



Running head: Social Interaction by Enhancing Communicative Competence

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authentic tasks at IED La Belleza-Los Libertadores

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Universidad Distrital Francisco José de Caldas

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Master in Applied Linguistics to the Teaching of English

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## **Note of acceptance**

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**Artículo 1771:** “La Universidad Distrital Francisco José de Caldas no será responsable por las ideas expuestas en este trabajo”

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## Social Interaction by Enhancing Communicative Competence

### **Abstract**

This research was carried out with 22 EFL ninth graders at IED La Belleza – Los Libertadores. Ninth graders have been told that by means of learning English they will have a better future. However, the economic situations that students have, take out validity to that argument, and make students understand that English is not really necessary for their conditions of life. Additionally, students' reluctance to participate and the lack of opportunities to practice the language make even more difficult the learning process in the students. That is why, the main purpose of the research was to identify and describe the social interaction that students constructed when working on authentic tasks whose focus was to put in practice the English language.

Data were collected from the artifacts produced by the students, the analysis of field notes, and qualitative interviews. And, during 28 lessons students were constructing social interaction by using previous knowledge of the target language, generating strategies to compensate breakdowns in communication and support communicative practices, and by using spontaneous reactions and behaviors to follow up interaction processes.

Key Words: Social interaction, communication, communicative competence.

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## Chapter I

### Introduction

In order to identify the difficulties ninth graders at IED La Belleza – Los Libertadores had, which impeded the use of EFL inside or outside the classroom and as a consequence affected EFL learning process; interviews, questionnaires and surveys were applied to teachers, students' parents and students, as well as class observation. From these instruments it was identified that students had been told that by learning English, they would have better life conditions in a future, an assumption questioned by Shohamy (2003) who considers that English has been imposed as a symbol of success within the world of international labor and as a symbol of educational status in many parts of the world. However, despite of those discourses, students do not see themselves studying at a university or using EFL in their daily lives due to the socioeconomic situations they have to face. Additionally, data demonstrated that they do not invest time learning or practicing EFL inside or outside the classroom, and they have low self-confidence, as English learners.

This research is focused on creating opportunities where students are *pushed* to use the foreign language and thus improve the communicative competence ability. Consequently, students will have chances to socialize among them and with other people as well as they will grasp the realities of the world and others' cultures, values, and costumes. In accordance with Chaudhari (2013) socialization is the process by which children and adults learn from others. He states that socialization is also the ability to communicate in a pleasurable form with a friend or companion. Additionally, Garret & Baquedano (2002) affirm that socialization is the process

through which a child or other novice acquires the knowledge, orientations, and practices that enable him or her to participate effectively and appropriately in the social life of a particular community.

From this perspective, chapter one presents the statement of the problem, the research objectives, and the research question. Chapter two depicts the theoretical framework. For that purpose, the chapter is divided into three main components, a description of the background of the study where there is a description of previous research in order to support the concepts used in the second stage which is the theoretical framework, and finally the conclusions taken out from this theoretical framework. Chapter three explains the research approach, the research type, the research paradigm, the setting, the participants, the researcher's role and the data collected instruments used for the purpose of this research. Chapter four describes the instructional design used during 28 sessions worked with ninth graders; on it is explained in depth the way as the sessions were done. Chapter five depicts the data analysis gotten from the instruments explained on Chapter three and after implementing the instructional design. Finally, Chapter six portrays the conclusions gotten from this research project, as well as, a reflection on the limitations of this research.

### **Statement of the Problem**

During the last decades, Colombia's government has signed agreements with different foreign countries, such as USA (TLC - Decreto 993 de 2012), European Union (TLC- Decreto 1636 de 2013), Switzerland and Liechtenstein (AELC – Ley 1372 de 2010), Canada (Acuerdo de promoción comercial – Ley 1363 de 2009) among others as a way to generate trading

opportunities with foreign countries. This situation has caused that education focuses on the learning of a foreign language with the main purpose of establishing business relationships and being part of globalization process.

From this perspective, the government published in 2006 the *Estándares básicos de competencias en lenguas extranjeras: Inglés* (Basic competence standards in foreign languages: English) and in 2013 the Law 1651/13, better known as “Ley de Bilingüismo”. By means of them, the Colombian Government highlights the importance of learning a second language in order to allow citizens being more competitive against the international trading and help Colombian people get better life conditions, and if people use it they can access to the wonders of the modern world (Guerrero, 2010). As a consequence of this discourse, English was established in the Article 8<sup>th</sup> of the Law 1651/13, as the principal language to teach in public schools: “El gobierno reglamentará la presente ley... dando prelación al fomento de la lengua inglesa en los establecimientos educativos oficiales...” (p.2) Giving a kind of empowerment to this language.

Bearing this situation in mind, teachers, parents and students at IED La Belleza – Los Libertadores, a school located at Localidad Cuarta de San Cristóbal, were asked about their opinion in relation to the importance, relevance, and use of the English language (See appendices 2, 4 and 5). The main objective of these instruments was to know if they agreed with the aforementioned discourse. To collect the information, surveys, interviews and questionnaires were applied (See appendices 2, 4 and 5).

After analyzing the answers it could be noticed that teachers and parents have arguments about success and better life conditions when students learn English and use those arguments

with learners in order to motivate them to learn this foreign language (See appendices 4 and 5). As a result, students deem English as a language which can help them to get into a University or have a good job in their future, which will give them social recognition or economic advantages (See appendix 2), as it was found by Dabbagh & Khajepour (2011). However, some students at IED La Belleza – Los Libertadores mentioned that they do not have expectations to go to the university because of the socioeconomic situations they have to face (living just with one of their parents, grandparents, or other relatives; having unemployed parents or parents that work in informal jobs; living in rented houses; spending their time with teenagers who are part of gangs; and needing money to contribute to pay the bills): “No teacher, cuando yo salga del Colegio, no, yo no puedo estudiar, yo tengo que trabajar porque hay que llevar plata para la casita, de pronto ahorro plata y luego si” (Informal talk with a ninth grader, November, 2013).

Additionally, despite the fact that students consider English useful for their socioeconomic purposes as mentioned before, during a class observation, where a notetaking/notemaking format was implemented (see appendix 6) it could be identified that there are two factors that make the interaction in English and the learning process difficult inside the classroom. Firstly, the low participation of students to communicate using EFL in the class, and secondly, the students’ reluctance to use the language to socialize because they feel forced to learn English, as Savaşçı (2014) also found when investigating the learning of English at tertiary level in a Turkish EFL context. From the class observation instrument (see appendix 6) it was identified that students are reluctant to use EFL in the classroom for three main reasons; first, because they are afraid of making mistakes which can make them feel ashamed in front of the group; second, because they feel insecure of what they are saying; and finally, because they

consider they do not have the capability to do it because they think they do not know English due to the fact that they do not have enough vocabulary.

On the other hand, from the students' survey (See appendix 3) it was identified that students lack of opportunities to practice the foreign language outside the classroom, they have not had contact with English speakers outside the classroom not even contact with authentic materials or what is more, they do not interact among them by means of the foreign language, situations that affect even more their learning process, as it is limited to the English classroom. These similar situations were depicted by Lee (2007). She has pointed out that the limited time students spend in the English classroom; the lack of opportunities to socialize outside the classroom with people who speak English and the lack of investment of time to practice the language among them are the most important restrictions that students have to face to acquire the language.

Bearing in mind these situations, this research looks into promoting social interaction processes among students or with other speakers as well as in enhancing the communicative competence of EFL learners. By means of the implementation of authentic materials and by increasing the exposure to English, social interaction will be identified and described in the research, furthermore it will be possible to recognize the environments and activities that contribute to enhance the communicative competence that students use in interaction and interrelation practices. As a final outcome, students will have the opportunity to grasp the world and to communicate, interact and socialize with different people in order to understand others' culture, values and costumes.

### **Research Question**

According to this problematic situation, the following research question leads this study:  
How do EFL ninth graders construct social interaction to enhance the communicative competence through authentic tasks at IED La Belleza – Los Libertadores?

### **Research Objective**

To identify and describe the form as EFL ninth graders construct social interaction to enhance their communicative competence while implementing authentic tasks.

#### **Specific objectives**

To recognize the social interactions constructed by EFL ninth graders when working on authentic tasks.

To define the social interactions that students construct when participating of authentic tasks that contribute to the enhancement of EFL communicative competence

## **Rationale**

EFL learning process implies developing receptive or passive skills (listening and reading) and productive or active skills (speaking and writing) (Nunan, 2004; Golkova & Hubackova, 2014). Considering that receptive or passive skills are concerned in making students to gain knowledge in a passive form without forcing pupils to reproduce it while the active ones push students to produce knowledge it can be concluded that both forms of skills are co-dependent and necessary in the learning process (Golkova & Hubackova, 2014). From this perspective, literacy considered not just as the merely process of learning how to read and how to write (Hudelson, 1994; Mc Donald 2014) but as the construction of meaning (Hudelson, 1994) and as a social practice that is produced in social settings (Barton & Hamilton, 2000) contributes in the EFL learning process when individuals can learn about the world and share their understandings with others (Hudelson, 1994).

In this sense, teachers are required to plan and take into consideration many factors like what things motivates students to learn, how to approach knowledge to students, and how to develop understandings; in order to guide students to develop literacy (Helman, 2009). Besides those factors, in order to support literacy development, teachers must bear in mind the role of sociocultural aspects as the cultural backgrounds students bring into the classroom like for example: norms, values, languages, and life expectations as a way to use them to create a “multicultural safe space” when interacting with the social rules and norms of the school (Helman, 2009). Moreover, Helman (2009) considers that by giving opportunities to use EFL outside of the classroom is another kind of sociocultural factor that can affect students’ literacy development because by having opportunities to practice the foreign language in the

communities where they live their mastery of advanced English will be affected (Hansen, 1989 as cited by Helman, 2009). Hence, from the sociolinguistic perspective, the communicative competence plays an important role in the literacy development because it involves functions, forms, conventions, and cultural systems (Street, 1993 & Rassool, 1999)

Consequently, this research study informs the academic community about the social interaction practices constructed by EFL ninth graders and the effects produced in the enhancement of the students' communicative competence and their literacy development when the pedagogical intervention takes place. Additionally, it contributes to EFL research in the field of sociolinguistic studies where knowing about teaching strategies that cooperate in the enhancement of students' EFL communicative competence is required.

From this perspective, this research took into account theoretical perspectives such as: the Sociocultural Theory (Vygotsky, 1978), Interaction Hypothesis (Long, 1996), Investment (Norton, 1995) and Communicative Competence (Bachman & Palmer, 1996) in order to support the findings that are explained in chapter five. The inclusion of topics related to family aspects encouraged students to talk, write, read, and listen more easily. Additionally, by interacting with others, students could grasp the world that surrounded them because they were able to know about their classmates and natives' families' customs, traditions, values, and routines, and consequently compared them with their own ones while using EFL.

## **Chapter II**

### **Literature Review**

Teaching a foreign language can be a difficult task when facing problems such as students' reluctance produced by lack of confidence, fear of making mistakes, cultural factors and teacher effect (Savaşçı, 2014, Choudhury, 2005); the use of teacher centered discourses which give rare opportunities for negotiation of meaning (Antón, 1999); and the lack of opportunities that students have to use the target language outside the classroom (Lee, 2007). As a response to these problems, research and theories about foreign language learning have been developed.

This chapter encloses the theoretical constructs and literature related to the main topics of this research which contribute to identify and describe the form as EFL ninth graders construct social interaction when learning a foreign language and how they enhance the communicative competences. The main theoretical constructs described in this research are Vygotsky' social development theory, Long's interaction hypothesis, Norton's theory of investment and Bachman and Palmer's communicative language ability theory.

This chapter is divided into three main components. Firstly, outcomes of previous research in relation to the theoretical constructs are introduced. Secondly, the theoretical framework is depicted. And finally, conclusions that reflect the importance of the theoretical constructs for the research project are discussed.

### **Background to the Study**

In learning a language, socialization plays an important role. According to Chaudhari (2013) socialization is the process by which children and adults learn from others and we are constantly learning during our entire lives. In this respect, Garret & Baquedano (2002) affirm that socialization is the process through which a child or other novice acquires the knowledge, orientations and practices that enable him or her to participate effectively and appropriately in the social life of a particular community. And finally, Ochs (2000) defines socialization as a collaborative enterprise where language socialization researchers are in “the business of articulating the architecture of that collaboration” (p.230). She concludes that socialization is a “two way street” where neophytes and more experienced members learn from each other. Taking into account the previous views, socialization is understood in this research project as a collaborative process by which students construct meaning and knowledge by interacting with their classmates, teacher, and native speakers without leaving behind students’ cultural background.

In this sense, the background of the study is classified in four main concepts obtained from the findings of previous research: sociocultural theory, interaction, motivation, and communicative competence.

In regards to sociocultural theory Zhang, Fanyu, & Wanyi (2013) consider that by means of Vygotsky’s Socio Cultural Theory, the learning process is gained by learner participation in different social activities as interaction with peers or experts. They also affirm that by means of collaborative learning, the interaction, participation and negotiation processes create more

opportunities of learning. In this same perspective, Dass & Ferguson (2012) establish that by using the Zone of Proximal Development (ZPD) learners are challenged to undertake tasks that are difficult for their level and thus teacher's guidance and assistance are necessary in order to make students internalize the skills required to perform their tasks independently. Finally, Lee (2007) considers that ZPD can benefit others to achieve goals and help them to become autonomous learners. She also asserts that by means of interaction with native speakers, learners are exposed to functional language within social and cultural contexts, making more realistic the learning process. In this context, when students are exposed to authentic interaction with natives, they reflect on the linguistic and sociopragmatic features to convey messages; they increase their language awareness; and create confidence in the production of their oral skills and consequently increase their academic activities (Polyakov, 2014) important features that are considered in this study when the analysis of constructing social interaction is done.

In this same line, interaction is seen as the heart of communication due to the fact that students use all what they know in real life exchanges. Choudhury (2005) affirms that the best way to learn to interact is by interaction and he also deems that for the creation of an interactional environment it is necessary to allow students to talk freely without correcting their mistakes. Wang & Castro (2010) consider that interaction focuses on the "negotiation for meaning" (p.181). They state that by interaction, learners can have a better comprehension and acquisition of the target language. Besides, Ho (2011) argues that by interaction, learners not only develop voice identity; and agency in their field, but also, they enhance skills as speaking and writing. Alfaro & Rex (2008) claim that social communication is necessary for the development of the oral language skill; and state that teaching and learning are social and

interactive communicative processes. Antón (1999) asserts that when learners are engaged in negotiation, the functions of scaffolding are achieved by communicative moves such as assisting questions, repetition and nonverbal devices (gestures and pauses). Finally, Olson (1988) asserts that children learn a second language best by interacting with at least two native speakers.

Therefore, for the purpose of this research project, the role of the teacher as a guide in regards to linguistic features; and the role of their classmates and native speakers when interacting by means of EFL as cooperators in the enrichment of the sociopragmatic characteristics, are of paramount importance because they contribute in analyzing the form as EFL ninth graders construct social interaction when they are participating of authentic tasks. Harris & Marx (2009) define authentic tasks as actions that are situated in meaningful contexts where the learner can perform everyday situations generating motivation. Consequently, by means of people who know more about the language students can learn about others' cultures, improve the language learning, and consequently their literacy development.

In relation to motivation, Hernández (2010) considers that if a learner is really motivated he is going to invest time and effort in developing his second language proficiency and will seek out more opportunities to interact with native speakers. Additionally, Neva, Landa, Carter & Ibrahim-Ali (2010) consider that motivation increases when using out-of-class learning, and it helps to growth in intercultural competence and learner autonomy. Jaraba & Arrieta (2012) consider that when using the learners' sociocultural idiosyncrasy, motivation and participation grow, as well as, cooperates in the improvement of the social relationships among students. Finally, Doganay & Maksut (2013) affirm that by achieving high motivation, culture classes do

have a great role because learners like cultural based activities such as singing, dancing, role playing, discussing, and doing research on countries and peoples. Thus, for the purpose of this research project, social interaction among native speakers and EFL ninth graders generate expectations on the students that contribute to the enhancement of the communicative competence, as well as, in more time investment in order to fulfill their authentic tasks.

In addition to, Vallejo & Martínez (2011) affirm that by means of communicative tasks students are able to reach the competence. They clarify that communicative tasks involve aspects such as: comprehension, production, and interaction in linguistic, sociolinguistic, and pragmatic aspects. Additionally, these researchers assert that previous knowledge, experience, contexts, sociocultural conditions, and skills should be present in each one of the mentioned aspects. Lasala (2013) affirms that when developing a communicative approach in the learning of a language the study of grammatical competence is as important as the study of sociolinguistic competence. She also considers that communicative and sociolinguistic competence improves when authentic language and real-world tasks are introduced in the classroom instead of using artificial material. Bearing in mind these perspectives, this research project considers that although the focus of EFL learning should be on meaning rather than form, it is undeniable that grammar plays an important role when students need information in relation to the form to convey their ideas even more when they are concerned on doing it “appropriately” specially in their written activities where language does not happen spontaneously.

In this same respect, Müge (2010) affirms that oral and aural skills cannot be taught separately because they are dependent of each other. He mentions that the integration of the two

skills permit students to participate in tasks. This researcher states that in order to facilitate the development of communicative competence teachers should use tasks where the learner focuses on linking ideas and “stop dwelling on isolated words” which do not cooperate in the comprehension of texts. Additionally, he considers that before using tasks, teachers can discuss about the title, theme and cultural background. Sergeeva (2014) affirms that intercultural interaction with foreign people is enhanced when knowledge of the language and vocabulary is applied. She considers that foreign language communicative competence is not only formed and developed, but it is also lost if the learner is excluded of practical activities. Finally, Poolsawad, Kanjanawasee & Wudthayagorn (2014) consider that teachers must give feedback about strengths and weaknesses to their students as a way to help students to develop and improve their communicative competence. In this respect, the communicative competence in this research project is strengthened when students experience authentic tasks where they have to use EFL to convey their messages.

In the next section of this chapter, the theoretical framework is described taking into account the main theoretical basis of the research: Vygotsky` Social Development Theory, making emphasis on the Zone of Proximal Development (ZPD); Interaction Hypothesis where concepts about comprehensible input, negotiation of meaning, and comprehensible output are depicted; additionally, the concept of Investment will be described; and finally, the concept of Communicative competence is explained.

## **Theoretical Framework**

**Socio cultural theory.** Bearing in mind the main concerns of this study which are to identify and analyze the way EFL students construct social interaction when they are using a foreign language, the research project is rooted in Lev Vygotsky's Socio Cultural Theory (1978).

The term Socio Cultural Theory (henceforth SCT) was used by Wertsch (1985) as a way to grasp the concept that human mental functioning results from the interaction in, and appropriation of, the forms of cultural intervention incorporated into social activities. But what does exactly SCT mean? SCT was born in contrast to Piaget's stages of cognitive development. Piaget considers that children act on the environment to learn, whereas Vygotsky (1978) states that learning is a social process where social interaction plays an important role in the development of cognition. He also deems that everything is learnt by means of interaction with others.

Ratner (2002) thinks that SCT conceives human mental functioning as a mediated process by cultural artifacts, activities, and concepts. In addition, Lantolf & Thorne (2007) consider that in SCT, humans use existing cultural artifacts in order to create new ones which will permit them to regulate their biological and behavioral activity. They also assert that the primary means of mediation are language use, organization, and structure. Lastly, Duff (2007) relates SCT with language socialization. She states that both of them consider the learning, construction of knowledge and socialization as engaged processes influenced by culture and interactional routines.

To conclude, for the purposes of this research project SCT is considered as the form as EFL ninth graders socialize with others, where the learner can use their previous concepts in order to construct new meaning and new knowledge. One construct worked on Vygotsky's SCT is the ZPD, which is discussed in the next section.

***The zone of proximal development (ZPD).*** A factor that Vygotsky considers important in the learning process is the ZPD. Vygotsky (1978) defines the ZPD as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 33). For Briner (1999) as mentioned by Berns and Erickson (2001) this "zone" is an exploration area where the learner is cognitively prepared, but requires help and social interaction to fulfill his or her goals. In other words, the ZPD is considered as the interaction between a more competent person and a less competent person on a task, where the less competent person becomes independently proficient by means of an initial jointly- task (Chaiklin, 2003).

Vygotsky (1978) states that, in ZPD, what a child can do with other's help might be more effective in his or her mental development than what he can do alone. In addition, Lantolf & Thorne (2007) assert that another attribute of ZPD is the notion of assisted performance. Due to the aforementioned characteristics, they affirm that educators and psychologists are captivated by Vygotsky's research.

In education, it has been noticed that learners' participation in socioculturally and institutionally organized practices is essential in the learning process (Lantolf & Thorne, 2007) owing to the fact that “human learning presupposes a specific social nature and a process by

which children grow into the intellectual life of those around them” (Vygotsky, 1978:34).

Therefore, the ZPD must be understood not only as a model of the developmental process, but also as a tool which can be used by teachers in order to understand learners’ capacities, and as a diagnostic instrument which can help educators to create conditions for learning (Lantolf & Thorne, 2007).

To sum up, ZPD can facilitate the foreign language learning process if it is taken into account that learners need other’s guidance and collaboration in order to have a fully social and cognitive development. In connection with these theories, SCT, in this research project, is understood as the process by which the construction of meaning and new knowledge or modification of previous knowledge takes place through collaboration and interaction. As a consequence, the language learner is considered as a novice who needs of others (Teacher, classmates, and native speakers) who will guide him and help him to develop tasks, knowledge, and understand the world (ZPD). As likely, outcomes by means of social interaction, learners establish social relationships which allow them to learn new knowledge as well as enhance their communicative competence.

**Interaction hypothesis.** For the main purpose of this research project which consists in identifying and analyzing the form as EFL learners construct social interaction when interrelate among them, the Interaction Hypothesis plays an important role. Concepts such as comprehensible input, negotiation of meaning, and comprehensible output are developed in order to support the interaction Hypothesis.

The interaction hypothesis is credited to Michael Long. Long (1983) uses Krashen's insights about the role of comprehensible input in the acquisition of a second language. This applied linguist considers that access of comprehensible input leads to a successful first and second acquisition. Additionally, he states that big amounts of comprehensible input result in faster acquisition. Lastly, Long (1983) thinks that limited access to comprehensible input results in little or no acquisition.

In accordance to Krashen (1982), comprehensible Input makes reference to understanding language that has not been acquired yet. In other words, it is the capability to understand a message without knowing every single word. Krashen (1982) asserts that the main characteristic of comprehensible input is that the listener is focused on meaning and not in form. Therefore, Long (1983) thinks that comprehensible input is necessary for acquisition and important for interaction. However, Long (1989) admits that comprehensible input may not be sufficient contrasting what he had affirmed in Long (1981), where he considered that in second language acquisition, participation in conversations with native speakers, which allowed the modification of interaction, was the necessary and sufficient condition.

Regarding to interaction, Pica (1987) asserts that social relationships play an important role in interactional modifications. She states that interaction is a social relationship where the participants are aware of their unequal linguistic proficiencies in the second language. Consequently, Long & Porter (1985) argue that group work is useful in interaction tasks because promotes opportunities to modify the structure of interactions which Long (1983), Gass & Varonis (1989) and Pica (1994) label as *negotiation*. What is more, Long (1983) considers the “interactional modification” produced by negotiation as a way to make input comprehensible.

According to Mackey (1999) negotiation is a type of interaction where a nonnative speaker (NNS) can identify an interlocutor's signal that they do not understand, having as a result an opportunity to modify and use the language that was incomprehensible. For this purpose, Long & Crookes (1987) suggest that teacher should avoid display questions because these inhibit the restructuring of interaction. Besides, Pica (1994) affirms that it is necessary to create classroom conditions in which the negotiation of meaning can work.

As an additional phase, Swain (1995) argues that another element that affects interaction is the comprehensible output. She considers comprehensible output important because learners are "pushed" to convey messages in order to process language more deeply. She considers that when a learner is forced to produce language they are also thinking in syntax. She also considers that an additional benefit is that learners try out new forms of modify others in order to make themselves understandable by the listener. In accordance to Swain (1995), "Output may stimulate learners to move from the semantic, open-ended, nondeterministic, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production. Output, thus, would seem to have a potentially significant role in the development of syntax and morphology." (p.128)

Taking into consideration the statements aforementioned, Ellis (1991) summarizes the interaction hypothesis as a hierarchical three – part statement. He affirms that "The first part advances the central claim that learners need to comprehend input in order to develop their interlanguages. The second part states that opportunities to modify the structure of a conversation, promotes comprehension. The third part concerns the conditions that create opportunities for restructuring." (p.8)

To sum up, owing to those conceptions of interaction, Long (1996) concludes that comprehensible input, interaction, and comprehensible output are part of the learning of the second language process. In relation to the former, he affirms that although it is not enough, it is necessary for acquisition. Concerning the second concept, he states that interaction promotes second language acquisition not only by means of comprehensible input, but also by giving opportunities of production. On the latter concept, he recognizes that by means of *pushing* learners to produce output, the interlanguage development takes place.

In this context, interaction hypothesis is considered of paramount importance when EFL learners are immersed in authentic tasks where they act as speakers, listeners, writers and readers who need of “the other” in order to get a response or feedback with the purpose of reshaping his or her knowledge and enhance their communicative competence. Consequently, during the interaction process, language learners are pushed to convey messages (Comprehensible output), understand language that they have not acquired (Comprehensible input), and reshape their messages (Negotiation of meaning) practices that will be more evident when pupils interact among them, with the teacher, and native speakers. By giving students the chance to produce language with native speakers, they will require to use strategies in order to convey or understand messages even more than the used inside the classroom. Besides, they will have the opportunity to evaluate their EFL learning process because of the amount of language they can produce and understand. As a matter of fact, being immersed in authentic practices generate expectative in the students that lead them to invest more time and in motivation.

From this perspective, the concept of investment, which will be explained in the next section, is taken into consideration in order to understand the benefits of giving EFL learners the

opportunity to practice the target language inside and/or outside the classroom for the social interaction process.

**Investment.** Motivation has been always one of the teachers and researchers' concerns because it is considered that it might influence in the success of learning a foreign/second language (Dörnyei, 2009). Gardner & Lambert (1972) set up two kinds of motivation: integrative motivation and instrumental motivation. Integrative motivation refers to the desire of learning a language to integrate with the target community, whereas the instrumental motivation makes reference to the utilitarian purposes the language will have in his/her future such as getting a job or having a career. From this perspective, the learner is seemed as an ahistorical language learner whose desires are to access to the "material resources that are privilege of target language speakers" (Garzón, 2010).

In contrast, Norton (1995) proposes the concept of investment and she affirms that when using investment, we consider the language learner as someone with a complex social history and multiple desires to learn a language and practice it. Norton's concept of Investment took into account the notion of cultural capital introduced by Bourdieu and Passeron (1977). According to Bourdieu and Passeron (1977) cultural capital is related to the knowledge, modes of thought that are part of different groups or classes regarding specific sets of social forms. In this sense, Norton (1995) affirms that if learners invest in a target language they will attain a big amount of symbolic resources (language, education, friendships) and material resources (capital goods, real estate, and money), which can be translated as increasing their cultural capital. Norton & Toohy

(2011) consider that when learners invest in a language they expect to receive something that can help them to have access to hitherto unattainable resources.

From this perspective, Norton (1995) and Norton and Toohey (2011) clarify that the concept of investment must not be misunderstood with instrumental motivation proposed by Lambert and Gardner (1972). For Norton (1995) Norton and Toohey (2011), and Norton and McKinney (2011) instrumental motivation conceives the language learner as unitary, fixed, and ahistorical person who wants to have access to the material resources that are the privilege of second language speakers, while investment considers “the language learner as having a complex identity and multiple desires” (p.17).

Additionally, Norton (1995), Norton and Toohey (2011), and Norton and McKinney (2011) point out that speaking is not just a matter of exchanging information but it is a way in which the language learner understands and recognizes his own identity, which is constantly changing, and understands the social world that surrounds him and the way to relate with that social world. Finally, Norton and McKinney (2011) consider that a language learner can be highly motivated but can have little investment because he/she has few chances to practice the target language in a classroom. In concordance with the theory, Investment in the research process is considered as allowing students to participate in authentic tasks where they will recognize themselves as EFL learners, who can learn, reshape their knowledge, and practice the language inside or outside the classroom. By participating of interaction with native speakers or among them, students have the opportunity to grasp others’ cultures and compare with their own ones. Finally, the importance of looking for spaces of interaction with native speakers looks into

encourage students in using EFL in a more authentic form and exchanging real information what will result on investing in their learning process.

**Communicative Competence.** In order to define the communicative competence it should be clarified the concept of competence done by linguists that have influenced in the second language learning. In accordance with Chomsky (1965) “Linguistic theory concerns primarily with an ideal speaker listener, in a completely homogeneous speech-community, who knows its language perfectly” (p.7). Additionally, Chomsky (1965) makes a distinction between competence, understood as the knowledge of grammar; and performance, as the use of language in real situations. On the other hand, Hymes (1972) considered the communicative competence as the ability to use the grammatical competence in communicative situations, bringing the sociolinguistic perspective into Chomsky’s theory.

Later, Canale and Swain (1980) and Canale (1983) consider communicative competence as “underlying systems of knowledge and skill required for communication” (p.5). Canale (1983) emphasizes that communicative competence refers to knowledge, and skill in using the knowledge for communicative purposes. In this sense, Canale (1983) considers “knowledge as what one knows (consciously or unconsciously) about the language and about other aspects of communicative language use; skill refers to how well one can perform this knowledge in actual communication” (p.5). From this perspective, Canale and Swain (1980) and Canale (1983) consider that communicative competence is compounded by four competences: Grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. According to Canale (1983) the grammatical competence is focused on the mastery of the

language code (verbal or non-verbal), “Knowledge of vocabulary, word formation, sentence formation, pronunciation, spelling, and linguistic semantics” (p.7). The sociolinguistic competence is related to the knowledge and appropriate understanding of rules and conventions that are part of sociolinguistic contexts. The discourse competence makes reference to the mastery to combine grammar and meaning to produce oral and written texts in different genres. In doing so, it is necessary to take into account cohesion and coherence. The strategic competence deals with verbal or non-verbal strategies the language user masters in order to compensate the breakdowns in communication produced for insufficient competence in one or more components of the communicative competence, or to improve the effectiveness of communication.

On the other hand, Bachman and Palmer (1996) introduce the concept of communicative language ability which involves two components: language competence (language knowledge) and strategic competence (metacognitive strategies). Bachman and Palmer (1996) consider that by means of language competence and strategic competence, language users have the ability or capacity to create, interpret discourses, and answer tasks. According to Bachman and Palmer (1996) characteristics of the language user such as their personal traits, the topical knowledge, affective schemata, and language ability influence in the communicative language ability, however they consider that the language ability is the most crucial one. For these authors language ability has two components: language knowledge and strategic knowledge.

Language knowledge is defined as the mastery of information that a language user has in his memory that can use by means of the metacognitive strategies to create and interpret discourse in language use, and it is composed by two categories: Organizational knowledge and

pragmatic knowledge. They affirm that organizational knowledge deals with the formal structure of language to produce or understand acceptable sentences, or organized written or oral texts, and is composed by grammatical knowledge (vocabulary, syntax, phonology and graphology) and textual knowledge (comprehension, production, cohesion, and rhetorical or conversational organization). In regards to pragmatic knowledge they state that it is related to abilities that the language user applies to create and interpret discourse by establishing a relation among the sentences and texts with their meanings. Pragmatic knowledge includes functional knowledge which allows us to understand and interpret the relationship among sentences and texts and the intention of the language user, and sociolinguistic knowledge which takes into account the capacity the language user have to create or interpret appropriate language according to the language context, it includes knowing dialects and language varieties, registers, natural or idiomatic expressions, cultural references and figures of speech.

Now, in terms of the strategic competence Bachman and Palmer (1996) define it “a set of metacognitive components or strategies” that are mastered to use language. It integrates the language knowledge components and the characteristics of the language user (personal features, the topical knowledge, affective schemata).

Keeping in mind the theory, the communicative competence in this study is situated in producing the linguistic knowledge that language learners have in their memories and using communicative strategies in order to make themselves comprehensible when conveying messages and interacting with their classmates, teacher, and native speakers. In doing so, language knowledge (Bachman and Palmer, 1996) is conceived in this project as a contributor in allowing students to feel more confident when constructing social interaction processes. In this

connection, grammar is explained when students require this information with the purpose of writing or speaking “good” because they are concerned on form in order to convey their messages. In connection with this, the strategic competence is understood as mastering verbal or non-verbal metacognitive strategies in order to follow up communication and overcome breakdowns in the communicative process when students are producing oral tasks where communication is spontaneous.

## **Chapter III**

### **Research Design**

This chapter presents the research methodology that supports this study. It includes the research paradigm, the research approach and the research type. It also describes the setting, the participants, and the researcher's role. Last, it describes the data collection instruments that were used during the pedagogical intervention.

### **Research Paradigm**

Taking into account the main research objective of this investigation which is to identify and describe the form as EFL ninth graders build social interaction when enhancing the communicative competence while implementing authentic tasks, this research project is framed within the constructivist paradigm (Hatch, 2004) and Socially Constructed Knowledge Claims (Creswell, 2003). In accordance with this paradigm, individuals from their own perspective construct knowledge and the truth is an agreement of what we consider it is (Hatch, 2004). In doing so, the role of the researcher and students is active and joined in order to co-construct the subjective realities that are part of the research study by interacting with others (Mishler, 1986 as cited in Hatch, 2004 & Creswell 2003). From this perspective, the participants of this research are active because they co-construct knowledge by sharing the conceptions they have about the world when interacting (by writing, speaking and listening) among them or with native speakers, and by taking into consideration their opinions and the way as they socially interact, knowledge related to this research is constructed.

As a possible result, students may construct knowledge and implement strategies when participating of authentic tasks such as conveying and comprehending a message and comparing their realities with the lived by others, where they are able to enhance the communicative competence in real contexts. Connecting with this, the lesson plans are designed in order to encourage students to construct and co-construct knowledge when interaction takes place.

Additionally, Creswell (2003) considers that by means of using open – ended questions, the participants can express their ideas and opinions about what they are asked for in order to construct knowledge. In this respect, the students that participate of this research project were asked about the form as they conceived the language before starting the research, their feelings about their participation in authentic tasks, and the strategies implemented to convey messages with the aim to identify and analyze the form as they construct social interaction. Finally, Creswell (2003) states that the researcher is always observing and listening carefully to what participants do or say in their real contexts. As a consequence, the researcher must visit the community and gather information about the context in order to understand the participants' culture and social features. Because of this; I decided to observe participants' behaviors and forms to communicate in their natural context with the purpose of identifying and analyzing how they build social interaction by means of EFL.

### **Research Approach**

The research approach used in this inquiry project is a qualitative approach. According to Creswell (2003) and Hatch (2002) in a qualitative approach, the data collection process takes place in a natural setting where the participants experience the problem that is under study. As a

result, the researcher has the chance to observe and talk directly with the participants (Creswell, 2003) and participants' voices are heard (Hatch, 200). That is why; this research project took place *in situ* with students of ninth grade at IED La Belleza – Los Libertadores. And from this perspective, my role is as a teacher-researcher, and as a consequence, I had the opportunity to build rapport, interact, and observe the participants social interactions with the aim of getting useful information used to solve the answer of this research question, which focus is on knowing the way EFL ninth graders construct as social interaction to enhance the communicative competence through authentic tasks at IED La Belleza – Los Libertadores.

Creswell (2003) considers that qualitative researchers collect data by means of examining documents, observing behavior, or interviewing participants. Reason because, this research project used instruments such as students' artifacts, field notes based on video recorded classes, and interviews done to the participants of this research. The purpose of using those instruments was to triangulate information and describe the social interaction processes that are distinctive in the participants when participating of authentic tasks.

### **Research Type**

Bearing in mind the main objective of this research that was to identify and analyze the way as EFL ninth graders construct social interaction to enhance the communicative competence through authentic tasks at IED La Belleza – Los Libertadores, the research type implemented was case study. Yin (2003) states that a case study is an empirical inquiry that looks into a contemporary phenomenon embedded in its real – life context, using multiple sources of evidence. Additionally, Hancock & Algozzine (2006) assert that case study can be focused on an

individual representative of a group or in a phenomenon. In this sense, the particular phenomenon under study was the social interaction processes that students built when using EFL in order to identify, analyze and describe those processes.

Yin (2003) affirms that a case study can be classified as explanatory, exploratory and descriptive. According to Yin (2003) an explanatory case study is used to answer a question that tries to explain the presumed casual links in real – life interventions that are difficult to identify by means of surveys or experimental strategies. An exploratory case study explores those situations in which the intervention being evaluated has no clear, single set of outcomes, and a descriptive case study is used to describe an intervention or phenomenon and the real – life context in which it occurred. Schutt (2012) deems that exploratory case study looks into find out the way as people who participate of the research “get along in the setting under question” (p.13), the meanings participants give to their actions, and the issues that concern them.

Taking into consideration the aforementioned categories, this research project is rooted in an exploratory case study, due to the fact that the main focus of this research was to identify, analyze and describe the social interaction processes constructed when conveying messages by means of EFL which will contribute to understand how ninth graders enhance their EFL communicative competence. Bearing in mind the aim of this research, social interaction processes will be observed and analyzed in every scenario where the pedagogical intervention takes place, and in this form, the interaction produced both with classmates as with external actors of the research (Tellis, 1997) that may contribute to answer the research question (native speakers) will be described. Additionally, situations that emerge from those social interactions processes will be considered.

## **Settings**

The research was carried out at IED La Belleza – Los Libertadores, a public school located in the south - west of Bogotá, in Localidad Cuarta (San Cristóbal). It has two branches, one where the students of primary school take classes (Sede B) located in Los Libertadores neighborhood, and the other one for the students of secondary (Sede A) located in La Belleza neighborhood. The afternoon shift, in sede A, has an average of 450 students. The neighborhood belongs to the UPZ (Unidad de Planeamiento Zonal) No. 5, Los Libertadores from Localidad San Cristóbal. The neighborhood's socioeconomic strata is 1 and 2.

In the secondary branch (Sede A) the classrooms were organized by areas of study, which means that every teacher had its own classroom and students were the ones who changed of classroom to receive their classes. Additionally, the English classroom had a TV and a tape recorder what made easier the access to listening activities.

## **Participants**

As it is evidenced in figure 1, the group was formed by 32 students but the participants of this research were twenty two (22) ninth graders , twelve girls (TA, TC, KC, YC, JC, OG, YN, HN, KO, LP, HP, and YR) and ten boys (JB, AD, AF, JG, RG, BG, ML, BL, SM, and JV). This situation was produced because just 22 students decided to participate of the research project by signing the parents' consent form. Some of the students were participative, active and had a high level of compromise. One of the biggest troubles they had to face during the year 2014 was that they were organized in just one group due to the quantity of students that were registered in ninth

grade and they had big communicative competence differences. Students who belonged to 801 in 2013 were more participative and competitive among them what permitted them to have better academic processes and more knowledge of the language. While students who belonged to 802 in 2013 were passive, lazy and had a low level of compromise what restricted their process and did not permit to advance in the knowledge of EFL. These situations affected the learning process because of their language differences and because they did not feel comfortable when participating in the English class.



*Figure 1: Ninth graders who participated in the research process.*

Their English level was basic, and most of them were reluctant to talk or write long texts. The English class was always in English but the teacher was the only one who talked, students used class expressions to get vocabulary or individual explanations, however most of them did not like to talk because they were afraid to make mistakes. It could be noticed that they

understood the teacher's indications because they acted up what the teacher asked for. Normally, grammar, vocabulary, expressions were the main topics explained

During the research process, the variation was to include authentic tasks in order to ease the production of oral and written texts, students were immersed in activities where they had to use more English and where they had to write and talk about them, a factor that also cooperated in the improvement of self-esteem and self-confidence.

### **Sampling Method**

The sampling used to this research was a purposive sampling. Ritchie, Lewis & Elam (2003) considered that a purposive sampling takes into account particularities or characteristics of a population and has a purpose for the investigator. Dawson (2002) states that purposive sampling' goal is making descriptions instead of generalizations. From this perspective, this group was selected in first instance because of the particular interest of the researcher due to the fact that I had been teaching them since they were in sixth grade, and consequently, I knew the academic processes they had. Secondly, because after telling them the intention to make a research project with them, students manifested their interest to participate. Finally, I chose the group because of the common characteristics they had such as: the socioeconomic strata, the age, and their interest about the L2. In this sense, the research used a homogenous sampling. Ritchie et al (2003) stated that homogenous sampling takes into consideration the same particularities of a group under research.

### **Researcher's Role**

In this study I was a participant observant. According to Guest, Namey and Mitchell (2013), participant observation allows the researcher to connect with the context by means of immersion in order to know how and why some people behave in a determined way in specific communities. Thus, considering that the main research objective of this study is to analyze and describe the social interaction processes that students build when they enhance their communicative skills through the use of authentic task, I was concerned about understanding and describing the specific behaviors that could benefit the enhancement of the communicative competence in the students of ninth grade, such as an active participation, commitment with their process, investment, self-confidence, and language skills development.

During the research process, I was embedded in the specific context from where I wanted to obtain reliable information, the ninth grade at IED La Belleza – Los Libertadores. I had the opportunity to share more time with them in spaces beyond the English classroom, such as museums, coffee shops, and tourist places at downtown of Bogotá city. Those kinds of activities allowed me to spend more time with my students in order to observe their social and learning behaviors and building rapport closer. In accordance to Guest et al. (2013), conducting the observation *in situ*, inspiring trust and acceptance, and spending time to build rapport and observing or participating for a long period to have a sufficient range of experiences, are the three key elements of a participant observation study.

Finally, the data collected was analyzed from a qualitative paradigm. Here, the information was gathered in order to identify and to describe the social interaction processes students built when they were enhancing the EFL communicative competences in order to

interact among them or with foreigners, which, according to Guest et al. (2013), it is an inherently paradigm in participant observation.

### **Data Collection Instruments**

The instruments used for the research process were qualitative interviews, field notes, and artifacts. In order to identify the effectiveness and the viability of the instruments, a piloting process was done. In this sense, each instrument was pre-tested with some of the students who were participants of the research process. In accordance to Teijlingen & Hundley (2001), pre-testing the instruments, the process, or the methods might help the researcher to identify their appropriateness or feasibility when using them in the research process. Additionally, Teijlingen & Hundley (2001) consider that by means of piloting the researcher can implement a research protocol and assess it.

**Qualitative interview.** Qualitative interview is based on conversation. Its main aim is to obtain qualitative descriptions of the life world of the subject with respect to interpretations of their meaning (Kvale, 1996). Bearing in mind the aforesaid, this research used a qualitative interview. The main purpose was to identify the strategies used by students when they were participating of communicative practices, as well as to know their points of view in relation to the implementation of authentic tasks.

According to Yin (2010), when doing qualitative interviews the dialogue is not scripted which means that the researcher and the participant are not forced to follow the order of structured questions, that is why when the interview was done to the participants of this research,

only 10 questions were asked in order to allow freely talk, as it can be evidenced in appendix No.7. Additionally, Yin (2010) states that in qualitative interviewing; the researcher does not adopt any uniform behaviors because the main idea is to have a conversation with the participant. From this perspective, for applying the qualitative interview, the rapport built between the researcher and the participants was taken into account and a conversational interview was done.

Finally, Yin (2010) affirms that one of the most important characteristics of qualitative interviewing is the use of open-ended questions. By means of them participants use their own words to give their opinions related to how they felt when developing authentic tasks, and their feelings when communicating with others. In this sense, this research interview was using open-ended questions in order to allow participants talk freely avoiding manipulating the answers to benefit the research outcomes. The qualitative interview was done after implementing the instructional design in order to observe and identify the way students communicate their ideas.

**Field notes.** According to Koshy (2005) field notes are used for having evidence of something that happens in order to support the research process. Additionally, Wolfinger (2002) states that field notes are important in qualitative research because they reconstruct events. From this perspective, field notes were of vital importance for this research which main focus was to analyze and describe the socialization processes students have when using EFL in authentic tasks. By means of field notes, I explored students' social behaviors when they were interacting among them or with foreigners in EFL in order to categorize students' social interaction processes.

Bernard (2006) proposes the use of small notes, which should be written on a computer, and then, should be coded. Additionally, he states that there are four types of field notes: jottings, diaries which can be done by the researcher or students, logs, and field notes produced by the observation of a context. From this angle, students’ voices were taken into consideration by means of video recorded classes, students’ journals, researcher’s journals, and photos taken from authentic tasks done by my students.

Finally, Chiseri-Strater & Sunstein (1997) affirm that aspects such as date, time, place of observation, details of what happens at the site, sensory impressions (sights, sounds, textures, smells, taste), specific words, phrases, summaries of conversations, questions about people or behaviors at the site for future investigation are clue for doing field notes. In addition, Bernard (2006) considers that coding field notes help the researcher to describe and reflect of what is being observed.

That is why, as it is seen in Figure 2, the field notes chart registered such aspects in order to answer the question proposed in this research which was concerned on the way as EFL ninth graders at IED La Belleza – Los Libertadores construct social interaction while enhancing the communicative competence through authentic tasks

<b>FIELD NOTES CHART</b>		
Code:		
Date:	Time:	Place:
Taken from:		
Video Recording	<input type="checkbox"/>	
Direct observation	<input type="checkbox"/>	
Description (Setting, Activities, Actors)		
Exact quotes (Students ‘voices)		

Reflexion (Questions, Ideas, Insights)

Figure 2: Field notes chart

**Artifacts.** In relation to artifacts, Merriam (2009) points out that they are objects that represent some kind of information of a specific environment. Additionally, Divita (2011) states that an artifact is a concrete thing that helps in the construction of social meanings such as personal and historical meanings which can be narrated. In this sense, the artifacts worked in the research looked into identifying and describing how the social interaction is constructed when enhancing the hospital communicative competence through authentic tasks such as writing about their experiences, feelings, and learnings they had had (Figure 3); speaking about family members' routines, habits, customs and values taught to them; and listening classmates and foreigners when asking them about their routines, habits, customs and values, as explained in chapter IV.

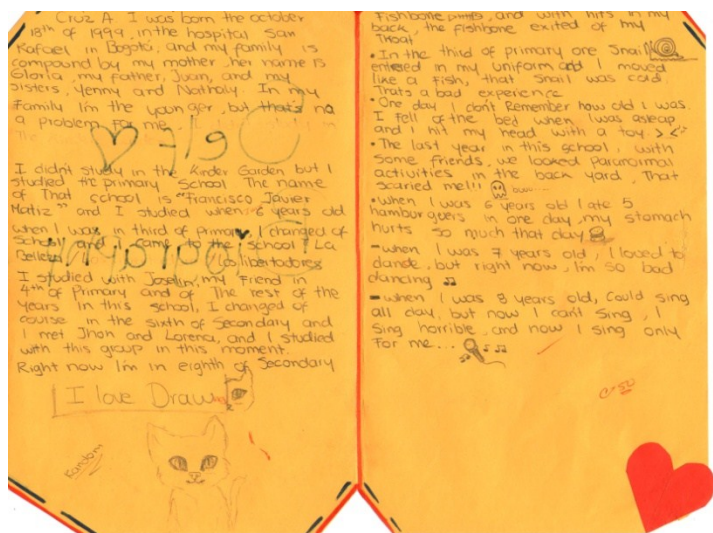


Figure 3: Written Artifacts

### **Ethical Issues**

Creswell (2003) affirms that researchers must respect the participants and the places where the research takes place. Additionally, he considers that an “informed consent form” should be signed before the research takes place as a form to protect the participants’ rights. From this perspective, two consent forms were signed. One was signed by students’ parents (Appendix 8), and another one signed by the principal of the Institution (Appendix 9). Some elements suggested by Sarantakos (2005) were taken into account such as: the identification of the researcher, the identification of the sponsoring institution, the identification of the level and type of participant involvement, the identification of the purpose of the research, and the guarantee of confidentiality to the participant. The consent forms were signed by 22 students, 10 of the 32 students decided not to participate in the research process, in this sense, their decision was respected.

## **Chapter IV**

### **Instructional Design**

This chapter depicts the pedagogical intervention that was used in order to identify and describe the way as students built social interaction by means of practicing and improving the communicative competence in EFL through authentic tasks. In this section the vision of curriculum, vision of language and vision of learning is described as well as the methodology that were used in the research.

#### **Curricular Platform**

##### **Visions of curriculum.**

According to Richards (2013), curriculum is “the plan of a course where the content is transformed to a blueprint for teaching and learning” (p. 6). Curriculum takes into account three concepts: The input (content of a course), the process (how teaching is carried out), and the output (learning outcomes). Richards (2013) affirms that there are three design processes: The forward design (Goes from input to output), the central design (Starts with process, continues with input and finishes in output) the backward design (Consists of with output, process and input)

Considering the main purpose of the research which is to identify and analyze the form as ninth graders construct social interaction when enhancing their communicative competence in the EFL, the vision of curriculum worked is the Central Design. In concordance with Richards (2013) “Central design starts with the selection of teaching activities, techniques and methods” (p. 13). Additionally, he asserts that in Central design “issues related to input and output are dealt

with after a methodology has been chosen or developed or during the process of teaching itself” (p.13).

Consequently, after identifying the needs that ninth graders had when analyzing the instruments employed in the needs analysis (see appendixes 2, 4, and 6) six lesson plans were designed and worked during 8 months. The lesson plans took into consideration the authentic tasks to develop with the students, which were oriented on family aspects; and the methods, and techniques, which were focused on Task Based Language Teaching (TBLT). Additionally, during the implementation of the pedagogical intervention, as explained later, it was noticed that students needed input related to grammar issues such as the use of simple past, simple present, present perfect, and the form to do questions. Finally, students were “*pushed*” to produce output in relation to family aspects where they wrote their biographies, spoke about the values their families had taught them, did presentations about their experiences of life, interviewed classmates and native speakers, and compared their lives with the others’ lives.

From this perspective, as mentioned before The Task Based Language Teaching (TBLT) was the method used to facilitate students to acquire and make use of the Foreign Language to interact and socialize among Students–Students, Teacher–Students, and Foreigners and Students when producing authentic tasks. In accordance with Nunan (2004) there are two types of tasks, “the real world or target tasks and the pedagogical tasks” (p.1). He affirms that the first ones are used beyond the classroom, in other words “the activities people do in everyday life” (Long, 1985) and the second ones occur inside the classroom. He considers that the purpose of tasks is allowing students to move from manipulating form (grammatical knowledge) to

convey meaning. However, he clarifies that meaning and form are interrelated, and that the aim of grammar must be allowing the language user to convey different meanings.

Now, in terms of authentic tasks Harris and Marx (2009) state that they are performed in meaningful environments and consider the form as they are found and approached in real life. They also consider that an important feature of authentic tasks is that they have “value and meaning beyond the classroom” (p.80). Additionally, the purpose of authentic tasks is allowing students to experience knowledge in a real life setting in order to provide meaning and motivation for learning. Besides, authentic tasks permit the participant to relate to real world situations with the purpose of making connections to their own interests and engage with the subject matter. Consequently, students create artifacts that demonstrate the knowledge acquired and the skills developed.

In this sense, for the purpose of this research project, authentic tasks take into consideration meaningful topics, real contexts, and real interactions with the main purpose of enhancing students’ communicative competence. Furthermore, giving students opportunities to interact among them and with native speakers allow them to establish differences not just in the cultures but also in the language.

### **Visions of language.**

*Language as doing things: The functional perspective.* The vision of language used in the research was language as doing things. According to Tudor (2001) in the 1960s and 1970s appeared theoretical frameworks that changed the perspective on the nature of language such as the theory of communicative competence and the communicative approach in which language is

seen as a social action that must focus on making language learners use the language in social contexts. In other words, the main idea is to allow students learn a language to do something in or with the language. Tudor considers that students must be involved in communicatively oriented activities where they have to use the language and make it alive in the classroom in order to engage the students in their learning process. Tudor (2001) also deems that the functional perspective needs to consider the varieties of language which means that although pronunciation and correctness are necessary, it is important to understand that students have particularities in their learning process.

Bearing in mind the previous insights, this research considers the concept of “doing things” as tasks such as writing self- biographies, making videos about their families, doing interviews to their classmates and native speakers, and doing oral presentations where students had the opportunity to express their ideas, opinions and feelings about the importance of their families’ teachings in the construction of their lives and compare their lives with the others’ lives by means of EFL. By using these tasks, students were enhancing their communicative competence, because they had to move from theory to practice.

***Language as self– expression.*** Tudor (2001) asserts that language must not be seen just from a functional perspective but as a medium by which “we build up personal relationships, express our emotions and aspirations, and explore our interests” (p.65). For this research, the issue of self-expression is of paramount importance because students were led to express their feelings and ideas as well as their opinions about topics such as the values, habits and customs their families had and the importance of their families in their lives.

### **Visions of learning.**

*Experiential Learning.* Tudor (2001) states that a language can be learned taking into account two factors, the exposure to the TL and the use of the language for communicative purposes. Experiential Learning is seen from two different perspectives: Learning by doing and Experience in Context. Tudor affirms that learning by doing refers to the praxis of the language in which there are five principles. These principles are message focus, holistic practice, the use of authentic materials, the use of communication strategies, and the use of collaborative modes of learning. Message focus refers to convey information by means of learning activities such as role plays, opinion activities, etc. Holistic practice deems that the main point of learning is the ideas or the task that will be performed. The use of authentic materials is the principle which considers the use of real and contextualized materials to be used in a class. The use of communication strategies refers to the strategies used by students to negotiate meaning. Finally, the use of collaborative modes of learning refers to activities where collaboration among learners exists.

Tudor (2001) affirms that experience in context refers to prepare students to use and understand real language through meaningful experiences. It takes into account the real context of the students, their study habits and their attitudes to the TL.

For the purposes of this study, experiential learning is considered as a form to help students to convey their ideas, feelings and opinions about their families. In this sense, students wrote and spoke about their lives' experiences, the customs, values, and traditions their families had taught them, and they inquired about others' experiences in order to compare them. Additionally, students were enhancing their communicative competences by means of interacting

among them and with native speakers. This means that they had the opportunity to allow their classmates to know about them and understand and learn about others.

### **Visions of Classroom.**

***Emergent socialization.*** In concordance with Tudor (2001), learning a language has its own purposes for the learner. It could be because the pupil has expectations about the language or because it is part of the curriculum. Tudor (2001) classifies the vision of the classroom, in the socialization aspect, in two constructs: the imposed socialization and the emergent socialization. In regards to this research project, the emergent socialization was analyzed. It means that by means of negotiation, students and learners create their own rules and their own forms of socialization where understanding the background of the student plays an important role. In this respect, emergent socialization was evident when students participate in the development of their authentic tasks, by means of social interaction about topics related to their families, habits, and customs, as they established their own rules of social interaction and look for strategies to negotiate meaning.

### **Methodology.**

Figure 4 depicts the lesson plan constructed in order to allow students construct social interactions and enhance their communicative competence. As a consequence, the design of the lesson plan considered the implementation of authentic tasks. Authentic tasks were planned bearing in mind the curricular standards established by Ministerio de Educación Nacional (2006). In this respect, six authentic tasks were considered. First task was in relation to write

self-biographies where students had to make a short description of how their families were formed, when and where they were born, and aspects that they wanted to share with their classmates. In doing so, it was necessary to explain grammar issues (simple past, simple present, can, could, etc.) in order to help students who were concerned on writing in a “good” form. From this perspective, when students were doing things they needed a previous input in relation to the form in order to make EFL alive. After, students were told to check and edit their classmates’ texts. And finally, they read the final paper.

The second authentic task was labeled “My family chronicle”. On it, students made a video about their family members’ routines, habits, customs, and teachings. In order to perform the video, students wrote in the classroom the text to be used in the recording moment. After doing the video, students watched them. The third authentic task was about their feelings about their families. In this connection, students made an oral presentation about their families to allow them know more about them, and they were asking questions to their classmates in order to know more about others’ families.

The fourth authentic task was related to make questions to classmates of different grades (tenth and eleventh), students interviewed them and made a video. The questions were in relation to family aspects (routines, habits, customs, values, etc.). The fifth authentic task was aimed to interview native speakers in order to get information in relation to their customs, habits, routines, and habits. Finally, the sixth authentic task was focused on comparing the customs, habits, routines, and habits of their classmates, natives, and their own lives.

**CURRICULAR PLATFORM – 2014**

<b>Area: Humanities</b>	<b>Subject: English</b>	<b>Cycle: 4<sup>th</sup></b>	<b>Grade: Ninth</b>	<b>Teacher: Yised Núñez Franco</b>	<b>Afternoon Shift</b>
<b>ESTANDARES CURRICULARES</b>					
<p><b>General Curricular Standards:</b></p> <p>Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos.</p> <p>Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro.</p> <p>Hago presentaciones breves para describir, narrar, justificar y explicar brevemente hechos y procesos, también mis sueños, esperanzas y ambiciones.</p> <p>Mi pronunciación es clara pero aún cometo errores y tengo acento extranjero.</p> <p>En mis redacciones uso el vocabulario y la gramática que conozco con cierta precisión, pero cuando trato temas que no conozco o expreso ideas complejas, cometo errores.</p>			<p><b>Specific Curricular Standards:</b></p> <p><b>Listening:</b> Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición.</p> <p><b>Reading:</b> Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.</p> <p><b>Writing:</b> Escribo narraciones sobre experiencias personales y hechos a mi alrededor. Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales.</p> <p><b>Monologues:</b> Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros.</p> <p><b>Conversation:</b> Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas. Me arriesgo a participar en una conversación con mis compañeros y mi profesor. Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura.</p>		
<p><b>Research Objectives:</b></p> <p>To analyze and describe how EFL ninth graders at IED La Belleza – Los Libertadores, enhance their communicative skills when using socialization processes in authentic tasks.</p>					
<p><b>General Pedagogical Objectives:</b></p> <p>Students describe their families by using the grammar elements and vocabulary acquired in the classroom.</p> <p>Students compare personal information with others related to family aspects</p>					

GENERAL TOPIC: TALKING ABOUT THE FAMILY							
Time	Lesson Plan	Contents/ Vocabulary	Resources	Session No.	Mini task	Pedagogical Outcomes/ Final Authentic Tasks	Research Outcomes
February 17 <sup>th</sup> to March 5 <sup>th</sup> 2014 (Six sessions)	My Biography	Can - Could Simple Past Simple Present Adverbs or frequency Irregular and Regular Verbs Adjectives Family members	English Dictionary Colored sheet of Paper	1	Students write about family aspects such as how it is compounded, names and age. Additionally, they write about when and where they were born.	1. A written text where students narrate aspects of their lives 2. Reading others biographies, in order to know about others' lives.	1. Introducing family aspects. 2. Expressing their experiences 3. Comparing lives 4. Asking for clarification 5. Asking for unknown vocabulary 6. Using instruments to get vocabulary
				2	Students write about school moments lived. Students are explained about grammar aspects related to simple past as a tool to facilitate their writing process.		
				3	Students write about past important events.		
				4	Students write about activities they could do when they were child. Finally, by pairs, students read the draft of their classmates and make corrections (Peer editing)		
				5	Students write their fairy tales in a colored sheet of paper.		
				6	Students read what others wrote about their families and ask questions.		
March 26 <sup>th</sup> to April 23 <sup>rd</sup> 2014 (Five sessions)	My family Chronicle	Present Perfect Simple Irregular and Regular Verbs	Video camera CD Video Beam Comput	1	Students write about the routines, habits and customs their relatives have.	1. A video recorded chronic which reflect their relatives' routines, customs, as well as values, and norms their family have taught	1. Introducing family aspects. 2. Expressing their feelings, experiences, and learnings
				2	Students write about the values and norms their parents have taught them. Students are explained about grammar issues related to present perfect		

		Adjectives	er	3	With the teacher, students practice the pronunciation of what they have written in individual form. Students are taught about how to edit videos by means of Movie maker and Pinnacle	2. Students introduce their families in everyday situations.	3. Looking for pronunciation accuracy 4. Asking for personal information 5. Answering students questions 6. Asking for unknown vocabulary 7. Using visual aids 8. Using body language to communicate
				4	Students show their videos to their classmates. The classmates provide students with questions about personal issues of the family.		
				5	Students show their videos to their classmates. The classmates provide students with questions about personal issues of the family.		
May 12 <sup>th</sup> to May 28 <sup>th</sup> 2014 (Four Sessions)	My feelings about my family	Simple Present Simple Past Present Perfect Present Progressive Irregular and regular verbs Adjectives of feelings	Video Beam Computer Power Point Slides	1	Students write important information about their family members in a Power Point presentation to make a 10 minutes oral presentation.	1. An oral presentation with the help of power point presentations, where learners will have the opportunity to talk about their families. 2. Making and answering questions related to the family.	1. Introducing family aspects. 2. Expressing their feelings, experiences, and learnings 3. Looking for pronunciation accuracy 4. Asking for personal information 5. Answering students questions 6. Asking for unknown vocabulary 7. Using visual aids 8. Using body language
				2	Students make an oral presentation to their classmates, and questions are done by their classmates about important features of the family members.		
				3	Students make an oral presentation to their classmates, and questions are done by their classmates about important features of the family members.		
				4			

Social Interaction by Enhancing Communicative Competence50

							to communicate
July 2 <sup>nd</sup> to July 23 <sup>rd</sup> 2014 (Six sessions)	Knowing my classmates' families	Wh questions And simple questions Irregular and regular verbs	Video camera Video Beam Computer English dictionary	1	Writing WH questions. Brief explanation about how to make questions in different tenses.	1. A video where students ask questions to tenth and eleventh graders in order to know others families, values, norms customs and routines.	1. Looking for pronunciation accuracy 2. Asking for personal information 3. Answering students questions 4. Asking for unknown vocabulary 5. Using visual aids 6. Using body language to communicate 7. Reading questions to know what to answer
				2	Writing WH questions about personal information and the family.		
				3	Writing WH questions about personal information and the family. Peer editing. Students practice the way to ask questions and listen to others in order to help them to correct pronunciation. Explanation about how to edit a video using moviemaker or pinnacle.		
				4	Students ask questions to tenth graders in order to get information related to personal and family issues		
				5	Students show their videos to their classmates.		
				6			
August 20 <sup>th</sup> to September 3 <sup>rd</sup> 2014	Interacting with foreigners in an	Wh questions And simple questions	Video camera Video Beam	1	Students check the questions they have and make the corrections that are necessary to get information about foreign cultures	1. A video recorded interview where they ask questions to foreigners in order to	1. Looking for pronunciation accuracy 2. Asking for personal

(Four sessions)	important touristic place of Bogotá (La Candelaria)	Irregular and regular verbs	Computer English dictionary	2	With the teacher, students go to La Candelaria neighborhood and interview 2 foreigners who are Anglo speakers in order to understand others' cultures and differentiate accents.	know about customs, values and routines of foreign cultures, to finally compare them with their own ones.	information 3. Answering students questions 4. Asking for unknown vocabulary 5. Using visual aids 6. Using body language to communicate 7. Reading questions to know what to answer
				3	Students share their videos to their classmates		
				4			
September 8 <sup>th</sup> to November 5 <sup>th</sup> 2014 (Three sessions)	Comparing others lives with mine	Simple Present, Present progressive Simple past, Past progressive, present perfect simple Comparatives and superlatives Adjectives	Power Point Presentation Video Beam Computer	1	Students are informed they have to listen to the videos in order to recognize the information to be compared and prepare the power point presentations for the end of the term	1. Students use the information they gathered in the interviews to their classmates and foreigners and in an oral presentation they compare them with their own lives.	1. Looking for pronunciation accuracy 2. Asking for unknown vocabulary 3. Using visual aids 4. Using body language to communicate 5. Adopting new vocabulary
				2	Students share with the classmates, in an oral presentation, the information they compared and the experience they lived when speaking with their classmates and foreigners. Classmates ask questions to get more information.		
				3			

Figure 4: Curricular platform 2014

## **Chapter V**

### **Data Analysis**

This chapter portrays the observations and interpretations of the data gathered during the implementation of the curricular platform explained in chapter IV in order to answer the research question that leads the research project that focuses on knowing the way as EFL ninth graders construct social interaction to enhance the communicative competence through authentic tasks at IED La Belleza – Los Libertadores. Consequently, the purpose of this research project is to identify and describe the way as EFL ninth graders construct social interaction.

This research project took place at IED La Belleza – Los Libertadores where twenty two (22) ninth graders were observed: Twelve girls (TA, TC, KC, YC, JC, OG, YN, HN, KO, LP, HP, and YR) and ten boys (JB, AD, AF, JG, RG, BG, ML, BL, SM, and JV). The twenty two students were participating in a pedagogical intervention that lasted 8 months. During this time students were working on authentic tasks, where they were “*pushed*” to speak, listen, read, and write in EFL as a way to construct social interaction and consequently enhance their communicative competence. Additionally, language learners recognize themselves as members of a community group (the family), learn about others, and compare their lives with the other ones.

The instruments used to gather information (artifacts, field notes, and interviews), the procedures to analyze the data, and the categories obtained from the information are explained in the next sections.

### **Data Analysis Procedures**

The approach used to analyze the data gathered during the implementation process comprises elements of Grounded Theory. According to Creswell (2002), a grounded theory is “a systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about a substantive topic” (p. 423). In other words, a grounded theory leads to produce theory which emerges from the data and explains events, actions and interactions that occur inside a classroom (Creswell, 2002). In this sense, the systematic design proposed by Glaser and Strauss (1967) was taken into account to analyze the data. In concordance with Glaser and Strauss (1967 as cited by Creswell, 2002) the systematic design bears in mind the data analysis steps of open, axial, and selective coding in order to analyze data, with this research project theory is not generated. Additionally, during the data analysis process, naming, grouping, finding relationships and categories, and displaying steps proposed by Freeman (1998) were used.

Previous to the steps aforementioned, classification, organization, and systematization were done. The data were classified according to their type (artifacts, field notes, interviews). From this view, artifacts were classified in two groups of data: Oral artifacts (videos about the family, interviews done to classmates and natives, and oral presentations) and written artifacts (Self-biographies, power point presentations). Subsequently, they were organized according to the date they were done and the language learners who did them. Field notes were organized taking into consideration the dates in which they were written or “reproduced” from video recording. Finally, interviews were organized according to the student who was interviewed.

When the data were properly classified and organized, they were transcribed, systematized, and uploaded to the program Atlas Ti version 6. The data were systematized in .rtf documents and later this data was saved in a folder that was named Thesis Data Analysis. Each field was named according to its classification. When naming artifacts it was taken into account the kind of artifact, the student, and the date in which it was produced, for instance, students' artifacts\_AD\_family video\_2014\_04\_09, and student's artifacts\_written text biography\_AD\_2014\_03\_03. In the case of field notes they took into account the date, (e.g. Field notes 2014\_02\_17). Finally, interviews took into account the student and the date, for example, Interview to AD\_2015\_06\_10.

After uploading the documents to Atlas Ti the analysis of the data took place. In total there were 122 documents analyzed which were divided as follows: 68 students' oral artifacts produced by performing authentic tasks (interviews to classmates and natives, and oral presentations), 30 student's written artifacts (self-biographies, power point presentations), 19 field notes, and 5 interviews to students. As mentioned previously, the process of data analysis took into account the steps proposed by Freeman (1998): naming, grouping, finding relationships and categories, and displaying. The next section describes each step in detailed.

**Naming.** Naming is the process of labeling pieces of data. Those labels are called codes. In accordance with Freeman (1998) naming the data must be taken by parts. In this sense, Creswell (2002) clarifies that the data is segmented as a way to form initial categories about the phenomenon under study. Moghaddam (2006) considers that coding is to highlight an issue of interest for the research and states that when coding the researcher should not force the data with

his predetermined ideas. Additionally, Freeman (1998) affirms that the researcher labels the pieces of data according to the patterns he sees the data have.

Bearing in mind the aforementioned perceptions, the data were analyzed under the light of the research question that was looking into the form ninth graders constructed social interaction when participating in authentic tasks. In this sense, social interaction constructions were looked inside the data taking into account the perspective of SCT (Vygotsky, 1978). SCT considers that social interaction explains the way as language learners develop language when participate on communicative practices. Additionally, during the observation process it was noticed that language learners were mastering strategies to use the language according to what Bachman and Palmer (1996) labeled as strategic competence.

**Grouping.** According to Freeman (1998) “grouping involves reassembling the names you are giving to parts of data by collecting them into categories”. Moghaddam (2006) considers that after naming the researcher has to reduce the codes and identify the relationships among them. From this conception, during the analysis of the data the codes were grouped according to the commonalities and organized in accordance with the frequency in which appeared in the data. Besides, literature was checked in order to establish connections among the codes and the theories depicted in chapter II (Socio Cultural Theory, Interaction Hypothesis, Investment, and Communicative Competence).

When grouping, it was noticed that students were not only using EFL to convey messages but actions to reinforce the communicative practice. Additionally, it was observed that teacher participation was helpful for students in the development of communicative practices and in the enhancement of the communicative competence.

**Finding relationships in the data.** Freeman (1998) considers that finding relationships in the data helps to identify the patterns among the categories and the categories are strengthened. In this sense, when grouping the codes, relationships were observed in order to organize the codes in the appropriate group. Coloring and merging codes were the initial process. After doing so, four patterns were found: Strategies to convey messages, use of formal linguistic codes, support given by a more knowledgeable person, and use of gestures and non linguistic codes.

**Displaying.** In accordance to Freeman (1998) data display's purpose is to set out the characteristics and relationships of the codes found in the data. He states that by means of displaying, the interpretation is concrete and evident. Consequently, after labeling codes, group them, and finding patterns the categories and subcategories were established as a response to the research question that leads this research project. In this sense, the categories and subcategories are explained in the next section.

**Categories.** After fulfilling the process mentioned in the previous section, categorization took place. Categories and subcategories were obtained after the merging process and after reading and analyzing the data, a process that was repeated several times. Additionally, it was analyzed under the light of the theory described in chapter II (Socio cultural theory, Interaction hypothesis, Investment, and Communicative competence). As it is shown in figure 5, three main categories and five subcategories were obtained.

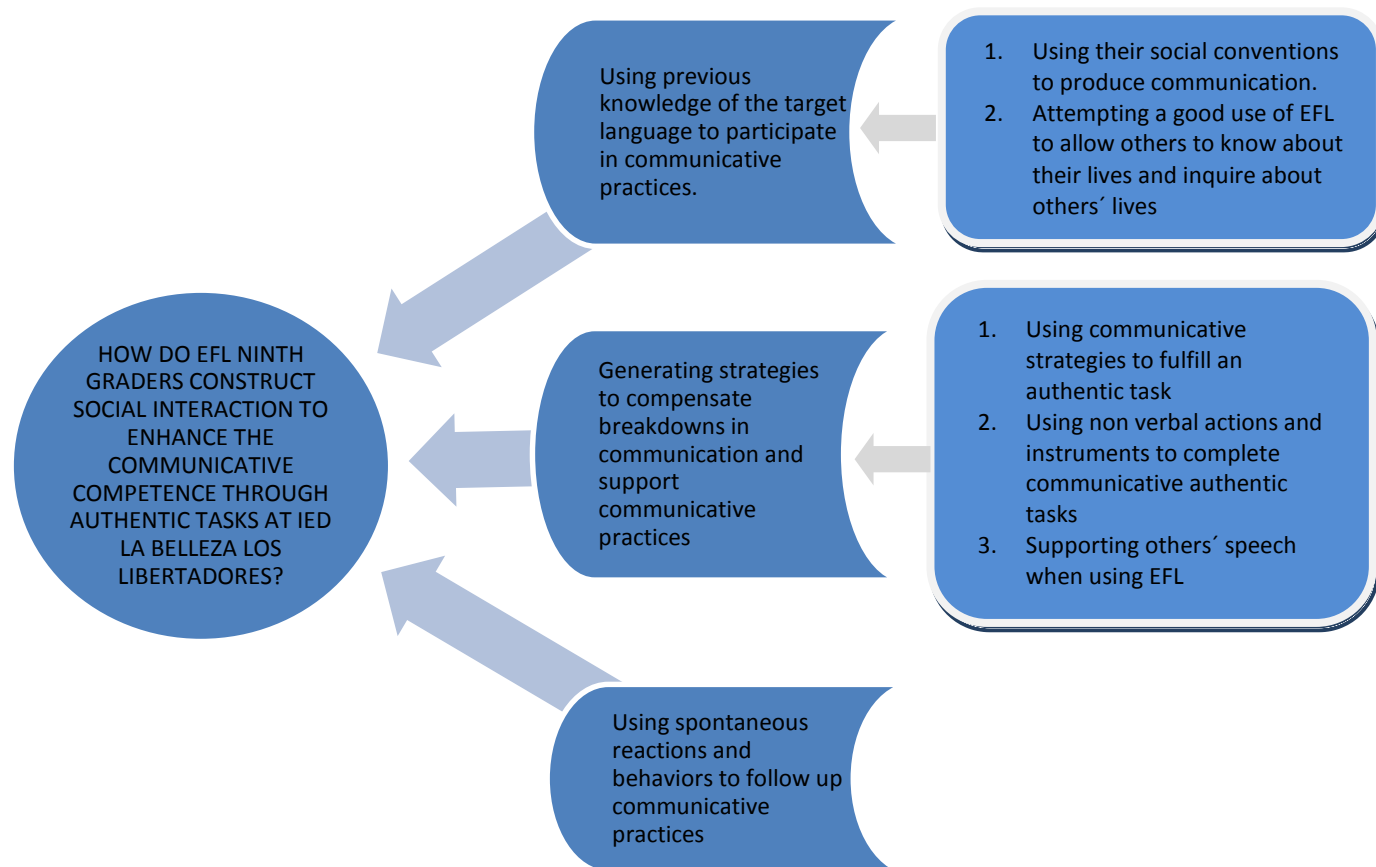


Figure 5. Categories and subcategories

Considering figure 5, the research question that leads this research project, how do EFL ninth graders construct social interaction to enhance the communicative competence through authentic tasks at IED La Belleza Los Libertadores?, can be answered by means of the emerging categories, explained in detail in the next section, as follows: Using previous knowledge of the target language to participate in communicative practices, Generating strategies to compensate breakdowns in communication and support communicative practices, and Using spontaneous reactions and behaviors to follow up communicative practices.

*Using previous knowledge of the target language to participate in communicative practices.* When analyzing the data, the first category that emerged was the way as EFL ninth graders at IED La Belleza – Los Libertadores brought their previous knowledge of the target language, and their social conventions of the mother tongue in order to be active participants of communicative practices that allow them to socio-interact with different people (classmates, teacher, and native speakers) inside or outside the classroom.

As mentioned in chapter I, ninth graders at IED La Belleza – Los Libertadores were reluctant to socialize by means of EFL because they were afraid of making mistakes, they were insecure of what they were saying because they thought they did not have enough vocabulary, and they considered they did not have the capability to do it. Consequently, students' participation in interactional activities, either inside or outside the classroom, was scarce. However, when the pedagogical intervention was carried out, ninth graders participated in the development of authentic tasks without thinking in the fears they had mentioned before. On the contrary, students were totally immersed and participative when producing written or oral communicative activities and they started to produce texts in English using what they knew of the language. As a consequence, it can be deduced that ninth graders invested (Norton and McKinney, 2011) in their learning process.

When analyzing the data gathered in the three instruments (Students' artifacts, field notes, and interviews) it could be observed that this category had two subcategories that emerged from the data codifying and could help to explain the category, as listed below:

- Using their social conventions to produce communication

- Attempting a good use of EFL to allow others to know about their lives and inquire about others' lives

*Using their social conventions to produce communication.* During the pedagogical implementation it could be noticed that students used some formal expressions that they normally use in their everyday routines in their mother tongue. Students transferred expressions such as: greetings and farewells to start or end up interactions; giving their names, although they know each other; introducing the topic of their oral presentations; and thanking when ending up their interviews and oral presentations, or even, written texts. From this perspective, students were able to produce language that they considered was appropriate for the language context in which they were (Bachman & Palmer, 1996).

As figure 6 shows, when Students were asked to make a video about their family's routines, they started their videos by means of using greetings (hello, good afternoon) self-introduction, and introducing the topic, which in this case was family. The same expressions were used when making oral presentations; it seemed to be the best form to start their communication process. However, when students were doing interviews, some of them omitted to say their names but asked their interviewees their names. Additionally, at the end of their conversations students thanked to the person they were interviewing, and they received a "good bye" or "you're welcome expressions". In regards to written artifacts, students used self-introductions when making self-biographies, as can be noticed in figure 7, as a way to allow the reader to identify who the writer was and the experiences they lived.

Type of data	Family video (Artifacts)	Oral presentation (Family) (Field Notes and artifacts)	Oral Presentation (Comparison) (Field Notes and artifacts)	Interview to classmates (Artifacts)	Interview to native speakers (Artifacts)
<b>Greetings</b>	SM: <u>Hello, my name is SM in the day of today I'm gonna talk about my family.</u>	SM: <u>Hello</u> (SM Nervously laugh) <u>the day of today I'm going to talk about of my family,</u> continue (talks to his classmate to click the slides)	SM: <u>Good afternoon, this comparative table, my name SM name of two people of grade ten is name TG1 and her friend is TG2 and no have,</u> no esta.	SM: <u>Hello,</u> What is your name? TG2: Hi, my name is TG2	AD: <u>Ok, my name is AD</u> what is your name? N1: My name is N1
<b>Self introduction</b>	JB: <u>Good afternoon, my name is JB and I presentation my family.</u>			ML: <u>Hello, my name is ML,</u> what is your name? NG1: Hello, my name is NG1	JB: <u>Good afternoon my name is JB.</u> What is your name? N1: N1
<b>Introducing a topic</b>					
<b>Farewells</b>	LP: He have a sheiveled of 9:30 and to 9 or 10 pm (LP Pronounces pm in Spanish) <u>Thank you very much</u>	TC: This was my family, <u>thanks for your attention borrowed.</u>	ZC: ...the customs of N1 are so different of our customs, the customs of this country, so I think no more. <u>Thank you</u>	BL: <u>Thanks for your attention</u> TG2: <u>Bye Bye</u>  TG1: I like Bogotá because is ... bonita JC: <u>Thank you this is all</u>	JB: <u>Thank you</u> (Handshaking) N1: <u>Bye</u>  ML: <u>Ok thank you</u> N1: You're welcome
<b>Thanking</b>					

Figure 6. Formal Language in oral productions

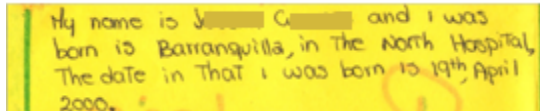
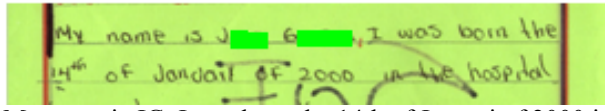
 <p><u>My name is JC</u> and I was born in Barranquilla, in the North Hospital. The date in that I was born is 19<sup>th</sup>, April 2000.</p>	 <p><u>My name is JG</u>, I was born the 14<sup>th</sup> of Januari of 2000 in the hospital La Victoria</p>
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Figure 7. Formal Language in written productions

Attempting a “good” use of EFL to allow others to know about their lives and inquire about others’ lives. In regards to the form students were participating of social interaction practices, it was noticed that students tried to make a good use of the target language when they were writing or speaking about personal fact, they were concerned about grammar issues and form to express with the main purpose of conveying messages grammatically correct., from this

point of view, students were focusing their attention into linguistic codes when facing problems in relation to comprehension or production (Long & Robinson, 1998) In this sense, 5 forms of practices were identified in the data analyzed:

- Asking for personal information
- Answering students questions
- Expressing their feelings, experiences, and learnings
- Introducing family aspects
- Expressing fears and disagreement

When starting the implementation of the pedagogical intervention students were concerned about the idea of writing or speaking in EFL because they were used to write short sentences as well as performing short dialogues or instructions (Figure 8). However, when students started to write their self-biographies and the questions for the interviews, it was noticed they needed information in relation the way of how to organize their ideas and produce language that allow them interacting with others. In this sense, knowledge about EFL was provided by the teacher and transferred by students to fulfill their authentic tasks.

<b>Field Notes 2014 02 17</b>	
✓ <u>“Uyyy no, yo no puedo” OG (OG Frowns)</u>	<ul style="list-style-type: none"> <li>• <u>Expressing fears and unconformity</u></li> <li>• <u>Expressing fears and unconformity</u></li> </ul>
✓ <u>“Ahora si nos vamos a demorar más, de una en Inglés es más difícil” BL (BL shakes his hand)</u>	
✓ <u>“Profe, digo teacher y por qué no primero escribimos en Spanish y luego si lo hacemos en Inglés, así es más fácil” KO</u>	
✓ <u>“No teacher, hagamos sentences que es más easy jajaja” AF</u>	
✓ <u>“Y ¿cómo hacemos si no sabemos?” HP</u>	
✓ <u>“Pues yo me demoraré un año pa’ escribir eso” KO</u>	
✓ <u>“Y fuera de eso toca en English de una, uyy noooo” SM (SM laughs)</u>	
✓ <u>“Uy no teacher, no eso es muy difícil. ¿Cómo vamos a escribir si no sabemos?” RG</u>	

Figure 8. Interactions in class when starting the pedagogical intervention

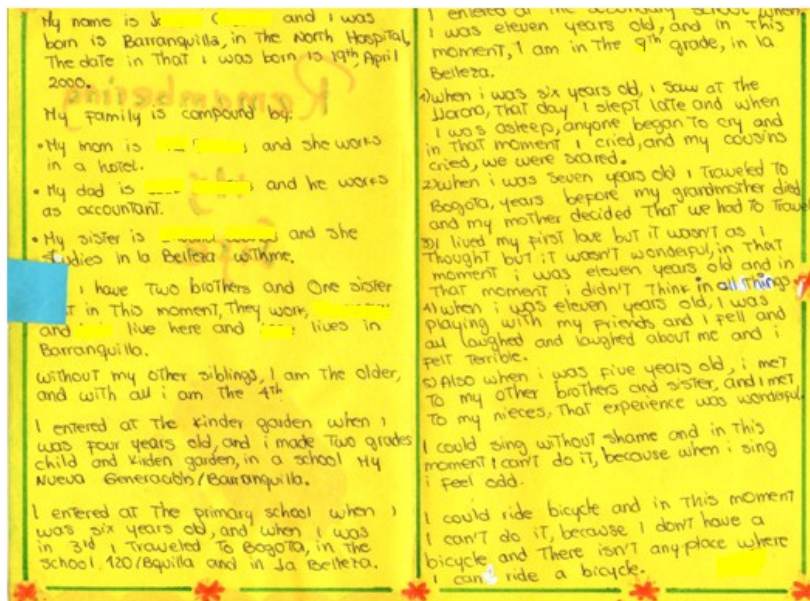
When working on their self -biographies (a written task developed during 6 classes of 2 hours each one) students' texts portrayed the experiences they had lived, as well as, their feelings about particular situations, and learnings they had acquired in their lives. In this sense, 2 examples are provided in figure 9, JC and LP. JC is a student who came from Barranquilla, in her text she permitted the readers to know about her when she described in first instance the way as her family was formed (parents, 3 brothers, 2 sisters, and her) and by mentioning five experiences that were important in her life, as well as, the feelings she had when experiencing them. One of the experiences she mentioned is related with her culture, she told the reader the fact of having seen "La Llorona", a folk character. And consequently, she expressed she was scared. Other aspect she worked in her text was about feeling terrible when she felt this and everybody laughed. In this sense, JC tried to explain the reader not only an experience but the way as she felt when living that particular moment.

In LP's case, she recognized herself as a good student and decided to allow the reader to know about her school experiences as when she pointed out that she won a medal for having good scores and being a good student or starting her studies at a University. Additionally, she wrote about her opportunity of learning to swim, a knowledge she did not have.

From this perspective JC and LP were using their knowledge of the language (use of verbs in past) to convey messages in relation to their life's experiences and feelings. In fact, they tried to write appropriately, coherently, and orderly. However, as it can be seen in figure 9, JC's text was longer than LP, JC tried to be more specific when talking about her life. JC's text has minimum linguistic mistakes; she used connectors in order to show a sequence in her text, brought aspects related to her culture, and wrote about her feelings in relation to her experiences.

On the contrary LP's text was shorter than JC's, she was less descriptive, but her use of language was the requested for doing the task.

Students artifacts\_written text biography\_JC\_2014\_03\_03



My name is JC and I was born in Barranquilla, in the North Hospital, the date in that I was born is 19<sup>th</sup> April 2000.

My family is compound by My mom is XX and she works in a hotel. My dad is XX and My dad is XX and he works as accountant

My sister is XX and she studies in la Belleza with me.

And I have two brothers and one sister that in this moment, they work, XX and XX live here and XX lives in Barranquilla.

Without my other siblings, I am the older, and with all I am the 4<sup>th</sup>.

I entered at the kinder garden when I was four years old, and I made two grades child and kinder garden, in a school My Nueva Generación /Barranquilla.

I entered at the primary school when I was six years old, and when I was in 3<sup>rd</sup> I traveled to Bogotá, in the school 120/Bquilla and in La Belleza (...)

When I was six years old, I saw at the Llorona, that day I slept late and when I was asleep, anyone began to cry and in that moment I cried, and my cousins cried, we were scared.

When I was seven years old I traveled to Bogotá, years before my grandmother died and my mother decided that we had to travel.

I lived my first love but it wasn't as I thought but it wasn't wonderful, in that moment I was eleven years old and in that moment I didn't think in all things.

When I was eleven years old, I was playing with my friends and I fell and all laughed and laughed about me and I felt terrible.

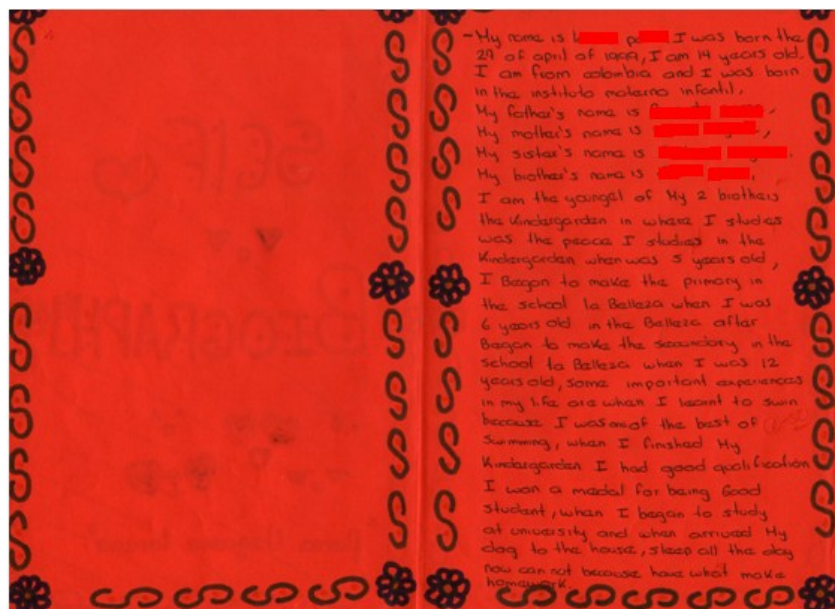
Also when I was five years old, I met to my other brothers and sister, and I met to my nieces, that experience was wonderful, I could sing without shame and in this moment I can't do it, because when I sing I feel odd.

● Introducing family aspects

● Expressing experiences

● Expressing feelings

Students artifacts\_written text biography\_LP\_2014\_03\_03



My name is LP I was born the 27 of april of 1999, I am 14 years old. I am from Colombia and I was born in the Instituto Materno Infantil, my father's name is RP, my mother's name is RU, my sister's name is AU, my brother's name is EP, I am the youngel of my 2 brothers the kinder garden in where I studies was the peace I studies in the kindergarden when was 5 years old, I began to make the primary in the school La Belleza when I was 6 years old after began to make the secondary in the school la Belleza whe I was 12 years old, some important experiences in my life are when I learnt to swim, because I was one of the best of swimming, when I finished my kinder garden I had good qualification I won a medal for being good student, when I began to study at university and when arrived my dog to the house, sleep all the day now can not because have what make homework

- ▶ Introducing family aspects
- ▶ Expressing learnings
- Expressing experiences.

Figure 9. Written texts about self-biographies

When producing oral texts, students allowed their classmates to know more about their families and tried to use a good EFL by means of two oral activities: A video where they video recorded their family members in everyday activities and a short presentation where they talked about the learnings they had acquired from their families and could express their feelings about their families. Additionally, in oral presentations students had the opportunity of inquire about

their classmates' lives and about aspects they did not understand in relation to their classmates' presentations. Figure 10 shows two examples of videos done by two students AD and ML. In his video AD introduced each family member (parents and two brothers), described where they work or what they do for a living (his mom in a company named Cerco and his dad who is a storekeeper) or study (one of his brother in the same school as him), and the things they had taught him (values), and additionally, he mentioned he loved his family. Although, AD makes some linguistic mistakes, his message is clear and understandable; his main idea was to allow his classmates and teacher knowing his family by means of EFL.

Regarding ML's video, ML showed each family member. ML mentioned aspects of his family in relation to how it is formed (his mom, an aunt, and two cousins), their ages (his mom 34, his aunt 54, his cousin 9 and 7) where they work or study (his mom in the hospital La Victoria, his aunt in a store of her own, and one of his cousin studies in a school named Lorenzo de Alcantuz and the other in La Belleza), where they were born (his mom and aunt in Santander, and his cousins in Bogotá), some biographical aspects of his mom and aunt, the values his family have taught them, and finally his feelings about his family. He makes few linguistic mistakes in regards to pronunciation and some grammatical forms as the use of had when talking about ages instead of using the verb to be, and the use of "lifes" instead of lives. However, his message was clear and comprehensible. In this sense he allowed his classmates to know more about his life and his family.

<p><b>Students artifacts_AD_Family video_2014_04_09</b>          Good afternoon my friends; my name is AD (AD points at him to indicate his name), <u>how information today is of my family. My family is compos..componed by five people my father, my mother, my two brothers and me</u> (AD points to show each member of his family who are sitting down in the living room) <u>Ok, he is my father, your name is XXX, he works</u> (the father says hello to the camera) <u>in the thousand of Bogotá city. He is a store keeper</u> (AD moves his hands constantly) <u>She is my mom</u> (AD points at his mom) <u>your name is XXX. She works in the company Cerco.</u> (AD touches his fingers nervously) <u>He is my brother</u> (AD Points at his brother) <u>your name is XXX.</u> (His brother says hello to the camera) <u>He studies at school La Belleza. He is my brother</u> (AD Points at his second brother) <u>your name is XXX. He was born in the Bogotá city Ok, my name is AD</u> (AD points at him to indicate his name) <u>I am studying of the school La Belleza</u> (AD looks to his left side to remember information) <u>My family have taught me many values as respect to other people, what the life is beautiful and to be honest, respectful and I love them.</u> (AD reads an aid he has to one side of the camera)</p>	<ul style="list-style-type: none"> <li>● Introducing family aspects</li> <li>● Expressing their <u>learnings</u></li> <li>● Expressing <u>feelings</u></li> </ul>
<p><b>Students artifacts_ML_Family video_2014_04_09</b>          Good afternoon, my name is ML, today I introduce you the life of my family. <u>My mother, she was born in Santander, she had 34 years old.</u>(Transition) <u>She went out to the house to the eighteen years toward Bogotá, and then she formed a family. She works in the hospital La Victoria.</u> (ML makes short pauses to make easier his presentation) <u>My aunt XXX she was born in Santander, she is 54 years old. She went out of her home when she was 22 years old. She has a store sin. science four years after. She lifes with two the two sons, the older is the nine years old and the smaller is the 7 years old.</u> (ML makes short pauses to make easier his presentation). <u>My cousin XXX, he was born in Bogotá. He is 9 years old. He study in the school Lorenzo de Alcantuz. He is happy with his studies and he likes the soccer a lot. My cousin XXX. She was born in Bogotá. She is 7 years old. She study in the school La Belleza-Los Libertadores and she is happy with her studies.</u> (ML makes short pauses to make easier his presentation) <u>My mother had little study and after study empley work</u> (ML moves his hands to explain the after action) <u>The ..they taught me with the values of respect, help people and we are all a happy family</u> (ML has a rigid position in front of the camera, he just moved his eyes where he had a kind of aid) <u>To continuation present some back photos of my family.</u> (ML makes short pauses and ML has a rigid position in front of the camera) <u>ML writes at the end of his presentation: They are my family and I feel happy to do them part</u></p>	<ul style="list-style-type: none"> <li>● Introducing family aspects</li> <li>● Expressing <u>learnings</u></li> <li>● Expressing <u>feelings</u></li> </ul>

Figure 10. Excerpts taken from videos about the family

Figure 11 shows two examples of oral presentations AF and HN did in relation to their families. In his presentation AF talked about general aspects of his family as the quantity of his

family members (parents, four sisters, and six nephews) his father’s profession (technician) and the fact he lives with his parents. Additionally, AF pointed out his feelings about his family as the idea they are important for him and consequently he loved them. Although AF’s presentation is short and he used some Spanish words, it can be seen he tried to use the target language in a coherent way to let his classmates know more about his family and help them to understand the importance his family had for him.

In HN’s presentation, she mentioned how her family was formed (her mother, grandmother, grandfather, and 2 brothers), her mother’s job place (a casino) her grandmother work situation (retired), her grandmother and mother’s routines, and the special condition in which her young brother is due to a convulsion he had when he was a baby, in this sense she mentioned her mother had to take care of his brother and took him to the hospital. Besides she added her other brother had an accident in a car and he was operated and for that reason he did not work. Finally, she expressed her family taught her lots of values such as being respectful and educated. HN had few linguistic mistakes such as the use of the Spanish word “independiente” when making her oral presentation but her message in EFL was clear and coherent.

<b>Students artifacts_oral presentation_AF_2014_05_28</b>	
<p>AF: Hello, my name is AF and this is my family. (AF makes a wink to Angie Nieto asking her to click to the next slide). <u>These are my mother and my father. My father is forty five years old and my mother is fifty four</u> (AF nervously laughs) <u>Ehhh my mother and my father son</u> (students laugh) <u>are very important for me</u> (AF is not reading the power point presentation, AF is just telling what he knows) <u>I love them, my mother and my father, and my father works in a technician and these is my sisters. I have four sisters XX, XX, XX y XX</u> (AF shows and points out in the slides the photos to indicate who they are) and I (Students shyly laugh) <u>Ehhhh m... my sisters don't live with my parents and me annddd ya no more. I have six nep...hews. Nephews. Two has in the school, two in the kindergarten y two in the house y ya. This is my family</u> (AF laughs)</p>	<ul style="list-style-type: none"> <li>● Expressing feelings</li> <li>● Introducing family aspects</li> </ul>

<p><b>Students artifacts_oral presentation_HN_2014_05_28.</b>                  HN: Ujum. Present of my family. (HN checks for a second her paper) <u>In my house are five, my mother, grandmother, grandfather, brother, and young brother. She is XXX, she is 37, in a Casino, works in a Casino. Ehhh... my grandmother... my grandmother</u> (HN indicates JR to click for going to the other slide, HN shakes her head and smiles) <u>she is 72 ehh years old</u> (HN reads her notes) <u>she is retired, She arrived from Pensilvania, Caldas...ehh... she is independiente. Ehhh...story of my brother XXX. My brother XXX is sick because he when he had six months he had a convulsion and he had taught me many teaches, he does not speak what a normal children. Ehhh... routines...routines of my family, my mother she does not work because of my brother XXX because she is in house, and in the hospital with him. She works by days. The routines of my grandmother, she wakes at eleven of the morning and has breakfast and goes to the office. Routines of my brother XXX, he wakes up, he has breakfast and he goes to the work, he is a taxi driver, he works and goes to sleep. Story of my brother XXX, he had an accident in a car, he had an operation and he started to study and does not work. Values of my family. My family has many values at respect, educated, and... my mother: also is a good to the community, advice all. We celebrate special day as ehhh... happy birth...days.....</u></p>	<p>Introducing family aspects</p> <p>Expressing learnings</p>
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Figure 11 Students' oral presentation related to family issues

Figure 12 demonstrates two examples of social interaction done when two students were participating on their classmates' oral presentations, HN and LC. In this case, HN wanted to know about a word TA was using and she did not understand. TA mentioned in her presentation that her brother had "culebrilla" when he was a child, in this sense, HN asked TA what "culebrilla" was and TA told her it was an illness. In this piece of interaction it can be seen that HN asked about things she did not know in order to understand TA's experiences of life.

In the second example, in relation to HN's presentation, LC wanted to know more about HN's young brother. HN told in her presentation he had a convulsion when he was a baby, and showed some photos about him, consequently LC wanted to know what his physical condition was, HN answered that he had paralysis. Despite LC had some complications when making her question she tried to make a good use of the target language and make herself comprehensible.

Additionally, it could be noticed LC's concern was to know more about HN's family and consequently understand the situations lived by HN's family.

<p><b>Field Notes 2014_05_14_26_28</b>                  HN: <u>What is culebrilla?</u>                  TA: Teacher, How do you say enfermedad?                  T: Sickness                  TA: <u>Sickness</u></p>	<ul style="list-style-type: none"> <li>▶ Asking for personal information</li> <li>▶ Answering students' questions</li> </ul>
<p><b>Field Notes 2014_05_14_26_28</b>                  LC: <u>What are the conditions of brother? Ehhh noo What are the conditions of my mother?</u>                  Teacher: Of my mother or your mother?                  LC: Ehh no, of my brother?                  T: Of your brother?                  LC: <u>Yes, of your brother</u>                  HN: Excuse me?                  T: The condition                  LC: The physical condition                  T: The physical condition of your brother                  HN: Jhonatan or Heiner?                  LC: Jhonatan                  HN: <u>He is ehh paralysis</u></p>	<ul style="list-style-type: none"> <li>▶ Asking for personal information</li> <li>▶ Answering students' questions</li> </ul>

Figure 12. Excerpts taken from field notes when making oral presentations about the family.

However, inquiring about others' lives was not only constructed inside the classroom, students had the opportunity to socialize with tenth and eleventh graders and natives. They did it by means of interviews where they tried to use EFL as good as possible. Figure 13 portrays two examples of two students who interviewed to their classmates and natives. The first example shows a piece of the interview done by SM to 2 tenth graders (TG1 and TG2). In the excerpt, it can be noticed that SM was asking personal questions to the students such as the age and the people they were living with. From this excerpt it can be noticed that despite the fact SM made a pair of linguistic mistakes (Hi instead of how and with instead of who) his message was understood and he did not stop his communicative process because he was trying to know about his classmates' lives. The second example shows an interview done by YR to a foreigner who

came from Portugal (N1), when she was making the interview she told the foreigner she was nervous in order to explain the reason because she took time to make the question, in this sense she was expressing her feelings, additionally she was trying to know more about the foreigner by means of using good English in order to allow the foreigner to understand her and as a consequence get the information she needed.

<p><b>Students artifacts_SM_Questions to classmates_2014_07_14.rtf</b></p> <p>SM: Hi old are you?            TG2: I am fifteen years old            TG1: I am sixteen years old            SM: With do you life?            TG1: Eh I life with my parents and my brother            TG2: I life with my parents and my brother            SM: What are your parents' names?            TG2: My mother is XXX and my father is XXX            TG1: My mother is XX, my father is XXX</p>	<ul style="list-style-type: none"> <li>• Asking for personal information</li> <li>• Answering students' questions</li> </ul>
<p><b>Students artifacts_YR_Questions to foreigners_2014_08_24</b></p> <p>YR: Hello, What is your name?            N1: My name is N1            YR: How old are you?            N1: I'm forty one            YR: Where are you from?            N1: I am from Portugal            YR: What is your profession?            N1: I am a nurse            YR: where do... you ... work? Excuse me I am so timid            N1: No problem, In Portugal            YR: How many, how many brothers do you have?            N1: I have one sister</p>	<ul style="list-style-type: none"> <li>• Asking for personal information</li> <li>• Answering students' questions</li> <li>• Expressing feelings</li> </ul>

Figure 13. Excerpts taken from interviews done to students and foreigners

To conclude, when students were participating in communicative practices, they used the previous knowledge they had of the target language (vocabulary and grammar) in order to convey messages. Thereby, ninth graders establish communication by means of using social conventions, and by allowing others to know about their lives and inquire about others' lives. In this respect, students were not just exchanging information but recognizing themselves and

understanding others in order to socialize with them; characteristics that are stated by Norton (1995) Norton and Toohey (2011), and Norton and McKinney (2011) as pivotal when interaction takes place and as factors that influence in the investment language learners make in relation to the target language. Additionally, students were enhancing the communicative language ability (Bachman and Palmer, 1996) when moving on from the grammatical knowledge they had of the target language to the pragmatic and sociolinguistic knowledge. This means they were creating and interpreting written and oral texts in accordance with the language context.

During students' oral and written productions it was noticed that students were not just focused on developing the proposed tasks but were concerned about producing comprehensible output. In this perspective, ninth graders used strategies to diminish the difficulties they had when conveying messages. The next section explains those strategies generated by ninth graders.

***Generating strategies to compensate breakdowns in communication and support communicative practices.*** A second category that emerged from the data analysis consisted on the strategies and instruments ninth graders used in order to convey messages. When students were participating in the authentic tasks proposed in the pedagogical intervention, they were “pushed” to construct social interaction and consequently they used strategies to produce messages in the target language. In this sense, students were enhancing their communicative competence ability by means of using their strategic competence (Bachman & Palmer, 1996) which was strengthened by means of using the processes of interaction (comprehensible input, negotiation of meaning, comprehensible output). Additionally, it could be noticed that teacher's

support played an important role in their interaction process, as well as more knowledgeable speakers (foreigners and other students).

Bearing in mind the aforementioned aspects, three subcategories were found and are explained in the next section:

- Using communicative strategies to fulfill an authentic task
- Using nonverbal actions and instruments to complete communicative authentic tasks
- Supporting others' speech when using EFL

*Using communicative strategies to fulfill an authentic task.* As it was previously mentioned, during the interaction process students used strategies in order to convey their messages when participating in authentic communicative tasks. In this respect, data revealed that students used twelve forms to achieve the communicative objective:

- Looking for pronunciation accuracy
- Asking for clarification
- Clarifying by using EFL or Spanish
- Using Spanish consciously or unconsciously to communicate
- Asking for unknown EFL vocabulary
- Asking to repeat information or questions
- Repeating information or questions
- Reading questions to know what to answer
- Self repairing
- Adopting new vocabulary and corrections when speaking

- Asking to verify information
- Translating to Spanish to clarify information

During oral presentations, students were concerned about using the target language to talk about their families or when comparing their lives with others' lives. In this perspective, they used strategies in order to compensate the communicative barriers they had when trying to talk such as do not knowing how to convey messages or understanding messages produced by the lack of vocabulary. Figure 14 exemplifies the strategies used by TC during her oral presentation about family aspects and the interaction constructed by her classmates in order to get more information in regards to her relatives. In first instance, TC was worried about having accurate pronunciation. In fact, when she was introducing family aspects, she made short pauses in order to remember the pronunciation of words as a form to allow her classmates understanding her message, as when she was trying to remember the pronunciation of the number four to talk about her niece's age.

In the second phase of her intervention, her classmates asked her questions and TC used to tell her partners to repeat the questions when she did not understand what they were asking for by using the expression "what" or when using her mother tongue saying "¿Qué?". As a consequence, students repeated the question or modified the question in order to help her to understand. Besides, if she could not understand the question she requested for clarification by means of using her mother tongue when she said "no entiendo" or by means of using gestures. Thus, teacher or students clarified the information by means of using examples such as when the teacher clarifies the question about the age of one of her sisters by saying numbers "10 years, 20 years" or by means of translating to the mother tongue as when HP told TC the meaning of the

question she was doing to her “ El nombre de su hermano”. After understanding, she answered the questions her classmates did. However, when TC noticed that she did not have enough vocabulary to answer the question, she asked the teacher for new vocabulary by using the expression “how do you say?” and used the new words to answer the questions or occasionally used Spanish as when saying “nosotros”

Students artifacts_oral presentation_TC_2014_05_28	
<p>TC: Good afternoon my name is TC I'll present, I present the story of my family. (She waits until XXX click to the next slide) My family (TC makes a wink to XX as a way to tell him to go to the next slide, XX moves his hands as telling her to wait) My mom is XXX, she have (TC looks up the ceiling as a way to think about what she is going to say) five two years old, she works in employee of trade several. My sister have 29 years old works in companies of research of marketing. My niece is XXX <u>she is... (TC thinks on the pronunciation of the number) eh hh 4 years old,</u> she studies in the school and is very judicious. My brother is XXX, he studied at the school, and in the SENA, he is work in the SITP. My dog name is XXX, you have 10 months and is very consensual and judicious (Students make noises as dogs and TC indicates XX to show the photos... and she gets a little desperate because XX shows the photos slowly, TC says “rápido” and XX attends what she says) My family have taught me to be respect , humble, easy and more values. The tradition of my family is celebration the days or dates important are the birthday of my family and the Christmas celebrate the month of December. (XX shows the photos in the slides and students make noises to indicate tenderness) This was my family, thanks for your attention borrowed.</p>	<ul style="list-style-type: none"> <li>• Look for pronunciation accuracy</li> <li>• Asking to repeat information or questions</li> <li>• Repeating questions</li> <li>• Using Spanish consciously or unconsciously to communicate</li> </ul>
<p>(Students clap their hands and some of them raise their hands to make questions)</p>	
<p>Teacher: 1, 2, 3 (Teacher points students in order to organize students to make their questions) No more questions? Very good, number one</p>	
<p>JB: What is the profession of your mother?</p>	
<p>TC: Employee</p>	
<p>T: Ok, number 2</p>	
<p>YR: How old are your sister?</p>	<ul style="list-style-type: none"> <li>• Asking for clarification</li> </ul>
<p>TC: What?</p>	
<p>YR: How old are your sister</p>	<ul style="list-style-type: none"> <li>• Clarifying by using EF or Spanish</li> </ul>
<p><u>(TC smiles and says “no entiendo” and looks at the teacher to ask for help to understand the question)</u></p>	<ul style="list-style-type: none"> <li>• Asking for unknown vocabulary</li> </ul>
<p>T: How old is your sister? 10 years, 20 years?</p>	
<p>TC: Ehh... (TC thinks in the number and TC asks the teacher) <u>How do you say veintinueve?</u></p>	
<p>T: Twenty - nine</p>	

TC: Twenty - nine	• Adopting new vocabulary and corrections when speaking
JC: Do you enjoy the time that you pass with your family?	
XX: Noooo pero qué?	
JC: It's a question	• Asking to repeat information of questions
T: Yes... can you repeat, please?	
JC: Do you enjoy the time that you pass with your family?	• Repeating information or questions
(Most of the students look to the teacher as a way to show they do not understand)	• Translating to Spanish to clarify information
T: (Repeating the question in order to make easier the understanding of it)	
Do you enjoy... What is the meaning of enjoy?(Asking to the students, AF says "ir a la casa") eh no, disfrutar. The time that you pass with your family?	
TC: Yes	
T: Yes, and finally	• Asking to repeat information of questions
AD: What is the name of your brother?	
TC: What?	• Repeating information or questions
AD: The name of your brother.	
TC: Qué?. What?	• Using Spanish consciously or unconsciously to communicate
HP: El nombre de su hermano (Yelling)	
T: Uichhhh	• Asking for clarification
HP: Pero es que	• Translating to Spanish to clarify information
TC: XXX	
HP: And your father?	
TC: Ehhh no	
HP: No? (HP makes a wink asking for more information)	
TC: Noo, No, (HP moves desperate because she does not know how to express what she wants to say) How do you say vive?	• Asking for unknown vocabulary
T: Live	• Adopting new vocabulary and corrections when speaking
TC: No live with nosotros	
T: You don't live with your father	
TC: No	• Using Spanish consciously or unconsciously to communicate
T: Ok, any other question? Ok thank you very much. Excellent job (Students clap their hands)	

Figure 14 Strategies used in TC oral presentation

Similar tactics were when they were facing authentic communicative tasks with native speakers. Figure 15 illustrates, an interview done to a native speaker by AD. In his interview, AD could repair his sentences when he noticed he was not using the words he wanted to employ to ask the questions, as when he wanted to ask about the date of birth of the native speaker, he noticed he used "what" instead of "when" but he changed it immediately, or when he wanted to

know about the people the native was living with and he used “what” instead of “who” and he modified it.

An additional strategy used by AD was repeating information when the native speaker did not understand his questions. Although, there were few occasions in which the native asked him to repeat information or questions, AD decided to do it in order to maintain communication. In this sense, a strategy used by the native speaker was reading the questions as a way to understand what AD wanted to inquire or asked AD to repeat the question by saying “Excuse me?” An additional strategy taken by the native speaker was to ask for verification as a way to check if the question was appropriate understood, as when he was asked about having sons. In this respect AD used to verify the questions by moving his head to say “yes”. Finally, the English language speaker helped AD to understand what he meant to express by translating to Spanish some words such as his age “veinticinco” and his country “Estados Unidos”. In this example the native speaker contributes in the social interaction by helping the student to understand the messages in a better form or to understand the messages he did not understand

<b>Students artifacts_AD_Questions to foreigners_2014_08_24</b>	
AD: Ok, my name is AD what is your name?	
N1: My name is N1	
<u>AD: Eh what is eh when were you born?</u>	• Self repairing
N1: On 1989	
AD: Ok, Where do you life?	
<u>N1: (N1 doesn't understand AD repeats and N1 approaches to AD to read the question) I live in California</u>	• Repeating information or questions
AD: What is your profession?	
N1: I'm a photographer editor	• Reading questions to know what to answer
AD: What is the name of your parents?	
<u>N1: The name of my parents? Eh XX and XX</u>	• Asking to verify information
AD: Where do you study?	
N1: I studied in California, at the university of California	
AD: How many sons do you have?	
<u>N1: Sons? No (N1 smiles)</u>	• Reading questions to know what to answer
AD: What values have your family taught you? <u>(N1 approaches to AD to</u>	

<p><u>read the question while AD repeats the question)</u>          N1: Values? Eh respect, honest, and hardworking (N1 smiles)          AD: When is your birthday?          N1: <u>My birthday? On May</u>.....          AD: Ok, How old are you?          N1: Eh, twenty five, <u>veinticinco</u> (AD smiles)          AD: Ok, Why do you come to this place?          N1: I'm here on a business trip          AD: Where are you from?          N1: <u>Estados Unidos</u>... United States          AD: Bien, which are the costumes of your family? (N1 doesn't understand  <u>an approaches to AD to read the question, while AD repeats the question).</u>          N1: Customs eh... XXXX it's freaky (The answer cannot be heard) (AD          and N1 laugh)          AD: What do you do in the in your free time?          N1: Eh I take pictures (N1 shows his camera)          AD: <u>What do you do in the end of the week?</u>          N1: <u>Excuse me? (N1 approaches to AD to read the question while AD</u>  <u>repeats the question)At the end of the week? Go and travel and take</u>  <u>pictures and... relax</u> (AD laughs)          AD: What do you do in the Christmas?          N1: I stay at home with my family          AD: <u>what do you...who do you life with?</u>          N1: <u>Who do I live with? (AD says yes with his head) I live by myself, I'm</u>  <u>single</u>          AD: Ok, What do you do like... (AD stops himself and re-reads the          question) <u>What do you like of Bogota City?</u>          N1: Eh pues the place          AD: Eh, What is the profession of your parents?          N1: Eh my mother works in a hospital and my father works as an executive          AD: What other languages do you speak?          N1: ah... not many languages, just a little bit of each (N1 makes a gesture          of little with his fingers)          AD: Ok English?          N1: Yes English          AD: What do you do in the Halloween?          N1: On Halloween I disguise          AD: What is your religion?          N1: <u>Religion? (AD Says yes with his head).Eh.Christian</u>.....          AD: Eh thanks for... your help and good luck (AD takes time to build the          idea)          N1: You're welcome</p>	<ul style="list-style-type: none"> <li>▶ Asking to verify information</li> <li>▶ Translating to Spanish to clarify information</li> <li>▶ Reading questions to know what to answer</li> <li>▶ Asking to repeat information or questions</li> <li>▶ Asking to verify information</li> <li>▶ Repeating information or questions</li> <li>▶ Self repairing</li> <li>▶ Asking for clarification</li> <li>▶ Clarifying by using EFL or Spanish</li> <li>▶ Asking for clarification</li> <li>▶ Clarifying by using EFL or Spanish</li> </ul>
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Figure 15 Excerpts taken from a native interview to evidence communicative strategies

Nevertheless, strategies such as: asking for EFL unknown vocabulary, asking for clarification and clarifying by using EFL or Spanish were not limited to oral interactions.

Throughout the written authentic tasks, ninth graders used to ask the teacher for words that they did not know or could not find in their English dictionaries. As exemplified in figure 16, RG, JG, KO, OG, TA, JB, ZC, JC, HP, BL, AF asked for vocabulary they did not find in their dictionaries because they were looking up for the conjugated verbs. In this sense, teacher helped her students to identify the verb in infinitive and thus know the word to look in the dictionary, as in the case of AF, who recognized that the word was “trabajar”, and after identifying the word the teacher helped him to know how to conjugate the verb by using the strategy of asking three questions to recognize the third person. When AF and HP recognized that it was third person, AF, HP and TA knew what to add, in this case “S” to the verb.

In the second example, it is noticed that students were not only provided of vocabulary but they were also provided with clarification in regards to the conjugation of verbs in the sentences they were using, in this case, simple past. JC, ZC, YR, AF, HP asked for the word “estudié”, and although they knew the verb which is “study” as they mentioned, they did not know what to add and when the teacher indicated them to add “IED” they asked for clarification, they told the teacher “why”, and the teacher told them that it was because it was conjugated in past. In this sense, ML asked in order to clarify if the verbs of the list (irregular verbs they were memorizing) he had to add ED, the teacher answered that they do not have to add anything. A similar question is asked by BL but in this case BG is the one who answered the question and clarified BL’s doubt.

Additionally, students were not only using the teacher to get vocabulary or to clarify their doubts, as in the case of AD who asked to JC about the word “visité”, she told him that he had to look in the dictionary for the word in infinitive “visitar” AD told her that it is “visit” and finally,

JC indicated him that he had to look in the list of the irregular verbs and if it is not part of the list he had to add “D, ED, or IED”.

<p><b>Field Notes 2014_02_17</b></p> <p>“Teacher, how do you say <u>nací</u>?” RG, JG, KO, OG, TA, JB, ZC            “I was born” Teacher            “Teacher, how do you say <u>el menor</u>?” ZC, JC, HP, JB, RG, KO            “The youngest” Teacher            “Teacher, how do you say <u>conmigo</u>?” JC, BL            “With me” Teacher            “Teacher, how do you say <u>trabaja</u>?” HP, AF, TA            “What is the infinitive of <u>trabaja</u>?” Teacher            “Trabajar?” AF, TA            “So, look in the dictionary <u>trabajar</u>” Teacher            “Ah, pues work” AF            “Now, remember the three questions: <u>Am I my mother? Are you my mother? Or Are we talking about my mother?</u>” Teacher            “We are talking about my mother” AF, HP            “So, what do you add?” Teacher            “S” AF, HP, TA</p>	<ul style="list-style-type: none"> <li>• Asking for unknown EFL vocabulary</li> <li>• Clarifying</li> </ul>
<p><b>Field Notes 2014_02_19</b></p> <p>“Teacher, cómo se dice... ehh how do you say <u>estudié</u>” JC            “Teacher, how do you say <u>estudié</u>?” ZC, JB, YR, AF, HP            “Well, what is the verb in infinitive?”            “Estudiar ¿pero le agrego ES?” ZC, JB, HP, AF            “No, it is in past, so you have to add IED” Teacher            “Ahhh ok, pero ¿por qué?” AF, ZC            “Because it is the past of the verb” Teacher            “Aichh no, yo no entiendo eso, ¿cómo así que agregar ED, IED, D. Luego no había que agregarle era S?” OG            “Con razón la teacher nos hizo aprender los verbos” SM (Students and teacher laugh)            “Teacher a question in Spanish? O sea que a los de la lista no les agrego nada o si” ML            “No, you don’t add anything” Teacher            “Venga, ¿a los de la lista no les agrego nada cierto?” BL            “Que no, no ve que tiene que utilizar los de la mitad” BG            “JC ¿Cómo se dice <u>visité</u>?” AD            “Pues buscas visitar” JC            “Ya, es visit pero ¿qué hago?” AD            “Miras si es de la lista y si no le agregas ED, D, o IED” JC</p>	<ul style="list-style-type: none"> <li>• Asking for unknown EFL vocabulary</li> <li>• Asking for clarification</li> <li>• Clarifying by using EFL or Spanish</li> <li>• Asking for clarification</li> <li>• Clarifying by using EFL or Spanish</li> </ul>

Figure 16. Excerpts taken from interaction within the classroom that reflect communicative strategies

*Using nonverbal actions and instruments to complete communicative authentic tasks.*

Throughout the implementation of the pedagogical intervention, it was noticed that students were not only using communicative strategies but also instruments such as visual aids and their dictionaries and body language in order to complete the authentic tasks. Figure 17 illustrates three examples of oral presentations done by HN, TA and JG. Previous to her oral presentation HN asked the teacher to allow her to read a piece of paper where she wrote some information. The piece of paper was useful for her when she forgot words as when she needed to remember the word “retired” when talking about her grandmother or when introducing her family’s aspects. TA in her presentation did not write information in a piece of paper but she wrote in her hands and used the information when needed it, as when she was going to talk about the habits of her, AF and the native speaker. Finally, JG decided to read the slides he made in a power point presentation as when talking about his customs, BG’s customs and the native speaker. In this sense, students were able to do their oral presentations without difficulties, and by using visual aids they could overcome the communicative obstacles they found when trying to present their topics.

<p><b>Students artifacts_oral presentation_HN_2014_05_28.</b>                  (HN seems to be so nervous because HN takes a depth breath and passes her hands by her face. <u>In order to make her presentation HN asks the teacher if she can use a piece of paper where she has some information</u>)  <u>HN: Teacher, I read the paper?</u>.....                  Teacher: Yes, but not all the time. Ok?                  HN: Ujum. Present of my family. <u>(HN checks for a second her paper)</u> In my house are five, my mother, grandmother, grandfather, brother, and young brother. She is XXXXXXXX, she is 37, in a Casino, works in a Casino. Ehhh...my grandmother... my grandmother (HN indicates JR to click for going to the other slide, HN shakes her head and smiles) she is 72 ehh years old <u>(HN reads her notes)</u> she is retired, She arrived from Pensilvania, Caldas...ehh... she is independiente.</p>	<p>● Using visual aids to support ideas</p>
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<p><b>Students artifacts_oral presentation comparative table_TA_2014_11_04.</b>                  TA: Good afternoon my presentation is the square comparative, the routines, my routines is study, the routines of my friend AF is study and the foreigner N1 is search work. <u>(TA looks at her hands where she has written some information)</u>, the habits my habits is Christmas and Halloween, the habits of AF is go out on Sunday and foreigner is search recipes, the values, my values is honest, respect, and responsibility and de AF is honest, respect, and responsibility and the foreigner is all work. The religion, my religion is catholic, the religion of AF is catholic and religion of foreigner is atheist, and no more.</p>	<ul style="list-style-type: none"> <li>Using visual aids to support ideas</li> </ul>
<p><b>Students artifacts_oral presentation comparative table_JG_2014_10_29.</b>                  JG: Hello, my name is JG. The name of my friend is BG, the name of my foreigner is N1 and I have fourteen years old and the friend have fourteen years old and the foreigner have three, thirty years old. My values is respect at the other person and and yap. The values de my friend is respect at the other person. <u>(JG starts to read the power point presentation)</u> The custom is celebrate Christmas and que más? Ehh and birthday and Halloween. The my friend is celebrate the Christmas, is celebrate the birthdays ehh the customs of my foreigner is new years. The routines is read and watch tv and slept. The routines of my friend is play soccer and sleep. Routines of the foreigner is practice of yoga. Listo</p>	<ul style="list-style-type: none"> <li>Using visual aids to support ideas</li> </ul>

Figure 17 Excerpts taken from oral presentation to evidence the use of visual aids

But additionally to the use of visual aids to support their ideas and to overcome their difficulties they had when speaking, students used their dictionaries to complete the written authentic tasks as it was noticed during the writing process of their self-biographies (Field Notes 2014\_02\_17):

When writing, some of them (TA, KO, OG) were very uncomfortable, more because the activity was written in English without making translations. Students (JC, BG, BL, AF, JB, ZC, SM, AD, ML, JG, and TC) were using their dictionaries constantly in order to get vocabulary they did not know. When their dictionaries were not enough, they asked me to provide them with it.

Besides, when attempting to participate by means of questions, during the oral presentations that were done by their classmates, students used their dictionaries and wrote the questions. That was the case of BL who used to write questions when he was asking information

to their classmates during their presentations, as it was evidenced in the field notes (Field Notes 2014\_05\_14\_26\_28) :

“In some occasions students (YR, TA) who wanted to participate in the questions moment asked for vocabulary to the teacher or used their dictionaries (BG) to write their questions”

In addition to use visual aids and instruments, students used body language in order to produce a comprehensible output that could lead to the correct understanding of the message. Figure 18 exemplifies the use of body languages when SM, LP, MJ, ZC, AD, N1, JC, N1, and N2 were participating of social interaction practices. The first example was an interaction that took place inside the classroom and the topic was in regards to family aspects. The participants were SM and LP. SM asked LP if her father smoked, and SM made the mimic of smoking, in this sense, LP said no and added a surprise expression to her face. In similar conditions occurred the second example. In this occasion the participants are ZC and ML. ZC asked to her classmate if they were a united family, and in order to help her partner she made a mimic with her hands about the concept of join, ML did not understand and asked her to repeat the information, ZC repeated the question and the mimic. However, ML did not understand and asked the teacher about the concept and the teacher decided to tell him the meaning of the word in Spanish.

The third example took place outside of the classroom. It was an interview that was done to a native speaker, AD asked him about the number of languages that he spoke. The native speaker answered he spoke a “little of each one” and with his fingers made the mimic of little. The final example had similar conditions as the previous one. In this interaction practice, JC asked two natives about their opinion of Bogotá and the native responded that it was an

“amazing place” and a “cold” city. In this sense, the native speaker made a mimic of cold in order to help JC to understand the answer.

<p><b>Students artifacts_oral presentation_LC_2014_05_28.</b>                  SM: Pongale cuidado (Students and teacher laugh) ehhhh noooo mentiras, no mentiras. Your <u>father smoking?</u> (SM makes the mimic of smoking, students laugh)                  T: Very good                  LP: Eh hh noooo (<u>LP looks at him surprisingly and laughs</u>) (Students laugh)</p>	<ul style="list-style-type: none"> <li>Using body language to communicate</li> </ul>
<p><b>Students artifacts_oral presentation_MJ_2014_05_26</b>                  ZC: Is your family joined? (<u>ZC makes mimics with her hands about what joined means</u>).                  ML: Excuse me?                  YC: You think your family is joined? (<u>ZC repeats the mimics with her hands of joined</u>).                  ML: Ummm... (<u>ML shows with his face that he has not understood</u>). What is joined?                  T: Unida</p>	<ul style="list-style-type: none"> <li>Using body language to communicate</li> </ul>
<p><b>Students artifacts_AD_Questions to foreigners_2014_08_24.</b>                  AD: What other languages do you speak?                  N1: ahhh not many languages, just a little bit of each (<u>N1 makes a gesture of little with his fingers</u>).</p>	<ul style="list-style-type: none"> <li>Using body language to communicate</li> </ul>
<p><b>Students artifacts_JC_Questions to foreigners_2014_08_24.rtf</b>                  JC: What did you think about Colombia and Bogotá?                  N2: It's amazing, Bogotá is so cold, very cold (<u>N2 makes a mimic of cold</u>).                  N1: Very good                  N2: Yeah, and people are very nice</p>	<ul style="list-style-type: none"> <li>Using body language to communicate</li> </ul>

Figure 18 Excerpts taken from social interactional practices to support the use of body language

Finally, as figure 19 shows, when OG was asked about the strategies she used to get vocabulary when she did not know a word; she said she used her teacher, classmates or the dictionary. She also mentioned that she was angry when she did not understand what her classmates asked her in oral presentations and as strategy, she told them to repeat the question as a form to have time to understand it. Additionally, she mentioned that when her classmates were doing their presentation and she wanted to ask them for information, she occasionally wrote what she wanted to ask. Besides, she mentioned that depending on the classmate she was interviewing,

she allowed him or her to read the question. Finally, she mentioned that when native speakers did not understand her she permitted them to read the questions in order to get the answer she needed.

A second example provided in figure 19, is an interview done to AD. AD mentioned that he used his dictionary in order to get vocabulary when doing written exercises. As a strategy used when recording his family video, he said he used to write short sentences and read them before making the recording. When making interviews to his classmates, AD asserted he wrote and read the sentences and allowed his classmates to read them in order to help them to answer. And finally, he stated that when he was interviewing the native speakers, he repeated the question and performed the action if foreigners did not understand what he was attempting to ask.

<b>Interview to OG_2015_06_10</b>	
T: Ok, when you are writing in English what instruments do you use to write correctly? OG: <u>Eh the you, the other partner or the dictionary.</u>	● Using instruments to get vocabulary
T: You remember when your classmates were asking questions in your oral presentation? What did you do when you didn't understand the questions? OG: I was angry I not understand me not understand T: <u>So you avoided the questions and continue with other or you asked to repeat the question?</u> OG: <u>Yes repeat the question</u>	● Asking to repeat information or questions
T: When you were asking the questions to your classmates in the oral presentations how did you construct the questions? Did you have to write or they just come out? OG: <u>Depends de some write or some I say. Depend de presentation of the other person</u>	● Using visual aids to support ideas
T: What strategy did you use to communicate with the students of tenth or eleventh grade? OG: <u>Depends si me caía bien I permitted them to read (OG and T laugh).</u> T: Did you have any problem when making the interview to foreigners? OG: Eh so so no understand the question for me and me no speak good the vocabulary and the questions and depend of what question T: <u>And did you permit that they watch the questions, the foreigners?</u> OG: Eh yes because no understand the questions	● Reading questions to know what to answer

<b>Interview to AD_2015_06_10.</b>	
T: Ok, when you were writing, how did you do to get vocabulary? What did you do in order to get more vocabulary? AD: Eh I used the dictionary.	• Using instruments to get vocabulary
T: What strategy did you use when you were making the video? AD: Writing the orations and I read the oration before record	• Using visual aids to support ideas
T: Ok, tell me when you were interviewing the students of tenth and eleventh grade do you remember? What strategy did you use? AD: Writing the questions and reading.	• Reading questions to know what to answer
T: Did you permit them to read the questions before making the video? AD: Yes.	
T: And did they write the answers? AD: No	• Repeating information or questions
T: Can you tell me about the experience when you were asking questions to foreigners, did they answer all the questions without difficulties? AD: Eh I entendí, entender (T says understood) understood of he or she said and is I happy for understood they say	• Using body language to communicate
T: if they didn't understand the questions what did you do in order to make them understand the questions? AD: Eh I said the questions and if no understand I repeat and interpretate the action.	

Figure 19 Excerpts taken from interviews done to students to illustrate strategies used by students.

*Supporting others' speech when using EFL.* From the data analyzed, it was noticed that when students had difficulties in the social interactional process, the teacher played the role of provider. Normally, in oral presentations students asked the teacher for vocabulary by means of using expressions such as “How do you say”, “what is”, “what” or by repeating the information as it is exemplified in figure 20. In the first example, BG asked the teacher about English words “viven juntos”: In this respect, teacher told him the way to say it, “Do you live together”, and BG adopted the new words. In this same example, AF did not understand the word together and allowed his teacher to know it by saying “what? Together?”, and in this form, the teacher provided him with vocabulary by means of using body language. As a consequence, BG and AF can ask and answer respectively and participate of communicative practices.

Another form to help students was by means of repairing their sentences as in example one of figure 20 when AF mixed EFL with his mother tongue. The immediate action of the teacher is to repair AF's sentence. Finally, the teacher cooperated with her students by giving support to linguistic problems students could have when she clarified questions in relation to grammar or pronunciation, as it is illustrated in the second and third examples. In the examples, it can be noticed how the teacher took into account the previous knowledge of the students in order to construct new knowledge, as when TA asked her for the verb "gusto". The answer of the teacher is to think in the infinitive of the verb in Spanish and later look for it in the dictionary and take into account the grammar rules of simple past in English to add ED, D, or IED. Finally, the example number four shows that although the teacher participation was important, students constructed knowledge by helping each other, as AD who made a correction to BG about pronunciation issues when BG was doing an interview to a native speaker.

To sum up, when the social interactional processes are conducted inside the classroom students looked for their English teacher, but when they were produced outside the classroom students help each other to convey messages.

<p><b>Students artifacts_oral presentation_AF_2014_05_28</b>                  BG: Teacher, how do you say viven juntos?                  T: <u>Do you live together?</u>                  BG: Do you live together?                  AF: What? Together?                  T: <u>Do you live all your family together? (T uses gestures to help him to understand what together means)</u>                  AF: Ahhh no, My father and I in my house, the rest en otras houses                  (Students laugh for the use of the mix of English and spanish)                  T: <u>In other houses.</u> (T corrects what he says)                  AF: In other houses.</p>	<ul style="list-style-type: none"> <li>• Providing EFL vocabulary</li> <li>• Repairing other's sentences</li> </ul>
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<p><b>Field Notes 2014_02_24</b>                  “Teacher, how do you say era” AD                  “What is the infinitive” Teacher                  “Ser? Ah si, Be, was, were, been ser o estar” AD                  Then? What is the past? Teacher                  “Was” AD</p>	<ul style="list-style-type: none"> <li>• Giving support about linguistic issues</li> </ul>
<p><b>Field Notes 2014_07_07</b>                  “Teacher, how do you say le gusto?” TA                  “What is the infinitive of gusto? Teacher                  “Ahh si si si” TA                  “What is it?” Teacher                  “Gustar, o sea que busco gustar en el diccionario” TA                  “Aja, and remember to conjúgate the verb in past or add the auxiliary”                  Teacher                  “Ah yes, the did” TA</p>	<ul style="list-style-type: none"> <li>• Giving support about linguistic issues</li> </ul>
<p><b>Students artifacts_BG Questions to foreigners 2014_08_24</b>                  BG: What is your routine every day? (N1 makes a gesture showing he didn’t understand. Bg makes wrong pronunciation of routine) Routine (BG makes wrong pronunciation of the word and AD who is holding the camera says routine) routine</p>	<ul style="list-style-type: none"> <li>• Giving support about linguistic issues</li> </ul>

Figure 20 Excerpts taken from social interactional practices to evidence supporting others’ speech

Arguably, when ninth graders at IED La Belleza – Los Libertadores were enhancing their communicative competence ability they generated strategies to compensate breakdowns in communication what is known as strategic competence (Bachman & Palmer, 1996). In accordance with Bachman and Palmer, mentioned in chapter II, the strategic competence is understood as “a set of metacognitive components or strategies” that are mastered to use language. In this respect, students developed their strategic competence when they were using communicative strategies, non verbal actions, and instruments, discussed above, in order to reach the authentic communicative tasks.

Moreover, by using the strategic competence, pupils were immersed in social interaction practices. From this perspective, strategies such as using body language, allowed the students to comprehend messages in a better form regardless if they knew the words because they were focused on meaning and not in form, process defined by Krashen (1982) as comprehensible

input. Besides, by repeating, clarifying, translating to Spanish, and allowing others to read their questions, students recognized the linguistic differences among them and others and modify the forms as they were communicating, a process named by Long (1983), Long & Porter (1985), Gass & Varonis (1989) and Pica (1994) negotiation. Finally, when ninth graders were looking for pronunciation accuracy, asking for clarification, asking for unknown vocabulary, and adopting new vocabulary; they were concerned about producing clear messages for their listeners, labeled by Swain (1995) as comprehensible output.

Lastly, supporting strategies conducted by the teacher, native speakers, or classmates who knew a bit more of EFL than others allowed students to construct social interaction and new EFL knowledge. It means that students were solving the breakdowns they had in oral or written communicative authentic tasks under the guidance and cooperation of others, a term defined by Vygotsky (1978) as zone of proximal development (ZPD).

When data was analyzed, it was evidenced that during the construction of social interaction students were not only producing messages but reacting spontaneously to them by using verbal and nonverbal actions. The next section explains those reactions produced by ninth graders when their classmates were doing oral presentations or videos.

***Using spontaneous reactions and behaviors to follow up communicative practices.***

During oral presentations, students were focused on conveying clear messages to their classmates. And as they were not acting but constructing social interaction while producing authentic tasks, reactions such as laughing about others' commentaries and mistakes, mocking at classmates, congratulating their classmates, and cheering up students were present. It was

observed that these spontaneous reactions contributed to diminish possible tensions students had during presentations. In this sense, conditions for learning were created and constructed by the teacher and the students.

Figure 21 illustrates three examples of spontaneous reactions and behaviors produced when students were making oral social interaction. The first example was taken from an oral presentation done by HN. While AD was asking a question, he used a Spanish word “o sea” and students laughed about his Spanish use. As a response, JG emphasized AD’s mistake and students continued laughing. The second example shows an interaction done while students were watching the videos done about their families. From this example, it can be noticed that when students were watching their videos they used to mock at their classmates, an action that is not normally produced while making oral presentations. By making comments in relation to the way their classmates did the video like BG that mentioned that his friend ML was using a piece of paper when doing his video, AD that said ML was lying because according to his opinion clearly evident he was reading, and ML who mentioned his surprise for the place SM selected to make his video. By talking about the physical appearance of their classmates as when YN mentioned that SM was ugly when he was a baby and OG that mentioned SM had mucus in the photo he presented in the video, students demonstrated they had a good relationship among them, and that these friendly relationships allowed them to diminish the tension they had to face when making presentations.

Finally, when students participated in oral presentations, they used to congratulate their classmate by clapping their hands, and by this nonverbal action, they supported their classmates. Besides, the teacher and students used to cheer up pupils by using expressions such as

“Excellent”, “good work”, “well done”. This is the case of the third example where the teacher and SM congratulated YN for her oral presentation.

<p><b>Students artifacts_oral presentation comparative table_HN_2014_10_29</b>  <u>AD: What different, o sea, (Students laugh because AD is using Spanish)</u>  <u>JG: Ayyy o sea (Students are still laughing)</u>                  AD: What different have your family of you and the foreigner?</p>	<ul style="list-style-type: none"> <li>● Laughing about others' commentaries or mistakes</li> </ul>
<p><b>Field Notes 2014_04_21_23</b>  <u>“Jajaja el ML estaba utilizando papelitos” BG</u>  <u>“¿Qué le pasa? Yo me lo memoricé” ML</u>  <u>“Tan mentiroso, eso se nota estaba leyendo” AD</u>  <u>“Ese BL se ve chistoso” ML</u>                  “Uichhh JC speak fast” SM                  “Tan bonito que era yo” SM  <u>“Ja, bien feo y todavía se cree” YN (TC laughs)</u>                  “Mire my sister” YN                  “Jajaja tan feitos que eramos cuando chiquitos” KO  <u>“Jajaja tiene un moquito” OG (KO and OG laugh)</u>                  “Mire, ese papá si es juicioso, haciendo el lunch” BG  <u>“Uichh parece que fuera la foto de la policía” ML</u>  <u>“Jajajaja pero hasta dónde se fue a hacer el video, desde la terraza?” ML</u>                  “Que oso, uno se ve todo gordo” KO</p>	<ul style="list-style-type: none"> <li>● Mocking at classmates</li> </ul>
<p><b>Students artifacts_oral presentation_YN_2014_05_26</b>                  (While the video plays SM asks the teacher for vocabulary in order to prepare the questions he wants to ask to his classmate related to the video)                  SM: Teacher, how do you say is you? Or how?                  Teacher: Is it you?                  (The video ends up) YN: Thank you  <u>Teacher: Very Good (Students clap their hands)</u>  <u>SM: Excellent</u></p>	<ul style="list-style-type: none"> <li>● Cheering up students</li> <li>● Responding physically to congratulate their classmate</li> </ul>

Figure 21 Excerpts taken to show spontaneous reactions and behaviors to follow up communication

As a result, from the previous analysis, it can be evident that in order to help students to participate in social interaction practices; learning and interactional conditions were created. A concept considered by Lantolf & Thorne (2007) as a fundamental tool when talking about the ZPD. Additionally, students could participate and recognized their own strengths and weaknesses and consequently remove fears and shames and create a friendly environment where mistakes were not a barrier to communicate.

Next section depicts the findings obtained from the analysis of the three categories and their subcategories that were analyzed in this chapter.

## **Chapter VI**

### **Conclusions and Pedagogical Implications**

This chapter attempts to answer the research question proposed in chapter I, which consists on knowing how EFL ninth graders construct social interaction to enhance the communicative competence through authentic tasks at IED La Belleza-Los Libertadores. Therefore, the findings and the conclusions obtained from the analyses of the data collected are depicted in this chapter.

In this context, to answer the question three categories were suggested in chapter V: Using previous knowledge of the target language to participate in communicative practices, generating strategies to compensate breakdowns in communication and support communicative practices, and using spontaneous reactions and behaviors to follow up communicative practices. These actions were constructed by students during the implementation of the pedagogical intervention where they were participating of social interaction practices by means of developing authentic tasks.

With respect to using previous knowledge of the target language to participate in communicative practices, it was found that students did it by two main forms. Firstly, by using their social conventions to produce communication where students took into account formal forms of the language such as greetings, farewells, thanks, etc., in order to start or end their authentic communicative tasks. And lastly, by attempting a good use of EFL to allow others to know about their lives and inquire about others' lives where students used the knowledge they had about the language in regards to vocabulary and grammar structures to perform communicative practices such as: asking for personal information; answering questions;

expressing their feelings, experiences, and learnings; expressing fears and disagreements; comparing lives; and talking or writing about their families, where they had the opportunity to put in practice what they had learned about the foreign language.

Consequently, students invested in the learning of EFL because they were not only practicing the language but recognizing themselves and understanding others (Norton, 1995; Norton and Toohey, 2011; Norton and McKinney, 2011). And additionally, students were enhancing their communicative competence ability when they moved on from the grammatical knowledge they had about EFL to the pragmatic and sociolinguistic knowledge (Bachman and Palmer, 1996). From this perspective, students constructed social interaction by using the grammatical knowledge of EFL in communicative practices where they inquired and answered, compared, and expressed feelings, fears, experiences, and learnings.

Regarding to the generation of strategies to compensate breakdowns in communication and support communicative practices, it was found that during social interaction three groups of strategies were found. Firstly, by using communicative strategies to fulfill an authentic task, in other words, this is a group of strategies used by the students in order to overcome the communicative barriers they had when they were developing a communicative authentic task. Most of the strategies analyzed in this subcategory were verbal, this means that were used under the light of the mother tongue and/or the target language. Actions such as: asking for unknown vocabulary, asking for clarification, asking for repetition of questions were essential for learners in order to follow up communication in EFL. As a consequence, students clarified, repeated or made self corrections when necessary. Additionally, actions such as: reading questions to know

what to answer and translating to Spanish to clarify information were taken by students when they could not maintain the communication in EFL.

Secondly, by using nonverbal actions and instruments to complete communicative authentic tasks, this means that people who were immersed in authentic communicative tasks used their body language to convey messages in a more effective form, allowing the listener to know what the message was about in case that the listener did not understand the verbal form. Additionally, students used visual aids when producing oral texts, as when they were doing oral presentations where they used power point slides, their notebooks, or their hands in order to present their topics; or when they were doing interviews where they used their notebooks as a tool to ask questions to their classmates or native speakers. Finally, students made use of their dictionaries or the teacher in order to get vocabulary or get clarification in relation to linguistic issues (pronunciation and grammar). When analyzing the interactions produced by students with native speakers, it was noticed that natives helped the students to construct knowledge about them by translating words into Spanish in order to facilitate students' understanding when they noticed that there was a possible communication breakdown. And as a way to help the students to reach their aims, they used strategies as reading when they could not understand what students meant in their questions.

Lastly, by supporting others' speech when using EFL an action practiced by the teacher when students were constructing knowledge by performing authentic communicative tasks inside the classroom. That is, when students were doing oral presentations or working on written activities, students asked for unknown vocabulary or asked for clarification in relation to grammar issues, and the teacher provided them with EFL vocabulary, gave support in relation to

linguistic issues (grammar and pronunciation), or repaired students' sentences, as a way to help them to convey the messages. However, it is necessary to clarify that students participated on giving support about linguistic issues to their classmates when they were doing written activities (grammar) and oral presentations (pronunciation).

As a consequence, students constructed social interaction when they strengthened their strategic competence (Bachman & Palmer, 1996) to overcome the communicative limitations they faced during the development of authentic tasks. Additionally, they participated of social interaction when they understood the messages they listened regardless if they knew every single word, comprehensible input (Krashen, 1982); when they modified their messages as a way to help the listener to comprehend the message, negotiation (Long, 1983; Long & Porter, 1985; Gass & Varonis, 1989; and Pica, 1994); and when they transmitted messages thinking on the people who listened, comprehensible output (Swain, 1995). Finally, they constructed knowledge under the guidance of the teacher or more knowledgeable students, zone of proximal development (Vygotsky, 1978)

With respect to using spontaneous reactions and behaviors to follow up communicative practices, it was noticed that students constructed social interaction by being part of friendly environments, in this sense, students behaved as they usually did, they laughed about their classmates' comments or mistakes; they used expressions to mock at others; and they congratulated and cheered up their friends. Consequently, by creating a friendly learning environment mediated by authentic tasks, an important tool when developing the ZPD (Lantolf & Thorne, 2007), students diminished feelings of fears, panic, and disagreement.

It is worth to mention that authentic tasks allowed students to construct social interaction and improve the communicative competence of EFL. In addition to, students were increasing their language level and using EFL for real communicative purposes. Besides, when students participated of social interactions with native speakers and classmates, they were not only practicing English but also learning about others' cultures, habits, routines, and customs. Lastly, using different learning environments (not only the classroom) helped the students to feel more comfortable and pleased in developing their authentic task and more when they were facing communication with native speakers.

Additionally, it was observed that the use of task-based approach (TBA) facilitated the enhancement of EFL communicative competence because students were immersed in doing tasks that were focused on using the communicative skills to convey messages related to personal issues. Besides, TBA contributed in the construction of social interaction because the tasks were socially developed, it means, students took advantage of their classmates to reach the suggested pedagogical goals. What is more, pushing students to work on authentic tasks in real-life contexts allowed ninth graders to face their EFL communicative breakdowns by using strategies to overcome them and convey their messages.

Nevertheless, when implementing the pedagogical intervention, aspects such as: the lack of video cameras for video recording the interviews done by students, the use of mobile phones that did not record audio in the interviews, the daily school activities that interrupted the class process, the lack of computer programs at school to edit videos, the lack of computers to work with students to do power point presentations, and the lack of economic support to go to touristic places of the city, were limitations faced on the research process and affected in regards to the

duration of time of the pedagogical intervention. These limitations were overcome in first instance because the high compromise students had to participate in the activities. In regards to the lack of video cameras in the school, students looked for other kind of devices to film their videos or organized in groups where one of the students had a video-camera. About the video programs used to edit the videos, students were suggested to download the program movie maker in their own computers and they were taught to use it, other students decided to help each other and edit their videos. With respect to the lack of economic support, due to students' interest in the activity, they decided to ask for the permissions to their parents and afford the transportation. In this sense, it is important to highlight the confidence parents had with me as teacher allowing me to take their sons to a distant place like it was downtown of the city.

Considering suggestions for further research, it would be interesting to identify the way as students consider the influence of native and non-native teachers in regards to their EFL process. Besides, when using real contexts where students interact with native speakers it would be worth to observe how students handle the knowledge they have about EFL and how they get information about others without preparing their tasks, in other words, by sociointeracting in a more naturalistic form. And finally, working on reading strategies that contribute on constructing social interaction would contribute to understand the way as reading enhance the communicative competence.

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**Appendices**

**Appendix 1: Students` Questionnaire Chart**

<b>CUESTIONARIO A ESTUDIANTES</b>	
Género	
Femenino	<input type="checkbox"/>
Masculino	<input type="checkbox"/>
Edad	
11	<input type="checkbox"/>
12	<input type="checkbox"/>
13	<input type="checkbox"/>
14	<input type="checkbox"/>
Mayor de 14	<input type="checkbox"/>
1. Le gusta aprender inglés SI <input type="checkbox"/> NO <input type="checkbox"/> ¿Por qué?	
2. Según sus padres, familia, amigos, profesores u otros, ¿Por qué debe aprender inglés?	
3. ¿Ha tenido la oportunidad de interactuar con personas que hablen inglés (Personalmente o a través de Internet)?	
SI	<input type="checkbox"/>
NO	<input type="checkbox"/>
4. ¿Usted utiliza el idioma extranjero (Inglés) fuera del salón o del colegio?	
SI	<input type="checkbox"/>
NO	<input type="checkbox"/>
5. ¿Bajo qué situaciones y con quién lo utiliza?	
6. ¿Usted escucha canciones o ve programas de TV en el idioma extranjero?	
SI	<input type="checkbox"/>
NO	<input type="checkbox"/>
7. ¿Usted ha leído textos en el idioma extranjero?	
SI	<input type="checkbox"/>
NO	<input type="checkbox"/>
8. Considera usted que aprender inglés le va a servir para	
a. Tener un buen trabajo y por ende un mejor estatus económico	<input type="checkbox"/>
b. Ingresar a la Educación Superior (Universidad)	<input type="checkbox"/>
c. Hablar con personas que hablan el idioma y conocer otras culturas	<input type="checkbox"/>
d. Viajar a otros países.	<input type="checkbox"/>
e. Tener un buen puntaje en el ICFES	<input type="checkbox"/>

**Appendix 2: Students` Questionnaire Analysis**

<p><b>1. Género</b></p> <p>13; 65% 7; 35%</p> <ul style="list-style-type: none"> <li>Femenino</li> <li>Masculino</li> </ul>	<p><b>Edad</b></p> <p>0; 0% 0; 0%</p> <ul style="list-style-type: none"> <li>11</li> <li>12</li> <li>13</li> <li>14</li> <li>Mayor de 14</li> </ul>
<p><b>3. Vive con</b></p> <p>4; 20% 0; 0%</p> <ul style="list-style-type: none"> <li>Los dos padres</li> <li>Solo Papá</li> <li>Solo Mamá</li> <li>Otros</li> </ul>	<p><b>4. Le gusta aprender inglés</b></p> <p>2; 10%</p> <ul style="list-style-type: none"> <li>SI</li> <li>NO</li> </ul>
<p><b>6. ¿Ha tenido la oportunidad de interactuar con personas que hablen inglés (Personalmente o a través de Internet)?</b></p> <p>7; 35%</p> <ul style="list-style-type: none"> <li>SI</li> <li>NO</li> </ul>	<p><b>7. ¿Usted utiliza el inglés fuera del salón de clases o del colegio?</b></p> <p>8; 40%</p> <ul style="list-style-type: none"> <li>SI</li> <li>NO</li> </ul>
<p><b>9. ¿Usted escucha canciones o ve programas de TV en inglés?</b></p> <p>2; 10%</p> <ul style="list-style-type: none"> <li>SI</li> <li>NO</li> </ul>	<p><b>12. Selecciona una sola, la más importante para usted. Considera que aprender inglés le va a servir para</b></p> <p>0; 0%</p> <ul style="list-style-type: none"> <li>Tener un buen trabajo y por ende un mejor estatus económico</li> <li>Ingresar a la Educación Superior (Universidad)</li> <li>Hablar con personas que hablan el idioma y conocer otras culturas</li> <li>Viajar a otros países</li> <li>Tener un buen puntaje en el ICFCES</li> </ul>

### Appendix 3: Parents' Survey

#### Señor(a) Madre y Padre de Familia.

Cordial Saludo. Teniendo en cuenta que lo más importante para nosotros como educadores es ofrecerles una mejor educación a sus hijos que conlleve a un aprendizaje significativo para ellos, me permito solicitar su colaboración en la diligencia de la siguiente encuesta. De antemano agradezco el tiempo empleado y la paciencia para el diligenciamiento de la misma.

Cordialmente,

#### YISED NUÑEZ FRANCO

Licenciada de Humanidades e Inglés.

#### ENCUESTA A PADRES DE FAMILIA

**Seleccione la respuesta que usted considere indicada, teniendo en cuenta su propia experiencia de vida. Marque con una X.**

1. Usted se encuentra en una edad promedio entre

25 – 35

35 – 45

45 – 55

Mayor de 55

2. Su Género es

Femenino

Masculino

3. Su ciudad de origen es

Bogotá

Otra ciudad ¿Cuál?  \_\_\_\_\_

4. Su nivel de escolaridad es

Primaria

Bachillerato

Universitario

Técnico

Tecnólogo

No culminó sus estudios

5. Usted tiene conocimientos de Inglés (lo Habla, lee, escucha o escribe)

SI

NO

6. En su ambiente laboral ha tenido contacto con el idioma extranjero (Inglés)

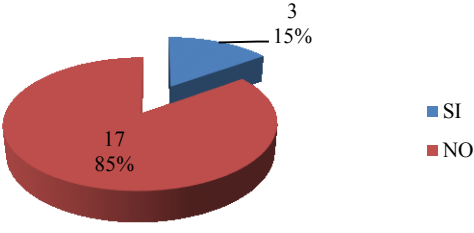
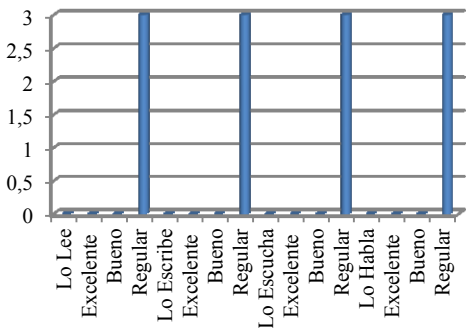
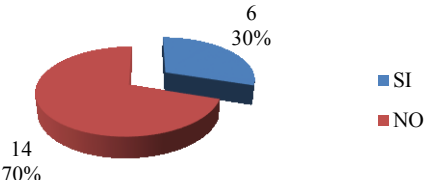
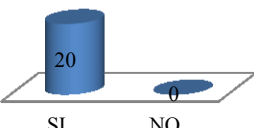
SI

NO

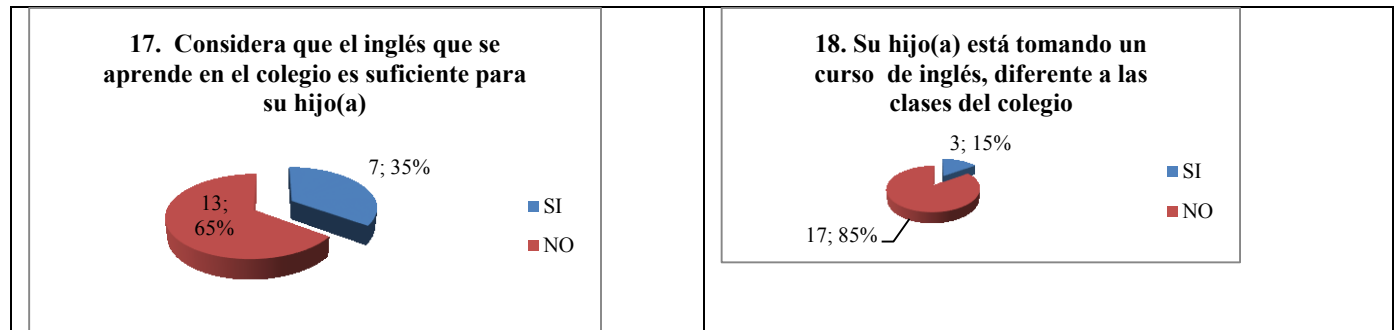
7. Considera importante y conveniente para su hijo(a) aprender el idioma extranjero (Inglés)		
SI	<input type="checkbox"/>	
NO	<input type="checkbox"/>	
8. Su hijo(a) ha manifestado que le gusta aprender inglés.		
SI	<input type="checkbox"/>	
NO	<input type="checkbox"/>	
9. Aprender una segunda lengua (Inglés) beneficia a su hijo(a) porque:		<input type="checkbox"/>
Puede tener una mejor calidad de vida		<input type="checkbox"/>
Puede ingresar a la Educación Superior (Universidad)		<input type="checkbox"/>
Puede hablar con personas que hablan el idioma y conocer otras culturas		<input type="checkbox"/>
Hay que aprenderlo por las nuevas políticas educativas.		<input type="checkbox"/>
Puede viajar a otros países.		<input type="checkbox"/>
Puede tener un buen puntaje en el ICFES		<input type="checkbox"/>
No es importante aprender inglés en este momento.		<input type="checkbox"/>
10. Usted anima a su hijo(a) para que aprenda un segundo idioma (Inglés)		
SI	<input type="checkbox"/>	
NO	<input type="checkbox"/>	
11. Lo anima a aprenderlo porque		
Quiere que su hijo ingrese a la Educación Superior (Universidad)		<input type="checkbox"/>
Quiere que su hijo viaje a otros países.		<input type="checkbox"/>
Quiere que su hijo tenga mejores oportunidades laborales		<input type="checkbox"/>
Quiere que su hijo hable con personas de otras culturas		<input type="checkbox"/>
Otro motivo ¿Cuál? _____		<input type="checkbox"/>
12. Su hijo(a) ha hablado en el idioma extranjero (inglés) fuera del colegio		
SI	<input type="checkbox"/>	
NO	<input type="checkbox"/>	
13. Su hijo(a) ve programas de TV o escucha música en el idioma extranjero (inglés) en casa.		
SI	<input type="checkbox"/>	
NO	<input type="checkbox"/>	
14. Considera que el inglés que se aprende en el colegio es suficiente para su hijo(a)		
SI	<input type="checkbox"/>	
NO	<input type="checkbox"/>	
15. Su hijo(a) está realizando un curso adicional, diferente a las clases del colegio		
SI	<input type="checkbox"/>	
NO	<input type="checkbox"/>	
<b>GRACIAS POR SU COLABORACIÓN</b>		

**Appendix 4: Parents' Survey Analysis**

<p><b>1. Usted se encuentra en una edad promedio entre</b></p> <p>■ 25 – 35 ■ 35 – 45 ■ 45 – 55 ■ Mayor de 55</p> <table border="1"> <thead> <tr> <th>Edad</th> <th>Cantidad</th> <th>Porcentaje</th> </tr> </thead> <tbody> <tr> <td>25 – 35</td> <td>9</td> <td>45%</td> </tr> <tr> <td>35 – 45</td> <td>8</td> <td>40%</td> </tr> <tr> <td>45 – 55</td> <td>3</td> <td>15%</td> </tr> <tr> <td>Mayor de 55</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Edad	Cantidad	Porcentaje	25 – 35	9	45%	35 – 45	8	40%	45 – 55	3	15%	Mayor de 55	0	0%		<p><b>2. Su Género es</b></p> <table border="1"> <thead> <tr> <th>Género</th> <th>Cantidad</th> <th>Porcentaje</th> </tr> </thead> <tbody> <tr> <td>Femenino</td> <td>13</td> <td>65%</td> </tr> <tr> <td>Masculino</td> <td>7</td> <td>35%</td> </tr> </tbody> </table>	Género	Cantidad	Porcentaje	Femenino	13	65%	Masculino	7	35%																
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Femenino	13	65%																																								
Masculino	7	35%																																								
<p><b>3. Su ciudad de origen es</b></p> <table border="1"> <thead> <tr> <th>Ciudad</th> <th>Cantidad</th> <th>Porcentaje</th> </tr> </thead> <tbody> <tr> <td>Bogotá</td> <td>11</td> <td>55%</td> </tr> <tr> <td>Otra ciudad</td> <td>9</td> <td>45%</td> </tr> </tbody> </table>	Ciudad	Cantidad	Porcentaje	Bogotá	11	55%	Otra ciudad	9	45%		<p><b>4. Se encuentra trabajando actualmente</b></p> <table border="1"> <thead> <tr> <th>Estado</th> <th>Cantidad</th> <th>Porcentaje</th> </tr> </thead> <tbody> <tr> <td>SI</td> <td>16</td> <td>80%</td> </tr> <tr> <td>NO</td> <td>4</td> <td>20%</td> </tr> </tbody> </table>	Estado	Cantidad	Porcentaje	SI	16	80%	NO	4	20%																						
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<p><b>5. Vive en casa</b></p> <table border="1"> <thead> <tr> <th>Categoría</th> <th>Cantidad</th> <th>Porcentaje</th> </tr> </thead> <tbody> <tr> <td>Propia</td> <td>10</td> <td>50%</td> </tr> <tr> <td>Alquilada</td> <td>10</td> <td>50%</td> </tr> <tr> <td>Familiar</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Invasión</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Otros</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Categoría	Cantidad	Porcentaje	Propia	10	50%	Alquilada	10	50%	Familiar	0	0%	Invasión	0	0%	Otros	0	0%		<p><b>6. Su nivel de escolaridad es</b></p> <table border="1"> <thead> <tr> <th>Nivel</th> <th>Cantidad</th> <th>Porcentaje</th> </tr> </thead> <tbody> <tr> <td>Bachillerato</td> <td>11</td> <td>55%</td> </tr> <tr> <td>Primaria</td> <td>7</td> <td>35%</td> </tr> <tr> <td>Universitario</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Técnico</td> <td>2</td> <td>10%</td> </tr> <tr> <td>Tecnólogo</td> <td>0</td> <td>0%</td> </tr> <tr> <td>No culminó sus estudios</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Nivel	Cantidad	Porcentaje	Bachillerato	11	55%	Primaria	7	35%	Universitario	0	0%	Técnico	2	10%	Tecnólogo	0	0%	No culminó sus estudios	0	0%	
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<p><b>7. Usted tiene conocimientos de Inglés (lo Habla, lee, escucha o escribe)</b></p>  <table border="1"> <thead> <tr> <th>Respuesta</th> <th>Cantidad</th> <th>Porcentaje</th> </tr> </thead> <tbody> <tr> <td>SI</td> <td>3</td> <td>15%</td> </tr> <tr> <td>NO</td> <td>17</td> <td>85%</td> </tr> </tbody> </table>	Respuesta	Cantidad	Porcentaje	SI	3	15%	NO	17	85%	<p><b>8. Si su respuesta es afirmativa, indique el nivel en cada una de las habilidades</b></p>  <table border="1"> <thead> <tr> <th>Habilidad</th> <th>Nivel</th> </tr> </thead> <tbody> <tr><td>Lo Lee</td><td>3</td></tr> <tr><td>Excelente</td><td>3</td></tr> <tr><td>Bueno</td><td>3</td></tr> <tr><td>Regular</td><td>3</td></tr> <tr><td>Lo Escribe</td><td>3</td></tr> <tr><td>Excelente</td><td>3</td></tr> <tr><td>Bueno</td><td>3</td></tr> <tr><td>Regular</td><td>3</td></tr> <tr><td>Lo Escucha</td><td>3</td></tr> <tr><td>Excelente</td><td>3</td></tr> <tr><td>Bueno</td><td>3</td></tr> <tr><td>Regular</td><td>3</td></tr> <tr><td>Lo Habla</td><td>3</td></tr> <tr><td>Excelente</td><td>3</td></tr> <tr><td>Bueno</td><td>3</td></tr> <tr><td>Regular</td><td>3</td></tr> </tbody> </table>	Habilidad	Nivel	Lo Lee	3	Excelente	3	Bueno	3	Regular	3	Lo Escribe	3	Excelente	3	Bueno	3	Regular	3	Lo Escucha	3	Excelente	3	Bueno	3	Regular	3	Lo Habla	3	Excelente	3	Bueno	3	Regular	3
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<p><b>9. En su ambiente laboral ha tenido contacto con el idioma Inglés</b></p>  <table border="1"> <thead> <tr> <th>Respuesta</th> <th>Cantidad</th> <th>Porcentaje</th> </tr> </thead> <tbody> <tr> <td>SI</td> <td>6</td> <td>30%</td> </tr> <tr> <td>NO</td> <td>14</td> <td>70%</td> </tr> </tbody> </table>	Respuesta	Cantidad	Porcentaje	SI	6	30%	NO	14	70%	<p><b>10. Considera importante y conveniente para su hijo(a) que aprenda Inglés</b></p>  <table border="1"> <thead> <tr> <th>Respuesta</th> <th>Cantidad</th> </tr> </thead> <tbody> <tr> <td>SI</td> <td>20</td> </tr> <tr> <td>NO</td> <td>0</td> </tr> </tbody> </table>	Respuesta	Cantidad	SI	20	NO	0																												
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<p><b>14. Seleccione solamente una, la más importante para usted. Lo anima a aprenderlo porque</b></p> <ul style="list-style-type: none"> <li>■ Quiere que su hijo ingrese a la Educación Superior (Universidad)</li> <li>■ Quiere que su hijo viaje a otros países.</li> <li>■ Quiere que su hijo tenga mejores oportunidades laborales</li> <li>■ Quiere que su hijo hable con personas de otras culturas</li> <li>■ Otro motivo ¿Cuál? _____</li> </ul>	<p><b>12. Seleccione solamente una, la más importante para usted. Aprender Inglés beneficia a su hijo(a) porque:</b></p> <ul style="list-style-type: none"> <li>■ Puede tener una mejor calidad de vida</li> <li>■ Puede ingresar a la Educación Superior (Universidad)</li> <li>■ Puede hablar con personas que hablan el idioma y conocer otras culturas</li> <li>■ Hay que aprenderlo por las nuevas políticas educativas.</li> <li>■ Puede viajar a otros países.</li> </ul>
<p><b>13. Usted anima a su hijo(a) para que aprenda Inglés</b></p> <ul style="list-style-type: none"> <li>■ SI</li> <li>■ NO</li> </ul>	<p><b>11. Su hijo(a) ha manifestado que le gusta aprender inglés.</b></p> <ul style="list-style-type: none"> <li>■ SI</li> <li>■ NO</li> </ul>
<p><b>15. Su hijo(a) ha hablado en inglés fuera del colegio</b></p> <ul style="list-style-type: none"> <li>■ SI</li> <li>■ NO</li> </ul>	<p><b>16. Su hijo(a) ve programas de TV o escucha música en inglés en casa.</b></p> <ul style="list-style-type: none"> <li>■ SI</li> <li>■ NO</li> </ul>



**Appendix 5: Teachers' Interviews Transcriptions**

**ENGLISH TEACHER:**

<b>INTERVIEWER</b>	<b>INTERVIEWEE</b>
What is your name?	Diana Muñoz
What subjects are you teaching currently?	English and Spanish
With Which grades?	6 <sup>th</sup> , 7 <sup>th</sup> and 9 <sup>th</sup> grades
How long have you been working as an English teacher?	8 years
Do you think that English is important for your students' lives?	Off course
Why?	I perceive that maybe English can open the possibilities to the students to be in social fields, talking about work, I don't know, it's easier to obtain a job maybe If you have another language and English is a good option.
Are your students engaged in learning English?	Some of them
Do your students speak in English when they are in and/or outside of you classroom?	Ummm, they sometimes in the classroom. Outside, they don't like to practice the English.
Do you consider that they think that English is relevant for them?	Maybe in some fields, when they for example use some technological devices they have to know English, maybe if a student is listening music it is an important tool for understanding music but in other cases no, I am not sure.
What kind of comments do your students do about learning English?	It is very difficult because I see the class is divided students that like English and the comments are very positive, and the others that they don't like English and they reject any kind of information, talking about English and it is divided the opinions about English.
Are they interested in learning English?	Some of them, yes, but I can find some students that they have a great ability, skill for English and they are motivated to learn more and they ask for more of my teacher class but in other cases it is totally different
What do they say, do they consider that English is functional for their lives?	Off course, it is the same situation, maybe for some of them would like to learn English and they see a possibility for studying in the future but some of them no.
What kind of activities do your students prefer to do?	They like to play games all the time, listen to music, when we have some communicative role plays, maybe.
What should it be the principal aim of learning and teaching English?	We are in globalization, all the people have to know one language, different language from the mother tongue

	because we need to access to different information from our language and maybe if you know another language you want to know how is the world around you.
What methodology do you use in your teaching process?	I use different methodologies, it depends on my disposition, students' disposition, the materials that I have in the class, some classes could be in communicative, others in grammar focus on the grammar. It can vary.

**SOCIAL SCIENCES TEACHER:**

¿Cuál es su nombre?	Mi nombre es Fredy Martínez
¿Qué asignatura enseña?	Ciencias sociales y religión en este año y también he trabajado ciencias políticas y filosofía.
¿Con qué cursos está trabajando actualmente?	En grado sexto religión, En grado 7, 8 y 9 religión y ciencias sociales.
¿Cuánto tiempo lleva enseñando?	Aproximadamente 7 años.
¿Con estudiantes de secundaria?	No, secundaria y universidad.
¿Considera que aprender inglés es importante?	Por supuesto
¿Tiene conocimientos en inglés?	Conocimientos básicos
¿Por qué considera que aprender inglés es importante?	Bueno, ¿para mí como persona o para mis estudiantes?
No, para usted	No pues para mí personalmente, el inglés es importante porque debido a mi profesión la mayoría de estudios salen publicados en inglés, también pues la aplicación de becas en países extranjeros está supeditada a tener una segunda lengua y es generalmente el inglés becas e incluso aquí en el país el ingreso a doctorados, maestrías se piden conocimientos de inglés, entonces es importante en la medida que es un requisito y también es una herramienta de adquirir aprendizaje a nivel mundial, que se está desarrollando a nivel mundial
¿Ha tenido algún tipo de dificultad por no tener un dominio absoluto de inglés?	Por supuesto
¿Qué tipo de problemas?	Principalmente en el acceso a literatura, digamos el tiempo de lectura de un texto en inglés por no tener un dominio, solo tener conocimientos básicos es más amplio, o sea se demora uno mucho más. A la hora de aplicar a una beca si se pide cierto dominio, unos exámenes que son bastantes rigurosos en inglés y que pues en este momento no estoy preparado para presentar ese tipo de exámenes entonces si

	me he visto afectado en la medida que se me han cerrado algunas alternativas por eso. Además laborales, hay colegios bilingües hay cursos incluso en las universidades que podrían dictarse en inglés y por no tenerlo uno no puede aplicar
¿Cuál cree usted que sería la mejor manera para aprender inglés?	Definitivamente yo si considero que la mejor manera para aprender inglés es vivir en un país angloparlante, o sea claro uno esta acá puede tomar un curso de inglés pero la pronunciación es diferente, digamos si usted está allá pues por la necesidad y todo pues usted terminará aprendiendo no?
¿Sus profesores de inglés que argumento le daban para que aprendiera inglés?	No pues principalmente decían que era una herramienta de ascenso laboral y que hoy en día era necesario pues porque es el idioma universal
¿Sus padres lo motivaban para aprender ingles?	No, no solo el inglés del colegio y pues cuando llegue a la universidad, el inglés de la universidad, pero motivación que venga miijo un curso de inglés, ummm no no
¿Alguna vez le ha dicho a sus estudiantes que aprender inglés es importante?	Todo el tiempo, todo el tiempo hablo con ellos no solo de la importancia del aprendizaje del inglés si no de todas las asignaturas, en particular de inglés yo hablo desde mi experiencia, entonces que es una herramienta pues de conocimiento, pues por lo que decía anteriormente de la publicación de estudios en inglés, también hablo pues de una herramienta de comunicación en un mundo globalizado, los estudiantes están, bueno la sociedad en general, por el internet, la televisión en fin todo esto ehhe pues ehhe está el inglés y el no conocerlo le cierra a uno la posibilidad de entender lo que está pasando allí, de cómo comunicarse, relacionarse, con gente incluso de todo el mundo, de entender lo que pasa en todas partes del mundo ehhe obviamente también hay que o bueno además también les hablo de las posibilidades laborales y académicas que se les pueden abrir con el conocimiento del inglés y de pues posibilidades laborales, académicas que pues que necesariamente tienen que verse reflejadas en una mejor remuneración económica.

**SPANISH TEACHER**

¿Cuál es su nombre?	Mi nombre es Jennifer Téllez Navia
¿Qué asignatura enseña?	Español
¿En qué grados?	Octavo, noveno, décimo y once
¿Tiene conocimientos en inglés?	Muy básicos
¿Considera que aprender inglés es	Si

importante?	
¿Por qué considera?	Pues porque hoy en día con toda la innovación y el crecimiento de la tecnología y también la expansión de los mercados internacionales ha llevado que las personas cada vez busquen Inglés como una opción para poder viajar y poder tener un mejor, una mejor proyección de vida
¿Ha tenido algún tipo de dificultad por no tener conocimientos avanzados en inglés?	Pues, digamos que todavía no, pero si de alguna manera es un limitante que en muchas ocasiones por el hecho de ser profesora de Español hay muchos lugares de trabajo donde pretenden que el profesor de humanidades abarque las dos áreas entonces es mucho más fácil contratar a un profesor de inglés para dar cátedra de Español que contratar a un profesor de Español para asumir la carga de Inglés, entonces en ese sentido digamos que si ha sido un problema
Para usted ¿Cuál sería la mejor manera para aprender inglés?	Pues yo diría que personalmente es como lo mejor porque cuando uno está en grupo y uno no tiene un buen desempeño se siente mucho más presionado a parte porque los profesores siempre tienden como a enfocarse en las personas que tienen un mayor nivel y las personas que tienen un menor nivel tienden a opacarse entonces cuesta mucho más trabajo
¿Sus padres la motivaban para aprender inglés?	Eh, pues si claro, siempre me decían como que tenía que estudiar y pues yo en la universidad lo intenté varias veces pero pues no sé siempre me iba mal y entonces no dejaba.
¿Y sus profesores de inglés que argumento le daban para que aprendiera inglés?	Pues en ese momento como que bueno lo que siempre le dicen a uno, no el inglés le abre a uno muchas puertas entonces pues está bien que tengas otro conocimiento porque así podrás viajar y podrás conocer y te podrás desempeñar mejor profesionalmente.
¿Alguna vez le ha dicho a sus estudiantes que aprender inglés es importante?	Eh, si claro, más que aprender inglés yo siempre he sido partidaria de que nosotros debemos tener un conocimiento pues muy amplio de la cultura y de alguna manera aprender otra lengua es expandir el conocimiento de una cultura, entonces creo que aprender inglés o portugués o alemán o francés o cualquier otra lengua es muy importante.
¿Cree que los estudiantes de este colegio están interesados en aprender inglés?	Yo creo que la mayoría no lo ve como con la importancia que se le tiene porque pues de pronto por el mismo contexto de los estudiantes no se muestran interesados, pues sus proyectos están más enfocados en como a salir a trabajar y el trabajo es desde un punto de vista más... ehh, desde una mano muy obrera, no tienen como tanto una expansión de proyecto hacia unas gerencias o hacia buscar unos objetivos mucho más profesionales, entonces en ese sentido el inglés

	no es algo que sea determinante, se ve es más hacia la búsqueda de otros horizontes y de expansión profesional que mucho de estos estudiantes no tienen en su proyección de vida.
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**COORDINATOR**

¿Cuál es su nombre?	Yesit Arévalo
¿Qué cargo ocupa actualmente?	Coordinador de la jornada tarde del Colegio La Belleza – Los Libertadores
¿Tiene conocimientos en inglés?	Ummm algo
¿Considera que aprender inglés es importante?	Definitivamente Si
¿Por qué?	En el mundo globalizado de hoy es necesario, no es solamente importante si no necesario tener una segunda lengua apoyando los procesos sobre todo en el campo de la educación, en el campo académico
¿Ha tenido algún tipo de dificultad por no tener conocimientos primarios, secundarios de inglés?	Si, para acceder a algunas especializaciones o a programas de doctorado, solicitan tener una segunda lengua en este momento y es muy complicado acceder si no se tiene
Para usted ¿Cuál sería la mejor manera para aprender inglés?	Practicando, definitivamente la práctica hace al maestro
¿Sus padres lo motivaban para aprender inglés?	No
¿Sus profesores de inglés que argumento le daban para que aprendiera inglés?	Era más un argumento académico y que si no se aprendía cierto tipo de listados o de frases o de reglas gramaticales no pasaba uno el año, pero de ahí no, no pasó
¿Alguna vez le ha dicho a sus estudiantes que aprender inglés es importante?	Si claro, a los estudiantes se les tiene que decir la realidad que estamos viviendo en este momento
¿Qué tipo de argumentos les ha dado?	Si ellos necesitan aplicar a una universidad, si no quieren quedarse aquí en Colombia y quieren aplicar a una universidad necesariamente

**Appendix 6: Class observation (Notetaking/Notemaking)**

MINUTE	NOTE TAKING	NOTE MAKING
00:00 – 00:06	Teacher: Ok, students, good afternoon Students: Good afternoon teacher (students stand up and their voices sound low and boring) Teacher: How are you today? Students: Fine, thank you	Greetings among students and teacher
00:07- 01:21	Teacher: Ok everybody hands up, hands in front, hands at sides, hands down, hands in front, jump, jump, jump, (Teacher looks to all her students in order to check they are performing the actions) jump once in front, once back, once in front, once back, march, stop, hands in front, hands at sides, jump, jump, march, march in front, march back, stop, jump once back, jump once back, jump once back, jump once to the right (Students move the chairs and laugh) jump once to the right, once to the left, once to the left, once in front (JC says what?) jump once in front, once back, once in front, once back (Students laugh because they were moving contrary to the teacher’s indication) Good afternoon	Using commands to catch students’ attention. Total Physical Response. Students perform the activity with minimum mistakes
01:21- 01:38	Students: Good afternoon teacher (Students’ voices sound happier and with energy to start class) Teacher: Please sit down (Students sit down on their chairs and take out their notebooks)	Preparing the materials to start the class.
01:39 – 01:49	Students! The last class we were working with the activity of you and your family daily routines (Teacher takes the activity of one student to show it to the class) I suppose that you were very responsible and you did this activity yes or no? Students: Yes (JCo says no)	Giving general instructions and remembering the compromises students had for the class.
01:50 – 02:05	Teacher: Ok, now the activity in the house was to make the decoration of this paper but remember all the rest of the process is here in the classroom, any difficulty? Students: No Teacher: Any question? Students: No	General indications and asking to students to clarify possible doubts about the activity of the day
02:05 – 02:16	Teacher: Ok, so let’s begin. The activity in this moment is to transcribe all the activity we were doing in last class into the paper, did you finish? Students: No (BL says uichh)	Giving instructions about what the first activity is

<p>02:17 – 03:39</p>	<p>(Teacher starts checking the activity of the students while they are working on transcribing the information or making the decoration of the paper) XX: Oiga presteme la regla, que me preste la regla (XX tells to AD) XX: JC me presta colores? (Teacher explains to JCo the mistakes he had, BG and SG show their decorated pieces of paper to the camera) (Teacher tells to SG to sit down because SG is bothering with the paper) (BL is drawing in his paper)</p>	<p>Checking students' drafts</p>
<p>03:40 – 04:11</p>	<p>XX: Teacher T: Did you finish the activity? XX: Yes T: Let me check, umm XX that was the homework to make the decoration not to write the information because all this activity was to put it here (T shows XX where she had to write the information) but wait a minute</p>	<p>Checking students' drafts</p>
<p>04:11 – 04:43</p>	<p>T: Are you drawing Naruto here? Jumm BL that was the homework, BL: Profe pero a mí se olvidó que había que hacer BL: That was the homework, don't speak in Spanish, and the other activity?</p>	<p>Asking a student to speak by using EFL, but student avoid to do it and explains in Spanish what has happened with his homework</p>
<p>04:44 – 05:35</p>	<p>SG: Teacher se me quedó esa hoja T: What? SG: Esa, esa T: What? SG: Se me quedó T: What? SG: Aichhh yo no sé hablar en Inglés (SG shakes his hand showing disagreement and T smiles)</p>	<p>Asking a student to speak by using EFL, but student avoid to do it because he says he does not know how to speak by means of EFL. Student shows physically he is not agree in speaking in English.</p>
<p>05:36 – 10:55</p>	<p>(T checks BL information and makes the corrections that are necessary) (T checks XX2 information and makes the corrections that are necessary) (YR is making the decoration of her piece of paper) (JC is starting the process of transcribing the information to the paper) (ZC and JB are coloring the piece of paper)</p>	<p>Students work on their activities while teacher checks the information her students did.</p>
<p>10:56 – 11:02</p>	<p>T: Remember that you have to finish this activity today and make an oral presentation to me today, ok?</p>	<p>Reminding students they have to do an oral presentation</p>

Social Interaction by Enhancing Communicative Competence123

11:03 – 13:25	YR: Lorena el lápiz (Students in general are working on their pieces of paper, they do not make noises, they are really focused on what they are doing)	Students work and are focused on doing their activity
13:26 – 18:04	RG: Y la fecha teacher? Hoy no la puso T: Oopps sorry, you're right. So, JC, What day is today? JC: Thursday T: Very good, repeat everybody Thursday Ss: Thursday T: Miss ZC, what's the date of today ZC: September 26 <sup>th</sup> 2013 T: Ok, everybody repeat September Ss: September T: September Ss: September T: twenty-sixth Ss: Twenty-sixth T: Two thousand thirteen Ss: Two thousand thirteen T: Can you tell me...Mr. AD what session are we in? AD: Six T: Six, so remember your activity today is to finish the you and your family daily routines activity, activity two, it is necessary that you make a two minutes oral presentation but in this moment do not pay attention to this part (Teacher writes on the board and covers with the hand the word presentation)	Student requesting to write the date and the number of session because they are used to write them on their notebooks. Teacher accepting the student's recommendation and making that her students give the date and session.
18:05 – 19:12	AD: Ay no... YR: Uyyy yo no puedo, me da miedo XX: No yo no me presento, yo no sé inglés (XX smiles) OG: Nooooo que oso teacher pasar frente a todos y que se burlen de uno (T smiles)	Students manifest they are not agree in making oral presentations because they are afraid that their classmates mock at them because they consider they do not know English.
19:13 – 22:36	(Students continue writing while teacher is checking BG's activity)	Checking students' activities
22:37 – 24:21	SG: Ya encontré la hoja (Teacher checks SG information) T: Ja! This is copy no? Did you copy? SG: No T: You copied jumm (SG smiles) you have to do the activity with your own information.	A student asks to the teacher to check his exercise but the teacher identifies he copies the information from one of his classmates.

<p>24:22 – 29:37</p>	<p>(T checks AD activity) T: Very good but what do you aggregate to the verb in third person? AD: S, IES, or ES T: So? AD: S (Teacher continues checking AD's activity and asks him about the form of the verbs for third person) (It is difficult to listen the interaction among teacher and AD)</p>	<p>The teacher is checking a student's activity and is asking him for knowledge related to grammar aspects.</p>
<p>29:38 – 33:15</p>	<p>(Teacher continues moving around the classroom and checking the information of the students) XX: Qué le dijo? SG: Me quedó mal, me toca terminarlo</p>	<p>The teacher is checking students' activities</p>
<p>33:16 – 35:01</p>	<p>(T checks TC's activity) XX: OG la regla? OG: La tengo ocupada</p>	<p>The teacher is checking students' activities</p>
<p>35:02 – 38:49</p>	<p>T: Did you finish RG RG: No teacher si es que yo no sé inglés, es muy difícil T: Why? RG: ¿Qué? T: Why? RG: Que por qué? T: Yes RG: ahh porque yo no me sé los verbos T: Why? RG: Aichhh es que me da pereza aprendermelos (Ss Laugh) OG: Uyy si teacher es que a uno no se le quedan los verbos, son muy complicados BG: Ahh que va yo ya me los sé todos jajajaja</p>	<p>The teacher asks a student for his activity but he tells her that he does not know English and that he considers it is difficult because he does not know the verbs which is the vocabulary that they are working in the moment and that he is lazy to learn them. Other student comments the same, she says that verbs are complicated to learn. Finally, one student says he have already memorized them.</p>
<p>38:50 – 40:36</p>	<p>(Teacher checks LP's activity and make the corrections that are necessary)</p>	<p>The teacher is checking students' activities</p>
<p>40:37 – 41:42</p>	<p>SG: Mire teacher ¿me quedó bien? (Teacher checks SG's activity)</p>	<p>The teacher is checking students' activities</p>
<p>41:43 – 46:52</p>	<p>After checking all the students activities teacher checks that they transcribe the information to the colored piece of paper (While T is checking, BG, OG, TC are looking through the window and the teacher calls for their attention into the activity)</p>	<p>The teacher is checking students' activities</p>

<p>46:53 – 48:06</p>	<p>JCo: Profe será que puedo ir al baño un momentico? T: What? JCo: Teacher que si me deja salir al baño es que tengo que lavarme las manos T: What? JCo: Aichh teacher (JCo goes to his desk) T: What? JCo: Si? Yes? T: What? JCo: Aichh deje así teacher (JCo sits down in his chair)</p>	<p>The teacher is asking a student to use EFL because he needs to go to the bathroom and is asking for permission in Spanish. After a while, the student prefers to take a seat instead of doing it in EFL.</p>
<p>48:07 – 58:12</p>	<p>(Teacher continues checking the activity and students are transcribing the text)</p>	<p>The teacher is checking students' activities</p>
<p>58:13 – 01:03:10</p>	<p>T: Ok, we finish. Now we are going to do the other part of the activity of today that is the presentation Ss: Noooo (RG Uichhh no) T: Yessss, it is a short presentation (ZC puts her hands in the mouth and looks nervous) maximum 2 minutes (TC puts her hands in her eyes and BG says: Eso es mucho tiempo), you are going to pass here and you are going to make yourself introduction, you are going to mention important ideas of your routines, for example imagine that I pass here and I say... well my name is Yised Nuñez, I live with my mom, my sister, my nephew, and my goddaughter, I'm 32 years old, I'm single, I live in Santa Rita, etc, etc, etc So short... volunteers? Ss: Noooo T: Ahhh ok, JC go in front</p>	<p>The teacher requests students to make the oral presentations and students manifest they do not want to do it. Students show a high level of anxiety by touching their faces or covering their eyes. The teacher makes an example about what she is requiring and tells her first students to make the oral presentation</p>
<p>01:03:11 – 01:04:36</p>	<p>JC: Ok. T: Obviously that you are going to show your activity, because it is your activity, stop, stop babies</p>	<p>The teacher gives general indications to the students in relation to the oral presentation</p>
<p>01:04:37 – 01:06:12</p>	<p>JC: My name is JC, I was born in April 2000 in the north of Barranquilla, I have 13 years old, I live with my mom XX, my dad XX, my sister XX, I'm in the eighth grade. In this card I write my routines and the routines of my family. Eh hh We live in Santa Rita. Umm My dad is usually at home because he is an accountant. My mother works in a hospital. My sister studies. Eh hh and no more. (Students clap their hands)</p>	<p>Students making the oral presentation</p>
<p>01:06:13 – 01:07:38</p>	<p>T: Ok very good, thank you very much. Can you give me the piece of paper, please? Ok very good. What about you miss ZC?</p>	<p>The teacher asks the student to make the oral presentation</p>

<p>01:07:39 – 01:10:02</p>	<p>ZC: (ZC covers her face and T smiles) Good afternoon (ZC shakes her hand), my name is ZC eh I was born in October 19 1999 in the hospital San Rafael. Eh um ok. My family is composed by my mother XX, my father XX, and my sister XX. Ehh my father works everyday, my mother is in the house all day, and my sister studies in the SENA. Ehhh we live in La Belleza and we are happy. Ah, I love drawing that is my hobby. Finish</p>	<p>The student shows high anxiety but faces the situation and makes the oral presentation</p>
<p>01:10:03 – 01:13:15</p>	<p>T: Very good clap your hands (Students clap their hands) Ok miss OG come here OG: (Covers her face and says no with her head) T: Come, you say something short OG: Nooo T: Don't cry ok? Come OG: No teacher yo no sé hablar bien y se van a reir de mi, no yo no quiero T: Ok, then Mr. JCo</p>	<p>The teacher asks to other student to make the oral presentation however, she mentions she does not want to go in front because she does not know speak well in English and she is afraid that her classmates mock at her. She shows a high level of anxiety by crying. The teacher decides that other student makes the presentation.</p>
<p>01:13:16 – 01:15:56</p>	<p>JCo: (JCo takes a depth breath and goes in front of his classmates) Good afternoon my name is JCo (His voice sounds cut, his hands are trembling). I am sixteen years old. My family is my mom XX, sisters XX, XX, XX and brothers XX, XX and yo (T: and me) eso me (Students laugh) Yo studio (T: I study) I study in La Belleza – Los Libertadores . Mi family is good, y ya.</p>	<p>Students making the oral presentation</p>
<p>01:15:57 – 01:16:20</p>	<p>T: Very good, thanks, clap your hands (Students clap their hands) Eh ok, JC, eh YR I was confused, sorry</p>	<p>Students clapping their hands</p>
<p>01:16:21 – 01:18:51</p>	<p>YR: Eh my name is YR, I was born in the year 2000 in the day 16<sup>th</sup> of ... of September. Eh I was born in the hospital of San Juan in Tolima. My father is my father's name is XX, my mother's name is XX eh and my sister's name is XX eh and my short sister's name is XX. Ehh I wake up at eh 8 in la morning (Students laugh) I like running and the verbs. Thank you</p>	<p>Students making the oral presentation</p>
<p>01:18:52 – 01:21:22</p>	<p>T: Great, very good YR clap your hands students. Let's continue BL BL: uyy no teacher, déjeme de últimas es que yo no sé que decir T: Don't worry, come one. Remember it is something short you see, you can read if it is</p>	<p>The teacher asks a student to make the oral presentation and he tells the teacher he does not know what to say. After being convinced on doing it he requests his classmates to avoid mocking at</p>

	necessary but it is your life. BL: Ok, pero no se vayan a burlar (Students laugh)	him.
01:21:23 – 01:24:11	BL: Good afternoon ehh, ehh my name is BL (He starts reading his paper, his hands are trembling) I was born 26 and six ehh ahhh se me olvidó, eh mi sister eh are eh are XX and XX and XX eh BL and XX, my parents eh are XX and XX. I life in Libertadores and in eh house rented ah we have a dog eh I eh I eh I, no more	Students making the oral presentation
01:24:12 – 01:26:06	T: Ok, very good you see you did not die. (BL Laughs) Let's see BG BG: Aichh no. T: Go, go (BG goes in front of his classmates)	Students are clapping their hands and the teacher asks to other student to go in front and make the presentation. He protests but does the presentations
01:26:07 – 01:27:59	BG: Eh good afternoon. My name is BG. I was born the two of January nineteen thousand . The name of mother yes teacher? (T: yes) is XX, father is XX the brother is XX the other is XX and XX. I live así es que se dice teacher (T: Yes) La Belleza with mother no father. We are happy and I like singing ranchera music.	Students making the oral presentation Student shows insecurity by asking the teacher if he is saying the word correctly
01:28:00 – 01:32:48	T: Ok, very good students, clap your hands. Look at his beautiful activity. Next class we continue with the missing students ok? So come prepared. Thank you very much for your participation. Organize the classroom please, and people who are organized people that leave the classroom (Students organize their chairs and pick up the garbage they have in their working places) XX.Uyy teacher que de buenas me salvé jajajaja	The teacher finishes the class and gives general indications in order to allow them to go out of the classroom. One student manifest she was lucky because she could not present in the day.
<p>General Reflection:                  Students seem to be afraid of making oral presentations or speaking to ask for permissions because they consider they do not know English and they noticed it because they do not study and consequently they do not have enough vocabulary.                  Students feel insecure of what they are saying when speaking in English.                  Students show high anxiety when making oral presentations, they manifest it orally by saying it or physically when they cover their eyes or faces.                  Finally, they are afraid of making mistakes because they think their classmates are going to mock at them</p>		

**Appendix 7: Questions used in the qualitative interview**

1. What is your name?
2. How old are you?
3. Which grade are you?
4. Do you consider you have a good level of English? Why? And, how do you know it?
5. Can you tell me what kind of activities you did in the English class the last year?
6. When you were writing for the English Class, what strategies did you use to get vocabulary or write coherently?
7. How do you feel when you were writing about your family?
8. How did you feel when you were making oral presentations?
9. What did you do when you did not understand what your classmates were asking?
10. When you were asking questions to your classmates related to their presentations, how did you construct the sentences?
11. What strategy did you use when interviewing tenth graders or eleventh graders?
12. Was it easy to talk to your classmates? Why yes or Why not?
13. What did you tell foreigners to answer your questions?
14. Did foreigners answer your questions without problems? Did they understand what you were asking for?
15. What strategies did you use when foreigners or your classmates did not understand your questions?
16. What do you think about talking with foreigners?
17. How did you feel when you were interacting with foreign people?
18. What was the most challenging of interacting with others?
19. Can you share an unforgettable experience that you had in your English class?

## Appendix 8: Parent's Consent Form

<p style="text-align: center;"><b>Formato de Consentimiento</b></p> <p style="text-align: center;"><b>Carta de Autorización de los Padres de Familia</b></p> <p>Septiembre 24, 2014.</p> <p>Estimado padre de familia o acudiente,</p> <p>Reciba un cordial saludo. Mi nombre es Yised Núñez Franco, docente de la asignatura de inglés de grado noveno. Estoy llevando a cabo un proceso de investigación con los estudiantes de noveno de la sede A en la jornada tarde del IED La Belleza – Los Libertadores. Esta investigación se realiza bajo la supervisión y asesoría de la Universidad Distrital Francisco José de Caldas y con el conocimiento y la autorización del rector del colegio.</p> <p>Mi interés particular es analizar los procesos de socialización que los estudiantes de grado noveno construyen mediante el uso del inglés como idioma extranjero. Con el fin de obtener información que pueda ser útil para la investigación se grabarán algunas sesiones de inglés, así como su hijo (a) realizará grabaciones como parte del trabajo de clase. Finalmente, los estudiantes harán parte de entrevistas que serán video-grabadas.</p> <p>Garantizo la protección y seguridad de la información obtenida. Los nombres utilizados en los resultados del análisis de la información, no serán los reales, se utilizarán seudónimos. De igual manera, garantizo que tanto los videos, así como todo tipo de información obtenida serán utilizados para fines académicos y no atentarán contra la integridad física o moral del menor.</p> <p>Por lo anterior, me permito solicitar su autorización para que su hijo (a) _____ pueda participar en la investigación que tendrá lugar durante las sesiones de inglés, aclarando que no habrá cambios en el plan curricular del año lectivo 2014.</p> <p>Cordialmente,</p> <p>_____ <b>Yised Núñez Franco</b> <b>Estudiante Lingüística Aplicada a la Enseñanza del Inglés</b> <b>Universidad Distrital Francisco José de Caldas</b></p> <hr/> <p style="text-align: center;">AUTORIZACIÓN</p> <p>He leído la carta adjunta y autorizo a mi hijo (a) _____, quien cursa grado noveno en el IED La Belleza – Los Libertadores sede A jornada tarde, para que participe en la investigación realizada por la docente Yised Núñez Franco, quien se compromete a salvaguardar la información obtenida y a utilizar seudónimos para no atentar contra la integridad física o psicológica de mi hijo (a).</p> <p>_____ Nombre del Padre de Familia o Acudiente</p> <p>_____ Firma y número de documento de identidad</p>
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## Appendix 9: Institution Consent Form

Bogotá, Septiembre 23 de 2014

Señores  
IED La Belleza – Los Libertadores  
Atn: Sr. Jorge Amaya  
Rector  
Ciudad

Cordial Saludo.

Actualmente estoy cursando la Maestría de Lingüística Aplicada a la Enseñanza del Inglés en la Universidad Distrital Francisco José de Caldas y estoy llevando a cabo mi proyecto de investigación con los estudiantes de grado noveno de la institución. Mi interés particular es analizar los procesos de socialización que los estudiantes de grado noveno construyen mediante el uso del inglés como idioma extranjero.

Con el fin de obtener información relevante para la investigación se grabarán algunas sesiones de inglés, así como los estudiantes realizarán grabaciones como parte del trabajo de clase. Y al finalizar, los estudiantes harán parte de entrevistas que serán video-grabadas. De igual manera, garantizo que la información obtenida se utilizará con fines netamente académicos y no se pondrá en riesgo la integridad física o psicológica de los estudiantes, por lo que se utilizarán seudónimos en los resultados de la información analizada.

Por lo anterior me permito solicitar su autorización para llevar a cabo la investigación con los estudiantes, así como para solicitar la autorización de los padres de familia para la participación de los estudiantes en el proceso.

Agradezco su atención

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**Yised Núñez Franco**  
**Estudiante Lingüística Aplicada a la Enseñanza del Inglés**  
**Universidad Distrital Francisco José de Caldas**

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### AUTORIZACIÓN

Autorizo a la docente Yised Núñez Franco para realizar el proceso de investigación con los estudiantes de grado noveno en el IED La Belleza – Los Libertadores sede A jornada tarde, quien se compromete a salvaguardar la información obtenida y a utilizar seudónimos para no atentar contra la integridad física o psicológica de los estudiantes.

Cordialmente,

---

Jorge Amaya

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Firma y número de documento de identidad