

**IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL
STUDENTS' ORAL COMPETENCE AT ESCUELA NORMAL SUPERIOR
PAMPLONA: AN ACTION RESEARCH**

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**IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL
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PAMPLONA

Final Report of Practicum

**Implementation of short dialogues to reinforce high school students' oral competence at
Escuela Normal Superior Pamplona: an action research**

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Christian Andrés Arias Quintero

“A good teacher can inspire hope, ignite the imagination, and instill a love of learning”

Brad Henry.

Been a teacher has taught me that the teaching is not limited to teach grammar rules, or how to speak in English but also is carrying about the life of the kids in your classroom; teaching them to be not only good in a subject what in all aspects of live. I would like to express my gratitude and love to my family especially to my parents that have been pillars and motivation through my live and have support me in all my decision, they have the first and the main teachers in my life. Also, I would like to thank the good teachers I have had in all these process, these people who have helped me to appreciate what I do.

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Introduction

As human beings, the communication is a basic need that is developed through the life and help to be part of a society. The native language is usually learn: first the listen, second the speaking, third the reading and finally the writing. However learn a usually integrate the four skills in the learning process of frequently; these skills are gather into two groups at the moment of teaching them, speaking and listening and reading and writing. More importantly as pre- service teachers of foreign languages, it was important to know the importance of integrating the four skills in an academic curriculum in order to have a notable improvement of the learning process of students.

Nonetheless, knowing the need of incorporating these four skills is obvious, but doing it, is not easy as there are several issues that might impede this to happen, as the time and the students' progress in a certain skill that it is important for the school to be develop and can stop the progress of another one. For this, is common that the speaking and listening skills are excluded or are seen as less important at the moment of teaching a foreign language. It is usual that the speaking skill in these cases is based in the repetition of vocabulary and in the repetition of the teacher's voice; and the communicative skill that is an essential and priority of the speaking skill is left out.

As the observations were done in the "Escuela Normal Superior" it was evidenced the low level from the students at the moment of communicating or even at the moment of saying basics words. Moreover, from the beginning of the practicum the supervisors showed their interest for developing a project in which the speaking skill could be improve, for the development of this project it was proposed the implementation of short dialogues to reinforce the students' oral competence to have a general communication with their pairs using the foreign language without leaving outside the reading and written skills, as they

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were worked in each class through the proposed planning. The benefits were reinforcing the oral skill in the students had a positive effect in their learning process, as they not only improve their pronunciation and gained an input of vocabulary to accomplish the goals stipulated at the beginning of the course but also most of them showed more motivation and wish to speak in English and some of the problems they had as hesitation or bad pronunciation were corrected through each class.

Problem

Two weeks of observations were carried out at the “Escuela Normal Superior” in order to detect the possible problems to be treated. After, these observations, it was evidenced that the students were able to write following the grammatical rules and understood the general idea of certain texts. However, their principal problem was the communicative component; from the first moment of speaking they hesitated a lot, taking them in some cases to give loses ideas or in the worst case to reject the idea of speaking in the class. As well, it was evidenced the lack of aspiration of the students to learn or to be part of the English class primarily because the focus of the course was centered in writing activities and all the activities were centered on this.

Justification

Over many years, the English has been used as a standard language to communicate information in most of the branches of science, knowledge and working world. Moreover, English is also adopted as a foreign language in Latin-American countries because of the variety of jobs through which people and enterprises can yield good results.

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Communication by using a language is a part of humans' daily activities.

Reciprocally, people of one part of the world can share their ideas, beliefs and daily news with other. Thus, it was relevant that students during their English learning process learn how implement all the foreign language knowledge taught during the high school period and how they can transmit their thoughts in a correct manner since the classes are not associated to real life situations and they not have a communicative target.

Therefore, the authors' interest in doing this proposal was to implement shorts dialogues in the students of High School from "Escuela Normal Superior Pamplona" with the purpose to improve their speaking skills, allow them to communicate them in daily situations by using English, through the implementation of those grammatical tools previously learnt and given inside the classroom by the teacher.

This report will be organized focus on the four main components of the foreign languages degree practicum: *the pedagogical component* in which it is specify all practitioners' work in their role as teachers; *the research component* where pre-service teachers look for methods in order to resolve evidenced issues; *the outreach component* which is an extra aid given by the practitioners in order to fill a need in the school, and *the administrative component* which is all the institution events which request the practitioner participation.

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Objectives

General Objective

- ✓ To implement shorts dialogues to reinforce high school students' oral competence at Escuela Normal Superior Pamplona.

Specific Objectives

- ☞ To foster the oral competence by proposing shorts dialogues concerning topics taught in the classroom.
- ☞ To help high school students to improve oral competence through different activities achieve in the school.
- ☞ To increase the input of the vocabulary in the students at the Normal Superior School.

Institutional Observation

Topographical Location of the School

The General Francisco de Paula Santander founded the first Escuela Normal Superior in 1823, but in Pamplona, Norte de Santander it was not until 1934, that the first Normal Superior institution became part of the local schools with the law 6935 in December of 1934. The teacher Luis Alejandro Barrios, first principal of the institution inaugurated the Escuela Normal Superior accompanied by the now ex-president Eduardo Santos and first lady, the facility is located in the urban area of Zulia's neighborhood on Santander's Avenue. Surrounded by agricultural work Students belong

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to the lower social strata, some come from rural and marginal areas of the city; this is the main reason to have green areas around the classrooms including strawberry and potato fields in the school. With nearly 800 hundred students, among the institution facilities you can find primary school, high school and the supplementary cycle.

Educative Authorities

The institution's authorities are organized thus: head of the educative institution the principal Mr. Oscar Fabian Cristancho Fuentes, is on the top of the administrative component and the person who authorizes and organizes, logistically and academically, the school; the following authorities are the different associations: the directive council, the academic council and the association of parents. The chain of command does not vary inside the facilities of the institution, the principal functions, and the committees are ensued by the coordinator, the teachers and the student's representative, the abovementioned is closely followed by the students who are at last nevertheless not less important. The scheming permits supervising and coordinating the fulfillment of the students and of all the people who cooperate in the learning and organization process in the Escuela Normal Superior.

“Proyecto Educativo Institucional” (PEI)

Some aspects part of the P.E.I for its acronym in Spanish (Proyecto Educativo Institucional) are relevant to highlight certainly, stipulated for the Escuela Normal Superior. The P.E.I possess lines of research where recognizing the processes and pedagogical practices to identify new branches of communication is of crucial interest, furthermore the objectives are formed gradually by the pedagogical nature of education, its

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capacity to improve organization and its skill to reinvent itself. The constant redefinition of its identification and at the same time the improvement of the integral teacher trainings in personal, professional, scientific, ethical and esthetical aspects in pre-school and primary school settings emphasizing the artistic-humanistic education.

Rulebook

The rulebook of the Escuela Normal Superior was created from the mission and vision of the institution and lay the foundation for the duties and rights, which will lead the actions of the members of the educative community. It also encourages communicating, keeping in mind that communication allows to express, understand, compromise and develop a conscience of the power that words carry. Students and Teachers have important duties also rights that are stipulated in the rulebook, is pertinent to accentuate among with the job of the educator who is part of the institution and as a person to be respected and accepted, amongst the duties the teacher must foster propose positive changes for the educative project, the essential formation of the students, take part in the school's activities, accomplish the schedules given by the school, follow the regular conduct, and plan, evaluate and correct the methodological tactics implemented in the classroom.

Physical facilities

The Escuela Normal Superior facilities are there to respond to the requirements of students, teachers and administrative managers, among others. Distributed in 17 buildings There are; a language laboratory, a psychology and orientation room, 3 audio visual rooms, a cafeteria, a restaurant , a farm, a library, classrooms for high school students, classrooms for primary students, a basketball court, a football field, a volleyball court, two music laboratories, chemistry and physics laboratories, a chapel, a theatre, a computer room, nursing care room called "Bienestar Normalista" and bathrooms for boys and girls

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all surrounded by green areas and open spaces. Finally, as one of the Normal's singular signatures the availability of a school bus for the use of the students only.

The organization of the high school's classrooms is stated as follows: High school is organized into 3 buildings: "El Prodigio" composed by 6 classrooms, "El Bosque" with 4 classrooms, "La Gruta" with 5 classrooms, a coordination office and 5 complementary cycle classrooms. Each classroom is endowed with chairs, tables, blackboards, billboards and cleaning tools. (see annex 1)

Students of this institution must be educated to be kind, sensible, leaders, researchers, knowledge builders; engaged with human rights and the schools' coexistence, where actions are taken in favor of the education's improvement and life quality. That is why the "Escuela Normal Superior de Pamplona" (ENSP) has established its mission and vision as follows:

Mission

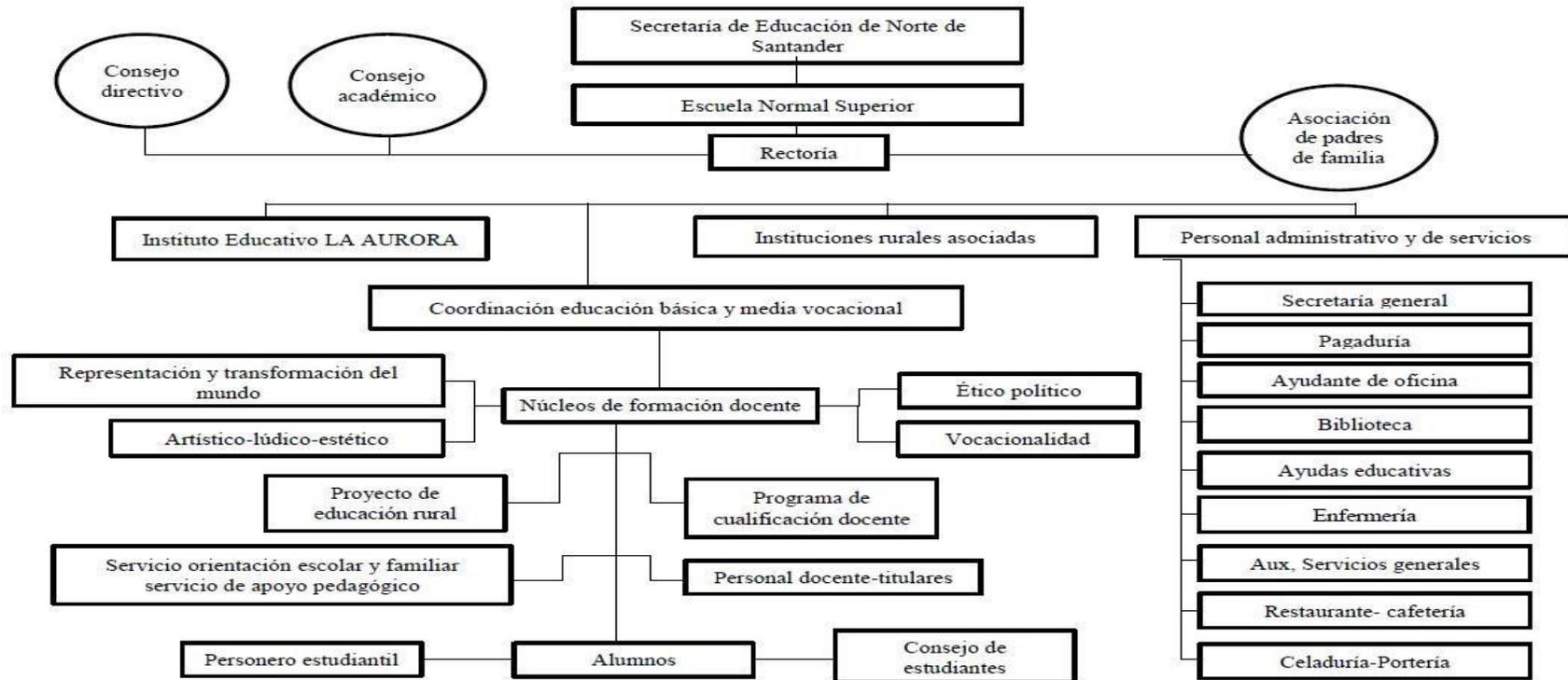
To form new generations of teachers with high pedagogical and research competences, in order to lead the transformation of the rural and marginal urban sectors, enhancing the human and environmental development.

Vision

To be consolidated in 2015, as the best Normal Superior School of the Colombian Northeast that leads initial training teacher programs, agents of change in rural and urban sectors, from the construction of life projects.

Institutional Organization

Figure 1- Institutional organization chart. It shows the distribution and organization of the administrative component of the institution.





ESCUELA NORMAL SUPERIOR DE PAMPLONA

ACUERDO 004 CONSEJO DIRECTIVO

DEL 26 DE MARZO DE 2015

EL CONSEJO DIRECTIVO DE LA INSTITUCIÓN EDUCATIVA EN USO DE SUS FACULTADES LEGALES RESUELVE:

Artículo primero: OBJETIVO: Adoptar el plan operativo de la institución educativa para el año 2015 encaminando las acciones del personal directivo, docente y administrativo al cumplimiento del Proyecto Educativo Institucional y a alcanzar las metas y objetivos propuestos en el Plan de mejoramiento Institucional 2013-2015.

Artículo tercero: DESARROLLO: El plan operativo se implementará mediante actividades académico administrativas según el calendario académico y las necesidades del servicio educativo.

Artículo cuarto: LINEAS DE ACCIÓN: Las líneas de acción se definieron según las necesidades detectadas del diagnóstico realizado por la Rectoría con aportes de los docentes y estudiantes, además de las recomendaciones de la visita para la rendición de cuentas de la vigencia 2014.

LINEA DE PLANEACIÓN ESTRATÉGICA: Define la naturaleza y pertinencia de todas las actividades planeadas durante el año. Está a cargo del Consejo Directivo y Rectoría.

El consejo directivo se reunirá una vez al mes para evaluar y hacer seguimiento a las acciones del plan operativo, PMI y atender las sugerencias del Consejo Académico, comunicaciones y propuestas de Rectoría.

LINEA DE APOYO A LA GESTION ACADÉMICA Y PEDAGÓGICA: Define las acciones y recursos que se requieren para cumplir las

metas del PMI en esta gestión. Estará supervisada por el Consejo Académico.

Proyectos:

1. Dotación de elementos deportivos y didácticos para fortalecer las prácticas pedagógicas.
2. Fortalecimiento de la enseñanza de las ciencias básicas apoyadas en las TICS.
3. Desarrollo de habilidades cognitivas y procedimientos para mejorar los resultados de las pruebas SABER 3-5-9-11
4. Fortalecimiento del Bilingüismo
5. Actualización de los planes de estudio de cada nivel de formación académica
6. Evaluar el SIE como herramienta de aprendizaje.

FECHA	ACTIVIDADES	RESPONSABLE
SEPTIEMBRE		
Septiembre 1 – 4	Desarrollo de la semana cultural Eucaristía general (4)	Docentes no titulares
Septiembre 9	Jornada por equipos de apoyo a la gestión	
Septiembre 10	Consejo directivo – izada de bandera	Rector.
Septiembre 11	Finalización tercer periodo	
Septiembre 14	Consejo Académico Inicio del cuarto periodo	
Septiembre 16 y 17	Entrega de informes académicos tercer periodo a padres de familia	Rector, coordinador y titulares.
Septiembre 19	Celebración día del amor y amistad	Rector y docentes.
Septiembre 21 – 30	Revisión y planeación curricular	Coordinación académica.

Septiembre 29	Reunión consejo de practica	
Septiembre 30	Jornada por núcleos	
OCTUBRE		
Octubre 2	Reunión secretaria de educación modelo prueba saber Eucaristía general	Secretaria de educación. 9, 10, 11, titulares.
Octubre 5 – 12	Receso estudiantil	
Octubre 13	Jornada por equipos de apoyo a la gestión	
Octubre 12 y 19	Izada de bandera básica primaria, básica secundaria	
Octubre 14-15-17	Reunión entrega de informes tercer periodo padres de familia	Rector, docentes y padres de familia.
Octubre 14-15	Socialización carreras universitarias para grado 11	Universidad de pamplona UNAD
Octubre 15	Consejo de estudiantes Consejo de practicas	
Octubre 17	Role play festival	
Octubre 20	Reunión secretaria de educación, socialización manual de convivencia	Secretaria de educación.
Octubre 22	Consejo directivo	
Octubre 22- 23	Expo-normalista	

Octubre 26	Proceso de matriculas	
Octubre 28	Jornada por núcleos	
NOVIEMBRE		
Noviembre 6	Eucaristía general	Docentes y estudiantes del complementario
Noviembre 12	Entrega de símbolos	
Noviembre 13 y 14	Noche cultural de danzas estudiantes del grado once B	Titular padres de familia y estudiantes 11 B
Noviembre 14	Terminación de clases	
Noviembre 20	Nivelación de estudiantes	Estudiantes y docentes.
Noviembre 26	Plazo para entregar informes a secretaria académica	Docentes
Noviembre 27	Finalización cuarto periodo	

Table 1 - Fourth period calendar. It shows the corresponding dates and events previously conceived by the institution (some events and dates were modified)

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Chapter I: Pedagogical Component

Introduction

Teaching a foreign language is a process, which has had different changes through the last three decades. Different models and strategies have been implemented in order to help the student to achieve to a good English level. In a globalized world to learn a foreign language is a need that will help to the people to have a better development in their life and at the same time is contributes to the development of the country. For those reasons, the governments have created measures and plans to improve the learning of a foreign language from the school and Colombia is not the exception. The Ministry of Education (MEN in Spanish) is based on the Common European Framework (CEF) which is a specific and well-structured guideline to the learning and teaching process taking into account four skills; reading, listening, speaking, writing, which a person must acquire and manage to be able of use the language in real life situations.

With those ideas in mind, the Ministry of Education developed the bilingual program aimed to improve the school students English level focused in a communicative approach which means students capability of using the language to communicate in real situations. However, this program is not only focused in the students but in the teachers because they have a primordial role in this process, they are the people uncharged of imparting the knowledge, they have to understand students' needs and challenge them to overcome the difficulties that appear in the process.

This project aimed to work with high school students throughout the four competences, nevertheless, it is focused in the communicative one, and it means speaking. Diverse exercise such as; role plays, short dialogues, simulations among others, will be

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implemented in the classrooms to foster in the students a self-confidence feeling towards the use of oral English and improve their fluency and rhythm when speaking in English. Furthermore, the use of short dialogues give the opportunity of use the other competences because students have to; read and comprehend the script, write their own short dialogues, listen and understand to their peers and finally speak in English and also they will learn grammar, vocabulary, culture and expressions intrinsically.

Justification

Through the classroom observations, the idea of creating this project emerged, because it was observed that students most of the time do not want to speak in English, they prefer read or write. This project was conceived as a solution to this problematic, because it allowed to the student not just to understand the language but use it. Moreover, the integration of skills was helpful for them and the use of the language will encourage and motivate the students to continue learning because they realized that those knowledge they had learn in a classroom are useful in real life, And the improvement of their rhythm and fluency when speaking removed the fear to speak it.

Objectives

General Objective

✓ To perform shorts-dialogues to foster high school students' oral competence at Escuela Normal Superior Pamplona.

Specific Objectives

☞ To improve students' fluency in the oral competence using short-dialogues.

☞ To aid high school students' to acquire new vocabulary through the academic activities proposed.

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Theoretical framework

The bilingual program:

Valencia (2005: 1) explains, "As a result of globalization and widespread use of English worldwide, the term 'bilingüismo' has acquired a different meaning in the Colombian context. It is used to refer almost exclusively to Spanish/English bilingualism; Mejía (2008) defined a bilingual person as that uses two language in a daily basis, even when it has a major proficiency in one of the languages.

The Colombian Ministry of Education (MEN) has created the national bilingual program (PNB) (2004) with aim of developing communicative competence in English, both students and teachers using new and innovator strategies to benefit the insertion of Colombian people to the global economy.

To achieve this goal the MEN has proposed specific necessities and the corresponding ways of solution; as the formation of teachers with a level of English (C1), and high school students level (B1). Conferring, the politics of quality from MEN there are three lines of action:

1. The diffusion of standards in basic and media teaching English. In 2006, the MEN published "Estándares básicos de competencias en lenguas extranjeras: inglés". This document established the contents and objectives for English learning process.
2. A coherent and solid system of evaluation. Since 2007, the English components from "las pruebas saber" and "las pruebas docentes" have been organized according to the standards and levels from the European Framework common of reference.
3. The development of training plans. For the training of pre- service teacher and

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teacher, the bilingual program has count with the cooperation offer by the English and American governments. Likewise, the PNB has try to ensure the involvement from the secretary education and from the institutions to promote the improvement of the English.

Dialogue

The Merriam- Webster dictionary defines a dialogue “a written composition in which two or more characters are represented as conversing”.

Littlewood (1981) state that a dialogue “is one of the method based on communicative language teaching which provides “whole-task practice”, allows natural learning, and creates a context which supports learning”. Likewise, Richards and Rodgers (1986) state “dialogue as one of the examples of social interaction activities compatible with a communicative approach which fluency and acceptable language is the primary goal”. Varela and Torre (2011) support this idea by stating,” the dialogues contribute to the development of conversational skills and are suitable to develop student’s fluency and interaction “.

The dialogues give students the opportunity to link the learning process with the real life creating an extra motivation at the moment of learning. Using dialogues as a technique is an excellent way to improve students’ speaking and pronunciation skills because it offers an explicit feedback when the teacher corrects and implicit when the students hear and pay attention not only to the teacher but to their classmates. As well, the usage of dialogues in the English classroom will allow the improvement of the grammar skills as the students will have to use a correct formation of the grammar to speak correctly.

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The communicative approach

Gumperz (1972) stated that the concept of communicative competence has its origin in the Ethnography of communication, discipline that appeared as a reaction to the approaches that reduced the speaking abilities from a student into a L2 to the domain of the linguistic code.

Chomsky (1965) made a distinction between competence and performance. Competence is the speaker general knowledge about the grammatical rules of the target language; the way to convey and understand these rules. Whereas, performance is the ability of the speaker to use these knowledge of rules and applying them to the real use of the target language.

This approach use an innovator way of teaching a language has a set of principles about teaching where the focus is on meaningful communication; it is more important to use the language in a real context instead of getting to study the language as Munby (1978) pointed out “Here we shall not need to draw a distinction between an idealized knowledge of the language and its actualized use: between “the code”, and “the use of the code” or between “competence” and “performance”.

The integrated skill

As a new language to learn, it is important to implement all the skills to develop the properly abilities of the foreign language, as Brown (2007) stated “it is very important to highlight the four language skills because through this aspect, learners are able to discover the differences and relationships of them. Consequently, they will be able to perform the different activities that each one of them demands”. In each class, all the skills were used in order to have a whole learning-teaching process to achieve the criteria established in the

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standards proposed by the MEN. However, due to the objectives of this project the speaking and listening skill were the more relevant during the process, it meant that they were the most used, because students' needed to listened to the audios to performance the short-dialogues, it was made with the aim of giving them an appropriate pronunciation, intonation and rhythm of the English language. It is important to clarify that writing and reading skills also were exploited during the classes according with the needs of the class topics, for instance, the creation of short texts with the topics of the classes such as; daily routine, thanks giving day, and free topics using the reported speech.

The speaking skill

The speaking skill is a means of communication to express ideas, feelings, and information. It is essential to the speaker at the moment of expressing himself of herself to express through language.

According to Revel (1979), communication is an exchange between people, of knowledge, of information, of information, of ideas, of options, of feeling, so there must be concept, ideas, in the fellow speakers of what they are going to say. To able to communicate their ideas, the students should be given opportunity to practice their English.

Chastain (1976) stated that learning to speak is obviously more difficult than learning to understand the spoken language. Although it is difficult but it can be achieved by doing much practice in real situation.

Clark and Clark (1977) stated that communication is a language, which is carried out through two basic human actives, namely speaking and listening. In speaking we up our idea into words for other people to understand our ideas and hope people give us feedback.

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Listening skill

The listening skill is the ability not only to perceive the different sounds of the language but to understand the sense or meaning of the sounds.

Rost, (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.

Nunan A. (1997) commented that listening is the "Cinderella Skill" which is overlooked by its elder sister "speaking" in SL learning. As 'to expertise the productive skills like speaking and writing' has become the standard of the knowledge of second language, listening and reading have been turned to be the secondary ones.

Methodology

The role of being pre-service teacher in a public school is allowing practitioners to face up to all demands and commitments of teacher's real work. It was assigned to teach from sixth to eleventh grade; there were two groups of students in each grade and approximately thirty students in each classroom. During two weeks, the mission was identify an issue inside the classroom related to English teaching; to carry out it, it was used the observations and the journal as instruments in order to write down the class procedure, the students attitude towards the English activities, their speaking skills, and the students English knowledge needs. Afterward the observations, it was proposed the use of short-dialogues inside the classroom to try to improve lacks related to the oral competence

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since the short-dialogues reinforce the use of grammatical topics in context using oral activities and helping break the gap between the English language rules and the execution of those rules to make themselves understood. To conduct the classes a previously plan format was design for the pre-services teacher, in which was described the skills, topics, performances, teaching strategies, resources to carried out it and evaluation strategies (see annex 2) planning format was proposed by the pre-service teachers, which the supervisors approved it (see annex 3). From sixth to ninth grade, they were four hours of English per week and in tenth and eleventh grade they were just three per week; the plannings were created for each week but due to the low academic performance of the students, it was necessary to expand the planning of one subject doing sub-plannings or implementing more activities. Furthermore, the cultural activities proposed by the supervisors, such as; Halloween, Thanksgiving Day, and Christmas; did not follow the same steps of the previous classes because it should include history, costumes and several activities related to them without any homework and evaluation. The plannings and the corrections made to them were checked and approved by the teachers before applying them.

Referring specifically to the proposal, it was chosen as participants the grades 7thA, 8thA and 11th A, to applying short-dialogues which were part of the plannings and which were implemented three times, at the beginning, at the middle and at the end of the process. As a method, it was used repetition drill in which language learners merely repeated what the teacher said or the tape recorder produced useful for the presentation of new vocabulary and the improvement of student's pronunciations in class.

The procedure that was followed to develop the short dialogues as part of a class was autonomous of the pre-service teacher, considering the supervisor's approval; thus, it was not adopted for any author. The implementation of short-dialogues was similar among the grades and the pre-service teachers, with a variation in the difficulty level and the grammar

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topics, which were present simple, daily routine for 7thA and 8thA, second, and third conditionals, modals verbs for 11thA, and thanksgiving for all three. The steps used were:

First, students listened to an audio about the dialogue that they repeated later on. They answered some general questions about what they understood. After, a debate and the generalization of students' ideas they listened to the audio again and gave more details about the information presented in the short dialogue. After the complete understanding of the situation, they listened to the audio again but this time they repeated sentence by sentence the dialogue focused in the correct pronunciation of the words. Finally, the students' received a piece of paper with the transcription of the dialogue and listened again the audio, in this time they repeated focused in the intonation, stress and rhythm of the words. Then by pairs, each student took a role and started to practice. Finally, students represented the dialogue in front of their classmates. The use of this steps helped the students to have a better understanding of the short-dialogues, it was evidenced in the development of the activities related to the short dialogues since their performance was indicated in all the different aspects, such as; pronunciation, fluency, intonation and performance.

Planning principles

In general terms, the process of deciding what to do it how to do is called planning. Referring specifically to educational field, the planning is a tool that allows organize all the units stipulated in the school curriculum and it has as a purpose obtain goals of the course where the coordinating information and activities are made by the teacher. According to Brown (2007), there are essential elements that should be achieved in a lesson plan; those elements are goal, objectives, materials and equipment, procedures, evaluation and extra- class homework.

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The goal indicates an overall contribution that will be accomplished during the execution of the lesson, the objectives are specific statements of those results that teacher expects achieve at the end of each class. The materials and equipment are the elements such as posters, videotapes, listening exercises, worksheets, games, needed to successfully develop the lesson plan. When talking about procedures, there are different manners to carry out the class; these are the guidelines arranged to make sure the plan. The evaluation allows check if the new acquired knowledge and the objectives were accomplished. Finally, the extra-class work foster the students' autonomy and the learning beyond the lesson.

Results

Throughout this teaching experience, several positive aspects were evidenced by the end of the practicum. In first instance, it could be said that the main objective, which was to implement short-dialogues to reinforce oral competence, was achieved, because it was observed that students at the end of the process spoke more, they were more integrated in the English class because they were habituated to speak and participate during the lessons. It is important to clarify that students did not speak entirely in English but they tried to transmit their ideas with basic sentences and words in English with the aid of the pre-service teacher.

At the beginning of the implementation of the short-dialogues, it was observed the lack of interest of the students, their hesitation when speaking in English and it was difficult to implement the proposal. However, as the classes were developed and with the different repetition activities, the explanation of the dialogues and all the steps completed, the level of participation of the students increased and the level of hesitation decreased when speaking in English.

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Thanks to some extracurricular activities such as; the Role-plays festival and the Christmas Carols Festival, the students were able to lose some of their fears when speaking in English in front of an audience, and they got more actively involved in their own improvement of their own oral competence. Furthermore, with the help of the pre-service teacher there was an improvement in the fluency and accuracy of the students in every grade; for example in seventh grade and eight grade with activities around the daily routine and the simple present the students were able to learn and to convey using short sentences and expressions in present as they could talk about their daily lives and the activities they liked to do. However, their level of difficulty was different, as the students from eighth grade had to learn more about the grammar rules and express with longer expression and using more vocabulary. Referring to eleven grade, they worked with the reported speech to express what another person had said, so, they did not use the speaker's exact words but reported speech. Therefore, they needed to learn how to transform direct speech into reported speech. For this, they had the opportunity to review the different topics such as present simple, past simple, present continuous, past continuous, past perfect, past continuous and past perfect continuous in such manner they had the opportunity to practice and reinforce their fluency and accuracy in topics they already had seen.

Moreover, it was necessary to create an input of vocabulary according to the classes and the necessities of the students, which were carried out through the implementation of flash cards, videos and songs in the video-room (see annex 4), worksheets such as crosswords and puzzles. This input allowed the students to increase their knowledge level and consequently their lexical abilities to the moment of speaking in English.

As a learning process in a school some limitations were found, the first of them and probably the most common was the lack of time to develop the class activities due to

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several aspects, such as; the time that certain activities required as the explanation that sometimes took more time than the expected leaving less time for the preparation and presentation of the short-dialogues, or the cultural activities proposed by the teachers, that were activities done during the English classes that were not stipulated at the beginning of the practicum and were focus on learning about the history and culture of the Anglophones countries rather than in learning to talk the language or learning the grammatical rules. These activities were did not allow the development or preparation of a short-dialogue. The second one was the level of the stud students. The MEN establishes a level in the skills students must have, nevertheless, the level was not the expected one. Consequently, the time of preparation and performance of the dialogues took more time and effort by part of the students and the pre-service teachers; it was evidenced at the moment of the feedback when a word or a sentence was corrected, and then the students made the same mistake in the same dialogue or even after that. Finally, the last aspect that was a limitation was the attitude of some students towards the learning process in general, from the first class they showed a disapproval attitude to the English class, that was not only in the fourth period with the pre service teacher but since the first period, these attitudes hindered the course of the proposal not only for them but to the other students in the class.

Pedagogical recommendations

It is recommended to continue with the use of short dialogues because in most of the academic curriculums the writing and reading skills have more importance than listening and speaking, however, to achieve an appropriate and whole level of the language it is important to integrate all the skills as it is in the native language. It is up to the teacher and the school the way they integrate all the skills, but it is advisable to use

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short-dialogues because it was evidence the efficacy of them in the improvement of the oral competence level and the involvement of the students with the language due to the different activities that the development of a short-dialogue integrates.

Conclusions

The short-dialogues were a helpful tool to foster students' skills in their speaking competences, it helped them to reinforce and to learn new vocabulary and also to improve and clarify doubts about the target language. The same students realized their advance as they sowed in the course of each class; their participation was affected in a positive way, their way of speaking improved, they talked more in English and not in Spanish, and they corrected the mistakes made for their pairs without expecting the teacher's corrections.

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Chapter II: Research Component

Introduction

Nowadays, learning a foreign language implies the ability and capability not just for understand it but to speak it. To achieve this objective there is necessary to have some specific requirements which help to the students to express their ideas in a real or simulated context. However, it is not only a students' concern but also teachers', because they must identify the problems and the context in which their students are and propose solutions to this problems, in this moment is when the role of the teachers became in researchers. They must to observe, analyze and evaluate a situation and hypothesize, implement, test and change according with different aspects, such as; students' group and individual behavior, needs, context, learning styles, etc. This is one of the most difficult teacher's role, however one of the most important too.

The role of a pre-service teacher is to adapt to this situations, observe and detect the needs and take part of the process implementing a change which help to overcome the needs. It is not an easy or simple task, nevertheless, it is necessary to improve students' level and the standards of the country. Teachers and pre-service teachers cannot be passive, they must be active when taking decisions which help to improve and go on.

This project is carried out as an action research that according to Baskerville (2004) is "Fundamentally a change-oriented approach in which the central assumption is that complex social processes can be best studied by introducing change into these processes and observing their affects." It means, to develop a strategy, a plan, an idea which is the response to a necessity, implement it and test the results.

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Statement of the problem

In the classroom observations were observed different issues but the main issue was in the oral production, most of the students had fear of speaking in class. Although, the teacher did their best to encourage the students to speak, they were anxious and nervous. They seemed not to be adapt to the oral language, they have more difficulties speaking and listening that reading and writing.

Consequently, the classroom environment is affected because students' do not make part of the class or they do it in their mother tongue. Although, the teacher tries to avoid the use of the mother tongue in the students speech, they prefer do it. Furthermore, half of the students do not understand when the teacher explain an idea or command in English. Teacher has to explain it more than twice to ensure that students have understand her, it means the waste of class time.

Justification

This projects was conduct with the idea of motivating the students to learn English and help them to increase the level in each one of the skills, however, there was an emphasis in the oral competence, which seemed the most problematic to the students. The action research gives the opportunity and facility to intervene in the process in which the students are part and do the necessary changes to improve the situation.

The use of short dialogues was the ideal instrument to encourage students' interest and achieved the use of English by part of the students. With the practice that students had during the explanation, preparation and presentation of the dialogues their oral competence improved and the errors, they used to have in their pronunciation decreased.

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Research Questions

This study was founded around a **grand tour question**:

- ☞ How the implementation of “short dialogues” improve students’ speaking ability toward the English course?

And two **sub-questions**

- ☞ What was the influence of the “short dialogues” in the improvement of the students’ English level?
- ☞ What were the students’ perceptions about short-dialogues?

Theoretical framework

This project was based on two key concepts, which guide the development of the same.

Short-dialogues

According to Watcyn & Jones (1993) cited by Muslina (2010) “mini dialogues as vocabulary make learning process is more dynamic and enjoyable. Learning seems to become more active, the students get more involved and learning process will be better”. However, using short-dialogues the students can acquire a higher input of vocabulary in use meanwhile they improve their speaking ability.

Literature review

This literature review provided six previous studies carried out by others authors related to the implementation of short-dialogues in oral production field and the error speech analysis. They were divided in three categories: the first one was about short-

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dialogue as a technique, the second one was about developing the oral speech through interaction and the last one was about error speech analysis.

Short-dialogue as a technique :

Melodiana (2011) in her study "Using short-dialogue memorization technique to improve the seventh graders' speaking skill at SMPN 17 Malang" aimed to improve speaking skill where 34 students of VII-E grade asked and gave opinions through the short dialogues usage. The study was a classroom action research, carried out in two cycles, each one of them contained four steps, namely planning, implementing, observing, and reflecting. The sample was 39 students of Grade VII-E of SMPN 17 Malang. To collect the data the instruments used were observation checklists, field notes, interview guide, tests, and questionnaire. At the end of this study she concluded, "Memorization technique gives satisfactory results on the improvement of the students' speaking performance" in addition, she highlighted that students' confidence, fluency and accuracy in speaking had a noteworthy progress.

Furthermore, a quantitative study conducted by Thamrin (n.d.) entitled "Teaching English speaking ability using short dialogues at second grade of CPE Hosana Taman Kopo Indah Bandung" had as a purpose investigate how effective was in the students improvement the use of short dialogues focused in the communicative approach. She used a quantitative method and one group pretest and a posttest to gather data. The population was consisting nine students, the sample was entire population, and the data was collected using a pretest and a posttest. The researcher gave them a script about "my family" and the students had to find out the names of their family and memorize the script, in addition, they wrote down how to read the correct intonation and pronunciation. During the exercise, the students used pictures and at the end, the teacher wrote short sentences as

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examples on the board making a feedback. According to data results, she affirmed that the integrated use of short dialogues and communicative approach had an effective contribution in students' improvement speaking skill, also the use of English in an oral manner made feel confident and happy the students.

Finally, Muslina (2010) in her study "Improving students' speaking skill through mini dialogues cards at year eight of SMPN 5 Tambang Kampar" aims to find the positive effects of Mini Dialogue Cards Technique in oral production. This was a classroom action research and the participants were 24 of SMPN 5 Tambang. The data was gathered through observatory sheet and recording system and she carried out the procedure through teaching cycles using a range of classifications "excellent", "very good", "good", "fairly good" "fair" and "poor". The author concluded, in spite of the implementation of Mini Dialogue Cards, the students did not obtain excellent and very good classifications in cycle I; in addition, some of them were placed into "fair and poor classification" since they still had problems in their oral skill. Nevertheless, at the end of Cycle II, 22 students achieved "excellent, very good and good" classifications; two students got "fairly good" classification and no one- scored "fair and poor classification". Thus, it is evident that there was an improvement of English students' performance in oral skill during this research where students reached goals using language as "asking for someone" or "asking for help".

Developing the speaking skill in English class

Gutierrez (2005) article entitled « Developing Oral Skills through Communicative and Interactive Tasks " described a project that was carried out at the Institución Educativa a Distrital Britalia, in Bogotá with a sample of 40 students that belonged to ninth grade , whose ages ranged from 14 to 17 years old. The aim of this project was to of do an analysis and inquired about the development of oral production in these students and how

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interaction and task-based approach could contribute to improve the students' skills. Four instruments were used during the research; (1) questionnaires at the beginning of the stage and that were need as a base to know the students' opinions and experiences related to their speaking skills.

(2) Observations that were carried out along the project and that allowed the analysis of the students' attitudes toward the speaking task. (3) A personal journal that the researcher used as a way to reflect and rethink about his teaching practice and take notes about meaningful teaching experiences. Finally, the last instrument (4) was the audiotapes and videotapes that were useful because they allowed the author to capture valuable information and analyze it. The findings showed that at the beginning the students only repeated instructions and memorized dialogues so the speaking skill was assimilated as an isolated product. However, using interactive tasks the students develop the speaking skills as the saw it as a social skill, where the interaction, the feedback and the group work played an important role. Moreover, the students were in contact with some important patterns of the foreign language as music and culture, which motivated the students to learn and communicated in English. In the same way, working in groups and allowing the students to rehearse their speaking skills with their partners allowed them to overcome their fear and interact first with their partners. Finally, all the interactive tasks allowed the students to increase their motivation to learn and communicate using the foreign language.

Tsou (2005) article entitled "Improving Speaking Skills through Instruction in Oral Classroom Participation" attempted to provide language educators with teaching tools to increase the students' participations during the English classes. This research was carried out in a Taiwanese university with two English courses with a totally of 70 students. The research included both qualitative and quantitative data. The qualitative was gathered through passive participant observations, interview with the EFL teacher, and surveys; the

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quantitative data was gathered through questionnaires, tests, and observations. During the research project a same approach was used “the participant instruction” that is focus on the cultural awareness, the interaction, the encouragement of oral participation, the motivation to have more confident and the use of topics related to the students. Both the qualitative and quantitative data showed that the participant instruction is an excellent tool to increase the students’ skills and motivation in the English courses and as there is not a specific rule to follow this approach the teachers can use it and modify it as they want and depending on the students’ needs.

Error Speech Analysis

This section analyzed two previous studies about the error speech analysis due to the importance of having a better understanding of the process that would be carried out with the oral productions of the students. The analysis of these documents helped to comprehend the steps, the methodology and the utility of an error speech analysis.

In Baghery and Heydary’s (2012) paper aimed at “*helping EFL teachers and educators to become familiar with the most frequent errors committed by EFL learners leading them to make more objective decisions about how to go about adopting appropriate teaching strategies to help EFL students learn better*”, the authors divided the error in two categories; interlingual an intralingual errors. The first one, is the interference of the L1 in the L2 and the second one is the contrary, interference of L2 in the learning of the L1. The authors established that intralingual errors were less than interlingual; this information was supported for 25 studies that demonstrate this fact. However they highlighted the importance of the two source of errors and recommended to have both into consideration.

Furthermore, Kovac’s (2011) case study conducted with the purpose of investigating the frequency and distribution of the speech errors, using a sample of 101 students of engineering in Croatia, found that morphological errors were the most made, follow by the

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syntactic and lexical ones. However this result are for those tasks in which students' had to improvise or talk about a sequence of chronological events which was considered the most difficult of the tasks. The statistics changed in those tasks in which students had to speak with the aid of a guide in which the most common mistakes were of the pronunciation and rhythm.

As a conclusion the author stated that the rate of lexical and phonological errors depends on the frequency of use, it meant, students' knowledge of difficult words and the use of the language they had when they found a word they did not know.

Methodology

This project was focused on a qualitative research taking into account that it was undertook to implement teaching techniques to improve students' skills. Krause (1995) considers qualitative research as tool to produces descriptive data: people own words in oral or written field and observable behavior." In addition, this type of research gather descriptions through observations which take several forms as interviews, narration recording, audio transcriptions, videos, register of writings, among others. Johnson, (1997). Following these authors description of qualitative research, this research project had observations during two weeks, two audio transcriptions, at the beginning and at the end, a questionnaire at the end of the process and the journal during all of it.

Instruments	Date
Journal	During the whole process

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Classroom observation	August 19 th to September 4 th
First dialogue recording	September 21 st to September 25 th
First audio transcription	September 25 th to September 26 th
Second dialogue recording	November 3 rd to November 6 th
Questionnaire	November 9 th to November 13 th
Second audio transcription	November 12 th to November 14 th

Table 2 - Timetable of the instruments. Schedule of the instruments applications

Design

This qualitative design was conducted as an action research because aims to improve identified aspects in English teaching, allowing to pre-service teachers make decisions to solve immediate problems through the implementation of activities. Harmer, (2007).

According to Koshy et al. (2010) an action research “is an approach commonly used for improving conditions and practices in a range healthcare environments” afterwards, action research is called “teacher research” because its principal aim is to solving those problems identified in schools in order to improve the teacher effectiveness. In addition, Koshy et al. (2010) cites to O’Leary (2004) who defines action research as “an experiential learning approach, to change, where the goal is to continually refine the methods, data, and interpretation in light of the understanding developed in each earlier cycle” He proposes an action research spiral, which allows observe a particular phenomenon, make a critical reflexivity and implementing a plan.

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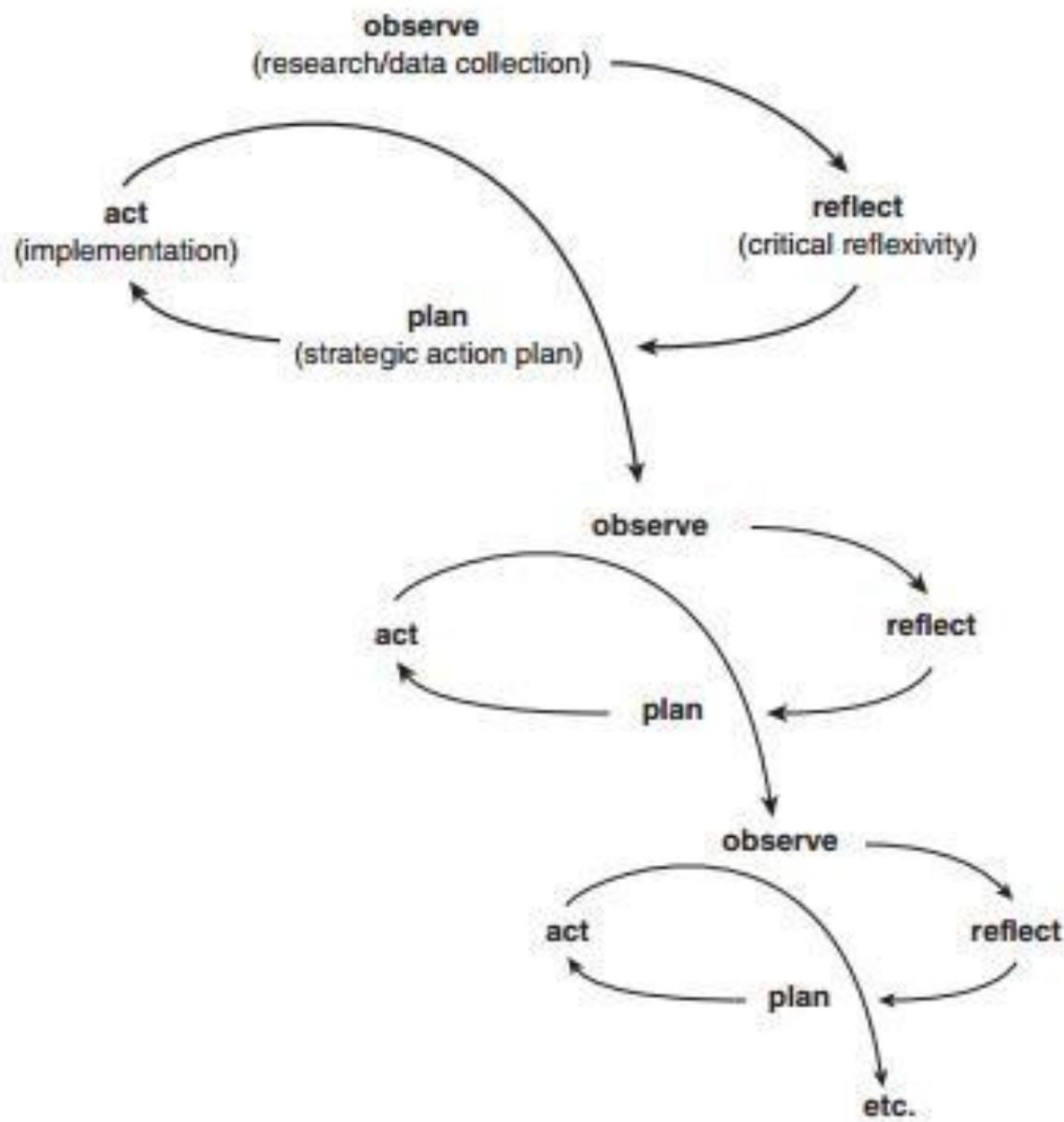


Figure 2- Design. Explanation of the design used in the project

Participants

This project was carried out at “Escuela Normal Superior” in Pamplona. The population were the students from 7thA, 8thA and 11thA grade; nevertheless, the sample were 10 students of each courses .They were chosen randomly. Their ages ranged from 11 to 19 years old, their schedules provided them with four hours of English per week for basic high

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school (6th to 9th) and three hours of English per week for media high school (10th and 11th).

Data Collection Instruments

Journal

According to Harmer (2007), journals “are powerful reflective devices which allow us to use introspection to make sense of what is going on around us” that is to say that all teacher’s perceptions, thoughts and ideas are write down in order to reflect about class management.

The journal writing started from August 16 to August 27 and it was carried out through the whole practicum time. The pre- service teachers kept the journal as a way to describe all their perceptions and feelings during each class; writing how they felt in a specific class, if they accomplished the goals stipulated, how the students reacted to their methods of teaching, if they felt the students understood and had a positive reaction to the implementation of the short dialogues, and what they could improve for the next class.

Non-participants observations

According to Feng Liu & Sally Maitlis (n.d.), non-participants observations are used when “*researcher enters a social system to observe events, activities, and interactions with the aim of gaining a direct understanding of a phenomenon in its natural context*” therefore, non-participant observation implicates observing participants without actively participating in activities in order to identify a phenomenon in a community.

Audio recording

The pre-service teachers provided the students with short dialogues to record their oral

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competence. The students agreed to be recorder in groups of two, to make possible to analyze after with their records their errors and their improvement through the process

Speech Errors Data

According to Fromkin (1984) "Speech-error data have been studied as a source of historical linguistic change as a means for understanding the actual mechanisms of the speech productions process". Thus, the speech error data that were used with the six participants selected of 6th grade, 8th grade and 11th grade helped to collect, classify and analyze the main students' errors and it had the purpose to show the students' learning improvement in oral competence at the end of practicum.

Questionnaires

Were used as a tool to collect information about the students' perceptions about the implementation of short dialogues to improve their oral competence (see annex 4). The questionnaire was divided in seven questions open and closed that the students developed individually. After that, the answers were analyzed into typologies.

Data analysis

The information gathered was selected and categorized regarding the different topics, in this way was easier start working on the analysis. Furthermore, a reflective journal made in the data collection process was helpful when assessing the information because it allowed knowing which information answered each one of the different questions that guide the research. Moreover, the use of the error analysis that consisted in the recording of the participants' voice with the dialogue selected, after that was done the analysis of each dialogue doing a speech error analysis following the steps learned by the pre- service

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teachers in the linguistic course that did not mentioned an specific author but gave the type of errors that students usually make. This was helpful because it allowed to detect the errors in the students, after that the error was categorized, after that the correction was done and finally a possible hypothesis of the cause was written. Finally the questionnaires which helped to answer the third research question that was the student's perceptions towards the short-dialogues were categorized into typologies proposed by Hatch (2002) with this procedure; firstly, the key words from the objectives and questions were identified to create the three typologies, secondly the typologies with the same pattern were selected to be part of a typology and thirdly, the generalizations were done to get the findings.

Findings

Once data were analyzed through the typologies two themes emerged; significant improvement of short-dialogues in the class and students' perceptions towards short-dialogues. Those factors helped to answer the main tour question that guided this study because they allowed identifying the improvement of the students' thanks to the short-dialogues.

Significant improvement of short-dialogues in the class

Before analyzing the data it was necessary to look for the different mistakes existing in the speech production. These mistakes are categorized first, interference of the mother tongue that is when the knowledge and the structure from the native language hinder the development of the foreign language. Second, is addition, it is when an extra-sound is inserted within a word. Third, is deletion, it means that a unit is missed out from the intended target. Fourth, stress which is the wrong accentuation in the syllable. Fifth, repetition referring to the duplication of a sound in a word.

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It was evidenced thorough the data analysis of the two dialogues that were recorded that the mistakes more common in the students were the mother interference and the possible cause that was found was; the verbatim, the students used to read the words they did not know or that were similar to the mother tongue as they were written; for example, one of the participants from 8thA grade in the first dialogue corresponding to the simple present said “/frʌm ðə'fæməli counselin association/” instead of “/'fæməli 'kaʊnsəlɪŋ əsoʊsi'eɪʃən/”, another example was an student from 11thA grade in the first dialogue corresponding to second and third conditional said, “/əksɪtəd/” instead of “/ɪk'saɪtəd/”. This showed that students tended to pronounce a word as it is written, in the first case because they did not know the appropriate pronunciation and in the second case, because they said as it would sound in Spanish.

Another kind of mistake that was observed during the data analysis was addition, sometimes students added sounds to the words that did not correspond, is the case of a student from 7thA who said “/plæ'tafɔ:m/” instead of “/plætɔ:m/” and another student from 11thA grade in the first dialogue corresponding to the second and third conditional said “/aɪ kenou/” despite of “/aɪ nu/”. Sometimes people pronounce silent letters because of the lack of knowledge about the rules of speech sounds, it explains the mistakes in the cases before mentioned.

Contrary to addition, there is another mistake in which the students did not pronounce some sounds in the words it is called, deletion. An example of this kind of mistake was when a student from 8thA grade said “/'rally/” instead of “/'rɛrli” or “/'pleɪs/” instead of “/'pleɪsəz/”. The possible explanation to make those mistakes was the difficulties to pronounce some sounds or the forgiveness of some grammar rules as adding “s” to the plurals.

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The next mistake is related to the wrong accentuation in the words, students most of the time pronounce a word with the stress in a different syllable. It could be demonstrated in some cases in which students from 11thA said “/’kɒmpleɪn/” despite of “/kəm’pleɪn/” or another from 8thA who said “hi usuallí’exercise” instead of “hi ’juʒəwəli’ eksər,saɪz”. It could be said that the origin of these mistakes are lack of knowledge about unknown words pronunciation and lack of practice when talking quickly.

Finally, repetition was the other mistake observed during the process, students duplicated the sounds of some words when talking, for instance a student from 7thA who said /’nʌmbəʳ fɔʃɔ:’/” despite of “/’nʌmbəʳ fɔ:’/” or another student from 11thA who said “/ju ’dɪn ju ’dɪdənt æsk/” instead of “/ju ’dɪdənt æsk/”. This kind of mistakes were caused for the external factors which affected the students when talking, for example, anxiety of speaking in front of the class and insecurity of not knowing the correct pronunciation of the words. This problem was evidenced in the recordings where students showed a high level of hesitation when speaking in English. Contrary to what was established by Bagheri & Heydari (2012), most of the mistakes referred to the interlingua aspect, it means, interference of the mother tongue in the learning of the foreign language, it is due to the lack of contact with the language, it affects the input of vocabulary and pronunciation students receive and their mistakes were fossilized. Also, students did not have enough English classes per week and most of those classes were leaded in Spanish.

Due to the use of short-dialogues and the continuous work during the classes, an improvement was noticed in the oral competence of the students. Most of them overcome basic mistakes that were not supposed for their level. The most important reduction was in the repetition and stress mistakes, however, it was also a decrease in the other ones.

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The reduction in the repetition mistakes was thanks to the continuous work that they had during the whole process, including the cultural events and its preparation. This work helped to the students to gain more confidence when speaking and decrease their insecurity because they were more comfortable now than at the beginning of the process.

The stress mistakes were fixed with continuous work and repetition by part of the pre-service teachers with the students, because these mistakes were fossilized and students have not had the opportunity to correct. For example, the students from 8thA were habituated to say “/eni'θiŋ/” instead of “'eniθiŋ”. Most of the 80% of the words students said had stress problem, however, at the end of the process was evidenced that students pronounced in a right way some of the words, because they had the opportunity of listening to the right pronunciation from the audios and the pre-service teachers. It helped not just in their in the stress but in the pronunciation, the rhythm and the intonation of the words.

The others mistakes also have an improvement, nevertheless, they sometimes made those mistakes because of the lack of attention, fossilization and lack of practice. It is important to highlight that students' autonomous work and interest had a main role in this process (see annex 5)

Students' perceptions towards short-dialogues

According to the students' voices collected in the questionnaires, there were several aspects in which short-dialogues helped them. Those aspects were categorized in four main topics; continuous process of learning English, improvement in the pronunciation and fluency, gain of an input of vocabulary and its use in context, and gain of self-confidence and familiarization with the language.

Learning process.

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The use of short-dialogues was conceived till the beginning as a process, due to the lack they had to express themselves in English and manage the language and the need of stimulating and increase the students contact with the language. As the voice of one student stated: *“Muy útil porque así puede ir aprendiendo poco a poco e ir mejorando”* or another student's voice which affirmed *“muy bien, pues me han enseñado mucho y cada clase aprendo más”* This is not only evidenced in the student's voice but in the general improvement of the students at the moment of speaking in English. For the students the implementation of short- dialogues was a continuous process of learning, as they stated, with the dialogues they learn bit a bit about new things and increment their level in English to apply it in the classes and in their lives.

Improvement of fluency.

Furthermore, this implementation allowed to the students to improve their fluency and pronunciation due to the practice and the continuous contact with the language. One of the students said *“me ayudaron a vocalizar mejor el inglés y me ayudaron a conocer más términos en cuanto a pronunciación”* another student claimed *“muy útil, ya no me enredo tanto al hablar inglés y lo hablo más rápido”*. Students linked their improvement in the fluency with the improvement in their pronunciation, because at the end of the process they had less doubts in the pronunciation and they could speak without go back and correct the mistakes done, which helped to do their speaking process more natural.

Input of vocabulary.

In addition, the acquisition of an input of vocabulary was one of the most mentioned factors that according to the students help them in the improvement of their oral competence. As one participant claimed *“Esto nos perfecciona más el vocabulario y somos*

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capaces de formar un dialogo asimilándolo con el otro” another participant said “me ayudaron porque aprendo más y las palabras difíciles me las aprendo”. The students had a progression because they used vocabulary in a real context and in this way it was helpful to their daily life.

Finally, this process gave to the students' self-confidence and familiarization with the language, it was evidenced in the higher participation of the students and in the improvement of their performance when doing the short-dialogues. It is verified through a participant's voice which established “*entre más diálogos ya me siento más segura de poder hablar porque ya se algunas palabras y demás*” another participant claimed “(influyeron) *de manera positiva, me dieron confianza y mucho aprendizaje*”. The students' fears and anxiety decrease because they realized that they were able to express themselves and speak in English without a negative consequence, they were not afraid of making mistakes, for the contrary they learned from them.

Conclusions

To conclude, all the aspects were integrated. The acquisition of an input of vocabulary, its use in context and knowing their right pronunciation had a positive effect on their whole process because it was a higher familiarization with the foreign language, gaining self- confidence and fluency to convey their own ideas. It was evidenced in the increase of the participation and the use of the English by part of the students not just in the application of the proposal but in the development of the classes.

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Chapter III: Outreach Component

Introduction

Being a pre-service teacher is not just to lead a class and be responsible for a group of students but to be part of the institutional community; it means to help and foster the learning of the whole community especially with special requirements of the institution and the students' needs. The outreach component comprises all the activities that teachers did as extra-curricular work in order to aid the community they were part of.

Justification

English pronunciation involves too many complexities for learners as the accent, the stress words and the self-confidence that affects how the students speak or if they speak depending on the level of their confidence. Stimulating and helping the students to practice their speaking competence; either for an important event or at the beginning of their learning process is an encouraging task as it enriches students' process of learning and helps them to increase their communicative ability. For this reason, it was important not to work only with the students that were assigned to the pre-service practicing for the role play event to help them to improve their pronunciation and fluency and with the preparations for the event but also it was relevant to work with the students from primary that did not have an English teacher so their English learning process would not be affected. The outreach component helped the pre-service teachers to understand better what is the real teacher role, as it is not only to teach grammar but to be involved in all the aspects of the school such as the events and the interaction with the students of primary.

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Objectives

General objective

- ✓ To improve the oral skills in the students in the preparation of the role-play festival and in primary school.

Specific Objectives:

- To teach students the correct pronunciation of the role play scripts and vocabulary.
- To teach new vocabulary using didactic material and improve pronunciation in primary school students.
- To encourage students to feel confident at the moment of speaking In English.

Methodology

As the outreach component comprised two different works, it was necessary to divide the methodology of the process into two sections:

Concerning the event each pre- service teacher was in charge of the presentation of the groups they had. The teachers and the students practiced during two weeks during some classes and in the afternoon during two hours to improve their pronunciation and performance skill. Besides the preparation of the students, the pre-service students also were part of the decoration, organization, and invitation of the jury and the participant schools (see annex 7)

Concerning the classes in primary (see annex 8), each pre- service teacher had two groups of one hour each other. We all followed the same topics and shared our activities and materials. It is important to mention that one hour at the week is not enough to give teach a topic including all the skills, for that reason we chose to work with the vocabulary

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and its pronunciation.

Population

The students from sixth to eleventh grade will participate voluntary, but the representation in the inter-scholar meeting will be decided by the English teachers and the pre-service teachers after the auditions before mentioned.

Chronogram

Role play festival			
<i>Date</i>	<i>Grad</i>	<i>Hour</i>	<i>Pre-service teacher</i>
Mondays	8°	2:00 – 3:00	Maria Fernanda Bobrek
Mondays	9°	3:00 – 4: 00	Maria Fernanda Bobrek
Tuesday	10°	2:00 – 3:00	Christian Arias
Tuesday	11°	3:00 – 4: 00	Christian Arias
Wednesday	6°	2:00 – 3:00	Kevin Gelves
Wednesday	7°	3:00 – 4: 00	Kevin Gelves

Table 3 - Timetable of Role-plays festival preparation. Schedule of the preparation per grade.

Primary School			
<i>Date</i>	<i>Grade</i>	<i>Hour</i>	<i>Pre-service teacher</i>
All Tuesdays	First	1	Maria Fernanda Bobrek
All Thursdays	Kinder	1	Maria Fernanda Bobrek
All Mondays	Fourth	1	Christian Arias
All Tuesdays	Fifth	1	Christian Arias
All	Second	1	Kevin Gelvez
All Thursdays	Third	1	Kevin Gelvez

Table 4 - Timetable of primary school classes. Schedule of the classes per grade.

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Conclusions

The outreach component was an excellent opportunity to get involved with the necessities of the community and it was possible to affirm that the goals were achieved. On one hand, students that participated in the different inter-institutional events gained knowledge and lost fear when speaking in English in front of an audience, also they were an incentive to the others students to participate and familiarize with the language. On the other hand, students from primary school obtained English teachers, which encouraged them to learn a new language through the use of didactic material and the use of the TIC, they received a rich vocabulary with its correct pronunciation. At the end, the experienced showed that the necessities of a part of the school were the necessities of each one of the people, which conformed it. To conclude, not only the students were beneficiaries but the pre-service teachers because they gained experience and contact with the students that helped to have a deeper understanding of the context, which they made part, and to reinforce their relations with their students.

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Chapter IV: Administrative component

Taking into account all schools events, as pre-service teachers we participated on all cultural, academic activities and religious celebrations. Our role was to help with the discipline control, to help in the organization of those events when it was necessary, moreover to be an example in punctuality and sense of belonging with the school.

Methodology

Many activities were carried out during the development of the practicum, in which pre-service teachers were part. Such activities were the celebration of the white student (see annex 9), the holy masses celebrated all first Fridays of the months (see annex 10), and the meeting in which were given general information to the students (Annex 11). It is important to highlight that pre-service teachers demonstrated integration and sense of belonging to school and in every activity proposed.

Objectives

General objective

- ✓ To be a member of the Escuela Normal community.

Specific objectives

- ☞ To participate in the events established by the school.
- ☞ To help with the preparation of de different events.

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Chronogram

PLAN OPERATIVO INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE PAMPLONA Acuerdo 004

CONSEJO DIRECTIVO Del 26 de marzo de 2015 PERÍODO IV

FECHA	ACTIVIDADES
SEPTIEMBRE 4	MISA DE ACCIÓN DE GRACIAS
SEPTIEMBRE 19	CELEBRACIÓN DÍA DE AMOR Y AMISTAD
SEPTIEMBRE 24	ROLE-PLAY FESTIVAL
SEPTIEMBRE 28 A	CELEBRACION DE PREVENCION DEL EMBARAZO NO PLANIFICADO EN ADOLESCENTES
OCTUBRE 2	MISA
OCTUBRE 5 AL	RECESO ESTUDIANTIL
OCTUBRE 12 Y 10	EXPOSICION DE OBRAS DE LA ESCUELA BÁSICA PRIMARIA, BÁSICA SECUNDARIA
OCTUBRE 30	DIA DEL ESTUDIANTE BLANCO
NOVIEMBRE 12	ENTREGA DE SIMBOLOS
NOVIEMBRE 10	MISA
NOVIEMBRE 14	TERMINACIÓN DE CLASES
NOVIEMBRE 18 AL	NIVELACIONES ESTUDIANTES

Table 5: Timetable school activities. *This was the final schedule, which was carried out in the school.*

Conclusions

Being involved in the religious, cultural, academic and inter-institutional activities were part of being a teacher too. This kind of activities helped to engaged with the academic English process but in all the aspects of an educational life. The ways of stimulating the students were not only present during the classes but during the different events where they were recognized for their effort, their achievement and their goals. Also, there was a space to the spiritual aspect which was important for most of the teachers and the students of the school. These activities were important because allowed the pre- service teachers to be part of the Normal Superior and not only to be pre-service teachers.

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ANNEXES

Annex 1 - Physical facilities



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Pedagogical Component

Annex 2 - Curriculum model for fourth period

ESCUELA NORMAL SUPERIOR DE PAMPLONA					Año 2015
Plan de					
Grado: 10°	Responsable: XXXXXX		Practicante: XXXXXX		Período: Cuarto
SUBPROCESOS	NÚCLEO TEMÁTICO	DESEMPEÑOS	ESTRATEGIA DE ENSEÑANZA	RECURSOS	ESTRATEGIAS DE EVALUACIÓN
<p>* Reading: Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento.</p> <p>* Listening: •Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. (2, 3) •Muestro una</p>	<p>FORMAS FUTURAS -Will/Won -Be going to. - Presente Continuo. VERBOS MODALES -Can/Could - Have to/Haven't to -Must/Mustn't -May</p>	<p>Demuestra manejo y sabe diferenciar el uso de las estructuras gramaticales futuras según la situación.</p> <p>Reconoce las funciones de cada uno de los verbos modales. Sabe cuándo se utiliza "Have to" o "Must". Usa correctamente el "Can" "Could" y "May" en</p>	<p>Presentaciones Orales. (Secret friend)</p> <p>Material de audio/Complete.</p> <p>Ejercicios de comprensión lectora.</p> <p>Desarrollo de worksheets en clase</p>	<p>Grabadora/Speakers. Ejercicios escritos. USB. Laptop. Diccionario s. Textos. Laboratorio de Inglés.</p>	<p>Evaluación oral con su respectivo feedback</p> <p>Evaluación escrita con preguntas tipo pruebas saber y otras.</p> <p>Talleres individuales y por parejas.</p> <p>Quices</p> <p>Evaluación de período.</p>

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<p>y tolerante cuando escucho a otros.</p> <p>* Speaking: Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. (2, 3)</p> <p>*Writing • Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo.</p> <p>*Conversation • Describo en forma oral mis ambiciones, sueños y</p>	<p>Voz pasiva</p>	<p>expresiones simples.</p> <p>Sabe emplear el segundo condicional cuando habla de eventos a futuro que no son probables o cuando desea algo que no sucede en el presente.</p> <p>Puede expresar arrepentimiento de eventos que no sucedieron en el pasado usando el tercer condicional.</p> <p>Transforma a voz pasiva oraciones escritas en voz activa</p>			<p>Ensayo y presentación de "Christmas Carols songs".</p> <p>Ensayo y actuación en el "Role Play Festival"</p>
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lenguaje claro y sencillo. (1)					
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Annex 3 - Lesson plan model

GROUP: Eight	LEVEL: B1	CLASS N°:1 DATE: XXXXXXXX
TEACHER: XXXXXXXX	TOPIC: Present simple	COMMUNICATIVE OBJECTIVE: At the end of the class, the students will be able to use the present simple to express their daily activities and general truths.
LINGUISTIC OBJECTIVE: At the end of the class the students will learn the rules and structure of the present simple	SOCIO- CULTURAL OBJECTIVE: At the end of the class the students will learn an compare how different a daily routine can be here and in the USA.	

STAGE	DESCRIPTION OF THE ACTIVITY	MINUTES	MATÉRIA L
Warm up	Teacher will greet and will check the student's list. The teachers will start the class with the prayer	5 5 10	board, markers, post
	The students will play a memory game by teams (4) on the board to practice the verbs in English; the verbs will be in Spanish, English (simple present and present continuous) and they have to find the right one.		

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<p>Exp lana tion of</p>	<p>The teacher will do a comparison between the present continuous and the present tense, so students will get the idea of the differences.</p> <p>The teacher will explain the structure and rules of the present simple with examples to help</p>	<p>15 15 10</p>	<p>board and markers</p>
<p>Pro duc tion Act</p>	<p>Students will work by two a worksheet with ten sentences they have to write and complete each one in their notebooks. (appendix 1)</p> <p>Students will see and listen a conversation in present simple. They will have to catch the</p>	<p>10 5 5</p>	<p>Worksheet, markers, poster.</p>
<p>Eva luat ion</p>	<p>Students will come to the front in groups to present the conversation.</p>	<p>15</p>	
<p>Ho me wor k</p>	<p>The students will have to do their daily routine in their notebook. With an example that the teacher will give. (appendix 4)</p>		

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Appendixes

Appendix 1. Worksheet

1. I sometimes_____(go) to work by car.
2. Ben _____(work) in a hospital.
3. _____you_____ (like) fish?
4. She_____ (not/teach) English.
5. Matthew never_____ (watch) television.
6. _____she_____ (play) football?
7. They always_____ (eat) dinner at 7 o'clock.
8. We_____ (not/live) in a big house.
9. Valerie_____ (study) English at university.
10. _____he_____ (want) to eat?
11. _____you_____ (live) in Barcelona?

Appendix 2. Conversation

A: hello_____. How are you? B: I'm fine, and you?

A: excellent. What time do you get up?

B: I usually get up at 5:40 am because I have class at 7:00am, but I never have breakfast. Do you have breakfast? A: yes, sure. My mom's makes my breakfast.

B: awesome. Do you do the homework with your friends, or do you do them alone? A: well, sometimes I go to Maria's house or sometimes she comes to my house.

B: and what else do you do in the afternoon?

A: At 6:00 pm, I go to play tennis with my father and then we have dinner in family, and you?

B: I like to watch a series called "Grim" and then I have to take care of my sister until my mother arrives. I have to go now. See you

tomorrow. Appendix 3. video. . <https://www.youtube.com/watch?v=k3ZYXCPMBA>

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Appendix 4. Daily routine.

My daily routine. This is my daily routine of a normal week when I have class-. I have to wake up at 5:30 am and I take a shower at 5:35. Then, I get dressed at 5:40 am and I prepare my breakfast. After that, at 6:00 am, I take out my dog for a walk and finally I comb its hair. At 6:15, I comb my hair, put on my make-up and brush my teeth. When I have time, I clean my bedroom and the kitchen. At 6:40, I pick up my friend and we go together to the school.

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Annex 4 - Audio-visual Room



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RESEARCH COMPONENT

Annex 5 - Short dialogues /error analysis

Dialogues for 7th A

Dialogue # 1

Man: Uh, where am I? Tsk, hum . . .

Woman: Excuse me. Do you need any help?

Man: Nah, I . . . I'm just looking . . . well . . . [Okay . . .] Uh, well, actually . . . yeah. Um . . . I want to go to the science museum, but I've been lost for the past few hours, and I can't make heads or tails of these ticket machines.

Woman: Ah, well, just press this button. [Oh, yeah] And from here, it's a dollar fifty.

Man: Okay.

Woman: Then, get on the train at platform number 4.

Man: Alright. Oh, and how often do the trains come around this time of day?

Woman: Usually, they come about every six minutes.

Man: Okay. And where do I get off the train?

Woman: Get off at State Street Station, three stops from here.

Man: Okay. I got it. Thanks for your help.

Woman: No problem. Good luck.

**** Due to the quantity of the corpus analysis it was include just an example of each one of them.**

ERROR SPEECH ANALYSIS 7thA GRADE DIALOGUE # 1

Written Text	Phonetic Transcription
<p>Man: uh,where am I? Tsk, hum... [mæn]: [ʌ], [wɛrɪ] [əm] [aɪ]? Tsk, [hʌm] . . .</p> <p>Woman: Excuse me. Do you need any help? [ˈwʊmən]: [ɪkˈskjʊs] [mi]. [dʊ] [jʊ] [nɪd] [ˈɛni] [hɛlp]?</p> <p>Man: Nah, I . . . I'm just looking . . . well . . . [Okay . . .] Uh, well, actually . . . yeah. Um . . . I want to go to the science museum, but I've been lost for the past few hours, and I can't make heads or tails of these ticket machines. [mæn]: [nɑ], [aɪ] . . . [aɪm] [dʒəst] [ˈlɒkɪŋ] . . . [wɛl] . . . [[. ʊʊˈkeɪ] . . .] [ʌ], [wɛl], [ˈæktʃuəli] . . . [jæ]. [ʌm] . . . [aɪ] [wɑnt] [tə] [ɡoʊ] [tə] [ðə] [ˈsaɪəns] [mjuˈziəm], [bət] [aɪv] [bɪn] [lɒst] [fər] [ðə] [pæst] [fju]</p>	<p>[mæn]: [ʌ], [wɛrɪ] [əm] [aɪ]? Tsk, [hʌm] . . .</p> <p>[ˈwʊmən]: [ɪkˈskjʊs] [mi]. [dʊ] [jʊ] [nɪd] [ˈɛni] [hɛlp]?</p> <p>[mæn]: [nɑ], [aɪ] . . . [aɪm] [dʒəst] [ˈlɒkɪŋ] . . . [wɛl] . . .</p> <p>[[. ʊʊˈkeɪ] ..] [ʌ], [wɛl], [ˈæktʃuəli] . . . [jæ]. [ʌm] . . . [aɪ] [wɑnt] [tə] [ɡoʊ] [tə] [ðə] [ˈsaɪəns] [muˈzəʊm], [bət] [aɪv] [bɪn] [lɒst] [fər] [ðə] [pæst] [fju] [ˈaʊərz], [ənd] [aɪ] [kænt] [meɪk] [hɛdz] [ɔr] [teɪlz] [əv] [ðɪz] [ˈtɪkəʊt] [məˈʃɪnz].</p> <p>[ˈwʊmən]: [ɑ], [wɛl], [dʒəst] [prɛs] [ðɪs] [ˈbʌtən]. [[ʊʊ], [jæ]] [ənd] [frəm] [her], [ɪts] [ə] [ˈdɒlə] [ˈfɪfti].</p> <p>[mæn]: [. ʊʊˈkeɪ].</p> <p>[ˈwʊmən]: [ðɛn], [ɡɛt] [ən] [ðə] [treɪn] [ət] [ˈplætəfɔrm]</p>

IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

<p>['aʊərz], [ənd] [aɪ] [kænt] [meɪk] [hɛdz] [ɔr] [teɪlz] [əv] [ðɪz] ['tɪkət] [mə'fɪnz].</p> <p>Woman: Ah, well, just press this button. [Oh, yeah] And from here, it's a dollar fifty.</p> <p>['wʊmən]: [ɑ], [wɛl], [dʒɛst] [prɛs] [ðɪs] ['bʌtən]. [[oʊ], [jæ]] [ənd] [frəm] [hɪr], [ɪts] [ə] ['dʌlə] ['fɪfti].</p> <p>Man: Okay.</p> <p>[mæn]: [,oʊ'keɪ].</p> <p>Woman: Then, get on the train at platform number 4.</p> <p>['wʊmən]: [ðɛn], [gɛt] [ɑn] [ðə] [treɪn] [ət] ['plæt, fɔrm] ['nʌmbər] [fɔr].</p> <p>Man: Alright. Oh, and how often do the trains come around this time of day?</p> <p>[mæn]: [,ɔl'raɪt]. [oʊ], [ənd] [haʊ] ['ɔfən] [dʊ] [ðə] [treɪnz] [kʌm] [ə'raʊnd] [ðɪs] [taɪm] [əv] [deɪ]?</p> <p>Woman: Usually, they come about every six minutes.</p> <p>['wʊmən]: ['ju:ʒəwəli], [ðeɪ] [kʌm] [ə'baʊt] ['ɛvəri] [sɪks] ['mɪnɪts].</p> <p>Man: Okay. And where do I get off the train?</p> <p>[mæn]: [,oʊ'keɪ]. [ənd] [wɛr] [dʊ] [aɪ] [gɛt] [ɔf] [ðə] [treɪn]?</p> <p>Woman: Get off at State Street Station, three stops from here.</p> <p>['wʊmən]: [gɛt] [ɔf] [ət] [steɪt] [stɪt] ['steɪʃən], [θri] [stɒps] [frəm] [hɪr].</p> <p>Man: Okay. I got it. Thanks for your help.</p> <p>[mæn]: [,oʊ'keɪ]. [aɪ] [gɒt] [ɪt]. [θæŋks] [fɔr] [jɔr] [hɛlp].</p> <p>Woman: No problem. Good luck.</p> <p>['wʊmən]: [noʊ] ['prɒbləm]. [gʊd] [lʌk].</p>	<p>['nʌmbər] [fɔr].</p> <p>[mæn]: [,ɔl'raɪt]. [oʊ], [ənd] [haʊ] ['ɔfən] [dʊ] [ðə] [treɪnz] [kʌm] [ə'raʊnd] [ðɪs] [taɪm] [əv] [deɪ]?</p> <p>['wʊmən]: ['ju:ʒəwəli], [ðeɪ] [kʌm] [ə'baʊt] ['ɛvəri] [sɪks] ['mɪnɪts].</p> <p>[mæn]: [,oʊ'keɪ]. [ənd] [wɛr] [dʊ] [aɪ] [gɛt] [ɔf] [ðə] [treɪn]?</p> <p>['wʊmən]: [gɛt] [ɔf] [ət] [steɪt] [stɪt] ['steɪʃən], [θri] [stɒps] [frəm] [hɪr].</p> <p>[mæn]: [,oʊ'keɪ]. [aɪ] [gɒt] [ɪt]. [θæŋks] [fɔr] [jɔr] [hɛlp].</p> <p>['wʊmən]: [noʊ] ['prɒbləm]. [gʊd] [lʌk].</p>
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IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

COUPLE NUMBER 1			
Error Detected	Type of Error	Error Correction	Possible Cause Of The Error
Were [wɛrɛ]	Deletion	[wɛr]	Verbatim pronunciation as in writing
I [ɪ]	Deletion	[aɪ]	Verbatim pronunciation as in writing
Platform [ˈplætəfɔrm]	Addition	[ˈplæt, fɔrm]	Lack of knowledge
minutes [ˈmɪnɪts].	Articulation disorder	[ˈmɪnɪts].	Lack of practice and knowledge
Thanks [tæŋks]	Articulation disorder	[θæŋks]	Lack of knowledge
four [fɔr]	Deletion	[four]	Fossilization
Station [ˈsteɪʃən]	Addition	[ˈsteɪʃən],	Fossilization
Museum [muˈzəʊm]	Articulation disorder	[mjuˈziəm]	Verbatim pronunciation as in writing
Here [hɛr]	Articulation disorder Deletion	[hɪr]	Lack of practice and knowledge

IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

Dialogue # 3

Student 1: What are you going to do for Thanksgiving?

Student 2: I don't know. I think I am going to get at home

Student 1: Why don't you and your family come over and eat turkey with us?

Student 2: That would be great! I didn't prepare any special food for thanksgiving because my mother is away. Do I need to bring anything?

Student 1: Could you bring a dessert?

Student 2: Sure. I'll bring a pumpkin pie. Do you think it's ok?

Student 1: That it could be perfect! I love it.

Student 2: Great! So, What time do you want I to come?

Student 1: About 1:30.

Student 2: Okay, I will see you then.

ERROR SPEECH ANALYSIS 7thA GRADE DIALOGUE # 3

Written Text	Phonetic Transcription
Student 1: What are you going to do for Thanksgiving?	Student 1: wʌt ɑr ju 'gouɪŋ tu du fɔr ,θæŋks'gɪvɪŋ?
Student 2: I don't know. I think I am going to get at home	Student 2: aɪ dɒnt noʊ. aɪ θɪŋk aɪ æm 'gouɪŋ tu ɡɛt æt hoʊm
Student 1: Why don't you and your family come over and eat turkey with us?	Student 1: waɪ dɒnt ju ænd juə 'fæməli kʌm 'oʊvər ænd it 'tɜrki wɪð ʌs?
Student 2: That would be great! I didn't prepare any special food for thanksgiving because my mother is away. Do I need to bring anything?	Student 2: ðæt wʊd bi ɡreɪt! aɪ 'dɪdənt pri'pɛr 'eni 'speʃəl fud fɔr ,θæŋks'gɪvɪŋ bɪ'kɒz m aɪ 'mʌðər ɪz ə 'weɪ. du aɪ nid tu brɪŋ 'eni ,θɪŋ?
Student 1: Could you bring a dessert?	Student 1: kʊd ju brɪŋ ə dɪ'zɜrt?
Student 2: Sure. I'll bring a pumpkin pie. Do you think it's ok?	Student 2: fɔr. aɪl brɪŋ ə 'rʌmpkɪn paɪ. du ju θɪŋk ɪts 'oʊ'keɪ?
Student 1: That it could be perfect! I love it.	Student 1: ðæt ɪt kʊd bi 'pri ,fɛkt! aɪ lʌv ɪt.
Student 2: Great! So, What time do you want I to come?	Student 2: ɡreɪt! soʊ, wʌt taɪm du ju wʌnt aɪ tu kʌm?
Student 1: About 1:30.	Student 1: ə'baʊt 1:30..
Student 2: Okay, I will see you then.	Student 2: oʊ'keɪ, aɪ wɪl si ju ðen

IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

COUPLE NUMBER 1			
Error Detected	Type of Error	Error Correction	Possible Cause Of The Error
For thanksgiving [fɔr θæŋks'gɪvɪŋ]	Sound error	[fɔr θæŋks'gɪvɪŋ?]	Verbatim pronunciation as in writing
Eat turkey it turkey	Sound error	it 'tɜrki	Verbatim pronunciation as in writing
That would be great ðæt wʊd bi greɪt	Fossilization	ðæt wʊd bi greɪt!	Verbatim pronunciation as in writing
Over /'evər/		/'ouvər/	Lack of practice when talking quickly.
Would /wʊld/	Addition Insert an extra sound within a word.	/ wʊd /	Lack of practice to pronounce known words
Great /greɪt/		/ greɪt /	Lack of practice when talking quickly
Could /kʊld/	Addition	/ kʊd /	Fossilization Lack of practice when talking quickly
Sure /sʊr/	Articulation disorder:	/ ʃʊr /	Lack of knowledge
Then /ten/	Articulation disorder:	/ðen/	Fossilization

IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

Dialogues for 8th A

Dialogue # 1

A: hello _____. How are you?
B: I'm fine. And you?

A: excellent. What time do you get up?

B: I usually get up at 5:40 am because I have class at 7:00am, but I never have breakfast. Do you have breakfast?
A: yes, sure. My mom's makes my breakfast.

B: awesome. Do you do the homework with your friends or do you do them alone?
A: well, sometimes I go to Maria's house or sometimes she comes to my house.

B: and what else do you do in the afternoon?

A: at 6:00 pm I go to play tennis with my father and then we have dinner in family. And you?

B: I like to watch a series called "Grim" and then I have to take care of my sister until my mother arrives. I have to go now. See you tomorrow.

IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

ERROR SPEECH ANALYSIS 8thA GRADE DIALOGUE # 1

dialogue	transcription
A : Hello	ei : hə'loʊ
B: Hi, my name is mark, from the family counseling association. Would you mind if I asked you some question for an interview?	bi: hai, mai neim ɪz mɑ:k, frʌm ðə'fæməli 'kaʊnsəlɪŋə soʊsi'eɪʃən. wʊd ju maɪnd ɪf aɪæskt ju sʌm 'kwɛstʃən fɔr ən'ɪntər vju?
A: Sure, I can answer some questions.	ei: ʃʊr, aɪ kæn 'ænsər sʌm'kwɛstʃənz
B: thank you for taking the time. Now, first question... what do you do?	bi: θæŋk ju fɔr 'teɪkɪŋ ðətaɪm. naʊ, fɜrst 'kwɛstʃən... wʌt du ju du?
A: I work in a library. I'm a librarian	ei: aɪ wɜrk ɪn ə 'laɪbrəri. aɪm əlaɪ'brəriən
B: Are you Marry?	bi: ɑr ju 'mɛri?
A: Yes, I am	ei: jɛs, aɪ æm
B: What does your husband do?	bi: wʌt dʌz jʊər 'hʌzbənd du?
A: He works as a policeman	ei: hi wɜrks æz ə pə'lɪsmən
B: Do you usually have dinner together?	bi: du ju 'ju:zəwəli hæv 'dɪnərtə'geðər?
A: Yes, we do.	ei: jɛs, wi du
B: How often does your husband exercise?	bi: haʊ 'ɔfən dʌz jʊər 'hʌzbənd'ɛksər saɪz?
A: He sometimes exercises four times a week. But, he usually exercise only twice a week.	ei: hi sʌm'taɪmz 'ɛksər saɪzəz fɔrtʌɪmz ə wɪk. bʌt, hi 'ju:zəwəli'ɛksər saɪz 'oʊnli twaɪs ə wɪk.
B: where do you like going on holidays?	bi: wɛr du ju laɪk 'gouɪŋ ən'hələdeɪz?
A: We rarely go on holidays. However, we like going to the mountains if we can.	ei: wi 'rɛrli goʊ ən'hələdeɪz. ,haʊ'evər, wi laɪk 'gouɪŋtu ðə'maʊntənz ɪf wi kæn.
B: What type of books do you read?	bi: wʌt taɪp əv bʊks du ju rɪd?
A: I often read horror stories.	ei: aɪ 'ɔfən rɪd 'hɔrər 'stɔrɪz.
B: Thank you very much for answering my questions.	bi: θæŋk ju 'veri mʌʃ fɔr 'ænsərɪŋmaɪ 'kwɛstʃənz.
A: You're welcome.	ei: ju'reɪ 'wɛlkəm.
B: Good bye now.	bi: gʊd baɪ naʊ.
A: Bye bye.	ei: baɪ baɪ.

IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

COUPLE - [1]			
Error detected	Type of error	Error correction	Possible cause
For the family counselin asociati3n. <u>frʌm</u> ðə 'fæməli counselin associati3n.	Mother interference	'fæməli 'kaʊnsəlɪŋə_sousi' eɪʃən	Fluency- verbatim pronunciation as in written
Goud you mind I asked you Goud ju mind ai asked	Sound error - addition	wʊd ju maɪnd ɪf aɪæskt ju sʌm	Mother tongue- fossilized sound
questions for an inteveuw 'kwɛstʃən f3r interveiu?	Sound error	'kwɛstʃən f3r ən 'ɪntər_vju?	Fluency- lack of practice
Tank you for tank ju f3r	Sound error	θæŋk ju f3r	Fossilized sound
Taim nou Taim nou	Sound error- deletion	'teɪkɪŋ ðətəɪm	Fluency- fossilization
Now, first question naʊ, fɜrst 'kwɛstʃən	Sound error	naʊ, fɜrst 'kwɛstʃən	Pronunciation – lack of practice
Library, I a librarian 'lɪbrəri. ai librarian	Mother interference	'laɪ_bɾəri. aɪm əlaɪ'bɾəriən	Verbatim pronunciation as in written
What does your husband do? wʌt dʌz ju3r 'hʌzbənd du	Sound error	wʌt dʌz ju3r 'hʌzbənd du	Verbatim pronunciation as in written
Dinner together? 'dɪnərtə'tʃed3r?	Sound error	'dɪnərtə'gɛð3r?	Pronunciation
Four times a wek f3rtəɪmz ə wek	deletion	f3rtəɪmz ə wik	Forgiveness of the rule.
He usually exercises	stress	, hi 'juʒwəli'eks3r_saɪz	Lack of practice

IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

hi usuallí 'exercíse			
Going on holidays? 'gouɪŋ ɒn 'hɒlɪdeɪz?	Mother interference	'gouɪŋ ɒn 'hɒlə ,deɪz?	Verbatim pronunciation as in writing
We rarely wi 'rəli	deletion	wi 'rərli	fluency
We like going to the mountains wi laɪk 'gouɪŋtu ðə 'maʊntənz ɪf wi kæn.	Deletion	wi laɪk 'gouɪŋtu ðə 'maʊntənz ɪf wi kæn.	Fluency
However jɒməst	Sound error	ˌhaʊ'evər	Problems to pronunciation correctly

Dialogue # 3

Student 1: What are you going to do for Thanksgiving?

Student 2: I don't know. I think I am going to get at home

Student 1: Why don't you and your family come over and eat turkey with us?

Student 2: That would be great! I didn't prepare any special food for thanksgiving because my mother is away. Do I need to bring anything?

Student 1: Could you bring a dessert?

Student 2: Sure. I'll bring a pumpkin pie. Do you think it's ok?

Student 1: That it could be prefect! I love it.

Student 2: Great! So, What time do you want I to come?

Student 1: About 1:30.

Student 2: Okay, I will see you then.

IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

**ERROR SPEECH ANALYSIS 8thA GRADE
DIALOGUE # 1**

A : what are you going to do for Thanksgiving?

B: I don't know.

A: Why don't you and your family come over and eat turkey with us?

B: that would be great! Do I need to bring anything?

A: Could you bring a dessert?

B: Sure. I'll bring a pumpkin pie. What time do you want us to come?

A: about 1:30

B: Okay, I will see you then.

A : wʌt ɑr ju 'gouɪŋ tu du fɔr ,θæ ŋks'gɪvɪŋ?

B: ɑɪ dɔʊnt noʊ.

A: waɪ dɔʊnt ju ænd juə 'fæməli kʌm 'oʊvər ænd ɪt 'tɜrki wɪðʌs?

B: ðæt wʊd bi greɪt! du ɑɪ nɪd tu brɪŋ 'eni ,θɪŋ?

A: kʊd ju brɪŋ ə dɪ'zɜrt?

B: ʃʊr. ɑɪ'ɪl brɪŋ ə 'pʌmpkɪn paɪ. wʌt taɪm du ju wɑnt ʌs tu kʌm?

A: ə'baʊt 1:30

A: ,oʊ'keɪ, ɑɪ wɪl si ju ðen.

COUPLE - [1]

Error detected	Type of error	Error correction	Possible cause
That would be great ! ðæt wʊd bi greɪt	Sound error	ðæt wʊd bi greɪt	Verbatim pronunciation as in writing
Do I need to bring anything? du nɪd tu brɪŋ 'eni ,θɪŋ	deletion	du ɑɪ nɪd tu brɪŋ 'eni ,θɪŋ	Forgiveness of the noun
Sure sʊr	Sound error	ʃʊr	Verbatim pronunciation as in writing
I'll bring ɑɪ'ɪl brɪŋ	Addition	ɑɪ'ɪl brɪŋ	fluency

IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

What time do you want us to come? wʌt taim you do <u>wʌnt</u> ʌs tʌkʌm?	Blend	wʌt taim <u>du</u> ju <u>wʌnt</u> ʌs tʌkʌm?	fluency
I will see you then aɪ <u>wɪl</u> si ju ðɪn	Sound error	aɪ <u>wɪl</u> si ju ðɛn	Fluency

IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

Dialogues for 11th A

Dialogue # 1

Oliver: Hey, how's Iceland?

Sophie: I love it.

Oliver: Oh, what a surprise!

Sophie: It is actually. I don't normally like camping!

Oliver: If I had the opportunity to visit places like that, I wouldn't complain!

Sophie: What's the matter with you today, Ollie?

Oliver: Ah, nothing really.

Sophie: If you don't tell me, I'll just keep asking ...

Oliver: Hmm. Yesterday, you were so excited, you didn't ask about my exam!

Sophie: Oh, Ollie! I'm so sorry. You're more important to me than camping and volcanoes!

Oliver: Well, it doesn't always feel like it.

Sophie: If I promise to travel less, will you forgive me?

Oliver: No. Because you won't travel less. You love it. And if you travelled less because of me, I'd feel worse. So ... it's not an option.

Sophie: You don't make it easy! Seriously, honey, I don't think I knew about the exam. If I'd known, I would have asked, you know that.

IMPLEMENTATION OF SHORT DIALOGUES TO REINFORCE HIGH SCHOOL STUDENTS' ORAL COMPETENCE

ERROR SPEECH ANALYSIS 11thA GRADE DIALOGUE # 1

Written Text	Phonetic Transcription
<p>Oliver: Hey, how's Iceland? Sophie: I love it. Oliver: Oh, what a surprise! Sophie: It is actually. I don't normally like camping! Oliver: If I had the opportunity to visit places like that, I wouldn't complain! Sophie: What's the matter with you today, Ollie? Oliver: Ah, nothing really. Sophie: If you don't tell me, I'll just keep asking ... Oliver: Hmm. Yesterday, you were so excited, you didn't ask about my exam! Sophie: Oh, Ollie! I'm so sorry. You're more important to me than camping and volcanoes! Oliver: Well, it doesn't always feel like it. Sophie: If I promise to travel less, will you forgive me? Oliver: No. Because you won't travel less. You love it. And if you travelled less because of me, I'd feel worse. So ... it's not an option. Sophie: You don't make it easy! Seriously, honey, I don't think I knew about the exam. If I'd known, I would have asked, you know that.</p>	<p>Oliver: hei, haʊz 'aɪslənd? Sophie: aɪ lʌv ɪt. Oliver: oʊ, wʌt ə sər'praɪz! Sophie: ɪt ɪz 'æktʃʊəli. aɪ dɒʊnt 'nɔːməli laɪk 'kæmpɪŋ! Oliver: ɪf aɪ hæd ði 'ɔːpər'tʊnəti tu 'vɪzət'pleɪsəz laɪk ðæt, aɪ 'wʊdəntkəm'pleɪn! Sophie: wʌts ðə 'mætər wɪð jʊtə'deɪ, 'ɒli? Oliver: ə, 'nʌθɪŋ 'rɪli. Sophie: ɪf ju dɒʊnt tɛl mi, aɪl dʒʌst kɪp'æskɪŋ Oliver: Hmm. 'jɛstər'deɪ, ju wɜːr soʊ ɪk'saɪtəd, ju 'dɪdənt æsk ə'baʊt maɪ ɪg'zæm! Sophie: oʊ, 'ɒli! aɪm soʊ 'sɔːri. jʊr mɔːrɪm'pɔːtənt tu mi ðæn 'kæmpɪŋænd vəl'keɪnəʊz! Oliver: wɛl, ɪt 'dʌzənt 'ɒl,wɛɪz fɪl laɪk ɪt. Sophie: ɪf aɪ 'prɒməs tu 'trævəl lɛs, wɪl ju fɔː'gɪv mi? Oliver: noʊ. bɪ'kɔːz ju wɒʊnt 'trævəllɛs. ju lʌv ɪt. ænd ɪf ju 'trævəld lɛs bɪ'kɔːz əv mi, aɪd fɪlwɜːs. soʊ ... ɪts nɒt ən 'ɔːpʃən. Sophie: ju dɒʊnt meɪk ɪt'ɪzi! 'sɪrɪəsli, 'hʌni, aɪ dɒʊnt θɪŋk aɪ nu ə'baʊt ði ɪg'zæm. ɪf aɪd nəʊn, aɪ wʊd hæv æskt, ju nəʊðæt.</p>

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COUPLE - [1]			
Error Detected	Type of Error	Error Correction	Possible Cause Of The Error
How's Iceland? /həʊz 'aɪslənd/	Articulation disorder: based on difficulty to physically produce the intended phonemes or sound.	/haʊz 'aɪslənd/	Verbatim pronunciation as in writing
Oh, what a surprise! /oʊ, wʌt ə 'sɜːpraɪz!/	Stress Wrong stress in the syllable.	/oʊ, wʌt ə sɜː'praɪz/	Lack of knowledge about unknown words pronunciation.
I don't normally like camping! /aɪ doʊnt 'nɔːməli laɪk 'kæmpɪŋ/	Deletion A unit is missed out from the intended target	/aɪ doʊnt 'nɔːməli laɪk 'kæmpɪŋ/	Lack of practice when talking quickly
I wouldn't complain! /aɪ 'wʊldnt 'kɒmpleɪn/	Deletion A unit is missed out from the intended target Addition Stress Wrong stress in the syllable.	/aɪ 'wʊdənt kəm'pleɪn/	Lack of knowledge about unknown words pronunciation. Lack of practice when talking quickly
What's the matter with you today, Ollie? /wʌts ðə 'mætər wɪð ju tə'deɪ, 'ɒli?/	Articulation disorder: Are based on difficulty to physically produce the intended phonemes or sound.	/wʌts ðə 'mætər wɪð ju tə'deɪ, 'ɒli?/	Lack of knowledge about the <u>sound</u> ð Lack of practice when talking quickly

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If you don't tell me /ɪf ju doʊnt tel mi/	Repetition	/ɪf ju doʊnt tel mi/	Lack of practice when talking quickly
I'll just keep asking /ɪ wɪl ju keɪp [missing a word] /	Addition Deletion	/aɪl dʒʌst kɪp 'æskɪŋ/	Could be for the lack of practice or when talking quickly.
You were so excited, you didn't ask about my exam ju wɜr soʊ 'æksɪtəd, /ju 'dɪdənt æsk ʌ'bot maɪ 'ægzæm/	Articulation disorder: Are based on difficulty to physically produce the intended phonemes or sound. Stress	ju wɜr soʊ ɪk'saɪtəd, ju 'dɪdənt æsk ə'baʊt maɪ ɪg'zæm	Verbatim pronunciation as in writing The lack of knowledge about the rules of speech sounds.
I'm so sorry /aɪm soʊ 'səri/	Articulation disorder: Are based on difficulty to physically produce the intended phonemes or sound.	aɪm soʊ 'səri.	Lack of knowledge about the <u>o</u> sound and pronunciation.
You're more important /jʊəz mɔr ɪm'pɔrtənt/	Articulation disorder: Are based on difficulty to physically produce the intended phonemes or sound. Repetition Stress Wrong stress in the syllable.	jʊr mɔr ɪm'pɔrtənt	Lack of practice to pronounce words contractions when talking quickly.
Than camping and volcanoes! /tən 'kæmpɪŋ ænd 'vɒlkənəʊz/	Lexical selection error: the speaker has problems “with	ðæn 'kæmpɪŋ ænd val'kənoʊz!	It could be because he or she confuses the words when talking. Lack of knowledge about

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	<p>selecting the correct word”.</p> <p>Articulation disorder: Are based on difficulty to physically produce the intended phonemes or sound.</p>		<p>unknown words pronunciation. Verbatim pronunciation as in writing.</p>
<p>If I promise /ɪf ɪ 'prəməs/</p>	<p>Lexical selection error: the speaker has problems “with selecting the correct word”.</p>	<p>ɪf aɪ 'prəməs</p>	<p>Fossilization Verbatim pronunciation as in writing Mother tongue</p>
<p>Make it easy /meɪk ɪt 'eɪzi/</p>	<p>Articulation disorder: Are based on difficulty to physically produce the intended phonemes or sound.</p>	<p>meɪk ɪt 'ɪzi</p>	<p>Fossilization Verbatim pronunciation as in writing</p>
<p>Seriously, honey /'sɪriəsli? 'sɪriəs, ho 'nei/</p>	<p>Repetition Deletion A unit is missed out from the intended target Stress</p>	<p>'sɪriəsli, 'hʌni</p>	<p>It could be because he or she confuses the words when talking. Verbatim pronunciation as in writing</p>
<p>Think /tɪ/</p>	<p>Stopping: Fricative sounds (stream of air) are replaced by sounds that don't have a stream of air.</p>	<p>θɪŋk</p>	<p>For some people it is difficult to produce fricative sounds.</p>

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Would / wɒl /	Articulation disorder: Are based on difficulty to physically produce.	wɒd	Fossilization Lack of practice to pronounce known words
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Dialogue # 3

Student 1: What are you going to do for Thanksgiving?

Student 2: I don't know. I think I am going to get at home

Student 1: Why don't you and your family come over and eat turkey with us?

Student 2: That would be great! I didn't prepare any special food for thanksgiving because my mother is away. Do I need to bring anything?

Student 1: Could you bring a dessert?

Student 2: Sure. I'll bring a pumpkin pie. Do you think it's ok?

Student 1: That it could be perfect! I love it.

Student 2: Great! So, What time do you want I to come?

Student 1: About 1:30.

Student 2: Okay, I will see you then.

DIALOGUE # 2

Written Text	Phonetic Transcription
Student 1: What are you going to do for Thanksgiving?	Student 1: wʌt ɑr ju 'gəʊɪŋ tu du fɔr 'θæŋks'grɪvɪŋ?
Student 2: I don't know. I think I am going to get at home	Student 2: aɪ dɒʊnt nəʊ. aɪ θɪŋk aɪ æm 'gəʊɪŋ tu ɡet æt hoʊm
Student 1: Why don't you and your family come over and eat turkey with us?	Student 1: waɪ dɒʊnt ju ænd jʊə 'fæməli kʌm 'oʊvər ænd it 'tɜrki wɪð ʌs?
Student 2: That would be great! I didn't prepare any special food for thanksgiving because my mother is away. Do I need to bring anything?	Student 2: ðæt wʊd bi greɪt! aɪ 'dɪdənt prɪ'pɛr 'eni 'spɛʃəl fud fɔr 'θæŋks'grɪvɪŋ brɪ'kɔz m aɪ 'mʌðər ɪz ə'weɪ. du aɪ nɪd tu brɪŋ 'eni θɪŋ?
Student 1: Could you bring a dessert?	Student 1: kʊd ju brɪŋ ə dɪ'zɜ:t?
Student 2: Sure. I'll bring a pumpkin pie. Do you think it's ok?	Student 2: ʃʊr. aɪl brɪŋ ə 'pʌmpkɪn paɪ. du ju θɪŋk ɪts 'oʊ'keɪ?
Student 1: About 1:30.	Student 1: ðæt ɪt kʊd bi 'prɪ'fɛkt! aɪ lʌv ɪt.

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<p>Student 1: That it could be perfect! I love it. Student 2: Great! So, What time do you want I to come? Student 1: About 1:30. Student 2: Okay, I will see you then.</p>	<p>Student 2: greɪt! sʊ, wʌt taɪm du ju <u>wɑnt</u> aɪ tu kʌm? Student 1: ə'baʊt 1:30.. Student 2: oʊ'keɪ, aɪ wɪl si ju ðen</p>
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COUPLE - [1]			
Error Detected	Type of Error	Error Correction	Possible Cause Of The Error
Thanksgiving /θæŋks'grɪvɪŋ/	Articulation disorder: Are based on difficulty to physically produce the intended phonemes or sound	/ θæŋks'grɪvɪŋ /	Verbatim pronunciation as in writing
I don't know / aɪ <u>dəʊnt</u> nəʊ /	Articulation disorder: Are based on difficulty to physically produce the intended phonemes or sound	/ aɪ <u>dəʊnt</u> nəʊ /	Fossilization Lack of practice to pronounce known words
Why /weɪ/	Blend	/ waɪ /	Fossilization The lack of practice about some common pronunciation words.
Over / 'evər/	Articulation disorder: Are based on difficulty to physically produce the intended phonemes or sound	/ 'oʊvər/	Could be for the lack of practice when talking quickly.
Would /wʊd/	Addition Insert an extra sound	/ wʊd /	Lack of practice to pronounce known words

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	within a word.		
Great /grɪn/	Blend	/ greɪ /	Due to lack of practice when talking quickly, people change words.
Could /kɒld/	Addition Insert an extra sound within a word.	/ kɒd /	Fossilization Lack of practice when talking quickly
Sure /sʊr/	Articulation disorder: Are based on difficulty to physically produce the intended phonemes or sound	/ ʃʊr /	Sometimes people have difficulties to pronounce Voiceless palato- alveolar sibilant.
Then /tɛn/	Articulation disorder: Are based on difficulty to physically produce the intended phonemes or sound	/ ðɛn /	Most of the time beginners people have difficulties to pronounce voiced dental fricative sound.

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Annex 6 - Questionnaire



ESCUELA NORMAL SUPERIOR PAMPLONA

Questionario

Objetivo: Conocer y analizar las percepciones que tienen los estudiantes sobre el uso de diálogos para mejorar las habilidades orales en inglés.

Responda las siguientes preguntas según su opinión personal. No hay respuesta correcta o incorrecta.

- ¿Cómo se siente usted al expresarse en inglés durante la clase?

- ¿Cómo prefiere hablar en inglés?
 - Teniendo un modelo
 - Improvisando¿Por qué?

- ¿Cuál o cuáles cree usted son sus dificultades al momento de hablar en inglés?
 - Vergüenza
 - Poco dominio de la gramática
 - Falta de conocimiento del vocabulario
 - Ansiedad
 - Otro¿Cuál? _____

- ¿Qué hace usted cuando comete un error al momento de hablar en inglés?
 - Se queda callado (a)
 - Sigue hablando normalmente
 - Lo corrige y continúa
 - Otro¿Cuál? _____

- ¿Al momento de hablar en inglés prefiere hacerlo?
 - individual (monologo)
 - en grupo (dialogo)¿Por qué?

- ¿Qué tan útil considera usted la implementación de diálogos cortos en inglés para mejorar la competencia oral?
 - Muy útil
 - Poco útil
 - Nada útil¿Por qué?

- ¿De qué manera considera usted que los diálogos cortos lo ayudaron a mejorar su competencia oral?

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Outreach Component

Annex 7- Role plays Festival



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Annex 8 - Primary Classes



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Administrative Component

Annex 9 - White students' day



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Annex 10 - Mass



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Annex 11- Meeting to give general Information

