Developing workshops for EFL teachers to integrate oral activities in the classroom

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RESUMEN

TÍTULO: DEVELOPING WORKSHOPS FOR ELT TEACHERS TO INTEGRATE ORAL ACTIVITIES IN THE CLASSROOM*

AUTOR: SANDRA MILENA REYES PRIETO**

PALABRAS CLAVE: Habilidad de habla en el aula, Talleres, interacción.

DESCRIPCIÓN: Este estudio de investigación acción cualitativa analizó la influencia del desarrollo de talleres basados en estrategias para la mejora de la habilidad de habla en el aula para profesores de inglés como lengua extranjera. El estudio se realizó con seis participantes del Instituto de Lenguas de la UIS en Bucaramanga, Santander. A través de observaciones de clase, se identificó que los docentes tenían dificultad para incorporar actividades enfocadas a la práctica de habla en el aula. Como instrumentos para la recolección de la información se utilizaron observaciones de clase, entrevistas, discusión de grupo focal. Los resultados revelaron que el uso de talleres para docentes brinda estrategias significativas que fomentan la interacción y participación dentro del aula e incrementa el desarrollo del habla. Aunque los talleres conllevaron a algunos cambios en el desempeño y reflexión de los docentes, todavía quedan varios aspectos por mejorar para conseguir que tanto los docentes como los estudiantes desarrollen significativamente esta práctica en el aula de clase. Este estudio promueve la investigación en el uso de talleres para docentes para suscitar la habilidad oral en el aula y perfeccionar el desempeño de los estudiantes en cuanto al reforzamiento de esta habilidad para lograr el buen desenvolvimiento en esta segunda lengua.

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* Proyecto de grado

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ABSTRACT

TITLE: DEVELOPING WORKSHOPS FOR ELT TEACHERS TO INTEGRATE ORAL ACTIVITIES IN THE CLASSROOM*

AUTHOR: SANDRA MILENA REYES PRIETO**

KEY WORDS: Speaking skills in the classroom, workshops, interaction.

DESCRIPTION: This study shows how the lack of speaking activities in the English classroom could be improved by the implementation of workshops for teachers of English as a foreign language that helps them discuss, reflect and strengthen their daily practice in the EFL classroom. Six EFL teachers of the Universidad Industrial de Santander Language Institute participated in the development of this study. The six participants were involved in a series of workshops focused on improving their teaching speaking skills and practice in order to help their learners successfully develop their oral communication abilities through active class participation. Interviews, questionnaires and class observations provided important information to make informed decisions on how to best train teachers in teaching speaking in their classrooms, the teachers' beliefs about teaching speaking, their students' beliefs about their speaking skills development, and the effectiveness of the training. Findings demonstrated that although the workshops initiated some light on the teacher's performance and reflection, is still left space for more research about this topic. Continuous training and improvement of the teachers' daily practices is also paramount in order to provide more strategies for teachers that help them improve the way the teaching of this skill is perceived and developed in the EFL classroom.

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Introduction

Nowadays being able to master an L2 is an essential tool for communication in a globalized society. Communication happens on a daily basis to express ideas and coming into contact with those of others. Therefore, speaking skills are particularly essential as communication is primarily oral for most people. In L2 teaching, the complex nature of the spoken language must be taken into account and reflected upon stages of the learning process. Teaching people to speak an L2 involves implementing practical, problem-solving approaches in order to help language learners acquire the knowledge and develop the necessary skills for fluent and effective oral communication. Hence, the practice of speaking skills should be a significant part of everyday activities carried out in English Language Teaching (ELT) classrooms.

However, Dakowska (2005) indicates that developing forms of speaking practice in the classroom is frequently underestimated. There is a tendency among EFL teachers to disapprove it for its scarce recognition of the difficulty of speaking as a psycholinguistic process which occurs in the brain to comprehend, acquire and produce language and for placing too strong emphasis on the information gap criterion leading to artificial or impractical tasks. According to (Tarone, 2005, p.485) speaking is usually viewed as “the most complex and difficult skill to master”. Then, speaking as a skill has always been regarded as a real problem for both teachers and students, and consequently the former has to find appropriate techniques to help students to command the language. Zhang (2009) comments that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally. Although many approaches in teaching speaking have been developed, mastering this skill still poses great difficulty in educational settings due to, sometimes, situations related to the learners themselves, the teaching strategies used, the curriculum or the

environment. A study by Hinkel (as cited in Dincer, 2017), states that speaking, as the most demanding skill to master, is more than just a basic grasp of the grammatical and semantic rules of a language. Expanding on this, speaking is also controlling a highly diverse set of activities, which includes many mental and physical skills, such as articulation, long term memory, self-monitoring, and low self-esteem among others. Similarly, Murphy (1991) mentions that speaking is the most challenging skill among the four basic language skills. The interaction of linguistic knowledge, speaking skills, cognitive processing, and effective factors place heavy demands on L2 learners. Although the principles of the communicative approach guide the current English teaching syllabus, traditional methods, such as teacher- centered lessons, isolated lists of vocabulary, and classes taught in the mother tongue are still entrenched in the EFL classroom current English teaching. Murphy also states that even teachers who attempt to use the available methods, techniques or resources, continue to perceive speaking as the most fundamental but challenging skill to teach and to acquire. Even though there are many factors that affect speaking in L2 classrooms, this study was focused on how teachers provide students with speaking and interaction opportunities.

Littlewood (1981) indicates that it is essential to offer the students the opportunity to express their own identity and relate with the people around them to succeed in the acquisition of the new language. Furthermore, students need to be involved in meaningful interactive opportunities to speak the L2, since practice is very important to internalize the language and be able to use it. Moreover, speaking is an interactive activity that occurs under real-time constraints. This poses an even greater challenge for learners of English as a second language as they have to convert their thoughts into the unfamiliar language as well as to meet the strict time limitations. Students also need to overcome inhibition, pronunciation challenges and,

speaking about a range of topics in real time. For these reasons, when students learn an L2, in this case, English, it is important to strengthen the speaking ability in the classroom to help them acquire the new language.

Statement of the Problem

Lack of speaking practice in the EFL classroom has been identified through formal and informal class observations to the teachers of the UIS Language Institute during a year. It was also students' verbal complaints in the coordination office, course change requests, observations at the students' satisfaction surveys about not having enough oral activities in the classroom, as well as discussions in the teachers´ meetings about why speaking is not dealt with in-class time that helps to identify the problem and to notice that some EFL teachers at UIS Language Institute still see the teaching of speaking as a huge challenge and have not found the appropriate methodologies to help students develop this skill. Moreover, they seem unable to avoid perceiving it as a problematic situation with no solution and still struggle to improve their teaching of speaking. There are many other factors that may affect the development of speaking skill, however, this study is focused on how teachers improve their teaching speaking practices in order to provide students with opportunities to communicate and interact in L2.

Brown (1994) indicates that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Additionally, Long (as cited in Fotos, 1998) remarks that most of the EFL classrooms focus on traditional approaches to language where grammar is taught in isolation and learners become incapable of using English communicatively. Subsequently, we are let with a situation whereby many EFL classrooms have teachers who stand behind desks and spend a lot of time doing lectures and giving instructions, thereby reducing the role of the student to sitting at a desk and taking notes. Bentley (2007) mentions that when learning

a foreign language, the most important issue is interaction. However, what we then have is a situation in which students are not being prepared for spontaneous communication and cannot cope with all of its real-time demands.

(Johnson, 1996, p. 155) “Speaking is a combination skill that involves doing various things at the same time: there are communication strategies, linguistic knowledge, processes, and affective factors involved”. Therefore, in order to develop this speaking ability, students have to communicate and practice in the classroom. Padmadewi (1998) found out that students joining an EFL class often felt nervous due to the stress caused by the old-fashioned speaking tasks which sometimes require them to speak individually and spontaneously within a limited time in front of the class. It shows that teachers expect students to be able to speak without giving them appropriate scaffolding as if speaking skills in a foreign language develop per se. In the observations, it was noticed that there are not enough communicative tasks in teachers’ lesson plans, and therefore, teachers do not integrate sufficient speaking activities into the lessons to help students improve their speaking skills. Tanveer (as cited in Hashemi, 2011) comments that the teacher´s attitude towards and beliefs about language learning and teaching, their reaction to the learner’s errors, and the way they create stressful environment in the class have been reported to be significantly related to the lack of participation in class.

Consequently, there is a lack of speaking activities, topics or discussions, resulting in few speaking opportunities provided in the classroom; also, some teachers use the L1 too much and avoid giving feedback to help students identify their mistakes. The situation is not improved by the fact that some teachers overlook students ‘communicative necessities when designing their lessons. At this point, the following research questions emerged: What teaching speaking tasks do the teachers find the most practical and effective in their classrooms? What are the teachers’

beliefs about how speaking should be taught in the classroom? To what extent do workshops help EFL teachers improve their teaching speaking skills? Therefore, this action research intends to study how the implementation of workshops for EFL teachers help them integrate effective oral activities in the classroom to help students develop speaking skills.

Richards and Farell (as cited in Viafara, 2018) suggests that L2 teachers need to continue their learning. There are limits to what teachers can learn in each phase of their education. Even if their former education experience had been productive. Teaching a second language is developed in a changing world which requires teachers who continuously develop new knowledge and the necessary skills to manage with new challenges when contributing to their students learning of a second language. Hudelson (as cited in Alvarez, 2014) emphasizes that teachers need to meet the challenges of helping themselves and their students to grow linguistically, socially, emotionally and intellectually. Nuñez & Tellez, (2015) present arguments to emphasize that reflection guides teachers to self-dialogue and inquiry that lead the decision- making progress within teaching-learning contexts. Buendía (2019) indicates that there is a need to move from traditional master-apprentice, content-oriented, teacher centered models of professional development towards initiatives so teachers can become more active agents of their own process of change.

Education is a never ending process. It does not stop after earning a degree and starting a career. It is crucial to constantly improve teacher's skills and become more proficient in the classroom seeking strategies for reaching students who are not initially successful in the learning a second language process.

This research project was carried out with a group of 6 randomly selected EFL teachers at the Language Institute at UIS University, in Bucaramanga, Santander. These teachers were involved in a series of workshops, focused on improving their teaching of speaking skills through practice

exercises in order to help their learners develop their oral communication abilities successfully through active class participation. According to Richards (2006) in the communicative model of language teaching, learning is facilitated when learners are engaged in interaction and meaningful communication.

The workshops designed for this intervention assisted teachers not only to productively improve their own skills and knowledge but also to enable students to have real interaction giving them the opportunity to demonstrate what they can do in their L2. The workshops benefited teachers in the implementation of speaking activities in their classes to support teaching practice and students' outcomes. Teachers used a mixture of knowledge and skills, as well as their own personal qualities and experiences to plan, evaluate and modify new practices that improve their learners' communication skills. Moreover, workshops provided teachers with more efficient, effective ideas for their lessons as well as helped them to adapt to the demands of the classroom creating a positive climate and being more sensitive to the needs of the students.

Interviews, questionnaires and class observations provided significant information to make informed decisions on how to best train teachers in facilitating speaking practice in their classrooms, and also provided evidence with which to support their beliefs about what works and what does not when facilitating speaking, speaking skills development, and the effectiveness of the training. The findings of the study are presented according to the objectives of the project and the research questions.

Justification

The present paper focuses on a solution to the lack of oral skill practice in the EFL classrooms and on how it influences the teacher´s practice and student's speaking competence. The purpose

of developing workshops was to integrate oral activities and promote oral interaction in the classroom in order to help students develop their oral skills.

The lack of speaking activities in the classroom does not permit the interaction between teachers and students and among students to put into practice all the language learned. This interaction is an essential and significant part of the learning and teaching processes. Moreover, it is important to take into account that classroom interaction involves negotiation of meaning and feedback, and the teacher is the person in charge of bringing these elements to the class by creating significant activities and appropriate environment for developing speaking. Additionally, Ellis (2003) states that negotiation of meaning is the process by which two or more interlocutors identify and then attempt to resolve a communication breakdown. It deals with repetitions, rephrasing, and reorganizing sentences to have a clear understanding of the message they are communicating.

The challenge for teachers is to guarantee that the environments under which communicative speaking activities take place allow for the gradual development of speaking skills. Teachers are in charge of helping students to express meaning by using their existing language resources and also by providing them with practice activities that get them to use the language, giving them suitable input and guidance for improving their performance. As mentioned before, there are some other factors that affect learners' speaking development and improvement identified in the observations at the Language Institute such as lack of feedback, excessive use of mother tongue by teachers, use of teachers centered methodology and low participation of learners in the classroom because they lack vocabulary to be able to express their ideas. Feedback is essential as it promotes language learning by encouraging learners to speak, provide with appropriate scaffolding and catering for individual learning differences. In addition, teachers should use English in the classroom to expose students to the language they are learning, help them increase

their vocabulary and foster communicative abilities through communication practice. Besides, students expect that teachers use the language students are learning most of the time. However, it is also important to control the time the teacher speaks to the class. Nunan (1991) indicates that, whether it is considered a good thing for teachers to spend 70 or 80 percent of class time talking will depend on the objectives of a lesson and where it fits into the overall scheme of the course or program; Freire (1998) states that dialogism is the base of critical education in that it is one means of actively involving students in their own education. The use and practice of dialogue limits teacher talk and encourages the learners' voice. Shor (1992) observes that teachers are supposed to listen to their students and learn about their problems. For instance, in a true dialogical relation, there is equal opportunity for all members to speak, everyone respects another´s right to speak and all ideas are tolerated. Robertson (1994) notes that it is key for teachers to understand that students had to use the language by interacting with their partners in the classroom if they want to become better English speakers. When teachers talk most of the class time, it becomes a teacher-centered lesson where learners are not active agents and in order to learn to communicate in any language it is fundamental to have opportunities to use it.

However, this research project focuses on helping teachers deal with teaching speaking in class. Thus, they can help those students at the Language Institute who are having trouble to develop speaking skills according to the CEFR, not only because of their achievement but also because they are learning English for communication. One of the most significant tasks in the process of teaching speaking in an EFL classroom is to find effective strategies to help students determine their goals for performing speaking tasks in their learning experience. It is important that teachers guide learners systematically by introducing and integrating speaking activities to their lessons.

1. Objectives

1.1 General objective

To explore the extent to which workshops for teachers improve their teaching of speaking in the ELT classroom.

1.2 Specific objectives

To identify the speaking tasks teachers, find the most useful and practical to develop oral skills.

To identify English teachers' beliefs about teaching and difficulties in teaching oral communicative skills.

To implement workshops for helping teachers improve their teaching of speaking.

To determine whether teachers improved teaching of speaking in the classroom after the workshops.

2. Literature Review

2.1 Speaking skills development in the EFL classroom.

It is widely accepted that speaking is one of the most significant skills in the EFL learning environment; moreover, a fundamental and essential factor of communication is conversation. For most students, the capacity to speak a second language is synonymous with knowing the target language, since speech is considered one of the most elementary means of human communication.

Lazarton (2001) says that communication evolves allowing someone else to comprehend what we want to tell them, which is always referred to us as a message. Lynch (1996) notes that not only facts are communicated, but opinions and emotions are also transmitted in everyday situations. Following Lynch's perspective, as well as communicating ideas, feelings, and emotions to others orally, humans exchange ideas and transfer views on life to the rest of the world through spoken language. Goh & Burns (2012) comments that in developing the learner's oral skills, teachers play a significant role in structuring students learning experiences so as supporting their speaking improvement in and outside the classroom, that is by designing interesting and appropriate materials. In order for students to be able to communicate anything of value, it is crucial that the teachers first teach every single item the communicative situation will require, whether is vocabulary, grammar or functions. Effective conversations in the classroom embrace exchanging ideas, interacting, asking, responding, summarizing, etc. And to achieve this, students need to be immersed in a dynamic, interactive learning environment.

For many years, EFL teachers thought making students repeat sentences was the best way to improve their speaking. Students spent hours and hours repeating after their teachers, memorizing conversations and studying grammar. However, researchers revealed that language is acquired and

learned by interaction. Mackey (1999) points out that the more students interact, the more successful their L2 development is. Caicedo (2015) observes that the main purpose of the teaching-learning process is to have students use the target language fluently. Therefore, teachers have the responsibility of creating classroom environments where students have real-life communication, authentic activities, and meaningful tasks that promote the oral language. Caicedo also indicates that classroom activities must focus on negotiating meanings, correcting misunderstandings, and using strategies to avoid disruptions in communication. (Richards & Renandya, 2002) present arguments to emphasize that teaching speaking in the classroom requires special attention and instruction. By offering effective instructions, sufficient language input, and speech- promotion activities, teachers will be able to successfully help students to gradually improve their speaking skills.

In addition, Burns (2012) comments that teachers have to get their students to speak rather than teach them about speaking. Burns also indicates that being a competent teacher of speaking involves understanding the combinatorial nature of speaking, which includes the linguistic and discourse features of speech, the core speaking skills that enable speakers to process and produce speech, and communication strategies for managing and maintaining spoken interactions. However, teaching speaking remains challenging for many English teachers who still avoid emphasizing on this skill in their classes. Proving that meeting the latter features mentioned by Burns poses a great challenge for educators.

Harmer (2001) holds the position that learners should know language features and have the ability to process these language features, will help learners to acquire successful communication goals. Similarly, Derakhshan (2015) observes that one obstacle of learning speaking is, in many cases, the gap between class materials and courses so that most of the teachers do not facilitate

situations that create real life communication needs. In that event, learners should continuously take part in oral activities to spontaneously speak their mind in the L2.

It is also important to highlight that Richards (1990) states that the mastery of speaking skills in English is a priority for a lot of second or foreign language learners. Hence, speaking as a dynamic skill is an important aspect of language teaching and learning. By speaking, people transfer information and ideas, express opinions and feelings, share experiences and maintain social relationships. (Clark, 1975; Jones, 1985) put emphasis on communicative effectiveness and the role of performance. (Clark, 1975, p.23) defined speaking ability as one's "ability to communicate accurately and effectively in real-life language –use contexts" and this approach encouraged the use of performance tasks that reproduce real-life situations. However, there are still difficulties connected with choosing the appropriate teaching speaking approaches. Richards (2008) states that oral skills have been neglected in EFL/ESL courses, though how best to approach the teaching of oral skills has long been the focus of methodological debate. In this regard, it was necessary to study how to improve the teaching of speaking in the EFL classroom.

Subsequently, teachers need to select the appropriate teaching methodology to stimulate students to speak. Materials created for the class must be connected to the real- world and students' real communication needs. Rost (as cited in Burns, 2017) mentions that grammatical knowledge is a fundamental requirement for speaking any language. That is why, students need also to comprehend syntactical knowledge, and they should know that there is a specific word order to generate meaning. Teachers as well need to have awareness of students' prior knowledge, and the factors that could be involved in the learning process, such as: attitude, personality, age, aptitude, motivation, and also the differences between written and spoken language. As a result, significant speaking activities must be implemented in the classroom in order to help students to expand,

reinforce concepts, and facilitate learning by doing individually and interacting with the rest of the class and the teacher. Also, they allow teachers to work with a wide range of student's capabilities to create opportunities for learners to improve language accuracy stimulating student's inner motivation and enhancing the interest in the class by employing the appropriate oral communication strategies and helping learners accomplish their tasks. Furthermore, speaking is an essential tool that helps students express what they create in their minds, their feelings, and their beliefs by using the appropriate vocabulary and accurate language forms relevant to their speaking needs.

Additionally, speaking is the exercise by which we exchange information between individuals or groups of people. It is a process where students try as clearly and accurately as they can, to express their thoughts, intentions, and objectives to the society. Vygotsky (1962) suggests that thinking develops into words in a number of phases, moving from imaging to inner dialogue to inner speaking to speech. Tracing this idea backward, speech—talks—is the representation of thinking. As such, it seems reasonable to suggest that classrooms should be filled with talk, given that we want them filled with thinking. Taking that into consideration, it is important to understand that languages exist and are developed to meet interaction purposes and to make communication between individuals more effective. Learners of foreign languages usually do not like to speak in the target language and most of the time they exhibit a passive attitude in class. (John & Morrow, 1981, p. 74) said ''the teacher can help, advise and teach, but only the learner can learn". Even though, it is the student who learn, teachers can encourage them to learn, and therefore, professional development aids teachers to be aware of teaching oral skills in the classroom give them the tools which allow them to help students communicate and interact in a meaningful and successful form that is, exchanging information, discussing meaning, supporting ideas, facing oral

interaction is also a way to motivate students to see the foreign language as a vehicle of communication.

2.2 Professional development for ELF teachers to develop speaking

Freeman (1989) explains training as the learning of discrete teaching items. In a training program, the collaborator is in charge of teaching these techniques so that teachers develop better skills and strategies to be applied in their lessons. In other words, the collaborator´s role is to help teachers reflect upon their own teaching so that an immediate effect can be attained in their classrooms. According to (Glatthorn, 1995, p.14) teacher improvement is the professional growth achieved as a result of attaining knowledge and observing teaching practices systematically. Generally, EFL teachers become more proficient educators when they have the opportunity to reflect on their practice and use a process of inquiry in their own environment in order to boost the effectiveness of their labor. Cárdenas & Nieto, (as cited in Buendía, 2019) observe that for professional development programs to be successful, teachers' personal and professional dimensions, knowledge, and agendas need to be considered. Kumaradivelu, (as cited in Cruz, 2018) proposes transformative alternatives to existing models of language teaching and teaching education. Language teaching can be socially relevant and empowering by redefining methodologies of language teaching. This reflective practice helps teachers to question their practice in order to improve, to decide to do things differently, or to decide in which ways they are doing things for the better.

(Borko &Putnam,1995) presented arguments to emphasize the fact that professional development plays an important role in improving teachers' teaching methodologies, and that these changes have a positive impact on students learning. (Gonzalez & Quinchía, 2003) comment that teachers may work autonomously or be involved in professional development programs with other

colleges to attain higher standards. The researchers mentioned above that some studies show powerful evidence that experienced teachers' pedagogical content knowledge and pedagogical content beliefs can be affected by the professional development program and that such changes are associated with changes in their classroom instruction and student achievement. It is important for EFL teachers to participate in continuous professional development sessions and to do research about how to design and deliver better lessons.

(Cohen & Hill, 1997) showed another study which supports the strong relationship that links the improvement of teachers' practices and the increasing levels of students' achievement. This study discovered that teachers who participated in sustained curriculum-based professional development reported changes that were associated with higher student achievement scores.

(Vergara, Hernández & Cárdenas 2009) indicate that the teaching profession requires educators to keep abreast of the needs of learners in a changing society, in other words, teachers who understand the internal and external factors that influences their learning process. Educational needs of individual are delimited by their social conditions. (Supovitz & Turner, 2000) reported that data from the US National Science Foundation Teacher Enhancement program revealed that the degree of professional development to which teachers are exposed strongly linked to both inquiry-based teaching practice and investigative classroom culture. (Supovitz, Mayer, & Kahle, 2002) point out in a separate study that as a result of teachers' involvement in intensive professional development activities: Teachers' attitudes, preparation, and practices all showed strong, positive, and significant growth.

There is a common belief that good teachers are born, requiring no specific training or education. (Darling & Hammond, 2006) argues that the idea that says that teachers are born not made is a myth and highly damaging to teacher education. Considering that teachers are crucial to

the success of institutions, placing effective teachers in every classroom is as important as retain them. The personality of the teachers, the commitment to the profession and satisfaction with their jobs are crucial in teacher's development. Cárdenas (2007) present arguments to emphasize that, although initial teacher education, teacher training and teacher development processes all seek to prepare teachers to do their jobs, their objectives are different because they are based on different conceptualizations of what teacher learning should be. In Colombia is commonplace to hear people saying that English teachers are not adequately prepared for their jobs. There are common discourses and practices around the privilege of native teachers. Most people expect native speakers in the classrooms. There is a general perception that a native speaker is better teacher of English than any non-native speaker. González, (2007) Adding to this unequal situation, for too long media and official, dominant discourses have portrayed teachers as eternally unprepared. Ma & Ping, (as cited in Tosuncuoglu, 2017) investigated about the advantages and disadvantages of native and non-native English speaking teachers in the classroom. They concluded that a nonnative English teacher is fluent in the student´s mother tongue while a native English teacher is not. The non-native English teacher is able to assist a student with a misunderstanding using their mother tongue. Nevertheless, native English teachers are better providing a consistent language model. They are also better at pronunciation and getting students engaged with the cultures that speak English as primarily language.

(Gómez & Guerrero, 2018) notes that teachers are fashioned as less capable of teaching English because they are not native speakers of the language. Teachers are confronted with a number of challenges, in the present climate of change and innovation. Despite being knowledgeable and skillful, non-native teachers are not preferred because they are perceived to be less competent. The Ministry of education created the English Teaching Fellowship Program (ETF) which is a social

initiative that helps bring foreign qualified English teachers to Colombian public schools and institutions with the intent to build a bilingual Colombia. Amin (2000) mentions that native speakers are most likely to be hired than experienced and qualified English teachers. With the development of English as an International Language, schools and institutions in this country need more qualified teachers to improve the quality of English subjects and courses and, eventually the quality of everyday classroom practices. Furthermore, studies show that quality teaching makes a big different in students learning. The professional learning of teachers is a central factor in determining the quality of teaching. Professional development includes opportunities for practice, research and reflection. Workshops are founded on a sense of collaboration among teachers and the researcher in solving important problems related to teaching and learning. In this case, the incidence of workshops to improve speaking skills development in the EFL classroom.

3.Theoretical Framework

This study addressed the improvement of teaching speaking in the EFL classroom since this truly enable students to communicate successfully in English. (Nunan, 2003, p.40) explains that "speaking is the ability to express opinion, ideas, or thought orally; it consists of producing systematic verbal utterances to convey meaning in order to be understood by the people we are speaking with" In our society, speaking English has become a priority for many people and receives more attention due to the importance in daily life. Despite its reputation, many EFL learners are far from even starting basic communication in the target language. During the class observation it was perceived that some students at UIS Language Institute are still having problems in EFL classrooms and some teachers do not demonstrate concern in finding strategies for helping them to improve. Teachers should comprehend that they are in charge of generating interactive environments, motivate students to participate in class and give them opportunities to interact and

have interesting discussions where they can use the language that they are learning while acquiring vocabulary, fluency, and accuracy. Adequate activities in the EFL classroom increase satisfaction and a sense of achievement in the students. The main concepts in this paper are presented below.

3.1 Oral communication.

Having in mind that the human being is the only species on earth that has reached a higher level of communication in which they are not only using it to please their basic needs like food but also to express their feelings, to share their point of view, to discuss a problem and to get knowledge. Hence, oral communication is extremely necessary for our society, as it is through exchanging ideas and co-operating that societies can grow and progress. When we communicate with someone we communicate something, a message. Corder (1973). Today, effective communication practice is essential to learn, to teach, to participate in everyday situations, to express our beliefs, to make relationships and to preserve them. In the modern world, the importance of communication has exceeded all levels. Then, being able to communicate effectively is an essential skill. Bygate (1987) concludes that learners often need to be able to speak with confidence in order to carry out many of their most basic transitions. As well as this the skill by which they are most frequently judged and through which they make or lose friends.

In this research, communication is taken in the sense of fluency and accuracy to express student’s thoughts or ideas in English. Alwright (1994) considers communication as learn by doing approach, in teaching where teachers and students both are involved. Speaking takes place in the presence of the listener because the listener answers to the speaker's communication. As Byrne (1986) remarks, oral communication is a two-way practice between the speaker and the listener and involves the productive skills of speaking and the receptive skills of understanding. In effect, teachers should interact with students constantly to create communication.

3.1.1 Oral communication skills development

(Staab, 1992. P.147) remarks that oral language is significant not only as a vital communication tool that empowers us in our daily lives but also as a valuable way to learn. He considers listening and speaking as oral communication skills. As he states, "oral communication skills mean both speaking and listening to oral language, both talking and listening are lifetime activities and probably our most important communication tool". Both are integrated skills and support in developing each other. Three main reasons to encourage EFL students to speak in the classroom have been identified. First, students are provided with practice opportunities in English having the opportunity to express their ideas to the class. Second, the oral practice offers feedback to teachers and learners. In other words, while interacting, instant adjustments can be made in the conversation. Third, speaking practice helps learners become automatic users of various elements of language such expressions, codes, grammar structures, and phonics among others. Harmer, (2007). Teachers should work a little harder in the classroom, they should ask more questions, they should add more details to their examples and answers, they should offer many examples, and they should organize the content in creative ways. It is also important to reduce teacher talking time, it gives learners opportunities to speak and learn from speaking. Additionally, Nunan (1999) mentions that active use of the target language by students is considered to be an integral part of the language acquisition process. The lack of an English environment can be considered an important issue to take into account because this results in a lack of involvement in real-life situations. Furthermore, the English environment provides feedback. Feedback improves learning, it makes the learner more confident to use the language. According to Vygotsky (1978), learning best occurs in social interaction. The best feedback to the learner's errors is the one provided through interaction.

Teachers according to Degener (2001) have a central role in the classroom because they spend most of the time with students and have the greatest impact on students and in the way learning occurs in the classroom. As mentioned above, the work that teachers do in their daily lessons affects many students in different ways. According to Chall, Jacob, & Baldwin, (1990) the most important variable at school in making a difference for students is the teacher. Teacher's abilities to implement meaningful activities in their daily practice affect the classroom environment and students' speaking skill development. According to Ur (2012) communicating orally and fluently in informal interactions is the primary goal for many language learners. For that purpose, designing classroom activities to improve student's ability to promote oral fluency is essential.

Besides teaching a language, teachers are representatives and messengers of a new and foreign culture in the classroom. Throughout the learning process, within the classroom, many factors come to play every day. Different cultural backgrounds, different ways of expressing oneself and different habits can get in the way of the teaching and learning process. Sensitivity, respect, and neutrality, on both sides, are key values that cannot be overlooked. As the facilitator, I invited participants to bring forward during the workshops their experiences in their daily interactions with students. These situations were reviewed and analyzed, and strategies and tools to deal with them were offered and proposed. The workshops were focus on group work, including opportunities for practice, research, reflection, sharing challenges, as well as finding effective solutions and strategies for improving communication in the classroom. The strategies used in the workshops were mapping your community, flipped classes, differentiated instruction and increase your vocabulary.

3.2 Professional development

3.2.1 Workshops for EFL teachers

Workshops were the strategy designed to find interesting activities that teachers could practice in class to help students improve speaking. In the same way, workshops suggested some techniques to improve the teaching quality and enable the students to overcome their lack of speaking ability such as implementing a communicative approach in the English classes. Brown (1994) indicates that speaking is a practice of interactions, which include creating and receiving information to convey meaningful construction. Widodo (2016) indicates that professional development programs may improve the individual teacher teaching performance, broaden the horizon of learning and teaching and offer learning strategies to be developed in the classroom. Professional development workshops engage teachers in reflective and collaborative work, providing teachers with opportunities to enrich their practice. Freeman (1989) notes that a teacher educator should not be an expert but a collaborator who can make teachers think critically upon their teaching. Diaz-Magglioli (2003) defines professional development as a permanent process in which teachers engage voluntarily in learning to adjust their teaching needs. The world is changing and the practices that were used some years ago are outdated now.

This study is not concentrated on giving teachers information about teaching, but actually to develop and strength teachers training skills. Teachers need to be continuously improving their practice, according to the needs of the world. Fleming (as cited in Brooks-Harris, 1999, p.3) mentions that workshops emphasized on the development of competence, interactive learning among participants, opportunities for hands- on practice, practical and intensive interaction, small-group work, and application of the new learning.

Brooks-Harris (1999) says that workshops provide environments for learning to occur in a dynamic and powerful manner. It is also important to mention that, as (Richards & Farrell, 2005)

point out, development is not connected directly with improving a specific job, but in the necessity of growth in any aspect of life. In the case of educators, professional development serves as a longer-term goal and seeks to facilitate teachers understanding of teaching and of themselves as professionals. Therefore, workshops are essential to create different ways in which teachers can become better educators and help them reflect on their own performance in the classroom. It is known that the improvement of teacher's practices will result in better learning experiences to the students. This essentially requires studying the several magnitudes of an educator's teaching practices with the aim of improving and can be seen as a continuous process. Following the ideas of the authors mentioned above, one of the strategies the institute can implement is to provide the means by which teachers can obtain the knowledge and skills they need to do a better job in the classroom by organizing professional development programs according to teachers and student's needs.

3.3 Mapping your community

When EFL teachers address student's social reality through the exploration of their own community, engage them in rich experiences in which their personal interests and significant issues of the real-world around them take part in the learning and improvement of L2, while helping improve the development of oral skills in the EFL classroom. Shepard, as cited in, Adams (2006) comments that learning is socially constructed, it is affected by language and other elements of the environment in which the learner is immersed. Once teachers incorporate mapping to their lesson plans they offer exciting opportunities for students to make meaningful connections with the outside world. Teachers create environments in which students communicate to one another places in their own communities that they find important, valuable, interesting, and significant. Teachers support students in their effort to construct knowledge and meaning by giving them the

opportunities to interact with their environment. Svalberg (2007) mentions that language is a social practice, and learners need to know how to use it to represent meaning, and to communicate with others effectively. While mapping their student's community's teachers can connect the content of their lessons with the social, cultural and real-life of students, and at the same time help them improve their oral skills when bringing it to the classroom. Willis (1996) observes that creating a low stress atmosphere and using the language for real purposes are ways to get meaningful communication and through interaction learners have the chance to acquire and strength their speaking skills. Teachers support students in the commitment of collecting relevant data, guiding them in the process of observation, discussion, note- taking and photographic register of their own neighborhoods, surroundings and city. Experiencing mapping students' local surroundings help teachers to find information about what their students have in common, help them interact with their partners naturally, increase their vocabulary, grammar and fluency. Only through meaningful interactive activities in communicative contexts a learner expands and deepens the capacity for language use. Mapping provides a rich environment where active meaningful communication takes place.

3. 4 Flipped teaching

Flip teaching is the process of moving lecture content from face-to-face class time to before class by assigning it as homework. (Bergmann & Sams, 2012) have labeled the flipped or inverted classroom as an instructional model in which the traditional lecture is a student's homework and in-class time is spent on collaborative, inquiry-based learning. Benosa (2015) explains that with

the purpose of transforming traditional classrooms, some teachers now highly support the 'flipped teaching' method which enhances students' understanding of the main ideas and information through videos, e-books, websites, and blogs in their home. This allows more interactive forms of learning to take place during classes, increases oral participation and changes the role of the teacher in a positive way. (Barnes & Gonzalez, 2015) mention that teachers can bring flip into the classroom by doing the home part of the flip through station work. The teacher can organize the classroom in five stations to work the same topic with all the students but with different group activities, and change the teacher-centered lesson into a student-centered lesson while helping them to build knowledge. By providing students with the appropriate material to gain a basic level of knowledge and understanding before class, classroom time can be used to deepen learning and develop higher-level cognitive skills. With this model student gain more confidence to interact dynamically in the in-class speaking tasks, they participate actively and improve their oral skills.

Furthermore, one of the core objectives of flipped learning is to move students away from passive learning towards active learning where students engage in collaborative activities, peer learning and problem-based learning. Within this context, the role of the teacher shifts towards that of facilitator and coach by empowering students to take control of their own learning. The use of technology further enriches the flipped learning process and promotes skills that are essential for 21st-century learning. Preparing themselves before coming to class, also help students to increase their participation in class. The degree of their self-perceived oral communication ability is raised. In that way, students participate more confidently and actively in the English-speaking class activities.

3.5 Differentiated Instruction

Differentiated classrooms operate on the premise that learning experiences are more effective when they are engaging, relevant, and interesting to students. Teachers are supposed to provide educational opportunities for a variety of different learners in the EFL classroom. Tomilson (as cited in Smets, 2017) indicates that differentiated instruction includes a variety of teaching strategies and methods aiming at maximizing learning profit for all learners in the classroom. Additionally, it takes into account learner's diversity, all learners make progress at different speed rates, with different learning techniques, different behavior, and different interest. Ziebell (as cited in Aldossari, 2018) comments that differentiated instruction helps the teacher provide students with multiple entries that meet the needs of each learner in the classroom. Moreover, differentiated instruction enables teachers to integrate differences amongst the students in their classroom into everyday teaching practice. Differentiated instruction helps teachers to understand the diverse needs, tendencies, patterns of learning, prior knowledge, and linguistic level of students in order to create the adequate environment and strategies to help them succeed in the improvement of their oral skills.

3.6 Increase your vocabulary

For speaking mastery, teachers need to help students in the process of getting knowledge of the vocabulary of the target language. Besides, vocabulary is an essential element within a language that the learner acquires to learn L2. It is the key to the learners of L2 to comprehend what they hear and read while in the process of communicating with other people. In addition, vocabulary acquisition in EFL classrooms has always been an important concern for teachers and learners. Schmitt, (2008) mentions that vocabulary is an essential block of language and as such it makes sense to be able to measure learners 'knowledge of it. The everyday situations faced in the EFL classroom linked to lack of vocabulary, suggest that is important to examine the way the teaching

and learning of vocabulary is addressed. (Talebinezhad & Aliakbari, 2002) comment that the problems faced by learners and teachers strongly suggest that there is a desperate need for a shift in the way English is approached in the classroom. Huckin, (1995) mentions that learners rely heavily on the importance of vocabulary knowledge to succeed in the acquisition of L2 and the lack of that knowledge is the main and the largest obstacle for L2 students to overcome.

According to Nation (2002), knowing a word receptively involves being able to differentiate the word from other related words, evaluate whether the word sounds right or looks right, have an understanding about the word's grammatical pattern as well as its collocation with other words, and recall its meaning when it is met. Consequently, during oral activities in the classroom teachers can support the acquisition of new vocabulary, and give opportunities for natural multiple uses and repetition of words as well as the presence of real referents. Gower, Phillips & Walters (1995) mentions that teachers can promote fluent speaking by means of different creative activities to improve vocabulary. (Moeller, Ketsmar & Masmaliyeva, 2009) note that vocabulary affords learner of the language access to all forms of oral and written communication of the word which helps them succeed in the process of mastering the use of the target language while sharing their thoughts and ideas to their teachers and partners.

4. Methodology

This study follows a qualitative research approach that aimed to establish the incidence of professional development workshops for teachers to integrate oral communication activities in the classes of the extension program of UIS Language Institute during the year 2019. According to (Denzin & Lincoln, 2005, p.3) Qualitative research involves an interpretive, naturalistic approach

to the world. This means that qualitative researches study things in their natural settings attempting to make sense of, or to interpret phenomena in terms of the meanings people bring to them. McKay (2006) mentions that qualitative studies start with the assumption that the research topic must be understood holistically. This is done by taking into account a variety of factors that might affect the participants. Johnson (1992) concludes that this kind of research can help us gain a richer understanding of the topic being researched and based on that understanding will help teachers in developing their teaching competence and identify how the ways they organize learning environments can promote or inhibit growth. Levitt (2017) present arguments to emphasize that qualitative research is inductive in nature, the researcher generally explores meanings and insights in a given situation. Creswell (2013) describes it as an effective model that occurs in a natural setting and enables the researcher to develop a level of detail from high involvement in the actual experiences.

First, research data was collected in a setting where participants experienced the problem. It is important to take into account that, qualitative research is also interpretative, allowing the researchers to see the problem from different theoretical lenses. Creswell (2013)

The method of this qualitative study is Action research. Burns (1999) mentions that action research explores what changes need to be made or what actions need to be taken in a specific instructional setting. Watts (1985) remarks that Action Research is a reflective process that allows for inquiry and discussion as components of the research. Frequently, it is a collaborative activity among colleagues searching for solutions to everyday class situations, to everyday real problems, or looking for ways to improve instruction and increase student's achievement. Borg (1985) notes that Action Research emphasizes the involvement of teachers in problems of their own classrooms. This kind of research collects information spirally in order to solve problems, understand, change,

and innovate classroom processes. It is known that action research is basic research through action. It is most of the time a collaborative activity involving input from participants who are likely to be affected by the research. Action research is about changing an environment, system, or practice and learning about this context by changing it. Elliott (1991) says that Action Research brings sustainable innovation and change through engaging teachers and trainers as active participants in creating knowledge about how to effect change. Action research is a way of making implicit knowledge explicit, uncovering and sharing knowledge that may have been known in relatively isolated pockets of the organization and translating its lessons into strategies for organizational change.

This study adopted Kemmis and Mc Taggart Model. (1988). According to this Cyclical AR model, it has the following steps:

1. Identify the problem and develop a plan. The issue is monitored and described. Useful data is recorded and kept.

2. New alternative ways of doing things are planned and designed. This is the phase in which the didactic idea to solve the problem comes out.

3. Observing systematically the effects of the action. Actions are proposed and implemented to address the issue problem.

4. Reflect on, evaluate and describe the effects of the action.

As we could observe Kemmis and Mc Tagger's approach focuses on implementing and putting into practice an action plan. (Mills, 2003, p.5) explains that "Action Research is any systematic inquiry conducted by teacher-researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn". The information was gathered

through a questionnaire, a focus group interview, class observations with the goal of gaining insight, developing reflective practice, affecting positive changes in the Institute´s environment and on educational practices in general, and improving teachers and student's outcomes.

Action research can be understood as a process that helps teachers to improve their teaching skills and to increase the understanding of themselves as teachers, by seeing their classrooms and their students in a different way while helping them to develop their needs. In action research, the researcher develops understanding into the teachers' and students' learning from observing their behavior. Then, action research involves teachers in evaluating and reflecting on their teaching with the aim of bringing about continuing changes and improvements in practice. Also, it gives participants the opportunity to investigate topics of immediate concern collaboratively within their own social situation. It is also about how teachers can do things better and how teachers can change their instruction to impact students. I implemented a set of activities as part of an action research plan that provided me with a picture of teachers' teaching skills in the classroom and to find out how to adopt an integrated approach to replace the traditional practices in the classroom.

4.1 Context

UIS Language Institute located in Bucaramanga, Santander is a professional language center which since 1990 has offered programs that prepare students for using English in real world. It provides small classes of languages, the amount of students per class is 18 maximum. English classes are taught by professional teachers with experience. Classes are textbook-based so students can follow and see their progress. Classes are communicative to ensure students have lots of practice. UIS Language Institute is the largest institute in town and is recognized for the extension courses developed for students. Students can study English from A1 to B2 level as per the Common

European Framework for Languages. The Institute also offers language classes in German, Portuguese, French, and Italian throughout the year.

As an orientation, the Language Institute follows the Common European Framework of Reference for Languages published by the Council of Europe in 2001, (see Appendix B). The CEFR provides a general framework which indicates what language learners need to learn to be able to use a foreign language successfully in practice. Teachers should follow the CEFR indications as a way of providing a guideline for their lessons. To carry out communicative tasks, teachers have to be engaged in communicative language activities and implement communication strategies.

Connecting teaching to the CEFR is a very effective way of achieving valuable outcomes of language learning. A clear proficiency framework offers a context for learning that can help teachers to orient students and set goals. It is a basis for personalizing learning, as for each learner there is an optimal level at which they should be working. It allows teachers to focus on the strengths and weaknesses which are helping or obstructing learners to reach their goals. It facilitates a shared understanding of levels, simplifying the setting of realistic learning targets for a group, and relating outcomes to what learners can do next- successfully perform a particular job, or pursue university studies using the language, and so on. The CEFR describes in detail the different levels that a student can obtain in speaking activities and strategies (A1, A2, B1, B2, C1, C2), these levels refer to things that students can do. (See appendix B)

4.2 Participants:

This is a study based on a homogeneous purposive sample. The main goal of Homogeneous purposive sampling is to focus on particular characteristics of a population of interest, which will

best enable the researcher to answer the research questions. Patton (2002) remarks that in direct contrast to maximum variation sampling is the strategy of picking a small homogeneous sample, the purpose of which is to describe some particular subgroup in depth. In a homogeneous purposive sample, the members of the sample have a shared characteristic or a shared set of characteristics. As stated by (Hernandez 2014, p.207) Homogeneous samples:

"Unlike the selected units found in diverse samples, those found in homogeneous samples either possess a single profile or set of characteristics or share similar traits. These units have a purpose to focus on the research subject or to highlight situations, processes or episodes within a social group".

Patton (2002) remarks that purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest. This research was developed with a group of 6 teachers of UIS Language Institute in Bucaramanga Santander; they were chosen purposefully, the six participants were selected from those who had indicated willingness to be interviewed and interest in the topic in the responses of the first questionnaire. All the participants came with a background of teaching in different levels and working in the English extension program teaching different schedules to different groups of about 18 students per class. The selected teachers shared characteristics and relevant experiences such as working in the extension program from Monday to Friday and semi-intensive courses on Saturdays, and working with students of all ages. The participant's ages ranged from 30 to 40 years old. All the participants received an education in English for 5 years at university. All taught English as their main activity.

4.3 Researcher's role

I worked at UIS University as an English teacher since 2004 until 2013, and now I am working as the academic Coordinator of UIS Language Institute at Cabecera. I spoke with the six teachers involved in this work at the beginning and told them that their participation in this research would not affect their jobs. They signed a consent form and accepted to collaborate without any pressure. I participated as a researcher using a qualitative method and interacting with teachers to attempt to understand what difficulties they experienced in the English classroom related to the lack of speaking activities and how this situation could be improved with the help of workshops. For all this work, I conducted interviews, made class observations, selected the appropriate artifacts, and analyzed and interpreted data. I was a full participant in this work listening, observing, asking teachers about the main topics discussed above. (Mouly 1978, p.72) "Research is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis, and interpretation of data". As Creswell (2007) mentions, one of the roles of the researcher is to collect data and subsequently analyze it. As a researcher, it was also my task to present fair and reliable information since this is a very sensitive issue, and it was necessary to guard the identity of the respondents.

4.4 Data Collection Instruments

For the purposes of this research, three instruments were used to collect information, a questionnaire, two class observations, and a group interview. All these techniques for data collection were included because they helped to have immediate information about what was happening in the classroom.

4.4.1 Questionnaires. Questionnaires are commonly used data collection techniques since they provide factual information about the participants in a way that they do not feel the pressure of the researchers even when they are present. One of the main reasons of the questionnaires is to obtain information that cannot be easily observed. Open- ended questionnaires help participants to feel free to write their responses to the questions given. It allows participants to voice their individual points of views. According to McKay (2006) there are two kinds of open ended items: fill –in questions and short answer questions. Short answer questions provide space for detailed information regarding some aspects of researched topics. For the purpose of this research project, the questionnaire was designed to know what teaching speaking tasks or approaches teachers find the most practical and effective in their classrooms. There was a set of 9 questions (see Appendix C). 8 of the aforementioned questions contained five multiple choice options, and the remaining one was to be answered by expressing their own thoughts regarding the topic.

The questionnaire was sent by email to all the teachers that work at night at the Institute and the teachers expressing interest in the research were selected to participate in this study.

4.4.2 The interview. The interview is the most common technique to collect information, and participants felt comfortable with this instrument. (Kvale, 1996, p.133) indicates that "A qualitative research interview has as purpose to obtain a description of the life world of the interviewee with respect to interpreting the meaning of the described phenomena". (Burgess, 1984, p. 102) indicates that "The interview is a conversation with a purpose". Patto (1990) mentions that semi- structured interviews allow for greater flexibility. Interviews provide some sort of structure, the data collected from this kind of interview allows researchers to compare responses across participants.

The Interviews in this research were used to complement information gathered through the questionnaire and to get into teachers' teaching speaking experiences, behaviors, opinions, and perceptions. A group interview was conducted with the participants to collect a variety of information related to their beliefs about the practice of speaking skills in the classroom. There were six participants in the group interview; 3 women and 3 men between 30-40 years old. During the interview, teachers answered 10 questions about the teacher´s beliefs around the lack of speaking in the EFL classroom. There were four-probe questions, five follow up questions and one exit question (See Appendix F). The specific purpose of this group interview was to take careful notes, monitor, and recorded teacher's beliefs about their practice of teaching speaking in the EFL classrooms. The audiotape of the interview was a useful tool in this research project because I could capture valuable information and analyze it at different times. According to (Lankshear & Knobel, 2004), audio recordings represent a good tool to "revisit" scenes and "find" more 'things' in them. Teachers provided some crucial information to analyze and interpret during the project. They were invited to the focus group because they have participated in some of the Institute

Extension programs for a long time, so they are familiar with what happens in the classroom and also share similar characteristics as teachers.

4.4.3 Class observations. Classroom observations allow researchers to study the processes of teaching in genuine settings, to provide more detailed and precise evidence than other data sources, also to encourage change and verify that the change occurred and to provide a coherent, well-substantiated knowledge base about effective instruction. Classroom observation is an increasingly common method for assessing teaching. According to the Center for Instructional Development and Research (1998) an observation can offer useful feedback that might not be revealed by other instruments. Classroom observations allow educators and administrators to improve not only classroom practices but institutions as a whole. Observing teacher's classroom have several educational purposes, including giving teachers the ability to describe their instructional practices, evaluate inequities that exist for a specific situation, and improve their own classroom instruction. Observers must not be seen as evaluators or intruders who come to assess how well a teacher teaches, but peers who come to learn from classroom events or to help make that specific classroom a better place.

To collect the data, Class Observation Form of the Institute was used (see Appendix D). Class observations also gave me the chance to perceive and analyze what was happening in the classroom and the students and teacher’s attitudes, behaviors toward the speaking tasks without asking directly to the participants. After every observed class, I provided feedback to the participants and discussed about the specific items in the class observation form. Classroom observations were a very important tool in assessing teachers teaching speaking practices, following the specific form designed for this procedure and discussing the results with the teachers. It was designed not only to assess the teacher but to improve teaching performance. If our teachers are constantly evaluating

their actions, techniques, activities, in terms of effectiveness, and changing those actions that they perceive unsuccessful, they will be more aware of their assumptions and keep an open mind during the teaching practice.

After every class observation individual feedback was developed to ask questions and discuss what was observed. I took notes to capture the central facts and issues in the feedback. The order of the questions asked was not specifically predetermined. It aims to understand teachers' stories and their understanding of them.

4.5 Ethical Issues.

In the research context, it is fundamental to ensure the respect, consent, confidentiality, and anonymity, among other key ethical issues of the research. Steane (2004) explains that it is important to keep people informed about the study being developed, its methods, the use of data collection and the diffusion of the findings. All participants were required to read and signed a written informed consent. The participants were approached and received an explanation of the purpose of the study and data collection process. They were given an appropriate time to ask questions and address any concerns. It was explained that as their participation was voluntary, refusing to participate or withdraw from the study while it was in progress would not affect their job. They accepted the participation in the research project and knew how the information provided was going to be used in terms of analysis, findings, and dissemination. They understood that their participation in this study would not affect their courses assignation or any other thing related to their job.

5. Pedagogical Intervention and Implementation

This chapter shows how the pedagogical intervention was designed and implemented. The pedagogical intervention was carried out during the second semester of 2018, between August and November, according to Table 1 in the instructional design.

The intervention was designed based on the results of the reflective process carried out during the class observations, student's complaints, a questionnaire, a group interview and discussions with some teachers during specific teachers' meetings about why speaking is not dealt with in the classroom. It was found that teachers had difficulties to integrate meaningful oral activities in the classroom. The purpose of this work since the beginning was also to support teachers, and to help them improve their practice through workshops while interchanging strategies to improve the oral skills of the students. Workshops were based on active participation, working on real and authentic class problems promoting interaction between the teachers in different ways. Brooks & Harris (1999) mention that workshops provide environments for learning to occur in a dynamic and powerful manner. These workshops offered tools and techniques that teachers implemented to bring creative, collaborative activities, and new ideas to the classroom, which helped students in the development of oral skill.

Workshops also enhance teacher's knowledge and skills. This better knowledge and skills expand classroom teaching which in turn improves teaching and increases students' achievement with regard to practical classroom activities. This enables students to develop their speaking skills and become more confident at communicating in English. In order to help to develop the speaking skill the teachers have to focus their attention on providing learners with a number of opportunities to make use of the language, controlling the use of the L1, their teachers' talking time (TTT) and providing effective feedback. The most important task for EFL teachers is to engage students in

learning, enhance learners' own experiences in language learning and to make authentic use of language with activities that promote real communication.

I encountered some challenges while the intervention. To give an example, some teachers at the institute underestimate the value of teachers' meetings or professional development events. They considered that they already have a position and the studies they did at the university during their degrees, and the experience acquired during teaching were enough to do their jobs. They were not always interested in reflecting on their practice and felt no need to participate in workshops or meetings. It was also common to find teachers who were overloaded with work in different places and manifested that there was no time to participate in extra activities.

Workshops are necessary to interact, to share learning among participants, to create opportunities for small group work and to apply new learning. Moreover, one of the main reasons to pursue professional development is to empower educators. In other words, thanks to professional development teachers are able to become involved in supportive control and have an impact on students, events and organizations that influence their lives. As Murray (2010) indicates, being an effective teacher requires professional knowledge, specialized skills, and also relates to teachers' personal experiences and qualities. It is also relevant to remark that professional development is essential, especially in today's world of constantly changing technology (Murray, 2010). In fact, the idea of educating teachers with the purpose of responding to the current world demands is an idea that should be considered by any teacher across the world and lifelong learning for teachers, it's really important to offer continuous training for teachers. The Language Institute teachers understand that they have the compromise of investigating the factors, conditions, and components that form the basis of effective speaking inside and outside the classroom. Along with

this, the primary job of an EFL teacher is to encourage learners to use English not only in the classroom but also in their daily activities and interactions with classmates and other teachers.

5.1 Instructional Design

In the chart below there is a timeline that shows the stages that the research project had. This consists broadly of determining the state and needs of the project, defining the goal of the instruction. It can be observed from the timeline that the study was divided into three central phases. The first phase concerns the conception, plan, and design of the pedagogical intervention, after properly analyzing the participants' needs in Oral Skills. The second phase was devoted to the piloting of instruments and the collection of data. The last phase regards the analysis of the collected data and the reflection, this lead to.

Table 1.
Instructional design

Development Stages	Date	Feb, Mar, Apr & May 2018				Jun, Jul, Aug, Sep,Oct & Nov 2018				Feb,Mar,Apr & May 2019			
		Week				Week				Week			
		1	2	3	4	1	2	3	4	1	2	3	4
Stage 1: Needs Analysis		x	x										
Stage 2:Literature Review		x	x	x	x	x	x	x	x				
Stage 3: Conceiving action plan and drafting concent letters		x	x	x	x								
Stage 4: Designing Pedagogical Intervention		x	x	x	x								
Stage 5: Designing techniques for Data Collection		x	x	x	x								
Stage 6: Piloting Data Collection Instruments						x	x	x	x				
Stage: 7 Collecting Data						x	x	x	x				
Stage 8: Data Analysis						x	x	x	x	x	x	x	
Stage 9: Reflection										x	x	x	
Stage 10: Sharing Findings												x	x

Timeline with the stages of the research project.

By employing an action research framework and following Stephen Kemmis and McTaggart Model (1988), the following phases were designed to explore the effectiveness of a set of workshops for EFL teachers to improve the teaching of speaking in the classroom.

5.1.1 The first phase. The first phase of this research was related to the selection of the topics for the workshops taking into account what was happening in the classroom noticed during the class observations, the information obtained in the questionnaire, and also the teacher's beliefs discussed in the interview. Considering that researchers agree that students learn to speak in a foreign language by interacting, all the workshops were based on interaction. Teachers acquired information about how to improve the teaching of speaking in the classroom and how to develop activities based on real-life situations. As a result, in the classroom practice, with the help of these strategies teachers gave learners the opportunity to speak to each other in the target language. As might be expected the workshops provide authentic simple activities connected to the course topics that promote oral language in the classroom.

5.1.2 The second phase. The second phase of this project implies to put into practice a set of workshops based on interactive and communicative approaches with the purpose of helping teachers increase their oral skills in the classroom. Workshops imply task-based learning and let teachers carry out activities around their personal experiences. These workshops provided an opportunity for teachers to engage directly with current research, and also intended to create a space of reflection about how speaking should be taught in the classroom. At the same time, workshops were a space for problem-solving activities bringing together teachers with similar experiences and knowledge that could share experiences to find new solutions to this common problem. In this specific case, the goal was to equip participants with specific information they can use in their work, to improve practice, increase knowledge and find new strategies to develop speaking skills in the EFL classroom.

The second phase is about the implementation of the workshops. As it was mentioned before, all the workshops were created to help teachers integrate oral activities in the classroom.

Additionally, it was important to keep in mind that English teachers should identify the strategies to help students in the process of being able to speak naturally and appropriately with their partners and teachers. To help students develop oral skills, it was essential to expose them to and draw their attention to a variety of communicative strategies, giving them opportunities to apply them in similar contexts and giving them structured feedback of their performance. Speaking skill always involves interaction with people and use of language to reach objectives. Therefore, it is crucial for teachers to explore activities that help students learn the typical ways to express these and other languages functions. While teaching speaking it is desired to provide students with a stimulating environment in the class for meaningful communication to take place. As a result, those kinds of activities make students' active in the learning practice and at the same time make their learning process more meaningful and enjoyable.

Workshops:

1. Mapping your community
2. Flipping your lessons
3. Differentiated Instruction
4. Increase your vocabulary

Table 2.
Pedagogical Intervention.

workshop	week and time	objectives	activities	material	assessment
Mapping your community	week 1 two sessions: of 1 hour each	To identify the benefits of using mapping for the improving of their daily practices focused on speaking.	Presentation about mapping. Interaction activity with partners. Conclusions	Power point presentation. Photocopies	Implementing mapping in their lessons.
Flipping your lessons	week 2 two sessions : one hour each	To understand how flip can help them increase students speaking in class. To identify what makes a class a "flipped" class. To explain the advantages and challenges of teaching a flipped class.	Video. Use of ed Puzzle (embed questions in videos). Screen cast O Matic. Photocopies. Reading activity. Interaction activity	Video. Photocopies	To design a flipped class experience creating 5 stations.
Differentiation	week 3 1 session 2 hours	To recognize and apply differentiation in their classrooms to improve students 'speaking skills.	Video. https://www.youtube.com/watch?v=EOPe_cJ67No Reading activity. Design a choice chart.	Video. Photocopies	Plan a differentiated class
Increase Vocabulary	week 4 1 session 2 hours	To understand how increasing student's vocabulary can help them improve speaking in the classroom.	Power point presentation. Interaction activity	Power point presentation. Photocopies	Plan a lesson to improve vocabulary. Adapt a lesson to the teacher´s own lesson and topics.

Pedagogical Intervention chart with workshops.

The activities designed for the four workshops were simple and easy to take to the classroom; they were chosen to think about ways to improve the difficulties identified in the classroom through the observations and also take into account that most students study English because they want to function effectively in the real world, their workplaces, properly manage communications problems and successfully develop communication skills, and therefore, teachers must bring to the classroom activities to help them improve speaking skills.

Before starting with the first workshop session, I did an ice breaker activity to engage teachers and to involve them in the idea that by making the teaching of speaking English a motivating, memorable and successful experience they will develop each student´s potential as an L2 learner.

After that, I continued with a brainstorming activity to create a discussion about the characteristics of workshops to make teachers think about the impact of workshops and the application of the information discussed to the enrichment of their lessons. Then, the definition of workshops was discussed. According to (Brooks & Harris, 1999) workshops are active involvement, small group interaction, development of competence, short –term intensive learning, application of new learning, behavior change as an outcome, problem-solving. After that, I asked about the expectations the teachers read into this. What experiences had they had before? The participants will be shown various techniques that can help them improve and enrich the quality of their teaching speaking approach to make it more attractive and significant for their students.

After presenting, explaining and providing examples for all the workshops teachers had the task of working with their partners, solve the situations and then implementing them in the classroom to put all into practice.

5.1.2.1 Mapping your community. First week - workshop (two hours of duration).

It had a duration of two hours. At the beginning of the workshop, a PowerPoint presentation with information and samples about how to map a community was showed (See Appendix G). Then teachers were asked to interact each other while discussing how mapping could help students develop better oral skills, after that, teachers mapped the community around the Institute and shared the results. This kind of activity helped teachers attend, focus, and construct meaning from interactive experiences. After the teachers had shared their thoughts and discussed different opinions, some observations were shared by the researcher. Next, they had to do mapping in the classroom to analyze how this increases students speaking skills and changes the way teachers practice oral skills in the classroom. As an interactive class exercise, teachers help students to make a list of the most important landmarks in their community. The students should decide what

is important for them. Students create a holistic English learning experience which extends outside the classroom and into every corner of their students' lives. By maximizing student talking time, teachers are demonstrating to their students that they have an active role to play in conversation and English learning as a whole. With that idea instilled in them, students are more likely to play a more active role in learning the language outside their classroom. This outlook certainly changed the way they approached teaching, and ultimately helped many students to take their English speaking to the next level.

Freire (1970) states that both students and teachers are subjects in the learning process. The teacher uncovers reality and creates knowledge of the world. Students in this view develop the power to critically reflect on the way they exist in the world, and they come to see the world not as a fixed reality, but as the reality in process, in transformation. Additionally, to Degenere (2001) language is significant in two ways; first language needs and curriculum should read the world and change it, students need a form of discourse.

Language is a practice that constructs and is constructed by how language learners understand their social surroundings. (Sharkey & Clavijo, 2012) remarks that it is significant to understand that the curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located and students and their families' lives are all connected. Teachers must not ignore the realities of curriculum standards that they must address in class but also must emphasize on local knowledge and resources as starting points for teaching and learning. Some teachers said that they felt that they have to cover some specific topics, units, use the book rather than work on meaningful learning. It is possible to let the curriculum emerge from the student's needs, interests, and reality. According to Short (1991) our personal world is extended and

expanded to the extent that we are able to willing to confer with others. We just do not live in a social world, that social world is already within us determining how we think.

By using mapping teachers could help students to identify their community, and practice vocabulary about shops, stores, homes, community services providing a comfortable atmosphere. Some of the teachers who participated in the application of the workshops in the classroom were teaching level 1, but they were able to organize the information and help students to map their neighborhoods and presented it to their classmates by using videos. Teachers practiced mapping in all of their classrooms and shared the activities with other teachers and with other students in the final course projects too. In this way, teachers could help students improved speaking skills talking about topics that were significant for them and using vocabulary and expressions that they could practice every day. In conclusion, teachers were aware of engaging students in conversations about themselves, their environment, and surroundings. Through these conversations and actions, which are organically connected to the ways in which youth come to understand their experiences, youth can envision education as closely connected to their lives and to the ongoing shaping of their identities as culturally positioned, politically engaged citizens, ready to promote equitable change and increased cultural inclusion.

5.1.2.2 A flipped class. Second- week workshop (2 hours of duration)

First, the advantages of flipping to improve oral skills were discussed. We studied some material based on Bergman and Sam´s studies, about how to flip the classroom to improve EFL students speaking skills, to reduce teacher talking time, to increase active learning by using technology, and also about how flipping promotes peer interaction and collaboration skills. Besides, we discussed the history of flipping and watched a video about it. It was explained that in the flipped classroom students watch the video lecture at home which replaces live instruction

in the classroom and while in the classroom they do more interactive and active activities. Then, there was a discussion about how to select the right material to flip and some tools to improve teachers' classes were showed. After that, there was an activity about how to flip a class based on A1 topics, due to three of the teachers in the project were teaching that level at the moment of the workshop.

Teachers received two videos the day before the workshop, they saw the videos at home. During the hands-on activity, teachers discussed the two videos about daily routines. Then, the group of participants and the activities were organized in five stations (see Appendix J) each of them with different specific tasks to reinforce the topics studied with the videos. After the workshop teachers should flip a lesson for their students three teachers with A1 students (see Appendix J) and the other two with A2 and B1 classes, they organized five stations with different activities to help students interact with each other and to produce language between themselves reducing teachers talking time and covering concepts and ideas at a deep level.

Some teachers expressed that they were having problems planning the flipped class for their students, so, they went to my office and I worked with them individually, creating some activities connected to significant concepts or ideas of the course topics. Teng (2018) stated that a class can be flipped by shifting students from passive to active learning and emphasizing the role teacher's play in facilitating student's engagement with speaking. The flipped classes were created and teachers had the opportunity to bring a different approach to the class. Students loved this activity and participated working enthusiastically in all the stations while having the opportunity to interact each other and practice the target language. By interacting with each other students were able to learn from each other, negotiate meaning, and adjust output to be comprehensible. Teachers

played the role of monitors, walking around the classroom, helping students progress with the activities, and providing examples.

5.1.2.3 Differentiated instruction. Third- week workshop (2 hours of duration)

First, teachers were requested to mention if they had some previous knowledge about differentiation. I asked them to generate ideas quickly and freely about this topic to have a group discussion. Teachers were asked to mention some student's specific needs that they identified in class and to talk about how they used to help them in the learning of speaking skill acquisition. Then, I shared a video about differentiation and how teachers can work with the student's different personalities and backgrounds at the same time. I showed them a Power Point presentation about differentiated instruction (see Appendix I) and also included some information to show them that it was possible to create choice boards using the multiple intelligences of different styles in the way they learn, especially to make them feel comfortable in the classroom. Garner (as cited in Boonma, 2014, p.163) defines intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural settings, to create effective product thereby laying the groundwork for the acquisition of a new knowledge" It is very difficult for teachers to define the activity of the lesson suitably the learners needs and abilities in learning class time as well. It is important for teachers to be aware of the different types of the intellects, strengths, interests of their learners to support them and create opportunities to develop their special abilities in order to achieve a better outcome. To practice, I asked them to create a choice board with different activities focused on the improvement of speaking by using some topics they were teaching in class. The principal idea of the choice board was to create various opportunities to reinforce a topic while taking into account the multiple intelligences. Students could write, speak, conduct, research, record share to demonstrate learning focusing on key concepts and ideas. Teachers worked in

groups of three and created a choice board for a specific topic, shared the ideas with their partners and then had a discussion about the experience and the results (see Appendix I). After the workshop, I went to do the second class observation to verify that teachers were using the tool and that it was an instrument that helps them to improve the development of speaking skill in the classroom.

Differentiation challenges teachers to be more responsible to each student learning style, and prior knowledge. The teacher's role in a differentiated classroom became even more important, just less visible. Teachers could facilitate small group discussions, providing direct support to special students, or conducting an activity with a high-performing team. All this can occur while the rest of the class is engaged in student-centered differentiated alternatives, which teachers could plan ahead of time. This puts the needs of the learner front and center, with a stronger emphasis on observing, questioning, and analyzing student learning. Chapman & King (2005) comments that differentiated instruction is best conceptualized as a teacher's response to the diverse learning needs of students. According to Eslami (2010) the teacher in their daily practice, can collect data to reflect student's goals of learning a language, linguistic resources, behavioral demands and design the class material according to student's needs.

In the same way, it is significant that teachers recognize they have the responsibility of identifying their students, taking into account not only things about each learner as their learning abilities, academic levels, and their individual learning styles and learner preferences but also showing concern for each student by adapting lessons to meet their unique necessities. (Tomlinson, 2011) explains that, is important to encourage teachers to personalize the instructional activities, to vary the lessons according to student's needs. Teachers should take into account that all students are different, and they learn in different ways. In accordance with (Bender,2008) each student

learns differently, some through movement associated with the content, and others through visual aids or graphic organizers, while others learn via outlining. The differentiation of process is the adjustment of the activities that a teacher will carry out based on the educational needs of the students that must be covered. The variety of activities in the choice boards gave each student more opportunities to participate, and also more confidence to express their opinions and share ideas with their classmates.

5.1.2.4. Increase your vocabulary. Fourth- week workshop: 2 hours of duration.

To begin, teachers were asked about the most common vocabulary learning strategies they used in their EFL classes. Then, there was a discussion about those most popular strategies of all time such as repetition, note-taking, and memorization. After that, I showed a PowerPoint presentation about the importance of vocabulary to develop speaking skills, and how it affected students when they cannot express their thoughts effectively (See Appendix j). Folse (2004) comments that the recent interest in L2 vocabulary research will also mean a rethinking of the way teachers approach the teaching of vocabulary including the necessity to teach vocabulary extensively to our students. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. Teachers should find the appropriate strategies to make learning vocabulary easier, faster and more effective. The first hands-on activity was to write a paragraph about their favorite food. Teachers organized some words in different given categories to make lists of words, then interchanged the words with the partner and started writing their paragraphs with the help of the researcher - instructor. In the end, teachers interviewed each other and talked about their favorite food. This activity helped teachers recognize that students

need their guidance to practice and use the vocabulary precisely in order to succeed in this simple kind of activity.

The second activity was reading a short story “The Happy Prince” by Oscar Wilde, and select the new words. Besides, teachers had to pay special attention to the spelling, pronunciation, the meaning, the different forms of the words, synonyms, antonyms and organize them in grammatical categories placed on the board. The instructor monitored the teachers to check their work, answer questions, check the selected words, and also to give feedback and help them identify and correct their mistakes. Then, teachers had to use the words to create a conversation with a partner and describe a similar real or imaginary situation about their own experiences while associating the words with a person, place, thing, feeling or situation. It is important for teachers to play the role of the student and solve the situations students face every day. In class, teachers put this activity into practice with their students and identified that it really helped them progress on vocabulary and improving their speaking skills.

The third activity was about the use of suffixes and prefixes to increase vocabulary. Teachers read a group of words and identified their uses. They checked if they could recognize the spoken form of the word and if they could pronounce the word correctly, if they could recognize the word parts, if they could use the word in a sentence, and also if they could recognize appropriate uses of the word. Teaching prefixes and suffixes help students understand the meaning behind different vocabulary words and students that learn prefixes and suffixes have the capabilities of breaking down unfamiliar words into segments that are easily understood, in this way learning new words becomes simpler. At the end of the activity, teachers had to act out a conversation by using as many words as possible. This activity helped them to understand the importance of vocabulary to

advance in their speaking skills and also that the lack of vocabulary is the largest obstacle for second language students to overcome.

The fourth activity was about familiarizing teachers with the concept of corpora and its use. In order to incorporate it to the classroom and use the approach in vocabulary instruction. (See Appendix M). Teachers transferred their learning into the classroom. They used of corpus in the classroom to help students increase vocabulary and incorporate corpus-based data into their teaching experiences. In recent years, there has been a growing interest in using corpus in the classroom to enhance vocabulary instruction. According to Boulton (2009) corpus provides valuable information about word frequency, use of words in formal and informal contexts, the use of idiomatic expressions and patterns related to prepositions. Corpus displayed actual uses of the language in various contexts, and help students notice language patterns related to target language lexicon.

Teachers learnt that with the help of corpus they can teach semantic patterns, lexical items, grammar structures, vocabulary, and also, how the meaning of words can vary depending on the context. Teachers got involved with the concept of corpora to create awareness, and to explore it identifying the characteristics and elements of corpus-based language pedagogy while adapting these ideas to their actual teaching contexts. I showed teachers how using corpora in the classroom offers considerable gains in the student's vocabulary and how students can have the opportunity to explore real-life contexts and actual uses of words within their related contexts. Teachers created an account and used Corpus in their lessons to help students acquire more vocabulary and understand the use of words in real contexts. Teachers familiarize students on choosing the most frequent idioms, putting the words in order according to frequency, confusing words, prepositional verbs, or collocations. According to Farr (2008) interacting with real language use in context was

found as the most beneficial outcome of corpus integration into language teaching. Although the software was known by its user friendly interface, the teachers had some difficulties due to its slowness and limited access for free users.

Ellis (1997) observes that successful learners use more strategies than unsuccessful learners. For that reason, the strategies that the learners employ influence their satisfactory academic performance. Although vocabulary acquisition has always been an important concern of EFL English teachers and learners, recognizing, understanding, and using new vocabulary is not perceived as a very important aspect of learning the English language. It has been given little attention to assist or promote opportunities for the learners to target the language in the classroom. This problem produces an obstacle for the students when they try to communicate their ideas. It is fundamental to create a better environment for increasing student's vocabulary use. When the teachers use different methods to create a motivating atmosphere for students, offer them the tools to practice and use the vocabulary they need in their speaking practice. In this way, students will be able to expand and use more vocabulary words in their speeches.

Vocabulary is an essential element to L2 learning, it is the key to the learners of English to comprehend what they hear, read and communicate with other people. The activities selected for the workshop were short and simple, easy to adequate for any topic. After the workshops teachers' use some vocabulary strategies in the classroom to help students improve their speaking skills by including them in their lesson plans. Teachers trained students about how, when, and why to use these strategies. All the strategies used in the different workshops gave ideas to improve vocabulary in different ways, taking into account that not all the strategies are beneficial for all the students and all of them learn with different methods.

5.1.3 The third phase. It was related to second class observations to analyze the impact of the workshops on the improvement of student's speaking skills in the English classroom. The teachers who were participating in the study were observed and it was identified that some of them were applying the strategies but some others were not. They said that they had a lot of topics to cover and did not have time to plan extra activities for the students. A new meeting was planned to design lessons plans with the activities learned in the workshops for some specific units in the book. They developed the activities in the classroom and showed the results. The job that some of them did was really significant; the students participated more in class, and they had a space for interaction and learning. During the second class observation feedback, we discussed about the importance of identifying the factors affecting the teaching and practice of speaking skill in the classroom, and, how the use of the appropriate activities to increase the speaking confidence.

As reported by Giroux (1997) by creating appropriate conditions, teachers enable students to become cultural producers who can rewrite their experiences and perceptions. They also help students learn from each other and to build knowledge. According to Freire (1998) classroom experiences, with the help of the teachers, should become situations in which students are encouraged to act as active agents in their own educations and to develop critical consciousness that helps them to evaluate the validity, fairness, and authority within their educational and living situations.

6. Data analysis and Findings

6.1 Questionnaire

For this pedagogical intervention, I started gathering data from June to November 2018. First, I collected information from a questionnaire that I sent to the teachers through Google Drive. In the questionnaire, there were 9 questions about the importance of the speaking skill in the

classroom. The questionnaire had options like always (5), almost always (4), sometimes (3), rarely (2), and not at all (1), most of the answers were almost always.

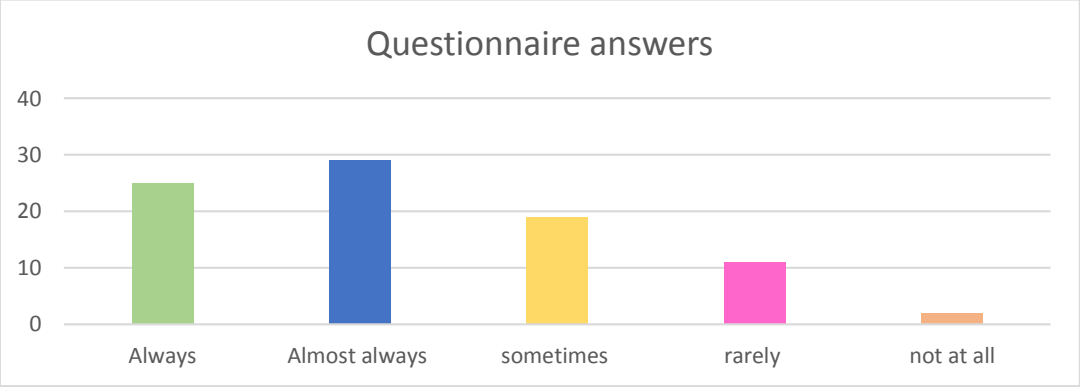

Figure 1. Answers of the speaking questionnaire sent during the second term of 2018.

Teacher's beliefs and practices of the speaking ability in the EFL classroom could be identified in the questionnaire answers. Taking into account the responses in Figure 1 most of the teachers almost always included speaking activities in their practices; with this questionnaire, we could also get some extra information about how teachers teach and practice speaking in the classroom.

Teachers said that the most practical and effective tasks in their classrooms were role plays, situation solving activities, find someone who, debates and games. The 9 answers revealed that teachers always gave importance to the practice of speaking in the classroom, however, in the class observations it was identified that teachers did not provide enough tools to students who did not participate frequently and that most of the teachers were still in the role of the authorities, the classroom practice was still following a teacher – structured model in most of the cases, some teachers were very much in control of the instructional process, and there were not enough activities in which students could create knowledge by interacting with the group.

Respondent 1 question 9

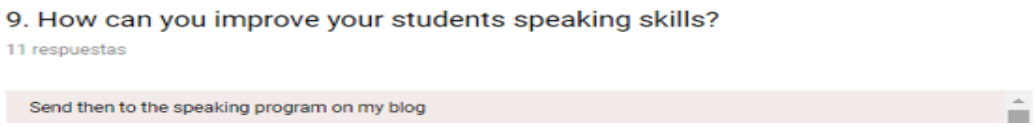

Figure 2. Question number nine from the speaking questionnaire sent during the second term of 2018.

The answer in Figure 2 showed that speaking is rarely practiced in this class. Some teachers do not include enough speaking activities in their lessons because they think that students can practice this skill alone at home by using a blog. Hendrickson (as cited in Ellis, 2017) remarks that errors in EFL classrooms should be corrected as it helps learners discover the functions and limitations of linguistic forms. Teacher's beliefs about the way students should improve oral skills can impact their lesson's practices. According to Burns (1992) the teacher should be able to anticipate the outcomes of a communication task. Teachers of L2 need to be aware of learning outcomes for any speaking task used in class. For that reason, teacher's perceptions are generally considered to possess a powerful influence on their thoughts and practices. Additionally, for L2 learners it is important to receive feedback about their oral production while interacting with the teacher and peers, in this way students should have opportunities to modify their output or oral language production in the classroom. Leeman, (as cited in Dekeyser, 2007, p.117) comments that feedback may benefit learners by providing them the opportunity to focus on the linguistics aspects of their output having already completed the conceptual components of a task at hand. Long (1996) observes that feedback obtained from interaction should be beneficial and even essential for L2 learners. For these reasons is important to provide feedback in the classroom, during the interaction with the students.

Respondent 5 question 9.

Including more meaningful speaking activities in class.

Figure 3. Respondent number five from question nine of the speaking Questionnaire sent during the second term of 2018.

Some teachers consider that the speaking activities included in class help students improve their oral skills, as it is shown in Figure 3. Nevertheless, teachers also said that occasionally, it is difficult to bring meaningful activities due to teaching loads and the number of teaching hours they have to teach every day. A second issue that deserves attention is that some activities that teachers bring to the class seem unlikely to generate meaningful opportunities for the development of spontaneous oral interaction. For example, oral presentations prepared in advance. It was perceived in the class observations that these are very common activities in the EFL classroom, but not all of them contribute to the development of speaking skills, these activities are not often related to authentic events and are mere recitation.

Respondent 9 to questions 9 and 10

By organizing more debates and other activities with games that can help them practice what they learned

Telling them that the best way to improve their fluency is by using the language , the more you use the language the more you acquire it.

Figure 4. Respondent number nine to questions nine and ten from the speaking questionnaire sent to the participants during the second term of 2018.

Teachers believe in the importance of practicing the language to acquire it, as it is shown in Figure 4. Most teachers in this study are aware of the need for more activities such as debates to help students increase oral skills. So, teachers need to improve classroom teaching, reflect on their experiences in the classroom, and transform the traditional way of teaching speaking to be more effective.

Question 7 from the speaking questionnaire.

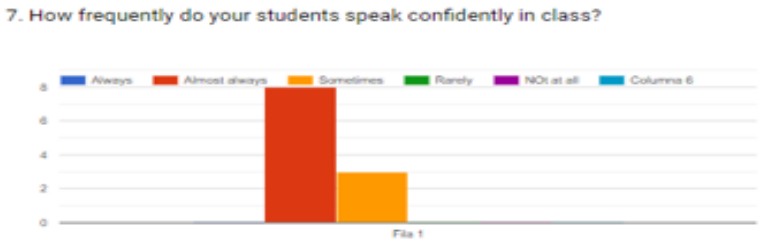

Figure 5. Question number seven of the speaking questionnaire sent to the participants during the second term of 2018.

As it can be seen in Figure 5 respondents said that students almost always speak confidently in class, nevertheless, the class observations showed the opposite. On the contrary, data collected through observations showed that teachers focus on teaching grammar points rather than teaching speaking. Student's participation was very low. Harmer (2007) comments that students are often reluctant to speak because they are shy and they are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. During the class observations, students some did not participate much in class, in some cases, they said that it happened because only one or two participants talked all the time dominating the activities, and the others were shy, and some others mentioned that they were worried about making mistakes. Teachers must look for the strategies to help them improve these situations.

6.1.2 Interview. After the questionnaire I did an interview with a focus group. The audio-recorded interview was transcribed to gain a full understanding of the interviewees' perceptions relating to the research questions. During the interview, the participants answered 10 questions to identify the speaking activities or approaches teachers find the most useful and practical to develop oral skills in the classroom. These questions also gave information about the teacher's beliefs about teaching speaking and identify some of their difficulties in teaching oral skills. Teachers talked about the importance of including speaking activities in their lessons. Though, what they said during the focus group interview did not always match what was seen in the first-class observations.

FOCUS GROUP

DEVELOPING WORKSHOPS FOR EFL TEACHERS TO INTEGRATE ORAL ACTIVITIES IN THE CLASSROOM

SREY MADIL

Probe questions:	P1 Y	P2 R	P3A	P4F	P5G	P6 R
What do you think of the practice of speaking skill in the classroom?	It's necessary to make mistakes. It Is an easy way and is faster than writing. They can see what they need to reinforce in class. They have to acquire vocabulary. They have to write the ideas in advanced.	Although it is something very important in the class I consider that it is a challenge because students feel afraid of speaking in class so Practicing speaking in class makes them feel that they are progressing learning the language. We as teachers should find the strategies to make them feel comfortable.	It's very important We as teachers need to know about our student's level and when they speak we know if they struggle. We can help them to get better results when they are speaking.	For me is also paramount to work that skill in the classroom Is the one that comes after listening Are and is also if they have a good speaking skill. Writing and reading came later. We need to improve student's pronunciation and motivate them to learn they realize that they are able to do it.	Speaking skill is necessary for everyone to use I notice that some of them are really shy some of them really need to practice it we as teachers need to foster their speaking skill because they are like maybe very good at the other skills but their speaking skill they need to practice that a little bit more.	Talking about speaking I think that speaking requires the 4 skills, If they master the other 3 skills they will speak naturally.

Figure 6. Taken from Focus Group Interview.

Question 1: What do you think of the practice of speaking skill in the classroom?

Taking into account the information in Figure 6, we can identify that the six participants recognized the importance of feedback to help students improve their mistakes, the acquisition of new vocabulary, checking pronunciation and providing meaningful strategies to help students

improve their speaking ability. They also affirm that when students lack the necessary vocabulary to get their meaning, it is difficult to keep the interaction going. Besides, in the classroom vocabulary items are taught in isolation. The result of this is that there are very few opportunities for students to participate and practice the target language in class.

How familiar are you with the little practice of speaking skill in the classroom?	For the first levels is necessary and important to teach them to introduce themselves. It's necessary to make mistakes in class that's why participating orally is not necessarily for a long period of time.	Sometimes students feel shy in class or afraid to participate in speaking activities. We should find the strategies to help them even when they think it is difficult to do.	We need to give then tools and motivate our students in order to make them to speak in class and do not feel afraid of making mistakes because they are in the process and they are learning.	Some students mostly young students tend to be shy, for them is more difficult to express their minds and is also difficult to speak in public. With help they can produce something. We can give them outlines guidelines.	We have to foster Students speaking, making them speak more and we as teachers speak less. They can work in by one or in groups. We as teachers must speak less, they can improve and help them to correct themselves.	Speaking is an everyday activity and it has to be taken as a task for them to develop step by step their development or speaking.

Figure 7. Taken from Focus Group Interview.

Question 2: How familiar are you with the little practice of speaking skill in the classroom?

In Figure 7. teachers identify the lack of speaking activities in the classroom; they recognize that students need help to be able to speak in class, to express their ideas. They also, mention the importance of controlling teachers talking time to allow students to participate.

What can you add about speaking practice in class?	It's important to let them know that mistakes are part of the process. They must understand that grades are not the most important part of the class.	Is important to let them know since the beginning that they need to speak. They do not have contact with English outside the classroom.	We need to give them tools, provide vocabulary, teach those tips to deal with grammar time and confidence and so that they don't can produce and do not feel shy.	It is important that students foster their speaking skills. They need to practice outside the classroom for example chatting with other people in the real world. They are realizing that they're using the language. They are not paying all the attention to grammar because they are communicating	Speaking is a very important skill. Is something that students must improve, is one of the ways they feel that they are learning. they will show their advances

Figure 8. Taken from Focus Group Interview.

Question 10: What can you add about speaking practice in class?

According to Figure 8, teachers consider essential to give students tools, tips, strategies to help them in the learning process. Teachers talk about the significance of helping students increase their speaking skills inside and outside the classroom. Although teachers think it is very important to teach speaking, they do not spend enough time doing that.

6.1.3 Observations. The teachers were observed during one hour with the purpose of exploring to what extent their beliefs were reflected in their classroom practice. The classroom observation form of the Institute was used for this purpose (See Appendix D). During these observations, it was identified that there is a series of situations that do not allow integrating oral activities in the classroom.

Throughout the first-class observations, I could identify the lack of speaking activities in the classroom. The students were in front of the class and the teachers spoke and gave them information from the book and the interaction was based on asking and answering questions.

d. Promueve el desarrollo de la competencia comunicativa en sus estudiantes mediante el uso de tareas de producción oral y escrita, comprensión oral y escrita.	A	A	A	A	S	S	2	4	0

Figure 9. Taken from Class observation form.

As we can see in Figure 9 teachers did not promote enough speaking activities in the classroom; there are six participants' answers: four A (Acceptable) and two S (Superior).

The class observation showed that teachers do not encourage the communicative competence in the students, and there is not sufficient oral practice in the classroom. Some teachers tend to use L1 frequently during the lessons especially when they explain grammar, give the meaning of some words or sometimes the instruction of a task. Teachers also accept students' participation in Spanish so that they are not invited or challenged to use the L2. They explain this by saying that

they have no other way to confirm if students really understood the meaning of the word. In general, teachers believe in the importance of teaching speaking, yet they do not spend enough time on that because their priority is given to the coverage of the topics in the textbook, which emphasizes teaching reading and writing rather than speaking.

The results of this study also showed the following categories: Lack of interaction, teachers centered methodology, feedback, mother tongue, and lack of vocabulary.

6.1.3.1 Lack of interaction between students

c. Controla su tiempo de intervención en la clase.	A	A	A	A	A	A	0	6	0
d. Promueve el uso del idioma enseñado entre los estudiantes.	A	A	A	A	A	A	0	6	0

Figure 10. Taken from Class observation form. 6 participants 6 acceptable items, 0 superior, 0 do not apply

The findings in Figure 10 revealed that there are some situations to improve in the classroom, for example, the majority of teachers had difficulty including interactive speaking activities in their lessons. Students only listen to the teacher and do not interact with him or their partners. This is problematic because, for many students, the classroom is the only chance they have to speak English. Teachers can promote **interaction** in English by asking students to compare answers to an exercise, discuss options in order to complete an exercise together, check answers, borrow a piece of paper, a pen, ask what something means or how a student should request or explain something, how something is spelled, or pronounced, or asking someone's opinion, and agreeing or disagreeing. These type of interactions can occur many times during a lesson.

Teachers are in charge of guiding students to do it correctly and avoid that students use the mother tongue all the time. If students are linguistically prepared and motivated to interact in English, they will have opportunities to develop their speaking skills. (Dickson, 1996, p.9)

mentions that using the target language in the EFL classroom promotes the natural acquisition of the second language. The more English learners speak in English in the classroom, the more confident and autonomous they will become and the more risks they will be prepared to take in English. Freeman (as cited in Dickson, 1996) observes that learners who are exposed to most target language input exhibit the greatest proficiency. Though, creating an English environment in a classroom does not happen overnight and requires constant encouragement from the teacher and continuous effort from the students. It is really important to give student strategies and opportunities to apply the strategies in similar contexts to real-world ones. Thornbury (2007, p.90) indicates that "each speaking task needs to be productive, purposeful, interactive, challenging, safe and authentic, to be able to guarantee real language use". With careful planning, it would be possible. Students could develop, and improve their speaking performance through activities that focus their attention on language, skills, and strategies.

6.1.3.2 Teachers centered methodology.

b. Organiza el salón de clase propiciando el buen desarrollo de la lección. (Organización grupos, distribución de sillas)	A	A	A	A	A	A	0	6	0
c. Hace buen uso del tiempo para desarrollar las actividades comunicativas.	A	A	A	A	A	S	1	5	0

Figure 11. Taken from Class observation form. B. 6 acceptable items. C. 5 acceptable items.

During the class observations, and as it is shown in Figure 11, it was identified that most teachers did not organize the classes in pairs or in groups. The teacher was in front of the class for 2 hours, the classroom arrangement was still very traditional. In addition, seating arrangements could influence how teachers interact with the group and how students interact with each other, and at the same time impacting engagement, motivation, and focus. Harmer (2007), explains that

there are different types of seating arrangements that the teachers can use in the classroom, they are beneficial because foster the flow of oral interactions. When students have the opportunity to participate more in class they could be able to improve their oral skills as well. Furthermore, teachers followed the book for long periods of time and talked as if they were the only source of information, they asked and answered the questions and were the center of the class all the time without creating opportunities for students to interact and practice speaking. Teachers' centered methodology is not aligned with the reality students have to face out of the classroom, also, it does not allow meeting the needs of every student. Learning a second language is significant when topics are relevant to students' lives, needs and interests and when students themselves are actively engaged in creating, understanding, and connecting to knowledge. Warayet (2011) indicates that participation is an action that engages oral and non-oral interaction. Teachers must be aware that by sharing ideas or joining a discussion, and also by using different signal embodied actions like smiling and nodding students are participating in class. Little (2003) mentions that students who actively participate in their learning are more efficient and more effective. Teachers must look for activities that let students take initiative and that let the student discover and use meaningful information on their own.

It was also observed that after a class activity the teacher continued with other topics without giving **feedback**. Teachers can use several feedback strategies such as assessment of students 'works, peer review, students 'self-reflection, in-class discussions, questions or informal interviews. Wang (2006, p.42) states that "feedback is the information about current performance that can be used to improve future performance" Teachers should monitor students all the time while they are on a task and take notes of their mistakes. Once students have completed the task, they can draw their attention to some errors committed during the task and involved the students

in the error correction. **Feedbac**k plays a crucial role in any educational process since it can significantly improve both learners and teacher's performance and show some key aspects of their performance which can be improved.

Students participated in a class by using the **mother tongue** to ask simple questions and to interact with their partners. An inadequate vocabulary repertoire and weak sentence building skills could be the reason for them to use Spanish. Most of the teachers still practiced teachers-centered teaching. Students do not participate in the lessons actively. They just listen to the teachers and answer short questions. Most of the lessons were teacher-fronted with explicit form-focused instruction in which the language syllabus and the course book were structured around language forms focused on content and product. Teachers transmitted knowledge, they were always in front of the class emphasizing on the teacher's authority, and students were relatively passive recipients of the information.

Lack of vocabulary. During the first class observations, it was identified that the student's lack of vocabulary did not allow them to express their ideas in English. They could not find the words to complete their ideas, so most of them stayed quiet and did not participate. In the lesson plans, there were no specific activities to help them increase vocabulary. During the class observations, it was identified that teachers did not give enough importance to vocabulary. They used to ask: What is the meaning of___? You should know that. If they found a new word in the course book, teachers only give the meaning of the new words and sometimes provided a synonym, or they said teachers are not dictionaries, look for a dictionary and find the meaning of that word. It does not afford the detail information about the different forms and use of the words and how they can be used in different contexts. There were no specific activities to help students acquire and use vocabulary.

Stahl (2005, p.59) annotates that, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world.” Taking this into account, the way teachers teach vocabulary has a great influence on the way learners learn and use the words. Vocabulary is of great importance in comprehending a second language. Evidently, without words, students are not able to communicate their ideas.

During the second class observations, it was identified a change in the teacher's practice and in student’s attitude to the L2 learning and to the speaking skill practice. Some of the teachers implemented the strategies discussed in the workshops and modified their lessons plans including the new strategies. Additionally, there was some indication of growing attention to learner’s needs and motivations. Some of the material designed for the classes after the workshops included the required 21st-century skills to help students acquire the attitude of a professional through speaking activities focused on interaction and collaboration, and thinking creatively.

6.2 Class observations analysis

Comparing class observations 1 with class observations 2, significant improvement in the teacher's practice was identified and also the adding of more significant activities to promote the development of speaking skills. The second class observations reflected a change in the way teachers see speaking skill in their lessons. Before the research, the way they viewed English, in general, was structural. However, because of the workshops, the teachers developed a more holistic view and proposed activities in which students could interact with each other communicatively and meaningfully. Overall, the lessons went from being an accumulation of structures to real communicative activities. Speaking material designs in some of the classes covered students target needs of speaking components such as pronunciation, structure, vocabulary, fluency, and accuracy.

Besides, during the **second class observations,** some teachers (four) took great care preparing speaking class materials, reduced TTT and allowed students to create knowledge with their partners. They planned activities that allowed students to interact between them and participate actively in speaking tasks while reorganizing the class setting to make the speaking environment student-friendly.

As it is shown in Figure 12, these teachers implemented some of the activities learned in the workshops to some of their classes, they were attentive to student's needs and motivations promoting the use of the target language in class. Teachers taught lessons integrating oral activities with the class topics. They gave learners the chance to interact meaningfully with each other and used authentic resources. In this way, students were involved in the learning process, which increases satisfaction and sense of achievement.

c. Ofrece instrucciones claras y realiza transiciones apropiadas entre actividades.	A	A	A	A	S	S	2	4	0	
d. Promueve el desarrollo de la competencia comunicativa en sus estudiantes mediante el uso de tareas de producción oral y escrita, comprensión oral y escrita.	A	A	A	S	S	S	3	3	0	

Figure 12. Taken from Class observation 2 form. Section 1. Development of the class. C. 4 acceptable, 2 sufficient marks. D. 3 acceptable, 3 sufficient marks.

During the second class observations, I also noticed that by following the workshops given strategies teachers got their students to take part in flipped lessons created for them, using the topics of the course in which they participated interactively; As it is shown in Figure 13, teachers improved their practices by creating students centered lessons, controlling teachers talking time and giving strategies to improve the acquisition of the second language in the classroom. Teachers also indicated students how to map their environment using their surrounding reality to improve

their speaking skills. Additionally, teachers created choice charts with differentiated instruction and helped students to increase their vocabulary significantly promoting the use of English in most of the activities. After attending each workshop, they became aware of the fact that they still needed to improve and develop their teaching speaking skills, and they understood that simply attending the workshops was not enough.

c. Controla su tiempo de intervención en la clase.	S	A	A	S	A	S	3	3	0
d. Promueve el uso del idioma enseñado entre los estudiantes.	A	S	A	S	S	S	4	2	0

Figure 13. Taken from Class observation 2 form. Section 3. Use of language. C.3 sufficient, 3 acceptable marks. D. 2 acceptable, 4 sufficient marks.

During the individual feedback with teachers after the second class observations two of them admitted that they did not learn new things during the workshops, they mentioned that they had vast experience in the speaking skill field. Nevertheless, they continued doing the same in the classroom. Though, the majority of the participants had an open-minded approach towards teaching that let them accept new ideas and put them into practice. The individual feedback focused on listening to their experiences in the classroom applying the strategies, also about how they could have identified the improvement of their teaching speaking, listening to their proposals, and creating discussion about how to teach speaking in a better way to help students succeed. EFL teachers must understand that they always characterize the institutions they work for, they are not only imparting knowledge and developing students learning abilities. For this reason, they have to be aware of their own growth and be open to new approaches to improve their practices. When teachers play a dynamic role in their own learning leads to the greater responsibility they take for it and, therefore, helps them to work as professionals.

Huttner (2012) mentions that some English teachers still resist adopting new teaching methodologies. Some teachers actively oppose educational decisions and refuse to implement new instructions. Others fail to keep up with changes as a result of not being used to reading research literature or because there is a lack of readily accessible theoretical text to find information to improve their daily practices. At the Institute there is an immediate rejection as soon teachers received emails for meetings or workshops. Some teachers do not support new methodologies. On the other hand, too often some experienced and high-performing teachers are left-alone in the profession and provided limited opportunities for development. Those who embrace innovation are often frustrated when adopting new strategies for their practices, and they stop trying.

It is important to keep in mind the significance of time in this process of innovation. Sometimes, it takes time to transform practices in classrooms. Withe (1987) said that time may also prove to be a hindrance when innovation is introduced into classrooms. Since the new element includes changes in the teacher's attitudes and practices, it will often increase teacher's workloads time, cost, and evaluation. As a key aspect, it is important to mention that the teachers improve their teaching performance while interacting in the workshops. I was able to listen to them every day while they were doing a practical task. They were observed twice, they received feedback after the observed lessons. We talked about the improvement of the speaking skill in the classroom and the implementation of the strategies in their lessons.

7. Findings reported in relation to the research questions

The findings of this intervention showed some inconsistencies between teachers' beliefs, perceived practice and actual classroom practice. Teachers consider speaking skills in the classroom a very important topic but continue teaching English in a very traditional way and do not include significant enough activities to help students improve their speaking skills. It is also

important to mention that in some cases classroom realities shape the teacher's classroom practices, it makes learners less confident and less comfortable speaking English. Students' background, ages, actions, and the feedback received regarding the activities and the tasks the teachers use in class have an impact on the teachers' further actions and teaching in class.

With the help of the strategies developed in the workshops teachers were able to motivate learners to speak about the world around them, to express their reality, their ideas while developing speaking skills. The workshops also helped teachers to get and interchange knowledge to determine which approaches to use and how to do a better job to improve the oral skill in the classroom, reduce the use of the mother tongue, and center the class on the students, while using materials more efficiently and effectively.

Some of the participants were having trouble creating an interactive environment to encourage students to speak, this is a problem because of classroom environment and activities influence students learning regarding behavior and performance. To encourage students to interact and to affect students speaking efficacy, teachers should implement different activities through individual, pair and group work. For that reason, during the 4 workshops, teachers reflected about class activities that could help them create a natural environment while students are engaged in learning speaking interaction activities. Teachers were very attentive and collaborative during the activities, they participated actively and had a positive attitude.

The workshops created for this study were focused on the principle that the best way to improve teacher's development was by means of active involvement in cooperation with their colleagues. Consequently, these workshops also help teachers to build new practices while working collaboratively, and creating meaningful interactions in the classroom.

DEVELOPING WORKSHOPS TO INTEGRATE ORAL ACTIVITIES

In the workshops, teachers are treated as learners and are engaged in specific tasks of teaching, assessment, observation, and reflection. All the activities were based on constructivism where teachers work actively providing representations of reality, supporting collaborative construction rather than on the transmission-oriented model. With the workshops, teachers are empowered as professionals, and at the same time, teachers are perceived as reflective practitioners. It is understood that teachers enter the profession with a certain knowledge base and that then, with the time, they will acquire new knowledge and experiences on that prior knowledge in order to improve practice. Workshops provided teachers with classroom strategies that allow them to regularly monitor gains in student learning resulting from improved classroom practices.

Throughout the workshops interactions, teachers expressed that they believe in the importance of teaching and practicing speaking activities in the classroom, yet they did not spend enough time on them because the priority was given to the coverage of the textbook topics, which emphasize teaching reading and grammar rather than speaking. The lack of workshops for helping teachers to find effective ways of approaching the development of speaking in the classroom was a problem that this action research dealt with. It is important to give a space to professional development, it helps teachers to improve their practice and focus on their students' needs. Mitchell (2013), remarks that professional development should be a process in which the teacher acquires or enhances the skills, knowledge or attitudes to improve their practices. Additionally, these workshops helped teachers reflect on their current practices encouraging and supporting innovation and collaboration. Workshops also promoted reflection on their daily lessons and collaborative learning among teachers.

In general, workshops had an impact on some of the participants and their classroom performances. It supports teacher's articulate activities that help them reflect upon teaching issues

and help them to see what they do well and not as well. Teachers who participated in this work took into account the suggestions, implemented the recommendations given in the workshops, and ensured that learners will be equipped with comprehensive language usage and will be able to express themselves in all situations related to language usage.

Workshops had an impact on the teacher's performance in the classroom and helped them find new strategies to teach speaking in the classroom. The analysis of the collected data gave me meaningful information to answer the proposed research questions which are related to the teaching speaking tasks or approaches that the teachers find the most practical and effective in their classrooms. In general, the teachers' beliefs about how speaking should be taught in the classroom changed from the old idea of traditional classes, focused on the grammar mechanics of the language to teachers being more aware of their student's needs, incorporating more speaking activities, and implementing strategies that really encourages students, and help them improve their speaking skills. Teachers agreed that group work and paired activities are appropriate for their students. They also identify that interaction between students and teachers is more effective than lessons focused only on teachers. The strategies shared in the workshops helped EFL teachers improve their teaching speaking skills, motivate them to participate, and gave them the confidence to interact with their partners. The workshops also worked as a technique to stimulate teachers and make them reflect on and discuss the techniques they used to teach speaking in the classroom. All the collected data were analyzed and classified taking into account the categories mentioned at the beginning of this chapter.

Workshops were a great way for teachers to share their interests and talents with their colleagues and to acquire strategies that they could apply in their classrooms. Nevertheless, workshops not always go exactly as planned, the unexpected occurrences, such as uncomfortable situations when

teachers who would normally not meet at each other had to talk and discuss their practices in front of the group. After the workshops, four teachers, because not all of the participants are innovators, started implementing flipped lessons, choice charts, mapping, and more vocabulary activities to their lessons. Most of the teachers expressed quite positive opinions towards the workshops in general. They also started walking around the classroom, promoting interaction, stopped being the center of attention and sometimes took students outside the classroom for interacting activities with other groups. Those teachers take great care now to prepare speaking class material, such as activities and organizing the class setting to make the speaking environment student- friendly.

8.Conclusions

Taking into account the findings, it is important that institutions have an awareness of teacher's beliefs and evaluate their needs and practices in order that teachers can successfully assist students in their learning process. We could see that professional development practices like workshops had a visible influence on teachers' work, both in and out of the classroom. The evidence shows that professional development has an impact on teachers' beliefs, behaviors, and practices. Typically, measured by a change in teachers' approach to encourage oral participation in class. As previously perceived extra work was off- putting. Teachers showed reluctance to participate as they understood that more work was required. They had previously assumed that what they were doing in the class was enough but, after their participation in the workshops, they understood the importance of including new strategies in their daily practices.

This research was beneficial to the teachers; some of them came to the workshops and realized how important it was to enhance students 'communication skills. The teachers were able to implement a communicative approach, leading to the enrichment of the speaking skills of their students in the class. With the help of the workshops, teachers identified which areas they had

actually gone wrong in implementing oral activities in their lessons. From there, they were able to improve their methodology and approaches in helping students with their oral skills in all of their classes, by preparing different activities, lesson plans, and creating environments to develop their student's oral skills.

All the Workshops were useful to improve speaking skills in the EFL Classroom. By mapping their communities' teachers and students could use L2 as a tool for teaching and learning while communicating to one another meaningful places in their own communities. Taking into account that teachers and students need to improve the skills required to learn in our modern world, implementing the new approaches to teaching and learning, and maintaining a sense of curiosity and creativity towards these new methods is necessary. All the workshops provided teachers with strategies to create interaction patterns to help students understand the target language forms and help them familiarize themselves with noticing, awareness and practice activities for proactive language focus; selection, design, and use of materials and resources with an integrated approach to content and L2. Workshops also showed teachers different approaches to design specific effective activities in the classroom according to their student's needs. By the use of the strategies given in the differentiated instruction workshop, teachers understood that there are different types of learners in their classrooms and, each of them has significant and divergent needs. Taking their student´s specific needs into account, is important to help them in the process of learning to speak successfully. Teachers identified that changes in the planning, and simple things like different types of seating arrangements also foster the flow of oral interactions. These classroom activities promote students' abilities to express themselves, helps them to share their own ideas and create interesting discussions to generate knowledge.

DEVELOPING WORKSHOPS TO INTEGRATE ORAL ACTIVITIES

The workshops equally helped teachers recognize that one of the most important parts of teaching English as a second language is the interaction between teachers and students as well as the interaction between students themselves. It is this three-way communication that enables interaction, which makes the learning process more meaningful, enjoyable, active and positive, contributing to the development of speaking skills in the classroom. Teachers should continue giving learners more opportunities to speak English by using speaking tasks that help them to speak naturally while facilitating their taking part in speaking activities. This new real-world communication was helped by using materials that strongly related to everyday life which students could relate too. Flipping their lessons was a strategy that helps teachers to make the lessons more useful for the development of their student's speaking skills. Knowing the topics to be studied in advance gave them the opportunity to organize the information, and ideas without the pressure that sometimes appears in the classroom. Then, in the classroom, students interacted with their partners and shared knowledge, ideas and thoughts. In this way, teachers were able to help students to naturally increase their oral participation. While interacting with the five stations each student was able to relate conversations easily and took an active part in the learning process while the teachers monitor the activities and participate in a less controlling way. With the strategies shared in the increase, your vocabulary workshop, teachers understood that teaching vocabulary is one of the critical ways of improving vocabulary knowledge the significance of teaching oral skills in the classroom. Also, the importance of creating an adequate environment and meaningful activities to support students in the development of this skill.

It is essential to take into account that recent emphases on classroom decision- making, teacher cognition, teacher inquiry, and action research, attest to the shifting responsibilities of various participants involved in the learning and teaching operations. Kumaravadivelu (2008) mentions

that, teachers agreed that it is really significant to be always looking for new and effective approaches and methods that contribute to the overall improvement of their student's learning and their performance.

Another point to consider is that reforms in education are common in or country and around the world. Extensive literature exists about educational reforms but teachers are still considered to be a mere obstacle, rather than being the most important agents in education. Teachers' own perspectives of their role and profession affect, - and are affected by, the idea of teaching, - that is predominant in society. It is essential to go to the classrooms to observe what is happening and to listen to teachers and students and take their knowledge, beliefs, and attitudes into account when planning changes. Teachers must be seen as lifelong learners. They must help to create new structures and opportunities for their institutions. Effective professional development opportunities for teachers have in general an important positive effect on students 'performance and learning. All the activities designed for this intervention offered opportunities for reflection, variety, peer collaboration, and the addition of different learning strategies to help teachers improve the speaking skills development of their students.

9. Pedagogical implications.

Teacher´s practice can improve by implementing a few changes in the traditional lessons. Actions such as taking to students out of their classrooms to observe and interact with their reality facilitates their language learning. Additionally, teachers should plan effective lessons that take into account the teaching context and, particularly, that cater for students' learning needs which includes identifying differences, strengths, and weaknesses and designing varied activities that provide all the students with opportunities for participating. When students feel that their needs have been taken into account, they feel valued and motivated. Besides, teachers should identify

students with low learning pace as they need more time and more scaffolding. Therefore, teachers can plan a lesson to give them the opportunity to study at home before the lessons. It helps improve student´s oral performance, and in this way, the classroom becomes a place to share, discuss and explore the material studied at home, guided by the teacher.

Furthermore, teachers and students should work collaboratively while maintaining a balance between their roles in the classroom. It is important to develop supporting interventions with students, to create a caring environment and build positive connections with them. For instance, when teachers explore useful ideas that they can use in the classroom, discover new ways of teaching, and reflect on their existing practices, they are equipped with the skills they need to develop into the most effective teachers they can be. Also working in pairs or in groups, helps students slowly increase confidence in their speaking ability. It stars with using small chunks of language and then incorporating them onto their speaking with their classmates. In short, teachers have to create and modify their daily practices, transforming the existing realities according to the specific needs of their students, and this includes making decisions and transforming to maximize their professional performance.

Educators should constantly consider the importance of assisting students and also motivate them to put an arduous effort in improving their oral skills. The curriculum design and teaching approaches should focus on reinforcing cultural diversity and learning styles of learners' in order to respond to the students' needs. Teachers should speak using the target language in the classroom in order to expose to the English language and to encourage them to use English all the time in the classroom. There were some other problems identified in relation to teaching speaking such as not providing appropriate feedback, increased TTT that minimize students’ talking time and excessive use of L1 that deprive learners from models of how to use the language, that could not be fully

addressed because of the scope of the research but deserve to be researched in order to help L2 learners develop speaking skills in ELT classrooms.

10. Limitations of the study

Some difficulties encountered during the development of this research were not having authorization for more observations to notice other possible positive changes or challenges teachers faced while trying to implement what they learned in the workshops. Also the organization of meetings and workshops with the teachers due to the other activities they have to deal with during every cycle. Indeed, this was the same situation identified throughout the class observations. Some teachers do not have time to plan meaningful activities for their students and their lessons are course book based. There were those teachers, who felt a sense of security from doing things, in a familiar way, not perceiving the need to change their methodology. Nevertheless, the meetings and the workshop were possible, and teachers could provide opportunities of collaboration and participation to their students, while showing interest in finding out how their lessons could be improved. It is necessary to organize more professional development programs for teachers at the institute.

11. Recommendations for further research

It is hoped that this study encourages other researchers to conduct research on the same or related issues; therefore, further research needs to be carried out in order to get a wider and deeper understanding of similar factors that affect teaching speaking skills in the EFL classroom. Other researchers could study about other strategies for teachers to help students improve their oral skills. Also. It would be interesting to investigate how teachers could be attentive to their students' needs while planning and delivering their lessons. It would also be necessary to study about teacher's poor participation in professional development programs in Colombia.

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Appendixes

Appendix A. Consent form Participation in a Research Project.

I volunteer to participate in a research project of Masters of Didactic of Language III Cohort conducted by Sandra Milena Reyes Prieto from Language Institute of UIS University. I understand that the project is designed to gather information about academic work about the English classes of extension courses. I will be one of 6 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation.

2. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.

3. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

4. Participation involves being interviewed by Sandra Reyes. The interview will last approximately 30-45 minutes. Notes will be written during the interview. An audiotape of the interview and subsequent dialogue will be developed. If I don't want to be taped, I will not be able to participate in the study.

5. I understand that the researcher will not identify me by name in any reports using information obtained from this interview and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

6. Other administrators from the ILUIS Institute will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.

7. I understand that this research study has been reviewed and approved by the Director of ILUIS institute

8. I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

9. I have been given a copy of this consent form.

_____ _____

Signature

_____ _____

For further information, please

Contact: sreyesprieto2016@gmail.com

Appendix B. Common European Framework chart.

1.3 Qualitative aspects of spoken language use

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circum-locutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and, "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

Appendix C. Questionnaire

The importance of speaking in English classes.

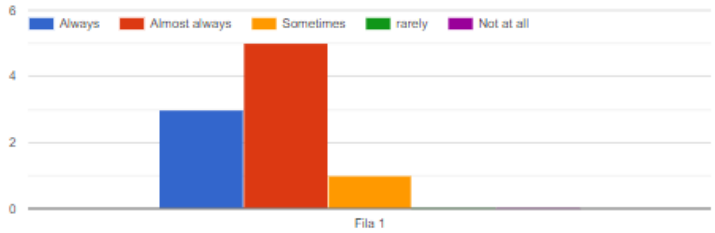
As the questionnaire is a five-point scale, items were given scores ranging from (1-5)

	1	2	3	4	5	6	7	8
Respondent 1	2	2	4	4	4	5	4	5
Respondent 2	2	3	4	3	4	5	4	5
Respondent 3	0	2	5	5	5	4	4	5
Respondent 4	2	2	5	3	4	4	4	5
Respondent 5	1	2	4	2	1	2	3	3
Respondent 6	3	3	4	5	3	3	3	4
Respondent 7	4	2	4	3	3	3	4	5
Respondent 8	5	4	4	3	5	4	3	5
Respondent 9	4	3	5	4	5	4	4	5
Respondent 10	0	4	5	3	5	5	4	5
Respondent 11	5	4	5	2	3	3	4	5

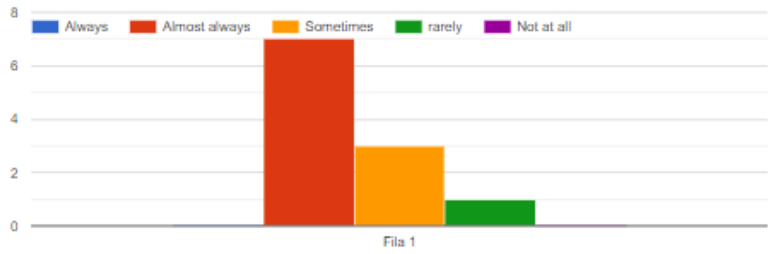
Always (5)	almost always (4)	sometimes (3)	rarely (2)	not at all (1)

The importance of speaking in English classes.

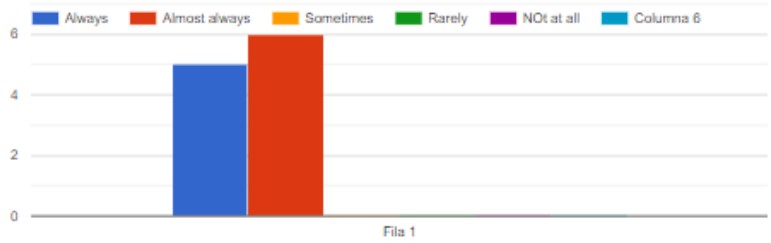
1. How often do your students ask and answer questions in English?



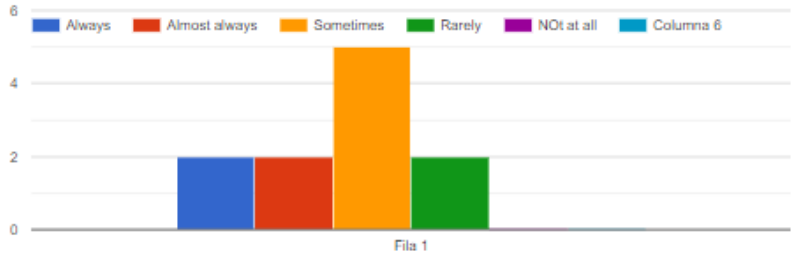
2. How frequently do your students talk to their partners in English?



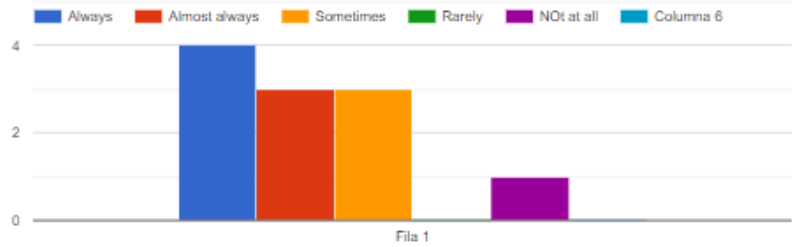
3. How often do you conduct role plays, language games or debates in the classroom?



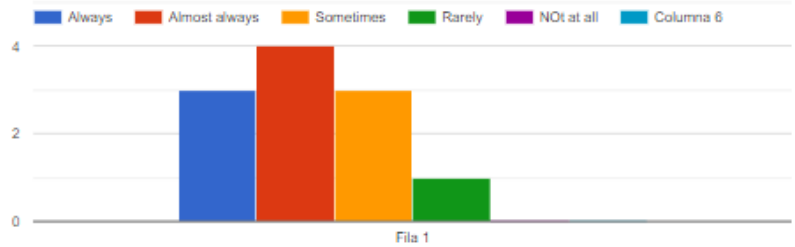
4. How frequently do you tell stories in English in the classroom?



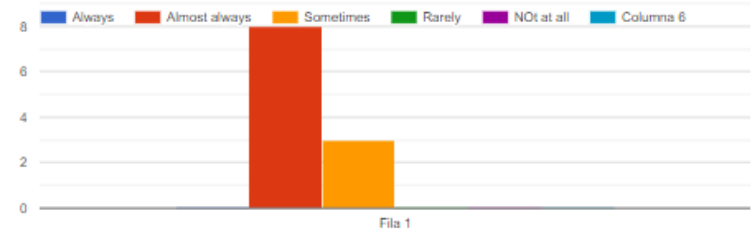
5. How often do you ask for your students opinion about the speaking activities in the lesson being taught?



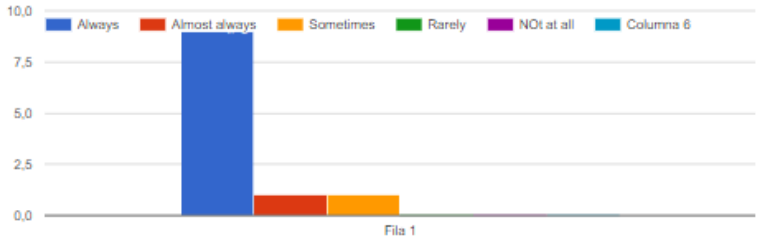
6. How often do you speak in English outside the classroom with your students?



7. How frequently do your students speak confidently in class?



8. How frequently do you motivate your students to participate actively in class?



9. How can you improve your students speaking skills?

11 respuestas

Send then to the speaking program on my blog

I can improve their speaking skills by bringing more speaking activities and by showing them how they can use what they learn in a common conversation in English.

By means of monitoring their pronuntiation

Making them talk as natural as possible by giving them models 4o follow or language use expressions

Including more meaningful speaking activities in class.

Promoting activities where they really would like to participate, give their opinions and ideas. If they feel they really want to talk they would try to participate. Then tell them it is not necessary to speak perfectly or with a perfect pronunciation, they would improve in that aspect with the time but they need to practice so participation is important. Promoting debates about controversial topics sometimes works.

With different activities such as a situation to solve, role plays or games. But always including a report at the end or something that makes them use language with a purpose.

Promoting pair and group works throught activities such as role-plays / Find someone who... / Can you guess...?/ presentations / narrating anecdotes / Following instructions to draw or write some information and so on...

By organizing more debates and other activities with games that can help them practice what they learned

Telling them that the best way to improve their fluency is by using the language , the more you use the language the more you acquire it.

They need basic class pressions such as 'How do you say/spell/pronounce...?
I have to pay attention to the interviews they do in class or other speaking activities; they tend to ask some questions in Spanish like Cuál es su nombre? Also, if they have to plan a minipresentation, they do it in Spanish.
Give them clear instructions about the activities. I always ask them to use complete questions and complete sentences to answer them.
Telling them that is OK to make mistakes when speaking.

Appendix D. Class observation 1

CLASS OBSERVATION 1

1. COMPETENCIA DIDÁCTICA (Observación de clase)	P1Y	P2 R	P3 G	P4 R	P5 A	P6 F			
SECCIÓN 1. DESARROLLO DE LA CLASE	S/A/I/ N.A	S/A/I/ N.A	S/A/I/ N.A	S/A/I/ N.A	S/A/I/ N.A	S/A/I/ N.A	S	A	I
a. Presenta la planeación apropiada en el formato correspondiente	S	S	S	A	S	S	5	1	0
b. Expone la agenda al inicio de la sesión (Fecha, objetivo y actividades planeadas)	S	S	S	S	S	S	6	0	0
c. Ofrece instrucciones claras y realiza transiciones apropiadas entre actividades.	A	A	A	A	S	S	2	4	0
d. Promueve el desarrollo de la competencia comunicativa en sus estudiantes mediante el uso de tareas de producción oral y escrita, comprensión oral y escrita.	A	A	A	A	S	S	2	4	0
e. Usa los materiales de enseñanza efectivamente (Libros del estudiante y de trabajo, tablero, guías, juegos)	A	S	S	S	S	S	5	1	0
f. Genera una atmósfera apropiada para el aprendizaje (Docente promueve autoconfianza, respeto y reconoce esfuerzo)	S	S	S	S	S	S	6	0	0
g. Utiliza los recursos tecnológicos efectivamente. (Tablero inteligente, computadores, video, mimios, blogs)	A	A	A	A	S	S	2	4	0
h. Evidencia dominio del contenido y lo ilustra con claridad.	A	A	A	A	S	S	2	4	0

SECCIÓN 2. MANEJO DE LA CLASE									
a. Maneja adecuadamente los problemas de comportamiento de los estudiantes, evitando y reduciendo las interrupciones durante la clase.	S	S	S	S	S	S	6	0	0
b. Organiza el salón de clase propiciando el buen desarrollo de la lección. (Organización grupos, distribución de sillas)	A	A	A	A	A	A	0	6	0
c. Hace buen uso del tiempo para desarrollar las actividades comunicativas.	A	A	A	A	A	S	1	5	0
d. Adapta su discurso al nivel de los estudiantes	A	A	A	A	A	S	1	5	0
e. Monitorea el desempeño de los estudiantes durante la clase.	A	A	A	A	S	S	2	4	0
SECCIÓN 3. USO DEL IDIOMA									
a. Hace uso correcto y contextualizado de la lengua a enseñar.	A	A	A	A	S	S	2	4	0
b. Hace uso de la lengua materna sólo cuando es necesario.	A	A	A	A	A	S	1	5	0
c. Controla su tiempo de intervención en la clase.	A	A	A	A	A	A	0	6	0
d. Promueve el uso del idioma enseñado entre los estudiantes.	A	A	A	A	A	A	0	6	0
SECCIÓN 4. MANEJO CORPORAL Y MANEJO DE LA VOZ									
a. Hace contacto visual con el grupo mediante la distribución de atención para todos los estudiantes.	S	S	S	S	S	S	6	0	0
b. Hace uso adecuado del lenguaje corporal.	A	A	A	A	A	A	0	6	0
c. Se desplaza en el salón de clase cuando es necesario en vez de permanecer sentado/a durante toda la lección.	A	A	A	A	A	A	0	6	0
d. Maneja un tono de voz adecuado variando su velocidad cuando se considera necesario.	A	A	A	A	A	A	0	6	0

Appendix E. Interview (focus group)

FOCUS GROUP **DEVELOPING WORKSHOPS FOR EFL TEACHERS TO INTEGRATE ORAL ACTIVITIES IN THE CLASSROOM** SREY MADIL						
Probe questions:	P1 Y	P2 R	P3A	P4F	P5G	P6 R
What do you think of the practice of speaking skill in the classroom ?	It's necessary to make mistakes. It Is an easy way and is faster than writing. They can see what they need to reinforce in class. They have to acquire vocabulary. They have to write the ideas in advanced.	Although it is something very important in the class I consider that it is a challenge because students feel afraid of speaking in class so Practicing speaking in class makes them feel that they are progressing learning the language. We as teachers should find the strategies to make them feel comfortable.	It's very important We as teachers need to know about our student's level and when they speak we know if they struggle. We can help them to get better results when they are speaking.	For me is also paramount to work that skill in the classroom Is the one that comes after listening Are and is also if they have a good speaking skill. Writing and reading came later. We need to improve student's pronunciation and motivate them to learn they realize that they are able to do it.	Speaking skill is necessary for everyone to use I notice that some of them are really shy some of them really need to practice it we as teachers need to foster their speaking skill because they are like maybe very good at the other skills but their speaking skill they need to practice that a little bit more.	Talking about speaking I think that speaking requires the 4 skills, If they master the other 3 skills they will speak naturally.
How familiar are you with the little practice of speaking skill in the classroom?	For the first levels is necessary and important to teach them to introduce themselves. It's necessary to make mistakes in class that's why participating orally is not necessarily for a long period of time.	Sometimes students feel shy in class or afraid to participate in speaking activities. We should find the strategies to help them even when they think it is difficult to do.	We need to give then tools and motivate our students in order to make them to speak in class and do not feel afraid of making mistakes because they are in the process and they are learning.	Some students mostly young students tend to be shy, for them is more difficult to express their minds and is also difficult to speak in public. With help they can produce something. We can give them outlines guidelines.	We have to foster Students speaking, making them speak more and we as teachers speak less. They can work in by one or in groups. We as teachers must speak less, they can improve and help them to correct themselves.	Speaking is an everyday activity and it has to be taken as a task for them to develop step by step their development or speaking.
How do you practice speaking skills in the classroom ?	Asking them to talk about themselves.	I use different activities according to the level they are. They practice vocabulary, role plays.	By asking them to read aloud.	By Asking them to practice pronunciation and vocabulary.	With speaking activities like find someone who.	By asking different kinds of questions.
How can you help students improve speaking skills?	They can also answer very basic information or give them previous material with questions about themselves	They need a lot of input to with dealing with vocabulary	They can see the process as Is important to give them vocabulary, a task to develop, some time. They can perform activities without thinking about making mistakes.	Feedback is also useful, you show them the mistakes and they are not going to do it again. They will be more aware of the mistakes.	We need to give them a specific topic and some time to prepare the activity. Depending on the topic. The idea is that they feel that they can express themselves and that they have time to prepare.	By giving students a model to follow and a task performed

Follow – up questions:						
What kind of oral practice is more succesful in class?	I like students A and student's b activities. They create questions and switch roles	In my opinion I think that role plays they love them because is a very nice interesting activity. Maybe because they like the way they feel when they act out in front of the class	When they do the activity find someone to because they stand up and ask questions to different people.	For beginners they perform well when they answer questions of themselves those questions where do you live for example. When you ask them about the world and reality, to realize who they are. When you ask then to expand to go beyond the classroom.	When I let them play a game that they know in their mother tongue but doing English words activities they will know what to do.	Meaningful context is important according to the level they are.
To what extent do you consider that your students need more oral practice so that they can be more confident to speak?	We can vary, encourage them to practice every single day. Answering questions in class, students, questions to a different student.	They need to practice more at home. Sometimes is easy for you as a teacher to realize how confident student is while speaking. Interaction with the other classroom You should bring activities that make them feel that they are doing ok.	They need to participate in class. Students should speak as much as they can every class we should give them different activities like role plays. Board games, find someone to, different activities to participate and feel motivated to participate	We have something to do every day we can ask them about their plans for the weekend or reading from a text	They are shy. To foster speaking skills is important to do it more frequently, so maybe every class or every two classes they have an activity connecting to speaking so they will feel more confident.	It's important to bring material to practice speaking in the classroom. Help students to be more confident and help them express their ideas.

Do you think oral practice can help students feel more confident speaking English?	We have to give them the chance to express their ideas, the protocol of sound break help them improve their vocabulary and pronunciation. At the end of the cycle they have to present a project and interact with other groups and express their ideas.		Yes, the vocabulary help them to improve their conversations we try to change a little bit, conversations with different activities, example: if we give them 15 minutes to prepare a conversation to be presented to the class.		Yes, they need more practice.	
What strategies have you found effective for helping students improve speaking skills?	They have to prepare role plays in pairs. Sometimes is not long and is funny. To create an activity for the rest of the partners	Just asking to speak aloud or to read aloud something I find them useful because they have to do with vocabulary	Working in groups or in pairs is a good strategy. When they have presentations in front of the class they feel confident they try to correct their mistakes	I like using recordings telling a childhood stories and they have the chance to listen to themselves and identify what do they have to correct	Reducing the teachers talking time, sometimes something happens to us and we start talking and do not check the watch. You can talk but is important that students get input from thee teacher, but it must be controlled. Allow them to speak is their time. I asked them to write a story, we correct the mistakes and then they speak about what they wrote.	I haven't found a method to help them improve better but the interview each other.

How do you increase your student´s talking time ?	With activities for the final project.	With board games. It's important to make them talk with videos, talking about themselves, personal information	It's important to make them talk about personal information and give them feedback.	We may reduce teachers talking time, Its students time sometimes we have good stories to share with them but is not our time to shine we speak a lot and they are just listening,	Input is important. Perhaps we have interesting stories to share but they also need to speak.	I normally use activities like role plays to help them express their ideas.
Exit question:						
What can you add about speaking practice in class?	It's important to let them know that mistakes are part of the process. They must understand that grades are not the most important part of the class.	Is important to let them know since the beginning that they need to speak. They do not have contact with English outside the classroom.	We need to give them tools, provide vocabulary, teach those tips to deal with grammar time and confidence and so that they don't can produce and do not feel shy.	It is important that students foster their speaking skills. They need to practice outside the classroom for example chatting with other people in the real world. They are realizing that they're using the language. They are not paying all the attention to grammar because they are communicating	Speaking is a very important skill. Is something that students must improve, is one of the ways they feel that they are learning. they will show their advances	

Appendix F. Class observation 2 chart

Universidad Industrial de Santander

CLASS OBSERVATION 2

1. COMPETENCIA DIDÁCTICA (Observación de clase)	P1Y	P2 R	P3 G	P4 R	P5 A	P6 F			
SECCIÓN 1. DESARROLLO DE LA CLASE	S/A/I/ N.A	S/A/I/ N.A	S/A/I/ N.A	S/A/I/ N.A	S/A/I/ N.A	S/A/I/ N.A	S	A	I
a. Presenta la planeación apropiada en el formato correspondiente	S	S	S	S	S	S	6	0	0
b. Expone la agenda al inicio de la sesión (Fecha, objetivo y actividades planeadas)	S	S	S	S	S	S	6	0	0
c. Ofrece instrucciones claras y realiza transiciones apropiadas entre actividades.	A	A	A	A	S	S	2	4	0
d. Promueve el desarrollo de la competencia comunicativa en sus estudiantes mediante el uso de tareas de producción oral y escrita, comprensión oral y escrita.	A	A	A	S	S	S	3	3	0
e. Usa los materiales de enseñanza efectivamente (Libros del estudiante y de trabajo, tablero, guías, juegos)	S	S	S	A	S	S	5	1	0
f. Genera una atmósfera apropiada para el aprendizaje (Docente promueve autoconfianza, respeto y reconoce esfuerzo)	A	S	S	S	S	S	5	1	0
g. Utiliza los recursos tecnológicos efectivamente. (Tablero inteligente, computadores, video, mimios, blogs)	S	A	A	S	S	S	4	2	0
h. Evidencia dominio del contenido y lo ilustra con claridad.	S	A	S	A	S	S	4	2	0
SECCIÓN 2. MANEJO DE LA CLASE									
a. Maneja adecuadamente los problemas de comportamiento de los estudiantes, evitando y reduciendo las interrupciones durante la clase.	S	S	S	S	S	S	6	0	0
b. Organiza el salón de clase propiciando el buen desarrollo de la lección. (Organización grupos, distribución de sillas)	A	S	A	S	S	A	3	3	0
c. Hace buen uso del tiempo para desarrollar las actividades comunicativas.	A	S	A	S	A	S	3	3	0
d. Adapta su discurso al nivel de los estudiantes	A	S	A	A	S	S	3	3	0
e. Monitorea el desempeño de los estudiantes durante la clase.	A	S	A	S	S	S	5	1	0
SECCIÓN 3. USO DEL IDIOMA									
a. Hace uso correcto y contextualizado de la lengua a enseñar.	S	A	A	S	S	S	4	2	0
b. Hace uso de la lengua materna sólo cuando es necesario.	A	S	A	S	S	S	4	2	0
c. Controla su tiempo de intervención en la clase.	S	A	A	S	A	S	3	3	0
d. Promueve el uso del idioma enseñado entre los estudiantes.	A	S	A	S	S	S	4	2	0
SECCIÓN 4. MANEJO CORPORAL Y MANEJO DE LA VOZ									
a. Hace contacto visual con el grupo mediante la distribución de atención para todos los estudiantes.	S	S	S	S	S	S	6	0	0
b. Hace uso adecuado del lenguaje corporal.	S	A	A	S	A	S	3	3	0
c. Se desplaza en el salón de clase cuando es necesario en vez de permanecer sentado/a durante toda la lección.	A	S	A	S	A	S	3	3	0
d. Maneja un tono de voz adecuado variando su velocidad cuando se considera necesario.	S	S	A	A	A	S	3	3	0

Appendix G. Mapping your community sample

UIS LANGUAGE INSTITUTE

Mapping my community.

Using the meeting of the community needs as a foundation to examine ourselves, our society, and the situations that will shape our future. This approach provides students with opportunities to use newly acquired skills and knowledge in real- life situations.

The environment around people is a significant factor in the influence on not only an individual´s behavior but also on society as a whole. UIS Language Institute is located in a neighborhood called Cabecera in Bucaramanga Santander, although most of the people who study here do not live in this neighborhood they enjoy coming every day to receive English classes. The people who study here share academic goals and attitudes. They also share different events, stories and create emotional connections with classmates, teachers, staff and the neighborhood every day. The classrooms are in good conditions and help them remain comfortable and centered on their studies. They all belong to the UIS community and they all have the same need: Learning English.

Most of the students work nearby but few live close to the Institute. The neighborhood is really safe and peaceful; there is no environmental noise of road traffic that interferes with the learning practice. Studying here combines the advantages of a small friendly house and the support, resources, and capabilities of Universidad Industrial de Santander. Some of our student's love studying here because is close to their jobs, thus they can study and work without any problem. For that reason, the Institute has a lot of students, and also because it is easy to arrive every day by using local transportation or walking. Its location is a very fundamental point; all of that create a constructive learning environment.

This institute is near to beautiful parks, shopping centers, cafes, banks, restaurants, hospitals, supermarkets, the students can walk short distances and do many other things when they finish their lessons. The location of the Institute has a positive impact on students' growth and affects their academic progress significantly.

UIS Languages Institute CRA 37 42-65 CABECERA.

DEVELOPING WORKSHOPS TO INTEGRATE ORAL ACTIVITIES

Students have a stimulating educational environment where they can interact and grow emotionally and socially. Every class creates its own unique community; the role of the teacher is to assist each student in developing their own potential and learning style.

All these activities help them to use English to build and exchange knowledge about their interests.

In the Institute we analyze learner´s needs and help them develop their linguistic and communicative competences. We create welcoming and accessible classrooms atmospheres that make students feel comfortable.

Our students develop an open mind as well as a positive attitude. We use strategies to ensure that our classroom community flourishes.

Teaching is more effective when students are motivated to engage deeply with the subject matter, practice skills, and useful feedback. All these activities contribute to a better, more comprehensible learning environment. Cooperative learning environments help students explore and celebrate the diversity among them, overcome their differences, work as a team, gain additional feedback from their peers, improve their social interaction and exchange new ideas.

DEVELOPING WORKSHOPS TO INTEGRATE ORAL ACTIVITIES

Teachers are the key of effective education; they make positive and unforgettable contributions in the classroom every day. There is no substitute for a great teacher in the world of education. Teaching is a learning process. Teachers are always learning from their students and colleagues. It is a lifelong practice in which teachers constantly learn new strategies to help students create knowledge while making connections and provoking curiosity. By building curiosity, we can transform our students from being bored and impartial, to enthusiastic, eager minds, open and willing to learn.

In our city and around the Institute we can find many interesting places that invite students to be quiet and to see the positive face of society. The buildings around the institute have the potential to affect positively every day student's interaction with the surroundings.

Mapping student's surroundings provide opportunities to increase consciousness about the reality of our city, our culture, and help them to develop more sophisticated conceptions of what is happening around us, and change the experiences of individuals' cultural identities. In mapping

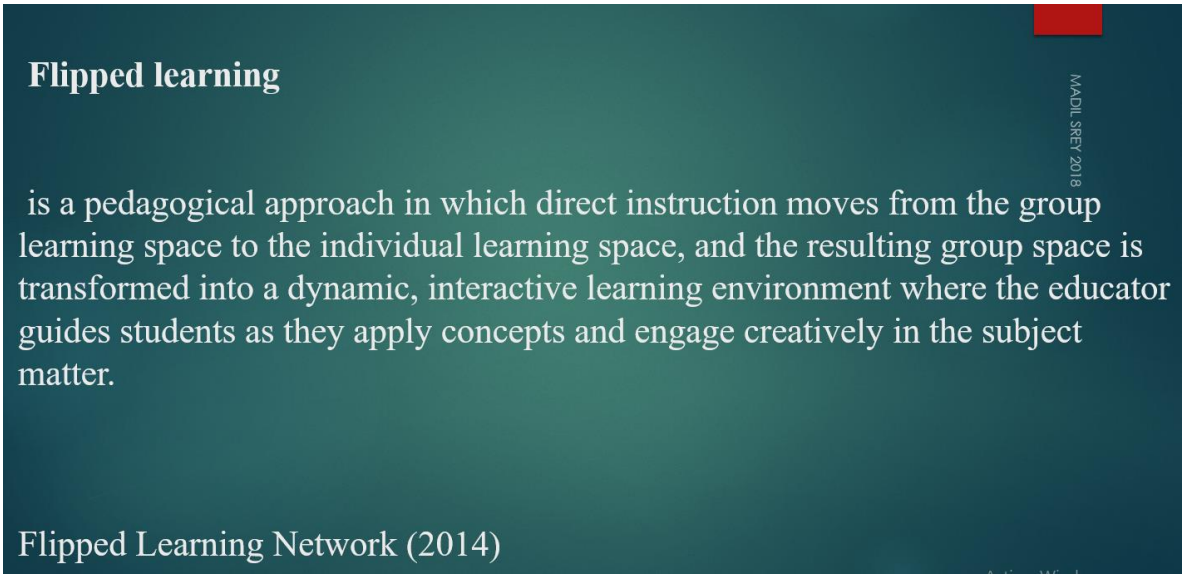
spaces and identifying how people have different experiences based on their location, students understood that spaces are not transparent and can be contested. Furthermore, by exploring the ways in which students, who are differently located, also experience variances, we develop particular ways of creating a shared language around how schools and communities can become more inclusive.

Student's videos about mapping from teacher´s lessons.

Mapping video 2.mp4

Mapping video 1.mp4

Appendix H. Flip your class.



Flipped class video.

https://www.youtube.com/watch?v=hhq3Yn_QgIA

Four pillar of FLIP.

The Four Pillars of F-L-I-P™

F Flexible Environment

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

F.1	☐ I establish spaces and time frames that permit students to interact and reflect on their learning as needed.
F.2	☐ I continually observe and monitor students to make adjustments as appropriate.
F.3	☐ I provide students with different ways to learn content and demonstrate mastery.

L Learning Culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

L.1	☐ I give students opportunities to engage in meaningful activities without the teacher being central.
L.2	☐ I scaffold these activities and make them accessible to all students through differentiation and feedback.

I Intentional Content

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

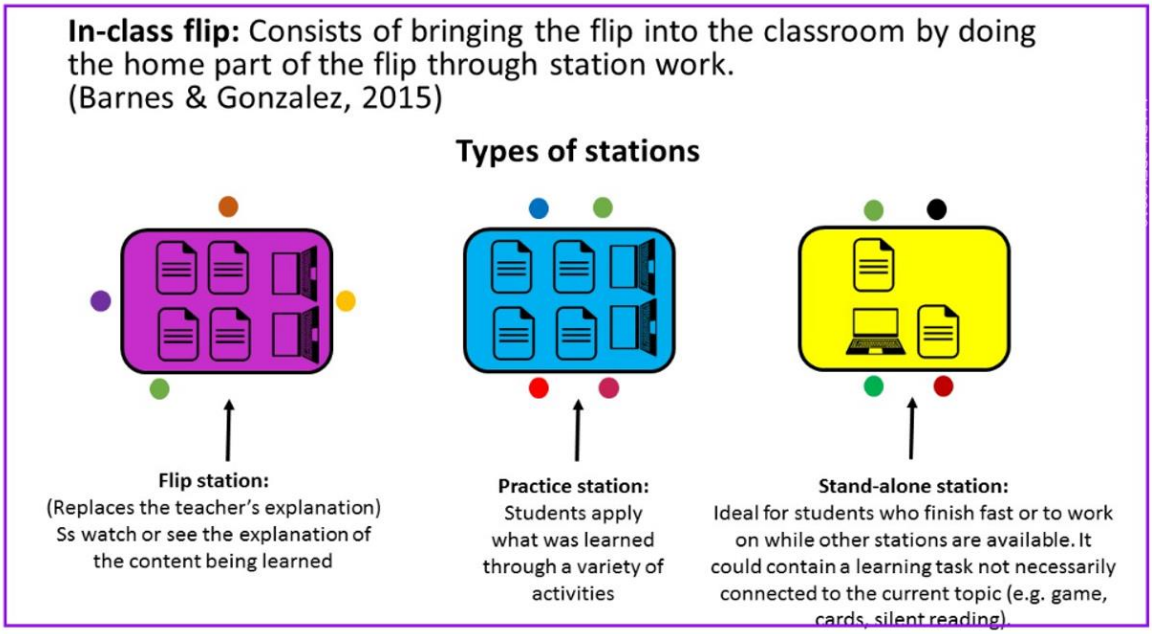
I.1	☐ I prioritize concepts used in direct instruction for learners to access on their own.
I.2	☐ I create and/or curate relevant content (typically videos) for my students.
I.3	☐ I differentiate to make content accessible and relevant to all students.

P Professional Educator

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

P.1	☐ I make myself available to all students for individual, small group, and class feedback in real time as needed.
P.2	☐ I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.
P.3	☐ I collaborate and reflect with other educators and take responsibility for transforming my practice.

Types of stations.



PLAN:

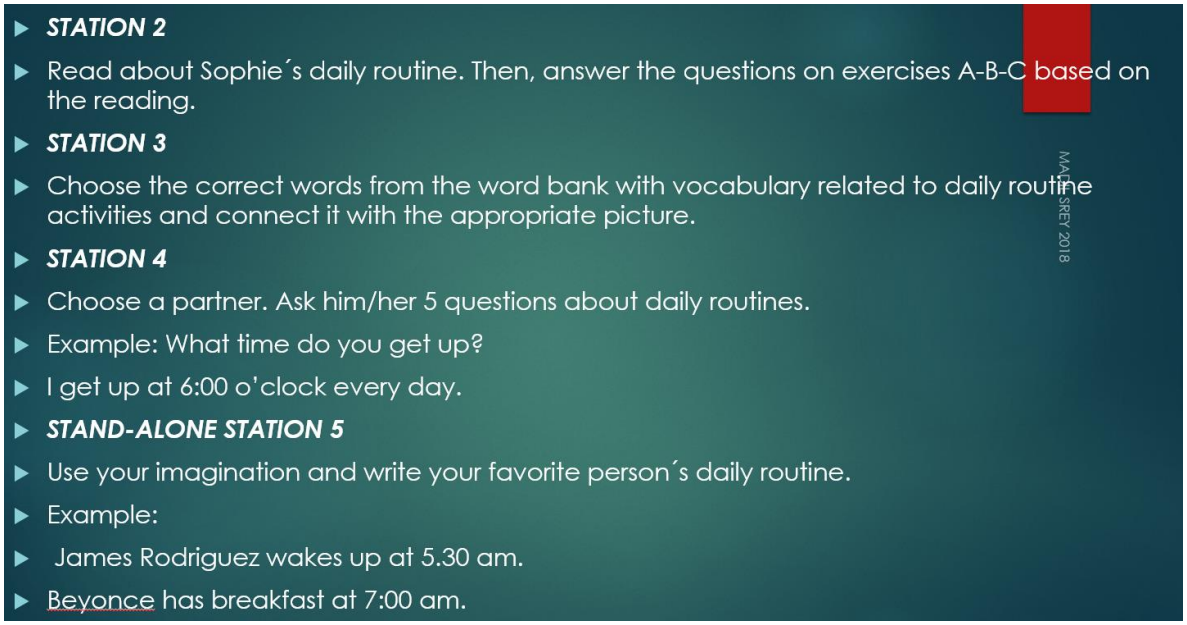
Class 1. Preparation phase. Students watch 2 videos about daily routines.
https://www.youtube.com/watch?v=MnIQ2_G8rxM
https://www.youtube.com/watch?v=4gde1mhw-A0&t=71s

Class 2. Implementation of flipped learning.
Students received information about how to interact with the five stations in the classroom.

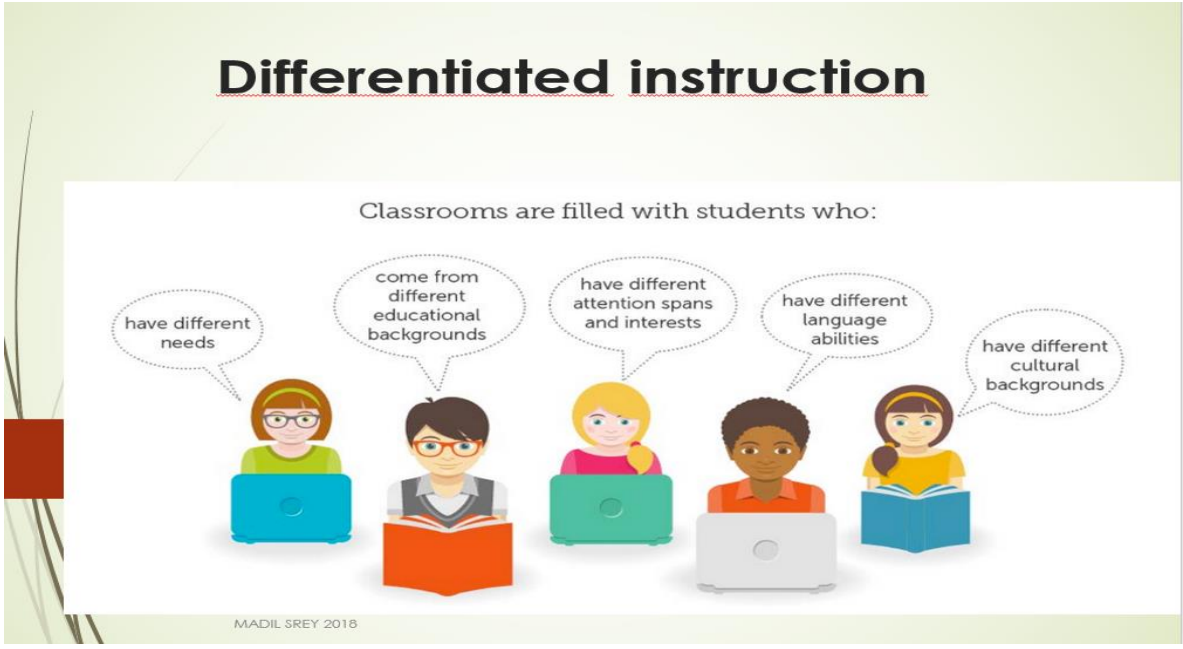
***Stations*:**

Station 1: Flip station
Station 2: Matching exercise.
Station3: Reading comprehension exercise.
Station 4: Speaking interaction activity.
Station 5: Stand alone station. Crosswords/ fill in the gaps activities, writing exercise.

MADIL SREY 2018



Appendix I. Differentiated Instruction CHOICE BOARD



Gardner's theory of multiple intelligences (MI) helps teachers to find out the preference and discover different learning styles of each student. Moreover, socioeconomics and family background, readiness, gender, culture and ethnics are all affected factors for students' diversity (Heacox, 2002).

According to Tomlinson (1999), differentiated instruction is a teacher's response to learner's need which is guided by general principles of facilitating a classroom in which attention to individuals is effective.

She indicates three elements of curriculum that can be differentiated: "Content," "Process," and "Products" based on students' readiness for particular topic, personal interests and learning profiles.

MADIL SREY 2018

- **Choice Board Menus**
- Choice board menu options are endless—you can create a menu for any subject, topic, or concept that you want or different boards altogether based on student readiness. Here are a few examples of the different options from which you can choose:
- **1) Choice Board for Multiple Intelligences**
  - Verbal/Linguistic – keep a journal, write a poem, or write instructions.
  - Logical/Mathematical – compare and contrast, design a map, create a pattern.
  - Visual/Spatial – create a poster, create a diagram, or create a comic strip.
  - Interpersonal- tell a story, conduct a survey, interview a friend.
  - Free Choice.
  - Body Kinesthetic - conduct an experiment, construct a model, or make up a game.
  - Musical – make up a dance, write a song, play an instrument.
  - Naturalist – take a field trip, categorize data, experiment.
  - Intrapersonal – keep a journal, write about the future, review or visualize.

MADIL SREY 2018

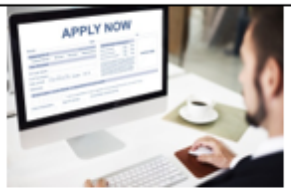
Showcase your pronunciation improvement : Choice Board

Choose a poem and declame it	Rap a song	Choose a TV or movie scene and act it out
Do a monologue	**Get ready to present on November 30th, 2018 (3-5 minutes)**	Give a speech
Tell us a news story like Manuel Teodoro would	**FREE SPACE!** Show your pronunciation improvement through a different way not available here.	Imitate an accent
Sing a song	Make a music video (This one can be in group)	Narrate a goal in a soccer match

Teachers using choice boards in class.

Choose a picture, record a description of it and send it to your teacher. Also, send a copy of the picture.	Choose a word you have learnt recently that is at least 6 letters long and write an acrostic poem. P _____ O _____ E _____ M _____	Draw a word web with 6 new words you have learnt recently and think of 5 words related to each of them.
Listen to a song and read the lyrics. Choose 10 words that are new to you and use them in 5 sentences.	Rap a piece of a favorite song.	Write a different ending to a story or film you have read or watched recently. Provide a summary of the plot first. **THE END**
Choose another TV or movie scene and act it out in a skit.	Tell us a news story like Manuel Teodoro would by using superlatives.	Introduce yourself by imitating an accent.
Choose a grammar point you have studied recently and write 5 sentences that illustrate it. Later, make a short video explaining that grammar point in your own words.	Narrate a goal in a soccer match by using some comparatives.	Make a music video. (It can be with more people)

Choice board

Choose a job starting for the first letter of your name and say 3 things this person HAS and DOESN'T HAVE to do.	You are the weather person of the news, you have to tell the weather forecast for this weekend.	 What job would you like to apply for? Why?
Tell the plot of a movie and let your classmates guess it right.	**Improve your pronunciation**	Create a stanza telling your classmates what matters to you when choosing a career.
Play have you ever with the people from your group. Ask two questions each.	Create your own activity!	Share with your friends the things you have done this week so far.
How do you imagine your life if we didn't have cellphones or internet?	Talk for one minute about a topic you like.	Write a voicemail for your favorite actor/singer/player so you can record it.

Appendix J. Increase your vocabulary.

Why is it important to improve your vocabulary?

- Vocabulary has been regarded as one of the crucial areas of language learning as it is almost not possible to convey meaning without this fundamental element of language and communication (Wilkins,1972)
- Vocabulary is an essential skill for learning to read write and speak; students use vocabulary to understand and use words to acquire and convey meaning.
- When a student does not have a strong vocabulary he/she may struggle to gain meaning from text while reading and understand new concept presented in oral discussions.

What is important to know about a word:

What it means

It is vital to get across the meaning of the item clearly and to ensure that your students have understood correctly with checking questions.

The form

Students need to know if it is a verb / a noun / an adjective etc. to be able to use it effectively.

How it is pronounced

This can be particularly problematic for learners of English because there is often no clear relation between how a word is written and how it is pronounced. It is very important to use the phonemic script in such cases so the students have a clear written record of the pronunciation. Don't forget also to drill words that you think will cause pronunciation problems for your students and highlight the word stresses.

How it is spelt

This is always difficult in English for the reason mentioned above. Remember to clarify the pronunciation before showing the written form.

How the word is related to others

For example, synonyms, antonyms, lexical sets.

What the affixes (the prefixes and suffixes) may indicate about the meaning

For example, substandard sub meaning under. This is particularly useful at a higher level.

WORDS RELATED TO FOOD

Organize some categories of words to write a paragraph.

DRINKS	MEAT	FRUIT	SEA FOOD	VEGETABLES	SNACKS	FOOD FOR BREAKFAST	FAST FOOD	OTHERS

Reading to get vocabulary

Vocabulary knowledge is critical for students to be successful readers. If students do not understand the words in a text, they will not be able to comprehend what they are reading (Wessels, 2011).

The goal of vocabulary instruction is for students to develop and apply vocabulary skills, to connect new vocabulary to their experience and knowledge, to help students understand text, and to provide students with strategies to determine the meaning of unknown words.

Students should be actively engaged in the vocabulary process so that they can construct meaning of new words for themselves. In addition, students should be given definitions and context for new words, as well as multiple exposures to words so they can be mastered (Tam, Heward, & Heng,2006).

Corpus to improve vocabulary

- A corpus is defined as the collection of written or spoken texts, which is electronically stored(O´Keeffe, McCharty&Carter, 2007)
- It provides valuable information on various aspects of word knowledge as word frequency, use of words in formal and informal contexts, use of idiomatic expressions, and patterns related to prepositions(Boulton,2009)
- www.english-corpora.org/coca/
- It offers real life usage of the learning instead of prescriptive language. Allows students to use frequently used language structures.
- It brings authentic data to the classroom and helps to raise learners 'awareness about language patterns rather than simply introducing a limited number of linguistic items.
- Facilitates the learning of phrases, collocations and idiomatic expressions in their naturally occurring contexts (Cobb,1997)

Prefixes

A prefix is a letter or a group of letters that we add to the beginning of a word. Prefixes change the meanings of words. For example, the prefix un- (or u-n) can mean "not," "remove," or "opposite." Adding un- to the word "happy" gives you the word "unhappy," which means not happy.
U-n and r-e (or re-) are the two most common prefixes in the English language. Re-means "again" or "back," such as in the words "rethink" "redo" and "repay."

Different prefixes in English can have similar meanings, such as un-, in- and non- all of which mean "not" or "opposite of." Also, the prefixes mis- and ir- mean "wrong," "wrongly," or "incorrectly." Notice that double letters are possible. For example, when you add the prefix im- to words that begin with the letter "m," you get two "m"s as in "immeasurable." That's also true when you add un- to words that begin with the letter "n," as in "unnoticeable." The same is true for many other prefixes.

When adding a prefix to a word, the spelling of the base word never changes. For example, the prefix un- did not change the spelling of the word "happy." And, the prefix re- would not change the spelling of the word "live" in "relive."

Prefix	Meaning	Example
non-, un-, im-, in-, il-, ir-	not, opposite	Nonsense, unhappy,
re-	again, back	revisit, replay
mis-	wrongly, not	misunderstand
de-	reverse, remove, out of	destruction, department
co-, com-, con-	with, together	construct, computer
dis-, dif-, di-	separation, away, apart	disease, dissect

SUFFIXES

A suffix is a letter or group of letters added to the end of a word. Suffixes are commonly used to show the part of speech of a word. For example, adding "ion" to the verb "act" gives us "action," the noun form of the word. Suffixes also tell us the verb tense of words or whether the words are plural or singular.

- Some common suffixes are -er, -s, -es, -ed, -ing and -ly.
- Here are a few things to remember when learning suffixes:
- Some suffixes have more than one meaning. For example, the suffix -er may suggest a person who performs an action, like a teacher. But "er" is also commonly added to the ends of adjectives and adverbs. They compare two things and show that one is "more" than the other, such as in "faster" and "stronger."
- The spelling of a base word can change when a suffix is added. This is true of most base words ending in the letter "y." For instance, when we add the suffix -ness to the word "crazy" to make "craziness," we replace the "y" with an "i." This rule is also true of many base words ending in a silent "e" when the suffix begins with a vowel. For example, in the words "write," "make" and "manage," we drop the "e" in the words when we add -ing to make: "writing," "making" and "managing." We also often drop the silent "e" before the suffix -able such as in "usable." Be careful, though, because with some words, we keep the "e," such as in "changeable" and "loveable."