

SEVENTH GRADE STUDENTS' PERCEPTIONS ABOUT ENGLISH TEACHING  
STRATEGIES IN ORAL PRODUCTION

Yeymy Andrea Osorio Urrea

Carolina Carvajal Cardona

UNIVERSIDAD CATÓLICA DE ORIENTE  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN  
LICENCIATURA EN LENGUAS EXTRANJERAS  
RIONEGRO

2019

SEVENTH GRADE STUDENTS' PERCEPTIONS ABOUT ENGLISH TEACHING  
STRATEGIES IN ORAL PRODUCTION

Yeymy Andrea Osorio Urrea

Carolina Carvajal Cardona

TRABAJO DE GRADO

CARLOS ANDRES GARCIA BUILES

UNIVERSIDAD CATÓLICA DE ORIENTE  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN  
LICENCIATURA EN LENGUAS EXTRANJERAS  
RIONEGRO

2019

## TABLE OF CONTENTS

INTRODUCTION.....	6
LITERATURE REVIEW.....	8
STATEMENT OF THE PROBLEM .....	13
Research question.....	16
OBJECTIVE .....	17
General Objective.....	17
Specific Objectives: .....	17
JUSTIFICATION.....	17
CONCEPTUAL REFERENCES .....	19
Public Education .....	19
Public School .....	19
High School.....	20
Foreign Language.....	21
Oral Production .....	22
Judges.....	22
Teaching Strategies .....	23
Perception.....	24
METHODOLOGY.....	25
Type of Research.....	25

Research Approach .....	26
Participants.....	26
Ethical Issues.....	27
Data Collection Methods.....	28
Non-Participant Observation.....	28
Semi-Structured Interviews.....	28
Focus Group.....	29
Data Analysis .....	29
Field Work Plan .....	29
Semi-Structured Interviews.....	29
Non-Participant Observation.....	30
Focus Group.....	30
RESULTS .....	30
DISCUSSION .....	42
CONCLUSIONS.....	44
REFERENCES.....	47
ANEXOS.....	51

## ABSTRACT

In the process of teaching and learning a foreign language, there is a need to be updated and to know more about the way the education was perceived by students, that is why, this study had as purpose to know what students think about how teachers develop oral production inside a classroom. This project set out seven students' perceptions regarding oral production teaching strategies in a public institution in El Carmen de Viboral, Antioquia, in Colombia; it took seven students from seventh grade, and one English teacher; they were between 12-15 years old and they normally receive 4 hours per week of this subject. The type of research was exploratory and phenomenology was developed as a research approach, this being the qualitative one. In order to achieve the aforementioned, an interview with the teacher and a focus group with the students was developed, since, through this it was sought to identify the different factors and strategies regarding oral production teaching strategies and how it was conceived by the students. As outcomes, the different strategies used by the teacher in the class to promote oral production were identified. In addition, the researchers were able to know the point of view of the students about what they thought according to the different activities and strategies carried out by the teacher, in which presentations, dramatizations and dialogues between students were mentioned; additionally, the students mentioned fear and nervousness as factors that affect the moment of developing these activities.

## INTRODUCTION

This study was focused on teaching strategies to enhance oral production in a public school. In addition, there was a need to know the students' perceptions regarding the activities used by their teacher to promote this ability in the classroom. To develop this study, it was necessary to look for information and other studies already carried out that would be useful for the research that was going to be done.

The studies were found on different websites such as Dialnet and Scielo, among others; which for free allowed people to access the information. There were five studies, each one of them were realized in a period of 2006 and 2019. These were organized in similarities in their studies, two of them were related to music being applied in classrooms, one was based on PBL ( project based learning) and the last ones were focus on TBL ( task based learning); the studies were national and international.

Taking into account the literature review carried out, a lack of knowledge and an absence of information on the students' point of view regarding the activities carried out were identified. In addition, literature was found in which the authors talked about the different strategies used for the development of oral production. In addition, the studies mentioned about the policies that the government establishes for the teaching of English and it was also mentioned how this language should be taught, but the student was still left behind. That is why, this study is interested in students and their thoughts on the strategies used by teachers in the classroom.

According to the five studies found in the literature, the elements extracted from these were author's name, year of publication of the study, place of publication, purposes of the study, the concepts that supported the study, the perspective addressed, the method developed, the techniques used, participants and findings. For the processing of the information of the literature review, the

authors of this study, foreign languages students used bibliographic records and research matrix; in this way it was possible to establish the state in which the study is.

Taking into account the information obtained, it was known that the studies found were interested in implementing different strategies with their students in English classes and in accounting for the results of the implementations made. In addition, the studies are organized according to the topic discussed in these and the strategies used. The authors spoke of music as one of the strategies to improve oral production, and in others it was the Task-Based Learning and the Project-Based Learning.

## LITERATURE REVIEW

The role of teachers and the strategies they use to teach and enhance oral production are essential, since the results reflected by the students depend on a large part of this. For this reason, a revision of the literature is used, with which it is intended to know more about this topic and the strategies that teachers have used to improve the oral production of English as a foreign language (EFL).

For this, it will have five studies in which it will give an account of their purpose, population, research method, keywords and findings. On the one hand, there are studies that refer to music and others that used Task-Based Learning (TBL), and on the other hand one that bases its research on Project-Based Learning (PBL).

One study was called (Cuestas, 2006). This research was carried out in a public school from Bogotá, Colegio Distrital León de Greiff. It took 45 students from high school, that is why there were divided in groups of 6. They were among 14 and 17 years old. Participants wanted to enrich their English level; for that reason, they conducted an action research. The purpose of this study was to use songs in English as a strategy to enhance oral production in students. In support to the topic researched, one of the concepts described was "Using English songs to develop oral production" (p. 1). The author describes the importance of the use of songs in English in the class since most of the time the students enjoy them, and it is an key part in the learning process of young people.

The purpose of this research was to use activities such as describing a song with the use of images, also listen to a song and organize it in the correct way. The idea was that students could do it without teacher's help, if they could do activities and then listen to music.



Each activity or step had a purpose to get enhancement in oral production because it showed that students were more interested in those activities which they wanted to do or in things they could enjoy. Students considered that music plays a key role in learning a new language, based on some authors such as Phillips (2003), she perceived the music as a fundamental part of learning a new language, perhaps teenagers can have fun, distract their mind doing different things and associating the pronunciation of each word with the song. That is why, it can be helpful for students to get easier the English learning process.

In addition, it could identify some difficulties related with students' behavior; on the one hand, this study showed that songs plays a significant role in the classroom with some positive factors such as increased motivation, participation and other important characteristics. On the other hand, sometimes it incremented the anxiety and lack of confidence, nevertheless, the favorable factors were outstanding because it could promote the use of English in a comfortable way. Finally, the author emphasizes that the use of songs helped generate motivation on the part of the students; but at the same time, there were negative factors in consequence of lack of confidence or generating anxiety.

Taking into consideration the previous study, we would like to connect another one because it was developed in terms of the use of music. This research was about *The Role of Music in Young Learners' Oral Production in English* (Pérez, 2010). It involved one of the foreign languages extension courses implemented by the Foreign Languages Department of the Universidad Nacional de Colombia in Bogotá. In the courses, there were two different teachers, one of them who had a basic English level and the other teacher reinforced the skills.

The participants of this study were young learners. First, the author described how music helps students to enhance their oral production in a more practical way, but at the same time, this tool

helps to review the topics seen in the classes. In fact, Perez described some concepts related with the speaking skill; one of this was “Music as an Alternative Method”. Perez expressed that music was a very useful tool for education since students could learn many things apart from grammar. In addition, music allows students to learn in a different way since it allows to leave aside traditional forms to teach English; also, the author added that music is a good strategy to implement in EFL classes. One of the reasons was that students could feel more relaxed because they can have fun and this could create a good environment for the group because teenagers usually perceive music as an interesting way to learn, which helps to create a good class.

Furthermore, another relevant concepts were Young Learners and Oral Production. First Perez mentioned that it is necessary to take into consideration and be very careful with what is being worked on the classes because students can be in a very difficult stage due to the physical changes that occur in this moment of their lives. Then, the concept of Oral Production was discussed and it was mentioned that the good development of this depends a lot on some factors, since in some cases anxiety is something that greatly influences students when it comes to speak in English.

The author implemented a qualitative and descriptive approach; additionally, the researcher talked about a mix. For the data collection methods, the author not only emphasized on one instrument, he used field notes, diaries, recordings, videos, and interviews, which is really interesting at the moment of analyzing the data, because that allows them to expand their focus.

To conclude, the author perceives the music as a good instrument to use, because that strategy could be used to teach different topics or introducing a new one. Participants feel more comfortable and free to talk because the use of different strategies to master a skill look interesting for students, and it promotes participation, among others.

As another study for this research and for expanding knowledge regarding oral production, it was found an interesting case, based on *Promoting Oral Production through the Task-Based Learning Approach: A Study in a Public Secondary School in Colombia* (Peña & Onatra, 2009). It was carried out in Bogota, the school was Francisco de Paula Santander. High school was the educational community chosen by the researchers. They took 16 students from seventh grade, however only four were used to presenting the research. This study is based on promoting oral production through Task-Based Learning Approach; the instruments implemented in this action research were planning change, monitoring, reflecting and modification.

Moreover, the authors talk about The Oral Skill, Transactional and Interactional Skills in Oral Communication and Task-Based Learning, because the authors thought that these concepts were very important to develop and to take into account in their study. One of the most important findings, in the previous research, was that making mistakes is not as bad as it was conceived, because the researchers said that it is an opportunity to improve weakness, because of that it should create a good environment, so students feel relaxing to talk and they can make mistakes to master. Another relevant thing to say is that Peña and Onatra (2009) consider that if the student talks for a long time, it does not mean that what he or she is going to say something better; while when they talked more slowly and paused, they did better. This showed TBL (task based learning) as one of the strategies most used by teachers when it comes to encouraging oral production in students; since with the collection of the data it was possible to realize that this strategy is not very isolated to what is working today in schools and educational centers.

Another study was *Increasing EFL Learners' Oral Production at a Public School Through Project-Based Learning* (Vaca Torres & Gomez Rodriguez, 2017). This study takes a didactic perspective; it means a method, which has a way to be implemented. It was carried out in a public

school in Bogotá, it took 19 girls and 11 boys; they were between 13 and 15 years old. The purpose of this research was to study how PBL helped to foster the oral production of a group of ninth grade students.

The concepts used for this research were Project-Based Learning, Speaking Skill Development in EFL since these allow a complete understanding of the studio. The authors interpreted the context and also the needs it implied. The type of research in this case was action research because there was a need that was required to solve. Students' low level in the oral competence shows a problem, and the researcher wanted to implement PBL as a method to transform that issue in relation with oral production. The context of a public institution has not been a place to practice oral production and the authors noticed that, they implied the four skills in English, practice reading, listening, writing and speaking.

In addition, they used different instruments to collect the data such as recording, field notes and interviews. They could observe how the implementation worked for them, because the autonomy of the participants incremented significantly, they noticed how the students let away the fear to speak in front of their classmates.

Then, it was obtained another important study related with Task Based Learning, this is called: *“Improving 10th Graders’ English Communicative Competence Through the Implementation of the Task-Based Learning Approach* (Buitrago, 2016). This research was carried out in a co-educational public school in Medellín (Colombia) with thirty-four tenth graders. The focus of this research is to enhance the communicative competence of students in English with the use of PBL. This study was an action research that follows the qualitative paradigm; taking the researcher as the key instrument for data collection and analysis. In this case, the researcher used field notes to record the events within the classroom, semi-structured interviews with the C.T. (cooperative

teacher) surveys, two semi-structured interviews with ten students, and observations as an instrument to collect the data.

To conclude, the author used the results to encourage the English classes in public schools. The study shows the improvements in the Communicative Competence and the negative aspects that affect the implementations of the Task Based Learning Approach in the classroom, since some students did not want to participate in works in groups or in the tasks.

The studies mentioned above reflect the efforts made to encourage oral production in English and also to know some of the strategies used by teachers to improve the learning of this language taking into account the different contexts in which the studies were conducted. This allows to analyze in a critical way and a little deeper the different strategies treated in each study and how they contributed or affected the process of the students in oral production in English.

#### STATEMENT OF THE PROBLEM

Due to globalization, English has become one of the most influential languages in the world; it is spoken “by more than 340 million people as a first language in the U.K and in the United States” ( Reddy, Koti, & Hyderabad, 2016). Taking into consideration that English is one of the most popular languages in the world, there is an increasing need for people to learn it in order to communicate effectively in different scenarios; it is a tool that provides people with significant opportunities in the academic context.

In that sense, it is important to mention that during the last decades, Colombia has implemented different strategies to teach English as a foreign language due to its noticeable demand, since, it has taken a relevant role in this country; for the aforementioned aspects, in 1991 was created the Constitución Política de Colombia, in which education was considered as a fundamental part of the human development; as evidenced in the article 67, which explains: “La educación es un

derecho de la persona y un servicio público que tiene una función social; con ella se busca el acceso al conocimiento, a la ciencia, a la técnica, y a los demás bienes y valores de la cultura” (1991).

As a result of the Constitución Política de 1991, and its fundamental role in the education, responding to the population's needs, la Ley 115 de 1994 started to think in including a language for the curriculum, in order to generate a bilingual country. For instance, the National Bilingualism Program is one of a strategies implemented by the Colombian government that seeks to create strategies to the learning of English language focused on developing communicative skills.

In this regard, the Law 1651 mention “desarrollar las habilidades comunicativas para leer, comprender, escribir, escuchar, hablar y expresarse correctamente en una lengua extranjera” (2013). Even though, each ability in the process of learning a new language is significant; oral production is probably one of the most meaningful. In this sense Bula (2015) argues that oral production is a skill in which people can express rightly with other people; in addition, it is necessary to foster oral production taking into account the influence of this language nowadays.

The CEFR ( Common European Framework ) is based on some basic standards of learning, taking into account the English level, focused on what a speaker or learner can do with the language. According to Centro Virtual Cervantes (2002):

Describe de forma integradora lo que tienen que aprender a hacer los estudiantes de lenguas con el fin de utilizar una lengua para comunicarse, así como los conocimientos y destrezas que tienen que desarrollar para poder actuar de manera eficaz. La descripción también comprende el contexto cultural donde se sitúa la lengua. El Marco de referencia define, asimismo, niveles de dominio de la lengua que permiten comprobar el progreso de los alumnos en cada fase del aprendizaje y a lo largo de su vida (p. 1).

Nowadays, Colombia Bilingüe is a program that is proposed to increase the English level in schools and institutions in order to promote the number of students that could be in a basic or intermediate level based on the CEFR.

In that perspective, it is important to examine what are the strategies used by teachers in the last decades in order to promote oral production within the classroom. Due to the increasing interest for oral production subject and how to implement it in the English learning process, it is currently possible to find diverse information about this fact. Based on some previous studies there an evidence that oral production is one of the most relevant skills to develop in the learning of a foreign language.

Some of the studies carried out in Colombia which point of attention is the oral production in English have discovered for instance that the use of music generates interest in the students when it comes to learning, since it motivates them and generate a self-confidence environment in the class. On the contrary, music could generate attitudes of anxiety in the students. However, it is a good way to enhance students' communicative abilities in terms of vocabulary and fluency.

Once the studies were analyzed, it is demonstrated that the purpose of enhancing English in the classroom is fundamental in many places of the country, promoting the creation of different programs to achieve this. In order to promote English region, it was found, in Rionegro, Antioquia, there is a program called Rionegro Bilingüe; Silvia Bustamante (2016) argues that its purpose is to train teachers in the teaching of English, and students in the learning of this language, the town hall of Rionegro creates the Rionegro Bilingüe program which will favor not only the educational community, but also the town and the region of eastern Antioquia.

Taking into consideration the English role in Colombia, which has been taught almost 15 years ago in each town and region, it seems evident that this language takes a fundamental place in this country, not only based on political aspects as laws and guides given by the government, but also concerning the literature review presenting oral production as one of the most difficult skills to master.

From the information mentioned before, there is a need to study and to know the teaching strategies used by teachers to improve oral production in English and which strategies contribute to the development of the classes, taking into account the context and interests of the students; since it depends that teachers to include students in the development of their classes, taking into account their likes, thus giving the possibility of generating a good learning and teaching environment in the classroom.

For the aforementioned ideas, this town is a focus for this research because regarding the information obtained there is not previous studies developed there; in addition, it would like to focus on a public institution because concerning the literature review the majority of the studies were implemented in that context; that is the reason why, this research paper would like to work on those students' perceptions in order to complement an institutional perspective, finally concentrating in what are seventh grade students' perceptions about teaching oral production strategies?

#### RESEARCH QUESTION

What are seventh grade students' perceptions about English teaching strategies in oral production in a public school in El Carmen de Viboral?



## OBJECTIVE

### General Objective

To identify seventh grade students' perceptions about teaching strategies in oral production in EFL classes in a public school in El Carmen de Viboral.

### Specific Objectives:

- To characterize teaching strategies about English oral production.
- To identify students' judges concerning oral production teaching strategies.
- To classify the influences factors to elaborate students' judges.

## JUSTIFICATION

The accelerated process of globalization and massification of information, allows to establish the importance of current societies to promote the learning of a foreign language (FL). For the aforementioned, English has taken a fundamental role in Colombia, since it has become one of the most important languages in this country, that is why, it is taught in public and private schools.

In the process of teaching and learning, the government and the educational context have implemented different programs in order to achieve a good acquisition of English, taking into account oral production teaching strategies, those are apparently based on didactic perspective. However, an essential part in education are students, which are not being included at the time of design new elements to be applied; in addition, their needs are not considered in the teaching-learning process.

This study gave the possibility to recognize how the process of English learning was observed in a particular context, keeping in mind students' perceptions about oral production teaching strategies. One of the focus of this project was to recognize students' role in education; since, based on five previous studies, foreign language teaching area has potentialized teachers and government

policies, but one of the aspects that were forgotten was the students' points of view. Also, this project could provide theoretic elements to design, implement and assess students, regarding those components.

In addition, in the formative process as future teachers, this study could contribute because it takes us into a real research experience, contributing to train us in teaching development, living near experiences; also, the importance to recognize the specific context in which it worked. It complements the academic process, guiding in what strategies or things are necessary to keep in mind because of students' needs.

Students were the center of education, for us, they were the main purpose in the classroom, because they contribute teacher's performance, and they are a key part in the educational context; since, teachers should not only focus on what they want or should teach, but also on students, because they are the main element of this process in the classroom.

In our achievement as future teachers, it is fundamental being updated, because education should change constantly, adapting to the needs of each context and students; consequently, it will allow to avoid some common issues in teaching practice.

This research paper also hopes to be useful for the context in which it was implemented, in order to provide information about students perceptions and in that way it can contribute giving some characteristics to take into account for creating the curriculum for seventh grade, why not for other public institutions with a similar context keeping in mind the importance students' role. The Universidad Católica de Oriente is constantly forming future professionals and it is relevant for the institution to recognize students' voice and take it into account, in order to train people in their academic process.

## CONCEPTUAL REFERENCES

Taking into consideration the purpose of this study, which is to know what are the students' perceptions about oral production teaching strategies in EFL, it is essential to define some keywords such as public education, since this will focus on seventh grade students of a public school, for this reason it is necessary to define the concept of high school, taking into account the context of this research. In addition, foreign language is a key role because the language focus of this research is English, to move on to the teaching strategies used by the teachers to improve the oral production of the students.

### Public Education

In Colombia, public education is very important for society and the government; as mentioned in the Article 1 of Law 115 (1994): “El Servicio Público de la Educación que cumple una función social acorde con las necesidades e intereses de las personas, de la familia y de la sociedad”.

Over the years, education has made great progress, giving more possibilities for people to study, taking into account their context and providing opportunities for all through flexible educational programs. All this has been achieved by working hand in hand with public schools of the country, since these are the ones that provide the possibility for people to get a better quality of life. That is why it is necessary to explore this concept, which is one of the main components of this work.

### Public School

Public Schools in Colombia have a large number of students; Correa and González (2016) emphasize that in Colombia almost 85% of the whole people go to public institutions; this case proves that in the country a large part of the population studies in these schools. This can be for many factors, either because their family context, needs or their likes. In addition Blythe Grossberg (2019) argues that “As public schools face budget cuts that lead to larger class sizes and

fewer resources, many private schools continue to flourish. However, a private school can be expensive (...)” (p. 1).

As mentioned in the Political Constitution of Colombia (1991) in article 67: "La educación es un derecho de la persona y un servicio público que tiene una función social; con ella se busca el acceso al conocimiento, a la ciencia, a la técnica, y a los demás bienes y valores de la cultura". Education is a fundamental pillar for society since the child is in its development because it is the opportunity that people have to overcome and enhance for their future. For this reason, schools whether public or private, offer students the opportunity to study from preschool to eleventh grade. This is why it is necessary to talk about high school, since the seventh grade was chosen to develop research work.

### High School

As mentioned before, public schools give people the opportunity to study from preschool to high school. Taking into consideration the purpose of this study, it is fundamental to define the last one, since it is a key concept in this study. Enriquez and Galo (1972) argue that it seeks to train students and educate them to work together with society, allowing people to develop the different skills they have, this being the purpose of primary and high school education for students. High school students, whether in a public or private school, must meet a certain number of subjects depending on the level of study they are studying and what the schools want they achieve. Furthermore, in high school students are from sixth to ninth grade and the age range can be between 11 and 16 years.

High school aims for students to develop their skills, training them for work and the future. According to Henao and Zapata (1994) students must develop their skills and abilities based on their cultural context and what they want to do. In high school, one of the components is to learn

a foreign language, as mentioned in Law 1651 (2013) in article 2: "Desarrollar las habilidades comunicativas para leer, comprender, escribir, escuchar, hablar y expresarse correctamente en una lengua extranjero." Bearing in mind the aforementioned, it is necessary to define the concept of foreign language.

### Foreign Language

On the one hand, Moeller and Catalano (2015) emphasize that "A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs." but many times it does not go beyond what is learned in the classroom. In many of the cases, when a foreign language is learned, many limitations can be found, since it can seldom be used in context and as a way of communicating with others. Although learning a new language today is popular in society, there are still factors that can have a negative influence on learning it.

On the other hand, today many people believe that learning a new language is something that can generate great opportunities in life; according to the aforementioned idea, Moeller and Catalano (as cited in NSFLEP, 2014) argue that "Studying a language provides the learner with the opportunity to gain linguistic and social knowledge [...]."

A foreign language not only gives people the possibility to communicate with others, but at the same time, it opens many doors for the present and the future, either in the educational context or in a different one. While it is clear that learning a new language can be very helpful in people's lives, it is necessary to highlight the relevance of oral production, not only to communicate in a different language but also in their own.

## Oral Production

Regarding oral production, it is essential to define this concept in order to have a clear understanding of this, taking into consideration that this is a meaningful skill in the process of teaching and learning a new language. According to Bula (2015) "(...) oral production basically accounts for the ability to communicate effectively with others" (p. 3). Additionally, oral production is a way of relating to others in different countries and contexts. Moreover, Moeller and Catalano argue that "Language is the vehicle required for effective human-to-human interactions and yields a better understanding of one's own language and culture" (p. 2)

As mentioned previously, oral production is a way in which people can communicate in a clearer way; this is why it is essential to look for other theories. Bilash argues that oral production is an ability to communicate and be intelligible to express ideas since this helps a better understanding about this skill. A complete definition of this concept according to Bilash (2009):

Speaking is found on the tree as one of the branches; it is labeled oral production and is one of the skills students are to learn in their language development. The ability to converse is highly valued by students, but teachers often find it a skill that is hard to develop. Students often feel a great deal of anxiety around speaking. (pág. 1)

## Judges

Taking into account that this study is being carried out based on students' judges, regarding teaching strategies, it is necessary to define judges, since it plays a key role on the development of the research. According to Pasek de Pinto and Briceño de Sánchez (2015):

Los juicios estimativos: Constituyen juicios descriptivos que evidencian una apreciación sobre comportamientos, aprendizajes, habilidades y actitudes del

educando en un momento determinado. Es decir, la comparación con el referente establecido se realizan algún lapso específico del proceso de enseñanza y aprendizaje. Para formular estos juicios el docente compara las realizaciones de los niños con los criterios establecidos, valorando el desempeño alcanzado por el alumno a lo largo del proceso de enseñanza y aprendizaje (p. 14).

In addition, it is relevant to know the point of view of the students according to the different tools used by the teacher in the English class; that is why, the judges that students have against what they have worked in the classes play a very important role in the development of this study.

### Teaching Strategies

Taking into consideration the purpose of this research it is necessary to define teaching strategies since this concept is an essential part of this work. Käsper, Mikk and Uibu (2018) argue that (as cited in Pianta, 2006) “Teachers are continuously required to make decisions about their instruction and support, taking into account the needs of students and the aims of teaching.” It is essential to bear in mind that not all contexts will be able to use the same teaching strategies, since the needs of both the teacher and the students may vary for different reasons, whether personal or educational. According to Vásquez (2010): “Es posible definir la estrategia de enseñanza como los procedimientos o recursos que consciente y planificadamente utiliza el maestro para promover los aprendizajes deseados.”

Different tools and ways of teaching should be taken into account by teachers, since in a classroom teachers can find different situations and needs that will require a change or implementation of the teaching methods used, so that learning of the students is developed in a clear and effective way. However, although teachers always seek to enhance their strategies in the classroom, they do not always have a very important aspect, which are the perceptions of the

students; since it is for them that it is improved and they want to make a change. That is why perceptions is a key concept that must be defined in this research.

### Perception

Another essential concept of this work is perception, since this research is based on knowing what are the seventh graders perceptions teaching strategies to improve oral production. Vargas (1994) (as cited in Ardila, 1980) argues that “Percepción es el proceso cognitivo de la conciencia que consiste en el reconocimiento, interpretación y significación para la elaboración de juicios en torno a las sensaciones obtenidas del ambiente físico y social (...).” It is necessary to keep in mind that perception is not something that is simply thing that people know about a topic or situation, but it goes beyond what could be known by the simple fact of observing something.

For the aforementioned ideas, perception is not based on what people reflect, it takes into account different aspects of the person and their surroundings, the social, their beliefs and their context. According to Vargas (1994): “En el proceso de la percepción se ponen en juego referentes ideológicos y culturales que reproducen y explican la realidad y que son aplicados a las distintas experiencias cotidianas para ordenarlas y transformarlas.” It is therefore said that it is considered necessary to know the perspectives or perceptions of students about the strategies used by teachers to improve oral production.

Taking into consideration each definition given, it is fundamental to say that keywords take a fundamental role in the development of this research, because it is not only for readers’ understanding but also to know how the study is going to conceive each definition.



## METHODOLOGY

This part of the work describes how the methodology was carried out step by step. It will explain the type of participants, the type of research, the method selected and the way in which the data was collected and analyzed.

### Type of Research

As the purpose of the study was to recognize the perceptions about teaching strategies in oral production with seventh graders, and taking into account that in front of this topic no literature was found, for this reason it was exploratory; in addition, there is no literature because it is done in a space different from the studies already found. A complete definition of exploratory research according to Hernández, Fernández and Baptista (2010):

Los estudios exploratorios se realizan cuando el objetivo es examinar un tema o problema de investigación poco estudiado, del cual se tienen muchas dudas o no se ha abordado antes. Es decir, cuando la revisión de la literatura reveló que tan sólo hay guías no investigadas e ideas vagamente relacionadas con el problema de estudio, o bien, si deseamos indagar sobre temas y áreas desde nuevas perspectivas (p. 76).

Also, this study followed the qualitative research, taking into consideration that decisions were a key role for this study, for this reason interviews were carried out to access to the information sought, in this case the teaching strategies and students' perceptions regarding oral production in English. For the aforementioned, it was necessary to define qualitative research, since this research was based on this method. Kaya Yilmaz (2013) argued about qualitative research:

I define it as an emergent, inductive, interpretive and naturalistic approach to the study of people, cases, phenomena, social situations and processes in their natural

settings in order to reveal in descriptive terms the meanings that people attach to their experiences of the world (p. 2).

### Research Approach

Since this project sought to know the students' perceptions about teaching strategies to develop oral production, it was necessary to talk about phenomenology, taking into account what was investigated, in this case perceptions. It was phenomenological because it was something particular of a population, it had to do with the perceptions that students had against an experience, and in this case it was in terms of teaching strategies.

Conelly (2010) argued: "A phenomenologist researcher examines the qualities or essence of an experience through interviews, stories, or observations with people who are having the experience of the researcher's interest." That is why, this definition by Conelly looks relevant for this project, because our intention was to study a particular phenomenon as students experiences. Moreover, Aguirre and Jaramillo (2012) (as cited by Reeder 2011, p.7):

[...] la fenomenología se interesa en las características generales de la evidencia vivida; esta es la razón por la cual debemos dirigirnos a las estructuras de una experiencia, más que a la experiencia por sí misma [...] Una estructura, entonces, es una característica encontrada en un campo común a varios casos o ejemplos experimentados de ella (p. 7).

### Participants

This part of the research studied English in Fray Julio Tobón Betancur in El Carmen de Viboral, and bearing in mind that the purpose of this was perceptions about English teaching strategies in oral production of seventh graders of a public school. There was a sample with 5 or 7 students, and those who were chosen, must be in the seventh grade, in the educational institution

F.J.T.B and live in El Carmen de Viboral. This study chose to work with the seventh grade due to the age range found in the literature; in addition, by the stage of development in which the students meet they can express themselves easier; this part of the work was known as Muestras Aleatorias. According to Sabino (1992):

En las muestras aleatorias cada uno de los elementos del universo tiene una probabilidad determinada y conocida de ser seleccionado. Para que esto suceda así es necesario proceder a la extracción de la muestra mediante ciertas técnicas, capaces de garantizarnos que cada elemento de la misma posea una probabilidad conocida de aparecer en ella (p. 91).

Also English teacher of seventh grade participated of this research, taking into account its purpose.

#### Ethical Issues

Since this research worked with students that are not of legal age, a consent form was taken that his/her tutor should read and sign. It was expressed that the information received from them would have an anonymity and each student choose previously was going to have a nickname that the student wanted. In addition, the confidentiality and anonymity of the participants were maintained, and they were informed about the progress of this study. The data collected was only for academic purposes.

For the aforementioned, it was necessary to define some of the techniques that were used in the development of this research having as basis for these, the definition of methodology and what were the instruments used in this.

## Data Collection Methods

As our purpose was to recognize the perceptions of the students, and taking into consideration that these arise from the different lived experiences of each person; it was necessary that the techniques be consistent with the purpose of this study. As the perceptions refer to the internal elements of the subject, this means that they are not verifiable and for this reason we resort to discursive techniques. For this, the semi-structured interview, the focus group and the observation were used as objective of the teaching strategies used by the teachers.

### *Non-Participant Observation*

This technique is established by Macfarlan (2017):

Non-participant observation involves observing participants without actively participating. This option is used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed (p. 1).

It was used with the purpose of knowing the strategies that took place in the classroom. According to Creswell (2012): “A non-participant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants” (p. 237).

The researchers were also observers and collaborators. In addition, they could make use of the recordings to analyze the data.

### *Semi-Structured Interviews*

Interviews were also conducted in order to collect specific information from the interaction of the researcher with the participant and then be analyzed and interpreted. Fylan (2005) argued that “Semi-structured interviewing you get to talk to people in order to find out about what they have experienced and what they think and feel about something that you are interested in.” (p. 65). In

addition, the participants were teachers and students, since they have been involved in the teaching process and this was the experience they had; and taking into account that we were interested in accessing internal judgments through dialogue, for this reason the semi-structured interview was used; because this information was not found in the literature review.

#### *Focus Group*

In addition, a focus group was used, in order to share the different points of view about the perceptions of the chosen students, taking into account what they have experienced. According to Dilshad and Ijaz (2013) (as cited in Anderson, 1990) “A focus group comprised of individuals with certain characteristics who focus discussions on a given issue or topic.”

#### Data Analysis

The data analysis was carried out through the triangulation of data, taking into account the collection instruments that were used, which were semi-structured interviews, focus group and non-participant observation. According to Navarro, Pasadas del Amo and Ruiz (2004), (as cited by Denzin, p.2), the data triangulation is: “la combinación de dos o más teorías, fuentes de datos o métodos de investigación en el estudio de un fenómeno singular”.

#### Field Work Plan

##### *Semi-Structured Interviews*

Eight interview sessions were used; since there were seven students and the teacher. For this, each session took maximum one hour. Taking into account that we were two members, responsible for carrying out the interviews. The interviews were recorded and then transcribed, this lasted eight hours, each one transcribed four hours. These were held in the educational institution with students of seventh grade, in the month of April.

### *Non-Participant Observation*

In the educational institution, the observation of a class was carried out, in terms of the strategies used by the teacher. The class was two hours, in the month of April. After the observations, the information was written.

### *Focus Group*

Considering that there are many students in the seventh grade, focus group was used since the group of students was large. According to Dilshad and Ijaz (2013) (as cited in Anderson, 1990) “A focus group comprised of individuals with certain characteristics who focus discussions on a given issue or topic”.

## RESULTS

“Language is the vehicle required for effective human-to-human interactions and yields a better understanding of one’s own language and culture” (Moeller & Catalano, 2015, p. 2). Oral production in English has become one of the most difficult mini-skills for people to develop, as it was demonstrated in the literature review; that is why it is necessary, on the one hand, to approach the ways which it is taught and, on the other hand, the way how it is perceived by students. In relation with that, the general objective of this research was “To recognize seventh grade students’ perceptions about teaching strategies in oral production in EFL classes in a public school in El Carmen de Viboral”.

This objective was achieved with the help of the following three specific objectives, the first one was "To characterize teaching strategies about English oral production", the second specific objective was "To identify students' judges concerning oral production teaching strategies" and the third objective was "To classify the influencing factors to elaborate students’ judges".

Next, the findings of each specific objective will be briefly mentioned, and a broad picture of what was found in each one will be offered.

The first objective was developed in terms of teaching strategies in oral production in English. The research showed that the suggested English curriculum plays a key role in the classes, and the Common European Framework takes a fundamental place because it defines the students' level. In addition, after analyzing data, it was found that students' shortcomings and needs, regarding oral production, were evident in the class development; besides, the results demonstrated that the family can be a support in the students' learning process. It was also possible to know the assessment criteria that are taken into consideration during the classes by the teacher.

In the second objective, which mentioned student's judges concerning oral production teaching strategies, several results were obtained. The relevance of English in the world was discussed, this being a factor that allows transmission and generates opportunities. For students, the interest in speaking English depends on the perception that they have about it according to the country where it is spoken. The suggested curriculum of English is taken as a reference for unification of the teaching criteria at the national level, considering the infeasibility and little investment.

Other findings of the second objective were factors that influence the English learning process, the causes and factors that hinder and condition its learning, the fact that oral production was taken into account as a factor and evidence of learning, the textual production as an indicator of what and who have learned, and the importance of vocabulary to communicate with others. One of the meaningful aspects discussed in this objective was the support for students with Special Needs Education (SNE), as a relevant reason in the learning process. Lastly, it was found the impact of the preparation of the class by the teacher, and how this influences the development of the classes and the learning process of the students.

The third objective, which sought to classify the influencing factors to elaborate student's judges, made relevant findings, in which the importance of English in the world was identified, being seen as a basic need to communicate with other people; it was mentioned the causes or aspects that hinder the learning and teaching of English. Additionally, it was found that English is seen as a promise of life, but the conditions of this and the teaching-learning strategies used for the practice of English and oral production in the classroom should be taken into account.

Next, what was found in each specific objective already mentioned is going to be explained in a more specific way. Taking into consideration the first objective, it is necessary to mention that the suggested English curriculum was adapted for students by periods, themes and projects. This curriculum also joins and unites the criteria for teaching English, adapting to the needs of the students and their context. Furthermore, another point that could be known was the reference used to define the English level of the students, where the Common European Framework was taken as a tool for the teacher in this process.

Also, it was possible to identify the students' shortcomings and needs regarding oral production, since many times, the need to learn English depends on the students context and their needs in terms of oral production; that is why, the context plays a significant role to give the possibility of knowing students problems or lacks.

Moreover, it is necessary to mention that, by the information obtained it was known the development of English classes and how is the order of these, where the teacher clarified doubts to the students and made a quick review of what they had studied the previous class, going to the explanation of what they were going to do at the beginning class. For this reason, it was noted the use of the different teaching tools by the teacher and the students. What could be observed was



that in the class there was constant use of English. In addition, the explanations were made through games, which were interesting for the students because it was something that caught their attention.

Another of the findings found in this project regarding teaching strategies was that the use of collaborative learning was interesting for students, since, according to the teacher, they could learn from their classmates, giving the possibility to generate new knowledge and doubt among themselves, creating debates and discussions. According to the teacher, she considered this way of teaching as a fundamental strategy to teach and learn inside of the classroom because it can say cooperative learning is a very useful strategy to apply in classroom, not just because to use a didactic perspective, but also because of the common enrichment among students. Teacher argued: “no todos entienden de la misma forma, o este no entendió, y los otros le explicaron, o éste pronunció mal, y el otro le dijo”. (Teacher, Interview 1, April 30th, 2019).

According to the information obtained, something that was evidenced was the role that the family plays in the student's learning process, this making it known that the learning that each student obtains is not only acquired in the school, but is from home.

Since the family is one of the most important points in the teaching-learning process, and this provides support to the teacher in the educational subject.

Finally, it also demonstrated what were the criteria and the forms of grading students. On the one hand, there was talk of the self assessment that was carried out by the students, in addition to the criteria that were taken into account to carry out an evaluation using by the teacher. According to what the teacher said“(...) pero en general lo hago a través de exposiciones, o de diálogos o de, a veces es preparada esa producción oral, a veces es espontánea porque no necesariamente tiene que ser espontánea siempre” (Teacher, Interview 1, April 30th, 2019).

On the other hand, the strategies used by both, teachers and students at the time of making an evaluation were known, presentations and dialogues being the most used activities in the classes; since, the teacher was looking for students to communicate in English spontaneously with their classmates.

Students also talked about the activities they love or enjoy the most, and the reason why they considered those ones as a good strategy to implement, and improve their English level. They mentioned dramatizations, and presentations as an opportunity to be corrected by the teacher, not to be graded, just to improve the way they pronounce some words in English. The research showed up the affinity they had with those methods teacher had to develop oral production.

Now, it will continue with the second objective which was students' judges about oral production. From the information obtained, something that could be known was the relevance or importance of English in the world and how it was perceived by students; since, this language was considered meaningful for present and future of people. One of the things that was mentioned according to this was: "es muy importante que desde ahora empiece a profundizar el inglés para en un futuro ya manejarlo de una manera más normal"(Student 4, Focus group, April 2019).

However, it was mentioned that English is a factor that allows transmission and generates opportunities because it is intended as the universal language that people need to get a good job. Likewise, it was found that some students thinking was that English opens many doors and generates more opportunities when they are looking for a job, since, it is thought as a way to have more things to do depending on the work that you have, all of this in a country different from ours because the fact of knowing this language. The student 4 ( Focus group, April 2019). argued "(...) hablar inglés es muy importante, ya que el idioma inglés es el idioma universal que se utiliza en la

mayoría de los países; entonces cuando vamos a tener un trabajo eso es como un requisito que se debe tener (...)"

Moreover, another of the findings was the interest in speaking this language, because the students argued that learning it depends on the country where it is spoken. Since, they are interested in their costumes and other things that make English look like a language that allows transmission and with which people could learn many things about different countries. According to one of the students: "A mí me gustaría aprender sobre otros países, entonces me gustaría ver o sobre esos países que hablan inglés como sus costumbres y eso" (Student 4, Focus group, April 2019).

In addition to this, the causes and factors that determine the learning of English were discovered, in which reference was made to the formative process of students. Taking into consideration that there may be various factors, such as low motivation and desire to learn, as other things that could affect the process of learning in the classroom. Also, factors such as the attitude of the students during the class and the context in which they live or learn play a key role in the teaching-learning process of the teacher and students. According to the teacher: "mi colegio es zona urbana, ellos aceptan muy bien el inglés, mientras que yo también tuve la posibilidad de trabajar en rural donde no tenían la más remota idea, y ellos no tenían el mayor conocimiento de cuándo [lo] iban a utilizar ellos en su vida" (Teacher, Interview 1, April 30th, 2019).

Another of the findings made was about the infeasibility and the little investment that there are in some programs, in this case, more precisely in the curriculum and the program based on English; according to the teacher (2019) who said that "según los resultados que hemos visto en mi colegio con relación a los resultados del ICFES, no lo veo tan viable a 2020, y más porque ellos todavía, tampoco están invirtiendo en la parte del inglés". Moreover, the objectives set by the program regarding the English level are not working, since the students do not have the level expected by

the government . Besides, the suggested curriculum is not working, since there are different factors that affects its development.

Continuing with the second objective and with the findings made in this, it was possible to know about the factors that influence the learning process. In this part it was possible to know what are the difficulties in the process of teaching English and learning it; also, the family is mentioned as fundamental support for students with SNE, taking into account that the accompaniment given to students from home, could allow their learning process to be more satisfactory and further progress; moreover, support for students with SNE by schools is very important for their learning process, since, support and accompaniment for this population was necessary, in order to overcome difficulties, such as family and educational conditions that were in their process.

Reference was also made to the attitude students took in classes, since it played a fundamental role both, in the development of the classes and in the teaching-learning process. That is why, the teacher made use of different learning strategies, trying to get students to connect in a good way with the class and with what was done in this, considering that it was what they liked to do, and the activities that almost did not work in their classes. The teacher argued (2019) "la reacción que ellos tienen en cuanto a la variedad de materiales y recursos es muy buena,(...) inclusive a veces uno cree que las actividades de videos, orales, o de, o sea, en las que uno usa el televisor, son como muy llamativas para ellos, y si es seguido se cansan (...)".

In addition, the existence of different English level was affirmed among the members of the classroom. The teacher said that: "Hay estudiantes, obviamente dentro de un salón de clase tenemos niveles de inglés en cada uno de los estudiantes muy diferentes" (Teacher, Interview 1, April 30th, 2019). That is why, as mentioned above, when the teacher was going to teach she had

to look for different strategies that would help the good development of the activities that were going to be done in class; taking into consideration the different English levels for what they were going to do.

Another of the findings made was the oral production as a factor and evidence of learning, since, at different times of the class questions were asked according to the topic they were talking about. Taking into account this factor, the teacher asked a question of any of the students and they were focused on what was being done and did not start doing different things. The teacher argued "(...) porque ahí es donde usted se puede dar cuenta si ellos aprendieron, no aprendieron, si están conectando los conocimientos previos con los nuevos, si saben utilizar el inglés en contexto, o sea, a mí me parece que esa parte es una parte fundamental para usted darse cuenta si aprendieron o no" (Teacher, Interview 1, April 30th, 2019).

During the activities carried out in class, we could observed that the students learned new vocabulary according to the subject they were learning, or to the questions and answers that took place during the teacher's explanation. According to a student "A mí me gustaría aprender del inglés más palabras, un nuevo vocabulario para poder así dialogar más comúnmente" (Student 4, Focus group, April 2019). This helped students learn new vocabulary, expressions and ways of thinking, and this provided the possibility of dialogue between students and teacher, creating a good learning environment for students.

Likewise, the students told their points of view about the classes held by the teacher. They said that in the classes they felt very good, not only because of the activities they were doing, but also because of the way in which the teacher explained and developed the classes. Moreover, the students said that the safety transmitted by the teacher played a key role in the classes; since, they felt safe and understood what she said; that was the student 4 (Student 4, Focus group, May 2019)

who argued "Porque ella se ve muy segura al momento de hablar, o sea, al momento de explicarnos se ve demasiado segura de lo que está diciendo, y al momento de preguntar, como dijo mi compañera, es demasiado segura de sí misma (...)".

Finally, talking about the second objective, it was noted that the textual production in the English class worked as an indicator of what and who have learned; considering this topic, the teacher said that: "(...) a través de una autobiografía ellos me tenían que describir su vida, y ahí se va dando cuenta uno finalmente qué han entendido, qué no han entendido, al principio qué sabían, ya qué han aprendido (...)" (Teacher, Interview 1, April 30th, 2019). That is why textual production was a key part for the development of the classes and the activities.

Then, moving on to the third objective that was to classify the influencing factors to elaborate students' judges. One of the fundamental things about this objective was the identification of the most meaningful answers which showed up, what were the most common components students used to elaborate those judges. In this section it was possible to identify, students' thoughts, fears, experiences, difficulties, and especially, promises of life. In this portion of the project, as one of the most common findings was about difficulties to learn English, related to pronunciation, what students thought about this was, and according to the student 3 "A mí se me dificulta mucho, pues a veces la pronunciación en las exposiciones porque uno no puede decir palabra por palabra así parando, sino que las tiene que decir todas seguidas entonces se me dificulta un poco ya debido a la velocidad" (Student 3, Focus group, April 2019)

Add on, it was found that pronunciation is one of the most difficult parts to develop in English. Student 3 argued "A mí, al igual que los compañeros, se me dificulta la pronunciación y alguna memorización de algunas palabras que son más complicadas" (Student 3, Focus group, April 2019). They gave some reasons why they consider difficult pronunciation and this research tried

to identify some of those reasons. Student 2 said: “A mí se me dificulta un poquito la pronunciación porque es que a veces los brackets me lastiman mucho o a veces yo me trabo con la lengua”.(Student 2, Focus group, April 2019). Students considered some external factors as a influential thing or something that create an impediment to have a good pronunciation.

Besides, students considered their fears, nervous and classmates judges as an affecting factor to difficult their learning process, because this generated in the students fright to participate in the activities that were realized during the class; as evidenced by one of the students: “las dramatizaciones porque los compañeros se pueden burlar de nosotros y sentimos nervios antes de salir” (Student 3, Focus group, April 2019). One of the frequently participants’ answers was related with public speaking or classmates opinions that normally generate in themselves a kind of presion which could affect their public speaking development process. The student 1 argued “Digamos, yo me siento muy nerviosa porque no sé si lo voy a hacer bien, si lo voy a hacer mal, si mis compañeros se van a burlar porque no pronuncio bien”. (Student 1, Focus group, April 2019). They constantly feel others’ presion and all the time they mentioned it as a common difficulty.

Based on the interview and students’ answers, what could be identify were some of the trouble students go through (Student 4, Focus group, April 2019). “A mí la memorización de las cosas ”; moreover, students 6 said that: “A mí la lectura, muchas lecturas en inglés ” and the student 7: “En la gramática”. Those are some of the skills they considered difficult; this can be due to several factor such as fear of making mistakes, also because their classmates make fun of them in class and the fear of doing things wrong. In addition, they talked about precisely topics or even things that seem to them with a little grade of difficulty, the majority of them agreed in the answers and talked to each other about the usually problems about their English learning process.

Concerning the same objective, as another finding, this project obtained determining revelations for students spontaneous process. The teacher talked about the connexion that does not permit to create the necessary process to loosen up themselves, as teacher considered and said: “porque realmente ellos hasta el momento han visto como gramática suelta, vocabulario muy suelto que no han creado como las conexiones suficientes y necesarias para ellos hacer de una manera espontánea” (Teacher, Interview 1, April 30th, 2019). It means, the importance of different conexiones which can provide spontaneous learning and producing process, because if there are not enough previous knowledge, they could not make a relation between what they have learnt, and what they are learning, and that is why according to the teacher there are not conexions inside of them.

The teacher had the opportunity to share her thoughts or considerations reflecting on politics or governamental staff that have some repercussions directly to education or the way it was stipulated “Ellos se trazaron unos objetivos que para el 2020 Colombia, pues, la los estudiantes de undécimo iban a tener un nivel B2 según el Marco Común Europeo de Referencia en inglés, en el área de inglés; y la verdad yo no lo veo tan; pues, la verdad, según los resultados que hemos visto en mi colegio con relación a los resultados del ICFES, no lo veo tan viable a 2020”(Teacher, Interview 1, April 30th, 2019). It means, the government probably does not take into account each students context which could permit and provide good results regarding English, because the results obtain in school showed up different results than the spected.

One of the most relevant findings in this project was that English is considered as a promise of life for the students' future; in addition, they see this language as a possibility to have a better quality of life in the future. According to one of the students: "That will help us a lot because suddenly in the future we want to go abroad and recognize ourselves" (Student 4, Focus group,



May 2019). Moreover, students thought that English not only allows for a good development of professional life, but also as a way of learning from others and the different opportunities that people have, as students 6 argued “(...) para lograr algo bueno, un trabajo bueno y eso es lo que nos da más oportunidades” (Student 6, Focus group, April 2019).

Taking into account pronunciation as one of our focus on this research, it could identify some of the elements that make this topic, as one of the most difficult for improving or developing in English classes, and, their answers gave a precise focus regarding pronunciation problems and, their mother tongue is taken as one of them. One of the students' answers was “Yo pienso que se nos hace muy difícil porque como en el español estamos acostumbrados a que como se escriben las palabras así se pronuncia, pero en el inglés puede que se escriban de una forma y se pronuncian de otra”. Students' answers, showed some particularities that they contemplate as influencing in their learning process. Teacher argued that:

Ellos ahorita en séptimo este año se ven como muy ávidos, ellos están súper contentos, ellos cada clase quieren conocer; a veces neciesitos, pero es una necesidad como de necesidad de aprender, o sea, de querer aprender, entonces ellos tienen muchísimas expectativas, ellos creen que este año mejor dicho van a terminar hablando inglés porque están todos contentos, todos motivados frente al aprendizaje. (Teacher, Interview 1, April 30th, 2019).

Regarding the same objective, but focusing on another finding, which was the interest for the use of dramatization not only to practice vocabulary that was something students considered important in English, but also because students thought about that strategy as a helpful one, they liked to dramatize, because they see it as a possibility to improve and develop pronunciation and also grammatical issues. Student 1 said: “con las dramatizaciones y que así practicamos la

pronunciación creando textos y oraciones” (Student 1, Focus group, April 2019). The English practice according to students could be useful or helpful for their process, because it permits the improvement of different skills such as writing, speaking and pronunciation.

Another finding of this paper is the way in which students normally practice English, the spaces where they are used to doing it or people they practice with. They talked about the way they practice, if they usually do it or if it was just because the teacher says. Student 1 said: “pues si lo utilizamos muchas veces por, pues porque la profesora nos dice, pero así que a nosotros nos de la iniciativa de practicar pues con otros compañeros no”. (Student 1, Focus group, April 2019). Additionally, they shared in the interview they frequently practice on internet, social media and video games.

## DISCUSSION

Through the research carried out and with the findings obtain in this study, similarities and differences could be found in relation to the literature review; which sought to know the perceptions of the students regarding oral production teaching strategies.

Taking into consideration the studies mentioned in the literature, one of the main differences found was that in the studies cited the researchers were interested in implementing a strategy in their classes, while the main focus on this research was to know students’ perceptions about oral production teaching strategies.

According to one of the studies mentioned, which was about the role of the songs in terms of oral production, it was shown that the use of this strategy in class promoted motivation and confidence in students. Perez (2010) argued while teacher was explaining something in English and they were listening music, they could feel motivated and confidence in the classes.

Talking about the literature's study, and the findings, it was found that the teacher made use of different strategies to encourage oral production, using dramatizations and dialogues between classmates in which students mention anxiety when public speaking, nevertheless, she considered this kind of activities as something necessary and important to realized in the class.

In addition, referring to another of the literature studies, which tried to encourage the oral production of the students with the use of songs, some of the findings related to this study can be mentioned. As explained by Cuesta (2006) it was found that although music was a motivating factor in the classes for students; negative factors such as anxiety and lack of confidence were generated: "(...) songs may also be generators of unfavorable factors such as instances of anxiety and lack of confidence" (Pag 5). The same happened with this study; according to the students, they felt scared when making presentations or dramatizations; since, they did not know the correct pronunciation of a word, generating distrust and fear of making mistakes.

It is necessary to mention that another of the studies in the literature spoke of the fact that it is not bad for students to make mistakes, since, this can help them to foster their weaknesses and thus enhance every day; however, there is the fact that in the study conducted to learn about students' perceptions regarding teaching strategies to improve oral production in English, students saw these errors as a way of making fun of their classmates towards them. They showed fear when speaking in English or presenting a topic, but they felt more relaxed when were supporting for a partner during the activity that students do.

Taking into account studies of the literature review and this project it is necessary to mention that there were found some differences, but at the same time, similar findings. For the aforementioned ideas, the studies found were based on strategies to implement in different groups to enhance oral production of communicative competence of the students, not only in public

schools, but also in educational centers. That is why, it is necessary to highlight that although this study did not make an implementation, this was focused on students' perceptions.

One of the similar findings regarding this study is about the fear of students speaking in public, this being a determining factor when playing different activities related to oral production in English. Students were afraid of being wrong and that their classmates laughed at them. The dramatizations, dialogues and presentations in the classroom used by the teacher are strategies that every day try to strengthen the security in themselves, in order to speak in English without fear of being wrong.

### CONCLUSIONS

The main objective of this research paper was to recognize seventh grade students' perceptions about teaching strategies in oral production in EFL classes in a public school in El Carmen de Viboral, and, in order to achieve that, it proposed to contribute to different fields as the institution which contribute to our project; also, our university, and ourselves as future teachers.

Based on previous factors or things mentioned, it looked to provide information to some aspects in life; however, the most important thing was to recognize students' perceptions, because, from our point of view there was a need that had a necessity to be studied. This project obtained interesting results, such as students likes when they are learning or speaking in English, and what activities they prefer to do in the different classes taking into consideration the context. It showed up one part in education that had not been taken into account. The analyzed results gave another point of view to think about, one of the purposes was to study a particular context which permits us to know what students liked or did not like regarding teachers' strategies in order to identify students' role in education. Some of the things that the students mentioned were that in the

presentations when they made a mistake, their classmates made fun of them and they felt bad, for this reason they preferred to make the presentations in groups since this generated confidence.

This study can give the possibility of providing theoretical elements to design material. Also, the study provides elements to implement some activities to foster oral production, as was the use of dramatization which was one of the most common students' answers as the favorite part of English. Nevertheless, the fear played a key role in this section, taking into consideration class development, because, students consider others' opinion as an influential factor in those classes which is something to think about and created strategies for students do not be afraid of making mistakes, and consider it as a normal part in the learning process.

The research paper gave us the possibility to be in front of a real context, and try to understand some of the particularities each school can have in relation with education, precisely in English. This study can contribute in our learning process because we could identify what can be interesting to apply in our teacher development, and what kind of things cannot work for students. However, it is necessary to think always about the context in which we are working also take into account the students for class development.

In addition, taking into consideration the results obtained, this study identified one fundamental aspects regarding students' perceptions about English, it was a relevant part of the research because they set out what they think about this language. They connect it with be successful in life and to have a better kind of life, giving the possibility to obtain a better job, to travel, and to speak the world language, what permit us to say they consider English as a promise of life.

This research paper wanted to provide not just theoretical elements to implement in a classroom, but also to be aware of the important role that students have in education, they are the center, and as a center this paper tried to give the voice, listen them, as they deserve it. This study looked with

those perceptions create, implement, recognize and, contribute to the institution, to think about possible changes in the curriculum, implementing our findings to promote not just dramatizations, but also taking into account students' fears and it would be interesting to work on that issue and to obtain a better attitude from students when they speak in public.

It obtained that the use of different strategies to foster oral production motivate the students to learn, that is why it can contribute to different teachers, institutions, and students who want to improve their English level, taking into account the previous lines, we can say that our purposes were achieved and it hopes provide and contribute to educational field.

Finally, taking into account this study, it is important to take into account all the aspects and the bases on which this should be done, in order to achieve a process that leaves great lessons not only in the academic part, but also in the personal part of the students. Also, it is necessary to take into account the objectives of the study as it is being developed to obtain the expected results and thus answer the research question.

## REFERENCES

- Aguirre-García, J. C., & Jaramillo-Echeverr, L. G. (2012, July - December). *Revista Latinoamericana de Estudios Educativos*. Retrieved from APORTES DEL MÉTODO FENOMENOLÓGICO A LA INVESTIGACIÓN EDUCATIVA: <https://www.redalyc.org/pdf/1341/134129257004.pdf>
- Buitrago, A. C. (2016). *Scielo*. Retrieved from [http://www.scielo.org.co/scielo.php?script=sci\\_abstract&pid=S1657-07902016000200007](http://www.scielo.org.co/scielo.php?script=sci_abstract&pid=S1657-07902016000200007)
- Bula, O. (2015). *Action Research: Fostering Students' Oral Production in the EFL Class*. Retrieved from <https://revistas.ucr.ac.cr/index.php/rlm/article/view/22357/22514>
- Centro Virtual Cervantes*. (2002). Retrieved from Capítulo 1. El Marco de referencia europeo: [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/marco/cap\\_01.htm](https://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cap_01.htm)
- Connelly, L. M. (2010, Mar/Apr). *ProQuest*. Retrieved from What Is Phenomenology?: <https://search.proquest.com/openview/ab35d40d1633a022d37a016bad8cea09/1?pq-origsite=gscholar&cbl=30764>
- Creswell, J. (2012). *Educational Research*. Boston: PEARSON.
- Cuestas, M. (2006). *Dialnet*. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=4858596>
- Dialnet*. (1994). Retrieved from LA FORMACION DE DOCENTES PARA LA EDUCACION BASICA EN COLOMBIA: <https://dialnet.unirioja.es/descarga/articulo/117823.pdf>

- Dilshad , R., & Ijaz Latif, M. (2013). *Pakistan Journal of Social Sciences (PJSS)* . Retrieved from  
 Focus Group Interview as a Tool for Qualitative Research::  
<https://www.bzu.edu.pk/PJSS/Vol33No12013/PJSS-Vol33-No1-16.pdf>
- Enriquez, & Galo. (1972). *ERIC*. Retrieved from <https://files.eric.ed.gov/fulltext/ED072671.pdf>
- Fylan, F. (2005). Semi-structured interviewing. In J. Miles, & P. Gilbert , *A Handbook of Research Methods for Clinical and Health - Chapter 6*. Oxford University Press.
- Grossberg, B. (2019, November 10). *ThoughtCo*. Retrieved from 5 Major Differences Between Public and Private Schools: <https://www.thoughtco.com/major-differences-between-public-and-private-2773898>
- Hernández Sampieri, D., Fernández Collado, D., & Baptista Lucio, D. (2010). *Metodología de la investigación*. México D.F.: McGRAW-HILL.
- Käsper, M., Uibu, K., & Mikk, J. (2018). *INTERNATIONAL ELECTRONIC JOURNAL OF ELEMENTARY EDUCATION*. Retrieved from  
<https://files.eric.ed.gov/fulltext/EJ1184952.pdf>
- Ley 115 de Febrero 8 de 1994*. (1994). Retrieved from  
[https://www.mineduacion.gov.co/1621/articles-85906\\_archivo\\_pdf.pdf](https://www.mineduacion.gov.co/1621/articles-85906_archivo_pdf.pdf)
- Ley 1651*. (2013). Retrieved from  
<https://colomboworld.com/academico/resoluciones/Ley1651de2013-LeydeBilinguismo.pdf>
- Ley Nacional de Bilingüismo*. (2006). Retrieved from  
[https://www.mineduacion.gov.co/1621/articles-132560\\_recurso\\_pdf\\_programa\\_nacional\\_bilinguismo.pdf](https://www.mineduacion.gov.co/1621/articles-132560_recurso_pdf_programa_nacional_bilinguismo.pdf)



- Macfarlan, A. (2017, December 19th). *Better Evaluation Sharing information to improve evaluation*. Retrieved from Non-Participant Observation: <https://www.betterevaluation.org/en/evaluation-options/nonparticipantobservation>
- Mejía, S. B. (2016, 11 13). *ALPONENTE*. Retrieved from <https://alponente.com/rionegro-bilingue-una-realidad/>
- Moeller, A. K., & Catalano, T. (2015). *Foreign Language Teaching and Learning*. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1195&context=teachlearnfacpub>
- Navarro Ardoy, L., Pasadas del Amo, S., & Ruiz Ruiz, J. (2004). *Estrategia multimétodo o triangulación metodológica*. Retrieved from <https://digital.csic.es/bitstream/10261/82068/1/409413.pdf>
- Pasek de Pinto, E., & Briceño de Sánchez, R. (2015, Mayo 1). *Revista Electrónica "Actualidades Investigativas en Educación"*. Retrieved from JUICIOS VALORATIVOS: ELEMENTOS Y PROCESO DE FORMULACIÓN EN LA EVALUACIÓN DEL APRENDIZAJE: <https://www.redalyc.org/pdf/447/44738605019.pdf>
- Peña, M., & Onatra, A. (2009). *Scielo*. Retrieved from <http://www.scielo.org.co/pdf/prf/v11n2/v11n2a02.pdf>
- Pérez, D. F. (2010). *Dialnet*. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=4858459>
- Sabino, C. (1992). *El proceso de investigación, Carlos Sabino*. Retrieved from EL PROCESO DE INVESTIGACIÓN: <https://drive.google.com/file/d/17F2tIu4EfhY-EOm1o3gxy0gGc1nHqr7k/view>
- Teacher. (2019, April 30). Semi-structured interview. (Y. A. Urrea, Interviewer)

- Vaca Torres, A. M., & Gomez Rodriguez, L. F. (2017). *Scielo*. Retrieved from [http://www.scielo.org.co/scielo.php?script=sci\\_abstract&pid=S1657-07902017000200005](http://www.scielo.org.co/scielo.php?script=sci_abstract&pid=S1657-07902017000200005)
- Vargas Melgarejo, L. M. (1994). *Alteridades*. Retrieved from Sobre el concepto de percepción: <https://www.redalyc.org/pdf/747/74711353004.pdf>
- Vásquez Rodríguez, F. (2010). *Estrategias de enseñanza : investigaciones sobre didáctica en instituciones*. Bogotá D.C.: Kimpres.
- Yilmaz, K. ( 2013, May). Comparison of Quantitative and Qualitative Research Traditions: epistemological, theoretical, and methodological differences. *European Journal of Education*, p. [https://www.researchgate.net/publication/237018707\\_Comparison\\_of\\_Quantitative\\_and\\_Qualitative\\_Research\\_Traditions\\_epistemological\\_theoretical\\_and\\_methodological\\_differences](https://www.researchgate.net/publication/237018707_Comparison_of_Quantitative_and_Qualitative_Research_Traditions_epistemological_theoretical_and_methodological_differences).

## ANEXOS

Teacher interview:

- ¿Cuál es tu nombre?
- ¿De dónde viene?
- ¿Cuál es su grado de formación?
- ¿Dónde se graduó?
- ¿Por qué eligió ese programa?
- ¿Qué fue lo que más trabajo le costó durante su proceso formativo en ese programa?
- ¿Qué fue lo que más fácil dominó en su proceso formativo?
- De todo lo aprendido durante su proceso formativo, ¿qué le resulta más útil en este momento que enseña inglés?
- ¿Hace cuánto enseña inglés?
- ¿Cuáles han sido los principales obstáculos que ha enfrentado durante el tiempo que lleva enseñando inglés?
- ¿Cómo los ha superado?
- ¿Qué utilidad le encuentra a enseñar inglés?
- ¿Basado en qué normatividad planea sus clases?
- ¿Dónde y cuándo planea sus clases de inglés?
- ¿Qué piensa de los objetivos del MEN en cuanto a la enseñanza del inglés?
- ¿Cuáles son sus estrategias de enseñanza del inglés?
- ¿Qué tiene en cuenta para diseñar las estrategias de enseñanza?
- Describame, por favor, lo que hace regularmente durante las clases de inglés.
- ¿En qué se apoya para el desarrollo de sus clases de inglés?
- ¿Quién le provee los recursos que utiliza para el desarrollo de las clases de inglés?
- ¿Cómo se da cuenta de que los estudiantes están aprendiendo inglés?
- ¿Cuál es la habilidad del inglés que más promueve y por qué?
- ¿Cómo concibe la producción oral?

- ¿Qué recursos utiliza para enseñar la producción oral?
- ¿Qué es necesario tener en cuenta para enseñar la producción oral?
- Cuéntenos sobre las formas como enseña la producción oral.
- ¿Cómo evalúa la producción oral?
- ¿Qué es lo que más les cuesta a los estudiantes
- ¿Cómo concibe la producción oral?
- ¿Qué recursos utiliza para enseñar la producción oral?
- ¿Qué es necesario tener en cuenta para enseñar la producción oral?
- Cuéntenos sobre las formas como enseña la producción oral.
- ¿Cómo evalúa la producción oral?
- ¿Qué es lo que más les cuesta a los estudiantes
- ¿De qué manera el currículo refleja las necesidades y expectativas de los estudiantes en cuanto a la producción oral?

#### Non-participant observation

- ¿Cuánto tiempo dura la clase?
- ¿Qué hace el profesor cuando llega al salón?
- ¿Cómo es la organización de las sillas?
- ¿En qué parte del salón se ubica el profesor durante la clase?
- ¿De qué forma los estudiantes reciben la clase?
- ¿Qué recursos utiliza el profesor en la clase de inglés?
- ¿Cómo desarrolla el profesor las actividades durante la clase?
- ¿Cómo se da el desarrollo de las actividades por parte de los estudiantes?
- ¿Cómo es la interacción del profesor con los estudiantes?
- ¿Cómo es la interacción entre los estudiantes durante la clase?
- ¿Cómo es el tono de voz del profesor?

- ¿Qué hace el profesor cuando los estudiantes se desconcentran y juegan en el salón de clases?
- ¿Cómo responde el profesor cuando sus estudiantes le hacen una pregunta?
- ¿Qué hace el profesor para aclarar las dudas de los estudiantes?
- ¿Cómo maneja el profesor los tiempos en la clase?
- ¿Cuál es la relación que existe entre el tema y las actividades desarrolladas por el profesor?
- ¿De qué forma responden los estudiantes cuando el profesor les hace una pregunta en inglés?
- ¿Cuál es la reacción del docente cuando un estudiante hace una pregunta?
- ¿De qué manera el docente controla la disciplina en clase?
- ¿Qué actitud toman las estudiantes cuando deben responder algo en inglés?
- ¿Qué hace el docente cuando un estudiante no sigue las reglas?
- ¿Cuál es la actitud de los estudiantes cuando el profesor da las instrucciones en inglés?
- ¿Cuál es el lenguaje corporal del docente?
- ¿Cuál es la lengua que usan los estudiantes entre ellos durante la clase de inglés?
- ¿En qué momentos de la clase el profesor hace uso de herramientas para complementar el proceso de aprendizaje?
- ¿Qué uso les dan los estudiantes a las herramientas usadas por el profesor en la clase?
- ¿Cómo se desplaza el profesor en el aula?
- ¿Cómo hace el profesor para realizar las actividades teniendo en cuenta el número de estudiantes?
- ¿Cuál es el material didáctico existente en el aula?
- ¿Cómo es la postura de los estudiantes cuando el profesor está explicando algo en inglés?

#### Focus group

- ¿Cuál es tu nombre?
- ¿Hace cuánto estudias en esta institución?
- ¿Cuántos años tienes?

- ¿Qué piensas de aprender inglés?
- ¿Qué personas de tu familia hablan inglés?
- ¿Qué es lo que más se te facilita aprender en inglés?
- ¿Qué es lo que más se te dificulta de aprender inglés?
- ¿Cómo te das cuenta de que estas aprendiendo inglés?
- ¿En qué espacios usas el inglés?
- ¿De qué manera usas el inglés en esos espacios?
- ¿A qué actividades adicionales a las clases asisten en tu colegio?
- ¿Qué tipo de actividades hacen en tu colegio?
- ¿Qué entiendes por habilidad?
- ¿Cómo defines cada una de esas habilidades?
- ¿Con que frecuencia practican el inglés de manera oral?
- ¿Cuáles son las expresiones orales en inglés que usan con más frecuencia?
- ¿Cuál crees que es tu fortaleza en inglés?
- ¿Cuáles son tus debilidades en el inglés oral?
- ¿Cuántas horas de inglés ves semanalmente?
- ¿Cada cuánto trabaja su profesor el inglés oral?
- ¿Cómo te sientes en clase de inglés?
- ¿Cómo te sientes cuando trabajas la producción oral?
- ¿Qué debes saber de inglés en este grado?
- ¿Cuál es tu nivel de inglés actualmente?
- ¿Quién define que debes saber de inglés en este grado?

- ¿Qué herramientas usas para complementar tu proceso formativo?
- ¿Podrías describirnos la forma en la que hablas inglés con tus compañeros?
- ¿Si tuvieras la oportunidad de incluir algo diferente en las clases de inglés, que sería?
- ¿Cómo es tu actitud en las clases de inglés?
- ¿Qué piensas que es lo más difícil de la producción oral el inglés?
- ¿Qué entiendes por producción oral?
- ¿Qué es lo más difícil de la producción oral?
- ¿Cómo evalúa la profesora la producción oral?
- ¿Qué tipo de actividades piensas que contribuyen como al proceso de aprendizaje del inglés?
- ¿Qué te gustaría aprender en inglés?
- ¿Qué expectativas tienes en las clases de inglés?
- ¿Cómo te das cuenta que la profesora domina el tema que se desarrolla en las clases?
- ¿Cómo te das cuenta que la profesora planeo la clase?
- ¿Qué crees que tiene en cuenta a profesora para planear las clases?
- ¿Crees que hablar inglés con tus compañeros te ayuda a mejorar la producción oral?
- ¿Qué es lo que más disfrutas de las actividades orales en inglés?
- ¿Qué es lo que menos disfrutas en las actividades orales de inglés?

