a comparative study

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dealing with English proficiency in Latin American public schools, Colombian students have a level of 8.5% in contrast with 17.8%, being the score of Chilean students in a test of English communicative skills. In another study conducted by (EF EPI: “English Proficiency Index” 2010) the low levels of English proficiency among public school students in Colombia in comparison with other Latin-American countries, is clearly shown:

<b>Classification</b>	<b>Country</b>	<b>Results of EF EPI</b>	<b>Level</b>
<b>16</b>	Argentina	53.49	Midle level
<b>18</b>	México	51.48	Midle level
<b>22</b>	Costa Rica	49.15	Low level
<b>27</b>	Guatemala	47.80	Low level
<b>28</b>	El Salvador	47.65	Low level
<b>31</b>	Brasil	47.27	Low level
<b>33</b>	Dominican republic.	44.91	Lower level
<b>35</b>	Perú	44.71	Lower level
<b>36</b>	Chile	44.63	Lower level

<b>37</b>	Ecuador	44.54	Lower level
<b>38</b>	Venezuela	44.43	Lower level
<b>40</b>	Panamá	43.62	Lower level
<b>41</b>	Colombia	42.77	Lower level

[www.ef.com.es/epi/](http://www.ef.com.es/epi/)

The results shown in this study provide sufficient evidence concerning the low level of English performance among the Colombian students, and this brings the necessity to carry out investigations in the field of speaking in order to establish a relation between personality and low levels of speaking participation. According to international academy of education (2004) the youth among Latin-American students tend to show fear and anxiety when participating orally within large groups.

In relation to the Colombian context, the Plan Nacional de Bilingüismo (PNB) (2006) states that the English oral communicative proficiency in the Colombian population benefits the country in terms of globalization and expansion of the nations. The instructional design of this study is based in the national ministry of education booklet EL RETO (2006) (a booklet containing a set of

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standards and the objectives of the Colombian bilingualism program for primary and high school in Colombia) as it served as a reference point to carry out this research project. This booklet provides the basis to guide the objectives of this study, and the standards of the given context to investigate the role of the activities. "El reto" was used as a reference point for the designing of the classes that took place through out this investigation.

Our intention with this study, is focused on establishing what kind of speaking activities and pedagogical strategies generate more speaking participation among English language students, and what strategies can be implemented to make the introverted students participate as actively as the rest of the class. Based on this research idea, the objective is to take a look at the relationship between speaking (specifically oral participation in the English class) and English language introverted students. Furthermore, this research project aims to give some pedagogical concepts about this phenomenon in terms of the kind of speaking activities and pedagogical strategies which can help promote speaking participation in an English class, taking under consideration the role of the student's personality. The idea is to provide evidence, results and a framework of

insights which facilitates the implementation of strategies and activities that can generate more speaking participation in the EFL classroom.

The main impact of this study will be to focus on providing the learning community with supportive results about the efficiency of some pedagogical strategies and activities that can be applied to promote participation among 5<sup>th</sup> grade introverted participants. One of the ways to guide this is by following the conceptions of Richards (1990), in which he states that by means of team work and interactive activities, speaking can be promoted among learners, which contributes to a positive impact on introverted students.

To summarize, this study has a strong relation with the development of speaking participation and communicative skills in a foreign language curriculum that can be applied in an English classroom. Fernandez (2004) states that there are few studies in Pereira, Risaralda that deal with this issue, and it would be interesting to provide some evidence that can help contribute to the English language teaching in Pereira, and the relation it has with the development of speaking in a EFL class.

Finally, the people who will benefit from this study will be the English teacher staff, students and future investigations dealing with this field. According to Brown (1994) oral skills are an important research field not only in English, but in other academic areas as well. This is an important field of investigation, due to the strong relationship it has with the educational process, and the intrapersonal development among students. This study will also contribute to future generations of English teachers and learners, as it will provide some relevant strategies of the learning and teaching to introverted students who are in the process of learning English as a foreign language.

#### Research questions

In order to reach the purpose and objectives of this study, these questions will guide this research project:

- What do speaking activities proposed for a 5<sup>th</sup> grade course from a public Pereira school tell us about introverted student's English oral participation?

- What pedagogical strategies should be considered when designing and implementing speaking activities for a 5<sup>th</sup> grade Pereira public school group with introverted students?

### *Main objective*

To describe and determine what kind of activities and pedagogical strategies are used to promote oral participation in introverted students inside a 5<sup>th</sup> grade English classroom of a Pereira public school.

### *Specific objectives*

- To diagnose the current situation of the oral participation of an EFL classroom in relation with the implementation of speaking activities and pedagogical strategies, as well as exploring students personalities (introversion and extroversion).

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-To analyze the efficiency /or non-efficiency of teachers speaking activities and pedagogical strategies related with introverted and extroverted students.

-To adapt a series of pedagogical strategies taking into account the role of introverted personalities in speaking environments inside an English classroom.

-To implement speaking activities that help promote speaking participation among students.

#### *Literature review.*

In this section, there are various citations of relevant authors related to the role of personality and speaking tasks in the EFL classroom, and how this affects student's oral participation in the process of learning English as a foreign language.

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The following studies will shed light on what has been found in the area so as to provide a theoretical reference to the main constructs of the present study.

Based on a study of Protheroe (2004) related to speaking tasks and students personality, it can be deduced that there is an importance to implement the use of contextualized material as strategy to apply during the implementation of speaking activities, using contextualized materials promote oral participation among introverted students. Additionally, Protheroe (2004) states that the variation of material, as well as the usage of contextualized topics, makes the students feel confident and motivated, and they start to get involved in the activities proposed by the teacher; consequently, it is evident the need to describe what kind of tasks and tools can be used in the language class for this student involvement to happen.

In order to encompass pertinent principles; first, the role of personality will be mentioned, and the effect it has among students during the speaking activities done in an EFL classroom. Then, the study will move on and mention the role of speaking and its functionality, and why this skill is so important and relevant to this research project. Then we will talk about speaking activities proposed in the

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classroom, and the importance of strengthening speaking by means of dynamic and interactive activities. After this, we will mention some authors that state their points of view regarding motivation, and the role that speaking participation plays related with participation in the language classroom. Finally, we will mention

contextualized material and cooperative learning, and how these can be a tool for promoting speaking participation in the classroom.

*Personality related with speaking in an EFL classroom.*

An important objective in this research study is to observe and analyze the role of personality, specifically dealing with introversion and extroversion, in relation to speaking participation. Frans (2010) argues that in all classrooms there are two groups of students: introverted and extroverted. Both are very distinctive and easy to differentiate between one another. There are two types of learners

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present in the classroom that can be clearly distinguished among one another, these present different levels of interaction and participation which is one key aspect to determine their personality differences. In a study of Lafont (2007) about speaking participation, he states that extroverted students tend to be more participative than introverted making them better learners meanwhile introverted personalities do not participate as much, but an inner strength.

Brown (2000) states that extroverted students tend to participate actively in group activities and class discussions, when the topic appears to be relatively significant to them. Whereas the introverted personalities tend to be passive participants, who rarely take part in discussions, and prefer working independently. Considering these two great differences, this study finds the importance to implement activities and strategies that promote participation and increase motivation among introverted students, as well as giving importance to the speaking abilities such as pronunciation and fluency that these learners might have.



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Spada (2004) states that introverted and extroverted personalities play an important role when students are participating orally inside the English classroom, this concept aligns with Brown's (2001) and Shekham's (1989) claims that personality plays a fundamental role in relation to the learning of the target language. The researchers have identified that students who tend to be very talkative, are open to commit mistakes, which provides learners with contextualized experiences to develop better language competences.

*The role of speaking in an EFL classroom.*

Based on Chastain (1998) speaking is a fruitful constructive dynamic activity which involves the interaction with real life concepts. Speaking is a fundamental skill for an individual to be part and interact inside a community. According to McDonough & Shaw (1993) speaking reflects the linguistic knowledge of a learner and it has as an objective to create an oral message for communication and self-expression. Therefore, speaking is strongly linked with the communicative skills of an individual, as it provides ideal tools to interact and exchange in a variety of contexts where the language serves as a medium to express an intended

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message. Kayi (2009) states that when an individual is learning a foreign language, the speaking skill becomes essential for the achievement and development of the tasks that are set in the target language. For this reason, speaking is such an important field of investigation, considering the role that this skill has regarding future academic development of language students and providing principles for language teachers. Harmer (2001) argued that it is essential for teachers to develop speaking by means of interesting and relevant activities, in a contextualized manner, and related with the communicative necessities of the given population. This way, it is assured that communication will take place in the language classroom and students will have the opportunity to use the target language in real life scenarios.

In addition, White (2004) argues that speaking in a foreign language can help introverted students improve their communication and academic processes, as speaking in a foreign language contributes greatly for the development of interactive and participative processes in a person's life. Thus, oral language forms an important component of any educational process, and stimulates student's creativity, imagination, critical thinking and understanding, these benefits learners who struggle in their educative process because of their personality.

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*The role of speaking activities in EFL.*

Cotter (2007) suggests that teachers have to take into account the students perspectives and feelings towards the class. Using this as a parameter, teachers could design tasks that enhance motivation in learners and provide confidence to perform in speaking tasks. The researcher also suggests that in relation to oral interaction and participation and its effectiveness in class, the students should be oriented towards working greater communicative abilities, giving them the opportunity to use real language in a scenario where the teacher can control and provide feedback to language items like accuracy and fluency.

Introverted and extroverted personalities present different learning characteristics, such as confidence and motivation; for this reason, Nunan (2003) states that when planning a lesson, it is essential for teachers to keep in mind the affectivity of the natural use of the language, and involve the learners with this communicative focus to generate confidence. An activity that has good results in

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this area of investigation is “Role plays and simulations” Nunan (2003) states that role plays have many advantages; one of these is the entertaining activities which motivate the students while using the language. Also, Harmer (1984) suggests that role playing increases self-confidence of hesitant students due to the fact that in role plays and simulation activities, students will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility every single time.

Moreover, Cazden (1991) argues that speaking activities have a central role in oral participation inside a classroom, these strongly impacts positively the English oral performance of students. However, it is essential for teachers to conceive the importance of preparation of speaking tasks and the preparation of students for speaking tasks. Richards (1990) States that before planning speaking activities, teachers must consider two types of speaking functions:

- Talk as interaction, referring to the speaking done in social contexts (chit-chat, small talk conversations).

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- Transaction, where someone stimulates another to speak in the classroom context.

Following these principles, language teachers will identify essential functions that students must internalize once introduced to the tasks.

*Group work and cooperative language learning to promote speaking participation.*

Richards (2002) states that using activities such as vocabulary contests and collaborative tasks can increase participation among students that normally do not tend to participate orally in the EFL classroom. Kayi (2006) highlights determining maxims in relation to speaking activities and group work in the classroom:

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- *Group work activities can provide opportunities as well as time and practice among the students, during the speaking activities taking place in the EFL classroom.*
- *In terms of motivation, these types of activities are very beneficent for the students, because it decreases the affective filter allowing them to battle their individual fears.*
- *Learners may find more easily and convenient to participate in small groups rather than in the entire classroom. When students find themselves surrounded in small groups where various levels are present, they feel more “on track” with the activity.*
- *More cooperation. Small group activities aid the students to learn how to work cooperatively and develop interpersonal skills, such as respect and harmony towards one another.*

*(Kayi, 2006:53)*

In relation with various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary

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for life. These activities make students more active in their learning process and at the same time, make their learning more meaningful and fun for them. However, there are contrary arguments in which Garcia (2009) refutes group work as she states that it generates that some students may be excluded from the task, making only some students participate in the activity. This has to be considered in the

teaching action because it is evident that such benefiting process can turn to a negative aspect in speaking procedures when the teacher does not consider all its effects in the language lesson.

In relation to communicative language learning, Flanigan (2010) states that cooperative learning activities have a positive effect for developing language skills among students. Because it offers possibilities for interaction and development of social skills among students. According to Schultz (2011) the use of cooperative language involves the students directly in the task by means of interaction, creativity and group work to improve communicative skills of the students. The concept of cooperative learning was to our benefit in this study now that it help us

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as investigators to carry out the implementation of speaking activities in the EFL that promote oral participation among introverted students.

*Motivation and speaking participation.*

Inside a language classroom, and when presenting activities involved with speaking or with any given skill, motivation is the force that stimulates the students to interact and participate during the speaking activities. For instance, Richards &

Schmidt (2002) highlight the importance of motivation in teaching a foreign language, where teachers must recognize the activities and strategies that promote this socio affective factor, so as to apply in the classroom through tasks that stimulate the motivation of language students and increase participation among introverted students.

Gardner (2006) argues that there are two important factors affecting speaking participation, these are the lack of motivation among the students, and the student's limited vocabulary. Little (2001) reinforces this idea as well, by stating that "low ability leads to low motivation which also leads to low effort and low achievement".(p.73) In order to counter attack such problem, the researcher



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suggests various strategies for teachers to maintain motivation awake inside their classroom. Firstly, teachers should use different classroom activities to see which activities individuals do best, and in which ones they show more participation. Second, they should also choose tasks that give learners the chance to make decisions about what to do. Furthermore, Little (2001) suggests choosing open-ended tasks with a range of possible responses. These can have a positive effect, and provide choice for learners to decide what to choose regarding classroom tasks, a concept that follows the parameters of autonomy. Dörnyei & John (2001) suggest the value of developing learner autonomy, which is achieved by involving learners in the classroom, fostering decision-making, and finding out what learners think about the lessons implemented by the teacher, this way motivation can also raise as students will be guiding their own process.

Karahan (2007) highlights the following three components that clearly describe motivation in regards to the attitude of the language students these are:

- *Cognitive components and the attitudes of learners: This component has a strong relation with the internal motivation of students, helping them to incorporate ideas or insights in terms of social or academic situations.*

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- *The evaluative component agreements with the attitudes of the students. The author also establishes a relationship between “likes and dislikes” of the students, to motivate them and promote participation during the speaking activities.*
- *The behavioral component of attitude. In this case, attitude permits that the students adapt their personal profiles in activities in the classroom.*

Concludingly, Blair (1993) points out the importance for the teacher to have a clear idea of the “real use of English” to teach in an efficient way, and promote the intrinsic motivation of students, by means of group activities, contextualized material and dialogues, which include common expressions and real situations.

*Materials and clear instructions as pedagogical strategies for promoting oral participation in an EFL classroom.*

Wang (1996) establishes the importance of planning speaking activities that promote the learning of new vocabulary, as well as increasing confidence among

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the students. The author also states that the adequate use of the material by the teacher generates interest and motivation among the introverted students.

Shepherd (2004) states that when planning activities oriented towards second language learning, it is important for teachers to consider the use of contextualized material; to increase participation from the students as well as avoiding fears and panic when carrying out the activity. For EFL teachers, it is also necessary to consider the use of contextualized materials to promote speaking participation. Halliwell (1998) states that it is also ideal for teachers to promote the real use of language by means of interactive activities such as dialogues, role plays, and questionnaires. These, focused on everyday situations that allow introverted students to feel comfortable in the language classroom and therefore participate and get involved in the activity. The author considers that because these activities are contextualized to the students' realities, they can create interest and motivate students towards the topic and to use the target language as a resource of interaction.

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Gardel (1994) argues that it is convenient for teachers to consider a number of factors when planning a lesson, such as material implemented, as well as the instruction from the teacher's part to help motivate the students and involve them in participation. This is crucial when designing speaking activities, especially because students of a foreign language can be many times reluctant to participate as they have insecurity in the language they are learning. Accordingly, Cook (2001) emphasizes on the instructions, and gives major importance to the instructions given by teachers in the process of language teaching. The researcher believes that the way that the instructions are given, if they are clear and simple, facilitates the understanding of the students. Cook (2001) also argues that the use of code

switching can be used to make lesson plans more efficient in terms of time and learning. Namely, because learners will receive input in their L1 that supports and compensates gaps and ambiguity left by an interaction with the teacher in the target language.

The above mentioned authors provided approaches, maxims, techniques and strategies which focused on the importance of integrating efficient lesson plans

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and contextualized material to help promote oral participation among EFL students. It is also essential for teachers to consider their audience when planning speaking activities, and that the personality of students plays an important role during the dynamics of a speaking activity. Extroverted and introverted personalities present clear characteristics that differentiate them from one another, and teachers need to be conscious of these differences so as to design and carry out activities in the classroom that turn most benefiting for the English language students.

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### *Methodology*

This research study has been conducted by adapting a series of common speaking activities with the objective of determining which ones show more results to impact positively the English language learning/teaching process. Moreover, it was essential to identify how these tasks affected introverted and extroverted English language students. The data of this process was collected through observations, interviews, and journals gathered in teaching sessions. A total of 4 participants were chosen; two of them showing high frequency of participation, and two showing low frequency of participation during the English classes. The process of this study was oriented towards a model of case study, as it dealt with a small portion of the entire group that was investigated. This study is qualitative, exploring certain personal and behavioral characteristics of the English language students (introversion and extroversion).

29.

Type of study

*Qualitative*

This research project is a qualitative, descriptive and interpretive case study. Selinger and Shohamy (2003) define descriptive and qualitative as studies that are focused on the interpretation of natural phenomena without intervention of the investigators. In this case, the observations were made to a given population, a concept that also aligns with the definition of qualitative study given by Merriam (1998), in which researchers observe the characteristics and describe in a detailed manner what is being observed; this was a description and interpretation focusing on certain behavioral characteristics and learning processes that the students presented when speaking activities were being carried out in the EFL classroom.

### *Case study*

According to Brown (2002) in language education, case studies have to do with the investigation of communicative skills through the selection of individual or small group cases inside a specific learning context. According to Brown, (2002) case studies provide a systematic way of looking at a number of events, by means of collecting data, analyzing information, and reporting the results in specific subjects of a given context.

Since this is a case study, it provides the research project the opportunity to construct and analyze the relationship between a number of events related to speaking activities, and with the oral participation of a particular part of a group of students. The specific cases selected were students which presented introverted personality in relation with speaking participation. These students belonged to a 5<sup>th</sup> grade EFL classroom of a Pereira public school. Based on the definitions of a case



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study provided by Merriam (1998) we identified introverted personalities which became the specific cases to observe, this way, the present study focused on these particular students as the main resource to collect relevant data.

### *Context*

This project has been conducted in a public state school in the urban zone of Pereira, which is a city located in the coffee region of Colombia. This is a multicultural city, with many people coming from different parts of the country; currently there is a population of 457.103 inhabitants DANE (2010) nowadays, Pereira follows the application of the first stage about the implementation of the PNB. (Plan Nacional de Bilinguismo.) in relation with English learning,

### *Setting*

The setting of this study was located in a public school in a low to middle class neighborhood of Pereira (Colombia) called el “Pueblito”. Which has a number of 250 students in grades 1 to 5 including kindergarten and 12 in-service teachers, also presenting limited economic resources that is strongly reflected on the material that is provided in each class.

In relation to facilities inside the school , this institution was counting with ten classrooms, an auditorium, a library ,a computer lab, a cafeteria, a sport court, a teacher’s lounche , and principal’s office .

Generally, Pereira’s schools present approximately a number of 40 students per group, this is due to the coverage of the politics of the Colombian Government, but in this study there were only 18 students in the classroom. This number obviously facilitated the teaching process and the observations made by the investigators conducting the study.

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This public school does not include an official English instructor in the teacher staff; therefore English classes are taught once a week for two hours by EFL pre-service teachers who are conducting the teaching practicum subject in the University of Pereira.

### *Participants*

This research was conducted with 4 students which presented low and high frequency of English oral participation in A1 basic level according to the common European framework in a 5th grade of a Pereira state school, called “El pueblito” that has approximately 250 students. Two of the students presented behavioral characteristics that are strongly related with introversion, and the other two presented characteristics related with extroversion. The investigators established this by doing a pre-observation that took place two weeks before the implementation of the research methods of data collection (journals, observations and Interviews). The extroverted students were selected by using the Self-Determination Theory in Participant Selection Creswell & Plano Clark (2011) “This method provides a mechanism for participant selection in a narrative inquiry, when a small

34.

heterogeneous sample of the population is desired” (p.127). The objective of the selection of this group of students was to make a comparative analysis between the introverted personalities and the extroverted personalities, the reaction and participation of each personality manifested a relation with the speaking activities that were conducted. The students had an A1 proficiency level according to the common European framework; they received two hours of English a week, and have an age range of 9 to 11 years old.

*Profile of the participants*

<b><i>Introverts</i></b>	<b><i>Extroverts</i></b>
Student A: Is a girl with an age range of 9-10 years old who presented introverted personality, she wrote a lot during the activities straight of interacting and participated orally in the class with the rest of the group. Manifested a great interest of showing the teacher her notebook. Even though her oral participation was minimal.	Student B: is a boy with an age range of 9 -10 boy who presented extroverted personality with a high English level in contrast with the rest of the group. Student B showed some disciplinary issues like standing up and chatting with other classmates during the activity. This student had to be occupied the entire time with the activity, to prevent him from getting out of control.
Student C: IS a boy with an age range of 9 -10 years old who presented introversive personality with a very low English level in contrast with the	Student D: is a boy who presented extroverted personality in contrast with the other extroverted students. This student never presented any

<p>rest of the group. This was reflected on his low participation during the activities.</p> <p>Showed little interest towards the task proposed by the teacher.</p> <p>Apparently seemed to be very distracted, but not necessary disobedient or showed lack of discipline.</p>	<p>disciplinary issues and was very much involved with the speaking activities of the class.</p>
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*Researchers' role.*

During the process of the data collection, we have taken the position of participant observers as defined by Agar (1996). Since we interacted directly with the students by functioning as the teacher of the English class. While the participant observer #1 taught the class the other two researchers had the role of complete observer's ,only being focused on observing the students in their natural environment but not interacting directly with the teaching procedure.

36.

The role that we assumed during this investigation helped us with the collection and analysis of data for reaching our investigative objectives.

## Research methods

### *Pre-observation*

Before the investigation took place, we carried out a process of pre-observation by means of observing the setting where the study was going to be conducted, this helped us to identify and select the introverted and extroverted personalities inside the classroom. The purpose of this pre-testing in relation to Seldin (2007). Was to have some further knowledge about personal characteristics that differentiate each student in relation with achievement and participation in speaking activities. This process was carried out two weeks before the observation took place, when speaking activities were carried out during the English language sessions of the practicum pre-service teaching.

37.

### *Observations*

Five observation sessions were carried out in this research project. A deep description and diagnosis was done in relation to the role of speaking activities that take place in the EFL classroom, dealing with introverted and extroverted personalities among 5th grade students of a Pereira state school called “El pueblito”. According to Gold (1958) an observation is focused on exploring the student’s natural-educational environment, interaction, situations and the relation with speaking participation. The observation was used as a research method to describe and have a better understanding about the oral participation of the introverted personalities during the speaking activities carried out in the English class.

38.

### Journals and field notes.

According to Brock, Yu and Wong, (1992) journals “provide on-going records of classroom events and the teachers and learners reflections” According to Schatzman and Strauss (1973) journals are used for the organization, collection and analysis of data. This study used journals to record data related with the procedure implemented by the teacher, in terms planning, materials and strategies of the activities and the participation of introverted and extroverted students in the lesson .(see appendix 3).

Emerson (1995) states that Field notes are used by the researchers to make a memory bank of the events taking place in a specific context related with a social phenomenon. This type of notes are used in this investigation to remember the situations that took place during the EFL lesson with the objective of making an analysis about the efficiency of the strategies and activities provided by the teacher to promote oral participation among introverted students.



39.

### *Interviews.*

The use of the interview in this research project was to determine the efficiency of the implementation of speaking activities related with oral participation of introverted and extroverted personalities, among 5th graders in an EFL classroom of a public school. According to Olabuenaga (1999) Interviews are particularly useful for getting the story behind a participant's experience, and how he may feel facing a certain situation. Students tend to write down their feelings, using interviews, and sometimes do not reveal all the details when asked directly. Researchers have interviewed participants based on their participation during the speaking activities. Considering the arguments given by selltiz (1971) the aim here is to analyze and have a better idea about the real opinions and feelings the students had during the speaking activities done in the class period. Equally, the goal is to draw a relationship between the activities and the speaking participation among introverted personalities when the speaking activities are developed in class.

Merriam (1998) States that the use of semi-structured interviews are guided by a set of questions or issues that are to be explored. Questions allow participants to give flexible responses in relation to the topic selected .This type of study (semi-

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structured interviews) was used due to the population it was focused on; students presenting limited vocabulary in their native language. This statement has a strong relation with this study because the population selected presents beginner English level (A1).

Ander-Egg (1995) argues that the interview question has been formulated in the L1, to offer the students a natural and comfortable context. We are interested in looking at the real situations that occur during the speaking activities, as well as behavioral characteristics and English level of 5<sup>th</sup> graders of a Pereira public school.

### Instructional design

As claimed by Reiser and Dempsey (2007) the instructional design provides the teacher-researcher with clear and effective instructions based on the students' needs. During the development of this investigation, the implementation of speaking activities and the use of relevant material had a strong relation with the

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design of the lesson plans; this project was developed with the objective of observing how introverted students react and participate in speaking EFL tasks.

The instructional design of this investigation was divided in 5 activities: Some examples of the lesson plans are in the appendix 4 of this research project. Activity #1 was an interaction between the teacher and the students by means of some personal questions using a previous topic about personal information. To engage participants the teacher showed them some pictures with samples of dialogues. In this section, the teacher was using a format which included some questions such as: What is your name? What do you do on your free time? What is your favorite movie? What is your favorite song? The students had to write the answers to be able to socialize orally with the rest of the group. There was a sitting arrangement in a semi-circle inside the classroom to facilitate the interaction between students. The objective of this activity was to promote oral participation with the usage of familiar topics; this activity lasted 20 minutes.

Activity #2 was a picture description exercise about the rooms of the house. The teacher showed some animated flash cards downloaded from: [www.Google.com/](http://www.Google.com/)

images. About each room of the house, downloaded from the internet, and then the students had to say the name of the room in the picture in relation to the elements inside the house. The objective of this activity was to promote oral participation by implementing some visual material, with the objective of increasing speaking among introverted students. The time that was set for this activity was 30 minutes.

In activity #3, the objective was to promote speaking participation using contextualized material. In this activity the teacher pasted a poster on the white board which included each room of the house. Then, the teacher moved from room to room of the house with a cartoon character (Pikachu) this character was selected taking under consideration this animated figure is representative in the student population of Pereira and has grown popularity among children within an age range of 9 to 11. The participants were asked: "where is Pikachu?" The time that was set for this activity was of 30 minutes. This activity had a strong connection with activity#2, which served as a preamble or the introduction for this activity.

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In activity #4, the objective was to generate oral participation among introverted students by means of group work. During this activity the teacher formed two groups in the classroom, taking under consideration the genre of students: girls and boys, and called them (group A and group B). This was designed keeping in mind that generally the girls in this particular research setting presented less oral participation than the boys; giving the students alternative possibilities to participate during the class. The topic about professions was explained previously using some flash cards and descriptions of each profession. In this activity, the teacher showed a piece of paper to each group with the name of some professions, the students had to make mimics according to the characteristics of the profession assigned to the group, while the other group had to guess the career. This activity lasted 45 minutes.

In activity #5 the objective was to motivate the introverted students to participate actively during a role-play by the use of hands-on tasks. During the first part of the activity, the teacher gave a list to the students to choose the profession they wanted to represent during the role-play. Then, the students were given 30 minutes and some materials (paper, scissors, glue, and crayons) to create and look like their character. The purpose of this task was to make the students feel

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motivated. During the next 30 minutes, the teacher divided the group in couples, giving each a model writing the question and answers of the activity in the white board, next the teacher read the dialogue using various tones of voice to guide the role-play activity, the following is a model of the dialogue:

Hello my name is \_\_\_\_\_

1-I am a \_\_\_\_\_

1-I work at \_\_\_\_\_, and you?

2- My name is \_\_\_\_\_

2-I am a \_\_\_\_\_

2-I work at the \_\_\_\_\_

### Data analysis

The objective of this section is to show the process of data analysis that this research study used in order to answer the research questions and identify

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relevant patterns from the data collected. The researchers used five interviews for each participant, five observations to the setting, and five journal logs based on the situations observed inside the classroom. The collection of data had a period of 6 weeks including one week of pre-observation.

Before the methods of investigation were used to analyze data, this research study implemented a pre-observation with the objective of analyzing behavioral characteristics of students. This process had a period of 45 minutes, in which the researchers observed a class of English in the setting that this study took place. This pre-observation contributed to the data collection in order to identify and select the introverted participants of this study, it was achieved by observing students' speaking participation during the activities. In the pre-observation the researchers assumed the role of observers to make a general description using a format to describe the activity, classroom environment, age of students, students' oral interaction, and behavior. Based on this information collected in the pre-observation the participants of this study were selected (The profile is described in appendix 4)

46.

Another important feature of this investigation was observing the learning process during the speaking activities that were implemented in the EFL classroom. The aim of pre-observing the class was to make a general diagnosis about the current situation inside the EFL class, this way it was recognized how speaking tasks were developed and it gave us ideas on how to connect it to the purpose of this study.

After conducting the pre-observation, the researchers started the intervention by teaching classes focused on the speaking skill. In order to collect data the researchers used journal/field notes, which had the objective of recording information in relation with the speaking activities carried out by the researcher-teacher. Data was recorded by means of a format which contains the type of activity, material, time of the activity, and sequence (See appendix 3). To collect the data, one researcher observed the class while another researcher took notes about the class, and the third researcher instructed the activity in the classroom.

The third method used to analyze data was the observation. We carried out 5 observation sessions of 45 minutes each one, these were focused on describing



the characteristics, behaviors, reactions and oral participation of the participants selected, in relation to the speaking activities they were asked to perform. This study used as a tool for analysis a format which was initially hand written and then transcribed in a digital format (see appendix 2). The format includes a chart to diagnose the behavior and participation of students. This way it was possible to make the collection of specific data in an organized fashion.

Finally, the researchers used an interview questionnaire with 5 questions (see appendix 1) the interview was handed to the participants at the end of the every class, and it was afterwards transcribed in a digital text. The participants had a limited time (10 minutes) to answer the five questions. We used the information gathered several times to establish the students' participation and opinions about the speaking activities carried out in the lesson. This facilitated the interpretation of the events that occurred during the teaching sessions in relation with participation and engagement of the students during the activity. The questionnaire of the interview was formulated in Spanish for better understanding of the questions from the participants, and with the purpose of generating confidence to obtain more spontaneous and natural answers coming from the student.

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The instruments and methods selected were transcribed in a computer to facilitate the organization of the data and to analyses them in an effective manner. The analysis of the methods used was carried out following the Grounded *Theory* approach that according to Glaser and Strauss (1967) facilitates the codification of the research process by identifying, naming, categorizing and describing events. The following codes were used to facilitate the readers understanding about the collected information. The introverted participants were classified as participant A, participant C, and the extroverted participants were classified as participant B and D. The researcher with the letter R. and the methods with I (interview), 1 to 5 refers to the interview number, Q: (questions), R.O (research observation), R.J (researchers' Journal)

For instance codes will be displayed in this project as the following:

- [I#2Q#5]- This code refers to interview number 2, question five.
- [RO#3- November 22]- This code refers to research observation three.

The final stage of the data analysis of this study was achieved by organizing the different methods according to the date in which they were collected. First of all, we

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review the observations and distinguished the reactions of the introverted students (participants A and C) to the tasks presented in the intervention sessions, these reactions were contrasted to the reactions of the extroverted personalities (participants B and D). After, we corroborated the observations with the journal logs that were registered during the sessions and commonalities between methods were highlighted and commented. Once the comments from both methods were made, we analyzed the 5 interviews made to the participants; the most relevant aspects were highlighted and contrasted to the research questions. The highlighted sections and the comments made to the Journal logs and the observations were compared to finally identify affinities and commonalities that arouse from the data collected. The data revealed two main categories, one related to the type of activities that promoted oral participation among introverted students, and the other related to the strategies which encouraged the introverted individuals to be part of the speaking lesson sequences. Four subcategories were also derived from the triangulation process; these were embraced by the main categories and are described in depth in the following chapter.

### *Findings*

With the use of the participants' contribution on this research project, we have obtained a better understanding of the role of speaking activities and some pedagogical strategies to help increase speaking participation among introverted students in an EFL classroom. This study highlights a set of findings that answer the research questions related with the kind of activities and pedagogical strategies used in speaking English tasks to a group of introverted English students.

CATEGORY	SUB-CATEGORY
1. TYPE OF SPEAKING ACTIVITIES USED TO PROMOTE ORAL PARTICIPATION.	<ul style="list-style-type: none"> <li>• <i>1.1. The use of planned role plays and simulations promote oral participation among introverted students in an EFL classroom.</i></li>   <li>• <i>1.2. The implementation of "vocabulary contests" leads introverted participants to take risks and participate orally.</i></li> </ul>

51.

### 1. Type of speaking activities used to promote oral participation

The implementation of speaking activities by the teacher played a central role in the encouragement of speaking participation in the EFL classroom. Nunan (2003) states that planning activities, which promote the real use of the language in the classroom, generates confidence among students to participate orally during the task.

For this reason, this study used role plays and vocabulary contests to answer the research question number 1. Harmer (1984) states that speaking activities such as role plays, simulation, and vocabulary contest activities increase significantly the oral participation of students by means of the promotion of self-confidence and motivation.

52.

*1.1. The use of planned role plays and simulations promote oral participation among introverted students in an EFL classroom.*

The researchers decided to design a speaking activity assuming the position of participant-observer. Throughout this process, the teacher proposed activities in the classroom taking into account the individual characteristics of the participants. The teacher in this activity was one of the investigators who took the position of the instructor. In addition, the teacher had some previous knowledge about personal characteristics that were presented inside this classroom (Two introverted and two extroverted participants). The implementation and adaptation of this activity was with the objective of answering the questions of this investigation. In this activity the teacher designed a sequence of tasks to facilitate the participation of the participants during the role play activity. Firstly, giving them a model that aided the construction of the dialogue in spite of the low English level of the participants, secondly, a pre-speaking activity for designing a custom to characterize the profession selected. This activity was with the objective of motivating the students and it gave them the opportunity to take time to prepare the presentation of the role play. Finally, the execution of the role play was to observe the efficiency of this

53.

activity in terms of the promotion of speaking participation among the introverted participants

R.J #5 (December 2).

*“This activity begins with the teacher providing the participants with some previous knowledge and vocabulary related to professions, which is the topic of the day. By writing some questions and answers on the board, the teacher provided a model for the participants to guide themselves, and carry out the role-play activity”.*

*“These questions were included:*

*-Hello – my name is \_\_\_\_\_ -I am a Doctor.-I work at the \_\_\_\_\_, and you?*

*-My name is \_\_\_\_\_ -I am a \_\_\_\_\_ I work at the \_\_\_\_\_”.*

This model facilitated the participants to carry out the activity because the teacher used basic vocabulary the students had previous knowledge of, which served as a tool for promoting confidence among the introverted personalities.

R.J #5: (December 2)

54.

*“R: The teacher gave a list to the participants to prepare the students for the role play and choose the profession they wanted to represent during the role-play activity. Then, the participants were given 30 minutes and some materials (paper, scissors, glue, and crayons) to create and look like their character [...] participant C designed the hat of the chef by using paper, scissors and glue”.*

During this stage of the activity, participants A and C felt motivated to design the custom of the given profession, now that they were involved in a conventional type of activity that was not very much of a routine for them. The oral participation increased, when students characterized the profession selected by using a hands-on activity. Besides this, the students had the possibility to prepare the dialogue before the presentation of the role play.

*R.O #5: (December 2).*

*“The two introverted participants chosen were the ones who presented more preparation in terms of costumes and representation of the character chosen. Even though this set of participants showed shyness when doing this activity, they still managed to carry out the activity. [...] the two extroverted participants (**B and D**) showed to be more confident, (but) less preparation of the activity”.[...] .participant A said: “-Hello – my name is Steven -I am a Doctor.-I work at the Hospital, and you? Also, participant D reflected enthusiasm and confidence when participating in the role*



55.

*play activity and his interest was reflected in his facial expression. participant D said: -My name is Mauricio -I am a police officer - I work at the police station”.*

This evidences the importance of the sequence of the pre- activities of the role play for generating participation among the introverted participants, the pre-activity consisted on designing a costumes and looking like the profession that they chose. By using this type of pre-activity, the teacher found a way for the students to feel comfortable before carrying out the activity by applying an introduction to the role play task. In contrast, the extroverted participants did not show dependence to hands-on work so as to participate and succeed in the activity.

I.Q #5 (December 2)

**Participant C** *“in relation with the next questions answers the following:*

*Q: 3 ¿Qué te gusto de la actividad y que no? Me gusto pero con pena”.*

This interview showed that this type of dynamic activity promotes oral participation among extroverted participants in terms of motivation. Among introverted participants, this activity helped to increase creativity as the introverted personalities were engaged with hands-on activities that encouraged them to

56.

Design creative costumes that simulated the profession they chose. Also, this promotes the real use of the English language because the participants had to enroll the professions and use the information that is commonly dealt in the professions they have selected. The evidence collected affirms that planned role-play activities increased motivation among introverted participants, they started to take risks and it was evidenced that that their personality did not affect the oral participation in the task. This was due to the fact that the teacher took into account the target population, the materials, the sequence of the task (considering a pre-activity), and how the task was implemented.

This kind of activity allows the students to participate actively inside the classroom, giving them more opportunities to demonstrate their communicative abilities in spite of the shyness of introverted participants, providing security, and thereby taking risks to participate orally in the class.

The data collected during the observation as well as the interviews, showed that the participants felt confident, and with more courage when participating in the role play activity, in this case because participants had the time to do previous

57.

preparation before the execution of the speaking activity and because they were engaged. Harmer (1984) suggests that role plays and simulations increase the self-confidence of hesitant participants; because in role plays, they will have a different role and do not have to speak as themselves, which means they do not have to take the same responsibility every single time.

On the other hand, Dahl (2011) states that role plays can have a negative impact for introverted by causing them stress and anxiety, making them less participative. During this study, introverted participants showed good performance in the role plays with their partners, by designing their costumes and giving a representation of their character. This was evidently attained, as the participants have previous preparation to the task and for this reason lowering the levels anxiety.

*1.2. The implementation of "vocabulary contests" leads introverted participants to take risks and participate orally.*

According to Schultz (2011) vocabulary contests activities are one of a group of activities which promote the use of cooperative work by means of tasks that

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demand interactive creativity, these activities involve the students in the task by means of group work to develop vocabulary competitions between different student-groups of the classroom. This kind of activity can offer a series of speaking opportunities for the introverted students, and as evidenced, grouping can help increase participation among them. When gathering participants in a group, they feel greatly supported by their classmates, and feel more self-confident during the speaking activities, promoting speaking in the classroom.

***R.J #4: description of the activity. (December 1)***

*“The teacher divided the class in two groups: girls and boys (group A and group B). [...] The topic of this activity was related with professions and animals. Group A interacted with one another during the activity, and worked as a team, while group B seemed embarrassed by the girls and were unable to carry out the activity”. The participants of group A (introverted) discussed among one another to guess the mimic of group B and gave orally the correct answer.”*

This journal entry shows that the teacher implemented a vocabulary contest activity in groups with the objective of increasing speaking participation of the students by implementing cooperative work in a vocabulary challenge task. This activity had a positive effect inside the classroom as far as increasing participation

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among introverted participants; mainly, because of the self-confidence that was generated through cooperative work. The data collected using other methods demonstrates the following:

**R.O #4** (December 1)

*“The two introverted participants that were selected during the observation showed interest and motivation to participate during the activity, especially when mimicking and when the rest of the group guessed (...) participant A and C cooperating with the rest of the group by saying the following: “dog... pig”.*

This observation demonstrated that for introverted participants the support of their partners during the speaking activities is essential to participate orally. In other words, by performing activities like vocabulary contests in groups, students increased confidence and participation. Data drawn from this interview, supports that the oral participation during vocabulary contest activity was incremented in spite of the introverted personality of the Student C.

60.

I.Q about activity # 4 vocabulary contest(December 1):

**Q:4** “¿Cómo te sentiste durante el desarrollo de la actividad?”

**Participant C:** Me sentí muy bien diciendo las profesiones en Inglés, me reí mucho con los compañeros y no me dio pena”.

The evidence collected in interview #4 reinforces this idea when the introverted students expressed an interest towards the activity, and showed that they were more motivated and felt confident when working as a team. Confidence was increased during this activity, and participation among the students. These kind of activities generated self-confidence by the use of cooperative language learning, according to Flanigan (2010), cooperative learning activities benefit the language performance of students as this kind of task involves interaction between all the members of the classroom, and provides to the students the possibility to participate orally in the EFL setting.

The methods used during this investigation to collect data demonstrated how effective vocabulary contest activities and cooperative language learning can really be in terms of increasing speaking participation among participants. The most

61.

positive factor involved with this group activity was the incrementation of motivation among introverted participants. According to Howard (2006), the motivational factor increases significantly the speaking participation in the classroom. In relation to this, the observations showed that as Brumfit (1984) stated, cooperative learning activities motivate the students to interact and be active participants of the activity proposed by the teacher.

Group activities can be very beneficial for introverted personalities inside the EFL classroom; because these kinds of activities provide the students with opportunities to interact and participate, which include talking among students during the activity. Kayi (2006) also claims that another positive factor about group activities is that it gives courage to the introverted personalities, battling their individual fears and decreasing shyness to the minimal.

<b>CATEGORY</b>	<b>SUBCATEGORY</b>
2. <i>PEDAGOGICAL STRATEGIES</i>	<ul style="list-style-type: none"><li data-bbox="846 1562 1352 1661">• 2.1 The inclusion and implementation of contextualized</li></ul>

<p><i>FOSTERED ORAL PARTICIPATION AMONG INTROVERTED PARTICIPANTS.</i></p>	<p>material promotes participation during speaking activities.</p> <ul style="list-style-type: none"> <li>• <i>2.2 Code switching, gestures and clear instruction as a tool for promoting oral participation during the speaking activity.</i></li> </ul>
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*2. Pedagogical strategies fostered oral participation.*

The design of the activities carried out in this investigation showed the importance of the materials, as well as strategies for giving instructions, these were important pedagogical elements for increasing oral participation in the classroom.

The two following sub-categories provide some evidence regarding the effectiveness of strategies implemented by the teacher. By means of the methods of investigation, the introverted students showed good participation as a response to the research questions.



63.

2.1 The inclusion and implementation of contextualized material promotes participation during speaking activities.

Contextualized material is fundamental for promoting participation among students in an EFL classroom, when carrying out speaking activities in an EFL setting. Introverted students tend to participate more when they are exposed to familiar material. This study makes reference to a cartoon character such as pickachu, who happens to be a very popular figure among children. The following evidences the affectivity of the usage of contextualized material in the EFL classroom to promote oral participation during the speaking activity.

R.J #3 (November 22) evidences the following:

*“The teacher designed a speaking activity with the objective of promoting speaking among the introverted students, by applying contextualized material in the lesson plan. Then, the teacher moved on and placed a poster board on the white board, and pulled out a small cartoon character (Pikachu) asking the participants, (where is Pikachu?). The cartoon character (Pickachu) was selected to appear in the activity because at the moment of the implementation it was a fashionable character for the participants selected”.*

64.

As evidenced in this data sample the teacher considered the relevancy of the materials for the participants; for instance, the design of this activity evidences the facilitator's commitment to take into account how related the cartoon character *Pikachu* was to the likes and interests of the students, and how this connection could engage the learners to the task as shown in the following sample.

*R.O #3, (November 22). .*

*"As well as in the beginning of the activity, the two introverted participants chosen, showed low interest to participate and interact during the classroom activity. These participants tended to show more motivation and participation during the main activity, which used contextualized material [...] the participant A and C got more enthusiasm when the cartoon character was presented to them. The participant A smiled clapped and said the following: yes. Si... teacher is Pikachu... Pikachu in the house".*

This observation evidences the importance and impact that contextualized material has inside the EFL classroom for promoting oral participation among introverted students. The use of a popular cartoon character promoted interest among the introverted participants. Therefore, involving them in the activity and encouraging them to participate orally.

65.

Also observation #3 demonstrates the efficiency that this specific speaking activity had during the class period, among the introverted participants that were chosen, involving them in participation during the activity.

R.O #3 (appendix 2) participants' attitude and behavior. (November 22)

*“Student C, who presented an introverted personality. This participant participated more actively in the classroom when the teacher asked the participants about the cartoon character, and showed the picture asking the question “Where is Pikachu?” so the participant C raised his hand responding “In the bathroom”.*

This evidences that contextualized material generates participation coming from introverted participants. Especially when using a popular cartoon character to engage participants in the activity. Another important aspect considered was the formulation of questions to guide the participation of students, the questions were formulated using basic vocabulary taking into account the language level of the students and guiding them through clear language so that the students could follow the process and could have better chances to participate orally.

66.

Previously participant C did not seem to be very much involved in the pre-activities that were presented; however, the observers noticed that his interest increased and got more involved in the activity #3 about “where is Pikachu?”.

*I.Q #3 opinions about the activity and participation were found:*

*“Q:5 ¿Selecciona como calificas tu participación en la clase? Participant A: Buena porque estuvo muy entretenida y hable mucho”.*

Based on the previous data taken from the interview, it is evident that participant presented a high level of participation during the activity by showing interest and motivation. The interview also affirms that this participant enjoyed the activity and felt engaged, participating actively in the classroom.

When analyzing the results, it can be deducted that the three methods (observation, journal and Interview) as well as the activities implemented during this investigation, reached the objective of the study. With the use of contextualized

material, such as a popular cartoon character, this shows that oral participation can be increased among introverted participants with the use of contextualized material that engages participants.

When all the data was analyzed, it showed that implementation of material strongly related with the context of the participants in the speaking activities inside the EFL classroom, increases oral participation among the introverted personalities. Nunan (2003) states that when a teacher is planning a lesson, it is fundamental to promote the real use of language, relating the activity with the common interest of the participant to increase confidence and motivation. Guichon, (2006) states that including contextualized material in the speaking activity contributes to the development of the intrinsic motivation, which promotes participation among students.

Nevertheless, Rucynski, (2001) believes that cartoons may be a disadvantage for non-native English speakers, as they are not familiar with the target language or the foreign culture. In relation with the current study, the cartoon character that was presented to the class during the activity was an animated figure that happens to

68.

be very popular within the classroom, calling the participant`s attention and motivating them to participate. According to Dalton & friedlander, (2010) by introducing cartoon characters in the class, participant`s felt identified with the material, creating a social context, and motivating them to participate. This argument supports the result of this research study, in relation to the positive effect of this in relation to the speaking participation of introverted participant.

*2.2 Code switching, gestures and clear instruction as a tool for promoting oral participation during the speaking activity.*

The instructions given by the teacher inside the classroom played a crucial role, in relation with the development of the speaking activity, especially in the population selected where basic vocabulary and simple concepts of everyday life must be implemented in the lesson plans. These 5<sup>th</sup> grade participants have a level of basic A1, according to the common European framework. Nevertheless, when planning an activity, it is essential to consider certain factors such as: population, material design, implementation, and body language.

69.

R.J #3 (November 22).

*“The instruction that was designed in this activity was oriented towards the usage of 80% English / 20% Spanish, for the better understanding of the activity among the learners. With the use of images and gestures, these instructions were reinforced, for a better understanding and development of the activity. Also, the teacher evidences the size and the location of the room of the house by using his hands, after the teacher supported his instruction with hand- gestures, the participants showed much understanding by nodding their head, which shows comprehension (...) the participant carried out the activity effectively which greatly reflected his understanding towards the task proposed by the teacher”.*

The next method showed similar evidence related to the importance of giving clear instructions to promote oral participation.

R.O #3 (November 22)

“Participant A and participant C showed understanding on the instructions of the activity (...) participant C showed by gestures of the face and said yes to the instruction. When the participant had to speak about the location of “a character inside the house”, the teacher asked the following question: is Pikachu in the kitchen or in the rest room? Participant A said: kitchen.

70.

The data evidences the importance and effectiveness of the use of code switching. Especially when working with beginners of the target language. Also, the use of pictures and gestures for improving clear understanding, by means of this; it was possible to generate participation among the participants.as well as, The researchers observation #3 shows that the participants A and C clearly understood the instruction given by the teacher. Equally, understanding the tasks increased the confidence of the introverted participants, an aspect which generated among them active participation.

R.O # 3(appendix 2) demonstrated the following:

*“During this activity the two introverted figures (participant A and participant C) [...], showed a tendency of writing instead of observing. On the other hand, the extroverted participants (participant B and participant D) seemed to be less concentrated when the instructions were given.[...]the clear instruction provided by the teacher and the use of drawings and taking notes as strategy of introverted participants helped them during the speaking activity generated oral participation .*

R.O #3 (appendix 2)



71.

*When the teacher asked the following question: what is the name of this room? Participant C observed the notebook which contained some notes and the drawings about the topic to answer the question of the teacher. (the student answered orally) "Dining room".*

This kind of activity allows the participants to participate orally inside the classroom, giving them more opportunity to demonstrate their communicative abilities by means of speaking, and generating confidence. In relation to this, the instruction given by the teacher inside the classroom played a crucial role, especially among introverted participants which were more concentrated and have the tendency to use notes as a strategy to increase their self- confidence and to participate and understand the instructions given to carry out the activity, different from the extroverted participants, which were more focused on participating, while not paying attention to the instructions given by the teacher. However, when the teacher used gestures and images to support the instructions, the participants showed more interest and enthusiasm towards the activity, generating oral participation among them.

This observation demonstrated that the instructions given during the activity had a positive effect on the participants in terms of promoting oral participation.

72.

Also, the Introverted participant who used note-taking as autonomous strategy showed better understanding towards the topic, they participated more actively during the activity when looking at the draws and notes on his/her notebook, this idea can be reinforced by means of interview #3, that was conducted on November 22.

*I #3(appendix 1):(November 22)*

*Q:2“¿Qué opinión tienes sobre la actividad de interacción oral propuesta por el profesor de Inglés?*

*Participant C: bueno, extrovertido, excelente por la explicación de los profesores.”*

*Participant D who is extroverted reinforce the opinions of the participant C who was introverted in the answer of the question 4 (appendix 1).*

*Q:2 ¿Que opinión tienes sobre la actividad de interacción oral propuesta por el profesor de Inglés?*

*Student D: Bien porque él explicó muy bien”.*

The interview showed that participants gave significant importance to the teacher's explanation. As well as the following observation showed that the understanding of instructions generated oral participation.

73.

*R.O #3 (appendix 2)*

*“The teacher asked the following question: Do you understand me? Participant C said: yes. Teacher answered: ok, for example... where is the bathroom? Here or here? And participant C said: here, and pointed out the location of the bathroom.”*

According to the data collected, it was evidenced that the instructions provided by the teacher had a positive impact in relation to the speaking participation among the introverted participants. These participants who were interviewed expressed some positive opinions related to the instructions given by the teacher during the class period. The participants also stated that having a good understanding of the instructions generated speaking participation during the activity.

The three methods used in this investigation (journal, observation and interview) showed the importance of delivering clear instructions to increase oral participation. This is because, once participants have a good understanding of the instructions, they tend to have more security and more participation is generated.

74.

Cook (2001) emphasizes on the importance of giving clear instructions, and gives much significance to the instructions given by the teacher for the better development of speaking activities inside the classroom. The researcher states that if instructions are clear and simple, this facilitates the understanding of students, involving them and making them to participate in the language class. Cook (2001) also argues that the use of code switching during instructions can be used to make lesson plans more efficient, in terms of time and learning. In this investigation, the instructions played a crucial role, now that participation was increased by the introverted personalities.

Texidor (2007) states that the use of code switching can have a negative impact among students, causing confusion between the target language and the L1. However during this research investigation, code switching was used as a tool for facilitating the instructions, which drew positive results that were shown during the process of this study.

75.

### Research and pedagogical implications

The application of some teaching strategies such as the use of contextualized material, planning and performing role plays, vocabulary contests, and the use of gestures, code switching, and giving clear instructions to increase participation among introverted students presented a positive effect among the participants in this research project. Thus, students incremented their speaking participation during the speaking activities carried out in the lessons observed. For this reason, this study provides to the English teachers some pedagogical ideas for planning more effective speaking activities in the language classroom.

As well, studies in this area should be carried out in order to further understand how oral participation can be increased among introverted students in other contexts and throughout different ages. Knowing this will provide the future English teachers with pedagogical strategies and a framework to deal with students whose personality may be a problem for their language development.

76.

This study also reveals some relevant data for other researchers to begin to inquire in further research about the importance of alternative pedagogical strategies such as pre-speaking activities to promote participation among students, the relevance of the cooperative language learning approach in relation to the speaking development of EFL introverted students, and promoting oral participation throughout hands-on activities to improve the speaking skill, student participation and interaction between students.

As addressed, future researchers most likely become interested in investigating the field of speaking, taking under consideration the use of contextualized material, cooperative learning, and clear instructions to help increase participation among introverted students when conducting speaking activities inside an EFL classroom.

After analyzing the data collected during this investigation, several other variables were also noted to be significant in relation with the topic of these studies, but were not necessarily mentioned in this research project.

These variables are:

77.

- The differences between girls and boys in terms of oral participation inside an EFL classroom.
- The amount of EFL learners and their relation to the participation in speaking tasks.
- The impact of the EFL student's learning style in speaking participation among EFL learners.
- The impact of the designing of a syllabus oriented towards introverted students
- The use of technology like audio recording to avoid pressure and shyness among introverted students during speaking activities.
- The role of L1 for the promotion of self-confidence to speak inside EFL among introverted students.

### *Conclusions*

During the data collection of this research project, we concluded that the implementation of pre-speaking activities using hands-on activities increased the confidence level of students to participate during speaking exercises that generally produced insecurity and shyness among introverted students. It was then that after this process learners were more confident to use the English language and become actively participative in the class.

Secondly, the use of cooperative language learning activities such as vocabulary contests facilitated and promoted considerably the participation among EFL students. By using this, the introverted participant's incremented confidence to participate orally and supporting their ideas by interacting actively with the rest of the classmates.



79.

Similar to the last idea, some pedagogical strategies such as the use of contextualized material (materials which are strongly related with the everyday life context of the students like popular cartoon characters) in the speaking activities inside the EFL classroom, motivated and incremented oral participation among the introverted personalities.

Another teaching strategy which provided good results in this study was the use of gestures, code switching, and giving clear instruction during the lesson to increase speaking participation. It is relevant to mention that it was through carefully planned teaching procedures and using techniques that there was clear understanding of the activities and its instructions; with this, participants of this study felt more secure and confident so as to interact orally during the activity.

Finally, activities such as role plays facilitated the student's participation when confronting a partner. But is important to clarify that to promote speaking participation among introverted students the teacher has to implement a pre-activity to engage and generate confidence among students to participate.

80.

APPENDIX 1

**INTERVIEW:**

1-¿Cómo te describes a ti mismo en cuanto a tu personalidad?

2-¿Qué opinión tienes sobre la actividad de interacción oral propuesta por el profesor de inglés?

3-¿Qué te gusto de la actividad y que no? Por qué?

4-¿Cómo te sentiste durante el desarrollo de la actividad?

5-¿Selecciona como calificas tu participación en la clase? por qué?

Baja      regular      buena

81.

*Appendix*  
x 2

TASK OR ACTIVITY	STUDENTS ATTITUDE AND BEHAVIOUR.	STUDENTS INTERACTION	CLASSROOM ENVIRONMENT.	Teacher centred classroom or students centred classroom-	COMMENTS	R/ERS REACTIONS

## Appendix 3

<i>Activity</i>	<i>Material</i>	<i>Strategy implemented to promote oral participation</i>	<i>Time</i>

  

Activity	classroom environment	age of students	of students' oral interaction	behavior

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**Interview:**

**Como te describes a ti mismo en cuanto a la personalidad?**

- Yo me describo juiciosa aunque a veces soy malgeniada pero soy obediente , respetuosa con todos lo que me rodean

**Que opinión tienes sobre la actividad de interacción oral propuesta por el profesor?**

- La actividad de hoy fue rico escuchamos una canción en ingles leímos una hoja. Respeto mucho a la profesora y al profesor.

**Que te gusto de la actividad y que no? Porque?**

- Me gusto la canción, me gusto lo que leímos, no me gusto porque me equivocaba mucho. Porque me gusto que si me equivocaba la profesora me ayudaba, no me gusto porque no se leer en ingles.

**Como te sentiste durante el desarrollo de la actividad?**

- Me sentí muy bien hice todo, me gusto como nos grabaron.

**Selecciona como calificas tu participación en la clase. Porque?**

Baja. Regular. Buena.

Porque hable pero no tanto.

**Interview:**

**Como te describes a ti mismo en cuanto a la personalidad?**

- A cuento a mi personalidad es responsable, honesta, alegre, respetuosa.

**Que opinión tienes sobre la actividad de interacción oral propuesta por el profesor?**

- Mi opinión es que estuvo muy buena interesante que aprendí mucho etc.

**Que te gusto de la actividad y que no? Porque?**

- Me gusto todo porque entendí las cosas , entendí muy bien a la profesora.

**Como te sentiste durante el desarrollo de la actividad?**

- Durante el desarrollo de la actividad me sentí muy bien.

**Selecciona como calificas tu participación en la clase. Porque?**

Baja. Regular. **Buena.**

Porque participe en la clase.

**Interview:**

**Como te describes a ti mismo en cuanto a la personalidad?**

- Feliz, alegre porque los profesores explican muy bien.

**Que opinión tienes sobre la actividad de interacción oral propuesta por el profesor?**

- Bien, porque a los profesores se les entiende bien las palabras.

**Que te gusto de la actividad y que no? Porque?**

- Me gusta todo porque es muy divertido

**Como te sentiste durante el desarrollo de la actividad?**

- Bien, alegre, feliz contento.

**Selecciona como calificas tu participación en la clase. Porque?**

Baja. Regular. Buena.

Porque hable pero no tanto.

**Interview:**

**Como te describes a ti mismo en cuanto a la personalidad?**

- No soy agresivo, pongo atención, miro al profesor; tengo dificultada en varias cosas del lenguaje

**Que opinión tienes sobre la actividad de interacción oral propuesta por el profesor?**

- Bien, es educada nos enseña bien, cumple muy bien con su deber nos enseña mucho y aprendemos mucho.

**Que te gusto de la actividad y que no? Porque?**

- Me gusta todo por el desarrollo en la clase de Ingles, porque es divertida y muy buena atención.

**Como te sentiste durante el desarrollo de la actividad?**

- Bien, con un poco de sueño, pero puse cuidado, tuve unas dificultades pero la pase bien.

**Selecciona como calificas tu participación en la clase. Porque?**

Baja. Regular. Buena.

Porque me estaba durmiendo un poco, pero pre atención.

**Interview:**

**Como te describes a ti mismo en cuanto a la personalidad?**

- Alegre, tolerante, amistoso

**Que opinión tienes sobre la actividad de interacción oral propuesta por el profesor?**

- Bien, porque ellos explican muy bien

**Que te gusto de la actividad y que no? Porque?**

- todo porque nos enseñan a leer en ingles

**Como te sentiste durante el desarrollo de la actividad?**

- Bien.

**Selecciona como calificas tu participación en la clase. Porque?**

Baja. Regular. Buena.

Porque algunas cosas las pronunciaba mal



## Activity

4

<b>Date of the class:</b> December 1		<b>Class Number:</b>	
<b>AIM:</b> At the end of the lesson learners will be able to describe orally, recognize and pronounce some basic vocabulary.			
<b>Estándares Básicos de Competencias (MEN):</b>  <b>Estándar General:</b> Mi pronunciación es comprensible y hablo de manera lenta y pausada  <b>Estándares Específicos:</b>  <b>Speaking:</b> Pregunto y respondo sobre las características físicas de objetos familiares.  <b>Indicadores de logro:</b> participo oralmente en juegos de vocabulario.			
<b>Assumed Knowledge:</b> Professions animal, adjectives.			
<b>Materials:</b> Flascards			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS

<p><b>Warm up</b> <b>10:15-10:25</b></p> <p><b>Orgnize the group</b> <b>10:25-10:30</b></p> <p><b>Vocabular y contest activity.</b> <b>10:30-10:45</b></p>	<p>The teacher took out a poster board with some images and pastes it on the board repeating the vocabulary that would be presenting.</p> <p>The teacher divided the group by genders.(boys and girls)</p> <p>The teacher devided the group by means of genre (boys and girls) then the teacher instructed the students to get in to two lines the boys row and the girls rowl the student in the front of row was handed and image without the rest of the row seen and the student had to mimik the action the animal or the profession ,and the rest of the row had to guess who ar what he was.</p>	<p><b>Problem: lack of participation among introverted students.</b></p> <p><b>Solution:</b> generate confidence among students by the use of cooperative work.</p>	
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**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**

**REFLECTION SESSION:**

**What went well?**

**How do you know that?**

**What didn't go that well?**

**What would you do different next time?**

**Activity**  
**5**

**Date of the class:**  
**December 2 -2011**

**Class Number:**  
**5**

**AIM:**

At the end of the lesson learners will be able to recognize and identify the difference between some professions such as doctor, teacher, etc.

**Estándares Básicos de Competencias (MEN):**

**Estándar General:** Hablo de mí, de mis compañeros y de nuestras actividades cotidianas con oraciones simples, encadenadas lógicamente y a veces memorizadas. Aún se me dificulta hablar de temas que se salen de mi rutina familiar o escolar.

**Estándares Específicos:**

**Speaking:** Digo un texto corto memorizado en una dramatización, ayudándome con gestos.

**Indicadores de logro:** Participo y en juegos de rol simples basados modelos relacionados con información sobre profesiones y sitios de trabajo.

**Assumed Knowledge:**

Verb to-be, WH basic questions and basic vocabulary about professions,

**Materials:**

Video, Scissors, paper, glue, crayons.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
<p><b>Warm up 5 minutes 10:15- 10:20</b></p>	<p>The teacher shows a video about professions calling people song with the aim of engaging students in the lesson.</p>	<p><b>Problem:</b> shyness and timidness of introverted students to participate.</p>	
<p><b>Pre- activity to motivate and engage students5</b></p>	<p>By students designing a custom.  The teacher handed out a sheet of paper to the 18 students with 18 professions students had to choose, design and</p>	<p><b>Solution:</b> generate</p>	

<p><b>minutes</b> <b>10:20:</b> <b>10:35</b></p> <p><b>Speaking preparation activity</b> <b>10minutes</b> <b>10:35-</b> <b>10:45</b></p> <p><b>Role Play</b> <b>15 minutes</b> <b>10:45-</b> <b>11:00</b></p>	<p>assume the role of the profession selected.</p> <p>The teacher wrote the 18 professions on the board, pronouncing them and making the students repeat the pronunciation to familiarise the students with the activity.</p> <p>The students present their character to the rest of the class of the 2 students for each group when and to present to the rest of the class the profession that they chose.</p>	<p><b>confidence among introversive students by pre-speaking activities which motivate them to participate.</b></p>	
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**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**

**REFLECTION SESSION:**

**What went well?**

  

**How do you know that?**

  

**What didn't go that well?**

  

**What would you do different next time?**

