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ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE:

Using dialogues as an effective strategy to improve speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute. Academic Year 2013- 2014

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major

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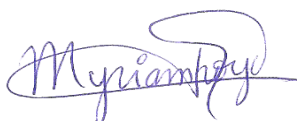
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CERTIFIES:

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THE AUTHOR

DEDICATION

To God, who with his infinite goodness and love, allowed me to achieve this goal.

I dedicate my thesis work to my family and friends. A special feeling of gratitude to my loving parents, Esperanza and Ángel, who have motivated throughout my life with their words of encouragement and tenacity. To my brothers Darwin and Daniel, who have never left my side, I extend a special dedication.

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- i. COVER PAGE
- ii. CERTIFICACIÓN
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGEMENT
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS SCHEME
 - a. TITLE
 - b. RESUMEN
SUMMARY
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. METHODS AND MATERIALS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES
 - INDEX

TITLE:

Using dialogues as an effective strategy to improve speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute. Academic Year 2013- 2014

b. RESUMEN

Este estudio de investigación acción se centró en el uso de los diálogos para mejorar la habilidad de hablar con los estudiantes de cuarto año en el Instituto Simón Bolívar. Un plan de intervención con doce sesiones se llevó a cabo para ejercitar esta destreza. Así mismo, dos pruebas y cuestionarios fueron diseñados y usados por el investigador para medir el progreso de catorce estudiantes y su apreciación a la estrategia de diálogos. Los resultados generales indican que el uso de diálogos facilitó de manera significativa al enriquecimiento de la habilidad de hablar, que se refleja en el notable incremento de las calificaciones de la prueba aplicada posteriormente y el progreso de los estudiantes durante la intervención. En conclusión, este estudio ayudó a los estudiantes a mejorar su habilidad de hablar.

SUMMARY

This action research study was focused on the improvement of the speaking skill with the use of dialogues with fourth year students at Simon Bolivar Institute. An intervention plan with twelve sessions was carried out to enhance the speaking skill. In the same way, two tests and questionnaires were designed and used by the researcher to measure the fourteen students' progress and a perception of dialogue strategy. The general results indicated that the use of dialogues facilitated meaningfully the improvement of speaking skill which was reflected in the noticeable increase of the posttest scores and students' progress during the intervention. In conclusion, this study helped students to improve their speaking skill.

c. INTRODUCTION

This research work is focused on the use of dialogues to improve the speaking skill with a sample of fourteen students in a private institute. These students have eight periods of English classes weekly; however they do not practice a specific strategy that motivates and facilitates the development of speaking skill. Also their English book does not offer them a part of the class to practice this important skill. In this way, they become shy and ashamed to speak, or do any speaking activity because they are afraid to do mistakes in front of classmates.

The reasons to carry out this kind of study is to help students to improve speaking skill through the use of dialogues in the class. This study helps fourth year students of Basic Education to communicate effectively providing some facilities and opportunities to improve it. Moreover, this action research increases the educative level and prestige of this institution, contributing to the improvement of the learning process among the students. Similarly, the researcher is beneficiated because she gains experience on how to use dialogues to improve the speaking skill. Similarly, this research work has not be done before in the English Language Department of the Universidad Nacional de Loja neither at Simon Bolivar Institute.

Also, the main goal of the current study was to improve the speaking skill through dialogues. To complete this goal the researcher investigated the theoretical references about speaking skill and dialogues. Then, the investigator diagnosed the negative issues that limited the speaking skill and designed appropriate dialogues to improve it. After that, the researcher applied the dialogues strategy as part of the classroom activities in order to solve the limitations in this skill and appreciate the effectiveness that the dialogues had in speaking skill.

Similarly, analyzing the methods and materials that helps to design of the action research work and the points that are considered in the study. The action research work is supported with an intervention plan of twelve workshops. It involves pre and post oral speaking tests assessed with a speaking rubric taking into account five parameters: comprehension, comprehensibility, accuracy, fluency and effort. A pre and post questionnaires help to know the attitude toward the speaking skill. During the intervention, the researcher to gather documentary evidence writes a diary, records video and audios, takes photographs with all the important events and advances of the students.

This research work contains four parts distributed in the following way:

The first part is Review of Literature that includes all the theoretical frame references which helped the researcher to understand better the importance of developing the speaking skill.

The second part involves the methodology used in this research work. It includes: methods, techniques and the detailed population to which the researcher applied this study.

The third part contains the results with the respective charts and graphs, which represents the obtained data; it also has the corresponding analysis of each question.

The fourth part refers to the conclusions that the researcher obtained after carried out the respective analysis and interpretation of results because it was a base to generate the recommendations given to the researched institution.

d. LITERATURE REVIEW

This literature is based on two variables: speaking skill and dialogues.

SPEAKING SKILL

DEFINITIONS

“Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.” (Brown H. D., 1994). “Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.” (Burns & Joyce, 1997). However, speech is not always unpredictable. Language functions that tend to recur in certain discourse situations, can be identified and charted

“Speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning” (Nunan, 2003). Nunan also states that “Speaking is the way in which we express or exchange thoughts and feelings through language”.

From the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct

use of vocabulary, grammar, and pronunciation praised through controlled and guided activities; and fluency, considered to be 'the ability to keep going when speaking spontaneously' (Harmer, 2001).

SPEAKING IN REAL LIFE AND SPEAKING IN THE CLASSROOM

Grauberg (1997) emphasizes that for many pupils the first goal of learning a foreign language is to be able to speak it. Teaching should therefore help them to achieve that goal to the best of their ability. Yet the task is not easy, because conditions in the classroom are very different from those in real life. Speaking normally occurs in a domestic, social or occupational environment. Except for the fairly infrequent occasion of a talk or a lecture, only a small group of people, typically two, are involved. At times people speak to each other simply to demonstrate friendliness or sociability, but much the most frequent case is that one person has a reason to address other: to request information or service, share experience, suggest action. The other replies, and a dialogue ensues.

Conditions in the classroom are very different. There are twenty or more pupils sitting together, who traditionally would only speak in answer to questions from the teacher. They are slowly learning the foreign language and are often reluctant to display any inadequacies, or even run the risk of doing so, before their peers.

He states that speaking in the classroom thus has two functions one is to learn the language, the other is to use it in real life. The two functions often overlap: speaking to learn can lead to speaking to communicate in turn consolidates learning. But the precondition for communication is learning, so that are in a position to accomplish the last three steps of the planning and execution process: decide on the constituents, the right words needed in a situation, and produce them with the right pronunciation. When new language is introduced, either by the teacher or on tape, pupils speak to learn, they repeat again and again just as they listen again and again. They speak to practice pronunciation, to associate words with real entities or their visual representations, to become sure of meaning, form and syntactic links. Possible relations between items within a constituent (for example noun and adjective) and between constituents (verb and object) are explored, constituents are varied and recombined, expressions for seeing a doctor are adapted for a visit to the dentist. The aim is to integrate new language into the existing semantic network, so that it is not displaced by subsequent acquisitions, but is instantly available for production.

He emphasizes that speaking to learn can turn into speaking to communicate when the teacher can tap into two of pupils' natural desires: to be sociable with friends through talk and games and to express themselves. When the class is broken down into pairs or groups of friends,

one of the essential features of real- life use, interaction, has been introduced. When situations in the foreign country are simulated that pupils accept as likely or at least possible, a credible purpose is given to their exchanges. Speaking becomes even closer to reality when it is accepted that pupils remain conscious of their normal environment and wish to express their own views or talk about their own experiences.

STYLES OF SPEAKING

Brown and Levinson (1978) state that “an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances” Different styles of speaking reflect the roles age, sex and status of participants and interaction and reflections and reflect the expressions of politeness. Consider the various way in which it is possible to ask someone the time and the different social meaning that are communicated by these differences.

- Got the time?
- I guess it must be quite late now?
- What is the time?
- Do you have the time?
- Can I bother you for the time?
- You would not have the time, would you?

They also remark that lexical, phonological and grammatical changes may be involved in producing a suitable style of speaking. Different speech style reflects perceptions of the social roles of the participant in the speech events. If the speaker and hearer are judged to be of more or less equal status a casual speech is appropriate that stresses affiliation and solidarity.

The authors explain that if the participants are perceived as being of uneven power or status a more formal speech style is appropriate one that marks that the dominance of one speaker over the other. Successful management of speech style creates sense of politeness that is essential for harmonious social relations.

SPEAKING STRATEGIES FOR ENGLISH LEARNERS

According to Beare (1997) in the English as a Second Language blog spot the first rule of improving speaking skills is to speak, converse, talk, gab, etc. He suggests the following strategies for English learners to improve speaking skill.

He states that American English usage tips help students to understand how Americans use English and what they expect to hear can help improve conversations between native and non-native speakers. He mentions the register use to refer to the "tone" of voice and words that you

choose when speaking to others. The authors say that appropriate register use can help you develop a good rapport with other speakers.

Also he manifests that teaching conversational skill will help students understand challenges involved when teaching this skill in class. This author considers that Social English examples, dialogues, debates, games and practice English online are effective strategies to improve this skill. At the moment to apply Social English examples he suggests to make sure that students' conversation starts taking into account the use of social English. Moreover he expresses that dialogues are useful in learning standard phrases and vocabulary used in collective situations. These situations are some of the most appropriate that students will use when practicing their speaking skill in English as a second language. In the same way debates can be used in class to motivate students and use phrases and vocabulary that they may not use on an everyday basis. Besides games are also quite popular in class, and games which encourage to express their point of view are some of the best. Finally, the author consider that students can find many English speaking opportunities which are sites that will help them make English speaking friends over the Internet and practice with them.

FUNCTIONS OF SPEAKING

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional function of speaking in which it serves to establish and maintain social relation, and the transaction function which focuses on the exchange of information. There are three parts of version of Brown and Yule`s framework: talk as interaction, talk as transaction, talk as performance.

TALK AS INTERACTION

This refers to what speakers normally mean by “conversation” and describe interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others than on the message. Such exchange may be either casual or more formal depending on the circumstances and their nature has been well described by Brown and Yule (1983).

The main features of the talk as interaction can be summarized as follows: has a primarily social function, reflects roles relationships, reflects speaker`s identify, may be formal or casual, uses conversational

conventions, reflects degrees of politeness, employs many generic works, uses conventional register and is jointly constructed.

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However students who do need such skills and find them lacking report that they sometimes feel awkward and a loss for words when they find themselves in situation that requires talk for interaction. They feel difficulty in presenting a good image of themselves and sometimes avoid situational which call for this kind of talk. This can be a disadvantage for some learners where the ability to use talk for conversation can be important.

Hatch (1978) emphasizes the second language learners need a wide range of topics at their disposal in order to manage talk as interaction. Initially, learner may depend on familiar topics to get by. However they also need practice in introducing new topics into conversation to move beyond this stage.

TALK AS TRANSACTION

“Talk as transaction refers to situational where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other” (Jones, 1996). In transactions

talks is associated with other activities. For example, students may be engaged in hand-on activities to explore concepts associated with floating and sinking. In this type of spoken language student and teachers usually focus on meaning or on talking their way to understanding.

Examples of these kinds of talk are: classroom group discussions and problem solving activities, a class activity during which students design a poster, discussing needed repairs to a computer with a technician, making a cell phone to obtain flight information.

Burns (1998) distinguishes two types of talking as transaction. One is situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood.

TALK AS PERFORMANCE

The third type of talk has been called talk as performance. This refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches (Jones, 1996).

According to Jones, “**talk as performance** tends to be in the form of monolog rather than dialogue, often follows a considerable format and it is closer to written language than conversational language”. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as intersection and transaction. Examples of talk as performance are: giving a class report about a school trip, conducting a class debate, giving a speech of welcome, making a sales presentation, giving a lecture, etc.

THE SPEAKING PROCESS

The speaking process according to Fiona Lawtie, an English foreign Language teacher includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and assess the process.

PRE-SPEAKING: PLANNING AND ORGANIZING

“Pre-speaking begins before students actually speak. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it” (Lawtie, 2014). Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are to choose a speaking topic, to determine purpose, to determine audience and to determine format.

It is important to note that in the first purpose to choose a speaking topic, students explore ideas for speaking through a variety of pre speaking activities. In the case of to determine purpose students must ask themselves "What is my purpose for speaking?" because through speaking they can express ideas, emotions, opinions and to share information.

At the same time to determine audience, the speaker must ask themselves “Who is my intended audience?” Some possible audiences are: family, friends, teachers, classmates, student body, and community, so on. Furthermore to determine format students must consider how their ideas and information can be presented most effectively such as dialogues, formal speech, dramatic presentations, etc.

SPEAKING: GOING PUBLIC

“Speaking actively engages students in interactions with peers and other audiences. Students who have been provided with supportive, collaborative environments and opportunities to prepare for their informal and formal speaking experiences are more likely to have the confidence needed to "go public" with their ideas and information” (Lawtie, 2014).

In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose for speaking. Some purposes for speaking include the following: to express personal feelings, ideas, or viewpoints, to request, to inquire or question, and to clarify thinking.

“Some scaffolds to support speaking include for instance discussing or developing with students’ criteria for a variety of formal and informal speaking formats namely conversation, group discussion, role play and posting these on a bulletin board or having students record them in their notebooks for reference” (Lawtie, 2014).

POST-SPEAKING: A TIME FOR REFLECTION AND SETTING GOALS

Following speaking experiences, both formal and informal, it is important to have students reflect upon their performance. Their reflection,

whether it is oral, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought. Some purposes for post-speaking activities are to reflect upon performance and to set goals for improvement.

The first one talks about how students grow in their abilities to speak effectively through opportunities. And the other one refers to when students begin to recognize what they have done well and where they require improvement. Lawtie says that “Some post-speaking scaffolds include discussing or developing criteria for assessing a variety of speaking experiences and providing opportunities for students to talk, or represent in various ways their personal speaking strengths and needs.”

HOW TO CORRECT SPEAKING MISTAKES

When teachers correct speaking mistakes Roux (2009) suggests that in the correction teachers have to know the difference between an error and a slip. “An error is a mistake the student cannot correct himself because it is above his current level of language. A slip is a mistake that occurs because a student is tired or is not concentrate enough. He actually would know the correct form but he “forgot” it for the moment.” It is important to know this difference to adapt our correction. If there is a slip,

teachers could only tell the student that there is a mistake and let him correct it himself. If there is an error teachers either have to give an explanation or teachers do not correct it because it is not part of the current exercise.

There are many different ways how teachers can correct speaking mistakes. The method teachers' use depends on the task, the situation and the goal. There is no method which we could describe as the best. There is only one thing teachers have to pay attention to: if teachers want to correct, teachers have to do it immediately after the mistake occurred. But general everyone has to know for himself how teachers want to correct their students. Here are some different ways to correct speaking:

- The teacher corrects: the teacher mentions that the sentence was not accurate and corrects the sentence.
- The teacher mentions the mistake, but this time he asks the students to correct the sentence.
- Correction by a classmate. Student can work in pair to correct each other.

Correction is important. But it is not everything. Positive feedback is important too. Probably it is even more important than correction. As a teacher we have to find a balance between positive feedback and

correction. Teachers also have to find a balance between fluency and accuracy exercises.

DIFFICULTIES IN SPEAKING SKILL

Ariffansyah (2013) states some difficulties at the time to speak in English such as: Inhabitation, nothing to say, low or uneven participation and mother tongue use.

Inhabitation.- unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

Nothing to say.- Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Low or uneven participation.- Only one participant can talk at a time if he or she is to be heard; and in large group this means each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

Mother tongue use.- It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process (Ariffansyah, 2013).

RUBRICS

“A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery” (Carnegie Mellon University, 2013). Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.

Benefits of Rubrics

“Rubrics make the learning target clearer” (Stiggins, 2001). If students know what the learning target is, they are better able to hit it. When giving students a complex task to complete, such as building an architectural model or putting together a portfolio of their best photographs, students who know in advance what the criteria are for

assessing their performance will be better able to construct models or select photographs that demonstrate their skills in those areas.

“Rubrics guide instructional design and delivery” (Arter & McTighe, 2001). When teachers have carefully articulated their expectations for student learning in the form of a rubric, they are better able to keep the key learning targets front and center as they choose instructional approaches and design learning environments that enable students to achieve these outcomes

“Rubrics make the assessment process more accurate and fair” (Arter & McTighe, 2001). By referring to a common rubric in reviewing each student product or performance, a teacher is more likely to be consistent in his or her judgments. A rubric helps to anchor judgments because it continually draws the reviewer’s attention to each of the key criteria so that the teacher is less likely to vary her application of the criteria from student to student. Furthermore, when there are multiple raters (e.g., large lecture classes that use teaching assistants as graders), the consistency across these raters is likely to be higher when they are all drawing on the same detailed performance criteria. Additionally, a more prosaic benefit is the decided decrease in student complaints about grades at semester’s end.

“Rubrics provide students with a tool for self-assessment and peer feedback” (Hafner & Hafner, 2004). When *the students* have the assessment criteria in hand as they are completing a task, they are better able to critique their own performances a hallmark of a professional is the ability to accurately and insightfully assess one’s own work. In addition, rubrics can also be used by classmates to give each other specific feedback on their performances.

DIALOGUES TO IMPROVE SPEAKING SKILL IN THE ENGLISH LANGUAGE LEARNING

DEFINITION

According to Wood (2002) “dialogues usually present spoken language within a context and are thus typically longer than drills.” However, those used for oral practice should be short so students remember them. You can use dialogues to introduce and practice a function, structure, or vocabulary, and to illustrate degrees of politeness, levels of formality, and values and attitudes of the target culture. Dialogues are useful for speaking to and practicing pronunciation, intonation, and other phonological features that improve speaking skill.

Conforming to Chaney & Burk (1998) “dialogue is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context, dialogue is a crucial part of second

language learning and teaching.” Despite its importance, for many years, dialogue skill should improve students’ communicative skill because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

TYPES OF DIALOGUES

Croome (2009) manifested in her blog spot that there are many types of dialogues but for her the most relevant dialogue are:

Directed Dialogue where one character drives the conversation in a certain direction and is directly answered by another character. The author uses this type of dialogue to set up tensions and issues that will surface later. The movement of the dialogue is directly from character A to character B.

Misdirected Dialogue: the movement of the dialogue is random. It sounds more like a real conversation in that characters don’t answer direct questions, or the subject matter may change, or other characters may chip in with unrelated comments. Here the author is using the natural rhythms and cadences of the spoken word to create tension.

Interpolated Dialogue: narrative exposition interrupts the dialogue for the purpose of interpreting what is implicit. Interpolated dialogue thus gives the reader subtle insight into the character's deepest motivations behind the simplest dialogue. Here, the dialogue moves the story into a deeper revelation of one particular character.

Modulated Dialogue: this dialogue becomes the springboard for other details. These details can be introduced in a key memory, or to complicate the present situation, or as a means of exploring the tensions more overtly. The movement can be from dialogue to speculation or observation or flashback. The emphasis will not be interpretation (as in interpolated dialogue) but must focus on seamlessly merging scene, setting, tension and background.

Situational dialogue.- “A two-person role-play in which the characters perform some routine activity” (Klinghoffer, 2008). In the proposed intervention, situational dialogue refers to a preprinted text to be used in the ESL classroom to develop oral proficiency.

Effective dialogue should have a purpose. All dialogue must either further the plot or reveal something about the story or characters. But beware that you do not force the dialogue to suit your authorial purpose. The best dialogue appears perfectly natural. And that's because every

syllable, every word, will have been reworked into a finely tuned rhythm that brings the characters in your novel to life.

THE IMPORTANCE OF DIALOGUES

Dialogue is a part of teaching language. Dialogues motivate us to practice with foreigners. However, dialogue has two important purposes; first it provides the students with a bit of language that helps them perform in a particular setting. The second is to introduce certain high- frequency patterns of the language that will be practiced further in the dialogue expression activities (Ministry of Education New York, 2009). A dialogue is most important language teaching device that appeared in textbooks around the world, and though many language teaching techniques have come and gone since 200 A. D. The dialogue has survived his right down to the nowadays (Lado, 1964). While Brown (2001, p. 169) mentions the advantage of dialogue is that the learners are not only able to understand the words of the foreign language, but also understand the correct language rules, it can be said that learning dialogue can represent the learners' interactions by using suitable words in sentences. Learning dialogue is not only helping the student to understand what he is saying, but also giving him a tool of analyzing vocabulary and grammatical discussion. Scheppele (1989) describes other important aspects of dialogue. The first is the creation and maintenance of social relationships as friendship, and the second one is the exchange of information, the

negotiation of statuses and social roles, as well as deciding on and carrying out joint actions. Van and Knops (1992) mention that dialogues have acquired a prominent place as a means of presentation. Dialogue allows the teacher to present new language material functionally in a communicative situation, which makes it easier for learners to grasp the new material.

DO DIALOGUES ENHANCE COMMUNICATIVE COMPETENCE?

Needless to say, the importance of communicative competence in learning a language has been put forth by Hymes (1972). In this respect, in an attempt to develop students' communicative competence, a large number of conversations exemplifying real life situations, and communicative activities on all four language skills should be abundantly used in language teaching curriculum. From the dialogue teaching perspective, it can be stated these four skills are integrated when the principles to be mentioned below are followed. What is intended in dialogue should be not only rules but also communication since knowing just the rules do not always lead to satisfactory communication. For that reason, the dialogues to be taught need to convey this issue and they should not totally violate linguistic or social principles.

Hymes (1972) affirms that “taking this issue into account, as both dialogues and conversations share much in common they have to fulfill certain linguistic and social rules in order to be successful. In most everyday conversations the speakers and the listeners are not aware of the rules they obey, because more attention is paid to content than to organization.” Nevertheless, some organization is essential in order to accomplish certain speech acts such as greetings, inquiries, comments, invitations, requests, refusals, promises, etc. On the other hand, it would not always be possible to select a grammatically correct dialogue if we are stick to teach the target language as it is. What is important here is to present the target language in social contexts and teach the language itself and not the grammar. Last but not least, we all know that it is pivotal to be able to use the language where and when necessary which is what the communicative competence requires. Moreover, it is true that linguistic competence is not always enough to communicate unless it is furnished with the communicative competence.

FIVE REASONS FOR USING DIALOGUES IN THE CLASSROOM

The publication of Kuehn (2013) in the Hubpage explains five reasons to use dialogues.

One reason is *DIALOGUES REPRESENT REAL LIFE SPEECH*.

The author explains this that most of the textbooks starts with sentences like: I have a pen. You have a book. She has a backpack. They have toys.

The aim of the textbook authors is to show students how to use correctly the verb "to have" with all subjective nouns and pronouns. But the problem is this: Do people talk to each other in this way? People learn and use language with samples of real life speech for instance in a dialogue you can say: you have such a big house! And your classmate can say: yeah, I do. It has at least 10 rooms. Through use of this very short dialogue, there is a definite exchange of meaningful information.

Another reason is that dialogues *TEACH CULTURE IN DIFFERENT SOCIAL SITUATIONS* because through dialogues you are learning the culture of a people by reason of its language when reciting them. For example, in a dialogue on the topic of introductions, students quickly learn that in American culture males are introduced to females, and that it is customary for people to shake hands including men shaking hands with women. In the situation of meeting a stranger, a dialogue might reflect that it is impolite or improper to ask a person about their age, weight, or salary or income.

Furthermore dialogues must be taught in class because *STUDENTS LOVE ROLE PLAY DIALOGUES* due to each dialogue reflects a social situation such as visiting a friend, talking on the telephone, or shopping. It is for that reason that students love acting out dialogues in which they use a lot of body language and emotion.

Moreover dialogues are essential in a classroom because they are *SPRINGBOARDS FOR LEARNING NEW VOCABULARY AND SENTENCE STRUCTURE*, namely in the exchange, "You have a very cute baby." said while giving a compliment, one may substitute the noun "baby" with "dog," "kitten," "puppy" or "rabbit." You could also introduce a tag question in a dialogue like "You're a tourist, aren't you?" and without a doubt students enrich their vocabulary and the use of grammatical structures.

Finally the last reason for using dialogues in classroom is that they are a *SCAFFOLDING LEARNING TO REACH FREE CONVERSATION ABILITY*. Therefore students learn to proceed from dialogue recitation to free conversation as soon as possible. This is done by scaffolding learning in which students apply memorized dialogues with appropriate substitutions to new situations.

KEY POINTS TO PRESENT DIALOGUES

According Beare (1997) we should keep in mind that dialogues are useful source of materials to present the functional language and students mostly enjoy working on them when they are presented appropriately. A teacher can either teach new vocabulary or stress on the pronunciation or focus on a language item with the help of dialogues regardless of learner's

ages and levels. Here are the steps and activities that can be followed while teaching dialogues.

BEFORE PRESENTING THE DIALOGUE

Before to present a dialogue is important to learn or review the vocabulary that will be used. Through the use of substitution drills can introduce to students to new vocabulary and sentence structures.

SUBSTITUTION DRILLS.- “Substitution drills are interactive drills that give students practice in changing a word or structure in response to a prompt or cue from the teacher or another student” (*Eipsten & Ormiston, 2007*). Here is a mechanical substitution drill using a single word (in italics) prompt:

Teacher: You’re a student, aren’t you?

FARMER

- Students: You’re a farmer, aren’t you?
- Teacher: You’re a farmer, aren’t you?

ACCOUNTANT

- Students: You’re an accountant, aren’t you?
- Teacher: You’re an accountant, aren’t you?

WHILE PRESENTING THE DIALOGUE

A teacher while presents a dialogue can use the following activities: modeling activity, practice stress and intonation, repetition and paraphrase activity.

MODELING. - Modeling activity is an excellent way to present a dialogue. It consists in to read in the dialogue at normal speed, once or twice, indicating different aspects to speakers while you read. The purpose of the modeling is to develop students' speaking skills and teach them to change their voice, change their position, and use facial expressions and gestures.

PRACTICE STRESS AND INTONATION. - Dialogues can come in handy when working on stress and intonation. Students move beyond focusing on single phonemic pronunciation issues and concentrate on bringing the right intonation and stress to larger structures. Students can play with meaning through stress by creating dialogues that focus on stressing individual words to clarify meaning.

PARAPHRASE DIALOGUES AND REPETITION.- Paraphrasing dialogues can help students focus on related structures. Begin slowly by asking students to substitute or paraphrase shorter forms. For example it is recommended to provide short dialogues to students and ask them

paraphrase shorter phrases. For instance, if the dialogue asks for suggestions with a phrase such as "Let's go out tonight", students should be able to come up with "Why don't we go out tonight", "How about going out for a night on the town".

Another suggestion is to hand out a few different dialogues, ask students to read the dialogue and then create another dialogue "on the fly" without using the same exact words. Students can take a look at the original lines, but must use other words and phrases.

REPETITION.- is the act of perform again the word, phrase or dialogue. Using this activity, teacher can read the dialogue again, sentence by sentence and students have to repeat each sentence after you in groups and individually. Split up long sentences for easier repetition, but remember to put the sentences together again. After that ask students to read a dialogue to another pair. This pair in turn attempts to repeat the dialogue through paraphrase.

AFTER PRESENTING THE DIALOGUE

“After presenting the dialogue you can ask questions about the dialogue. These questions should test the students’ understanding of the meaning of the dialogue. Also teacher can get students, working in groups, to compose other dialogues arising from the situation of the

dialogue” (Beare, 1997). In the same way, teacher can ask students acting out the dialogues in role plays in which they can use a lot of body language and emotion also they can use puppets or other material

INTERPERSONAL AND SMALL-GROUP SKILLS.- “An essential element of cooperative learning is the appropriate use of interpersonal and small-group skills” (Johnson, D. W. & Johnson, F. , 1991). In order to coordinate efforts to achieve mutual goals, students must get to know and trust each other, communicate accurately and unambiguously, accept and support each other, and resolve conflict constructively

ROLE PLAYING LANGUAGE FUNCTION DIALOGUE

Beare (1997) states that one of his favorite uses of shorter language function dialogues (i.e. shopping, ordering in a restaurant, etc.) for lower levels is to extend the activity by first practicing dialogues, and then asking students to act out(role play) dialogues without any help.

e. METHODS AND MATERIALS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques and instruments, materials and procedure.

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (1988) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflections of her teaching and improved her students' situation.

CONTEXT

Simón Bolívar Institute was selected as the place for the present research work, and it is the institution where the researcher has the opportunity to teach as their teacher therefore, she has insight into the spectrum of English teaching within the school. Simón Bolívar Institute is located in San Sebastian neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban-private institute live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is not compulsory as it is for middle and high schools. In the case of Simon Bolivar private Institute, the treatment of English as a subject with the curriculum of the school is compulsory and this is reflected in the wide class periods devoted to teach it, eight hours per week. It has four English teachers as part of its teaching staff.

PARTICIPANTS

This research project was carried out with fourth-year students of Basic Education at Simon Bolivar Institute. There are fourteen students in this group; they are between seven and eight years old. The students

have six periods of English classes and two periods of English laboratory weekly. They use the Richmond book series, the book Lighthouse number three.

The permission to conduct this study was obtained from the principal through a written authorization. Confidentiality was maintained through password projected data blanks, with only the researcher having access to the data.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan (workshops). The following general methods were applied along the descriptive research:

The *Scientific method* assisted the study of the dialogues applied in the development of speaking skill. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

The *Descriptive method* enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The *analytic-synthetic method* was used to analyze the obtained results through questionnaires, oral tests and teacher's diary. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The *statistic method* made possible the quantitative statistical analysis of data derived from pre and post oral test and questionnaires as well as the qualitative text analysis of the data received from the observations and teacher's diary.

TECHNIQUES

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion

of results. In forming the Theoretical Framework and Literature Review, reading comprehension, scanning and skimming were conducted and the use of outlines and index cards helped facilitate learning and focus the information. Technology techniques offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation. To diagnose the negative issues in the investigation, the researcher administered the pre-test and the pre-questionnaire.

Also design a lesson plan template and adjusting the template to the specific characteristics of the research theme helped in the development of thesis research work. To put in effect the application of active learning, spiral organization teaching and systematic observations were applied. Moreover gathering documentary evidence like video, audio recordings, photographs were useful to obtain students information to have insights into a situation where the study take place in the research process.

DATA COLLECTION INSTRUMENTS

A pre and a post questionnaire (annex 1, page 132) with topics about the speaking skill to know the students' attitude were used by the researcher, it was written and has six multiple choice questions. Also the researcher used a pre and a post oral speaking test (annex 1, page 134). It was about two topics: farm and wild animals. This test was in pairs

where one student had to ask four questions related to the topic chosen previously, and his/her classmate had to answer these questions. Each oral test lasted about 1 to 2 minutes and it was graded by a speaking rubric (annex 1, page 138) taking into account five parameters: comprehension, comprehensibility, accuracy, fluency and effort.

In addition the researcher took into account students' grades, students' works (documentary evidence) field diaries & notes (annex 1, page 140). It is worth mentioning that all of these instruments were made by the researcher and were used to gather the information.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the cooperating school teacher, the thesis advisor and the researcher. In this research the target population was fourth year students of Basic Education at Simón Bolívar Institute. The cooperating teacher helped to provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, puppets, posters, copies, worksheets, textbooks and bibliography were important material components as well.

PROCEDURE

The study started with the observations of the Fourth Year students in English classes since October 2013 in order to identify the issues the students were facing where some observation sheet (annex 1 page 103) were filled out. The analysis of observations helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plan, organized in twelve workshops, was designed with the help of the literature framework. Then, the intervention plan was applied on March 27th until May 14th. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

After collecting the data it was tabulated and translated to the tables. Means for each test section were calculated to have a better overall view of performance of the $\bar{x} = \frac{\sum x}{n}$ class in each test

The person correlation coefficient $r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$ was used to find out the relationship between the learning outcomes and before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between the pre and posttests (x and y). Both variables were expressed in terms of quantitative scores and statistical analysis was used to determine whether there was a significant change in achievement for the base line date to the posttests results

The discussion of the data obtained was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and spread.

f. RESULTS

In this section the data received from questionnaires and tests are presented in charts and graphics. A logical analysis is done after each chart and graphic.

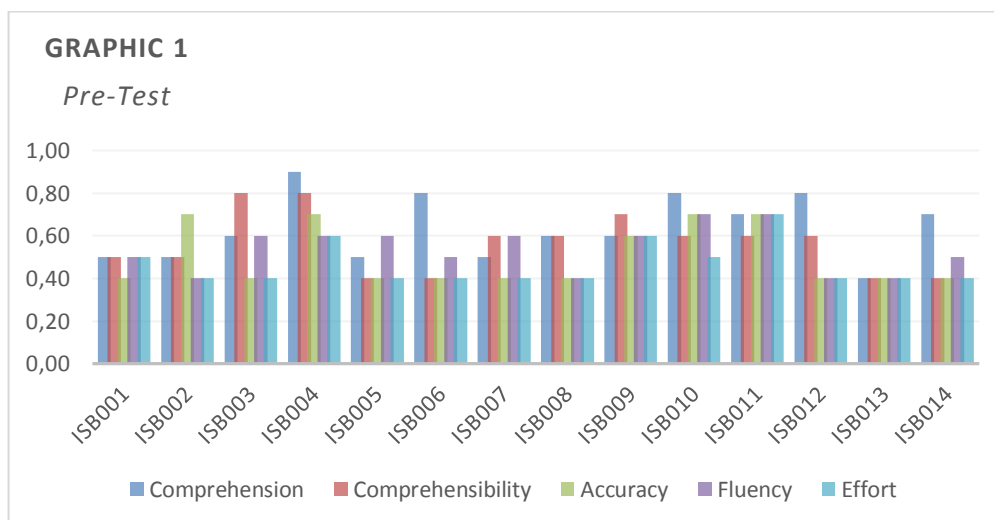
Pre-test Results

Chart 1

The Pre- Test Data

Students' Code	P1 /2	P2 /2	P3 /2	P4 /2	P5 /2	Total /10
SBI001	0,50	0,50	0,40	0,50	0,50	2,40
SBI002	0,50	0,50	0,70	0,40	0,40	2,50
SBI003	0,60	0,80	0,40	0,60	0,40	2,80
SBI004	0,90	0,80	0,70	0,60	0,60	3,60
SBI005	0,50	0,40	0,40	0,60	0,40	2,30
SBI006	0,80	0,40	0,40	0,50	0,40	2,50
SBI007	0,50	0,60	0,40	0,60	0,40	2,50
SBI008	0,60	0,60	0,40	0,40	0,40	2,40
SBI009	0,60	0,70	0,60	0,60	0,60	3,10
SBI010	0,80	0,60	0,70	0,70	0,50	3,30
SBI011	0,70	0,60	0,70	0,70	0,70	3,40
SBI012	0,80	0,60	0,40	0,40	0,40	2,60
SBI013	0,40	0,40	0,40	0,40	0,40	2,00
SBI014	0,70	0,40	0,40	0,50	0,40	2,40
Mean	0,64	0,56	0,50	0,54	0,46	2,70

Note. These are the parameters evaluated through the speaking rubric in the pre in the development of the dialogues strategy: P1=Comprehension, P2= Comprehensibility, P3= Accuracy, P4= Fluency, P5= Effort, SBI001 “Simon Bolivar” Institute student 001



Source. Information retrieved from pre-test.
Researcher: Luisa Alexandra Morocho Angamarca

In the chart 1 the data reveals that the majority of students got two and three points over ten in the pre-test. According to the speaking rubric the majorities of students belong to the (0-2) category which indicate that these students are unable to accomplish the task or fails to demonstrate acceptable mastery of functions, vocabulary, and grammatical concepts; and in some cases communication is almost non-existent. It means that these students do not understand the aural cues and errors are so extreme that communication is impossible.

Reviewing the scores in the five parameters, the highest scores in the pre-test were 0.9; 0.8 and 0.7 of two points in the comprehension (P1) where they have to understand aural cues and respond in a considerable way. While the other scores were lower than 0.6 in comprehensibility, fluency, accuracy and effort. It seems that students need more practice with specific speaking strategies like dialogues that make them practice to overcome their difficulties.

Questionnaire Results

A pre questionnaire was given to fourth-year students in order to find out information about their attitude about speaking skill.

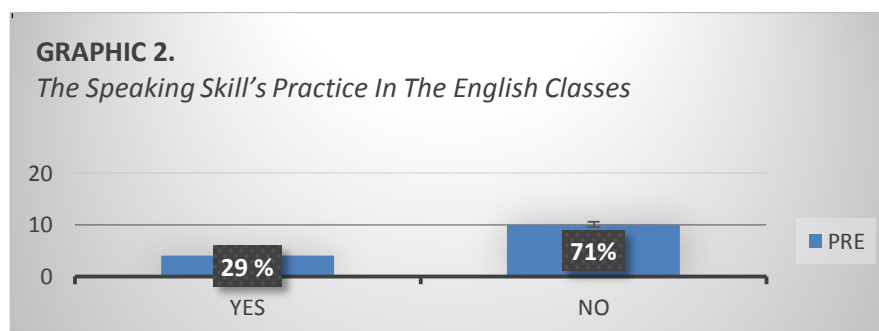
Chart 2:

Question 1: *Do you like practicing speaking skill in the English classes?*

The Speaking Skill's Practice in the English Classes

X	Pre- q	
	f	%
Yes	4	29%
No	10	71%
Total	14	100%

Note. Pre-q = pre questionnaire



Source. Information retrieved from pre-questionnaires.
Researcher: Luisa Alexandra Morocho Angamarca

Regarding to the data in chart 2 about the practice of speaking skill in the English classes, it shows in the pre questionnaire the majority of students did not like practicing speaking skill. It reveals that the development of the dialogues and speaking activities did not develop in classes in order to help students to increase their speaking abilities.

The researcher used an active learning taking into account the spiral organization teaching process. The speaking process consists on:

pre, during and post speaking. Also the field diary contains meaningful details of students' progress.

In the questions number 2 of the questionnaire and its analysis, there is more information about the use of dialogues.

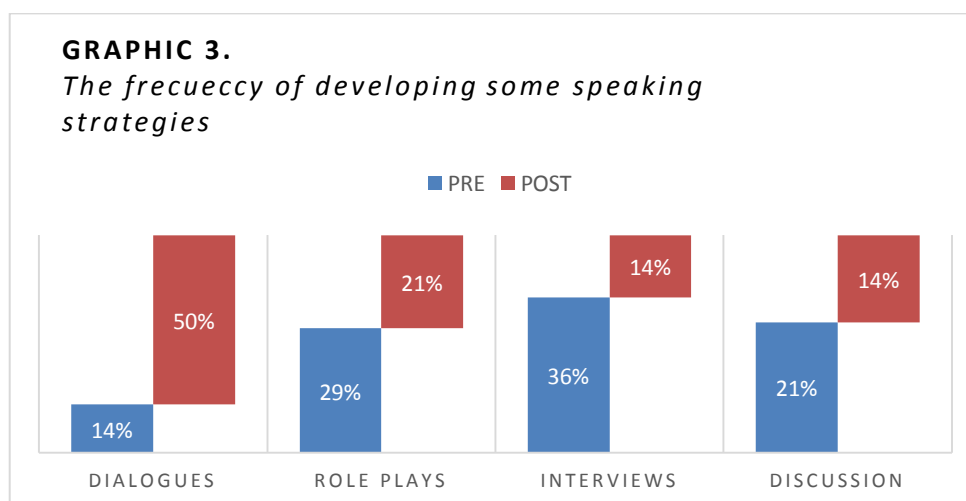
Chart 3:

Question 2: *What strategies are used to practicing speaking?*

Strategies to Practice Speaking Skill

	Pre- q		Post- q	
	f.	%	f	%
Dialogues	2	14%	7	50%
Role Plays	4	29%	3	21%
Interviews	5	36%	2	14%
Discussion	3	21%	2	14%
Total	14	100%	14	100%

Note. Pre-q = pre questionnaire and Post-q = post questionnaire



Source. Information retrieved from pre and post questionnaires.
Researcher: Luisa Alexandra Morocho Angamarca

The chart 3 presents the data about the kind of speaking strategies that students practice in the classroom. This graph shows that the majority of students had a little practice in the development of speaking skill. The

most common strategies which they were familiarized were discussions. However after the development of the research the information shows that students acquired more practice in dialogues because they were more emphasized by the investigator. As a result students had more opportunities to improve their speaking skill and overcame their difficulties. Taking into account that dialogues improve students' communicative skill because only in that way students can express themselves.

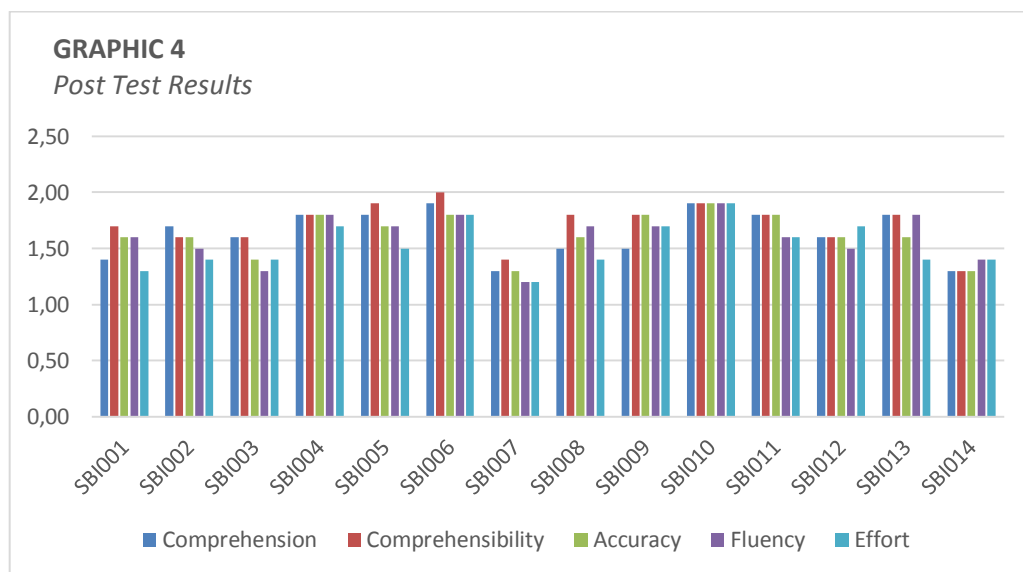
Post-test Results

Chart 4

The Post Test Data:

Students' Code	P1 /2	P2 /2	P3 /2	P4 /2	P5 /2	Total /10
SBI001	1,40	1,70	1,60	1,60	1,30	7,60
SBI002	1,70	1,60	1,60	1,50	1,40	7,80
SBI003	1,60	1,60	1,40	1,30	1,40	7,30
SBI004	1,80	1,80	1,80	1,80	1,70	8,90
SBI005	1,80	1,90	1,70	1,70	1,50	8,60
SBI006	1,90	2,00	1,80	1,80	1,80	9,30
SBI007	1,30	1,40	1,30	1,20	1,20	6,40
SBI008	1,50	1,80	1,60	1,70	1,40	8,00
SBI009	1,50	1,80	1,80	1,70	1,70	8,50
SBI010	1,90	1,90	1,90	1,90	1,90	9,50
SBI011	1,80	1,80	1,80	1,60	1,60	8,60
SBI012	1,60	1,60	1,60	1,50	1,70	8,00
SBI013	1,80	1,80	1,60	1,80	1,40	8,40
SBI014	1,30	1,30	1,30	1,40	1,40	6,70
Mean	1,64	1,71	1,63	1,61	1,53	8,11

Note. These are the parameters evaluated in the pre and posttest in the development of the dialogues strategy: P1=Comprehension, P2= Comprehensibility, P3= Accuracy, P4= Fluency, P5= Effort, SBI001 "Simon Bolivar" Institute student 001



Source. Information retrieved from the post test.
Researcher: Luisa Alexandra Morocho Angamarca

Chart 4 presents the data about the speaking post-test in which it is shown that the majority of students improved in the five parameters. The two best scores were in comprehension (P1) (1.64) and comprehensibility (P2) (1.71) parameters. It means that they understand, communicate and respond aural cues and ideas in a meaningful way. However, the average score in effort (P5) (1.53) indicate that students have to work more including details beyond the minimum predictable response.

Comparison

Chart 5

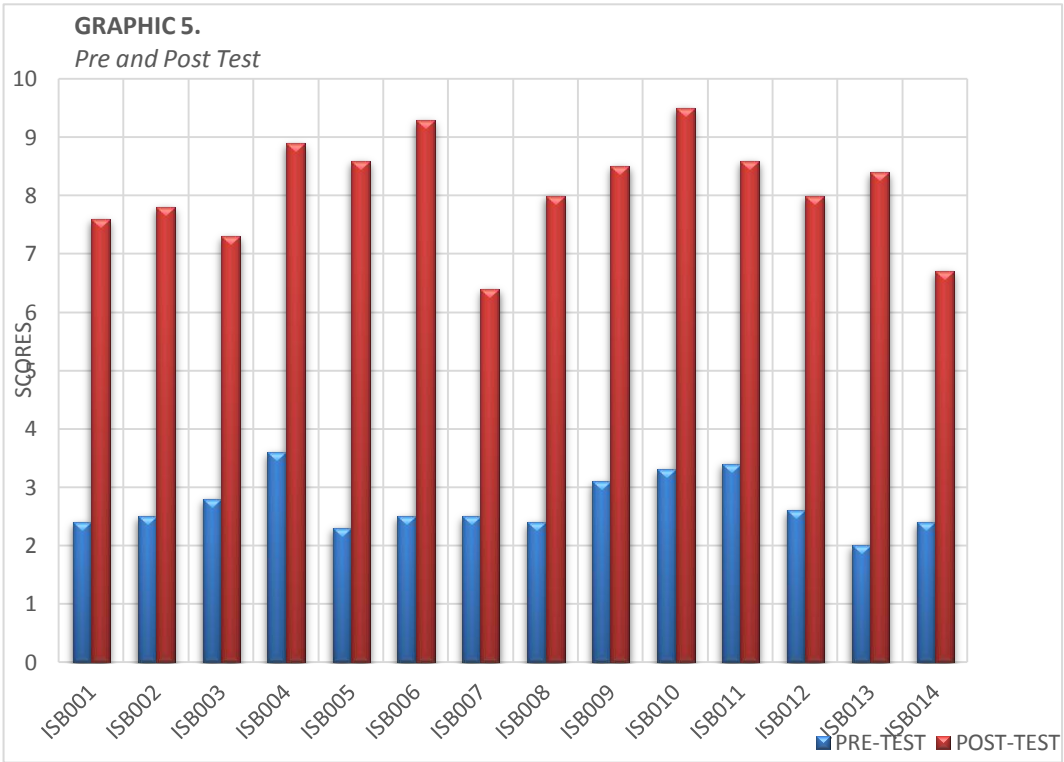
Comparing Test Results

Students' Code	X /10	Y /10	XY	X ²	Y ²
SBI001	2,40	7,60	18,24	5,76	57,76
SBI002	2,50	7,80	19,50	6,25	60,84
SBI003	2,80	7,30	20,44	7,84	53,29
SBI004	3,60	8,90	32,04	12,96	79,21
SBI005	2,30	8,60	19,78	5,29	73,96
SBI006	2,50	9,30	23,25	6,25	86,49
SBI007	2,50	6,40	16,00	6,25	40,96
SBI008	2,40	8,00	19,20	5,76	64,00
SBI009	3,10	8,50	26,35	9,61	72,25
SBI010	3,30	9,50	31,35	10,89	90,25
SBI011	3,40	8,60	29,24	11,56	73,96
SBI012	2,60	8,00	20,80	6,76	64,00
SBI013	2,00	8,40	16,80	4,00	70,56
SBI014	2,40	6,70	16,08	5,76	44,89
Total	37,80	113,60	309,07	104,94	932,42

Note. X= pretest, Y= posttest, XY= the product between the scores pre and posttest, X²= the twice product of the score of the pretest, Y²= the twice product of the score of the posttest, SBI001 “Simon Bolivar” Institute student 001.

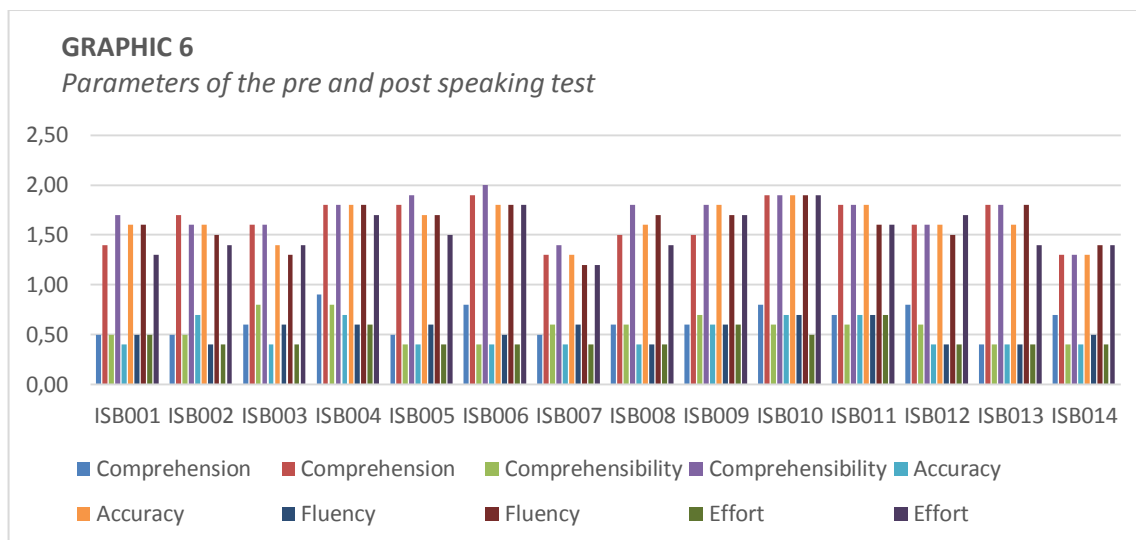
Comparing to the data in chart 5 about pre and post oral speaking test results indicate that there has been a noticeable increase in the values on the one variable under study. It is supported by Pearson's correlation coefficient (0.42) obtained between the pre and posttest results. This result is proximate to one, it reveals that there is a positive relation between both variables the pre and the posttest. The coefficient demonstrates that there is a positive directed relation because if there is an increase in one variable the other one has a proportional increased too.

Apparently after the development of dialogues strategy, students present great advances that demonstrate that they are able to communicate effectively in spite of some errors, they offer meaningful responses and they accomplished the assigned task successfully. As a conclusion the researcher says that the both variables pre and posttest are totally dependent.



Source. Information retrieved from pre and posttests.
Researcher: Luisa Alexandra Morocho Angamarca

Parameters of the pre and post speaking test



Source. Information retrieved from pre and posttests.
Researcher: Luisa Alexandra Morocho Angamarca

Regarding to the data in graphic 6 about all the parameters of speaking skill: In comprehension, it shows that in the pre-test the majority of students did not comprehend the questions and as a result they cannot respond these; while in the post test, students demonstrated a great improvement in comprehension that is the ability to understand aural clues and respond property. Also in the second parameter of speaking: comprehensibility. In the pre-test the majority of students showed a low ability to transmit ideas to others while in the post test, almost the majority of students improved their comprehensibility that means the ability to communicate ideas and be understood.

In the third parameter: accuracy, the half of students demonstrated their weakness in the use of simple grammatical structures and vocabulary, but after the intervention all the students presented a progress on it. In the parameter of fluency in the first stage, student had some difficulties to communicate, on the contrary, after the development of dialogues, students exchange ideas easily with few mistakes.

In the fifth parameter: effort. First, the communication was almost non-existent, the majority of students said minimal details or ideas. Compared them to the last result obtained, the majority of students brought additional linguistic details to basic situations, they use their beginning language spontaneously. In conclusion, after the development of dialogues, students improved the five speaking parameters and overcame their difficulties in speaking skill.

g. DISCUSSION

Based on the findings of this study, results reveal that using dialogues as an effective strategy to improve students' speaking skill had a significant impact on improving students' speaking proficiency. This research answers the main question done before the intervention: how do dialogues as an effective strategy improve speaking skill in the English Language Learning? The research carried out with fourth-year students at Simon Bolivar Institute showed that students' speaking skill assessed increased after the intervention. The findings in the pre and posttests indicate the significant progress students got. These results were statistically significant and these findings were consistent with the literature, which found that according to Wood (2002) dialogues are useful for practicing pronunciation, intonation, and other phonological features that improve speaking skill.

The findings in the pre and posttests reveal an important change in the knowledge and perception of the students on speaking skill. The pre-test showed that most of the students did not understand the aural cues and errors were so extreme that communication was not satisfactory. In the post test, after the intervention, the results indicated that students' difficulties related to comprehension, comprehensibility, and accuracy changed like it is explained in the means (0.64) (0.56) (0.50) from the

pretest and the posttest (1.64) (1.71) (1.63). These findings were consistent with Chaney & Burk's ideas about dialogues should improve students communicative skill because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

During the intervention the students' attitude in front of the dialogues strategy applied improved little by little. Having considered the difficulties that students had in speaking skill at the beginning, which was reasonable since they were not exposed to these kind of activities, the students' progress was slow. They started to produce speech gently, using single words, short phrases till they felt confident and performed short description about the topic mastered.

In addition, this study had some strengths and limitations during the intervention that enhance and affect the development of the strategy. Some strengths in the implemented application were that students were willing to participate and were no longer afraid to speak, they were very receptive to all the instructions, and their parents support them a lot with the requested materials such as puppets. Also the time used for each workshop application was just the necessary for achieving their participation and the number of the sample (14 students) was great because they practiced as much as they could. However, there was a

limitation to be considered it was that students did not use to work in pair constantly for that reason they did not like to work with everybody just they preferred to work between close friends. But at the end they overcame their negativism to work in pairs definitively just they love to practice speaking skill through dialogues and enjoy to practice them with all their classmates.

Furthermore, it is important to note the attitude and improvement in speaking skill that students had before and after the development of dialogue strategy. At the beginning, students did not like to practice speaking skill, they did not use to develop any speaking strategy, they rarely exercised activities such as use of puppets, or make riddles or describe pictures or spent few time to practice them; but after the application of dialogues strategy they felt motivated to improve this skill, they always practiced dialogues and other speaking activities such as: role plays, interviews, discussions, use of puppets so on and spent more time to improve this skill in the classroom. For that reason, they could increase their speaking abilities showing that in the last results obtained in the post questionnaire and posttest.

As a candidate teacher this research helped to learn more about practicing speaking skill in the classroom. First of all, the development of speaking strategies and activities is vital in English classes in order to help

students feel more confident to speak and communicate with others without hesitation. Second, the students' age and students' English level must be taken into account at the time to develop a speaking strategy or speaking activity because the wrong application of them could affect poorly and the strategy do not work satisfactory. Finally, action research investigation, it is a different kind of process that allows researchers to examine about a social problem and look for the solution for it. It permits to learn with the practice in the real field and gain experience that enrich the professional life.

h. CONCLUSIONS

At the end of this research work, the researcher concluded that:

- The issues that limited the speaking skill of fourth-year students are the lack of exposure to a specific strategy like dialogues to develop speaking skill. According to the students' answers, the results obtained in the pre questionnaire showed that they were not encouraged to perform activities where they had to speak. The facts implied that the speaking skill was not mastered frequently in the classroom using a specific strategy or activities.
- Dialogues were designed in a lesson plan through twelve workshops. They were planned based on the speaking process: pre, during and post speaking. Also, at the beginning, it was considered the key points to present a dialogue which were: before, during and after presenting a dialogue.
- The use of dialogues as part of the classroom activities reduced the students' limitations meaningfully at the moment of speaking. It was demonstrated in the students' collaboration to participate in each class with dialogues, speaking activities and the improvement was reflected in their progress.

- To sum up, the action research presented dealt with the influence that the dialogues might have on the improvement of the speaking skill. The findings of the research showed that the use of them determined positively the improvement of the speaking skill and made the students more relaxed and cooperative at the time they were speaking.

i. RECOMMENDATIONS

Using dialogues was an effective strategy for developing students' speaking skill in this study for that reason the researcher suggests:

- In English classes, teachers should use and practice dialogues as a strategy to improve students' speaking skill. They help students to feel motivated to participate and reach fluency and accuracy with their partners.
- At the moment of planning to use dialogues in the classroom, the teacher should follow the speaking process: pre, during and after speaking and the key points to present dialogues: before, during, and after presenting dialogues.
- Teachers should design attractive and enjoyable dialogues depending on the students' age and level of English in order to implement it as a part of the classroom activity. Teachers should also use dialogues working in pairs inside the classroom because it creates a great environment that help students feel more confident at the time they speak.
- Teachers should implement in their daily lesson plan a specific time to practice the speaking skill using the dialogues strategy. As a matter of fact, with this group of students the researcher got great results, they became cooperative and active students.

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k. ANNEXES

ANNEX 1: PROJECT



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

Using Dialogues as an effective strategy to improve speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute. Academic Year 2013- 2014

Project of Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major

AUTHOR:

LUISA ALEXANDRA MOROCHO ANGAMARCA

**LOJA-ECUADOR
2014**

a. THEME

Using dialogues as an effective strategy to improve speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute. Academic Year 2013- 2014

b. PROBLEM STATEMENT

1. BACKGROUND

This project is going to take place in the Instituto Particular de Educación Básica Simón Bolívar. It's for that reason why is necessary to present a background of it.

Simon Bolivar Institute was created on October 19th, 1998. In the Academic Year 1998-1999, it started to work with eight teachers for general and special areas, with one hundred twenty-four students, who belonged to first to Fourth Year of Basic Education.

Now in the institution there are two hundred-forty-two students from Initial Education (three years) until Ninth Year of Basic Education. There are seventeen groups, twenty seven professors (four English teachers), one psychologist, and the administrative staff. It has its own building that is located in Alonso de Mercadillo Street between 18 de Noviembre and Antonio José de Sucre Streets.

At the institute, students receive eight English classes' periods where they develop the four main skills in order to learn the language better. They work with the Richmond Series in pre-basic and basic education until the seventh year, and with the Oxford series in the eighth and ninth years.

2. CURRENT SITUATION OF THE RESEARCH PROJECT

This research project is going to carry out with students of Fourth Year of Basic Education at Simon Bolivar Institute. There are fourteen students in this group, they are between seven and eight years old. The students have six periods of English classes and two periods of English laboratory weekly. They use the Richmond book series, the book Lighthouse number three.

The researcher during the observation she realized that the students in general present the following problems:

Lack of participation in activities when they have to speak

Lack of motivation when they are dealing with speaking activities

The variety of English level between new students and the other who belong to the institution some years

Also one issue that the researcher has observed is that the book contains many activities for reading and writing and there are limited speaking activities. The students follow most of the activities presented in the book. It is boring for them to be completing exercises. The procedure of the class is usually the same. First of all, the teacher corrects their homework (if any). Then, she explains or reviews the grammatical aspect of the unit asking them questions to check what they have learnt and they ask her what they are in doubt about. After that, they complete some exercises from the book to check understanding.

It is important to take into account that there are fourteen students in this group. Eight of them that represent the fifty seven percent come from different educational institution in which they receive few hour of English classes that cause a variation in English level between them and another issue is that these students do not have opportunities to practice English at home.

Due to all these issues it is crucial to help them to practice speaking in the class through situational dialogues according their level.

3. RESEARCH PROBLEM

HOW DO DIALOGUES AS AN EFFECTIVE STRATEGY IMPROVE THE SPEAKING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF FOURTH YEAR OF BASIC EDUCATION AT SIMON BOLIVAR INSTITUTE, ACADEMIC YEAR 2013-2014?

4. DELIMITATION OF THE RESEARCH

4.1. Temporal

This present research work will be carried out during the period February- April 2014

4.2. Spatial

This research will be done at Simon Bolivar Institute

4.3. Observation Units

It is considered necessary to involve in the research process the fourteen students of Fourth Year of Basic Education and the researcher Luisa Morocho. The researcher is going to work as the English teacher in this parallel developing her action research project.

5. SUB PROBLEMS

- What kind of theoretical reference about dialogues is adequate to improve speaking skill in the English Language Learning with students of 4th Year of Basic Education at Simon Bolivar Institute, academic year 2013-2014?
- Which are the negative issues that limit speaking skill in the English Language Learning with students of 4th Year of Basic Education at Simon Bolivar Institute, academic year 2013-2014?
- Which dialogues are the most appropriate to improve speaking skill in the English Language Learning with students of 4th Year of Basic Education at Simon Bolivar Institute, academic year 2013-2014?
- How do dialogues as part of the classroom activities support to solve the limitations in speaking skill in the English Language Learning with

students of 4th Year of Basic Education at Simon Bolivar Institute, academic year 2013-2014?

- How effective was the application of dialogues in speaking skill in the English Language Learning with students of 4th Year of Basic Education at Simon Bolivar Institute, academic year 2013-2014?

c. JUSTIFICATION

The present research project is important because English is one of the most commonly spoken languages, which gives better opportunities to people who learn it. So that, the researcher is going to work on the development of the speaking skill of the researched group who have had some trouble in this skill in the English Language Learning Process. Speaking is an important skill for learning a new language. The process of language acquisition in children is unique to each child. As teachers, we have to motivate our learners through fun activities that develop creativity in order for them to learn a foreign language.

From the educational point of view this project will help to improve speaking skill because this investigation is going to set up an important strategy: using dialogues to help students of 4th Year at Simon Bolivar Institute to communicate. Therefore, this communicative strategy will provide some facilities and opportunities to use English in real life situations.

From the social aspect this project will increase the educative level and prestige of this institution, contributing to the improvement of the learning process among the students. Also, the educative communities will benefit because their students will be able to demonstrate in an oral way what they have learned in the English Language by acting in real situations to practice speaking, such as real-life dialogues inside and outside the institution.

Scientifically this project is justified because through literature we learn that in order to improve speaking it is important to apply communicative strategies

such as dialogues. In the theoretical frame will be a broader explanation about dialogues and an analysis such as concepts, importance in teaching English, and the key points to present dialogues in the classroom in order to improve students' speaking skill.

It is pertinent because this theme has not been developed before in this institution. It will be performed in a timely way in order to overcome the difficulties found in this group such as: Lack of participation and motivation in activities when they are dealing with speaking activities.

Finally, this project is justified because it is a requirement from the English Language Career in order to get the Bachelor in Arts Degree as English Teacher.

d. OBJECTIVES

1. GENERAL

- To analyze the benefits of dialogues as an effective strategy to improve speaking skill in the English Language Learning with students of 4th Year of Basic Education at Simon Bolivar Institute, academic year 2013-2014.

2. SPECIFICS

- To investigate theoretical reference about dialogues as an effective strategy to improve speaking skill in the English Language Learning with students of 4th Year of Basic Education at Simon Bolivar Institute, academic year 2013-2014.
- To diagnose the negative issues that limit speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014.
- To design the most appropriate dialogues to improve speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014.
- To put in to effect the selected dialogues as part of the classroom activities in order to solve the limitations in speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014.

- To reflect about the effectiveness that the dialogues had in speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014.

THEORETICAL FRAME SCHEME

SPEAKING SKILL

- Definitions
- Speaking in real life and speaking in the classroom
- Styles of speaking
- Function of speaking
 - Talk as interaction
 - Talk as transaction
 - Talk as performance
- The speaking process
 - Pre-speaking
 - Speaking
 - Post speaking
- How to correct speaking mistakes
- Difficulties in speaking skill

DIALOGUES TO IMPROVE SPEAKING SKILL

- Definitions
- Do dialogues enhance communicative
- Five reasons for using dialogues
- Key point to present a dialogue
 - Before presenting the dialogue
 - While presenting the dialogue
 - After presenting the dialogue
- Assessment workshop

e. THEORETICAL FRAME

1. SPEAKING SKILL

1.1. DEFINITIONS

Brown (1994), Burna & Joyce (1997) and Carter and McCarthy (1995) define speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions that tend to recur in certain discourse situations can be identified and charted (Burns & Joyce, 1997).

Nunan states "Speaking is a productive aural/ oral skill and it consists of producing systematic verbal utterances to convey meaning. "Speaking is the way in which we express or exchange thoughts and feelings through using language (Nunan, 2003).

Harmer notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar, and pronunciation praised through

controlled and guided activities; and fluency, considered to be 'the ability to keep going when speaking spontaneously' (Harmer, 2001).

1.2. SPEAKING IN REAL LIFE AND SPEAKING IN THE CLASSROOM

Grauberg (1997) emphasizes that for many pupils the primer goal of learning a foreign language is to be able to speak it. Teaching should therefore help them to achieve that goal to the best of their ability. Yet the task is not easy, because conditions in the classroom are very different from those in real life. There speaking normally occurs in a domestic, social or occupational environment. Except for the fairly infrequent occasion of a talk or a lecture, only a small group of people, typically two, is involved. At times people speak to each other simply to demonstrate friendliness or sociability, but much the most frequent case is that one person has a reason to address other: to request information or service, share experience, suggest action. The other replies, and a dialogue ensues.

Conditions in the classroom are very different. There are twenty or more pupils sitting together, who traditionally would only speak in answer to questions from the teacher. They are slowly learning the foreign language and are often reluctant to display any inadequacies, or even run the risk of doing so, before their peers.

He states that speaking in the classroom thus has two functions one is to learn the language, the other is to use it as people in real life. The two functions often

overlap: speaking to learn can lead to speaking to communicate in turn consolidates learning. But the precondition for communication is learning, so that are in a position to accomplish the last three steps of the planning and execution process: decide on the constituents, the right words needed in a situation, and produce them with the right pronunciation. When new language is introduced, either by the teacher or on tape, pupils speak to learn, they repeat again and again just as they listen again and again. They speak to practice pronunciation, to associate words with real entities or their visual representations, to become sure of meaning, form and syntactic links. Possible relations between items within a constituent (for example noun and adjective) and between constituents (verb and object) are explored, constituents are varied and recombined, expressions for seeing a doctor are adapted for a visit to the dentist. The aim is to integrate new language into the existing semantic network, so that it is not displaced by subsequent acquisitions, but is instantly available for production.

He emphasizes that speaking to learn can turn into speaking to communicate when the teacher can tap into two of pupils' natural desires: to be sociable with friends through talk and games and to express themselves. When the class is broken down into pairs or groups of friends, one of the essential features of real- life use, interaction, has been introduced. When situations in the foreign country are simulated that pupils accept as likely or at least possible, a credible purpose is given to their exchanges. Speaking becomes even closer to reality when it is accepted that pupils remain conscious of their normal environment

and wish to express their own views or talk about their own experiences. For a time language may be prescribed in some way or form a different viewpoint linguistic viewpoint, linguistic supports may be given s as to build knowledge then as learners grow in confidence, they can vary their utterances, express themselves more freely and hence unpredictably.

1.3. STYLES OF SPEAKING

Brown and Levinson (1978) state that an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles age, sex and status of participants and interaction and reflections and reflect the expressions of politeness. Consider the various way in which it is possible to ask someone the time and the different social meaning that are communicated by these differences.

- Got the time?
- I guess it must be quite late now?
- What is the time?
- Do you have the time?
- Can I bother you for the time?
- You would not have the time, would you?

They also remark that lexical, phonological and grammatical changes may be involved in producing a suitable style of speaking. Different speech style reflect

perceptions of the social roles of the participant in the speech events. If the speaker and hearer are judged to be of more or less equal status a casual speech is appropriate that stresses affiliation and solidarity.

The authors explain that if the participants are perceived as being of uneven power or status a more formal speech style is appropriate one that marks that the dominance of one speaker over the other. Successful management of speech style creates a sense of politeness that is essential for harmonious social relations.

1.4. FUNCTIONS OF SPEAKING

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional function of speaking in which it serves to establish and maintain social relations, and the transactional function which focuses on the exchange of information. There are three parts of Brown and Yule's framework: talk as interaction, talk as transaction, talk as performance.

TALK AS INTERACTION

This refers to what we normally mean by "conversation" and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others rather than on the message. Such

exchange may be either casual or more formal depending on the circumstances and their nature has been well described by Brown and Yule (1983). The main features of the talk as interaction can be summarize as follows:

- Has a primarily social function
- Reflects roles relationships
- Reflects speaker's identify
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic works
- Uses conventional register
- Is jointly constructed

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However students who do need such skills and find them lacking report that they sometimes feel awkward and a loss for words when they find themselves in situation that requires talk for interaction. They feel difficulty in presenting a good image of themselves and sometimes avoid situational which call for this kind of talk. This can be a disadvantage for some learners where the ability to use talk for conversation can be important.

Hatch (1978) emphasizes the second language learners need a wide range of topics at their disposal in order to manage talk as interaction. Initially, learner

may depend on familiar topics to get by. However they also need practice in introducing new topics into conversation to move beyond this stage.

TALK AS TRANSACTION

Jones (1996) claims that this type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transactions talk is associated with other activities. For example, students may be engaged in hand-on activities to explore concepts associated with floating and sinking. In this type of spoken language student and teachers usually focus on meaning or on talking their way to understanding.

Examples of these kinds of talk are:

- Classroom group discussions and problem solving activities.
- A class activity during which students design a poster.
- Discussing needed repairs to a computer with a technician.
- Making a cell phone to obtain flight information.

Burns (1998) distinguishes two types of talking as transaction. One is situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood.

TALK AS PERFORMANCE

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches (Jones, 1996).

According Jones talk as performance tends to be in the form of monolog rather than dialogue, often follow a considerable format and it is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as intersection and transaction. Examples of talk as performance are:

- Giving a class report about a school trip
- Conducting a class debate
- Giving a speech of welcome
- Making a sales presentation
- Giving a lecture.

1.5. THE SPEAKING PROCESS

The speaking process according to Fiona Lawtie, an English foreign Language teacher includes activities that occur prior to, during, and after the actual speaking event.

PRE-SPEAKING: PLANNING AND ORGANIZING

Pre-speaking begins before students actually speak. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are listed below.

To choose a speaking topic: Students generate and explore ideas for speaking topics through a variety of pre-speaking activities such as the following: listening to a speaker, jotting down ideas, reflecting upon personal experience.

To determine purpose: Speakers talk to express ideas, emotions, and opinions, and to share information. Students must ask themselves "What is my purpose for speaking?"

To determine audience: Speakers must ask themselves "Who is my intended audience?" Some possible audiences are: familiar, known audiences (self, friends, peers, family, and teachers); extended, known audiences (community, student body); extended, unknown audiences (local media).

To determine format: Speakers must consider how their ideas and information can be presented most effectively. Some possible formats include the following: conversation, formal speech, and dramatic presentation, so on.

SPEAKING: GOING PUBLIC

Speaking actively engages students in interactions with peers and other audiences. Students who have been provided with supportive, collaborative environments and opportunities to prepare for their informal and formal speaking experiences are more likely to have the confidence needed to "go public" with their ideas and information.

In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose for speaking. Some purposes for speaking include the following: to express personal feelings, ideas, or viewpoints, to request, to inquire or question, and to clarify thinking.

Some scaffolds to support speaking include the following:

- Discussing or developing with students criteria for a variety of formal and informal speaking formats (e.g., conversation, group discussion, role play), and posting these on a bulletin board or having students record them in their notebooks for reference.
- Modeling a variety of formal and informal speaking formats for students.
- If possible, making available to students audio and video equipment so that they can practice prior to formal speaking situations.

POST-SPEAKING: A TIME FOR REFLECTION AND SETTING GOALS

Following speaking experiences, both formal and informal, it is important to have students reflect upon their performance. Their reflection, whether it is oral, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought. Some purposes for post-speaking activities are listed below.

To reflect upon performance: Students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively.

To set goals for improvement: When students reflect upon their performance, they begin to recognize what they have done well and where they require improvement.

Some post-speaking scaffolds include:

- Discussing or developing criteria for assessing a variety of speaking experiences.
- Providing opportunities for students to talk, or represent in various ways their personal speaking strengths and needs.

1.6. HOW TO CORRECT SPEAKING MISTAKES

Roux in (2009) states that teachers have to know the difference between an error and a slip. An error is a mistake the student cannot correct himself because it is above his current level of language. A slip is a mistake that occurs because a student is tired or is not concentrate enough. He actually would know the correct form but he “forgot” it for the moment. It is important to know this difference to adapt our correction. If there is a slip, we could only tell the student that there is a mistake and let him correct it himself. If there is an error we either have to give an explanation or we do not correct it because it is not part of the current exercise.

There are many different ways how we can correct speaking mistakes. The method we use depends on the task, the situation and the goal. There is no method which we could describe as the best. There is only one thing we have to pay attention to: if we want to correct, we have to do it immediately after the mistake occurred. But general, everyone has to know for himself how he wants to correct his students. Here are some different ways to correct speaking:

- The teacher corrects: the teacher mentions that the sentence was not accurate and corrects the sentence.
- The teacher mentions the mistake, but this time he asks the students to correct the sentence.
- Correction by a classmate. Student can work in pair to correct each other.

Correction is important. But it is not everything. Positive feedback is important too. Probably it is even more important than correction. As a teacher we have to find a balance between positive feedback and correction. We also have to find a balance between fluency and accuracy exercises.

1.7. DIFFICULTIES IN SPEAKING SKILL

Ariffansyah (2013) states that there are many experts that suggest about problem. One of them says that problem will appear if there is inappropriate between exception and reality. Another defines that a problem will happen if someone's necessity does not fulfill. A problem is something that if it appears many people will get dissatisfaction. It can make trouble and difficulty for him/herself or other people, and if people procure a problem, they always want to lose it. Problem is perceived gap between the existing state and a desire state, or a deviation from a norm, standard or status quo, although most problems turn out to have several solution. Problem is a question proposed for solution, anything which is required to be solved or done, or a source of difficulty.

i. Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

ii. *Nothing to say*

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

iii. *Low or uneven participation*

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

iv. *Mother tongue use*

It is easier for the student to use their mother tongue in their class because it looks natural. Therefore, most of the students are not disciplined in using the target language in the learning process. (Ariffansyah, 2013)

2. DIALOGUES TO IMPROVE SPEAKING SKILL IN THE ENGLISH LANGUAGE LEARNING

2.1. DEFINITIONS

According Wood (2002) dialogues usually present spoken language within a context and are thus typically longer than drills. However, those used for oral practice should be short so students remember them. Dialogues are

primarily used to provide speaking practice but can also develop listening. You can use dialogues to introduce and practice a function, structure, or vocabulary, and to illustrate degrees of politeness, levels of formality, and values and attitudes of the target culture. You can also work with students to analyze written dialogues for any of these features. Dialogues are useful for listening to and practicing pronunciation, intonation, and other phonological features.

2.2. DO DIALOGUES ENHANCE COMMUNICATIVE COMPETENCE?

Needless to say, the importance of communicative competence in learning a language has been put forth by Hymes (1972). In this respect, in an attempt to develop students' communicative competence, a large number of conversations exemplifying real life situations, and communicative activities on all four language skills should be abundantly used in language teaching curriculum. From the dialogue teaching perspective, it can be stated these four skills are integrated when the principles to be mentioned below are followed. What is intended in dialogue should be not only rules but also communication since knowing just the rules do not always lead to satisfactory communication. For that reason, the dialogues to be taught need to convey this issue and they should not totally violate linguistic or social principles.

Hymes (1972) affirms that taking this issue into account, as both dialogues and conversations share much in common they have to fulfill certain linguistic and social rules in order to be successful. In most everyday conversations the

speakers and the listeners are not aware of the rules they obey, because more attention is paid to content than to organization. Nevertheless, some organization is essential in order to accomplish certain speech acts such as greetings, inquiries, comments, invitations, requests, refusals, promises, etc. On the other hand, it would not always be possible to select a grammatically correct dialogue if we are stick to teach the target language as it is. What is important here is to present the target language in social contexts and teach the language itself and not the grammar. Last but not least, we all know that it is pivotal to be able to use the language where and when necessary which is what the communicative competence requires. Moreover, it is true that linguistic competence is not always enough to communicate unless it is furnished with the communicative competence.

2.3. FIVE REASONS FOR USING DIALOGUES IN THE CLASSROOM

There five reasons for using dialogues according to the publication of Kuehn (2013) in the Hubpage:

DIALOGUES REPRESENT REAL LIFE SPEECH

How many times have you opened a beginning language textbook and seen sentence like these?

- I have a pen.
- You have a book.
- She has a backpack.
- They have toys.

The intent of the textbook authors is to show students how to correctly use the verb "to have" with all subjective nouns and pronouns. But the problem is this: Do people talk to each other this way?

By using a dialogue, you can introduce the meaning and use of the verb "to have" through a sample of real life speech such as:

- Mary: You've such a big house!
- Tom: Yeah, I do. It has at least 10 rooms.

Through use of this very short dialogue, there is a definite exchange of meaningful information. Dialogues also represent the fillers people use when talking such as "Oh," "And a," and "You know." They also employ numerous contractions like "you've" for "you have," slang in the word "Yeah" instead of "Yes," and degrees of stress and intonation when speaking.

TEACH CULTURE IN DIFFERENT SOCIAL SITUATIONS

The great thing about dialogues is that you are learning the culture of a people through its language when reciting them. For example, in a dialogue on the topic of introductions, students quickly learn that in American culture males are introduced to females, and that it is customary for people to shake hands including men shaking hands with women. In the situation of meeting a

stranger, a dialogue might reflect that it is impolite or improper to ask a person about their age, weight, or salary or income.

STUDENTS LOVE ROLE PLAY DIALOGUES

All of my students love to recite and practice dialogues because they can be role played. Each dialogue that I present reflects a social situation such as visiting a friend, talking on the telephone, or shopping. Students love acting out the dialogues in which they can use a lot of body language and emotion.

A SPRINGBOARD FOR LEARNING NEW VOCABULARY AND SENTENCE STRUCTURE

Through the use of substitution drills, dialogues can introduce the student to new vocabulary and sentence structures. In the exchange, "You have a very cute baby." said while giving a compliment, one may substitute the noun "baby" with "dog," "kitten," "puppy" or "rabbit." You could also introduce a tag question in a dialogue like "You're a tourist, aren't you?" and through substitution drills you could generate sentences such as "You're an American, aren't you?" and "She's your daughter, isn't she?"

SCAFFOLDING LEARNING TO REACH FREE CONVERSATION ABILITY

Ultimately I try to get my students to proceed from dialogue recitation to free conversation as soon as possible. This is done by scaffolding learning in which I

coach the students how to apply memorized dialogues with appropriate substitutions to new situations. If the students are motivated and having fun with dialogues, most are able to make the big jump to free conversation after going through a series of dialogues.

2.4. KEY POINTS TO PRESENT DIALOGUES

According Beare (1997) we should keep in mind that dialogues are useful source of materials to present the functional language and students mostly enjoy working on them when they are presented appropriately. We can either teach new vocabulary or stress on the pronunciation or focus on a language item with the help of dialogues regardless of learner's ages and levels. To get learners' attraction and teach the target point, here are some general principles that we can implement in the classroom. Teachers, of course, do not have to rely on these steps; they can adapt and change them depending on the levels of learners and their intentions, etc. Here are the steps and activities that can be followed while teaching dialogues.

BEFORE PRESENTING THE DIALOGUE

Through the use of substitution drills, dialogues can introduce the student to new vocabulary and sentence structures. In the exchange, "You have a very cute baby." said while giving a compliment, one may substitute the noun "baby" with "dog," "kitten," "puppy" or "rabbit." You could also introduce a tag question in a dialogue like "You're a tourist, aren't you?" and through substitution drills

you could generate sentences such as "You're an American, aren't you?" and "She's your daughter, isn't she?"

SUBSTITUTION DRILLS

Substitution drills are slightly more interactive than repetition drills because they usually give students practice in changing a word or structure in response to a prompt or cue from the teacher or another student (Eipsten & Ormiston, 2007). The teacher's prompt can be whole sentence, a word, a phrase, or a picture. Here is a mechanical substitution drill using a single word (in italics) prompt:

Teacher: You're a student, aren't you?

FARMER

- Students: You're a farmer, aren't you?
- Teacher: You're a farmer, aren't you?

ACCOUNTANT

- Students: You're an accountant, aren't you?
- Teacher: You're an accountant, aren't you?

MECHANIC

- Students: You're a mechanic, aren't you?
- Teacher: You're a mechanic, aren't you?

WHILE PRESENTING THE DIALOGUE

Read the dialogue at normal speed, once or twice, indicating the different speakers as you read. As you read different exchanges, you may change your voice, change your position, use facial expressions and gestures or point to the figurines, pictures or drawings.

MODELING

Modeling is an excellent way to introduce a dialogue. Usually it involves students simply listening to the dialogue on tape or CD. Sometimes the dialogue can be performed by two native speakers. The purpose of the modeling is to develop students' listening skills and teach them to change their voice, change their position, and use facial expressions and gestures.

If the books have CDs or cassettes, let students listen to the dialogue a few times so that they can hear the native speakers.

PRACTICE STRESS AND INTONATION

Dialogues can come in handy when working on stress and intonation. Students move beyond focusing on single phonemic pronunciation issues and concentrate on bringing the right intonation and stress to larger structures. Students can play with meaning through stress by creating dialogues that focus on stressing individual words to clarify meaning.

- Use dialogues that students are familiar with so that they can focus on pronunciation rather than vocabulary, new forms, etc.
- Introduce students to the concept of using stress and intonation to highlight content words while "brushing over" function words.
- Ask students to highlight their dialogues by marking the content words in each of their lines.
- Students practice the dialogues together focusing on improving their pronunciation through stress and intonation.

PUPPETS.- Like storytelling, puppets and masks have traditionally been associated with oral dramatic presentations. Like so many oral activities, creating the proper environment is the essential ingredient to a successful puppetry experience.

- **Sock puppets:** Have each child bring an old sock from home. Demonstrate that by placing your hand inside the sock—your fingers in the toe, your thumb in the heel—you can make the puppet come alive simply by opening and closing your hand. Next add cloth, felt, buttons, beads, yarn, and so on to make the eyes, mouth, nose, and ears.
- **Finger puppets:** The simplest way to make a finger puppet is with an old glove. On each finger, draw, color, or paint facial features of different characters. You can add bits of yarn, sequins, or buttons. Each finger should contain a face with a different expression or look.

- **Paper-bag puppets:** Paper-bag puppets are easy and inexpensive. Depending on the size of the paper bag used, you can create all types of puppets.
- Have students practice each situation multiple times.
- Write each situation on a small piece of paper.
- Students choose a situation randomly and act it out on the spot without any dialogue cues.

PARAPHRASE DIALOGUES AND REPETITION

Paraphrasing dialogues can help students focus on related structures. Begin slowly by asking students to substitute or paraphrase shorter forms. End with more extended dialogues.

1. Provide short dialogues to students and ask them paraphrase shorter phrases. For example, if the dialogue asks for suggestions with a phrase such as "Let's go out tonight", students should be able to come up with "Why don't we go out tonight", "How about going out for a night on the town", etc.
2. Hand out a few different dialogues, ask students to read the dialogue and then create another dialogue "on the fly" without using the same exact words. Students can take a look at the original lines, but must use other words and phrases.

3. Ask students to read a dialogue to another pair. This pair in turn attempts to repeat the dialogue through paraphrase.
4. Read the dialogue again, sentence by sentence and have the students repeat each sentence after you in groups and individually. Split up long sentences for easier repetition, but remember to put the sentences together again

AFTER PRESENTING THE DIALOGUE

- Ask questions on the dialogue. These questions should test the students' understanding of the meaning of the dialogue. (Books open or closed.)
- Get students to continue where the dialogue stops. (Speaking activity)
- Get students, working in groups, to compose other dialogues arising from the situation of the dialogue (group work, collaborative working).
- Ask students acting out the dialogues in role plays in which they can use a lot of body language and emotion also they can use puppets or other material (Beare, esl.about.com, 1997).

INTERPERSONAL AND SMALL-GROUP SKILLS

The fourth essential element of cooperative learning is the appropriate use of interpersonal and small-group skills. In order to coordinate efforts to achieve mutual goals, students must: 1) get to know and trust each other, 2)

communicate accurately and unambiguously, 3) accept and support each other, and 4) resolve conflict constructively (Johnson, D. W. & Johnson, F. , 1991).

ROLE PLAYING LANGUAGE FUNCTION DIALOGUE

Beare (1997) states that one of his favorite uses of shorter language function dialogues (i.e. shopping, ordering in a restaurant, etc.) for lower levels is to extend the activity by first practicing dialogues, and then asking students to act out(role play) dialogues without any help. If you are practicing a number of dialogues, you can add an element of chance by having students pick their target situation out of a hat.

Provide numerous short situational dialogues for a target linguistic function in order to notice if students have learn the dialogue. For example, for shopping students can practice exchanges of trying on clothing, asking for help, asking for a different size, paying for items, asking for a friend's advice, etc.

2.5. ASSESMENT WORKSHOP

OBSERVATION GUIDE
UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACION EL ARTE Y LA COMUNICACIÓN

INFORMATIVE DATA:

STUDENT CODE: COURSE
 DATE AND TIME: THEME:

SPEAKING SKILL/ACTIVITY	CRITERIA			
	No achieved 5	Achieved a little 6	Achieve in process 7-8	Completely achieved 9-10
PRE VOCABULARY				
Reviews new vocabulary through substitution drill				
VOICE/ POSITION/FACIAL EXPRESSION/ GESTURES	Rarely 5	Sometimes 6	Frequently 7-8	Always 9-10
Changes their voices in a dialogue				
Uses body language in dialogues				
Uses facial expressions applying modeling				
Applies useful gestures during a dialogue				
PRONUNCIATION	Rarely 5	Sometimes 6	Frequently 7-8	Always 9-10
Pronouns the words well				
Improves the pronunciation practicing stress and intonation				
Shows fluency in speaking				
PRACTICE	5	6	7-8	9-10
Practices the use of puppets to help students to feel comfortable	Rarely ()	Sometimes ()	Frequently ()	Always ()
Plays roles help students at the time to practice dialogue	Poorly ()	Hard ()	Easily ()	Effectively ()
Exchanges ideas				
Asks and answers in the dialogue				
Expresses their roles				
PAIR COLLABORATIVE WORK				
Works is pairs-group	Very new ()	A little new ()	have worked ()	Well known ()
Feels motivated to speak	Bad ()	Bored ()	Happy ()	Awesome ()
Accepts to work with all their classmates	Rarely ()	Sometimes ()	Frequently ()	Always ()
Interacts with others				
Collaborates each other to write great dialogue	Rarely ()	Sometimes ()	Frequently ()	Always ()

f. METHODOLOGY AND WORK PLAN

1. DESIGN OF THE INVESTIGATION

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of dialogues and see the reflections of her intervention.

2. METHODS, TECHNIQUES AND INSTRUMENTS

METHODS

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The **Scientific method** will facilitate the study of the dialogues applied in the developing of speaking skill. It will help in the observations done before and

during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The **Descriptive method** will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The **analytic-synthetic method** will be used to analyze the obtained results through the questionnaires and pre-test. They will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The **statistic method** will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the observations, and teacher's diary.

This work will use the research spiral cycles proposed by (Kemmis & McTaggart, The action research planner, 1988) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development

(Koshy, 2005). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (Kemmis & McTaggart, *The action research planner*, 1988). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped her reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

3. TECHNIQUES AND INSTRUMENTS

➤ DATA COLLECTION

The researcher's close observation of students' performance during class and two sets of structured questionnaires and tests, and a field diary will be used to collect data in this study. Quantitative data will come from the questionnaires and tests, and qualitative data will come from the diary and observations. All the data will be triangulated to confirm validity.

➤ **QUESTIONNAIRES.-**

Two sets of questionnaires will be used. The questionnaires of multiple choice will be used to collect students' answers about speaking skill at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

➤ **PRE-TEST.-**

A speaking test will be applied to the whole group of students in pairs before to start the research to get real information about students' level of speaking. The test will be in an oral way in pairs asking them three questions and three answers, it will contains of all the topics that the investigator is going to apply during the process like: farm animal and wild animals. It will be assess with a rubric.

➤ **OBSERVATION**

During all the process, the researcher will carefully observe students' performance during lessons. The investigator will use an observation guide to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project will come to the end. It will be applied for each student in each session.

➤ ***FIELD DIARY***

It will be used in this investigation to note any changes in students' process during classes after every session. In this way, it will help to write up the findings during the intervention, significant events during the observation or any particular situations that happen. It includes qualitative criteria that will be developed through a discussion at the end of each session where students express their like, unlike and preference during it.

➤ ***PORTFOLIO***

The investigator will use portfolio during the whole investigation in order to have evidence of the work done by students. It includes all the activities developed in each session.

➤ ***POST- TEST***

At the end of the process, the investigator will take a speaking sample and evaluate using the speaking rubric as was used to gather the baseline data to get enough information to do the comparison between before and after apply dialogue strategy in speaking process. It is important to realize that it will be taken by all the students without exceptions and it will be assessed by the same speaking rubric.

4. PROCEDURES

The action research work process will include the following stages:

➤ **Investigate**

To start the research project, the researcher will apply a questionnaire about speaking test to students in order to get real information about how they practice this skill. Also the researcher is going to apply an oral test, this will let the researcher establish the starting point so the speaking students' level can be compared by the end of the intervention period. The test will include one picture with which each pair has to ask and answer questions about the topic, but first of all the research is going to do a ruffle about the corresponding topic.

➤ **Plan**

In this step the researcher is going to design a set of situational dialogues by using language functions approach in order to be applied to the group. These dialogues will let them improve and practice speaking skill.

➤ **Act**

The selected set of dialogues will be applied to the group of students during a period of a term one month and a half by the development of ten sessions, two sessions per week of 90 minutes. The researcher will follow the speaking process in order to teach a dialogue to improve speaking skill.

➤ **Observe**

The researcher will monitor any changes in the children's improvement of speaking in Fourth Year of Basic Education through observation, research diary and portfolio. The observation guide is going to be used during the class to observe students and incidents all the time and based on the observations to make judgment. Also research diary is going to be used to collect data and analyze it at the end of the class. So the portfolio will help to collect, organize and keep the students' speaking tasks.

➤ **Reflect**

The researcher will take the same speaking oral test in pairs using the same speaking rubric as was used to gather the baseline data. In this case the interpretation and analyses of results will be interpreted. The information is going to be analyzed graphically and descriptively in the thesis report.

➤ **Dissemination**

The research will present the findings obtained at the end of the research project through a class demonstration with the presence of the authorities of the institution and parents of the children. In this day the researcher with the students will follow the speaking process learned in order to present dialogues using speaking sample demonstrations (role plays) to show the improvement

got during the research period. After the intervention the researcher will analyze the data collected. Then, she will draw the conclusions of the intervention. Finally, the report of her intervention will be disseminated among the teachers, the partners and the school.

5. POPULATION

The population of this research is fourteen students of Fourth Year of Basic Education that are between 7 and 8 years old.

AGE	WOMEN	MEN	TOTAL
7		2	2
8	4	8	12
	4	10	14

WORKSHOPS DESIGNED FOR THE INTERVATION

THEME	<i>FARM AND WILD ANIMALS</i>	
GENERAL OBJECTIVE	To analyze the benefits of dialogues as effective strategy to improve speaking skill in the English Language Learning with students of fourth year of Basic Education at Simon Bolivar Institute Academic Period 2013-2014	
DESCRIPTION	The development of this action research was organized in twelve workshops, they were designed with the help of the literature framework.	
WORKSHOP	OBJECTIVE	RESOURCES
WORKSHOP 1	To answer the questionnaire about speaking process To answer an oral test	Copies, Recorder
WORKSHOP 2	To reproduce questions and answers about farm animal in oral form.(comprehension and comprehensibility)	Poster, Worksheet, Puppets
WORKSHOP 3	To practice short dialogues orally about what products each animal give us	Pictures, Puppets
WORKSHOP 4	To ask and answer questions orally about where animals live	Poster, Worksheets, Puppets
WORKSHOP 5	To practice short dialogues orally about what each animal is doing	Pictures, Worksheets, Puppets
WORKSHOP 6	To reproduce questions and answers about wild animal in oral form	Poster, Worksheets, Puppets
WORKSHOP 7	To practice short dialogues orally about what habitat each animal has.	Poster, Worksheets, Puppets
WORKSHOP 8	To reproduce questions and answers about likes and dislikes of wild animals	Pictures, Worksheets, Puppets
WORKSHOP 9	To practice short dialogues orally about what each wild animal is doing.	Pictures, Worksheets, Puppets
WORKSHOP 10	To practice short dialogues orally about all the aspects of farm animal	Pictures, Worksheets, Puppets
WORKSHOP 11	To practice short dialogues orally about all the aspects of wild animal	Pictures, Worksheets, Puppets
WORKSHOP 12	To answer the questionnaire about speaking process To answer an oral test	Copies, Recorder.

g. TIME LINE

PHASES	ACTIVITIES	2014												2015				
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	
Project	Project presentation	■	■															
	Correction	■	■															
	Project approval		■															
	Thesis Advisor		■															
Intervention/	Revision of the instruments		■															
	Plan the lessons		■															
	Act observe		■	■	■	■	■	■										
Thesis process	Data organization and tabulation					■	■											
	Interpreting and Reflecting					■	■	■	■									
	Writing up and reporting						■	■										
	Presenting the thesis report						■	■										
	Correction							■	■	■	■	■	■	■	■	■	■	
	Private review												■	■				
	Correction													■	■	■	■	
	Copying and Filling														■	■		
	Legal procudures															■	■	■
	Public presentation																	■

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

Human

- ❖ Investigator
- ❖ Group of students of 4th Year of Basic Education at “Simon bolivar” Institute

Material

- ❖ Office Material
- ❖ Copies
- ❖ Boon Paper
- ❖ Paper clip
- ❖ Agenda
- ❖ Pens

Technical

- ❖ Laptop
- ❖ Data projector

2. BUDGET

MATERIAL	PRICE
Office material	300
Class materials	200
Transport	100
Copies	200
Replica of the thesis	200
TOTAL	1000

3. FINANCING

In the aspect of financing all the expenses will be financed by the researcher.

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j. ANNEXES

ANNEX 1: WORKSHOPS

Application of the dialogues in order to improve the speaking skill in the English Language Learning

WORKSHOP # 1

THEME: PRE-TEST

OBJECTIVES:

- To answer the questionnaire about speaking process
- To answer an oral test

MATERIALS:

- Copies
- Recorder

TIME: 80 minutes

TECHNIQUE: Pair Work

ACTIVITY PROCESS:

Asking and answering questions between classmates about the topics: farm animals and wild animals

PROCEDURE:

Teacher:

- Pair up students.
- Ask to each pair pick up a paper (there are two topics).
- Teacher explains what students have to do.

Students:

- Students choose one paper where they find the topic about they have to talk.
- Each pair is going to ask and answer three questions about farm animals and wild animals.

WORKSHOP # 2

THEME: FARM ANIMALS

OBJECTIVES:

To reproduce questions and answers about farm animal in oral form

MATERIALS:

Poster

Worksheet

Puppets

TIME: 80 minutes

TECHNIQUE: Substitution drill, Modeling, Puppets, Repetition.

ACTIVITY PROCESS:

- Using substitution drills to review vocabulary: cows, rooster, hen, horse, goat, pig, and sheep.
- Using modeling strategy to indicate changes in students' voice in questions like: What is he/she?
- Using finger puppets to work in stress and intonation in order to improve the pronunciation.
- Using repetition of expressions to practice students' pronunciation

PROCEDURE:

Teacher:

- Displays a poster on the board
- Encourages Ss. To say the names of the animals they already know
- Applies the substitution drill to review vocabulary
- Uses modeling strategy to ask questions: What is he/she?

Students:

- Express freely what they know about farm animals.
- Listen and repeat after the teacher.
- Complete the worksheet of substitution drill activities.
- Answer the questions asked by the teacher.
- Practice the questions using puppets.

WORKSHOP # 3

THEME: FARM ANIMALS

OBJECTIVES:

- To practice short dialogues orally about what products each animal give us

MATERIALS:

- Pictures, Puppets

TIME: 80 minutes

TECHNIQUE: Riddles, Substitution drill, Modeling, Puppets, Repetition, Pair work

ACTIVITY PROCESS:

- Making riddles review vocabulary about products: cheese, ham, wool, eggs and milk
- Using oral substitution drill check if everybody remember the name of products
- Using modeling strategy to indicate changes in students' voice in questions like: Where do eggs come from? Where does milk come from? They come from.... It comes from.....
- Using finger puppets to work in stress and intonation in order to improve the pronunciation.
- Using repetition of expressions to deep students' pronunciation

PROCEDURE:

Teacher:

- Sticks pictures on the board about products
- Encourages Ss. To guess the riddle about the names of the product
- Makes riddles about products and oral substitution drill to review the vocabulary
- Uses modeling strategy to ask questions: Where do come from? Where doescome from? They come from.... It comes from.....

Students:

- Guess the riddles about the products
- Complete the sentence using oral substitution drill.
- Practice asking and answering questions about products
- Practice the short dialogue using puppets in pairs

WORKSHOP # 4

THEME: TALKING ABOUT FARM ANIMALS

OBJECTIVES:

- To ask and answer questions orally about where animals live

MATERIALS:

- Poster
- Worksheets
- Puppets

TIME: 80 minutes

TECHNIQUE: Substitution drill, Modeling, Puppets, Repetition, Pair work

ACTIVITY PROCESS:

- Using substitution drills to review the vocabulary: barn, pond.
- Using modeling strategy to indicate changes in students' voice in questions like: Where does he/she live?
- Using finger puppets to work in stress and intonation in order to improve the pronunciation.
- Using repetition of expressions to deep students' pronunciation

PROCEDURE:

Teacher:

- Displays a poster on the board.
- Applies the substitution drill to review the vocabulary.
- Uses modeling strategy to ask questions: Where does he/she live?

Students:

- Listen and repeat after the track
- Complete the worksheet of substitution drill activities
- Answer the questions asked by the teacher
- Practice the questions using puppets

WORKSHOP # 5

THEME: TALKING ABOUT FARM ANIMALS

OBJECTIVES:

- To practice short dialogues orally about what each animal is doing

MATERIALS:

- Pictures
- Worksheets
- Puppets

TIME: 80 minutes

TECHNIQUE: Substitution drill, Description, Modeling, Puppets, Repetition, Pair work

ACTIVITY PROCESS:

- Describing a picture to review the verbs learned
- Using substitution drills to review vocabulary: Sleep, run, sing, eat, and play.
- Using modeling strategy to indicate changes in students' voice in questions like: What is the horse doing? He is running in the field.
- Using finger puppets to work in stress and intonation in order to improve the pronunciation.
- Using repetition of expressions to improve students' pronunciation

PROCEDURE:

Teacher:

- Sticks pictures of the verbs (action) on the board
- Mime the action
- Applies the description and the substitution drill to review the vocabulary
- Uses modeling strategy to ask questions: What is the horse doing? He is running in the field

Students:

- Follow the action that the teacher is miming
- Describe the picture

- Complete the worksheet of substitution drill activities
- Answer the questions asked by the teacher
- Practice the short dialogues adding more questions learned before and use puppets.

WORKSHOP # 6

THEME: WILD ANIMAL.

OBJECTIVES:

- To reproduce questions and answers about wild animal in oral form

MATERIALS:

- Poster
- Worksheets
- Puppets

TIME: 80 minutes

TECHNIQUE: Substitution drill, Modeling, Puppets, Repetition, Pair work

ACTIVITY PROCESS:

- Using substitution drills to review vocabulary: lion, tiger, hippo, elephant, giraffe and monkey.
- Using modeling strategy to indicate changes in students' voice in questions like: What is he/she?
- Using finger puppets to work in stress and intonation in order to improve the pronunciation.
- Using repetition of expressions to deep students' pronunciation
- Provide the dialogue to students and ask them paraphrase shorter phrases with another information

PROCEDURE:

Teacher:

- Displays pictures on the board
- Encourages Ss. To say the names of the animals they already know
- Applies the substitution drill to teach the pre vocabulary
- Uses modeling strategy to ask questions: What is he/she?

Students:

- Express freely what they know about wild animals
- Listen and repeat after the teacher
- Complete the worksheet of substitution drill activities
- Answer the questions asked by the teacher
- Practice the questions using puppets in pairs

WORKSHOP # 7

THEME: WILD ANIMAL.

OBJECTIVES:

- To practice short dialogues orally about what habitat each animal has.

MATERIALS:

- Poster
- Worksheets
- Puppets

TIME: 80 minutes

TECHNIQUE: Substitution drill, Modeling, Puppets, Repetition, Pair work

ACTIVITY PROCESS:

- Using substitution drills to teach pre vocabulary: jungle, savannah.
- Using modeling strategy to indicate changes in students' voice in questions like: Where does he/she live?
- Using finger puppets to work in stress and intonation in order to improve the pronunciation.
- Using repetition of expressions to deep students' pronunciation

PROCEDURE:**Teacher:**

- Shows the different habitat of the wild animals to students
- Encourages Ss. To say the names of the habitats they already know
- Applies the substitution drill to teach the pre vocabulary
- Uses modeling strategy to ask questions: Where does she live?

Students:

- Express freely what they know about habitats.
- Complete the worksheet of substitution drill activities.
- Answer the questions asked by the teacher.
- Practice the questions using puppets.

WORKSHOP # 8

THEME: OHH... WILD ANIMAL.

OBJECTIVES:

- To reproduce questions and answers about likes and dislikes of wild animals

MATERIALS:

- Pictures
- Worksheets
- Puppets

TIME: 80 minutes

TECHNIQUE: Substitution drill, Modeling, Puppets, Repetition, Pair work

ACTIVITY PROCESS:

- Using substitution drills to review the vocabulary: meat, water, jay, ham, and banana
- Using modeling strategy to indicate changes in students' voice in questions like: What do you like? I like the banana. What does the lion like? The lion likes meat.
- Using finger puppets to work in stress and intonation in order to improve the pronunciation.
- Using repetition of expressions to deep students' pronunciation
- Provide the dialogue to students and ask them paraphrase shorter phrases with another information

PROCEDURE:**Teacher:**

- Displays pictures on the board

- Encourages Ss. To say some option of likes and dislikes that they already know.
- Applies the substitution drill to review the pre vocabulary
- Uses modeling strategy to ask questions: What do you like? I like the banana. What does the lion like? The lion likes meat.

Students:

- Express freely what they know about likes and dislikes of wild animals.
- Listen and repeat after the teacher
- Complete the worksheet of substitution drill activities
- Answer the questions asked by the teacher
- Practice the questions using puppets in pairs

WORKSHOP # 9

THEME: OHH... WILD ANIMAL.

OBJECTIVES:

- To practice short dialogues orally about what each wild animal is doing.

MATERIALS:

- Pictures
- Worksheets
- Puppets

TIME: 80 minutes

TECHNIQUE: Substitution drill, Modeling, Puppets, Repetition, Pair work

ACTIVITY PROCESS:

- Using substitution drills to review vocabulary: swim, take a shower, drink water, jump and eat
- Using modeling strategy to indicate changes in students' voice in questions like: What is the elephant doing? He is taking a shower.
- Using finger puppets to work in stress and intonation in order to improve the pronunciation.
- Using repetition of expressions to improve students' pronunciation

PROCEDURE:**Teacher:**

- Sticks pictures of the verbs (action) on the board
- Mime the action
- Applies the description and the substitution drill to review the vocabulary
- Uses modeling strategy to ask questions: What is the elephant doing? He is taking a shower.

Students:

- Follow the action that the teacher is miming
- Describe the picture
- Complete the worksheet of substitution drill activities
- Answer the questions asked by the teacher
- Practice the short dialogues adding more questions learned before and use puppets.

WORKSHOP # 10**THEME:** MORE ABOUT FARM ANIMALS**OBJECTIVES:**

- To practice short dialogues orally about all the aspects of farm animal

MATERIALS:

- Pictures, Worksheets, Puppets

TIME: 80 minutes

TECHNIQUE: Substitution drill, Modeling, Puppets, Repetition, Paraphrase and Pair work

ACTIVITY PROCESS:

- Using substitution drills to reinforced the pre vocabulary learned
- Look and identify the different aspects of the dialogue.
- Using modeling strategy to indicate changes in students' voice in questions like: What is he/she? (all the questions learned)
- Using finger puppets to work in stress and intonation in order to improve the pronunciation of the dialogue

- Using repetition of expressions to deep students' pronunciation
- Provide a worksheet with a uncompleted dialogue to students and ask them paraphrase shorter phrases with their information

PROCEDURE:

Teacher:

- Displays pictures on the board
- Encourages Ss. To say the names of the animals and vocabulary that they already know
- Applies the oral substitution drill to review the pre vocabulary
- Uses modeling strategy to ask questions:
 - What is he/she?
 - Where does she live?
 - Where do the eggs come from?
 - What is she doing?

Students:

- Express freely what they know about farm animals
- Look the pet of the class and talk with your classmate about it
- Paraphrase the dialogue with the information learned in the completed dialogue

WORKSHOP # 11

THEME: MORE ABOUT WILD ANIMALS

OBJECTIVES:

- To practice short dialogues orally about all the aspects of wild animal

MATERIALS:

- Pictures, Worksheets, Puppets

TIME: 80 minutes

TECHNIQUE: Substitution drill, Modeling, Puppets, Repetition, Paraphrase and Pair work

ACTIVITY PROCESS:

- Using substitution drills to reinforce and review the vocabulary learned

- Using modeling strategy to indicate changes in students' voice in questions like: What is he/she? (All the questions learned).
- Using finger puppets to work in stress and intonation in order to improve the pronunciation.
- Using repetition of expressions to deep students' pronunciation.
- Provide an uncompleted dialogue to students and ask them paraphrase shorter phrases with their information.

PROCEDURE:

Teacher:

- Displays pictures on the board
- Encourages Ss. To say the names of the animals and vocabulary that they already know
- Applies the substitution drill to review the pre vocabulary
- Uses modeling strategy to ask questions:
 - What is he/she?
 - Where does she live?
 - What is she doing?
 - What does she like?

Students:

- Express freely what they know about wild animals
- Look the pet of the class and talk with your classmate about it
- Paraphrase the dialogue with the information learned in the completed dialogue

WORKSHOP # 12

THEME: POST-TEST

OBJECTIVES:

- To answer the questionnaire about speaking process
- To answer an oral test

MATERIALS:

- Copies, Recorder.

TIME: 80 minutes

TECHNIQUE: Pair Work

ACTIVITY PROCESS:

Asking and answering questions between classmates about the topics: farm animals and wild animals

PROCEDURE:**Teacher:**

- Pair up students.
- Ask to each pair pick up a paper (there are two topics).
- Teacher explains what students have to do.

Students:

- Students choose one paper where they find the topic about they have to talk.
- Each pair is going to ask and answer three questions about farm animals and wild animals

ANNEX 2: PRE-POST QUESTIONNAIRE

The following questionnaire intends to collect information related to dialogues as an effective strategy to improve speaking skill.

Student code: SBI0_____

Date: _____

Make an X to your answer

1... Do you like practicing speaking in the English classes?

Yes () No ()

2... What strategies are used to practice speaking?

Dialogues () Role plays () Interviews () Discussions ()

3... How often do you do these things to practice speaking in the English class?

	Always	Usually	Sometimes	Never
Dialogues				
Role plays				
Interviews				
Discussions				

4... What do you think? Tell how much you agree with these.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
I just repeat more than twice an expression				
I practice the vocabulary before developing a dialogue				
I listen and practice the right pronunciation				
I practice pronunciation using puppets				
I do funny activities that motive me to speak and express what I think				

5... How often do you do these activities to practice speaking in your English class?

	Always	Usually	Sometimes	Never
Dialogues				
Asking and answering questions				
Describing pictures				
Dramatizing				
Making riddles				

6... In school, how much time do you spend doing this activities?

	Up to 15 minutes	Up to ten minutes	Up 5 minutes	No time
Dialogues				
Asking and answering questions				
Describing pictures				
Dramatizing				
Making riddles				

☺ Thank you for your collaboration! ☺

ANNEX 3: PRE- POST TEST
Speaking: Farm and Wild Animal

Student code: SBI0_____

Date: _____

TASK: Ask and answer the questions in pairs.

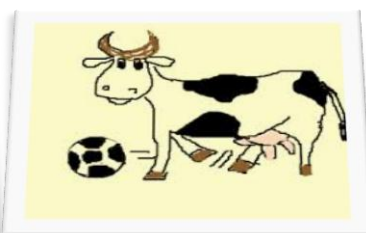
- Choose one paper that contains the name of the topic (farm animal or wild animal): you will talk.
- Ask three or more questions to your partner about the kind of animals that you chose. Remember to cover the following aspects:

Name of the animal	What is she/he/it? She is..... It is..... He is.... Pig, horse, cow, lion, tiger.
Products that he/she produces(farm animals) Likes/dislikes (wild animals)	How does the milk come from? The milk comes from It comes from Cows How do eggs come from? They come from.... Eggs come from..... Hens <hr/> Does the lion like meat? Yes, he does/ he likes it Does the monkey like the banana? Yes, he does/ he likes the banana.
Place where he/she live	Where does she live? It lives in the.....
Thing that he is doing	What is he doing? He is playing What is she doing? She is sleeping

FARM ANIMALS



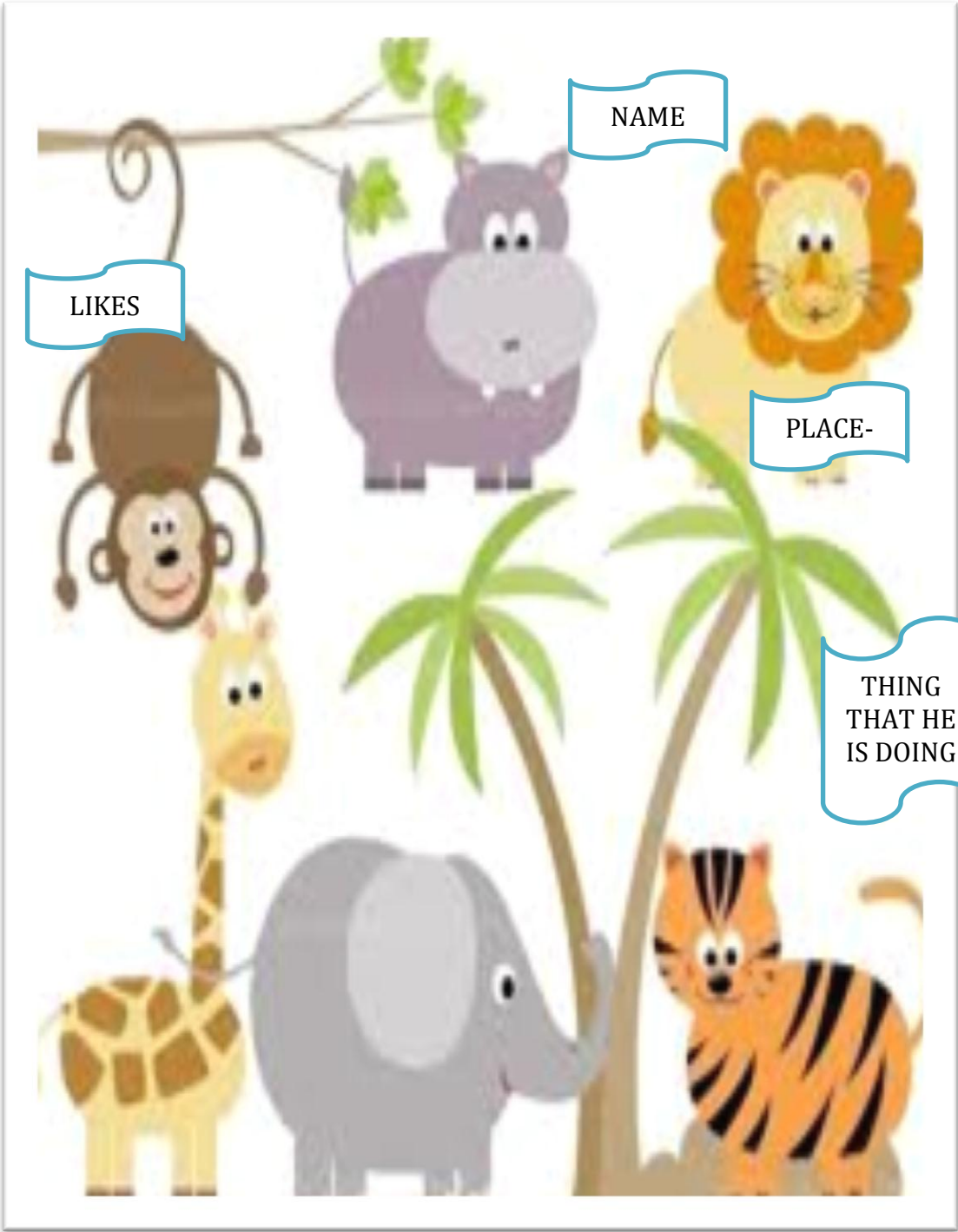
Farm Animals



Wild Animals



WILD ANIMALS



ANNEX 4: ASSESSMENT SPEAKING RUBRIC

The following speaking rubric is going to be used during the development of the Research Project in order to collect data about speaking aspects: expression, intonation, pronunciation, pace, grammar and vocabulary.

Student code: ISB0_____

Date: _____

PARAMETERS	POOR	AVERAGE	GOOD	VERY GOOD	EXCELLENT
Comprehension (ability to understand aural cues and respond appropriately)	1	2	3	4	5
Comprehensibility (ability to communicate ideas and be understood)	1	2	3	4	5
Accuracy (ability to use structures and vocabulary correctly)	1	2	3	4	5
Fluency (ability to communicate clearly and smoothly)	1	2	3	4	5
Effort (inclusion of details beyond the minimum predictable response)	1	2	3	4	5

RESULTS OF THE SPEAKING PARAMETERS

18-20 (10-9) pts. The student accomplishes the assigned task successfully, speaks clearly and accurately, and brings additional linguistic material to the basic situation, for example, using new functions or structures that beginning language learners seldom use spontaneously.

15-17(8-7) pts. The student accomplishes the assigned task successfully with a few errors. The student is able to communicate effectively in spite of these errors and offers meaningful responses.

11-15 (6-5) pts. The student accomplishes the task with difficulty. He or she demonstrates minimum oral competence, hesitates frequently, and shows little creativity, offering only minimal, predictable responses.

6-10 (4-3) pts. The student is unable to accomplish the task or fails to demonstrate acceptable mastery of functions, vocabulary, and grammatical concepts.

0-5 (2-0) pts. Communication is almost non-existent. The student does not understand the aural cues and is unable to accomplish the task. Errors are so extreme that communication is impossible.

ANNEX 5: DIARY

TITLE :

DATE:

SESSION N°:

THEME OF THE DIALOGUE:

QUESTIONS

Did you like the class?

Did you practice speaking skill with your classmates through dialogues?

What did you like from the class?

What did not you like from the class?

ANNEXE 6: RESEARCH MATRIX

THEME: Using dialogues as an effective strategy to improve speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute. Academic Year 2013- 2014.

PROBLEM	OBJECTIVES	THEORETICAL FRAME CATEGORIES	RESEARCH STAGE	TECHNIQUES AND INSTRUMENTS
GENERAL How do dialogues as an effective strategy improve the speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014?	GENERAL <ul style="list-style-type: none"> To analyze the benefits of dialogues as effective strategy to improve speaking skill in the English Language Learning with students of fourth year of Basic Education at Simon Bolivar Institute Academic Period 2013-2014 	THEORETICAL FRAME SCHEME SPEAKING SKILL Definitions Speaking in real life and speaking in the classroom Styles of speaking Function of speaking Talk as interaction Talk as transaction Talk as performance The speaking process Pre-speaking Speaking Post speaking How to correct speaking mistakes Difficulties in speaking skill	INVESTIGATE Diagnose the SPEAKING SKILL	PRE-QUESTIONNAIRE PRE TEST
SPECIFICS <ul style="list-style-type: none"> What kind of theoretical reference about dialogues is adequate to improve speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014? Which are the negative issues that limit speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014? Which dialogues are the most appropriate to improve speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014? How do dialogues as part of the classroom activities support to solve the limitations in speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014? How effective was the application of dialogues in speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014? 	SPECIFICS <ul style="list-style-type: none"> To investigate theoretical frame about dialogues as an effective strategy to improve speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014. To diagnose the negative issues that limit speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014. To design the most appropriate dialogues to improve speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014. To put in to effect the selected dialogues as part of the classroom activities in order to solve the limitations in speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014. To reflect about the effectiveness that the dialogues had in speaking skill in the English Language Learning with students of 4th year of Basic Education at Simon Bolivar Institute, academic year 2013-2014. 	DIALOGUES TO IMPROVE SPEAKING SKILL Definitions Do dialogues enhance communicative Five reasons for using dialogues Key point to present a dialogue Before presenting the dialogue While presenting the dialogue After presenting the dialogue	PLAN Workshops	WORKSHOPS
			ACT Dialogues to improve speaking	OBSERVATION GUIDE FIELD DIARY
			REFLECT Analyze or value the dialogues in the improvement of the speaking skill.	PORTFOLIO POST QUESTIONNAIRE POST TEST

ANNEX 2: PHOTOS



Source. Fourth Year students performing dialogues about wild animals. Photo taken by Morocho 2014.



Source. Fourth Year students performing dialogues about farm and wild animals in the posttest. Photo taken of a recorded video by Morocho 2014.



Source. Fourth Year students in the English Language Laboratory after performing the posttest. Photo taken by Espinoza 2014.

INDEX

COVER PAGE.....	i
CERTIFICATION	ii
AUTORÍA.....	iii
CARTA DE AUTORIZACIÓN	iv
ACKNOWLEDGEMENTS	v
DEDICATION.....	vi
MATRIZ DE ÁMBITO GEOGRÁFICO.....	vii
MAPA GEOGRÁFICO YCROQUIS	viii
THESIS SCHEME.....	ix
a.TITLE:.....	1
b.RESUMEN.....	2
SUMMARY	3
c.INTRODUCTION.....	4
d.LITERATURE REVIEW	7
SPEAKING SKILL.....	7
DEFINITIONS.....	7
SPEAKING IN REAL LIFE AND SPEAKING IN THE CLASSROOM.....	8
STYLES OF SPEAKING	10
SPEAKING STRATEGIES FOR ENGLISH LEARNERS.....	11
FUNCTIONS OF SPEAKING.....	13
TALK AS INTERACTION.....	13
TALK AS TRANSACTION	14
TALK AS PERFORMANCE	15
THE SPEAKING PROCESS	16
PRE-SPEAKING: PLANNING AND ORGANIZING.....	17
SPEAKING: GOING PUBLIC	18
POST-SPEAKING: A TIME FOR REFLECTION AND SETTING GOALS	18
HOW TO CORRECT SPEAKING MISTAKES	19
DIFFICULTIES IN SPEAKING SKILL	21
RUBRICS	22
DIALOGUES TO IMPROVE SPEAKING SKILL IN THE ENGLISH LANGUAGE LEARNING ...	24
DEFINITION	24

TYPES OF DIALOGUES.....	25
THE IMPORTANCE OF DIALOGUES	27
DO DIALOGUES ENHANCE COMMUNICATIVE COMPETENCE?.....	28
FIVE REASONS FOR USING DIALOGUES IN THE CLASSROOM	29
BEFORE PRESENTING THE DIALOGUE	32
WHILE PRESENTING THE DIALOGUE	33
AFTER PRESENTING THE DIALOGUE	34
ROLE PLAYING LANGUAGE FUNCTION DIALOGUE	35
e.METHODS AND MATERIALS.....	36
f.RESULTS	44
g.DISCUSSION.....	54
h.CONCLUSIONS.....	58
i.RECOMMENDATIONS	60
j.BIBLIOGRAPHY	61
k.ANNEXES.....	64