

SELF-CONFIDENCE IN ORAL INTERACTION THROUGH SHORT STORIES IN NINTH
GRADERS

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I give praise to God who gave me the stronghold, wisdom, tranquility, hope and support in each step of this process.

To my exceptional family who had been my most important pillar to achieve my goals and for this process, without them anything could become possible.

Last but not least, to my beloved Alejandro who was an important support and help when I most needed, you are a blessing from God in my life.

I really appreciated and value the support.

RESUMEN ANALÍTICO EN EDUCACIÓN - RAE

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2. Descripción
<p>Trabajo de grado desarrollado bajo los parámetros de la investigación acción el cual buscó, a través de una intervención pedagógica basada en el modelo PPP (Presentación, Practica y Producción), promover y desarrollar la autoconfianza de estudiantes de noveno grado en la interacción oral en el aula a través de cuentos cortos significativos para su edad y actividades de habla basadas en su cotidianidad, con el propósito de cumplir con los estándares de enseñanza de lengua extranjera propuestos por el ministerio de educación para este grado en términos de conversación en inglés. Los instrumentos de recolección de datos fueron: cuestionarios, videos, artefactos y una rúbrica de autoconfianza para la posible triangulación de los datos y la validación del análisis; el análisis mostró un favorable cambio en la población al usar cuentos cortos como input para la generación de outputs orales.</p>

3. Fuentes
<p>Son veintinueve fuentes bibliográficas que se citan en el trabajo de grado, pero solamente se presentan algunas de ellas:</p> <p>Burns, A. (2010). <i>Doing Action Research In English Language Teaching</i>. New York: Routledge.</p> <p>Criado, R. (2013). A Critical Review of the Presentation-Practice- Production Model (PPP) in Foreign Language Teaching. <i>University of Murcia</i>, 98-116.</p> <p>Du, X. (2009). <i>The Affective Filter in Second Language Teaching</i>. China: Asian Social Science.</p> <p>Erkaya, O. (2002). <i>Benefits of Using Short Stories in the EFL Context</i>. Turkey: Eskisehir Osmangazi University.</p> <p>Khatib, Derakhshan, & Rezaei. (2011). <i>Why & Why Not Literature: A Task-based</i>. International Journal of English Linguistics.</p> <p>Krashen, S. (1982). <i>Principles And Practice In Second Language Acquisition</i>. Oxford Pergamon.</p>

Maftoon, P., & Sarem, S. (2012). A Critical Look at the Presentation, Practice, Production (PPP) Approach. *Brain and Language*, 31-36.

Murdoch, G. (2002). *Exploiting well-known short stories for language skills development*. latefl Lcs Sig.

Rivera, J. D. (2009). Authentic Oral Interaction in the EFL Class: *revistas.unal.edu.co*. Bogotá

Sinclair, j., & Coulthard, M. (1975). *Towards and Analysis of Discourse: the English Used by Teachers and Pupils*. London: Oxford University Press.

4. Contenidos

El trabajo de grado consta de cinco capítulos. En el primer capítulo, se muestra la población y sus características socio afectivas, cognitivas y lingüísticas seguido, se describe el diagnóstico realizado en las diferentes habilidades de la lengua que dio paso a la descripción del problema encontrado con su justificación y el planteamiento de la pregunta de investigación con sus respectivos objetivos.

El segundo capítulo cuenta con tres reseñas de estudios anteriores en el campo de los beneficios de cuentos cortos en la producción oral y además las aproximaciones teóricas de elementos o términos base que soportan el trabajo. En el tercer capítulo se relata el tipo de investigación, los instrumentos de recolección, las consideraciones éticas con la población y las limitaciones del proyecto. Con respecto al cuarto capítulo se especifica la propuesta pedagógica, las fases temáticas y el cronograma de actividades. Finalmente en el capítulo cinco se encuentra el análisis de los datos, los resultados, sus conclusiones con las respectivas recomendaciones además de las referencias bibliográficas con sus respectivos anexos.

5. Metodología

Esta investigación se realizó bajo los parámetros de la investigación acción con un grupo de 32 estudiantes de grado noveno del Liceo Femenino Mercedes Nariño, la investigación acción basa su proceso en: el diagnóstico, el plan de acción, la implementación y la reflexión, hasta lograr alcanzar unas conclusiones en base a lo propuesto. La intervención pedagógica fue diseñada bajo los parámetros dados por el modelo PPP los cuales son Presentación Practica y Producción con el propósito de unir los dos elementos claves de la pregunta investigación, los cuentos cortos y la interacción oral, en pro de buscar posibles resultados y conclusiones para esto se utilizaron para la recolección de datos los siguientes instrumentos: cuestionarios, videos, artefactos y una rúbrica de autoconfianza.

6. Conclusiones

La intervención pedagógica basada en la pregunta de investigación permitió con los resultados encontrados, esbozar las siguientes conclusiones con respecto a los cuentos cortos a favor de desarrollar la autoconfianza en la interacción oral en la población seleccionada:

Primero, los cuentos cortos son un buen input para la población por que esta les provee vocabulario y estructuras gramaticales en contexto, contenido para hablar y desarrollar actividades de habla situacionales, para lograr a través de actividades la creación de outputs orales además de ser un recurso de motivación extrínseca para el aprendizaje.

Segundo, el "PPP model" tuvo un gran impacto en la población y el proyecto como tal ya que sus fases ayudaron a la población a comprender la lengua (nuevo vocabulario y estructuras) proveniente del cuento

corto, luego practicar este nuevo conocimiento a través de muchas actividades de habla en contextos cotidianos para ellas que las moldeaban en su interacción oral, para una producción autónoma y natural cuando ellas deban crear el ambiente comunicativo en contextos conocidos.

Tercero, los cuentos cortos y el PPP model ayudaron a la población a desarrollar sus habilidades de interacción oral entre ellas ya que permitió que ellas lograran practicar el vocabulario aprendido en contexto y como hablar con los demás en esta lengua extranjera, es decir crearon un ambiente comunicativo de aprendizaje para mejorar su nivel de lengua.

Finalmente, la autoconfianza en la interacción oral fue desarrollada paralelamente en la población, ya que al mejorar su nivel de lengua y bases de interacción oral la población comenzó a reforzar su seguridad en sí mismas ya que ellas lograron comprender el input y sabían cómo usar el vocabulario en contexto lo que las hizo creer en sus propias capacidades y mejorar su postura actitudinal ante el aprendizaje.

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Table of contents

Abstract	8
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CHAPTER I

1. Characterization	9
---------------------------	---

1.1 Diagnosis	13
---------------------	----

1.2 Statement of the problem	18
------------------------------------	----

1.3 Justification	20
-------------------------	----

1.4 Research question	21
-----------------------------	----

1.5 Objectives	21
----------------------	----

CHAPTER II

2. State of art	22
-----------------------	----

2.1 Theoretical framework	25
---------------------------------	----

CHAPTER III

3. Type of research	30
---------------------------	----

3.1 Instruments of data collection	32
--	----

3.2 Ethical Issues	33
3.3 Validity	34
3.4 Limitations	35

CHAPTER IV

4. Pedagogical proposal	36
4.1 Procedure	37
4.2 Time line	41

CHAPTER V

5. Analyzing data collected	43
5.1 Findings	63
5.2 Conclusions	65
5.3 Recommendations	68
5.4 Possible impact	69
5.5 References	71
5.6 Annexes	74

ABSTRACT

The following research project was proposed and developed in order to find the possible impact of using short stories in the development of self-confidence in oral interaction in a group of 32 ninth graders from the Liceo Femenino Mercedes Nariño. The pedagogical proposal was designed based on the PPP model in order to put together the two key elements of the research questions, short stories and oral interaction, so as to intervene the population and draw some conclusions in the posterior analysis. Questionnaires, video recordings, artifacts and a self-confidence rubric, designed by the researcher, were the instruments used to collect the data that provided the findings and conclusions for the project above.

Key words: Short stories, self-confidence, PPP model and oral interaction

CHAPTER I

1. Characterization

External Context

The Liceo Femenino Mercedes Nariño as its name says is a female public school located on Avenida Caracas No. 23-24 in the south of Bogotá and belongs to one of the most important commercial neighborhoods in the city called Restrepo. This neighborhood has two important things that benefit the students of this institution. Firstly, a public library called Carlos E. Restrepo in which all the students could receive the benefit of borrowing books for their academic life and also personal hobbies. Although it is not a big one, it is useful for the community. Secondly, Restrepo has good public transportation and two important streets for the city, like Avenida Primera de Mayo and Caracas, which facilitates the easy arrival of students from many places in the city using public or private means of transportation.

Internal Context

The physical institution consists of five buildings which encircle the chapel and there are large green areas nearby. There is one covered coliseum, two volleyball courtyards and two basketball courtyards for student recreation. The administrative floor which consists of the Principal's office, the academic and coordinators' office, the counselor's office, the teachers'

lounge, the copy room, the GYM, the restaurant and some high school classrooms, are located in the central building in front of the chapel and next to it, the big theater of the institution.

The high school building has one CRI (Centro de Recursos en Inglés or English Resource Centre), which is used by the entire high school students, are located on the southern end of the campus. In this room, there are some computers, video recorders and TV sets where the students go one hour per week to practice their skills in an autonomous way, under the supervision of an English teacher. The basic elementary classrooms, which are a few prefabricated buildings surrounded by green areas, are located on the northern end of the campus.

There are around 60 courses of 40 students each which are taught in three shifts, morning, afternoon and night. Therefore almost 3.000 ladies are present on both the morning and afternoon shifts, but the night shift has a smaller population. The population selected for this research project is course 905 on the afternoon shift, a heterogeneous group of 32 ladies between 13 to 17 years old, located in classroom number 3 on the second floor of the high school building.

Socio-Affective Context

It was a heterogeneous group in the sense of ages and preferences. There were girls of 13 years with girls of 18 years, who were living different stages of life, in the same classroom. Some were starting the pre-teen stage when their bodies are changing while others were already teenagers with different attitudes from them. This situation made almost impossible a good relationship between some girls in the classroom because they adopted different attitudes to solve a misunderstood.

In the social environment, the students were divided in small groups where sometimes, there were not a good sharing moments among them; fortunately, physical, verbal or psychological violence had not occurred in the group because they tried to avoid these situations. Although the students had the freedom to choose their desk, the students always shared their time and space with the same partners that were near to their age. Thus, the oldest girls were in the back of the classroom while the youngest were in front of the board near to the teacher and more interested in the class. It could be inferred therefore that the younger girls seemed to be more interested in their learning process than the older girls.

Cognitive Context

Centered on the observations, the population was a passive entity in their learning process of the foreign language; they hardly ever participated in the class with questions, ideas or doubts to enrich the class; some of them did the activities in a slow and sometimes unmotivated way while the other students started to talk about personal topics with their close partners in the classroom and simulated that they were working on the activity. The students had the memory as a unique learning strategy of a foreign language; however, it was a short-term memory, they used memory as strategy to memorize the information that the teacher requested in order to pass the subject but, when the academic period ended they forgot the information because it was not meaningful or had a purpose to preserve it in their minds for their learning process.

Meaningful learning process was not seen in the group during the observations, the students did not feel closer or compromised with the activities or topics worked by the head teacher and they only did the activities in order to pass the subject. Also, the population was too

conformist with the information that the teacher gave or wrote on the board, they never doubted about it or wanted to go deeper in an autonomous way at home, they just copied the information down in their notebooks because it was an important grade for the subject but, they were not conscious of all the information written, they did it in a mechanical and unaware way.

Admittedly, they were receptive girls that understood instructions and information anyway, they had many problems for producing things based on the inputs, they had to be guided in a slowly process to achieve utterances.

Linguistic Context

Talking about English as a foreign language for this course, it was found in the observations and CRI's activities that the population had a lower English level; this basic level, based on Common European Framework of Reference for Languages: learning, teaching, assessment, a learner can understand and use familiar everyday expressions and very basic phrases, also the person can introduce him/herself and others and can ask and answer questions about personal details. This low level was predominant in the population because of the low practice of this language in their daily life. One stronghold of the population was that they had good basis in their receptive skills, which were listening and reading, they were able to understand instructions or information coming from the teacher or a written text; these skills were developed in the population because CRI's activities were based on these. On the contrary, they had difficulties in their productive skills, which were speaking and writing, because they did not practice commonly.

Based on the student's questionnaire, the girls felt motivated to learn English but, the problematic they mentioned was that they did not like the classes or the activities proposed by the head teacher because sometimes they did not understand what they had to do, the topics could be boring for them or they could not see a meaningful purpose to do. The students hardly ever used the English language in the classroom; they always communicated in their mother tongue with their partners and teacher because, as they mentioned in the questionnaire, they were not able to express themselves in a satisfactory way in this foreign language. In CRI's hours, they had the opportunity to develop and practice their skills more but they did not take advantage of the resources, they worked on different skills and activities that were not appropriate to their context, ages or preferences and as a result, they did not work in a motivated way and they did not improve much.

1.1. Diagnosis

The following data was collected from some observations, one questionnaire, one speaking activity proposed by the researcher with some reading, listening and writing activities taken from their CRI activities in order to see an overview of their language skills.

In terms of reading skills of the course, the population worked a lot on reading activities in the CRI sessions because a large percent of this material was based on some texts with questionnaires to be solved for that reason, it was the common activity for the students during each class in this room; these texts were usually short stories taken from universal literature, like Edgar Allan Poe's stories, or expository texts about different themes based mainly on American topics like the wild west. Unfortunately, the students did not feel interested in these topics because they did not relate to their likes, lifestyle or age; therefore, these texts became boring for

them. In addition, the teacher did not present an introduction or a warm-up activity to introduce the reading or topic for them and they felt decontextualized when approaching the text; hence, these factors decreased their motivation towards the activity.

Furthermore, another aspect took into account, was the kind of questionnaires developed by the students, which were based on the reading; these activities were multiple choice questions about literal details and few possible inferences, these closed questions avoided student argumentation and development of ideas (See Annex 1). Consequently, it was found that students were able to understand or remember literal elements from the text but the inferences were not achieved by the students because the questionnaires or classes did not lead them to draw some ideas, as the student example summarized it in the annex. However, this skill was the most developed in the group because of the amount of exposure they had had to reading through high school years in the CRI room and they were really aware of this fact (See Annex 2).

With respect to the listening skills, the students could understand the instructions given by the teacher; some of them only copied the actions from the others or asked the other students about teacher's words. In listening activities in CRI's hours, the students had to work with a recorder, a cd and a questionnaire sheet in order to complete an exercise. The common task was to listen to a song or a conversation while the students had to fill in the blanks with the appropriate word from a word's box to complete the questionnaire sheet; they had the freedom to listen to the recording as many times as they wanted until they identified the correct answer to complete the activity (See Annex 3). All the CRI's activities showed that the students were good at recognizing specific words in the recordings and could complete the task in a satisfactory way but they did not understand the whole recording and its meaning as they admitted.

These activities were based on a bottom-up strategy, and it was useful for them because the questions were for specific words and ideas that led them to understand the main idea of the recording; but the activities did not allow them to make inferences or some reflections of the lyrics heard. Based on the students' questionnaire, the population pointed out that listening was another strong skill for them because it was a common activity in their CRI's sessions, and also because when the teacher rarely spoke in English they almost understood what she was saying as this student sample summarized (See Annex 4).

Regarding writing skills, the students almost never practiced this skill in their classes. They only wrote in English when they copied the information given by the teacher from the board but they were not aware of what they were copying, the process was only mechanical, passing from the board to their notebooks. Writing activities were not worked on their classes; the only writing activity that the students had was a self-evaluation after CRI's hour where they had to describe how they felt about the CRI's activities (See Annex 5). It was found that the students made many mistakes in terms of grammar and spelling; therefore, sometimes it was too difficult to understand the sentences and ideas written; also, the students did not give a lot of details or arguments to support their ideas, they only tried to answer the questions in a short way and almost translating from Spanish to English.

Last but not least, in speaking skills the researcher decided to do an activity where the students had to answer a question in order to see how they expressed themselves orally. The researcher gave them a piece of paper with a controversial question and some minutes with the purpose of helping the students to organize their ideas before the oral intervention (See Annex

6). This time was given because based on the National Standards for Foreign Language Learning; ninth graders should be able to participate in a conversation when the interlocutor gives them time to organize their ideas before (See Annex 7). Then, the researcher started to sit with two students per 10 minutes and to ask what they thought about same-sex marriage. It was seen that the students started the conversation with phrases like “teacher, I don’t speak English very well”, they looked nervous and insecure about the activity because it was a new exercise for them. When they wanted to answer, some of them tried to read their ideas written in the piece of paper but when the researcher asked for specific information to try to go deeper into their opinions, they could not create new or comprehensible ideas to back up their comments.

The girls were assessed with a speaking rubric taken from Pearson Longman to see their oral interventions in four aspects (Understandability, thoroughness, vocabulary, and grammar) (See Annex 8) It was found that students had a lot of problems in terms of coherence, understandability, lack of vocabulary, grammatical errors and fluency as well; in addition, they felt frustrated with the activity because they had their arguments and ideas in their minds but their low knowledge of the language made the communication between the student and the researcher almost impossible. Sometimes, some students decided to speak in Spanish because they felt the need to show their point of view about the controversial topic; for that reason, they used their mother tongue as a unique way to communicate.

Based on the language diagnosis, they had some difficulties in terms of their productive skills as was presented; however, their speaking difficulties evoked some insecurities in them in a way that the other skills’ difficulties did not. Based on the diagnosis for their speaking skills, the students showed discomfort and insecurity when they had to put their oral skills into

practice; the researcher decided to do a self-confidence test in terms of oral participation and interaction in class, in order to see their openness to speak and interact with the others as the national standards determined to their grade.

The test was five questions which were made based on the National Standards for Foreign Language Learning in terms of conversation (See Annex 7), so as to see if the students had enough confidence to interact with the others in a foreign language. The results were that the students felt insecure when they had to talk or interact in English (See Annex 9), they used adjectives like insecure, nervous, and uncomfortable to define their attitude in their oral skills. These attitudes were not presented in the other skills because the use of the dictionary made them felt more security to interact with the text or with the recording. To reinforce it, the researcher did a questionnaire to the head teacher in order to support this finding and saw her opinions and perceptions about it (See annex 10) she argued that she saw how the students had felt insecure when they had to talk or interact in English because they did have the linguistic basis to do it or they could not put into practice the knowledge learned.

As a conclusion, in the students' questionnaires, the students mentioned that they wanted to improve their speaking skills because for them it was important to interact with others orally in this foreign language also, because it was a fact that created them a discomfort and affected their learning process and the improvement of their speaking skills. Based on this population overview, this project was focused on this finding, where the aim was to develop the self-confidence of the students in terms of their oral interaction with the others.

1.2. Statement of the problem

Based upon the Standards for Foreign Language Learning, the achievements that ninth graders have to develop in each language skills during the academic year were described there; to focus on conversational section of these standards (See Annex 7), as this project wants to point out, the ninth graders must have the capacity to participate, interact and take risks to express their ideas and feelings to their classmates and teacher in English. It is the ideal that the Minister of Education expects for the ninth graders in their English classes and their performance using this foreign language. In fact, the interactional performance required by the Minister of Education shows, in an implicit way, that students need to have a good self-confidence to talk and interact in class because they have to be able to take risks to express themselves in optimal conditions in English among them, the students have to manage some confidence to make use of this language as a vehicle to express their thoughts and ideas, as they can do it in their mother tongue.

Regrettably, according to the diagnosis and the student's questionnaires, the goals proposed below were not present or developed in their English classes; the ninth graders never interacted in English in the classroom because they felt insecure, frustrated and nervous when they had to talk to their classmates. Also, their language knowledge did not allow them to express in an understandable and comfortable way in the class and as result, oral interaction had not been presented in the population. The head teacher sometimes fostered speaking activities amongst the students; unfortunately, the ninth graders memorized a previous script translated by google translator and they started to read the script as a monologue in order to pass the subject. As it was described, English, as a language, had not been seen as a vehicle of communication in the

students; therefore, their mother tongue had been the only means of oral interaction in the classroom with the others.

In every way, the consequences about it had been the inexistent oral interaction among the students to share their ideas and opinions to improve their language fluency together; the students did not see English as a language for meeting others and expressing their opinions; the little practice of sharing ideas in English did not allow them to develop their self-confidence in speaking with others and consequently, they felt uncomfortable and insecure when they had to use the language. In addition, this problem was relevant because the population selected liked to talk with their classmates about personal topics and opinions but in their mother tongue as the only resource to do it; based on this fact, the project searched to give them another linguistic resource to do it and fostered English speaking in the classroom.

In conclusion, the main aim of this project was to favor an environment where the self-confidence in the use of English in terms of oral interaction could be developed in the population; to be achieved through short stories for their ages and preferences that provided them content, some grammatical structures and new vocabulary in context to enhance their English knowledge. As a result, their self-confidence could be developed by themselves because with more language knowledge and a practical environment to use it orally, they could enhance their security to express themselves and take risks in this foreign language and achieve the goals proposed by the Minister of Education.

1.3. Justification

Described as the main problem found in the population, oral interaction needed to be developed in the ninth graders from Liceo Femenino Mercedes Nariño because English, as an active language, allows humans to interact among themselves; but, students could not see this because their low language knowledge and confidence did not help them to use it as a vehicle to communicate among themselves.

As Aristotle and Descartes mentioned in their works, human beings are social animals by nature meaning that the need to interact with others is a natural behavior among us; this interaction is almost given through oral situations between two or more people. The participants of this research project were teenagers who like to share many things with their friends; they liked to talk about their experiences, feelings and thoughts with their partners in order to receive advice, support or feel heard by them; but, it happened in their native language. Taking into account this situation, it was important to foster the same attitude towards English in the population so as to help them to interact with others in a more ample way using a foreign language.

As it was mentioned, oral interaction has been vital for human beings because they had a natural desire to interact in a verbal and personal way with others and the students were not an exception to this rule. The students felt the need to learn how to develop their oral skill in order to express what they felt or thought to others in this foreign language as they did in their mother tongue. Therefore, this project helped the students in their language level but also it could help them in their personal development and future social relationships because they

could interact with many people around the world with the foreign language developed; but, they needed to do it with a higher level of security and comfort with themselves and the language.

Based on the last explanation, this study proposed a research question based on the problematic found in order to intervene in the population to see the possible impact or effect of using short stories in an EFL classroom as a pedagogical input to favor an environment to enhance self-confidence in oral interaction in the population selected.

1.4. Research question

What could be the possible impact of using short stories on the development of self-confidence in oral interaction in ninth graders at Liceo Femenino Mercedes Nariño?

1.5 General objective

- To identify the impact of using short stories on the development of self-confidence in oral interaction in ninth graders.

Specific objectives

- Determine the possible benefits that short stories have on oral interaction.
- Find the possible impact of using PPP model as content centered model, and the short stories on the target population.

CHAPTER II

2. State of the art

For this research project, it was important to review some previous projects based on short stories as way to improve oral interaction or another skill in an EFL classroom.

Based on Lakorej, Porkalhor & Kasmaee (2013), short stories could be useful in EFL classroom; for that reason, they decided to research the effects of using oral summary short stories on Iranian students to improve their speaking skills. To take it into account, the population was sixty Iranians selected by a program which created a homogenous group of students for the project based on a students' questionnaire. This project was a qualitative study where the researchers asked the students to read some preselected short stories which were meaningful for them because of their war context; after twenty reading sessions, the population had to give an oral summary to the researchers about it and then the students did a round table to discuss among themselves their ideas. The data was collected and analyzed by pre-reading oral productions in comparison to post-reading oral productions in order to see the effects of the implementation of short stories in the population. It was found that students improved their speaking skills with these oral summaries because they could learn contextualized vocabulary, sentences and ideas from the short story and how to use it in context for the round table.

In addition, it was found that meaningful short stories, based on their war context, allowed the students to develop ideas based on the thematic worked; also, when they were presenting the oral summary and in the round table, they were able to express feelings or thoughts about the topic and their social reality too in a more developed way using the vocabulary learned. This project was relevant for this study because it showed and enhanced the idea of the possible benefits of using short stories as an input to develop oral skills and how it helps them to learn, in a motivated and easy way some vocabulary.

Another point of view is given by Sevilla & Méndez (2015), who did a recent research project in Costa Rica about understanding the possible benefits of short stories in oral communication courses. The participant population was twenty-two students from a language institution; in the project, the students had to read some short stories where the communicative or oral activities were set up around the content of it then, they had to connect the stories with their personal experiences. This study was a quantitative research and it used reports, field notes and recordings as instruments to collect data. It was found that new vocabulary, grammatical structures and positive attitudes to the speaking increased with the reading of contextualized and meaningful short stories; because it allowed that the communicative activities proposed by the research had a meaningful purpose with their personal experiences. This project was relevant to this study because it supported the idea of the benefits of using short stories that the last project showed and it proved that short stories, as a tool, give meaningful inputs for the students and created oral activities based on it, it was the researcher who made the short stories (tool) selected meaningful or not for their particular population with their context and preferences.

In a national perspective about the topic, Chavarriaga (2013) developed a research project in order to find the possible impact of using short stories on student's oral and audio competence development in second graders, and participants of this study were thirty-eight second graders from the Liceo Femenino Mercedes Nariño; it was composed of three stages of intervention and implementation of short stories in the population; in the first stage, the students were introduced to the short stories with a pre-activity game related to the topic while new vocabulary was presented to them; in the second stage, the researcher read the short story applying the vocabulary learned to the students and finally in the third stage, they had to produce oral outputs through activities about the topic with the vocabulary learned. This project was a qualitative study where field notes, a survey and video recordings of the activities were the instruments to collect the data to analyze. It was found that students developed their listening skills through the teacher's reading and also that the short stories were useful for the development of speaking skills because it gave them something to talk and they used all the vocabulary presented in the stories. This research project was useful because it showed how short stories were useful to present new vocabulary and grammatical structures to the students through many activities, it could reinforce the knowledge learned so as to help them in their final oral productions where they used it in an appropriate way.

After this general overview, these studies pointed out the idea of short stories as a good input for developing oral skills in the participants, but these studies were not worried or had the aim to see or develop the affective filter of the participants through the whole process. Following this idea, this project expected to find another overview of the possible benefits of using short stories in oral skills but it was focused on the affective filter, self-confidence in specific, of the ninth graders.

2.1.Theoretical Framework

In order to settle the proposal of this research project, it was essential to consider and specify important concepts that deal with the key aspects of this study. Based on some authors, this chapter presents some theoretical considerations about affective factors, oral interaction and short stories as a tool, in order to support the research in a theoretical way.

Affective factors in foreign language learning

A learning process is permeated by a lot of factors that affect this process in the students. The monitor model proposed by Krashen (1982) in its fifth hypothesis presented a complete view of the affective filter that is involved in foreign language learning. As Krashen defines, the affective filter is a theoretical construct that explains how the emotional variables, like motivation, attitude, anxiety and self-confidence are affiliated with the success or failure of the learning process. When the psychological affective filter is high like motivation or self-confidence, the individuals live a meaningful and complete learning process of the language in context leads by the teacher.

Regarding this project, self-confidence is the main affective factor to be taken into account, Du (2009) went deeper on self-confidence in Krashen theory and tried to define it; based on this author, self-confidence is the belief in oneself and his/her abilities in something, it also describes an internal state made up of what people think and feel about themselves; this state is changeable according to the situation and the person, when the people does not believe it their capacities and knowledge this internal state decrease and the performance in learning

process is affected and obstacle a development of the human being. Also, the author mentioned that it affects the students in their learning process as they do not have a good performance but, he pointed out that in the classroom “The cultivation of self-confidence depends on students themselves and teachers’ help as well” (Du, 2009, p. 164) Self-confidence is not a student task, as many authors could interpret from Krashen theory, it is also teacher task that through their classes and activities needs to help the students to enhance these factors in order to develop a better and active performance in their learning process.

These authors pointed out why it is important a high affective filter in the English learners but specifically, to develop a high self-confidence in the students, because they need to believe in their abilities and themselves to learn the language and use it in a meaningful way in some safe communicational environments in the classroom. These authors led and foster the idea of developing self-confidence in the ninth graders with the purpose of enhancing the capacity they have to produce utterances from an input in a communicative environment created by the teacher and the students as well.

Oral interaction

First of all, it is important to define what speaking is because oral interaction is developed from this initial concept; based on Brown & Yule (1983) it is an interactive process of constructing meaning that involves receiving (input) and producing (output) information. Taking into account this general idea of speaking, Richards (2008) explained three types of speaking in foreign language learning, speaking as an interaction, as a transaction and as a performance. But,

this study was focused on speaking as an interaction or also called oral interaction amongst the population selected.

Based on The Common European Framework of Reference for Languages (Council of Europe, 2004) describes or defines interaction as follows:

“In interaction at least two individuals participate in an oral or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker’s message and preparing a response. Learning to interact thus involves more than listening to receive and to produce utterances.” (p.4)

It is described, in a general overview, when people exchange information through messages in a specific social situation in a satisfactory way. In classroom environment, as Tuan & Nhu (2010) pointed out, oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions in order to exchange information based on an academic topic, thoughts, ideas or feelings but it needs to be foster by the teacher and its activities because the students need a communicative environment to put into practice their oral interaction in a foreign language.

Following this, Brown and Yule (1983) describe the main features of this type of speaking in the classroom; it is mainly a social function, reflects speaker’s identity, reflects role relationship of the participants, it is jointly constructive and may be formal or casual, these

characteristics are always present in a interactional conversation where the students know the other's ideas and could manage a social function to share information or their beliefs to the others; also, it is important that the speakers give feedback of the input to create a collaborative conversation among two or more people.

These ideas developed by the authors presented are relevant for this study because speaking is going to be applied or work as a social interaction where the students could talk among themselves in some specific situations given by the researcher, in order to improve their language level and self-confidence to interact with others in the foreign language as they do it in the mother tongue. It means to come closer with the foreign language and interact with the world with it.

Short stories as a tool for foreign language learning

In learning's process, it is important to create a strategy or a tool to learn new knowledge because it is important to find a way to achieve a meaningful process; in this research project was expected to use short stories as a tool to improve the language level of the population but specially, to develop oral interaction. But first of all, the term short story needs to be defined; although it has been difficult to define this term in the literature field, the most cleared was given by Esenwein:

“A short story is a brief, imaginative narrative, unfolding a single predominating incident and a single chief character; it contains a plot, the details of which are so compressed, and the whole treatment so organized, as to produce a single impression.” (Esenwein, 1961, p. 91)

Defined short story as a short narration with an organized plot and characters that interact; some authors started to see it more than a piece of art; it could be a tool for learning's process of a foreign language because it shows the language in function.

Erkaya (2002) explained that short stories could be applied as a way to learn not only grammar or structures of a foreign language but, also short stories could motivate the learners with the plots; it could introduce literary elements and introduce the students to the literature field; it could be a way of learning other cultures and the most important to see the foreign language in context.

In addition to that, Murdoch (2002) adds another important benefit of using short stories in language learning that is "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance EFL courses of learners" (Murdoch, 2002, p. 23) He indicates that short stories give the students content to produce something, it is necessary to give input to the students and a short story is a complete input for that because it gives linguistic elements and content in a contextualize situations; it means, the students could see the language in context and learn it with content as an input, and they could produce utterances based on the input.

This construct is important for the project because it shows the importance of using short stories as a tool to learn the language in context but also it is used to show content; short stories are an useful input because it provides to students contextualized vocabulary to use it, grammatical structures to organize ideas to transmit it and content to talk about it in the conversations.

CHAPTER III

3. Type of research

The following chapter presents the type and method of the research selected for this study; moreover, the description of the instruments to collect data so as to analyze it, the validity and the triangulation of the results, and finally the ethical considerations with the population through the whole project.

Based on Denzin & Lincoln (2005) qualitative research is about exploring issues, understanding social phenomena, answering questions by analyzing unstructured data and making sense of it. Taking into account, this study was a qualitative research because it did not have a statistical analysis of the results; also, it worked on human behaviors and abstract things like self-confidence in the population. In terms on the method, this study was worked with action research method. Action research which is also known as Participatory Action Research (PAR) or community-based study; it is a type of research that Dick (2002) defines:

"Action research is a flexible spiral process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time. The understanding allows more informed change and at the same time is informed change; and at the same is informed by that change. People affected by the change are usually involved in the action research. This allows the understanding to be widely shared and the change to be pursued with commitment." (Dick, 2002)

Another point of view is given by Burns (2010), this author describes how it is a reflective practice for the teacher where he/she becomes in a researcher in his/her own classroom; in addition, the main aim is to identify a problem or difficult situation that affects learning process of the students to try to intervene in a positive way to overcome it. Based on it, the basic process of conducting action research consists of four steps or phases:

- **The first phase:** this planning step in which the researcher identifies a problem and designs a set of actions in order to work on it. This phase was done when the research through students' questionnaires and class observations tried to identify a problem or difficulty and started to create a set of actions or pedagogical intervention with the purpose of some findings.
- **The second phase:** this action step is where the researcher intervene the population with their design action; it was the pedagogical proposed applied in the population in order to draw some conclusions about the research question.
- **The third phase:** this phase is to analyze and interpret data, where the researcher starts to working with the data collected to determine some findings of the process did it. This phase was doing using in the chapter IV, the data collected by the instruments was described it and analyzed in order to determine some findings.
- **The fourth phase:** this phase is a reflection where the researcher thinks about the findings of the project; this phase was done during the last part, where the researcher reflected about the findings and conclusion so as to provide some recommendations to future research projects.

As it was explained in the four phases, this project was an action research because it had the four representative phases of this method; moreover, the researcher was participant observer during the pedagogical research as this type of research required in their process.

3.1 Instruments:

The following four instruments was used in order to collect data during the pedagogical intervention done by the researcher in the population; these instruments collected the necessary data to analyze it and draw some conclusions about the research question proposed.

Questionnaires: As Walonick (1993) comments, questionnaires are a most convenient and inexpensive way of gathering and collecting information about a particular issue; it is mainly made up of a list of questions and should include clear instructions; in qualitative research, the questions needs be open questions with space for answers and details. The questionnaires allow people to express their beliefs, perceptions, feelings and opinions about a topic; questionnaires are also a better way of reducing interviewer bias because there are not any influence or clues from the interviewer to the participant's answers. This instrument was implemented to provide the participant's perceptions about the pedagogical intervention so as to behold the possible impacts in the population based on their experiences and opinions.

Video recordings: Bloor & Wood (2006) explained that video recording is one of the most common instrument used in the qualitative studies in the educational field because it records the data produced in a meeting or an activity for the participants in a faithful and natural way as it happens in that moment; it is useful because the researcher could see this data many

times as he/she can and it is not going to change at all. This instrument was used to record the activities of oral interaction that the population did in the pedagogical intervention and the data collected was analyzed to see the possible development of oral interaction using short stories.

Artifacts: Based on Müller & Olbrich (2011) artifacts are things that are produced by humans in a specific time of period or activity; it is used in qualitative research by the researcher as a way to see the process of the population during the whole project in terms of the learning process, it is a useful instrument because it provides tangible and concrete data from the participants. It was applied to each activity in each lesson plan in order to collect data to see and analyze the process of the population during the whole project.

Self-confidence rubric: This instrument was proposed and designed by the researcher, it helped the researcher to see from the student's perception their self-confidence development during each thematic phase. It was a self-appraisal where the students evaluated, observed, monitored and reflected about their own internal process during the three phases about their self-confidence in oral interaction in the classroom. (See Annex 11).

3.2 Ethical Issues

Ethics has become a guide for conducting an effective and meaningful research because it does not affect the participants of a project and it could conclude in the best way. Based on (Mathew, 2007) it is important to taking into account ethical issues with the population to not affect their image; therefore, the researcher has to ensure the protection of the participant's image and the consent of them; for this reason, the researcher was aware of it and decided to take two preventive action with the population; first of all, it was important to achieve the consent of the

population to participate in the project; the population were teenagers who were legal dependent on their parents or a responsible adult who decided by them and their personal information management; the researcher decided to write a consent letter where the parents agreed to make their daughters part of this study and allowed the researcher to work with the data collected but only for educational purposes and using the anonymous identification of the participants (See Annex 12).

3.3 Validity:

First of all, it was important to define what validity is in a qualitative research Joppe (2000) constructs a complete definition of this concept:

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others. (Joppe, 2000)

Defined validity, the type of validity used for this project, was the methodological triangulation. It was defined by Bryman (2010) and refers to the use of more than one data instrument to analyze the data collected; it is a technique that facilitates validation of data through cross verification from two or more perspectives from the data in the intervention provided by the instruments proposed. The project triangulated the data with the four instruments explained below so as to determinate some findings for the research question.

3.4 Limitations:

It is important to mention how the next proposal had changed based on the difficulties of time and space during the intervention, some English hours were not used for the project because the school managed a lot of social projects where the whole students had to participate obligatory and it interrupted the activities and the process for the population; Consequently, this obstacle generated the change from four to three thematic phases in the project because the academic schedule was not enough for the four phases completely.

In addition, the students spend more time than the planned in some activities that the researcher had to look for other academic spaces and used three classes from their Spanish hours to follow the schedule and process. Also, some CRI's hours were not used because the head teacher did not arrive or the keys were lost and the researcher had to use the green areas that allowed students' distraction and made the class unproductively sometimes.

Finally, some external responsibilities (other teachers requested some students during the class) affected the concentration and a productive performance in some students during the pedagogical intervention but, overcoming the obstacles mentioned, the project could implement the thematic phases and it was achieved completely the following pedagogical proposal.

CHAPTER IV

4. Pedagogical proposal

This proposal was centered on the use of short stories as a strategy to develop self-confidence in oral interaction in ninth graders. As so to achieve this goal, this educational project implemented contextualized short stories; in other words, short stories with topics or plots that were relevant and interesting for the population and their specific ages (teenagers) as possible meaningful input to enhance the production of outputs. Therefore, to put together these elements, the PPP model was proposed as the structure of the thematic phases with the purpose of organizing the pedagogical intervention.

PPP MODEL

For this project, the pedagogical proposal was designed based on the PPP model, as Maftoon & Sarem (2012) summarized; the PPP method was created with the audio-lingual theory in the 60's but, in the 90's it had worked for many teachers. PPP (Presentation- Practice- Production) as its name refers, is a three stage model, where the teacher presents a grammatical structure or concept; then, the students practice it through different activities to aim the final P which is the production of utterances based on the inputs. It has been criticized for its unmotivated and repetitive activities to achieve the memorization of the new vocabulary and forms, which means; it had been a grammar centered model that became insignificant for a

meaningful learning process in the students. To take into account the research question, the pedagogical proposal is going to be based on the PPP model but, on a content centered model, in order to see the possible impact of using short stories through thematic phases based on; in other words, the model was focused on the content (short story) more than the form (learn new vocabulary in a memoristic way). Finally, explained the focus of the model in this research project, the proposal was organized as following:

4.1 Procedure

The pedagogical intervention was developed in three thematic phases; the themes of the phases were friendship, love and death based on the short stories preselected by the researcher to the population selected, each phase followed the three stages of the PPP model in order to Present the short story, Practice oral interaction and Production of utterance in an autonomous way.

Selecting the stories: The short stories were selected based on four criteria: the students' age which the population was cataloged as teenagers; the students' likes based on topics which were closer or interesting for them; the students' gender because the likes and topics were too dependent on it and the student's language knowledge level in order to make their reading process more easier to understand, this information was provided by one student's questionnaire.

Presentation stage:

A) The pre-reading stage: the students did an ice breaker activity so as to introduce and create intrigue for the following thematic phase, then they started to read the story that showed the theme of the thematic phase.

B) The while reading stage: While the population was reading the short story, they underlined some literal elements like characters, actions and settings in order to help them to understand and remember the short story better.

C) The post reading stage: The students filled in two questionnaires, designed by the researcher, so as to help them to understand the whole story to them. The first was a textual questionnaire where they had to answer and identify the characters, actions, and places; then, they worked on an inferential questionnaire that helped them to draw some inferences from the plot and understand better the story.

Practice Stage:

Activities to apply the content

After understanding the whole meaning of the short story, the students worked on different speaking activities, based on the short stories' situations and language, in order to practice how to interact in specific situations with the other using the language identified in the reading. These activities were joined to a previous game to practice some important vocabulary for the subsequence interaction; it demanded a high teacher's modeling to foster this new habit in the population for that reason, the researcher provided a basic model for communication with the purpose of help them with a basic guide that they could follow initially to interact.

Productive stage:**Speaking project**

It was seen as the final product of the process of each short story or thematic phase, where the practice created some basis in oral interaction that they could organize by their own for doing a little play creating a new end for the story without any script and only with 10 minutes to organize on their one with the intention to see the confidence and ability that they managed with known context so as to talk among them.

To exemplify the procedure explained, in the below pages appears the first lesson plan of the first thematic phase; this lesson plan shows how the students work with the short story and work on a textual comprehension of it. The other lesson plans had the same structure of the lesson plan below. In addition, the schedule worked with the population is presented, this describes the three thematic phases with its activities that was developed per week.

<p style="text-align: center;">LESSON 1: RECOGNIZING MY BUDDIES</p> <p>Subject: English Topic: Friendship Grade: 905 Institution: Liceo Femenino Mercedes Nariño Number of Students: 38 Students Duration: 60 Minutes</p>	<p style="text-align: center;">Instructional Setting</p>	<p style="text-align: center;">Time</p>
<p>Research Question: What could be the possible impact of using short stories in the development of self-confidence in oral interaction in ninth graders at Liceo Femenino Mercedes Nariño?</p>		

<p>Aim: To read the short story as a group and understand the main idea of the plot To reinforce textual comprehension of a short story.</p>		
<p>Opening: The teacher greets the students and ask the students to decide their partner for the activity, the selected partner has to be a closer friend who they spend a lot of time with. After that the teacher is going to show a model of the following questions in order to model the students responses:</p> <ul style="list-style-type: none"> • Can you remember when and how did you become friends? • Why is she your best friend in the classroom? • If she had to go tomorrow, what would be your last words to her? 	Pairs	10 minutes
<p>Pre-activities: The teacher is going to give the story called “The white Rose” (See Annex) to the students. Then, they are going to read it in their work groups, taking advantage of the flash cards on the board with the unknown words of the short story.</p>	Pairs	20 minutes
<p>Activity 1 The teacher asks their opinions about the short story in terms of difficulty and the content, in order to hear their perceptions of the plot.</p>	Whole Class	5 minutes
<p>Activity 3: The students are going to receive a format to put the textual information in order to comprehend the events and organize their ideas about the short story.</p>	Individual	10 minutes
<p>Closure: They are going to share their formats in pairs, and compare the information in order to complete or check the Information found in the short story.</p>	Pairs	10 minutes

4.2 Time line

TOPIC	ACTIVITIES	TIME	ARGUMENT
<p>Short Story about FRIENDSHIP</p>	<p>Warm up activity “presenting the best friend”</p> <ul style="list-style-type: none"> -Read the “white rose” -To fill in the textual questionnaire. -To develop the inferential questionnaire. -Match vocabulary (Game) -Describing and asking the beauty routine. -Unscramble vocabulary (Game) -Describing and asking the outfits for different situations. -Describing their best friend through acrostic’s name. -Create and sell a product for the real friendship. -Saying good bye to my best friend in an airport. - Little Role play: Another possible end for the short story. 	<p>-Week 1</p> <p>-Week 1</p> <p>-Week 2</p> <p>-Week 2</p> <p>-Week 3</p> <p>-Week 3</p> <p>-Week 4</p> <p>-Week 4</p> <p>-Week 5</p> <p>-Week 5</p> <p>-Week 6</p> <p>-Week 6</p>	<p>It was the first stage where the students worked on the textual comprehension of the short story and later moved to inferential comprehension of the text.</p> <p>The second stage where the students practiced the new knowledge and the new habit of interacting in English based on the short stories.</p> <p>The third stage was a role play where they showed all the interaction and language practiced in a makeshift little play.</p>
<p>Short Story about LOVE</p>	<p>Warm up activity: “Stand about San valentine’s day”</p> <ul style="list-style-type: none"> - Read “Stealing the love” -To fill in the textual questionnaire. -To develop the inferential questionnaire. - Unscramble the feelings (Game) - How do you feel in these relationships? Ask/answer activity 	<p>Week 7</p> <p>-Week 7</p> <p>-Week 8</p> <p>-Week 8</p> <p>-Week 9</p>	<p>It was the first stage where the students worked on the textual comprehension of the short story and later moved to inferential comprehension of the text.</p> <p>The second stage where the students practiced the new knowledge and the new habit of interacting in</p>

	<ul style="list-style-type: none"> - Looking for virtues (Word search) - Creating and describing the perfect man. - Create and sell a beauty product to be the perfect girlfriend. - Creating and selling the perfect date. - Role play: a detectives who find the real cause of main character's death. 	<p>-Week 9</p> <p>-Week 10</p> <p>-Week 10</p> <p>-Week 11</p> <p>-Week 12</p> <p>-Week 12</p>	<p>English based on the short stories.</p> <p>The third stage is a role play where they showed all the interactions and language practiced in a makeshift little play.</p>
<p>Short Story about DEATH</p>	<p>Warm up activity “confessing a lost” in small groups.</p> <ul style="list-style-type: none"> -Read “The day I learned I am terminal” -To fill in the textual questionnaire. -To develop the inferential questionnaire. - Brainstorm about adjectives to categorize death. - Asking about feelings in some dedicated situations about death in different living beings. - Asking about who is watching you from heaven. -Explain the pain caused by an illness and how it is transmitted. - Asking for after death place. - Role play: As a doctors you find a cure for the created illnesses, sell the new product to the drugstore. 	<p>-Week 13</p> <p>-Week 13</p> <p>-Week 14</p> <p>-Week 14</p> <p>-Week 15</p> <p>-Week 15</p> <p>-Week 16</p> <p>-Week 16</p> <p>-Week 17</p>	<p>It is the first stage where the students will work on the textual comprehension of the short story and later moved to inferential comprehension of the text.</p> <p>The second stage where the students practiced the new knowledge and the new habit of interacting in English based on the short stories.</p> <p>The third stage was a role play where they showed all the interactions and language practiced in a makeshift little play.</p>

CHAPTER V

5. ANALYZING DATA COLLECTED

Based on the pedagogical intervention and the data collected from the instruments proposed for this research, the following chapter was done relying on all the data collected in order to categorize and analyze them. Therefore, it emerged three categories in order to analyze and draw some conclusions from the research question proposed; these categories below are *the impact of PPP model, based on short stories, in oral interaction, oral interaction through short stories, and finally developing self-confidence in oral interaction.*

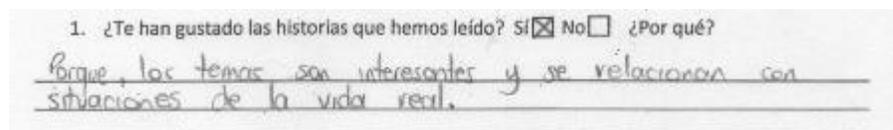
THE IMPACT OF PPP MODEL, BASED ON SHORT STORIES, IN ORAL INTERACTION

As it was explained, the PPP (Presentation - Practice and Production) model was the principal resource to design the whole pedagogical intervention in order to put together the two key elements mentioned in the research question which are the short stories and oral interaction. Criado (2013) in her article *A critical review of the presentation-practice and production model (PPP) in foreign language teaching* talks about the whole model and its implications; she argued that this model had been grammar centered for many years and it could become insignificant and useless for a meaningful learning in some students because it was based on repetitive,

unmotivated, and memoristic activities. In spite of this appreciation, the pedagogical intervention was designed on a content centered model, where the content was more important than the form in the classroom, instead of finding another possible impact of this model on the population selected.

The following analysis was done based upon some artifacts and one students' questionnaire, proposed by the researcher, in order to triangulate the findings. The analysis was made for each stage or "P" of the PPP model in order to identify the possible impact of each phase in the population and the impact of the short stories parallel:

Firstly, the analysis starts with the first stage of the PPP model which is the **P**resentation stage. In this first "P" the language was presented to the students to make them familiar with the language targeted (it is the new language like words or structures presented to the whole phase) "the materials on this phase have to contain all the language targeted items and structures of the unit" (Criado, 2013, p. 99). So as to ensure that presentation of the language in context for the population, the researcher selected the short stories as input for them because reading was the most developed skill of the students, as the diagnosis showed. The short story for each thematic phase was selected based on the students' age and preferences provided from a students' questionnaire, used for the diagnosis, in order to increase their interest for the class and for the activities with the stories' plot.



1. ¿Te han gustado las historias que hemos leído? Sí No ¿Por qué?
Porque los temas son interesantes y se relacionan con situaciones de la vida real.

Excerpt 1
Student's questionnaire

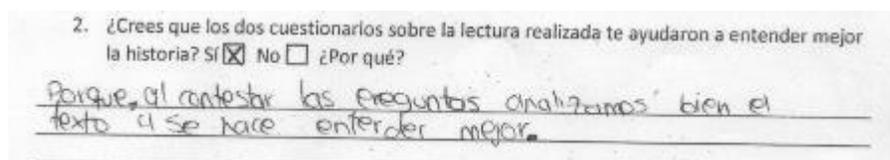
1. ¿Te han gustado las historias que hemos leído? Sí No ¿Por qué?

Porque me parecen interesantes, me ayudan a comprender muchas palabras que no conocía anteriormente.

Excerpt 2
Student's questionnaire

The excerpts above summarize the students' perceptions about the stories, they liked the short stories, selected by the researcher, because they were interesting for them; the plots about love, friendship and death were related to their daily life and it raised their intrigue for the topics and activities; although, the aim of the activity was to read the story and understand the plot, content centered intervention, the students also pointed out that they identified and learned new words during the reading process by themselves because the context of the stories allowed them to understand the meaning of some words; these arguments could demonstrate that content centered reading led them to explore the vocabulary and grammar in a meaningful, autonomously and implicit way because the content made them be aware of the words that they could say in a specific context, and it turned out to be productive to their lexicon.

In order to reinforce the **P**resentation stage, the researcher created two post-reading tests with the purpose of being a possible help that they could have in their comprehension process; the first questionnaire was a textual test which helped them to identify the important aspects of the story (characters, places, and actions) while the second one was an inferential test where they had to deduce some things that were implicit in the story (theme or the reason of the actions) and as the diagnosis showed, the inferences were a weakness for the entire group.



Excerpt 3
Student's questionnaire

The fragment above reflects the student's perceptions; they remarked that the tests helped them to understand better the story because the questions moved them to a complete understanding of the story and led them to analyze and reflect in the inferential test; also, the artifacts reinforced the student's answers because it showed the good analysis level that the students made in the questions presented (See Annex 13). Based on it, it was seen the good impact of the two post-reading tests, proposed by the researcher; the students could understand better the stories when they had to answer the questions; besides, they did one monitoring strategy from metacognition which looking back through the text with the purpose of comprehending and analyzing all following the focused questions; they could draw some inferences during the tests and it helped them to comprehend the input or language targeted completely.

Adjacent to this, the first stage of this model allowed the students to work on the short stories, one key element of the research question, this stage showed that the short story became a good input or language targeted for the population because the selected topics were interesting for the population and amplified their enthusiasm for the pedagogical intervention; in other words, the selected stories became a principal resource of extrinsic motivation and it is supported by a group of authors who explain the good selection of short stories "Short stories promote students' motivation and this makes them more interested in classroom participation" (Gorjian,

Shahramiri, & Moosavinia, 2011). In addition, stories contextualized the new language targeted for the students and helped them to understand their meaning and when to use it, as it is commented by Azizifar (2014) “EFL learners can see how a word is used by the writer and characters and what does it mean in that context” (Azizifar, 2014). Last but not least; the short stories, as a language targeted contextualized, turned out to be productive because reading was the most developed skill in this population and they could receive and understand the language targeted in a closer context for them.

Beyond and to close the first stage, Anderson & Fincham (1994) give another perspective for this model that enriches the analysis; they distinguish cognitive stages that the students have in each stage of the PPP model; in the Presentation stage, the authors argued that it is presented the declarative stage, where the students discovered the new language targeted presented and learned how to use it in context. Focused on the questionnaires, it was found that the population recognized the new language targeted (words and some structures) as the excerpts summarized and also, they learned in which situations they could use it (the plots of the stories showed the vocabulary used for it) so, the students could develop a declarative process of the language during the stage.

Thus, the analysis moves toward the second stage of the model which is **P**practice and as its name refers, it is when the students practice the language targeted presented through different activities “These activities are aimed at achieving accuracy of forms and achieving the language targets presented in the initial phase.” (Criado R. , 2013) The activities for this stage were designed on the short stories and the type of the activities were based on the aim of the project,

which was the oral interaction; as a result, the exercises were speaking activities related to the actions presented in the stories and their real life so as to see the possible impact of the short stories in their oral interaction situations, some authors argued that made activities based on short stories needs to be related with their daily life “for speaking purposes, the events in a poem, novel, or short story can be associated with the learners’ own experience in real life. Such a practice paves the way for enjoyable topics for discussion in language classes” (Khatib, Derakhshan, & Rezaei, 2011), the activities based on the input and relate to their daily life became enjoyable and productive for the class.

In fact, the principal aim of this “**P**” stage for the project was to foster through exercises, an environment where the students could *PRACTICE* how to interact orally among them using the language targeted learned, more than to reinforce the vocabulary and grammar in a memoristic way for the students because it was a content centered model. The short stories provided for this stage daily situations where the students had to ask to their partners about their thoughts and feelings about something; also, the stories provided some contextualized vocabulary with structures to answer to their partners and started to develop oral interaction in the classroom.

With the purpose of helping them in this new habit of speaking in English among them, the researcher created some pre-written games to practice some important vocabulary, taken or emerged from the stories, in order to give them some support for the subsequent speaking situations; also, the researcher established a basic model of communication which they could follow initially with the intention to ask their partners, because as Criado signalized “ This stage reflects a high level of teacher control in the sense that he/she checks his/her students’ correct

understanding of the language targeted presented in the first stage.” (Criado R. , 2013). It was important to structure the whole activities for the students so as to help them to foster a productive oral interaction in the classroom. (See Annex 14)

3. ¿Te han gustado las actividades de "hablar en inglés" con tus compañeras? Si No
 ¿Por qué?
 Sí, porque pierdo el miedo que tenía de hablar en inglés, y aprendo a desahucarme mejor, también me ayuda a mejorar mucho la pronunciación.

Excerpt 4
 Student's questionnaire

3. ¿Te han gustado las actividades de "hablar en inglés" con tus compañeras? Si No
 ¿Por qué?
 Sí, porque es mejor practicar inglés en constante y por con sus amigas o compañeras es más fácil y no se tienen Nervios.

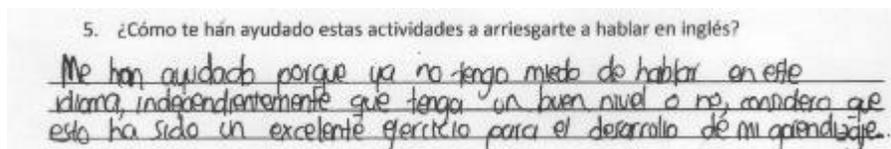
Excerpt 5
 Student's questionnaire

As it was shown in the fragments above, the students pointed out that during the practice stage they could feel more security, a term that is going to be analyzed in the following category, they liked to interact with the others because they practiced so much the oral interaction with their partners that it became normal and safe in the classroom for them. It demonstrated a positive impact in the population because the activities, based on the language targeted (short stories), helped them to create a communicative environment where they could speak in English with a purpose, to express themselves when they answered to their partners; they could interact in a foreign language and create a new environment for them where English was not another subject, it became a vehicle of communication in the classroom.

In order to close the description and analysis of this stage of the PPP model, Anderson & Fincham (1994) describe a cognitive stage for this “P” which is the procedural stage; it is when the students learn how to use the language targeted in specific situations; the practice stage showed how the students could develop their interaction skills after each activity in a safe way

that they could put in practice the language targeted presented in a natural way because the situations, based on the stories, created a communicative and closer environment for them (it is going to be described and analyzed in the following category).

Finally, the analysis finishes with the last “**P**” of this model which is Production as it is described by Criado, “which aims at increasing fluency in language, precisely through autonomous and more creative activities, the strategies for achieving such a goal are based on a freer use of the language targeted.” (Criado R. , 2013) . In this phase the students were free to act, they were more autonomous to organize and talk as they wanted to because the practice made them internalize it and had the habit of talking in English with the others. Consequently, the students could complete the final activity, which was to create an end for the story; thereafter, they could organize themselves for doing a little play without any help and using the vocabulary learned.



Excerpt 6
Student's questionnaire

As the excerpt above summarizes and the final production showed, the students pointed out that the practice helped them to take some risks when they had to talk in English without any modeling, they could enhance their security when they interacted because the **Practice** developed the habit of interacting in the foreign language and made them talk in situations that they know and practice (short stories' plot). They could create a good little play in 10 minutes by their own without any modeling, they could interact during the play without any script and in a natural way

because they personified the characters of the story and created a natural conversation to end the story.

Anderson & Fincham (1994) described a cognitive stage for this “P” stage, it is called the automatic stage where the students are able and autonomous to use the language targeted more easily because it became internalized and automatic for them; the students could interact by themselves in a more natural way and the final activity showed the autonomy that they could achieve in their interaction after hours of practicing it; they could organize and develop a little play with an end of the short story using the language targeted presented.

ORAL INTERACTION THROUGH SHORT STORIES

Undoubtedly, developing oral interaction has been an important aspect to work on the Colombian students to acquire fluency and some foreign language proficiency as the Ministry of Education pointed out on its standards for foreign language learning; for this reason, many teachers has been developing different activities to achieve a natural interaction among the students in the classroom.

1. ¿Las estudiantes se comunican o interactúan entre ellas usando la lengua inglesa? Sí No ¿por qué?
 NO TIENEN EL HÁBITO, HERRAMIENTAS Y CONFIANZA PARA USAR LA LE.

Excerpt 7

Head teacher's questionnaire

Unfortunately, this reality was not seen in the population because as their head teacher argued in the excerpt above, the students did not speak in English and they did not have the tools to do it by their own; hence, oral interaction in the foreign language was not presented in their English classes. Due to this initial scene, the project and the pedagogical intervention focused on it to emerge oral interaction in the population through activities based upon the language targeted (**P**resentation and **P**ractice stage).

Starting from this general overview, the findings of the pedagogical intervention showed oral interaction in the students during the whole activities (**P**ractice stage); but, in order to describe and analyze the data, the following analysis is going to be centered on Rivera (2009) with his article *Authentic Oral Interaction in the EFL Class: What It Means, What It Does not* which explains how to identify real oral interaction in the EFL classroom; this article was the guide to consider the possible and real impact of speaking activities, of the practice stage, in the oral interaction of the population.

Therefore, this category was developed based upon some transcriptions of the video recordings from the activities, one student's questionnaire and head teacher's questionnaire in order to triangulate the findings. Thanks to the data collected, it was found two types of oral interaction in the classroom which were developed as subcategories.

STUDENT-STUDENT ORAL INTERACTION

As it was explained; the practice stage emerged, with its activities based on language targeted contextualized (short stories), a communicative environment in the classroom to the students where they could exchange different information through the foreign language. The activities, designed by the researcher, made the students see and use English as an alive language for communication in the classroom. But, it was necessary to see if it existed real oral interaction in the population; Rivera (2009) pointed out that activities for real oral interaction need to be natural for them to avoid a possible memoristic script “one of the problems which limits the development of oral communication, has to do with the fact that the conversation was planned in advance, written down as a script.” With this argument, the author praises the activities where the students have to ask and give information in a natural way to avoid scripts, as it happened in daily communication, because “these activities mirrors real communication, opening opportunities for learning the foreign language in realistic ways” (Rivera, 2009, p. 3).

After this definition, the majority of the activities of the pedagogical intervention were ask/answer exercises and the results showed the author’s argument because the students could answer in a free and autonomous way without any previous script as it happens in daily life. The students during the process developed oral interaction through the activities centered on the contextualized actions of the stories, where they asked and answered based on the language targeted presented in the stories and pre-speaking activities games (match or unscramble).

TABLE 1.

TURN	STUDENT	TRANSCRIPT
1	S1	What are you going to wear for a romantic date? (she reads)
2	S2	Ehh.. I am wear (she sees the teacher for approbation)
3	RESEARCH	Going to wear
4	S2	Going to wear blue jeans mmmm... black shoes ... mmm (she touches her t-shirt) t-shirt mmmm black (she opens her eyes a lot) aa and you?
5	S1	I am going to wear (she reads) a black dress (she sees the sky) aaa golden heels aaa a golden scarf and silver necklace and white ring (she reads again)

NOTE: Transcription of the video taken on October 26, 2015, it was the second speaking activity of the first thematic phase. See it with a Gmail account in the following site. <https://plus.google.com/109042381141249644339/posts/dHQFynMie3y>

In the transcription above, two students were developing the speaking activity about a common situation in their life, as it was the second speaking activity in the project, they felt nervous to do it because they didn't have the habit to interact in English among them; therefore, they read a lot their language targeted sheet (pre-written game based on the outfits of the main character of the plot) in order to answer what they wanted to wear. Although, the answer came from them and it was not on a previous script it could be considered as an interaction among them based on the author but it was almost unnatural for a real interaction because the use of sheets.

After some speaking activities, the students could enhance their interaction skills with practice and they started to enrich their mental lexicon in order to answer in a freer and autonomous way without any physical help. The speaking activities helped them to develop their way to answer because "When students have to use the foreign language in a way that mirrors 'real operating conditions' (i.e. as it occurs in communication in everyday life), making decisions

of what to say and how to say it at the moment of speaking, there is a higher chance that they develop an automatic use of the language” (Ellis, 2003). It means that speaking activities related to common situations which were provided by the short stories, helped them to develop their oral interaction skills because simulated a real operating conditions to ask and answer in daily life and they could develop the automatic way to answer.

TABLE 2.

TURN	STUDENT	TRANSCRIPT
1	S3	How do you feel in a relationship where he loves you and you love him? (she reads the form of the question)
2	S2	I feel happy, interested and loved because the love is reciprocated and mm it is nice in a relationship (she repeats the word to pronounce well) relationship! And you? (she always had eye contact)
3	S3	Well, I felt happy and great because (she sees the roof) it was a nice and completed relationship.

NOTE: Transcription of the video taken on March 14, 2016, it was the second speaking activity of the second thematic phase. See it with a Gmail account in the following site. <https://plus.google.com/109042381141249644339/posts/94ASqLj3VWB>

In the last transcription, it was seen the development of the oral interaction in the classroom from the first thematic phase to the second one; the same S2 with another partner created a communicative environment where they could interact in a more proficient way; students answered in a more natural an automatic way as they did it in their mother tongue because of their continue practice of talking in English and the language targeted learned from the stories as an important resource.

The student’s example summarizes the change that the whole group had, the activities helped them to create an environment where they could interact orally with the intention to adopt the new habit of talking in English among them; the activities designed on the short stories

allowed students to practice interaction based on the situations provided by the plot and the contextualized vocabulary used for it; the resources provided by the stories allowed communicative situations among the population; this benefit of the short stories in the oral development was commented by Azizifar “From story’s contexts, EFL learners can understand the meaning of those words very easily and it also helps them in using them in their own life in similar situations for communication.” (Azizifar, 2014) Using correctly the short stories in the activities, it helped students to communicate in the contexts worked, as the practice stage showed it.

4. ¿Cree usted que las actividades desarrollaron interacción oral entre las estudiantes? Sí No ¿Por qué?
 CONSTANTEMENTE HABLABAN ENTRE ELAS (EN NUESTRO CASO LO HICIERON SOLAS).
 LES PERMITIO ANLIZARSE U CONOCERSE, ADEMÁS DE IDENTIFICAR
 LO QUE LAS OTRAS PIENSAN Y OPINAN.

Excerpt 8

Head teacher’s questionnaire

The head teacher pointed out that the students could talk among them but also, know the other’s thoughts and ideas, the interaction helped them to know the other through a foreign language in closer context for them provided by the plots. Initially, the activities and the project itself were designed in order to foster oral interaction among the students but, in the practice emerged another type of oral interaction in the classroom when the students decided to use the foreign language to interact with the researcher; this situation gave rise the following subcategory.

STUDENT-TEACHER ORAL INTERACTION

Indeed, the common EFL classrooms had few resources to expose the students to the foreign language; owing to, there are special classrooms where the students could interact among videos or songs. But, in a common EFL Colombian classroom the only and most important contact with the language is the teacher “the use of English by the teacher becomes a tremendously important source, if not the most important, of real foreign language use.” (Rivera, 2009) The teacher had the mission to make the language alive for the students and create the communicative environment for them.

Unfortunately, the population had never received that resource in their classes because they always interacted in their mother tongue with their head teacher. During the pedagogical intervention, the researcher exposed the students to the English language in order to explain the activities of the day; after some classes, the students received and understood the input of the teacher but the oral output was not visible yet. When the students started to develop their oral skills among them, it allowed interaction with the teacher too, the mother tongue started to disappear as the only way to communicate with the teacher.

TABLE 3.

TURN	STUDENT	TRANSCRIPT
1	S4	Teacher what time do you go to sleep? (she reads)
2	TEACHER	Well, I go to sleep at 10 o'clock and you?
3	S4	I go I go to sleep at once pm
4	TEACHER	Eleven pm
5	S4	Eleven pm (she repeats) (she write down the teacher's answer)
6	TEACHER	Very good!

NOTE: Transcription of the video taken on November 4, 2015, it was the third speaking activity of the first thematic phase/ the student decided to ask to the teacher for the activity/. See it with a Gmail account in the following site.

<https://plus.google.com/109042381141249644339/posts/JWQDwEULFsF>

The initial interaction where IRF exchange (which stems from initiation-response-feedback) based on Sinclair & Coulthard (1975) it is when teacher asks a basic question to the student then, the short answer appears from the students and finally, a positive feedback finished the interaction, in this close model of communication the students could not achieve a good proficiency because they could not develop more ideas or continue a long conversation. But, the students started to develop more interaction skills and some of them could go beyond one short question or answer.

TABLE 4.

TURN	STUDENT	TRANSCRIPT
1	S5	Can you help me with some words? (unscorable activity)
2	TEACHER	Okay, which one?
3	S5	This (she pointed out her sheet)
4	TEACHER	It's when you believe in you, you know that you can do it. (...) you got it?
5	S5	No (...) can you said me some words?
6	TEACHER	No, I can define it for you.
7	S5	Okay, thank you!

NOTE: Transcription of the video taken on March 7, 2016, it was the second activity of the second thematic phase. See it with a Gmail account in the following site.

<https://plus.google.com/109042381141249644339/posts/QmYG7whhH9x>

In the transcription above, it is exemplified how they tried to continue with the conversation to ask for a favor, they could develop a conversation and it became more than one question, the students made their best effort to ask and answer in order to keep a conversation

with the teacher.

5. ¿Crees que lograste comunicarte con la profesora en inglés? Sí No ¿Por qué?
 Cada vez que ya tenía una pregunta, entendía la respuesta y me sentía capaz de preguntar y responder

Excerpt 9

Student's questionnaire

The excerpt above and the previous transcription shows the slow but enriching process of creating the habit of taking risks to ask the teacher it did not matter the English level of them. The students searched to interact with the teacher and it became productive for their oral interaction skills and their language fluency also, they could have an active role in their learning process with their doubts and ideas; the short stories and its activities were a good resource of extrinsic motivation and made students talked with the teacher for some help to complete the activities the best they could. During the practice stage the oral interaction emerged among the population and it helped them to develop more than their interactional skills.

DEVELOPING SELF-CONFIDENCE IN ORAL INTERACTION

Although, the category above showed the main changes in the population in terms on their oral interaction in the classroom; the aim of the project was to have an impact or change in their self-confidence when they have to interact orally among them. At the beginning of the project, the students did not speak in English because they felt insecure and nervous to do; for that reason, English was not used for communication because they did have the self-confidence to try to do it.

2. ¿Sentías algún tipo de autoconfianza al hablar en inglés con tus compañeras? Si No ¿Por qué?
 ME SENTA UN POCO DE HABLAR POR QUE COMEJO POCOS
 Y NO TENIA LA SUFICIENTE CONFIANZA EN MI.

Excerpt 10

Student's questionnaire

Describe a través de adjetivos la actitud que usted logra ver en las estudiantes al momento de ellas hablar o interactuar en inglés.

NERVIOSAS, TIEMPO, INTRAVERTIDAS, APENADAS, INSEGURAS, INDECISAS, PERDIDAS,

¿Cree usted que las estudiantes manejan algún grado de autoconfianza a la hora de ellas hablar o interactuar en inglés? Si No ¿Por qué?

NO SON SEGURAS DE LO QUE SABEN Y COMO LO PUEDEN
 PELIGRO, AGENAS ESTA PRESENTE LA VERGÜENZA ANTE EL CIRCULO
 EN PÚBLICO.

Excerpt 11

Head teacher's
questionnaire

The fragments above summarize the scene in their self-confidence that they had in terms on their speaking; the students were not able to talk with the others because they felt insecure about it and as a result, oral interaction was not present in the population. During the practice stage, the activities helped them to interact orally among themselves and after each activity they were developing more their interaction skills; the communicative environment provided from the plots, allowed them to develop interaction through the new language targeted.

TABLE 5.

TURN	STUDENT	TRANSCRIPT
1	S6	What are you going to wear for a date? (she reads)
2	S7	I am going to wear ahhh ... short jean? (Sees the teacher for approbation) short jean! Mmm .. shirt black
3	TEACHER	Black T- shirt (she corrects her)
4	S7	Mmmm aaaa and (she is looking for her vocabulary sheet) and ... and helts
5	TEACHER	Heels?
6	S7	Heels! Mmm (she is in shock) mmmm and a hat and you?

7	S6	(she started to read while she is playing with her hands and bag) I am going to wear a sun of glasses a short jeans aaa a shoes and crop top.
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NOTE: Transcription of the video taken on **October 26, 2015**, it was the second speaking activity of the first thematic phase. See it with a Gmail account in the following site. <https://plus.google.com/109042381141249644339/posts/4nLhK2BQpDm>

TABLE 6.

TURN	STUDENT	TRANSCRIPTION
1	S8	How do you feel in a relationship where he loves you and you love him?
2	S7	I feel happy because is some, someone for me eh... Delight, delight of being with him and thankful because I meet, I meet ... one person! That give him love and you?
3	S8	(She smiles) well, I am happy because I always dream with my blue prince and... Optimist with a relationship and lucky because I find him.

NOTE: Transcription of the video taken on **March 7, 2016**, it was the second activity of the second thematic phase. See it with a Gmail account in the following site. <https://plus.google.com/109042381141249644339/posts/CBLYe2Z9nbG>

The student 7 exemplifies the changes that the population had during the process of interacting in English; at the beginning, the students tried to speak among them for the activity and they seemed nervous and insecure because of their body language, the students used a lot of fillers in their speaking and the communication became uncomfortable for them. During the practice they started to develop their interaction skills with their friends, they started to support themselves and learned together where the mistakes were allowed and the judgment started to disappear among them. Hence, the table 6 showed the change in their expression, the fillers decreased, their answers were more fluent and they looked quieter to give their answer, the students avoided reading their vocabulary sheet and the mistakes (she said “give him love” and it was “give me love”) were accepted by the other with an innocent smile without any judgment.

The feedback was doing after by the researcher and the student understood her mistake but it did not change her security of her answer.

But, for the researcher, it was important that the students reflected about their own process in their own self-confidence to see their process and they became witness of that internal process. The students filled a self-confidence rubric after each thematic phase in order to control their process; on purpose, the students had to compare their own rubrics (See Annex 15) and draw some conclusions of their process based on their experiences and rubrics.

3. Al ver las dos rubricas de confianza que hiciste, describe que cambios puedes ver o sentiste durante las clases.

He mejorado en la seguridad, en el miedo de hablar en inglés con mis compañeras ha disminuido mucho, y la expresión mejora demasiado.

Excerpt 12
Student's questionnaire.

As it showed the annexes and the fragment above, the students could see by their own the process that they developed at the same time with their oral interaction, they feel more security to talk in the classroom with their partners, and they could compare and analyze their process with the rubric after each thematic phase.

6. ¿Crees que has desarrollado confianza para hablar con tus compañeras en inglés? Explica

claro que si, porque el miedo a equivocarme, se ha superado ahora uno solo se centra en aprender y corregir errores.

Excerpt 13
Student's questionnaire

3. Podría describir que cambios ha visto en la autoconfianza de las estudiantes al hablar. Explique

ELLAS SE EXPRESAN EN LE HACIENDO USO DE SUS CONOCIMIENTOS,
SIN TENER EN CUENTA O PRESENTE EL ERROR COMO MOTIVO
DE DESCONFIANZA Y DESMOTIVACIÓN.

Excerpt 14

Head teacher's questionnaire

Finally, the fragments above close the category with the answers of the population and their head teacher who followed the process, they argued that the students feel more confidence to talk because they did not feel the fear of interacting in English; although, they had some mistakes in their answers, it does not affect the changes that the students had in their developed self-confidence; now, the mistakes are accepted because they are learning from them but their self-confidence does not suffer again, the safe habit and environment helped them enhance their self-confidence in the classroom.

5.1 Findings

According to the beneath information, in which through short stories the students could enhance their oral interaction among them but also their self-confidence to do it; from the pedagogical intervention and the analysis data emerged the following findings below:

Firstly, the short stories had a good impact in the population because they were selected based on the age and preferences of the population in order to be interesting for them but, stories became productive for the purpose of the project thanks for the PPP model stages and also, the good impact of the model, based on a content centered model, was significant because of the

short stories; in other words, both elements worked as a gear machine so as to achieve the aim of the project, one element worked for the other and vice versa.

For one hand, short stories were a good input for the population, they provided language targeted in context to the students that they could identify through an interesting plot, and they could put into practice through speaking activities based on the plots and their daily life in order to create a communicative environment to interact among them using the language targeted. On the other hand, the PPP model on content centered model turned productive for the students because brought some benefits for their process in each stage or “P” stage; the students could identify and become familiarized with the language targeted presented in the short story in an autonomous and meaningful way through an interesting plot for them; the activities from the practice stage helped them to create an communicative environment where they could practice and develop their oral interaction skills in order to move to the Production stage where they could produce in a free and autonomous way to their final presentation, the students took risks and developed their oral interaction through the whole two last stages.

Secondly, the oral interaction was developed in the population through the activities of the Practice stage, the structured activities based on the short stories created a communicative environment in the classroom where they could practice and improve how to interact with the others in English using as an principal resource the language targeted learned; and foster their speaking proficiency as well.

Finally, and as an addition of the last finding the students could develop their self-confidence while they enhanced their oral interaction skills because when they could have the habit of speaking in English with their partners their fears and insecurity started to decrease because the oral practice allowed them to take risk and learn from their mistakes; also the class created a safe environment where they could interact in a supported place to develop their oral interaction without fears and insecurity.

5.2 Conclusions

Undeniably, the research project executed in the beneath chapters allowed to draw the following conclusions about the purpose of finding an impact of using short stories in the development of self-confidence in oral interaction of ninth graders; and it was determine that:

The short stories created a positive and productive impact in the population as an input or new language targeted for the population because it provided contextualized vocabulary and structures and how to use it in context while they could amplify their lexicon through interesting and mirror's daily life stories and characters. Also, The short stories provided some situations which were the guide for the speaking activities, and it made that the students practice how to use the new language targeted in some specific settings; it means, contextualized input (stories) allowed through speaking activities (practice stage) interactional output in the population; the students could use and express their ideas, in context, using the language targeted learned.

In addition, the short stories selected were a resource of extrinsic motivation for the students in their learning process because they were interesting for them, thanks to their age and preferences data provided by a one student's questionnaire, and it fostered a good performance in the activities accordingly, they could develop their oral interaction among them because they felt intrigue for the topics and took risk to participate and express their thoughts about it. And more than these arguments, the short stories had a good impact in this population because reading was the most developed skills based on the diagnosis therefore, they could receive and understand the language targeted through reading in order to use it in the subsequence speaking activities.

On the other hand, the positive impact of the short stories in the population was achieved thanks to the correlation that the model and the input had during the whole intervention, the short stories needs to be developed based on a methodological model that exploits its potential. Undoubtedly, the PPP model based on a content centered model needs of a good, understandable, and interesting input to turn to be productive in the population.

Besides, the impact of the PPP model, based on a content centered model (short stories), was positive because each stage leave an important cognitive process in the population; presentation stage developed a declarative process of the language because the population could identify the new language targeted and see how to use it in context by their own because they were aware of the new words during the reading without any indication. Then they moved toward the practice stage, the students developed a procedural stage where they could put in practice the language targeted in context through interactional activities where they had to ask/answer based on the language targeted seen, and learn how to use it based on the settings.

Finally in the production stage, they enhanced the automatic stage where they could speak in a freer and autonomous way, they could take advantage from the language targeted presented and practiced and they could use it by their own in similar context practiced.

In terms on the oral interaction, the population developed it in the classroom, the activities designed on the short stories helped the students to interact because they could identify in the presentation stage the language targeted and then, the communicative activities allowed them to use the language targeted as a resource to express their opinions about it, the input received and the practice activities led them to stablish an interaction with their partners and produced oral utterances with communicative purposes.

Finally, the self-confidence in oral interaction was developed by the students because while they were enhancing their oral interaction skills based on the language targeted and the practice activities, their self-confidence was developing too because of when they could understand the input and the communicative activities that involved them (extrinsic motivation mentioned), they could start to use the language targeted with the purpose of expressing their opinions about the interactional setting; when they saw that they could use the language targeted as a resource to give an opinion or answer and made themselves understand to the other; the fears and insecurity started to decrease because they were confident of what they identified in the short stories and how to use it to answer in context.

Also, the interaction made the students create a tolerant and safe environment in the classroom to practice the language orally and talking with their friends helped them to enhance their confidence to take risks and learn from their mistakes.

5.3 Recommendations

The following recommendations are offered for future research projects related with the elements worked in order to foster the continue investigation in the oral interaction field in EFL classrooms:

First, it is recommended to investigate the possible impact of short stories in the development of other language skills in the population selected so as to see another perspective of the real potential that the stories had as a contextualized language targeted. On the other hand, it is important to keep investigating if short stories became in a good input because of the PPP model implemented or if the short stories could have the same benefits it does not matter the methodological process or model.

Next to, the project fosters to continue the project in the population with more and interesting thematic phases for them so as to see the main changes in their oral interaction on long-term, and the possible development of their affective filter in a communicative environment in their classroom. In addition, the self-confidence in oral interaction is a field that needs to be more investigated to develop because the research projects focus in the development of a language skills but they let apart the affective filter of the population that had an important role in

their learning process, it is recommended to future researchers, to develop a language skill with an affective filter related to it with the purpose of making the project enriching for the population in many aspects.

Finally, the project fosters the head titular teachers of the population selected to do not let this progress lose and promote learning the language through a contextualized input and communicative environment for them and forget the classes based on grammar explanations and activities as the center; they need to work on develop more their self-confidence filter to develop any language skill.

5.4 Possible impact:

The possible impact of this project could be positive in a long term because it was worked important aspects that have important aftermath in the population and future investigations:

The research project fosters the investigation in the oral interaction field in Colombian settings because it is important to enhance the interaction in the students so as to let them see the communicative purpose that a foreign language has to share their ideas and thoughts; to provide to the students another linguistic resource to interact with the others. Also, the project could promote the affective filter as a more common investigation field in Colombia projects because the student's learning process is proportional to the state of this filter so, the findings could interest future researchers in this field.

In terms on the population selected, the students could develop some interaction skills and some self-confidence to do it and it could move out to the classroom and start to know people from other countries and take risks to travel abroad for their academic future. The developed project could foster new opportunities of foreign social relationships or future studies in other cities because the students were working in their self-confidence and it could enable some improvements in the other skills in an autonomous way; they received a new linguistic resource to know the world and the other's perception about it.

Finally, in a professional development of the population they could have more opportunities to achieve a job of its favorite field in an international way; they could compete with people of around the world that had the lingua franca as mother tongue because they developed an initial interaction skills that with more practice could be enhanced and being an advantage from other professionals.

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5.6 Annexes

Annex 1: Reading activity taken from one CRI's activity:

Content Category

1. Recognizing the speaker. (Textual exercise)
2. Drawing conclusions from facts given. (Inference exercise)
3. Recognizing significant details. (Textual exercise)
4. Inferring cause-effect relationships. (Inference exercise)
5. Inferring the main idea of a passage. (Inference exercise)

1. Who is telling this story?

A. Jennifer
 B. Andy
 C. Tim
 D. Andy's father
 E. An unnamed narrator

2. What is the most reasonable conclusion to make from the statement in the first paragraph, "He felt sick."?

A. Eating xoi with his father gave Andy a stomachache.
 B. Andy was upset when he saw Jennifer holding hands with Tim.
 C. Andy was unhappy about the restaurant his father had selected.
 D. Andy was upset with Jennifer for making him miss the party.
 E. Andy mistakenly thought that Tim was his best friend.

3. According to the passage, Tim would most likely describe the party as:

A. mysterious.
 B. lively.
 C. dull.
 D. upsetting.
 E. remarkable.

4. Based on the last paragraph, it can be most reasonably inferred that Andy's increasing enjoyment of eating xoi was related to:

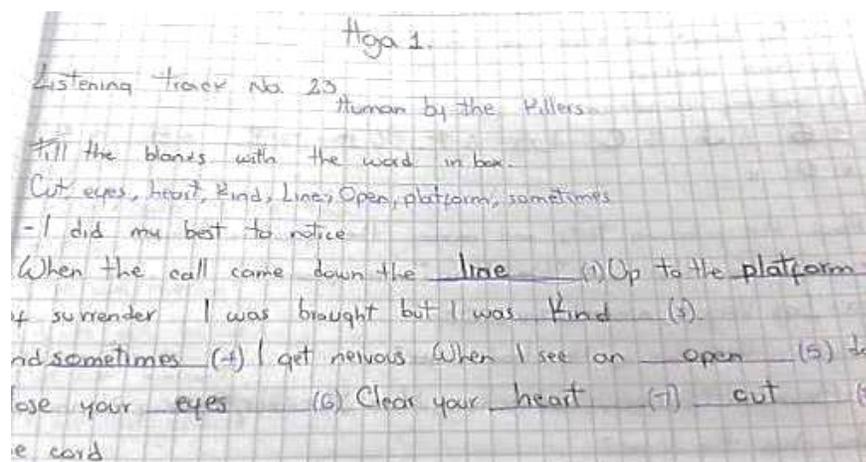
A. hearing Tim and Jennifer laughing and talking.
 B. the fact that it stuck to his fingernails.
 C. sitting at a table with Tim and Jennifer while he ate.
 D. the fact that his father made the xoi.
 E. seeing Tim and Jennifer eating xoi.

5. This passage is mainly about the relationship between:

A. Andy and his father.
 B. Andy and Tim.
 C. Andy's father and Tim.
 D. Jennifer and Tim.
 E. Jennifer and Andy.

Annex 2:**Students' questionnaire.****Annex 3:****Listening activity taken from one CRI's activity:**

Task: Fill the blank spaces with the word's box.

**Annex 4:****Students' questionnaire:**

7. ¿Cuál es tu mayor fortaleza en inglés? en práctica.

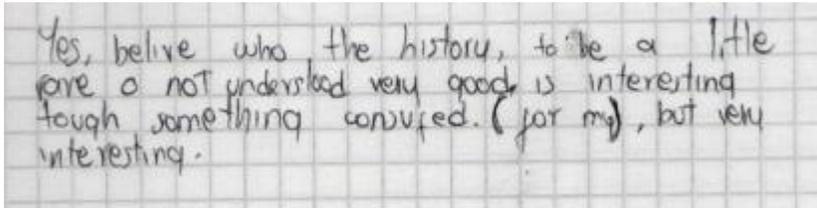
Hablar
 Escuchar
 Leer
 Escribir

¿Por qué?: porque si escucho a alguien que sabe, le entiendo un poco y me resulta bastante interesante.

Annex 5:

Writing exercise about the CRI's session of the day.

Question: Did you like the short story work on the session? Why?



Annex 6:

Speaking sheet

What do you think about same-sex marriage?

Write your ideas below:

Annex 7:

Standards for foreign language learning in terms on conversation

Conversación	
• Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas.	1, 2
• Converso con mis compañeros y mi profesor sobre experiencias pasadas y planes futuros.	1, 2
• Me arriesgo a participar en una conversación con mis compañeros y mi profesor.	2, 3
• Me apoyo en mis conocimientos generales del mundo para participar en una conversación.	
• Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco.	
• Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto.	2, 3
• Monitoreo la toma de turnos entre los participantes en discusiones sobre temas preparados con anterioridad.	1, 2, 3
• Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura.	3

Annex 8:

Speaking rubric taken from Pearson Longman:

Speaking Rubric

Name: _____ Class: 905

	3 Excellent	2 Sufficient	1 Insufficient
Understandability	Easy to understand with good pronunciation and fluidity. Very few pauses.	Understandable but there are problems with pronunciation or a lot of pauses.	Difficult to understand, poor pronunciation, and/or many pauses.
Thoroughness	Complete response with details, descriptions and examples	Sufficient response with one or two details, descriptions or examples	Basic response without details, descriptions or examples
Vocabulary	Level-appropriate vocabulary. There may be some advanced expressions or idioms included.	Vocabulary is sufficient for communication but is not elevated or advanced in any way.	Vocabulary is very basic and elementary. There may be English words mixed in with the Spanish.
Grammar	Grammar is good and advanced enough for the level. There are few errors.	There are some grammar errors but they are not basic and they do not interfere with communication.	There are many errors or there are very basic errors. The poor grammar interferes with communication.

Annex 9:

Student's questionnaire

3. ¿Cómo te sientes cuando hablas o expones en inglés? ¿Por qué?

incómoda ya que no se pronuncian las palabras y me da miedo llegar a equivocarme ya que no sea la pronunciación correcta

Annex 10.

Head teacher's perceptions.

1. ¿Las estudiantes participan en la clase usando la lengua inglesa? Sí No ¿Por qué?
 LES FALTAN BASES LINGÜÍSTICAS DE LA LENGUA LO QUE LES GENERA INSEGURIDAD AL MOMENTO DE TALKAR O EXPRESARSE EN LE

2. ¿Las estudiantes interactúan entre ellas y con el docente en inglés? Sí No ¿Por qué?
 ELAS PREFEREN UTILIZAR LA PARA COMUNICARSE ENTRE ELAS AL IGUAL LES FALTA CONFIANZA Y PRÁCTICA PARA EL USO DE LA LENGUA.

3. ¿Qué actitudes logra prever en las estudiantes a la hora en que ellas deben interactuar oralmente usando la lengua inglesa? Enumérelas.
 LAS ESTUDIANTES NECESITAN VOCABULARIO Y GRAMÁTICA APLICAR LO QUE VEN EN SUS CLASES (GRAMÁTICA)
 O CON VÍDEO

4. ¿Cree usted importante promover la interacción oral en lengua inglesa con las estudiantes? Sí No ¿Por qué?
 APRENDER UNA LENGUA DEBE TENER UNA NECESIDAD COMUNICATIVA, UNO NO APRENDE UN IDIOMA PARA NO USARLO, ELAS PUEDEN TENER O PERDER OPORTUNIDADES POR USAR O NO LA LENGUA.

Annex 11.

Self-confidence Rubric proposed by the research

REFLEXIONA...**Nombre:** _____

Basándote en las actividades donde debiste hablar con tus compañeras en inglés, marca con una X la respuesta que creas más conveniente para tu experiencia durante estas actividades.

Criterio	Desmejoro	Sigue Igual	Mejoro un poco	Mejoro Mucho
Me sentí más segura, que antes, al hablar en inglés con mis compañeras.				
Ahora me gusta más expresarme con mis compañeras en inglés que antes.				
Me sentí comprometida con las actividades y con mis compañeras.				
Tome riesgos al hablar en inglés en las conversaciones.				
Me sentí más relajada y tranquila cuando hablaba en inglés.				
No tuve miedo al hablar en inglés en frente de mis demás compañeras.				
No me sentía tensa o nerviosa cuando le hablaba en inglés en el salón.				
Cuando hablaba en inglés los nervios no me hacían olvidar mis ideas.				
Me sentía tranquila o a gusto cuando le preguntaba algo a la profesora en inglés.				
Me sentí más segura y me gustaron las actividades de hablar.				

Annex 12.

Consent Letter signed by the parents of the population

Bogotá, Abril 2015
Liceo Femenino Mercedes Nariño

**CONSENTIMIENTO PARA LA PARTICIPACIÓN EN UN PROYECTO INVESTIGATIVO EN
EL CAMPO DE ENSEÑANZA DE LA LENGUA INGLESA**

Señores padres de familia y/o acudientes

Cordial saludo,

Yo, Ingrid Vanessa León Pérez estudiante de octavo semestre de la licenciatura en educación básica con énfasis en humanidades de la Universidad Pedagógica Nacional me dirijo a ustedes con el fin de informarles que iniciare mi proyecto de aula en el curso 905 en la jornada de la tarde en el liceo femenino Mercedes Nariño.

Por lo anterior, solicito su autorización para que su hija, quien se encuentra matriculada en dicho curso participe y se beneficie de este proyecto investigativo. El proyecto que se plantea es en función de identificar las fortalezas y debilidades de este grupo de estudiantes en cuanto al aprendizaje de la lengua inglesa y así mismo fortalecer sus procesos de escritura, habla, escucha y lectura en esta lengua extranjera.

Para esto las estudiantes participaran en actividades, entrevistas, cuestionarios y en ciertas ocasiones en registros fotográficos y videos que sustentaran el trabajo logrado en el proyecto planteado. La información recolectada se manejará con completa confidencialidad (no se revelaran nombres ni ningún dato personal de las estudiantes) y únicamente se empleará con fines educativos. Es importante mencionar, que este proyecto tiene una duración de un año y medio, y es avalado por la institución educativa y la universidad a la cual hago parte. Si usted está de acuerdo en hacer a su hija participe de este proyecto, por favor complete la siguiente información, de lo contrario haga caso omiso a esto. Los resultados de esta investigación no tendrán incidencia en la evaluación del curso.

Gracias por la atención prestada.

CONSENTIMIENTO DE PARTICIPACIÓN

Yo Rosa Emile Barón Avila identificado con la cedula de ciudadanía número 52072415 de 134 autorizo a mi hija [REDACTED] estudiante del curso 905 a participar en el proyecto de investigación de Ingrid Vanessa León Pérez estudiante de octavo semestre de la Universidad Pedagógica Nacional.

Firma: Rosa Emile Barón cc.: 52072415

Annex 13.

Inferential questionnaire solved.

SHORT STORY 2

INFERENTIAL COMPREHENSION

WHAT IS THE THEME OF THE STORY?
The love

WHY DID THE MAIN CHARACTER STEAL THE BODY?
Because he was badly fall in love for his wife and he was insane.

WHICH FEELING IS PRESENT IN THE MAIN CHARACTER? EXPLAIN IT
Forever love, insane, weird, because he steals the body of a died and he suicides for his dead wife.

WHY DID THE MAIN CHARACTER DRIVE TO THE CLIFF AND FALL DOWN?
Because he promises to his dead wife love her forever and he never will be happy or love to other person of the same way like he loves to his wife.

WHAT DOES THE STORY SUGGEST ABOUT LOVE?
That the love is insane and sometimes can make the people mad and weird. Also say that the love is really forever for some persons.

IS LOVE BETWEEN COUPLES IN YOUR CONTEXT LIKE THE ONE STORY PRESENTED? WHY
No, because the story show a type of love more exaggerate and insane. I think that the love between couples can be of many ways, but more of nothing have to be strong, beautiful and wonderful.

WHAT IS THE TONE OF THE SHORT STORY?
Is insane, creepy, horror and weird.

