

THE ENGLISH ZONE IN THE IMPROVEMENT OF ORAL SKILLS

Towards the implementation of the English Zone activity to improve Eleventh Graders' English oral skills at Debora Arango Perez School

By

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Universidad Nacional Abierta y a Distancia - UNAD

School of Education Sciences - ECEDU

Master of Pedagogical Mediation in English Learning

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2. Descripción	
<p>Este estudio de investigación se enfocó en fomentar la producción oral en inglés en un grupo de 13 estudiantes de grado undécimo, a través de la actividad denominada English Zone (Zona de Inglés) en adelante EZo. El estudio de investigación fue implementado a través de cinco sesiones de clase dirigidas por la docente de grado undécimo. En la sesión número cinco, los estudiantes tuvieron la oportunidad de demostrar su mejoramiento en la producción oral, gracias al fortalecimiento del vocabulario focalizado en las sesiones previas. Este estudio de investigación, utilizó un enfoque descriptivo basado en un procedimiento de codificación y medición en porcentajes, lo cual ayudó a cuantificar la efectividad de la actividad EZo con respecto a la producción oral antes y después de la implementación pedagógica. Los resultados del análisis señalan un avance significativo relevante, ya que el 54% de los participantes tuvieron una percepción positiva en relación con la adquisición de vocabulario. Así mismo, es importante señalar que el 46% de los participantes tuvieron una percepción positiva respecto a la incidencia</p>	

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que el aprendizaje cooperativo suministró en relación al mejoramiento de las habilidades orales en inglés. Siendo este mismo promedio 46% el resultado de la percepción de los participantes de acuerdo con el desarrollo del desempeño oral en la actividad EZo. Se destacan los resultados obtenidos en la mejora de la producción oral de los participantes.

Con lo anterior, la implementación de la actividad EZo demuestra un impacto positivo, teniendo en cuenta las categorías emergentes tales como la efectividad del aprendizaje cooperativo, a través de mesas redondas que permitieron la interacción y producción oral y al mismo tiempo promovieron la motivación de los estudiantes. La actividad EZo fue asumida por los participantes, como una gran herramienta, no solo para poner en práctica el vocabulario aprendido, sino para lograr afianzar la seguridad al momento de hablar en inglés. Las estrategias de aprendizaje de vocabulario tuvieron un rol vital en el desarrollo de la actividad EZo, sirviendo como apoyo visible en la participación activa de los participantes. Por último, el tema relacionado con las emociones fue crucial, ya que facilitó la implementación de la actividad EZo, pues éste fue de gran interés entre los participantes permitiéndoles no solo aprender vocabulario sino reflexionar en torno a la importancia de disfrutar el aprendizaje del inglés.

Para este estudio de investigación se tuvieron en cuenta etapas de la investigación acción tales como la planeación, la actuación, la observación, y la reflexión las cuales estuvieron presentes a lo largo de todo el estudio de investigación, convirtiéndolo en un proceso comprensible y a través del cual se lograron organizar prácticas pedagógicas, más efectivas y reflexivas. Se usaron instrumentos de corte cualitativo, tales como notas de campo, audios y entrevistas que arrojaron resultados a partir de los cuales se hizo una medición cuantitativa en términos de porcentajes que sustentaron los resultados de este estudio de investigación.

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Este estudio de investigación se presenta en cinco capítulos, los cuales dan cuenta de los elementos importantes, y del proceso estructurado que se llevó a cabo para cumplir con los objetivos planteados. El capítulo I describe la introducción al estudio de investigación haciendo una descripción del contexto en el que se sitúa el fenómeno de estudio, así como la pregunta de investigación, los objetivos, la pertinencia y la metodología a desarrollar para justificar la problemática. El capítulo II hace referencia al estado del arte y estudio de otras investigaciones que se han desarrollado a la luz de la misma problemática y metodología, así como sus características y principios que logren alinear y validar este estudio de investigación en relación a la fundamentación teórica, que fundamenta este estudio de investigación. En este capítulo se examina la relevancia y pertinencia que el enfoque comunicativo aportó, siendo visibles los principios tales como el desarrollo de la competencia comunicativa de los participantes, enfocado en situaciones de la vida real. De esta manera se favorecieron las oportunidades para que los participantes desarrollaran las habilidades orales. Por otro lado, el enfoque comunicativo hace referencia también a la cooperación entre pares, donde la negociación de significado estuvo siempre presente permitiendo a los participantes fortalecer su producción oral. En este constructo se hace la descripción de la actividad EZo, enfoque comunicativo y a su vez las habilidades orales conceptos que sustentan este estudio de investigación. En el capítulo III se presenta una descripción completa del diseño de la investigación haciendo énfasis en el método y enfoque que se adoptó para este proceso, teniendo en cuenta los procedimientos, los métodos de recolección de los datos, se especifica la población, las técnicas que se utilizaron para el análisis de los resultados, el impacto del investigador, los protocolos éticos y las técnicas para la recolección de la información abordadas durante el proceso. El capítulo IV se centra en el análisis de la información a partir de los hallazgos encontrados. Se explica el paso a paso para llegar a establecer

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las categorías de estudio, la discusión y la operacionalización de éstas. El capítulo V presenta los resultados, se describen las implicaciones pedagógicas y los limitantes que hubo durante el tiempo de ejecución, recomendaciones para futuras investigaciones, y se establecen las conclusiones del documento.

5. Metodología

Este estudio de investigación fue guiado por el enfoque Investigación Acción, el cual tuvo en cuenta la planeación, acción, observación y reflexión presentes a lo largo del estudio de investigación. La información fue recogida y analizada, teniendo en cuenta los enfoques cualitativo y cuantitativo a partir de tres instrumentos: notas de campo, cuestionarios y transcripción de audios. El análisis de datos se realizó, a partir de los resultados que las gráficas mostraban en términos de porcentajes, además de tener en cuenta el análisis realizado por la docente investigadora. El proceso de investigación se desarrolló en cinco momentos: El primer momento hace referencia a las observaciones previas que se hicieron durante algunas clases de inglés, las cuales dieron cuenta de una problemática muy notoria en torno a la falta de vocabulario en el contexto escolar. El segundo momento hace referencia al diseño de los instrumentos para la posterior recolección de datos. El tercer momento fue dedicado al diseño de los planes de clase e implementación de las cinco sesiones, las cuales se denominan intervención pedagógica. El cuarto momento corresponde al análisis de la información recogida, tras las intervenciones pedagógicas, y como último momento, se analizaron los resultados y conclusiones del presente estudio investigación.

6. Resultados

Los resultados obtenidos a partir de este estudio de investigación, demuestran que el desempeño oral de los participantes mejoró con la actividad EZo ya que propició no solo la

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interacción en inglés, sino que además potencia la motivación y la seguridad de los participantes, con un porcentaje positivo de 46%, en esta categoría. Por otro lado, este estudio de investigación utilizó el aprendizaje cooperativo como estrategia que indudablemente facilitó la interacción entre pares, gracias a la organización y disposición del grupo de trabajo en mesas redondas las cuales a su vez propiciaron más y mejor participación motivándolos a hablar en inglés, mostrando un resultado positivo de 46% de favorabilidad en cuanto a uso de esta actividad EZo. El mejoramiento del vocabulario fue evidente en este estudio, ya que la falta de éste fue la constante señalada como principal barrera en el desempeño oral. Los resultados mostraron que un 54% de los participantes percibieron como positiva la adquisición de nuevo vocabulario. Esto se enlaza de manera directa, con la comparación realizada en términos de producción oral antes y después de la implementación pedagógica, donde se refleja un aumento significativo casi del 100% más en el número de palabras usadas por los participantes para expresar sus ideas.

Por todo lo anterior, los resultados de este estudio de investigación demuestran una significancia en la efectividad de la actividad EZo, como estrategia que facilita y potencia el desempeño oral.

Una de las características más notorias de los participantes fue la inseguridad que les genera hablar en inglés, un 31% de los participantes expresaron haber ganado un poco de confianza en la actividad EZo, lo cual muestra que la estrategia debe hacer mayores esfuerzos para obtener logros más eficaces en esta categoría.

7. Conclusiones

Con la implementación de la actividad denominada EZo, se desarrollaron actividades tales como la interacción entre pares, bajo la dinámica de mesas redondas, que facilitó la participación evidenciando aprendizaje cooperativo, y al mismo tiempo permitiéndoles no solo

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ganar más confianza, sino sentirse motivados al momento de hablar en inglés, favoreciendo el fortalecimiento de la producción oral.

La implementación de la actividad EZo, logró evadir la barrera de la falta de vocabulario, pues gracias al vocabulario focalizado los participantes lograron expresarse con mayor facilidad con respecto al tema central.

La actividad EZo fue concebida como una actividad de aprendizaje no solo donde los participantes asumieron un alto nivel de compromiso, pues la producción oral en inglés era de carácter casi que obligatorio, sino además fue un escenario donde se fomentó la producción oral, el respeto y la empatía, debido a que el tema relacionado con las emociones siempre acompañó este estudio de investigación, siendo este un tema muy cotidiano y pertinente, que les permitió expresar sus ideas, pensamientos, creencias y experiencias.

Con lo anterior se reconoce la efectividad de la actividad EZo, como una propuesta viable y aplicable en el contexto educativo seleccionado contribuyendo así al cumplimiento de los objetivos planteados. Se evidenció el fortalecimiento, y el mejoramiento de la producción oral de los participantes, así como el ejercicio de expresar las percepciones a las distintas categorías.

Elaborado por:	Sandra Liliana Chinchilla Rondón
Fecha de elaboración del Resumen:	

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ABSTRACT

This research study accounts for the results of an action research process, employing a descriptive analysis focused on how implementing the English Zone activity, improves oral production. This research study was conducted in the Colombian public school Debora Arango Perez and involved thirteen eleventh-grade students not belonging to the bilingual institutional program. The students were given two questionnaires as the instruments, recordings, and field notes as the researcher's observation. The findings illuminate the powerful ways, in which English Zone activity contributes to improving the acquisition of students' oral skills, as well as there was a positive impact on students' confidence in using the target language for a purpose.

Finally, the teacher's role is crucial in an effective learning process. As educators, we must provide more and better opportunities for interaction, in particular round tables as the strategy allows face-to-face interaction among students in which motivation and confidence increase.

Keywords: Communicative Approach, Oral Skills, English Zone, Motivation.

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First of all, I would like to thank God for providing me with the patience and wisdom to start and finish this important process. Infinite gratitude to my mother, the main protagonist of this step, who supported me financially, and with her wise and constant advice, filled me with motivation to make this important process a reality.

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I dedicate this dream to my beloved father too, who is no longer on this earth, because I am sure that he would have been a fundamental support.

To my advisor Dr. Cenaida Gomez for her support, guidance, and valuable comments that made this work meaningful and important for teaching a second language. To all the teachers who were part of this process, especially Dr. Filder Segura, who was always present and committed to his work. To the director of the master's degree, Dr. Diana Martinez, her words are a balm amid moments of uncertainty.

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Introduction to the research study

This research study was based on Action-Research, in which qualitative and quantitative approaches illuminated the analysis, descriptions, and answer to the research question expressed in this research study. The purpose of this research study was to contribute to the improvement of the acquisition of oral skills in eleventh graders at Debora Arango Perez school located in Bogota, Colombia, through an activity named English Zone (EZO) and some selected categories that emerged as a result of the deepest analysis.

Considering the research question, some lesson plans were designed, to develop this research study. The instruments used included a characterization questionnaire, before the pedagogical intervention, as a vital stage providing information regarding the current students' state. Finally, a questionnaire was applied after the pedagogical intervention, to validate the effectiveness of the EZO activity.

Context of the research problem

The public educational institution Debora Arango Perez School, is located in the seventh zone of Bogota (Colombia), which is one of the poorest and most violent areas of the city. It has a population of approximately 3.000 students from preschool to high school. These students have a lot of problems related to malnutrition, drugs, dysfunctional family structures, displacement, poverty among others. Its pedagogical institutional project (PEI= Proyecto Educativo Institucional), is based on the pursuit of academic excellence, which allows them to have an opportunity for personal and social development. According to this, English classes emphasize in the development of the four skills in English, the school wants to educate students, so that they become capable of working in any field where English is required, and at the same time be a tool that allows them to develop their academic, professional, and work life. That is why, that this

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research study aims to contribute to the improvement of oral skills in English, allowing them not only to communicate, but also to learn about trends, news and everything related to the globalized world, understanding that English is the global medium of communication.

Debora Arango Perez School is part of the sixteen schools of Bogota, which have a bilingual educational model. The following link shows the project's focus on strengthening the curriculum, bilingual environment, and pedagogical practice.

<https://bilinguismodap.wixsite.com/bilingualprogram>.

Despite all the efforts, students' low level of oral performance is evident, especially those who attend higher grades, where a better performance would be expected, thanks to the training they have received since their primary years of schooling. Most of them, are still reluctant to engage in oral activities. Oral skills need to be sufficiently practiced, therefore reaching the required level of oral competence is a difficult task.

This research study will focus on students who do not have a trajectory in the school, in other words, who did not begin the bilingualism process in the school, but are students who come from other institutions, or who change their place of residence or in some cases are displaced from their places of origin, so this group of students does not have the level that the students with a trajectory have reached.

The ideal learning environment for improving oral performance in a foreign language, is where the target language is spoken and heard at all times (Brian, 2009). The effective learning process at all ages requires a balance between (1) well-learned routines that provide efficiency and (2) opportunities for innovation that involve play and social interaction allowing the students' oral skills development (Schwartz, 2005).

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There is a general idea among researchers regarding second language acquisition, that exposure to language target plays a crucial role in language acquisition, which is why the role of the teacher is crucial. Educators should provide learners sufficient exposure, to practice the target language in various contexts and from different speakers (Al-Zoubi, 2018).

In this sense, the current research study focuses on implementing the EZo activity. This strategy was chosen, because its objective was very close to the objective of my research study, becoming an important reference not only for the results but also for the continuity of the strategy in other contexts. This strategy was born in the Indonesian context, it is conceived in different ways: strategy, program, rule, area, learning environment, it was carried out for the first time in 2014, making it a recent proposal. The research that has been developed to date are very few, however the results of the strategy have been significant, favoring communication skills in particular oral skills. Learners must use English to communicate, it is a strategy that facilitates practice and interaction. The main objective is to improve oral skills.

Learning English in the EZo activity is more interesting for students. They pay more attention to EZo, because it is a special learning environment that can give students a speech. Besides, students are more active in speaking English (Suhartono, Rurin, & Supardi, 2015).

EZo is considered a place where students can enhance their English Skills.. Students here can boost their confidence in the speaking (Apriani, Anshori, & Edy, 2019).

The EZo activity could positively impact, the improvement of the acquisition of oral skills in eleventh learners from Débora Arango Pérez school. It is well known, that learning environments play a relevant role in learning a second language, it will be a classroom activity, which will allow being motivated and strengthen motivation, among participants by speaking spontaneously, without thinking that they will be evaluated, or as it usually happens, they feel

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frustrated and embarrassed. Motivation is one of the factors that has been considered to determine success or failure in second and foreign language learning (Dornyei,2001).

Research Questions and Objectives

Research question

To what extent the implementation of the EZo activity at Debora Arango Perez School contributes to improving the acquisition of oral skills among non-bilingual students?

General Research Objective:

To contribute to the improvement of the acquisition of oral skills by implementing EZo activity with non-bilingual students.

Specific Research Objectives:

To identify the role that the EZo activity plays in improving the oral interaction of participants.

To describe the perceptions of non-bilingual participants towards implementing the EZo activity.

Rationale of the study

Language is a means of communication to transfer ideas, information, and feelings from one person to another. Nowadays, the English Language is an essential means of allowing individuals to have a career, better education, job opportunities, and higher social status.

Mastering speaking skills is difficult because English Foreign Language learners have limited opportunities to practice speaking. Most learners are afraid, shy, and anxious to speak English. The lack of practice is one of the most relevant barriers in some classrooms. Speaking means that the students repeat sentences or dialogues or chant English words. Repetition is only one useful way of practicing a new language. The ideal scenery is where students learn in

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situations similar to life outside the classroom. They need to practice real communication (Baker, 2003).

This research study will give the readers information regarding the implementation of the EZo activity, as an alternative to improve the acquisition of oral speaking skills,

since the EZo will be conceived as an activity where the educator will not underestimate students even though they make many mistakes.

This research study will be beneficial for many teachers and students, through the EZo activity, students will show their speaking practice as the teacher provide them more and better opportunities for interaction.

EZo allows the use of language for a purpose, where students can talk about their lives, express their ideas, and present their points of view. It was an encouraging environment where students can practice, expressing themselves and making themselves understood even if they make mistakes.

Introduction to the literature review

This chapter displayed some theoretical foundations of this research, each one of the constructs related to the state of the art, theoretical framework, and conceptual framework. First, the state of the art is based on the effectiveness of implementing the EZo in improving oral skills. Next, the theoretical framework shows the importance of this methodology, as an effective alternative in second language acquisition, its story, characteristics and advantages. Finally, the conceptual framework focuses on the communicative approach that allows students to grasp how to use the target language by being more concerned with students' initiative and interaction in their learning process.

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State of the art

One of the greatest concerns in the different educational contexts, such as elementary school, high school, and university level, is a marked concern about the low-performance oral skills of the students. Helping students find a friendly path to help them improve their verbal skills in English, will be a meaningful advance. In addition, to increase motivation, the EZo is implemented in Institut Agama Islam Negeri Curup (Setyowati, 2019). This aligns with IAIN's Curup English Study Program, which is committed to making it easy for students to continue practicing English. The pre-observation made showed that there was a phenomenon that occurred among students of the English Studies Program. The results regarding oral skills, showed they had an average verbal expression score that was lower or could be classified as low. In some semesters, there are almost 50% of the students whose grades are below average, or below the minimum completion criteria of 60. It can be assumed that nearly 50% of the students, spread over several semesters have rates below the average of 59 or less. Apart from this, there was another issue emerged from the previous researcher's observation; this was related to the students' reluctant attitude towards speaking in English because they did not find an activity that forced them to speak in English.

On the other hand, some students choose English study programs as a second choice, when they go through university entrance exams, so they need a place to improve their English skills because they did not choose English at the beginning of their studies at the Islamic Institute of Curup State.

Through the analysis of some interviews, the researcher could conclude that there is a need to implement an EZo. The English study Program of IAIN Curup created EZo for the first time in the year 2006, in which the students have to speak English, using English to

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communicate in the English Zone. The goal is to improve speaking skills. Besides a rule was created, that forces students speak in English, if not they will get punishment.

The English study Program of IAIN Curup has named English Zone in different ways. The English Zone is a program which is held every Monday, Wednesday, and Thursday, in order to train and help improve students' ability, to use English as a foreign language. In Indonesian context, English is the first foreign language to be formally taught in all schools, and even as one of the mayor lessons.

English Zone has been named in different ways, environment, rule, area, and even program. However, it is important to understand that the EZo was created primarily to allow communication in English. Despite this program has been running for five years, this program has not been evaluated yet. This becomes an advantage since it would imply to determine clearly what the English Zone really refers to.

After the implementation of the EZo in the university, the results were positive. It was found that there was a significant increase in the oral skills of the students. It is important to mention a relevant aspect of this implementation; some rules were created for participation. As a result, the students have to assume a positive attitude and a high level of commitment. This implies that they have to speak in English when they are in EZo. If the students disagree, they must accept a suspension. This is one reason they cannot continue the course to the next level.

Implementing the EZo becomes a valuable input for improving the oral skills among the students, from the Tadris Language Study Program English IAIN Curup. This strategy has been applied during the last five years, but until now, it has yet to be evaluated. Consequently, objective measurement is necessary, assessing students' English-speaking skills and knowing the obstacles and the students' perceptions about implementing this EZo. The results of this study becomes a

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consideration for the development of the implementation of this program in the future (Setyowati, 2019).

The EZo continues to be conceived, as a tool that contributes significantly to the improvement of oral skills in English. This activity was implemented in a particular place in Weat Hadimulyo, a city in the Indonesian province of Lampung. There is a place named Kampung Sawah which holds an EZo activity every Sunday. This activity engaged young learners from a nearby house in the village. The participants that usually attended were 20 students, with an age range from 10 to 12 years old. This activity was created by students of the English Department of State Islamic Institute of Metro in June 2020. The exercise consisted of helping the students to be able to speak in English, by giving them some practice and theories in English speaking skills. One was related to the importance of exposing students earlier to learning a foreign language. It is crucial since they will have chances for language proficiency.

Before puberty, learners exposed to more than one language can acquire all the languages equally well (Negara, 2014). Implementing the EZo was conducted among 20 students through some activities, that provided opportunities to interact in English, and the students were confident. The data was collected from the interview administered to 10 students. After data analysis, the results were positive. During the learning process, the students showed enthusiasm and found the learning environment meaningful. It brought English into the classroom.

Additionally, the students became familiar with and could easily increase their oral performance. Students in EZo felt that they were being heard and appreciated, mistakes were not a problem, and the tutors neither paused or correct them immediately, this made the EZo become a friendly and quiet place. The notes were taken by the tutors, to give them to the participants as feedback at the end of the meeting. Nevertheless, there were some disadvantages during the

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implementation. The first one regards students, who could not concentrate when there was music or sound around them.

Second, a significant number of students joined the EZo, but the activity was affected due to a lack of tutors. EZo could make young learners enjoy the learning process and make them more relaxed. The students here will not be underestimated despite their mistakes. The researcher concluded EZo is a fun activity to help young learners learn English (Septiyana, Widiarti, Purnama, Kasih, & Mukaromah, 2020).

Thanks to the positive impact that the EZo has brought, in particular into two Indonesian universities, this strategy was also applied with some students from the English Language International Course Pontianak, Indonesia. The tagline of this educational institute is “Train You for Success”, and it is divided into four special programs. The first is English for kids. This program is for elementary school students that help students for increasing their ability in English from earlier ages in any aspect of real life. This course uses audio-visual learning tools and a character-building program. The second is English for teens; this course is for junior high school students. English for teens is a program that helps students, to increase their English skills. The program is focused on improving communication in English, as their lifestyle for a better future. The course uses individual student learning plans and initial assessments.

The third course is English for Youth. This program is for senior high school students. This course aims to help students facing a higher level of education or to enter a job. The main objective is that students can interact and practice English grammar, vocabulary, pronunciation, fluency, word and sentence stress, and interpersonal skills by working in pairs, groups, and one with the teacher. The sample of this study was composed of eight students from the English for Youth program. One of the relevant findings was how students` motivation through EZo

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increased significantly. Based on the result data analysis, this study reveals that English Zone (EZO) motivated students to speak. The percentage was 76.37%. in general terms, the result has proven the effectiveness of EZO.

International courses in the academic year 2014/2015 were motivated toward EZO implementation. In addition, instrumental motivation was one of the motivations mostly owned by the student, which has the highest score (43.21%). This proves an important fact that there is a need for students to go further in learning to imply speaking ability, to enhance oral performance, as the tool for academic life, and for job opportunities, as they are having some problems in speaking. This is an important chance for the new students to have clear ideas of their motivation in the learning process, especially for students who will learn English at the English Language International Course Pontianak (Rurin, Suhartono, & Supardi, 2015).

With all of the above, it is important to point out that the efforts made by some institutions in Indonesia are positive, as they seek to improve skills, particularly oral skills. The students tend to avoid the communication in English, among other factors such as lack of vocabulary, lack of self-confidence, lack of motivation, most of them are afraid of making some mistakes.

It should be recognized, that the English Zone offers opportunities for interaction, which increases the motivation of students, because in this space they are allowed to make mistakes, to search for their speaking partner. The implementation of the English Zone brought opportunities, for other institutions to adopt the strategy and prove its effectiveness. However, it is necessary that the strategy be framed because it receives different denominations that do not allow to locate it with clarity.

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The current research study was developed taking into account some features from EZo program. The present study was presented such as EZo activity, that help students find the path to improve the acquisition of oral skills.

Theoretical Framework

EZo is an effective strategy to improve students` speaking skills in Indonesia. Its implementation took place in 2014, which makes the students participate actively in speaking practice.

In addition, the EZo has shown positive results, not only in the oral performance of participants but also in the student`s confidence and motivation, as important factors that EZo was able to strengthen. EZo is considered a place where students can enhance their English skills. The implementation of the EZo in the Trades of English Study Program has been developing for five years. English Zone was also designed to improve young learners' speech and allows them to find their English-speaking partner; students here can boost their confidence in the speaking (Apriani, Anshori, & Edy, 2019).

EZo has become a significant learning environment, which allows students to be motivated and strengthen their motivation by speaking spontaneously, without thinking that they will be evaluated, or as it usually happens, they feel frustrated and embarrassed.

Characteristics of the English Zone

The EZo is a learning environment, where learners use English in a specific place. It is a meaningful learning environment where students can do their oral practices, around topics of interest, without fear of criticism or making mistakes, and where participation is spontaneous. The learners here will be more enthusiastic and energetic to participate in the EZo.

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The EZo inspires an enjoyable and relaxing learning environment. It makes the participants feel motivated and active.

Advantages

The EZo is considered a communicative language teaching activity, that makes teaching and learning a better process, EZo has several advantages shown below.

It promotes communication: EZo provides opportunities for learners to communicate, with another in English. This helps develop fluency, accuracy, and confidence in language use.

It encourages collaboration: EZo promotes collaboration and teamwork among learners. This helps to foster a positive learning environment and can enhance learner motivation.

Multimodal learning: The EZo incorporates various learning modes, such as visual, auditory, and kinesthetic, to cater to the different learning styles of students. This approach makes learning more enjoyable and accessible for all students.

It incorporates real-life situations: EZo often simulates real-life situations, such as ordering food in a restaurant or giving directions. This helps learners to develop the language skills they need to function in English-speaking environments. **It provides opportunities for feedback:** EZo provides opportunities for learners, to receive feedback on their language use. This can help learners to identify areas where they need improvement and to build on their strengths. **It engages learners:** EZo is interactive and engaging. This can help motivate learners and increase their interest in learning English language users.

Overall, EZo can be a highly effective way to teach and learn English. They provide opportunities for learners to use the language meaningfully, work together with others, and

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receive feedback on their progress. These activities can be fun and engaging, making them a great way to build learner motivation and interest in learning English.

Conceptual Framework

Communicative approach

Today's quality of education is an issue that must be developed with great responsibility. It is the case of foreign language teaching; the challenges that must be faced in this field are immense. There were popular teaching methods of the 1960s like the Grammar Translation Method, Audiolingual Method, and Direct method that developed a command of grammar rather in language forms, and rules but needed help to develop the speaking abilities of non-native speaking learners. The only issue was related to memorizing language forms. The birth of the Communicative Approach, was the best way to help students grasp how to use the target language to communicate appropriately, fluently, and effectively by being more concerned with students' initiative and interaction (Demirezen, 2011).

However, not only does the communicative approach focus on improving communicative competence, but it is also important to consider grammatical, sociolinguistic, discourse, and strategic competence.

It is necessary to recognize the relevant change that the communicative approach brought to the teaching method under Communicative Language Teaching. Communicativeness became one of the outstanding characteristics of the 1970s. This method was a revolutionary method that had an essential emphasis, on communication in language classrooms. Due to its great success impacted the creation of new approaches, theories, and methods in English language teaching practices in ESL and EFL environments in the world (Demirezen, 2011).

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The communicative approach develops students' competence to communicate in the target language, with an enhanced focus on real-life situations. Developing communicative competence implies using language for different purposes and functions as well as it is important to vary the use of language according to the setting and participants. This is a crucial meaningful role in the learning process because Students' motivation to learn comes from their desire to communicate meaningfully about meaningful topics. Even though linguistic limitations are necessary, to maintain communication through different strategies, conceive the communicative approach as a great opportunity, that has greatly impacted teaching techniques and the teacher's role inside classrooms. The communicative approach is still significant, in addition to positively influencing the teaching-learning process (Brown, 2000).

Communicating meaning is the main goal in communicative language teaching, and language is seen as a tool for learners to reach this aim. That is why adopting a syllabus with a communicative approach favors in great ways opportunities for students in their oral practice and developing linguistic competence rather than their grammatical competence.

Some essential principles allow us to understand better this relevant method. The student's needs are the most important, and the syllabus must be based on students' needs and interests. The teacher's material plays an important role too. They should meet the needs of students' communication such as get things, control the behavior, attitudes, or feeling, interact with others, express individuality, learning. Teachers ought to keep in mind that errors should be tolerated to a certain extent; during the class session, errors should be ignored. These have to be seen as a result of developing communicative skills. Two important aspects, fluency and accuracy, are seen as complementary principles underlying communicative techniques. Although both are important, fluency may take more importance than accuracy, to keep learners

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meaningfully engaged in language use. Fluency must be emphasized over accuracy. The appropriate material plays an important role, and it could provide authentic language taken from the real-life and real world. In terms of methodology is necessary to emphasize message focus, on the ability to understand the meaning of the messages in conveying and using them in a foreign language (Harmer, 2007: 68).

The teacher's role should be crucial. The teacher should use the target language fluently and appropriately as an advisor or facilitator. If the educational institution can have a native-speaking teacher, just the Direct Method is preferable because students not only can feel confident and competent in using the target language but also they will have a good opportunity to develop their language skills, because of the teacher proficiency. It required teachers speak with a native- like fluency, the success of this method depend of the competence of the teachers. They also need to have some important characteristics such as competence in their language, stamina, energy, imagination, ability, and time to create own materials and courses, immense vitality, robust health, and real fluency among others. All of them are resourceful figures that could be difficult to find and can be considerate and additional cause of the unsuccessful spread of the method outside of some specific contexts (Mart, 2013). The use of the mother tongue should be discouraged as much as possible. Cooperation is another relevant aspect. Students should work in groups or do pair-work to transfer (and, when necessary, negotiate), meaning in situations where one student has information that the other(s) lack, and students must be allowed to express their ideas and opinions. The social context of the communicative event is essential in giving meaning to the utterances. Activities in the classroom that involve real communication promote learning, and language that is meaningful to the learner promotes learning (Freeman, 2000).

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A good starting point to have success in a learning teaching process, is that Learning outcomes in all subjects, had to be clarified and presented in form of objectives beforehand. It implies to redefine what it means to be competent in a language, and the new way of planning foreign language syllabi. Wilkins`s theories contributed to the development of the Communicative Approach. Wilkin`s theories were part of the materials used by a group of experts within the Council of Europe that in the 1970s was working on the creation of a unit-based system to manage language course. The scholars were agreed and they considered functional the Wilkin`s proposal as a starting point, for the production of communicative syllabi for language teaching.

Wilkins analyzed the communicative meanings, with which language learners should be familiar in order to communicate. Wilkins proposed to analyze language uses, starting from the communicative uses of language, and not from grammar and vocabulary. The courses have a large proportion based on grammatical approach, the grammatical syllabus takes insufficient account of the fact that language is a means of communication. However, grammatical knowledge of language though necessary is not sufficient, to enable communication to take place efficiently. Utterances are ultimately determined by the intentions of the speaker not by the situations in which he finds himself. Communicative Approach focuses on two questions What are the types of language interaction in which the individuals is going to engage, and with what purpose? (Wilkins, 1973).

That is why 1970s new syllabus including topics gathered around language functions. This seven functions was created by Hillary (1) instrumental function: use of language to get things;(2) regulatory function: use of language to control the behavior, attitudes or feelings of others; (3) interactional function: use of language to interact with others; (4) personal function:

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use of language to express individuality; (5) heuristic function: use of language to seek and test knowledge; (6) imaginative function: use of language to create unreal scenarios or words; (7) representational function: use of language to communicate information. A project was founded by the Council of Europe that aimed at the creation of the threshold syllabi. The syllabi contained the language needed for “vocational and social purposes, in terms of situations, language functions and semantic “notions”, as well as the more traditional dimensions of grammar, vocabulary and language skills. The threshold level was first developed for English (1975), then for French (1976) and later for nearly 30 languages.

A significance work appeared, the basis for the creation of foreign language syllabi and for the assessment of language competence. Each level of the framework is defined through descriptors that explain what the user of the language can do at that step. Descriptors are provided to define linguistic, pragmatic, and sociolinguistic competence and they are holistic. This means that they provide an overview of functions, grammatical forms and vocabulary. Each piece of knowledge is not simply added to the previous knowledge, but, according to the Council of Europe, it is conditioned by the pre-existing conditions of the personal knowledge of the individual. Similarly, skills are developed considering the pre-existing competences of the individual.

Existential competence is seen as the togetherness of individual characteristics and personality traits, and this, again, influences the acquisition of new knowledge. Finally, the ability to learn, considers the three previous aspects of competence to create new competence and knowledge.

The speakers need to know what they want to communicate, in order to actively participate in a speech act. The speaker shows a communicative competence when he/she is able

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to use a language appropriate in a specific context. This definition corresponds to the idea of communicative competence developed by Hymes. Speakers have to acquire knowledge and ability in order to understand: (1) whether (and to what degree) something is formally possible; (2) whether (and to what degree) something is feasible in virtue of the means of implementation available; (3) whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated; (4) whether (and to what degree) something is in fact done, actually performed, and what it is doing entails. It is important to show the various ways in which the possible, feasible, appropriate are linked in order to produce and interpret (Hymes, 1972).

There are seven basic functions of language developed by Halliday, it was a significant contribution to the development of the Communicative Approach, it was the basis for later see these functions in four components of communicative competence. (1) instrumental function: use of language to get things;(2) regulatory function: use of language to control the behavior, attitudes or feelings of others; (3) interactional function: use of language to interact with others; (4) personal function: use of language to express individuality; (5) heuristic function: use of language to seek and test knowledge; (6) imaginative function: use of language to create unreal scenarios or words; (7) representational function: use of language to communicate information. Taking into account all the above- mentioned appeared a theoretical framework developed by (Canale & Swain, 1980). They proposed four components of the communicative competence:

- a) Grammatical competence: it includes the knowledge of lexical items, morphology, syntax, sentence-grammar semantics, and phonology. In other words, the grammatical competence enables learners to produce comprehensible utterances.

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- b) Sociolinguistic competence: it comprises sociocultural rules of use and rules of discourse. Sociolinguistic competence provides students with the ability to use socially determined cultural codes in meaningful ways.
- c) Strategic competence: it consists of the verbal and non-verbal strategies that can be used to compensate a breakdown in the communication due to different causes. They are grouped in two sub-categories: those connected to the grammatical competence (e.g. paraphrasing) and those connected to sociolinguistic competence (e.g. conversation fillers).
- d) Discourse competence: it is a combination of grammatical forms and meanings. It enables learners to encode act into cohesive and coherent texts.

The communicative approach in teaching English motivates students to get involve with class activity, rather than just sitting passively in a boring lecture class. The communicative approach strategy pursues students' exposure to real and concrete communicative situations, where they have the capacity to unravel in a logical way. The following study was carried out at Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama" in the city of Guayaquil, with 65 tenth grade students. These group of students share an important characteristic all of them presented a good level of listening comprehension of the English language. The goal is to verify the incidence of the communicative approach strategy in the oral skills of the English Language. The results were positive and the researcher could conclude that to develop diverse linguistic activities in a real context, not only affects the phonetic abilities of the language in question, but also, the students showed high interest and motivation. Therefore, it is recommended that the teachers annul repetition and memorization and encourage communicative interaction inside and outside the classroom through the use of didactic guidance

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as to make students speak and improve their academic performance. By applying the communicative approach in class development, school performance improved, due to the different activities that are taught; this kind of strategy gives students the experience of developing communicatively within an environment and it takes them out of their comfort zone, guiding them to lose the fear of engaging Expressive relationship (Chuya, 2019).

The communicative approach of teaching is believed to be one of the most effective approaches in helping learners to improve their listening and speaking skills. The following study took place in Thailand. The Thai language is a native tongue, whereas English is taught as a foreign language. The study aimed to study problems on students in learning English listening and speaking and to study the students' ability in listening and speaking English before and after being taught using the communicative approach. The participants were 40 students enrolled in the first semester of the academic year of 2013 from the Faculty of Humanities and social sciences. The results reveal the students' problems in English listening and speaking were caused by the outdated content, a lack of variety of teaching methods. The ability in English listening of students was statistically significantly higher after being taught using communicative approach.

The ability in English speaking of the students was not statistically different before and after being taught using the communicative approach. This implies that teaching by using a communicative approach alone might not be effective in developing the students' ability listening and speaking English. If a teacher did not provide the appropriate content and did not use a student-centered approach in teaching. It is important to provide enough time for students to practice speaking actively rather than passively listening to the teacher

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The theories in communicative learning teaching emphasize that the learners should not only be taught the rules of grammar linguistic competence, but also the use of the language in real life situations (Supharatypthin, 2014).

Oral Skills

There is a general concern among teachers regarding the development of students speaking skills. The ability to speak fluently implies the ability to process information and have a certain knowledge of language features (Harmer, 2001).

Speaking skills can be used as a barometer to check how much the learners have learned. Speaking skills allow the students to practice real-life activities in the classrooms. This implies that students interact with each other spontaneously, share ideas, opinions, and comments and simultaneously understand concepts. It is a reciprocal process where the student receives information and, at the same time, produces information. Assessing oral proficiency is a challenging task, and it is important to consider many communication factors since verbal communication involves the negotiation of meanings between two or more people in a particular context. In addition, linguistic aspects such as pronunciation, grammar, fluency, or comprehension participate in an effective communicative process. Apart from this, pragmatic factors are also relevant, which facilitates conversations and interactions in socially acceptable ways. Oral communication must be measured from two perspectives: formal and functional. Formal use of language refers to the usage; this alludes to having the ability to produce grammatically correct sentences. The practical perspective refers to use; in this case, the ability to use knowledge allows effective communication to occur.

This distinction is important because we will have a clear difference between language and speech. Language must be conceived as a system used as a means of communication, being

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the main method of human communication, consisting of words used in a structured and conventional way and conveyed by speech, writing, or gesture (Saussure, 1916). It is situated in the subconscious of individuals and is comprised of signs. Speech is the ability to express thoughts and feelings by articulating sounds, and it is the materialization of the communicative act of using language (Saussure, 1916).

The communication is a voluntary action, and it is a social activity, the context plays an important role since communication can occur in diverse contexts. This involves being able to use language appropriate to a given social context.

The ideal scenery for successful communication in a second language can be achieved with proper use of language without involving its perfect use with no mistakes. That must meet the functionality objectives since the functions focus on informing, persuading, and motivating, among others (Yanes, 2016).

There is an important issue at the moment of evaluating oral proficiency and its quality, since this will be the updated, concern to helping learners develop effective skills in oral communication. As a consequence, oral proficiency assessment in individual oral production and interactions distinguishes two types of verbal communication: the first one is concerned with the personal process and is a reciprocal process. In individual utterances the person normally produces a monologue, which implies it takes time, according to the audience and context. Here another important aspects appear, such as mutual understanding, empathy, and the ability to express oneself.

To test speaking ability, the candidates must demonstrate their abilities, especially in interactive speech. Here the use of language is more natural and improvised, and it should occur spontaneously. Spontaneous oral production is full of pauses and hesitations, as well as this

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phenomenon is not exclusive to foreign learners but also to natives. Although we can appreciate the expressive power of the language in real-time, there are some pieces of evidence of common practices regarding vocabulary. It will be more limited, grammar mistakes will be more common, and repetitions to fill the speech will be more commonly used.

On the other hand, language interaction takes place through individual actions that entail engaging with others. However, having a cognitive negotiation of meanings and messages and components such as pronunciation, grammar, fluency, and coherence is not enough. The development of the conversation is crucial regarding the speakers' reaction during it (Seraj, 2021).

Using their language according to the context is important and should be appropriate in a real situation (Hughes, 2011). In concordance with this claim, oral assessment needs to simulate a context similar to the context we will be facing.

Evaluating communication is not easy; measuring the students' communicative capacity implies judgments of objectives. The students must be able to demonstrate notions and functions of the language (Seraj, 2021). I highlight a prominent tool that gives the oral assessment a high percentage of accuracy and oral evaluation rubrics. As a part of the rubric, some important factors facilitate this evaluation, such as coherence, language proficiency and interaction skills, pronunciation, and body language. This tool should be used to provide more coherence and reduce subjectivity. Also, it should be included the characteristics specified by CEFR, which are the following: respect for turn-taking, collaboration, thematic development, and conversation maintenance.

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Cooperative Learning

Cooperative Learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. The goal attainments appear, when individuals perceive that they can reach their goals if and only if the other also do (Johnson & Holubec, 2013). This characteristic can be considered as one of the most important that any learner in any scenario can have. When individuals cooperate, they work together to accomplish shared goals, for one's own success. In the ideal classroom, all the students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously on their own. There are four types of cooperative learning: Formal cooperative learning, Informal cooperative learning, cooperative based groups and constructive controversy. Cooperative learning groups may be used to teach specific content (formal cooperative learning groups), to ensure active cognitive processing of information during a lecture (informal cooperative learning groups), and to provide long-term support and assistance for academic progress (cooperative base groups) (Johnson & Johnson, 2013). *Formal Cooperative learning* requires students to work together for one class period to several weeks, to achieve a learning goal. The goal must be specified for the lesson, some characteristics should be specified such as what size groups, how students are assigned to groups, what role to assign, how to arrange materials, and how to arrange the room. The teacher work is essential, teacher must teach the academic concepts, principles, and strategies that students are to master and apply, and explains the task to be completed, criteria for success, expected students' behavior. It is mandatory teach collaborative skills and evaluated students' performance. *Informal cooperative learning* consists of students working together to achieve a joint learning goal in temporary, ad hoc groups that last from a few minutes to one class period. Here the teachers focus students' attention on the material to be

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learned. Ensure that students cognitively process the material being taught, and provide closure, a challenge appear the teacher must ensure that students do the intellectual work of organizing material explaining it, summarizing it, and integrating it into existing conceptual structures.

Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership in which students provide one another with support, encouragement, and assistance to make academic progress. They also help one another develop cognitively and socially in healthy ways. It is important to take into account what makes cooperation work, some students and teachers think that exits cooperative learning when students work together. Seating students together can result in competition or individualistic as traditional learning groups conceived cooperative learning. Cooperation will only develop under a certain set of conditions: positive interdependence, individual accountability, promotion interaction, social skills, and group processing .In order to build and maintain cooperative effects, these five essential elements must be carefully structured into the situation (Johnson, 1999). The first one is *Positive interdependence*. It refers to the idea that students are required to work together in order to achieve common learning objectives. In this case, students must believe that they are linked and that they either sink or swim in such a way that one cannot succeed if others do not succeed.

Students need each other for support, explanations, and guidance. Without the help of one member, the group will not able to achieve the desired objective. The second one is *individual accountability*. It implies that each team member is responsible for his/her fair share to the group's success. It is important that the group knows who needs more assistance, support, and encouragement in completing the task. It is also vital that group members know they cannot "hitchhike" on the work of other (Jolliffe, 2007). It requires each student in the group to develop a sense of personal responsibility to learn and help the rest of the group to learn also. The third

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component is *promotive interaction*. It refers to the interaction of students in order to help each other accomplish the task and the group's shared goals. Students are required to interact verbally with one another on learning tasks (Johnson & Johnson, 2008). They are also expected to explain things to each other, teach others, and provide each other with help, support, and encouragement.

The fourth component is *interpersonal and social skills*. It refers to the skills such as giving constructive feedback, reaching consensus, communication accurately and unambiguously and involving every member in the learning process. However, not all students know these skills. They must be taught and practiced such skills before the groups tackle a learning task. Therefore, teachers should carefully and explicitly teach their students the required skills. The teacher is not a person who measures the capacities of the students in terms of the final product, but somebody who acts as a friend, coordinator, director, guide, counselor, and facilitator (Cowie, 1994).

Finally, *group processing* is an important aspect of CL. It requires group members to assess their functions and contribution to the success of all tasks. It focuses on positive behaviors and actions rather than on negative ones and involves students thinking about how they learn. Additionally, the teacher may choose to spend time specifically focusing on improving a skill such as speaking. The teacher can then monitor the different groups during the learning activities and provide feedback on what has been observed.

The use of Cooperative Learning in teaching speaking has been the subject of extensive research. This indicates the use of Cooperative Learning approach increase speaking skills (Suhendan & Bengu, 2014). This state is beneficial not only for the cooperative leaning approach, but also for the thousands of teachers especially those who intent help their students develop their oral performance through an effective method that can be applicable, attractive and efficient. The following study investigated the effectiveness of Cooperative Learning in English

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language classrooms to enhance Yemeni students speaking skills and attitudes. The results were significant since cooperative learning approach improves speaking skill and attitudes among the students. Therefore, there is a necessity, teachers in schools, especially teachers who teach English speaking skills need to be aware of the benefits and importance of cooperative learning. Therefore, teachers are encouraged to practice this method regularly and effectively. There is overwhelming evidence corroborating the notion that CL has a positive effect on the formation of positive attitudes towards speaking among students. Finally, and on the basis of the evidence provided by this research, it seems quite reasonable to state that cooperative learning has many benefits, such as improving speaking skills and attitudes (Altamimi, 2014).

There is a common concern among teachers to find out, how better develop students' speaking skills. The use to cooperative learning helped a teacher to achieve that difficult task. The study was conducted in some students from tertiary levels. It was an experiment investigate the effects of using cooperative learning in promoting students' speaking. Thirty-five undergraduate students participated in the study. The students were enrolled in a main English course at Bangkok University to examine their speaking achievement on an English oral test before and after they had participated in provided instructional tasks based on cooperative learning approach. To explore the students' views on the use of the cooperative learning, they were asked to complete a student diary after finishing each task, fill in a four scale-rating questionnaire, and join a semi-structured interview at the end of the course. The data were analyzed by frequency, means, standard deviation, t-test, effect size and content analysis.

The findings reveal the improvement of the students' speaking performance and positive feedback from the students on the use of collaborative learning activities. The study provides suggestions and recommendation for further investigations (Pattanpichet, 2011).

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The following research study took place in China, with non-English major college English Courses. The researcher was interested in whether cooperative learning has merit. As an effective method for teaching oral skills, in this learning environment, especially when there is a still considerable resistance in China to adopting teaching methods that do not follow a teacher-centered model. The findings were favorable of this study, it can be seen that cooperative learning has potential to help with the improvement of students' oral test scores, oral English production, and the use of vocabulary and expressions. It is important highlight that the cooperative learning approach is not effective for every student because of students' different oral English proficiency level, characteristics, preferences, learning habits, and personal background, so the impact was different on them. There were another important issues that ensure this research not only for the effectiveness of cooperative learning approach, but also how the students' entrenched expectation of the traditional teaching approach do not allow to innovate with the application of other methodologies, approaches or strategies. Another constrain of implementing the cooperative learning was the teachers' unfamiliarity with the cooperative learning approach and the large class size of Chinese (Wang, 2014).

The following research was carried out in Bogota, Colombia. The main objective of the research was to establish strategies to help students to improve their oral production in English. The researcher used some cooperative learning strategies to help students better express themselves orally. Throughout the research, some positive outcomes were concluded: cooperative learning strategies helped students to improve oral production and interaction, but it was a gradual process. The researcher could conclude that there are five factors necessary to work with cooperative learning approach in the classroom: First: The size of the groups, small groups are required, second: students' different oral English proficiency level, had to be

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considered; Third: it was good practice to establish the group's rules according each activity, fourth: The importance of work on one skill for each stage, and finally, it was important to evaluate students' performance. Another important issue, the students were not in a habit of working each other. The pretext to implement cooperative learning was through some specific activities: Jigsaw, Numbered Heads, Think Pair Share and Three Step Interview. These strategies allowed and encourage students to speak. At the end of the process students were able to identify the type of cooperative strategy that worked best of them. Cooperative learning was conceived as an appropriate method for improving oral production. It was enjoyable and at the same time the students encouraged to improve their process. Through cooperative learning students had more opportunities to participated orally in the class; they felt comfortable using English in class. Moreover, students discovered that speaking is fun, and when it involves working with others speaking appears spontaneously (Castillo, 2007).

Introduction to the Research Design

This construct is devoted to the methodological part of this research work. The current research study, aims to contribute to the improvement of the acquisition of oral skills by implementing EZo activity with non-bilingual students. This chapter provides a general description, of the research design and the methodology, including the data collection methods and the population and sample procedures. Besides, the ethical protocol was applied to the participants.

As a part of this chapter, the evidence of the pedagogical intervention and its application will be described.

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Methodological design

Research Method

The present research is considered qualitative, since it is characterized by the exceptionally broad sense of the researcher, who can produce descriptive data of an individual's written or spoken words and how participants felt, behaved, and worked (Silverman, 2016). It implies collecting, analyzing, and interpreting data through observation, specifically focusing on what individuals do and say in their natural context.

Based on the nature of the current study, the researcher adopted a descriptive method to obtain valuable insights from the effective implementation of the EZo activity.

Furthermore, the data is collected qualitatively and quantitatively relying on research instruments that are two questionnaires, some field notes, and some audio recordings transcripts.

Research Approach

Reflecting on pedagogical practices, should be one of the main concerns among educators to offer more and better opportunities for EFL learners, particularly in improving oral skills. That allows them to find a better chance at life in educational, social, and professional fields. That is why this research study is focused on Action-Research, in which one of the main purposes, according to the primary precursor the psychologist Kurt Lewin, is to identify and solve the social problems surrounding us (Parra, 2009). In the same way, Action Research makes sense, because action research worries about the importance, of contributing to generating knowledge and solving problems, that educators not only should face but also undertake through planning actions (Anderson & Herr, 2015). This research study considers three principal characteristics of action research that combine diagnosis, action, and reflection, these steps illuminated this research study.

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Some principles of action research took place in the present study to conduct a favorable process. Action research has five principles. The first one corresponds to a problematic situation, the second one is based on the design of the study, the third one refers to the participants and their role as a co-investigator, the fourth is the degree in which the researcher is involved, and finally, the fifth stage corresponds the data collection and analysis systematically.

Considering the above, this research study was developed in a real social context, a public institution where the participants' commitment during the implementation was excellent, and the participants were active in each stage. Based on the first action research principle, *problematic situation*, the design, and implementation of the current research study were built on a phenomenon, that called the attention that was found through observation during English classes.

To develop the research and to follow regulations, some crucial ethical issues were considered to ensure a reliable study and informed consent was designed. This process involved the principal, participants, and parents, in which the researcher explained the project, the role, and their rights in detail. Each informed consent was signed as a symbol of acceptance of the project.

Thirdly, the action research cycle was presented as a systematic process that allowed the researcher to plan, act, observe, and reflect. During the planning process, two questionnaires were designed, each applied at different research stages. The first corresponds to participants' characterization, in which the researcher could identify the sample, in terms of seniority at school and their perceptions of their learning process in particular oral skills. The second one corresponds to a questionnaire applied after the pedagogical intervention, in which the researcher could identify the participants' perceptions, toward implementing the EZo activity. The

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researcher's intervention was permanent, and observing and reflecting were done thanks to data analysis and results.

Context of the research

Population and Sampling Procedures

This research study focused on one of the four groups of the eleventh grades of the school. This group of students belongs to a specialization course in English. The name was born, because of the hourly intensity they receive per week. The main objective of its bilingual program is to make these students achieve a B2 in English according to the CEFR.

The students who belonging to this English specialization course, are mostly students who belong to the school's bilingual program. In other words, this group of students has been studying since the early grades at school. Therefore, the performance in oral skills is acceptable. It is relevant to mention that in this group of students, thirteen are new in the institution and do not belong to the school's bilingual program, since they arrived at the school two and four years ago, including one who arrived at the beginning of this year. Therefore, all of the students chosen, showed difficulties in their oral skills, the participants also shared some of the following characteristics: students 'dependence on English teacher, poor academic performance in English, lack of motivation to learn a second language.

The population of this study was composed of 13 eleventh grade students. Their ages ranged to 16 to 17 years old. This group was selected based on their seniority in the school, and on previous teaching observation.

A questionnaire was administrated among the 38 students from specialization course, before the pedagogical implementation to know some aspects, related to their personal

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information and information regarding their English learning experiences, particularly oral skills.

That is why this research study focused its attention on the 13 participants.

Ethical Protocol

Ethical considerations took part during the research process to ensure the reliability of this current study. In addition, moral and responsible attitudes were present in each investigation cycle. Before developing the pedagogical intervention, it was mandatory to obtain all the permissions and consents to accomplish some principles of ethical consideration ,necessary to protect the participants' identification and the information obtained in this study (Appendix K).

Two informed consents were drawn up, which will be known and endorsed by the institution's principal. In the same way, parents will be notified by employing informed consent.

The researcher has guaranteed the confidentiality and anonymity of the participants; confidentiality means that any identifying information is not made available to or accessed by anyone. Confidentiality also ensures that such identifying information is excluded from any reports or published documents. Anonymity is a stricter form of privacy.

Data Collection Techniques

This section presents the instruments for collecting data, an essential process to find the answer to the research question to validate the EZo activity implementation, to improve oral production in 13 participants from eleventh grade at Debora Arango Perez school.

In this research, two techniques were used, observation and survey, because they facilitated gathering information related to opinions, experiences, and feelings regarding the participants' perceptions toward the implementation of the EZo activity, as well as the role that the EZo activity plays in improving the oral performance of participants.

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Three collection instruments were used: Field notes, questionnaires, and some audio recordings. After having chosen group of students and making sure the participants really wanted to participate in the research study, as was expressed by their approval, commitment and their parents' consent the stages were developed.

Description and rationale of the instruments

The Field Notes

The field notes are written notes, created by the researcher that are vital documentation describing attitudes, events, conversations, and behaviors observed while conducting the research study. It is a path to understanding the learners' needs, and preferences and a starting point to construct the theoretical framework. Field notes helped the researcher get information that the participants do not reveal when they were asked directly (Tisdell & Merriam, 2015).

This instrument was designed to register preliminary and relevant information, during the pedagogical intervention, that was part of the research process to analyze, triangulate, and state conclusions. Field notes' information was described as a qualitative approach, that links perfectly to action research. The data collected was specific to answer the research question.

In this process, three single sessions were observed, in which participants took part in various activities, including oral communication. These activities were designed, to allow the participants to familiarize themselves with the EZo activity. The field notes were filled at the end of each session.

Through the observation process, the researcher could develop a pedagogical proposal in the classroom, and simultaneously put into practice the practical impact of an EZo activity to improve the English oral skills among ESL learners..

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In this research study, the field notes were registered, with information that the setting provided and complemented with sources like pictures in which the feelings, reflections, and suggestions emerged.

Questionnaires

In the present research study, two questionnaires were designed to be administered among the sample, to collect different perceptions and opinions toward the impact of EZo activity. A questionnaire is a structured process for collecting data through the answer to certain questions.

The participants were given five sets of the Likert Scale type of questionnaire. This included (E) excellent, (VG) very good, (G) good, (S) satisfactory, and (P) poor. The first questionnaire was divided into three parts: The first part concerned with the participants' characterization and included 3 specific questions, which provided vital information regarding the school's trajectory in terms of seniority (Appendix A). In contrast the second part focused on the English learning process, precisely how participants conceived their oral skills and contained 4 four questions. The third part corresponds to English Feelings when they are asked to speak in English. This questionnaire contains three questions; in this questionnaire, a Likert scale was taken into account with the following options Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. The second questionnaire was administered after the pedagogical intervention. This questionnaire contained seven questions. The last one was an open question to know the participants' preferences regarding the variety of activities developed during the implementation of the EZo activity . In this questionnaire, the participants marked the option according to the Likert Scale Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree (Appendix B).

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The questionnaires were distributed to the participants in the class. The first one was applied among all the students from the Specialization class to recognize the sample according to their seniority in the school. Once the sample was identified, the second questionnaire was distributed among the sample. The researcher stayed in the classroom while the participants responded to the questionnaires to answer any questions that the participants may have regarding the questionnaire. After the participants had completed the questionnaires, the questionnaires were collected to be analyzed.

Pedagogical Intervention and Application

This chapter describes the pedagogical intervention of action research, at the public school Debora Arango Perez School in Bogota. This pedagogical intervention was focused on thirteen participants to improve their English oral skills.

The pedagogical intervention was divided into five sessions, each based not only on the main objective of this research but also on the participants' needs and interests considering their reality. Each lesson plan was planned to determine the effect of the EZo activity so as to improve oral interaction.

According to the analysis, the researcher could reflect on how the EZo activity will help the participants, to improve their oral skills, and know the specific objectives for each lesson plan, focused on providing vocabulary and opportunities for verbal interaction regarding their interests according to a specific topic, in this case, emotions. The pedagogical intervention was planned and implemented throughout the school year 2022.

The characterization questionnaire contains three parts. The first part was about personal information and seniority in the school. The second part focused on learning English, specifically

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oral skills, where the participants answered the questions according to a scale. Furthermore the third part, corresponds to the feelings when they were asked to speak in English.

The first questionnaire was answered by all the students from the specialization class. In other words, 38 students participated. This process provided information for the sample selection. The participants of this research study were 13 eleventh graders, ten girls and three boys, between 16 to 17 years old. All these students come from institutions where English is taught at low intensity of hours.

Based on the information collected in the characterization questionnaire, before the pedagogical intervention specifically in its second part, regarding the English learning process particularly oral skills, relevant information was gathered regarding aspects of language, specifically in terms of oral skills. In this case, grammar, and vocabulary. The participants were asked about their level of grammar and vocabulary, as well as the most critical aspects they want to improve regarding their oral skills. Most of them conceived their level as satisfactory or poor. Most agree that both must be improved according to the question about the aspects they consider enhancing grammar and vocabulary.

The function of language refers to what students do with language, as they engage with content and interact with others. The function of language takes an active use, for a specific purpose. Students use language functions to express ideas and communicate with others. English as a Foreign Language learners must acquire both the functions (uses/purposes) and the forms (structures/cross-curricular vocabulary) that make up the English language to reach a higher level of proficiency. Since the participants perceive this situation, this study aims to improve oral skills through an innovative teaching methodology and motivate participants to interact with others despite mistakes.

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These aspects of language are essential to allow students to interact for a purpose, that is why the EZo activity, can provide this information through the activities developed.

As a part of this questionnaire, motivation plays an essential role. There was a question regarding, whether they felt motivated by speaking activities. The researcher could find relevant information, regarding how motivation helps students be aware of their learning process and identify their strengths and weakness.

Considering language is an instrument that allows individuals, to use language for a purpose, for expressing emotions, feelings, beliefs, and opinions, as well as it is an instrument for interacting and learning from others. This is an opportunity to reconsider that students should have more and better opportunities to develop their communicative skills, precisely the improvement of their oral skills.

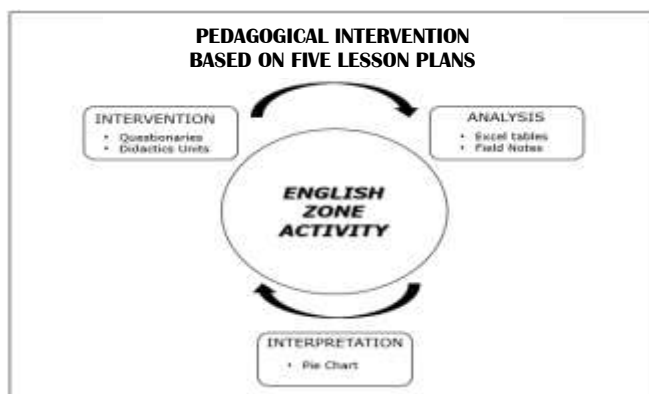
Consequently, the lesson plans were designed to provide vocabulary and practical expressions, that allow them, to express their opinions and perceptions quickly, flexibly and listen to their classmates' opinions. The interaction with others was the main issue. It is here where the language makes sense, and the students become aware of the importance of improving their communicative and oral skills.

According to the purpose of this research, it is essential to mention that although the intention is to improve oral skills, the lesson plans were not planned around grammatical aspects. This pedagogical intervention intends to innovate teaching methodology and motivate participants to interact in English.

The pedagogical intervention was a process that involves a cycle, and it entails that during each intervention, in this case, five lesson plans must be applied, analyzed, interpreted, and finally reflected on this entire process.

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Figure 1.



Fuente: Autoría Propia

Cycle Intervention

The lesson plans were planned to be developed during English classes, each lasting six hours. It means that the pedagogical intervention lasted approximately 34 hours.

The lesson plans were designed considering the school lesson plan template, which provides the essential elements to follow for the development of the class. It was of great importance that the participants knew and understood the intention of the methodology, in this case, the activity called EZo, where the only and supreme rule, was to try to communicate in English as much as possible, during the time of the activity, despite the mistakes made, the fear, that this generated in them. Each lesson plans had its specific goal, and three lesson plans allowed student interaction.

The first was called Let`s talk about emotions (Appendix C). The objective was to motivate students toward oral activities, and know the participants´ previous vocabulary.

The warm-up was in charge of the teacher, since she talked about her favorite movie. A short speaking activity was developed, where the students could interact and answer ten simple questions regarding emotions. This activity was developed through round tables, as an interaction pattern. The second one, was A Disney Movie Inside Out (Appendix D). This lesson

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plan did not have a warmed up part, because participants watched a movie. This film was submitted to a vote of three, according to student interest, for this stage was to sensitize students about how emotions positively or negatively affect life. The participants were asked to take notes about the movie as unique activity. The third lesson plan was called “Vocabulary Activities” (Appendix E). The purpose was to expand participants’ vocabulary regarding emotions. The warm-up in this opportunity was a game. The requirement to carry out the activity was organized by groups, where the winning group was the one that wrote as many words as they knew about emotions. They could help each other. Throughout this lesson plan, the participants were exposed to vocabulary activities that involved active participation.

The fourth lesson plan corresponds to “Useful Expressions” (Appendix F). The objective was to provide participants, with expressions that allow them to present their opinions and perceptions in the subsequent oral activities. The warm-up was through a written game. The students made a list, without using a dictionary, or any other visual material, just their minds, of the expressions used to express opinions, ideas, agreements, and disagreements. During this lesson, participants classified expression in a chart called “Simple Chart that Could Be Used in an Oral Interaction,” this chart has four headlines Express Agreements, Express Disagreement, Protest, and Express Ignorance. The teacher provided this chart. Now that the fifth lesson plan is presented, at this point is very important to clarify that all students participated in each stage, but the recordings, questionnaires, and field notes were focused on the sample, in this case, 13 participants. This group of students does not belong to the bilingual institutional program.

These participants were always motivated and found support without being criticized; this eleventh grade is characterized because most of them belong to the school's bilingual program. For this reason, they have had a greater intensity hours in learning English. This lesson plan was

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divided into three parts; the main objective was to put into practice the acquired vocabulary and promote oral activities (Appendix F). As a warm-up, the students worked in pairs, and the teacher gave them a flashcard of people doing activities, showing different gestures and emotions. The students had to describe the image through emotions by doing a descriptive oral exercise. The students used their notebooks as a tool where the vocabulary was written. Imagination was the key to the development of this activity. The first part of this lesson plan corresponds to a round table activity, where students answered some written questions on the board to propitiate a context where students use a language for a purpose. In this case, the questions were oriented toward emotions, and the students could use their notes as a tool. The dynamic consists of the fact that the students in the center are always kept in the same chair while the students outside are rattled as the questions change; this also promotes the integration of students.

The second part corresponds to presentations, where students orally share their favorite scene from the film. The participants printed their favorite scenes from the movie. Since this type of material gives them confidence when speaking, they used notes, in the notebook to facilitate the presentation. The last part of this lesson plan was an oral presentation, where the participants, through a drawing, represented the emotion they most identified with a short explanation using the previous vocabulary.

As a part of data collection, the second questionnaire was distributed and answered by thirteen participants. The participants answered this questionnaire after the pedagogical intervention (Appendix B). This questionnaire is open – closed that contains seven questions. This questionnaire should be answered considering the Likert Scale (Likert, 2012). Through this questionnaire, I pretend to know the effect of the EZo activity. The questionnaire was written in

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English, which meant that the students were assisted by their classmates, who translated each question and answer option, making the process much more understandable and at the same time allowing for accuracy in the answers.

Introduction to data analysis and findings

This chapter presents qualitative data obtained during the research intervention, the interpretation of the findings, and other important elements, such as their significance and limitation on the present research study. The information collected during this action research was analyzed from the qualitative analysis guided under a descriptive process. Also, there is a description in a deep way of the impact of implementing the EZo activity as a strategy to improve participants' oral interaction.

Data Management Procedures

The data analysis of this research study, is based on qualitative information collected by the teacher-researcher from three instruments used, throughout the development of this research study. Three instruments obtained qualitative data, and the questionnaires were built considering the Qualitative Five Rating Scale and Likert Scale, as well as the use of field notes and participants' audio recordings transcripts.

As a part of data management procedures, the appropriate steps were taken to get the initial categories. This is a process of identifying the relevant elements related to the research study. The separation was done regarding data reduction as a first step, and the data were organized in Excel documents to systematize, analyze, and code the information.

The impact of EZo activity on improving oral production, was analyzed according to Pie Charts. The percentages and level of satisfaction were shown through the options in scale. The analysis was made considering the overall interpretation of the participants.

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Finally, data were displayed in some graphics, that evidence participants' improvements. To complement the results, the teacher–researcher completed five field notes corresponding to each lesson plans. This process was carried out after each intervention describing some important events (Appendix E).

Data Management Procedure No. 1

(Data Reduction)

Section I: Characterization

The characterization questionnaire was applied to 38 students from eleventh grade, specifically students from the English specialization course. According to the first section of this questionnaire, the analysis was based on thirteen participants as a sample of this research study.

Table 1.

Sample Characterization

ID	Age	Time at DAS
1	17	6
2	17	1
3	16	3
4	17	1
5	17	3
6	17	4
7	17	4
8	16	4
9	17	3
10	17	3
11	16	2
12	16	4
13	16	2

ID= participants, DAS= Debora Arango Perez School

Table (1) shows personal information regarding age and seniority in the institution, there is a participant who have studied for six years in the school, four participants have been studying

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for four years, the equal number of participants during three years, two of them have been studying for two years, and finally two participants are new in the institution because they began their studies in this school year 2022. This research study focused on this group of students who do not belong to the bilingual institutional program, to demonstrate the effectiveness of implementing EZo activity to strengthen their oral interaction.

Section II: English Learning Process, specifically oral skills

The main concern that illuminates this research work is regarding oral skills. Oral skills imply having a communicative competence that allows using of the target language for a purpose in different contexts. That is why, the second part of the characterization questionnaire aims to know, the English learning process, specifically about oral skills. Through a Qualitative Rating Scale, students were asked to answer four questions according to the scale. The teacher explained this scale, before the students answered the questionnaire. All the participants easily interpreted the scale because it is a numerical scale similar to the one used in the school for the assessment process (Appendix A).

Figure 2.

<i>Mean</i>	<i>Interpretation</i>	<i>Abbreviation</i>
4.50 – 5.00	Excellent	E
3.50- 4. 49	Very Good	VG
2.50- 3.49	Good	G
1.50- 2.49	Satisfactory	S
1.0- 1.49	Poor	P

Qualitative Rating Scale

For the data analysis of the Questionnaires, the teacher-researcher used the following scale:

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The Item with a mean of between (1.0- 2.49) is rated Low.

The Item with a mean of between (2.50 – 3.49) is rated Moderate.

The Item with a mean of between (3.50- 5.00) is rated High.

Table 2

Oral Skills Perception

ID	Level of Grammar	Level of vocabulary	Aspects to improve	Motivation
1	S	S	B	Y
2	S	G	B	N
3	S	S	B	N
4	S	VG	B	N
5	P	S	V	Y
6	VG	G	V	Y
7	VG	VG	V	Y
8	S	S	B	N
9	P	P	B	Y
10	S	S	B	N
11	G	VG	B	Y
12	S	S	V	Y
13	P	P	B	N

VG= very good, G=good, S=satisfactory, P= poor, B= both of them, V=vocabulary, Y=yes, N= not

The participants were asked to provide information regarding oral skills, in particular grammar and vocabulary. According to a scale below this table, four questions were asked Q1 Level of grammar, Q2 Level of vocabulary, Q3 Aspects to improve, and Q4 Do you feel motivated by speaking activities?

Table (2) provides meaningful information for this research, to know how participants perceive their learning process regarding oral skills, particularly grammar and vocabulary, meaningful information that illuminated the strategies, that this research study considered. Moreover, the participants were asked if they felt motivated by speaking activities, a relevant aspect, since this study pretend increase participants` motivation, specifically when asked to participate in the EZo activity.

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Section III: English Feelings When Students are asked to Speak in English*Table 3**Participants' Feelings towards Oral Activities*

ID	Q 1	Q 2	Q 3
1	I	A	N
2	I	S D	S D
3	I	D	D
4	I	N	D
5	I	A	S A
6	C	S A	A
7	C	S A	A
8	I	D	N
9	I	N	A
10	I	N	N
11	C	N	N
12	C	A	A
13	I	S D	D

ID= participants

Questions:

Q1 How do you feel about English interaction?

Q2 Do you feel motivated by peer interaction?

Q3 Do you feel motivated by speaking activities?

Table (3) shows participants' feelings toward oral activities. The objective was to identify the common feeling of being asked to speak in English, and the perception of activities that involve speaking in English.

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Data Management Procedure No. 2

Display of the Data

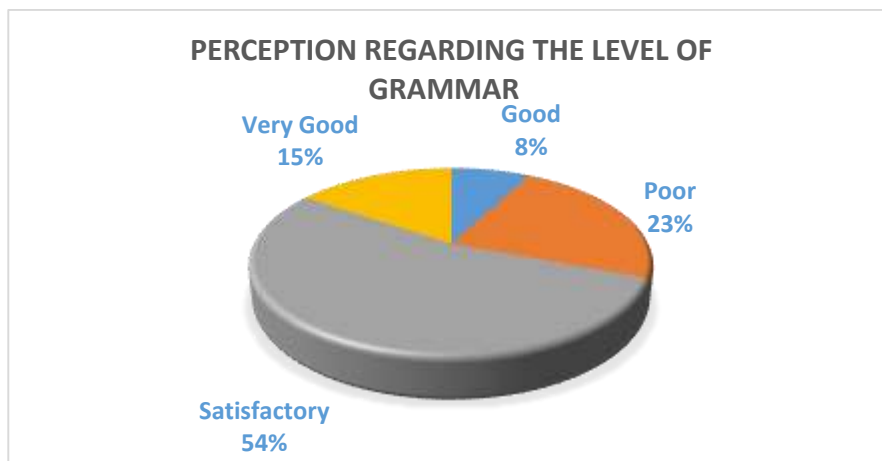
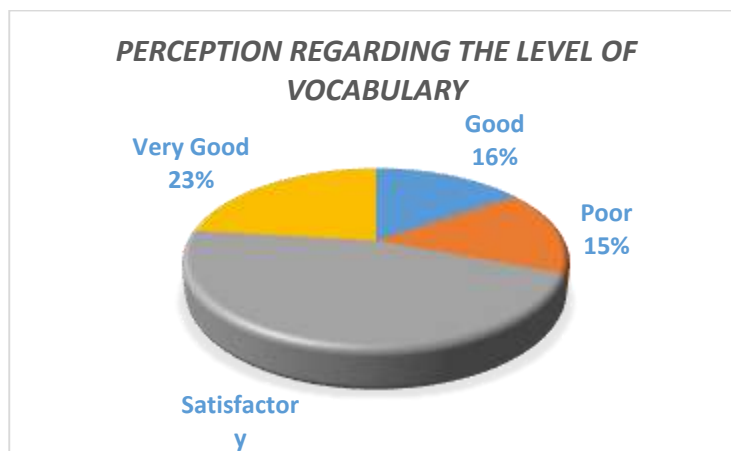
Figure 3.*Perception regarding the Level of Grammar*

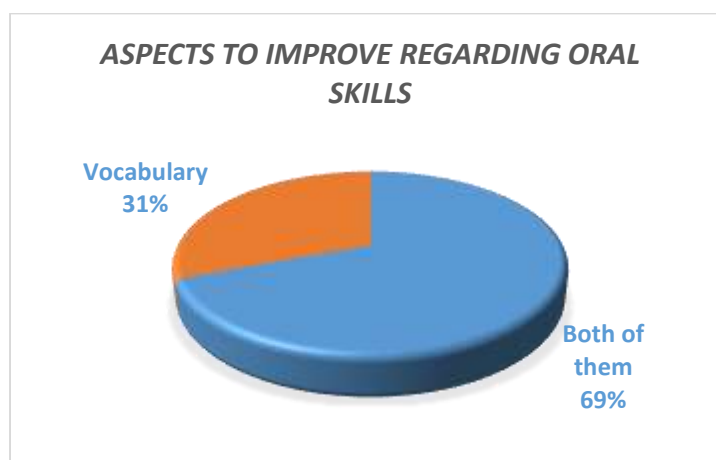
Figure 3 shows a prevalent option 54% of the participants conceive their grammar level as satisfactory. This indicates that participants consider this aspect failed since this range is rated low according to the Qualitative Rating Scale. This is a good starting point since students understand the importance of being aware of their strengths and weaknesses.

Figure 4.*Perception regarding the Level of vocabulary*

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Figure 4 shows participants' perceptions regarding their vocabulary level. Based on the results, 46% perceived this aspect failed since they answered S satisfactory, considering the numerical scale S means 150 to 2.49, similar to the scale used in the school. Participants must recognize the lack of vocabulary, becoming at the same time, an important opportunity that gives prominence to the proposal, because it is focused on the acquisition of vocabulary. The lack of vocabulary was one of the principal barriers. I could perceive through the previous diagnosis.

Figure 5.



Aspects to Improve Regarding Oral Skills

Figure 5 shows participants' interest regarding aspects they consider improving, despite the 31% of the participants answered they need to improve their vocabulary, there is an important average of 69%, which shows the need for improvement not only vocabulary but also grammar, to enhance their oral production in English. It is important to clarify that the main purpose for this research study is focused only on vocabulary.

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Figure 6.*Perception Regarding Motivation Through Speaking Activities*

Figure 6 shows that 54% of the participants felt motivated by speaking activities. This must be assumed as an advantage for this research, since students feel motivated even though they do not have the same level of English. The participants' oral production in the previous activities evidenced a lack of grammar and vocabulary.

Figure 7.*The Level of Confidence when They Are Asked to Speak in English.*

This figure 7 shows a significant percentage according to the participants' confidence, when asked to speak in English. The percentage shows that 69% of the participants feel anxious with this activity, especially those that imply oral production.

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Data Management After Pedagogical Intervention**Questionnaire Applied After the Pedagogical Intervention**

This questionnaire was designed to demonstrate the EZo activity, has a positive effectiveness toward improving English oral skills in thirteen eleventh participants from the English specialization course.

Table 4.*English Zone Engagement*

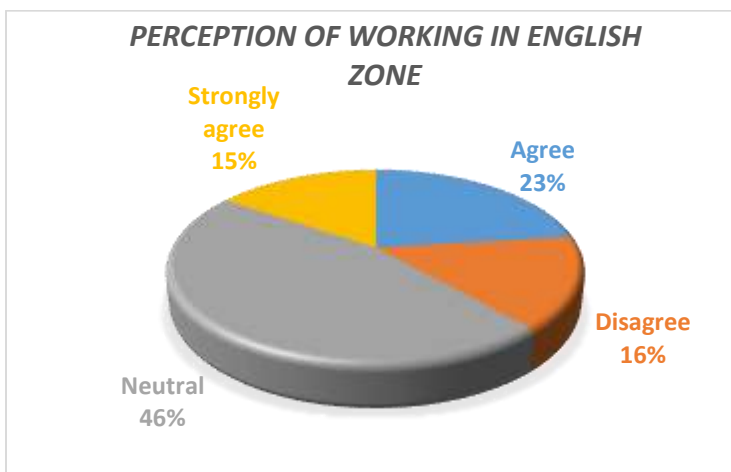
ID	Q1	Q2	Q3	Q4	Q5	Q6
1	N	N	D	D	N	N
2	N	D	D	D	SA	A
3	D	D	D	N	D	N
4	N	A		N	A	N
5	A	N	A	A	A	A
6	SA	SA	A	A	SA	A
7	SA	N	A	SA	A	SA
8	N	N	SA	A	A	SA
9	N	N	A	N	N	A
10	A	A	A	A	A	A
11	N	A	N	SA	N	A
12	A	A	A	SA	A	A
13	D	SD	N	D	D	D

ID=participants, SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree

Table (4) shows the participants' perceptions after the pedagogical implementation toward the EZo activity (Appendix B).

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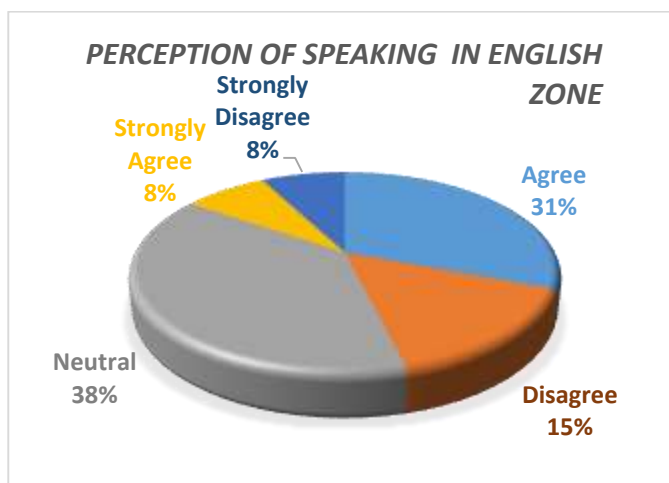
Figure 8.



Perception of Working in English Zone

This figure 8 shows a positive result since 46% of the participants, showed a neutral position regarding, whether they liked working in the EZo activity, the participants do not show a negative position making this a visible strategy among the participants.

Figure 9.



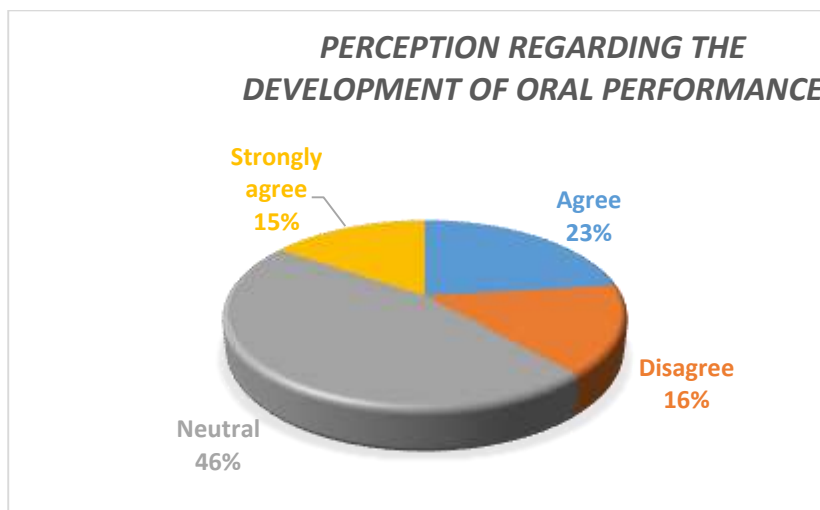
Perception of Speaking in English Zone

Figure 9 shows the tendency in neutral position, with the 38% regarding the level of satisfaction of the participants when they were involved in the EZo activity, particularly when they were

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asked to speak in English, the result is not negative since the majority of the participants faced this type of activity for the first time.

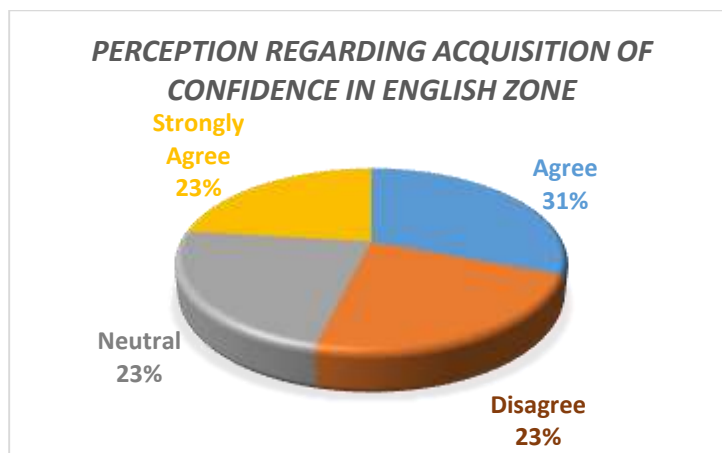
Figure 10.



Perception Regarding the Development of their oral performance in English Zone

Figure 10 shows a significant percentage of 46% of the participants agreed that the EZo activity, greatly favored the development of better oral performance as a beneficial result for this research work.

Figure 11.



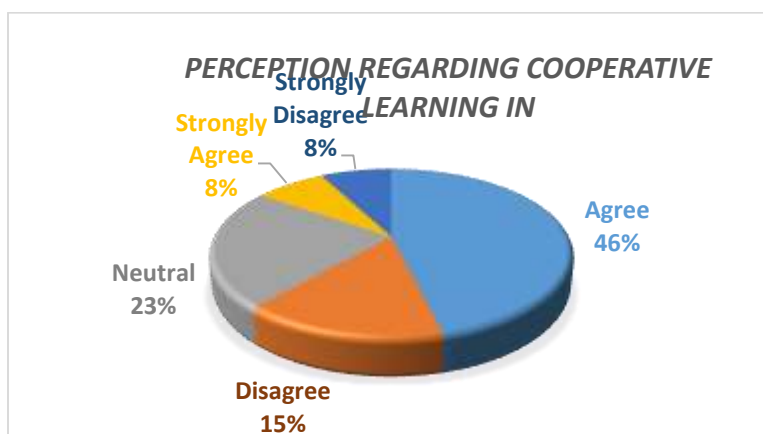
Perception Regarding acquisition of confidence in English Zone

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Figure 11 shows that the highest percentage is 31% with an agreed position, the participants agreed with the confidence that the EZo activity provided them, especially when they did it through the round tables. Becoming a beneficial result for this research study.

Note: The round tables as a strategy that facilitates the interaction between the participants. The participants were exposed to round tables activity, not only to facilitated face-to face interaction, but also allowed them to gain confidence and feel motivated to speak in English, around an interesting topic, besides participants could use their notes as tool that allowed them participated with an appropriate vocabulary.

Figure12.



Perception Regarding Cooperative Learning in English Zone

Figure 12 shows a positive perception regarding cooperative learning. The result shows that 46% of the participants agreed that cooperative learning, was an effective strategy contributing to the interaction between peers. This means that the participants found this methodology significant.

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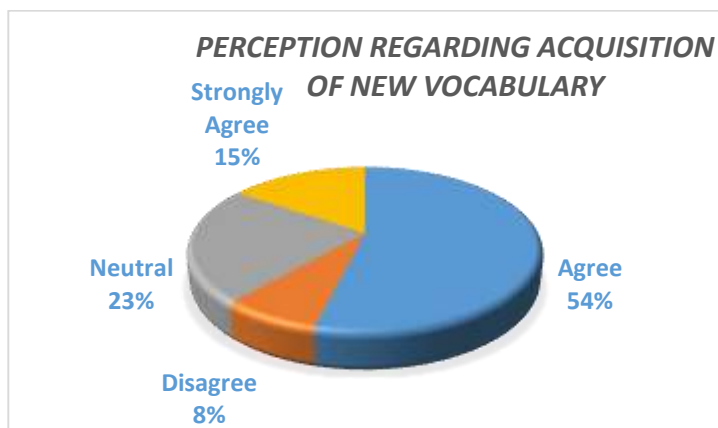
Figure 13.*Perception Regarding Acquisition of new Vocabulary*

Figure 13 shows a relevant result since 54% of the participants agreed that through the EZO activity, participants achieved to acquire more vocabulary.

Note: This research work was focused on the importance of expanding vocabulary. The lack of vocabulary is a principal phenomenon that does not allow for effective interaction.

Table 5*Oral Production Before the Pedagogical Intervention*

BEFORE THE PEDAGOGICAL INTERVENTION			
ID		POP	NW
1	Q2	Sadness is necessary when we feel sad.	7
2	Q3	I like feel happy always	5
3	Q4	Disgust is asco	3
4	Q5	I feel nervious for example now, when I speak in English.	10
5	Q6	I do not know	3
6	Q7	Emotions affect behaviour in negative way because it cause How do you say inseguridad? It cause insecure, How do you say ansiedad? Anxiety.	23
7	Q8	I love feel happy I try always be happy	9
8	Q11	I prefer to be happy	4
9	Q10	When I can not do something	6
10	Q8	Activities with my friends, for example how do you say salir al centro comercial? Go to the mall. And how do you say compartir? Share with my family.	26

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11	Q2	Sadness is part of life	5
12	Q10	Emotions affect my life always	6
13	Q6	I feel disgusted for example when people doesn't good things	11

ID=participants, Q= question, POP=participant oral production, NW=number of words

Table (5) shows the oral production before the pedagogical intervention, in which the teacher researcher had a view regarding oral skills, specifically vocabulary. This activity provided a diagnosis and allowed me to familiarize the participants with the EZo activity. Additionally, it was a perfect starting point to observe participants' needs, mainly vocabulary. This activity corresponds to lesson plan 1, where the objective was to familiarize the participants with EZo activity, and to listen to the participants' oral production. This was part of the instruments that this study considered, in this case, the participants' audio recordings transcripts (Appendix C).

Table 6*Oral Production After the Pedagogical Intervention*

AFTER THE PEDAGOGICAL INTERVENTION			
ID	Q	POP	NW
1	Q1	I chose sadness because it's the most important emotion in my life and at this moment I process feel better myself, so sadness it's an important emotion, but I can't cope with it.	33
2	Q1	Happiness is a character in inside out. She is the yellow emotion and one of the five emotions in inside mind of Riley, along with sadness, fear, angry, and disgust. In my opinion I am a person very happy and because I don't like being sad and I like happy life.	56
3	Q1	I choose disgust because is the emotion with I identify more as I feel everything disgust or that I put the problem to everything I do. In my opinion it is a big problem in my life right now.	39
4	Q1	Nervous is the character in inside out He is the purple and one of the five emotions inside the mind of Riley along with joy, fear, anger and sadness. I did it select the nervous, that is a emotion that calls me the attention, because I see like instinct.	49

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5	Q1	Disgust is a character in inside out. She is the green emotion, and one of the five emotions inside the mind of Riley, along with joy, fear, anger, and sadness. I chose disagree because I feel identify with her. When I stay in the same place with the same people, I feel desperate. I am very intolerant in this situation are disgusted for me. In my opinion, the arrogant and narcissistic people usually damage the environment and generate conflict, I prefer stay in my house or in a place with less people, for example: my friends or my family. That's all.	101
6	Q1	I identify with nervous, it is a character from Inside Out movie. It is the purple emotion and one of five emotions present in this movie don't like this emotion, this emotion how do you say afecta in English? affect the person for example in this moment I feel nervous, I don't like speak in English. I feel that I how do you say olvidar in English? I forgot the words.	69
7	Q1	I choose happiness because I identify with this yellow character because I think that I always give to smile, to everything or I always like to see people happy.	32
8	Q1	I thinks that emotions affect the persons in different ways like there are different emotions, and that emotions really affect in a seconds, like in a second you are happy in another second you are sad, it is difficult to learn to try those feelings or yeah those feelings and it is how can I say it it is hard. We are humans and this is a characteristic change our mood.	79
9	Q1	Anger is a character in inside out. He is the red emotion and of the five emotions in the side mind of Rile I identify with this character because I am an intolerant person, where even the smallest thing came make me angry for a long time. for very silly question a long time.	53
10	Q1	Happiness is a character in inside out. She is the yellow emotion and one of the five emotions in inside the mind of Riley. My favorite character from inside-out movie is happiness, I think that I identify with this character because she's enthusiastic, very crazy and extrovert, on the other hand we can enjoy the happiness for share with friends or family.	62
11	Q1	Sadness is a character in inside out. She is blue emotion, of one of the five emotions in inside mind of Riley. It's a good idea conserve sadness as a good path to find happiness when you are in solve in situations that make you feel sad. I am agree with sadness because may even help you most on.	59
12	Q1	I like the emotion sadness of sadness because I learn my mistakes	12
13	Q1	Disgust has some personality characteristic that coincide with the ones that I have. I consider myself superficial.	15

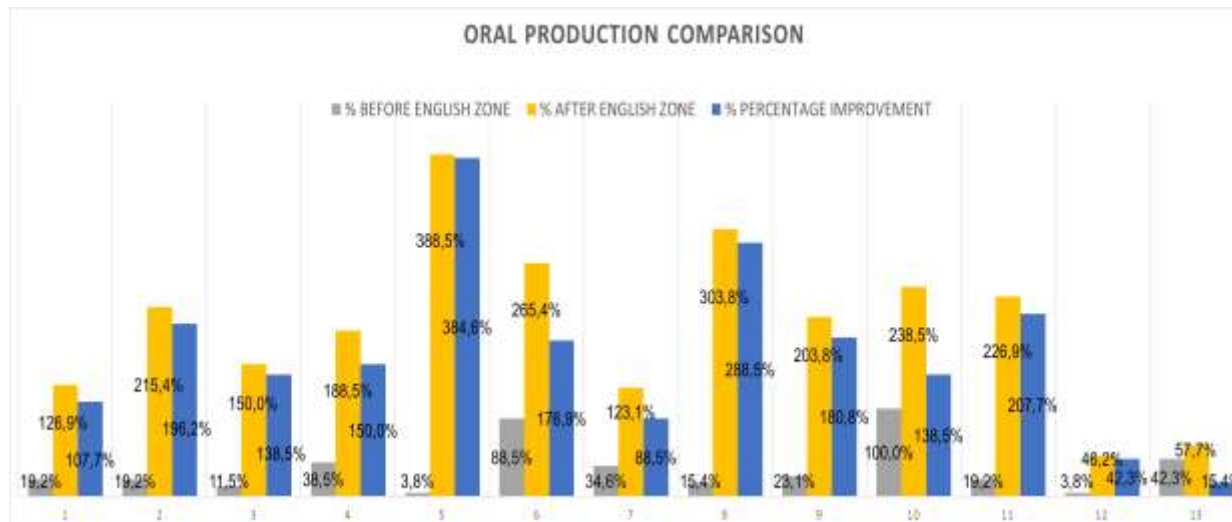
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ID=participants, Q= question, POP= participants' oral production, NW=number of words

Table (6) shows the oral production after the pedagogical intervention in which there was a specific task. The participants had to present the emotions they most identified orally, considering the emotions presented in the film. This activity corresponds to lesson plan 5, in which the objective was to put into practice, the vocabulary learned in the previous units; We can see a significant result in terms of number of words used by the thirteen participants.

This table demonstrates the positive impact, of the methodology on the number of words used after the implementation, since these had a significant increase in all participants. Table 6 shows the effectiveness of the strategy considering the number of words the participants used, before and after the pedagogical intervention. This was part of the instruments, this research study considered: the participants' audio recordings transcripts (Appendix G).

Figure 14.



Oral Production Comparison

Figure 14 shows a contrast of the participants' oral production concerning the initial and the final stage, this measurement was related to the number of words used by the thirteen participants before and after the pedagogical intervention, the results are based on this aspect; in

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which there is a meaningful advance in oral production, specifically after the pedagogical intervention. The average exceeds almost in all cases a percentage of more than 100% improvement in oral production. For example, the percentage obtained by Participant 5 before the pedagogical intervention was 3,8% and after the pedagogical intervention was 388,5% showing a final percentage improvement of 384,6%. According to Participant 8 progress, the percentage before the pedagogical intervention was 15,4%, and after the pedagogical intervention, it showed a relevant improvement of 303,8% showed a final improvement of 288,5%. Finally, we have Participant 6 with a percentage before the intervention of about 88,5%, the percentage obtained after the pedagogical intervention was 264,4% at the end, and the percentage improvement was 176,9%.

In the examples below, we can see the number of words that participants used before the pedagogical intervention and the number of words acquired by participants after the pedagogical intervention.

According to question Q10, “What makes you feel angry?”, ID9 said, “When I can not do something”. After the pedagogical intervention, when students had the opportunity to improve their vocabulary and their perception of feelings through the Inside Out film, this was the answer regarding anger “Anger is a character in inside out. It is the red emotion, and of the five emotions in the side mind of Riley, I identify with this character because I am an intolerant person, where even the smallest thing makes me angry for a long time. for very silly question a long time”. We can observe meaningful progress.

This is another transcript according to the Q2 Is sadness a critical emotion? ID11 answered, “Sadness is part of life” The comparison after the intervention shows a meaningful result after the pedagogical intervention when they were asked regarding their opinion of

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sadness, considering the important role that sadness had in the movie “sadness a character in inside out. She is blue emotion, one of the five emotions inside the mind of Riley. It is a good idea to conserve sadness as a good path to finding happiness when solving situations that may make you feel sad. I am agree with sadness because it may even help you most on.”

Data Management Procedure No. 3

Emerging Categories

Afterward, the information was read more deeply. As a researcher, I faced a complex process since I had to transform the information, concordantly with the research question, general and specific objectives too. With the objective of contributing to the improvement of the acquisition of oral skills, identifying the role that the EZo plays in the improvement of oral interaction, taking into account the perceptions of the participants towards the implementation of the EZo activity; and aspects of the theoretical framework for which this research work was traced. The matrix was used to have a broad view. The categories were defined under an inductive process that involved search patterns. In other words, observe the number of times the information was repetitive concerning the purpose of making general conclusions. The founded categories can enrich the theories.

Table 7

Emerging Categories

ID	RT	V	B	CL
1	✓			
2				✓
3	✓			
4		✓		
5				✓
6	✓			
7				✓
8				✓
9			✓	
10	✓			

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11	✓		
12			✓
13		✓	

RT=round tables, V=vocabulary, B=both of them, CL= cooperative learning

Table (7) shows participants' opinions, regarding the open question in the second questionnaire. This questionnaire was applied after the pedagogical intervention, in which participants were asked to write what activity they liked the most when they were engaged in the EZo activity. The most repetitive activity mentioned by the participants was round tables, and participants appreciated the activity, regarding vocabulary and found this activity meaningful, since it provided them with the appropriate vocabulary to express their ideas regarding emotions. Some of them express the same degree, about round tables and vocabulary. Finally, cooperative learning was another activity that some participants mentioned as a path to enhance their oral interaction.

Table 8

Categories from the data analysis

Research Question	Emerging categories during data analysis.	Subcategories
To what extent the implementation of the EZo activity at Debora Arango Perez contributes to improving the acquisition of oral skills among not bilingual students?	Benefits of cooperative learning joined with oral skills advance.	The effectiveness of round tables
General Objective	The motivation as starting point to allow the participation in the English Zone activity.	Motivation
To contribute to the improvement of the acquisition of oral skills by implementing the EZo activity with not bilingual students.	The importance of assuming a learning meaningful environment	The significant role that a learning environment plays in the oral production development
Specific Objectives	Vocabulary strategies	Tools that allows the oral participation
1. To identify the role that the English Zone activity plays in	The incidence of the topic that allows for the oral practice.	Enhance critical thinking skills

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improving the oral interaction
of participants.

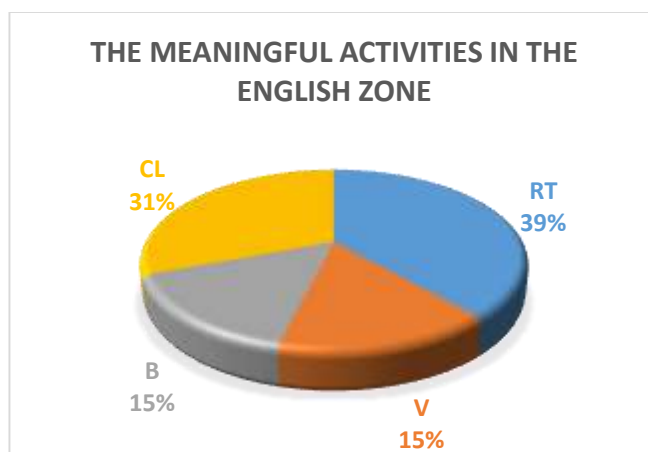
2.To describe the perceptions of
non-bilingual participants
towards implementing the EZo
activity.

Table (8) shows how the emerged categories were analyzed. The first step was considering the research question, general and specific objectives, this was organized in the present chart. It was a process of considerable analysis, that also gave an account of one of the open questions that were part of the questionnaire applied after the pedagogical intervention, which gave an account of the activities, the participants liked most when working in the EZo activity. This measurement is related to the number of words used by the thirteen participants, before and after the pedagogical intervention, the results are based on this aspect. Therefore, this chart shows how the emerging categories aligned with each aspect, evidencing the relevance of the EZo activity in improving oral skills. The first issue was regarding the EZo activity, incidence in improving oral skills; it was aligned directly with the benefits of cooperative learning in terms of oral production. The peer interaction made the oral production appear spontaneously. The second issue was regarding its impact had, and this aspect was aligned with motivation and learning environment; those aspects were relevant and caused a positive impact among participants; they were motivated because of EZo activity . They conceived the EZo as an activity in which they did not fear speaking in English, the mistakes made were not a barrier because they needed to be emphasized, and participants were allowed to flow despite the mistakes. Finally, the Vocabulary Strategy activity aligned with the role of the EZo activity; this activity allowed participants to use the vocabulary learned appropriately regarding the topic. The incidence of the topic was another relevant aspect that was aligned with participants' perception regarding the EZo activity;

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most of the participants showed a great level of satisfaction in the sense that through this topic, they could participate in showing their points of view, beliefs, experiences and the same time critical thinking could be practiced.

Figure 15



The Meaningful Activities in the English Zone

The figure reveals that 39% of the participants agreed, to express that the most interesting activity when they were working in the EZo activity was round tables, because the participants felt free at the moment of speaking, they did not feel fear, and they had the opportunity to be helped by their peers. Cooperative Learning showed an important percentage; 31% of the participants agreed with this activity; the participants did not mention it under this concept. It was the researcher's work to transform the information. They mentioned this activity because they liked the work with their partners face-to-face. According to the vocabulary activity, they appreciated this activity expressing the meaningful strategy that provided them with an applicable tool.

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Discussion of categories

Benefits of cooperative learning joined with oral production attitudes.

One of the main objectives of the EZo activity, is to improve participants' speech allowing them to find their English-speaking partner, and students can boost their confidence in speaking (Septiyana, Widiarti , Purnama, Kasih, & Mukaromah, 2020).

Consequently, as a researcher of this study, the participants' lack of opportunities to interact is one of the main barriers to oral interaction. That is why cooperative learning was an effective strategy that contributed effectively to strengthening oral skills, where participants could use the language for a purpose. Cooperative learning aligns perfectly with a theory that this research work considered.

Besides cooperative learning, many definitions of cooperative learning in the literature demonstrate the importance of the construction of knowledge. Cooperative learning will be defined as students working together, in a group small enough that everyone can participate in a collective task, that has been assigned. Moreover, students are expected to complete their tasks, without direct and immediate teacher supervision. Cooperative learning encompasses various strategies for promoting academic learning through peer cooperation and communication. As “cooperative learning” implies, students help each other, learn and share ideas and resources. In this sense, the EZo activity, promotes cooperative learning in order not only to foster the construction of knowledge but also the strength participants' oral interaction.

Motivation

Motivation is another aspect that this study considered as a principle; based on the analysis, participants were motivated during the pedagogical implementation. Despite their mistakes, they felt motivated because EZo activity became a real opportunity to interact.

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Additionally, participants here could feel free to make mistakes. Motivation and attitude provide the primary impetus to initiate a learning language (Oroujlou, 2011).

There are two students' orientations to explain why students must learn L2. In other words, two fundamental forms of motivation: integrative and instrumental. Integrative motivation appears, when students are interested in the people who speak it, and in personal development and culture enrichment; the learner desires to acquire a language to better integrate into the target language culture. Instrumental motivation is an external reason they feel motivated by the L2 as an instrument of communication in today's society and for its advantages (Brown, 2000)

According to this state, the participants addressed both forms of motivation. Integrative motivation because they were immersed with a group of students who showed a better oral production. But despite this characteristic, the participants always showed a good attitude, and therefore the nerves and anxiety decreased.

Learning Environment

As a principle of second language acquisition, we know that the learning process can occur if a learner is exposed to an appropriate learning environment. That is why the EZo activity, was an opportunity where students could assume the EZo activity as a learning environment, where they could expand and practice vocabulary and boost their confidence when speaking. The EZo activity, became a significant learning environment, as the students conceived it as the space in which they had to interact only in English, this was one of the first arrangements; the interaction was free and spontaneous without criticism without worries of being graded. There was a positive effect; the improvement of oral participants' performance in eleventh learners from Débora Arango Pérez increased gradually.

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Vocabulary strategies

There was a variety of activities, that supported the participants during the development of the pedagogical implementation of EZo activity. These activities correspond to enriching vocabulary where participants could see their notes. This activity successfully contributed to the development of activities. The participants did not hesitate to use their notebook notes to speak.

The topic incidence

The ideal scenario to learn and acquire knowledge effectively, is when the topic is familiar to students. When a topic is interesting, motivation appears. It makes students participate in oral activities spontaneously, allowing them to express meaningful remarks. Students could self-reflect on how feelings affect their lives through the chosen topic. Students could easily express their ideas and beliefs, through this theme because this was part of their reality. This exercise, in which participants had to express a point of view, regarding a topic that involved self-reflection, encouraged language learning and knowing and learning about partners' perceptions, experiences, and realities. During the pedagogical intervention, the main topic was emotions; this topic allowed the participants to express their feelings and, at the same time, allowed them to get to know each other a little more. They interacted in the target language, and participants enjoyed talking about their opinions about emotions and their life experiences.

Hypothesis Testing and Operationalization of Variables

Once the collected data were analyzed, in which oral production was the principal category to be studied through the EZo activity, as a methodological strategy, it made it possible to state a research hypothesis according to the results as evidence "Students who work under EZo activity will improve their oral production patterns than when working without it." During the development of the proposal, five sessions were enough to demonstrate its effectiveness,

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through positive results, particularly oral production. According to the entry activity displayed through audio recordings transcripts, most participants showed positive outcomes.

As part of the procedures, the instruments' design allowed the collection of qualitative data, considering the variables and the results were analyzed under the light of the theory. As a relevant instrument, the field notes allowed the registration of essential details to be triangulated with the author's theories. The second was some audio recording transcripts in which the quality and coherence of the participant's oral production determined the evidence regarding oral production. Finally, questionnaires let the researcher demonstrate the effectiveness of the EZO activity, and its impact through participation.

The most relevant category was regarding, round tables as a path to improve oral production and cooperative learning evidenced during some interventions. In addition, the registered information in field notes confirms some findings and reflections that appeared during the whole process.

Reliability and validity of analysis and findings

The results were reviewed using an internal consistency assessment, which analyzes how varied the percentages between the identified results of data so as to verify their reliability and validity.

The software that validated this process was Excel, which includes calculating, computation tools and graphing tools, all the results were systematized and analyzed. One of the instruments that allow to obtain the results, in terms of percentages were the two questionnaires applied after and before the pedagogical intervention. The Likert scale was used with five points scale, that allowed the participants to express how much they agree or disagree with a particular question.

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The questions, of the questionnaires were examined, in terms of how simple it was for them to respond, how the questions' wording affected their responses, and how well the responses predicted the emergence of categories.

Despite a Likert scale has a rank order, the options cannot be presumed equal (Jamieson, 2004). This allows applied the Likert scale with a high level of confident because of the accuracy of a measure in different stage of the research study. Once the results were obtained, they were displayed in a bar/ pie chart in order to visualized the percentages and facilitate the interpretation of the results. The Likert scale allowed measure with a success the statements that should be measured in order to show the quality of this research study. In other words, this process ensures the accuracy of the results, giving a clear idea of what was to be analyzed.

CONCLUSIONS

Introduction to discussions and conclusions

This chapter presents the results, discussion and conclusions obtained throughout this research process. Interpreting the data was a relevant stage in which the conclusions emerged according to the results and the exceptional interpretation of the research. In addition, the implications were derived from the importance of this study and how this research will contribute to the foreign language learning field.

Significance of the results

In general terms, the outcomes in the current research study, were satisfactory because the EZo activity, positively impacted the participants. It was an activity that not only confirms the importance of meaningful spaces for oral interaction , but also, how motivation allows participants to interact; this asserts how beneficial was the implementation of the EZo activity, as a strategy that we must promote in academic spaces, as well as involved cooperative learning in particular round tables strategy, the students feel more confident speaking among peers.

Pedagogical and Research Implications for the Field of Study

The present research study, contributed to the improvement of the acquisition of oral skills in eleventh graders at Debora Arango Perez school, as well as allowing the identification of the role that the EZo activity had, in improving the oral interaction, in addition to describing the perceptions that the participants had towards the implementation of the EZo activity, accomplishing the objectives that this research study outlined.

The proposal offers meaningful elements, that help students address the most convenient strategy, in particular the strategy for acquire new vocabulary, in which students' perception was

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the most significant strategy that allowed them to interact in English. Most of them felt secure and their motivation increased. Through this activity, students could expand their vocabulary and they could use language for a purpose. Including EZo activity, in the lesson plan will facilitate the learning process, especially regarding oral skills. Through this activity, we can boost the bilingual institutional program.

The implementation of this proposal was a great opportunity for the field of research. The elements that this research provided will be a starting point for future researchers in Colombia.

Research Limitations on the Present Study

Due to the limited research found on the English Zone strategy, comparisons in terms of results were focused only on the three studies found.

Some of the students who were not part of the sample but who participated in the activities were not patient or tolerant at times because they felt that they were in a basic English course, and did not correspond to the study plan designed for them.

Another limitation found was in terms of the formulation of the questionnaires since they were designed entirely in English, which implied translate them, so as to obtain accurate and real answers. However, the students who were not part of the sample played an important role as they served as translators of the document, facilitating its completion.

Recommendations for Further Research

Through this research study, participants could improve their oral skills, the motivation increased, evidenced in their attitudes towards implementing the EZo activity, as well as the cooperative learning was showed. It would be interesting that future studies focused on “the influence of cooperative learning, which will contribute to breaking down the barriers of ESL learners who must conceive oral production only with the repetition of dialogues, and songs,

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among others. In Colombia, the General Education Act 115 (1994) states that one of the objectives in education should be, the acquisition of speaking, reading and comprehension skills. Despite these objectives the social context was not taking into account, as a main starting point. In fact, according to MEN publication “Al Tablero” (October 2005) It is expected that the National Bilingual Colombia Program will be implemented by the year 2019. Unfortunately, the standards were adapting, this program was importing from Europe. That is why the situation of ESL learners do not progress. The first step to ensure and effective bilingual program is to inform everyone about not only the goals, but also the rationale behind the goals. Teachers are not aware the purpose of teaching a L2 in Colombia, and this affect the way they teach (Olarte, 2008).

Demonstrating the acquisition of a language implies not only knowing how to write, read or listen to it, but it is also demonstrating it through oral communication, the expression of ideas or at least the attempt to demonstrate oral progress could contribute to the English future experiences.

The educator as a facilitator must consider the important role of context-based language learning. Learning a second language is much more pleasant when students feel familiar with a topic of interest. The present study suggests that the topics to be taught must have a close relationship with the learners. The vocabulary acquisition will be made easier, and English learning will be facilitated.

Finally, implementing the EZo activity will greatly help, find new possibilities for acquiring a second language, allowing teachers to explore and experiment with new strategies that allow students to strengthen their confidence, oral skills, and knowledge.

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CONCLUSIONS

Thanks to the investigations that have been carried out in the field of teaching a second language, theories, methodologies, and approaches have emerged that have undoubtedly made pedagogical practices a space where the role of the educator is transformed, becoming a facilitator, responding to the effectiveness of strategies for the development of communication skills.

Based on the results and analysis of this study, the statistical analysis approved that there is a positive relationship between the EZo activity and the improvement of the acquisition of oral skills. This research study allows the implementation of the EZo activity, in which the perception regarding the acquisition of the focused vocabulary had a significant result. The interaction through round tables under cooperative learning, not only facilitated the oral interaction, but also allowed them to gain more and better confidence and in the same way the participants felt motivated to speak in English. Discussions were generated in an atmosphere of respect and empathy, allowing participants to present a critical point of view.

According to the results, this research study became useful, feasible and can be applied to speaking activities in other grades since the main objective is to contribute to the improvement of the acquisition of oral skills.

This research study not only could demonstrate the effectiveness of the Ezo activity, but also, the meaningful role it plays in the improvement of acquisition of oral skills, it should be recognized as a tool that allows learners to put their knowledge into practice in scenarios that deal with everyday issues. The strengthening of personal interaction, critical thinking, and self-confidence within the framework of respect recognizing the link human dimensions took place in the interaction act through EZo activity.

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From the application of this research study , it can be concluded that the students need plenty of opportunities to develop proficiency in the English language, which is why the activities for teaching English as a foreign language must be diverse, dynamic, and have the power to keep the learner active. Educators must offer more and better opportunities where students can demonstrate their oral ability, starting with the recognition of the life world experience and using this experience to encourage them to do things better and recognize others as part of their learning this strategy was used with a meaningful and successful result not only of the data suggested but also the importance of the cooperative learning took place especially when participants were discussing.

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Appendices

Appendix A: The characterization Questionnaire

PARTICIPANT'S CHARACTERIZATION QUESTIONNAIRE

Research title: The English Zone in the improvement of eleventh graders' English oral skills at Debora Arango Perez School.

Researcher: Sandra Liliana Chinchilla Rondon

Participants: Thirteen students from Specialization course **Date:** _____.

Questionnaire.

Hi dear student! This questionnaire pretends to know different aspects about you and your English learning experience in particular regarding your oral performance. Because you are a valuable participant in my research project. Please, read carefully and ask your teacher if you need help. Answer honestly, all the information you give here will be confidential. If you need more space for writing you can do it in the back side of the paper. Use a pen and dictionary if it is necessary or write in your mother tongue if you feel you can express yourself better.

I. These questions are about your personal information. Please, mark an X.		
I am	I am	How long have you been studying at this school?
Man ()	15 years ()	11 years ()
Woman ()	16 years ()	10 years ()
	17 years ()	9 years ()
	Other _____	Others _____

II. The next section is related to your English learning process specifically about your oral skills. Here you have to mark according to your reality, feel free to ask your teacher for help. According to the following scale mark the option that best fits with your profile. (E) EXCELLENT 4.50 5.00,(VG) VERY GOOD 3.50 4.49, (G) GOOD 2.50 3.49, (S) SATISFACTORY 1.50 2.49 , (P) POOR 1.0 1.49 .					
QUESTION	E	VG	G	S	P
Taking into account that Grammar is one of the important aspects of oral skills, making use of correct grammar is essential when you speak to avoid confusion, it also helps other people to understand you easily. What do you think is your level of grammar?					
The role of vocabulary knowledge is vital in oral communication; oral vocabulary refers to words that individuals can understand or use while speaking. What do you think is your level of vocabulary?					

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What are the most important aspects that you need to improve to prove your oral skills?					
Vocabulary ()					
Grammar ()					
Both of them ()					
Do you feel motivated by speaking activities? YES () NO () Why?					
III. This section is about your English feelings when speaking in English. Feel free to ask your teacher for help.					
According to the following scale mark the option that best fits with your profile.					
STATEMENT	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
How do you feel about English interaction?					
CONFIDENT ()					
INSECURE ()					
Do you feel motivated by peer interaction?					
Do you feel motivated by speaking activities?					
You have finished the questionnaire!!!! Millions of thanks for your participation.					

Appendix B: Questionnaire applied after the pedagogical intervention**Questionnaire**

Dear Student, read carefully each question before answering. Please feel free to ask if you need extra information or to ratify the meaning of any word. In this questionnaire you DO NOT HAVE TO WRITE YOUR NAME. I appreciate your participation and your honest answers to the different questions. Use pen and dictionary if it is necessary or write in your mother tongue if you feel you can express better.

Nickname: _____ **Date:** _____.

This section is about the English Zone activity. Select one option and mark it with an X and then give an explanation of your answer when will be necessary.					
QUESTION	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Did you like working in English Zone?					

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Did you like speaking English when you were involved in the English Zone activity?					
Do you agree that your oral performance was developed better when you are involved in the English Zone activity?					
Do you feel more confident when you were discussing a topic at round tables?					
Did you evidence that through cooperative learning there was more and better participation?					
Did you acquire new vocabulary when you were participating in the English Zone activity?					
What type of activities did you like the most when you were working in English Zone activity? WHY					

Appendix C: Lesson Plan 1

SUBJECT	ENGLISH	TEACHER	SANDRA LILIANA CHINCHILLA	GRADE	1105
DIDACTIC UNIT 1					
TOPIC	Movie World	DATE dd/mm/yy	28/03/22		
Learning Objective		Success Criteria			
To familiarize students toward English Zone activity. To listen to students' oral production. (Previous vocabulary. To observe students' motivation.		Students participated actively during the activity.			
Activity	Activity description	Timing (min)	Interaction patterns	Resources	
This corresponds the Stage No. 1 <i>Let's talk about emotions.</i> Here the students were	Warming Up: Students will listen to the teacher's speech regarding her favorite movie. Practice: Students are divided into two groups, they will organize	1:45	Whole Class	Blackboard Markets	

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asked to talk about emotions through ten simple questions.	<p>Round Tables they are asked to ask and answer 10 questions regarding emotions. The teacher will write ten questions on a board as a guide. This is a rotating activity.</p> <p>Question 1. What is emotion?</p> <p>Question 2. Is sadness a critical emotion?</p> <p>Question 3. Which emotion did you most related to?</p> <p>Question 4. What is disgusting for you?</p> <p>Question 5. What makes you nervous?</p> <p>Question 6. What makes you feel disgusted?</p> <p>Question 7. How do emotions affect your behavior?</p> <p>Question 8. What makes you happy?</p> <p>Question 9. What makes you feel angry?</p> <p>Question 10. How do my emotions affect my life?</p>			
Skills		Comments		
Listening Speaking		<p>The students were enthusiastic during the activity.</p> <p>When the activities are focused on students' interests it facilitates the interaction in a better way, the students show motivation.</p> <p>Students understood the meaning of working in the English Zone activity</p>		

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Appendix D: Lesson Plan 2

SUBJECT	ENGLISH	TEACHER	SANDRA LILIANA CHINCHILLA	GRADE	1105
DIDACTIC UNIT 2					
TOPIC	Movie World	DATE dd/mm/yy	11/04/22		
Learning Objective		Success Criteria			
To familiarize the topic that will be developed throughout the proposal as the main topic of discussion.		All of the students were attentive during the movie.			
Activity	Activity description	Timing (min)	Interaction patterns	Resources	
This Didactic Unit corresponds a <i>Disney Movie Inside Out</i>	Warm-up: Students will organize into groups and are asked to propose three names of movies, as a requirement, the movie should contribute positively to their lives. Then the titles of the movies will be written on the board, and students will vote for the film. Finally, the chosen movie will be presented. Task: The winning movie will be presented, as well as the students are asked to take notes during the film regarding situations, ideas, etc that caught their attention.	1:45	Whole Class	Blackboard Markets	
Skills		Comments			
Listening Writing		Students' interest was taken into account as a key to the success of the research proposal. Most of the students were concentrated during the movie. Most of them took notes from the movie in their English notebooks. They were making comments among themselves.			

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Appendix E: Lesson Plan 3

SUBJECT	ENGLISH	TEACHER	SANDRA LILIANA CHINCHILLA	GRADE	1105
DIDACTIC UNIT 3					
TOPIC	Movie World		DATE dd/mm/yy	25/04/22	
Learning Objective			Success Criteria		
To expand student's vocabulary			Students participated actively during the activity.		
Activity	Activity description	Timing (min)	Interaction patterns	Resources	
<p>This corresponds to phase 3</p> <p><i>Vocabulary Activities</i></p>	<p>Warm Up. Students will be organized into groups. The first activity consists of writing as much vocabulary as they know regarding emotions. The use of a dictionary will be prohibited.</p> <p>Practice Students will be working in groups; they are going to receive specific information to complete a Crossword Puzzle. The students who will receive the information must take it to the large group without pronouncing a word, he/she can make use of body expression. The crossword puzzle has some emoticons as keys that will facilitate the development of the activity.</p> <p>Practice As a part of this stage students will be expanding their vocabulary through a useful chart called Feeling Chat that contains some columns, students will listen to several vocabularies regarding emotion, and the teacher will pronounce some words students in groups simultaneously are going to write those words according to the</p>	1:45	Whole Class	<p>Blackboard</p> <p>Markets</p>	

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	headlines of the chart, finally, the teacher will present the answers in a PPT to validate the information			
Skills		Comments		
Listening Speaking		Participation during this stage was significant since students feel better working in groups they feel secure and confident.		

Appendix F: Lesson Plan 4

SUBJECT	ENGLISH	TEACHER	SANDRA LILIANA CHINCHILLA	GRADE	1105
DIDACTIC UNIT 4					
TOPIC		DATE dd/mm/yy	09/05/22		
Learning Objective		Success Criteria			
To expand vocabulary focused on Expressions.		Students participated actively during the activity.			
Activity	Activity description	Timing (min)	Interaction patterns	Resources	
Useful Expressions	<p>Warm-Up Students will be organized in groups to write as many expressions they know when they want to express ideas, beliefs, thoughts, or justify something.</p> <p>Practice Students will complete the chart given by the teacher, with some expressions that they will use in future oral activities as a tool.</p> <p>Task Try to memorize some of them</p>	1:45	Whole Class	Blackboard Markets	
Skills		Comments			
Listening Writing					

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Appendix G: Lesson Plan 5

SUBJECT	ENGLISH	TEACHER	SANDRA LILIANA CHINCHILLA	GRADE	1105
DIDACTIC UNIT 5					
TOPIC		DATE dd/mm/year	06/06/22-19/07/22		
Learning Objective		Success Criteria			
To put into practice, the vocabulary learned in the previous units. To provide oral opportunities to practice the given vocabulary and expressions.		Students participated actively during the activity.			
Activity	Activity description	Timing (min)	Interaction patterns	Resources	
Let`s talk about Emotions	<p>Warm up: Students will organize Round Tables in which they are going to discuss some questions regarding how emotion affects their lives. The teacher will write some questions the idea is that when the question changes students immediately move to their right to promote the interaction between students. Students can use their notes.</p> <p>Practice: At this point, students are going to present in an oral way their favorite scene, they can use an image, as well as they can use their notes, to facilitate the exposition. The idea is that students use the vocabulary given in the previous sessions.</p> <p>Practice: Students in an oral exercise will present the emotions with which they most identify taking into account the emotions presented in the film. Students should bring an image as a visual material that helps them.</p>	1:45	Whole Class	Blackboard Markets	

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Skills	Comments
Listening Speaking	

Appendix H: FIELD NOTES 1

Field notes during the pedagogical implementation.

Universidad Nacional Abierta y a Distancia: Maestría en Mediación Pedagógica para el aprendizaje del inglés.

Research: The English Zone in the improvement of eleventh graders' English oral skills at Debora Arango Perez School.

Researcher: Sandra Liliana Chinchilla Rondon

Participants: Thirteen students from the specialization course

DEBORA ARANGO PEREZ SCHOOL Academic Excellence a life opportunity for personal and social development
Research Title: The English Zone in the improvement of eleventh graders' English oral skills at Debora Arango Perez School.
Date:
Place: English Classroom
Participants: 38 Students from the specialization class (The analysis was based on 13 participants)
Field Note No. 1
Observation Objective: - To familiarize students with English Zone activity. To listen to students' oral production. (Previous vocabulary) To observe students' motivation.

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Activity	Activity Description	Timing	Interaction Patterns	Resources
<p>This corresponds the Stage No. 1 Let`s talk about emotions. Here the students were asked to talk about emotions through ten simple questions regarding emotions.</p>	<p>After students listened to the teacher`s speech about her favorite movie, they were asked to organize into two groups, they organized two round tables to ask and answer some simple questions regarding emotions. The students were enthusiastic during the activity because they had the opportunity to ask and listen to their classmates, the questions were written on the board as a guide. it was a rotating activity, where they change questions they rotate chairs. I highlighted how students supported each other. The students with a better oral performance helped their classmates, in addition, those who did not have a good</p>	1:45	Work Teams	Blackboard Markets

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	<p>performance asked their classmates using <i>How do you say in English _____?</i></p> <p>Because of the nature of the English Zone activity, this question was written on the board, to facilitate the interaction.</p> <p>At the beginning of this activity, students knew that they were immersed in the English Zone activity which entails that they should try to interact only in English. Most of them found this activity interesting as it was a challenging activity since they had never been in activities that involved speaking in English. “solo nos hacían memorizar y repetir diálogos” “es una actividad chévere, pero siento mucha pena” “este tipo de actividades son chéveres pues</p>			
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	me obliga a pensar y buscar vocabulario que pues no tengo”.			
Comments				
<p>The strategy “Round Tables” was an effective dynamic that allow interaction between students, most of the students participated actively, and the questions were formulated in an easy structure, to facilitate the interaction. I highlighted how students that belong to the institutional bilingual program support their classmates, it was a positive atmosphere because the sample not only could repeat some expressions used by their classmates but also, they could interact in English despite their low oral production, the question <i>How do you say in English _____?</i> was repeated several times, it allows the interaction more easily, the participants felt more secure and at the same time learnt new vocabulary. The topic was appropriate because most of the students were interested. Talking about movies lets students interact freely because they knew about his/her favorite movies. The analysis was done through 13 students, that doesn` t belong to the institutional bilingual program, they came from schools where English is taught at a low intensity. I consider that this stage was a relevant opportunity for those students with a low level of English, especially when they have to speak in English, as well as they could make reflective exercises regarding their learning process and achievements. The objectives were reached the students understand the meaning of work in English Zone as well as they were motivated, the oral production was recorded to verify the vocabulary used by them and the oral production in terms of number of words used by them.</p>				

Appendix I: FIELD NOTES 2

Field notes during the pedagogical implementation.

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Universidad Nacional Abierta y a Distancia: Maestría en Mediación Pedagógica para el aprendizaje del inglés.

Research:

Researcher: Sandra Liliana Chinchilla Rondon

Participants: Thirteen students from the specialization course

DEBORA ARANGO PEREZ SCHOOL
Academic Excellence a life opportunity for personal and social development
Research Title: The English Zone in the improvement of eleventh graders' English oral skills at Debora Arango Perez School.
Date:
Place: English Classroom
Participants: 38 Students from specialization class (The analysis was focused on the sample 13 participants)
Field Note No. 3
Observation Objective: - What is the best way to acquire vocabulary?

Activity	Activity Description	Timing	Interaction Patterns	Resources
This corresponds to phase 3 <i>Vocabulary Activities</i>	During this stage, the students were expanding their vocabulary, especially vocabulary regarding emotions. This activity took three sessions of class, the first	2 hours		Blackboard Markets Photocopies

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	<p>one corresponds to vocabulary familiar to them, in which the winner was the group with the most words written in his/her notebook, the only rule for this activity is not to use Spanish and not the dictionary.</p> <p>Spelling was the common strategy that facilitates the development of this activity since many students pronounce the word but some of them do not know how to write it.</p> <p>The second session was an activity in which students receive a Vocabulary Crossword Puzzle, students worked in groups of 6 members, and each member had to provide the information, there were 12 clues, which were given</p>			
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	<p>by the teacher, and the students received the information in English, and then students bring the information to guess the answer, the puzzle had images that facilitated the dynamic.</p> <p>As a part of this stage, the students expand their vocabulary through a chart called Feeling Chart, in this opportunity, the chart contains eight columns with a headline that corresponds to new vocabulary that will facilitate the interaction in future oral activities. The headlines were <i>Positive Negative Confused Strong Energized Hurt Happy Panic</i>. As the teacher pronounces words the groups try to write the</p>			
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	word in an appropriate column, at the end of this activity the answers were given by the teachers, through a PPT.			
Comments				
<p>Participation during this stage was significant since students feel better working in groups they feel secure and confident.</p> <p><i>“Cuando nos dan el vocabulario que vamos a trabajar es más fácil, hay vocabulario que ya sabemos, pero no nos acordamos”</i></p> <p><i>“con esta tabla es más fácil saber que palabra se debe usar”</i></p>				

Appendix J: FIELD NOTES 3

Field notes during the pedagogical implementation.

Universidad Nacional Abierta y a Distancia: Maestría en Mediación Pedagógica para el aprendizaje de las ingles.

Research:

Researcher: Sandra Liliana Chinchilla Rondon

Participants: Thirteen students from the specialization course

<p>DEBORA ARANGO PEREZ SCHOOL</p> <p>Academic Excellence is a lifetime opportunity for personal and social development</p>
<p>Research Title: The English Zone in the improvement of eleventh graders' English oral skills at Debora Arango Perez School.</p>

THE ENGLISH ZONE IN THE IMPROVEMENT OF ORAL SKILLS

Date:
Place: English Classroom
Participants: 13 Students from specialization class (The analysis was based on 13 participants)
Field Note No. 2
Observation Objective: -

Activity	Activity Description	Timing	Interaction Patterns	Resources
This Didactic Unit corresponds to A Disney Movie Inside Out	After the students voted for the film from a list of three, we opened the space to watch the film. They were asked to take notes about situations, things, and so on, that caught their attention.	2:45	Individual	Video Beam Notebooks
Comments				

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Appendix K: Informed Consent

Bogotá, marzo 14 de 2022

SEÑORES PADRES DE FAMILIA

Colegio Distrital

Débora Arango Pérez

Ciudad.

Cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo(a) _____ del grado 1105, en el proyecto de investigación “**The English Zone in the improvement of eleventh grader`s English oral skills at Debora Arango Pérez School**”.

Dicho proyecto de investigación persigue los siguientes objetivos:

- Contribuir al mejoramiento de la adquisición de habilidades orales a través de la implementación de la actividad Zona de Ingles con los estudiantes que no tienen trayectoria en el colegio. .
- Identificar el rol que la Zona de Ingles juega en el mejoramiento de la interacción oral de los participantes.
- Describir las percepciones de los estudiantes que no tienen trayectoria en el colegio frente a la implementación de la actividad Zona de Inglés.

La participación en este proyecto es estrictamente voluntaria. La decisión de participar no afectara su nota. Su participación en esta propuesta de investigación no tendrá remuneración económica alguna. Si tiene alguna duda acerca de la propuesta de investigación puede contactar al investigador principal **SANDRA LILIANA CHINCHILLA RONDON** al teléfono 3133885889 o al correo electrónico lilianach3011@gmail.com.

La información contenida será confidencial y sólo puede ser utilizada para fines de la propuesta de investigación.

THE ENGLISH ZONE IN THE IMPROVEMENT OF ORAL SKILLS

Nombre y Firma del

Padre de Familia.

Nombre y Firma del

Investigador Principal

Nombre y Firma

del Estudiante.