

Handicrafts in an EFL Classroom: A Didactive-Creative Proposal

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Dedicatory Page

It has been a long path, where I have faced many obstacles, where I learnt to learn from me and from you all. This study is dedicated to my family, my mother, my sisters, my uncle Julio, my friends (Wolfpack, UPN family and Bicho), my students and their parents. This is a prove that even life itself is against us we can turn it to our side.

Although these seventy pages try to summarize one year and a half of work and also five years of pedagogical experiences it has not been enough. These seventy pages are symbolic; this study is for my University, this research is for my teachers and tutor, this study is for the class I directed (My Smurfs), this study is for all my friends who pushed me when it seemed to be impossible, this study, monograph, thesis, research is for me.

Also, a life would not be enough to thank my Tutor Ronald for his comprehension during this process. His labor was beyond I could have expected, his companionship during this process pushed me to continue. Thank you professor.

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2. Descripción
<p>Tesis de grado donde el autor da cuenta de la incidencia del uso de manualidades como material didáctico el cual contribuyó a la potencialización de la habilidad oral de los estudiantes del curso Básico 1 del Centro de Lenguas de la Universidad Pedagógica Nacional. Este estudio es sustentado a partir de la perspectiva Comunicativa de la Enseñanza de una Lengua (Communicative Language Teaching) y se centra en las ventajas de las manualidades como material didáctico y su incidencia en el proceso de enseñanza-aprendizaje del Inglés como lengua extranjera. Este es un estudio Investigación-Acción el cual toma en cuenta la recolección de datos y el análisis de estos a través de la triangulación como metodología. El documento cierra con la presentación de los resultados, sugerencias y reflexiones de la intervención pedagógica hecha por el docente en formación.</p>

3. Fuentes

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4. Contenidos

Debido a que este es fue un estudio de Investigación Acción el primer paso que se llevó a cabo fue un proceso de observación en el cual se identificó un problema y se procedió a plantear un objetivo general y dos específicos para así dar solución a dicha problemática. En cuanto a los objetivos se destaca el objetivo principal el cual se centra en la mejora de la interacción oral espontanea a través del uso de las manualidades como material didáctico en el cursos Básico 1 del Centro de Lenguas de la Universidad Pedagógica Nacional. El primer objetivo específico resalta el impacto de actividades conversacionales basadas en el uso de las manualidades para iniciar una producción controlada y semicontrolada. El segundo objetivo específico valida el uso

de las manualidades para promover la interacción oral espontanea entre los estudiantes.

Además de ello se presenta en el documento como fue desarrollado el trabajo investigativo, para ello se tienen en cuenta el capítulo introductorio en donde se da cuenta del tipo de población y sus características, el segundo capítulo en donde se encuentran los focos teóricos que sustentan el estudio, el tercer capítulo el cual hace referencia a la metodología investigativa, el cuarto capítulo el cual contiene información acerca de la intervención e implementación pedagógica, el capítulo cinco en donde el análisis de datos es presentado, el capítulo seis en donde se presenta un resumen de resultados y el capítulo siete el cual se basa en las conclusiones y recomendaciones.

5. Metodología

La metodología usada a lo largo del estudio encaja en los postulados de investigación acción ya que se tomó una población de muestra (24 estudiantes del curso Básico 1 del Centro de Lenguas de la Universidad Pedagógica Nacional) y a partir de ella se identificó un problema para luego ser solventado en tres fases de implementación.

Los instrumentos de recolección de datos aplicados durante el proceso fueron: Artefactos, Diarios de Campo y Grabaciones de Audio. Para el análisis de la información recolectada fue necesario triangular la información recolectada y proceder al análisis de esta. Luego del proceso de análisis se inició una etapa de conclusiones tomando como referencia los objetivos en un inicio planteados.

6. Conclusiones

Tomando como referencia lo contenido en el capítulo de conclusiones es pertinente mencionar que:

Las actividades conversacionales planteadas en un inicio sirvieron de guía para que los estudiantes estructuraran sus producciones orales en los diferentes momentos en los que fue necesario usar la lengua extranjera.

Las manualidades sirvieron de promotores iniciales para el fortalecimiento de la habilidad oral de los estudiantes del curso Básico 1. Las manualidades fortalecieron y promovieron procesos comunicativos reales en el aula evidenciando así la relevancia e importancia de estos en el proceso de aprendizaje y fortalecimiento de esta lengua entre los aprendices.

Para el final del procesos los estudiantes lograron mezclar lo aprendido en un inicio para ya luego usarlo en sus producciones espontaneas, las cuales se dieron en lugares ajenos al aula de clase, pero que demostraron la independendencia de ellos frente al uso de la lengua extranjera.

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Revisado por:	Ronald Andres Rojas

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Abstract

The objective of this research is to analyze the enhancement of spontaneous oral interaction through the use of handicrafts as a didactic resource in the class Basic 1 of the Universidad Pedagógica Nacional's Centro de Lenguas. The diagnosis was made taking as reference what the MEN and CEFR have established to ten and twelve language learners in terms of language performance at these ages (A1, A1.1, A2, A2.2). The study is supported by the Communicative Language Teaching perspective and focuses on the advantages of handicrafts as didactic material which contributed to the improvement of the learners' oral interaction in an EFL classroom. This study is mainly an Action Research that takes into consideration the data collection and its analysis through triangulation as methodology. The document ends up with the results, conclusions, suggestions and reflections of the pedagogical intervention done by the pre-service teacher towards his labor.

Key words: Handicrafts; EFL Classroom; Action Research; Constructivism.

Chapter 1: Introduction

1.1 Introduction of the Study

1.2 Characterization

In this part of the document the reader can find data related to the population that was currently observed (Class Basic 1 at Centro de Lenguas), information about the local context of the institution and a detailed description of the institutional context, also there will be a description of the students' cognitive, socio-affective, cultural and linguistic characteristics.

1.2.1 Context

1.2.1.1 Local Context

The Centro de Lenguas (CL) of the Universidad Pedagógica Nacional, located in Calle 79 N° 16-32 in the locality of Chapinero in Bogotá, Colombia, is a subsidiary of the Universidad Pedagógica Nacional. It is surrounded by places such as Unilago, the Centro de Alta Tecnología and the Transmilenio station Heroes. The main street to access the Centro de Lenguas is Carrera 14 way north-east. Before being known as the CL, it started as an extension course offered by the university to its students and officials since 1995. Later, in 2004 the extension course became in what nowadays is known as the Centro de Lenguas. The classes are in the building at Calle 79 or on Saturdays because of the amount of students at Calle 72.

1.2.1.2 Institutional Context

Although the Centro de Lenguas does not have a mission and vision, these components can be found in the University's principles. As a direct dependent, the CL has been founded with the mission of generating an impact in Colombian society due to the research and developments that are constantly carried out inside the institution, its processes must contribute to the nation's' development. The Centro de Lenguas'

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The vision is to develop the cultural capital of Colombians in order to cause impact in the local context with an echo in an international ambience. Taking into consideration the three categories of English language learners (adolescents/adults, children between 10 and 12 years old and children between 7 and 9 years old) and the different levels (Basic, Intermediate, Advanced and Conversational) that the CL offers, it is essential to know the disciplines and the pedagogical aspects involved in the process promoted by the CL for the project below. Following with what has been previously posed, it is important to know the division of the course Basic I. The course was divided in five units; each one was linked to topics related to daily life such as greetings, student's life, the house, family and common social dynamics, each unit had at least two communicative and language objectives that were covered in a suggested period of time of ten hours (Casas, M. Monroy, M. Rios Y. 2014).

1.2.1.3 Participants

In regards to the population that was observed (Basic 1), the course started on August 1st2015 and was formed by twenty-one students, fourteen girls and seven boys, they all were between ten and eleven years old. During the classes, learners behaved and participated according to the activities such as word searches, crosswords, music worksheets, etc. Proposed by the teacher showing high interest about the class. The book they currently use in class is "Up Beat: Starter".

Along the observations and taking into consideration the different exercises, dynamics and events occurred in the classroom, learners' cognitive characteristics were defined by the multiple learning styles. As was evident in the field notes (Annex 1) their variety of responses depended on the stimulus or the activities and this showed their preferences for speaking in some cases (when the teacher asked them to act) instead of writing (when the teacher asked them to write short paragraphs) or reading (when the central activity of the book was a lecture) instead of

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listening (when the class went around a fill in the blanks activity), it belongs to their self-capacity to response.

In order to characterize the course a survey was applied to the students (Annex 2). To begin, with regards to the students' socio-affective context, most of them lived with their mother and father, whilst some lived with at least one of their parents, but it was highly remarkable that a commonality found was that most of them lived with grandparents in both cases (families consisting of mother and father or only one of them). The predominant social strata of the students were three and four but the difference between each one is not wide. As for the schools the majority of students were from private institutions endowed with audiovisual resources and physical material such as books, dictionaries and didactic resources, but a small portion of them presently studied in a bilingual school.

In terms of learners' cultural aspects as was expressed in the survey they answered at the beginning of the process, their common habits were characterized by activities according to their age, the resources they had at home and their life goals. 59% of the students spent between 1-2 hours surfing on the internet meanwhile 27% of the students spent at least between 4-6 hours doing the same activity and the remaining 14% expressed that they surfed on the internet for more than 8 hours. In addition, 36% of the students learnt English because it was interesting for them contrast with 59% of the students who considered English as a necessity in their lives, future of their scholar year.

In regards to the class' linguistic characteristics the class did not have an advance English proficiency but it was not a disadvantage in the new foreign language learning process. They adapted well thanks to the bases that helped them in the new process. Because of the pedagogical and research process, this context allowed the execution of the proposal. It was convenient to consider this population as a community with the same dynamics that can be found in a normal

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school (relations in a classroom, contact with parents and impact of the mission and vision of the immediate context where it is placed, Student-Student and Teacher-Student interaction).

Having contemplated the previous aspects, it was essential to consider class Basic 1 from the Centro de Lenguas as a community that was inside a suitable context where the student's English skills could be developed better than in other places. Aspects such as the interest on the language, parents' support and context adaptation were important facts that allowed a proper implementation of the English project proposal below.

1.3 Diagnosis

In order to have a standardized evaluation of the speaking performance in an oral interactive situation of the students, the requirements proposed by the MEN and the Common European Framework of reference for languages (CEFR) were essential to design a speaking chart where the common points of the two institutions were summarized in eleven items that evaluated students' speaking performance. According to the MEN (They were 5, 6 and 7 graders, they belonged to the category A2.1 or A2.2) and the ELF (A2) the students from the class Basic 1 were able to express the items below in English. Each item had a grading of 9 to get a 100.

The items were divided into two categories, monologues and conversation. The characteristics of the monologues were: The student describes people, places and objects, gives easy instructions related to his/her close context (school and family), compares places, people and objects, expresses his/her likes and dislikes and describes events or activities related to his/her close context (School and Family). In terms of conversation the characteristics were: The student answers with short phrases about known topics, asks about explanations related to his/her close context (School and Family), participates in daily communicative events such as greetings, apologize and ask favors, uses nonverbal codes such as gestures and intonation, creates easy questions about familiar things and starts and finishes a conversation about a familiar topic.

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To evaluate these items, the individual performance in the second exam was taken into account. The results were: Six students had 90% as a result of the evaluation, one had 72%, three had 63%, two had 54%, two had 45%, one had 36%, three had 27%, one had 18%, two had 0% and one did not go to the exam. Taking into account the results twelve students (54%) achieved the level A2 in contrast to nine students (40%) that were classified as A1 language students (Annex 1).

Even though the researcher did not have the opportunity to make direct interventions during the classes, the analysis of the students' needs was carried out through observations, surveys, conversations with the tutor teacher and a diagnosis process. The learners' diagnosis consisted of the analysis of the result of the two exams that the students had by that time but emphasizing on their oral production (Annex 3).

With regards to the first exam, it was composed by the thematic covered in the first two units. Topics such as personal information in the first unit (nationality, phone number, address and family) and object characteristics in the second (likes, dislikes, possessions and food) were evaluated. The exam was divided into four sessions, speaking, grammar, writing and listening.

The speaking exercise was based on the creation of a short speech keeping in mind three options: giving information about any topic, talking about their family and friends or participating in role play in a café. The results of this exam showed a variation.

To analyze the results of the speaking evaluation skill, the Foreign Language Learning requirements required by the MEN (Ministerio de Educación Nacional 2006) and the CEFR(Common European Framework of Reference, 2002) were taken into consideration due to the fact it was necessary to establish a contextualized speaking skill standard, with the minimum required by those institutions that took into account the Colombian context and the communicative abilities they were supposed to have by that time (**Monologues:** General descriptions of places, situations and people, understanding and production of basic instructions.

Conversation: Student provides short answers, asks about explanations, uses basic commands, creates easy questions and starts and finishes conversations about a familiar topic) (Common European Framework of Reference, 2002. P. 230). (Annex 4).

Different perspectives towards the speaking skill problematic were contemplated, that is why the diagnosis was built from three different perspectives (Researcher's perspective, Students' perspective and results). With regards to the survey which allowed the systematization of students' option or opinion in regards to their performance in class, this resource was applied at the beginning of the semester, questionnaires about participation difficulties were posed at the end of it. Students' answers varied according to their own perspective. Towards the question "if you have the opportunity to participate, you: **do it** or **do not do it**? The answers were heterogeneous. In some cases, students expressed their pleasure when they do it, due to the fact that they felt confident enough to accomplish it and also because they had already covered those topics at school in contrast to other cases where shyness appeared as an option because their knowledge about the new language was limited, also their perspective towards participating in class was evident (Annex 2).

Another diagnostic activity was applied but this time the goal was to know the reasons behind their lack of participation in class (Annex 5). This activity consisted of the creation of a fictional situation where learners were about to pass away and according to that situation they had to answer a series of questions related to their familiar context and self-world such as "Name 6 people you would take with you in a big trip before passing away", "List 6 objects you would take with you in that trip" or "What do you feel when you do not understand something in class?". According to the results, most of the students would take the majority of their relatives; also pets were taken into consideration. The objects they would take with them reflect their daily routine and customs but one of the most important questions and answers was the one related to their feelings in terms of doubts. In this question most of them expressed that even though they

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have a teacher guiding them they felt afraid to ask the teacher something. Furthermore, words like “frustration” or “frustrated” reflected an urgent work on confidence and interaction among students and teachers.

Although the proper development of the four language skills was essential in the learners’ process, the project below was related to the improvement of a limited or nonexistent oral interaction performance among them. Following the previous idea, the researcher focused on the speaking process of the students taking into account the results of the first and the second exam. These results showed the different personal difficulties of each student. Also, after analyzing the exams it was possible to evidence the improvement of the students. The speaking performances of the second exam showed a variation in contrast to the first speaking exam. 31% of the students improved their speaking skill in contrast to the first exam, 22% of students had the same performance but it did not mean that they had bad results, actually their results were the highest, 27% of the learners who did not get the result expected, revealed a decrease in their performance. The components that were evaluated during these two opportunities belonged to students’ capacity for describing, expressing, answering and participating in a conversation. The results above showed that most of them acquired these abilities or improved them.

The number of students who started the process with no bases were able to start describing situations and creating a basic conversation taking as a main component the structures and the vocabulary learnt in class. Whilst the quantity left over did not improved or acquired this new ability. 13% of the students did not have information about their first exam results.

In order to make a complete diagnosis of the class Basic 1, three different activities were carried out: a survey to know the students’ skills preferences, a self-knowledge activity to know their fears when they had to participate in class and a speaking chart in order to classify them into the levels proposed by the MEN and the CEFR. The results of the speaking chart were essential because it allowed to establish a starting point in the students’ speaking performance

that had to correspond to the level A2 according to CEFR was established in the adaptation done at the beginning of this document.

Besides the diagnosis of the four language skills every class was a new opportunity to know students' abilities. Following the organization of the class it started with working on the book, during this period of time (first 80 minutes of the class) just few students participated and interacted in class. This happened many sessions with some exceptions due to the variation of the activity and material. In contrast with this situation when the teacher changed the material the students' behavior changed due to the class was not focused on the repetitive activities proposed by the book. On the other hand, the dynamics modified the students' behavior and interaction among them and between the teacher creating a better learning atmosphere that increased their participation and excitement.

1.4 Problem Statement

In the class Basic 1 of the Centro de Lenguas of Universidad Pedagógica Nacional, a problem was identified related to the lack of oral interaction among the students. This problem arose due to a series of analysis of the classroom's dynamics and students' responses to the different activities (Book activities, spoken activities such as role plays or activities designed by the teacher). During the observations made in the class Basic 1 the researcher could notice that the students' oral interaction in class was limited. The poor interaction among them and learners' lack of confidence about their knowledge influenced students' oral performance generating the learning process not as effective as it was expected to be. It was a repetitive phenomenon in every class with some exceptions when a specific group of students participated and interacted by themselves. In other sessions the interaction initiative was promoted by the mentor-teacher. During the observations in the class Basic 1 of the Centro de Lenguas many problematic situations were evident such as the lack of confidence, the bad English basis provided by the schools' programs but the one that concerned the most in this project was the lack of interaction

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that directly affected the English Learning Process of each student and according to Adams, Iwashita and Jenefer (2004) a good interaction among students can improve the learning process that they are working on.

The lack of oral interaction evidenced in this group relegated the students into a comfort zone that decreased their use of English in real situations. This is why they preferred most of the time as is evident in the field notes after some questions done by the teacher where the students opted for answering in Spanish rather than in English. This evidenced the poor use of English in the classroom besides the opportunities they had to practice and interact among them were totally minimized due to the time dedicated to it.

The deepening of the type of practices would have evidenced the importance of interaction in the learning process of a foreign language; the continuous group construction of knowledge could have allowed the students to correct themselves and landed their ideas in a known context in where they could have had the opportunity to react differently or even better.

1.4.1 Justification

The aim of this project was to improve students' speaking skill, specifically spontaneous oral interaction among them, but beyond that it was important to keep in mind relevant aspects such as the personal development of the student, it was because learning a foreign language does not only imply the memorization of a series of rules but it also implies the construction of the human self.

Promoting an environment where the students could express not only what the syllabus demanded but also what they think and feel might encourage them to interact among themselves using the target language. This was an opportunity to change an old paradigm where the ones who speak in class are listened to while the others that are on the corner are ignored because they "do not have" anything to say. This was an opportunity to listen to the voice of students who did not have the opportunity to express their ideas and reflect about them.

Carrying out this project not only implied learning a foreign language, it also allowed the blossoming of humans and provide students with useful tools that would support them for the rest of their lives. As Goffman (2002) has stated, oral interaction not only means the production of isolated ideas or statements, it means as well the understanding of extra linguistic facts that are inside a language, it means gestures and affective aspects that directly affect the face to face communication between two people. Teaching the students, the way to complement their speeches might help them to understand and complement their ideas with a more specialized use of language (cognitive and social affective aspects as well as gestures with social attributes that interfered in the production and interpretation of speech).

According to Goffman (2002), developing students' speaking skill (the capacity to exchange their ideas in a real interactive situation) permits them to not only express their own world but also understand how their peers see and conceive the reality in order to constantly construct knowledge and themselves in a cooperative way. When a student has the opportunity to be heard and to practice in class, is carrying out his/her learning process because is letting the others be part of his/her own cognitive construction because when a student learns how to express him/herself is learning at the same time how to listen to the others.

That is why the handicrafts would be an opportunity to let the students first of all let their imagination be part of their process, contribute actively to the class, express themselves and listen to their peers. When a student is conscious of what is doing rather than repeating certain information his/her learning process becomes meaningful.

1.4.2 Research Question and Objectives

How does the use of handicrafts as a didactic resource promote spontaneous oral interaction among A1 students from the class Basic 1 at the Centro de Lenguas?

The objective that enclosed a didactic solution to the problem above was to analyze the enhancement of spontaneous oral interaction through the use of handicrafts as a didactic resource

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in the class Basic 1 of the Universidad Pedagógica Nacional's Centro de Lenguas. This objective was divided into two specific objectives:

- To analyze the impact of conversational activities based on the use of handicrafts to start a controlled and semi -controlled interaction.

- To validate the influence of students' oral interaction through the use of handicrafts as a didactic tool.

Chapter 2: Theoretical Framework and State of Art

In order to accomplish the general objective above and to propose a didactic solution of the problematic previously stated this proposal was based on the role of interaction in an EFL classroom and the advantages of handicrafts as a didactic tool. In addition, the literature review was focused on inquiring studies related to the impact of oral interaction in EFL settings and the convenience of didactic material in the foreign language teaching-learning process.

2.1 Summary Chart

The following studies draw possible conclusions to the activities planted in the following proposal due to the fact that all of them cover at least one of the main components of the goals presented in the first part of the study. In order to knit the following literature review, it was necessary to focus the inquest according to the main goals of this study. Exploring local, national and international research studies about the role of the oral interaction in an EFL classroom was constantly done in the process. Besides this, there were other factors that were taken into account such as the advantages of using didactic material to improve students' performance in the classroom.

Title	Year	Ambit
La interacción en la clase magistral: Rasgos lingüísticos del discurso interactivo en Inglés.	2002	International
Theoretical Perspectives Underlying the Application of Cooperative Learning in Classrooms.	2013	International
Interaction in the English Classroom; An Exploratory Study.	2004	International
Hacer Realidad el Aprendizaje Significativo	1999	International
Enhancing Oral Interaction in English as a Foreign Language Trough Task-Based Learning Activities.	2009	National
Developing Accuracy and Fluency in Spoken	2014	International

English of Chinese EFL Learners		
Authentic Oral Interaction in the EFL class: What it means what it does not mean.	2010	National
Cognitive Style Shaped through Task Based Learning.	2009	Local (Universidad Pedagógica Nacional)
Students' Interaction through the Implementation of a Cooperative Environment.	2009	Local (Universidad Pedagógica Nacional)
Developing Fluency in English Speaking for Japanese English learners.	2012	International

2.2 Literature Review

2.2.1 Literature Review

Following the idea that was previously proposed, the first proposal that centered its attention on interaction was “La interacción en la clase magistral: Rasgos lingüísticos del discurso interactivo en Inglés” by (Morell, 2002). The author considered that the role of interaction goes beyond the participation of few students in class. This study was based on the impact of using active and modified non active lectures in an EFL class in a Spanish University. Morell’s study drew important conclusions that directly concern the main goal of this research: one of them was the use of lectures as a didactic tool in an EFL classroom as a way to reinforce interaction with the goal of improving students’ English level.

In addition, “Theoretical Perspectives Underlying the Application of Cooperative Learning in Classrooms” by Dat Tran (2013) reviewed the advantages of cooperative learning as a pedagogical strategy in a language classroom. The project was developed in an EFL classroom in Vietnam and it was supported by the different interactive theories proposed by Piaget and Vygotsky. Dat Tran (2013) who demonstrated the advantages of interacting in an EFL context, (Which was the main gap found in the class Basic 1 at the CL), this study might reveal the advantages of using the classroom as an oral promoter.

On the other hand, “Interaction in the English Classroom; An Exploratory Study” by Fernandez Abarca (2004) was a study where the researcher focused her attention on the role of

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interaction in an EFL classroom. The research wanted to analyze the impact of improving interaction in an EFL classroom highlighting important aspects such as: The stalling of speech due to the lack of active student-student and students-teacher interaction producing a monotonous and slow process among them. This exploratory study states the importance of the role of the teacher inside the EFL setting suggesting in a classroom like the Centro de Lenguas an active participation and interaction by the teacher promoting the interaction among the students and teachers.

Further, “Hacer realidad el aprendizaje significativo” by Ballester (1999) posed the advantages of the meaningful learning through the use of didactic material. The article focused on two specific aspects, constructivism and meaningful learning; these two branches of education were complemented by the use of Didactic Material and Creative Resources. The author focused on the use of imagination, creativity and teacher initiative in order to generate an appropriation of the knowledge engendering in that way a meaningful learning process. Ballester supports the handicrafts’ role in the study below as she agrees with the assumption of the significant role of it and the students’ imagination in their second language learning process.

Additionally, “Enhancing Oral Interaction in English as a Foreign Language through Task-Based Learning Activities” by González Humanez & Arias (2009) was a Colombian research that evaluated the impact of Task-Based activities that promoted the oral interaction amongst eight graders. The researchers at the beginning of the process posed the importance of controlling the speeches that the students generated, those speeches were at the beginning based on basic commands but at the end of the process the interaction among the learners was characterized by the combination of exercises previously done in class and vocabulary related to their daily life. The research suggested the implementation of Task Based Activities or step by step activities in an EFL classroom to structure students’ speeches and the way those activities complemented their final productions (interaction contents).

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Additionally, *Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners* (2014) is centered on the enhancement of spoken English in Chinese English learners. This research is divided into three aspects which are the Language teaching models, the pedagogical method chosen and the accuracy and fluency activities applied in the study. This study is closely linked with the current investigation on account of its developing fluency aim and the provenance of the learners (EFL students). The components (Disciplinary, pedagogic and procedural) shown prior to this study engage with the aforementioned proposal because in terms of repetition of an original speech and the reinforcement done by sharing it with peers.

Moreover, *Authentic Oral Interaction in the EFL Class: What It Means, What It Does not Mean* by Herazo (2010) was a Colombian research centered on the analysis and discussion of common interactive activities found in public schools in Monteria, Colombia. This study discussed the effectiveness of the activities found in order to develop meaningful oral production in students-students and teacher-student interactive situations. The suggestion done by this study supports the assumption posted at the beginning of this study which implies the active participation of the teacher in this process, enhancing the oral production of the students.

On the other side of the issue, *Cognitive Style Shaped through Task Based Learning* by González & Ubaque (2009) designed their proposal since the advantages that might provide the importance of individuality, it means their starting point was what characterized by each individual personalities and how according to those differences given by the nature of each learners the task based activities enhanced their learning process. Based on the raisings done by the authors, this study demonstrates the different findings and positive results that arose after implementing innovative teaching strategies in an EFL setting.

Also, *Student Interaction through the Implementation of a Cooperative Environment* by Amaya & Barbosa (2009) focuses on the implementation of cooperative environments in order to improve students' English skills. The proposal was built from the advantages that generate the

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group construction of themselves and knowledge. Amaya & Barbosa's perspective towards the use of cooperative environments inside the classroom agrees with the main goal of the current study and its influence on students' English skills thanks to interaction. The authors emphasize on the continuous learning process that promotes cooperative environments in EFL learners showing in this way how meaningful these contexts are for the students. This was an example of what occurs in a classroom such as the Intermediate I setting.

Finally, *Developing Fluency in English Speaking for Japanese English Learners* by Hoshino (2012) arose after the results of the Japanese TOEFL speaking scores. The author focused his attention on the importance of enhancing fluency among Japanese English students to do it he defines the concept of fluency and its usefulness in a conversation in a real situation. The goal of this research summarizes what the students are supposed to do by the end of the current research, interact among themselves by using structures learnt in class which are complemented by their own self development. This is a clear example of how meaningful interacting for an EFL student is, and also how influencing the speech practice in the classroom is for a real communicative situation.

The majority of the studies fixated their attention on the advantages of interaction based on designed material or established methods, the formation of innovation in a classroom was ignored and the students' perspective was only taken into account at the end of the studies when they had to evidence the effectiveness of a process instead of focusing on the relevance of the active participation of the students.

To conclude, as was posed before it is not the first time that interaction is taken as a starting point to enhance learners' English skills. That is why the inquest done before feeds the current study and reaffirms the imperative role of interaction mixed with the learners' active role represented in the use of handicrafts as a didactic tool.

2.3 Theoretical Framework

Consecutive with what was planted at the beginning of the proposal and taking into account the needs found in the class Basic 1 of Centro de Lenguas, here the reader can find the main theoretical components of this study which are: The construction of the concept of the semi-controlled interaction, the role of the didactic material and creativity in an EFL classroom.

2.3.1 Semi Controlled Interaction

The interaction among the students is going to be understood along this research proposal as Semi Controlled Interaction whose concept is

built by three communicative processes

such as Interaction (Adams, Iwashita, & Jenefer, 2014) , Fluency (Segalowitz, 2010) and Meaning (Svalberg, 2007).

2.3.1.1 Interaction

Classroom interaction can be conceived as the different verbal or non-verbal relations that students can have among themselves, also the teacher plays an important role in this phenomena. According to the interaction that the teacher promotes in his/her classroom this will affect students' learning process in a positive or negative way (Adams, Iwashita, & Jenefer, 2014). Classroom interaction can be summarized into the different relations that the participants (Teacher and Students) establish among them.

With regards to classroom interaction there have been different positions towards it. One of them was developed by Flanders' Verbal Interaction Category System. Amidon & Hough (1967) modified Flanders' system and established a better verbal interaction analysis that was based on two categories Teacher/Student Initiated Talk and Teacher/Student Response. This new model emphasizes on the type of interaction made by the teacher (Narrow or Broad questions) and the possible kind of response made by the students (Predictable or Unpredictable). In terms of Student Initiated Talk, it is focused on the interaction proposed by the student to the teacher or

to another student and its direct influence on the type of Teacher Response that is divided into the Acceptance or Rejection of the students' Ideas, Behaviors or Feelings.

Interaction has been considered as the rank of participation in a class but nowadays as Adams (2014) postulates, peer interaction in an EFL classroom has become a fundamental factor in a foreign language learning setting. Adams (2014) focuses on the role of the peer interaction as the way students learn together instead of the old learning approach based on memorization. On the other hand, Yu (2008) establishes as her focal point the importance of the socio-cultural context and its influence on the students in order to establish communicative interactions among foreign language learning processes.

According to Vygotsky, the development of knowledge has two levels, one is internal and the other is external (Morenza, 1998). As Morenza (1998) says that according to Vygotsky the human being is social due to its nature and it is a product of the society, furthermore according to the division of the psychological functions that Vygotsky posed the high development of those functions depend on the socio-cultural interaction that the student establishes within his/her context. Taken into account the aforementioned point it is necessary to understand the improvement of the students' interactive production as a social phenomenon which is promoted constantly in a classroom.

Oral Interaction, an essential part of the EFL classroom due to the social relationship between teachers and students, is improved and student confidence increases as the Handbook for teachers developing the oral interaction competency (2001) suggests three Key Features that are part of the learners' Oral Interaction process. First, the student reacts non-verbally to messages using strategies, second the student transmits an oral message using strategies and finally the student maintains oral interaction using strategies (HFTDOI, 2001). The key features are interrelated and constantly activated through the dynamic process of the competency

(HFTDOI, 2001). These three strategies show how the interaction in the classroom is given and how students react to it, also the different ways a student uses in order to be understood.

Based on the previous definition of Interaction, it is important to highlight that the aspects which shape this study are essential for peer correction between two students, also the self-development through constant contact that the students have with their immediate context (classroom and familiar nucleus) influences directly in their learning process. The interaction perspective that has been proposed previously is seen from the construction of knowledge that happens in the different social contexts in which the students are immersed. Also the influence of the teacher is an interactive promoter (HFTDOI, 2001)

Interaction in the classroom is a reciprocal learning process where students learn from their peers and from the teacher and vice versa. The activities that students face during each session are based on the following indicators which answer to the educational and learning necessities of the group: 1) Sustaining a conversation limited (s-s or s-t) by a minimum of statements or time. 2) Comprehension of the possible variations of the same ideas produced in a determinate context or situation. 3) Producing statements naturally according to the necessity of communicating an idea or being understood in a specific situation.

2.3.1.2 Fluency

Defining one perspective of fluency would limit the scope of this research, that is why in order to define this concept there are three contrasting perspectives that form the definition of this conception.

To begin, Segalowitz (2010) has done a deep inquest to define fluency, the perspectives that he has found do not define clearly what fluency is. To clarify this concept, the author has based his interpretation on certain cognitive science premises towards the development of fluency in a target language. For Segalowitz (2010), fluency is defined as the ability of

expressing any idea in a L2 that can also be expressed in a L1. That is why the author supports his assumptions with a metaphor “Language is Motion”. Segalowitz (2010) emphasizes on the use of this metaphor due to the fact that a language is in constant flow.

On the other hand, Hunter (2011) defines fluency as the opportunity students have to express a certain amount of ideas using the target language regardless of being conscious of a perfect management of the grammatical elements of the language. Hunter focuses on the optimum exchange of ideas that the use of a foreign or second language permits to the student. In contrast with Segalowitz’ premise about fluency, Hunter states the importance of a teacher in the fluency assessment because for Hunter, understanding fluency involves the form and meaning of an utterance.

Finally, McCarthy (2009) proposes a definition of fluency that differs from the ones posed above. McCarthy’s definition includes the “Speed of delivery” which refers to the amount of words used per speech, unit or per minute, location, distribution and length of pauses and so on and so forth. Also, McCarthy talks about “Automaticity” as the ability of retrieving units of speech quickly and automatically. Albeit, McCarthy’s conception of fluency is based on how good students speak the importance of their ideas are relegated to a different unit of analysis.

Something noteworthy in this process is the emphasis that the authors have placed on the exchange of ideas that involve a real use of a target language. As Segalowitz (2010) and Hunter (2011) affirm, fluency must be considered as the ability a student has acquired to express his/her thoughts in a foreign language and how these thoughts are at the same time understood and interpreted by their peers involved in that process. The previous objective planted by Segalowitz (2010) and Hunter (2011) forms the main communicative purpose of this study.

This concept of “*fluency*” has been developed throughout the study, taking as a reference the assumptions posed before such as the way the students communicate their ideas in a specific communicative situation. The reinterpretation and rebroadcast of a message previously received

and also the ability the students have acquired to maintain a conversation limited by time or topic using the elements learnt in class (structures, vocabulary, commands, etc.) complement what *fluency* is.

Along this study fluency has been taken into consideration every time students communicate an idea to their peers and when their peers are able to understand specific information and reproduce the same amount of details previously given in a set communicative environment.

In order to justify the previous theory towards the importance of producing and understanding ideas, using the target language activities where the students talk about their own universe are supported by the following indicators: 1) Communicate (Student-Student or Student-Teacher) ideas in an established or semi-established situation using the structures learnt in class. 2) Report the ideas done by the other students. 3) Apply the structures previously done depending on peers.

2.3.1.3 Meaning

In language learning most of the time there is a strict emphasis on the memorization of grammatical rules rather than teaching the way people can use language in a real situation or even to co – develop each other. Svalberg (2007) declares that a language learner has to know how the language is used in order to create and represent meanings since he considers language as a social practice of meaning-making.

Svalberg (2007), defines meaning as the way a language learner has the opportunity to learn not only a complex system of rules but also focus on replacing the grammatical rules for a system of personal engagement with a new world, where learners engage with diversity at a personal level.

In contrast to Svalberg's assumption towards meaning and its relevance in the foreign language learning process, Bach (2005) divides the meaning into two different categories

“Linguistic Meaning” and “Speaker Meaning”. When Bach refers to Linguistic Meaning, is referring to the literal interpretation of words, sentences or texts and at this level meaning is considered a tool in a language. In terms of Speaker Meaning, Bach emphasizes the different intentions that a speaker might have when communicating something to another person. In the second case the speaker and the listener should have a high proficiency language level in order to produce and understand statements out of the grammatical norm (meaning).

On the other hand, Smith (2003) proposes a definition of meaning according to the relation that the words have with their significance. Smith says that words through people communicate an idea, feeling or soul (meaning). Smith also states that the meaning of a word is not as arbitrary as Saussure established before, he says that the construction of the meaning of a word, sentence or series of ideas belong to a constant social process that end up with the acceptance and modification of that meaning.

Meaning is conceived in this study as the way students understand and interpret polysemous words. Evidencing an appropriation of the possible variations of the language students are learning. Moreover, taking as reference the assumptions presented before it is relevant to remark the social construction of meaning proposed and the constant construction of new meanings according to the different communicative situations that are going to be presented in the EFL setting.

The theoretical construction of the concept of meaning might draw the expected results of this research because it allows to identify an advance use and comprehension of the target language. Meaning measures, the adaptation and construction the students of English to validate the theory there are three indicators that justify the activities applied in class, they are: 1) Describe different situations using the vocabulary learnt in class and by themselves. 2) Understand the descriptions of different situations made by his/her classmates. 3) Use their own

ideas (vocabulary or information) in order to modify and complement the situations previously given.

2.4 Didactic Material

Didactics appeared as the science that focuses its attention on the close relation of Teaching and Learning. The concept of Didactics was firstly used by Comenio in his “Didactica Magna”. Following the conceptions of Fernandez (2011) about Didactics, the development and use of any kind of material, resource or ability that helps students learn easily summarizes what has been posed about the main study object of the Didactics.

The term Didactics covers a huge field of studies in regards to Teaching and Learning processes but specifically the Didactics’ area of action that shapes in this project is the Didactic Material. Padron, Dodero, Diaz and Aedo (s.f) define Didactic Materials as any kind of aid that assist teachers and students to achieve their objectives during the learning process. It is divided into two types: Teaching and Learning Materials. Learning materials are all those materials which help the student in contrast to the Teaching materials that focus on the guidance of the teacher during the teaching process.

According to the six functions given about the Didactic Materials Maley& Peachey (2015) (1. Didactic Material provides information to students, 2. DM is a kind of guide along the learning process, 3. DM allows the training of the language skills, 4. Also DM awakes the motivation of the students, 5. DM evaluates the performance of the students in class, 6. DM gives a specific context where the student can express better) the role of any kind of resource with educational goals might be considered as a Didactic Material that helps students with their learning process.

Didactic Material has been thought to be a tool which allows the students start communicative situations and the way learners use it to achieve a goal. The goals established along the process belong to the capacity students have to react in a conversational event and how

this material helps them to have a better performance in it. This assumption is taken from the preceding conceptions of Didactic Material which state that this tool is any tool which contribute to the learning and teaching process in a classroom.

2.4.1 Didactic Material and Creativity

Creativity plays an important role in the different processes that are carried out in education. Pointing out that creativity is solely part of a specific discipline such as Arts would be a contradiction. Creativity not only allows discovering special abilities in different cognitive areas of the students such as music, painting, sculpture or writing, it also allows to increase the motivation of the students towards learning, participating and interacting in class.

As Read (2015) describes the role of creativity in an EFL classroom it fosters a dynamic learning process among the students, also the integration of creative thinking improves relevant cognitive skills like observing, questioning, comparing, contrasting, imagining and hypothesizing, reflecting in that way a self-metacognitive process, where they focus on conscious reflection of their performance and outcomes in regards to the language.

Handicrafts as a didactic material in an EFL classroom not only allow students to have fun, distract or create, it encourages them to be an active participant in the language learning process due to the fact that handicrafts usage facilitates (Principal function of a Didactic Material) the social construction of knowledge (Interaction with the target language) and the improvement of their motivation in studying a foreign language. The advantages of using creativity in this case Handicrafts as Read (2015) says it fosters the development of a “growth mind-set” that lets the students believe that they can improve in order to achieve better outcome results through their own effort, persistence and hard work.

According to Read there are two kinds of creativities that are applied in an EFL classroom; one is characterized by the continuous learning of new outcomes (C), in contrast to the one that focuses its attention on the construction and communication of meaning in the

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everyday interactional context of the classroom. Handicrafts connect an immediate social context full of meaning for the students and their opportunity to express and interact through the personal and social meaning of their own creation.

Understanding the didactic material as an educational tool is the clue to define the use of the handicrafts in an EFL classroom. As it was mentioned before the didactic material, in this case handicrafts, contributes the students to learn in a different way. Also their constant participation on the construction of those tools shows a constant contribution of the students to their learning process. In that way, the handicrafts were conceived as the promoters to establish a connection and interaction among the students. Each activity was designed link the students and their creations in order to communicate a series of ideas in the target language.

Chapter 3: Research Methodology

3.1 Introduction

The study below was built by two research components, the first one was the paradigm that shaped in the nature of this study and the second was the approach used by the researcher in order to construct a coherent process. The mixture of the Qualitative Paradigm and Action Research as approach allowed the researcher not only to observe and reflect the context where the researcher was immersed but also design and apply instruments that let the researcher identify a general problematic and its didactic way to solve it.

3.2 Type of Study

3.2.1 Qualitative Research

As it was mentioned before the paradigm of this research is Qualitative due to the characteristics of the paradigm that perfectly shape on the type of research. Qualitative research as Kalmbach (2006) states Qualitative Research embodies multiple methodologies such as narrative, participatory, historical, and feminist inquiries. These kinds of methodologies make the QR a paradigm where the proposal, the data collected and the variables vary according to social factors that direct influence the participants. In the case of this research the factors that will have been taken into consideration are the socio-affective context, cultural background and their linguistics characteristics (Kalmbach, 2006).

3.2.2 Action Research

Following the characteristics of the research itself and the process that was carried out the research approach that encloses the project is Action Research. In words of Kalmbach (2006) Action Research is a qualitative methodology due to this kind of research mixes data collection methods, also it takes into account quantitative data as an essential component of the research. Action Research is also understood as the integration of Research and Teaching. The tools that

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AR gives to pre-service or current teachers allow them to improve their daily teaching performance that takes place in a classroom, this is the case of this research that has arisen to solve a specific problematic in the class Basic 1 at the CL.

According to Kalmbach (2006) action Research is mostly applied in educational contexts for example schools or specifically classrooms. These contexts allow the teacher researcher generate and apply processes according to the needs of the population in where the project is being carried out. Furthermore, is considered as participatory and democratic due to the fact students and teachers have voice during the intervention process.

On the other hand, AR focuses on the analysis of qualitative results that the educational intervention casts along the process. Because explaining the impact of those results in the context where it is applied promotes in that way a reflective process of the intervention, it means that the intervention is in a continuous evaluation (Kalmbach2006).

The reason why AR is commonly used in education is because is not an imposition of new theories or processes (Kalmbach2006), AR permits teachers construct their own way to solve a determinate problem in their classrooms and correct not effective procedures in their daily professional performances.

The action Research Phases are: Observation, Application and Reflection, these three phases suggest a continuous reflection towards what is being applied in the classroom. The Observation phase focuses on the identification of a problematic and its possible solution. The Application phase is centered in the application of the proposal and the collection of data that is analyzed afterwards. Finally, the Reflection phase allows the researcher draw conclusions towards what has been done so far in the study (Kalmbach2006).

This is an Action Research study due to it has followed the steps suggested for the AR methodology (Observing, applying, reflecting and correcting). Those steps are represented in this study when the researcher observed the population and identified the problematic (lack of oral

interaction), afterwards when the proposal was built and applied (Handicrafts as the way to improve the speaking skill) and finally when the results of that data were collected and analyzed in order to be improved (Record of students' interventions in class). These steps are part of a continuous process which was carried out in the Centro de Lenguas of Universidad Pedagógica Nacional.

3.3 Data management procedures

3.3.1 Data Analysis Procedures

Taking as a reference the methods suggested by Action Research to collect data, this study focused on three perspectives of the same problem. Those perspectives were the researcher point of view towards the problem (Interviews/Surveys), the development of the students during the process (Artifacts) and students' results of each interactive activity (Charts). These three perspectives drew an objective analysis of the individual and group process of the class Basic 1 2015-2 to 2016-2 (Intermediate 1).

3.3.2 Descriptions and Justifications

3.3.2.1 Artifacts

According to Kalmbach (2006) an artifact is any type of physical documentation that proves the participation of the students in class. Taking as a reference this definition the workshops filled by the students will be the artifacts used to prove their constant participation in class and their continuous progress.

3.3.2.2 Population

From the first semester (2015-2) to the third semester (2016-2) the population did not suffer significant changes. To the class were added eight new students who easily adapted to the dynamics established since the last semester. Taking into account that the new course was Intermediate I which is composed by twenty-four students among 10 and 12 years old. The course was carried out every Saturday from eight to twelve at Universidad Pedagógica Nacional where the Centro de Lenguas works every Saturday because of the number of students.

3.3.2.3 Triangulation

Analyzing the data collected is one of the main objectives of the researchers, it is because the data collected answer questions about the learning nature of the students or their preferences, all the information is mixed and analyzed through Triangulation. Triangulation is a data analysis method based on the three or more perspectives (Data Collected). According to Eileen Ferrance (2000) triangulation depends on three specific aspects, the researcher, tutor-teacher and students' point of view, these perspectives will draw clear conclusions of the process of the class in general.

For this study the triangulation process was carried out taken into account the field notes registered during the data collection phase (Teacher-Researcher perspectives), the audios recorded (which contain students' performances) and the artifacts (or written products) made by the students in the different sessions.

The data gathering was executed during the first semester of 2016 and concluded in the first period of the second semester of the same year. As the students started a process with each handicraft their interventions belonged to a series of stages in where the teacher piloted the activities, recorded and analyzed each session

The analysis was done taking as a reference the three different perspectives (Artifacts, Field Notes and Recordings). Those resources allowed comparing the same event from different angles. This means that for each indicator there are three resources that support it. After finding the resources that contain the information related to the indicator the common pattern among the resources was analyzed and supported by the theory presented in the theoretical framework.

3.3.2.4 Ethical Considerations

This project was executed in a context in where the students were able to develop and improve their linguistic skills. What is more, the design and purpose of the program offered by

the Centro de Lenguas allows the students to have a better approach to the language, giving them an environment in where they can practice English.

By contrast, each session is limited by time and the frequency of each meeting; also it is possible to face situations such as the reinforcement done in the schools or the lack of practice in their current schools. It is fundamental to mention that this is a foreign language learning process it means that the contact with the language is the one promoted by the teacher in class or outdoors.

3.4 Categories (According to the constructs)

Based on the three main theoretical perspectives presented in the previous chapter, the data collected was analyzed keeping in mind its functionality in the students' learning process.

3.4.1 Overall Category Mapping

Units of Analysis Controlled Interaction (Phase 1-2)	Category	Indicators
Semiconrolledinteraction.	Fluency	<ol style="list-style-type: none"> 1. Communicate (Student-Student or Student-Teacher) ideas in an established or semi-established situation using the structures learnt in class. 2. Report the ideas done by the other students. 3. Apply the structures previously done depending on the peer.
	Meaning	<ol style="list-style-type: none"> 1. Describe different situations using the vocabulary learnt in class and by themselves. 2. Understand the descriptions of different situations made by his/her classmates. 3. Use their own ideas (vocabulary or information) in order to modify and complement the situations previously given.
	Interaction	<ol style="list-style-type: none"> 1. Sustain a conversation limited (s-s or s-t) by a minimum of statements or time. 2. Comprehend the possible variations of the same ideas produced in a determinate context or situation. 3. Produce statements naturally according to the necessity.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

Using handicrafts as a didactic tool in an EFL classroom has not been theorized or applied in a massive way. This proposal emphasized on the use of material created by the students as a way to enhance learners' oral interaction, this was carried out through the use of cooperative work and the assignment of designed tasks. The proposal beneath was divided into three phases where the process started with a controlled interaction and will end up with the disposition a spontaneous production atmosphere in the classroom.

4.2 Vision of Language and Learning

4.2.1. Communicative Language Teaching

As Richards (2006) says, Communicative Language Teaching is a reunion of principles and goals that enclose factors such as how learners learn a language, the kinds of activities and resources that best facilitate the learning and teaching process and the roles of the teachers and students along the process. Richards (2006) emphasizes in the development of the communicative competence, it means that during the process the teacher has to promote interactive situations, cooperative tasks and give the students a detailed feedback of their process during the different activities carried out in class.

4.2.2 Vision of learning

Learning a foreign language has different view, those perspectives oppose to another while at the same time there are perspectives towards the same problematic that complement one each other. In recent years, the foreign language learning process is conceived since communicative and interactive processes such as: The interaction of the learner and the users of the language, the collaborative creation of meaning, creating and purposeful interaction through the language, negotiation of meaning as the learner and his or her interlocutor arrive at

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understanding, leaning through attending to the feedback learners get when they use the language, paying attention to the language one hears (input) and trying to incorporate new forms into one's developing communicative competence and trying to experimenting with different ways of saying things, Richards (2006).

The language as is conceived in the communicative language teaching is a tool that helps students understand and express the world where they live, taking into account the social construction of themselves which implies learning a foreign language in a context in where the target language is not spoken. The students' language creativeness is essential due to it allows them take the risk and find out different ways to express one idea in a specific or spontaneous situation.

4.2.3 Vision of Language (Contents)

Along the history learning a foreign language has meant learning a set of rules and patterns which supposed to allow the student communicate effectively, this is called Grammatical Competence, Richards (2006), unfortunately those steps do not enhance students' oral communication and let them in a semi communicative status Richards (2006). Nowadays, learning a foreign language includes the capacity of developing communicative skills such as the ones suggested by the Communicative Competence statements. Those aspects of language performance are: Knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants, knowing how to produce and understand different types of texts and knowing how to maintain communication despite having limitations in one's language knowledge Richards (2006). These premises center the language performance on the abilities the students develop in order to communicate ignoring the fact that to get to this level there must be a mastered of language acquired Richards (2006).

4.2.4 Expected Results

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This project is thought to enhance students' oral interaction skills. To do it, students were working on several activities such as the construction of handicrafts and the interaction of them which allowed them interact among them (including the teacher). The students are expected to communicate and understand ideas in the target language using the language knowledge learnt in the past (schools and autonomously) and the topics learnt in class. By the end of the process, the students are going to be able to face communicative situations which let them get information and provide it spontaneously.

4.2.5 Role of the teacher and student

4.2.5.1 Role of the student

Due to the nature of the research and its objectives the performance of the student in the class has to be seen since an active perspective rather than a passive one. To do it, the students have to be aware of the importance of working in group and how useful the cooperative activities are to achieve an aim. Their role in the classroom highlights the relevance of listening to their peers in group or pair work tasks. Besides that, they are supposed to get greater degree of responsibility towards their own learning process, (Richards, 2006).

4.2.5.2 Role of the teacher

In contrast to previous conceptions towards the role of teachers as constant repeaters of contents, the view which really shapes on this study is mainly characterized for the knowledge constructor and facilitator. This conception of teacher allows thinking his/her role as an active monitor of processes rather than being a model for correct speech and writing evaluator, additionally its goal must be facilitating the language learning throughout showing the importance of committing mistakes in the path.

4.2.6 Activities

The activities which were carried out along the process (2016-1 to 2016-2) were characterized by the construction of handicrafts and the promotion of interaction among the

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students conceiving the handicrafts as facilitators of those communicative situations. Those activities were divided into eight specific moments which were: Who is your favorite person? The Puppet, My Zombie, My Biography, what would you do towards animal abuse? Children abuse, My Symbol and The New Means of Transport. Each activity was designed to make students achieve the indicators previously posted (Meaning, Fluency and Interaction).

Each activity was developed during three sessions where the students designed and manufactured the handicraft (First two sessions) to start practicing for the final presentation or to interactive class (Third class), which was designed to make them acquire and provide information (depending on the exercise).

4.2.7 Resources

The materials required along the process were worksheets, and craft material such as wool, bottles, glue, paints, paper-toys, templates and old socks. Each handicraft had a different component due to the nature of the activity and the desire of the students. They were free to decide what to use or whether or not to follow the model posed. The handicrafts were a combination of their imagination and the model showed in class.

4.2.8 Evaluation

The learners were continuously evaluated, to do it so it was necessary to include the interactive dynamics in the course program. As each activity was a process, the result of each stage (handicraft, information collection and interactive moment) reflected the appropriation and contribution done by the students towards the project. Respectively, the phases had their own grade percentage which added together showed a participation grade rather than a knowledge measurement. What was taken into consideration to evaluate the students was their performance in each stage of the process and how those performances contributed to the final achievement.

4.3 Instructional Design

4.3.1 Implementation

4.3.1.1 First Phase (February-March-April 2016)

In the first phase of the intervention the lessons were divided into three stages. The first one was the writing of a script or dialogue that followed certain parameters such as basic information of the characters; basic descriptions of specific objects or people, these parameters were given by the teacher and the construction of the handicraft. Second, the lesson was focused on the students' interactive production that was linked on the result of the first part of the lesson. Third, the lesson was concentrated on the collection of data (filling spaces) by the students from their classmates' information and it was carried out orally.

4.3.1.2 Second Phase (April-May-August 2016)

In the second phase the lessons followed a similar structure of the first one but in this case the students had the opportunity to contribute to the design of certain parts of the tasks such as the information of the characters or the type of description they wrote about, and the construction of the handicraft. Second, the production session of the lessons took into account students' personal likes and their own opinion towards the topic they were working on. Finally, according to the aforementioned exercises students wrote a report where they expressed their opinion about the different situations presented by the other classmates.

4.3.1.3 Third Phase (Attempt August-September 2016)

The lessons of the third phase depended on the generation of discussion spaces about certain material such as videos and situations that were the starting point to allow them to interact freely using their knowledge and own point of view in regards to the topics presented in the materials. To this phase the purpose of the handicrafts was to help them complement their point of view.

Due to the Language Department deadline the data gathering period stopped in September but the process continued until November.

Chapter 5: Data Analysis Procedure

Along the process, the study had modifications mediated by the nature of a classroom; it means that due to the dynamics of the class (time, syllabus and behavior) the proposal changed. Although at the beginning of the process the students were supposed to create one handicraft each two classes it became in the creation of eight handicrafts that were used to achieve the objectives above.

In terms of limitations it is necessary to clarify that each session lasted four hours where the respective lesson was taught and reinforced. Besides that, the students had to prepare their oral performances with the handicrafts, it means the construction of the handicrafts, the preparation and practice of the speeches (Semi-controlled phase).

The order of the class was the following: At the beginning of the semester the first hour and a half the topic of the day was taught but after the evaluation of this procedure the application of the project was carried out letting the topic of the day after the students' break, after this change the dynamics in the class were effective for the students and the project.

On the other side of the issue, the achievements of the students were unexpected, as was posed before the learners were supposed to face a process in where their participation at first was not clear but since the first moment the students showed an active participation in the activities proposed. For example, in the first data collection moment the students easily modified the first phase (controlled interaction) and jumped to the second phase, it allowed to prolong the semi-controlled phase and even to pilot the last and most ambitious phase, the spontaneous interaction.

The achievements so far showed the appropriate and expected use of English by most of the students, in fact, there were students that had the chance of continuously reinforce at school as there are other cases that only practiced at Universidad Pedagógica Nacional.

5.1 Interaction

5.1.1 Sustain a conversation limited (s-s or s-t) by a minimum of statements or time.

The elements analyzed below correspond to the three data resources proposed and applied since the beginning of the study. The following audio transcript belonged to one of the spontaneous conversations the teacher had with one student, the field notes narrated how due to a promoter the students started to produce spontaneously and finally the artifact which showed how the process was carried out.

To begin with, the piece of the conversation transcribed below is about one interactive event where the student was asking for help to the teacher. During the whole conversation the student performed most of the time in English and when he doubted about the word he needed the teacher just complemented him. It is highly remarkable that this communicative situation was out of the class normal teacher-student interaction. (Session 6, September 10th)

Student: *The teacher, the old teacher speak with my mom and my mom very much angry and you speak with she and my mom very much muchmuchmuch angry.*

Teacher: *She gets angry, yeah but why?*

Student: *Because my comportament.*

Teacher: *Behavior*

Student: *not is good*

Teacher: *It is not good*

Student: *Please Diego please one opportunity*

Teacher: *So continue*

Student: *Please Diego*

Teacher: *Why?*

Student: *Because my mom hit and my cellphone "me lo quitaron hace cinco meses y no me lo dan, la fiesta de Gabriela no puedo ir, tengo un viaje tampoco"*

Teacher: *Sorry?*

Student: *I work, no work is trabajar, I travel to the school and I can't go.*

Teacher: *Why?*

Student: *Because my mother very much angry and my birthday is in a cinema and my mom broke up a cited and not make my birthday, Diego please (Session 6, September 10th)*

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The field notes contented the way students started to interact among them due to they found a promoter (the game Pokemon Go). This game made them start a conversation with the teacher because they were curious about why the teacher was so excited because of they were playing the game.

“As I noticed since the beginning of the semester the students are playing the game “Pokemon Go”. In the middle of the class one of the students (Juan David) told me he was about to catch a Snornalx. After controlling this situation in the break time he and other students came to me and asked me about the game, they said: Teacher you play Pokemon Go? Also they asked: Teacher what pokemon you have? As I was answering those questions the conversation became more interesting because we started to compare our pokemons and their power levels.(August 20 Session 4, Field Notes #3)”

The last data resource is an artifact (Artifact 7) which contains the student’s perspective towards one video they previously watched about animal abuse. The student showed her opinion about the video and explained a possible solution to an animal abuse situation. The production was based on a video but what she proposed was according to what she considered as a human being and was supported by her own experience.

According to what was developed in the theoretical section, the achievements reached by the students in this indicator demonstrated that their knowledge and basis at this point allowed them to produce and even argue an idea based on their believes and the facts that surround them. As Amidon & Hough (1967) pose, in this way the interaction promoted by the students was essentially “Students Initiated Talk” because the phenomena arose according to the teacher’s “Acceptance” towards the students’ behaviors and feelings.

Besides that fact, most of the “Interactive” situations arose outside the formal dynamics of the class, the students decided not only to establish communication with the teacher to get

information about the class but also to be heard. In Yu (2008) words the socio-cultural context and its influence in the students' language learning process allowed them to establish communicative interactions.

In conclusion, the indicator belonging to this category summarized the purpose of this study. The students' use of language demonstrated in this indicator that their performances were not limited by the time of the class in contrast of this situation they did not relegate the use of the target language to ask for permission (commands) or ask for the explanation of a specific topic. They used the language to be heard and to express their thoughts in regards to the events (Pokemon Go, Animal abuse or the teacher's health) that affected, influenced and enriched their close social context.

5.1.2 Comprehend the possible variations of the same ideas produced in a determinate context or situation

As in the previous sections, to answer this indicator it was necessary to appeal to audio recordings, artifacts and field notes with the performances of the students towards this indicator.

The first resource taken into consideration was an artifact (Artifact #8) resulting of an activity where the students had to watch a video and write their impression and perspective about the video. After writing their own perspective, the students had to share those thoughts with a peer. The author of the piece of writing expressed his opinion about why violence is bad, also he reflected about the nature of human beings and how things can someday change.

Also, to achieve this indicator the students had to create one symbol and explain its meaning in front of a random classmate after this performance they had to talk about their impression of the opposite symbol. It is evident in the piece of the transcribed conversation that the student reacts instantly to the question and bases his answer on what he listened before from his peer.

Also he based his perception not only from what she had said before but also on what impressed him. (September 3rd, Session 5)

Teacher: *And you Daniel what do you think about her symbol?*

Student: *The symbol of Valentina it has more colors and has more forms with triangles and circles and for me represents "como" the love? (September 3rd, Session 5)*

On the other hand, the field notes (September 3rd Session 5, Field Notes #4) that describe the students' performance towards this indicator relates the nature of the activity and shows the performances of the students in the speaking activity.

"The students' performance was characterized by the creation of a symbol and its later description in front of a random peer. During this performance the students first described the symbol and answered questions such as: What does it mean for you? or Why is it important for you? The most common answers were: This symbol is important for me because it represents my family. Also those reasons were connected to their likes and family. After the description phase they were supposed to take a look of the peer's symbol and express his/her perception towards the drawing. Although the students gave their own opinions about the symbols those opinions were obscured by the report of what the other peer had previously said, for example: This symbol represents for "he/she" love or this symbol has much colors. Their observations were about the aspect of the drawing. However, the descriptions were totally spontaneous and natural." (September 3rd Session 5, Field Notes #4)

According to Amidon & Hough (1967) interaction in a classroom is based on the intention of the interaction (to ask for content or to share personal information) proposed by the student or the teacher. At the same time, the conversation or oral interactive situation is built by narrow or broad questions. As was evident in the previous interventions, the students did not have a passive role in class because they showed their own perspective about different situations such as the

symbol or the video, also the interaction was complemented by questions where feelings and ideas towards a specific fact were taken into consideration for the analysis.

In addition, as Adams (2014) has postulated, interacting in an EFL setting allows the students to enhance their foreign language skills due to not only their own point of view is valid or the teacher's one but also the rest of the class is involved in the exercises and dynamics that allow the social learning. This conception of interaction shapes on the evidences previously presented because the students not only listened to the teacher or wrote an idea, listening to a peer or a group of classmates was part of the exercises. This knowledge development assumption has been supported by Vygotsky because knowledge (In this case language skill) is improved socially by the constant interaction people or students have with their close context (Morenza, 1998).

To conclude, the students achieved this indicator because learning a language goes beyond of memorizing certain grammar rules it is about develop students' humanity internally and socially (Morenza 1998). The students' contribution in class to their peers' process was the connection they established with their close context (EFL classroom).

5.1.3 Produce statements naturally according to the necessity.

The data gathered that shapes to this indicator were taken from the same three different resources data was collected during the data gathering phase (Artifacts, Field Notes and Audio Recordings). Firstly, it is important to mention that the following transcription belongs to their speaking exam (Creation and explanation of a symbol). The student who was taken as an example at first described her symbol element by element but after being asked for the meaning of her symbol, she answered by using elements she has learned in class and also she built her speech instantly after hearing the question. (September 3rd, Session 6)

Teacher: *What's your symbol about?*

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Student: *My symbol is about a mandala because it is beautiful and important for me because it has different colors and different forms.*

Teacher: *Why is it important for you?*

Student: *The colors represent the different person and different personalities it represents the colors. (September 3rd, Session 6)*

On the other hand, Artifact #9 (September 3rd, Session 6) is one of the symbols that one of the students did to accomplish the task previously given. The student drew one symbol with enough elements to talk about besides that fact the components presented in the drawing are figures that he could easily recognize in his performance. This was not the result of a series of sentences previously rehearsed; this was the result of generating a set of ideas with the desire of communicating them according to the situation.

Furthermore, the information contained in the field notes (September 3rd Session 5, Field Notes #4) is connected to the evolution of the students' performance in class in communicative situations where the purpose was to interact with the teacher. This piece of field notes narrates the way a specific student asks for certain information and how she has modified commands previously learned.

“Since the beginning of this semester the students are supposed to chat one each other in English or at least to express or ask whatever they want to their teacher in English. Some students are in that process of adaptation, some others have enhanced their speaking skill and every time they talk to me they do it in English. Although they commit some mistakes what they do is to use the language to express or ask for certain things. Valeria for example, she always asks for explanations, when she does not understand something she raises her hand and says “Teacher I don’t understand” or “Teacher what I have to do in this point? She usually uses the same expressions (point or part) to express her wonderings”. (September 3rd Session 5, Field Notes #4)

Interaction has been conceived as a social practice that allows people developing countless of processes because it emphasizes on the importance of the society in the correct development of human beings (Morenza, 1998). At this point of the process, as was previously described, the students were able to generate and modify their statements according to the communicative necessity. That necessity might be, expressing a desire, feeling or thought Amidon & Hough (1967) and also based on that reason contribute to his/her own learning process and parallel contribute to the class process.

Adams (2014) conceives interaction as a parallel process promoted by peers and its positive influence in the learning process of both students. As was described before, the students worked in pairs and supported one each other without noticing it since their statements arose according to their peers' speech. Additionally, the students interpreted the symbols and generated an opinion according to the peers' meaning of the symbol, showing in this sense the constant influence of their close context in their construction of knowledge and a reinterpretation of *Interaction* which is an activity that not only implies a conversation but also the opportunity of listening and reading the context.

To sum up, *Interaction* is a social activity that implies the constant influence of the family, social context and the personal understanding of the life in the development of knowledge of specific disciplines. Learning a language implies the continual interaction between two or more people, this phenomenon demonstrates how strong is the influence of the context and the peers in the development of certain knowledge, in this language learning study.

5.2 Fluency

5.2.1 Communicate (Student-Student or Student-Teacher) ideas in an established or semi-established situation using the structures learnt in class.

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The coming data was collected from February to May of 2016. After applying the activities suggested to answer this indicator (The Puppet construction, the Paper toy decoration and the Recycled character) it is possible to notice the following generalities found in the three instruments used to analyze the process of the students. The instruments used to gather the following data were artifacts, field notes and audio recordings of the students' performance.

As was posed first, the activities followed a sequence and the artifacts apply to gather the data show that:

The students were supposed to fill blanks according to the structures worked in class, as it is evident in the Artifact #1 the student completed the information about her favorite person in the world using the vocabulary and structures practiced along the first part of the process. This first phase was centered on the use of basic language (as is evident in the descriptions done by the student), because what was required to the students was mediated by an order and spaces which were necessary to be filled out.

The second information niche was a series of recordings of the last part of the exercise which consisted on the replication of what they did before in the worksheet (Artifact #1). At this level, students created a character (Paper Toy) who had several traits such as personality, weight, behavior and even humor besides that those characters had physical abilities which were expressed to the peer as is presented in the following fragment of a conversation between two students (March 12th, Session 5).

Student 1: *What is your name?*

Student 2: *My name is Multicara*

Student 1: *Where do you live?*

Student 2: *In Italy*

Student 1: *What is your favourite person?*

Student 2: *My favorite person is Cristiano Ronaldo because my favourite soccer club is Real Madrid.*

Student 2: *What is your name?*

Student 1: *My name is Roma*

Student 2: *Where do you live?*

Student 1: *I live in Casablanca Suba*

Student 2: *Who is your favorite person?*

Student 1: *My favorite person is my cat because is fast and is hairy*

Student 2: *Ohh excelent*

Eehhh Roma What can you do?

Student 1: *I can Ride bicycle and I can*

Student 2: *Oohhh the skateboarding is scary*

and bye bye

Student 1: *Multicara* What can you do?

Student 2: *I play Soccer in Real Madrid (March 12th, Session 5)*

What the students performed during their activities was characterized by the description of a character taking as a reference the instructions given by the teacher (The type of information) but during the development of the performance they added information of themselves and their creations were completed with elements of their identity.

As was registered in the field notes, in a different stage of the activity, the students were supposed to report the biography of their classmates achieving this exercise after practicing it for a period of time.

“The speaking activity was carried out in groups of two or three. After writing their biographies and practicing them for few minutes they reported satisfactory the information of their classmates.”(Field Notes #10)

As previously was defined *Fluency* is the capacity a language student has to express and deliver any idea in a foreign language taking into account the elements that build the idea Segalowitz (2010) and Hunter (2011) but also the amount of information delivered in a specific period of time McCarthy (2009) constituted this *Fluency* definition.

Based on the brief definition of *Fluency* is possible to affirm that the students achieved the first indicator because in the three information niches it was evident the capacity the students had to express their ideas in different stages of the process as the controlled according to the conditions established.

As Segalowitz (2010) and Hunter (2011) theorized, fluency is the ability the students have to communicate certain amount of ideas in the three different stages presented before. According to the student's artifacts they succeeded in getting and providing information, a task that required the ability of using language elements that allow them to express and understand the information.

Besides that, as is clear in the transcription the students not only expressed the basic components of a new character but also used the target language to add personal information a fluency exercise proposed by Segalowitz (2010) who says that fluency is mainly the ability of expressing an amount of ideas in L1 or Foreign Language/L2.

Furthermore, the field notes collected show the performance and the dynamics while the activity was carried out. This passage shows the students' performance along the activities and how they in a communicative situation produced in a controlled way due to the teachers' requirements a crucial factor in the development of Fluency according to Hunter (2010).

To summarize, in this indicator the students were able to use the language resources given by the course but also they had the autonomy to manage it and complement the exercise with basic information about their own world, this is the prove of the consciousness they already achieved at that point of the process.

5.2.2 Report the ideas done by the other students.

To achieve this indicator, the students faced different activities that demanded them to go beyond repeating and completing information. as is evident in Artifacts 2 and 3 the student not only worked on her information but also in her classmates' data. This activity consisted on writing their own biography by using grammatical elements and vocabulary patterns learnt in class before. After writing their own biography students had to look for the information written by the other classmates and write it on the spaces left to do it.

Although the students made some mistakes in their performances it was not a component that interfered in the process. The exercise consisted on reporting their classmates' information according to the preceding exercise which consisted on expressing their own biographies and listening to the classmates' information. As it is clear in the audio transcription.

Student 1: He is Juan Pablo

He lived in Bogotá Colombia with your family but moved another city with your father and sister. the last year he played soccer with your friends but went to the hospital because was burned. He watched in the cinema with your sister, he was a professional.

Teacher: *What do you remember? Special details about Juan Pablo's information*

Student1: *Studied in Francisco José de Caldas. He lived in Bogotá, he lived with family and he has 20 years old. (April 9th, Session 16)*

The field notes show the impression at first sight of the exercise due to the fact those descriptions contain information where the whole activity is described and the student's performance is seen as a vital factor for the achievement of the indicator as is in the following quote: *"The speaking activity was carried out in groups of two or three. After writing their biographies and practicing them for few minutes they reported satisfactory the information of their classmates."* (Field Notes #10)

Considering the fact that the second indicator was centered on the capacity of the students to report their classmates' information/speech and the premises postulated by Segalowitz (2010) and Hunter (2011) towards the exchange of information that is commonly expressed in L1 (Spanish) but is done in L2 (English) is a prove of the ability the students demonstrate to have to use the language to express information.

The information that was analyzed in this stage was mainly the one they listened by their peers. It is the case of the audio transcription which contains a short conversation between two students that talk about what their classmate had already said. Although speaker 1 had language confusions the idea of possession was understood and communicated, this is a phenomena proposed by Haunts who promoted the use of the target language regardless the perfect management of difficult grammatical structures.

Since McCarthy perspective the exercises the students faced allowed them to express an amount of ideas limited by time, production (quantity of words) or a situation like in this task in where the students' production was limited by the situation and complemented by their own perspective of the situation.

To close this indicator, it is necessary to point out that the exchange of information mainly proposed in the three fluency indicators is already achieved. As was posed during the generalities of the process above, the students developed the capacity of using the language to not only express their own world but also to express their classmates' world, as was the general result in the exercises that answered to this indicator.

5.2.3. Apply the structures previously done depending on the peer.

The information of this indicator was provided by the same sources (artifacts, audio transcript and field notes). The artifacts collected for this indicator consisted on the creation of their biographies. The student from Artifact #4 achieved the aim proposed by using elements (structures and vocabulary) learned in class and also this learner mixed it with vocabulary and structures practiced independently. The learner's composition was characterized by personal information such as his/her birthplace, hometown, current school and relatives plus this information the student added data related to its preferences in terms of leisure activities.

The conversation that was taken into consideration showed the use of what the students had learned in the previous lessons. Although the limitation of the exercise the students adapted and used it in their own benefit using vocabulary and structures that were strictly related to their own context because of the information used to construct the situation. In the exercise participated three girls that centered their attention on expressing their favorite person but to do it the creation of a whole situation in where their personal world was shown as part of the situation (Boyfriend and cities they like) as can be noticed below (March 12th, Session 5).

Student 1: Hello girls what is your name?

Student 2: My name is Julia

Student 3: My name is Puca

Student 2: Where do you live?

Student 1: I live in New York with my boyfriend but I travel to visit and vacation.

Student 2: And you?

Student 3: I live in Japan

Student 1: And you?

Student 2: I live in Chile

Student 1: What is your favorite person?

Student 3: Who is your favorite person?

Student 2: My favorite person is my mon

Student 1: Why?

Student 2: *Why is very crazy and lovely and friendly.*

Student 1: *Who is your favorite person?*

Student 3: *My favorite person is the friend Garu, because is beautiful, lovely, friendly he is intelligent. And you?*

Student 1: *My favorite person is my boyfriend he is lovely, he is tall and because is my boyfriend.*

Student 2: *What can you do?*

Student 1: *I dance, I can dance everyday I can fly, I can eat, I can swim.*

Student 2: *and you?*

Student 3: *eeehhh I can speak Japanesse I can play the space and I can dance.*

Student 1: *And you?*

Student 2: *I can speak english, I speak chile, I can jump 100 meters*

Student 1: *Girls let's go to the cinema. (March 12th, Session 5)*

To analyze the relevance of the indicator the field notes were also taken into consideration. In the following field notes there is a description of the same exercise that was transcribed above, in this opportunity was highlighted the variety of interventions performed by the students. Besides, it is described how different groups carried out the exercise and how the participation of certain students benefited the activity, for example:

- 1) *“As was proposed at the beginning of the research process the first production had to follow a structure given by the researcher...”*
- 2) *“The exercise consisted on: 1. Write a list of 5 abilities of your zombie, write a different list of 5 things your zombie can not do. 2. The conversation: What is your name? Where do you live? Who is your favorite person? Why? And what can you do?...”*
- 3) *“Each conversation had different characteristics, even though the goal of the activity was to do something brief and controlled there were cases in where the students modified it and added more information and incredibly were in the second phase of the process (guided production plus their contribution to the activity)...”*

- 4) *“Daniel Villamizar and Juan Pablo’s performance was not natural at all but Juan Pablo’s naturalness during the intervention (it was his second intervention) demonstrated me that even the time is limited the students can achieve significant results...”*.(Field Notes #5)

Those observations were made during the first data collection moment in where the students applied the process that was carried out many sessions before. This was the first opportunity to measure their performance using the target language.

Based on the premises exposed about the role of *Fluency* in the language it was clear that what the students did to accomplish this indicator was beyond of what was expected to be gathered. In Segalowitz (2010) words, the students used the target language to express themselves, something that is also possible to do in their mother tongue (Spanish) using structures learnt in class.

Moreover, Hunter (2011) affirms that the role of the teacher in the assessment of the students is essential due to the students are monitored and also because in this processes the feedback allows the language learners to overcome and improve the mistakes that commonly appear at this level.

To conclude, to achieve this indicator the students not only used the structures they learned in class but also they mixed them with their own world which is a phenomenon that commonly takes time and a high awareness of the linguistic tools that are necessary to communicate their own world to their peers. Besides that, the students omitted the first phase of the process and rapidly responded to what the second phase was about, semi-controlled interaction.

5.3 Meaning

5.3.1 Describe different situations using the vocabulary learnt in class and by themselves.

In consideration of the indicator previously presented, the exercise that was taken into account to determine the validity of the process was characterized by the use of the linguistic tools (structures and vocabulary) learned in previous lessons and the combination of this spectrum with the language related to the students' own universe.

Firstly, the audio recording that shapes on this indicator belongs to one of the last performances of the students (September 3rd, Session 6). The creation of one symbol was necessary to achieve the communicative goal of this indicator. Although the performance is brief what the student did summarizes this indicator since not only describes her symbol but at the same time assigns an affective load with the adjectives (Vocabulary learned and practiced in the previous semester such as friend and favorite) and linguistic resources applied (Structures applied in the controlled phase). (September 3rd, Session 6)

Teacher: *Louder Laura, louder.*

Student: *This is my symbol I select this because my mom is Gladys and my name is Laura, my mom is my favorite person is my friend she is my everything.* (September 3rd, Session 6)

Besides that, the activity proposed in the Artifact #5 collected proposed the students to create an autobiography that contains information about themselves (likes, dislikes, preferences and experiences). The objective of this task was to report their lives using a puppet previously manufactured in class. This exercise required the use of structures learned in class and vocabulary previously practiced independently.

Furthermore, to complement the analysis of the indicator reviewing field notes and analyzing the students' artifacts gave to the process the three views necessary to find out a common pattern in their productions.

The field notes' content is mostly characterized by the narration of the events that took the students to this point of the process, also the teacher's perspective towards the different phenomena occurred along the classes and in the final performance. The field notes that contain the description of this indicator is:

1. *Each conversation had different characteristics, even though the goal of the activity was to do something brief and controlled there were cases in where the students modified it and added more information and incredibly were in the second phase of the process (guided production plus their contribution to the activity).*
2. *The other special case was Yeleina's performance, she created an entire situation with her friends in where they had the possibility to use information of their immediate context, this performance was the longer one (Field Notes #5).*

To shape correctly the analysis of the information gathered, it is fundamental to connect the data found in class and the *Meaning* theory presented in the study. Firstly, as Svalberg (2007) has stated, language learners not only learn a system of rules, good language students learn at a specific stage how to approach the new universe that is presented to him/her with their own universe, it means that as in the conversation that was taken as example to explain the achievements of this indicator the student was not only able to use the grammatical rules of the target language but also to use them to explain a meaningful situation for her, a situation that constantly goes around to her minds and days.

Also, the data shows that the intention of the student was not only to accomplish an assignment but also to communicate as Bach (2005) says, an intention. The purpose of the student was to express her gratitude to her mother (Speaker Meaning) complemented by certain grammatical rules (Linguistic Meaning) which permitted the student to use the target language as the way she wanted. Another achievement gotten by the student in this exercise was the ability she had to understand what was said by her peer.

To conclude, the data taken as reference in this indicator was characterized by the production of language using as the main constituent *Meaning*. To analyze this indicator, the built *Meaning* concept worked as a resource to explain and understand the performance of the learners at this level, their intentions and their construction of the reality.

5.3.2 Understand the descriptions of different situations made by his/her classmates.

To accomplish this indicator, the students described a situation and later they reported it to the teacher. To evaluate this indicator, it was imperative to make the students talk about their peers' information as it is presented in the transcript conversation, also the field notes (Field Notes #3) and the artifact (Artifact #6) presented below give account of that.

The following conversation is based on Hitler and his activities during the Second World War, besides, the peer two reported the information given by the student one. This exercise evaluated the understanding of a complete description and its subsequent reproduction. This conversation contains information related to their close context, it means that the elements used to build this conversation are found in their daily life (House, School or Centro de Lenguas). (April 9th session 16)

Teacher: *What's your name?*

Student 1: *Adolfo Hitler*

Teacher: *Ok you are Hitler, Hitler how are you today?*

Student 1: *Fine thank you*

Teacher: *What's your name?*

Student 2: *Perrosky*

Teacher: *Hitler, tell me something about your information.*

Student 1: *My?eeehhh I was born in Alemania/ Germany eeehhh I killed 1000 people eeehhh I spoke English and French*

Teacher: *And you Perrosky tell me something about your life*

Student 2: *I was born in France eehh I like soccer my favorite team*

is real madrid and I like sushi I like I live with my parents eeehh

Teacher: *Remember something about Perrosky's life?*

Student 1: *He lives with your family, He lived with your/ his family, he like the play soccer he hehe.*

Teacher: *And Perrosky remember something about Hitler's information, hitler's life?*

Student 2: *He lived in Germany, He spoke French and English eeheh and he lost the world war one and world war two. (April 9th session 16)*

On the other hand, the information existing in the field notes described the way students performed. The data gathered refers the way one of the students decided not only to ask the information to his peers but also to get the information required (Getting personal information) from his teacher, besides that the risk that was taken by the student shows that not only he can adapt himself to produce in front of his peers but also to perform in front of a teacher.

1. *"At the end of the class the students received again the instructions about "My favorite person in the world" and started to full fill the blank spaces. Some students did the exercise using Spanish, some others did it walking and wondering to different people and for example Juan José asked me that information and his performance was completely in English." (Field Notes #3)*

In addition, the artifact #6 shows the information the students had to collect during one of the exercises proposed. This dynamic focused on basic questions such as Where did you live last year? Where did you study fourth year? What did you like when you were younger? And Who was your favorite person last year? The answers of these

questions were in most of the cases specific, it means that the information provided by the peers was short and without any prolongation.

On the other side of the issue, linking the achievements of the students with the theoretical basis of this indicator it is fundamental to mention that in Svalberg (2007) words the appropriation of the structures done by the students was a reflection of an approach the students acquired. They had the option of opening their limited perspective to a bigger one supported by the new possibilities given by the target language.

According to Bach (2005) and his division of meaning what the students were able to do in this exercise is an example of “Speaking Meaning” due to their intention was beyond answering certain amount of questions with information isolated, what the learners did was centered on the use of the target language to show one aspect of their daily life or a series of meaningful events in their lives.

Connected to what is said by Bach, Smith (2003) pleads for the construction of the meaning throughout the social modification that exerted on the language. This happens in the conversation previously written when the student uses the word “killed”, for the student this word does not have the connotation of crime or genocide, for the student this means an achievement of the character he created for the situation.

5.3.3 Use their own ideas (vocabulary or information) in order to modify and complement the situations previously given.

The characteristics of the following data is mainly centered on the appropriation of information previously given or heard, the exercises were about the communication of certain information with the aim of telling that to a different receptor.

The first exercise was an interview in where the students had to report the information aforementioned given by their peers in order to show how much of that

information was understood or not. Firstly, the students had to create a character with certain aspects, later the presentation of those new characters to a peer was the second stage that preceded the last dynamic which consisted on the report of the information previously given by the peers to the teacher as it is evidenced in the conversation below.

Teacher: *What's your name?*

Student 1: *Adolfo Hitler*

Teacher: *Ok you are Hitler, Hitler how are you today?*

Student 1: *Fine thank you*

Teacher: *What's your name?*

Student 2: *Perrosky*

Teacher: *Hitler, tell me something about your information.*

Student 1: *My? eeehhh I was born in Alemania/ Germany eeehhh I killed 1000 people eeehhh I spoke English and French*

Teacher: *And you Perrosky tell me something about your life*

Student 2: *I was born in France eehh I like soccer my favorite team*

is real madrid and I like sushi I like I live with my parents eeehh

Teacher: *Remember something about Perrosky's life?*

Student 1: *He lives with your family, He lived with your/ his family, he like the play soccer he hehe.*

Teacher: *And Perrosky remember something about Hitler's information, hitler's life?*

Student 2: *He lived in Germany, He spoke French and English eehh and he lost the world war one and world war two. (April 9th session 16)*

In addition, the information contained in the field notes (Field Notes #3) demonstrates that the performance of the students was based on the acquisition of information from different people and was registered with their own words on designed prompts as it is evident in the artifacts collected to this purpose.

1. *"At the end of the class the students received again the instructions about "My favorite person in the world" and started to full fill the blank spaces. Some students did the exercise using Spanish, some others did it walking and wondering to different people and for example Juan José asked me that information and his performance was completely in English." (Field Notes #3)*

Consequently, to what is done before, the attainments of the learners in regards to this indicator show that they were able to express and describe situations lived or heard using their own vocabulary and the one learned in class. This independence is for Svalberg (2007) the

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knowledge students have at certain intermediate point in regards to create and comprehend the meaning of words or situations.

Also, as Bach (2005) poses, when the students have the ability not only to understand the literal meaning of a verbal situation but also create their own understanding and meaning of it demonstrates that the literal production is overcome and an intentional phase is dominated, as in the different interventions of the students along the process due to they were able to modify and create meaning from an undefined set.

To conclude this indicator is fundamental, not only to see the way the students apply the grammatical structures of the language but also to notice how naturally they have produced and create meaning from a limited linguistic spectrum they had at that point. Furthermore, the results achieved at this point shall allow further results toward their use and adaptation of language.

Chapter 6: Results Summary

6.1 Results Summary

Throughout the last section the analysis of each indicator was presented. There were analyzed the different resources that contained the data gathered to answer to each of the indicators previously presented. For each indicator was selected the transcription of at least one recording which response to the necessity posted in each indicator. Also, sections of specific field notes were selected to set the analysis of the indicator. To finally complement those examinations, the artifacts resulting of the sessions were taken as one of the resources that complement the data analysis.

Firstly, the results that arose from the three *Interaction* indicators suggest that the students developed the capacity of using the language to express not only information or request data related to the course but also to be heard. Although the students committed mistakes when they had to use the language it was not a barrier to express and understand themselves.

Furthermore, the *Interaction* phenomenon corresponds to a communicative exercise that goes beyond the simple act of transferring certain information (or permission). Here the students had the opportunity to express themselves and to listen to their ideas.

Secondly, in regards of *Fluency* the students were supposed to communicate ideas in established situations, report information formerly said and apply structures according to the necessity. The first analysis conclusion shows that the students were able to use the structures learnt in class independently and mix it with the information of their own context.

Besides what the students practiced, it allowed them to report not only their own information but also to manage the information said by a peer and express it with his/her own

language resources. To accomplish this, the students used linguistic structures learnt before or practiced in class.

Thirdly, the *Meaning* construction process was based on the description of situations, understanding external descriptions and the use of their own linguistic spectrum to modify and complement situations previously given. The constant found in these three indicators was the group *Meaning* construction which was generated in account of their intentions and reality.

Moreover, with these indicators it was shown how the process permitted the students to create meaning(s) according to the situation and the necessity. As was posed since the beginning of this study everything done belonged to a process where the classroom, the social context of the students and their own voice were taken into account.

The reasons why the students achieved the indicators previously posed are connected with the promotion of a participatory atmosphere. This type of classroom allowed them to take risks, to express their ideas, to be heard and to contribute to their own process. As all the activities went around the use of the handicrafts they knew the content of their speeches and also their close context information was in every intervention.

Another important fact was the constant peer work promoted along the research. The students supported one each other by their peers or groups. Also, the age appropriated knowledge and contents strengthened the confidence to use the target language in their new secure place.

Additionally, it is important to report the evolution of the students taken as a reference the problem statement where was posed the lack of interaction and its influence in their performance in class. The students that were shy at the beginning of the process could have the opportunity to show themselves to their classmates. Is the case of Juan José, a student that did not participate in group activities and when he had the opportunity their interventions in the group were limited. In the last semester he established relations with his peers, he started to work

Handicrafts and English Language Learning

with them and shared likes and experiences, the constant group work promoted this phenomenon, his introspective personality was not a barrier for him to be part of the class.

On the other hand, the students who expressed their fear towards speaking activities were the ones who better performed in class. Juan Pablo, Ana Maria, Angelica or Yeleina showed a capacity to contribute to their peers. Their constant contact with the community resulted in events such as the preoccupation of their peers' results, the company and the support in the speaking activities and evaluation.

The evolution of this process had as a result a group of students who are confident to use the language, to take the risk of committing a mistake and to be part of a community in where helping the others is as important as getting a good grade.

This study showed the evolution of a number of students who were not use to participate or express what they thought about a class or even an activity. The resulting group of students created and showed their own identity and context in their handicrafts, in their jokes and comments in class. The students learnt to participate, contribute and listen to the others. As many of them expressed the handicrafts were an opportunity to create and practice their English using their creativity.

Chapter 7: Conclusions

7.1 Conclusions

Based on the first specific objective “To analyze the impact of conversational activities based on the use of handicrafts to start a controlled and semi-controlled interaction” it is possible to conclude that: The conversational activities allowed the students to structure their speeches and the ideas they wanted to express in a specific situation.

Besides that fact, it is important to mention that the conversational activities were designed to guide the students, to provide them vocabulary and a situation they could recognize. Based on what was posed in the data analysis section the students’ achievements demonstrated that they used the vocabulary worked in class but at the same time they modified those activities according to their communicative necessities and desires, showing in that way an independent use of the language. The basis and the constant practice in class allowed them to perform using English which was complemented by the autonomous proficiency level the students were developing along the process.

The conversational activities helped the students to have an initial point that structured their speaking performances. It also contributed them to recognize their peers supplying them with information that was used in different opportunities and that they already knew.

Having in mind the second objective “To validate the improvement of students’ oral interaction through the use of handicrafts as a didactic tool” it is convenient to say that: The use of the handicrafts helped the students be more confident when they had to speak in front of the teacher or their peers.

The handicrafts were the didactic tool the learners used to create new identities based on components of themselves as well as the ones related to their close context (school and family).

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This didactic material permitted them to be creative, to participate in their own process to speak but more important to be heard in class.

By the end of the process the students were able to mix the linguistics components learnt in class and practiced with the handicrafts in their speeches strengthening in that way their speaking skill through out the previous process enhanced by the handicrafts.

On the other hand, the teacher's performance is necessary to be taken into consideration. Along the process the teacher faced different situations towards the process and the dynamics of a common setting. The teacher was immersed in a continuous praxis process that made him realized gaps existing in the students. Also it permitted him to focus on dynamics that even in a classroom are common for him were new such as grading, group management and leadership in a classroom.

This study is not only enclosed in the enhancement of a linguistic component (Oral Interaction) among the students, this study must be seen as general developmental process. While the students learnt the teacher did the same, he learnt to see, control, accept, change and continuously analyze his own labor throughout the success and failure on the road.

7.2 General Recommendations

As part of this process it is necessary to suggest certain facts that might be useful for the continuity of the language learning process which started in 2015-2. In regards to the pedagogical component, it is necessary to reflect about the advantages of implementing in the classroom tools that require a constant participation by the students because it allows them to connect themselves with their own process and to recognize their peers.

Furthermore, the research component deserves suggestions due to it is necessary to make emphasis on processes like the one that has been concluded. Enhancing research processes would constantly contribute to the teaching labor in a context like Colombia where the inequality

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and the contrast existing between one context and another challenge teachers to be more recursive and innovative to accomplish their teaching goals.

On the other side of the issue, the language program provided by the Centro de Lenguas should offer activities where the student is immersed in a different learning dynamics, the approach to the language promoted in the classroom is not enough in this modality. To complement the processes extra curriculum activities in the established schedules or in the opposite shifts would enrich this labor.

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ANNEXES

In the following link you will have access to a folder with the rest of the artifacts, audios and field notes of the second phase of the process:

<https://drive.google.com/open?id=0B6nN7UiBhtMMd1JUUI9YTHRyYIU>

Annex 1

FIELD NOTES No 3

SCHOOL: Centro de Lenguas		STUDENT-TEACHER: Daye Cuatrecasas		GRADE: Basic 3
TUTOR: Melany Rodriguez Cáceres				DATE: August the 29th
				MENTOR-TEACHER: Sara Cuevas
ACTIVITY (Description)	TEXTUAL MARKERS (Linguistic and non-linguistic)	ANALYSIS (Meaning)	INTERPRETATION (Categorization)	OBSERVATIONS AND PROPOSAL
<p>Topic: Exercise: Singular Plural Possessive adjectives</p> <p>Exercise (Exam Sept 5th)</p> <p>1. The class started with the review of the homework. Some of the students did not do it.</p> <p>2. The students had to listen and follow a teacher that ask him something or answer questions about the reading.</p> <p>3. The teacher explained the exercise together and read.</p> <p>4. By groups, the students solved an exercise in the book.</p> <p>5. After the book, student solved a worksheet and an exercise in the book.</p> <p>6. The teacher played a task to work the listening about colors.</p>	<p>1. Did active participation by 3 students.</p> <p>2. The students had a good comprehension of the reading.</p> <p>3. Active participation when they have to create examples.</p> <p>4. Comparative learning presented by the teacher.</p> <p>5. Students work very fast and actively.</p> <p>6. The seemed to be bored because of the same rhythm. The teacher: "The song is slow for them but it is to improve your listening."</p>	<p>The students who participated were the ones who did the homework and have a good level.</p> <p>1. The explanation did not have English words at school.</p> <p>2. The topic affected the active participation.</p> <p>4. It helped them to be clear and make the class more dynamic.</p> <p>5. When they face an activity different from the book their attitude changes.</p> <p>6. This activity did not require a high English proficiency.</p>	<p>Self Confidence Task accomplished</p> <p>Self Confidence Metacognition By their participation at class they are dem...</p> <p>The role of the students in the class</p>	

Annex 2

**Universidad Pedagógica Nacional
Facultad de Humanidades
Departamento de Lenguas
Licenciatura en Español e Inglés
Proyecto de investigación en el aula**

Name: _____ Age: _____

1. Where do you live? _____
2. With whom you live? _____
3. What is your social strata? _____
4. Where do you study? _____
5. Your school is: Public or Private
6. Is your school a bilingual school? **Yes/No**
7. How many hours of English Class do you have per week at school? _____
8. Which classes in English do you have? _____
9. What of the resources bellow do you have at school?

English Laboratory / T.V. / Recorders / Flash Cards / Games in English / No
Resources / Books / Dictionaries / Computers

10. What is your favorite class? _____ Why? _____
11. What do you do in your free time?

Music TV Reading Movies Sports Play any instrument Other activity? Which one?

12. What of the tools below do you have at home?

Computer TV Stereo Books Maps Video beam Home theater Other? Which one?

13. How much time do you spend in the pc?

1-2 hours 4-6 hours 8 hours More time

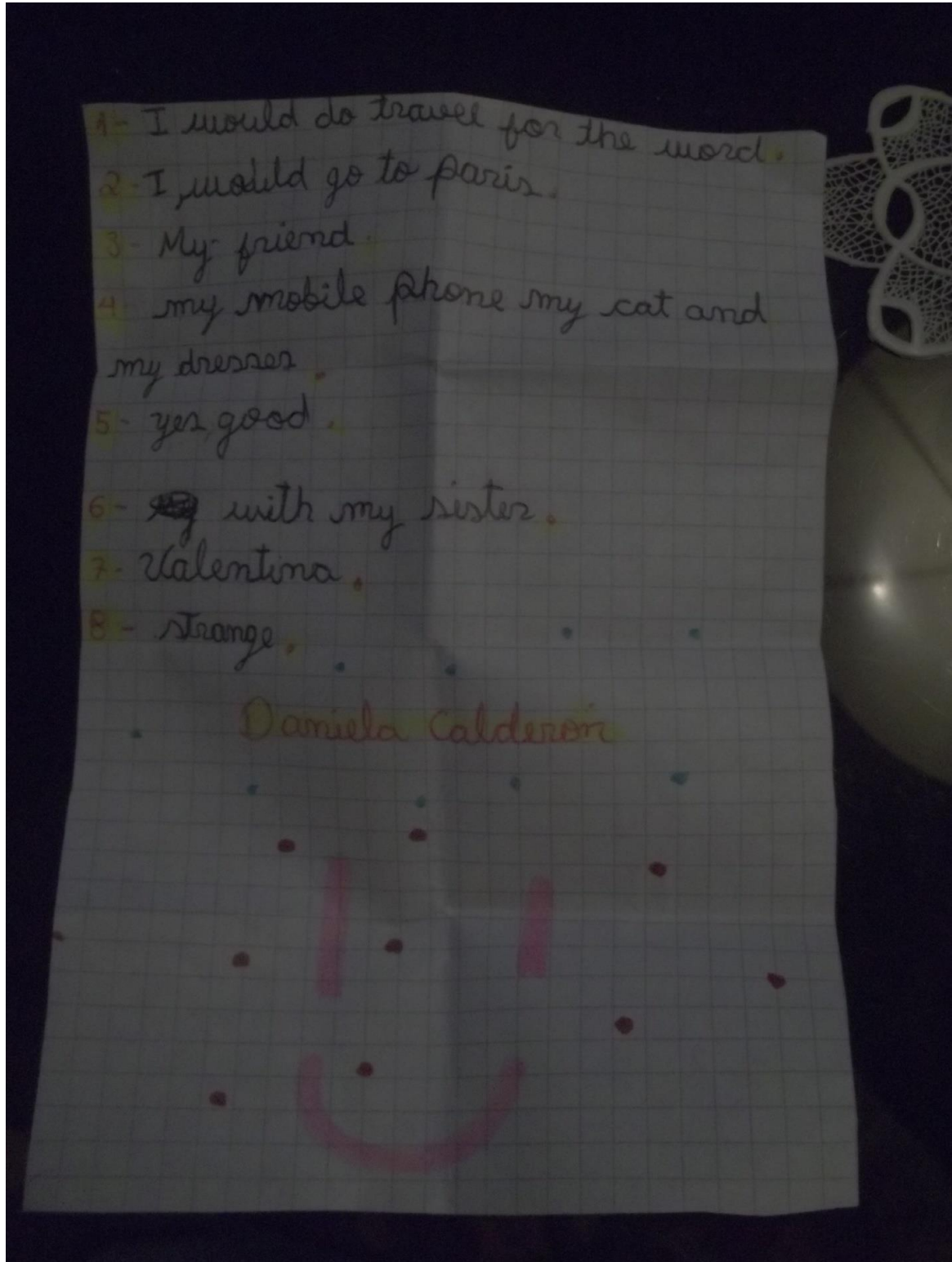
14. Why do you learn English? _____
15. Did you learn English before? **Yes/No** Where? _____
16. Do you like to participate in class (At the language center)? **Yes/No**
17. If you have the opportunity to participate, you: **do it** or **do not do it**? Why?

18. What do you think you need to speak more in English?

Annex 4

Name:				
Type of Speaking Exercise:				
Alone: Group:				
Possible Question (Monologues)	Component of the question	Yes	No	Description of the answer
How is your school/mother?	Describes People, Places and Objects.			
Where is the bathroom here/in your house?	Gives easy instructions related to his/her close context (School and Family).			
Which place do you prefer, School or UPN? Why?	Compares Places, People and Objects.			
What do you like?	Expresses his/her likes and dislikes.			
What do you do at School/Home?	Describes events or activities related to his/her close context (School and Family).			
	Conversations	Yes	No	Description of the answer.
Where do you live? What is your name?	Answers with short phrases about known topics.			
Using commands are suggested.	Asks about explanations related to his/her close context (School and Family).			
Using commands are suggested.	Participates in daily communicative events such as thank, apologize and ask favors.			
Do you know that next year there will be a new Kung Fu Panda movie?	Uses non verbal codes such as gestures and intonation.			
Conversation about likes and dislikes.	Creates easy questions about familiar things.			
Using greetings and slangs are suggested.	Starts and finishes a conversation about a familiar topic.			
Total:				Level:

Annex 5



Informed Consent

FORMATO	
CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: P02000001	Versión: 01
Fecha de Actualización: 02-05-2014	Página: 2 de 3

Caso adulto responsable del niño(a) y/o adolescente (a) con:
Nombre(s) y Apellidos: Gabriel Pizarro Alvarez Tipo de identificación: Tarjeta de Identidad N°: D118764 10

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 si 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 concuerdo 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. Concuerdo el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a terceros que autorice por escrito o 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 puede ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Caso 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 conozco haber ejercido previamente a su publicación en _____

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

Cesar Daniel Uribe Jarama C-D-U
Nombre del adulto responsable del niño o adolescente: _____
N° identificación: 71001330 Fecha: 20/01/07/10

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

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ARTFACTS

Universidad Pedagógica Nacional
Centro de Lenguas de la Universidad Pedagógica Nacional
Básico II
Activity 1: My favorite person in the world!

Name: Diana Valentina Pérez Date: _____

A- My favorite person in the world is _____.

Tall, short, fat, thin, pretty, handsome, intelligent, talkative, responsible, lovely, young, old, friendly, unfriendly, kind.

1. Mom is friendly
2. Mom is thin
3. Mom is talkative
4. Mom is pretty
5. Mom is responsible

B- With the information that your classmates are going to tell you complete the spaces. You need 5 different people.

Alexandra's favorite person is sister

1. her sister is tall
2. her sister is intelligent
3. her sister is fat

Juan David's favorite person is mom

1. her mom is intelligent
2. her mom is short
3. her mom is kind

Lucas's favorite person is mom

1. her mom is friendly
2. her mom is pretty
3. her mom is intelligent

Valeria's favorite person is best friend

1. her best friend is friendly
2. her best friend is beautiful
3. her best friend is love

1.

Universidad Pedagógica Nacional
Centro de Lenguas de la Universidad Pedagógica Nacional
Básico II
Activity 3: My Biography

Name: Valeria Morales Date: 9/04/2016

1. With the next materials, you are going to manufacture a puppet: Wool, an old sock, two bottoms, glue and imagination.
2. In the lines below write a short autobiography that should contain details such as: Your likes, friends, neighborhood, schools, details about your family and your favorite person.

I like listening music like pop, volleyball, I like read a book and I like share with my friends, my friends are: Daniela, Laura, Sofía, Mariana, Daniela, Jovani.

I live in Bogotá in the neighborhood the Chapinero
I study in the school "Colegio Americano de Bogotá"
my family are composed by: my father Felipe, my mother Estefany, my grandmother's Maria.

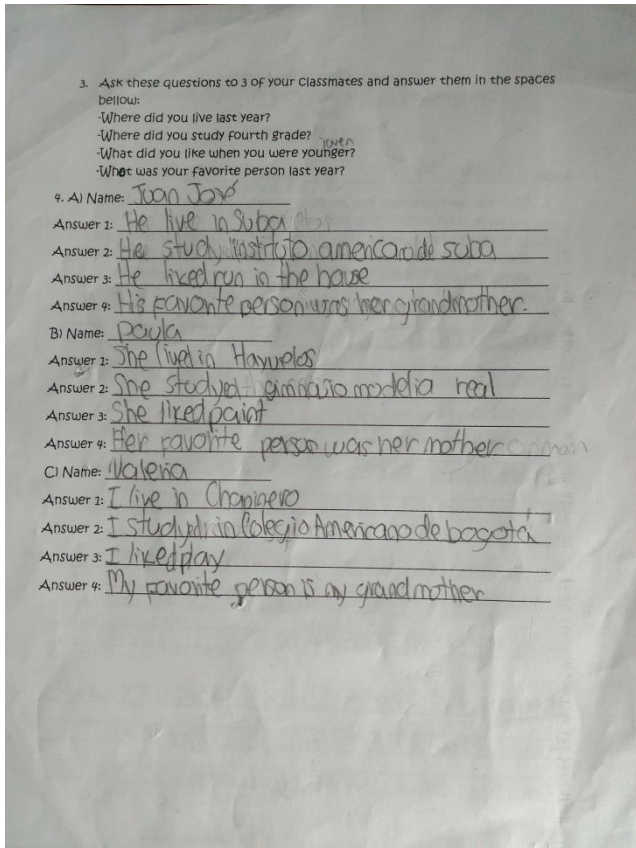
My favorite person is my grandmother, because she is intelligent and very important for me in my life. My second favorite person is my mom.

My name is Valeria, I am 11 years old, I am study in "Colegio Americano de Bogotá", my favorite color is purple, my favorite animal is a butterfly.

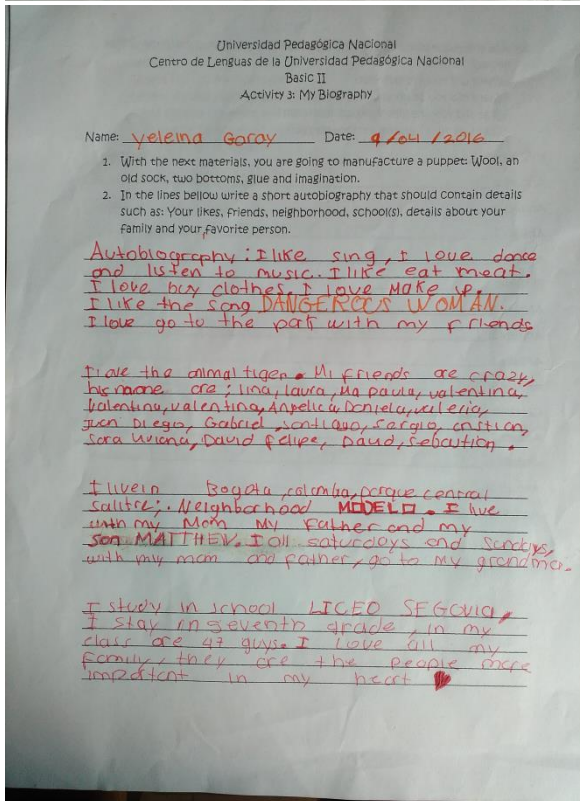
Att: Valeria Att: David

2.

Handicrafts and English Language Learning



3.



4.

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Universidad Pedagógica Nacional
 Centro de Lenguas de la Universidad Pedagógica Nacional
 Basic II
 Activity 3: My Biography

Name: Juan José Gómez Silva Date: 14/ April / 2020

- With the next materials, you are going to manufacture a puppet: Wool, an old sock, two bottoms, glue and imagination.
- In the lines bellow write a short autobiography that should contain details such as: Your likes, friends, neighborhood, school(s), details about your family and your favorite person.

I am Juan José Gómez Silva I am eleven years old, I live in a house in Casablanca, Cuba with my grandma, my grandpa and my cat, I study in a school of Cuba. The name of the school is Instituto Nueva America de Subart. I have four friends.

The number one friend is Genilo, he is 27 years old and he study in the university. The number two friend is Didi, she is 24 years old and he study in the university. The number three friend is Edward, he is 20 years old and he work in a motorcycle. The number four friend is Alicia, she is ten years old and she is a student of the Instituto Nueva America de Subart. I love ride a skateboard, I like play with my cat, I like drive a car, I like travel, I like go in a motorcycle and I like the soup and I go to the cinema with my friends. Also I like go and watch to events of wrestling and I like the tattoos. My favorite person in the world is my grandma because she care me and she help and support me in good and bad moments. Also she cook soup for me.

5.

- Ask these questions to 3 of your classmates and answer them in the spaces below:
 - Where did you live last year?
 - Where did you study fourth grade?
 - What did you like when you were younger?
 - What was your favorite person last year?

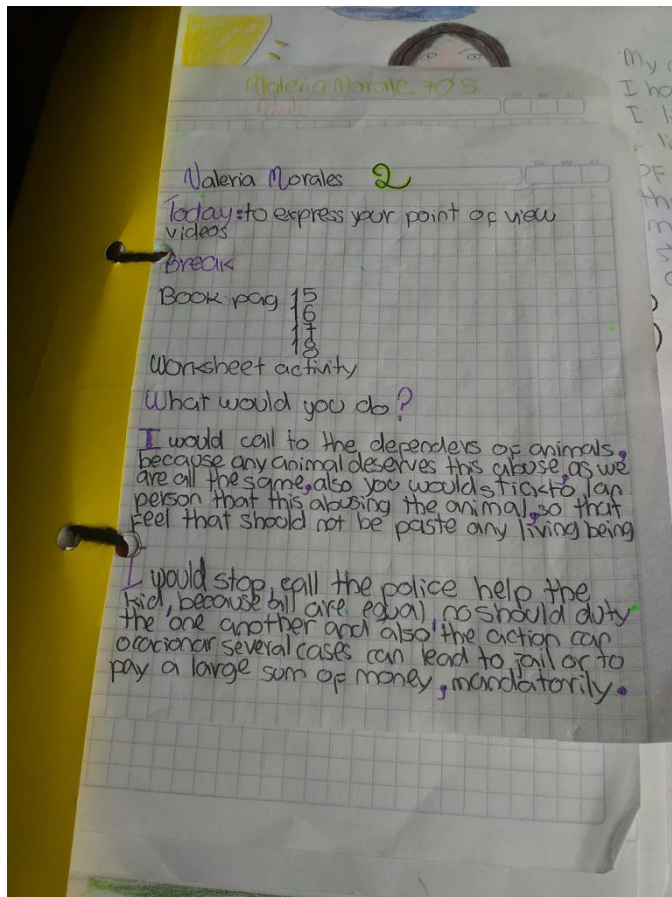
a) Name: Nicolás
 Answer 1: He lived in gatin
 Answer 2: He studied math
 Answer 3: He liked walk
 Answer 4: man

B) Name: Juan José
 Answer 1: He lived in Cuba
 Answer 2: He studied the padamabres
 Answer 3: He liked iron
 Answer 4: grand mother

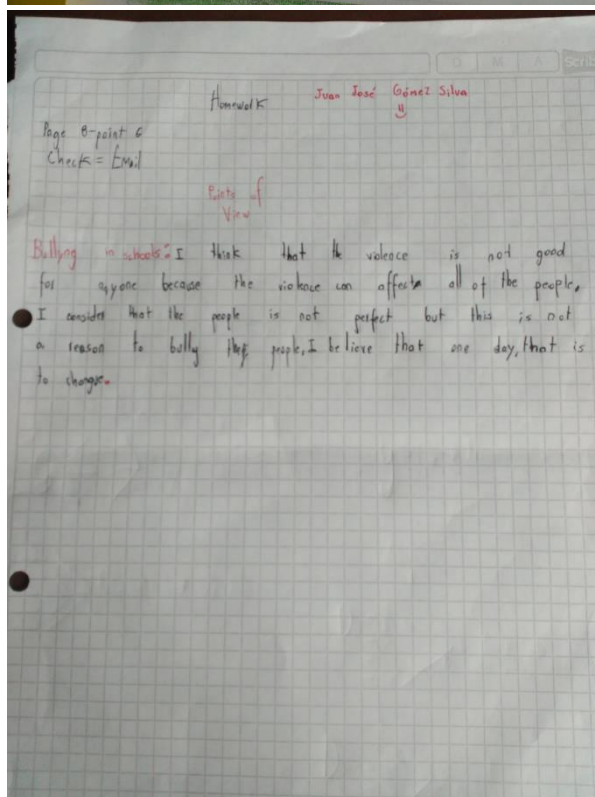
C) Name: Juan Pablo
 Answer 1: He lived in Progreso
 Answer 2: He studied in colegio presentacion
 Answer 3: He liked play with your cars
 Answer 4: grand mother

6.

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7.



8.



9.

AUDIOS

Conversation 1 Juan José: What is your name?

Diego: My name is Multicara

Juan José: Where do you live?

Diego: In Italy

Juan José: What is your favourite person?

Diego: My favorite person is Cristiano Ronaldo because my favourite soccer club is Real Madrid.

Diego: What is your name?

Juan José: My name is Roma

Diego: Where do you live?

Juan José: I live in Casablanca Suba

Diego: Who is your favorite person?

Juan José: My favorite person is my cat because is fast and is hairy

Diego: Ohh excelent

Eehhh Roma What can you do?

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Juan José: I can Ride bicycle and I can

Diego: Oohhh the skateboarding is scary
and bye bye

Juan José: Multicara What can you do?

Diego: I play Soccer in Real Madrid

Conversation 2

Daniel: He is Juan Pablo

He lived in Bogotá Colombia with your family but moved another city with your father and sister. the last year he played soccer with your friends but went to the hospital because was burned. He watched in the cinema with your sister, he was a professional.

Teacher: What do you remember? Special details about Juan Pablo's information

Daniel: Studied in Francisco José de Caldas. He lived in Bogotá, he lived with family and he has 20 years old. (April 9th session 16)

Conversation 3

Yeleina: Hello girls what is your name?

Angelica: My name is Julia

Laura: My name is Puca

Angelica: Where do you live?

Yeleina: I live in New York with my boyfriend but I travel to visit and vacation.

Angelica: And you?

Laura: I live in Japan

Yeleina: And you?

Angelica: I live in Chile

Yeleina: What is your favorite person?

Laura: Who !! Is your favorite person?

Angelica: My favorite person is my mon

Yeleina: Why?

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Angelica: Why is very crazy and lovely and friendly.

Yeleina: Who is your favorite person?

Laura: My favorite person is the friend Garu, because is beautiful, lovely, friendly he is intelligent.

And you?

Yeleina: My favorite person is my boyfriend he is lovely, he is tall and because is my boyfriend.

Angelica: What can you do?

Yeleina: I dance, I can dance everyday I can fly, I can eat, I can swim.

Angelica: and you?

Laura: eeehhh I can speak Japanese I can play the space and I can dance.

Yeleina: And you?

Angelica: I can speak english, I speak chile, I can jump 100 meters

Yeleina: Girls let's go to the cinema.

Conversation 4

Laura's performance

Teacher: Louder Laura, louder.

Student: This is my symbol I select this because my mom is Gladys and my name is Laura, my mom is my favorite person is my friend she is my everything.

(September 3rd, Session 6)

Conversation 5 Teacher: What's your name?

Juan David: Adolfo Hitler

Teacher: Ok you are Hitler, Hitler how are you today?

Juan: Fine thank you

Teacher: What's your name?

Diego: Perrosky

Teacher: Hitler, tell me something about your information.

Juan: My?

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eeehhh I was born in Alemania/ Germany eeehhh I killed 1000 people eeehhh I spoke English and French

Teacher: And you Perrosky tell me something about your life

Diego: I was born in France eehh I like soccer my favorite team is real madrid and I like sushi I like I live with my parents eeehh

Teacher: Remember something about Perrosky's life?

Juan: He lives with your family, He lived with your/ his family, he like the play soccer he he he.

Teacher: And Perrosky remember something about Hitler's information, hitler's life?

Diego: He lived in Germany, He spoke French and English eehh and he lost the world war one and world war two.

Teacher: What's your name?

Juan David: Adolfo Hitler

Teacher: Ok you are Hitler, Hitler how are you today?

Juan: Fine thank you

Teacher: What's your name?

Diego: Perrosky

teacher: Hitler, tell me something about your information.

Juan: My?

eeehhh I was born in Alemania/ Germany eeehhh I killed 1000 people eeehhh I spoke English and French

Teacher: And you Perrosky tell me something about your life

Diego: I was born in France eehh I like soccer my favorite team is real madrid and I like sushi I like I live with my parents eeehh

Teacher: Remember something about Perrosky's life?

Juan: He lives with your family, He lived with your/ his family, he like the play soccer he he he.

Teacher: And Perrosky remember something about Hitler's information, hitler's life?

Diego: He lived in Germany, He spoke French and English eehh and he lost the world war one and world war two.

Conversation 6

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Student: The teacher, the old teacher speak with my mom and my mom very much angry and you speak with she and my mom very much much much much angry.

Teacher: She gets angry, yeah but why?

Student: Because my comportament.

Teacher: Behavior

Student: not is good

Teacher: It is not good

Student: Please Diego please one opportunity

Teacher: So continue

Student: Please Diego

Teacher: Why?

Student: Because my mom hit and my cellphone “me lo quitaron hace cinco meses y no me lo dan, la fiesta de Gabriela no puedo ir, tengo un viaje tampoco”

Teacher: Sorry?

Student: I work, no work is trabajar, I travel to the school and I can't go.

Teacher: Why?

Student: Because my mother very much angry and my birthday is in a cinema and my mom broke up a cited and not make my birthday, Diego please.

(Session 6, September 10th)

Conversation 7

Exam (Daniel)

Teacher: And you Daniel what do you think about her symbol?

Student: The symbol of Valentina it has more colors and has more forms with triangles and circles and for me represents “como” the love?

Exam (Valeria)

Teacher: What's your symbol about?

Student: My symbol is about a mandala because is beautiful and important for me because it have different colors and different forms.

Teacher: Why is it important for you?

Student: The colors represent the different person and different personalities it represent the colors.

FIELD NOTES

UNIVERSIDAD PEDAGÓGICA NACIONAL Pedagogical Practice

Institution and semester: Centro de Lenguas

Class Report N°: 3

Date: February 27th

Hour: 8-12

Trainee Teacher: Diego Castrillón

Population of the session: 25

Objectives:

1. To practice situated vocabulary (weather and sports).
2. To practice the use of imperatives and prepositions of place.
3. To recognize the different uses and contexts where the Present Continuous is used.
4. To differentiate the Present Simple and Present Continuous.
5. To interact among them using basic and prefabricated structures.

Activities:

1. Presentation of the topics using the book and its activities.
2. Present Continuous activity with the video "A beautiful Sunday morning" by Charlie Chaplin.
3. Book activity about Present Continuous vs Present Simple.
4. Practice the topics worked before with an outdoor observational activity.
5. Second part of the instruments' implementation.

Absences:

Danna Valentina Rojas Cuadros

Daniel Esteban Villamizar Laguna

Special Cases:

Laura Boada: During this class I moved Laura to a spot close to me in order to monitor her better and suggest her work with extrovert girls. As a result of this situation Laura's results were better and I could notice that in the result of her observational exercises.

Administrative situations:

1. The situation in towards the limit of students in class made the coordinator come to my classroom in order to check the amount of students and the notify me that one of my new students did not appear in my list, his original class is teacher Nixon's class. It interrupted me again and took me some minutes.
-

Evaluation of the session:

1. During the explanation of the first topic of the day (Present Continuous) any difficulty towards the topic was identified. The use of the video in order to make them think and understand the situation using present continuous motivated them to participate and produce and many different examples appeared (The man is kicking Chaplin).
2. During the explanation of the differences between Simple Present and Present Continuous some students could make the differentiation of the tenses but at the same

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time there were many others that instantly expressed their confusion towards the topic. Meanwhile I asked them for examples of Simple Present the students used frequency adverbs (I never sing in the shower) and other characteristic structures of this tense (Laura eats pizza everyday).

3. After the break time they had I had the possibility to take them outside the classroom in order to describe and observe the things that were happening outside. Even though there were the same examples many times (Teacher/Diego is running for the dove) the students were conscious of the context where Present Continuous is used.
4. At the end of the class the students received again the instructions about "My favorite person in the world" and started to fill the blank spaces. Some students did the exercise using Spanish, some others did it walking and wondering to different people and for example Juan José asked me that information and his performance was completely in English.

Evidences:

1. My favorite person activity (Drawings and worksheet)

Support councils:

1. Specific dialog you create to check book's answers and vocabulary comprehension.
2. Classroom organization and teacher walking to catch students' attention.
3. Your attitude to interact and guide the class.
4. At this period of time (first month) how could you gather data from specific oral questions, exercises you establish with your students?
5. How could you promote use of English to solve doubts and give explanations among students' participation?
6. How do you check that each one of your students understands the instructions you give them to work in the notebook? Please elicit students' explanation of the students before they start to do it!
7. Pay attention to the period of time you were out of the classroom. Some students were not working.
8. The outside observation exercise.
9. The checking progress you do when your students are writing in the notebook.
10. Please next week, I'll be at the first part of the class, let me see the handicraft development.

Learning:

1. **Learning from the group management:** In this opportunity the class was carried out in the same way as the previous ones, the students work constantly and they usually are worried of their process during and after the activities. The new classroom organization allows me to catch easier their attention even though they have more space for chatting among them.
2. **Learning from my pedagogical experience:** The difficulties generated by the lack of audios of the last class was improved due to I got those tracks, the listening exercises were solved. It also generated a more dynamic class in contrast with the previous lesson that was lineal.
3. **Specific conclusions about the data and results discovered:** in this opportunity my activity was carried out, as I described before students gathered data in Spanish even though in the instruction I told them to do it in English. As a result of this activity and the class in general I concluded to record specific moments (During the explanation of the topics) of the class because before and during the activity essential speaking results came up and I do not have any real proof that those positive events happened.

UNIVERSIDAD PEDAGÓGICA NACIONAL
Pedagogical Practice

Institution and semester: Centro de Lenguas

Class Report N°: 5

Date: March 12th

Hour: 8-12

Trainee Teacher: Diego Castrillón

Population of the session: 25

Objectives:

1. To interact using the Zombie

Activities:

6. Speaking examination.
7. Review workshop.
8. Exam.

Absences:

Laura Carolina Gomez

Special Cases:

Administrative situations:

2. There was confusion with my exams; the solution of this situation took more time than expected but at the end each student had their own exam and answer sheet.
-

Evaluation of the session:

5. The class started with the definition of the Speaking exercise, on the board I wrote the instructions of this session and also I explained how the conversation was supposed to be.
6. As was proposed at the beginning of the research process the first production had to follow a structure given by the researcher and had to be the result of different task based activities, the speaking activity went like this: The students performed the activity in couples or in groups of three, there was one exception with one student (Daniel Villamizar) that did not have a partner, to deal with this situation a called to Juan Pablo in order to interact with him. The exercise consisted on: **1.** Write a list of 5 abilities of your zombie, write a different list of 5 things your zombie can not do. **2.** The conversation: What is your name? Where do you live? Who is your favorite person? Why? And what can you do?
7. Each conversation had different characteristics, even though the goal of the activity was to do something brief and controlled there were cases in where the students modified it and added more information and incredibly were in the second phase of the process (guided production plus their contribution to the activity). It is the case of Juan Diego (new student) who presented the exercise with Juan José (False beginner) both students interacted in a controlled way but adding their own information to the exercise in addition their performance was close to be natural as can be found in the recording I did. The other special case was Yeleina's performance, she created an entire situation with her friends in where they had the possibility to use information of their immediate

context, this performance was the longer one. Talk about all of the conversations would take me too much time, the last and the most interesting intervention was the unexpected one. Daniel Villamizar and Juan Pablo's performance was not natural at all but Juan Pablo's naturalness during the intervention (it was his second intervention) demonstrated me that even the time is limited the students can achieve significant results.

8. There were also interventions characterized by the memorization of the activity the reason why the process must continue the way it has been proposed.

Evidences:

2. Paper Toy (Paper Toy)
3. Picture
4. Audios

Support councils:

Learning:

4. **Learning from the group management:** Due to the kind of activity the group management was not something to be worried about in this case, but it is important to clarify that during the exam they were organized in rows.
5. **Learning from my pedagogical experience:** The idea of using a review activity before the exam was useful for me and for them because they had the opportunity to practice one more time the topics worked during this period of time and useful for me because I could control them with this activity.
6. **Specific conclusions about the data and results discovered:** The results of this activity are going to be the first "real data" I am going to analyze. These performances showed that the students can achieve at least the second phase of the process even though the time is limited and the opportunity they have to practice is just the one they have in class they are doing well. Each one of the performances are recorded.