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PERSONALITY, AN AFFECTIVE FACTOR THAT INFLUENCES YOUNG - ADULT
STUDENTS: SPEAKING TEACHING STRATEGIES

PROPUESTA DIDÁCTICA PARA OBTENER EL GRADO DE
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DE LENGUAS
EXTRANJERAS

PRESENTA
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"PERSONALITY, AN AFFECTIVE FACTOR THAT INFLUENCES YOUNG – ADULT STUDENTS: SPEAKING TEACHING STRATEGIES"

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Abstract

The present paper aims to introduce how essential is the teacher's role when using teaching speaking strategies in front of a classroom. The main concern that teachers have is to help learners to develop in a productive form their language proficiency; students' particular goal is to achieve an efficient, communicative way to express their desires and thoughts. The teacher may adapt his/her personality in the class according to each students' needs and learning styles. As well, teachers may consider the students' strengths and areas of opportunity to reinforce their English knowledge.

This study is based on the action research methodology in which various instruments, such as observation, survey, and interview, were applied. It was identified that the atmosphere led to an interaction where the students felt comfortable to participate. Similarly, the students significantly perceived the importance of the teacher's attitude and personality in front of the classroom. The teaching strategies identified through the observation and the interviews were significant as they reduce the students' inhibition when speaking in English. The data collected indicates that each student had a different learning style; therefore, it is recommended that the teacher uses these data to adapt the lesson plan and thus achieve effective learning.

Keywords: personality, speaking strategies, learning styles, motivation

Resumen

El presente documento tiene como objetivo presentar cuán esencial es el papel del docente cuando se utilizan estrategias de enseñanza frente al aula. La principal preocupación que tienen los docentes es ayudar a los alumnos a desarrollar de forma productiva su dominio del idioma; el objetivo particular de los estudiantes es comunicarse de manera eficiente para expresar sus deseos y pensamientos. El docente puede adaptar su personalidad en la clase de acuerdo con las necesidades y estilos de aprendizaje de cada alumno. Además, los maestros pueden tener en cuenta las fortalezas y áreas de oportunidad de los estudiantes para reforzar su conocimiento del inglés.

Este estudio se basa en la metodología de investigación-acción en el que se aplicaron diversos instrumentos como la observación, la encuesta y la entrevista. Se identificó que la atmósfera condujo a una interacción donde los estudiantes se sintieron cómodos de participar. Del mismo modo, los estudiantes percibían en gran medida la importancia de la actitud y la personalidad del profesor frente al aula. Las estrategias de enseñanza identificadas a través de la observación y la entrevista fueron significativas pues reducen la inhibición de los estudiantes al hablar en inglés. Los datos recabados de la encuesta y observación indican que hace falta prestar atención a los distintos estilos de aprendizaje que tienen los estudiantes. Los datos recopilados indican que cada estudiante tuvo un estilo de aprendizaje diferente, por lo tanto, se recomienda que el docente utilice estos datos para adaptar su plan de clase y así lograr un aprendizaje efectivo

Palabras clave: personalidad, estrategias del habla, estilos de aprendizaje, motivación

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Chapter 1 Introduction

In the history of foreign language teaching and learning, speaking, as a productive skill, is quite essential for learners who are acquiring the language. In this case, many attempts provide the best environment for students who want to speak English. Most learners find it challenging to speak and start a conversation in English; however, they gain confidence with the opportunities and activities that the teacher provides to them. Indeed, students' participation could occur as a result of their enthusiasm to discover the language and with the attention they receive from their teachers during class. Students can produce an exceptional production of the English language when they have the appropriate tools to do it and when they can understand what the objectives of the task are.

The impossibility for English as a Second Language (ESL) learners "to speak appropriate English in the classroom is because of the limited language use in their real lives" (Khameis, 2006, p. 111). Therefore, it is important to emphasize the means it is to have an enjoyable interaction between teacher-student, student-teacher, and also between their peers.

Teacher's personality in the classroom may guide students to increase their English speech, vocabulary, and work in their phonetic pronunciation within the class. As Lightbown and Spada stated, "personality variables seem to be consistently related to the communicative ability" (2006, p.62). Consequently, and combined with the school program, the primary method around this research is the Communicative Language Teaching (*see Chapter 2).* Also, in the following chapter, there is more information about the types of personality each teacher may represent and how it can influence their students' English learning process.

1.1 Literature Review

Some previous studies expose how personality affects the way teachers teach and the results of strategies teachers implement. A first work corresponds to Khan (2013), who took a closer look at the type of activities that language teachers used to promote speaking proficiency. The research served as a guide for those who are interested in having a large class of energetic students talking and working in English groups together. In a nutshell, competent instructors can teach students by using minimal responses, recognizing scripts, (Bahrani & Soltani, 2012), and use of spontaneous language where authentic communication leads students to use specific features in their discourse.

A second study from Mahmoudi & Zamanian (2018), showed confirmatory and exploratory research where they investigated the relationship between Iranian EFL teachers' personality types and their teaching preferences. Male and female English as a Foreign Language (EFL) teachers had the same teaching preferences. The results threw a significant relationship between the personality and teaching choice. Consequently, it means that the increase in the teachers' personality traits could lead to an increase in their teaching preference.

Likely, according to another study with Al-Mahasneh (2018), which was a descriptive statistical method, the results demonstrated that the personal treatment of the teacher remained as the first rank. The study concluded that teachers for developing attractive environments were mid regardless of their gender and academic qualifications procedural. Similarly, Bahrani & Soltani (2012) mentioned, the importance of the classroom arrangement when students tried to speak English because that lead students to distinguish and visualize the language. It "encourages students to ask for things and

questions in English" (p. 26). Teachers may organize spaces where students feel relax of their speaking interactions and support them by giving positive feedback in the process.

1.2 Research Problem

Teachers of a foreign language may have a variety of ways to introduce and explain the English language; however, the idea is to focus on how meaningful it is for students. A specific inconvenience that students have at the moment to speak is necessarily derived due to teachers that have minimal instructional strategies (Khan, 2013). The students on the OneOnOne program rather talk than learn specifically grammar itself, since the practical understanding of "English is expected to enable us to establish intellectual, economic, social commercial and even diplomatic relations with the rest of the world" (Khan, 2013. p. 14557).

Another critical understanding is the difference between a novice and an expert teacher. They may differ in contexts of work, conceptions, and perceptions of teaching. In this sense, experienced teachers approach their work with anticipated problems and immediate solutions, by comparison, "novice teachers are less familiar with the subject matter, teaching strategies, teaching contexts" (Richards & Farrell, 2005. p. 8) and an absence of an adequate behavioral routine.

Along with the expansion in language teaching, Wallace (1995, p.2) mentioned that "there has been an increased demand for language teachers and the consequent need to train these teachers." Hence, there is a feeling that all of the language teaching professionals may take: the responsibility to spread their teaching knowledge and bring a variety of new strategies that teachers can implement with their students.

For this reason, the research is focused on 18 to 30 years old students, whose desires and goals are the same: speak fluently without inhibition in front of people. In some cases, their fear of speaking and anxiety leads them to avoid participation during activities, like sharing opinions or talking in front of their classmates. They placed their complete trust in a program that targets a conversational method, reinforcing the verbal skill without neglecting the grammar.

1.3 Justification

One of the complex areas of teachers' preparation and development research is knowing teachers' personal and psychological factors. Understanding teachers and their characteristics have become dominant and necessary to enhance teachers' education and pedagogical success in the new educational environment (Mahmoudi, T. & Zamanian, M., 2018).

Teachers are not only performers of something already established by contrast, but also indispensable in how teaching is provided. As Pourhosein & Banou (2017, p.78) said, "beliefs form part of the process of understanding how teachers shape their work, which is significant to the comprehending of their teaching methods and their decisions in the classroom." Notably, teachers are considered active people who can make their own decisions with different personal characteristics and psychological factors.

1.4 Research Objectives:

Main objective: Identify the speaking teaching strategies that the teacher develops during a class to describe how receptive the students are according to their teachers' personality.

a)   Recognize what attitudes the teacher promotes to enhance students' speaking participation in the class.

b)   Examine how the teacher's personality influences students' decisions to support them in their speaking performance.

c)   Identify the specific features that the teacher performs to integrate students' learning styles and create a meaningful learning environment.

1.5 Research Questions:

Main question: Which are the speaking teaching strategies the teacher develops during a class, and how receptive are the students according to their teachers' personality?

a)   What attitudes does the teacher promote to enhance speaking participation in the class?

b)   How does the teacher's personality influence students' decisions to support their speaking performance?

c)   What specific features does the teacher perform to integrate students' learning styles and a meaningful learning environment?

Chapter 2 Theoretical Framework

The term *affection* attributes to emotion or feeling. "The affective domain is the emotional side of human behavior" (Brown, 2000. p.143). The development of the affective domain commits certain personality factors, emotions, and how we are in contact with people. According to Krashen (2009), a diversity of affective variables such a motivation, self – confidence, and anxiety, reveals to success in second language acquisition.

Teachers have noticed that the "Affective Filter Hypothesis captures the relationship between affective variables and the process of second language acquisition" (Krashen, 2009. p. 31), and even though they recognized it, they sometimes do not know how to manage and adapt it to every student. "An effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation" (idem, 2009. p.32). Besides, when teachers create a learning environment where students feel confident and comfortable, students' speech may be fluent and authentic as a result of the interaction they feel in the class.

Students believe in their teachers' potential, and a positive relationship seems to be a factor that influences their learning process. According to Jones & Jones (2013, p. 58), the students consistently mention three characteristics from their teachers: "firmness, compassion, and an interesting, engaging, and challenging teaching style." Students look forward to teachers who set their limits and create a safe, enjoyable learning environment in the classroom.

The students get opportunities to know each other among peers, and the "creation of a safe, caring, community that feels like a healthy family can help students decrease stereotyping" (Jones and Jones, 2013). Thereby, students may be characterized by a

cooperative effort, which eventually is reflected in meaningful and functional experiences. In other words, students are listening to, or speaking about something that attracts their attention in class, and not merely because a teacher asked a question. Likewise, teachers should take into consideration songs (Khameis, 2006) that develop listening comprehension skills and bring enjoyment and fun into the classroom. The amusement of learning through songs is related to communicative skills and affective factors which may support students in their journey to discover more vocabulary.

2.1 Teachers' personality roles in the classroom

Personality "refers to individual differences in characteristics patterns of thinking, feeling, and behaving" (APA, 2020). In a learning context, one particular characteristic of personality is to comprehend individual differences of a teacher, and the other is to analyze how all the differences from the same teacher come together as a whole. A key issue is that teachers take responsibility for their teaching to get well prepared, and to open the teachers' landscape, it is necessary "to reach out to others in the process" (Gebhard & Oprandy, 1999. p. 5). The desire to explore depends on the teacher's passion, and in the incredible passage, they may encounter more teachers finding the same: joy to look teaching through another perception. Similarly, each teacher may have a new and unique personality that distinguishes from their surroundings, and they can learn something new from it.

The role of a teacher in the classroom may encounter myriad circumstances that make growth them as a professional and as a human being as well. The central reason to pay attention to teaching beliefs and practices is intending to perceive teaching quite differently. As Palmer stated, "good teaching comes from identity and integrity" (1998, p. 10). Nowadays, action research papers, teachers' journals, and talking with colleagues give

the teaching world a clear overview of personal experiences and beliefs in each teacher's lesson. One of the main characters in this teaching-learning process is the teacher who leads the students to learn suitably due to their intelligence and ability to guide students to a specific and concrete objective (Sandoval, 2004).

In the next paragraphs, there are fundamental concepts that reflect the types of personality based on the Myers – Briggs Type Indicator, MBTI (Edustaff, 2016) to give a clear view of the different teaching preferences, each teacher promotes. Currently, the MBTI is used to identify sixteen different types of personality through a quiz and was developed by psychologists' mother-daughter Katherine Briggs and Isabel Briggs Myers.

2.1.1 Types of personality

According to a sociocultural perspective (Woolfolk, 2010), the committed participation in a learning environment depends on identity through group work participation. The personal identity inside the classroom infuses the teamwork; likewise, it happens when teachers talk to their students about their concerns during a class. At the moment, students listen and pay attention to their teachers' inner lives; a connection may occur. Teachers are capable of connecting the lesson and arise identity with legitimate participation (Woolfolk, 2010), leading to the learning adventure.

For instance, with the MBTI test, teachers can agree on the idea that they "have specific preferences in the way they experience life, and that those preferences end up defining their personality" (Edustaff, 2016, paragraph 2). Besides, Edustaff, there are few pages where teachers can try the test for free, answering around sixty statements. For teachers, it is an acceptable intention to seek the quiz and discover which are their personal beliefs and attitudes that define them psychologically, as human beings, and as a unique

teacher.

The MBTI reveals how the world is viewed from one's eye perspective and the process of interpreting their environment due to the psychological choices each person states (*see figure 1*). Kent and Fisher (cited in Rushton et al., 2012) indicate that "the MBTI is uniquely suited to applications in teaching and learning in the field of education when examining personality self-description" (p.17).

Figure 1. Personality types of key
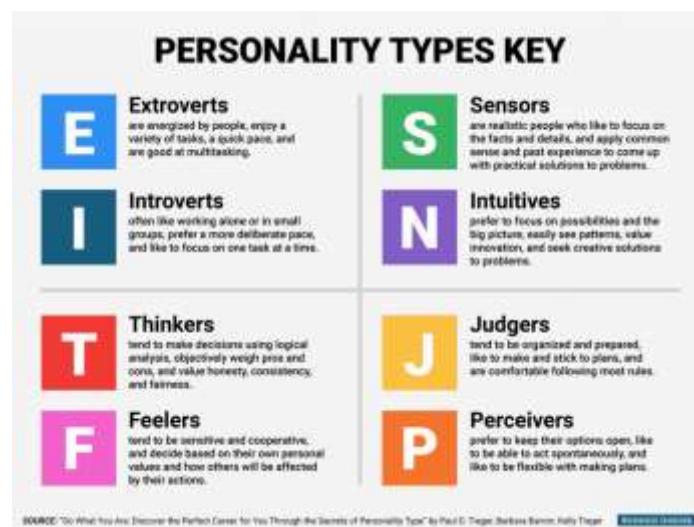
(Jeffrey, 2018)

To clarify, the MBTI model is a type of combination of four variables, one from each quadrant. There are sixteen personality types based on two personality attitudes, extroversion, and introversion (*see figure 2*). Thus, there are four functions divided in rational and irrational; thinking and sensation, feeling, and intuition respectively (Jeffrey, 2018).

Figure 2. Personality types
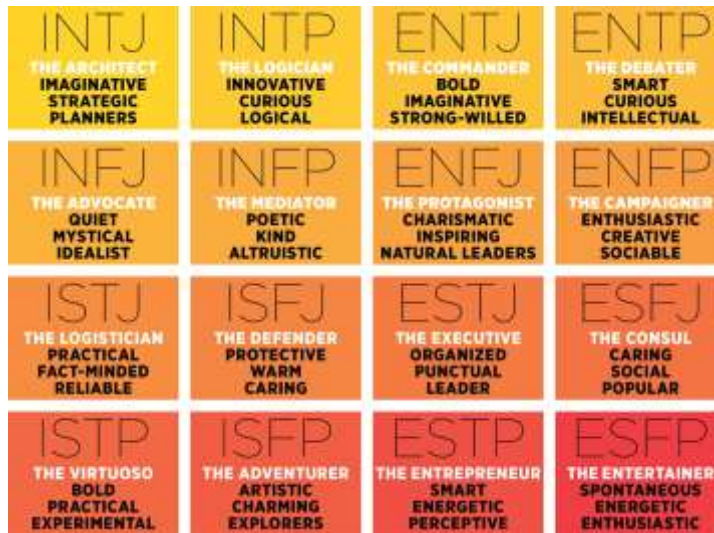
(Lucy Editha Coaching, 2019)

Based on some previous researches, Rushton et al. (2012) coincide that "understanding the difference between the teacher's personality characteristics and their students' personality can be beneficial when attempting to improve students' learning and achievement scores" (p.17). Later, they mentioned a particular profile suggestion from the MBTI type, which was the ENFP "campaigner" selected as the Teacher of the Year characterized for being outgoing, intuitive, open-minded, among others.

The essential aptitude each teacher can learn from the ENFP is to look for ways to improve the system learning. Even though each teacher has specific manners to introduce their lessons, the key is that teachers need to believe in their capacity and take advantage of their type of personality to interact with their students and gain their trust.

2.1.2 Classroom conditions

Teachers can enhance their ability to be invitational with their students by teaching with the group's experiences that permit a better understanding of the social factors that surround their personal lives. The attention of language teaching has changed due to the

roles of society, and it often occurs confusion between being the cool teacher and to follow the rules. Jones & Jones (2013) explained that the position in students' learning also requires the effective use of authority. The teachers' job is to "provide the warm, embracing climate that encourages students to speak, however halting or broken their attempts may be" (Brown, 2007 p. 324).

An important aspect is when teachers show their personal life 'outside a classroom context,' they "can model a degree of openness to students' verbal expressions of concerns and feelings in their classrooms" (Jones & Jones, 2013. p.64). For instance, Alvarado and Rodríguez mentioned that the ways teachers interact, speak and behave as well as the relationship among them and their students are aspects that have been changed, even more than the assessment and learning content (2011). In this case, it is noted that the group of students each teacher may have is continually changing. Teachers need to reinvent the form they highlight the speaking activities and be inspired by every type of innovations in the industry, such as music, movies, technology through others.

The teacher instructs and trains their students with the hopeful expectation that the student, in some kind, can be different than before the instruction (Sandoval, 2004). All the information students got in class can change their way of perceiving learning and life as well. Similarly, the teachers' beliefs about how students learn may affect positively or negatively the activities carried out in the classroom, even when those conceptions are implicit (Alvarado and Rodríguez, 2011). Teachers are capable of being successful in the teaching-learning environment when they deal with teaching modifications and are eager to discover the affective component that each classroom might provide.

2.2 Teachers' strengths and weaknesses

Teachers must have in mind that what a skill teaching is strong enough for a partner colleague, another might be not the same, likely with the weakest. The situations teachers may encounter can vary around many factors, although the lead is to take into action what needs to be solved. Teachers need to adjust their lessons to a specific approach fair to their students' learning style or, if necessary, choose the eclectic method (suitability of different methods) and adapt their students' needs to the appropriate learning conditions (Sandoval, 2004).

The strengths teachers may find, are the situations where they have an indirect influence (Brown, 2007) with their students like:

- Dealing with their students' feelings.

- Praising and complementing what students say.

- Intentional joking.

- Using ideas from students in examples.

On the other side, the weakness situations might be when teachers have an unknown scene (Brown, 2007) in the classroom, and as a consequence, they do not know how to react at the moment. Challenging situations may occur when:

- Unexpected but pertinent student question changes the lesson plan.

- Technical prevents such as forgotten material, waiting for a server, unable to connect speakers.

- A vocabulary meaning you do not know and need to search on the internet.

▪ Run out of time at the end of the class period on an activity that you already started.

Probably, no other colleague can guide teachers to solve those situations until they have vivid experiences and can learn from them. Those unexpected events need to be determined with "gracefully, and the key is poise" (Brown, 2007). Teachers may keep the balance between their self – confidence and their student's behavior by assessing the situation and staying calm. Eventually, the changes in the plan can allow teachers to look forward to the class and do not regret; the effort is worthy.

2.2.1 Teachers encourage students' self –esteem.
Self - esteem expresses the extent to which individuals believe themselves to be capable, significant, successful, and worthy (Brown, 2000). Teachers may help students increase their self-esteem with activities that reinforce their language acquisition. Students have the opportunity to derive their sense of self-worth from their previous experiences and from their perceptions of the world that circles their learning environment. The active involvement from students to participate convey to believe in themselves at the time to answer. Besides, the teachers' recognition and praise may lead students to discover their capacity to talk in English.

2.2.2 Teachers encourage students' risk-taking
Successful language learners generally believe in themselves and in their ability to accomplish communicative tasks and, therefore, willing risk-takers in their attempts to produce and understand the language that is a bit beyond their absolute certainty of speech. Like Brown (2000. p 150) expressed, "the intention is to initiate communication," teachers have the power to lead students and encourage their learning by being a little competitive. Students like to get risky scenarios where their abilities and aptitude will act; no matter

what the result is, they will give a chance to speak.

2.3 Students' perspective towards their English class

For students, the school is a place to be apart from their issues and enter a safe environment where they can save their trust in their role model in the classroom, the teacher. Then, the English class may attract students' attention because they listen and speak a language that is not common in their daily routine. Similarly, based on previous literature, Jones and Jones (2013) mentioned that students valued from their teacher's different skills that make them feel comfortable and more receptive to talk in the target language. Students respond better when teachers establish caring relationships with them when they set limits in the class and create a safe environment, as well, when they make learning fun.

The learners can be engaged and feel confident to speak with topics where they feel identified, like personal dreams, risks in life, their childhood lies, first love, and more. Specific characteristics demonstrate what an effective teacher is around the classroom, to mention the students' top list: "firmness, compassion, and an interesting, engaging, and challenging teaching style" (Noguera cited in Jones and Jones, 2013, p.58).

2.3.1 Students' motivation: intrinsic and extrinsic

Motivation in second language learning can be an exciting matter to explain. It is defined by Woolfolk (2010) as an internal state that operates, manages, and maintains behavior. Additionally, students encounter two primordial factors during the lesson; these two are the communicative needs and the attitudes towards the target language. "Learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions to perceive the communicative value of the second language" (Lightbown & Spada, 2006. p.63).

Learners' friendly attitudes when face people to speak may create the desire to keep in touch with them. Moreover, students are motivated to acquire proficiency in the language due to their contact with others. There are specific phrases that can inspire students to attend and get involved in the lesson. As proposed by Yasar (2016), if learners form discussion groups between them, it can be another strategy to encourage and motivate the contributors to the speaking activities. Some learners can feel forced when they are on individual tasks, though when you introduce the group choice, as home groups, their extrinsic motivation may appear.

The teacher can praise with a reaction to their performance, such as a high - five, bump fists, or congratulate their progress with claps that could reinforce students' development and let them keep going forward. Nevertheless, if students are different and they maintain a negative motivation, The Social Cognitive Theory (Woolfolk, 2010), explains how people develop particular abilities, which lead students to be capable as a social, emotional, and a cognoscitive student. In this sense, each student has a different perspective of learning, and they follow its step in life, so the surrounding factors that motivate some students might be different from the ones that drive others.

The extrinsic motivation the teacher provides, help the learner feel confident, and to stay focused on the objective: speak English in front of the class. Sometimes teachers can challenge their students with their peers in competition tasks and reinforce their willingness with phrases such as:

You are better than you think. For sure, you know how to say it.

I know you can speak and tell me more than that.

I am sure you know the word in English, give a try.

Additionally, students are intrinsically motivated because they perceive the value and reward that come after succeeding in the language. Certain students decide to travel around the world, others might want a better job, and maybe some of them want to know another culture. In the end, the "needs concept of motivation in some ways belongs to all three schools of thought: the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context" (Brown, 2000. p. 161).

Afterward, the teachers' support, help students to feel the happiness and joy in their classroom environment, as in consequence, students' participation may lead to a meaningful learning context. Adult learners likewise are sensitive to social activities and power relationships (Brown, 2000). They seem to engage in the activities for their own sake and "motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self - determination" (Brown, 2000, p.165). The interactions can make a positive contribution to students' motivation and acquire English knowledge faster when their classrooms are enjoyable places. It is crucial for students to feel secure and make a meaningful connection with their classroom context due to, in most cases, is their first contact with the English language.

2.3.2 Students' aptitude in the classroom

Frequently, students want to study English and learn it as quickly as possible. It is to mention that students' aptitude may define how fast is their development process to acquire the English language. "Thus, a learner with high aptitude may learn with greater ease and speed, but other learners may also be successful if they persevere" (Lightbown & Spada, 2006. p.57). Similarly, learners' strengths and weaknesses in the different components may account for their ability to succeed in a different type of oriented programs. According to

evidence in Lightbown's & Spada's study (2006), it is shown that matched students in activities were able to attain significantly higher levels of achievement than those who were mismatched. Therefore, teachers may be conscious that their teaching activities may be sufficiently varied to accommodate learners with a myriad of aptitude profiles.

Besides, to get students to feel comfortable, it may be necessary to explain that the kind of ability measured by exams does not prove students' intelligence in acquiring the language. On the other hand, for a speaking purpose, students may focus more on communication and interaction where their primordial result is the performance in their speech. "Indeed, many students whose general academic performance is weak, they experience considerable success in second language learning if they are given the right opportunities" (Lightbown & Spada, 2006. p.57). Students with high aptitude may acquire the language with greater ease and speed, although the ones who persevere may have their possibility to be on the average.

2. 4 Speaking teaching strategies: an overview to teach young adult students

Communicative Language Teaching is the approach proposed due to the objectives and goals of the OneOnOne Institution. According to Richards (2006), the following communicative competences are essential for students to develop during an English class session. Communicative competence consists of a few forms of language knowledge:

- Knowing how to use language for a range of different purposes and functions.

- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech

or when to use language appropriately for written as opposed to spoken communication)

- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).

- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies), (Richards, 2006. p.3).

The role of the teacher is to be a facilitator and monitor their students' progress rather than correct them every mistake. "The teachers develop a different view of learners' errors" (Richards, 2006. p.5) when they assume their responsibility and guide students in their English speaking improvement. As well, the teaching practice is considered a complex reality that goes beyond the classroom activities since teachers involve in their lesson plans what the institution and their beliefs dictate (Alvarado and Rodríguez, 2011).

2.4.1 Speaking ability: background

Learners who start a foreign language usually seek to discover more vocabulary to produce a fluent conversation. Probably, they are conscious of the main greetings and specific family words. However, the teacher and students need to realize that language goes far beyond mechanics as well. As Yasar (2006, p. 2) explains, "when we talk of a person who knows a language, we usually tend to mean that that person can produce meaningful sentences in that language"; in other words, the person can speak the language.

For this reason, speaking ability considers areas of mechanics, functions, pragmatics, and social interaction (idem, 2006). Students spend time with classmates that have in mind their same goal: express feelings and thoughts in the English language.

Nevertheless, their main objective is to develop their speaking fluency in a proper form.

In this sense, from a sociocultural perspective, speaking is the cause of acquisition when the full knowledge of the language occurs through a process of interaction and exchange of thoughts on a varied way of social situations. Like, first time traveling, the first experience with a different culture, first time trying new food, sharing probably those experiences along with others. Students can compare similarities in their stories and discover that they are not the only ones who have issues and problems when expressing in the target language.

2.4.2 Characteristics that influence young adult students to speak English

Lightbown and Spada (2006) mentioned that "students' language acquisition might be successful if they can access to social relationships in situations where they are perceived as valued partners in communication" (p. 56). The opportunities to engage in dialogue should be with peers, teachers, and close connections to provide a wide range of speaking occasions. As a result, the teacher balances the activity speaking situations according to their students' different charismas. Consequently, the teacher may monitor the group to identify different kinds of students and help them interact and get involved in the class; thus, the talkative student may help the shy student.

Another problem for young adult students is inhibition. Inhibition may discourage risk-taking because students are more self - conscious than younger learners. In some cases, students wonder if what they say might produce some laughter from their peers in the classroom, even when their classmates intend to pay attention to the speech. Lightbown & Spada (2006) expressed about a study that reduces inhibition in which the participants did better on their pronunciation tests by giving small amounts of alcohol.

In the classroom, that might not be possible; instead, teachers can use alternatives that help students feel comfortable when talking. Such as giving articulation exercises, playing music in the background, bringing small juice drinks, use an anti-stress ball for students when sharing opinions may support students' speaking participation. Those choices may lead students to perceive that their performance is much better when they feel less inhibited.

In the same sense, as described above with Krashen (2009), anxiety plays a vital role in the classroom. A small amount of tension can have a positive effect alike facilitate learning, although, the teacher needs to help students to be relaxed. Three components of foreign language anxiety have been identified: "communication apprehension, fear of negative social evaluation, and test anxiety" (Brown, 2000. p.151). The feeling students have before giving a public speech is a sign of stress, yet, enough tension is appropriate to get the things well-done. The teacher can help with visual contact and support their students at every step with subtle corporal language signs.

The process of acquiring the language has its development, such as the willingness to communicate with its surrounding. The learners who achieve a "wide range of conversational interactions can do so because 'their prior' language learning has led to the development of self-confidence" (Lightbown & Spada, 2006. p.62). The relationship between pleasant experiences and the combination of the less inhibition and little tension may lead to a productive, communicative competence environment.

2.4.2.1 What makes speaking extremely challenging?
Probably, students who are learning the English language have been questioned by this famous interrogate: Do you speak English? Meanwhile, the connotation itself means: "Can

you carry on a conversation reasonably competently?" (Brown, 2007. p.322). The incredible benchmark of successful language acquisition is the ability to demonstrate the message and answer accurately over other English native speakers. Students' goal is to deal with interactional dialogues, likewise, being able to converse with a total stranger or at least someone with whom they are barely familiar. In this sense, the following *table 1* shows characteristics that teachers can demonstrate to students to help them develop spoken language in their oral performance.

Table 1. Characteristics of spoken language that helps oral performance	
Characteristic	Explanation
a) Redundancy 9:00 *a.m.* in the *morning* or 9:00 *p.m.* in the *evening.* (Udemy, 2020).	Teachers have the opportunity to make the meaning clearer through redundancy language. The idea is to emphasize and help students' speech to be understandable when they use this feature of spoken language.
b) Reduced forms *I'm gonna* *I wanna* *I gotta*	Learners may learn colloquial contractions; thus, they can develop a better quality of speaking and use the real language outside the classroom.
c) Performance variables Uh, Um, Well, you know [...] I mean [...] Like [...]	Frequently, when students try to speak the English language, the process of thinking as they talk allows them to manifest several hesitations and pauses. That time of thinking time is not silent, so students tend to produce certain fillers to give them time to complete their speech.
d) Colloquial Language *A penny for your thoughts*	Learners have eager to discover phrases where they learn more vocabulary. Teachers may get sure students are well acquainted with idioms and colloquial phrases because

The ball is on your court *Best of both worlds* *See ya!* *DIY*	students may hear them on movies and songs. And indeed, it is an excellent practice for students when teachers introduce colloquial language in class.
e) Rate of delivery Tasks with *tongue twisters* and competitive *Chinese whispers*.	Teachers may encourage their students to achieve an acceptable speed along with some fluency. Tongue twisters can help as individual tasks, and other classmates can listen. Chinese whispers can be placed as a competition among teams.
f) Interaction ❖ Organize ideas logically ❖ Take part in debates and discussions ❖ Work in groups ❖ Participate in role plays ❖ Be concise, expressive and responsive ❖ Be imaginative and creative ❖ Use a range of tenses and verb forms (The British Council, 2015. p.7)	Teachers should tell the value of these points to their students to achieve interaction between their peers. The creativity in students' minds may lead to a considerable negotiation of conversations and aspects of opinion. Teachers can remember students that words have incredible power if they use them appropriately.
g) Stress, rhythm, and intonation ❖ Yes/no questions are rising intonation 1. Did you understand that? ❖ Wh questions are falling intonation	This characteristic allows the teacher and student to believe in how they have acquired the English language. With accurate stress, rhythm, and intonation, the speech may convey essential messages.

1. Where should we go for dinner? (Trusler, 2013)	

2.4.3 Speaking activities

The speaking activities the teacher uses can be enjoyable; however, at the same time, it may achieve an academic goal. Teachers can "enhance their ability to be invitational with their students by understanding their social factors that influence their students' lives" (Jones and Jones, 2013. p.68). During oral communication competence, there exists the ability to initiate conversations, nominate topics, ask questions, control conversations, and change subjects (Brown, 2007). Students may also have a lead role to start a conversation and continue with their peers.

An essential way of supporting students to participate is to model good listening and speaking techniques for them. Teachers must provide opportunities for students to engage in conversational scenarios where they can use real language and understand the context is surrounding them. As a result, students foster an active speaking skill when they are involved in the task, and they feel the interaction of the environment.

The following strategies (PDST, 2012) could increase students' speaking skills:

- Eye contact: the level of eye contact often relies upon the relationship among students and the teacher itself. Teachers need to have in mind how receptive students are and how essential it is for them to look into their eyes and explain the lesson. They might focus on the students' faces when they attract their learners' sight. Additionally, teachers must remember to give an eye - contact and speak to every student in the classroom.

- Open-ended questions: allow students to complete their answers. Probably, students do not give an accurate response; instead, teachers can discover something new about their

students. The questions to reflect on a topic allow formulating new opinions to show the value of their ideas. Moreover, confidence may encourage students to express their thoughts and feelings in the same way.

- The pace of a speech: for students to comprehend appropriately, teachers need to emphasize their expression at a comfortable pace. Not too quickly, not too slow. Eventually, students can get their rhythm and follow teachers in the target language, yet still, teachers may watch their progress.

- Help learners to listen to their classmates: students need to pay attention to their classmates' conversation. Occasionally, students focus their attention on only one voice, the teachers' one. The idea is to reinforce their listening skills, and for instance, the speaking ability may improve itself through their learning path.

One easy way to increase comprehension could be the opportunity for students to bring personal realia (a unique piece of cloth, the first thing they bought with their own money). Students may ask questions to their peers like: *Why did you get it? Why is it essential for you? What do you think is cheaper, yours or mine? Where did you buy it?* The teacher can give cues, and students may create their own.

2.4.3.1 Students' learning styles
Lightbrown and Spada (2006 p. 53) stated that "individual differences are inherent in the learner and can predict success or failure in language learning." Those beliefs can vary for every student where learning styles and needs might be different. Some characteristics believed to predict success in learning are intelligence, aptitude, motivation, personality, and not the least important, the age of the learner.

There is no specific way for teachers to establish who the good learners are in their

classes; however, some students acquire faster language abilities than others, and the rate of development may vary. Nonetheless, the students can seek opportunities to speak grant to the characteristics already mentioned.

Every student has its style to understand the teacher, so each student develops their techniques and performances to make knowledge unique and helpful for themselves. In this case, the learning styles describe their individual's natural and preferred way of absorbing and retaining new information. According to Studylib (2020), tactile, visual, and auditory are some learning styles that teachers can view in their group class. Also, learners can understand and adapt information until they see it from their teachers' role model. Moreover, teachers may have into account learners with different learning profiles to suit that information during the lesson plans.

2.4.3.2 Self - study: listen, plan, work and verify

A central aspect of the speaking strategies is when teachers guide students to manage and use specific strategies on their own. Teachers can encourage students to talk by themselves to practice, and students can realize that their learning is worthy. In the same sense, Woolfolk (2010) shared a direct way to employ the self - study.

The self- study represents the dialogue and interaction itself between the teacher and students. Teachers can also discover how far their strategies have been reached the goal of their students' progress. During a teachers' task, students can process the four abilities (listening, planning, work, verify).

Example: prepare a speech to explain what you were doing when you discover Santa Claus does not exist; use past progressive tense.

While listening:

- Does this have sense? Do I understand the topic?

While planning:

- First, let me organize the topic, In what order am I going to do this? Do I have everything I need?

While work:

- Am I productive? How much time do I have? Do I have to restart my speech?

While verifying:

- Am I proud of this? Do I speak enough? I think I am done.

Adapted from Woolfolk, 2010. p. 364

2.4.3.3 Features of interactions

The students like to spend time talking about what surrounds them in their daily lives. They want to share experiences and anecdotes trying to look, perhaps a similar interest on another classmate's because that can drift more conversation between peers. When a teacher combines the class with some non-verbal communication like laughs and smiles, scholars take language acquisition from a social-cultural perspective. Nowadays, "comprehensible input and negotiation of meaning are considered to be essential in second language acquisition" (Yasar, 2016. p.5).

According to Richards (2008), students cannot sustain spoken interaction beyond short segments, and frequent communication may have several breakdowns and misunderstandings. Likewise, Yasar mentioned (2016, p.14) "interactivity is the learner's consideration of the effect the student is having on his/her audience." Due to the learners' lack of vocabulary on an individual level and similarly the communication strategies, the following features of interactions (Richards, 2008) can support and guide the class in the

appropriate interactivity environment.

● *Create social interaction*: use Whatsapp stories to attract students' attention.

● *Address the face needs of participants*: do homegroups where the main focus is the student's thought.

● *Include greetings, small talks, and compliments*: teachers can call the roll and ask for a special meal, favorite song; instead of answering "here or present," students can respond with the instruction.

● *Interactive, requiring two-way participation*: students like music, so teachers can try to engage them in music festival topics. The students must guess which song is and answer several questions according to the grammar and vocabulary of the lesson.

The necessity to create social interaction and face learners' needs and likes (bands, music, exotic pets, travels, achievements) in every class may let teachers discover something new and exciting about their students. Indeed, the idea is to use students' social needs to create better English classes, and eventually, it may be beneficial for them as well. Perhaps, students do not realize how important they are for the teachers. Still, when teachers take into account their students' treasures and desires and use that information for preparing better classes, their students would perceive the importance they are for them.

2.4.3.4 Awareness-raising activities

Somehow or another, teachers need their full students' attention during the whole course, although the specific stage may be kind of adventurous and exciting at the same time. In the awareness stage, the student achieves activities that allow him/her to pay attention to a piece of new knowledge or situation. According to Thornbury (2005. p. 41), awareness dwells in the following processes, *see table 2.*

Table 2. Awareness-raising activities	
Activity	Process
Attention	In this section, the teacher needs to raise the interest of the topic in their students. Increase the curiosity and desire to get involved in the amazing process of learning a language. If teachers have the power to express with corporal language and words what they have in mind to teach, students can feel the same emotion teachers desire.
Noticing	The next section is distant from merely paying attention. When we walk with our cellphone without seeing around us, we might fall with something until we notice it. The same happens with learners who are learning a language. When learners can notice different meanings and uses of the same vocabulary word is when they realize a variety of context uses.
Understanding	The last section is about to comprehend due to the notification process. Students can understand the general rule or system that relates to the grammar lesson when they connect all the previous operations. Teachers can visualize students' faces when something is clear and understandable for their students. Teachers are ready to use the information with a real context situation for their students.

Every foreign language teacher may have a different methodology with every specific group. Teaching is a process to discover the convenient speaking strategy for each learner; however, that is the fantastic adventure teachers may find through history and by experiences. Likewise, teachers may have in mind that human power and errors, eventually, appear, in the spot on helping the student to acquire the English language in a productive way. The main challenge is to target the contemporary methodology "the emphasis in speaking is fluency rather than accuracy" (Yasar, 2016. p. 1).

Chapter 3 Research Design

Action research, considered as a generic term that refers to a wide range of strategies, is carried out to improve the social education system. There are more ways of disciplining research processes than ways of representing research. Likely, action research helps to organize the process, and less to develop explanations of our practice. Some authors defined action research in similar interpretations, and these are the following that represents the proximity with the purpose of the project.

Eliott (cited in Latorre, 2013) defined action research as a study of a social situation to improve the quality of action within it. It is understood as a reflection on human activities and social conditions experienced by teachers which the main objective is to broaden the way teachers comprehend their practical school problems. Kemmis (cited in Latorre, 2013) stated action research as a practical, moral, and even more as a critical science. It explained a self-reflective inquiry conducted by those who participate in social situations to improve their understanding, practice, and social teaching environment.

Also, qualitative research facilitates the possibility to develop and determine historical, hermeneutical, and social critical paradigms (Cifuentes, 2014). As a result, the analysis developed from emerging and convergent designs which were structured during the search process. Therefore, validation takes place in methods of action, interaction, participation in dialogues, and experiences. For this reason, Kemmis' perception is understood as an idea or communicative fact and then interpreted by its senses, meanings, and intentions based on the project. The previously mentioned is due to the relevant, situated, and meaningful knowledge of the context in which the social fact is investigated.

3.1 Design

This study was based on action research that is considered as a generic term that refers to a wide range of strategies carried out to improve the educational and social system (Latorre, 2013). Thus, it allows research to be self – reflective from carried out by those who participate. Kemmis elaborated "a model to be applied in teaching" (cited in Latorre, 2013, p.35), which is constituted by two axes, strategically divided by action and reflection and other organizational divided by planning and observation *see figure 3*. Latorre (2013) mentioned that both dimensions are in continuous interaction, so the exercise is established and contributes to solving problems and understanding the practices that take place in everyday school life. Each of the dimensions implies a retrospective look and a prospective intention that together form a self-reflective spiral of knowledge and action.

Figure 3. The dimensions around action research

	ORGANIZATION DIMENSION	
	Reconstructive	Constructive
STRATEGIC DIMENSION Participants speech	4. Reflective A retrospective about observation.	1. Planning Prospective for the action
Social context practice	3. Observation Prospective for reflection.	2. Action Retrospective guided by planning.

Adapted from Latorre, 2013. p.36

3.1.1 Planning

For this project, seventeen students participated and answered different types of instruments, such as observation, survey, and interview, to complete the purpose of the research. Student's ages ranged between 18 to 30 years old from an English class at the Injuve Lengua Joven program in OneOnOne Institute. They have morning three – hour

Saturday classes per bimester with a specific desire and goal: speak fluently without inhibition in front of a public.

The school uses a program that focuses on a conversational method, reinforcing the speaking skill without neglecting the grammar. Moreover, it should be taken into account they are young -adult students, their activities and jobs are vital for them; that is why they make these classes only on Saturdays. Three hours per week and Whatsapp recordings from the teacher are their closest engage in the English Language.

Khaleghi (2016, p.1) said, "affective factors are emotional factors which influence learning." For this reason, these last ones could bring a positive or negative effect on students considering that the teacher gets an essential role for students; it is a model in the homeroom. Therefore, there exist some speaking strategies which can be implemented to encourage the unmotivated students to produce speaking, like, awareness-raising activities, controlled activities, and autonomous activities (Yasar, 2016).

3.1.1.1 The hypothesis of action:

If the teacher adequates their lessons according to their students' learning styles, the students will be more receptive to acquire the English information on an authentic, productive form.

The first step toward this goal is to pay attention when teachers are about to get to know their students and the classroom as well. The existing classroom group includes expectations, relationships, roles, interactions, and rules of behavior, all of which are mostly unstated (Schmuck & Schmuck, 1992). For teachers, the main objective is to familiarize with their group, as well as with their personal life. Consequently, it may give teachers the appropriate tools and skills that they need to manage the class better.

3.1.2 Data collection

Techniques play a predominant role in the collection of information due to the needs of the problem that must be assessed, and additionally, it allows us to cover the objectives. The purpose of the investigation itself determines the appropriate technique to practice. According to Latorre (1989), the researcher needs to collect information about the intervention or action to show what consequences or effects its educational practice may demonstrate. The following data allows us to systematically and intentionally reduce the social reality that we intend to study. The observation, survey, and interview instrument formats are shown on *Annex A*.

3.1.2.1 Application of the instruments

For this application, students were asked to fill out a permission letter where it stated that all data based was confidential; besides, no personal information would have been being shown. The institution noticed about the instruments and the group in which they were applied, *see Annex B*.

All the students understood the purpose of the research, and they asked some questions according to the objective. Some students did not get a vocabulary word; resultantly, it is necessary to pay attention to the level of the terms for better comprehension and trusted research. Nevertheless, the doubts were answered on time, and students participated in the survey, later on, three random students were chosen for the interview.

The observation was recorded a previous week; however, students know about the video recording, and they were not able to see the camera. The video recorded the teacher giving the class and the reactions when some situations appeared during the lesson.

3.1.3 Analysis

A description of the results is shown with tables in the next paragraphs. The information completes and reinforces the data analysis.

Results:

3.1.3.1 Observation

It is observed that the teacher improves and increases participation, including genuine questions that allow students to feel in an environment of trust. Arranging the desks in half moon or dividing them into two parts around the room is useful to achieve an optimal interaction in the classroom. It is perceived as a positive influence attitude when the teacher had an active movement around the classroom. The empathy the teacher showed toward students' situations like troubling to answer out load or misspelling some words when speaking, lead students to laugh at it and to feel less inhibited.

It should be noted that as mentioned by Lightbown and Spada (2006), active and successful language is present when the opportunity to have interaction in the classroom is provided. Similarly, Palmer (1998) mentioned that students and teachers must get to know each other, since the qualities that appear in both the student and the teacher may be related. Thanks to this, empathy and an enriching context, full of learning, could be foster. *See table 3.*

Table 3. Observation categories		
Category	**Subcategory**	**Notes**
Strategies	Specific and genuine strategies	The teacher started with a specific question so they can reflect and answer later. The teacher wrote on the board specific letters so students can guess the correct answer of the word.

| Attitude	Affective side	The teacher used her affective and personal side with her students by asking them for the birthday boys and girls from the week. As well, the teacher asked for more personal information they want to share.
Personality	Teachers' personality	The teacher was productive and active. The teacher had a happy, but a fast way to talk every time she expressed something. The teacher tried to find a favorable situation for every student's comment. Corporal language: the teacher steadily moved around the classroom and grabbed her hands every time she talked.
	Students' personality	Some students seemed to lack happiness and energy; however, they try to participate. The other half of the students showed energy to answer questions, and they seem to be interested (left side of the classroom).
Students' motivation	Intrinsic	Students felt the power to talk when they knew the answer.
	Extrinsic	The teacher encouraged students to get the appropriate answer and used corporal language with their hands to get the students' responses.
Students' participation	Clear instructions	Students received instructions from the teacher; however, the teacher needs to repeat the instructions to get more precise information. The teacher focused her attention more on one side of the classroom.

3.1.3.2 Survey

The survey consisted of ten sentences, where seventeen students selected the option which

they felt most identified with, where number 5 was in complete agreement, and number 1

was in complete disagreement.

The results demonstrated a positive impact on the form and purpose (82%) in which

the activities are established. It was required to focus attention on grouping activities that

involve more than two members per team (only 35% agreed), as the long-term objective

that the students expect may not be reached. The teacher's personality influenced a

considerable percentage (82%) towards the students. Although, thanks to the results, it was necessary to verify if any student does not feel the same perception and attention of the teacher (18% did not strongly coincide) as their other classmates, see *figure 4.*

Figure 4. Survey Results
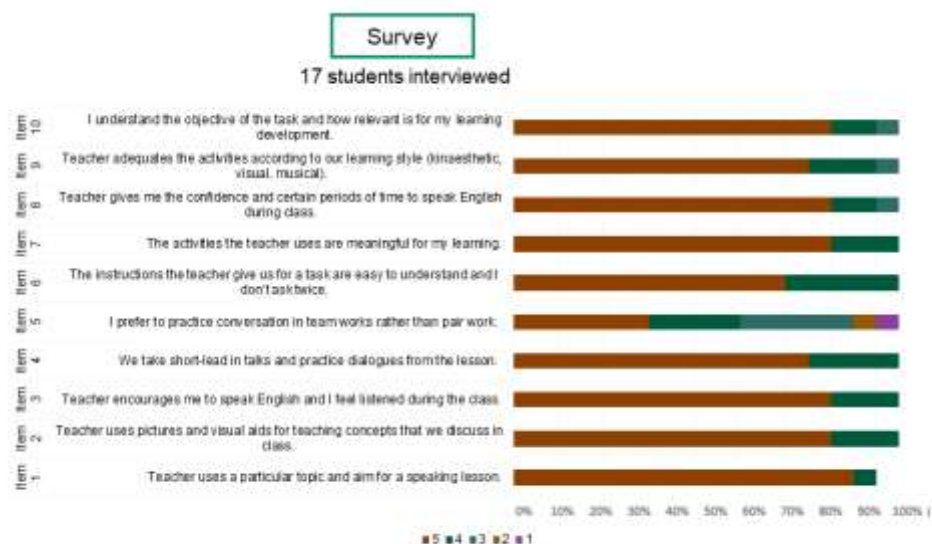
3.1.3.3 Interview

The interview was based on the following categories: personality, class activities, and the student's most receptive skills, as well as their motivation; *see table 4.* The students agreed that the personality of the teacher helps the environment, in the same way, they perceived that self-esteem is one of the things they need most in class and the teacher gives them the guideline to feel it. Interviewee 1 said: "nos pone como en un ambiente de confianza y realmente ayuda demasiado ese aspecto." Interviewee 2 said: "nos da la seguridad para... poder aprender más y no ponernos nerviosos y así."

Within the activity's category, it is shown that they prefer to dialogue in teams of three since they mentioned that the discussion improves, and the conversations are enriching. Interviewee 1 said: "aunque realmente me gusta más cuando somos un grupo tres

porque [...]tú estás ehm… acuerdo con la otra persona puede así ser como un tipo mini debate." On the other hand, interviewee 2 mentioned: "Bueno, cuando es individual, pues me siento un poco más segura porque en equipos siento que me pongo muy nerviosa y […] veo a mis compañeros que hablan mucho." Furthermore, they pointed out that it is preferable to read or listen to the instruction, write it, and then try to exemplify it.

The learning styles of each student vary considerably, and therefore, each student showed their way of learning through different activities. Interviewee 3 emphasized on how the teacher gave the information "se enfoca demasiado porque… da, nos lo recuerda toda la clase y toda la clase siguiente nos lo vuelve a repetir." The students mentioned that the body language used by the teacher is practical for their understanding.

Additionally, the active participation of the student in front of others helps them to comprehend better. Interviewee 3 mentioned: "A mí, bueno, a mí sí me gustan porque hace que participemos y eso hace que uno...practique su pronunciación y así va mejorando cada clase." At last, in the motivation category, it is perceived that their most important motivation is complete with a long-term purpose, and the expectation they have is high; therefore, they must go beyond their limits.

Table 4. Interview categorization				
Category	Subcategory	Interviewee 1	Interviewee 2	Interviewee 3
Personality and teacher techniques	The classroom environment is receptive.	It is a confidential environment. She is a happy teacher. I like my teacher's activities, and they are with a purpose.	It influences a lot. She gives us the security to talk and learn more without getting nervous. She explains it until	She has a happy personality, and she helps us to participate.

			we get it.	
Activities	Skills in which students are more receptive.	It is essential the way the teacher teaches, and I feel the meaning of it. I prefer small teams rather than the group so I can debate with them.	I prefer individual activities because when I hear my classmates, they talk a lot. I prefer to write down so I can verify my notes and understand better. First, I need to see the activity, understand, and then practice it. That is helpful for me.	When we are in teams, and we need to ask our partners other questions and then vice versa.
Motivation	Intrinsic and extrinsic .	If I know English, it increases my possibilities of finding a new job, and I want to go to Canada.	I want a better job, something that will help me.	I want to learn it. She helps us to practice pronunciation and to talk in front of the class.

After the analysis of the results, the following information leads to organize a relevant Didactic Proposal where it intends to discover students' learning styles and teachers' different ways to teach. Sixteen students from the same group answered a brief questionnaire (Studylib, 2020) to determine the learning style that represents them the most. Most of the students got auditory learning styles in the second visual and the last one, tactile. Similarly, some English teachers answered a brief questionnaire *(see Annex C)* as

well to clarify and know the ways they manage their class and how they apply different speaking strategies to their students.

In general, they mentioned that the teacher needs to be clear and concrete when talking to their students and attract their attention to daily lives' situations in their personal lives. Also, the teacher can mix different skills in the same activities following a pattern and sequence with varying types of resources. Finally, the teacher can give cues at every speaking activity to provide the student with certainty and confidence of what s/he is doing.

Chapter 4 Didactic Proposal

As mentioned in the previous paragraph, the questionnaire to the students led to discover their learning styles and discover which speaking activities are the most accurate ones as an entire group. Next, the brief survey to the three English teachers permitted to analyze the speaking activities they use in their classes and if it is precise to apply them to my students as well. The preceding information supported to decide the best speaking activities where students may feel comfortable sharing their opinions and thoughts. In the following sections, it is included the content, strategies, techniques, about the Didactic Proposal's implementation.

4.1 Description

The intervention proposal that is presented in this paper arises from the experience I have lived as a teacher in an oral production Saturday program with a specific group since their level 1 (Crossroads book program). During this period, it is observed that some students lack different learning styles than others of their classmates; the same vice versa.

It is necessary to pay attention to the students' learning styles to help them talk in front of their peers; adding it is their last level in the program. Furthermore, it is significant for the whole class to adapt the activities to a meaningful schooling environment. In the same sense, the proposal shows the design of some lesson plans to pay attention to specific learning styles and the different speaking activities that praise students' participation.

At the time, when students have the correct tools to speak, they can produce an exceptional performance. As well, it is essential to emphasize the means it is to have an enjoyable interaction teacher-student, vice versa, and student between the student as well. The development of "making meaningful associations between existing knowledge/

experience and new material may lead toward better long-term retention" (Brown, 2007. p 66). The previous situation demonstrates students' progress when they are capable of associating and exchanging information with others.

Teachers may focus on meaning and value to support students to gain more confidence and have the will to continue with their volunteer participation. The environment of collaboration and social development in the classroom with the provision of rich context may "encourage students to speak English as much as possible inside and outside the classroom" (Khameis, 2006. p.112).

For instance, to motivate students in EFL contexts, teachers should include a myriad of activities and strategies in a cultural environment that leads them to participate and feel less inhibited. Moreover, when teachers get students' engaged in the lesson, it is easier to discover different perceptions of their way of thinking, and most importantly, the student dares to talk in front of their peers. As Lightbown and Spada (2006, p. 66) mentioned, "learners' identities impact on what they can do and how they can participate in classrooms, this naturally affects how much they can learn."

4.2 Didactic proposal

The presented Didactic Proposal is speaking activities that engage students' performance to produce the English language, which is framed itself in the last level (Level 12) at the OneOnOne Saturday program (8:00 a.m. – 11:00 a.m.) where students present an intermediate almost advance level. In the same sense, through the development of the course merged with the proposal, it is intended to promote clue competencies (Briggs, 2015), which can support the students' achievement.

✓ Learning how to learn: once students go outside the classroom, it is the "real world"; it is up to them to stay fluent and learn in the process. They need to discover by themselves their feelings and reactions when speaking with another person in the English language.

✓ Creativity: teachers need to inspire students to get out of their comfort zone, and when teachers ask genuine questions, students can spread themselves freely in their answers.

✓ Linguistic competence: "is concerned with an ideal speaker/listener in a completely homogeneous speech community who knows language perfectly" (Karimnia and Izadparast, 2007), and students are not influenced by inhibition, structural grammar situations or interferences.

4.3 Content units

Hence, the following information is based on the content of the Crossroads 3 for DGB National Geographic book (Johannsen & Tarver, 2016). *See table 5*.

Table 5. Crossroads 3 for DGB content		
Course contents	Evaluation criteria	Assessed learning standards
Unit 1 **Talk about household activities.**	To talk and share respectfully of interculturality and different beliefs, values, ideas, and social practices when describing the activities carried out by classmates.	Students defend their points of view about chores and listen to their classmates' opinions. Students exchange personal experiences and use dialogues to increase the topic of household activities.
Unit 2	To interpret how to ask when doing household activities and	Students compare and debate opinions of what they hear about

	chores carried out by peers in different social settings.	some polite requests. Later, they demonstrate their favorite chores with their peers.
Make polite requests		
Unit 3 **Talk about how you help out at home**	To discover how useful the phrasal verbs are in a speech and how you can combine verbs with prepositions to create new meanings.	Students use and implement phrasal verbs in household speech activities. Students identify chores' realia with their phrasal verb match to create new phrases.

This proposal is composed of the first three didactic units from the teaching content of the Block 4 titled: *How are the activities you do at home different from the activities your friends do at home?* of *Crossroads 3 for DGB* book. As it is mentioned in the Theoretical Framework Chapter, the CLT is the base of the methodology that integrates the intervention proposal. The design and implementation of the Didactic Proposal are integrated by:

- Theoretical foundation analysis of the method merged with its competencies within the classroom.

- The group learning styles in the lesson adapted to students' needs.

- The previous teachers' and students' comments conducted to prepare speaking activities.

- The different speaking activities reach by the book's targets.

For the record, the established work will be implemented in the classroom when physical classes attendances can start. Additionally, in some situations, students will need to bring personal things from home to increase the Affective Hypothesis Filter already

mentioned. Each unit with its three activities is scheduled for every Saturday three – hour morning class. However, it was necessary to schedule three virtual session simulations to complete the goal of this research, *see 4.4.2 Limitations* section.

4.4 Purpose

General-purpose: The students will be capable of completing the speaking activities in the English language without feeling enough inhibition to stay quiet.

Specific goals:

✓ The students will understand the purpose of what they are learning in every speaking activity in class.

✓ The students will work on developing a variety of learning styles, even though their most reliable style is a different one.

✓ The students will feel comfortable when speaking English with their classmates and teacher at every speaking activity in class.

4.5 Class design: planning

The following *table 6* gives a chronological schedule of the three activities proposed for each unit on Block 4: *How are the activities you do at home different from the activities your friends do at home?* (Crossroads 3 for DGB).

Table 6. Speaking activities	
Units	**Activities**
Unit 1 Talk about household activities.	• Pick and talk: pronunciation • Let's focus and read

	• Challenge: find the request
Unit 2 Make polite requests	• Listening: brainstorming ideas • Draw: top 3 favorite chores • Homegroups: chores' experiences at home
Unit 3 Talk about how you help out at home	• Memory game: phrasal verbs • Pick me; match me • Genuine situations: read and answer.

4.5.1 Lesson plans

In the following paragraphs, the lesson plans may guide the Didactic Proposal implementation, speaking activities that engage students' performance to produce the English language. The lessons are prepared for a face to face course in order to be effective and meaningful for students' English knowledge.

Book: Crossroads 3 for DGB			p.84
Block 4: How are the activities you do at home different from the activities your friends do at home?			
Unit 1	**Lesson:** Talk about household activities	**Date**: -----	**Hour:**8:00am– 11:00am
Level: Intermediate-advanced		**Method:** Communicative Language Teaching	
Competences: The students are able to promote different perceptions and cultural ideas from their classmates. The students are able to develop creative thinking in some contextual situations.		**Objectives:** The students will produce the appropriate pronunciation at every vocabulary word. The students will share their own opinions about household activities with their peers. The students will focus on the sentences they	

read and listen to their peers.

The students will speak about the real situations they have with household activities.

Language item:	Activity type:	Time:	Materials:
- Requests: Can, could, may - Household activities	• Pick and talk: pronunciation • Let's focus and read • Challenge: find the request.	20 minutes 25 minutes 30 minutes	- Crossroads 3 for DGF - 11 pictures from students - 11 cardboards for phonetic words.
Learning styles: • Visual • Auditory			

Warm-up – (5 min) The teacher welcomes the students, and she asks what type of music they play when they do household activities at home. (3 min) Students share opinions and comments.

The teacher asks students to see the photos posted on the board. There are 11 pictures from some students doing household activities on it (they sent it before by Whatsapp because the teacher asked for volunteers). Pick and talk: pronunciation. The teacher asks a random student to pick a photo and grab it. Students see the picture and share comments about it in class. Next, the student turns the photo, and there is a phonetic vocabulary phrase (see Annex D) in cardboard. The student gives the cardboard to the teacher, and she pronounces the word, then the students do the same as drills. The teacher asks students to clap at every syllable of the phonetic word, and later she asks questions to them about the meaning of the phrase and when can you use the phrase. Students share comments and exchange experiences—the same process with the other ten vocabulary phrases.

Presentation – (10 min) The teacher asks students to open the book on p. 84 where there are the words they already practiced. She mentions there are household activities, and each one has a verb. She explains what requests are and their uses in dairy situations. Also, she remembers them to pay attention to those words (phrasal verbs) because they are going to see them during the following units. (5 min) The students match the words with their meanings in Ex. B on p. 84 (see Annex E).

Practice – (2 min) The teacher tells students to visualize the reading on p. 84 Ex. A (see Annex E) and give a one – minute look. The text has the vocabulary words on it. Let's focus and read. The teacher randomly mentions a student to read out - loud, and the other ones need to close their eyes and focus on the reading without seeing it. The teacher remembers them to pronounce the vocabulary phrases as they practiced in the

drills. The students need to pay attention to the student who is reading out – loud because someone of them is going to be the next. The teacher mentions the next student and s/he continues the reading, the teacher can help to orient the student. They complete the process until the last sentence. Everyone is with their eyes open, and the teacher asks them to tell clue words of the text. After that, they recapitulate the whole story and exchange opinions with peers about it.

Production – (5 min) The teacher tells them to pay attention to Ex. C, p 84. There are some sentences they have to complete with the vocabulary phrases. They work in a group to achieve them. Challenge: find the request. After that, the teacher divides the group into teams of three. The teacher uses picture photos to do the sides. The teacher gives each team a sentence from Ex. C and the other groups do not know who has each sentence. The teams prepare a two – minute dialogue situation where the requests must be there (see Annex E). After a while, students present their dialogues, and the challenge is for the other teams to listen to the requests, vocabulary phrases, and say it. They have to explain the context they understand from the dialogue. Teams complete the presentations, and everybody pays attention.

Closure – (10 min) Teacher asks students one different thing they learn today and their experience to acquire the information. Students explain what they remember most of the activities.

Source: own elaboration

Book: Crossroads 3 for DGB	p. 86

Block 4: How are the activities you do at home different from the activities your friends do at home?			
Unit 2	**Lesson:** Make polite requests	**Date**: -----	**Hour:** 8:00am– 11:00am
Level: Intermediate-advanced		**Method:** Communicative Language Teaching	
Competences: The students are able to discover different decisions from their classmates about doing chores. The students are able to feel empathy when asking something you need or want.		**Objectives:** The students will identify some requests during the play of audio. The students will ask some requests according to their classmates' chores drawings. The students will share anecdotes with the help of their photos.	

Language item:	Activity type:	Time:	Materials:
- Requests: Can, could, may - Household chores	• Listening: brainstorming ideas	15 minutes	- Crossroads 3 for DGF

Learning styles: • Visual • Auditory • Kinesthetic • Tactile	• Draw: top three favorite chores • Homegroups: chores' experiences at home	30 minutes 25 minutes	- Audio and speaker - Square cardboards - Student's pictures at home were doing chores.

Warm-up – (10 min) The teacher welcomes the students, and she writes an imperative statement and a question on the board. *Pass me the salt,* and *Could you please pass me the salt?* The teacher allows their students to be curious and reflect on what do they usually say/ask when they want something. The students stand up and talk in peers about previous experiences they had when asking something. The teacher elicits two situations: ask your boy/girlfriend vs. ask your parents something. The students and the teacher give some opinions thereon in the group, and they go back to their places.

Presentation – (5 min) The teacher asks students to open the book on p. 86 and look to the three pictures (see Annex F). Seeing the pictures, students try to guess what they do to help out at home, and they discuss it in class. <u>Listening: brainstorming ideas</u>. The teacher asks them to pay attention to the audio. The teacher plays the audio twice and then asks them to give opinions in peers about what they understand of it. The peers have to write a word or phrase they heard on the board. The teacher reads the sentences and asks different students to tell what they remember of that word. As a group, they understand the whole listening, and learners give opinions about the use of requests. Students complete the text of the listening in Ex. B and C on p. 86. Every student shares with the group the request they use the most in their daily lives.

Practice – (2 min) The teacher asks students to grab square cardboard and divide it into three parts. <u>Draw: top three favorite chores.</u> The teacher explains they have to draw three easy drawings about their top three favorite duties at home. Later, students may write their names on the back of the cardboard. After a while, the teacher explains that they have to go with another classmate and show the cardboard. The students have to ask requests according to the drawings they see. *Example: Your drawing is a mop. The student can say: I think you dropped water. Could you please sweep the floor, Esperancita.?* They must go with several classmates during a period. Then, the teacher asks for the cardboards; she mixes them and gives another different paper to every student. The task goes again, but with different personal cardboards and fellows.

Production – (2 min) The teacher tells the students to take out the personal household pictures she asked for days before. The photos could be from their favorite/ worst place to do chores (garden, bathroom), or students could be on the picture doing a unique duty not most people clean or do (cleaning the roof, removing hair from the drain). The teacher mixes the photos and matches three pictures per station. The stations are around

the classroom <u>Homegroups: chores' experiences at home.</u> The students need to look for their station and sit down with their fellows. Students have to share anecdotes according to the picture they have. Later, each homegroup picks two photographs, and one goes to the right and other to the left station. Students must go and look at their new homegroup and repeat the speaking activity. When time is up, the teacher asks students to go back to their places, give the owners their pictures.

Closure – (10 min) The Teacher asks students to tell her something surprising they learned from their classmates. She interrogates if their partners' situation will be the same for them; why yes or why not? All the group shares comment about it.

Source: own elaboration

Book: Crossroads 3 for DGB		p.88		
Block 4: How are the activities you do at home different from the activities your friends do at home?				
Unit 3	**Lesson:** Talk about how you help out at home		**Date**: -----	**Hour:**8:00am– 11:00am
Level: Intermediate-advanced			**Method:** Communicative Language Teaching	
Competences: The students are able to organize different pairs of words with their accurate meaning. The students are able to pay attention in details like associations and structure of questions.			**Objectives:** The students will create phrasal verbs matching a verb with a preposition. The students will associate realia objects with their appropriate phrasal verb. The students will ask genuine questions to their partners.	
Language item: - Phrasal verbs - Household chores **Learning styles:** • Visual • Auditory • Tactile • Kinesthetic	**Activity type:** • Memory game: phrasal verbs • Pick me; match me • Genuine situations: read and answer		**Time:** 25 minutes 15 minutes 15 minutes	**Materials:** -Crossroads 3 for DGF -Hand-made memory game - Meaning cards - Realia objects - Phrasal verbs

			cardboards - Genuine questions cardboards

Warm-up – (10 min) The teacher welcomes the students, and she shows two cardboards. One says *Phrasal* and the other *Verbs*. She asks a student what comes to their mind when hearing 'phrasal.' The student gives their own ideas. Then, the teacher asks a different student what comes to their mind when hearing 'verbs.' The student provides personal opinions. Next, the teacher opens the question to the class; what happened if we join the phrase: "phrasal verbs." She asks students what they think it stands for and if it changes of meaning. The teacher writes some famous examples like back up, give away, cheer up. The students share the phrasal verbs they already know and talk about it to the class. The teacher briefly explains the context where we can use the phrasal verbs.

Lead-in – (2 min) The teacher asks students to make teams of three, and they sit down on their places. Memory game: phrasal verbs. The teacher gives students some pair of unscrambling words and meaning cards. Students are going to play a memory game. The teacher explains they have to match a verb with a proposition to form a phrasal verb, which is going to have a different meaning. Then, they have to find the meaning of the phrasal verb. The teacher remembers them that the match cards have the same color. The teacher writes the step instructions on the board. Memory game. 1) Take your turn. 2) Form a phrasal verb. 3) Look for the meaning. 4) Give an example of it in context. They play until they finish their round of phrasal verbs. The teacher rotates the memory game cardboards several times until every group got all.

Presentation – (10 min) The teacher reinforces all the phrasal verbs students create with the memory game, and they discuss them as well. Students actively participate with examples in movies and series where they have heard about them.

Practice – (2 min) The teacher asks students to open their book and give a one – minute look to p. 88 Ex. A (see Annex G). The teacher tells students some phrasal verbs are used in household chores. The teacher asks students to stand up, grab a pencil, and do a circle around the classroom. Pick me; match me. There are some realia household objects around the school like a mop, shoes, hangers, recycle trash. By peers, students grab a purpose, and they are going to write the phrasal verb they think it matches. Students go all around the classroom looking for the matches. After a while, they come back to the circle, and with the teacher's help, they compare and discuss their answers. Students go back to their seats, and they complete p. 88 Ex. A. Teacher does drills of the vocabulary words, and students repeat focusing on their pronunciation.

Production – (10 min) Teacher asks students to complete Ex. B, p. 88 (see Annex G). Genuine situations: read and answer. There are eight genuine questions paste them on the board. The teacher asks a student to answer any number of the Ex. B. After the student answers, the teacher picks the genuine question cardboard, which corresponds to the student's answer. The student answers, and s/he picks the next volunteer – victim to read. The

process is repeated until they finish the eight sentences. Now, students create genuine questions, according to the eight cardboards, and they go and ask different classmates. *Example: Phrasal verb: sort out, Does your neighborhood sort out the trash? Why? Put away, how many shoes do you put away on their place?*

Closure – (5 min) Students work as a group in Ex C p. 88 (see Annex G). Each student reads out – loud every letter from the paragraph and completes the gaps when necessary. All students need to pay attention to where the speaking chain is. Students need to focus on pronunciation.

Source: own elaboration

4.5.2 Limitations

The inability situation to conduct in-person classes lead to postponing the Didactic Proposal to be implemented in a classroom how it was scheduled. The decision to organize some simulations was a productive solution, while the application in a classroom will be programmed shortly. The sessions were adapted to a virtual mode, and they did help to discover how the teacher adjusted the activities through a screen and how the participants' responded to them.

4.6 Simulation

The simulation consisted of three virtual sessions through platforms Microsoft Teams (Microsoft Corporation, 2017) and Zoom (Yuan, 2011), where the participants were actively involved in different types of activities. The activities tried to attract students' attention with varying styles of learning and help them to feel less inhibited when talking through the monitor. Additionally, the tasks were adapted for using merely on digital devices. To explain the sessions, get organized, and send information, I decided to create a Whatsapp group (Whatsapp, 2009) with the participants (*see Annex H.1*).

For the first session, the participants introduced themselves very briefly, and each of them had the camera initiated. The environment was relaxing, and the participants were

excited to start. Days before, they sent me on time some pictures we would need for a task so that I could display it on the session. The first task (*see Annex H.2*) was a screen of participants' pictures doing household activities. They laughed and explain every situation of their image, later we practiced phonetic drills. The next task involved reading and listening skills, so we got some communication problems; however, they could reach the goal of the activity that was to understand the text and pronounce the previous words correctly. The last activity worked well for the participants because they were divided into two groups, so they were on different channels on the MS Teams platform.

I sent the phrase they needed to use in their dialogue (*see Annex H.2*). In the beginning, we had problems arranging the channels, and we lost several minutes. The presentations were excellent, one of them was very creative, and the other was structural with the information they presented.

Three days later, for the second session, we had a lot of technical problems, and besides, the previous instructions for the same session were not sent on time. They did not clearly understand what picture they have to show on the last activity of the session class. Despite, we tried to adapt to the situation, and we also had a less participant that could not be on the simulations anymore. For the listening, we had audio problems and was kind of impossible to get the idea, but some students could reach the information, and they explained to their peers.

The kinesthetic part worked well for some of them; they drew quick drawings in a few minutes. Participants could not show the drawing pictures (*see Annex H.3*), so they sent them to me by Whatsapp, and I showed them on camera. They shared comments and ask questions between them; unfortunately, we lost time, and the environment became tense.

The final part of the session was to share their pictures of places they do not like to clean (*see Annex H.3*). Although they did not understand the task when they receive the late instructions, we had new and similar situations to talk about them.

Two days after, we had the last session in another platform, Zoom, because some activities needed to be with the camera in function. The first task (*see Annex H.4*) was a competitive one, and it worked perfectly for the participants, they were involved in learning more words, and they wanted to win. The first participants got trouble finding the pairs on the memory game, next the team partners got it in round three. Then in the context part (*see Annex H.4*), they talked openly about some personal experiences, and it felt an empathy environment at that moment.

During the second activity, they show some material (*see Annex H.4*) that was asked on time and it was better explained the purpose of it. We had a good time with the anecdotes of their stuff and the way they show it on the screen. To finish the simulation, they asked genuine questions (*see Annex H.4*) to each other, and they had time to speak with different partners. It worked well because they had examples on the screen, so it was easier for them to create other questions. Participants got the opportunity to develop their communicative skills, and when they were 'silent periods,' some interaction or a continuing problem helped to *break the ice.*

4.6.1 Assessment process

The assessment process began with the students' learning and motivation during the implementation of the activities of the Didactic Proposal. This phase values the teaching practice itself with data from the product to obtain results that allow conclusions about the

speaking teaching strategies. Moreover, the evaluation phase verifies the process of its

assessment and later the proposal's degree of efficiency, *see figure 5.*

Figure 5. Assessment scheme
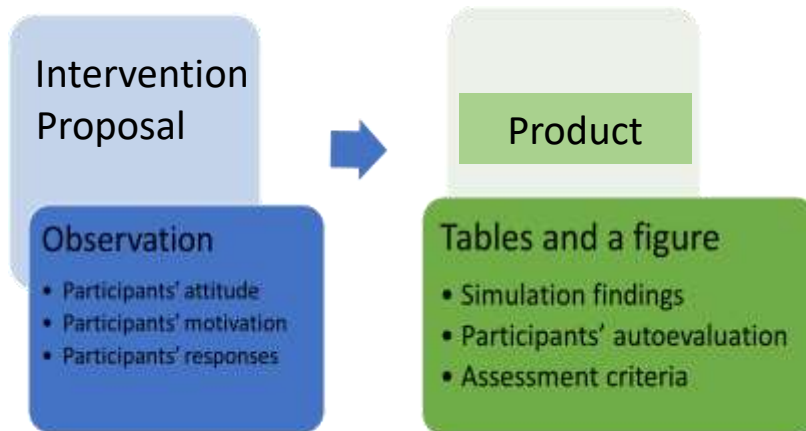
4.7 Analysis and interpretation of results

In the following paragraphs, there is essential information gathered from the nine activities

were the participants were involved in the virtual model.

4.7.1 Findings

In the next table, it is shown the notes and observations from each session of the three simulations, *see table 7.*

Table 7. Simulation findings				
Sessions	**Participants**	**Age**	**Didactic tool**	**Observation**
Unit 1 May 23rd	6 participants	21 – 30 years old	Microsoft Teams	The participants appeared to be relaxing and participative. The teacher interacted with them. Most of the time, the teacher asked a question; students answered it. The teacher forgot to ask everybody when she wanted an answer, but students realized it because of the teachers' intonation. The photo activities were kind enough to share and feel an empathic environment, and the reading part gave students the authority to guide the lesson. The teacher used the Esperancita example to give students more ideas to implement. One of the dialogues was creative, and all students' answers were correct.
Unit 2 May 26th	5 participants	21 - 30 years old	Microsoft Teams	During this session, the technical and personal problems appeared. The virtual environment had some situations, and it was not possible to share screens though it was essential for sharing students' activities. The students shared the words they remembered, and they made useful connections with the audio. The drawing activity was original and kinesthetic for some participants; unfortunately, because of some instructional and technical problems, the activity did not reach the goal. The photos students shared were meaningful for the activity; however, some of them were kind of the same situation, so they did not feel a unique situation.

Unit 3 May 28th	5 participants	21 – 30 years old	Zoom	The last session seemed to be dynamic, and students were motivated. When asking participants what they came to their mind, the answers were, after a silence, good. They made connections for the following activity. The questions were answered, and instructions needed to be repeated. The memory game went well for the purpose, they learned more phrasal verbs, and the competitive situation was challenging. After the context part with the phrasal verbs learned, it was meaningful they shared personal circumstances with their peers. The objects activity students brought went well, and they felt relaxing at that moment. They did excellent matches with the phrasal verbs images. In the end, the genuine questions were interesting for students because they spread themselves so fluently, and they had the opportunity to share their thoughts.

4.7.2 Auto-evaluation

To know participants' opinions, they answered a Google forms survey (Google, 2008) where they shared their perceptions of the previous sessions.

See table 8.

Table 8. Participants' auto – evaluation				
1. Three strategies that have worked for you to understand the speaking activity better.	2. To what extent do you consider that the topics covered the teaching practice?	3. What were the activities were you feel more comfortable participating?	4. Briefly describe your learning process during the units. Take into account the degree of interest, topics that you liked the most or least, understanding, difficulties, connection, among others.	5. If you want to include any consideration not included so far, you can do it at this point.

Listen: brainstorming ideas (listen the audio), Homegroups: chores' experiences at home (own pictures), Genuine situations: read and answer (answer the questions)	Strongly agree	Work in a group! Dialogue.	Very different activities. I never get bored. First interest in sharing your own experience but don't know the vocabulary. then learn the specific words and finally can speak with each other thank to vocabulary learning	Maybe try to find other activities less academic and more focused on how to attract the student's interest because with interest comes the motivation and learning more efficiently (personal opinion)
Challenge: find the request. (2-minute dialogues), Memory game: phrasal verbs (play), Pick me; match me (match the object)	Agree	When we played memory games	I think it was really good. The classes were very dynamic. We were all participating and especially, speaking the language. I wasn't afraid to make a mistake or ask if I didn't know something because it felt like it was part of the learning/process. I liked the most when we share some things about our life, and even not knowing all the "students" that were on this project, I felt a connection.	It was all perfect, but it should have more games!!
Challenge: find the request. (2-minute dialogues), Draw: top three favorite chores (drawings), Memory game: phrasal verbs (play)	Strongly agree	The ones I share my own opinion/experience.	It was challenging because I had camera and audio difficulties during the classes. The topics and activities were engaging. I like mostly the game, it was relaxing, and at the same time, we were learning. I didn't like the listening exercise but only because of my audio problems.	You are a great teacher, and your classes are very easy going. Keep going! :)
Memory game: phrasal verbs (game), Pick me; match me (match the object), Genuine situations: read and answer (answer the questions)	Strongly agree	Memory game	The learning process was easy because during the class we checked the material in different forms using almost all the skills	Anything, I liked classes as they were :D

Challenge: find the request. (2-minute dialogues), Draw: top three favorite chores (drawings), Homegroups: chores' experiences at home (own pictures)	Strongly agree	Dialogue and memory game	The fact that there were several different approaches to practice the same vocabulary/topics helped me link the concepts with the actions/meaning of the corresponding lesson.	-

4.7.3 Assessment

In order to assess the different criteria collected from the observation and auto-evaluation, the following table shows ten statements that measure

the standards through three different ranges. *See table 9.*

Table 9. Assessment criteria				
	Criteria	Good	Fair	Poor
1	Instructions were clear enough to complete activities.		√	
2	Pronunciation drills worked during the activities.	√		
3	The participants' motivation was an actual item.	√		
4	The participants' answers were an actual item.	√		
5	The teachers' personality let the class be energetic with an inhibited environment.	√		
6	The speaking activities were more learning games rather than tasks.			√
7	The time and following up of speaking among the participants were appropriate.		√	
8	The objects for each session were asked with clear information and on time.		√	
9	The grouping activities worked with the purpose of the session.	√		
10	The sessions were well technical adapted to a virtual model.		√	

4.8 Results from the simulation

The results showed that the activities were the students feel the most comfortable with, are the ones when they can talk about personal situations. Students need to add games were the learning process is applied. Some of the participants agreed that they did not feel ashamed when talking because the environment was good for them. In some cases, the different learning styles (visual, listening) worked for most of the group. A participant recommended to look for fewer academic activities and search for students' interests. As well, they agreed that they prefer pairs or three – group activities. That might be because, at that activity, participants were not the primary attention at the virtual lesson. They had the opportunity to talk in English in different channels without the teacher seeing (though, it is in the record), and it seemed to be a fluently and less inhibited environment.

It is essential to pay attention to the students' understanding to have a better development of the activity and then reach the objective of it. It helped when the teacher asked a participant to say what s/he understood and give the tracking of it. In the end, the personal things the teacher asked students to show (photos, objects) were meaningful for them due to their speech was so natural and enjoyable. However, the things the teacher asked for, need to be with enough previously time and explain students very well what they need to perform with it. The proposal showed an effective way to guide different skills to a variety of students' learning styles. Although, the teacher can adapt what is as far as significant for students, the teacher, and the group in general.

Besides, the participants agreed that the way the teacher involves its attitude and energy in the session, influences in how fast they can respond. They felt a less - inhibited environment, and even they did not know each other, to speak in the target language. The

teachers' disposition when answering leads students to feel valuable in the talking and continue participating.

Conclusion

This last section presents the conclusions that have been reached throughout this research project. It is included a brief description of the objectives, mentioned in Chapter 1, concerning with the obtained results and then, some suggestions for future teaching indoles. The results referred to a specific one – group from OneOnOne Institute where their method is entirely conversational. The English academic level from the students is an intermediate-advanced. The research tended to guide teachers through a variety of strategies that they can adapt and implement; besides, to have in mind that the teachers' personality and how they react in class can influence their students' learning.

The role and the technique of the teacher in the classroom are essential for students' speaking performance. Students believe that learning English enables them to develop in a thriving work environment; that is why the process of acquiring it and the strategies that are used are significantly for them. The teacher's personality allowed the students to reduce their inhibition and thereby feel the security of expressing their thoughts in a meaningful learning environment.

Foreign language teachers must allow themselves to get to know their students, an issue that could be done by identifying the strengths and areas of opportunity of their students. If teachers adapt their personality to their class needs and the way of applying activities, a balance in learning could be reached. As Palmer mentioned, "behind their fearful silence, our students want to find their voices, speak their voices, have their voices heard" (1998, p.47). In this sense, a teacher may listen to those voices, and maybe someday their students can express and speak with truth and confidence.

For this, it is necessary to start with the primary objective, identify the speaking teaching strategies that the teacher develops in class. According to the results, the speaking interaction with personal things in students' lives, gives a path for students to feel comfortable while speaking. The use of mixing learning styles gives students some possible situations to believe in their capacity. Likely, when students are not the center of attention in activities like debates among three, exchange opinions in the mingle group, they feel more secure to talk, and their thoughts are fluently in English.

As to the specific objectives, the recognition of the attitudes the teacher promotes is valuable for students' acquisition in the English language. The results demonstrated that students like to be listened to and understood to keep participating. After the Didactic Proposal, the students agreed on how vital their teacher is to motivate them to reinforce their speech during the class so they can feel comfortable to talk. The energy the teacher shows in class leads the students to respond the same way and happily contribute to the dynamic teacher-student, student-student.

In line with the following objective, examine how teachers' personality influences in students' decisions to support their speaking performance, is showed that "genuine exchanges of information must surely enhance students' motivation to participate in language learning activities" (Lightbown and Spada, 2006, p. 151). The results indicated that students pay attention to their teachers' personalities when giving the class, due to their participation is reflected by the way the teacher is within them. The different types of teachers' personalities must be because of the different practices teachers experienced in their lives. The most essential is how teachers use their personality to join their students' confidences, trust, learning, and nurture it with pure teachers' love.

Ultimately, the objective that concerns to identify the specific features that the teacher performs connects with the students' interests according to the results. The teacher showed a positive impact considering their students' needs while adapting the activities through a variety of learning styles. Notably, the agreeable learning environment helped students to improve their speaking when they grabbed personal objects and share personal information about it. It is easier for students to talk when asked about "their interests, how they spend their time, what subjects and learning activities are most interesting or difficult" (Jones and Jones, 2013); such, teachers can consider it and apply it for future lessons. The students pursue their goal and want their classmates and teacher to be witnesses of their adventures and accompany them in this wonderful learning crossing.

To conclude, it is suggested to identify students' learning styles, and according to those styles, the teachers may focus the speaking strategies on meaningful activities so the group can learn at the same pace. Rushton et al. (2012) mentioned that institutions "can design programs per students' needs and consider how to draw a diversity of students to the profession" (p.22). Therefore, the relationship teachers establish with their students will be built on trust and respect (Brown, 2007). Due to the relationship between students and teachers, students may feel capable, competent, and creative to speak English without inhibition in front of the class.

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Annex

Annex A – Instruments

Observation

<table>
<tr>
<td rowspan="4"></td>
<td>Universidad Autónoma de Nuevo León

FACULTAD DE FILOSOFÍA Y LETRAS

DIVISIÓN DE POSGRADO

MAESTRÍA EN LINGÜÍSTICA APLICADA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS

OBSERVACIÓN

PERSONALITY, AN AFFECTIVE FACTOR THAT INFLUENCES YOUNG - ADULT STUDENTS: SPEAKING TEACHING STRATEGIES</td>
<td rowspan="4"></td>
</tr>
<tr>
<td>Instrument   Observation</td>
</tr>
<tr>
<td>SAENZ GUERRA   JACQUELINE AIME</td>
</tr>
<tr>
<td>Apellido   Nombre   Fecha:</td>
</tr>
</table>

Observation

Group _____

Date _____   Hour: _____

Observer: _____

	Yes	No	Observations
Students show an interactive attitude, and they pay attention to the class.			
A teacher's personality is seen in the class to get students' attention.			
The teacher explains the lesson with specific and genuine strategies.			
The teacher promotes participation and enhances students to be part of the class.			
The teacher uses his/ her affective teaching side to get close to the students.			

There is eye contact between teacher-student and vice versa.			
Students seem to understand and comprehend the teacher's instructions.			
Students are receptive to the teacher's personality when she/he talks.			
Students are shown with a positive attitude and eager to learn.			
The teacher changes the speaking teaching strategy noticing it doesn't work.			

Survey

Students will answer the following survey according to what they feel more identified.

Instructions: use a pencil or a black ink pen to fill out the following questionnaire. Mark (x) the answer with which you identify best before your English classes in the semester you are studying.

Remember, it is not possible to mark two options. If you cannot answer a question or if it does not make sense to you, please contact the person who applied for the questionnaire.

5 = Strongly agree, 4 = Agree, 3 = Neither agree nor disagree, 2 = Disagree 1 = Strongly disagree

	English class Time class: _____ Date:_____	5	4	3	2	1
1	The teacher uses a particular topic and aims for a speaking lesson.					
2	The teacher uses pictures and visual aids for teaching concepts that we discuss in class.					
3	The teacher encourages me to speak English, and I feel listened to during class.					
4	We take short-lead in talks and practice dialogues from the lesson.					
5	I prefer to practice conversations in team works rather than pair work.					
6	The instructions the teacher give us for a task are easy to understand,					

	and I don't ask twice.					
7	The activities the teacher uses are meaningful for my learning.					
8	The teacher gives me confidence and specific periods to speak English during class.					
9	The teacher adequates the activities according to our learning style (kinaesthetic, visual, musical).					
10	I understand the objective of the task and how relevant it is for my learning development.					

• If I could add something to my English Lesson activities in class, what would it be? And why?

Interview

	Universidad Autónoma de Nuevo León	
	FACULTAD DE FILOSOFÍA Y LETRAS	
	DIVISIÓN DE POSGRADO	
	MAESTRÍA EN LINGÜÍSTICA APLICADA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS	
	Entrevista	
Instrument	Interview	
SAENZ GUERRA JACQUELINE AIME		
Apellido	Nombre	Fecha:

Interview

Date hour _____

Place _____

Interviewee (name, gender, age) _____

Interviewer _____

Introduction. The purpose of the following instrument is to know what kind of teaching strategies you feel identified and share what you consider they are necessary for better development of your learning in the English language.

Characteristics of the interview

For privacy reasons, we notify you that all the personal information you provide to me is confidential so that it will not be transferred to third parties to safeguard your confidentiality. The approximate duration is of 10 minutes.

1. How receptive are you according to your teachers' personality, and how helpful is that for the environment in class?

2. What do you consider necessary to improve your academic performance in the classroom?

3. In which grade do you believe is important the way the teacher gives the class? How receptive are you according to the teaching techniques?

(Give opinions about that)

3. With what activities is it easier for you to understand the class taught by the teacher?

 (Specify and share experiences)

4. What is your main motivation for which you go to take the subject?

5. How does the teacher focus on meaning and value according to the purpose of the activity? (Share experiences)

Annex B - Permission agreement

B.1) For students

Dear student, good morning:

I am developing a study that will be used to prepare professional action research about the teaching strategies applied in English at a higher level. This paper aims to measure attitudes and know the degree of students' satisfaction in which they meet their English subject at school. I would like to ask for your help to answer some questions that will not take much of your time. Your answers will be completely confidential and anonymous.

The opinions of all respondents will be added and included in the professional action research paper; however, at no time, individual data will be used. With the results, I will get a vision of the situations in which the student feels identified. Likewise, the pilot test will verify and analyze the data collected.

In the event of an outstanding comment that the student provides, the instrument will be reviewed to make the necessary changes. Below is the instrument. Read the statements carefully and as honestly as possible answer them. There are no correct or unambiguous answers.

In the same way, any doubt or clarification you have, you can contact the person who is applying the instrument.

I _____ agree to participate on the research and all the instruments it may involve.

Thank you very much for your cooperation!

B.2) For the Institution

Annex   C – teachers' questionnaire

	UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN FACULTAD DE FILOSOFÍA Y LETRAS DIVISIÓN DE ESTUDIOS DE POSGRADO MAESTRÍA EN LINGÜÍSTICA APLICADA **PROYECTO DE INVESTIGACIÓN II**	
ActivIty	Survey: speaking teaching strategies teachers apply	
SAENZ GUERR JACQUELINE AIME		01/03/2020
Last name	Name	Date

Characteristics of the survey:

For privacy reasons, we notify you that all the personal information you provide to me is confidential so that it will not be transferred to third parties to safeguard your confidentiality. The approximate duration is of 10 minutes.

Teacher name:
The subject you teach:
Shift:
Group level: Students' age:

1. How do you manage to attract your students' attention?
2. According to your students' learning styles, how do you adapt your activities to help them talk?
3. Which speaking teaching strategies do you use with your students to help them talk? Examples: improvise, one - minute speech, describe songs. (Share your experiences).

Annex D - Vocabulary phonetic phrases

Mows the lawn	maʊz ðə lɔn
Set the table	sɛt ðə ˈteɪbəl
Sweeps the floor	swips ðə flɔr
Weeds the plants	widz ðə plænts
Waters the plants Does the laundry	ˈwɔtərz ðə plænts dʌz ðə ˈlɔndri
Locks the door	lɑks ðə dɔr
Closes the window	kloʊzɪz ðə ˈwɪndoʊ
Turn on/ turn off the security system	tɜrn <u>on</u>/ tɜrn ɔf ðə sɪˈkjʊrəti ˈsɪstəm
Unlock the door	ənˈlɑk ðə dɔr
Open the window	oʊpən ðə ˈwɪndoʊ

Annex E – Unit 1 Crossroads 3 for DGB p.84

VOCABULARY

A Read the text. Pay attention to the words in blue.

My family is really big but we all help out with the household chores. My older brother Nathan **mows the lawn** once a month when the grass gets too long. I **set the table** before dinner every night while my mom finishes cooking. My younger sister Kelly **sweeps the floor** after we finish eating. My dad loves gardening so he **weeds the plants**, while my younger brother Brian **waters the plants**. My cousin lives with us and she **does the laundry** sometimes.

My siblings and I all study and my parents and cousin work so the last person to leave the house in the morning **locks the door**, **closes the windows** and turns on the security system. And the first person to arrive home in the evening **unlocks the door** and if it's warm outside **opens the windows** too.

B Write the words in blue next to the correct meanings.

1. to cut the grass in the backyard _____
2. to secure with a lock _____
3. the opposite of closing a window _____
4. to clear dust and dirt from the floor _____
5. to place plates, knives and forks on the table before a meal _____

C Fill in the blank with the correct form of the vocabulary in blue.

1. Can you _____? I'm hot.
2. I forgot to _____, so I'm worried someone will break in.
3. Dinner is almost ready. Can you _____?
4. Can you _____? It's really dirty.
5. I hate _____ in the hot sun, but the grass is too long.

Annex F – Unit 2 Crossroads 3 for DGB p.86

LISTENING

A Look at the pictures. Guess what they do to help out at home. Listen and check your guesses.

David	Susan	Ben

Annex G – Unit 3 Crossroads 3 for DGB p.88

LANGUAGE EXPANSION: Phrasal verbs for household chores

A Write the phrasal verbs under the photos.

take out the trash   turn on/turn off the security system   wipe off   put away shoes
sort out the recycling   pick up clothes   clean up my room   hang up the laundry

B Complete the sentences using the phrasal verbs from the box in exercise A.

1. The garbage truck is coming. Melanie, can you _____ the trash?
2. The rain has stopped. I'm going to _____ the laundry now.
3. Marcos, after you wash the dishes, could you _____ the table?
4. Jane, your room is a mess. Before you go out, could you _____ your clothes?
5. Can I help _____ the recycling, mom?
6. We need to _____ the security system before we go away on vacation.
7. Sam, could you _____ the living room?
8. James, could you please _____ your shoes?

C Fill in the blanks with the correct vocabulary from activity A in the appropriate form.

I have a lot of responsibilities at home because I am an only child. Before my mom comes home from work I have to _____ the kitchen. I _____ the counters, _____ the recycling, and _____ the trash. On Saturdays, I have to _____ my room, which usually means _____ my clothes and making my bed. Thankfully my mom always _____ the laundry and _____ my shoes.

Annex H – Simulation

H.1) Whatsapp group

H.2) 1ˢᵗ session

H.3) 2ⁿᵈ session

H.4) 3rd session