

ORAL PRODUCTION ENHANCEMENT THROUGH THE USE OF COLOMBIAN
LEGENDS

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ABSTRACT

The purpose of this research is to evidence the oral production enhancement through the use of Colombian legends whitening a Framework of literacy as a situated practice. This Project describes an action research experience carried out at Rafael Bernal Jimenez School that was developed with 40 students of ninth grade, which ages range in between 13 and 16 years old. This study intended to show how students can improve their oral production focusing on the advantages of using Colombian Legends as an interesting and meaningful input that let them to relate the information given to their own life experiences. During the pedagogical intervention data was collected from the students' opinions and class work as well as from the researchers' observations field notes, voice recordings and surveys. Student's progress is analyzed in order to arrive at the conclusion of the effectiveness of Colombian Legends.

Key words: Oral production, Colombian Legends, Literacy as a situated practice.

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2. Descripción
Trabajo de grado realizado para identificar, analizar y describir el mejoramiento de la producción oral en inglés a través de la utilización de leyendas Colombianas con estudiantes entre 13 y 16 años en el Colegio Rafael Bernal Jiménez en Bogotá. Este proyecto se llevó a cabo a través de una investigación acción de tipo cualitativo en la cual por medio de los distintos medios de recolección de datos se logró obtener información de los avances positivos de sus producciones orales, además de esto su disposición y fluidez en la lengua extranjera presentaron un mejoramiento significativo. Gracias al Input dado por medio de las leyendas colombianas los estudiantes demostraron que hacer uso de textos dirigidos a contextos reales les facilita en gran medida expresar sus ideas, compartir pensamientos y experiencias.

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4. Contenidos

El presente trabajo está dividido en 6 capítulos:

Capítulo I- En este capítulo se da a conocer el problema de investigación, la población y se dan a conocer los objetivos.

Capítulo II- Marco Teórico: En este capítulo se presenta la teoría que se usó para soportar y desarrollar el proyecto de investigación, así mismo, se incluye otras investigaciones similares donde se exponen evidencias de cómo este recurso facilita a los estudiantes a mejorar su producción oral.

Capítulo III- Diseño Metodológico: En este capítulo se presenta el tipo de investigación que sigue el proyecto, así como el tipo de estudio, las unidades de análisis que surgieron a través de las intervenciones y los tipos de instrumentos de investigación que se implementaron.

Capítulo IV-Propuesta de intervención pedagógica: En este capítulo se da a conocer la teoría del enfoque pedagógico así como los ciclos de intervención.

Capítulo V- Análisis de datos: En este capítulo se dan a conocer los resultados obtenidos basados en el análisis de cada una de las categorías identificadas durante el proceso de recolección de datos.

Capítulo VI- conclusiones y recomendaciones: En este capítulo se exponen las conclusiones y las recomendaciones pertinentes de acuerdo a los resultados vistos en la investigación.

5. Metodología

El presente proyecto de investigación se llevó a cabo bajo los parámetros de la investigación acción e investigación cualitativa en la cual se siguieron los siguientes pasos:

1. Observación y desarrollo del problema: las observaciones se realizaron desde el octavo semestre, donde se dieron a conocer las debilidades y fortalezas del curso.
2. Propuesta de intervención: A partir del problema que se identificó en el grupo se realizaron las intervenciones pertinentes y se crearon actividades que ayudaran a resolver las falencias detectadas.
3. Análisis de Datos: Después del proceso de recolección de datos tanto de encuestas, field notes, como voice records se hizo el respectivo análisis y se comprobaron los resultados.
4. Conclusiones: De acuerdo a toda la información analizada se dio respuesta a la pregunta planteada en este proyecto de investigación.

6. Conclusiones

Teniendo en cuenta el análisis de los datos se llegó a la conclusión que el impacto de usar Legendas Colombianas dirigidas hacia contextos reales de los estudiantes fortalece y mejora la producción oral en el aprendizaje de una lengua extranjera. Además, la combinación del aprendizaje previo con la información puesta en contexto crea estudiantes más activos en el proceso de aprendizaje y enseñanza.

Por otro lado, se pudo asegurar que el uso correcto y constante de un input influencia de manera significativa al mejoramiento de las habilidades orales en términos de fluidez, precisión, e interacción generando en el estudiante más confianza y una producción más coherente y efectiva.

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CHAPTER 1:

THE PROBLEM

1.1 Contextualization of the problem

The ninth graders were observed more than 8 times during the English and immersion classes in which they provided information about their weaknesses and strengths with regards of the four English communicative skills: listening, reading writing, and speaking; the results showed that most of the students wanted to improve their oral skills, even though, they said they had weaknesses in the others skills too. Based on the observations and the survey made at the beginning of this intervention, most of them said they like the English classes, but they wanted to do playful activities in which they can have the opportunity to interact with their classmates and develop group activities in order to have more conversational interaction and improvement.

Taking into account the other abilities it was possible to identify weaknesses too, but those were not so marked as in the oral process. As to the listening skill the students did not present too many difficulties due to most of the time the teacher used to communicate in a simple way that was easily understood, sometimes she included new words and expressions that were explained in both languages if it was necessary; moreover, the teacher included in some classes listening exercises about the vocabulary that she was working at that moment and also short dictations activities. This information helped to conclude that in general all the students showed a positive performance in the listening skill; even though, they have to keep working to achieve a better level in this ability.

Similarly, in the reading ability, the students expressed that it was easier to read texts than talk about any specific topic; they also affirmed that in their English classes it was very common to solve workshops and answer question related to it. In that way, during those reading exercises it was possible to recognize that some students enjoyed reading, but others just

developed it because they have to, besides that, most of them provide very short answers or very specific information instead of giving complete answers.

Furthermore, during the writing exercises it was easy to identify that there was a lack of some grammar rules, vocabulary and also a lack of attention in terms of following the instructions given by the teacher. Also, there were some students' writings that had almost the same information, however, most of their writings had interesting ideas and they were very creative, although, they always asked for more time to finish the proposed activities.

Finally, related to the speaking ability, it was identified that the students had a negative performance of the speaking process due to several factors such as shyness, lack of confidence, fear of being criticized and bothered by their classmates, low or no participation during the classes and if they decided to participate all their answers or opinions were in Spanish. Another point was that they did not have activities where they could practice their speaking because most of the time the teachers focused on the other abilities.

Another problem responded to the few English hours they have during the pre-school and primary processes, just two hours a week. For that reason, when they started the basic secondary level and the middle level they present a lot of difficulties because they do not have the necessary level or skills when they arrive at this point. Due to this, their learning process is much slower because the students still have flaws in relation to previous topics or the correct development of certain skills that are essential to have a complete learning and most of all meaningful process.

1.2 Problem statement

It is convenient to consider “Los Estándares Básicos de Competencias en Lenguas Extranjeras-Inglés” on the speaking aspect, where they stated that the students at this point

should be in level B1, classified as independent users where they should understand the main points of different abstract topics found in school, family, environment, their free time, among others. Also, they have to be able to describe experiences, events, dreams, and ambitions based on their own context, as well as give arguments about different opinions and situations.

In this perspective, in terms of speaking, there are two categories in which the students should be evaluated, the first one is the spoken interaction in which the students should be able to participate into unexpected conversations about familiar topics or everyday topics. The second one is the spoken production, in this part the students have to give reasons and explanations for opinions; also, they have to be able to narrate a story or relate the plot of a book or film and describe their reactions.

Accordingly, this is an ideal that in this classroom has not been reached yet and according to all the observations made and the information collected in class by means of field notes, a survey, and an interview to the teacher in charge, the students showed difficulties mainly related to oral production. Based on the analysis of those elements, it was evident that there was a low use of the target language during classes and also a lack of participation, most of the time because they did not have strong inputs that let them to have enough bases for answering questions, developing readings or comprehension activities.

Thereby, the main limitation was detected when they had to express their ideas or give their opinions because when they had to interact among them, they used Spanish or very weak English statements or they simply refused to share their thoughts all the time; some of them participated but just in front of the teacher as they felt embarrassment and uncomfortable every time they had to give an opinion in front of their partners.

During almost all the classes in which they were observed they showed also a very weak development of the oral skills regards to reading comprehension activities and its

socialization with all their classmates. This is most likely due to the fact that they presented difficulties understanding the contents and the meanings of the workshops and texts they read. Those texts were difficult for them and had few connections with their reality; consequently, they could not give strong ideas and arguments that let them go beyond the literal context.

As in reading, there was not a meaningful connection between what they learnt and their context because the grammar most of the time was explained in such an isolated way. As a result of it, their oral production was very restricted, that is why they were not able to keep long talks or at least short coherent conversations that allow the students make connections about different topics in different real speaking situations.

Furthermore, the students did not have enough tools that help them to improve and motivate their oral communications skills since most of the activities developed during classes were repetitive: grammar practices, solutions of workshops, and questions about vocabulary or say the same words many times, etc.

However, the students were active and they liked to participate when the teacher asked questions or when she gave them grammar exercises or readings to be developed during the class but with a constant monitoring in order to complete the activities on time, verify that they were speaking English in the classroom and practicing the thematic they were working on. Due to students did not feel comfortable when talking, it was visible the lack of fluency and their fears to express ideas using English, not just because the lack of vocabulary, but for the lack of practice and also, the negative and selfless attitude when they had to do it.

Lastly, it is remarkable that when the teacher presented a topic related to their real life or with similarities to their context, they showed more motivation and they liked to participate a lot, even, they made mistakes when they were talking but they continued giving their

arguments or ideas about the topic. Furthermore, all of them agreed that English is a very important tool for the future and they wanted to improve it because they dreamt to have better employment opportunities and better living conditions.

Taking into account the previous information, the following research question was defined:

1.3 Research question

What is the impact of using Colombian legends to enhance oral production development in EFL within a framework of literacy as a situated practice on ninth graders at Rafael Bernal Jimenez School?

1.3.1 General Objective:

To identify impact of using Colombian Legends to enhance the oral production in English within a framework of literacy as a situated practice on ninth graders at Rafael Bernal Jimenez School

1.3.2 Specific Objectives:

1. To analyze how the use of Colombian legends enable the students to have an improvement in their oral production.
2. To describe how the use of Colombian legends may have an influence in the improvement of the students' oral production in terms of form and content.

1.4 Rationale of study

According to Colvin (1997) English is an important basic tool for people from other languages communities who want to have access to better jobs, to be able to participate in training programs or institutions of higher education or to interact with people, all require the ability to understand and speak English. For all those reasons, it is very important to learn a

new language as a whole and part of that process is developed mainly by the constant use of different speaking activities to encourage students to produce longer discourses and improve their oral abilities. He also remarks that this improvement depends on the type of language the teachers use in this learning process as it has to be authentic and relevant; authentic in the sense that it has to be the type of language people actually speak and relevant because the language has to be related to the students' needs and interests, in this sense, the goal will be reached easily and the students will expand their oral skills in a very contextualized way.

According to that, it was necessary to develop the students' oral productions because it is a tool required in academic and professional environments. Therefore, developing oral skills enable the learners communicate and interact in a meaningful way and also go forward the literal meaning. In that sense, the students will be motivated to see and use the foreign language as a way of social interaction in which they are going to learn from others and also they are going to have the opportunity of getting acquainted outside and inside the classroom, giving them the possibility of making friends in different stages not just in the academic context.

Regarding the previous information, it is indispensable to use different ways to develop the oral skills in the EFL classrooms; in this case, the reading of Colombian Legends is a meaningful tool due to it encourages the students to talk about real interesting topics and conflicts such as loss of values, family values, monsters, death, dangerous people, human behaviors, and appearance nature, natural disasters, among others. All those topics, helped the students to make connections with their real lives and their own context, allowing them to find motivation since the information given was not isolated or out of context. Those topics were included in the lesson plans and in different activities that were developed during the English classes.

In addition, the use of Colombian legends within a framework of literacy as a situated practice should be considered as a very convenient and accurate tool given, that it may present

an authentic development of oral skills because it integrates not just a social. But a cultural, moral and pedagogical aspect, making possible that the students build a real language in use developing their critical thinking and enhancing their communicative abilities.

CHAPTER 2: STATE OF ARTS AND THEORETICAL FRAMEWORK

This chapter presents the theoretical constructs that support this study which are: oral speaking skills, Colombian legends in the EFL and literacy as a situated practice as well as some research studies related to this project.

2.1 State of Arts

It is important to consider some studies related to the enhancement of oral skills through the use of collaborative learning, Colombian legends and many others strategies, methods and resources.

The first study that I consider relevant is *The importance of teaching listening and speaking skills* by Segura (2004) that was done in Madrid, Spain with a Group of 150 students, 55 boys and 95 girls between the age of 14 and 18 years old who are enrolled in middle and high school.

The aim of this research was to show the importance of listening and speaking skills in the classroom in order to get a perfect acquisition of the foreign language through a series of motivating activities and techniques suggested, with the aim to facilitate a linguistic and cultural immersion that is essential to communicate successfully inside and outside the classroom.

The results obtained in this investigation showed that listening and speaking are complex skills that need to be developed with a lot of practice in the classroom, promoting the interaction between the students. Also, the author recommends doing activities outside school using new technologies, techniques, and materials. Finally, she concludes that teachers must support students in their education and encourage them to use English, developing lessons where the students can learn the foreign language entirely.

This study has a relation with this project because they also focus on helping learners to understand the importance of learning English using oral communications skills in different

situations in their lives. Also, because they want to give opportunities to the students to use their speaking skills in real situations, giving them more motivation using interesting topics, which can result easy for them.

Moreover, there is another proposal called *Vocabulary learning process through the use of myths and Legends (2016)* done in the National Pedagogical University by Joan Sebastian Acevedo Acosta at Gustavo Morales School. The interest of this action research project came from the need of implementing different habits of analysis and interpretation in the students, through the creation of spaces where they could increase their vocabulary, permitting them to produce new ideas to go beyond the evident things. The participants in this study were 29 fifth graders, 16 males and 13 females between the age of 10 and 11 years old. It was a qualitative research study which aim was to learn vocabulary while reading myths and legends. Also, it involved the students through the literature, specifically myths and Colombian legends because they provide a valuable authentic material that develops the personal and cultural enrichment. This action research study showed that the students were able to use the vocabulary in different contexts with a communicative purpose thanks to the combination between the students' context and previous knowledge about the legends, allowing them associate the words with their immediate atmosphere.

Additionally, *Developing Oral Skills through Communicative and Interactive Task* by Gutierrez (2005) is a study carried out at Britalia High School located in Kennedy District, Bogota. The purpose of this research was to inquire about the development of oral production and how task-based approach can contribute to improve the quality and the development of students' speaking skills, since her starting point was the lack of oral practices. The author's project includes the application of some communicative and interactive where learners can

negotiate and establish social relations with others. As final results she concluded that the task-based learning proved to be effective as it let the students express their ideas, feelings, and opinions freely; also, that the students could obtain a certain level of knowledge and proficiency in English but above all, the students were able to express and communicate orally, using meaningful and effective language without the pressure of time or grades. That idea is similar to this research, considering that the teacher has to provide interesting topics that are currently related to their ages and contexts to encourage the students to face real communication in a foreign language.

Additionally, there is another project called “Storytelling: an aid to develop oral skills among third graders” made by Cardenas (2016) this project aimed to promote students' oral production through storytelling in a foreign language, in a female group of 36 students which age range between seven and nine years old. In this qualitative research it was found that several skills were developed by means of the implementation of storytelling as it helped the students to foster the acquisition of the different oral skills in a natural and contextualized way, such as content, fluency, intonation, speech pauses, among others; also, the use of grammar rules, and vocabulary had a significant improvement. In addition, students learnt how to construct a message in order to describe appearance, another person or even an imaginary character. At the end of the interventions, most of the students were able to use appropriate pauses having less hesitation and a better oral production.

This previous work is relevant in relation to the current project due to it shows appropriate results of using short stories as a methodology. In other words, the project done before evidence that the implementation of short stories is a meaningful strategy for developing an appropriate communicative and oral interaction.

2.2 Theoretical Framework

2.2.1 Speaking

Talking about speaking brings at first time the concept of repetition, but it goes beyond. It is important to change this concept and transform it, because the learners should practice the language they are learning using situations that are real or similar to their lives, something outside the classroom that help them incorporate in their learning process options to express their thoughts, ideas, their likes and connect it their social context problematic.

According to Burns and Joyce (1997) speaking is an interactive process of constructing meaning that involves producing and receiving information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

In addition, Lindsey and Knight (2006) point out that we speak for many reasons, for example, to be social because we want other people to do something and also because we want to do something for someone else, to respond to someone else, to express our feelings or opinions about something, to exchange information, to refer to an action or event in the past, present or future, the possibility of something happening. Additionally, Bailey and Savage (1994) agree that speaking is an “activity requiring the integration of many subsystems, all these factors combine to make speaking a second or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill” (p. 6). As it also improves other abilities, because learners develop their vocabulary and grammar skill and apply these elements for example, when reading and writing (Backer and Westrup, 2003).

2.2.3 Oral skills

According to Burns and Joyce (1997) the speaking process requires that learners not only know how to produce specific linguistic competences such as grammar, pronunciation or vocabulary but also that they understand when, why and in what way they have to produce the speech, so a learner must know the interaction pattern to have a natural exchange process.

In order to have a successful oral production, Brown (2007) proposes some micro skills which are focused on language forms, for example:

- Grammar rules, related to the study of words and the ways the words work together in a sentence, creating and combining signs with the purpose of achieving a meaningful communication (Perez, 1986). Following this definition the importance of working with grammar as an input was essential for this research study because the students became aware of the grammatical structures when talking allowing them to have a more comprehensive oral production.
- Vocabulary range, defined as the total of words that are needed to express and communicate ideas. In that sense, Gardner (2009) states that vocabulary is not only limited to the meaning of words but also it is related to how people use and learn them. Also, Nunan (1991) points out that vocabulary is essential for successful second language use because without an extensive vocabulary the learners will be unable to use structures and functions to have a comprehensible communication. This skill was relevant to this project considering that part of their input was related to the vocabulary that had to be contextualized to have a perfect comprehension of the texts and the speaking activities.
- Fluency and accuracy: according to Richards, Platt and Weber (1985) fluency can be defined as "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions" (p. 108). The authors also mention that a fluent

speaker produce spoken language naturally, talk with good but not necessarily perfect intonation, vocabulary or grammar, communicate ideas effectively and produce a steady speech avoiding comprehension difficulties. Work on this characteristic permitted the students have meaningful oral productions clear and easy to understand.

On the other hand, the definition of accuracy is stated by Brown (2001) as the correctness of the language being produced by the speaker and the ability to produce grammatically correct sentences. Also, it refers to the correct use of words pronounced correctly and the appropriate use of language in terms of the situation and the context.

- Pronunciation: according to Morley (1994) and Fraser (2000) pronunciation refers to the production of sounds that we use to make meaning; it refers to aspects of speech such as intonation, phrasing, stress, timing, rhythm and how the voice is projected. Also, based on the American Heritage Dictionary (1992) pronunciation is defined as a way of speaking a word, especially a way that is accepted or generally understood. In that sense, it is important to consider pronunciation as a vital skill for oral communications and a very important part of the communicative competence in this project since it helped the students to avoid misunderstandings and ineffective communication productions.

Brown (2007) also mentions skills oriented towards the language functions in the speaking context, referring to the use of different sociolinguistics features in face to face conversations and pragmatics conventions. Also, they allude to transmit connections between events, ideas, situations but also to develop and use strategies such as emphasizing, rephrasing, providing a context, asking for help and so on.

2.2.4 Literature as an input in the EFL

Literature is seen as a language learning material and it is considered as a promising tool for language learning purposes. According to Maley (1989) literature deals with things which are interesting in nature, and motivation is especially achieved when students are exposed to what they really enjoy because they find interesting work on things that have a meaningful context. In this respect, literature promotes cultural and intercultural awareness especially in the era of globalization, therefore, this author states that literature deals with universal concepts such as love, hatred, death, nature etc, that are common to all languages and cultures, the similarities and even differences between cultures and languages that allow us to understand the whole world.

In this aspect, literature is a perfect input to enhance language learners' competences. Due to its authenticity, literature can also develop sociolinguistic and pragmatic knowledge which are two of the main components of the communicative competent models, and according to McKay (2001) these characteristics are found just in contextualized language such as literary text, especially dramas and plays.

On the other hand, Tabataba'i (2011) mentions that the events in a poem, novel or short story can be associated with the learners own experiences in real life, promoting the students a reflection on the events and make critics about it. Langer (1997) also states that literature allows students to reflect on their lives and can open "horizons of possibility, allowing students to question, interpret, connect and explore" (p.607).

Additionally McKay (1982) argues that if literary texts are to be used successfully in the classroom, they must be carefully selected and approached in a manner which promotes an aesthetic interaction between the reader and the text. She highly remarks that the literature does indeed have an important place in the ESL curriculum because it can provide a key to motivate

the students to read in English. For all students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions. Furthermore, she says that the key success in using literature in the ESL class is selecting carefully the kind of texts that are going to be used:

“it is important to select themes with which the students can identify. Certainly, one common experience of most ESL students is their struggle with a language and culture with which they are unfamiliar. Thus, literature which deals with either of these themes should be highly relevant to them” (p.532).

In this respect, Cunningsworth (1984) comments that there is a need for using texts which are in use in real life transactions, authentic texts, that are an alternative to simplified texts and imply a second perspective on language acquisition. In that sense, in the words of Ahmed (2017) all good and authentic material has comprised the characteristics of having the language input and Skill development, creating a positive impression in learner’s mind and also showing useful information for the readers, who can familiarize easily and create a thought provoking insight.

According to the previous statements, it is relevant to work with authentic material and interesting themes; hence this research project used Colombian Legends to enhance students’ oral skills in ESL. In this current proposal, the students will learn vocabulary in context and also, they will use the input given to create an easier way of natural conversation, where they will connect their real life situations with the texts.

2.3.5 Literacy as a situated practice

Barton and Hampton (1949) define literacy practices as the general cultural ways of utilizing reading, written or spoken language which people draw upon their lives; in few words is what people do with literacy. This is not just related to behavior but also involve values,

attitudes, feelings and social relationships, including people's awareness, constructions and discourses of literacy. These processes are internal to the individual, but practices are social processes, which connect people with one another and they include shared cognitions represented in ideologies and social identities.

In the same manner Street (1996) considers the nature of literacy focusing not so much on the acquisitions of skills, but as a social practice; for that reason, he considers literacy practices as the way people address reading and writing activities in cultural contexts.

Following the previous ideas, for this research project literacy practices deal with the relations built between people by means of communicative practices. For this reason, a community resource is created where the students find the way to share and express their ideas and personal experiences based on the interaction with others, using Colombian legends in a situated practice due to the reading topics related to the own students' context.

CHAPTER 3: METHODOLOGICAL DESIGN

In this chapter the reader is going to find the methodological component of this research project, in which the research paradigm and the type of study is included. Moreover, the data collection instruments and procedures, and the data analysis methodology, as well as some ethical issues are going to be presented.

3.1 Research Paradigm

This project is a qualitative research project due to it identified a difficulty in a specific educational context. This is a project which attempts to solve problems and improve different practices related to the enhancement of oral skills inside and outside the classroom, considering social aspects that students live every day.

According to Denzin and Lincoln (2011) qualitative research consists of a set of interpretive, material practices that make the world visible. They turn the world into some series of representations, including field notes, interviews, conversations, photographs and recordings. Qualitative research involves an interpretative, naturalistic approach to the world and study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.

3.2 Type of study

Due to the characteristics of this project this is an action research study which objective is to collect information and analyze human behavior and opinions in a specific context to understand their reality and solve the academic limitations related to oral skills.

According to Mills (2003), action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that 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.

In addition to the previous statement, Lewin (1993) states that action research gives credence to the development of powers of reflective thought, discussion, decision and action by ordinary people participating in collective research on troubles that they have in common. Action research brings a lot of positive behavioral changes and at the same time, knowledge and theory will be generated.

3.3 UNIT OF ANALYSIS

The unit of analysis was the students' oral production, specifically in aspects as fluency, accuracy, pronunciation, interaction previous knowledge-connection with the reality and interaction.

UNITS OF ANALYSIS	CATEGORIES	SUBCATEGORIES	INDICATORS
STUDENTS' ORAL PRODUCTION	FORM	<i>FLUENCY</i>	• Students communicate with each other in a natural way. • -Students produce a steady speech avoiding too much hesitation and pauses.
		<i>ACCURACY</i>	• Students produce grammatically correct sentences during their oral production. • Students use the grammar topics worked in class during their oral activities • Students make an appropriate use of language making a suitable connection of the topic, the situation and the context.
	CONTENT	<i>PREVIOUS KNOWLEDGE-CONNECTION WITH THE REALITY</i>	• Students Connect and activate previous ideas of the different Colombian Legends worked in class. • Students relate the Colombian legends with situations or fact of their own environment and personal experiences.
		<i>INTERACTION</i>	• Students interact with the teacher and their classmates having conversation about the topics. • Students have active participation during the activities and help the others to improve their communicative dialogue.

Table 1. Unit of analysis.

3.2 POPULATION

3.2.1 THE CONTEXT

This research project was carried out at Rafael Bernal Jimenez, which is an official mixed school located in Barrios Unidos neighborhood and belongs to Secretaria de Educación de Bogotá. This institution is located near the transmilenio station NQS/ calle 75, this is one of the main streets to access the school, as well as AV calle 80 and Av Cra 68. Furniture stores, carpentries and many commercial stores surround this institution. Currently, this institution has three branches, the first one is the branch A located at Cr 53 #75-17 , in which the basic secondary and middle secondary levels are taught, including morning and afternoon sessions.

Inside the branch A the school counts with an English immersion classroom, two laboratories, one for sciences and the other one for physics. Also, there is a field where the students can play and develop their physical education's activities. At middle secondary level the students have 4 English hours a week. The second one is branch B Gloria Gaitan, where the students complete the pre-school and primary school education in morning sessions and they have just two English hours a week, this branch is located at Cr 54 # 78-85, and the third is branch C, "Jardin infantil la inmaculada" this is a kindergarten that was given to "Lorencita Villegas School".

Rafael Bernal Jimenez School has as a mission to educate people based on humanistic thinking and technological knowledge that transforms the students, generating a new critical, developer and transformative society. Its vision is to be recognized in 2019 for its leadership and the pedagogical and administrative use of the Tic as a technological tool, motivating and innovated focusing on reaching the educational excellence.

It also has an institutional PEI called " Formacion con trascendencia humana para el liderazgo en la Ciencia y Tecnología" whose aim is to help the students to construct a life

project. This school has developed cross cutting projects such as the field Project that is based on science technology, communication, historical and mathematical thinking, arts and physical education as well as the projects of education for democracy and bilingualism which aim is to encourage the promotion of culture and citizen participation and enhance the learning of a second language, specifically English.

3.3 Participants

The population for this research project was a group of eight graders, specifically 802, but they moved on to ninth grade after that. There were 40 students; 21 boys and 19 girls. Their ages ranged in between 13 and 16 years old, most of them had been studying at this school since the primary education and live with their parents and just a few of them live just with their moms and some relatives. They share similar socio-economic status (middle -low) some of the students quit school to start working and help their families or to become independent. They have four hours a week of English but one of those hours are taken in an immersion classroom with a different teacher.

They have a low English level due to the fact that they have few English classes in the lower levels, in addition, another problem that increased their lack of English learning was the transition of a different English teacher constantly and during that process the students stop having English classes, sometimes for three weeks or more.

It was possible to identify that this group presented diverse behaviors towards the English classes due to they had changed their English teachers frequently. It was noticeable that the students presented more enthusiasm with one teacher than with the other, since they showed more participation, a better attitude and they answered to the questions voluntarily. However, this behavior occurred when the teacher presented interesting topics or when she contextualized what they were learning with real -life situations.

On the other hand, the students presented indiscipline and there was a lack of respect towards the teachers. They said bad words and they did not pay attention to the instructions and orders given, therefore it was necessary a constant repetition and supervision from the teachers, likewise, the treatment among themselves was different and was not appropriate. The group itself was less sociable because there were some new students and there were students that came from a different group of ninth graders. Most of them preferred to seat alone far from the others or in couples next to the windows.

This issue made that the absence of interest became stronger during the teacher's explanations. However the only way they were receptive was under the condition of a grade or a teacher's signature in their English notebooks. They were not autonomous and the teacher asked them several times to write everything on their notebooks for they to remember what they were working on .

According to the interview applied at the beginning of this research process the teacher expressed concern about one of the main difficulties she noticed in this group and it was the lack of interest and pro-activeness when she tried to implement new activities to her English classes. It was hard for her try to satisfy and please all the students because not everyone showed the same satisfaction.

3.4 Data Collection instruments and procedures

This research used different data collection instruments such as surveys, field notes, audiotapes, and transcriptions as well as the artifacts in order to carry out the process of triangulation. According to Jakob (2001) triangulation is a process of verification that increases validity by incorporating several viewpoints and methods. The purpose of triangulation in specific contexts is to obtain confirmation of findings through converge of

different perspectives. Also, Cohen and Manion (2000) define triangulation as an “attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint “(p. 254).

3.4.1 Survey.

A survey is defined by Check Schutt (2000) as an instrument that involves the collection of information from a sample of individuals through their responses and questions and it is an efficient method for systematically collecting data from a wide variety of individuals and educational settings. For this research project a survey was applied at the end of the investigation to collect students' perceptions about the process done by the researcher and how oral skills could be improved through the implementation of Colombian legends.

3.4.2 Field notes.

Based on Schwandt (2007), field notes are created by the researcher during the act of qualitative fieldwork to remember and record the behaviors, activities, events, and other features of an observation. Field notes are intended to be read by the researcher as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied. The notes may constitute the whole data collected for a research study and were useful for this project since all the information was taken into consideration in order to improve each intervention.

The first note was written on August 14th, 2017 and from then, until the end of September 2018. In every intervention it was possible to have a field note with the purpose of having a view of the development of the project (Annex 2). With the use of this tool it was easy to identify aspects such as fluency, grammar, accuracy interaction, and pronunciation when students participated in different oral production and interaction activities.

3.4.3 Recording and transcriptions.

According to Sadalla and Larocca (2004) the audio recording is also suitable for studying complex phenomena such as teaching practice, full of liveliness and dynamism. In Addition, Kalmbach and Carr (2010) point out that digital audio is classified within the data- collection tools for observation. Therefore, this technique allows the recording of students' oral production during interaction and communication.

Also Freeman (1998) asserts that an audio or video recording gives a complete evidence of what happened and which can be reconsidered. Those instruments are extremely important in this research project because it is a way to show evidence about the process of enhancement of oral skills in the students, consequently in every final activity of the lesson plans and their oral presentations were recorded in order to accurately track their process; in terms of oral production the main information collected was related to students' fluency, pronunciation, use of grammar and accurate vocabulary, previous knowledge, connection with their reality and interaction.

3.4.4 Artifacts.

Based on Goetz & Lecompte (1984) artifacts are described as things that people make. Usually are types of physical documentation that demonstrate students' process during the class. One of the forms of assessing and proving the students' performance in communicative tasks is collecting a physical document. Kalmbach and Carr (2010) declare that: An *artifact* is any kind of physical documentation that sheds additional light on your research question and topic. Having as a reference the previous statement, in this project students' drafts and dialogues were used to demonstrate students' process for organizing their ideas before talking in public.

3.5 Ethical consideration

In order to have an appropriate development of this research project, it was necessary to ask the students and their parents for permission through a consent form (annex 3). This consent was handed to the students in order to let them know about the project, the type of data to be collected and to remark the privacy and confidentiality of all the information they provide during the research process.

CHAPTER 4:

PEDAGOGICAL INTERVENTION AND IMPLEMENTATION

This proposal emphasized on the use of Colombian Legends as a tool in an EFL classroom, as a way to enhance students' oral skills; in that sense the following chapter presents the pedagogical intervention and implementation of this project, which includes the visions of language, learning, curriculum, and classroom, as well as the time table activities and possible impact of the results.

4.1 Vision of language

Malinowski (1923) introduces the idea of language as action that makes things happen as well as facilitate reflection. He also describes the importance of the context of the situations to understand the meaning of any piece of languages. Moreover, Halliday (1975) who elaborated Malinowski's concept, states that language is a vehicle in which facts and experiences of the world are taken into the oral production as well as the social meanings relating to the speaker, as attitudes, beliefs and social relationship with others. For that reason, it is important for this study to create connection between what the students learn and their real life to create an appropriate environment of learning in the classroom due to one of the purposes of this research is to encourage the students to talk by means of making connections with different social situations.

4.2 Vision of learning

Learning is considered by Hilgard and Atkinson (1979) as a relatively permanent change in behavior that occurs as a result of practice. Learning defined from a social perspective is a change in conduct having a cognitive and an affective component, which is the result of interaction activities, discussion sessions, dialogues and role-plays improvisations and debates. For this project the vision of learning is centered in the student. According to Bruner (1986) Learning is a process considered active in which the student based on his knowledge creates ideas or concepts. Thus the student's role and their active participation in the different activities is essential to the satisfactory development of the investigation but also for their learning process.

4.3 Instructional design

4.3.1 Implementation and planning

This research project aims to describe the impact of using Colombian legends to enhance the oral skills in English within a framework of literacy as a situated practice, developing group activities in order to find motivation, confidence and a better speaking environment to generate more interaction. All the activities were planned with the purpose of improving their English learning process where the literature, especially the Colombian Legends, are the communicative bridge which enable the students have more participation and opportunities to talk. That is why, the type of teaching sequence created by Harmer (2001) was taken into account for this research project during the development of every lesson; this teaching model is designed for any level of school and it is called E.S.A (*Engage, Study, Activate*). The first element is *Engage* which main purpose is to get the students talking and thinking in English by making the students interested in the subject, in the class, and in the language point, during this engagement phase the teacher tries to arouse students interest,

curiosity, attention, and motivate them to participate through the use of different elements such as pictures, videos, audios, stories or anecdotes. This author states that if the students are involved they are going to learn because they are not just doing what they have to do but they are interested in what is going on Harmer (2001).

The second phase is the *Study* where the students are asked to focus on language or information and how it is constructed. They can have a variety of study styles, for example, they can use language evidence to discover grammar for themselves, and they can work in groups reading a text a story to learn more vocabulary or understand the grammar structure through a story. However, the author points out that whatever the style is, *study* means any stage at which the construction of language is the main focus.

Finally, the last element is *Activate*, that describes the exercises and activities that are designed to motivate the students to use the language and the information they have learned. During this phase the students do not focus on language construction or patterns but use their language knowledge in a specific situation or topic, in other words, they have to put their learning process into a realistic context.

Taking into account the elements mentioned above, every session was designed based on three steps: the first one was the explanation of the activity in which the input was given; this had to be contextualized according to the legend, the vocabulary and the grammar settings with the help of different didactic supplies. The second step was related to the activities that they developed, taking into account all the information given and the legend that was going to be worked with the presence of questions and helpful material and cover possible gaps in knowledge. Finally, the last step was when the students had to use all the input given and into practice, having short conversations between the partners or interacting with the teacher.

According to the previous information the following curricular plan shows how the proposal was developed according to the objectives and also to the school's curriculum:

4.3.1.1 First cycle: February 26th To April 13th

"I CAN TALK " is the first cycle where the teacher introduced the topic about the Colombian Legends for letting the students have an overview of the main topic that was going to be worked in class. Also, a variety of vocabulary and grammar related to the first Colombian legend "The weeping woman", where they worked on addressing topics related to appearance, beauty and how to describe their family and friends. In this first cycle was important to motivate the students and give them enough tools and the accurate input to be prepared for the future oral production activities, the speaking goals for this cycle were improvement of the fluency, learn more vocabulary make correct use of grammar and encourage the students to find similarities with the legends and their own experiences.

4.3.1.2 Second cycle April 20th To June 1st

"I CAN TALK MORE" is the second phase, where the students were able to have more participation due to the previous input they have had, they worked on the second legend that was "*The Mother Mountain*" which allow the students talk about the weather, natural disasters in Colombia and the consequences of not taking care of the nature and the environment. Also, they had to interact more with their classmates and ask about their activities and interests. In this cycle was important to encourage the students participation and interaction not just with their classmates but also with the teacher, the speaking goals were that the students express their ideas and opinions more openly showing fewer hesitations and pauses taking into account the oral skills and the use of the vocabulary in context without fearing judgment.

4.3.1.3 Third cycle August 10th to September 2018

“I AM STILL TALKING” In this cycle, the students applied all the information about the legends, vocabulary, grammar, the input given during all the sessions and also the connection of real life experiences were exposed during their oral production. In this phase, the students worked with *“The Whistler”* which allowed the students talk about moral dilemmas and give a suitable piece of advice to determined situations in life making use of some modals. They also had to create a new legend taking into account all the information that was worked in the classes; in addition, they had to present their stories and characters to the whole class. This lesson was divided into three parts. The first one was an explanation about the activity they had to develop and a guide about how they could create a short legend. The second one was about creating the main character based on a sequence of images that the teacher gave them, they also have to organize their ideas and had everything ready for the last part, where they talked about their legend and the relations these legends had with their context. It was expected that the students talked without awkward pauses for a relatively long time, spoke in coherent, reasoned sentences, and had appropriate things to say in a wide range of contexts (Fillmore, 1979).

TIME TABLE

CYCLE	TOPIC	GOALS	ACTIVITIES
I CAN TALK February 26th - April 13th	DESCRIBING MYSELF, MY FAMILY AND FRIENDS THROUGH THE USE OF THE WEeping GIRL LEGEND	To remind what a legend is and its characteristics To identify how the students describe different objects and people and also themselves. To relate the legend, the grammar and the vocabulary with their real life experiences. To start using new words, and apply the grammar topics during their oral production.	The students had to describe the weeping girl appearance and answer simple questions related to the reading. Every student had to describe a specific picture about the weeping girl. They had five minutes to prepare their speaking based on some specific questions previously mentioned. They had described some of their family members using the adjectives of personality and appearance and also the correct intensifiers.

I CAN TALK MORE April 20th– June 1st	UNDERSTANDING OF MY SURROUNDINGS, THE WEATHER AND THE ENVIRONMENT THROUGH THE USE OF THE MOTHER MOUNTAIN LEGEND.	To show the students vocabulary in context related to the natural disasters and weather in Colombia. To describe the natural disasters in Colombia linking the information with the mother mountain legend. To ask follow -up questions to keep the conversation going and encourages the students to participate and create a more comfortable environment for talking. To connect the grammar, the vocabulary, the Mother Mountain Legend, the natural disasters vocabulary and the information about Colombia's Natural disasters in the students' oral production. To work on fluency and accuracy skills having continuity and a good speed during the oral production being aware of the context.	The students had to describe what they do and what are their classmates routines using the frequency adverbs through a reading, writing, listening, pair work and Speaking activity called <i>“Partners’ Monday to Friday routine”</i> The students developed another activity called <i>“Breakfast at my house”</i> where the students had to complete statements using correctly the frequency adverbs and also the simple present tense the interaction was a very important tool. An speaking activity was developed to practice fluency, pronunciation, interaction and accuracy , it was a guess game called <i>“How often do you...?”</i> where one student will interview another student to know how often their partners do different activities. Finally, every couple was in front of the class sharing their information, doing the role play .During this oral production the teacher evaluated the oral skills.
I AM STILL TALKING August 10th–	GIVING ADVICE AND HELP OTHERS THROUGH MY OPINIONS AND MY POINTS OF VIEW THROUGH	To describe orally possible solutions, possibilities and give some advice to real problems about my classmates or general situations in life. To express opinions easily and show autonomous participation. To use all the information given in any of their oral	The students based on the legends that have been worked on in class, will have to give advice and possibilities to the characters and situations of the legends. As a speaking activity called

September 2018	THE USE OF THE WHISTLER LEGEND.	productions showing less pauses and hesitation when talking. To include contextualized ideas associated to realistic contexts in their oral production. To talk in a coherent way, use reasoned sentences, include appropriate things to say in a wide range of contexts. To express ideas creatively when using the language.	“what should I do?” “the teacher gave to every student a question in which they had to find an appropriate piece of advice to help their classmates. The students created a legend based on a sequence of pictures. This was a group work where they included all the grammar topics and vocabulary seen during all the sessions. They shared their stories to their classmates. The oral production was evaluated.
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Table 2. Time table.

CHAPTER 5: DATA ANALYSIS AND FINDINGS

This chapter presents the procedures followed to organize and analyze all the information collected during the interventions in the current research. In order to obtain accurate results it was taken into account the framework developed by Miles and Huberman (1994), who identified three important stages that are essential in order to have a suitable analysis of the qualitative data. This analysis must be systematic, follow a sequence and an order. The phases are:



Three stages are going to be explained with the aim of understanding the methodology and how it was possible to portray the categories and subcategories that emerged from this research process.

1. *Data reduction* this stage refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appears in the data collection instruments such as field notes, transcriptions or surveys; this first step often forces to decide the type of the data that should be emphasized and minimized for the purposes of the research. Having as a reference this definition, this element was seen in this project when the information was collected and organized, furthermore, in this step it was necessary to decide which information was relevant to answer the research question, underlining expressions, highlighting new words, phrases and sentences related to the

use of legends while reading the field notes and making the transcriptions of the voice records.

2. *Data display* is the second stage where the information is organized, compressed and assembled. A display can be an extended piece of text, diagram, chart or matrix that provides a new way of organizing the information collected; additionally, data display allows the researcher to establish categories or themes that may emerge from the data, that go beyond those that were discovered during the initial process of data reduction, so a process of comparing and contrasting appears here to discover the patterns as part of an ongoing analytic process. For this research project, data was summarized in a chart with categories and subcategories of analysis to have a more effective and organized way of interpreting the information.
3. *Conclusion drawing and verification* involves stepping back to consider what the analyzed data mean and to evaluate its implications for the questions posed; these findings allow the researcher to conclude if the project has presented the expected results or if new information has not been considered by the researcher. In this stage, the hypothesis presented has to be validated and fitted into the framed of the project.

The results of this last step are presented in the following paragraphs:

5.1 Category 1: FORM

In this category punctual aspects of oral production related to *Form* are going to be described, specifically two important elements: *fluency and accuracy*.

5.1.1 Fluency

The first element is *fluency* that is related to "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions." (Richards, Platt, and Weber 1985, p. 108). Consequently, with this definition it was possible to identify two important elements in students' oral productions, the first one is that they could communicate with each other in a natural way and the second is that they could produce a steady speech avoiding too much hesitation and pauses as it is going to be mentioned below. In order to describe this subcategory, I am going to present a contrast between a "before" and an "after" of the pedagogical intervention to show the students' oral production improvement.

At the beginning of the interventions the students had many communication problems related to fluency, they were very shy and felt uncomfortable when talking in front of their classmates, so they decided not to participate instead. When they had the turn to talk they hesitated constantly and there were a lot of pauses during their oral production, making the answer unintelligible and difficult to understand, as shown in the following audio transcriptions:

T. and what is the weeping girl doing ?

S1.mmmmm she crying no more.

S2. she looks scare ehthththth, because (P) she looking for her sons , she looks scare emmm! And messy and sheee, eeeeee no teacher se me olvido her eyes (eies) is emmm..... , aish se me traba la lengua (laugh)..... her eyes (aies) is emmm.... Espere profe como es la pregunta? Aah ya , and her eyes (P) is red .

S3emmm listo teacher, eeh she does a baby ummm....., si ve profe es que se me olvido espere ummmmm... ella wears (P) a white and black dress and she is forty eight years old and all her eyes (P) ehth is ummmmm no, no se teacher el color.

Transcript April 13th 2018

cycle 1 (weeping girl oral activity).

As is seen in the transcriptions the students use all the time fillers such as "ehthth", "emmm", "ummm" making the oral production repetitive and boring. In the same way, the expressions they used "*se me traba la lengua*" "*si ve profe es que se me olvido*" "*no, no se*

teacher ”; make evident the lack vocabulary or basic English expression to fill those gaps. All of those elements made the speech barely understandable, elusive and without a meaning in the communication process.

After the application of the different activities such as role-plays, pair activities, group activities dictations between the students among others. In the first cycle and considering the low English level the students had at the beginning of the interventions, it was possible to evidence that their confidence improved. The advance and enhancement of the students related to their fluency is highly significant as it is shown in the following example:

T. Let’s start I let you know when the time's over.

S1. Ok teacher I have the witch , she is the witch and is horrible, is ugly and sometimes can be cunning but at the same time very cruel and fierce, she gets angry, she is very rude and very afraid.

S2 Teacher I want to talk, I have the witch too, ok she is eeehh very evil because she all the time scares people, she tambien , ehhh she also, is ugly and grumpy and sometimes is very unkind because she does not help people. At night she is ugly.

S3 Teacher I make a story of the character, there was a prince who was always happy with his friends and very intelligent emmm! que mas? Emm! Aaa! ok he is helpful and sometimes a little shy, but his father was the opposite ,he was a very strong temper, evil and rude. The prince was taking care of his sister who was very beautiful.

*Transcript August 17th 2018
cycle 2 (review activity).*

According to the performance of the students in this activity, it is visible that they could produce longer sentences avoiding hesitation; furthermore, there was more participation and a better disposition thanks to the input given when reading the legends, which let them acquire more vocabulary and grammar. As stated by Ellis and Shintani (2014): “L2 learners need massive amounts of input in the form of listening and reading. In second language acquisition research, input is said to provide opportunities for both incidental intentional learning”. (p,24)

Also, and taking as a reference the survey done to the students at the end of the research process, it was possible to identify their perceptions in terms of their learning process and improvement related to fluency and pronunciation:

4. Teniendo en cuenta las clases y todas las actividades realizadas, ¿Crees que es un poco más fácil para ti expresarte en inglés delante de tus compañeros o tus profesores, sin presentar tantas pausas ni titubeos?

Si se me hace más fácil ya que nadie se quería expresar y con estas clases nos pudimos soltar para poder expresar.

5. ¿Consideras que tu pronunciación mejoró?

☐ Bastante ☒ Un poco ☐ Nada

4. Teniendo en cuenta las clases y todas las actividades realizadas, ¿Crees que es un poco más fácil para ti expresarte en inglés delante de tus compañeros o tus profesores, sin presentar tantas pausas ni titubeos?

Si, creo que el vocabulario, más los diálogos hechos en clase, me han ayudado a tener un poco más de fluides

5. ¿Consideras que tu pronunciación mejoró?

☒ Bastante ☐ Un poco ☐ Nada

4. Teniendo en cuenta las clases y todas las actividades realizadas, ¿Crees que es un poco más fácil para ti expresarte en inglés delante de tus compañeros o tus profesores, sin presentar tantas pausas ni titubeos?

Si, se me hace más fácil para hablar delante de mis compañeros y de mis maestros

5. ¿Consideras que tu pronunciación mejoró?

☐ Bastante ☒ Un poco ☐ Nada

4. Teniendo en cuenta las clases y todas las actividades realizadas, ¿Crees que es un poco más fácil para ti expresarte en inglés delante de tus compañeros o tus profesores, sin presentar tantas pausas ni titubeos?

Si, porque no me da tanta pena y conozco los tiempos gramaticales que me permitieron estructurar frases y diálogos

5. ¿Consideras que tu pronunciación mejoró?

☒ Bastante ☐ Un poco ☐ Nada

Finally, it is important to highlight their opinions and the positive contribution that this process had on the students in terms of fluency, due to they consider that it is easier now talk in front of their classmates and teachers. Also they can express their ideas using more vocabulary to have a natural and continuous oral production.

Another point was that their pronunciation improved since at the beginning of the intervention was surprisingly noticed that the students made big mistakes in some English words that are very common, but with the constant work and the readings about

the legends, students were able to pay more attention on the pronunciation during their oral production; also, the bad pronunciation of some conventional words was corrected.

In that sense, the legends allowed the students to improve their fluency due to fact that they can report information about topics of interest in an easier way, since they already have some background knowledge it increases their confidence at the moment of speaking because this is not information that has to be memorized, on the contrary, there are topics that can be told effortless and naturally facilitating the English oral production helping them to reach their objectives quicker.

5.1.2 Accuracy

The second element for this category is *accuracy*, as that according to Richards and Schmidt (2002), “accuracy is the ability to produce grammatically-correct sentences, but it may not include the ability to speak or write fluently” (p.204). Taking into account the previous definitions, the most common students’ grammar mistakes are going to be presented in the following transcripts:

S1. Hello My name is Mahoney I life is Suba with my mom, I has two brothers but they no live with we... emmm my father I no know he , my mom job in fabrica of muebles his job is very difficult because always go very late to the house

T. in a Furniture factory, good job Mahony

S6. My name is Vanessa , live with my parents in Bogota , the name of my mom is Viviana she eh hh is not like to stay in the house , she works very much she is, umm teacher how you say encuadernadora

T. Bookbinder .

S6. She dont take bus because the work is close and she has a bike big and old so she go in his bike..

S5. ok, hello guys ha,ha, ha, My name is David I have two brothers and zero sisters. Ivan Study in a University , get Up early Fernando is worker but he doesn't works in a Bodega he is work in the house.

S7. My name is Angel and I live with my mom and my dad she doesn't works because she is a

housewife and my father works, she cook so delicious and I have not brother I has one sister but she is not live with me and my mom, she life in other city his name is Carmen and she studying in SENA .

April 20th

(Oral activity- simple present tense)

As it is shown in the transcript the students had a lot of weaknesses related to accuracy, for example:

1. Subjects pronouns:

- Omission of the subject: “ ___ ”live with my parents in Bogota” .
- Incorrect object pronoun: “Their job is very difficult because (---) always go very late to the house ” , “ his name is Carmen and (---) studying in SENA” .

2. The misunderstanding of verbs and nouns such as “life” instead of “live”, or “job” instead of “work”, for example:

- “my mom job in fabrica of muebles his job is very difficult...”
- “My name is Mahoney I life in Suba with my mom”
- “She dont take bus because the work is close “

3. Mixed up time sentences, omit or add “s” and “es” incorrectly, using the base form of the verb in spite of the singular subject.

Additionally, the students had mistakes in terms of correct adjective placement and intensifiers putting it after the nouns, for example:

- Mix up of time tenses: “Viviana she is not like to stay in the house ”
- Bad uses of the verb have: “I have not brother I has one sister but she is not live...”

- Adjective placements: “The work is close and she has a bike big and old so she go in the bike..”.
- Incorrect addition and omission: “He doesn’t works in a Bodega he is work in the house”. “ Ivan study in a University, get up early Fernando is worker ”

As a result of the development of the legends and the different activities using them, it was possible to identify that the students developed grammatical accuracy towards the end of the research project. In all grammatical categories examined, the students made fewer errors: For example, comparing the “*Partners’ Monday to Friday routine*” with the first role play, it is evident the enhancement of the accuracy:

T. ...Good job but don't forget that *has* is with third person and *have* with I,you,we and they.

S1. yes teacher es que ese lo confundo mucho siempre me pasa.

T. Thats ok , but just keep practicing ok!

S2. My partner’s name is Felipe I think he is lazy but is smart too. He does not have breakfast in the house because he eat, in the school, he studies here obviously and he usually have ... has has teacher sorry , ehh he usually has typical Colombian food he watches your girlfriend in the evening

S3. My friends’ name is Andrea she is very intelligent but sometimes silly

S4. hahaha you are more silly!

S3. haha que va! ehh Andrea wakes up at 4:00 because she lives far, she has coffee and bread for breakfast , and for the lunch she usually has rise, chicken and red beans, she dont like go out because she likes much read.

May 14th (Oral activity -

“Partners’ Monday to Friday routine”)

Accordingly to the previous information, it is remarkable that the students were more aware of their grammar mistakes and they started using better the time tenses depending on the context, for example: “*he studies here obviously and he usually have...has has teacher sorry, ehh he usually has typical...*” Also, the correct use of the grammatical structures let them have a better oral production, interaction with their partners and understanding of the information

when they were sharing their ideas. So, it is evident that they could produce grammatically correct sentences during their oral production and it was thanks to the use of the Colombian Legends, because the texts gave them the necessary input to learn the grammar of target language.

In consequence, the impact of the legends in the enhancement of the accuracy is very positive due to this type of literature gives the students meaningful contexts where they can find interesting information, therefore, they may focus on the grammatical structures, collocations and word associations in a more conscious and easier way since the story is already known; also, reading legends helped them to internalize grammar and vocabulary. These texts created a positive impact on the learning process, which is at the same time positive for the process of language acquisition. This is reflected in student's answers:

6. ¿La información gramatical y el vocabulario dado al inicio de cada sesión te ayudo a entender mejor el tema y a usarlo en tus actividades orales? SI ☒ NO ☐ ¿por qué? Si me ayudo porque pude mejorar en el vocabulario, entender bien como hacer una oración.

6. ¿La información gramatical y el vocabulario dado al inicio de cada sesión te ayudo a entender mejor el tema y a usarlo en tus actividades orales? SI ☒ NO ☐ ¿por qué? Por que la informacion gramatical si sirve por que habia conectado con el resto del progreso de la clase

It is very significant for this project to recognize that all the activities planned helped the students to communicate easier with their classmates in English, on top of that, learners were able to become more accurate when using the language and were able to make an

appropriate use of language making a suitable connection between the context and the vocabulary needed.

5.2 Category 2 : Content

In this category the subcategories that were considered relevant for this research project in terms of *content* are going to be presented specifically two important elements that are: *previous knowledge-connection with the reality and interaction*.

5.2.1 *previous knowledge-connection with the reality*

The first element in this category is related to the previous knowledge and the connections with the real life experiences the students had when the Colombian legends were exposed during the sessions .One of the purposes of this research project was to use the Colombian legends as an important tool in order to take advantage of students' background and give them the opportunity to use it and encourage their participation. There were positives results related to this subcategory: first, the findings showed that they could connect and activate those previous ideas more effectively when reading a legend. Second, they could use that knowledge and transform it into interesting English oral productions and third, the students could relate the stories with situations or facts of their own environment and personal experiences, for example:

Student1 : “teacher, I remember that in Armero ehhhh.... has a landslide si? Como una avalancha years before ” . Teacher: “perfect, this is the homework you have to do make connections with this vocabulary and grammar and situation in colombia ” Student : “yesterday rain mucho in my	<i>Through the use of the vocabulary presented in the legends and in the respective sessions the students feel more familiarized with the topics and the story, letting them making connections and participating, sharing situations bound to their own experiences.</i>
--	--

neighborhood a la vecina se le inundo la casa ha,ha,ha a flood teacher but very strong que toco ayudarle ”. Field note 3 Mother Mountain/Natural disasters 20/04/2018	
---	--

As stated by Gillard (2009) language as a social practice requires students to engage in tasks in which they create and interpret meaning, as the students in this example who could communicate his own personal meaning and develop personal connections with the new language:

T. After this video about the whistler, do you know similar stories? S1. I want to participate teacher, is similar because my uncle sow ehhe, bueno pero mejor en spanish because is difficult “Así le pasó un tío , un día a las cuatro de la mañana a él le dio escalofríos, el empezó a sentir los pasos de una mujer que pasó con un sombrero grandísimo.....se hablaba mucho de la leyenda de la sombrerona en ese tiempo. T. Wow! That is really scary, is there somebody who wants to share something similar ? S2. Uy si! Teacher a mi tia le paso algo similar, sino que a mi tia la asustó el diablo porque ella vivía en el huila entonces pues el papá trabajaba en lo del arroz el era el que cultivaba e iba a recoger el arroz y eso entonces allí les toca entrar descalzos..bueno el hecho es que el las perseguía mucho a ella y la hermana a ellas las tenían bendecidas y aun así las perseguían uy no ! que miedo esas historias. Transcript September 7th/2018 (Whistler speaking activity)
--

As it is presented in the previous transcripts the students changed their shyness and careless attitude for a better disposition towards the class and even though those examples related to the connection with the reality were in Spanish, it is important to emphasize the way the students found motivation on the legends for expressing their ideas openly and easier without shame. They showed interest and more confidence when talking because it was

information with a real background, making the connection with the legend and their reality in a spontaneous action.

5.2.2 Interaction

Finally, the second element for the second category is *interaction*: The quality of interaction is thought to have a considerable influence on learning. Develop interaction between the teacher and the learners improve the communication among the participants (Ellis, 1985). At the beginning of this research project, there were a lot of problems of interaction and participation that made very difficult to have a good development in the interventions and a profitable continuity of the activities since they did not want to talk or participate in the oral exercises, as it is shown in the following field notes:

Student1: teacher please easy the evaluation. Teacher : we are going to start with group one, you are going to start. student 2: eeehhh no profe yo no quiero empezar,me da pena es que se me burlan mejor yo al final. Teacher: come on, you can do it, it's easy, dale tu puedes!. Student2: no teacher, asi yo no hablo. Teacher: Come on! what color is her dress? Student 2 : no, no se...no voy a hablar. <i>Field note 2 The Weeping Girl description- oral evaluation</i> DATE:13/04/18	During the class there were a lot of students who showed disagreement towards the oral activities being aggressive, showing an attitude of indifference and non- participacion.
Student : profe yo participo pero si se lo digo a usted nada más, yo no quiero hablar delante de todos” Teacher “why not? I will help you if you need to, you have to try, at least try to say something or one sentence ”	There were some students who had willingness to participate but just with the teacher due to they feel uncomfortable speaking in front of others.

Student : “no teacher como así, no yo no quiero...” Teacher : “ I will give you time” Field note 4 (breakfast at my house oral activity) DATE:4/5/18	
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According to the previous information and the interventions made. It was possible to recognize that there were a lot of students that did not want to participate and needed constant supervision and guidance when completing tasks. Some others were not interested in working in large groups or even peer activities, they reacted against teaching and learning, being aggressive with their classmates and also with the teachers. They were not open to share their work and they had discipline problems that made difficult for the other students around them to learn properly.

Nevertheless, as time passes the students started to have more confidence with the teacher and the classmates. All the group activities and the videos, readings, images, and vocabulary found in the legends allowed them little by little to be more enthusiastic and complete the tasks with a higher level of accuracy and fluency. This can be reflected in the next transcript:

T.De acuerdo con la leyenda del whistler vamos a escribir un consejo, advice to every character based on the video we watched,for example I would say the whistler should be more patient and he should not react like that.You have to use should and should not ok?

S1.Profe yo quiero pasar!

T.This is going to be in groups so I am going to decide who says the sentence

S2. Profe dejeme a mi, vea que ya la hice vea!.

S3. The whistler should not kill his dad

T. The second group, tell me an advice for that situation

S4 ok teacher the father should not shoot her and should talk with his son first.

S5. Nosotros teacher aqui vea que nos quedo chevere

T. ok, you are going to tell us the advice you did

S5. Teacher Complacer in english

T. Please

S6. ehhh, the parents should not please the kid in everything because, he has bad comportamientos...

T. behaviors, good job that is a good advice nowadays.

Transcript September 7th/2018

(Whistler speaking activity)

The positive results for interaction are related to the learning process since they started to have more participation with the teacher, asking questions and giving opinions about the activities. They did not hesitate to ask or answer, they started supporting each other during the classes and they participated actively in the lessons, enjoying them. They were very interested and excited to share their answers, as it is reflected in the next transcript:

T.Taking into account the grammatical structure work on the reading of the whistler, I brought some questions that you are going to answer using should or should not.

S. teacher in groups?

T.No, this time is individually, everyone has a question. Please organize your seats in a round table

S2. all we have to talk?

T. yes, everybody, ok let's start with this, it has to be a good advise ok guys ?.

S3. teacher I want to start is easy, ok the situation is "My sister wants to leave her boyfriend

but she doesn't know how to tell him, what should she do?, Ok ehh I think that she should talk to him and speak with her hearth

S4. uyyyyy se inspiro (laugh)

S5. I was looking after my friend's hamster and now I can't find it. What should do I?

S3. así no, primero va el sujeto "I" es What should I do?

S5. aaah si, si sorry teacher ok I think I should put food around the house so the hamster come back.

Transcript August 28th/18

(oral production activity)

Although their answers may not always be correct during the oral activities, they showed more personal interaction, which helped them to have few discipline problems too. It is important the importance of legends in the enhancement of motivation and participation, reading those texts helped the students to develop comprehension as a result of using contextualized readings which contribute to change students' attitude towards English and specifically activities related to oral production.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

Through the implementation of this research project and based on the findings, it is possible to draw the following conclusions:

Regarding the general objective of the study it is possible to affirm that the impact of using Colombian legends to enhance oral production development in EFL allowed the students to approach knowledge in a unique way, due to it promotes meaningful negotiation related to the students' daily life and the new knowledge acquisition and provides meaningful context that involves a significant range of vocabulary, it appeals to imagination and enhances creativity, it develops cultural awareness and encourage critical thinking (Van, 2009). With the combination of real context and knowledge background, the students become more active in the teaching and learning process, they also engage easily thanks to the optimal context provided by the legends producing a big impact on the improvement of the different oral skills.

On the other hand, it could be assured that the use of the correct input influence in a significant way the improvement of the students oral production, causing more confidence at the moment of creating their oral reports. Even though, there can be some mistakes during their oral activities, it is noticeable that the students are now capable of producing more coherent sentences using different grammatical structures and more vocabulary. All of those positives factors make the students become more interested in learning and have a productive participation during the classes.

Finally, it is important to give students appealing options and provide a confident learning environment to speak; one of the major achievements of this project was that the learners were able to communicate using the English language as a bridge to express their thoughts. They could understand how important is learning a forcing language to become a

qualified person, both inside and outside the classroom. It is important also to conclude that legends brought tons of motivation into the class, nobody felt threatened or discouraged. All of these personal interactions were meaningful because the students were able to interact with one another, carry on conversations and hear significant rules being modeled towards the accurate learning of a foreign language.

6.2 General recommendations

To conclude with this project, it is important to give some suggestions that might help others in this English teaching process:

In terms of the pedagogical intervention, it is important to encourage the teachers to create and look for new interesting alternatives to support the students in their learning process, creating pleasant environments and activities to help the students to overcome the difficulties that do not permit an appropriate development of the communicative competence due to children are in a constant change and they need to be motivated constantly to make them participate in an spontaneous way.

Additionally, built a healthy atmosphere with all the students is key for strengthening and creating strong relationships, full of confidence, that allow the students being natural and willing to keep working on their learning English process.

Moreover, it is important that the school recognizes and works on the negative consequences that produce the constant change of English teachers and also the lack of them for long periods of time. This makes very difficult to obtain an appropriate and significant learning process because the students do not have the possibility to have a constant and suitable monitoring to reduce low academic achievements. Besides that, the option of using convenient

technological resources and colorful material make the class more interesting, helping the students to engage in the activities and increase their motivation and relate the knowledge they are acquiring in a significant way.

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ANNEXES

Annex 1: Surveys

The following survey was applied at the beginning of the intervention to have the student's characterization.

 UNIVERSIDAD PEDAGÓGICA NACIONAL
DEPARTAMENTO DE LENGUAS

Date/FECHA: 11/09/17
Age/EDAD: 13
Grade/CURSO: 802

NOMBRE: Jenny Carolina Pelaez Peña

Querido estudiante te agradecería que respondieras esta serie de preguntas de la manera más honesta posible. Recuerda que esto será para el beneficio de todos y para el mejoramiento de nuestros procesos de aprendizaje en el área.

 • ¿Con quien vives? con mi mamá y mi hermano

• ¿Cuántos años llevas estudiando en esta institución? 8 años

• ¿Consideras importante el aprendizaje del inglés? SI ☒ NO ☐ ¿por qué? por que, es muy necesario para un futuro un buen trabajo.

• ¿Has estudiado inglés anteriormente? SI ☐ NO ☒ ¿En donde lo hiciste y por cuanto tiempo?

• ¿Cuáles crees son tus fortalezas a la hora de aprender inglés? ¿Por qué? pronunciación soy buena pronunciando y cuando hago lecturas me va bien

• ¿Cuáles crees son tus debilidades a la hora de aprender inglés? ¿Por qué? Atención me distraigo mucho y a veces no pongo atención

• ¿Te gustan las clases de Inglés? SI ☒ NO ☐ ¿Por qué? por que se me es un poco facil y Siempre me ha gustado y es necesario para la vida.

• ¿Qué actividades se realizan en clase?

☒ Ver videos/Películas	☒ Ejercicios en guías	☐ debates
☐ Trabajos en grupo	☐ Películas	☐ otras,

cuales?

• ¿Qué materiales se utilizan en las clases de ingles ?

☐ Computadores ☒ Televisor ☐ Flashcards (imágenes) ☒ Dicionarios

¿otros, cuales ?

• ¿Qué actividades te gustaría hacer en las clases de ingles?

Aprender mas canciones en ingles, de todo genero

 • ¿Qué te gustaría ser cuando seas grande? ¿Por qué? Psicóloga, por que es algo que me llama la atención y es algo hago sin querer estudiar la forma de ser las personas

• ¿Cuáles son tus pasatiempos favoritos?

☒ Leer ☐ Ejercicio

☒ Ver Pelis ☐ Dibujar

• ¿Qué actividades te gustaría hacer fuera del colegio? Salir mas con mis amigos, ir a clases de ingles e ir a parques.

Survey 2: This survey was applied at the end of the intervention to know the students' perceptions

TEACHER: Mayra Alejandra Avila Bohorquez UNIVERSIDAD PEDAGÓGICA NACIONAL
School: Colegio Rafael Bernal Jiménez I.E.D
Grade: 902 Date: September 21st/2018.

St. Alejandra Avila Bohorquez
Lic. Lenguas Extranjeras

1. ¿Qué tipos de conocimientos previos necesitaste para acercarte a las leyendas?
conocimientos previos sobre:
- ☐ situaciones que ha vivido alguien en tu familia.
 - ☒ situaciones relacionadas a tu vida escolar con amigos o profesores.
 - ☐ situaciones que has vivido ya sea en tu barrio o casa.
 - ☐ OTRA _____

2. ¿Fue fácil para ti conectar las historias de las leyendas colombianas con situaciones similares a tu realidad? SI ☒ NO ☒ ¿Por qué?

No pues se que es ficticio pero pues no creo que eso exista, entonces meterlo en mi realidad pues no es facil.

3. ¿Crees que el uso de las leyendas Colombianas y la conexión de estas con situaciones de la vida real te ayudaron a mejorar la producción oral en inglés? SI ☒ NO ☐ ¿por qué?

Pues no me gustaba leer, pero cuando lo hago me siento comodo hablando.

4. Teniendo en cuenta las clases y todas las actividades realizadas, ¿Crees que es un poco más fácil para ti expresarte en inglés delante de tus compañeros o tus profesores, sin presentar tantas pausas ni titubeos?

Si, porque me siento bien ya que el curso va entiendo que no somos especialistas y estamos al mismo nivel.

5. ¿Consideras que tu pronunciación mejoró?

☒ Bastante ☐ Un poco ☐ Nada

6. ¿La información gramatical y el vocabulario dado al inicio de cada sesión te ayudo a entender mejor el tema y a usarlo en tus actividades orales? SI ☒ NO ☐ ¿por qué?

Pues ya no me queda sentido sin hacer nada, si no gracias al vocabulario trabajo por lo medio entiendo.

7. ¿Te sientes más motivado ahora para seguir compartiendo tus ideas y pensamientos en inglés? SI ☒ NO ☐ ¿POR QUE?

La profesora nos ha ayudado a todos para llegar a un buen nivel de ingles, y de mi parte me gusta seguir mejorando.

THANKS FOR ANSWERING! ♥♥♥

Annex 2: field note 1

Field note 1		
SCHOOL: Rafael Bernal Jimenez TEACHER: Rosa	DATE: 26/02/18 ADVISER: Diana Martinez Cifuentes	HOUR: 6:05am- 8:15 GRADE: 902
ACTIVITY	ACTION DESCRIPTION	REFLECTION AND COMMENTS
The teacher will write down some questions on the board like: what is a legend?, what are its characteristics? what kind of topics do the legends have?, What Colombian legends do you know?. This is with the purpose of letting the students understand what they are going to do during the next interventions. After , they will have to answer the questions ,giving ideas and interacting with their classmates. All the ideas will be written on the board. At the end all the students will create a mind map that have to be in their notebooks	The class starts at 6:20 due to some students went to immersion class. Therefore just the half of the students are in the classroom during the first hour. The researcher starts the class asking : Teacher : hey guys,what do you know about Colombian Legends ? Students: what teacher?, otra vez... leyendas ? Teacher : Yes legends, What is a legend? Student 1 :ehhh is a history... es una historia sobre algo que pasó teacher Student 2 : aahh si! mi mamá me ha contado de esas, es como la llorona y así . Teacher: ok guys yes it is, like the weeping girl, la llorona (she writes that name on the board) Student3: la que profe ? como se escribe ? ahh! ¿así se dice ? Teacher: all the legends contain a mixture between reality and fiction and the main character should have human qualities and it has to give a moral lesson what is the moral lesson in The weeping girl ?(all the things the teacher said are written on the board) Student: cuidar a los niños Student : "the <u>childrens</u> ehh no <u>dejarlos</u> solos " Student: teacher responsibility si se dice así? Teacher : yes, you are right!	The students have a lot of energy,there are students that are very active and show emotion when they have to participate but the majority of them do not show any emotion instead of that they use their phones or look through the window. Is noticeable that the students have a big knowledge background related to the legends , and they share the same versions. Meanwhile some students are participating, some other are doing homework of other subjects and others are laughing. They seem to be very shy and feel uncomfortable when they try to say something in english and they decide to speak in spanish even though they know the word in english

Annex 3: Consent form

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 2 de 3

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo Luz Marina Guzman Peña mayor de edad, identificado con Cédula de Ciudadanía N° 51659857 de Bogotá, con domicilio en la ciudad de Bogotá
 Dirección: cll 75 #55-59 Teléfono y N° de celular: 3132526403
 Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos:	Tipo de Identificación	N°
<u>Felipe Calderon Guzman</u>	<u>1000474628</u>	<u>3012530672</u>

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: Universidad Pedagógica Nacional.

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,

Luz Marina Guzman Peña

Nombre del adulto responsable del niño o adolescente: Luz Marina Guzman
 N° Identificación: 51659857 Fecha: 26/02/2018

Firma del Testigo: _____

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Annex 4: partner Monday to Friday Routine -speaking activity (Mother Mountain Cycle)

Your name: Vanessa

Alejandra Avila Bohórquez
Lic. Lenguas Extranjeras

Prince

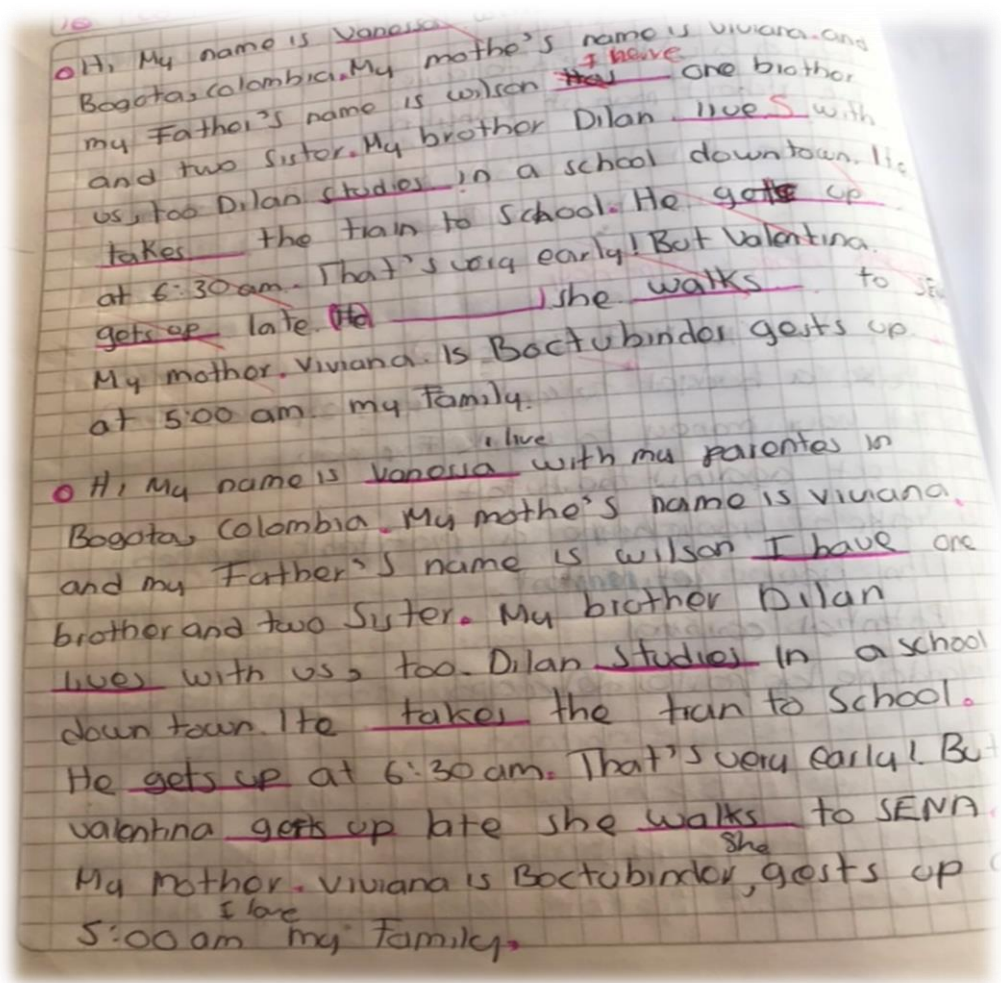
Circle the words that describe this character:



happy feliz	friendly amigoso	clever inteligente
caring cuidadoso	angry enojado	beautiful hermoso
rude grosero	handsome hermoso	evil mal
helpful servicial	smart inteligente	moody temperamental
honest honesto	ugly feo	kind bueno
wicked malvado	nasty asqueroso	scary de miedo
cross cruel	shy timido	mean malo
horrible horrible	sly famoso	polite cortes
grumpy grihón	calm calma	furious furioso
unkind cruel	fierce feroz	bold negrita

Write some sentences about the character: There was once a prince who was happy, friendly, intelligent, helpful and sometimes a little shy but his father was the opposite was a very strong temper was unkind evil rode the prince was taking care of his sister who was very beautiful of an ugly guy and disgusting that only he did wrong to his kingdom

Annex 6: Describing my family –Speaking activity



Annex 7: The weeping girl oral activity.

How does she look like?

How old is she?

What are her color eyes?

What is her hair color?

What is she wearing?

What is she doing?



Annex 8: identification of students' knowledge background –Whistler Legends



a

