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ENGLISH LANGUAGE DEPARTMENT

TITLE

IMPROVEMENT OF THE ENGLISH SPEAKING SKILL THROUGH DIALOGUES WITH 8TH YEAR STUDENTS OF BASIC EDUCATION, AT "ADOLFO JURADO GONZÁLEZ" SCHOOL IN LOJA CITY, ACADEMIC PERIOD 2014-2015.

> Thesis as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization.

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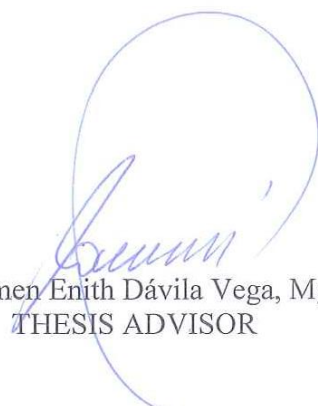
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Dra. Mg. Sc. CARMEN ENITH DÁVILA VEGA, PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA,

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The present research work entitled **"IMPROVEMENT OF THE ENGLISH SPEAKING SKILL THROUGH DIALOGUES WITH 8TH YEAR STUDENTS OF BASIC EDUCATION, AT "ADOLFO JURADO GONZÁLEZ" SCHOOL IN LOJA CITY, ACADEMIC PERIOD 2014-2015"** under the responsibility of the undergraduate student: LUZ MARIEL ORDOÑEZ AGUIRRE has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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THE AUTHOR

DEDICATION

I dedicate this thesis to God, who gives me wisdom every day. To my parents who have supported me all the way since the beginning of my studies.

Finally, this thesis is dedicated to my siblings who have been a great source of motivation and inspiration.
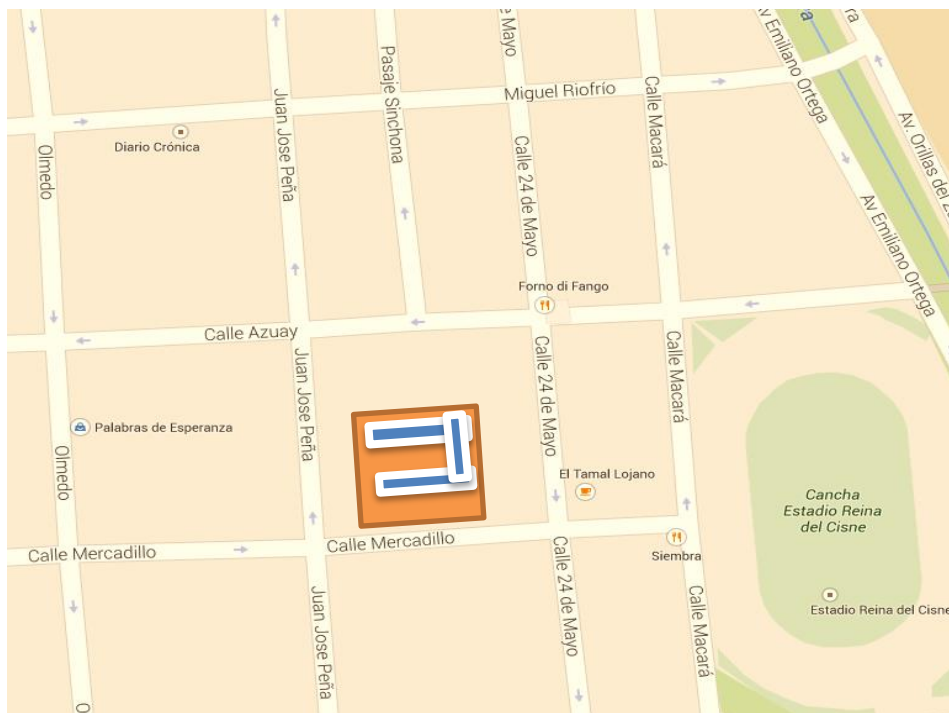

LUZ MARIEL

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THESIS OUTLINE

a. TITLE

IMPROVEMENT OF THE ENGLISH SPEAKING SKILL THROUGH DIALOGUES WITH 8TH YEAR STUDENTS OF BASIC EDUCATION, AT "ADOLFO JURADO GONZÁLEZ" SCHOOL IN LOJA CITY, ACADEMIC PERIOD 2014-2015.

b. RESUMEN

El objetivo general de este trabajo de investigación fue mejorar la habilidad de hablar inglés a través del uso de diálogos. Los métodos científico, descriptivo, analítico-sintético y estadístico sirvieron para realizar el análisis y procesar la información obtenida. Se aplicaron pruebas y cuestionarios a veinte y cinco estudiantes de octavo año de Educación Básica antes y después del plan de intervención para determinar el nivel de habla en Inglés y su percepción del uso de los diálogos en clase. Los resultados demostraron que los estudiantes incrementaron considerablemente su nivel de comunicación oral en fluidez, precisión, pronunciación y comprensión. Se concluye que la técnica del diálogo motivó a los estudiantes a participar en actividades de comunicación oral interactuando unos a otros.

ABSTRACT

The general objective of this research work was to improve the English speaking through the use of dialogues. The scientific, the descriptive, the analytic-synthetic and the statistical methods helped to make the analysis and process the information obtained. Tests and questionnaires were applied to twenty-five students of eighth year of Basic Education at the beginning and at the end of the intervention plan to determine their speaking level in English and their perception of the use of dialogues in the classroom. The results demonstrated that students increased considerable their level of speaking in fluency, accuracy, pronunciation and Comprehension. It is concluded that the use of dialogues as a technique was effective in improving speaking skills. It motivated students to participate in the performing the oral communication activities and sharing each other.

c. INTRODUCTION

At present, the students have their own difficulties in learning English. Improving speaking is not easy for the students, and most of them faced difficulties in making themselves understood clearly in transactional-interactional talk. Their speaking have a lot of grammatical problems that was difficult to understand the speech. Furthermore, students had problem with the correct articulation of the words and the use of vocabulary. Consequently students faced difficulties in the four aspects of speaking: Fluency, Accuracy, Pronunciation and Comprehension. This was a relevant reason to research, how does the use of dialogue as a classroom technique improve the English speaking skills?

The main reason for choosing this topic was that the dialogue is one of the methods based in Communicative Language Teaching which provides "whole-task practice", allows natural learning, and creates a context which supports learning. Also the dialogues permit to prepare students for the real- life language use by practicing in the classroom the situation that may happen in real life.

The specific objectives of this search were to investigate the theoretical references on speaking and the dialogues; to diagnose the difficulties that the students of eighth year have in speaking fluency, accuracy, pronunciation and comprehension; to design an intervention plan with dialogues and a variety of interesting topics in order to improve speaking skills; to apply the intervention plan using dialogues as a part of the classroom activities in order to reach a good

speaking fluency, to reflect upon the effect that the dialogues had on grade eighth year students´ speaking skills.

The methodology used to develop this research included the scientific method, which provide necessary information on two variables, supported the results obtained from the data collection and also helped to draw conclusions, the descriptive method, which was useful to describe the stages of the intervention plan, analytic-synthetic method which helped to analyze and explain the results obtained through tests and questionnaires, and the statistical method, which was useful in analyzing the quantitative statistical data obtained from the tests and the qualitative data from questionnaires, observations sheets and field diary .

The present research contains the following sections: at the beginning the abstract, which contains the general objective of the research work, the description of the principle methods, techniques and materials used, the main results obtained, and conclusions drawn. The introduction contains a contextualization of the central problems and sub-problems, reasons why the theme was chosen, the specific objectives of the study, the methodology used and finally the content of the thesis, after that; the literature review which contains information on two variables speaking and dialogue; the materials and methods section which includes different techniques, materials, instruments and the population which this research was based. Afterwards the results that include tables, figures, and an analysis and interpretation of the data. Next, the discussion which includes a general analysis of the results obtained. Finally the conclusions and recommendations pertaining to the research work.

d. LITERATURE REVIEW

SPEAKING

Definition

Nunan (2003), defines that speaking consists of producing systematic verbal utterances to convey meaning. On the other hand, according to Burns, A. & Joyce, H. (1997), speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

The Importance of Speaking Skill.

Language is a tool for communication. We communicate with others to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems. (Frost, 2009)

Basic Aspects of Speaking

Syakur (2007), there are five components of speaking skills concerned with

pronunciation, accuracy, fluency and comprehension.

- **Pronunciation**

The pronunciation is defined as the way in which a language is spoken, a way in which a word is pronounced.

- **Accuracy**

Accuracy and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

- **Fluency**

The fluency is defined as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

- **Comprehension**

In brief speaking requires that not only knowing how to produce it well but also understanding when, what, and why to produce the language.

- **Vocabulary**

One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Elements of Speaking

According Harmer (2001), in his book *The Practice of English Language Teaching* there are some kinds of speaking ,that the speakers have to be competent in speaking skill, those are language features in which contains seven points. They are:

- **Connected speech.** It is the sound's modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking), or weakening (through contraction and stress patterning).

- **Expressive devices.** It is the stress and pitch variation in producing utterance in order to convey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices, people will be able to show what and how they feel to whom they are talking to.

- **Grammar and lexis**. People live in different ways, places and environments which is causing a different mindset too. Therefore, teachers need to supply their students with various phrases for different function in their speaking classroom activity. For instance, students will know what expressions they have to use appropriately in different stages of interaction.

- **Negotiation language.** This is the speech clarification. It is the use of language on how to clarify and to show what they mean. Sometimes people do not hear or understand what other people's saying. Therefore, it

is necessary to have an appropriate language of how to clarify in order to avoid misunderstanding between speaker and the listener.

- **Language processing.** Effective speakers need to be able to process language in their own head and put it into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended.

- **Interaction.** Most speaking involves interaction with one or more participants. It means that effective speaking also involves a good deal of listening, an understanding of how others felt and a knowledge of how the linguistically to take turns or allow others to do so.

- **Information processing.** Quite apart from our response to other's feelings, we also need to be able to process the information they take us the moment we get it.

Teaching Speaking

Nunan (2003), proposes at least four principles for teaching speaking.

- Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. It means teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

- Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. It means that is better work in Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

- Plan speaking tasks that involve negotiation for meaning. Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make the teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

- Design classroom activities that involve guidance and practice in both transactional and interactional speaking. When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Purpose of speaking

Kingen (2000), combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

- **Personal** - expressing personal feelings, opinions, beliefs and ideas.

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- **Descriptive**- describing someone or something, real or imagined.

- **Narrative**-creating and telling stories or chronologically sequenced events.

- **Instructive**-giving instructions or providing directions designed to produce an outcome.

- **Questioning**-asking questions to obtain information.

- **Comparative**-comparing two or more objects, people, ideas, or opinions to make judgments about them.

- **Imaginative**-expressing mental images of people, places, events, and objects.

- **Predictive**-predicting possible future events.

- **Interpretative**-exploring meanings, creating hypothetical deductions, and considering inferences.

- **Persuasive-**changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

- **Explanatory-explaining**, clarifying, and supporting ideas and opinions.

- **Informative-**sharing information with others.**.**

Types of classroom speaking performance

Brown (2001), mentions there are six types of classroom speaking performance. These are useful in guiding teacher in planning speaking instruction

- **Imitative:** Drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy.

- **Intensive:** It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rhythm, juncture).

- **Responsive:** Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

- **Transactional (dialogue):** It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well, such as information-gathering interviews, role plays, or debates.

- **Interpersonal (dialogue):** The conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier, because it includes some factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert agenda, such as personal interviews or casual conversation role plays.

- **Extensive (monologue):** Extensive oral production tasks include speeches, oral presentations, and storytelling.

The purposes of speaking prosed by brown are several types of speaking performances that can be used in teaching speaking. One of them can be used independently or they can be integrated with one another, depending on learners'

needs namely, a teacher can determine which type is appropriate for her/his speaking class based on students' ability or level.

Types of Speaking Test

Kitao (2000), there are some types of speaking tests.

- **Reading aloud**

One way to test speaking is by having the testes read aloud. This is not generally a good way to test speaking. However, it is a way to test pronunciation separately from the content.

- **Conversational Exchanges**

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These tests one usually highly structured and require only a limited response, not connected discourse.

- **Role-Play Test**

Another type of test is a role-play. In a role-play the tested and a confederate are given information on which to base a role-play and the tests are evaluated on their ability to carry out the task in the role-play. Role-plays require the test to use various functions that she/he might need in real communication.

- **Group or Pair Activities**

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work out. The point of this is not to find the 'right' answer but to stimulate speech for the tester to evaluate.

DIALOGUES

Definition

Littlewood, W. (2010), dialogue is one of the method based on communicative language teaching which provides "whole-task practice", allows natural learning, and creates a context which supports learning, Additionally, Chaney (1998), Dialogue is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts".

The Importance of Dialogues

Dialogue is a part of teaching language. Dialogue motivates 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)

Brown (2001), 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.

Types of Dialogues

Wood (2000), dialogues are primarily used to provide speaking practice. Dialogues are useful for speaking and practicing pronunciation, intonation, and other phonological features. Wood presents three kinds of dialogues:

Standard Printed Dialogues

Printed dialogues usually consist of several short exchanges between two people. These kinds of dialogues are especially useful for introducing common expressions to beginners. It helps them to develop a bank of authentic expressions and vocabulary that they can use immediately. Students who have studied a lot of English grammar in an EFL (English Foreign Language) situation can also benefit from dialogues that introduce them to genuine spoken language.

Open Dialogues

In open dialogues, the teacher provides only one half of the dialogue. Students invent the other half. This often leads to practice in responding to conversational cues but not to initiating conversation. However, such dialogues have value in allowing students to produce their own responses.

Cue Card Dialogues

Instead of using a standard printed dialogue or open dialogues, you can give students more linguistic input by using cue cards that give instructions for performing a sequence of communicative acts designed to fit in with a corresponding sequence on a partner's card. You can make these yourself or adapt them from standard dialogues. Many intermediate textbooks employ this format for presenting dialogues.

Developing and Adapting Dialogues

Wood (2000), points to keep in mind when writing or adapting dialogues for students to practice.

• Use "natural" language as much as possible. Include exclamations and expressions where appropriate; avoid a strict question-answer-question sequence.

• Keep the dialogue short enough so that students can easily remember it, but long enough to provide context. For dialogues used for speaking practice, two to three exchanges are sufficient (A-B, A-B, A-B).

• Apply current sociolinguistic norms. For example, an informal North American introduction is *Hi, nice to meet you,* rather than *How do you do?*

• Depict situations in the dialogue that are relevant and useful to the learner. This can include setting the dialogue in a place the students know and using familiar place names.

• Reflect students' level of sophistication and knowledge in the content.

• Retain truth value in the dialogue. It should not require students to say something in the classroom that they would not say in the "real world."

• Create characters who "are realistic in that they have some personality and relate to the learners' experience in some way".

• Decide on your language focus such as social issues, student problems, cultural information, grammar points, functions, vocabulary. If you select a function, imagine yourself taking part in the activity and ask yourself what language you use. If you choose a grammatical focus, imagine a context in which the chosen structure occurs naturally.

• List words, expressions, and idioms you can imagine yourself using that are related to the function or situation.

• Choose vocabulary that could be realistically used between two people.

• Focus on the most common language used in a particular social context between acquaintances, between a boss and an employee, between a teacher and a parent, between a landlord and tenant.

• Try out the dialogue with a colleague before using it with students.

Presenting and Practicing Dialogues

Here are different ways of presenting dialogues:

- Students look at a picture that provides the dialogue context. Ask students what they think the people are saying. Repeat back in correct English what the students generate.

- Students listen to the dialogue and report what they hear.

- Students are given the text of the dialogue. Let them listen to the dialogue again, this time reading it as it is presented.

- The teacher explains and demonstrates meanings.

- Students repeat the dialogue in unison. You can divide the class in two halves for further practice. Or you can be one speaker, and the students can be the other speaker.

- Students practice the dialogue in pairs.

- For literacy students, one way to present a dialogue is to make one card strip for each sentence in the dialogue and use two different colors, one for statements and another for questions.

Dialogues for speaking skill

Littlewood, W. (2010), says   Dialogue is one of the methods based on communicative language teaching which provides "whole-task practice", allows

natural learning, and creates a context which supports learning. And also "dialogue as one of the examples of social interaction activities compatible with a communicative approach which fluency and acceptable language is the primary goal". Therefore, the main objective of this technique is to prepare students for the real- life language use by practicing in the classroom the situation that may happen in real life. In practicing transactional-interactional talk where message and interaction are important, dialogue can be used as a technique that require students to be involved in information sharing and participate a lot in conversation.

Teaching Dialogues

Harmer (2001), proposes four techniques for teaching dialogue.

- Technique of Dialogue memorize: That is to memorize sentences in the dialogue form, and to dramatize sentences fluently before drilling with structural-drill and vocabulary. The use of this method is to improve the fluency of pronouncing words or sentences, and to avoid the afraidness in pronouncing.

- **Dialogue with picture:** The teacher brings pictures shown to the students by asking the name of the pictures one by one.

  e.g.: Teacher: What is this?

  Students: That's a book.

- **Guided dialogue:** The teacher drills students in the question and answer forms in the purpose language.

  e.g.: Teacher: "Are you going to………this morning?"

S.s: "Yes, I am ". Or "No, I am not"

- **Dramatization of an activity:** For example the teacher is running, smiling, etc., and then asks the students: What am I doing? ´ Students answer: "You're running "etc.

e. MATERIALS AND METHODS

Materials

In this research work three kinds of resources were used: the human resource were the students of eighth year of Basic Education who participated in the development of this action research, the English teacher who helped to monitor students' work, the thesis advisor that facilitated to carried out the intervention plan giving suitable suggestions and the researcher who applied the intervention plan. The material resources as office supplies paper was used to print the project and worksheets. And the technical materials were: the computer was used to type the information, the projector to present the information and the internet to search the information.

Design of the Research

The present Research work was based on the Action research proposed by kemmis and Mc Taggart (2000), as a constructive investigation. It was employed in order to understand, to evaluate and then change a situation connecting the research to practice. It involves a self-reflective cycle of identifying a problem, planning a change, acting, and observing and reflective.

Methods

The data collected resulting from the application of the intervention plan was analyzed through the following methods:

The Scientific method facilitated the study of the use of dialogues in the improvement the English speaking skill. Also, it helped in the observations done before and during the intervention. And, it helped to support the analysis the information gathering the results.

The Descriptive method was useful to describe the different stages of the intervention plan and how the dialogues improve speaking skill. It served to describe the results that are into tables and graphs and explain the object of investigation.

The Analytic-synthetic method helped to analyze and interpret the obtained results through the tests and the questionnaire. It also helped to draw up the conclusions.

The Statistics method made possible the quantitative statistical analysis of data obtained from the tests and qualitative data received from the questionnaire, observations sheets and field diary notes. And, it also helped to tabulate the information into tables and figures and to obtain the media the formula was applied $x = \frac{x}{n}$.

Techniques and Instruments

To collect the data, tests and questionnaires, observations, and a field diary were design and applied at the beginning, during and after the application of the intervention plan.

Tests

A pre-test that contained four information questions was used to collect student's answers, in order to diagnose the level of students' knowledge about speaking, at the beginning of the intervention plan. The same pre-test was used as post-test and applied at the end of the intervention plan, to obtain information about students' progress on speaking skill. The test was conducted in class and the researcher gave students a clear explanation and clarified all questions raised.

Observation

Through the observation sheet the researcher observed the students' performance during the lessons. It also was used to determine what happened in class and then to analyze and reflect upon the findings when the plan ended.

Questionnaire

A questionnaire of four multiple choice and three closed questions was used to collect students' answers about the use of dialogues to improve the speaking skill at the beginning, and at the end of the intervention plan. The questionnaires were conducted in class so that researcher gave a clear explanation to students and clarified all queries raised.

Field Diary and notes

The researcher used a diary to record what happened in each lesson. It helped to write up the relevant events during the observation or particular situations that happened.

Population

  The students of eighth year of Basic Education were who participated in the development of this action research. The participants were 25 students between boys and girls. They were between eleven and twelve years old.

f. RESULTS

This section details how the objectives of the present action research work were accomplished.

Objective one was accomplished with the investigation of suitable theoretical references that supported the two variables of this research, which were speaking skills and dialogues taking into account the most useful information some authors provide.

Objective two was fulfilled with the pre test results that are shown below in Table 1 and permitted to diagnose the students' limitations in speaking skills.

Objective three was accomplished with the design of the intervention plan, this included eight lessons, each lesson contained a type dialogue with different topics these topics were worked in pairs that were developed during two months with eighth year students of basic education

The fourth objective was proved with the findings obtained from the pre and post questionnaires that are showed in the tables from 2 to 8.

The fifth objective was verified with the post-test findings described below in table 9.

Pre-Test Results

Objective two

To diagnose the difficulties that the students of eighth year have in speaking: fluency, accuracy pronunciation and comprehension at "Adolfo Jurado González" School.

a. Table 1

Pre-test Scores of the Eighth Year Students in Speaking Skill.

Student code	F	P	A	C	SCORE
	2.5/2.5	2.5/2.5	2.5/2.5	2.5/2.5	10/10
UEAJG001	1	1	1	1	4
UEAJG002	1	1	1	1	4
UEAJG003	1	1.5	1	1	4.5
UEAJG004	1	1	1	1	4
UEAJG005	1	1	1	1	4
UEAJG006	1	1	1	1	4
UEAJG007	1.5	2	1	1	5.5
UEAJG008	1	1	1	1	4
UEAJG009	1	1	1	1	4
UEAJG010	1	1	1	1	4
UEAJG011	1	1	1	1	4
UEAJG012	1	1.5	1	1	4.5
UEAJG013	1	1	1	1	4
UEAJG014	1	1	1	1	4
UEAJG015	1	1	1	1	4
UEAJG016	1	1	1	1	4
UEAJG017	1	1	1	1	4
UEAJG018	1	1.5	1	1	4.5
UEAJG019	1	1.5	1.5	1	5
UEAJG020	1	1	1	1	4
UEAJG021	1	1	1	1	4
UEAJG022	1	1	1	1	4
UEAJG023	1	1	1	1	4
UEAJG024	1	1.5	1	1	4.5
UEAJG025	1	1.5	1	1	4.5
Mean	1.0	1.2	1.0	1.0	4.2

Note: **UEAJG**=Unidad Educativa Adolfo Jurado González, **001**=students' code; **F**=Fluency; **P**=Pronunciation; **A**=Accuracy; **C**= Comprehension.

b. Analysis and interpretation

As it can be seen in table 1, the aspect where the students obtained the highest score was in pronunciation which is corroborated with the mean (1.2/2.5) It means they got a reasonable level (see scale, page 109). The lowest scores were for fluency, accuracy   and comprehension that showed the poor level students have in these abilities, the score mean was (1/2.5). Consequently they got a total score mean of 4.2/10 which was below the expected level 8/10. Student's limitations in speaking are in relation to fluency, accuracy, pronunciation and comprehension. This did not permit to have a fluid conversation. As Syakur (2007), states that there are five components of speaking skills which allow a clear and effective communication these are: pronunciation the o have way in which a word is pronounced, accuracy the ability to work or perform without making mistakes, fluency   the quality of being able to speak smoothly and easily, comprehension to know how to produce it well but also understanding when, what, and why to produce the language and Vocabulary One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary.

Pre-Post Questionnaire Results

Comparison of the Pre and Post Questionnaires

Objective four

To apply the intervention plan using dialogues as a part of the classroom activities in order to reach a good speaking fluency among 8th year students of Basic Education, at "Adolfo Jurado González" School.
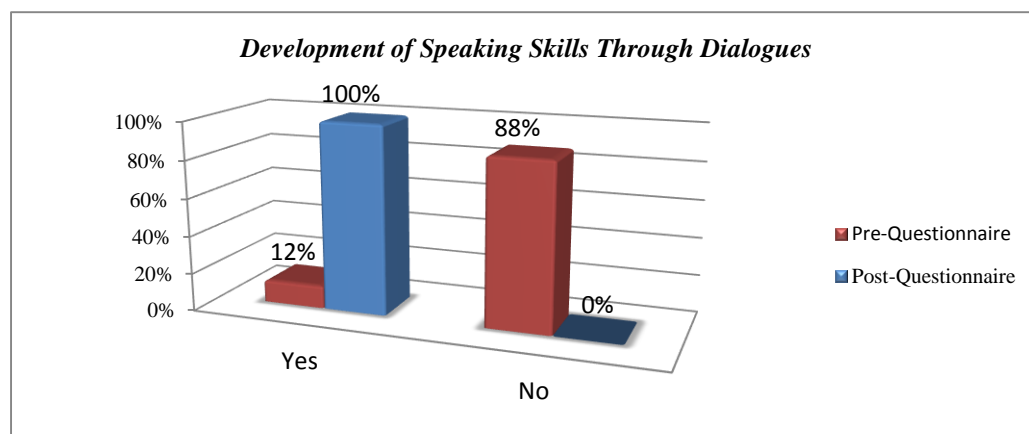
Question 1: Do you develop your speaking skills through dialogues?

a. Table 2

Development of Speaking Skills through Dialogues

	Pre- Questionnaire		Post-Questionnaire	
	f	**%**	**f**	**%**
Yes	3	12	25	100
No	22	88	0	0
Total	**25**	**100**	**25**	**100**

b. Figure 1

Development of Speaking Skills Through Dialogues

c. Analysis and interpretation

The data collected from this question, stated that the majority of students (88%), responded that they did not develop the speaking skills through the

practice of dialogues; which did not **a**llow to improve their speaking **a**bilities. Once the intervention plan was applied all students level increased to 100%, it indicated that they developed the speaking skills through dialogues and also the strategy applied helped the students to interact each other, in order to speak well. Consequently students showed an evident improvement of speaking. In addition to that, Littlewood in Liu (2010:136), says: "Dialogue is one of the methods based on communicative language teaching which provides whole-task practice that prepare students for the real life language use by practicing in the classroom the situation that may happen in real life"

Question 2: Do you think that dialogues help you to develop speaking skills?

a. Table 3

Helpfulness of Dialogues in Developing Speaking Skills

	Pre- Questionnaire		Post- Questionnaire	
	f	**%**	**f**	**%**
YES	6	24	25	100
No	19	76	0	0
Total	**25**	**100**	**25**	**100**

b. Figure 2

Helpfulness of Dialogues in Developing Speaking Skills
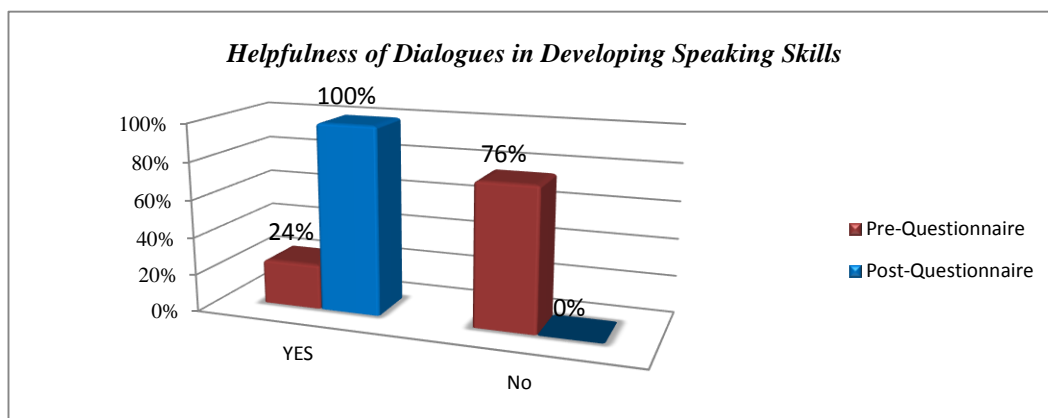
c. Analysis and interpretation

The results illustrated in table 3 indicated that many students (76%), said that the dialogues did not help them to improve speaking skills, which indicates this technique was not being used correctly during the speaking process. However, after applying the same questionnaire all students changed their perception the implementation of the dialogues motivated students to interact with the teacher and whole the class and to express their opinions about topic of the class. Chaney (1998:13), mentions: "Dialogue helps students to express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance"

Question 3: Does the teacher use dialogues to work in the English class?

a. Table 4

Working with Dialogues in the English Class.

	Pre- Questionnaire		Post- Questionnaire	
	f	**%**	**f**	**%**
YES	2	8	25	100
NO	23	92	0	0
Total	**25**	**100**	**25**	**100**

b. Figure 3

Working with Dialogues in the English Class
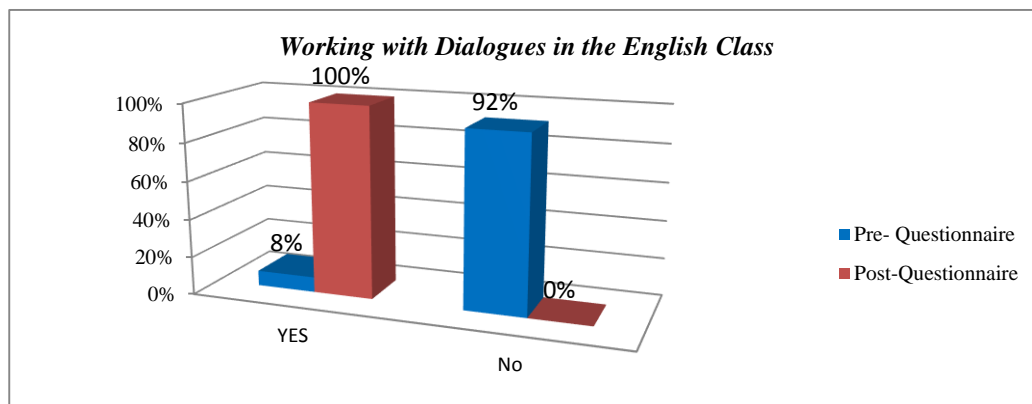
c. Analysis and interpretation

As it can be seen in the table 4, most of the students (92%), said that the teacher did not use the dialogues to work in the English classes, this is, the class was focused in the methodology that the book contains. Once the intervention plan concluded the students` opinion changed, all the students answered that the teacher use the dialogues. The implementation of the dialogues permitted students practice the English language, participate in classes, improve their pronunciation, correct their grammatical mistakes, and loose the shine to speak in class. Brown (2001:169), says "the advantages to use 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 and also dialogues allow the teacher to present new language material functionally in a communicative situation, which makes it easier for learners to grasp the new material."
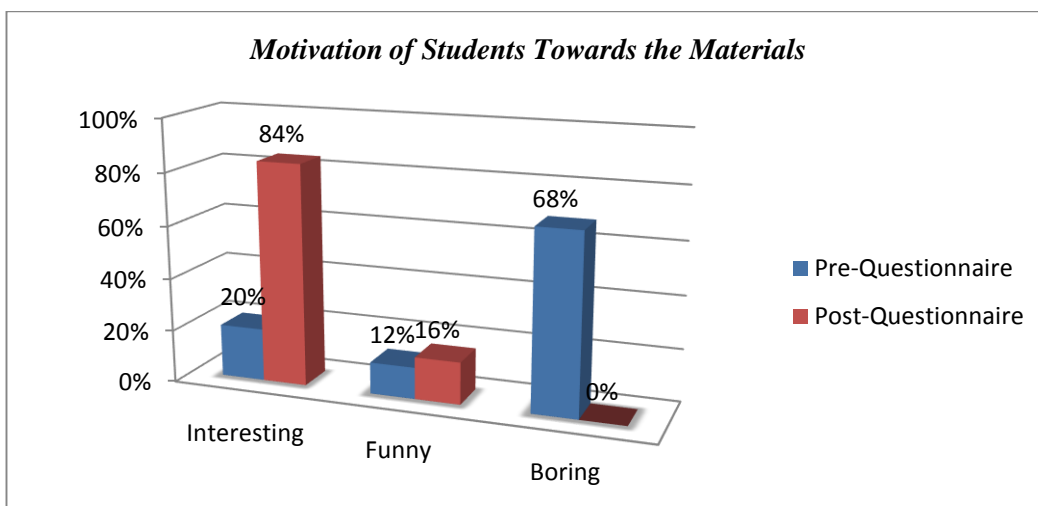
Question 4: In the English class the dialogues are?

a. Table 5

Motivation of Students Towards the Materials

	Pre- Questionnaire		Post- Questionnaire	
	f	**%**	**f**	**%**
Interesting	5	20	21	84
Funny	3	12	4	16
Boring	17	68	0	0
Total	**25**	**100**	**25**	**100**

b. Figure 4

c. Analysis and interpretaion

The data collected in the table 5 stated that the many of students (68%) that the dialogues were boring; this means that the practice of speaking was through the repetition and memorization of dialogues activity that became monotonous for students. However, after applying the technique many students considered that the dialogues were interesting and the speaking practice was fun and enjoyable. It demonstrated that the strategy had a positive effect inside the classroom environment. Harmer (2001:121), **"claimed that the dialogues are very interesting**

in speaking skills, to interact between two people, providing rehearsal opportunities-chances to real-life speaking in the safety of classroom. The dialogues provide speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Students have opportunities to activate the various elements of language they have stored in their brains. The more autonomic their use of these elements became. As a result, students gradually became autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought."

Question 5: Which of these strategies help to improve your in speaking skills?

a. Table 6

Strategies to Improve Speaking Skills

Strategies	Pre- Questionnaire		Post- Questionnaire	
	f	**%**	**f**	**%**
Flascards	2	8	1	4
Dialogues	8	32	22	88
Games	15	60	2	8
Total	**25**	**100**	**25**	**100**

b. Figure 5

Strategies to Improve Speaking Skills
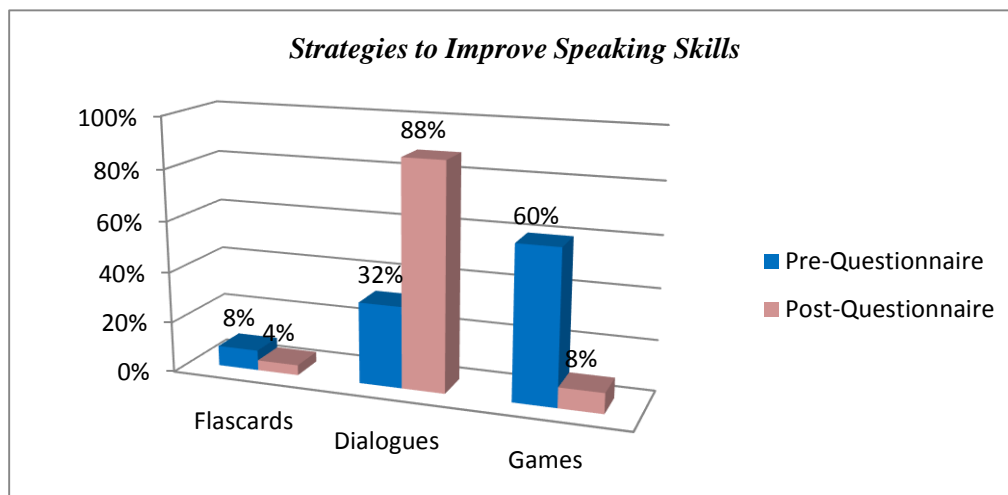
c. Analysis and interpretation

The results illustrated in the 6 demonstrated that more than half of the students (60%), chose the games as a strategy to improve speaking skills, It means, they were only using materials that is available in the English book, which did not provide them with practical activities to increase their speaking level. Once the intervention plan was applied the percentage increased to 88%, students were interested in using dialogues as a means to improve their speaking skills the performing of dialogues permitted students exchange their ideas, and they cooperate and take up more responsibilities in the speaking activity. Richards and Rogers (1986:65), **"**stated that the dialogue as one of the examples of social interaction activities compatible with a communicative approach which fluency and acceptable language is the primary goal".

Question 6: How often does the teacher use dialogues to improve speaking skill?

a. **Table 7**

Frequency of Using Dialogues

Frequency	Pre- Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	1	4	25	100
Sometimes	1	4	0	0
Almost always	2	8	0	0
Hardly ever	21	84	0	0
Total	**25**	**100**	**25**	**100**

b. **Figure 6**
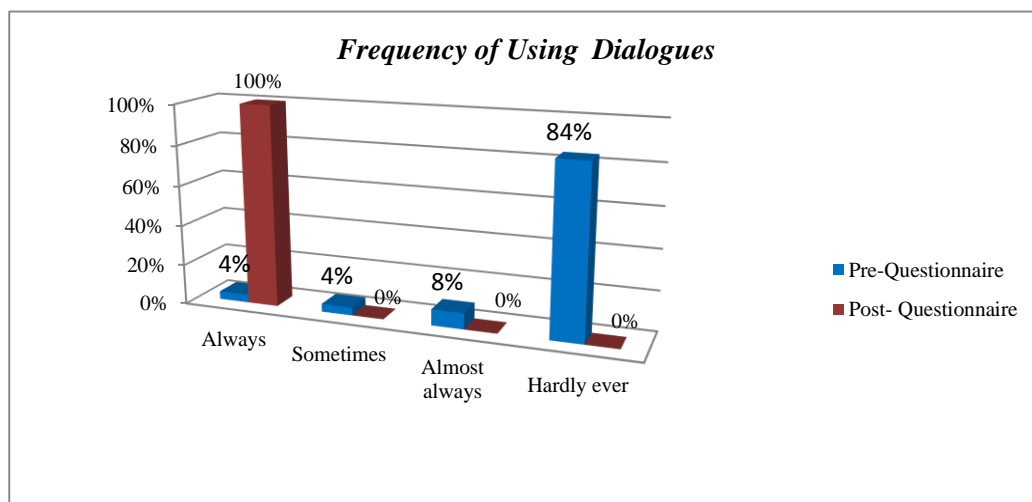
c. **Analysis and interpretation**

   The data collected from this question states that many students, (84%), said that the teacher hardly ever uses dialogues in English class before the intervention plan, indicates that the use of dialogues was not used every day by English teacher, this class was focused in the book content. However after the intervention plan all students agreed that the teacher always uses dialogues during the English

classes, which increased students' opportunities to speak in class, producing a positive effect in the classroom environment because more students were willing to participate in the speaking tasks assigned during the intervention plan. Varela and Torre (2008: 112), **,** remark that the dialogues permit to the teacher guides students how to pronounce the words and expressions related to the certain situation discussed in the classroom."
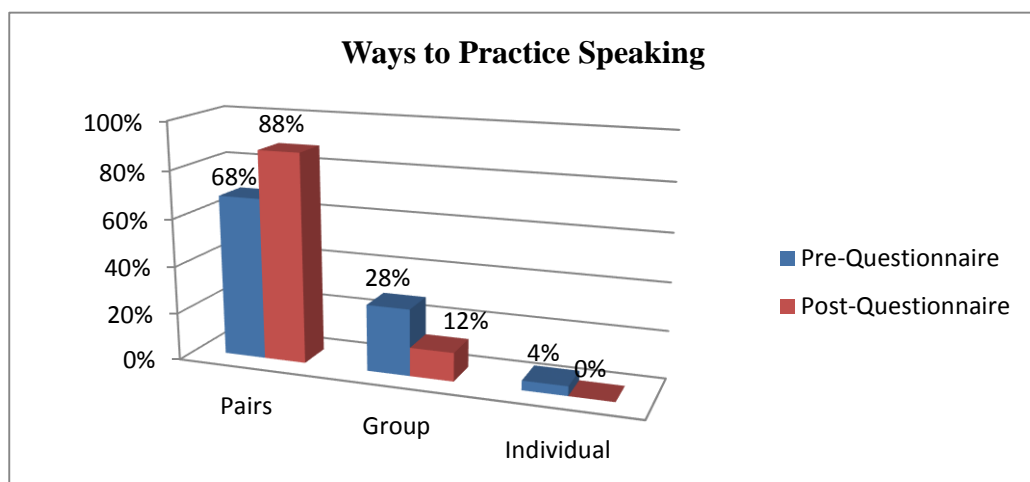
Question 7: What way would you like to practice your speaking in?

a. Table 8

Ways to practice speaking

	Pre- Questionnaire		Post-Questionnaire	
	f	%	f	%
Pairs	17	68	22	88
Group	7	28	3	12
Individual	1	4	0	0
Total	**25**	**100**	**25**	**100**

b. Figure 7

c. Analysis and interpretation

The information gathered from question 7 is helpful to determine that before the intervention plan more than the half of learners (68%), said that they prefer to practice speaking skills in pairs. However after applying the same questionnaire, the students preferred to work in pairs and groups permit interact each other's. Doff (1988: 68), mentions: "Advantages of pair and group work provide the students with a lot more practice than working as a whole class. Students feel more comfortable to speak to one or two people rather than the whole class and the teacher. Working in pairs or groups helps them to build up their independence and confidence for further conversations".

Post -Test Results

Objective five

To reflect upon the effect that the dialogues had on grade eighth year students`
speaking skills, at "Adolfo Jurado González" School.

a. Table 9

Post-test scores of the 8th year Students in Speaking Skills.

Student code	F	P	A	C	SCORE
	/2.5	**/2.5**	**/2.5**	**/2.5**	**/10**
UEAJG001	1.5	2	1.5	2	7
UEAJG002	2.5	2.5	1.5	1.5	8
UEAJG003	1.5	2	1.5	2	7
UEAJG004	2	2.5	2	2.5	9
UEAJG005	2	2	2	1.5	7.5
UEAJG006	1.5	2	1.5	2	7
UEAJG007	1.5	2	1.5	1.5	6.5
UEAJG008	1.5	2	1.5	2	7
UEAJG009	2	1.5	2	1.5	7
UEAJG010	1.5	2	1.5	2.5	7.5
UEAJG011	1.5	2	1.5	2	7
UEAJG012	1.5	2	1.5	2	7
UEAJG013	1.5	2	1.5	2	7
UEAJG014	2	1.5	2	2.5	8
UEAJG015	1.5	2	1.5	2	7
UEAJG016	1.5	1.5	1.5	1.5	6
UEAJG017	2	1.5	2	1.5	7
UEAJG018	1.5	2.5	1.5	2.5	8
UEAJG019	1.5	2	1.5	2	7
UEAJG020	2	2.5	1.5	2.5	8.5
UEAJG021	2	1.5	2	1.5	7
UEAJG022	2	1.5	2	2.5	8
UEAJG023	1.5	2	1.5	2.5	7.5
UEAJG024	1.5	2.5	1,5	2.5	8
UEAJG025	2	1.5	2	1.5	7
Mean	**1.7**	**2.0**	**1.7**	**2.0**	**7.3**

 Note: **UEAJG**=Unidad Educativa Adolfo Jurado González, **001=**students' code; **F**=Fluency;
P=Pronunciation; **A**=Accuracy; **C**= Comprehension.

b. Analysis and interpretation

As it can be seen in the table 9, the total score mean students gathered was

7,3/10, which was below the expected level 8/10. This does not mean students did

not improve in speaking skills their advance was satisfactory because they were

able to express effectively, and to interact each other. They increased their ability to speak from 4,2 to 7,3. The highest score means were for pronunciation and comprehension (2/2.5), which indicates that students are in an excellent level (see grading scale, p.109) due to, they were able to speak with correct accent and stress in sentences and vocabulary. Good and clear speech with loud voice, the communication was effective. And the lowest scores were for fluency and accuracy (1.7/2.5). Thus, it is demonstrated that students did less pauses when they spoke the communication was clearer and understandable and also students were able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure. Consequently, students have reduced the problems concerning to speaking because they feel more confident while speak.

a. **Table 10**

Comparison of the Pre and Post-Test Means of 8th Year Students of Basic Education in Speaking Skills

Aspects	Pre-test	Post-test
Fluency	1.0	1.7
Pronunciation	1.2	2.0
Accuracy	1.0	1.7
Comprehension	1.0	2.0
Means	**4.2**	**7.3**

b. Figure 8
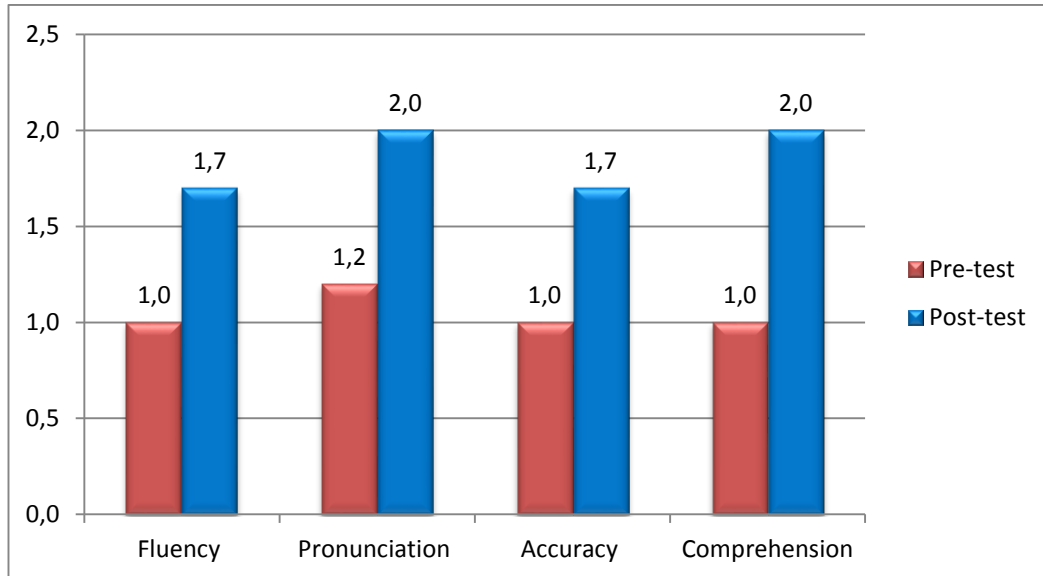
c. Analysis and interpretation

After the application of the intervention plan, it can be stated that the strategy applied during the development of this work had an important impact in the four aspects on the students' speaking skills; they increased their speaking level (See grading scale, page 109). In pronunciation students improved from 1.2/2.5 to 2/2.5, in comprehension students improved from 1.0/2.5 to 2/2.5. And in fluency and accuracy students improved from 1/ 2.5 to 1.7/2.5. It reflects that the implementation of dialogues in class boots students to reach an acceptable level in speaking skills.

g. DISCUSSION

Based on the findings of the research, the improvement of the English speaking skills through dialogues with eighth year students of Basic Education at Adolfo Jurado González had an important impact on the development of students speaking skills. The findings of the pre and post-tests and pre-post questionnaires, applied to twenty five students indicated the relevant change the students got in speaking skills. The results were related with the literature, which according to Littlewood in Liu (2010), dialogue is one of the method based on communicative language teaching which provides "whole-task practice", allows natural learning, and creates a context which supports learning. The intervention plan based on the dialogues reached acceptable changes on students; this change is reflected in the significant increase of the students' mean from the pretest that was 4,2 and in the post-test mean, which was 7,3.

The pre-test indicated that the majority of students had problems in all aspects evaluated. Thus, in fluency students hesitate when they speak and also they made long pauses; in accuracy, students could not express their ideas, and had a lot of grammatical mistakes; in pronunciation, students had unclear voice which did not permit to communicate effectively e and clearly and in comprehension students did not know what they were saying and the purpose of the production, only they memorized the content. In the post-test after the intervention, the results showed that students improved their knowledge in speaking skills in all its aspects in a considerable way, being able to interact with whole class. The communication was effective and clear, students were able to express their ideas using the

grammatical rules correctly and most of them lost their nervousness to speak in public. It is explained with the mean mentioned before on the post- tests results where students showed a satisfactory advanced.

Meanwhile the intervention was executed; the learner's attitude towards the implementation of the dialogues was gradual, taking into account the problems that students faced at the beginning in some speaking aspects. The learners' improvement was slow in the first stages, but then, students progressively showed an improvement due to they were able to have an effective communication and exchanged their ideas with whole class. At the end, all learners felt satisfied and enthusiastic about the application of dialogues.

Furthermore, this research had some strengths and limitations while the intervention was applied, that enriched and affected the development of speaking skills. Some of the seen strengths in the application were that learners felt motivated when using dialogues, they paid attention all the time and even wanted to continue practicing speaking with this technique, they were really engaged in class with the different types of dialogues as standard printed dialogues , open dialogues and cue card dialogues. Despite of that facts, the time assigned in order to work with students was not enough due to learners sometimes were asked to go to sports or meetings, making it complicated the development of the teaching process. However, at the end all the planned activities were developed thanks to the help given by people in school.

The implementation of dialogues contributed to improve the speaking skill among the learners. Students felt really engaged and motivated, they worked

actively either in pairs or groups with the activities proposed such as describing pictures, doing storytelling or analyzing the videos presented. Students were really encouraged to speak in English by using the different types of dialogues provided.

h. CONCLUSIONS

- The issues that limited the development of speaking skills of eighth year students of basic education were in relation to fluency, accuracy pronunciation and comprehension. Their communication was unclear, students did not use a correct grammar structure, incorrect pronunciation with unclear voice and slow speech, which was difficult to understand and hear. Also students did not like to practice speaking activities in English class and they did not feel motivated doing it. Furthermore the activities that they had in their books were not enough to develop speaking skills and the lack of application of suitable tools did not allow the students' improvement in this skill.

- The use of dialogues as a part of the classroom activities overcome students´ speaking limitation satisfactorily. Students improved their speaking abilities in communicating the messages, opinions and arguments about the topics of the dialogues clearly and correctly, showing improvement in fluency, accuracy, pronunciation and comprehension.

- The use of dialogues in the classroom was effective. Students were more comfortable while speaking in the foreign language and also they increased their collaboration and participated actively while the activities were carried out.

i. RECOMMENDATIONS

- Teachers should identify the weaknesses that students have not only in the development of speaking but also in the development of the others skills by assessing their knowledge through the application of tests and questionnaires. Also they should plan classroom activities based on students' needs.

- Teacher should implement extra activities using dialogues as part of a lesson plans specially to increase speaking skills. The dialogues implemented should be fun and short and not so difficult to understand with the use of this technique students will be able to have a clear and effective communication.

- Teachers should try to work most of the time with dialogues in order to develop students' speaking skills appropriately. Due to, dialogues permit students speak fluently and currently. This way, students practice the language that is commonly used in English speaking countries.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

IMPROVEMENT OF THE ENGLISH SPEAKING SKILL THROUGH DIALOGUES WITH 8TH YEAR STUDENTS OF BASIC EDUCATION, AT "ADOLFO JURADO GONZÁLEZ" SCHOOL IN LOJA CITY, ACADEMIC PERIOD 2014-2015.

Thesis project as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

AUTHOR

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Loja-Ecuador

2015

a. THEME

IMPROVEMENT OF THE ENGLISH SPEAKING SKILL THROUGH
DIALOGUES WITH 8TH YEAR STUDENTS OF BASIC EDUCATION, AT
"ADOLFO JURADO GONZÁLEZ" SCHOOL IN LOJA CITY, ACADEMIC
PERIOD 2014-2015.

b. PROBLEM STATEMENT

Background

The present research will be carried out at "Adolfo Jurado González" school. This School started to work on October 1ˢᵗ, 1955, with the name of "Escuela Modelo". Its teaching staff was formed by Lic. Manuel Fernandez Cuenca as a director, four teachers and sixty students. On November, 1995, this school had its own building and it was named "Adolfo Jurado González"

Nowadays the school's principal is Dr. Elias Chamba, has twenty –two teachers and around 460 students working in this Institution. Also, the school has resources such as: computing laboratory and projectors, that really help teachers to present the topics in an interesting way.

The mission of the **"**Adolfo Jurado González" Basic Education School is an establishment of basic education that offers education, from beginner level until 8ᵗʰ, 9ᵗʰand 10ᵗʰyear of basic education, it has as mission to guide and educate, with a human approach, holistic and solidarity, to the childhood of Loja, with scientific knowledge, affective and emotional. Also practicing the values; civic, ethical, and moral, that allow to the students to participate actively in the development and solution of personal problems, familiar and social.

The vision of the "Adolfo Jurado González" Basic Education School is to satisfy the community needs, developing in the children and teenagers the human capacities, maximize their future social and cultural integration, contribute to

improve the quality and warmth human of the society in general, Through reasoning, creativity, and critical thinking.

Current Situation of Research Problem:

English is so widely spoken; it has often been referred to as a "world language", the lingua franca of the modern era. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. English Language is a tool for communication around the world. People communicate with others, to express their ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without the speech it cannot exist the communication with one another. Thus speaking skill is one of the abilities students must develop, through the use and practice of different techniques such as: role-play, dramatizations, guessing games and dialogues.

Hornby (1995)defines that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, teachers have the responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom. The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students.

The Following are the students problems related to speaking skill (Munjayanah, 2004):

Inhibition: speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say something in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attracts.

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 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 a tall.

Mother tongue use: It is easier for the students 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.

In Ecuador and Loja city the English language is very important as part of the education. Into English language, there are some skills such as: writing, listening, reading and speaking. According to the article published in the Universe Newspaper the most important problem that exists in English speaking skill is many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking skill.

Regarding, "Adolfo Jurado González" Basic Education School, where the research will be carried out. It was observed that students of eight year have several problems in the speaking skill. The classes are developed most of the time

in Spanish; consequently, the students do not have the opportunity to practice the second language. Also, they focused only in grammar aspects ignoring the importance to improving English Speaking Skill in the students in addition to that fact, students develop their tasks individually, they are limited to practice the second language each other. For that reason, students face difficulties in four aspects into of speaking:

Accuracy: students have problem with the correct articulation of the words and the use of vocabulary.

Fluency: students hesitate a lot when they speak.

Pronunciation: students have problem with the intonation of vowels and consonants.

Comprehension: students do not understand when, what, and why to produce the language.

This research work intends to improve the English speaking skill using dialogues as a good technique inside the classroom. Dialogues provide students with a bit of language that helps them perform in a particular setting. And also, dialogues are not only helping the student to understand what he/she is saying, but also giving him/her a tool of analyzing vocabulary and grammatical discussion.

Research Problem:

How does the use of dialogues as a classroom technique improve the English Speaking Skill with the students of 8th year of Basic Education, at "Adolfo Jurado González" school during the Academic Period 2014- 2015?

Delimitation of the Problem:

a) Temporal:

This research will be carried out during the academic period September 2014- July 2015

b) Spatial:

This research work will be developed at "Adolfo Jurado González" school.

c) Observation Units:

The observation units in this research will be both teachers and students of 8th year of Basic Education.

The Sub-problems:

- What kind of theoretical references about English Speaking Skill and dialogues are effective to help the 8th year students of Basic Education?

- What are the difficulties that limit the speaking skill of the 8th year students of Basic Education?

- What are the important phases of the intervention plan that address the current issues of developing speaking skill of the 8th year students of Basic Education?

- Which dialogues are implemented to solve the difficulties in developing speaking skill of the 8th year students of Basic Education?

- What was the effect of use dialogues on the 8th year students speaking skill?

c. JUSTIFICATION.

The researcher has chosen to use dialogues as a technique to improve English speaking skill with 8th year students of Basic Education, at "Adolfo Jurado González" School during the academic period 2014-2015. This is because dialogues are defined as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context, for that reason, dialogues are helpful to achieve a good fluency at the time to speak.

This research work is important because with the practice of dialogues learners are not only able to understand the words of the foreign language, but also understand the correct language rules. Furthermore, dialogues prepare students for the real- life language use by practicing in the classroom the situation that may happen in real life.

The present work will be useful to the researcher because it is going to help the investigator to achieve a good and meaningful experience into the teaching field, and it has a relevant importance because if teachers have experience, they will be to teach their pupils in an exemplary way.

It is essential to develop this research work because it is a fundamental requisite that will permit to the researcher get the Bachelor´s Degree in Sciences of Education, English Language Specialization, likewise the accreditation of the subject. The investigator is able to carry out this work because she has enough theoretical knowledge and the necessary resources to develop it in a proper and successful way.

d. **OBJECTIVES**

General Objective:

To improve the English speaking through the use of dialogues with 8th year students of Basic Education, at "Adolfo Jurado González" School In Loja city. Academic Period 2014-2015.

Specific Objectives:

- To investigate the theoretical references on speaking and the dialogues to help the 8th year students of Basic Education, at "Adolfo Jurado González" School.

- To diagnose the difficulties that the students of eighth year have in speaking: fluency, accuracy pronunciation and comprehension.

- To design an intervention plan with dialogues and a variety of interesting topics in order to improve speaking skills of 8th year students of Basic Education, at "Adolfo Jurado González" School.

- To apply the intervention plan using dialogues as a part of the classroom activities in order to reach a good speaking fluency, accuracy, pronunciation and comprehension among 8th year students of Basic Education, at "Adolfo Jurado González" School.

- To reflect upon the effect that the dialogues had on grade eighth year students´ speaking skills, at "Adolfo Jurado González" School.

e. THEORETICAL FRAMEWORK

SPEAKING

Definition

Nunan (2003) defines that speaking consists of producing systematic verbal utterances to convey meaning. On the other, hand Burns, A. & Joyce, H.(1997). Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

It means that the Speaking permit to the people express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

The Importance of Speaking Skills.

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of

language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.(Frost, 2009)

Elements of Speaking

According Harmer **(2001)** in his book *The Practice of English Language Teaching* there are some kinds of speaking ,that the speakers have to be competent in speaking skill, those are language features in which contains four points. They are:

- **Connected speech.** It is the sound's modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking), or weakening (through contraction and stress patterning).

- **Expressive devices.** It is the stress and pitch variation in producing utterance in order to convey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices, people will be able to show what and how they feel to whom they are talking to.

- **Grammar and lexis**. People live in different ways, places and environments which is causing a different mindset too. Therefore,

teachers need to supply their students with various phrases for different function in their speaking classroom activity. For instance, students will know what expressions they have to use appropriately in different stages of interaction.

- **Negotiation language.** This is the speech clarification. It is the use of language on how to clarify and to show what they mean. Sometimes people do not hear or understand what other people's saying. Therefore, it is necessary to have an appropriate language of how to clarify in order to avoid misunderstanding between speaker and the listener.

In addition, Harmer concerned with other elements of speaking that is necessary to be a successful speaker; those are **mental/ social processing and the rapid processing** which involves language processing, interaction and information processing.

- Language processing. Effective speakers need to be able to process language in their own head and put it into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended.

- Interaction. Most speaking involves interaction with one or more participants. It means that effective speaking also involves a good deal of listening, an understanding of how others felt and a knowledge of how the linguistically to take turns or allow others to do so.

- Information processing. Quite apart from our response to other's feelings, we also need to be able to process the information they take us the moment we get it.

In line with these elements, the researcher concludes that, speaker who wishes to say anything has to consider two things. First, the language feature by which people know the use of language such as: how to modify the sound and how to use appropriate expression. Second, people also must know how to arrange words into the right order. Therefore, the intended messages are sent. In this case, people not only hope to be understood by someone else solely, but also they have to understand other participant's feeling. Here, people are demanded to know when they have to take turn on the conversation and to allow the others to do so.

Such those elements mentioned above showed that the speakers must be communicatively competence in the language they use. As it is stated by Walter in her book, about communicative competence that it defines as the ability to use language appropriately in variety of context (Walter, 2008:18) which involves:

- Grammatical Competence. It is a competency that focuses on the accuracy and correctness of using language code such as vocabulary, spelling, grammar, pronunciation and so on in the language skill especially speaking and writing.

- Sociolinguistics Competence. It is a competency that focuses on the use of appropriate language in variety social setting. Here, the target language speaker is demanded to know how, where and when the language will be

uttered by them in appropriate situation, such as how to invite, how to asking information, how to describe something and etc.

- Discourse Competence. It is a competency that focuses on the appropriateness of combining and connecting phrases and sentences in engaging conversation.

- Strategic Competence. It is a competency that focuses on manipulation of language in achieving the communication goals. This competency involves the use of both verbal and nonverbal, such as changing the voice tone, using the body language and emphasizing the specific word (Walter, 2004)

Basic Aspects of Speaking

Syakur (2007) there are at least five components of speaking skills concerned with pronunciation, accuracy, fluency and comprehension.

- **Pronunciation**

The pronunciation is defined as the way in which a language is a spoken, way in which a word is pronounced. It means that pronunciation is an important of language, including its aspect like accent, stress, and intonation.

- **Accuracy**

Accuracy and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

- **Fluently**

The fluently is defined as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

- **Comprehension**

In brief speaking requires that not only knowing how to produce it well but also understanding when, what, and why to produce the language.

Teaching Speaking

Nunan (2003) proposes at least four principles for teaching speaking.

- Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. it means Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

- Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. It means that is better work in Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

- Plan speaking tasks that involve negotiation for meaning. Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

- Design classroom activities that involve guidance and practice in both transactional and interactional speaking. When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Based from the definitions above, is important develop a English class of speaking with fluency and accuracy, give students more opportunities to talk by using group work or pair work, and limiting teacher talk. And also the classroom activities have to be transactional and interactional speaking.

Nunan (2003) there are five principles for teaching speaking : (1) Be aware of difference between second language and foreign language in learning context. (2) give students chance to practice with both fluency and accuracy. (3) provide opportunities for students to talk by using group work or pair work. (4) plan speaking task that involve negotiation for meaning. (5) design classroom activities that involve guidance and practice in both transactional and interaction speaking.

Moreover, Richards and Renandya (2002) add that there are principles of language teaching such as : (1) Automaticity , (2) meaningful learning, (3) the anticipation of reward, (4) intrinsic motivation, (5) strategic investment, (6) language ego, (7) self-confidence, (8) risk taking, (9) the language-culture connection, (10) the native language effect, (11) inter-language, (12) communicative competence.

Purpose of speaking

Kingen (2000) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

- **Personal** - expressing personal feelings, opinions, beliefs and ideas.

- **Descriptive-** describing someone or something, real or imagined.

- **Narrative-**creating and telling stories or chronologically sequenced events.

- **Instructive**-giving instructions or providing directions designed to produce an outcome.

- **Questioning**-asking questions to obtain information.

- **Comparative**-comparing two or more objects, people, ideas, or opinions to make judgments about them.

- **Imaginative**-expressing mental images of people, places, events, and objects.

- **Predictive**-predicting possible future events.

- **Interpretative**-exploring meanings, creating hypothetical deductions, and considering inferences.

- **Persuasive**-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

- **Explanatory**-explaining, clarifying, and supporting ideas and opinions.

- **Informative**-sharing information with others.

According Kingen the English speaking class has to be transactional and interpersonal taking into account the twelve categories that he present.

Types of classroom speaking performance

Brown (2001.), mentions there are six types of classroom speaking performance. These are useful in guiding teacher in planning speaking instruction

- **Imitative:** Drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy.

- **Intensive:** It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).

- **Responsive:** Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

- **Transactional (dialogue):** It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well, such as information-gathering interviews, role plays, or debates.

- **Interpersonal (dialogue):** The conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier, because it includes some factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert agenda, such as personal interviews or casual conversation role plays.

- **Extensive (monologue):** Extensive oral production tasks include speeches, oral presentations, and storytelling.

From the information above there are several types of speaking performances that can be used in teaching speaking. Each can be used independently or they can be integrated with one another, depending on learners' needs namely, a teacher can determine which type is appropriate for her/his speaking class based on students' ability or level.

Problems with Speaking Activities

Ur (1997)remarked that there are some problems that are faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:

- **Inhibition**

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

- **The lack of theme to be spoken**

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

- **The low participation**

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- **The use of mother tongue**

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less "exposed" if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

Solutions for the Problems of Speaking Activities

There are some solutions which can be selected to overcome the problems in

speaking activities according to Ur(1997). These are:

- **Use group work**

This increases the sheer amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class-set up.

- **Base the activity on easy language**

In general, the level of the language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

- **Make a careful choice of topic and task to stimulate interest.**

On the whole, the clearer the purpose of the discussion the more motivated participants will be. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or

lists, a rearrangement of jumbled items, a drawing, and a spoken summary.

- **Give some instruction or training in discussion skills**

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure that everyone the group contributes to the discussion appoints a chairperson to each group who will regulate participation.

- **Keep students speaking the target language**

Teachers might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

Types of Speaking Test

Kitao (2000). There are some types of speaking tests, according to

- **Reading aloud**

One way to test speaking is by having the testes read aloud. This is not generally a good way to test speaking. However, it is a way to test pronunciation separately from the content.

a. **Conversational Exchanges**

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These tests one usually highly structured and require only a limited response, not connected discourse.

b. Role-Play Test

Another type of test is a role-play. In a role-play the tested and a confederate are given information on which to base a role-play and the tests are evaluated on their ability to carry out the task in the role-play. Role-plays require the test to use various functions that she/he might need in real communication.

c. Group or Pair Activities

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work out. The point of this is not to find the 'right' answer but to stimuli speech for the tester to evaluate.

DIALOGUES

Definition

Littlewood, W.(2010). Dialogue is one of the method based on communicative language teaching which provides "whole-task practice", allows natural learning, and creates a context which supports learning, Additionally, Chaney (1998), Dialogue is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts"

It means, if students want to be able to use English dialogue fluently, they need to be able pronounce phonemes correctly, use appropriate stress and intonation parents and speak in connected speech.

The Importance of Dialogues

   Dialogue is a part of teaching language. Dialogue motivates 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)

   Brown (2001)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.

   It means, 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.

Types of Dialogues

   Wood (2000) Dialogues are primarily used to provide speaking practice. Dialogues are useful for speaking and practicing pronunciation, intonation, and other phonological features. Wood present three kinds of dialogues:

Standard Printed Dialogues

   Printed dialogues usually consist of several short exchanges between two people. These kinds of dialogues are especially useful for introducing common expressions to beginners. It helps them to develop a bank of authentic expressions

and vocabulary that they can use immediately. Students who have studied a lot of English grammar in an EFL (English foreign Language) situation can also benefit from dialogues that introduce them to genuine spoken language.

Open Dialogues

In open dialogues, the teacher provides only one half of the dialogue. Students invent the other half. This often leads to practice in responding to conversational cues but not to initiating conversation. However, such dialogues have value in allowing students to produce their own responses.

Cue Card Dialogues

Instead of using a standard printed dialogue or open dialogues, you can give students more linguistic input by using cue cards that give instructions for performing a sequence of communicative acts designed to fit in with a corresponding sequence on a partner's card. You can make these yourself or adapt them from standard dialogues. Many intermediate textbooks employ this format for presenting dialogues.

Developing and Adapting Dialogues

Wood (2000).Points to keep in mind when writing or adapting dialogues for students to practice.

• Use "natural" language as much as possible. Include exclamations and expressions where appropriate; avoid a strict question-answer-question sequence.

• Keep the dialogue short enough so that students can easily remember it, but long enough to provide context. For dialogues used for speaking practice, two to three exchanges are sufficient (A-B, A-B, A-B).

• Apply current sociolinguistic norms. For example, an informal North American introduction is *Hi, nice to meet you,* rather than *How do you do?*

• Depict situations in the dialogue that are relevant and useful to the learner. This can include setting the dialogue in a place the students know and using familiar place names.

• Reflect students' level of sophistication and knowledge in the content.

• Retain truth value in the dialogue. It should not require students to say something in the classroom that they would not say in the "real world."

• Create characters who "are realistic in that they have some personality and relate to the learners' experience in some way".

• Decide on your language focus such as social issues, student problems, cultural information, grammar points, functions, vocabulary. If you select a function, imagine yourself taking part in the activity and ask yourself what language you use. If you choose a grammatical focus, imagine a context in which the chosen structure occurs naturally.

• List words, expressions, and idioms you can imagine yourself using that are related to the function or situation.

• Choose vocabulary that could be realistically used between two people.

• Focus on the most common language used in a particular social context between acquaintances, between a boss and an employee, between a teacher and a parent, between a landlord and tenant.

• Try out the dialogue with a colleague before using it with students.

Presenting and Practicing Dialogues.

Here are different ways of presenting dialogues:

• Students look at a picture that provides the dialogue context. Ask students what they think the people are saying. Repeat back in correct English what the students generate.

• Students listen to the dialogue and report what they hear.

• Students are given the text of the dialogue. Let them listen to the dialogue again, this time reading it as it is presented.

• The teacher explains and demonstrates meanings.

• Students repeat the dialogue in unison. You can divide the class in two halves for further practice. Or you can be one speaker, and the students can be the other speaker.

• Students practice the dialogue in pairs.

• For literacy students, one way to present a dialogue is to make one card strip for each sentence in the dialogue and use two different colors, one for statements and another for questions.

Discourse Chains

Like cue cards, discourse chains described by Spratt (1991)are another dialogue format providing students greater responsibility for determining how they will use language to perform various functions. They should be sequenced later in a lesson than standard dialogues and drills. Students can present their discourse chain results in class. Discourse chains are usually presented to students in a diagram, with the exchanges between speakers listed in the order they naturally occur. While students are participating in the chain, you should circulate to identify any difficulties. Spratt suggests you use discourse chains to consolidate lessons. You should not see students' alternate responses as errors but as opportunities for self-expression and further teaching. In the example that follows, students practice calling a taxi. You could expand the dialogue to include giving and following directions to your address. You could add interest by having students recall a taxi that had not shown up on schedule to practice making complaints. Can you think of other ways to adapt this discourse chain or other topics for developing a similar chain?

Call a Cab

Say hello. Give name of cab company

Politely ask for a cab. Give your address.

Repeat address.

Confirm address.

Say the cab will be there right away.

Thank the receptionist. Say goodbye.

Say goodbye.
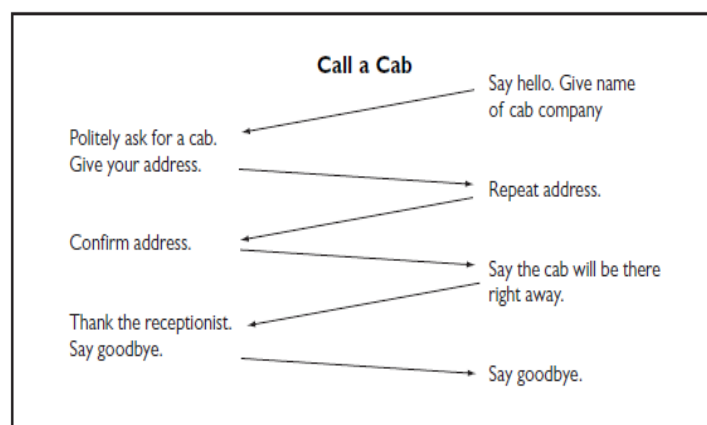
Information Gaps

Information gaps presented with dialogue prompts on cue cards work well particularly for students of higher proficiency levels. In information gap activities an individual student or one group of students has access to some information that is withheld from another student or group of students. The second student group must acquire this information in order to complete a task successfully. Information gaps are stimulating because they contain problem solving. Information gap activities provide extensive practice in asking and answering questions and giving directions, and allow students to handle information in a more realistic manner tan other classroom practice activities.

Here is an information gap for an advanced class to practice register and persuasion. For variation, try it as a simulated phone call.

1. Learners are put into pairs. One person in the pair is the customer and receives a yellow cue card; the other person is the sales clerk and receives a blue cue card.

2. Learners read their cards but do not show them to their partner. They develop a dialogue, rehearse it and then role-play for the class.

3. This is followed by a class discussion on each situation.

Sample Yellow Cards	Sample Blue Cards
As a regular customer of Jake's Dry Cleaning, you are dismayed to find that Jake's has torn your best suit. You decide to get financial compensation from Jake so that you can buy a new suit for your job interview tomorrow.	You are the cashier at Jake's Dry Cleaning. Your boss, Jake, is on vacation. You have strict instructions not to get involved in customer complaints while Jake is away.
You bought a CD at a local shop. When you opened it, you discovered a long, deep scratch right across it. You decide to exchange it for a new copy so that you can play it at your party that evening.	You are the manager of a music shop. All your CDs come from a foreign distributor, and their quality is guaranteed. Your shop's policy is not to take back damaged merchandise but have customers themselves return it directly to the distributor.
You have been shopping all over town for a sweater for a gift. No one has the color or size you seek except for one store. The sweater costs $75.00, but you have only $60.00 to spend. Then you discover a snag in the sweater. You try to convince the salesperson to give you a discount.	You are a store owner. Your store prides itself in having unique merchandise. In order to maintain your reputation for excellence, your policy is never to reduce your prices. You have had a bad season, but you are convinced that lowering your prices will not save your store.

Student-Generated Dialogues

Student-generated dialogues work well with beginners and low-intermediate students. They are scripted and thus do not involve the unpredictability of real communication, but the students rather than the teacher write the script. Encouraging students to write their own dialogues also allows you to assess a variety of language skills. The focus for the dialogue may be provided by any of these:

• A scene from a film or video—you might watch the scene without the soundand ask students to write a dialogue for it.

• A picture or series of pictures.

• A comic strip with the words deleted, or a made-for-ESL or EFL comic strip sequence such as those found in *LexiCarry* (Moran, 2002)

• A language function or grammar structure you have been studying

• Several idioms that you ask students to incorporate into writing a dialogue.

You can motivate a lower-level class by drawing two stick people on the board with dialogue bubbles above their heads, along with some indicators of the subject of the conversation such as a sunny or cloudy sky or a couple of words. Then ask students to fill in the bubbles. After they have done so, they perform the dialogue in pairs as an ice-breaker and as a first oral practice activity for the class.

If you use a scene from a movie, a made-for-ESL video recording, or a comic strip, choose it according to your teaching objectives. For example, if you are teaching language useful for travel, you might choose two segments of a video recording—one in a hotel and another in a restaurant. Pick out key phrases needed for ordering a meal and checking into a hotel. Using the expressions, students work together to write their own dialogues. Writing the dialogue can be a whole-class activity in which the teacher or one of the students acts as a scribe, or it can be a pairwork activity. Students can also use discourse chains to compose dialogues.

Community Language Learning (CLL) transcripts are another source of student- generated dialogues. In this approach, students record what they want to say. They take turns practicing what they want to say with the assistance of the teacher. When they feel ready, they record their sentence, comment, or question. The teacher or another student writes out a transcript of the completed conversation.

Two Configurations for Dialogue Practice

You can add variety and interest to dialogues for speaking practice by having students perform them in different physical configurations—for example, in two

lines or indyadic belt formation where they practice with different partners, as illustrated.
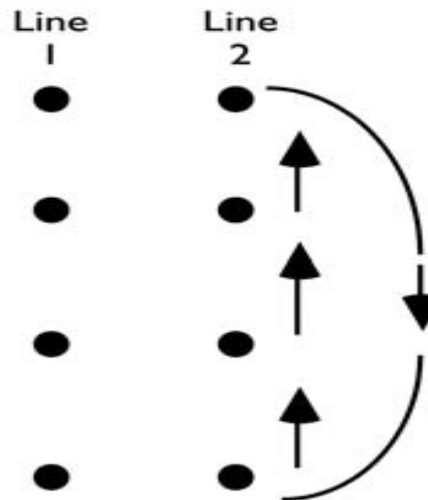
In this configuration, students stand opposite each other in two lines (line 1 and line 2) of equal numbers of students. Each student has two or three questions to ask the opposite student. Or, students may conduct open-ended questions that force use of the required pattern as follows. Once the pair has finished conversing, the students in Line 1 move opposite the next person down the line in Line 2 and repeat the question-answer pattern. The remaining person from Line 2 moves to the end of the line, so everyone has a chance to speak to everyone else in the class.
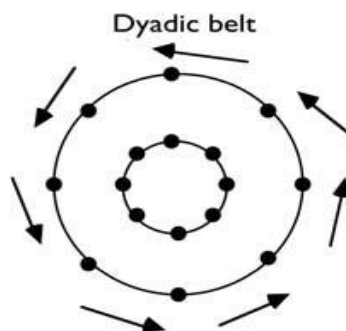
Alternatively, students stand in two concentric circles facing each other. Students in the inside circle face a partner on the outside. After practicing the dialogue with their partners, people on the outside all move counter-clockwise or clockwise and repeat the dialogue or dialogue variation with another partner from the inside circle. Do this several times. When using either of these configurations, allow about 10 to 20 seconds per pair but not much longer because students are standing up. If you have a large class, you may want to make two or more dyadic chain paired lines. An extension of dialogues are role plays, plays, sociodramas, and simulations.

Activities to use Dialogues

Dictionaries define dialogue in three main ways:

1. The lines used by characters in drama or fiction

2. A conversation between two or more people

3. A process of negotiation through speech.

How exactly a dialogue activity may be defined

- Dialogue is (usually) spoken interaction between (typically) two people, and/or the record of that interaction.

- It may be pre-scripted (as in the case of many coursebook dialogues for example, or of play scripts etc.) or it may be unscripted (as in the case of improvised dialogues and chat etc.

- It may be real (as in naturally occurring talk) or simulated (as in the case of film scripts etc. or of classroom dialogues, written to display some particular language point).

- It can be recorded, either as audio or video, or written – or both.

- It may be courseboook -authored, teacher-authored, student-authored or other-authored.

- It may be form-focused – i.e. designed to display some feature of grammar or lexis, or some functional exponent; or meaning-focused, i.e. intended as a vehicle for information exchange, or both.

- It can be transactional – as when someone is asking for information or buying groceries; or it can be interactional – as when two friends meet and chat about the weather.

- It may take the form of student–student or student–teacher or student– other (e.g. a guest to the class).

Dialogues in Language Learning

Dialogues as a Model for real-life Interaction

Towards the end of the sixteenth century, an influx of refugees into Britain meant that there was a sudden need for English teachers and teaching materials which could help to equip these people with the ability to communicate effectively in English. One successful teacher and writer of this time was Jacques Bellot, whose book Familiar Dialogues, published in 1586, consisted almost

entirely of dialogues of everyday conversations, together with a French translation and a pronunciation guide. Bellot wrote the dialogues to include examples of situational language that his students would need in their day-to-day lives.

Interestingly, the idea of providing learners with short dialogues as models for real-life interaction was also adopted almost four centuries later by A. S. Hornby and others, as the backbone of the situational approach. Dialogues like the one below were intended to be practised and eventually memorised, in order to equip students with the language they needed to function in the host community. Though the language used is significantly closer to the varieties of English used in Britain today, the content of the dialogue is similarly tied to the time at which it was written.(Ockenden, M. , 1972)

Asking for change

A: Excuse me, but could I trouble you for some change?

B: Let me see. Do you want coppers or silver?

A: I want to make a trunk call.

B: You'd better have silver, then.

Dialogues as a Source of Language Input

As well as serving as models of day-to-day talk, dialogues were also being use as contexts in which to present grammar and functional expressions. In the audio-lingual approach of the 1950s and 1960s, based on the principles of behaviorism, language mastery was seen as the acquisition of good language habits. Central to this approach was the use of specially written dialogues, incorporating the repeated use of a particular structure. This structural approach survived into the

1970s and beyond, and was developed into an 'art form' in the Streamline series (Hartley, B. & Viney, P., 1978).

With the development of a more communicative approach to language teaching, such contrived dialogues fell out of favour. Authenticity became the standard by which language data was judged. Moreover, improved recording and transcribing techniques meant that naturally occurring spoken language could be captured and used for teaching purposes. Carter and McCarthy's Exploring Spoken English (1997), for example, consists of transcripts of naturally occurring conversations between native speakers. Reading the scripts, listening to the recordings and working through the notes that follow, help to raise awareness about the typical features of spoken language.

Dialogue as Language Practice

Dialogues have always been used both as sources of input and as a way of structuring language practice (i.e. output). Under audiolingualism this practice function was tightly controlled. The basic procedure for dialogue practice was as follows:

1. Students listen to a dialogue containing key structures to be focused on.

2. They repeat each line of the dialogue after the recording.

3. Certain key words or phrases in the dialogue are changed, and it is practiced by the class.

4. A range of choral and individual drills are used to practice forming the key structures.

Dialogue now took on a new role in the classroom. As it involves both a message communicator and a message recipient, dialogue provided the natural format in which communicative language use could occur. Communicative activities involving some kind of 'information gap' became very popular. In an information gap activity, information is distributed among students who, in order to complete a task, are compelled to communicate to share this information. 'Spot the differences' is a typical (and still popular) example of such a task. It involves the students working in pairs. Each student is given a picture which they do not show to their partner. The pictures are slightly different from each other, and the students' task is to find out what the differences are, by asking each other questions ('Is the first person wearing a hat?', 'Has she got long hair?' etc.). The example on the facing page is from The Collins Cobuild English Course by Jane and Dave Willis (1988).

Dialogue as the Medium of instruction

So far we have been looking at the role of dialogue as part of the content of language instruction. But dialogue can also be viewed as the process of language instruction. According to this view, all learning is dialogic. That is, learning is jointly constructed through the interaction between the learner and a 'better other' (whether parent, sibling, peer, teacher or supervisor). This process of joint construction is conducted largely or entirely through dialogue e, and has occurred throughout the history of human interaction.

Dialogues for speaking skill

Littlewood, W. (2010), Says   Dialogue is one of the methods based on communicative language teaching which provides "whole-task practice", allows natural learning, and creates a context which supports learning. And also "dialogue as one of the examples of social interaction activities compatible with a communicative approach which fluency and acceptable language is the primary goal". Therefore, the main objective of this technique is to prepare students for the real- life language use by practicing in the classroom the situation that may happen in real life. In practicing transactional-interactional talk where message and interaction are important, dialogue can be used as a technique that require students to be involved in information sharing and participate a lot in conversation.

Based on the explanation above the dialogues are useful to develop speaking skills, dialogue is a method based on communicative language teaching.

Teaching Dialogues

Harmer (2001). Proposes four techniques for teaching dialogue.

- Technique of Dialogue memorize: That is to memorize sentences in the dialogue form, and to dramatize sentences fluently before drilling with structural-drill and vocabulary. The use of this method is to improve the fluency of pronouncing words or sentences, and to avoid the afraidness in pronouncing.

- Dialogue with picture: The teacher brings pictures shown to the students by asking the name of the pictures one by one.

  e.g.: Teacher: What is this?

  Students: That's a book.

- Guided dialogue: The teacher drills students in the question and answer forms in the purpose language.

  e.g.: Teacher: "Are you going to………this morning?"

  S.s: "Yes, I am ". Or "No, I am not"

- Dramatization of an activity: For example the teacher is running, smiling, etc., and then asks the students:

  e.g.: What am I doing? ´

  Students answer: "You're running "etc.

It means that teacher can use some techniques to teach the dialogues, trying to avoid a monotonous class.

f. METHODOLOGY

Design of the Research

The present Research work is based on the Action research as a constructive enquiry, which is carried out in order to understand, to valuate and then to change a situation, at the time the researcher is conducting and improve educational practice. This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use dialogues with the purpose to improve the English speaking skill.

Methods, Techniques and Instruments

Methods

The following general methods will be applied along the research:

The Scientific method will facilitate the study of appropriate resources to improve speaking skill. Also, it will help in the observations done before and during the intervention. This one will support with gathering data to make relevant predications about the possible solution.

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

The Analytic-synthetic method will be used to analyze and interpret the obtained results through the tests. It also will help to draw up the conclusions.

The Statistics method will be used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and teacher's diary.

This research work also will follow the process of an action research which includes planning, acting, observing, and reflecting, proposed by (kemmis, 2000). This process will help the researcher to see if any necessary modification or amendment would be necessary to improve student's speaking skill.

The process of the research will be carried out systematically, by collecting data on one's every practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and Instruments

Data Collection:

To collect the data, tests, observations, questionnaire and a diary will be designed and applied at the beginning, during and after the application of the intervention plan.

Tests:

Two kinds of tests will be used. A pre-test that will contain some information questions which will be used to collect student's answers, in order to diagnose the level of students' knowledge about speaking skill, at the beginning of the

intervention plan. The same pre-test will be used as post-test and applied at the end of the intervention plan, to obtaining information about students' progress on speaking skill improved during the intervention. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised.

Observation:

Through the observation sheet the researcher will observe the students' performance during the lessons. It also will be used to determine what has happened in class and then analyze and reflect upon the findings when the plan ends.

Questionnaires:

A questionnaire of multiple choices will be used to collect students' answers about the use of dialogues to improve the speaking skill at the beginning, and at the end of the intervention plan. 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.

Field diary and notes:

The researcher will use a diary to record what happens in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

Procedures

The action research work process will involve the following stages:

The intervention plan will start and end with of two tests. The first one will be applied at the beginning of the study to collect data from students. And the other one will be applied at the end to verify if students improve or not their English speaking skill. During the development of the lessons a variety of activities will be introduced to practice and improve students' speaking skill. Likewise, the observation checklist and a diary will be used to record particular situations and to observe students' performance. The findings before and after the intervention plan will be compared and analyzed to draw up conclusions about the research work.

Tabulation

The tabulation of data will be done with the results obtained in the tests. A logical analysis will be done with the information received.

Organization

The researcher will organize the work based on the information received in all the strategies applied to compare and analyze the impact of the intervention plan. The report of the intervention plan will be disseminated with the findings and ideas among the teachers' partners and the school.

Description

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do the logical analysis of the data received.

Population

The students of eighth year of Basic Education are who will participate in the development of this action research. The participants of the study are 25 students between boys and girls. They are between eleven and twelve years old. The students receive five hours of English peer week with a certified teacher.

Intervention and Observation Plan

Alternative

Improvement of the English speaking skill through dialogues with 8th year students of Basic Education, at "Adolfo Jurado González" School in Loja city. Academic Period 2014-2015.

General objective:

To use dialogues as a technique to improve English speaking skill with 8th year students of Basic Education, at "Adolfo Jurado González" School in Loja city.

Introduction

The intervention plan is a program that will be carried out in two months to prepare students of 8th year of Basic Education, to speak English fluently by the use of dialogues.

The goal of this intervention plan is to make students to improve speaking through the use of three kinds of dialogues:

- **Standard printed dialogues:** Consist of several short exchanges between two people.

- **Open dialogues:** Teacher provides only one half of the dialogue. Students invent the other half

- **Cue card dialogues:** Teacher gives students more linguistic input by using cue cards that give instructions for performing a sequence of communicative acts designed to fit in with a corresponding sequence on a partner's card.

Also. It contains eight lessons, each lesson will be developedfollowing the three phases: ESA (Engage, Study and activate). Taken from the book **How to teach English**(Harmer, 2011)

Engage: To arouse the students' interest and engage their emotions.

This phase will be developed, presenting some pictures about the dialogue and predicting the topic.

Study: during this part of the lesson teacher will focus on the grammar.

This phase will be developed, making listen to the dialogues, working in groups and in pairs, and reporting what they hear.

Activate: this phase of ESA refers to the use and practice the language focus in the study segment of the lesson.

This phase will be developed, working in pairs and performing the dialogues, in order to present in front of the class.

Period

This intervention plan will be implemented during the months of April and May of 2015, three hours per week.

RESEARCH PROBLEM: How does the use of dialogues improve the English speaking skill with the students of 8th year of Basic Education, at "Adolfo Jurado González" school during the Academic Period 2014- 2015?

DATA COLLECTION INSTRUMENTS: pre-test, questionnaire and rubric.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK ONE (3 hours)	**Students will be able to :** • Answer the questions of the Pre-test.	**Pre-test** • Information question: what? How old? Where? • Countries and nationalities • Family members and physical description. • Prepositions of place: In, on, above, under, between, at, behind and in front of. • Ways of expressing likes dislikes. • Can for request	• The researcher gives the test. • Researcher explains students the way in which they have to develop the test. • Researcher monitors students while they develop the test.	• Rubric • Sheet of paper with test and questionnaire

Support: coaching and guidance from the university professor.
OBSRVATIONS NOTES:

RESEARCH PROBLEM: How does the use of dialogues improve the English speaking skill with the students of 8th year of Basic Education, at "Adolfo Jurado González" school during the Academic Period 2014- 2015?

DATA COLLECTION INSTRUMENT: field diary and observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES

WEEK TWO (3 HOURS)	**Students will be able to :**
	
	• give themselves personal information with a good intonation.
		Personal information
		
		(Information question: what? How old? Where?)
			Dialogue: standard printed dialogue about personal information.
			  Engage:
			• Researcher presents some pictures related to the dialogue.
			• Students look at a picture that provides the dialogue context.
			• Ask students what they think the people are saying, and what the topic is about?
			  Study:
			• Researcher presents the dialogue and Students listen to the dialogue and report what they hear.
			• Researcher presents the dialogue through one card strip for each sentence of the dialogue using two colors one for statements and another for questions
			• Researcher divides the class in two groups; one group will have statements and other group the questions.
			• Students listen to the dialogue again. After, they repeat each line of the dialogue with correct pronunciation.
			• Researcher explains and demonstrates meanings through flashcards.
			  Activate:
			• Researcher asks students to work in pairs.
			• Students practice the dialogue.
			• Finally students perform the dialogues in front of the class.
				• Sheet of paper of Dialogues
				
				• Pictures
				
				• Flashcards

Support: coaching and guidance from the university professor.

Observations notes:

RESEARCH PROBLEM: How does the use of dialogues improve the English speaking skill with the students of 8th year of Basic Education, at "Adolfo Jurado González" school during the Academic Period 2014- 2015?

DATA COLLECTION INSTRUMENT: field diary and observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK THREE(3 HOURS)	**Students will be able to :** • Distinguish the pronunciation between Countries and nationalities.	**Where are you from?** "Countries and nationalities "	**Dialogue: standard printed dialogue about where are you from?** **Engage:** • Researcher presents some pictures related with the dialogue. • Students look at a picture that provides the dialogue context. • Ask students what they think the people are saying and what the topic is about? **Study**: • Researcher presents the dialogue and Students listen to the dialogue and report what they hear. • Researcher gives at the students the text of the dialogue, students listen the dialogue again. After, they repeat each line of the dialogue with correct pronunciation. • Researcher explains and demonstrates meanings through flashcards. **Activate:** • Researcher asks students to work in pairs. • Students practice the dialogue. • Finally students perform the dialogues in front of the class.	• Projector • Slides • Sheet of paper Dialogues • Flashcards

Support: coaching and guidance from the university professor.
OBSERVATIONS NOTES:

RESEARCH PROBLEM: How does the use of dialogues improve the English speaking skill with the students of 8th year of Basic Education, at "Adolfo Jurado González" school during the Academic Period 2014- 2015?

DATA COLLECTION INSTRUMENT: field diary and observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FOUR(3 HOURS)	**Students will be able to :** • Infer the correct pronunciation of the Family members and physical description. • Describe their family with a good fluency and accuracy	**I have two sisters** "Family members and physical description".	**Dialogue: open dialogue about family.** **Engage:** • Researcher presents a video related with the dialogue and the topic. This video won't sound. • Students watch the video that provides the dialogue context. • Students have to predict what the people are saying. **Study**: • Learners will make pairs. • Researcher provides only one half of the dialogue to each pair. • Students invent the other half, in order to produce their own responses. • Ask students which are responses to fill blanks in the dialogue. • Researcher repeats back in correct English what the students generate. **Activate:** • Students practice the dialogue in pairs. • Finally students perform the dialogues in front of the class.	• Sheet of paper Dialogues • Pictures

Support: coaching and guidance from the university professor.

OBSERVATIONS NOTES:

RESEARCH PROBLEM: How does the use of dialogues improve the English speaking skill with the students of 8th year of Basic Education, at "Adolfo Jurado González" school during the Academic Period 2014- 2015?

DATA COLLECTION INSTRUMENT: field diary and observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FIVE(3 HOURS)	**Students will be able to :** • Name in correct way all the prepositions of place. • speak with fluency and accuracy	**Prepositions of place**: (In, on, above, under, between, at, behind and in front of)	**Dialogue: open dialogue about family.** **Engage:** • Researcher presents a video related with the dialogue and the topic. This video won't sound. • Students watch the video that provides the dialogue context. • Students have to predict what the people are saying. **Study**: • Learners will make pairs. • Researcher provides only one half of the dialogue to each pair. • Students invent the other half.in order to produce their own responses. • Ask students which are their responses to fill blanks in the dialogue. • Researcher repeats back in correct English what the students generate. **Activate:** • Students practice the dialogue in pairs. • Finally students perform the dialogues in front of the class.	• Sheet of paper Dialogues • Pictures • Computer

Support: coaching and guidance from the university professor.

OBSERVATIONS NOTES:

RESEARCH PROBLEM: How does the use of dialogues improve the English speaking skill with the students of 8ᵗʰ year of Basic Education, at "Adolfo Jurado González" school during the Academic Period 2014- 2015?

DATA COLLECTION INSTRUMENT: observation sheet and field diary

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SIX(3 HOURS)	**Students will be able to :** • Speak about their likes and dislikes with fluent, accuracy and with a good intonation.	**I'm not crazy about hip-hop** "Ways of expression likes and dislikes"	**Dialogue: cue card dialogue about likes and dislikes.** **Engage:** • Researcher divides the class in two groups; each group will have some pictures. • Researcher presents a dialogue related with the topic. • Students listen the dialogue and predict through a picture what they think the people are saying. • Researcher asks students why they choose that picture. **Study**: • Learners will make pairs. • Each pair will have two kinds of cue cards one cue card will contain questions and another cue card will contain answers. • Students have to do a dialogue with the information of the cue cards. • Researcher monitors students while they do the dialogue in order to help them with the correct pronunciation. **Activate:** • Students practice the dialogue in pairs. • Finally students perform the dialogues in front of the class.	• Cue cards • Computer • Pictures

Support: coaching and guidance from the university professor.

OBSERVATIONS NOTES:

RESEARCH PROBLEM: How does the use of dialogues improve the English speaking skill with the students of 8th year of Basic Education, at "Adolfo Jurado González" school during the Academic Period 2014- 2015?

DATA COLLECTION INSTRUMENT: observation sheet and field diary

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SEVEN (3 HOURS)	**Students will be able to :** • Make sentences and questions with can for request in oral way.	**Can you repeat that, please?** "Can for request "	**Dialogue: cue card dialogue about Can you repeat that, please?** **Engage:** • Researcher divides the class in two groups; each group will have some pictures. • Researcher presents a dialogue related with the topic. • Students listen the dialogue and predict through a picture what they think the people are saying. • Researcher asks students why they choose that picture. **Study**: • Learners will make pairs. • Each pair will have two kinds of cue cards one cue card will contain questions and another cue card will contain answers. • Students have to do a dialogue with the information of the cue cards. • Researcher monitors students while they do the dialogue in order to help them with the correct pronunciation. **Activate:** • Students practice the dialogue in pairs. • Students perform the dialogues in front of the class.	• Cue cards • Computer • Pictures

Support: coaching and guidance from the university professor.

Observations notes:

RESEARCH PROBLEM: How does the use of dialogues improve the English speaking skill with the students of 8ᵗʰ year of Basic Education, at "Adolfo Jurado González" school during the Academic Period 2014- 2015?

DATA COLLECTION INSTRUMENT: post-test, rubrics, observation sheet and field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK EIGHT (3 HOURS)	**Students will be able to :** • Answer the questions of the Post-test.	**Post-test** • Information question: what? How old? Where? • Countries and nationalities. • Family members and physical description. • Prepositions of place: In, on, above, under, between, at, behind and in front of. • Ways of expressing likes dislikes. Can for request.	• The researcher gives the test. • Researcher explains students the way in which they have to develop the test. • Researcher monitors students while they develop the test.	• Post-test

Support: coaching and guidance from the university professor.
OBSERVATIONS NOTES:

g. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

Resources

Human

- The researcher

  The 8th year students of Basic Education.

Material

- Sheet of paper with dialogues
- Books
- paper

Technical

- Computer
- Internet
- Projector

Budget

Resources	Cost
Internet	$80.00
Printed of the project	$50.00
Print of reports	$20.00
Printed of final report and thesis	$300.00
Others	$50.00
Total	**$ 500.00**

Financing

All expenses related to the present research will be assumed entirely by the researcher conducting the investigation.

h. TIME LINE

PHASES	ACTIVITIES	2015											2016		
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
PROJECT	Project presentation	x													
	Appointment of the teacher advisor		x												
	Project approval		x												
	Appointment of thesis advisor		x												
INTERVENTION/ACTION	Application of the instruments		x												
	Act-observe			xxxx	xxxx										
THESIS PROCESS	data organization and tabulation					xx									
	Interpreting and reflecting					xx									
	Writing up and reporting						xx								
	Presenting the thesis report						x								
	Thesis revision						x								
	Submission of the folder								xxxx	xxxx	xxxx				
	Thesis presentation											xxxx			
	Private review and thesis approval												xxxx		
	Corrections													xxxx	
	Public presentation and incorporation														Xxxx

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PRE-TEST

"Adolfo Jurado González" School.

NAME:

DATE:

1. **Answer the questions about personal information.**

   - What is your name?
   - How old are you?
   - Where do you live?
   - Where are you from?
   - Who is your favorite singer?

2. **Describe the family members (mother father, sister and brother) with physical description use the words in the chart.**

nice	beautiful	tall	short	brown	black
long	curly	blond			

   For example: my mother has curly and blond hair.

3. **Look at the picture. And answer the question. Use prepositions. On,**

   under, between, at, behind, next to and in front of.

- **Where is the cat?**   **Where is the teacher?**
- **Where is the clock?**   **Where is the cat?**
- **Where is the ball?**   **Where is the TV?**

4. **read the dialogue in pairs**

   A: Do you like pop music?

   B: Yes, I love pop music. And you?

   A: I hate pop music

   B: what kind of music do you prefer?

   A: I am crazy about rock music.

   B: Oh my god. I can't stand rock music

   A: Please can you lend me your iPod?

   B: Sure.

   A: oh my gosh, I can't manage it. Can you please help me?

   B: Yes of course.

Rubric for Speaking Skill

№	Category	Score
1	Fluency-	
	• fluent in giving information	2.5
	• quite fluent in giving information	2
	• lessfluent in givinginformation	1.5
	• unacceptable fluent in giving information	1
2	Pronunciation-	
	• Great Pronunciation. There is no mistake words/sentences pronunciation. Correct accent and stress in sentences and vocabulary. Good and clear speech with loud voice.	2.5
	• Good pronounce and stress vocabulary and sentences correctly. There are a few mistakes. Speech is slow but clear.	2
	• Mostly incorrect pronunciation with unclear voice and slow speech which are difficult to understand and hear.	1.5
	• Unacceptable pronunciation, the message is difficult to understand.	1
3	Accuracy	
	• Student is able to express their ideas and responses with ease in proper sentence structure.	2.5
	• Student is able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure.	2
	• Student is difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	1.5
	• Students can't express your ideas they have a lot of grammatical mistakes	1
4	Comprehension	
	• Grammar covered in class was used to communicate effectively	2.5
	• A few minor difficulties arose from not using the grammar studied in class.	2
	• Grammatical errors led to many minor difficulties or one major breakdown in communication	1.5
	• Students do not use the grammar studied in the class.	1
Maximal score		10

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

Grading scale for Speaking

Aspects	GRADING SCALE FOR SPEAKING			
	Excellent	**Acceptable**	**Satisfactory**	**Poor**
Fluency	2.1 - 2.5	1.6 - 2	1.1 - 1.5	0.5 - 1
Accuracy	2.1 - 2.5	1.6 - 2	1.1 - 1.5	0.5 - 1
Pronunciation	2.1 - 2.5	1.6 - 2	1.1 - 1.5	0.5 - 1
comprehension	2.1 - 2.5	1.6 - 2	1.1 - 1.5	0.5 - 1

Elaboration: *The researcher*

*(8/10) Expected level before and after the intervention plan.

QUESTIONNAIRE

As an undergraduate of the English language career, the researcher is doing an action research about the dialogues, this study will help you to improve your speaking skill at the English language learning for that reason, I ask you politely to answer the questions in a real and responsible way.

1. **Do you develop your speaking skill through dialogues?**

   Yes _____

   No _____

2. **Do you think that dialogues help you to develop speaking skill?**

   Yes _____

   No _____

3. **Does the teacher, use dialogues to work in the English class?**

   Yes _____

   No _____

4. **In the English class the dialogues are?**
   - Interesting ( )
   - Funny   ( )
   - Boring   ( )

5. **Which of these strategies help to improve your in speaking skills?**
   - Flash cards ( )
   - Dialogues   ( )
   - Games   ( )
   - Others_____

6. **How often does the teacher use dialogues to improve speaking skill?**
   - Always   ( )
   - Sometimes   ( )

- Almost always ( )
- Hardly ever   ( )

7. **What way would you like to practice your speaking in?**

Pairs_____

Group_____

Individual_____

Thanks for your collaboration.

Researcher Field diary

Lesson						
Activity						
Objective:						
Materials:						
Timing						
Procedure						
Grouping						
Do students like it?	Yes		For a while		Notreally	
Are they bored?	Yes		No			
Do they make an effort?						
Comments						

OBSERVATION SHEET

OBSERVATION SHEET				
OBSERVER:			**DATE:**	
THINGS TO BE OBSERVED	**ACTIVITIES**	**YES**	**NO**	**REMARKS**
Have all students a good fluency and accuracy when they speak?				
Students through the use of dialogues have lost the fear of speak				
Were the objectives for the activities accomplished?				
Students feel safer to speak with the use of dialogues.				

Matrix

Theme: Improvement of the English speaking skill through dialogues with 8th year students of Basic Education, at "Adolfo Jurado González" School in Loja city, Academic Period 2014-2015.

Problem	Objectives	Theoretical framework	Methodological design (action research)	Instruments
Main (Research) problem: How does the use of dialogues improve the English Speaking Skill with the students of 8th year of Basic Education, at "Adolfo Jurado González" school during the, Academic Period 2014- 2015?	**General** To use dialogues as a technique to improve English speaking skill with 8th year students of Basic Education, at "Adolfo Jurado González" School In Loja city, Academic period 2014-2015.	**Speaking skill** -Definition of Speaking Importance of speaking -Elements of speaking - Basic aspects of speaking -Teaching Speaking - Purpose of speaking -types of classroom of speaking performance -Problems with Speaking Activities -Solutions for the	**Preliminary investigation** -observing the English classes -Stating the background of problem -Describing current situation -Locating and reviewing the literature -Creating a methodological framework for research	**Questionnaires** **Tests** **Observation sheets** **Field diary and notes**
Sub-problems What kind of theoretical references about English Speaking Skill and dialogues	**Specific** To investigate the theoretical references about speaking skill and			

are effective to help the 8th year students of Basic Education?	the dialogues to help the 8th year students of Basic Education, at "Adolfo Jurado González" School.	Problems of Speaking Activities. -types of speaking tests **Dialogues** **-**definition of dialogue.	-preparing an intervention plan **Presentation of research findings.** -Reflecting, analyzing and	
What are the difficulties that limit the speaking skill of the 8th year students of Basic Education?	To diagnose the difficulties that the students have in the categories of speaking such as: fluency, accuracy pronunciation and comprehension with 8th year students of Basic Education, at "Adolfo Jurado González" School.	- The Importance of Dialogues -types of dialogues -Developing and Adapting Dialogues -Presenting and Practicing Dialogues - Dialogues in language learning. -Dialogues for speaking Skill.	answering the proposed inquiries Organizing the final report. - -	
What are the important phases	To design an intervention			

of the intervention plan that address the current issues of developing speaking skill of the 8th year students of Basic Education?	plan with dialogues and variety of interesting topics in order to improve speaking skill with 8th year students of Basic Education, at "Adolfo Jurado González" School.	-Teaching Dialogue. -ESA sequences (Engage, Study and Activate)		
Which dialogues are implemented to solve the difficulties in developing speaking skill of the 8th year students of Basic Education?	To apply the intervention plan using dialogues as a part of classroom activities in order to reach a good fluency, accuracy, pronunciation and comprehension when students speak among 8th year students of Basic Education, at "Adolfo			

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	Jurado González" School.			
What was the effect of use dialogues on the 8th year students speaking skill?	To reflect upon the effect that dialogues had on grade students speaking skill of the 8th year students of Basic Education, at "Adolfo Jurado González" School.			

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