por el proceso de aprendizaje apuntaron al desarrollo de idear oral con los estudiantes de los cuarto cursos en el "San Antonio - Tulcan - Carchi.

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MODALIDAD ABIERTA
FACULTAD DE Lenguas

"STAGES OF THE LEARNING PROCESS AIMED AT THE DEVELOPMENT OF ORAL FLUENCY WITH THE STUDENTS OF THE FOURTH COURSES IN THE "SAN ANTONIO DE PADUA" HIGH SCHOOL IN TULCÁN CITY, PROVINCE OF CARCHI.

A RESEARCH WORK FOR LICENTIATE’S DEGREE IN ENGLISH

AUTHOR: Edison Peñafiel Arcos
DIRECTOR OF THESIS: M.S. Nina Nesterenko.

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The work "Stages of the learning process aimed at the development of oral fluency with the students of the fourth courses in the San Antonio de Padua High School in Tulcan City, Province of Carchi" has been reviewed by the undersigned, who hereby authorizes its presentation.

M.S. NINA NESTERENKO

DIRECTOR OF THESIS
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To my family, for boosting my confidence and being the most important motivation in my life.
For anybody interested in a steady increase of his/her knowledge, previously to get into an even more challenging stage: wisdom.

Edison.
INTRODUCTION.

This research has been written to help those students and teachers who wish to improve their proficiency in oral English by means of modern techniques and extended oral practice.

In this regard, we will consider that the application of the stages of the learning process: introduction → practice → production influence directly in the development of oral skills among students in an EFL class. In addition, we must consider oral communication as a two-way process between speaker and listener(s) which involves the productive skill of speaking and the receptive skill of listening with understanding. So, learning to speak in a second language will be facilitated when learners are actively motivated and engaged in attempting to communicate.

Therefore, the general objective is to make the students to know the stages of the learning process and its relation with the development of oral communication in an EFL class.

Analyzing the application of the stages of the learning process will enable teachers of English to apply these learning strategies in Secondary Schools.
Since learning English has been one of the greatest academic interests in my life, I have always wondered what the best strategies to develop oral fluency are.

Due to many circumstances such as to live in a small city like Tulcan where English is not practiced in a prevailing way, many teachers of English haven't had the opportunity to get an excellent level; even now many of them have trouble to speak with oral fluency. It is understandable that this problem is also common among students in our High Schools.

Nowadays, I am teaching English in the “San Antonio de Padua” High School and I am really concerned with applying some strategies to get my students to develop oral fluency with certain ease.

This research has been possible to do thanks to the existence of many books regarding this topic in DEPROMEP, a department of English in the Direction of Education of Carchi. Moreover it was necessary to investigate certain particular English Courses such as the Streamline Series which are dictated in the English Academies CENDIA (Quito) and the AMERICAN LANGUAGE CENTER (Tulcán).
Getting the students to talk is one of the most difficult tasks confronting any teacher of languages. In addition, speaking is not only one of the intended outcomes of classroom instruction but also the means by which other objectives are addressed.

These facts impose major demands on the creativity and the classroom management skills of the teacher.

Encouraging speaking is much more than a matter of creating a lively classroom atmosphere, since speaking has learning, teaching and evaluation implications and needs careful and well motivated treatment.

For these reasons teachers need to follow the stages of the learning process in an effective way, making the classroom a convenient place for imparting information and for developing many educational skills; making students to develop their ability to use the language for a variety of communicative purposes. These stages are:

* Presentation stage
* Practice stage
* Production stage
Yet, these stages are not recipes for organizing all our lessons; they will depend on a number of factors and the amount of time needed for each stage. However, a key role that cuts across these three stages is “the teacher as motivator”. In this way he will arouse the students interest and involve them in what they are doing, which definitely will be crucial.

The aim of English should be to enable our learners to communicate in that language.

In traditional classes the learners communicate mostly with their teacher and occasionally with some other learners. In either case, learners practice English in the classroom and later, if circumstances permit, outside the classroom, in real life situations.

This research stresses the importance of teaching to communicate, to prepare learners for the unpredictability of real communication.

Creating situations in which the use of English is justified is one of the most untractable problems of foreign language teaching, so, it is extremely important to induce the learners to talk, which is a long term process.
In fact, oral communication is a two-way process between speaker and listener(s) and involves the **productive skill of speaking and receptive skill of listening with understanding**. Under these circumstances the main goal of teaching the skill of speaking will be **oral fluency**, which can be defined as the ability to express oneself intelligibly, reasonably accurately and without too much hesitation.

This research has been divided into 6 chapters and has the following content:

In Chapter 1 “The Presentation Stage” we learn that the teacher’s main task is to serve as kind of **informant**. He/she knows the language, selects the material to be learned, and presents this in such a way that the meaning of the new language is as clear and useful as possible. The students listen and try to understand. Although they are probably saying very little at this stage, they are by no means passive. At this point of the lesson, the teacher is the principal character at the center of the classroom. It is a role that many teachers find attractive because they want to be sure that their students have understood but there is a danger of spending too much time presenting the material and keeping the students from practicing the language themselves.

In Chapter 2 “The Practice Stage” it is the students’ turn to do most of the talking, while the teacher’s main task is to devise and provide the maximum amount of practice, which must at the same time me meaningful and useful. The teacher does the minimum amount of talking.
In Chapter 3 "From Practice to Production" the learners get plenty of guidance but at the same time are given the chance to talk to one another without constant supervision or correction by the teacher. Two things are needed to put this into effect, a change from whole class practice to pairwork and appropriate activities for the students to do. This transition phase from practice to production is very important because it will provide the learners with the maximum amount of meaningful practice.

In Chapter 4 "The Production Stage" we learn that at any level of attainment, from elementary to advanced, students need to be given regular and frequent opportunities to use language freely, even if they sometimes make mistakes as a result. Students must not be deprived of this opportunity and use language as they wish, trying to express their own ideas, being aware that they have learned something useful to them and go on learning more.

In Chapter 5 "The learners" we claim that students have considerable differences not only in attainment but also in language skills, aspirations, interests, background and above all, personality. The teacher is advised not to take these differences into account at every moment of the lesson because teaching is viewed as a shaping process from start to finish and these differences can in fact contribute to language learning in the classroom.
Finally, in Chapter 6 “How to prove the former learned stages” the results are evaluated, and the hypotheses are verified with the group of students tested. All of them took part in a practical work that involves the theoretical and practical principles focused in this investigation and that goes on in this current year.

The proposed investigation was performed in the “San Antonio de Padua” High School, Tulcan city, province of Carchi, where I am working as a teacher of English. It was developed in the fourth courses where there are 26 students. Because the population is small, the sample was the same. In other words all the students were tested.

Regarding general methods of investigation I used the Analytic Method to observe the nature, relations and particularities of every stage of the learning process: presentation → practice → production. In addition I used the Descriptive particular method to make us know the criteria of researchers about the development of oral skills in English. To develop the scientific content I used as a technique bibliographic references in DEPROMEP, an English Department in the Direction of Education of Carchi and particular courses such as the Streamline Series used in English Academies such as CENDIA (Quito) and the AMERICAN LANGUAGE CENTER (Tulcán). The current research required Descriptive Statistics to present all necessary statistical tables.
CHAPTER 1

THE PRESENTATION STAGE
CHAPTER 1
THE PRESENTATION STAGE

The classroom is a convenient place for imparting information and for developing many educational skills, but our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purposes. In order to develop the skills needed for this, "teachers have to cope with some obstacles, such as:

- The size of the class (often thirty or more learners)
- The arrangement of the classroom (which rarely favors communication)
- The number of hours available for teaching the language
- The syllabus itself, and examinations which may discourage teachers from giving adequate attention to the spoken language." *

For these conditions it is not easy to provide effective oral practice, especially in large classes; it is important to have a clear understanding of the wide range of techniques and procedures through which oral ability can be developed.

The role of the teacher is to create the best conditions for learning. In a sense, the teacher is a mean to an end, an instrument to see that learning takes.

* BYRNE, Don: (1976), Teaching Oral English, Longman Group, p.1
place, but in addition to this general function, the teacher has specific roles to play at different stages of the learning process. They are:

In the Presentation Stage, the main task of the teacher is to serve as a kind of informant. He knows the language and he selects the material to be learned. The students listen and try to understand. Although they are probably saying very little at this stage, they are by no means passive. The teacher is the center of the stage; it is a role that many teachers find attractive, and there is a danger of spending too much time presenting so that students do not get enough time to practice the language themselves.

1.1 THE PRESENTATION OF NEW MATERIAL

The teacher must teach the meaning of new items which the learners will need in order to extend their mastery of the language. There are different ways of doing this - through texts, activities or situations.

1.2 THE PRESENTATION OF TEXTS

They may be dialogues and passages; for a number of reasons dialogues would seem to be best suited for teaching the spoken language, because:
a) They present the spoken language directly in situations in which it is most commonly used,

b) They permit and encourage the learners to practice the language in the same way,

c) They encourage active participation in the lesson.

In contrast, passages (narrative, descriptive, informative) appear to have none of these advantages. However:

"a) They can be used to introduce language items which do not fit into conversational-type texts,

b) They can provide material for learners to talk about,

c) They offer variety." *

The dialogues should serve as guidelines; in the early stages of the language program a dialogue must be accompanied by a visual sequence that illustrates the main events in the situation, it is unlikely that the students will understand it completely even after they have listened to it two or three times. Without some prior introduction to new language, most students are likely to have only a general idea of what the dialogue is about. While some teachers are satisfied with this on the grounds that meaning is best apprehended in terms of holes, others think it is

* BYRNE, Don: (1976), Teaching Oral English, Longman Group, p.23
wasteful and would prefer their students to have a more complete understanding from the outset.

Another very important issue is if teachers should "pre-teach" new language from the text, it means teaching the meaning of some items before we let the students listen to the dialogue. SEE ANNEX 1

The argument in favor of this is that, unless we do some pre-teaching of this kind, the students will not understand the dialogue. The argument against is that the students always end up by understanding; that they should be given the opportunity to guess the meaning of the new language and that this in fact is one of the strategies they will need to acquire.
1.3 A BASIC APPROACH FOR PRESENTING DIALOGUES

1. Hey! Look at this.

   RIVERDALE CARNIVAL
   TALENT SHOW
   FIRST PRIZE $200

2. What about your song. Tony: Sing it at the Carnival.

3. Can you play the guitar. Tim?

4. It's a good little guitar.
I have taken as a reference the guidelines given in the STREAMLINE ENGLISH SERIES by HARTLEY B. and VINEY P.: (1991), which include Courses for elemental, intermediate and advanced students.

Step 1. Set the situation: You can do this with the help of the first picture. Get the students to tell you what the boy is showing in a newspaper to his friends. There is going to be a carnival with a talent competition and a prize of USS/. 200. Explain or translate any of these items as necessary. The important thing is to bring these ideas alive for the students e.g. by asking them what they know about carnivals, whether they have ever taken part in one and whether they would like to.

Step 2. Establish a personal link with the situation: Elicit and list on the board some of the things you can do at a carnival, for example, you can sing, dance, play the guitar.

Step 3. Pre-teach selected items (optional): deal with any difficulties that might seriously interfere with overall understanding. These items may be dealt with incidentally. Example:

Edison: Hey! Look at this. A talent competition!

Mary: Where?

Edison: Here. In the Park. At the carnival.
Mary: The carnival? What carnival?

Edison: The one on February fifteenth. The prices are good.

Example 2:

Mary: What about your song, José? It's a good song. Sing it at the carnival.

José: Good idea!

Mary: Edison can sing with you. He is a good singer.

José: What about you, May? Can you sing?

May: Sorry, I can't.

Example 3:

José: Can you play the guitar, Edison?

Edison: No, I can't. But I can sing.

José: Excellent! Let's go to the carnival.

Students should enjoy the dialogue; after making them to understand certain difficult words or sentences, the teacher can ask personal questions to the students such as: can you play the guitar?, Can you sing?, Have you ever taken part in a contest?, etc.
Step 4. Ask the students to read silently and listen: While they are doing this, they may follow the picture sequence but not look at the text.

NOTE: all steps may be investigated both in theoretical and practical ways.

Step 5. Ask the students to practice saying the dialogue: Divide the learners into small groups. Carry out selective checking, but get the learners to listen and to correct one another.

Step 6. Explain any difficulties: The teacher must ask the students what further difficulties they have.
CHAPTER 2

THE PRACTICE STAGE
CHAPTER 2
THE PRACTICE STAGE

Here, the teacher serves as a monitor and the students do most of the talking. "Your main task is to devise and provide the maximum amount of practice, which must at the same time be meaningful and memorable". * In other words, the teacher’s role is radically different from that at the presentation stage. The teacher does the minimum amount of talking, he is like the skilful conductor of an orchestra, giving each of the performers a chance to participate and monitoring their performance to see that it is satisfactory.

Learners should be given oral practice that does not involve constant reference to a text; it is needed to build up the confidence of the learners to use new items by ensuring that they have something to say and can say it without too much hesitation.

With large classes “chorus work” may be used to get the students speak in unison. It is important to provide a clear model and select the material for choral repetition, because students cannot be expected to imitate what they cannot hear.

* BYRNE, Don: (1976), Teaching Oral English, Longman Group, p.2
Since **reading aloud is still used as a practice technique**, we must look at what it achieves. It does not help students to read more efficiently because normally reading is silent reading. In addition, it is not an effective way of improving pronunciation. It is true that getting students to read aloud is one way of finding out whether they can pronounce written forms such as words, sentences or longer units. However, if we want to improve pronunciation, this is normally best done without reference to a written text.

**2.1 THE USE OF MECHANICAL DRILLS**

"Drill is an activity which practices a particular skill and involves repetition of the same thing several times". * For this purpose, students need to hear new language several times and not be forced to produce it too soon; oral drills provide basic physical practice because they allow students to get their mouths and tongues round new words and start to produce them comfortably and, mechanical practice because drills put this new language into simple phrases and sentences. In addition, drills should also be fun, lively and varied.

Students can get extensive practice in this way, and generally they can speak without too much intervention on the part of the teacher. The learners can produce a

lot of correct sentences, and this must be attractive if the teacher has a large number of students in his class.

There is a wide range of mechanical drills. For example: choral drills, individual drills, substitution drills, transformation drills, guessing drills, etc.

2.1.1 Choral drills: the whole class repeats chorally after you, example:

T: It's raining.
Class: It's raining

2.1.2 Individual drills: individual students repeat when the teacher indicates them or says their names, example:

T: It's sunny. Juan?
Juan: It's sunny.

T: Mark?
Mark: It's sunny.

T: Everybody?
Class: It's sunny.

2.1.3 Substitution drills: The following substitution table is the most condensed form of this type of drill:
There is a river in the park
cafe
dog
in the park
trees
flowers
children

The material to be practiced is presented in written form and only correct sentences can be formed from the table provided that the learners follow the conventions that separate singular from plural forms. Example:

T: There is a river in the park
SS: There is a river in the park

T: Dog
SS: There is a dog in the park.

2.1.4 Transformation or conversion drills: They are used to practice changes, for example, from affirmative to interrogative or negative; from one pronoun form to another, from active to passive, etc. The teacher starts with a model sentence. Example:
T: I get up early every morning. Use Tom.
A: Tom gets up early every morning
T: I have a bath
B: He has a bath
T: I have breakfast at about 6:30
C: He has breakfast at about 6:30 (etc.)

2.1.5 Guessing drills: students are asked to find something out through guessing, which is the basis of good communicative activities, specially games, because the learners are trying to find out something that they do not know. Some examples are given below:

- The students think of their favorite color, sport, hobby, animal, etc. Then, they take turns to find out about each other's color (etc.) by asking: Is it read? and so on.
- The students have to imagine that they have been ill. Then they take turns to find out each other's illness by asking: Did you have flu? (pneumonia) etc.

2.2 THE USE OF TEXTS: QUESTION AND ANSWER AS A PRACTICE TECHNIQUE.
"This is perhaps one of the commonest ways of giving language practice in the classroom. It is also one of the most misused." Let us consider these basic points:

- This practice may be oral or written. Visual aids also enable us to elicit responses from the students.
- Questions must be as realistic as possible. The person who asks a question expects to be told something that he does not know.
- Questions based on a text must not be worded in language that is more difficult than the text itself, or call for answers that are more difficult. They must be presented as easily as possible.
- Different ways of asking and answering questions must be taken into account.

AZAR, Betty mentions some of them. For example:

- Wh-questions: Where is the carnival?
- Questions formed with an auxiliary verb: Is Jorge a good singer?
- Tag questions: You can play the guitar, can't you?
- Alternative type questions: Is Elena living in Tulcan or in Ibarra?
- Questions formed with modals: Should you go to the carnival with me?

* NUNAN, David: (1995), Language Teaching Methodology, Phoenix ELT, Great Britain, p.140
- **Conditional sentences**: If you could play the guitar, would you take part in the competition?

- **Polite questions**: Will you please go with me to the party?

- **Negative-interrogative**: Doesn’t she study English every day?*

The actual choice of questions is likely to be influenced by a number of considerations. For example, how much the teacher wants to help the students towards the answer. In this way, the teacher asks a question and gets the student to answer it. He may elicit a question using a keyword or some other kind of prompt. Finally the students can ask one another questions and answer them.

**Example of exploiting a text for oral practice.**

There are many ways in which a text can be exploited for oral practice:

- **With right/wrong statements**: the students are asked to say whether a statement is right or wrong within the context of a text. If it is right/wrong, they are asked to give the correct version. Example:

  T: Most dinosaurs did not eat animals. What do you think?

  A: It’s right.

T: All dinosaurs lived on land. Is it right or wrong?
B: It's wrong. Some of them lived on land.

-By means of corrections: the students are asked to correct statements. Example:

T: Dinosaurs lived a million years ago.
A: No, they lived 135 million years ago.
T: All dinosaurs were big.
B: A lot of them were big.

- Expanding statements: the students have to give more information about a particular item in the text. Example:

T: I want you to give more details about these things. Listen. A long time ago there were dinosaurs in the world. Can you tell more about dinosaurs?
A: Yes, they lived a hundred million years ago.
T: Good. What can you say about this?
B: A hundred million years ago there were a lot of dinosaurs in the world.

- Giving reasons: the students have to explain the point of a statement. Example:

T: Explain why some dinosaurs were like monsters!
A: They had horns and long teeth.
T: there are no dinosaurs in the world today.
B: They are all dead.
Other kinds of activities for oral practice will depend on the type of text being exploited. Bygate M., gives this example to show how you can vary the types of questions in the form of a sequence:

What happened to the dinosaurs?

A hundred million years ago there were a lot of dinosaurs in the world. Some lived on land. Some lived in the sea. Some could fly. A lot of them were very big, and some had horns or long teeth like the monsters in films. Most of the dinosaurs were plant-eaters, but some of them could kill and eat very big animals.

The world was full of dinosaurs for 135 million years. 60 million years ago, however, they were all dead. What happened to them:

The dinosaurs could not live in a cold climate. 100 million years ago the world was not a very cold place, but some scientists say that about 65 million years ago the world's climate changed. The new climate was cold and this cold climate killed the dinosaurs.

Now we can see dinosaur bones in museums, but we cannot see a real dinosaur.

**Question and answer practice.**

**TEACHER:**

- Did the dinosaurs live a long time ago?  

**STUDENTS:**

Yes, they did. A very long time ago.
-How long ago? Do you remember?
-And were there a lot of them?
-And they lived all in land, didn’t they?
-Where did they live, then?

Yes, a hundred million years.
Yes.
No, not all of them.
Some lived on land, some lived in the sea.

-Now, were all the dinosaurs big?
-Yes, they were like monsters, weren’t they?
-What did they eat, then? Did they eat other animals?
-But some could eat other animals, couldn’t they?

No, but all of them were very big.
Yes, a lot of them had horns and big teeth.
No, most of them ate plants.
Yes, they could kill and eat big animals.

Because some of the activities are open-ended, it will sometimes happen that the first student who responds may not give all the necessary information. In this case other students can be called to add to the first answer until an acceptable one has been built up. The teacher must select a topic which seem to be particularly productive.

Dialogues provide not only samples of spoken language which the learners need in order to build up their oral ability, but also a framework for using them; they show the learners how speakers interact.
CHAPTER 3
FROM PRACTICE TO PRODUCTION
At the practice stage we have been looking at activities which are wholly under the teacher's control. He has been working with the whole class together, using drills and texts which give the students an opportunity to reproduce what they have learned accurately and enabling the teacher to check their performance.

An important feature of the production stage is that the learners should work as much as possible on their own, talking to one another directly and not by means of the teacher. What is needed then, as a first step, is a transition phase where the learners get plenty of guidance but at the same time are given the chance to talk to one another without constant supervision or correction from the teacher.

"Two things are needed to put this into effect:
- A change from whole class practice to pairwork;
- Appropriate activities for the students to do."

This transition phase from practice to production is very important because it will provide the learners with the maximum amount of meaningful practice. At

* HATCH, E. (1978), Second Language Acquisition, Newbury House, Rowley, p.60
the same time, it will get them used to work on their own, which not all the students accept or do well at the start.

3.1 TYPES OF PAIRWORK

In addition to what we might call “open pairwork”, where the students work informally, asking and answering questions, under the teacher’s supervision, there are two other ways of getting the students to work in pairs:

a) Fixed pairs: each student completes an activity with the same partner. Normally the student works with a neighbor for this type of pairwork. **SEE ANNEX 2**

b) Flexible pairs: for this, each student interacts with a number of students in turn in order to complete the task. This type of work normally requires the students to move freely around the classroom, and can therefore cause problems in large classes.

If pairwork is to be successful certain procedures should be followed:

- Make sure that students know exactly what they have to do. That is, explain the activity and practice with “open pairs” across the class.
- Divide the students into pairs, taking advantage of the way they are seated.
- Carry out selective checking by walking round the class and listening. The teacher must join in with a pair from time to time, especially with those students who are likely to need help.

- Control noise level by stopping an activity and asking the students to start again more quietly.

- Check the amount of time that an activity demands. Stop the activity when the students have had a reasonable amount of practice. The teacher can not expect all students to go at exactly the same pace and some students will naturally get more practice than others.

- Provide any necessary feedback. That is, tell the students how well they have done. If necessary, the teacher must re-teach some items.

- It is assumed that pairwork is more suitable, partly because the teacher wants the students to do as much talking as possible and partly because it is usually easier to divide a class up into pairs.

3.2 PATTERNS OF PAIRWORK ACTIVITIES

3.2.1 Mini-dialogues: These are short conversations between two (or possibly three speakers), which provide the learners with models of spoken language. For example:

A. What are you doing tonight?
B. Nothing, really. Why?

A. Why don’t we have a game of tennis, then?

B. OK. I’ll see you about five.

Such dialogues usually incorporate one or more structures or functions which the learners need to practice, together with any relevant vocabulary. They can also include many features of spoken language, e.g. short-form answers, tag questions, and so on. In short, they are ideal for those occasions when the teacher wants to give the learners controlled practice, getting them to work together and increasing their confidence in saying something in English.

3.2.2 Picture sets: a set of 4-8 pictures is a kind of visual substitution table. The general structure of each picture is the same (two people going to the same place at a certain time) but the actual details are varied: e.g. the places and the times. This enables the students to reproduce new versions of each dialogue. For example, at a basic level:
A: Where are John and Ann?

B: They said they were going to the cinema.

A: Really? When did they go?

B: Oh, at about nine, I think.

Picture B

A: Where are Steve and Joan?

B: They said they were going to the park.

A: Really? When did they go?

B: Oh, at about three, I think.

The students can talk about the picture or through it, as in a simple role-play. Example:
A: I am going to the cinema tonight.

B: Are you? Who with?

A: Mary

B: Gosh! Lucky you.

The students can work with single exchanges or longer dialogues as required. Example:

A: I'm going to the cinema tonight.

B: Oh, can I come too?

A: Certainly not!

B: Why not?

A: Well, I'm going with Nancy, that's why.

B: Lucky you!

The dialogues can relate to two pictures. Example:

A: Let's go to the cinema.

B: But we went there last night!

A: All right. What would you like to do then?

B: Well, I'd rather go to the park.
3.2.3 Model dialogue and keywords: “Students may be asked to work
with a single dialogue together with a list of keywords which they can use to
produce different versions of the dialogue.” *

For example, the set given below provides practice in talking about
occupations:

<table>
<thead>
<tr>
<th>bank clerk</th>
<th>TV announcer</th>
</tr>
</thead>
<tbody>
<tr>
<td>truck driver</td>
<td>tourist guide</td>
</tr>
<tr>
<td>car mechanic</td>
<td>library assistant</td>
</tr>
<tr>
<td>fly attendant</td>
<td>income tax inspector</td>
</tr>
<tr>
<td>pop singer</td>
<td>fashion model</td>
</tr>
<tr>
<td>football referee</td>
<td>hotel receptionist</td>
</tr>
<tr>
<td>insurance agent</td>
<td>secretary</td>
</tr>
</tbody>
</table>

A: What does your (sister) do, then?
B: She works as (a library assistant).
A: (She) likes it, I imagine.
B: Yes, (she’s) had the same job ever since (she) left school.

* BYRNE, Don: (1976), Teaching Oral English , Longman Group, p.57
3.2.4 Single object picture cards: This is a very simple and effective way of providing a visual stimulus for dialogue work. You may use a minimum of 6-8 cards. The teacher can also use either large cards (i.e., flashcards), which can be displayed on the board at the front of the class, or give the students small individual cards like those below.
With a set of cards like the ones above, the teacher can get the students to practice a whole range of dialogues like these:

A: Can I have (the clock), please?
B: Yes, here you are.
A: Can I have (the book) too?
B: No, sorry. You can’t have that.

A: I’ve just been shopping.
B: Did you buy anything interesting?

3.2.5 Language games: using picture cards it is possible to have games for pairwork, although many of them could be done with teams or in groups. For example:
- One student thinks of one of the pictures (he does not tell his partner which one he has chosen) the other tries to find out which one it is by asking yes/no type questions. For example, if he has chosen “pen”, his partner can ask:

  Is it big?  Answer: no
  Can you cut things with it?  Answer: no
  Is there one in this room?  Answer: yes.
  (etc) until he knows the object and can ask: Is it a pen?

- There are many versions of games which can be exploited within a group. Let’s consider for example the game “desert island”. The students are told that they are going to spend (three) months on a desert island. They are asked to choose (three) things to take with them and to say what they are going to do with each thing. The talk may go in this way:

  A: I am going to take a knife, a radio and a ball.
  B: What are you going to do with the knife?
  A: Lots of things. I am going to cut my food with it. I am going to cut wood with it, too.
  B: What about the radio?
  A: I am going to listen to music.
  B: What are you going to do with the ball?
A: I am going to play football. It doesn't matter if I practice alone.

- **Building up descriptions**: the students take turns to build up a description of an object by each adding a sentence. For example, a description of a monster.

A: This monster has a long neck.

B: It has a long neck and it has also big teeth.

A: It has a long neck, big teeth, a long tail and wings, too. (etc)
CHAPTER 4

THE PRODUCTION STAGE
CHAPTER 4
THE PRODUCTION STAGE

In this stage the teacher serves as a guide. Many teachers feel that they have done their job if they have presented the new material well and have given their students an adequate and controlled practice. Yet, "real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do this outside the classroom, provision must be made as part of the lesson." *

At any level of attainment, from elementary to advanced, the students need to be given regular and frequent opportunities to use language freely, even if they sometimes make mistakes. It doesn't mean that mistakes are unimportant, but rather that free expression is more important, and it is a great mistake to deprive students of this opportunity. So it is necessary to provide students with activities for free expression and watch over how they carry them out; of course, it is one of the best ways to find out whether the students are really making progress..

* BYRNE, Don: (1976), Teaching Oral English, Longman Group, p. 2
This sequence: presentation → practice → production is an approach to language learning which is effective in average classroom conditions. It should not of course be interpreted too literally; these stages are not recipes for organising all our lessons. The actual shape of a lesson will depend on a number of factors, such as the time needed for each stage. Also, stages tend to overlap and run into one another e.g. some practice may form part of the presentation stage.

4.1 THE PROBLEMS OF THE LEARNERS

It is sometimes argued that the students do not know enough the language to express themselves with ease. Therefore, free expression will test their limited competence and result in errors which could be avoided if we continue to guide what they say. As for mistakes, it is better that they occur in the classroom, where the teacher can encourage a feedback for remedial teaching.

Although many students are happy to speak in chorus or under the teacher’s guidance when doing some kind of drill, they are inhibited when they are asked to express themselves freely in the presence of the whole class. This may be because they have not been encouraged to perform individually without worrying about mistakes or due to the fear of being corrected in front of the other students.
The teacher should avoid unnecessary correction and do it obliquely rather than directly, so that the learners perceive their mistakes for themselves.

The teacher must consider the question by providing the learners with something to talk about: a topic, a theme, a problem of some kind. A picture or a set of pictures may be very effective in conveying ideas for the students to talk about. The topics chosen for this purpose should not call for specialized knowledge. What we are especially concerned with is not what the students know but their opinions and reactions.

4.2 ORGANIZING GROUPWORK

Our concern now at the production stage is to provide the students with an environment within which they can communicate easily and freely, and within which they can work together independently with only the minimum amount of the teacher’s direction. The solution is to form smaller units - or groups to provide a richer climate for interaction. SEE ANNEX 3

The group, made up of perhaps 5 - 8 students must be under the direction of a group leader, whose function is to coordinate the activities of the group and to serve as a link with the teacher. The teacher must present and perhaps demonstrate the activities which the students are required to do in their groups, but once this has
been done, the students should be allowed to work on their own. Divided into
groups, the students are able to sit together, facing one another in an intimate circle
and talk freely.

The size of the groups should be worked out in relation to the total number
of students in the class. As a general rule, there should be 5 - 8 students in each
group and not more then 5 - 6 groups in the class, because it is difficult to manage a
large number of groups; the teacher will have to look after the groups, clear up any
difficulties, check that they are working, etc.

The teacher normally forms the groups on the basis of mixed ability, weak
and good students together. However there will be occasions when the teacher
wants the students to work together on tasks which have been selected to suit their
abilities. In this case, the groups must have more or less equal ability; the teacher
then will give more attention to those who most need help. Each group should have
an identifying label, such as a a name or a number and set a position in the class-
room to work. Usually groupwork will involve some re-arrangement of the class-
room furniture.

There are some things that the teacher must do:

a) Select the activities carefully : they can be done reasonably well with the lan-
guage the students have at their disposal, indicating to the students how they can do this.

b) **Work out the instructions for an activity carefully:** keep instructions simple, and if necessary use the mother tongue.

c) **Present the activity to the class and then monitor the students' performance:** while the activities are in progress, the teacher must move around the class and listen to find out how the students are getting on. As a rule, he must not correct mistakes of language during a group activity but make a note of them and use them as the basis of feedback. The students must know that the teacher is available for consultation, either to clarify instructions or to help with language.

d) **Provide feedback:** a major kind of feedback will be concerned with language. If the teacher has detected errors, he may choose to point these out to the group or, if it seems appropriate, to the whole class. The teacher may use mistakes as the basis for remedial or further teaching. There is no set way of providing a feedback; because it depends on the nature of the activity. Finally, it is advisable to keep a record of the activities done in class, together with any comments on the students' performance.
4.3 GROUP ACTIVITIES

At the presentation and practice stages visual aids serve mainly to provide a clear contextual setting for the items being taught: either to illustrate their meaning or to elicit responses that relate to what is shown in the picture. At the production stage, however, students may be asked to describe what they actually see; their main value lies in stimulating interpretation and discussion.

4.3.1 Pictures for interpretation: in pictures like the one below, they are not meant to be described, because their visible features would be rapidly exhausted and all talk would soon be over. Instead, the students should be invited to identify the “unknown” aspects of the picture: what is implied but not seen.
This will provide a framework for discussion. For example, in this picture we can see a woman looking out of a window, but we don’t know what she has seen, who she is talking to and what she is saying. The teacher may divide the students into their groups and ask them to start a discussion, using language in a natural way.

So, one exploitation of the picture could be carried for discussion as follows:

A: I think she’s seen a man ...
B: Where?
A: On the street.
C: What’s he doing?
A: Oh, he’s just fallen off his bike.
D: But the woman is laughing.
B: She isn’t laughing. She is smiling.
D: Well, why is she smiling?
A: Perhaps she doesn’t like the man.
E: I don’t agree with this. I think ... (etc.)

Finally, the teacher may re-form the class and ask a spokesperson from each group to present the interpretation of his group, which is then commented on by the
other students in the class, who can ask questions, raise objections, etc. depending on the amount of time available.

4.3.2 Pictures for dialogue and role-playing: the teacher must provide an effective stimulus to his students to talk. With appropriate pictures like the next one, a general discussion can be built up. Many questions may arise, for example:

- Why is the man annoyed?
- What do you think his wife has cooked?
- What do you think she says?
- Does the man eat his lunch, or not?

This visual stimulus might be supplemented with an audio one in the form of a recorded dialogue, which the students listen to once or twice:
A: What's the matter? Don't you want it?
B: Fish and chips again! I am tired of fish and chips!
A: It used to be your favorite meal.
B: Yes, but not three times a week!
A: Three times a week! You haven't had it for over a week.
B: Well, I still don't want it.
A: Well, in that case you'd better go and cook your own lunch. And I'll have the fish and the chips.

In this way, the students have the advantage of bringing the situation alive, as it happens in real life. We must stress the importance of letting the students work in groups. This can be done formally or informally, depending on the type of activity, the time available and classroom conditions; the students will need some opportunities to work on their own, to talk directly to one another and express their ideas freely.

We must also consider that activities must be appropriate to the level of the students; some relevant language can also be introduced when the activity is being presented. In the early stages this is not likely to spoil the students' enjoyment or to downgrade their effort at communication. They will still have to work hard at the task.
CHAPTER 5
THE LEARNERS
CHAPTER 5
THE LEARNERS

5.1 THE LEARNERS PERFORMANCE.

"In my classes, especially in state schools, there are considerable differences not only in attainment but also in language skills, aspirations, interests, background and above all, personality"*

The teacher cannot take these differences into account at every moment of the lesson but, unless teaching is viewed as a shaping process from start to finish, these differences need not be taken as a great disadvantage to the whole class. They can in fact be made to contribute to language learning in the classroom.

The teacher must make some compromises: at the presentation stage he must select and present language material for the class as a whole. At the practice stage, some things will have to be done with the class as a whole, but he must begin taking into account individual differences through pairwork activities. It is at the production stage, when the learners will be working for the most part in groups; individual differences begin to play an important part. The activities at this stage permit the students to express themselves as individuals.

* BYRNE, Don: (1976), Teaching Oral English, Longman Group, p.4
In a few cases, because we know why students are learning a language, we are able to specify more or less exactly what they will need to learn both in terms of language and skills. For most students, however, language learning is a long-term process, with goals that cannot be satisfactorily defined. For many students the only reality is a final public examination with a probable emphasis not on skills that are truly needed but on those that can be measured through a written examination. This is a poor reward for many years of language learning.

In such circumstances we must help the learners in the most realistic way possible. Ultimately, they will need the language for the purpose of communication. *First*, it is clear that they must master as much of the language system as they reasonably can: that is, its grammar, its vocabulary and its phonology. *Secondly*, the learners need opportunities to try out language for themselves: in other words, to experience within the classroom ways of communicating through the language.

We must remember that communication in the classroom is not quite the same as "real life", although the classroom has its own reality. The students will respond individually to the different types of activities. Some, for example, are likely to need more practice in order to master the language system; other may "pick up" the language through fluency-type activities. Some, will become fluent but inaccurate communicators; others will communicate painstakingly and accurately but with modest fluency. Such diversity is typical of an average class of students.
5.2 SPEAKING TESTS

Evaluation is as much part of language teaching as are the materials, syllabus and approach. Tests must be simple to contrive, demand little loss of teaching time and be easily marked.

In testing, it is useful to think in terms of the four skills. In this way you can be sure not to overlook a cherished aspect of language use. Many good tests are integrated ones (mixed) and combine reading and writing, listening and reading, reading and speaking, and so on.

If our aim is to develop speaking competence, we must include speaking tests even with large classes. To do this, the teacher must play one role while the student plays the second. Each little scene takes only a minute or so to act out. "The student has a talk card as prompt. There will be eight or so different short situations which will be given to the class a few days before the oral test so that they can prepare" * SEE ANNEX FOUR.

General fluency is more important than grammatical accuracy when testing oral skills. A student that has succeeded in communicating what he/she wants to express but who has made a lot of grammatical errors has a better performance than a student who has made no grammatical errors but who has said nothing relevant.

CHAPTER 6

HOW TO PROVE THE FORMER LEARNED STAGES
CHAPTER 6
HOW TO PROVE THE FORMER LEARNED STAGES

6.1 THEORETICAL FOUNDATIONS

The main hypothesis is: The application of the stages of the learning process introduction → practice → production influence directly in the development of oral skills among students in an EFL class.

From this one, we can deduce the particular hypotheses:

a) Oral communication is a two-way process between speaker and listener(s) and involves the productive skill of speaking and the receptive skill of listening with understanding.

b) Learning to speak in a second language will be facilitated when learners are actively motivated and engaged in attempting to communicate.

The variables that come from the hypothesis are:

- **Dependent variable**: the development of oral skills among students in an EFL class.
- **Independent variable**: the application of the stages of the learning process introduction → practice → production.

- **The Indicators are**:
  * Levels of proficiency in oral communication.
  * Advantages and disadvantages of using certain techniques to prompt oral communication.

The proposed investigation will be performed in the "San Antonio de Padua" High School, Tulcan city, province of Carchi, where I am working as a teacher of English.

This High School has 22 years of experience educating and capacitating the Carchense youth. For this purpose it offers the following majors:

- Chemistry and Biology with Medical Auxiliary.
- Commerce and Administration with Computerized Accounting.
- Social Science.

In order for our School to increase the number of students, I have taken part in the creation of a new major: Administrative Assistant with Proficiency in
English which will begin to work since the School year 1998-1999 for the Specialized Cycle.

There are in total 32 teachers; 20 in Basic Cycle and 12 in Specialized Cycle.

The students are shared out in the following way: 141 students in Basic Cycle and 99 in Specialized Cycle.

My research was performed in the fourth courses where there are 26 students. Because the population is small, the sample will be the same. In other words all the students will be tested.

Regarding general methods of investigation I will use the Analytic Method to observe the nature, relations and particularities of every stage of the learning process: presentation $\rightarrow$ practice $\rightarrow$ production.

In addition I will use the Descriptive particular method to make us know the criteria of researchers about the development of oral skills in English.

To develop the scientific content I will use as a technique bibliographic references in DEPROMEP, an English Department in the Direction of Education of
Carchi and particular courses such as the Streamline Series used in English Academies such as CENDIA (Quito) and the AMERICAN LANGUAGE CENTER (Tulcán).

The current research will require Descriptive Statistics to present all necessary statistical tables in this work to be developed.

6.2 EVALUATION OF RESULTS

The hypotheses may be verified with the group of students mentioned earlier who also were my students last year. All of them took part in a practical work that involves the theoretical and practical principles focused in this investigation and that goes on in this current year.

In order to check the Fourth Class students’ criteria about the use of the “Presentation Stage” and its incidence in the development of oral fluency, I gave them the following questionnaire: (SEE ANNEX FIVE)

a) How motivated do you feel when your teacher introduces the topic, teaches vocabulary and grammar structure so that you can understand the content of the text better?
b) After this, what do you think is the importance of the fact that the teacher reads
the text first and you listen to carefully; later on, you are given the chance to
practice the text orally with your partner?

1. □ Very important 3. □ Little important
2. □ Relatively important 4. □ Not important

The results are:

* For question a: 73% of the students feel very motivated when the teacher
introduces the new language items at the Presentation Stage and 27% feel somehow
motivated; none of them considers this is an unnecessary stage.

* For question b: 73% of the students considers it very important to listen to the
teacher first as a prior step before starting an oral practice with their partners; 27%
of them considers this event as relatively important.
Let's present the results in the following chart:

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>CHOICES</th>
<th>COURSES</th>
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<td></td>
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<td>4 A</td>
<td>4 C</td>
<td>TOTAL</td>
<td>%</td>
</tr>
<tr>
<td>Question a</td>
<td>- Very motivated</td>
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<td>19</td>
<td>73%</td>
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<td></td>
<td>- Somehow motivated</td>
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<td>6</td>
<td>7</td>
<td>27%</td>
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<td></td>
<td>- Little motivated</td>
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<td>- Not motivated</td>
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<td>TOTAL</td>
<td>STUDENTS</td>
<td>7</td>
<td>19</td>
<td>26</td>
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<tr>
<td>Question b</td>
<td>- Very important</td>
<td>6</td>
<td>13</td>
<td>19</td>
<td>73%</td>
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<td>- Relatively imp.</td>
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</table>
This tabulated data are represented in the following graph:

**GRAPH 1**

Next, in order to check the students' criteria about the use of the "Practice Stage" and its incidence in the development of oral fluency, I asked them the following questionnaire: (SEE ANNEX SIX)

a) When developing drills (substitution drills, transformation drills, etc.) how secure do you feel you are forming correct sentences?

1. [ ] Completely secure     3. [ ] Little secure
2. □ Very secure    □ Not secure

b) When you take part in a “question and answer practice”, how much oral training you consider you are getting from it?

1. □ A lot of oral training    3. □ Little oral training
2. □ An adequate oral training    4. □ No oral training

c) Do you consider that the use of certain techniques such as mini dialogues, picture sets, single picture cards and other pair-work activities, are useful to improve your oral fluency?

1. □ Very useful    3. □ Little useful
2. □ Somehow useful    4. □ Not useful

The results are:

*For question a*: 35% of the students feel completely secure they are making correct sentences when developing drills; 46% feel very secure, 15% feel a little secure 4% do not feel secure.
* For question b: 58% of the students think they are getting a lot of oral training when they take part in a “question and answer” practice; 42% think they are getting an adequate oral training, none of them think they don’t get any kind of oral training.

* For question c: 69% of the students claim that the use of certain techniques such as mini dialogues, picture sets, single picture cards and other pair-work activities, are very useful to improve their oral fluency; 27% of the students consider them somehow useful and 4% of the students consider them little useful.

The results are presented in the following chart:

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<th>QUESTIONS</th>
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<td>Question a</td>
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<td>- Very secure</td>
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<td>- Little secure</td>
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<td>TOTAL STUDENTS</td>
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<tr>
<td>Question b</td>
<td>- A lot of oral training</td>
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<td>- An adequate o.t.</td>
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<td>- No oral training</td>
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</table>
This tabulated data are represented in the following graph:

Finally, in order to check the students' criteria about the use of the "Production Stage" and its incidence in the development of oral fluency, I asked them the following questionnaire: (SEE ANNEX SEVEN)
a) Do you assume it is necessary for you to be given the chance to speak freely about a great variety of themes to verify your real progress is oral speech?

1. □ Very necessary
2. □ Somehow necessary
3. □ Little necessary
4. □ Not necessary

b) To what extent you feel you are progressing with your oral fluency when you are an active member of a group in class and have an oral practice with your friends.

1. □ Very secure
2. □ Somehow secure
3. □ Little secure
4. □ Not secure

The results are:

* For question a: 92% of the students think it is very necessary for them to have the chance to speak freely about a great variety of themes to verify their real progress in oral speech, 8% of them considers it is somehow necessary to have this opportunity and none of them considers this matter as unnecessary.
* For question b: 65% of the students feel very secure they are progressing with their oral fluency when they are active members of a group and have oral practice with their friends, 27% are somehow secure in this regard, none of them feel little secure and 8% of them do not feel secure.

The results are presented in the following chart:

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<tr>
<th>QUESTIONS</th>
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<tr>
<td>Question a</td>
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</table>
This tabulated data are represented in the following graph:

From the results we can deduce that the students feel very motivated in class and know they are improving their oral fluency when the stages of the learning process are applied properly by their teacher.
CONCLUSIONS
CONCLUSIONS

At the end of this research work, I have arrived to the following conclusions:

1.- The teacher must possess ability to give interesting classes to increase the students' interest; he must use all the time a comprehensible language and, when giving instructions, they should be clear and well staged; he must have the desire to harmonize with the students.

2.- There should be a permanent motivation to keep the students' desire to learn to speak with fluency; positive experiences in the classroom may change the students attitude and they will show the willingness to experiment, listen, talk, ask questions and think about how to learn by using appropriate techniques given by the teacher.

3.- Students need to understand the language, its meaning, its construction and then practice it. To do this, at the presentation stage the teacher must select and present language material for the class as a whole. At the practice stage he must devise and provide the maximum amount of practice and begin taking into account individual differences through pairwork activities. At the production stage, the teacher must make the students use the language for themselves, freely, to find out whether they are really making progress even though they sometimes make mistakes.
4.- This sequence: presentation → practice → production is an approach to language learning which is effective in average classroom conditions. It should not of course be interpreted too literally; these stages are not recipes for organizing all our lessons. The actual shape of a lesson will depend on a number of factors, such as the time needed for each stage. Also, stages tend to overlap and run into one another e.g. some practice may form part of the presentation stage.

5.- Most of the surveyed students felt very motivated and understood the text better when the teacher used the Presentation Stage to introduce vocabulary, grammar structure and other language items.

6.- They felt very confident with themselves when they developed mechanical drills. In addition, they considered the Practice Stage as an excellent resource to get a lot of guided oral training.

7.- Almost all of them agreed they should be given the opportunity to speak freely to verify their real progress in oral speech. More than the half considered they felt very secure within a group and were conscious about their real progress in oral fluency by developing an oral practice during the Production Stage.

8.- As far as I am concerned and on the basis of my own experience with myself and with my students I can witness that the stages of the learning process do
develop oral fluency on the surveyed students of the fourth courses in the “San Antonio de Padua” High School in Tulcan city, province of Carchi.

9.- 73% of the students feel very motivated when the teacher introduces the new language items at the Presentation Stage and 27% feel somehow motivated; none of them considers this is an unnecessary stage.

10.- 73% of the students considers it is very important to listen to the teacher first as a prior step before starting an oral practice with their partners; 27% of them considers this event as relatively important.

11.- 35% of the students feel completely secure they are making correct sentences when developing drills; 46% feel very secure, 15% feel a little secure 4% do not feel secure.

12.- 58% of the students think they are getting a lot of oral training when they take part in a “question and answer” practice; 42% think they are getting an adequate oral training, none of them think they don’t get any kind of oral training.

13.- 69% of the students claim that the use of certain techniques such as mini dialogues, picture sets, single picture cards and other pair-work activities, are very use-
ful to improve their oral fluency; 27% of the students consider them somehow useful and 4% of the students consider them little useful.

14.- 92% of the students think it is very necessary for them to have the chance to speak freely about a great variety of themes to verify their real progress in oral speech, 8% of them considers it is somehow necessary to have this opportunity and none of them considers this matter as unnecessary.

15.- 65% of the students feel very secure they are progressing with their oral fluency when they are active members of a group and have oral practice with their friends, 27% are somehow secure on this regard, none of them feel little secure and 8% of them do not feel secure.
RECOMMENDATIONS
RECOMMENDATIONS

As a result of this research we can suggest the following recommendations:

1.- When learning to speak, students are likely to make mistakes as part of their natural process of language learning. Teachers should correct students very sensitively and obliquely rather than directly, so that the learners perceive their mistakes for themselves. Teachers should not correct in speaking activities, not interrupting while students are going on, but giving feedback later.

2.- The teacher must find affinity with the students and correct them without offending them. Because they are inhibited when they are asked to express themselves freely in the presence of the whole class, he must encourage them to perform individually.

3.- Because this method of teaching is very useful and effective I suggest my colleagues to apply it with their students to get real progress in the development of language skills.

4.- A good education trains people to succeed in society. As teachers of English we must develop in them academic skills such as reading, writing, etc. and strengthen their moral values. Even in our country students are becoming very
violent in classes and have no discipline at all. To remedy this situation teachers
must give abundant information about drugs, alcohol, sex and look for strategies to
detect gang members, satanic cults and many other problems. But in this endeavor
parents must play an important role and help positively to raise their children well.

5.- I think that new experimental or alternative educational centers must be opened
to start a real improvement in the quality of education, including English teaching.
They must consider new curriculums suitable for educational needs, trained teacher
and an adequate budget to work.

6.- Parents’ support is fundamental to face the educative crisis. Students who come
from solid families are more successful than the ones that come from unbroken fa-
milies. Good parents advise their children with love and teach them values and
right goals.

7.- A good way to find out how a student is doing at school is visiting it. Parents
that show interest on what their children are doing encourage them to keep on a
good behavior and academic performance. Besides this they are going to get to
know teachers better. In other words the main educational objective is to help
parents to arise responsible adults.
8.- On the other hand students must always get along well with their teachers and classmates, show discipline while learning, choose good friends, do their homeworks the best they can, practice some sports, have a healthy diet, spend enough time for rest and relaxation, etc. Even though there are many obstacles to get a good education, it's possible to get it if students, teachers and parents work together.

9.- The absence of a real guidance in High Schools causes confusion among students regarding what career they should follow. Many students with natural ability to learn languages should be helped to choose the best one.
The Environment

If we (not)

will, may, might

Get off!

Get away with you!

You must be joking.

Does she run?

She ran to work.

recycle

preserve trees

let it go
In some classrooms, the furniture is fixed in place. The best way to get students into groups is often to have two turn round to work with a pair sitting behind them.
Republic of Ecuador, Ministry of Education and Culture,
National Directorate of Curriculum, Division of Foreign Languages
National English Year Three Examination (to be taken at the end of Ciclo Básico)
Written paper June 1998 Duration: Two hours & thirty minutes

Name: .......................................... Town/City: ..............................
School: ................................. Province: .................................

Listen to your teacher as s/he reads the instructions for this examination and look through the sections as your teacher explains them to you. Then ask your teacher if anything is not clear to you.

Introduction
This examination is a test of your achievement after studying English for three years. It tests your ability to listen, read, write and speak English. It also tests your ability to use English grammar and vocabulary.

The examination has five sections, A, B, C, D and E. Today, you have two and a half hours to complete sections A, B, C, and D. Section E, the speaking examination, takes about ten minutes. You are going to take this section on a different day from Sections A to D.

Remember to use your time carefully in the examination today. Do not spend too long on one section. Make sure that you have enough time to finish all the sections.

Section A tests your ability to understand spoken language. In this section you listen to two pieces of spoken English and make notes to show your understanding. This will take approximately thirty minutes. Look at the section now for one minute.

Section B tests your ability to read English. In this section you have to read two texts about familiar subjects and to make notes to show your understanding. You should take about thirty minutes to do this section. Look at the section now for one minute.

Section C tests your ability to write English. In this section you have to complete two writing tasks using the information given to you in illustrations and other sources. Each task should take about fifteen minutes. Look at the section now for one minute.

Section D tests your knowledge of English grammar and vocabulary. You have four tasks to complete in forty minutes. Look at the section now for one minute.

Section E tests your ability to speak English. You take this section of the test after the written examination, at a time given by your teacher. It has two parts - Speaking 1 and Speaking 2. On the day before the examination your teacher will assign you three speaking tasks to prepare. In the examination you will talk for about five minutes each on two of the three topics. Your teacher will select the two topics from the three that she or he assigns to you.

ANNEX 4
should put the butter in a frying pan and heat it and then fry the bananas adding a little sugar, if you want. The bananas should just start to turn brown and get a caramel flavour.

Serve the bananas hot with portions of the ice cream. I think your family or your guests will all agree that this is a really splendid dessert on a cold or a hot day.

Presenter: Finally, listen again to check the sequence of steps in the recipe.

Antonio Castro: Here are the instructions again to make the ice-cream and to prepare the bananas...

First, mix the cream to make it thick and smooth. Then, mix the egg yolks, the sugar and the vanilla in another container. After that combine the mixture of egg yolks, sugar and vanilla with the cream. Then put this mixture in the freezer in a shallow container until it gets firm.

Now peel the bananas and slice them into four or five long slices. Put the butter in a frying pan, heat it and then fry the bananas adding a little sugar, if you want. The bananas should go a little brown and get a caramel flavour.

Serve the bananas hot with the ice cream. Everyone will all agree that this is a great dessert anytime, anywhere...

Sections B, C and D Reading, Writing and Grammar

- Before students start the individual written section, write the section names on the board and the suggested times for each section.

- Every half hour remind students of the time

- Monitor students’ work to ensure there is no cheating, but do not interrupt them while they work.

- Tell them when there are ten minutes and five minutes to go before the end of the examination.

- At the end of the examination insist that everyone stops writing at the same time and remains seated in silence while the papers are handed in to you.

Section E Speaking 1 & 2

(5 marks for each part. 5 to 10 minutes total testing time for each student.)

This section of the examination should be taken at a convenient time close to the written examination. Please read these instructions and follow them carefully in order to ensure a standard examination procedure.

- Before the speaking examination

1. Prepare your examination materials in advance. Photocopy the visuals that your students will use as input to talk in the examination. (See below: Examination tasks and visuals) Make sure that they are well copied, i.e. clear and easy to understand. Your students must use these photocopied materials, not their textbooks, to prepare on the day of the examination and in the examination itself.

2. One day before the oral examination, assign one of the sets of three tasks below to each student. Tell your students to prepare to talk about them. Tell them they can use notes to help them remember their talk but they cannot use complete texts. In the examination, choose two of the three tasks and ask them to talk about them.

3. On the day of the examination, organize your classroom in such a way that there is a quiet place for three students to sit, wait and prepare with the assigned examination visuals in their hands, and a room where you can examine students one by one in a relaxed and quiet atmosphere.

- During the speaking examination

Try to give each student confidence. Don’t look threatening! Tension and nervousness may affect a student’s performance. Try to remain friendly and encouraging, but also neutral in your attitude to your students as they present the examination. Greet them and invite them to speak about one then
about another topic from the three they prepared.

Explain to the students that they have to talk for five to ten minutes approximately on the topics that you select from the three that they prepared.

Do not prompt them with a series of questions. This may be intimidating and also turn the examination into a test of listening. Instead, encourage speaking by saying, “Tell me about...” or “Tell me some more about...” and by indicating with gestures, if necessary, the parts of the visuals that they could concentrate on in order to speak some more. If possible, do not interfere at all in their presentations.

When each student finishes, thank him or her for the talks, invite the next student to come in and invite another student to join the queue of students waiting and preparing. Give the new student the materials they need for their examination. Each student should have the set of examination visuals that they need to prepare for their examination when they are waiting.

Examination tasks and visuals

Set A

Set B
1. Book 2, pages 48 and 49. Look at the pictures of the Otavaleños and talk about them.
2. Book 3, pages 79 and 80. Talk about how to make sorbets (also known as helados de paila).
3. Book 3, page 68. Look at the pictures about Whympfer’s life and talk about his life and his expedition to Ecuador.

Set C
3. Book 2, page 85. Look at the pictures and tell the story about some tourists lost in the Galapagos Islands.

Set D
1. Book 3, pages 74 and 77. Look at the illustrations and talk about reptiles and birds of the Galapagos Islands.

Set E

Set F

III After the examination

Marking objective and subjective items

Objective items
- When marking all objective items, i.e. the listening, reading, grammar and vocabulary sections, put your ticks (✓) and the corresponding marks on the script. Also record the marks in the space provided on the front page of the examination. Read the instructions carefully for each section as the importance of e.g. spelling and grammar is different depending on the testing purpose. For example in the listening skills section, spelling is not important providing you can understand what the student has written.
Material for students speaking examinations. Students, please remove pages 11-16 and use them to prepare your examination. Follow your teacher's instructions to prepare the correct set of speaking tasks.

- at the photographs of your famous people. Talk about three of them.
- about how to make scale drawings.

- at the pictures and tell the story of Simon Bolivar.
Material for students speaking examinations. Students, please remove pages 11-16 and use them to prepare your examination. Follow your teacher's instructions to prepare the correct set of speaking tasks.

Look at the pictures of the Otavaleños and talk about them.

Talk about how to make sorbets (also known as helados de paila).

Look at the pictures about Whymper's life and talk about his life and his expedition to uador.
Material for students speaking examinations. Students, please remove pages 11-16 and use them to prepare your examination. Follow your teacher's instructions to prepare the correct set of speaking tasks.

Look at the picture and talk about the dangers of smoking.

Look at the pictures and talk about how to make oral rehydration solution.

Look at the pictures. Tell the story about some tourists lost in the Galapagos Islands.
1. Look at the illustrations and talk about reptiles and birds of the Galapagos Islands.

2. Look at the pictures. Talk about how to protect our environment.

3. Look at the picture story and narrate the life of Teodoro Jaramillo.
1. Look at the drawing. Describe the water cycle.

Set E  Material for students speaking examinations. Students, please remove pages 11-16 and use them to prepare your examination. Follow your teacher’s instructions to prepare the correct set of speaking tasks.

2. Look at the pictures. Talk about how to protect our environment.

3. Look at the pictures and tell the story about dengue.
Material for students speaking examinations. Students, please remove pages 11-16 and use them to prepare your examination. Follow your teacher's instructions to prepare the correct set of speaking tasks.

1. Look at the pictures and talk about Manabi Province.

2. Look at the drawings. Talk about how to prevent dengue.

3. Look at the picture story. Talk about the legend of El Dorado.
I. INFORMATIVE DATA
SCHOOL : San Antonio de Padua.
Teacher : Ledo Edison Peñafiel Arcos
Student : Class : Date :

II. OBJECTIVE
Check the Fourth Class students' criteria about the use of the "Presentation Stage" and its incidence in the development of oral fluency.

III. INSTRUCTIONS
Rate the following matters in order of importance. Tick (√) the best choice.

IV. QUESTIONNAIRE:
a) How motivated do you feel when your teacher introduces the topic, teaches vocabulary and grammar structure so that you can understand the content of the text better?

1. □ Very motivated
2. □ Somehow motivated
3. □ Little motivated
4. □ Not motivated

b) After this, what do you think is the importance of the fact that the teacher reads the text first and you listen to carefully; later on, you are given the chance to practice the text orally with your partner?

1. □ Very important
2. □ Relatively important
3. □ Little important
4. □ Not important
I. INFORMATIVE DATA
SCHOOL: San Antonio de Padua.
Teacher: Ledo Edison Peñafló Arcos
Student: Class: Date:

II. OBJECTIVE
Check the Fourth Class students' criteria about the use of the "Practice Stage" and its incidence in the development of oral fluency.

III. INSTRUCTIONS
Rate the following matters in order of importance. Tick (✓) the best choice.

IV. QUESTIONNAIRE:

a) When developing drills (substitution drills, transformation drills, etc.) how secure you feel you are forming correct sentences?

1. [ ] Completely secure
2. [ ] Very secure
3. [ ] Little secure
4. [ ] Not secure

b) When you take part in a "question and answer practice", how much oral training you consider you are getting from it?

1. [ ] A lot of oral training
2. [ ] An adequate oral training
3. [ ] Little oral training
4. [ ] No oral training

c) Do you consider that the use of certain techniques such as mini dialogues, picture sets, single picture cards and other pair-work activities, are useful to improve your oral fluency?

1. [ ] Very useful
2. [ ] Somehow useful
3. [ ] Little useful
4. [ ] Not useful
I. INFORMATIVE DATA

SCHOOL: San Antonio de Padua.

Teacher: Lcdo Edison Peñaefiel Arcos

Student: Class: Date:

II. OBJECTIVE

Check the Fourth Class students’ criteria about the use of the "Production Stage" and its incidence in the development of oral fluency.

III. INSTRUCTIONS

Rate the following matters in order of importance. Tick (✓) the best choice.

IV. QUESTIONNAIRE:

a) Do you assume it is necessary for you to be given the chance to speak freely about a great variety of themes to verify your real progress is oral speech?

1. [ ] Very necessary
2. [ ] Somehow necessary
3. [ ] Little necessary
4. [ ] Not necessary

b) To what extent you feel you are progressing with your oral fluency when you are an active member of a group in class and have an oral practice with your friends.

1. [ ] Very secure
2. [ ] Somehow secure
3. [ ] Little secure
4. [ ] Not secure
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