

Enhancing oral skills focused on adjacency pairs at the classroom

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Abstract

The present research follows a qualitative action-research methodology that was carried out with the third-grade primary students of the school Prado Veraniego, Branch B. Following the application of the data collection instruments, a problem about important deficits on the four skills, especially on listening and speaking, was stated. It appeared as the most important difficulty for communication in the second language. Therefore, it was proposed to improve those skills through the creation of an environment in which they could interact and learn about their own culture and others' cultures and develop a sense of Cross-cultural awareness while developing their basic oral skills at the level of Adjacency Pairs. The main objective was to describe how may second grade students of a public school build their oral skills at the level of adjacency pairs through the daily development of communication in the classroom and Cross-cultural Awareness activities.

As a result, students were able to practice and enhance their oral skills in an authentic context and among peers. Basic adjacency pairs allowed transaction of information among the individuals in the classroom. Cross-cultural Awareness activities allowed to increase the interest and necessity for asking questions and understanding what was proposed by the teacher during the classes.

Keywords: Adjacency Pairs, Crosscultural Awareness, Communication, Action Research

Resumen

La presente investigación sigue una metodología enmarcada en la Investigación Acción llevada a cabo con los estudiantes de tercer grado de primaria del colegio Prado Veraniego, sede B. Siguiendo la aplicación de instrumentos para la recolección de información, un problema sobre importantes déficits en las cuatro habilidades, especialmente en escucha y habla, fue establecido. Dicho problema aparece como la más importante dificultad para la comunicación en la segunda lengua. Por lo tanto, se propuso mejorar esas habilidades a través de la creación de un ambiente en el cual ellos pudiesen interactuar y aprender acerca de su propia cultura y la de otros y desarrollar un sentido de Conciencia Intercultural a la vez que desarrollaran sus habilidades orales al nivel de Pares Adyacentes. El principal objetivo de la investigación fue describir cómo podrían los estudiantes de tercer grado de un colegio público construir sus habilidades orales al nivel de Pares Adyacentes a través del diario desarrollo de la comunicación en el salón de clases y actividades basadas en la Conciencia Intercultural.

Como resultado, los estudiantes fueron hábiles de practicar y mejorar sus habilidades orales en un contexto auténtico y entre compañeros. Pares adyacentes básico permitieron la transacción de información entre individuos en el salón de clases. Las actividades basadas en la Conciencia Intercultural permitieron incrementar el interés y la necesidad de hacer preguntas y entender lo que era propuesto por el profesor durante las clases.

Keywords: Adjacency Pairs, Crosscultural Awareness, Communication, Action Research

Chapter I

Characterization

This chapter has as a goal to characterize the Prado Veraniego school's D.E.I. and the local, school and students' context. Firstly, a description of the external and internal context of the institution was made. Then, a description of the population chosen to this action research is presented: Prado Veraniego School I.E.D., third grade students.

Their personal information, context, cognitive, socio-affective and cultural characteristics were introduced as well. Finally, the diagnosis, problem statement, research question, research objectives, the rationale of the study and justification are described.

Context

Local Context.

This research took place in Prado Veraniego School D.E.I., which is a public school. It has two branches: A for high school and B for elementary school, both located in Prado Veraniego neighborhood in the locality of Suba, the biggest one, in Bogotá D.C., Colombia. The research was developed in Branch B, which is located at Carrera 53A No. 128-51, north part of the city. According to the Barrio Prado Veraniego Reseña Básica Barrial. The institution is located near to important streets such as the 127 Street to the south, the Northern Highway to the east, the Carrera 58 to the west and the 129 and 134 Streets to the north. These streets and carreras allow transportation facilities to the students who come from different parts of the city. The

surroundings are houses basically, third strata. Most of them are finished, they ordinarily have a garage and some of them have businesses which represent the most important economic activity of many families and, which is trading related to the automotive sector. There are several grocery stores too. All the houses count with the basic public utilities. There are certain social problematics such as: invasion of public space that affects the mobility, deteriorated roads, consumption of drugs and robbery. These last problems affect especially to the Prado Veraniego D.E.I. students.

School Context.

The Prado Veraniego School D.E.I. was founded in 1978 after Resolution 5581 of Bogotá. It is an official school. It has two branches: A and B. It works under Calendar A. The classes are held in two schedules: mornings from 6:30 to 11:30 am, and afternoons from 12:30 m to 5:30 pm, including half an hour for a break. It is a mixed school, which means there are boys and girls. It has preschool and primary levels in the B branch, and high school in the A branch.

Regarding the Institutional School project or I.E.P. of the Prado Veraniego School, which appears in the “Manual de Convivencia” (2018 – 2019): “Quality communication towards human development”, all the school activities are focused towards the human development. Quality, that in this context is understood as the process in which conceptual, social and cultural factors intervene and lead to a good interaction of people in an open, spontaneous and enriching way that allows them to grow and strengthen both their personal and social skills; this communication is embodied in two directions: Listening with respect and speaking with love, looking at the other as a legitimate person, with human sense because communication is clear, simple, assertive and interpretative. During the observed classes (Field Note # 1), students’ communication tended to be in Spanish. Sometimes students were penalized for sharing ideas with other students in their

mother tongue, sometimes about the topic taught in the class. Communication in that sense, seemed not to be developed in the classroom.

In the Mission, the importance of communication is seen: “Prado Veraniego School, D.E.I., generates and strengthens in the educational community, cognitive, social and practical processes, oriented towards the formation of competent human beings through a quality communication that allows them to appropriate values for a healthy coexistence.”

Also in the Vision , the importance of human development is presented: “Prado Veraniego School, I.E.D., aims to position itself at the local, district and national levels by 2020, as an institution that prepares people committed to their human development and their continued academic education, who live their values and lead positive processes of social change to enable a harmonious coexistence that allows the construction of a fair and supportive country.”

It can be said that values and communication are the base for the Institution’s pedagogic, educative and administrative emphasis; principles, scientific and cultural values and humanistic criteria. Key elements educating integrally all the members of the PRADISTA community.

Students’ Context.

The third grade consisted of 25 students, all of them individuals for this research: 15 boys and 10 girls aged 6 (2), 7(22) and 9 (1) years old respectively. According to the survey, 67% of students lived less than 15 minutes from school and inhabited mainly in extended families, 44%, with two or more adults living in the same house and who worked together to raise children and hold house duties; nuclear families, 40%, which are the traditional ones where two parents take care of their children; and single parent, 16%, that consist of one parent raising one or more children by her-himself (Survey. Annex 1, Graphic 4). A student, according to Field

Note #3, used to arrive late, he lived in Soacha. In the interview done to the head teacher, she spoke about the difficulties some students should experience every day to arrive at school.

Regarding students' parents' socio-economic activities, question 6 (Survey. Annex 1, Graphic 5)., informal independent trading was the most common activity with 40%, followed by formal employees with 24%, Not given 16%, informal employees with 12%, and household and unemployed with 4% respectively. The informal work appeared as the most common type or occupation. Situation that led to think that students' parents' incomes were not steady, so they could suffer the lack of resources that could affect their normal development at school. Economic instability showed a complex problem that could have had negative effects on the normal students' learning process.

About students' experience with English (Survey. Annex 1, Graphic 6), 55% of students did not practice English at home, 45% did it. This showed students did not have the opportunity, desire or resources to practice English outside the school. Situation that could impact negatively the students' learning process of acquiring the English Language.

The use of books to do academic tasks at home, according to the survey (Annex 1, Graphic 7) was the most common instrument with a 40%; 28% used computers, 12% used other instruments such as cellphones; finally, 4% used pencils and notebooks. The use of books over technology showed a possible lack of technological resources at home or the preference for using books. This situation could have led students to prefer the use of printed tasks and materials to be developed at home.

In the survey, (Annex 1, Graphic 8) Mothers appeared as the most important help providers for students to do their homework with 36%, followed by the two parents with 36% and the help

of their brothers or nobody with 8%; only the father with 1% and others, such as grandparents, uncles and cousins with 8%. It showed that the mothers' help and the help from the two parents was very important for the development of studies at home. Parents' role was determinant during the students' learning processes. On the other hand, students without help from their parents used to receive help from other relatives. It was necessary to pay special attention to them to see if their development was below standard and they needed extra help.

About students' free time activities, according to the survey (Annex 1, Graphic 9), 32% of the students used to spend time with their families, 24% preferred playing with friends, 8% preferred surfing on the Internet, 4% preferred listening to music and 20% preferred a combination among internet, music and spend time with their families; finally, 32% preferred a combination of activities. The type of families in which students lived could help to understand the kind of activities they preferred to do during their free time.

Focusing on English class information, questions 11 to 17 (Annex 1, Graphics 10 to 16), 88% affirmed they liked the English language; 40% used to speak English with their teacher, 16% did it with classmates, 16% did it with members of their families. The other 16% did it sometimes with their teacher or family or classmates. Most of the students, 68%, preferred a combination of activities such as games, movies, songs and videos, during their English class; 40% of them affirmed that speaking in English was difficult for them, while 32% of the students affirmed it was very easy, and 8% said that it was easy. However, 12% affirmed it was difficult or very difficult. 48% of students said they could understand clearly what teacher used to speak in English, while 48% said they could understand just a little. 61% needed teacher's translation to understand her message, and 39% said they did not need it.

Taking about reading, 56% of students affirmed they could understand what they read while 40% said they could not do it, one student did not answer. After analyzing this information, most of the students said they enjoyed speaking in English with people around them, especially the English teacher, however it was difficult for them. Students preferred games and multimedia activities during their English classes. For an important number of students English was difficult to understand and they needed translation. Reading ability appeared as a difficult activity for the students. During the classes (Field Note # 1 and #4), the teacher spoke in English and immediately she translated her message to Spanish because children seemed not to understand it. In the interview to the student-teacher Sara, she told me she had focused her class on communicative skills development. However, I could observe during the classes that communication was limited to certain words product of repetition.

In the affective sense (Annex 1, Graphics 17 to 21), on average, 92% of students said they were happy to be at this school and enjoyed the English class. 72% of them affirmed they could participate in the class thanks to the activities proposed. However, 20% affirmed they could not speak in English during the class. 36% of the students said they would like to play games during the English classes, while 32% would like a combination of activities such as: games, movies, videos and stories. 92% of the students said they liked to work in groups because it was funny, they might learn a lot, and they could share with their classmates. Second grade students had a good disposition and attitude towards the English class and the activities proposed. A good alternative was to keep this learning atmosphere going on and have considered their proposals to have a good learning environment. During the classes (Field Note # 1), some students seemed to enjoy their English class, but some other seemed to be tired or bored.

Diagnosis

This diagnosis was based on observations done from April 2018 to March 2020; a survey; a diagnostic test of the four abilities: Listening, Speaking, Reading and Writing, this survey was applied to two new students who were included in the research; Finally, a lexical part; the teacher's interview as well. The objective of this diagnosis was to establish the characteristics and necessities of the second-grade students regarding English learning.

First, during the class observations (see Appendix A, Field Note # 1, lines 26 to 27; Field Note #2 lines 1 to 4), the English classes were done by a student-teacher, there is not a head teacher of English. The student-teacher used to speak in English and immediately she translated her message into Spanish because children seemed not to understand it. Grammar Translation Method seemed to be used most of the time (see Appendix A, Field Note #1, lines 46 to 49; Field Note # 3, lines 32 to 38; Field Note # 5, lines 96 to 100). Students seemed not to understand most of the exercises proposed in the workshops when they were explained in English. However, they seemed to have problems to understand when the instructions were given in Spanish too. It seemed; decontextualized exercises were difficult for the students. They seemed to have problems to understand basic commands, descriptions and words said in English (see Appendix A, Field Note #5, lines 120 to 133).

The organization of the classroom and the elements available to lead the class; computer, video beam, speakers, blackboard; could help to develop a class based on technology and could allow the communication between the students (see Appendix A, Field note # 1, lines 6 to 9 and 14 to 16).

Some students seemed to know how to greet in English some others do not, some others looked not interested in doing it (see Appendix A, field note # 1. lines 28 to 32). Students seemed

to be bored by doing the same kind of activities every day, they lose their concentration easily and get distracted in any moment. There were many distractions during the class: teachers interrupting class, students making loud sounds, students fighting with each other, students walking around the classroom (see Appendix A, Field note # 1, lines 127 to 132). Some students remained silent and sleepy during the class. In general, it seemed students needed short term activities to improve their attention.

Problems in reading and writing are characteristic in this group. They needed help to know what the questions were about. It seemed to be a good strategy to announce the point to be worked, it helped to control the organized development of the activities. Some students seemed to need special attention during the class. They worked if a person helped them, but alone they seemed to have many difficulties to do their activities (see Appendix A, Field Note #4, lines 104 to 115). H seemed to be ignored by the teachers. His work was not considered. It seemed the only thing he had to do was to be sat down in front of the classroom. (see Appendix A, Field Note #5, lines 31 to 35). About activities, the ones in which many topics such as colors, animals, sounds were shown together seemed to be effective to work many topics at the same time (see Appendix A, Field Note # 1, lines 60 to 63).

The use of stories seemed to be an activity that students enjoyed very much, and the use of many videos seemed a good strategy to keep students' attention. The use of different activities with children aged among 6 and 8 years old seemed to be necessary to keep students' concentration. Students seemed to be amazed by the videos which showed other cultural perspectives. Most of the activities were done using the video beam and the computer. The proposed activities seemed to be difficult to finish within the class time (see Appendix A, Field Note # 1, lines 81 to 82 and 87 to 91, 148 to 150, 198 to 202 and 229 to 230). Activities in which

students used images and could participate at the same time, seemed to be effective to get students attention (see Appendix A, Field Note #5, lines 22 to 25).

Third, a diagnostic test of the four abilities was done (see Appendix D). The test was applied to 24 students. Each skill and vocabulary counted as a 1 point, the maximum grade of the exam was 5 points, three points were needed to pass the test. Only three students could pass it. From least to greatest average, the abilities and vocabulary were pointed as follows: writing 0.2, speaking 0.3, listening 0.4, reading 0.5, vocabulary 0.8. The grades were low in all the abilities, vocabulary was the highest, however with 0.8 points of 1. To conclude, all the abilities needed to be improved immediately. However, writing and speaking registered the lowest results. These are production abilities.

Finally, a teacher's interview was done (see Appendix C, Teacher Interview) to know about her experience as a teacher and her students' learning process. She told me she had experience teaching to adults. She considered her role as a teacher as collaborative; she helped her students and she learnt from them. She affirmed she was following a Communicative Approach because she spoke to the students as much as possible in English. However, she used to translate her messages into Spanish because her students sometimes did not understand what she said. She stated the importance of control in the classroom, according to her, it was to hold students sat down in their seats. The activities she used the most were songs and stories because her students liked them. Other activities she used were coloring, hand working, and going out from the classroom. She had been with 201 grade since 2018. She affirmed that a learning difficulty of her students was that they got distracted easily. She said her students did not speak each other in English however they said certain words during the class activities. She affirmed one of her

students' strengths was their active participation. Finally, she recommended me to continue with listening skill development.

To conclude, certain students' answers, specially about speaking, contrasted with the observations done in the classroom. They affirmed they were good on listening and speaking in English. However, according to the observations, they had many difficulties in both skills. Students said they liked and enjoyed their English classes, but many of them had problems to keep connected to the activities and got bored easily and started to misbehave. It seemed necessary to work first in listening and reading, which are comprehension skills to become able to produce messages. Communication was a key part in the school educational project, but it was limited and almost null when it was in English.

Second, after the survey analysis, most of the students affirmed they liked and enjoyed English class because, according to them, it was funny, easy, and represented an opportunity for the future (see Appendix B, Graphics 10 to 16)). Students liked Speaking in English with people around them, especially the English teacher, however it appeared as difficult for them and its practice at home was limited. Students preferred games and multimedia activities during their classes but at home they preferred activities such as: spending time with their families. For an important number of students, English was difficult to understand, so they needed translation. On the other hand, reading ability appeared as a difficult activity for the them. Finally, students liked groupworks because they could learn, enjoy themselves and socialize.

Problem Statement

According to the Basic Standards of English Education in Colombia, (2006), students in second grade school should: recognize and react verbally or nonverbally when someone speaks with them; understand greetings, short descriptions, sequences related to habits and routines, sequences related to habits and routines, the main idea of a story, songs, rhymes, music of kids; follow short stories sequences, show comprehension to simple questions about him/her self, family and surroundings.

Based on the information collected through the observation process, registered in five Field Notes; the survey, an interview to the English teacher and a Diagnosis test, it was concluded that the most important problems, for the English learning process, were the students' important deficits in the four skills, specially writing, listening and speaking. Conclusion based on the contrast among the national standards, listed before, and the current students' skills. The process of English learning was stopped since the moment the teacher tried to give her students an oral message in English.

These second-grade students do not understand more than certain specific words and certain greetings and cannot answer to basic questions or express their feelings through oral or nonverbal language. They do not know how to ask questions. Such situation was produced mainly by students' lack of knowledge about basic adjacency pairs related to their daily lives, necessary to hold a basic level communication; few hours of instruction they received during the week (two hours); decontextualized, routine and repeated class activities and the commonly used Grammar Translation Method that stops the students' process of understanding and producing messages in English. Then, it was necessary to propose an alternative, which fostered students' Oral Skills in order to start the process of communication, to create an environment for English learning, which

at that moment did not exist. This study was focused on the development of the oral skills through activities based on the Cross-cultural Awareness to enhance communication in the English class reflected on the usage of basic adjacent pairs topic such as: greetings, personal information, the house and the school.

Research question

How may third grade students of a public school build their oral skills, particularly at the level of basic adjacency pairs, through the daily development of communication in the classroom and Cross-cultural Awareness activities?

Objectives

General Objective.

To describe how may third grade students of a public school build their oral skills at the level of adjacency pairs through the daily development of communication in the classroom and Cross-cultural Awareness activities.

Specific Objectives.

1. To describe what kind of adjacency pairs students use the most while daily development of communication in the classroom and Cross-cultural Awareness activities.
2. To analyze how students use adjacency pairs in the classroom.
3. To document the students' level of communication and Oral Skills in two moments, before and after the application of the activities based on the Cross-cultural Awareness.

Rationale of the study and justification

Considering that this research aims to give a solution to the problems observed in second grade students about their oral skills and the lack of communication in the second language: English; this study proposes enhancing oral skills at the level of adjacency pairs about daily class communication development and activities based on the Cross-cultural Awareness.

The present study attempts to support the Institutional Educative Project I.E.P. (“Quality communication towards human development”) at Prado Veraniego School by allowing the communication among the second-grade students by using the second language: English. The creation of an environment in which students could interact and learn about their and other cultures while they develop their basic Oral skills, expressly their ability to understand and use adjacency pairs for communication in the classroom, could lead to improve the communication in a foreign language among students.

“We know that we learn from sharing our ideas, beliefs, and writing through our interactions with others” (Gerlach, 1994, p8.). Based on this view of language learning through interaction with others, looking for communication; and considering the principles and values of the institution Prado Veraniego School, the proposal is based on activities taken from the Cross-cultural Awareness. This approach leads to the knowledge of the own and other cultures to create an intercultural awareness. Therefore, this approach allows learning language from a communicative perspective instead from a traditional method, which has been used in the last and current school year with the second-grade students. The use of communicative activities allows creating a more meaningful learning.

Chapter II

Theoretical Framework and State of the Art

The objective of this chapter is to state the main constructs that serve as the conceptual bases to this research. Such constructs are four: adjacency pairs, Oral skills in an ESL classroom, culture and The Cross-cultural Approach. Each construct is described below. Studies related to the topic of the current research are presented to describe the state of the art.

Theoretical Framework

Adjacency Pairs.

According to Yules. G. (1994), adjacency pairs are automatic patterns or sequences in the structure of conversation. They always consist of a first part and a second part in which each one is said by a different speaker. The first part creates an expectation for the second part to appear, of the same kind of the first. Some examples are greetings: part one: “Hi”, second part: “Hello”. A relevant kind of adjacency pairs is the sequence question-answer, especially important for this research. Example: “What’s your name?” - “John”. This study aims to enhance conversational formulae at the level of adjacency pairs, understood as one of the most basic forms of communication. Following to Schegloff and Sacks 1973), adjacency pairs are series of utterances, organized, produced by different speakers, ordered as a first pair part and a second According to Fulcher (2003) there are some kinds of adjacency pairs. They are question-answer, greeting-greeting, invitation-acceptance (refusal), complement acceptance, request-compliance, offer-

acceptance, and complain apology. These kinds of adjacency pairs will be considered for the data analysis.

Oral Skills.

Paraphrasing Gordillo (2011), oral skill is the capacity to express messages for communicating, following the linguistic rules of a language. It has two parts: listening and speaking, both produced in a communication act, where the speaker and listener communicate among themselves, not individually.

Listening has got more and more importance in EFL classrooms. Rost (1994), states that listening is fundamental in the classroom because it gives the input to the English learners. He said that without a correct understanding of the input, learning could not start. Then, listening represents a fundamental condition to speak. However, Brown & Yule, (1983) described listening as a demanding process because of the complexity of the process and the specific characteristics of the listener, speaker, message and the visual aids implied in the message.

The listener tends to improve their comprehension when topics of his/her interest. The speaker can use informal language or reduced form which can lead to misunderstandings. The content, when familiar, is easier to be understood. Visual support can help to improve comprehension if it is used appropriately. Therefore, Brown (1994) said that oral discourse has eight aspects, which do the task of listening harder for non-native speakers.

Clustering and chunking, redundancy; the use of phonological, syntactic and morphological constructions, unplanned variables when speaking, colloquial expressions, poor cultural knowledge of cultural meanings, native speakers' speed, accent and intonation. This study is

focused on the cultural knowledge to build the Cross-cultural awareness, which could lead students to improve their oral skills.

Speaking often represents the focus and the “visible” results in the language learning. However, speaking is normally neglected in EFL classroom and it is limited to certain words or short phrases. Brown and Yule (1983) proposed a distinction in the functions of speaking: talk as interaction, talk as transaction and talk as performance. The present study focused on the development of the talk as transaction.

Burns (1998) divides talk as transactions into two: one focused in giving and receiving information, in which accuracy may not be a priority but to communicate and understand a message. The second, transaction in which the objectives are to get goods or services. This study focuses on the first one. Richards (2008) states as main features of speaking as interaction: it is focused on primarily information, the most important is the message not the participants, they employ communication strategies to be understood; repetition, questions and comprehension checks are frequent; there may be negotiation and digression, linguistic accuracy is not always important.

Richards (2008) says that this focus involved the skills of explaining a need or intention, describing something, asking questioning, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons and, agreeing and disagreeing.

In conclusion, listening and speaking, oral skills, in an EFL classroom are always related to communication. This research is focused on adjacency pairs, to describe and document how may students be able to build their capacity to understand and use them in their communication

process in the foreign language. The reason is that the participants of this research are beginners without enough knowledge or background, so they must start since the beginning. The relations between Cross-cultural activities and Adjacency Pairs is that the first helps to create an environment of interest, novelty and push students to asking and answering questions during the classes and a necessity for communication in the classroom.

Culture.

The importance of culture in EFL classrooms has increased in the last decades due to the process of Globalization. Kramsh (1993) states that culture should be the core of language learning process. Richards (1993) defines culture: “it is the total set of beliefs, attitudes, customs, behavior, social habits, etc. of the members of a particular society” (p52). E. Hall (1959) talked about the concept of culture to communication and stated that culture shapes people's identity since it takes all the verbal and non-verbal communicative features. Prieto (1998) states that people, when learning a new language, are not learning just the language itself but a series of cultural behaviors, conventions, attitudes, beliefs and customs.

Therefore, culture represents a very important construct when learning a second language because it allows living and understanding in a better way the target language. A concept must be considered: culture is not static. It is in constant changing, so, activities focused on cross-cultural awareness should not be superficial. Hinkel (2001) identifies other constructs of culture such as: distinction between individual and collective beliefs, values, sociocultural norms, rather than just geographical information, tourist sides, celebrations etc. However, to this study it seemed important to do a combination of those perspectives, constructs, since participants were beginners without a limited knowing about the basic aspects of other cultures, including topics of superficial culture.

Culture, then, represents a fundamental element in the EFL classroom and it must be taught to strength students' identity and conscious about the existence of different cultures in which interactions and relationships may have similarities and differences comparing with their own culture, situation that represents an opportunity to expand the students' view and knowledge of the world.

For Hofstede (1980), culture is a fuzzy concept, he demonstrated that there are cultural groups in regional and national context that can overpass the time and they affect the behavior of societies. Then culture is the diversity of thinking, feelings and acting, so, with that collective mind programing that distinguishes people from one group to others.

Cross-cultural Awareness.

Product of a new world dynamic: globalization, the different cultural backgrounds have become to depend on each other. To understand the own and others' culture is fundamental to have an effective communication. The reason is that the understanding of the similarities and differences may help to be conscious and accept and figure out how to interact effectively and in a correct way with people with different values. The idea of Cross-cultural Awareness is not to pass from one culture to other, it is the ability to bridge the differences between cultures and have an effectively and significant communication. Cross-cultural Approach means people with different cultures, values and ideas, sharing and creating relationships under a mutual respect and understanding.

The cross-cultural approach is subscribed to the intercultural awareness. Yassine (2006), states that Intercultural awareness is the development of awareness and understanding of one's own and other cultures and it exists when people understand the multiculturality, and stop thinking their

culture's way of looking at things is the only or best way, as a result, people start to see the world since other perspectives. Korzilius and plank (2007) define Intercultural Awareness as the ability to take a conversation with a person from a different culture and be able to understand and consider the interlocutor's perspectives, despite they could be different to the speaker's ones.

Therefore, the Cross-cultural approach represents a talk between different cultures. Cross-cultural develops with the comparison between different cultures. In cross-cultural communication, differences are understood and accepted, this process could bring individual both, individual and collective changes, in cross-cultural countries, different cultures interact with each other, creating a relation between them. The cultures considered in this study had English as official language. The cultural aspects studied were "superficial" for the difficulty to study and compare two or more different cultures in deeper terms.

State of the Art

In the state of the Art, recent studies related to the main topic of this research are presented. This pretends to explore to what extend this study is an innovative teaching resource to promote listening and speaking through Intercultural Communicative Competence activities. It allows to know the pedagogical contributions of this kind of researches to the field. Researches included, present the relation between culture and Oral Skills in the National Pedagogical University of Colombia and national and international contexts.

National Pedagogical University of Colombia's studies.

Bohórquez (2018), conducted an action research regarding the development of Intercultural Awareness in an EFL first grade classroom through vocabulary activities. Specifically, vocabulary contextualized in different cultural environments. As a result, she could integrate

awareness in both: the foreign and native culture. Furthermore, her students could learn vocabulary about different topics, base for their future development of producing sentences. Finally, the research allowed her students to be more empathic and respectful towards different cultures. This study was important for this research because it involved cultural awareness and activities that led to get it. That way, the development of an important part of English was possible, it was vocabulary.

Angarita (2017), developed an action research about how audiovisual resources could help to enhance listening comprehension in EFL third-grade students. In this study, the author intended to develop the auditive comprehension through the Communicative Approach and the Task-Based Learning. One conclusion of this study was that communication in the classroom could lead to increase the students' oral communication and improve their capacity of speaking and listening. Furthermore, Angarita states that providing vocabulary and task-based activities, learners could understand better: songs, videos and instructions.

This research was important for this study because it showed how vocabulary allowed students to be better prepared to understand what they listen to in English. Secondly, because the present research was based on the use of audiovisual materials to show the different cultures to work on.

Romero (2017) conducted a research which objective was to strengthen listening and social skills through cognitive strategies. As conclusion, Romero states the importance of the INPUT phase in the learning process and how this can influence students' motivation towards the class activities. In terms of cognitive strategies, they were efficient. They allowed students to follow and understand the development of every session. This study showed how students' motivation and attitude were influenced by the INPUT presented to them. Therefore, the cultural topics worked in class were of students' interest to be successful.

Finally, Camacho (2016) proposed a set of artistic activities to approach students to cultural dimensions. Such activities were used to enhance oral and written expressions and to provide motivation to students. The author stated that results in terms of accuracy, awareness, critical thinking and motivation towards English were notorious. He applied the Communicative Approach and artistic expressions to approach students to cultural dimensions. One of the results was that students were able to comprehend, value and recognize some representative cultural marks from English native speakers, they had a cultural understanding of language and could establish some comparisons between self and foreign culture. This research is important for this study because it used activities marked under the Communicative Approach to enhance the oral skill through cultural comparison between own and foreign languages, action that was the most important of the present research.

Although those proposals considered the development of Oral Skills and the comparison between cultures and interculturality, they are different from the perspective presented in this document. This project intended to create a cross-cultural environment, which lead to the construction of the capacity to understand and use adjacency pairs about superficial cultural topics through activities based on the Cross-cultural Awareness competence.

National Studies.

In the national context, Arias, Gómez and Vera (2015), present a study called “Fostering Listening skills and Initial intercultural Communicative Competence in EFL Pre-Service Teachers Through the use of ICT”. The study concluded that students created awareness of task development through the hypertext, that they used reading and writing strategies as support for the development of listening activities, they could use strategic knowledge, students were aware about dialog, interaction and joint work, enhance their learning.

In a broad, the study concluded that the environment is a means to enhance listening skills and a scenario that encourages the use of metacognitive strategies; that students stated to develop the skill of discovery and the skill of comparing as they were challenged to explore the hypermedia material. This research was important for the present study because it was structured to enhance listening skills through Intercultural Competence activities. Its state-of-the-Art states many important concepts for this research too. In addition, it showed positive results in the development of intercultural and the listening skills in the students. Partially objectives of this research.

International Studies.

In the international context, Papadopoulos and Griva (2017), present a project called: “Crossing Cultural Bridges in the “neighborhood”, which aims to foster primary school students’ knowledge of “self” and the “other” using English language. A multimodal syllabus was used to do it. It included many games and communicative activities. The results showed that the proposal helped to develop students’ communication and intercultural strategies in the target language. This research was useful for the present study because it showed how interculturalism depends on the development of self and other cultures knowledge. Concept, which guided the activities in the application time.

He and Xiaoyu (2018), talked about Cultivating Student’s Cross-Cultural Awareness in Primary English teaching. They recognize the importance of the relations between language and culture. They stated that cultural knowledge directly affects the appropriateness of communication in English, so, it is essential to cultivate student’s cross-cultural awareness.

That way, it improves the students' communicative abilities to speak and write in English.

This research is important for the present study because it explores ways of how to teach culture and students' cross-cultural awareness teaching can lead to the enhancing of the oral skills.

Chapter III

Research Design

This chapter includes a description of the type of research, setting and participants, data collection instruments, procedures, units of analysis and the ethical considerations.

Type of Study

The present research is a qualitative action research. Mills (2003) defines Action Research as follows:

Action research is any systematic inquiry conducted by teacher researchers to gather information about the ways their particular school operates, how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes. (p.4)

According to the definition above, this study highlighted a practical method of study. It was intended to describe the way and document how second grade students may build their capacity to understand and use adjacency pairs about daily routines through activities based on the Cross-cultural Approach. The research considered the national and local contexts to design the pedagogical intervention. This study searched for filling the gap between theory and practice, considering that knowledge emerges from practice, Kumaravadivelu (1994) states that: “Elliot (1991) proposed a model in which Action Research involves the cycles of: planning, acting and

observing, and reflecting suggests; which objective is to generate knowledge. The author clarifies that these cycles can overlap each other. “

Setting and participants

The present study took place in a second grade of a public school. The school was in the north of Bogotá. The participants of this research were 25 students aged between six and eight. The majority lived in extended families.

Instruments

For this study, the instruments to collect data were field notes, videos and recordings. They were practiced during the Pedagogical Intervention. The objectives of using these instruments were: to discover what the most common adjacency pairs used during the English class and the Cross-cultural activities were, to register such adjacency pairs to be analyzed, to record what new adjacency pairs appear product of the proposal.

Field notes.

Emerson (1995) defined field notes as ethnography tools, which serve to give account of the experiences, and observations that the researcher has made while actively participating along with the target population. There were five field notes. They served to collect information about the common events in the classroom.

Interviews.

Patton (1990) talked about semi-structured interview, which allows flexibility to provide opportunity for follow-up questions. An interview was done to the English student-teacher, it helped to know what strategies and approaches were used by her in second-grade students' English class. The interview was done at the beginning of the research, in 2018.

Survey.

Marshall and Rossman (1999) said that surveys are used to ask about characteristics, attitudes and beliefs of certain population. In this research, a test was done to know students' socio-economic status, family information and relation with English language.

Diagnostic Test.

Burns (2010) talked about the different written documents in the classrooms, which serve to collect data and recognize key issues. One example was Test. The diagnostic tests helped to find the strengthens and weaknesses in the second-grade students English language skills. So, the problem could be stated.

Artifacts

Videos and Recordings.

Media used to record the different oral manifestations, reactions, answers, questions, interactions between teacher-student, student-teacher and student-student. These were fundamental to develop the data analysis and selection of the categories.

Data Collection Analysis and Trustworthiness

Grounded theory, Glaser and Strauss (1967), stated that qualitative research is used to explore the antecedents and factors about which little has been known and explored. The Grounded theory is defined as follows:” The theory that derived from data, systematically gathered and analyzed through the research process”, Strauss and Corbin (2008). Grounded theory is all about data collection and analysis.

The units of analysis were the Adjacency Pairs about personal, family and context information of the third-grade students. So, in order to formulate a theory based on the data, the next

qualitative data collection methods were used in a Triangulation: Field notes, videos and recordings. The objective of Triangulation was to analyze the gathered information in order to achieve validity. According to Denzin, cited in Freeman (1998), Triangulation is used for authenticating the findings collected after the application of the data collection instruments. In this study, field notes, two diagnostic tests and video recordings were used in the Triangulation. Triangulation allowed this study to be more reliable and find coincidences, patterns, and frame categories to analyze the results.

Ethical considerations

For this research, consent forms were completed by the students' parents to get their permission to use the data obtained from the intervention. Parents agreed with the development of the current research project. The identity of the students was kept confidential. All the information used in the present study had only academic and research purposes. Students' fundamental rights were a guide for developing this research.

Chapter IV

Pedagogical Intervention

In this chapter, the visions of language and learning and the teaching approach and instructional design will be presented. A chronogram of the activities developed during the intervention is presented too. It includes the possible impact of the results. Finally, conclusions will be stated.

Vision of Learning

This study considered Littlewood's (1981) view on language learning to implement communicative and pre-communicative activities, which searched for allowing learning as a product of the interaction between people in the classroom. Vygotsky (1978), states that within a social context the construction of knowledge is possible; then, it is internalized by the individuals and finally; it is used by them. So, the creation of meaning is possible due to interactions with each other and their context.

Vision of Language

Language does not have a general definition. However, for this study, the vision of language according to Tudor (2001) is: "language as culture and ideology", which is the most pertinent for this study because it sees language not just as a linguistic system but as a social construct. Its objectives are the communication in different cultural context and the ability to interact with the culture and world views. Under that perspective, language allows to see the world from different

points of view according to the different contexts. Furthermore, language is intrinsically joined to culture due to the complex interactions that exist in communicative situations.

Vision of Classroom

Under the perspectives shown above, a foreign language classroom should be a place near to students' reality, not a separated scenario. Then, setting up a context results fundamental to create communicative interactions as Celce-Murcia and Olshtain (2000) imply. Cultural facts should appear as links between own and other cultures. The classroom is composed of both: social environment and the means by which students create their individual and community identity and interact with others.

Pedagogical intervention

Ruiz (2004) argues that an intercultural pedagogy is grounded on the acknowledgement of cultural differences and "on intercultural communication". Therefore, own culture aspects were shown to the students and in immediately after, they were presented since a foreign perspective, that way creating a Cross-cultural Awareness through comparison.

This study was based on the Intercultural Approach, specifically the Cross-cultural Awareness. So, the first step was to be aware about the own and other cultures to interact in an intercultural exchange. This approach compares target and learners' own culture. In Paulo Freire's (1970) work *Conscientization*, it is also essential to critically understand our relationships with the other, to be aware of the reasons behind behaviors and beliefs. So, diversity is an important part of its logic. However, its focus is on the target language. Intercultural activities, specifically, Cross-cultural activities, were used to help students to create their capacity to understand and use Oral skills at the level of adjacency pairs about their daily life interactions.

These activities allowed the use of real input materials, so students could interact with real native language.

In order to achieve the research main objective, the pedagogical intervention followed three main stages:

1. Recognition of English language cultures, considering their most common daily activities and their particularities.
2. Recognition of students' own culture focused on their most familiar daily activities.
3. Comparison between the own and the target culture to get a sense of cross-cultural awareness, focused on the most familiar daily activities.

The first stage was primarily focused on student's recognition of other cultures. Focused on dialogues of the most common daily activities and vocabulary about family and school interactions. They received input through videos and recordings. Then, they shared their comments about the input. They used vocabulary, expressions and description of particularities from the watched videos.

In the second stage, activities were focused on the recognition of students' own culture based on their most familiar daily interactions, such as: interactions at home and interactions at school. This stage included listening and speaking activities, in which students watched videos, listened to recordings and songs and teachers experiences about home and school interactions, to recognize basic vocabulary, expressions and particularities of them; dialogues, in which students, based on the videos and recordings, asked and answered questions about their daily interactions. That way, students learned vocabulary and language structure in context. Most of them understood and used them.

In the third stage, students compared their own culture with the target one. In this stage students used what they had learned in the last stages. They stated the particularities of each culture and understood similarities and differences, that way, creating a sense Cross-culturalism. They did it orally, through adjacency pairs. It is important to clarify that the last two stages overlapped each other, students started comparison with their own culture since the beginning of the intervention.

These stages were based on social interaction activities and real context. They helped students to develop their capability to understand and convey meanings and become aware about social situations as well. These activities helped to create specific social situations and foster different types of relationships.

The pedagogical intervention lasted around 20 weeks, with classes of 60 minutes, two hours the same day a week. The intervention was stopped by the declaration of a world health emergency, the Coronavirus. Some of the resources used during the intervention were videos, songs, recordings shown through a video beam and speakers. Power Point presentations were used to explain the contents and worksheets developed as class evidence, this required by the institution.

Chronogram

The pedagogical intervention was organized according to the next timeline. It included: time of implementation, expected achievements, activities and resources.

Grade 301 - 302			Prado Veraniego School IED	
Time	Theme	Achievement	Activities	Resources
August week 4, September week 2. (6 hours each course)	The school	1. Realize how are schools in England.	1. To watch a video about commands in class: https://www.youtube.com/watch?v=UIGD9uFY-C4 (taken from: http://www.learningchocolate.com/content/lets-go-class)	Videos, Video Beam, speakers, pictures of verbs. Pictures of vocabulary related: parts of the school, school supplies, common commands at school.
			2. To watch a video about a school in England: https://www.youtube.com/watch?v=yMUJKH1FFF0 (taken from: http://www.anglomaniapl.co.cc).	
		2. Understand the particularities and differences between a Colombian and a British school.	3. To talk about British schools.	
			4. To do a contrast between a British and a Colombian school.	

		3. Follow and give commands during the class.		
September : Week 3 - October week 1. (6 hours each course)	Fruit, colors and flavors	1. Understand and use the vocabulary about fruit, colors, flavors	<p>1. To watch a video about fruit, flavors and colors: https://www.youtube.com/watch?v=oUGsMV-rphw (taken from http://www.youtube.com/channel/UC8dawCG1_vKVScI11Ob0MRg?sub_confirmation=1) https://www.youtube.com/watch?v=I8RWThyMNok (taken from: https://www.youtube.com/channel/UCHwBjRoGO1V-H8QYXjSVHkQ)</p>	Videos, Video Beam , speakers, pictures of verbs. Pictures of vocabulary related: fruit and flavors.
		2. Understand the existence of different kinds of fruits in different countries.	<p>2. To watch a video about an English man in Paloquemao: https://www.youtube.com/watch?v=Oq7qbXcmba0 (taken from: https://www.youtube.com/redirect?redirect_token=h6tzdPRFKh-f2kfSWGnmxO1NtLJ8MTU2MjcwOTY3MEAxNTYyNjIzMjcw&event=video_description&v=Oq7qbXcmba0&q=https%3A%2F%2Fwww.eater.com%2Fbogota%2F2018%2F10%2F17%2F17965712%2Fbogota-colombia-travel-guide-best-food-restaurants) .</p>	

			3.To play a game about simulating fruit flavors.	
			4.To do a role play game: selling fruit, saying the name of the fruit; characteristics such as flavor and color.	
		3. Talk about the different fruit, flavors and colors.	5. <u>To watch a video about kids' reactions to strange fruits:</u> https://www.youtube.com/watch?v=gyVwpFLFqgY&t=47s	
			<u>Taken from:</u> http://www.youtube.com/hihokids	
October week 2, to October week 4. (4 hours each course)	Subject pronouns in likes and dislikes about fruit and common games at school	1. Understand and use adjacency pairs of express likes and dislikes about fruit using subject pronouns.	<u>1.To watch videos about expressing likes and dislikes about fruit highlighting the subject pronouns.</u> https://www.youtube.com/watch?v=22-bSrS7ICE (taken from: https://www.youtube.com/channel/UCpko-a4wgz2u-DgDgd9fqA)	Videos, edited videos. Video Beam, speakers, pictures of verbs. Pictures of vocabulary related: fruit, games, verbs to play, do, like.
		2. Understand and use adjacent pairs about common games at the local and foreign school using subject	2 .To simulate sensations and giving opinions about fruit flavor.	

		<p>pronouns.</p>	<p><u>3. To watch videos about common foreign games at school during the recess, highlighting the subject pronouns:</u> https://www.youtube.com/watch?v=r8JO9UIUB_w (taken from:https://www.youtube.com/channel/UCaO_buvQeARTz--EZQJkIMg)</p>	
			<p>4. To simulate the common local and foreign games during the break by using subject pronouns and the verbs to play and to do.</p>	
<p>November Week 1 to November week 4. (6 hours each course)</p>	<p>The verb to be and the self-introduction</p>	<p>1. Understand and use adjacency pairs that include the verb to be in context: introducing myself, likes and dislikes, the verb to live, descriptions.</p>	<p><u>1.To watch videos about people from different countries introducing themselves:</u> https://www.youtube.com/watch?v=KCZAtgacc7I.</p>	<p>Videos, Video Beam, speakers, pictures of verbs. Pictures of vocabulary related: The verb to live and to be. An example of a self-introduction.</p>
		<p>2. Realize that there exist many different children from many countries studying English. So,</p>	<p>(taken from: https://www.youtube.com/channel/UCdHK6g8ddMEcMu9B3LgeKYg)</p>	

		different accents exist.	2. To make groups and introduce themselves to their partners using all the information learnt until now.	
	Days of the week and common activities	<p>1. Identify the most common activities of Colombian people during the week.</p> <p>2. . Identify the most common activities of foreign people during the week.</p> <p>3. Compare and identify the differences between the daily activities of Colombian and foreign people.</p>	1. To listen a song about daily routines and days of the week. Videos about Colombian (different regions) and foreign people routines.	Videos, edited videos. Video Beam, speakers, pictures of verbs. Pictures of vocabulary related.
			2. To play a role play game: being a person from another region, being a person from another country.	
			3. To do a workshop in which students will discuss the similarities and differences among their daily routine and the foreign people one.	
March week 1 to March week 3. (4 hours each course)	Months and special celebrations	<p>1. Identify the most important Colombian celebrations during the year.</p> <p>2. 1. Identify</p>	1. To listen a song about celebrations and the months of the year.	Videos, edited videos. Video Beam, speakers, pictures of verbs. Pictures

		<p>some of the most important foreign celebrations during the year.</p> <p>3. Compare, understand and use chunks of information related to the special celebrations of different countries.</p>	<p>2. To watch a video about the most important Colombian celebrations.</p> <hr/> <p>3. To watch a video about some of the most important celebrations in foreign countries.</p> <hr/> <p>4. To talk about the most important celebrations in Colombia, activity in groups.</p> <hr/> <p>5. To talk about some of the most important celebrations in other countries.</p> <hr/> <p>6. To have a guided reflection about the differences and similarities among the studied cultures.</p>	<p>of vocabulary related.</p>
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Example of a lesson plan:

Class No. 1: August 21th, 2019		
Time	Procedures	Resources
20 minutes	Warm up: In this activity, the teacher enters to the classroom and greets some students by saying . "Hello", "How are you?", after giving examples of the possible answers and repeating the process with the next student. After that, in front of the classroom, the teacher ask questions about the students' feelings and gives examples of the possible answers, then asks to some students to answers his questions by using some of the examples gave by the teacher.	1.To watch a video about commands in class: https://www.youtube.com/watch?v=UIGD9uFY-C4 (taken from: http://www.learningchocolate.com/content/lets-go-class) 2. To watch a video about a school in England: https://www.youtube.com/watch?v=yMUJKH1FF0 (taken from: http://www.anglomaniacl.co.cc). 3. To talk about British schools.
60 minutes	a video about a school in England. Then, play the video and stops it in pre-determined spots to explains some characteristics of the boys in the video, such as: the way the go to school, the hour the leave their house, the kind of transport they use, the buildings and room on it, physical characteristics of the students, disposition of students in the classroom and the way the teacher does the classes. After the video, the	Videos, Video Beam, speakers, pictures of verbs. Pictures of vocabulary related: parts of the school, school supplies, common commands at school
30 minutes	Closure: The teacher asks some questions to students, he selects them randomly. He asks for them to ask to their partner about the video using the questions on their notebooks. Then, the teacher asks questions about the students' school trying to fix the attention in the differences among both contexts.	

Possible impact of the results

One of the predicted impacts of the present research was the improvement of Oral skills. So, real and familiar situations and new ones, which appear as interesting facts, led to the students' interest towards the topics, then, to the acquisition of the vocabulary and adjacent pairs to understand and communicate their ideas. The Cross-cultural awareness was another expected result due to the permanent comparison among the own and the target cultures.

These results led into a change from traditional practices, as seen in Prado Veraniego School IED. to current ones using the Intercultural Awareness, specifically the Cross-cultural Approach.

Conclusion

In this chapter, the visions of language, teaching and classroom were related to the culture and the learning in context. So, the Intercultural Awareness Approach, specifically the Cross-cultural Approach, appeared as the one established for this study. The pedagogical intervention was divided in three different stages: Recognition of students' own culture, recognition of other cultures and the comparison between the own and the target culture. Then, a proposal of timetable, which stated times, objectives and activities to be done in 20 weeks during the second semester of 2019 scholar year, was described. The chapter finished with the impact of the results during the pedagogical intervention.

Chapter V

Data Analysis

In this chapter, the data sets collected from the instruments proposed through the pedagogical intervention were categorized and analyzed following the Grounded approach, which aimed to answer the research question: How may second grade students of a public school build their oral skills, particularly at the level of basic adjacency pairs, through the daily development of communication in the classroom and Cross-cultural Awareness activities? Simultaneously, their results and findings are presented in this chapter.

Categories

The next categories emerged after the Pedagogical Intervention in which field notes, audio recordings and videos were used to get information related to the objective of the Research. The Grounded approach was used to analyze the information following the next steps according to Strauss and Corbin (2008) : *coding or naming data, grouping data, finding relationships, and displaying the outcomes.*

To start, *coding or naming data.* After transcription of information from recordings and videos and selection of key fragments, and same process with field notes, data sets about oral adjacency pairs used in the classroom were codified using blue color. Process that considered Fulcher's (2013) classification of Adjacency Pairs: question-answer, greeting-greeting, invitation-acceptance (refusal), complement-acceptance, request-compliance, offer-acceptance, and complain apology. The chart used was as follows:

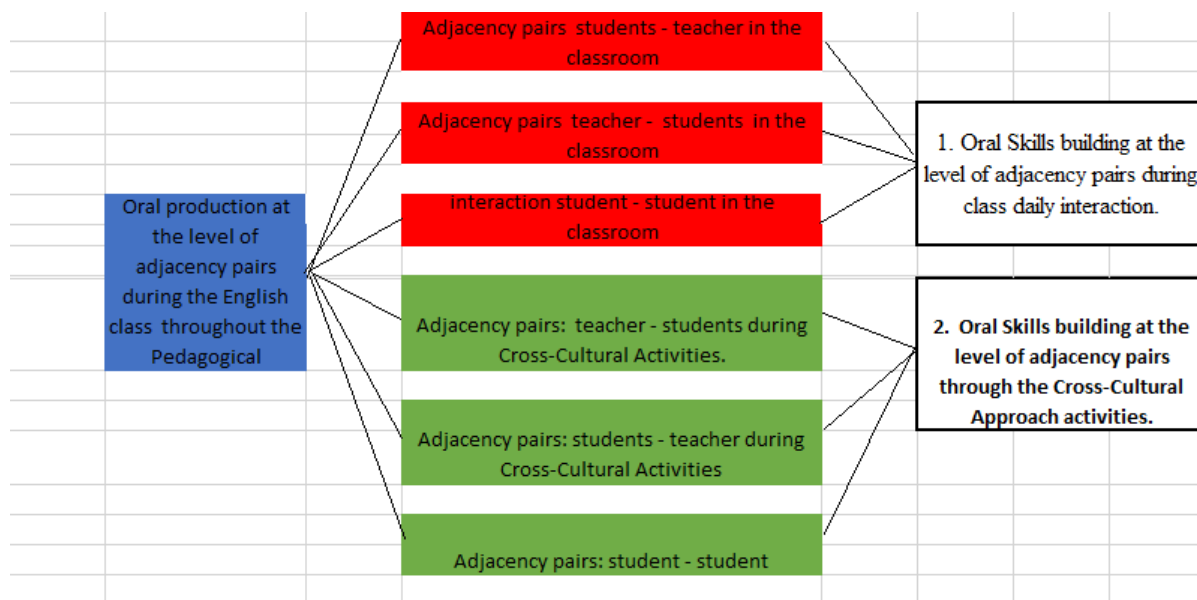
As second, *grouping data*. After having selected information using the blue color, it was analyzed in search for the most relevant. Then, it was grouped into groups based on the most repeated adjacency pairs which were about interaction with partners and the teacher in the classroom, and questions and answers during Cross-Cultural Activities. They were labeled with red and green colors respectively.

Continuing with the third step: *comparing data and finding relationships*, the grouped information was compared considering the three selected artifacts: audio recordings, videos and field notes of the class. After, a process of finding relationships between them was done and analyzed in depth to identify common patterns and select the most appropriate data, process known as Triangulation

To continue, *displaying the outcomes*, where the findings, product of the comparison among categories, were analyzed and interpreted the next categories emerged from the process described above:

- 1- Oral Skills building at the level of adjacency pairs through the daily development of class communication.
2. Enhancing Oral Skills at the level of adjacency pairs through Cross-Cultural Awareness Activities.

Figure 1: Categories, visual representation:



Category 1: Oral Skills building at the level of adjacency pairs through the daily development of class communication.

This category refers to the oral skills, at the level of adjacency pairs, developed among student-teacher, teacher-student and student-student in the daily interaction in the classroom. Sets of data showed that during the normal development of the English class, students started to use some adjacency pairs for greetings, follow instructions, make and answer questions, to react to situations during the class such as: games, jokes and interruptions.

To clarify, these adjacency pairs were, before this Pedagogical Intervention, limited to greetings exclusively, mainly because English language was not used for communication during the English class. Communication was held in Spanish almost exclusively (Field Note #1, lines 46 to 49; Field Note # 3, lines 32 to 38; Field Note # 5, lines 96 to 100).

Since the first class, English was the only language spoken by the teacher in the classroom and activities that showed other cultures were presented. This impacted them, who at the beginning did not like the way the class was done and felt confused about what to say and the teacher's questions. They could only use some greetings such as: "good morning teacher"

after the researcher's greeting. However, some other greetings were used by the learner-teacher and students immediately started to use them:

T: How are you? Fine?

Ss: Fine.

T: I'm fine too, thanks. My name is Edward, what's your name? (Asking to several students)

Ss: XXXXX (They answered with their names).

(Field Note # 7, lines 7 to 8. First class activity: "Schools in England",
August 13th, 2019)

As seen in the previous Field Note, students' oral skills in English were limited. However, after the repetition of questions and giving them examples of the possible answers, students could answer using other structures:

T: Hello guys, good morning.

Ss: Good morning

T: How are you?

Ss: Fine

(Video-recording August 13th, 2019 # 070038, minute: 2:23 to 2:32. First class activity: "Schools in England")

As seen above, students could have a short conversation since the beginning of the class, without using translation, by answering to the questions asked by the teacher in formation. According to Jules. G (1994), adjacency pairs are automatic patterns or sequences in the structure of conversation. They always consist of a first part that creates an expectation for the second part

to appear. In the excerpts above, adjacency pairs combinations are shown : greeting- greeting and question-answer according to Fulcher's classification (2003).

The first part of the objective of the present research was to describe how may second grade students of a public school build their oral skills at the level of adjacent pairs; therefore, they were mandatory since the beginning of the Pedagogical Intervention. However, during the first sessions, communication in English was mainly between teacher-student, student-teacher, among students it was almost always in Spanish. They were shy and could not express their ideas by their lack of vocabulary (Field Note # 7, lines 7 to 9 "Interpretation". First class activity: "Schools in England", August 13th, 2019).

Brown and Yule (1983) proposed a distinction in the functions of speaking: talk as interaction, talk as transaction and talk as performance. The present study was focused on the development of the talk as transaction. Burns (1998) divides talk as transactions into two: one focused in giving and receiving information, in which accuracy may not be a priority but to communicate and understand a message. This last was the one taken for this research where the message was the most important. In the following audio recording transcription excerpt, seven examples of adjacency pairs are presented, which objective was to enhance communication at a basic level among students throughout a class activity (they were developed by different couples of students.:

1. How are you? - Not bad
2. How old are you? - I am seven years
3. Hello - hello
4. Where are you from? - I am from Venezuela
5. Hello - hello
6. Bye - bye

7. Hi – Hello

(Audio-Recordings: October 24th, 2019 #071060 to # 071066 and #072757. English Class Activity)

As seen above, they are greeting-greeting (majority), question-answer, invitation-acceptance (refusal). These adjacency pairs allowed communication among students by sharing information: transaction. At this point of the research, adjacency pairs were used for communication among teacher-student, student-teacher and, student-student. Therefore, allowing the starting of communication using a second language at a basic level.

Communication using the target language used since the beginning of the intervention, allowed students to get used to listening to it and speak in that language when they were asked or in some occasions, communication for transaction was started by the students and among them.

Category 2: Enhancing Oral Skills through the Cross-Cultural Awareness activities.

The pedagogical intervention was based on Cross-Cultural activities and classroom communication which aimed to create a bridge between the native and foreign cultures (not a specific one). Some of them were videos and recording about people daily life, houses, food and schools all around the world. In which, all agents involved: families, students, clothes, furniture, etc., revealed that there existed many different contexts and ways of living, with their own characteristics. Furthermore, with the conception of tolerance and respect for the difference by always showing the positive aspects of each presented culture, reflection done by the teacher in formation at the ends of the videos and recordings.

The next transcribed video fragments show some adjacency pairs produced during an activity about “People around the world daily activities”. They were produced in different moments during the exposition of the video:

1. T: For them easy or difficult?

S: Difficult

2. S: In Africa?

T: Yes, In Africa

3. T: The elephants are dangerous.

S: Yes , yes.

4. S: And tigers?

T: Tigers are not.

(Video-recording March 11th, 2020 # 070038, minutes: 1:04 to 1:07, 2:31 to 2:34, 2:57 to 3:01 and 3:03 to 3:06. Class activity: “People around the world daily activities”.)

As the previous video-recording fragments showed, communication student-teacher and teacher-student, was produced in a prosper way during activities that presented different cultures. They caught students’ attention due to the novelty and the curiosity they produced on them. Students wanted to make questions, they wanted to know more about those videos, they seemed amazed, confused and admired for seeing such different ways of life. Feeling described in the next Field Note:

Students reacted to the videos immediately. They used onomatopoeias like: “wow”, “ufff”, “ahhh”, “jmmmm”; showing they were impacted by the places and actions they watched in the presentation. Students wanted to ask questions about the video, some of them did it in English, some others in Spanish. For the second ones, the teacher asked them to do it in English by showing examples such as: “What is that ?” “Is that a house?”, “Why do they use those uniforms?”. However, students used just some of the words to ask questions: “What that?”, “A house?”, And the uniforms?”. Students asked questions but using their

proper version of them. However, their message was clear, and answers were possible. That way, communication using adjacency pairs allowed the transferring of information they wanted to receive. Another important aspect is they seemed to be in a constant comparison between their lives and the people's they were watching in the videos.

(Field Note # 12, lines 13 to 20. Class activity: "People around the world daily activities", March 3rd, 2020).

In the extract, it is seen that the "difference" created an impact in the students' minds, producing in them curiosity for knowledge and necessity of knowing how to ask questions and understand the answers. Students were in a constant comparison between their context and those presented in the videos. They wanted to create a bridge between what they already knew and new knowledge using English Language. For that reason, in this research, culture was taken under Kramsh's (1993) conception, who states that culture should be the core of language learning process. For the development of the activities, Prieto's (1998) concept in which people, when learning a new language, are not learning just the language itself but a series of cultural behaviors, conventions, attitudes, beliefs and customs, was considered.

To add to this background, it was important to consider the current background in which we live, a context in which globalization is a tendency and creates strong links among cultures, creating the interculturality. As Yassine (2006), who states that Intercultural awareness is the development of awareness and understanding of one's own and other cultures and it exists when people understand the multiculturality. However, Cross-cultural Awareness represents a talk between different cultures in a non-deep sense, in contrast to the Intercultural Approach in which the analysis is done considering a great number of variables. For this research, the cultural aspects studied were "superficial" for the difficulty to study and compare two or more different cultures in deeper terms.

Students wanted to know more about other cultures, so they continued asking questions with basic structures in the next classes:

1. T: New Delhi in India XXXXX

S: Yes

2. T: Can you see the school bus XXXXX

S: Yes teacher

3. T: Look at that school!

S: Wow!

4. S: The Amazonas

T: Yes, the Amazon

5. T: Look at this!

S: Wow!

6. S: Islandia?

T: No, Iceland.

7. T: Can you see the lyrics ?

S: "Jota".

8. T: XXXXX knows that

S: Yes.

9. T: For you?

S: Yes teacher

10. S: Teacher I write?

T: Name, your name.

(Video-recording March 11th, 2020 # 070038, minutes: 1:04 to 1:07, 2:31 to 2:34, 2:57 to 3:01 and 3:03 to 3:06. Class activity: “People around the world daily activities”.)

As seen above, different adjacency pairs were used during the activities: complement-acceptance, question-answer, invitation-acceptance (refusal), complement-acceptance. That meant that adjacency pairs were produced more frequently and more times during Cross-cultural activities than in Daily Classroom communication. The reason, culture offered a great spectrum of new and attractive information to the students. Furthermore, Cross-culturality opened their possibilities and necessity to communicate in English to learn about new cultures, all of this under an attractive and rich learning environment. The development of students' oral skill was presented since the beginning of the Pedagogical Intervention.

Chapter VI

Conclusions and Limitations

This chapter presents the conclusions obtained after finishing the process above described. They were focused on the impact of this research and its relation to the Research Question: How may second grade students of a public school build their oral skills, particularly at the level of basic adjacency pairs, through the daily development of communication in the classroom and Cross-cultural Awareness activities?

Conclusions

The daily development of communication in the classroom started with the use of basic adjacency pairs which allowed the transaction of information among the individuals in the classroom, therefore, enhancing effective communication. The process started with *greeting-greeting and question-answer adjacency* pairs which are the most basic. They were held, in a first moment in a unique direction: Teacher – student. However, after the first two cycles of the research, students started to use more kinds of basic adjacency pairs for communication in the classroom and, specially, during Cross-cultural Awareness activities, they were: complement-acceptance, question-answer, invitation-acceptance (refusal); and in different directions: Teacher-student, student-teacher and student-student.

Cross-cultural Awareness activities allowed students to discover, in most of the cases, totally new cultures. These new realities had a deep impact in the students' ways of seen the world, represented in the increasing of their curiosity for knowing more about them and the increasing of

the necessity for asking questions and understanding what the teacher, videos and recordings aimed to communicate in the second language English. As a result, students were more motivated, interested and ready towards learning how to communicate with the teacher and classmates through the basic adjacency pairs taught during the class, where English was not an obligation but a necessity.

In regards to the students' capacity to build their oral skills at the level of adjacency pairs through the daily communication in the classroom and Cross-cultural activities, the process was positive in the sense some of them created their oral skills and others could develop them through the intervention followed in this research. The register, grouping, classification and analysis of the adjacency pairs used by the students while the Pedagogical intervention, allowed identifying what were the most used by them, that way, understand how their construction and development process was. knowing this information allowed to explore new adjacency pairs to complement their ability to communicate ideas and exchanged information. At the end of the research, students could follow short sequences with a communicative object, as showed in Chapter V, for acquiring information about interesting aspect of the multiplicity of cultures.

Finally, after the process of documenting the findings and posterior comparison between the beginning of the research and the end of it, it could be stated that students improved on their understanding and used of specific adjacency pairs for communication in the classroom.

Limitations

Many limitations came up during the research. Time was the most important, especially during the implementation phase due to National Pedagogical University and other Public Universities' strikes and the Coronavirus Pandemics that suddenly affected the entire world, both

events that stopped the last phase of this research. The information gathered was limited and the research was affected for that reason: Chronogram had to be modified, some objectives changed and extra information for covering blanks was impossible. Fortunately, the information was limited but enough to end and came up with conclusions.

Apart from the events presented above, some other difficulties were against the normal development of the research. The conditions public schools must face such as: overpopulation in the classrooms, poverty that affects the normal development of the students' school activities, students' misbehaving, etc.; conditions that affected the development of some activities, students' attention and attitude towards the class, some students' desertion by multiples reasons. However, and despite these limitations and problems, the investigation could be led towards the solutions of the research question.

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Annexes

Appendix A, Consent Form.

**Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica													
Título del proyecto de investigación													
Descripción breve y clara de la investigación													
Descripción de los posibles riesgos de participar en la investigación													
Descripción de los posibles beneficios de participar en la investigación.													
Datos generales del investigador principal	<table border="1" style="width: 100%;"> <tr> <td colspan="3">Nombre(s) y Apellido(s) :</td> </tr> <tr> <td style="width: 50%;">N° de Identificación:</td> <td style="width: 20%;">Teléfono:</td> <td style="width: 30%;"></td> </tr> <tr> <td colspan="3">Correo electrónico:</td> </tr> <tr> <td colspan="3">Dirección:</td> </tr> </table>	Nombre(s) y Apellido(s) :			N° de Identificación:	Teléfono:		Correo electrónico:			Dirección:		
Nombre(s) y Apellido(s) :													
N° de Identificación:	Teléfono:												
Correo electrónico:													
Dirección:													

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____ Dirección: _____ Teléfono y N° de celular: _____
 Correo electrónico: _____
 Como adulto responsable del niño(s) y/o adolescente (s) con:
 Nombre(s) y Apellidos: _____ Tipo de Identificación _____ N° _____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

 Nombre del adulto responsable del niño o adolescente: _____
 N° Identificación: _____ Fecha: _____

Firma del Testigo:

 Nombre del testigo: _____
 N° de identificación: _____
 Teléfono: _____

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos del menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

 Nombre del Investigador responsable:
 N° Identificación:
 Fecha:

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Appendix B: Field Note Example

FIELD NOTE #4		Grade: 201	Date:	
School: Prado Veraniego I.E.D.			May 2nd, 2019.	
Room Teacher: Diana Aya		Practitioner: Eduardo Arévalo Ch.		
Number of Students: 24		Number of Students with special needs: 0		
OBSERVATION:		INTERPRETATION:		
1	<p>The class starts at 6:45 am. However, teacher Diana and Sara are in the classroom since 6:30. They were organizing the classroom, asking for some notebooks and preparing the computer and video beam for the class. During this period of time some SS continue entering to the classroom.</p> <p>There are more students today because a first grade teacher does not arrive, so her students had to be distributed in different classrooms. There are 28 students in total, four are first grade students. The first graders are sat down in different parts of the classroom. Jose de Jesus is next to me, at the back part. He says he wants to go to his house, he repeat it many times. First grade students do not have special activities to be developed during the class.</p> <p>Sara starts an activity, it's a song about boys and girls and commands. Students know the song they sing it and do the movements which are asked for. Holman is walking in front of the classroom, so Sara pushes him to his place.</p>	<p>It seems the first minutes of the class are spend in organization. That time seems to help as an excuse for waiting for students who have not arrived yet. It seems students who arrive late live in distant places.</p>		
2		<p>It seems that a first grade teacher could not arrive to the school and students did not know about it. So, they are divided into different classes. It seems they have to wait until classes finish at 11 am. Second grade Ss seem to be used to this situations, they do their activities normally. However, the first grade students seem to be uncomfortable, it seems there are not activities for them. So, they have to stay sit down for hours doing nothing.</p>		
3		<p>The English class is done by the practitioner Sara, it seems normal. Teacher Diana seems to be unaware of the class.</p>		
4		<p>It seems Sara do not know how to deal with Holman, a “problematic student”. Holman seems to come from a context full of necessities.</p>		
5		<p>It seems the input for activities is always given in Spanish. It seems to be an strategy to create a context in which student could feel identificated. English language seems to be reduced to a few number of words.</p>		
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34	Sara starts a second activity about birthday parties. She gives the input in Spanish. She tells them a story about one of her birthday parties.	General communication in the classroom is developed in Spanish.
35		It seems Felipe has to travel for more than two hours to arrive to his class. He seems to be tired.
36		
37	After, she asks to her students about their birthday celebrations. The questions and answer are in Spanish.	Activities in which multimedia is used seem to be pretty popular among children. They seem to enjoy them very much. They pay attention and participate. It seems necessary to pay special attention to those students who do not participate in the activities. To talk about their contexts could be a good way to enroll those students to the class.
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39	At 7:07, student Felipe, who lives in Soacha, arrives.	It seems Sara uses to show to her SS the same videos many times during the classes in order to be learnt by heart. It seems to have good results, many students seem to know the vocabulary about animals. Some SS do not participate, it seems neither Sara nor teacher Diana are aware of them.
40		It seems some songs are more popular than others. Some SS seem to be tired or hungry, they remain silent during the class while the other SS are noisy and seem to like walking and playing around the classroom.
41	Sara starts a Powerpoint presentation, it is about animals. Pictures of animals appear, and Ss have to guess the name of it. Many students participate, some others do not.	It seems Sara's Ss enjoy challenges. They show their aprovation when a competence is announced. They seem to be competitive. Spanish seems to be the key language during the English class.
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46	A song about animals is played: Monkey Bananas. Students have to stand up. Many students know the song and they start to dance like the monkey in the video. Four students do not participate and they are not asked for doing it. The activity continuous normally.	
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57	A third song is played: Daddy Shark. This time, six students do not participate. Four of them did not participate before.	
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70	A competence is announced. By lines, three groups are organized. A student has to pass to guess the name of the animal, but first he or she has to insert a paper in a bin. If the student inserts it in a proper way, he or she gets the opportunity to guess the animal. The activity rules are told in Spanish. Students participate actively.	It seems higher grade students commonly serve as assistants in the classrooms. SS seem to be used to those assistants.
71		Felipe seems to have problems to handle frustration. Furthermore, teachers seem not to be aware of it.
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80	At 7:25, teacher Diana enters to the classroom with a higher grade student, he has to do his social work.	<p>Activities seem to work better when they last between 10 to 20 minutes. Long activities seem to produce SS get distracted and tired.</p> <p>Activities in which SS have to color seem to be popular between them. Most of them seem to enjoy coloring. Holman seems to need special attention. He seems to be full of energy but he apparently does not have the school supplies to do her work. Holman seems to be ignored sometimes during the classes.</p> <p>Some Ss seem to have problems in reading and writing. Some of them need help to know what the questions were about. It seems to be a good strategy to announce the point to be worked. It helps to control the organized development of the activities.</p> <p>Some SS seem to need special attention during the class. They work if a person helps them but alone they seem to have many difficulties to do their activities.</p> <p>It seems there are some SS who understand faster than others the activities. The difference between them and the SS with problems is notorius.</p> <p>Students leave the classroom in order, they seem to be used to organized their scholar supplies and go out for taking their break. It seems SS have to work on their notebooks and show a product or they could be reprimanded.</p>
81	Teacher introduces him to the course, they greet him.	
82	Felipe passes to guess the animal, but he can not get the name of the animal and, as in the last class, he takes his bag and goes about from the classroom and remains at the door.	
83	Sara goes to find him, but after students told her about the SS. Felipe enters again and participates. This time he gets the name of the animal and is happy again. The activity finishes at 7:40.	
84	A workshop is given, they have to match the animal pictures with their common food and color them. The majority of the students do the activity. However. Holman says he does not do the activity because he does not have colors. Holman walks around the classroom seeing his partners workshops. Neither Sara nor teacher Diana ask him to sit down and do his activity	
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	At 8 am, I give the survey to the SS. Teacher Diana helps me to get the SS's attention. They are confused at the beginning. I give the instructions, the teacher repeats them. We start the activity point by point. However, some SS need help to answer the questions. The most common problems are about reading, some of them do not understand what they are reading in spite of it is in Spanish. Felipe, Holman, Luis and Matias do not work by themselves, I have to be next to them and read the survey for them in order to get their answers. Matias and Holman have problems for reading and writing.	

	<p>Some SS finish their surveys in a short time, but the majority of them spend much time.</p> <p>At 9am, the break starts. Students who finish the survey can take the break. Some students have to stay in the classroom because they did not write some sentences teacher Diana had written on the board.</p> <p>Finally at 9:30, students return to the classroom.</p>	
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Appendix C: Survey



UNIVERSIDAD PEDAGOGICA
NACIONAL
Educadora de educadores



SURVEY TO THE PRADO VERANIEGO I.E.D. SCHOOL STUDENTS, 2nd GRADE STUDENTS.

Apreciado estudiante:

El siguiente cuestionario lo he diseñado para recolectar información sobre tus experiencias en la clase de inglés. No se trata de una evaluación.

Agradezco tu participación en el diligenciamiento del mismo.

Nombre: _____ Seudónimo _____

1. Edad: a: 5 b:6 c:7 d:8 e:Otro ¿Cuál? _____
2. Eres: a: Niño b:Niña
3. ¿En qué barrio vives? _____
4. ¿Con quién vives?
 - a. Mamá
 - b. Papá
 - c. Hermanos
 - d. Abuelos
 - e. Tíos

- f. Primos
 g. Otro ¿Cuál? _____
 5. Dibuja a tu familia:
-

-
6. ¿En qué trabaja?: a. Tu mamá _____ b. Tú papá _____
 7. ¿Practicas inglés en tu casa? a: Sí b:No
 8. ¿Qué utilizas para hacer las tareas?

a. Computador

b. Tablet/ipad

c. Libros

d. Otro ¿Cuál? _____

9. ¿Quién te ayuda con las tareas?

a) Mamá

b) Papá

c) hermano/a

d)Nadie

e) Otro ¿Quién? _____

10. ¿Qué te gusta hacer en tu tiempo libre?

a. Jugar con amigos

b. Pasar tiempo con tu familia

c. Navegar en internet

d. Escuchar música

e. Otro ¿Cuál? _____

11. ¿Te gusta el inglés?

a. Sí

b. No

c. ¿Por qué? _____

12. ¿Con quién hablas en inglés?

a. Profesora

b. Compañeros

c. Familia

d. Otro ¿Quién? _____

13. ¿Qué actividades de la clase de inglés te gusta realizar?

- a. Juegos
- b. Películas
- c. Dramatizaciones (actuación)
- d. Canciones
- e. Videos
- f. Cuentos
- g. Otro, ¿Cuál?

¿Qué tan fácil es para ti hablar en inglés?

a. Muy fácil

b. Fácil

c. Más o menos

d. Difícil

e. Muy difícil

14. ¿Qué tanto entiendes lo que la profesora te habla en inglés?

a. Mucho

b. Poco

c. Nada

15. ¿Necesitas que la profesora te traduzca lo que dice en inglés para poder entenderla?

a. Sí

b. No

16. ¿Entiendes lo que lees en inglés?

a. Sí

b. No

17. ¿Estás feliz en tu colegio?

a. Sí

b. No

c. ¿Por qué? _____

18. ¿Te gusta la clase de inglés?

a. Sí

b. No

c. ¿Por qué? _____

19. ¿Las actividades de la clase te permiten hablar en inglés?

a. Sí

b. No

20. ¿Qué actividades te gustaría que se hicieran en la clase de inglés?

- a. Juegos
- b. Películas
- c. Dramatizaciones (actuación)
- d. Canciones
- e. Videos
- f. Cuentos
- g. Otro, ¿Cuál? _____

22. ¿Te gusta trabajar en grupo?

- a. Sí
- b. No
- c. ¿Por qué?

¡Muchas gracias por tus respuestas!

Appendix D: Teacher's Interview

INTERVIEW

Teacher interview Prado Veraniego School EID Teacher: Sara Schedule: Mornings. May 2 nd , 2019.		
N.	Person	Dialogue
1	Interviewer :	Hola, eh, muchas gracias por tu tiempo que vas a dedicar a esto. Esto no va a tomar tanto tiempo. Como eres la encargada del grupo de inglés, pues, eres la adecuada para hacer esta entrevista. ¿Puedes contar cuál es tu formación? ¿Cuál es el programa que estás estudiando?
2	Eduardo	
3	Arévalo (EA)	
4		
5	Teacher : Sara	-Estoy estudiando Licenciatura en Español e Inglés.
6	(S)	
7		¿Tu has trabajado antes enseñando Inglés o apenas en esta práctica?
8	Interviewer	
9	EA:	
10		-No, sí. Antes trabajé en varios institutos. Trabajé en Lincoln English Center, American School Way. Ahorita estoy trabajando en el Colombo Americano.
11	Teacher : Sara	
12	(S)	
13		
14	Interviewer	¿Y has trabajado con niños así de pequeñitos?
15	EA:	
16		Sí, eeeeen el... no mentiras. No porque en los institutos en que trabajé, trabajé con... No, no he trabajado con niños pequeños Antes trabajaba era como adolescentes, eeeee, y en Colombo trabajamos con adolescentes. Es la primera vez.
17	Teacher : Sara	
18	(S)	
19		
20		
21	Interviewer	¿Y qué tal el cambio, trabajar con niños pequeños?
22	EA:	
23		-Al principio fue duro, al principio fue chocante porque ellos, toca hacer las actividades, tienes que hacer actividades muy seguidas. Osea, no puedes demorar mucho con una actividad. Que hablaran
24	Teacher : Sara	
25	(S)	
26		
27		
28		
29		
30		
31		

32	Interviewer	tanto. Tantos también, treinta niños. Pues al principio sí fue chocante.
33	EA:	
34		
35	Teacher : Sara	¿Tu les expresas...qué objetivos tu tienes para la clase antes de la
36	(S)	clase?
37		
38		-A veces, pero no siempre. Osea, a veces como les digo, vamos a
39	Interviewer	hacer esto, esto, pero casi nunca lo hago la verdad.
40	EA:	
41		
42		¿Tu les dices desde el comienzo de la clase de qué se va a tratar toda
43	Teacher : Sara	la clase, osea, les muestras como un panorama de lo que se va a
44	(S)	desarrollar en la clase?
45		
46	Interviewer	
47	EA:	-No, yo no hago eso.
48		
49		
50	Teacher : Sara	¿Consideras que eso podría ser una buena estrategia, o con niños tan
51	(S)	pequeños tal vez se pierda la información?
52		
53		
54		-Sí, yo pienso que ellos tan pequeñitos pues no, no lo he visto tan
55	Interviewer	conveniente la verdad. Nunca lo hago.
56	EA:	
57		
58		¿Cuál es tu principal rol en la clase? ¿Tu eres la lider de discusión la
59	Teacher : Sara	moderadora, quien toma nota? En tu opinión ¿Cuál es tu rol acá?
60	(S)	¿Cuál es tu papel aquí durante la clase?
61		
61		-Yo pienso que, no sé si se pueda decir así, como un rol de
62		colaboración. ¿No lo tienes ahí? Un rol de colaboración en donde, ee,
63	Interviewer	ambos estamos trabajando al mismo tiempo. Yo les ayudo, ellos
64	EA:	también. También uno de ellos aprende mucho. Entonces es un rol de
65		colaboración.
66		
67	Teacher : Sara	¿Qué enfoque, bajo qué enfoque orientas tu clase de inglés? o ¿Qué
68	(S)	metodología o qué técnicas?
69		
70		
71		-Yo lo hago es Comunicativo, osea yo no les enseño a ellos nada
72		de escritura. por la edad que ellos tienes y porque ellos están
73		apenas terminando como ese proceso de adquirir su lengua
74		materna, la literacidad, bueno en inglés Literacy, en lengua
75		materna. Entonces es, me parece que no es conveniente todavía
76	Interviewer	enseñarles a ellos si no han terminado de aprender, de escribir
77	EA:	bien el español, empezar a enseñarles en inglés. Entonces yo no
78		hago nada de escritura, sino solo es comunicativo. Hablarles, lo
79		posible todo en inglés, aunque a veces no porque no me
80		entienden, entonces como que yo les traduzco como has
81		visto. Pero eso es comunicativo.

82	Teacher : Sara	<p>Oye, como he sido observador ya dos veces, en una tercera vez que yo venga ¿Qué te gustaría que yo, en qué te gustaría que yo me fijara especialmente durante el desarrollo de tu clase? ¿Que elemento, o qué parte de la clase o no sé?</p> <p>-De pronto el control, no el control no, pero en la disciplina. Osea como yo hago para mantener el grupo controlado. A mi me cuesta y de pronto tu puedas tener otras estrategias, no sé. Para mi al principio era super chocante porque al principio de pronto lo que te pasó a ti hoy: todos se paraban y todo. Ya ahorita ya se me paran menos, siguen siendo pero, ya siento que lo controlo mejor aunque todavía porque por la edad que ellos tienen y como son treinta, eso es lo que yo digo. Pero de pronto que mires esa parte de la disciplina como "classroom management".</p> <p>¿Cuales son las actividades que mas usas en la clase, o con más frecuencia?</p> <p>-Las canciones, las historias, eso.</p> <p>¿Y cuales de esas actividades son las que prefieren los estudiantes?</p> <p>-Los niños, es que ellos son muy chistosos, por ejemplo hoy, no sé si te fijaste que yo les iba a poner la historia y me dijeron "no, no nos gusta", y cuando se las pongo siempre me dicen "no profe, historia no", y cuando yo se las pongo sí les gusta. Entonces las historias, las canciones también les gusta mucho, las competencias, o cuando les traigo cosas distintas. Por ejemplo hubo una clase muy chevere a principio de semestre que yo les traje, que tenían que pescar y les traje nailon con imanes y ellos, estábamos viendo los colores, y les traje pescaditos. Ellos tenían que pescar, los pescados les puse clips. Entonces ellos tenían que pescar el color que les dijera. Y eso les fascinó. Osea, cosas así. O cuando les traigo para hacer manualidades. También sacarlos, si puedes la profe, bueno dice que no es tan conveniente porque se distraen pero que día los llevamos al gimnasio y les fascinó.</p> <p>¿Hace cuánto los conoces? ¿Hace cuánto estás con ellos?</p> <p>- Yo estoy con ellos hace rato porque yo hubo un semestre que no pude seguir, entonces estoy con ellos desde el año pasado. Osea llevo, cumplí un año.</p> <p>¿Osea que puedes decir que los conoces?</p>
83	(S)	
84		
85		
86		
87		
88		
89		
90	Interviewer	
91	EA:	
92		
93	Teacher : Sara	
94	(S)	
95		
96	Interviewer	
97	EA:	
98		
99	Teacher : Sara	
100	(S)	
101		
102		
103		
104		
105		
106		
107		
108		
109		
110		
111	Interviewer	
112	EA:	
113		
114	Teacher : Sara	
115	(S)	
116		
117		
118	Interviewer	
119	EA:	
120		
121	Teacher : Sara	
122	(S)	
123	Interviewer	
124	EA:	
125		
126		
127		
128	Teacher : Sara	
129	(S)	
130		
131		
132		

	<p>Interviewer EA:</p> <p>Teacher : Sara (S)</p> <p>Interviewer EA:</p> <p>Teacher : Sara (S)</p> <p>Interviewer EA:</p> <p>Teacher : Sara (S)</p> <p>Interviewer EA:</p> <p>Teacher : Sara (S)</p> <p>Interviewer EA:</p> <p>Teacher : Sara (S)</p>	<p>-Que ellos se distraen, muchos se distraen. Tienen como dispersión. Aunque bueno, no hay que llamarle siempre dispersión porque como escusarlo "Ah, es dispersión", de pronto es por lo que yo te decía que ellos, y la profe lo dice mucho, a ellos hay que hacerles actividades que no se demoren tanto. De pronto no es dispersión, eso nos decían en una clase "no se escusen con dispersión". Pero sí de pronto eso de que a veces ellos tienes que hacer actividades cada, osea, no te puedes demorar mucho. Entonces pues de pronto eso, que al... y a veces hay actividades que uno que como que siente que se necesita demorar más y entonces ellos se empiezan a parar a hablar entre ellos. Yo los quiero ya mucho, al principio no los quería pero ahora sí ya los aprendí mucho.</p> <p>¿Cómo consideras el uso del inglés que hacen ellos para su comunicación? ¿Sí se comunican entre ellos?</p> <p>-No. No porque ellos apenas están en una edad , en una cosa que se llama "stage" como una etapa muy inicial.</p> <p>¿Cómo de juego ellos dicen, se dicen entre ellos, se saludan en inglés?</p> <p>No. lo que te digo. Ellos están en una etapa, luego te paso esa teoría. Hay primero una etapa que se llama la etapa muda en donde ellos solo reciben. Ellos ya pasaron esa etapa. Ellos ahorita hablan en clase, cuando estamos viendo los temas, dicen las palabras puntuales si te has dado cuenta, la de los animales y eso. Pero que ellos se pongan a hablar pues no.</p> <p>¿Cuales son las mayores fortalezas que tienen ellos?</p> <p>-¿La mayor fortaleza? Que les gusta participar, la mayoría hace las cosas como les piden.</p> <p>¿Cuál es la habilidad que más trabajas en clase entonces?</p> <p>-Listening y bueno, vocabulario no es una habilidad pero mi trabajo es con listening y vocabulario.</p> <p>Yo que voy a tomar el grupo después, ¿Cómo qué consejo me darías?</p> <p>-Para seguir una linea, para tener una linea, sigue con listening y pero entonces yo creo que después ya se les puedes empezar a meter writing, escritura. Porque ya ellos, ya en segundo tu vas, ha, pero tu estarías. Claro, porque tu, el otro año ya es tercero. Claro, mételes ya writing. Pero sigue con listening, yo pienso que listening es el imput, ellos necesitan mucho imput. Y más si ellos tampoco, que ellos tengan</p>
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		todos los días inglés. Entonces entre ellos Yo creo que listening. ¿Qué has pensado?
--	--	--

Appendix E: Diagnostic Test



DIAGNOSTIC TEST

Name: _____ Date: _____

21. Match pairs (une con una línea las parejas):

Baby

Pet

Grandmother

Mother

Grandfather

Father

Brother

Sister

Family



2. Complete (completa): My name is _____

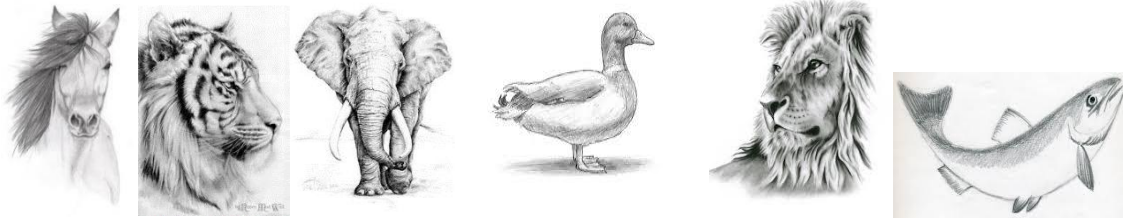
My last name is _____



My birthday is on _____

3. Read and color the animals (lee y colorea a los animales):

Lion - yellow Elephant - Grey Fish - Blue Horse - Brown Tiger - Orange

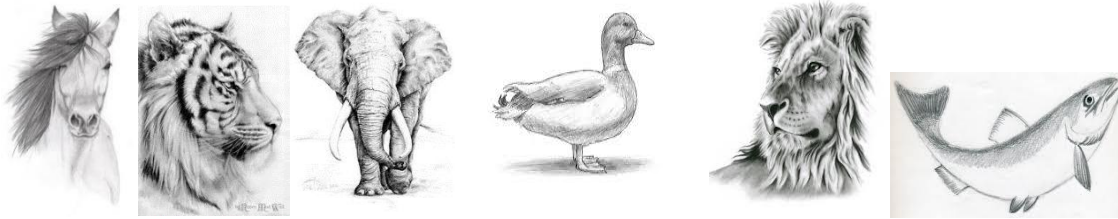


4. Listen and mark with an **X** the school element (escucha y marca con una **X** el elemento escolar):



5. Speaking: A.

22. Hi!
23. How are you?
24. Do you like English?
25. What is your favorite animal?
26. Please, describe this animal using two words:



Question	:)	:(
27. I can greet		
2. I can answer how I am.		
3. I can answer if I like English.		
4. I can say what my favorite animal is.		
5. I can describe an animal using two words.		

B

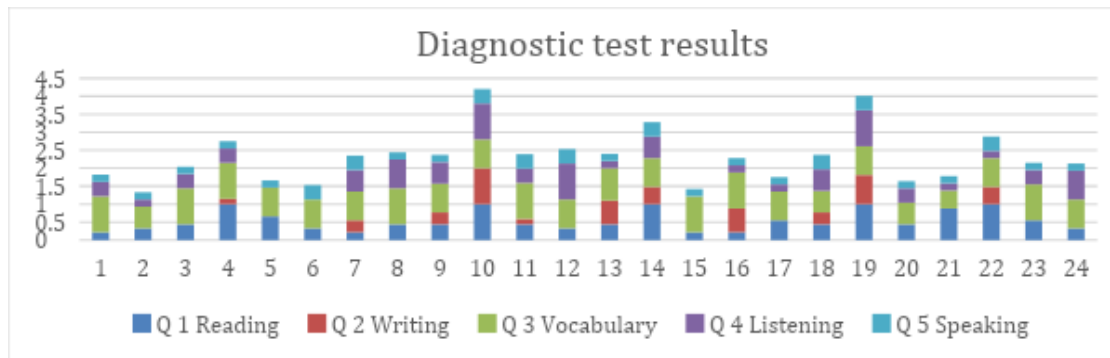
- 28. Hi!
- 29. How are you?
- 30. What is your favorite subject?
- 31. Please, describe to a member of your family using two words.
- 32. Say the name of two school elements that you have.

Question	:)	:(
33. I can greet		
2. I can answer how I am		
3. I can answer what my favorite subject is.		
4. I can describe a relative		
5. I can say the name of my school elements.		

Analysis of results:

The test was applied to 24 students. It tested the four skills: listening, speaking, reading and writing and the vocabulary as well. Each skill and vocabulary counted as a 1 point, the maximum grade was 5 points, three points were needed to pass the test. Only three students could pass it. From least to greatest average, the abilities and vocabulary were pointed as follows: writing 0.2, speaking 0.3, listening 0.4, reading 0.5, vocabulary 0.8. The grades were low in all the abilities, vocabulary was the highest, however with 0.8 points of 1. To conclude, all the abilities need to be improved urgently. However, writing and speaking got the worst results.

Graph No. 22



Graph No. 23

