

Social affective strategies in EFL self-confidence

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2. Descripción
<p>El presente trabajo realizado en la institución Rafael Bernal Jiménez ubicada en Bogotá, Colombia describe un proyecto que hizo uso de la investigación acción para analizar el impacto de la aplicación de estrategias socio afectivas en la producción oral de los estudiantes en un aula de inglés como lengua extranjera. La implementación buscaba dar cuenta de los cambios que pudiera generar la aplicación de este método sobre la confianza en la producción oral de los estudiantes. Para ello se diseñaron tareas de habla que permitieran a los estudiantes participar en el proceso de aprendizaje, y cuya finalidad radicaba en promover la confianza en el momento de enfrentarse a la producción oral en lengua extranjera entre los estudiantes. Los resultados arrojados por la implementación fueron analizados desde una perspectiva cualitativa a través de tres instrumentos de recolección. Los resultados fueron reportados y analizados en la última parte de este documento.</p>

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6. Contenidos

El documento fue dividido en 8 capítulos de la siguiente manera:

Capítulo 1: Introducción

En esta parte se describió el contexto general en el que se enmarcó la investigación, la población con quien se aplicó, el planteamiento del problema, la justificación del proyecto, así como la pregunta problema y los objetivos establecidos para la implementación.

Capítulo 2: Marco teórico


Este capítulo describió conceptos y teorías tomadas como base para la construcción de la propuesta y la revisión de investigaciones elaboradas previamente que presentan puntos en común con este proyecto.

Capítulo 3: Metodología de investigación

Aquí se describieron aspectos importantes en relación con la metodología como el enfoque investigativo, la técnica de recolección y tratamiento de los datos, y los indicadores a ser analizados.

Capítulo 4: Propuesta pedagógica

Este apartado describió la propuesta pedagógica en general, da a conocer su enfoque, las etapas de implementación, el tiempo en el aula y las actividades que fueron desarrolladas.

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7. Contenidos

Capítulo 5: Análisis de datos

Se presentaron los resultados obtenidos y analizados durante el proceso de implementación en función de las categorías y los indicadores expuestos anteriormente.

Capítulo 6: Resumen de resultados


Se hizo una exposición general de los resultados obtenidos en el análisis de cada una de las categorías.

Capítulo 7: Conclusiones

Se realizó un balance de cada uno de los objetivos planteados para el proyecto y de los aprendizajes obtenidos de la intervención pedagógica.

Capítulo 8: Recomendaciones generales

Por último, se dio una serie de sugerencias pedagógicas, investigativas y disciplinarias dirigidas a los diferentes actores del proceso pedagógico en la institución y en la universidad.

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8. Metodología

Teniendo en cuenta la implementación y sus resultados, se llegó a las siguientes conclusiones:

La aplicación de tareas de habla garantizó a los estudiantes el hacer uso de la lengua extranjera ya que les permitió involucrarse en actos comunicativos en los cuales enfrentaron desafíos relacionados con el acto de hablar, pero se necesitó implementar ciertas estrategias socio afectivas para que los niños estuvieran motivados, confiados de sí mismos y con bajos niveles de ansiedad para que su proceso de aprendizaje tuviera éxito.


Los estudiantes más inseguros en términos de habilidades de escucha y habla sintieron una mejora considerable luego de la aplicación de las tareas de hablas, al mismo tiempo mejoraron su auto confianza en términos de uso de la lengua extranjera.

El investigador aprendió y reflexionó sobre las ventajas y las desventajas en la implementación del aprendizaje por medio de tareas de habla, también aprendió la importancia de la preparación de clases como una forma de ejecutar de manera apropiada las tareas en clase. El investigador reflexionó también sobre las implicaciones que conlleva el trabajar con niños.

9. Conclusiones

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ABSTRACT

The aim of this action research project was to examine the impact of speaking tasks in a group of EFL students at school Rafael Bernal Jimenez in Bogotá, Colombia. After having identified that the students were not using the target language to speak and there were not any activity related to this ability, a set of speaking tasks were proposed, to deal with that situation and they were implemented during the year 2016. That implementation aimed to document the changes, the application of this approach had over the students' oral production. In order to do that, speaking tasks were designed based on music, poems, songs and slides to present to the students with the purpose of creating a familiarity with the language through social affective strategies. The data analysis showed the students' perspectives to approach their language learning process; it also showed that the students showed little exposition to EFL; and the use of social affective strategies related to motivation, self-confidence and anxiety with the purpose of helping them completing speaking tasks. The proposed tasks evidenced that as long as there is a positive environment to learn and a systematic way to get them involved of the process, speaking tasks will connect them with EFL and they find a real communicative purpose to learn a foreign language.

KEY WORDS

TASK BASED LEARNING, SELF-CONFIDENCE, SOCIAL AFFECTIVE STRATEGIES, MOTIVATION, ANXIETY, SPEAKING TASKS.

Chapter 1

Research context

Nowadays, the development in communicative abilities in English as Foreign Language (EFL) is seen as a principal goal for different educative institutions, the secretary of education in Bogotá has established a resolution in which they have created some spaces inside the school known as “immersion rooms”. They consist of exposing students to foreign languages in a very cultural way in order to foster their communicative abilities, especially in speaking and listening skills.

In spite of the implementation of this project in Bogota, it was observed in a public institution that those immersion rooms were not accessible for the students in elementary school. The “immersion room” was only implemented in the high school grades. Due to the importance of having an early process of learning in a foreign language, English is a necessity to the institutions since the students are in their first years of school. In relation to the number of students in the public education in Bogotá, the “immersion rooms” are not enough for the entire population that is studying English as a foreign language (Secretaría del Distrito, 2015)

It is important to know that the school where took place this research is an elementary school, which has the beforementioned characteristics in its relationship with EFL. For example, the “immersion rooms” are a strategy to get involved the students with a foreign language, however this strategy to learn English in natural ambiances is only implemented in secondary school, losing the opportunity in early stages with the students.

For this reason, the aim of this project is to describe how a group of second grade students, who are in the process of learning the basic levels (A1) of English as a foreign language, experiences their first contact with EFL. Finally, the way they are exposed to the language is addressed using images, matching and drilling exercises excluding other methodologies and approaches for teaching English in a non-grammatical way, thus the students demonstrate learning of some vocabulary.

In addition, other objectives include providing the students with some tools for being able to achieve a communicative competence in English as a foreign language, which it is to say, first, making what the students learn inside the classroom meaningful and emotional and second fostering social interactions among pairs and the head teacher. These two visions take into account the fact that the complete dimension of learning a new language has not only a grammatical perspective but also is a tool for representing the world and creating social relationships. (Widdowson, 1983)

Making meaningful and mediate social interchanges are interdependent for the necessity of direction in the young learners, when sometimes the written direction must be supported with other elements such as images, slides, short-stories to reveal to the students the purposes of learning English and showing a clear message. For instance, the oral speech is used for giving at the same time a complete message with specific intention and supported by the corporality and the expression. Francois Waquet (2003), mentions the importance of oral expression with all its characteristics representing a more complete message to the listener. He also states that in terms of the individual capacity of understanding social phenomena and how the written or the oral utterances are not primordial for depicting a scenario in which there is an interaction between two subjects.

1.1. Population and setting

This study is located in the central western zone of Bogotá in an elementary public school in the urban area of twelfth District called Rafael Bernal Jimenez. It was made between 2015 and 2016. The institution has two branches, and it is in branch “B” that the study takes place. There are 560 students in this branch of the institution who are just part of elementary education and defined by the CEFR as Basic A1 learners in EFL.

The population involved in the research is a group of thirty-five students between six and eight years old, twenty are girls and fifteen are boys who are in morning shift second grade of elementary school, in socio-economic terms they take part of 1 to 3 strata.

Inside the classroom, the students are divided into four rows, three of them are double seated and the others are sitting in individual positions. As the classroom is a big space that allows movement, the students tend to go to other seats and play around, they also go in front of the classroom to play and talk while the students of the individual line go to the other lines to talk and interact with their classmates. The classroom permits to do activities in which they can move around and be standing, so the seating arrangement and the space inside the classroom is an opportunity for the students to learn through the movement and to decrease the level of stamina and anxiety in the process of learning English.

The students are in the process of learning English with an intensity of one hour per week; at the same time, in their mother tongue, they are focused on learning how to read and write in their native language. In these two simultaneous processes, they sometimes do not identify the graphemes in their own mother tongue; on the other hand, they try to pronounce in English the

words with the Spanish phonemes making no difference between English and Spanish in drilling activities, it is just when the teacher makes them repeat that the students pronounce in English.

“Some of them are repeating the refrain others do not pay attention, the difference with the same activity in the last class is related with the position of the students, in which they repeat but not standing up of their seats. This produces lack of attention and disorder because some of them pay attention to their classmates or being quiet and passive” (Journal 2)

They show a real interest when physical or drilling activities are proposed inside the classroom, they try to repeat every single word that the teacher says. In contrast, some of the directions are not in the foreign language; so the classes are carried out in two languages: Spanish and English and the language class are a process of vocabulary learning in topics such as family members and animals. They do not use the language for directions inside the classroom as “wash the hands” or “open the books”, it is based on the moment of the activity no matter what topic. (Video 1 2015)

Observations inside the classroom were taken from different journals, which are organized according to date, problem/issue, notes making, notes taking and the back-up theory for supporting the comments. This model guarantees not only a simple list of events but also some perceptions and comments in the context, having as such a recording and one individual perspective of the phenomena inside the classroom (Burns, 1999). Furthermore, some videotaping was considering to analyse the impact of some oral activities and the seating arrangement inside the classroom.

1.2. Needs analysis

The data recollected from the two sources, the journals and the video recording showed aspects of the classroom that represent interactive and real context learning issues, those aspects can be improved inside the classroom for guiding the learning process of the students in terms of content and social component of the foreign language. Taking into account these two aspects, the necessities are focused on the significance of learning English from the social affective component that students can find with their teacher and pairs; on the same hand, the relation of the content with their realities to emerge some confidence within students to be able to express their ideas in short oral productions or even to understand the world through the foreign language.

First, the English class observations show that the use of English is evident in the moment of the activity lead by the head teacher, in which drilling and memorization are included in order to get students involved in their learning process. For instance, the repetition of a song about their families with some paralinguistic signs aims at evaluating their memory and their understanding of their realities, however, the students repeat a pattern that was taught and do not show how they live or understand their realities.

Figure 1. Description oral production.

<p>+Right after, there is a drilling activity. "My family has five people my father, my sister, my mother, my brother and me. (using her hands count) The students repeat the sentence on their chair. Then, head teacher gives them another sentence "we like to walk together, my family has five..." (this time with signs) +Head teacher sends one student against the wall.</p>	<p>+This activity of drilling make them concentrate because they are standing up and doing and activity with their bodies, during they are moving their hands at the same time are producing a short speech, which has been previously learnt, they follow the directions and signs of the teacher and make them part of the class.</p> <p>+They got used to be send against the wall, when they "misbehave" are sent against the board and standing up back to the classmates. It does not produce any reaction of the students and is not astonishing for the students.</p>	<p>Camoma. Language Education Associates</p> <p>Vygotsky, L.S. (1978) <i>Mind in Society: The Development of Higher Psychological Processes.</i> Great <u>Britain:Harvard</u> University Press</p>
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Commonly, inside the classroom some activities were essentially to keep the focus of the students. Besides the fact that they were using their bodies and their speaking drills. The purpose of this activity is to make them part of a mental process of memorization of some words related to their common activities and language. So, the head teacher said something aloud and make them repeat after to learn some vocabulary and utterances from English in order to make the students familiar with sounds and words in English.

For instance, in this song:

"Right after, there is a drilling activity. Teacher: "My family has five people my father, my sister, my mother, my brother and me.

Students: *“My family has five people my father, my sister, my mother, my brother and me”*
(using her hands count) the students repeat the sentence on their chair. Then, head teacher gives them another sentence *“we like to walk together, my family has five...”* (This time with signs)

(Journal 4)

Despite their concentration on the activity, they do not represent their individual experiences or have the opportunity to show others how they live. In the case of the family song, the missing aspects to be considered as one activity in relation their real lives, are the family context in which they live and how their reality can be connected to the content of the song.

Assuming that all their families have a specific number and certain members, the song is including all in the same reality regarding the composition of one traditional family as it is shown in the journal but the learning process in this research tries to go beyond, the students express orally in a foreign language their actual context; for this reason they have to connect their individual realities with what they learn inside the classroom, representing their self-being and normal situations and perceptions.

Each class has a worksheet assigned in relation to the drilling activity, the papers have the words and images to be matched, that is to say, students have to classify the words with a respective image or they have to form words from scrambled words and matching with their respective graphic representation.

For instance, to learn animals they can have a bunch of flashcards with the words which are flipping in front of them to memorize in a process of repeating. The teacher says the word looking at the image and then they repeat. After that, a worksheet is given for all the students with the words of animals and the respective images to match in the written activity.

As the vocabulary, sometimes is not directly related with their contexts, they do not identify at once what is the image related to the vocabulary given; such as wild animals which do not exist in a rural context or are not noticeable in their daily experiences. Therefore, they barely find a relation between their contexts and the contents included inside the classroom and how English can be used to communicate.

In the materials made for evaluating the understanding and learning of the vocabulary, the aspects to be analysed are the relation of the animals with their common activities and the procedure used for assessing the effectiveness of the previous drilling activity. Seen in this journal:

	<p>+they work in the worksheet which has the image and the respective word of the image in disorder </p>	<p>+The idea is that they have to organise the word. Some students do not identify the order in spite of the previous activity that was linked to the vocabulary in the worksheet.</p> <p>+ The students do not react to the situation of their</p>	<p>PRESS</p> <p>Scott, Wendy A., & Ytreberg, Lisbeth H. (1992) Teaching English to</p>
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Figure 2 Writing production to evaluate oral production.

+ “*They work in the worksheet which has the image and the respective word of the image in disorder. The idea is that they had to organise the word. Some students do not identify the order in spite of the previous activity that was linked to the vocabulary in the worksheet.*” (Journal 5)

Firstly, the reason the students do not identify the animals, it is because they are not familiar with the words even in their mother tongue; considering the context in which they live that is in an urban area where they have never seen these kinds of animals. On the other hand, the assessment of the drilling activity does not follow the kind of tool used to introduce the topic to

the students; due to the speaking ability that is reinforced and used first in the activity when it is evaluated through a worksheet does not match with the oral way the students learnt previously the vocabulary. Therefore, repeating orally the words does not mean they could write what was repeated right at the beginning. The step between speaking and writing in a foreign language, it is a long process of constantly practice making the relation between graphemes and sound.

That is evident in the following journals:

Figure 3. Vocabulary for oral production.

Date	Issue/question	Action	Reflection/comments	Back up theory
September 15 th 2015	<p>What kind of activities are implemented?</p> <p>The activities which are used inside the classroom of A1 very young learners. The adequacy and effectiveness of the activities.</p>	<p>+The teacher uses some images for showing to the students some vocabulary in English related to the animals. Cow, bird, cat, dog and horse.</p> <p>+the teacher calls some students to go</p>	<p>+The teacher uses a chair for sitting down and with the flash cards speak and repeat the animals that she is passing, the students repeat after her and sometimes mispronounced the words. As an assessment of the memorization, the students sometimes remember the words but sometimes get confused with other words</p>	<p><u>Krashen</u>, Stephen D. (1987) Principles and Practice in Second Language Acquisition. Prentice-Hall International</p> <p><u>Krashen</u>, S.D.</p>

The visual literacy helps them to understand signs and meanings that come from the culture and the conventions of a foreign language, fostering an effective reception of the message because of the universality of some graphic representations. So visual literacy becomes an element, in which images are susceptible to be understood by reading, interpreted and in terms of effective communication has some important contributions to the human perception some of them are delimited by three aspects: the attention that recalls the visual information, the efficiency of the message through images that can catch the attention in specific point and the effectiveness in the message because it goes directly to the senses (Wileman, 1993)

“The teacher uses some images for showing the students some vocabulary in English related to animals: cows, birds, cats, dogs and horses.” (Journal 4)

Otherwise, the images have to be chosen in order to maintain that universality in the image and instead of relating to a word, linking a context or situation in which the students have been involved in their experiences and memories, interacting with their families, their friends, their teachers and other familiar contexts:

“The teacher uses a chair for sitting down and with the flash cards speak and repeat the animals that she is passing, the students repeat after her and sometimes mispronounced the words” (Journal 4)

As a result, it is observed that the students show some features that cause a concern for the study:

As learning English as a foreign language, some events have been observed in relation to the learning process. The students are learning in their mother tongue how to write and read, they have some activities in relation to reading and colouring images as they match the images and written words with some basic vocabulary that includes family, animals, colours, classroom objects. Furthermore, some of those activities have images and scrambled words to identify the image and the grapheme which are adequate due to their ongoing process in formal literacy.

On the other hand, in spite of the communication with images, they are not familiar with the vivid experiences of the children, because in the content of the images there is not a direct relation to their experiences as children who come from diverse places, experiences, and settings. For instance, wild animals are not part of their realities and this vocabulary is included in the worksheet and activities of students, the ideal is to include some images and vocabulary which

concerns their realities to give them enough confidence to start their oral production even just to express some basic ideas.

Hence, the visual language just has a momentary value and does not connect to their lifestyle and common experiences. Furthermore, the current direction of their learning process in EFL has evidenced that young learners are seen as students who have finished the process of their mother tongue acquisition; where English is a tool for learning some vocabulary in a quest to immerse young students to make a relation between images and phonemes or between phonemes and graphemes. The students are learning some words without the presence of a context or situation that introduce them in a foreign language standing on their common background, focusing on literacy just for reading and writing. But at this moment of the process a major concern is the oral recognition.

Resulting from the activities proposed inside the classroom, the students do not use English among themselves or with the teacher; as a matter of fact the students just use English in the moment of the drilling activity with the teacher, but teacher and students use the mother tongue for communicating basic information that concerns all the students and the development of the class; even if the given information is related to directions to do an activity or give orders to the students, the target language is not used for interacting among the entities which are present in the process of learning the foreign language in this case, English.

In conclusion, the usage of English inside the classroom gives to the student's familiarity and the opportunity to learn how to express in the foreign language, the classroom can be a moment and place where the students learn some basic directions and essentials to keep growing in their

learning process through communication, contrary to the fact of learning English and expressing everything in Spanish. For instance:

Video transcription:

Head teacher: *“vamos a salir y lavarnos las manos”*

“Saquen el cuaderno y busquen las guías”

(Video 2 2016)

English directions in young learners are part of their first ways to understand the foreign language, so they can get used to receive those commands in English to understand their functionality in their real interactions inside the classroom and how they can act towards those stimuli or messages creating a bridge between the subject in the school and a real interaction.

1.3. Statement of the problem

Considering the dimension of language learning in which social interactions among the subjects; the importance of a social affective element has to be considered for enabling students to develop social skills, such as understanding their own realities and interact with others about their perceptions (Oxford, 1999). It permits the discovery of a direct relation between what is learnt inside the classroom and the student's realities, fostering their confidence in the moment of expressing in English as the target language and creating links of communication among pairs and the teacher.

Because of an analysis of these two considerations, most of the time the role of the student inside the classroom is limited to be a reader of the images and finding their correspondents in words, showing a language classroom centred in mnemotechnic activities which do not give them

the opportunity to represent the world in their own ways and their perceptions in a foreign language.

In contrast, as long as the students can explore through the riddle of the daily discovering of a new language, they will find the reason and the sense of learning a foreign language. In that way, the language development of the students will be fostered through the social impact that a foreign language generates in the social interactions inside the classroom (Brown, 2000). On the same hand, the classroom is a space where various insights and perceptions are linked, therefore the students have their own participation in the activities to make a direct relation between their real contexts and the contents present day by day. So, the foreign language becomes a tool to express themselves with others and explore their perceptions which come from their immediate reality.

Therefore, it is important to understand their stage of learning and the way of understanding the world, regarding the abilities to be developed and what is inherent at their age such as their short span of attention and their hyperactivity when emotional activities are not included in the classroom. The language and interests of young learners must be included in their learning in EFL for diminishing the level of anxiety (Scott & Ytreberg, Lisbeth, 1992.) Some reactions can be evident in the following observations:

“+they cannot be quiet on their seats, plus they do not want to work on their class tasks. They do not have minimal periods of concentration, they are doing other activities: Walking around, talking with others and playing with pairs. Some students get sleep and some go to the teacher’s seat for telling her stories about their lives” (Journal 6)

The analysis of videos and journals depicts what kind of problems can be problematic for the students to learn a foreign language and which aspects can be included to achieve an

improvement in this learning process. Some of the conclusions which emerged from this analysis lead us to the next step.

Taking into account that students interweave their reality and the contents inside the classroom, they are able to create confidence in their production of a foreign language, which represents an inner interest from the students to discover. Thus, an active participation from the students in the classroom requires to empower themselves and make them aware of their role as main subjects of their learning process, giving confidence and the opportunity to speak inside the classroom. The ideal is to allow the active participation like a result of the aforementioned.

In conclusion, teachers and students take part in an educational community, in which they create social links in a learning environment and represent the world through a foreign language (Vygotsky, 1978.) This sort of learning environment connects their emotions and desires where their daily lives and the contents inside the classroom create a bridge between language learning and social development.

The research's concerns are related of aspects of communication in which the language is a tool to give to the students the ability to express their perceptions and necessities in a foreign language; otherwise they do not start to understand as an opportunity to communicate with others in their first meeting with EFL and the significance for language can just be underestimated in order to be perceived like another subject that is mandatory and does not have any link with their ways of living as community.

If the students do not have the opportunity of practicing with English, they probably do not want to learn the foreign language because it becomes a process that is not going to make any sense. They have to make their first step in order to represent or understand through a foreign

language their current reality in the way a kid can see the world, putting them at ease in their relation of English and avoiding a future reluctance towards learning a foreign language.

1.4. Research question

What does the implementation of social affective strategies reveal about students' self-confidence in speaking tasks in an A1 EFL classroom?

1.5. General objective:

- To analyse the impact of social affective strategies in student's EFL speaking confidence with the second grade in the school Rafael Bernal Jimenez.

1.6 Specific objectives:

- To describe the attitudes and behaviours of the students inside the oral production tasks in EFL.
- To define the relation between EFL student's oral production and the social affective strategies.

1.7 Rationale

In Bogotá, the learning English for different purposes, is considered essential an opinion which is common in many countries give English a character of "lingua franca" as part of the project of the nation to be included in the globalization phenomenon what affects in the worldwide perspective of culture and society (Brown, 2000)

This awareness in the conception of English as the necessity for making business and international trade and marketing has a business interests; otherwise the context in which the language is learnt is ignored and puts aside the interests and perceptions of the participants of the learning process. Basically, understanding the immersion of a new language as the opportunity to facilitate the human relations of the context from the students and make them participant of the construction of their learning in EFL, what intends to give the students a global culture of mass media where English has a preponderant position like a tool of communication with many cultures.

This kind of approach will impact their relationship with a foreign language that is not commonly used in any contexts in their real lives. They will be able to understand how EFL is used for communicative purposes and create social links. The social intention is to make the community aware of learning a foreign language like in a place to get different insights together and to participate in children's reality.

Students can empower themselves to participate actively according to their level of understanding of a foreign language, starting from signs and their relations with English to real interactions that give them confidence to keep growing their knowledge in relation to English. Students perceive English as a global language which is used inside their lessons and can represent simple actions that they usually do in the different spaces: the playground, the break, the school, the park.

Besides, the fact that students depict the immediate world through the foreign language, the learning process in EFL affects other contexts in which the students daily live and observe in their real interactions with the mediate world, in contrast with lists of vocabulary that just want to

increase and encyclopaedic knowledge, giving an abstract vision of language of representation and lack of a bridge with student`s reality.

The purpose of learning will not be limited to the interest of getting good grades at school, instead the students will recognize the production of a language as way to communicate ideas and to live the language through playing and speaking. Hence, the students can understand that language is not a limit to communicate because they will play and express themselves via body language and speaking tasks.

In terms of the researcher-teacher, the research provides experience in the system of education to get used with the teaching EFL in local communities, to recognise their limitations and the opportunities to propose a different model that can solve the concerns that emerge from the daily labour. Besides, the conclusions that can result from the interactions with very young learners can document in researcher`s experience to understand their ways to learn, live and act towards a process of learning in a foreign language.

On the other hand, for the school`s curriculum and syllabus the contents proposed can be enhanced in order to give different visions of language, classroom and learning, trying to innovate the way EFL is taught, to create a different ambiance of learning in the school. Specifically, this research wants to modify the teacher centered classes in which students participate actively and be considered as fundamental to create the contents inside the classroom.

Chapter two

Theoretical framework

The purpose of this chapter is to present the theories that support this research. Such theories should be taken into account to understand the phenomena inside the classroom. This literature discussion starts with the studies in relation to learning affective strategies that present the necessity of children to express their thoughts and experiences. The students interpreted through their vivid contexts in order to reach low levels of anxiety and a huge level of confidence, which is the second concept to be defined. On the same hand, a portrait of speaking tasks is implemented for making the communication in the English classroom effective regarding an environment of reliability and self-determination in the students.

2.1. State of art

The social affective strategies have been implemented in order to get the students engaged in the process of learning a second language, in which they are able to manage the anxiety in the moment of communicating in a foreign language. The studies have demonstrated that students who have low levels of anxiety, are able to have a better performance and can put the challenge

of learning a new language at ease (Parker, 2010) Ezana Habte-Gabr (2000) found in a study; interactions inside the classroom help the students in their learning process because of their necessity to bring their experiences and realities in the classes. As a result, the students generate a high level of confidence with the head teacher and the other classmates, including two aspects firstly being the social aspect and the affective in the path of learning a foreign language.

These affective strategies have described some factors to take into account in the mental and emotional process of the students (Rossiter,2003) including conscious-raising activities and training in relaxation , visualization , positive self-talk , humour , risk-taking and monitoring emotions, which are considered primordial to the performance in the students regarding their relation between what is learned in English sessions and the realities in which they take part; resulting in the natural interaction in the classroom and the comfortability from the students in expressing their ideas.

Confidence is one of the factors that can highly affect the performance of students in an EFL classroom. For instance, the studies have shown an elevated level of anxiety in relation to low results in students and low levels of anxiety in students who have successful results in learning a language (Al-Hebaish, 2012.) However not all the studies have demonstrated the direct relation between confidence and satisfactory results which it is attributed to the different factors which affect the process of learning.

The factors, which affect performance in students regarding their confidence, have been mentioned as a subject with no much interest in the Colombian context (Mendez, 2011). Therefore, the emotions and feelings directly related to student´s performance in EFL showed a lack of interests in the studies and a starting point for finding probable strategies that come from

the solution in high levels of anxiety and unconformity to EFL learners. Hence, Mendez in her study shows that the responses and behaviours from the students come from personal and external aspects of the classroom that can boost or hinder their development in the learning process with regards to their confidence to speak their minds.

These aspects are present in all sorts of performances of the students, as matter of fact the confidence that motivates the oral production in the students, makes fundamental the learning of a language considering the emotional aspects which come from outside that can interfere in the interest from the students to participate and increase their level of anxiety and discomfort with EFL.

Since the studies in oral abilities have pointed out the speaking ability as one of the most challenging concerns to be implemented inside an EFL classroom. Many studies have focused their interests on finding the most effective ways for getting students involved; both from their ability to speak in a foreign language and creating relatedness with the contents through their socio-cultural aspects, which can transform social aspects of their realities (Perilla, 2015). With this concern in mind, the studies have demonstrated that the oral production can influence the social constructions which motivate the students to do an autonomous construction of their realities and motivate them to be actively part of their learning in EFL.

These studies help to understand how social affective strategies were implemented inside the classrooms and which results can support this study, for instance, the confidence as one aspects that comes from within the students but it can affect the normal development in learning a foreign language, so the social affective aspects present one of the challenges inside the classrooms because of their double effect, from one part the success in the learning process and second in

student's attitude toward learning foreign language. On the same hand, these concerns start a quest from how and what kind of actions in speaking production inside the classroom can solve the problem between English knowledge and comfortability from the students.

This study as novelty has a group of students that have just learnt to speak Spanish and the idea is to create an ambience in which students get familiar with EFL, taking with them the first step to invite the students to freely express and participate in their learning process, getting rid of nervousness and making appealing EFL because of its connexion with student's realities and oral instruction.

2.2 Self-Confidence

Self-confidence is one of the learning factors that can affect directly the process of learning because of its effect in learning a foreign language. It can hinder or foster the abilities and motivate students to take risks and accept errors with more facility than a less self-confident person than can understand but not master different abilities to communicate and act freely toward the learning process (H.D. Brown, 1977)

Self-confidence in students can increase or diminish the outcomes in the learning process of the students; even if the students would be able to express their ideas in EFL in a natural environment, there are some situations in which students can feel threatened. Regarding this emotional aspect of learning Krashen (1981) defines the low anxiety contexts as more effective for the learners in which traditional classrooms are not suitable because they hinder the possibility of having better outcomes and making a direct connection with more threatening contexts.

In spite of the fact that the studies have ended up with different results, it is important to analyse the factors which influence the self-confidence in a learner's performance; those categories correlated are considered by two authors first Krashen's (1982) theory and Brown's theory (2001) which are classified with the term "Affective Filter" that can evaluate some factors in relation to self-confidence to express in a foreign language. They include other factors which are narrowly related and implicit one from another.

First, Krashen's theory proposes three categories of analysis: Motivation, self-confidence and anxiety. First motivation as starting point for students to be immersed in what is learning in real time, finding a purpose and make the experience with EFL worthy, then self-confidence for speaking out their thoughts through the language production and their performance. Finally, anxiety which is considered as a determinant of having a low rate of production inside the classroom for getting better results in the final outcomes of students.

On the other hand, Brown's remarks in other items related to psychological and socio-cultural aspects in order to understand the language as a product of the societies and the learning process self-centred in the willingness of the learner and the empowerment. Bearing this in mind the author states four categories: language ego, self-confidence, risk taking and the language-culture connection.

Language ego is connected with self-confidence in which learners have the reassurance of their ability to learn a new language. These two empower students to keep on track and make them curious towards the knowledge which have been learning. Secondly, risk taking is addressed to the decisions learners make for playing an active role in their learning, in which they take into account the common difficulties that a person commonly has in the moment of learning

and dispose of insecurities and fears regarding correction or evaluation. At last, the language-culture connection lets the students catch a glimpse of the socio-cultural dynamics through the language, in others words the language is a tool for having a big picture of the reality from its users in manifold such as their insights, visions, perspectives, lifestyles among others.

Self-confidence is an essential point to be developed in very young learners as in adults for making production according to their level (Scott & Ytreberg, Lisbeth, 1992.) This consideration will affect the final outcomes and increase or decrease the effectiveness of the educative proposals that would be implemented. Therefore, the stage determines which activities are implemented and are in agreement with their individual, social, and cultural development; for very young children of an EFL classroom which is important concerning the use of oral input and visual input to develop their abilities in a foreign language.

For instance, the visual aids for very young learners represent a tool to communicate ideas passing from the visual exposition to the EFL exposition, to create first a comprehension through signs and visuals. Then, the students had the opportunity to see and identify some words and vocabulary through images that represent the meanings, after to receive a auditive stimuli in relation to the words previously explored and finally to evaluate through the process of self-representation, identification or oral production.

On the same hand, some presentations supported by images, songs, lyrics and vocabulary introduced to give them and idea what was the text talking about and which relation had with some situations in their lives or the stories presented inside the classroom. Both images and oral exposition intend to give them a total comprehension of the situation and to understand the contexts of the stories, songs, directions among others.

Those strategies provide from more tools to get involved the students, intending to reduce the level of anxiety and difficulty of activities. Furthermore, increasing their interests on the tasks proposed inside the classroom, in which they can willingly participate as a group and playing with the language through oral production and metacognitive processes.

2.3 Social affective strategies

These kinds of strategies are not in the direct process of learning the language, but they allow the learner to follow some steps to find the most effective way to understand the reality through a different language. Moreover, the learners are able to mediate the social interactions and the meanings using strategies as lowering the anxiety, maintaining motivation in relation with the affective part of learning (Oxford, 1999).

Furthermore, affective learning strategies create a bridge between students who are in a constant relation with the society in which they live in, passing through their personal interactions and beyond their surrounded reality as in the relation with the system of beliefs of a culture, (Oxford, 1990) the relationships that can be evident inside a classroom among the subjects, who are part of the learning process, have been considered in the Colombian context a unique opportunity;

The social affective learning strategies are those elements which students utilize for interacting in a foreign language to feel more comfortable; not only with their classes in a foreign language but also for laying down the social relations that permit them to create affective links with their pairs and all the subjects of the learning process (O'malley & Chamot, 1990). Thus, the learners and teachers create a positive environment in which all the participants are able to express their ideas and contribute to self-learning and other learning processes.

On the same hand, social affective strategies have as a main purpose student's interaction with another person and a control of the affect in the learning process (O'malley & Chamot, 1990) what can foster in terms of listening comprehension in the students when spoken tasks are implemented. O'malley & Chamot (1990) find some strategies in the following kind of activities inside the classroom:

- “1. Cooperation, or working with peers to solve a problem, pool information, check notes, or get feedback on learning activity;
2. Questioning for clarification, or eliciting from a teacher or peer additional explanation, rephrasing, or examples; and
3. Self-talk, or using mental control assure oneself that a learning activity will be successful or to reduce anxiety about a task. (O'malley & Chamot, 1990, page 45)

Those strategies can be implemented inside the classroom for a variety of studies and populations inside an EFL classroom, however as the first step for students in the classroom is considered as suitable the third point which states a mental control that can be used to reduce the anxiety resulting an anxiety reduction inside the process of learning a foreign language.

Those strategies include other techniques to find more effective applications inside the classrooms such as clarification/verification, monitoring, memorization, guessing/inductive inference, deductive reasoning, practicing, creating opportunities for practice and production tricks (Rubin,1981) the techniques provide a guide to elaborate speaking tasks to reaffirm the place of the social component in the process of learning a how it is directly connected with some cognitive strategies to develop a social language learner and user.

2.3 Speaking tasks

According to Willis (2007) the speaking tasks have the purpose of encouraging students to talk more and say what they want to say, remarking the difference between activities and tasks. Therefore, tasks are not conditioned by what students have learnt in language patterns or how they master the language items. On the contrary they express their ideas in order to create a narrow relation with what they live and think from their vivid world, building a knowledge that is useful for their real interactions with the world.

On the same hand, the purpose of those oral productions come from two purposes, first from the necessity for conveying information and for interacting to get on well with others. Harmer (1991) respectively defines them as transactional and interpersonal, these situations work simultaneously taking into consideration the communicative event in which they fit for being used by every single user in the speaking event.

Hence, speaking tasks are part of the interactions through material inside the classroom that allow students to understand the object of what they are learning, students can see what are the objectives traced by the teacher regarding their personal development and attitudes through the tasks proposed.(Nunan, 2002). That is to say, learners speak out their minds in order to use their experiences and go deeper in their insights in an interactive construction with all the entities of the learning process.

Speaking tasks are not unconnected activities one from the another, they have an interconnexion among them and do not forget the real purpose of learning the foreign language, however they use the purpose of completing a task instead of going directly to the interest of using EFL in the class(Willis,1996). It means to find strategies to facilitate and enable the

students to fill the gaps with their understanding and capabilities in a post-task, making a clear limit between an activity and task where the second its final purpose is to achieve meaningfulness in the process, regardless grammar and structured ways to achieve a task completion.

For the research and the role of researcher mean having less control in the expectations, but in exchange a higher participation and motivation from the students who are the centre of the learning process creating unpredictable outcomes. Plews and Zhao (2010) synthesized from some authors the following principles from this speaking task implemented in various contexts and researchers:

- Learners require exposure to the real (authentic) and varied language of speakers of the target language (often modified; always comprehensible)
- Learners must be exposed to and use the kind of language that they want and need for their own interests or purposes.
- Learners must be provided with opportunities for unrehearsed and meaningful language use in purposeful interaction, where they take informed risks, make choices, and negotiate meaning while seeking solutions to genuine queries.
- Teachers ensure that activities are interconnected and organized with clearly specified objectives and promote the desire to learn.
- Teachers should elicit self-correction, enable personalized feedback, and consider learners' individual developing language systems (interlanguage).
- Teachers must set learners activities that help them notice language forms; induction/discovery is preferable to deduction/presentation; teachers should (explicitly) instruct form in the context of activities where meaning is primary.
- The whole language (listening, speaking, reading, and writing) should be integrated.

- Teachers evaluate learners in a formative manner and in terms of the process of achieving a goal; learners need to evaluate their own performance and progress.

From these principles, the activities are centred in the role of all participants inside classroom not only the teacher but also the student's participation is part of learning process to construct ways of communicating and identifying their mediate reality.

Chapter three

Research design

This chapter presents the nature of the research in terms of methods and how the issues in the population chosen are interpreted. In order to show the suitability of the project and the validity of the instruments used, there are some methods and instruments regarding the type of analysis and the population involved in the implementation.

3.1 Type of study

This study is defined from the perspective of a qualitative research project, which has some specific development in the area of action research. Regarding the intention of the project to be included inside a classroom for understanding a social event and depicting a social situation through different subjectivities.

The qualitative perspective is the way to get away of a stern and limited method for observing, analysing and reflecting the phenomena. As it is defined by Burns (2010) the qualitative methods intend to describe, clarify and interpret the social events in a naturalistic environment, that is to say, not to control the variables inside the classroom and for the researcher hypothesis, a constant transformation of the insights that are produced in the analysis and reflections during the steps of the process.

Taking into account the previous aspect, as the qualitative research does not intend to find generalization or outcomes that can be applicable for every context, the qualitative way is the most suitable to this project because of located specific population which is studied through

social and cultural perspectives. Moreover, the intention is to put the concerns inside the classroom at ease, as a result finding out more effective methods for solving matters and figuring out the aspects that can affect an intervention, including methods defined by the researcher and the data analysis (Brindley, 1990)

3.2 Method of research

This project has a qualitative nature in action research which is defined as the daily systematic collection of data in order to foresee possible changes which would affect social situations (Bogdan & Blikem 1982). This method takes into account different sessions for narrowing down the real purpose of the research, making the research a cyclical process that includes four steps in the intervention planning, acting, observation and reflection.

Furthermore, the four steps of action research are taken for the understanding of the classroom events in relation to learning and teaching. Besides the action research is adequate to describe in a detailed report social concerns for the researcher because of its cyclical permits in the first place, planning the possible effects of an intervention, then acting and at the same time observing the phenomena presented in the classroom making reflections which include a feedback of what has been done inside the classroom (Kemmis and McTaggart, 1998). Notably, it becomes a building and rebuilding insights and perceptions, which due to the human component of the research flexibility is necessary, as a result the method makes a complete portrait of the situation regarding the moments and the space.

Furthermore, these steps have not to be highly followed as a pattern, for instance according to McNiff (1988) the four steps do not accomplish showing the events in an educational contexts with this intention, the author proposes to include a method that entails more steps for being

applied in the action research; exploring, identifying, planning, collecting data, analysing/reflecting, hypothesising/speculating, intervening, observing, reporting, writing and presenting, those possible steps that help the study to have a whole idea of what can be evidenced. That choice is made during the process of observation, fitting into the situation and the population who intervenes in the study.

During the year and a half of work with the group of study, the first semester was a process of observation and construction inside the classroom, where some concerns in relation to communication in the target language and the usage of itself emerged. From these concerns, the researcher created a plan to intend to change the vision of language and student's length of participation in their classroom.

Then next semester, the teacher in charge gave constantly feedback of lesson plans of the research, that person evaluated and gave some comments to readjust. This feedback helped to reflect in terms of the core of the research, the research's guide observed some classes to guarantee the coherence between what is proposed inside the classroom and the proposal implemented.

The last semester, the implementation was according to the precepts and comments from the teacher who guides the research, however the lessons kept being planned and after there was a feedback and discussion between the researcher and the guiding teacher, considering new aspects for the following sessions. Then, the researcher created a journal to identify which issue, action and commentaries in relation to the reaction of students and the results in terms of oral production, taking into account the comments from the guiding teacher about aspects to be improved and strengths of the intervention

3.3 Context of study

This study is located in the central western zone of Bogotá in an elementary public school in an urban area of twelfth District. The institution has two branches, and it is in branch “B” that the study takes place. There are 560 students in this branch of the institution who are just part of elementary education and defined by the CEFR as Basic A1 learners in EFL. The population that is part of this research is a group of second grade in ages between seven and eight years old, including the whole group as a source of study. First semester when the students were observed, there were 37 students, next year in 2016, first and second semester there were 34 students due to the promotion of students to second grade and they changed their classroom to a smaller one.

3.4 Researcher’s role

In qualitative research, it is important to neglect personal insights that affect the study, exploring some subjectivities and prior judgements have to be put aside from what it is observed inside the context. In this case, the researcher cohabits with the study and the context which has to be considered as positive contribution rather than detrimental (Locke, 1987)

I have studied in public institutions since 2003, this item can give a character of emic and ethic (Nattiez, 1990) in which I have already experienced the English classroom in my public high school and how it affected my perceptions of learning a new language and now as external-internal entity. Thus, I study in a public institution that carries out teaching and learning events in an EFL setting and as a practitioner inside the public institution of this study.

Because of the direct relation with the study in my personal and academic background, I have some preconceptions and biases about the ongoing exploration in the public school. However, all the instruments will be used to keep away those biases that would be harmful for finding real

answers and outcomes of the study. In addition to this fact, the data analysis and the evidences will be showed to make the readers participants of the process of understanding the issue or situation analysed.

In relation to the time to implement the research, the number of sessions per week were limited on just one hour with the target group what made more difficult the exposition time with the foreign language to get an immersion more effective. Furthermore, between the syllabus and the activities from the school, the students missed some sessions that were put off until the next week and in other cases cancelled because of the chronogram of the head teacher who needed some spaces to make reports from the progress of the students.

3.5 Instruments and procedures

According to the suitability and the pertinence of the instruments for collecting data inside the classroom, this project will use some tools that are in relation to solve and evidence the concerns previously presented. The following lines considered the pros and cons of the instruments of the research, including an explanation of the selection of these strategies to depict a wide vision of the context for supporting the reliability of the description in the events through the vision of the researcher supported in manifold strategies. These strategies include observations, audio visual materials and documents (Creswell, 2014)

The observation is an instrument that allows the recording of information at the same time of events in the context in which they are occurring. This is essential for the reflection upon the practices with prior collection of perceptions and sensations that are present in the intervention, afterwards, the researcher is able to reflect and analyse data. In contrast, the students can feel uncomfortable because the researcher is taking notes all the time which can affect their natural

performance inside the classroom, changing the possible outcomes of the observation. In spite of the fact that a stranger inside the classroom can be an intrusive instrument, students get used to a person taking notes in the classroom and it is considered as a novelty for some sessions.

(Creswell, 2014)

On the same hand, measuring the effectiveness of the instrument is based on the systematic model but simultaneously is a flexible tool, where the researcher writes and documents the attitudes and aptitudes of the actors involved in the classroom. Those observations have a foregoing question to be solved and a participatory intervention. (Burns, 1999).

Secondly, the documents are the written proof of the ongoing process of learning because of its individual or collective elaboration process inside or outside the classroom. The written document is chiefly understood for the researcher as a tool that is susceptible to be analysed, implemented or reflected. Moreover, the register comes directly from the production of the students, representing a language and words of the participants. (Creswell, 2014)

Lastly, the audio-visual materials give the researcher the opportunity to analyse real events one where the participants can share their reality in order to have a wider understanding of the phenomenon. In contrast, this sort of instruments can be disruptive and the answers of the participants can be influenced by the presence of a camera, tape recorder, among other devices. (Creswell, 2014)

3.6 Validity and Reliability

The instruments which are used in this project aim at discovering the affective response of the students and their level of confidence through the different sessions in their speaking ability in EFL. These instruments will follow some procedures to ensure the accuracy of the outcomes.

Moreover, the researcher backs-up the procedures with the vision in different researchers and authors (Gibbs, 2007)

The three instruments, observation, documents and audio-visual materials framed through some particular procedures for convincing the reader of the accuracy of the interventions and the analysis of the information. Those procedures are the triangulation, clarifying bias, spending prolong time in the field and using an external auditor. (Creswell, 2014) They are mixed with the instruments accomplishing validity and the reliability.

Those objectives realized through an observation of different issues that interfere with the learning process inside the classroom, having fundamental results for drawing a social and academic context which serve to the researcher with a particular insight of the local context and how it is a hint to understand the problematic that a public school has with the process of learning a second language.

The understanding of the problematic was analysed through some categories which allowed to select the information in relation the categories of analysis, defining some guidelines to implement the sessions and scoping the attitudes and behaviours. That procedure let the researcher create a wide vision of the real problem aforementioned in relation the question research. In the following hierarchical structure is defined the guidelines of this research and the categories with their items to be observed:

CATEGORIES OF THE STUDY

What does the implementation of social affective strategies reveal about students' self-confidence in speaking tasks in an A1 EFL classroom?

Self-confidence

Self-monitoring

Oral eliciting

Motivation

Willingness to participate

Self-practicing

Anxiety

Reducing stamina

EFL performance

Chapter 4

Pedagogical Design

This chapter has the intention of providing the reader with the perspectives in which the language, learning and classroom are constructed from this study. They can help the reader to understand the objectives traced for a pedagogical design in relation to the concerns previously stated and how the actual intervention was developed through the pedagogical approach TBL. As a result, having a possible outcome that will be aimed at the creation of a learning bridge between socio-linguistic perspectives of the current practices.

4.1 Pedagogical approach

In this study, the approach implemented inside the classes is the TBL because of its communicative nature in relation to social components in the learning process, in which students express their ideas and use their common activities for learning the language. On the contrary of the traditional perspectives which pretend to teach at first a structural English based on rules and patterns previously designed by the teacher (Nunan, 2004.) This approach intends to include the teachers' and student's voice in all parts of the processes content, methodology and evaluation.

These three steps are included in the TBL approach for learning English through speaking activities in which they can follow the characteristics of a communicative language classroom while they offer their insights and opinions of different subjects. The three steps are defined as pre-task, task and closure: The first to introduce the topic in different ways is a video, a song for contextualizing, the task for giving the students the opportunity to produce with others and with

the head teacher to guarantee a social interchange and finally the closure that helps students to make conclusions, explaining language items and from the teacher a feedback to the students (Nunan, 2004.)

However, the concept of TBL is not fixed and it has different perspectives, one thing in common is that learners have tasks to interchange the ideas and achieve an objective in common not some grammar items to be developed inside the classroom with any interference in their daily lives (Foster, 1999). Furthermore, the approach TBL include a syllabus that tries to connect the real-life from the students, to accomplish specific tasks inside the classrooms regardless a formal structure in terms of grammar, structural learning of language or functions; instead the core of the syllabus is the accomplishment of a tasks unproviding a formal structure to achieve the objective (Long and crooks, 1992).

4.2 Vision of language

As a first step, the learning process in a language according to Widdowson (1983) is anchored with a linguistic perspective of understanding the patterns and rules which are involved in specific situations of daily life. This first part of the analysis is considered as the knowledge that is used after to create a new meaning for what is learnt from a language. At this point, the language starts to be a social component that creates an emergent understanding of the own dynamics of a group of subjects. The two components are constantly related to give a sense of knowledge and this relation makes the user of a language competitive because of their ability to find the links with their lively experiences.

The importance of the social component in the learners is essential to define their understanding in the two components of social and linguistic. Their interactions and constructions

are part of the ability to create more knowledge and effective links of communication, taking into consideration the whole dimension of learning a language Vygotsky (1983) These aspects include the importance of the students in learning a new language not only as an instrumental purpose of filling worksheets and memorizing vocabulary; but with even more meaningful the idea of communicating their insights and learning for a goal in specific where the language is a tool for understanding their own realities.

On the other hand, it is important to clarify what motives provoke an individual interest and which ones demotivates another one. However, those personal choices are mediated by social and cultural constructs that include the perceptions and convergent points among pairs within a society (Maslow, 1970.) That is to say, meaningful learning has to consider all the perspectives and all those convergences that define the members of a society as suitable in a learning process.

Taking into considerations the previous aspects, the teacher-researcher sees the language learning as a series of principles that help the process of having a dialogical construction and constant communication with all the subjects of the process. It is equally important to mention the suitability of the contents for the very young learners, the communication inside the classroom and the strategy used for making them reach a comprehension of the activities and considering their pairs as influencing factors in their learning process in EFL.

4.3 Vision of the classroom

The classroom is a space that sets out to take realities of the students and focus the attention in the resolutions of real issues inside the classroom. Nevertheless, these issues are not only related to activities imposed by the teacher, but it is essential to take into account the context of the students and the interpersonal convergences that students are showing through the learning

process and observations, as a result creating a vivid environment that surrounds the perceptions of students and lead them to find a real purpose in what they are learning in a meaningful experience not only as individuals but also as pairs members of a community (Tudor, 2001)

For this purpose of making evident the syllabus and the activities that are going to be developed throughout all the sessions. The four units included in the classroom were part of topics related to student's first approach of EFL directions inside the classroom, action stories, body parts and clothes. Each of them aim at looking oral production of students for five sessions, they were centred in the specific topic however all the topics were recycled in forward sessions.

As a matter of fact, at the very beginning they learned some common directions inside the classroom but sometimes some activities of directions were included as warm-up in order to wake them up in other units. Some examples were the game "Simon says... or the attention catchers that allowed the students to review what was learnt previously in other units including actions, directions, body parts, clothes.

Units of the sessions.

The first unit includes directions inside the classroom, the idea was to include some common directions that were part of the activities inside the classroom and actions that commonly include their common real-life activities. Those actions and directions were presented through slides, images, songs and teacher actions. They were supposed to make relation with oral words, images and actions and to understand those directions through their body. This unit had three sessions divided into 6 classes of 45 minutes, they lasted two months.

The process to produce and identify was constantly reviewed through oral tasks that gave some clues to the analysis, to understand the children's comfortability with the production of the

words from action to oral production, image to oral production and teacher's oral production to student's oral production. Those elements to evaluate the learning process and how the student's reactions reveal self-confidence to repeat the words, motivation to participate in the activities and less anxiety towards the new EFL language in relation their common activities.

Second unit includes all those directions learned in the first unit, they used to present in some actions stories the language in context included in previous sessions, understanding through images and drilling activities the content of stories, what make the students repeat and identify some actions and contexts related with their ways to perceive and live the world. This unit was divided into 3 sessions divided into 6 classes. It lasted two months.

The action stories with recycled language and content intended to analyse the reactions in student's interest to the activities and their willingness to participate inside the speaking tasks. For instance, how the familiarity of the language and activities fosters their first productions in EFL and what other written documents evidenced their understanding and confidence with the language presented.

Third unit had as a purpose to learn vocabulary related with the body parts, however it was not a separate list of items and it had action stories included to put in context that vocabulary. Besides to the fact the students are intended to achieve relations between directions and actions with the body parts, that let them increase the level of complexity of what was learnt. This unit had 3 sessions divided into 6 classes of 45 minutes. They lasted two months.

Those speaking tasks gave them the opportunity to participate and produce, measuring their decision to create and participate with the contents and how students mastered with the tasks.

Then, if they had felt self-confident through the process of creating and doing the activities, the documents and oral production proved their motivation and level of anxiety.

Fourth unit is embedded from previous topics introducing a new vocabulary of clothes with the students, reviewing actions that make a link with the body parts and those clothes to get dressed, looking for their common sense to relate clothes with parts of body. They were supposed to identify wrong compositions with clothes and body parts and create their own way to get dressed through images and activities that included songs, match words and draws and oral eliciting from the teacher. This unit had 4 sessions divided into 8 classes and they lasted 2 months.

The tasks proposed included how to get dressed and oral productions in the answers from the oral eliciting obtained in songs and interactions of the teacher, intending to reduce their level of anxiety towards the complexity of the task. Furthermore, this task intended to show how students mastered EFL, putting their attitude towards the language at ease in making the link among actions, clothes and body parts, showing a mastering performance through control of anxiety, motivation and self-confidence.

Here the units and sessions:

4.4 Chronogram

	TOPIC	TASK	OBJECTIVE
Session 1	Introduction to the class	The rules which have to be followed inside the classroom	To inform make students aware of the importance of rules.
Session 2	Actions	Show through the body and oral production their habitual games with their friends	To recognize the games they do every day with their families.

Session 3	My real family	Divide them in different kinds of families they found.	Make them aware the families that exist and make them describe.
		Use a poster to show how they conceive all the families of their classmates.	To explain how different are their families with the other families.
Session 4	Images and actions.	To make the relation between actions and words.	Identify the common physical actions and words.
Session 5	Play with actions	Recognize from images and songs actions inside the classroom.	To recognize the habitual actions in their lives.
Session 6	Free time: I prefer being outside	Listen and practice with songs and poems in relation to outsiders.	To identify the actions, they do outside the classroom.
Session 7	This is my body.	Listen and recognize the body parts through visual aids and images.	To identify the number of body parts in their bodies and to practice,
Session 8	Songs and poems with my body.	Recognize the body parts by writing and listening.	To identify the relation between some actions and body parts.
Session9	My monster	Describing body parts of my monster	To create a monster and recognize the body parts.
Session 10	Actions and body parts.	To recognize by oral production body parts through matching body parts with physical actions.	To make relation between their real common actions and body parts.
Session 11	Wearing my clothes	Identify common clothes that boys and girls wear.	To recognise sounds and words that make part of clothing.
Session 12	Clothes: Don't put your trousers in your head	Participate in drilling some eliciting oral tasks	To identify the characteristics of clothes and their relationship with body parts.
Session 13	My clothes and how I wear	draw my body and how commonly I wear	To describe my body an clothes.

All sessions planned, corrected and implemented had a structure to accomplish some pedagogical, learning and research objectives, that structure included some items to make in each

class the warm-up, pre-task, task and post-task which considered the group and population and their experience with EFL and to determine oral production and the results emerging from student's learning process. On the other hand, a syllabus that had to be implemented from the syllabus for the school, giving a different perspective to get rid of structural learning process and recycling all the knowledge learnt previously.

Here the structure of each lesson plan:

PRE-SERVICE TEACHER'S NAME: _____ **I.E.D.:** _____

LESSON PLAN No. 1 DATE: _____

PROFILE		
Name of the Lesson: basic directions and numbers	Subject: commands inside the class and numbers.	Grade Level: 2 nd grade
Number of students: 33 students	Duration: 50 minutes	Instructional Settings: The class is focused on all the students with an activity in groups.
General description of lesson: The students are going to use their body learning some directions with an oral production. They will be able to identify some numbers.		
OBJECTIVES		
The students are going to be able to identify some commands in English through oral and corporal performance. Besides the understanding and identification of numbers which they have been already learned.		
MATERIALS	AUDIO-VISUAL RESOURCES	
Images and song.		
PROCEDURE		
<p>- Warm up: (10 minutes) Song of commands: the teacher is going to start with a song that includes directions "Say 1,2,3 jump, hop, turn around, clap Say 4,5,6write, tick, cut, sing Say 7,8,9 sing, point, listen and sit down"</p> <p>- Presentation: (15 minutes): 5 rules for the classroom (images) 1. Walk as the turtle. 2. Be quiet as the owl. 3. Wash your hands as the bird. 4. Make the line as the ant. 5.Close your eyes</p> <p>- Practice: (15 minutes) Pair activity acting and guessing Students have some flashcards with commands in English with the images. Students have to guess the word from their classmate's mimic, if the student B guessed the command the student give the flashcard.</p> <p>- Production: (5 minutes) They create one rule for the classroom with mimics</p> <p>- Homework: The students have to bring one rule that is followed in their houses in English and with the respective mimic.</p>		
ASSESSMENT		
How many words can the students make a relation between image and word.		

Chapter 5

Data analysis and findings

5.1 Procedures for data analysis

First, the triangulation of data was collected through observations (journals), documents and visual materials in order to get information from different sources, making a diverse analysis and finding the relations among the three instruments in the outcomes of the research. Then, clarifying bias on how the background of the researcher is evident in the description of the bias and the relation with the context of the study as with the participants. Thirdly, prolong time in the field guarantees a wide vision of the phenomenon; as long as the researcher takes more time observing, a big picture of the issues emerged will be more detailed. At last, using an external auditor in order to make this research more accurate who guided the process and offer an objective perspective of the research, as a result the relation between the researcher and the data and in all terms of validity. All those steps were evaluated and restated by the comments of the external auditor in order to have a final document with an assessment and regarding the accuracy of the results.

The categories self-confidence, motivation and anxiety were observed in the oral interventions of students and the tasks proposed in each session, taking into account aspects like how they were willing to participate in the tasks proposed inside the classroom, their interest to participate in the tasks and how well they mastered EFL; those results coming from the worksheets made by the

students , the oral production of students and the reflection made in each of the sessions in relation students attitudes and achievements showed in the two first elements.

5.2 Data analysis

To begin with the analysis, the sessions gave some elements to make evident the production of students and the importance of their comprehension in the topics. The purpose was to identify student's self-confidence with EFL, using social affective strategies that are centered in speaking tasks to achieve a certain level of comfortability in the production and to give a first approach to the young learners.

The categories of the research previously mentioned were a guideline to evaluate attitudes, oral performance and learning process in EFL. They showed how those pedagogical strategies can foster or hinder the student's relationship with the new language and if they can finally make a grade or relatedness with EFL.

In order to understand the three items confidence, self-confidence and anxiety in student's performance, there were created some observations (journals), documents (worksheets) and audio-visual materials (videos) than evidence from one part the real understanding in the topics and their way to express in English. The student's transcriptions are shown with quotes and S and teacher interventions with T. Besides, if there are some silent from the students it is represented with ... and (...) for a moment not transcript. As the purpose is to analyse their oral production those transcriptions were centered in the moment of oral production from the students. On the other hand, the journals gave a reflective vision of the learning process and they appeared journals and the worksheet that supported the level of comprehension through the oral production.

5.3 Motivation

During the sessions implemented inside the classroom the students were engaged in different speaking activities, however those speaking activities were not topic centered and they looked for tasks with a purpose in each session, what made a difference between speaking activities and speaking tasks which do not have a grammatical purpose instead they had a real-life component according to the level of the young learners (Vygotsky, 1973)

While there were implemented the speaking tasks, the students had to get involved through the different activities, in the sessions the importance of a systematic way to make the students participate was identified from the introduction to the language that made part of the tasks to their oral production using strategies of drilling and eliciting due to the feeling of strangeness with EFL.

S1: “*Teacher, ¿Qué es **jump**?*”

T: “***Jump** is when you move like this” (Teacher jumps in order to communicate through body language” (March 11th, 2016)*

The oral instruction has for young learners a visual aspect to give them a visual reinforcement to the new language and how they can get involved from the word to action, to foster abilities of speaking and listening EFL Scott, Wendy A., & Ytreberg, Lisbeth H. (1992). That is to say speaking tasks supported with movements and visual that can establish links between oral exposition and understanding in EFL.

In the process of oral production teacher give oral and visual communication to make them understand what were the actions involved in the song, all the group with the teacher were following the instructions of the song first students listened and observed, then repeat with the

teacher and the students, that made the students understand the direction and got their attention while they were standing up.

T: *“Say 1, 2, 3 jump, hop, turn around, clap*

Say 4, 5,6write, tick, cut, sing

Say 7, 8, 9 sing, point, listen and sit down”

(All of the actions said with the respective oral expression)

Students and teacher: *“Say 1, 2, 3 jump, hop, turn around, clap*

Say 4, 5,6write, tick, cut, sing

Say 7, 8, 9 sing, point, listen and sit down” (Video 1 2016 2nd semester)

Then, students had the opportunity to identify the oral expressions through their oral production in which the teacher and his expression was the visual support to let them identify the represented actions.

Students: *“Say 1, 2, 3 jump, hop, turn around, clap*

Say 4, 5,6write, tick, cut, sing

Say 7, 8, 9 sing, point, listen and sit down” (Video 1 2016 2nd semester)

According to the benefits of those kind of oral-body tasks, Maley and Duff (1982) considered these activities draw on the natural ability of every person to imitate, mimic and express himself or herself through gesture, what stimulate imagination and memory and get them immerse through the oral expression. Besides the fact oral expression is not the only way to create relatedness with the language. For instance, visual and auditive can create a visual and auditive stimulation for making them produce in EFL. It was seen through some songs with their

respective slides that helped them to keep the attention and to show their willingness to participate in the tasks proposed. The students got focused in the moment of oral production because of their participation in the oral speaking tasks.

The students had the opportunity to participate, they demonstrated a willingness to produce orally by repeating and asking to the teacher the body parts, and however they did not use the target language in all part of the session. They just intended to participate with some difficulties in the quality of production in terms of pronunciation and memorization.

Figure 4 Visual aids in oral production

<u>Date</u>	<u>Issue/question</u>	<u>Reflection/comments</u>	<u>Back up theory</u>
May 8th 2016	How visual representation make the students help to produce in speaking tasks?	The students had a song and at the same time slides that showed actions in a dream. The actions were represented by the teacher what helped them to identify words and actions from the action stories. However, some of them do not understand some words. They barely repeat what the teacher drills by their own but with the image support and the drilling exercise the followed the pace of the story.	<u>Maley, A. and Duff, A. (1982). Drama Techniques in Language Learning. Cambridge: Cambridge University Press.</u>

The oral production of the speaking tasks was limited by the level of students and inadequacy of the activity for the young learners. Despite their difficulty to produce in oral sense, the students got involved in the activity and their reaction towards visual help and the story presented to them evidenced an interest when the images represented the story and they had to organize the

action story in images. They participated in the oral production having a good towards new language what demonstrated an affective positive response in the moment of participating in oral tasks.

	What level of understanding students had towards stories evidenced in their ability to organize the story?	The students were motivated to organize the story. Some of them were confused with the organization but asked to the teacher in Spanish "Esta bien" teacher answers them with ok, good or bad. He tried to repeat those words and then students say good or bad with the thumb.	Krashen Stephen (1987). <i>Principles and Practice in Second Language Acquisition</i> . Practice Hall-International.
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Figure 5 Oral production and cognitive processes.

The purpose of doing well in the task proposed was the motivation to the students to participate actively in groups and getting rid of a formal structure of language (Long and Crooks, 1992). They wanted to organize what was already listened, produced by drilling activities and to create ways to represent using oral language and during the wrap-up activities.

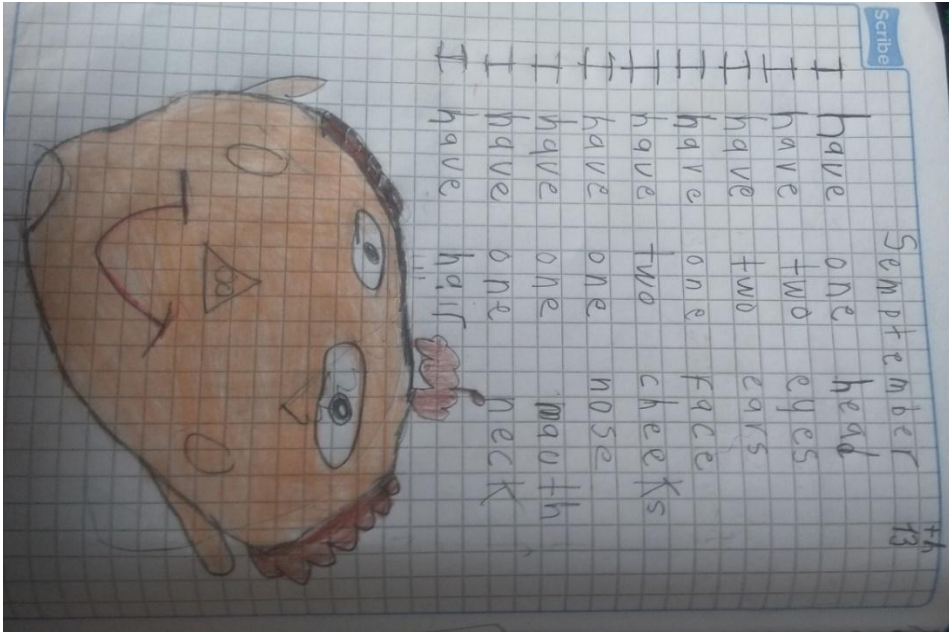


Figure 6 Oral production comprehension through written documents.

That is evident that these worksheets are way to prove if the students understood what was learnt but the oral production cannot be measured from this source. Therefore, the cyclical process of the sessions including oral activities showed this aspect as reviewing previous contents through physical activities that looked for the participation of the students and reinforced their oral exposition and production.

T: “*Simon says “touch your head”*”

(Students touched their head)

T: “*Simon says “touch your face”*”

(Students touched their face)

T: “*Simon says “touch your nose”*”

(Students touched their nose)

Then changing the roles of commands

T: “*Simon says “touch your ...”* (touching his legs)

S: Legs.

T: “*Simon says “touch your ...”* (touching his eyes)

S: Arms. (Video 2 2016 2nd semester)

To conclude, speaking production for students is a slowly process in which they should have as many opportunities as it is possible Intihar (2006), to prepare them in the challenge of learning EFL and to create an elevated level of motivation in their purpose to communicate in a foreign language, giving the tools and enough self-confidence to start their learning process. The intention is to give sense first from speaking tasks regarding their interest and creating and a relaxing ambience for young learners.

5.4 Self-confidence

All the sessions implemented were looking for the student’s comfortability in what was learnt in each session, all the speaking tasks had an organized procedure to give the students as many tools to reach the objectives of the tasks, giving the opportunity of achievement in the first approach with EFL. The goal is to have students with an adequate level of self-esteem and self-confidence because of their positive relationship with a new language Krashen (1981) and that tendency to do better in the process of learning as an affective part that influences in oral-communicative activities.

As self-confidence is a way to reduce the difficulty of the speaking tasks for young learners, in the sessions there were some opportunities in which they can use foreign language and act in order to make them aware of their capacity of speaking in EFL and to communicate. For instance, attention catchers than put them alert and give a feeling of success.

T: “*Macaroni and cheese.*”

S: “*Everybody freeze.*”

T: “*Hocus Pocus*”

S: “Everybody focus”

(Video August 23th 2016)

Self-confidence can affect the learning process due to its inference in what students do in all domains, especially their success which they all hope to gain. Cole (2007) claimed that confidence is a crucial factor regarding speaking and listening tasks. Learners can deal with the speaking tasks with no fear of making a mistake and empower themselves to face EFL challenges.

Date	Issue/question	Reflection/comments	Back up theory
August 23th 2016	How oral production with songs let the students participate in their speaking improvement inside classes?	Students listened the song first time with the representation of teacher and supported with images in slides. Learners listened and then repeated with teacher and made the actions. The students were using the previous vocabulary and repeat together. Most of them were participating and identified the words easily through body recognition.	Austin, J. L. <i>How to dot things with words.</i> Oxford: Clarendon Press, 1962.

Figure 7 Oral production and body language.

The students had more willingness to participate when facial expression, visual and body language were used to support the oral performance and they were able to create their own products from what was learnt. As an example, they created a monster with the parts of body,

allowing to see their mastered of the learning words and vocabulary previously.

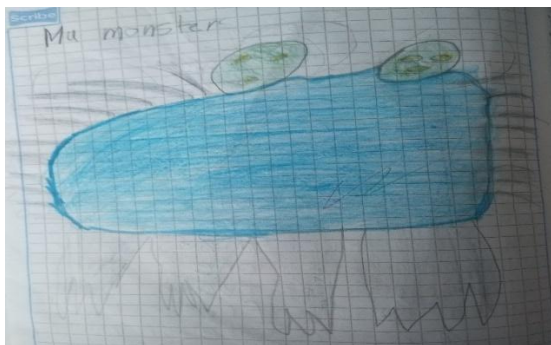
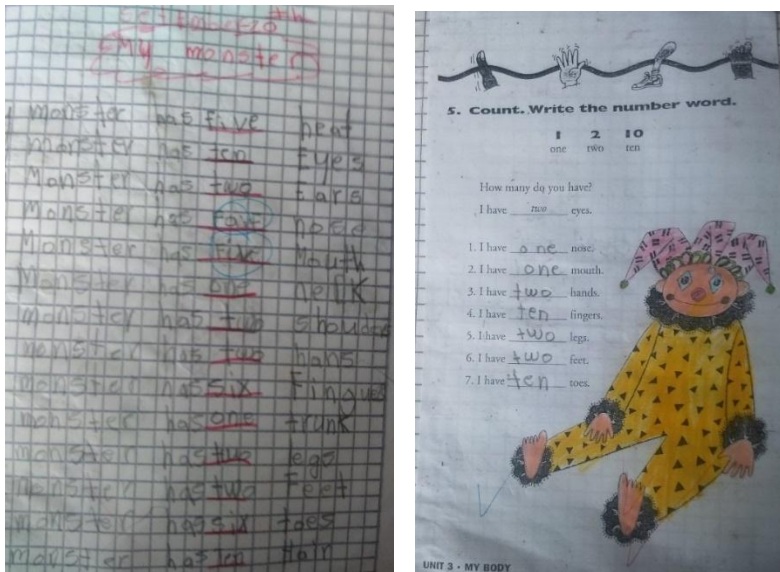


Figure 8 Oral production and creative written documents.

They were willing to participate what made some students to correct themselves in the process of production and had no fear to make mistakes when some written activities or speaking tasks were proposed inside the classroom, however oral production in students was always mediated by the prompts and drilling activities because of their low familiarity with EFL. All the vocabulary in the classes was the only words that they produced. Therefore, every session had a warm-up for the students reviewed previous topics and motivate them to produce EFL inside the classroom.

T: *“Here are my ears, here is my nose*

Here are my fingers, here are my toes

Here are my eyes, both open wide

Here is my mouth with teeth inside

Here is my tongue, that helps me speak

Here is my chin, and here are my cheeks

Here are my hands that help me play

Here are my feet, for walking today.” (Acting all the actions)

T: “*Here are my ears*”

S: “*Here are my ears*” (acting the part touching the part of body)

Then continues (...) (Video 27th June 2016)

In oral production there were two steps before they started to produce by themselves in third stage teacher propose to let them by their own repeating the poem while the teacher was making the actions, regarding exposure to the foreign language and encourage to produce what was firstly listened and performed Muhren (2003). Therefore, three steps were included to give them enough assurance of themselves in the moment of oral production and to have as much confidence as it were possible to complete the speaking task.

(...) (Teacher acts the son in order to make the students practice and no helping them)

Students: “*Here my ears*”

(Teacher keeps acting)

Students: “*My nose*” ...

Group 1 Students: “*My fingers*”

Group 2 Students: “*My head*”

(Teacher touched again his fingers and point group 1 of students)

Group 1 and 2: “*My fingers*” (Video 27th June 2016)

Some students remembered the words and drilled the song, however some of them got confused with other body parts and actions, so the teacher repeated the mimic and pointed the students who said the correct word, what demonstrated a confidence from everybody to produce. Even if they were wrong in their oral answers, at the end the purpose was to complete all together the speaking task and identify the body parts through their oral production.

Finally, the students showed a lack of fear intention to participate in the oral activities without doubts and making mistakes that are normal in the process of language learning. They were able even to create some other products by their own and make mistakes by writing too. Considering their recent process with EFL, and admitting than mistakes Hendrickson (1980) like a normal part of their learning process and the correction through other’s achievements to let the learners correct themselves, the students were self-confident to participate in the objectives of the sessions and forgetting their limitations to take decisions and to use EFL.

5.5 Anxiety

During the period of intervention, the speaking tasks were the core to foster social affective abilities that allow them to face the challenge of speaking English, Zheng (2008) stated that the anxiety level considerably increases when students complete an oral task. Therefore, some strategies that looked for decreasing the level of difficulty in the execution of speaking activities for the students and followed a procedure of pre-task, task and post-task to reduce these levels.

The visual aids and the oral activities of recognition let students identify actions and body parts, to prepare learners in the moment of oral production. They mastered in the identification

through words and images, and teacher helped them with pronunciation tips and act in relation the new contents.

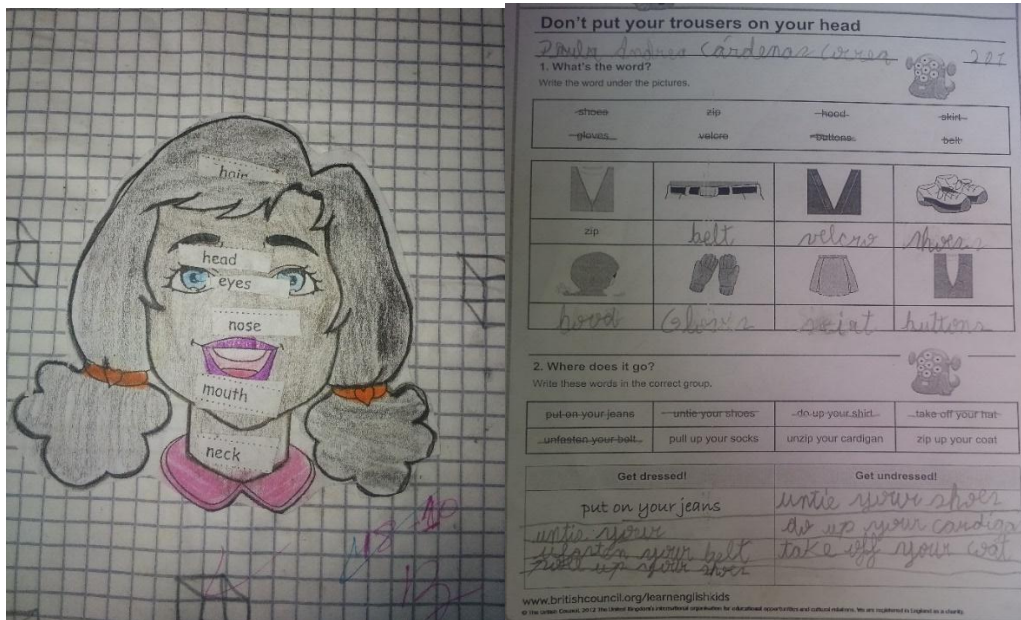


Figure 9 Oral production and vocabulary.

Then, drilling and eliciting activities achieved self-correction and monitoring from the teacher, ask the students and made them laughed with ridiculous situations in order to ask the learners common sense in relation clothes. The students had the opportunity to review the topic and reduce anxiety before facing the speaking task.

T: *Where I put my shoes? In my hands?*

S: *Nooo.* (All them cried allowed)

T: *Where in my head?*

S: *Noo.*

S1: *Legs. In legs.*

T: *In my legs!?*

(...)

(Transcription October 25th, 2016)

In addition to the fact that they had the option of practicing before doing in oral tasks, they had the support from images to make processes of memory, oral-image, actions-body actions. Those strategies helped them to reduce their level of anxiety towards speaking drilling



(Presentation May 5th, 2016)

Then students act and produce orally the story:

T: You're swimming in the sea. ...

S: Repeat.

S: You ... swim in sea.

T: You see a shark!

S: YOU SEE A SHARK!

(Transcription video May 5th, 2016)

Oral speaking production relies on the importance of the ability of the input to catch the attention of students more appealing for the students, oral production becomes more effective for oral production in the students. Learners are often anxious (Macintyre & Gardner, 1991), especially in speaking and listening tasks, what addressed learners to a phenomenon described like "communication apprehension" that can become even a talkative student in a silent one. This

phenomenon identified for their production through their image and words relation as there were not as confident to produce even if the contents were successfully interiorized, what made some students uncomfortable to achieve in the oral task proposed.

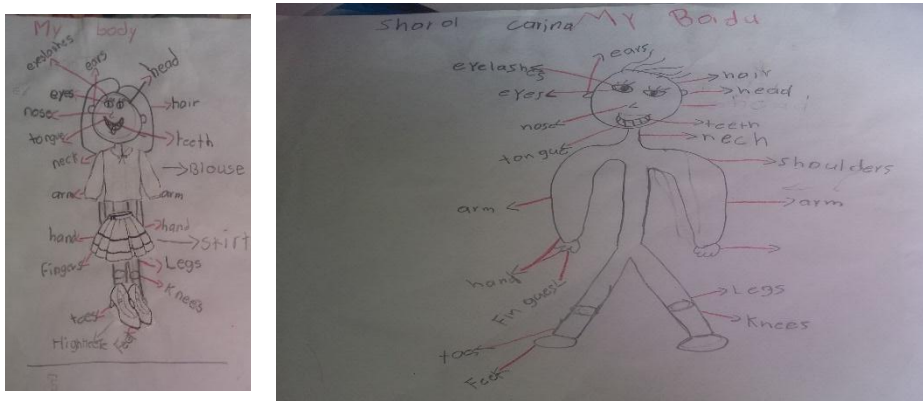


Figure 10 Materials creation based on previous oral production.

To conclude the students demonstrated the importance of a previous to reduce the level of anxiety, some of them achieved to complete speaking tasks with any fear of making mistakes or misusing the words, even though they had some difficulties in order to produce when sentences were long to be memorized, then they mastered better with short sentences that could include more movements reducing their level of difficulty and getting more familiarity with the words.

5.6 Results analysis

The research took into consideration aspects to be used as a guideline that were defined in the categories and indicators to explain the results. Those categories were evaluated through the relation of the instruments in terms of aptitudes and attitudes coming from the students, including the difficulties and limitations of the students to reach the objectives. To sum it up, the students could complete some speaking tasks through oral drilling and eliciting, from the students there were proves of self-confidence, motivation and low degree of anxiety. On the other hand,

the students found difficulties with activities that demanded a prominent level of complexity in oral production.

As very young learners, the students were self-confident and motivated towards speaking tasks, they were commonly willing to participate and do not have any problem when were corrected by teacher. However, those were mediated answers in relation to speaking tasks and they did not answer through a process of communication.

Because of student's starting point of learning process, they could easily get familiar with contents vocabulary but not with different expressions, even if they did well with their attitudes to face in future courses the challenge of learning English. They produced from the worksheets and the activities of relation images and sound an interiorization.

5.7. Conclusions

These conclusions came up from the analysis made in the scholar year in the school and through all the research steps. From the beginning, there were some objectives to be observed for understanding the way it can be improve an aspect in the classroom. Those objectives were to analyse the impact of social affective strategies in student's confidence in terms of speaking, describing the attitudes and behaviours of the students inside the oral production tasks and defining the relation between student's oral production and the social affective strategies.

Social affective strategies addressed to any student that will start their process with EFL because the attitudes and aptitudes of students should be included to understand the origin of how some difficulties in the learning process can be solves. That is the reason that creating a positive environment to learn a foreign language can foster or hinder the abilities of the students; if there is an implementation that is related to commonly perceive challenging tasks, some strategies to

reduce anxiety, low self-confidence and demotivation can catch the attention from students. As a consequence, fostering abilities that produce high levels of difficulty, like speaking or listening and make easier and attractive the contents.

Young learners will have difficulties in oral production due to it is considered one of the most difficult to cope with EFL. In opposite, they could slowly learn some tools to communicate basic things to get ready and keep on working in their process, creating a degree of relatedness with the language and getting the opportunity to do by themselves.

At the beginning, learners did not even listened instruments to recognize EFL in the classroom, all the activities were part of teacher exposition from his/her oral production. They explored through, action stories, poems, songs among others native oral production to get involved in oral speaking tasks. Besides the fact the students listened those productions, teacher tested in speaking production and encouraged them to speak in the classes to identify some vocabulary and to make relations with their real world. When students tried to complete the proposed task, they intended to produce by doing writing worksheets and participating together in oral tasks that were related with the contents. They achieved to produce by themselves in oral tasks and gained consequently self-confidence, motivation and low degree of anxiety.

In terms of EFL teaching, the researcher learnt some basic principles to apply a research inside a classroom and found strategies to make and analysis of the phenomena, he always looked for enhancing the proposal and modify what was not necessary as including new perspectives to have a wide vision towards the research. Then, after following the suggested modifications to the final document, the instruments of data collection, and suggestions towards his teaching style. The

researcher believes that those procedures make him aware of real situation in public schools and how this intervention can be relevant to EFL population.

In terms of the pedagogical intervention, the researcher became self-aware of the importance of planning in EFL sessions. The lesson plan preparation also allowed him to apply the pedagogical tasks in class. The teacher also found a stark difference between learning with young learners and other groups because of their ways to see the world and to learn. Therefore, having options to change activities in relation to the effectiveness in the classroom for young learners with short span of attention.

In terms of the investigative experience, the researcher could sort out better the instruments to be ready in the process of data analysis to emerge with the categories more easily. If the researcher identified categories from the process of observation in a periodic and systematic revision of instruments it would be easier to define them and find the results from a previous analysis.

5.8 GENERAL RECCOMENDATIONS

All implementation process that was carried out had as central objective to give the school and syllabus a different approach that allow the students have opportunities to produce in EFL, using inside the classroom TBL, forgetting formal structure of classes centered to grammar and mechanic content. This section reflects about the researcher's perceptions of the application in the intervention.

The researcher himself has evidenced the effectiveness of task based materials in the EFL classroom, and agrees with its usefulness in helping students to put them in practice situations. However, a process of this kind with young learners requires more time of exposition to EFL,

having just an hour per week it's barely enough to get the results that are stated in the syllabus. Furthermore, first years for learners can be fundamental in those social affective relation with a foreign language and if they can master some tasks during their first stage in their lives, it surely gets them ready to keep learning.

For the upcoming teachers from, the school offers other options to present the information to the students, it is not necessary to use the board all the time and make students interested in the contents. It is important to understand the affective and development necessities when students are very young in a process of EFL, so is it enough for young students have just one hour if the idea is to get them immerse in high.

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CJNSE/RCJCÉ, 1(1), 1-12.

A. TIPO DE DOCUMENTO	
	LIBRO
	ARTÍCULO DE REVISTA
X	TESIS DE PREGRADO
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B. FORMATO DE	
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	VIRTUAL / INTERNET
	FOTOCOPIA
X	CD
C. NIVEL DE CIRCULACIÓN	
	GENERAL
X	RESTRINGIDO
D. ACCESO AL DOCUMENTO	
	LUGAR
	www.appliedlinguistics.com
	NÚMERO

1. REFERENCIA	Meneses, Nicolas. (2012) Le désir structurant: vers une pédagogie désirante de l'apprentissage du FLE. Universidad Pedagógica Nacional.
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2. PROBLEMA DE INVESTIGACIÓN QUE TRATA EL ARTÍCULO:

This project is based on the motivation that produces learning in young students in order to achieve a real “désir” in the students of 3rd grade, as principal interest, this work pick up some life’s testimonies related to the teaching and learning process. The elements described , enrich this work becoming in a very prolific source in order to know an experience in using more suitable ways to teach a foreign language to young learners, where they have the opportunity to decide their final objective and giving a sense about what they do in every step.

3. PREGUNTA Y OBJETIVOS DE INVESTIGACIÓN DEL ARTÍCULO:

How immerse students in French as a foreign language (FLE) regarding pedagogy of desire?

How to notice the expectations of students in the institutional field?

What useful is the desire of students as a motivational learning source?

Which instruments can be applied for fostering the desire of learning in an institutional aspect?

Research Objectives:

- Show the psychological aspects in the activities developed during the course.
- Follow the process of learning and their motivation.
- Evaluate in their final effects, the activities proposed by the students.

4. MARCO TEÓRICO Y/O CONCEPTOS QUE TRATA EL ARTÍCULO:

. **Desire:** The desire is the main source for taking decisions and make choices in a human being life, therefore it is what motivates a learning process in order to make it significant (Thiebaut,2010)

Emergent curriculum: this kind of curriculum bases on the preferences and changes of a specific population which evolves in human fields all the time, it is to say, learning process is not only an axiological purpose, instead, it is a constant reflection of what is important and significant.

5. METODOLOGÍA E INSTRUMENTOS DE INVESTIGACIÓN UTILIZADOS POR EL ARTÍCULO:

Collective illustrated dictionary: Identify the importance for the students in relation to vocabulary and its usage.

Videos and photographs: follow the process of the students through images and activities for making reliable the results.

Instruments: comic , students' notebook.

6. INTERVENCIÓN PEDAGÓGICA (SI LA HAY) QUE REFIERE EL ARTÍCULO:

This intervention is focus on the desire of students from different perspectives, in which is taking into account the multiple desires that can be present in a human-being. This desire includes linguistic objectives and methodological strategies, the first refers to the three language subsystems(Chomsky,1968) and how are they present in a classroom, and the second one refers to the methodology uses in each season for accomplishing the objective in relation a desire.

7. CONCLUSIONES Y RESULTADOS QUE ARGUMENTA EL ARTÍCULO:

The importance role changing inside an institution is essential to develop a desire on the students, including three stages, identifying the desire, make the desire an institutional priority and the constant transformation of the curriculum, which has to be defined as an emergent preoccupation in every part of the process. Therefore, all the participants have to change their position towards what is learning because it has to come from an inner interest from the students, and all the formal institutions must be centred on the real purposes of students.

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H. ACCESO AL DOCUMENTO	
LUGAR	
Universidad Pedagógica Nacional	
NÚMERO	

1. REFERENCIA BIBLIOGRÁFI	Estacio, Aura María. (2014). Communicative Competence as a way to Improve Oral Production through Multiple Intelligences Theory “Language Learning Project”. Universidad Pedagógica Nacional.
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2. PROBLEMA DE INVESTIGACIÓN QUE TRATA EL ARTÍCULO:

The learning of a second language has become in a priority for many students and their parents. In Colombia, nearly all are interested in learning English because of its worldwide usage. However, It is important to give them enough confidence for expressing their ideas in an EFL classroom towards an oral production with accuracy and vocabulary.

3. PREGUNTA Y OBJETIVOS DE INVESTIGACIÓN DEL ARTÍCULO:

- To determinate if the activities based on the multiple intelligences theory in which the social

context is immersed are helpful to improve students' oral production.

Research Objectives:

- To apply activities focused on real life situations in order to enhance oral skills in students.
- To implement activities based on the multiple intelligences theory in order to develop the self-confidence.
- To develop activities which prompt students' participation during the activities by using the social context as a pedagogical tool.

4. MARCO TEÓRICO Y/O CONCEPTOS QUE TRATA EL ARTÍCULO:

Communicative competence:

The language is a way to express and interact within a community, this social interaction defines the behaviour and roles for making communication more significant. As learning a new language has to be related with social interactions, Vygotsky (1962) a social environment is part of a vivid world in which the participants built a linguistic ability in one's mind to the outside world

Multiple intelligences: Intelligence is 'the capacity to solve problems or to fashion products that are valued in one or more cultural setting' (Gardner & Hatch, 1989; 10).

5. METODOLOGÍA E INSTRUMENTOS DE INVESTIGACIÓN UTILIZADOS POR EL ARTÍCULO:

Field notes

Questionnaires

Videos

Transcriptions

6. INTERVENCIÓN PEDAGÓGICA (SI LA HAY) QUE REFIERE EL ARTÍCULO:

N/A

7. CONCLUSIONES Y RESULTADOS QUE ARGUMENTA EL ARTÍCULO:

- It is important to identify the cognitive styles in a group of students because it can help to find some strategies to improve oral performances in English, those which are in relation to social interactions as interpersonal and intrapersonal abilities, can be tools for improving oral skills and confidence when people are learning a language foreign.

I. TIPO DE DOCUMENTO	
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L. ACCESO AL DOCUMENTO	
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Universidad Pedagógica Nacional	
NÚMERO	

1. REFERENCIA BIBLIOGRÁFI	Aldana Manrique, Adriana Paola. Sierra, Elizabeth (2008). The role of “Topic Based Approach” applied on fifth grade students at the time of communicate in English their perceptions about reality. Universidad Pedagógica Nacional.
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2. PROBLEMA DE INVESTIGACIÓN QUE TRATA EL ARTÍCULO:

The role of “Topic Based Approach” applied on fifth grade students at the time of communicate in English their perceptions about reality in a public school. I.E.D. Prado Veraniego.

3. PREGUNTA Y OBJETIVOS DE INVESTIGACIÓN DEL ARTÍCULO:

- What is the role of “topic Based Approach” on fifth grade students at the moment of communicate in English their perceptions about reality?

Research Objectives:

-To provide an appropriate environment in which students can communicate in English their reality perceptions using pertinent activities that are based on the Topic Approach.

- To analyze, develop, and describe the function of Topic Based Approach in fifth grade students when communicating their ideas in English.

- To observe and analyze how students develop and make use of social skills in the classroom at the moment of communicating their ideas in English, when it is used the Topic Based Approach.

4. MARCO TEÓRICO Y/O CONCEPTOS QUE TRATA EL ARTÍCULO:

The Topic Based Approach:

The Topic Based Approach, which according to Scott and Ytreberg, (1990; 23) is a way to help the learning process because guiding the classes around one topic, they can develop their communication skill and their self-expression, it means that, it will be easier for them to make relations between of the class and their daily life.

Developing social skills: The social interaction is the best form to discover perceptions, when the students interact with their teachers, mates, parents, etc. they establish social groups and ways to interact with others. (Bloome, 1985)

5. METODOLOGÍA E INSTRUMENTOS DE INVESTIGACIÓN UTILIZADOS POR EL ARTÍCULO:

Field notes

Students crafts and papers

Interviews

Video-tape

Questionnaires

Photography

6. INTERVENCIÓN PEDAGÓGICA (SI LA HAY) QUE REFIERE EL ARTÍCULO:

N/A

7. CONCLUSIONES Y RESULTADOS QUE ARGUMENTA EL ARTÍCULO:

- WORKING WITH THE Topic Based Approach TBA Is a good way to catch the students' attention and motivation. Additionally, it allows that the students improve the communicate skills in a foreign language, in the case English. Equally important is that this approach allows considering the likes, dislikes and necessities of the students, as a result the classes are interesting to the students and they participate in a dynamic way.

M. TIPO DE DOCUMENTO	
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Universidad Pedagógica Nacional	
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1. REFERENCIA BIBLIOGRÁFICA DEL ARTÍCULO	Guerrero Reyes, Carolina (2013).Traveling by map promoting listening and speaking basic English communicative skills and social competences through meaningful virtual tool Google earth on fourth elementary grades at Manuel Elkin Patarroyo school. Universidad Pedagógica Nacional.
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2. PROBLEMA DE INVESTIGACIÓN QUE TRATA EL ARTÍCULO:

Traveling by map promoting listening and speaking basic English communicative skills and social competences through meaningful virtual tool Google earth on fourth elementary grades at Manuel Elkin Patarroyo school.

3. PREGUNTA Y OBJETIVOS DE INVESTIGACIÓN DEL ARTÍCULO:

- How “Google earth” as a meaningful virtual tool which helps to appreciate the world from the classroom can be used to promote the acquisition of listening and speaking, as Basic English communicative skills, and social competences in 402 students at Manuel Elkin Patarroyo School?

Research Objectives:

- To design and develop basic listening and speaking English skills through auditory and kinaesthetic activities by using the virtual tool “Google Earth”.
- To identify a meaningful environment of English interaction by improving vocabulary in real context, along the activity of traveling by map.
- To set the relation between Students’ context and the world through virtual tool Google Earth in order to promote a meaningful environment of English learning.
- To establish how coexistence agreements improve students’ social competence as well as their English learning process.

4. MARCO TEÓRICO Y/O CONCEPTOS QUE TRATA EL ARTÍCULO:

English basic communicative skills:

It is also any act by which one person gives to or receives from a person, information about that person's needs, desires, perceptions, knowledge, or affective states. Also it is defined as a process by which it assigns and conveys meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening,

observing, speaking, questioning, analysing, and evaluating". (Sanchez, n.d.).

Social competences:

As a part of Children development in different situations and contexts, it is important to understand that both School and Educational process of children are linked to a social context; hence, social behavior of students, teachers, and the interaction between them are critical to the educational process and students' performance. (Monjas C M. I., 1996).

Meaningful learning

The pedagogical model followed by the school, corresponds to Meaningful Learning developed for Ausubel in 1963. His theory is described by Author María Luz Rodríguez Palmero on her paper *Meaningful Learning theory*, addresses each and every one of the elements, factors, conditions and types to ensure the acquisition, assimilation and retention content that the school offers students so that acquires meaning for it (Rodríguez P, 2004)

Virtual tool google earth

Regarding education, Google Earth is a tool that allows working in all areas for instance: Languages. Providing students with a geographic context for the stories they read. Google Lit Trips maps the biographies of authors. Some Google Lit Trips include video segments within the tour. With a little instruction, students can create their own Google Lit Trips. Students can map their autobiographies. (Byrne, n.d)

5. METODOLOGÍA E INSTRUMENTOS DE INVESTIGACIÓN UTILIZADOS POR EL

ARTÍCULO:

Field notes

Profiles

Analysis of artifacts

Data of Photography

Recordings

Interviews

Comments over the situation

Checklists

Questionnaires

6. INTERVENCIÓN PEDAGÓGICA (SI LA HAY) QUE REFIERE EL ARTÍCULO:

N/A

7. CONCLUSIONES Y RESULTADOS QUE ARGUMENTA EL ARTÍCULO:

As major conclusion of this study is teacher's role. Teachers are programed to teach and donate information to students but after this research process, that is not only the most important issue on teachers' role. A few questions are open to reflection. What as teachers do we have to learn to promote communication within the classroom? What is it important when we teach? What is it necessary students learn according their current social situation?

A. TIPO DE DOCUMENTO	
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RESTRINGIDO	x
D. ACCESO AL DOCUMENTO	
LUGAR	
Universidad Pedagógica Nacional	
NÚMERO	

1. REFERENCIA	Gutierrez, Juan Camilo (2008). The use of communicative competence through the handling of tasks based on the real use of a language in the classroom as a teaching method to increase student interest towards learning the foreign language. Universidad Pedagógica Nacional.
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2. PROBLEMA DE INVESTIGACIÓN QUE TRATA EL ARTÍCULO:

The lack of contact between Liceo Femenino`s students in grade 902, with a foreign language in our case with the English, creates an effect in the motivational process of learning a L2. The attitude of the students into the process of learning English is very low because the methodology used in the classroom.

3. PREGUNTA Y OBJETIVOS DE INVESTIGACIÓN DEL ARTÍCULO:

- How certain facts such as the lack of the real use of a foreign language, into a real context in the classroom which are due to the absence of a method of teaching based on the communicative function in the classroom creates a reduction in the motivation of learning a foreign language?

Research Objectives:

-Create an enabling environment for students to perform without inhibitions in the foreign language and develop activities under the aforementioned methodologies to put in an actual use of foreign language.

- Increase the interest of the students according to the acquisition of a foreign language with an emphasis on communication through tasks based on real life

-Giving importance to the personal experiences of the students as an element that contributes to the process of learning into the classroom.

4. MARCO TEÓRICO Y/O CONCEPTOS QUE TRATA EL ARTÍCULO:

Communicative Competence.:

In the early 1970s the term *communicative competence* emerged as an important theoretical

construct in explorations of the relationship of language to society and culture. Scholars in Great Britain (Campbell and Wales 1970), West Germany (Habermas 1970, 1971), and the United States (Hymes 1971) introduced the term in a variety of interpretations.

Communicative Language Teaching:

The term *communicative language teaching* according to Berns Maggie {1} identifies new pedagogical orientations that have grown out of the realization that knowledge of grammatical forms and structures alone does not adequately prepare learners for effective and appropriate use of the language they are learning.

5. METODOLOGÍA E INSTRUMENTOS DE INVESTIGACIÓN UTILIZADOS POR EL

ARTÍCULO:

Field notes

Data of Photography

Recordings

Interviews

Comments over the situation

Checklists

Questionnaires

6. INTERVENCIÓN PEDAGÓGICA (SI LA HAY) QUE REFIERE EL ARTÍCULO:

N/A

7. CONCLUSIONES Y RESULTADOS QUE ARGUMENTA EL ARTÍCULO:

Thanks to the realization of this project I could give an account of how the students were able to see the English not as a subject to pass if not as a tool for his life, the increased interest in a very good level which leads to the conclusion that the project fearlessness about good results for both the students and in my own experience as a teacher who hopes to continue contributing for a long time from now on the teaching of foreign languages within the young Colombians.

A. TIPO DE DOCUMENTO	
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GENERAL	
RESTRINGIDO	x
D. ACCESO AL DOCUMENTO	
LUGAR	
Universidad Pedagógica Nacional	
NÚMERO	

1. REFERENCIA	Davila Alzate, Marcela (2005). Meaningful Learning through the Task-based Approach Instituto Pedagógico Nacional. Universidad Pedagógica Nacional.
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2. PROBLEMA DE INVESTIGACIÓN QUE TRATA EL ARTÍCULO:

The attention is a key factor in learning, above all, if it is a foreign language. For this reason, it is necessary that the teacher creates or improves diverse kind of strategies not only to caught and keep the students' attention, but also to make them to learn meaningfully. In the implementation of these strategies the teacher can use activities such as: games, contests, videos, tapes, among others, which are significant to the students.

3. PREGUNTA Y OBJETIVOS DE INVESTIGACIÓN DEL ARTÍCULO:

Which is the role of Task-based approach in the students' learning in the English class?

Research Objectives:

- To examine and explain students' own performance working in Task-based activities.
- To observe and describe the students' group performance during the work with Task-based approach.
- To analyze the students' perceptions about working with Task-based approach.

4. MARCO TEÓRICO Y/O CONCEPTOS QUE TRATA EL ARTÍCULO:

Students' group approach to a task development

At the beginning of the observation there were some students who did not pay attention to the class, they did not have a notebook or a book, and they did not take notes either; they were more concerned in doing drawings than in the class. At the time of working in the activities (songs, games, contests) they were the first ones in organizing, and also had willingness and disposition towards the activities planned.

Students' own approach to a task development

The second category is related to the students' own approach and style during the activities. Each student had a different way of approaching the exercises, for example, one used to draw, other one took notes in a piece of paper rather than in the notebook, for other it was easier to listen to the words better than writing them. In the realization of the different activities that, although had as a principal goal the work in groups, it is important to say that each student has his/her own style.

5. METODOLOGÍA E INSTRUMENTOS DE INVESTIGACIÓN UTILIZADOS POR EL ARTÍCULO:

The Observation forms

Surveys

Interviews

6. INTERVENCIÓN PEDAGÓGICA (SI LA HAY) QUE REFIERE EL ARTÍCULO:

N/A

7. CONCLUSIONES Y RESULTADOS QUE ARGUMENTA EL ARTÍCULO:

Besides, the students preferred to work on activities rather than in the book, because they thought that the book was boring, moreover, those students were very active and hyperactive, so, to keep their concentration and attention in the exercises of the book or on the board was more difficult, but with the activities, all the students had the chance to participate in an active way.

Date	Issue/question	Action	Reflection/comments	Back up theory
September ^{1st} 2015	How the seating arrangement affect their ways of interaction? The divergences and convergences between two groups of first grader students.	+In the first classroom, there are 5 columns each one of 7 students, they are sitting individually. In contrast, the other group has 4 lines and there are 3 organized in pairs and one column is assigned for individual seats. +This class was observed in the second room, the students talk with their classmates, getting distracted and lose their focus at class +They cannot be quiet on their seats, plus they do not want to work on their class tasks. +They do not have minimal periods of concentration, they are doing other activities: Walking around, talking with others and playing with pairs. +Some students get sleep and some go to the teacher's seat for telling her stories about their lives.	+According to the group the seating arrangement can be a tool for improving processes inside the classroom or a bad seating arrangement can affect others. +the head teacher asked them to go to their seat , yelling at them, however, they sometimes ignored those directions and keep playing around and talking with their pairs. It produces not order inside the classroom. +As young learners need to concentrate in the activities in the classroom, the activities have to be adequate for their stage. For this reason, written activities developed in the classroom produces some effects in the students; first they do the activities for a while, then they forget to do their activities and play with other students. These activities do not focused them in one topic, as far as they are more stimulated their span of attention increase, but if there is no a clear objective inside the classroom is hardly to catch their attention and get involve every single student.	<u>Krashen</u> , Stephen D. (1987) Principles and Practice in Second Language Acquisition. Prentice-Hall International <u>Krashen</u> , S.D. (1997) <i>Foreign Language Education. The Easy Way</i> . California: Language Education Associates Vygotsky, L.S. (1978) <i>Mind in Society: The Development of Higher Psychological Processes</i> . Great Britain: <u>Harvard University Press</u> Scott, Wendy A., & <u>Vrasberg</u> , Lisbeth H. (1992) <i>Teaching English to Children</i> . Longman.

Date	Issue/question	Action
September 8 th 2015	What is the amount of stimulation for the students and how do they react? The sort of environment the students are learning a foreign language. In terms of Output and Input the quantity of one and the other. Furthermore, their response to this stimulation and final result.	+The student working in class. +The teacher some hand colouring +TAPE RECORD +The teacher barely accompany the permission the video ended up to record in class. +Right after is a drilling activity. "family has people my sister, mother, me and me. (using her count) They repeat the on their class. Then, head gives their sentence "to walk to my family five..." (this time signs) +Head teacher sends one against the +Teacher students for blank space their notes there are activities.

Date	Issue/question	Action	Reflection/comments	Back up theory
September 15 th 2015	<p>What kind of activities are implemented?</p> <p>The activities which are used inside the classroom of A1 very young learners. The adequacy and effectiveness of the activities.</p>	<p>+The teacher uses some images for showing to the students some vocabulary in English related to the animals. Cow, bird, cat, dog and horse.</p> <p>+the teacher calls some students to go in front and choose one flash card, to say what word correspond to the image.</p> <p>+The teacher checks the notebook and gives a worksheet of the animals to the students.</p> <p>+Another student is sent to the wall.</p>	<p>+The teacher uses a chair for sitting down and with the flash cards speak and repeat the animals that she is passing, the students repeat after her and sometimes mispronounced the words. As an assessment of the memorization, the students sometimes remember the words but sometimes get confused with other words than has been learnt in the same vocabulary. On the other hand, they forget the pronunciation of the words but pronounce similar ones. The exercise gets the attention, however, it does not help them to memorize all the vocabulary.</p> <p>+During the teacher is correcting the notebook the students stand up and jump and run around the classroom what produces an immediately response from the teacher sending one the wall and saying them sit down! Stand up! For what the students react and follow the instructions.</p> <p>+they work in the worksheet which has the image and the respective word of the image in disorder. The idea is that they have to organise the word. Some students do not identify the order in spite of the previous activity that was linked to the vocabulary in the worksheet.</p> <p>+ The students do not react to the situation of their classmate and observe without any reaction.</p>	<p>Krashen, Stephen D. (1987) Principles and Practice in Second Language Acquisition. Prentice-Hall International</p> <p>Krashen, S.D. (1997) <i>Foreign Language Education. The Easy Way.</i> California: Language Education Associates</p> <p>Vygotsky, L.S. (1978) <i>Mind in Society: The Development of Higher Psychological Processes.</i> Great Britain: Harvard University Press</p> <p>Scott, Wendy A., & Ytreberg, Lisbeth H. (1992) <i>Teaching English to Children.</i> Longman.</p>

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September 22 nd 2015	How visual and oral activities get involved the students and help them to memorize vocabulary?	<p>+All the students are in the classroom and the teacher asks them to show the flash cards of their working song of the animals. All the students with the teacher show the flash cards and signs with the flash cards. The flash cards have to be "My favorite animal" and "My favorite color" and "My favorite food" and "My favorite fruit" and "My favorite drink" and "My favorite animal" and "My favorite color" and "My favorite food" and "My favorite fruit" and "My favorite drink".</p> <p>+Head teacher announces that the students receive the flash cards and they participate actively in the classroom. The teacher gives them flash cards with wild animals and they receive the flash cards and show them to the class. The teacher gives them flash cards with wild animals and they receive the flash cards and show them to the class. The teacher gives them flash cards with wild animals and they receive the flash cards and show them to the class.</p> <p>+The teacher accidently shows the flash cards to all the students and they pick up the flash cards. The teacher announces to everyone in the classroom.</p>

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