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Transitioning to Communicative Activities in a Primary-level EFL Classroom in the Dominican Republic

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Transitioning to Communicative Activities in a Primary-level EFL Classroom in the Dominican Republic.

ABSTRACT

In the last decade the Communicative Approach has taken an important position within the English Language Teaching world. Many countries have abandoned their traditional methods and have started implementing the communicative activities as their language teaching policy.

This research has as a main objective to analyze the transitioning to Communicative Activities in a Primary-level EFL Classroom in the Dominican Republic based on that the majority of teachers still work with traditional methods. The investigation also focuses on identifying the communicative activities that students are more receptive to, we analyze new strategies to have successful communicative activities and we also investigate students' attitudes when developing communicative activities.

In order to carry out the investigation, three interventions are applied to the classroom, interviews are administered prior and after the sessions and participant observation is implemented as well as the teacher's diary and note-taking as a way of registering the events.

Keywords

Communicative Activities
Transitioning
EFL Classroom
Dominican Republic
Communicative Approach

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1. INTRODUCTION

This Action Research Project is focused on the Communicative Language Teaching Approach and will comprise what the definition of Communicative Language Teaching is, how it has been defined and its different forms.

It will also focus on how to develop and implement communicative activities in the classroom where students have not been taught with the current approach and how students react to this transitioning process, their attitudes, and motivation.

The research is intended mainly for primary teachers as the study was carried out on that level, but it does not mean that it could not help secondary teachers who are involved in the subject matter as well.

As I mentioned before, the project is actually focused on main topics such as the communicative activities that my students are more receptive to, the new strategies that work better with students to have productive communicative activities in the classroom, the things we can do to keep students' motivation, and what student's attitudes are while doing communicative activities.

In terms of structure and organization, the project actually follows a sequence where first I will justify and give the reasons of why doing the project, after that the research questions and objectives will be given and explained. Moving from the questions and objectives we will find the theoretical framework where all theories and definitions as well as recognized authors will be mentioned and included to bring a great sense of knowledge about topic. After that, we will encounter with the methodology, where we will clearly see the research approach, type and research tools, and then we will see the study which includes the context of research, the description of the corpus, data collection and the description of the research plan.

We will finally see the results, discussion and conclusions, followed by the bibliography and the appendix.

2. JUSTIFICATION OF ACADEMIC AND PERSONAL INTEREST

In the Dominican Republic little emphasis has been given to the English Language Teaching. In a regular basis, students are taught English by non-English teachers depriving then form having a professional person with the necessary competences in the field in order to take advantage of that important subject. I can give testimony that when I was in primary and high school, the English subject was taught by my Math, Arts, Spanish or any of the teachers who were available in turn.

It is in 2014 when the Ministry of Education starts hiring English teachers to teach English in the public area. I have to point out that most of the teachers had been taught through the Grammar-Translation Approach. Nowadays 90% of Dominican teachers use the Grammar-Translation or any other traditional method as they were formed this way.

In 2017, I participated in a course called "English for Communicative Language Teaching" where I was taught that English could be taught in English and that we could do interesting and funny activities in the language classroom. There, I learned many strategies and ways on how to teach students in a more communicative way. This is one of the reasons why I decided to do this project because in Dominican Republic the English Language Teaching (ELT) is not actually centered in communicative activities. Although the teacher training in regards to the Communicative Method have started, I have to clarify that the program has a restricted range of coverage because as far as I have investigated, only three provinces out of thirty-one have had the opportunity to receive it.

In the last two years, I have noticed that the materials and course books that the Ministry is providing are actually oriented to a communicative way of teaching but as I mentioned before, we lack of training in this sense.

I believe that this project will help to a great extent to the chosen topic as we will observe and evaluate students' reactions towards a new way of instruction and the adjustments that we would have to do in order to have a communicative environment in the classroom. I am pretty sure that my colleague teachers will be very interested in this topic as the majority of them have been teaching the English language through instructions in their native language.

In the ELT field, few researches have been carried out in the country and that is a big motivation to me to be one of the firsts in telling my experience and this way share it with the English teaching local community. As we may know, every teacher is different and his/her way to teach will be based on many factors such as background learning experience or personal beliefs on how a language should be taught but in spite of that, I would like to give teachers a chance to try, test, and experience the same as I have done, and discover their own path with a little bit of guidance through my investigation.

I am a new teacher in the public area, I actually have three years teaching, and one of my goals in the long run is to become an assessor in the English area so I believe this is a great opportunity to get results from my research and share it with my superiors and colleagues in order that they recognize how committed I am for the well-being of the English Language Teaching and Learning in our community and country.

Another important reason to finish this project is to bring an insight to all my friends and colleagues about this topic. I know that changes are not easy and there always is resistance and frustration during the process of adjusting to new things and if any teacher has the opportunity to start implementing communicative activities and encounter an issue, I would like my investigation to be a source of guidance and relief.

I expect to be able to give key strategies on how to handle possible problems that any teacher might have when starting to use communicative activities in a classroom. I know that with only one study I cannot cover everything about Communicative Language Teaching in my context as they might be different factors that will affect the view of the study and that some teachers might have different ideas or opinions and this is what I like because this way I will encourage others to keep on doing more investigations.

3. RESEARCH QUESTION AND OBJECTIVES

In this section, specific details are given about the objectives and questions that we intent to answer through the development of this research project. We will notice the focus on the transition from regular activities to more communicative ones, students' reactions to those activities' implementation and the activities that could be more successful to a given group of students. We will first start with the research questions and finish with the general and specific objectives of the research.

1. What communicative activities are students more receptive to?

Different communicative activities will be used with students in order to discover which ones they feel more motivated with and for instance more receptive to.

2. What are students' attitudes when developing communicative activities?

In any new experience, when we start doing things we are not used to, there always are reactions like good or bad attitudes and that is one of the things the research looks for, we will see how students go alone with the new activities.

3. What new strategies could be used to have successful communicative activities?

As there are many communicative activities, as we will see in the theoretical framework, we will find out the ones that could be successfully used with my specific group of students.

3.1 General Objectives

To analyze the transitioning to Communicative Activities in a Primary-level EFL Classroom in the Dominican Republic

- To identify the communicative activities that students are more receptive to.
- To investigate students' attitudes when developing communicative activities.
- To analyze new strategies to have successful communicative activities.

As described above, in the research questions, we will be closely concerned about communicative activities, students' attitudes, motivation and receptivity to them, as well as the communicative activities that could be more successful with a given group of students when transitioning from conventional class activities to more communicative ones.

3.2 Specific Objectives

- To identify the communicative activities that students of 6th grade are more receptive to.
- To analyze students' reactions when developing communicative activities.

Parting from a general aspect and being more specific, I will focus on my 6th grade students' behavior, reactions and how receptive there are while developing communicative activities in the classroom.

4. THEORETICAL BACKGROUND

This section is focused on the literature review and it will cover main topics such as what Communicative Language Teaching (CLT) is, the stages it has gone through and its main representatives. It will also cover the approaches, theory of language, theory of learning, design, objectives, the syllabus, the activities and strategies, as well as the roles of the teacher and students, the methodologies and finally, some researches that have been carried out in the field.

4.1 Communicative Language Teaching

4.1.1 Background

According to Richards and Rodgers (1986, p.64) "the origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s." He continues explaining that most the foreign language British approaches were represented by the Situational Language Teaching and that this approach suggested that language should be taught through "practicing basic structures in meaningful situation-based activities." Richards and Rodgers (ibid.) stated that "just as the linguistic theory underlying Audiolingualism was rejected in the United States in the mid-1960s, British applied linguists began to call into question the theoretical assumptions underlying Situational Language Teaching."

One of those linguists was Howatt (1984, p.280) who stated that:

> By the end of the sixties it was clear that the situational approach… had run its course. There was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them.

We have to point out the Noam Chomsky was one of the main critiques in regard to the structural linguistic theory. In his book Syntactic Structures (1957), he threw strong arguments about it and parting from there, the CLT was to some extent a response to

his criticisms. Richards and Rodgers (1986, p.64-65) commented that the traditional approaches were not working and that was the main reason why Chomsky reacted:

> Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language - the creativity and uniqueness of individual sentences. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time - the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. Scholars who advocated this view of language, such as Christopher Candlin and Henry Widdowson, drew on the work of British functional linguists (e.g. John Firth, M. A. K. Halliday), American work in socio linguistics (e.g. Dell Hymes, John Gumperz, and William Labov), as well as work in philosophy (e.g. John Austin and John Searle).

Another key-factor that influenced the appearance of the Communicative Language Teaching was the need to change educational reality in Europe. Based on the interdependence of European countries, there was a need to teach adults the principal "languages of the European Common Market and the Council of Europe". It is very important to mention that, back in that time, the Council of Europe had an extensive control in the field of education. (Richards and Rodgers, 1986, p.65)

Some linguists together with Van Ek and Alexander started an investigation in which they recommended learning activities to be split in "portions or units, where the units belong to a component of students' needs and is comprehensively related to the rest portions" (van Ek and Alexander 1980, p.6). Richards and Rodgers (1986, p.65) clarified that the linguists used a preliminary document prepared by D. A. Wilkins (1972) and that this contribution was a study of those concepts and meanings a language student needs to recognize and deliberate. Instead of describing the basis of language through the conventional definition of grammar and vocabulary, he tried to show the systems of meanings that are behind the use of a language in a communicative way. It is undoubtedly that professor David Wilkins made a huge contribution in the field of applied linguistics, first with his types of meanings: notional and communicative and after with his Notional Syllabus (1976), helping in that way the development of CLT.

There were many entities and linguists who contributed to the emergence of the Communicative Approach or how we normally call it the Communicative Language Teaching. Within these people and entities, we can mention the Council of Europe, the works of Brumfit, Candlin, Widdowson, Wilkins, Johnson and others. As there was a fast acceptance to this new ideas and ways of teaching, the governments and curriculum designers started to give national and international prominence to the CLT.

For few people, CLT is something more than a mere integration of grammar and functions in the teaching practice. Just to mention, Littlewood (1981, p.1) states that "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." We also have to mention that for some others, CLT means the use of procedures where students actually solve problems whether working in groups or individually. In these types of tasks, students need to use all available language resources they might have at their disposal.

The Syllabuses for Primary Schools (1981, p.5) gave an interesting definition about the focus of the syllabus in the Communicative Language Teaching, they said "communicative functions which the forms of the language serve". In the introduction they also stated that the "communicative purposes may be of many different kinds". In allusion to the topic of a communicative syllabus design, Yalden (1983) discussed six CLT alternatives which Richards and Rodgers (1986) said that they ranged "from a model in which communicative exercises are grafted onto an existing structural syllabus, to a learner-generated view of syllabus design (e.g. Holec 1980)".

Howatt made a distinction between a "strong" and a "weak" version of Communicative Language Teaching:

> There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching...The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the

language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it.' (1984, p.279)

As we can notice, the "weak" version focuses on structure of the language; meanwhile, the "strong" version underestimates this aspect.

Some of the first forms of Communicative Language Teaching had the tendency to take apart any open inclusion of structure of the language in the syllabus because there was the fear of having the rejection and bad acceptance that the previous methods, approaches, and methodologies had. The syllabus designers founded their theoretical ideas in the work of Prabhu (1987), where he argued that the knowledge we need, as speakers, to use a language is complicated enough to be dealt by simply teaching grammar. There was another interesting argument proposed by Krashen (1998) where he stated that there was a difference between learning and acquiring a language. According to him, learning was a conscious process, while acquiring was a subconscious one.

The rationale behind the 'strong' form of CLT can clearly be seen in Allwright's (1979, P.168) statement:

> if the language teacher's management activities are directed exclusively at involving the learners in solving communication problems in the target language, then language learning will take care of itself, and the teacher can be fairly sure of not being guilty of unwarranted interference in the process.

Based on the previous review, there is an inevitable question: what is exactly CLT? Ball (2016) says that it is a set of approaches, rather than a method and as such there is no single text or authority on CLT.

4.1.2 Approaches

4.1.2.1 Theory of language

The main theory in CLT is that language is learned through communication. Hymes (1972) stated that the purpose of teaching a language is to develop the learner "communicative competence". Chomsky (1965) and Hymes (1972) had different

arguments about the theory of language learning. Richards and Rodgers (1986, p.70) explains the arguments as follows:

> For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community.

Halliday (1970) proposed a linguistic theory that was in favor of CLT: he called it the "functional account of language use". He explained that "Linguistics ... is concerned . . . with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus" (p.145). Halliday (1975, p.11-17) also detailed seven fundamental functions of language performance when a child learns his first language:

1. the instrumental function: using language to get things;
2. the regulatory function: using language to control the behavior of others;
3. the interactional function: using language to create interaction with others;
4. the personal function: using language to express personal feelings and meanings;
5. the heuristic function: using language to learn and to discover;
6. the imaginative function: using language to create a world of the imagination;
7. the representational function: using language to communicate information.

It is worth to mention that back in that time, learning the mother tongue and a second language were viewed as similar processes. Widdowson (1978) presented the similarities in both systems and Canale and Swain (1980) contributed their four dimensions of communicative competence.

4.1.2.2 Theory of Learning

There is not much information about the learning theory in CLT but there is a common factor all linguists mention which is that any type of activity that involves real interaction and communication promotes the language learning. Earlier, we mentioned the word 'task' or activities; tasks are created to help students meet in meaningful situations and it is believed that if this happens, students then will learn more. This means students' learning activities should be designed taking into account students' context, needs and interests in order to use language in an authentic way.

According to Richards and Rodgers (1986, p.72)

> More recent accounts of Communicative Language Teaching, however, have attempted to describe theories of language learning processes that are compatible with the communicative approach. Savignon (1983) surveys second language acquisition research as a source for learning theories and considers the role of linguistic, social, cognitive, and individual variables in language acquisition. Other theorists (e.g., Stephen Krashen, who is not directly associated with Communicative Language Teaching) have developed theories cited as compatible with the principles of CLT.

Another learning theory proposed by Johnson (1984) and Littlewood (1984) was the skill-learning model which they claimed was compatible with Communicative Language Teaching. Richards and Rodgers (Ibid.) corroborated with that proposal and clarified that "according to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and a behavioral aspect".

4.1.3 Design

4.1.3.1 Objectives

Piepho (1981) discussed the next objectives levels in CLT:

1. an integrative and content level (language as a means of expression)

2. a linguistic and instrumental level (language as a semiotic system and an object of learning);

3. an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);

4. a level of individual learning needs (remedial learning based on error analysis);

5. a general educational level of extra-linguistic goals (language learning within the school curriculum).

(Piepho 1981, p.8)

The previous objectives are proposed as general ones to any teaching situation. It is important to remember that the objectives will always depend on learners' needs. Those needs might be in any skill such as listening, speaking, reading, or writing. With this in mind, we come to the conclusion that any type of instruction to be receipt by the student will be according to his level and learning needs.

4.1.3.2 The syllabus

There have been many discussions about the nature of the syllabus of Communicative Language Teaching. According to Richards and Rodgers (1986, p.74)

[...] one of the first syllabus models to be proposed was described as a notional syllabus (Wilkins 1976), which specified the semantic-grammatical categories (e.g., frequency, motion, location) and the categories of communicative function that learners need to express. The Council of Europe expanded and developed this into a syllabus that included descriptions of the objectives of foreign language courses for European adults, the situations in which they might typically need to use a foreign language (e.g., travel, business), the topics they might need to talk about (e.g., personal identification, education, shopping), the functions they needed language for (e.g., describing something, requesting information, expressing agreement and disagreement), the notions made use of in communication (e.g., time, frequency, duration), as well as the vocabulary and grammar needed. The result was published as *Threshold Level English*

(van Ek and Alex-ander 1980)[1] and was an attempt to specify what was needed in order to be able to achieve a reasonable degree of communicative proficiency in a foreign language, including the language items needed to realize this "threshold level."

Nevertheless, it is fundamental to mention that there are many proposals and models of how a syllabus should be in CLT. The following lines will list a modified version of the classification of communicative syllabus types proposed by Yalden (1983), with the respective reference sources:

Type (Reference)
1. structures plus functions. (Wilkins, 1976)
2. functional spiral around a structural core. (Brumfit, 1980)
3. structural, functional, instrumental. (Allen, 1980)
4. functional. (Jupp and Hodlin, 1975)
5. notional. (Wilkins, 1976)
6. interactional. (Widdowson, 1979)
7. task-based. (Prabbu, 1983)
8. learner generated. (Candlin, 1976; Henner-Stanchina and Riley, 1978)

In regard to the syllabus design, Richards and Rodgers (1986, p.75) stated that:

There is extensive documentation of attempts to create syllabus and proto-syllabus designs of types 1-5. A current interest is in syllabus designs of types 6-8, although specifications of organizing principles for interactional, task-based, and learner-generated syllabuses have been only partially accomplished. Descriptions of interactional strategies have been given, for example, for interactions of teacher and student (Sinclair and Coulthard, 1975) and doctor and patient (Candlin, Bruton, and Leather, 1974). Although interesting, these descriptions have restricted the field of inquiry to two-person interactions in which there exist reasonably rigid and acknowledged superordinate to subordinate role relationships.

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[1] J.A. Van Ek & L.G. Alexander (1980). Threshold Level English (Council of Europe Modern Languages Project). Pergamon Press: Oxford. Retrieved from https://www.amazon.com/Threshold-English-Council-Languages-Project/dp/0080245889

Before developing a task with our students, many factors come into play such as the specific task for our group of students, how students will be organized in order for the task to work out and as well, if the task meets students' expectations and needs.

4.2 Activities and Strategies in Communicative Language Teaching

There is a vast amount of activities and exercises that are compatible with the communicative method. The main purpose of these exercises is that students meet the communicative competences and objectives proposed by the curriculum. There is an explicit focus on engaging learners in real communication scenarios or learning situations as we call it nowadays. The mentioned communicative competences can be attained through communicative procedures such as negotiation of meaning and interaction.

Communicative classroom activities are normally structured to focus on the completion of a given task where students are required to negotiate and share information.

In Communicative Language Teaching, there are two main activity types. According to Littlewood (1981) we firstly have the "functional communication activities" and secondly the "social interaction activities". Each activity type focuses on different things. In functional communication activities there are tasks such as comparing images or pictures where students are to notice the differences and similarities; they also work in sequences of events in a set of pictures (this activity is very practical to work the simple past); how to solve problems, give instructions and follow directions or even completing a map. In social interaction activities we can find different tasks like debates, dialogues, discussions, role play, improvisations and simulations.

- **Accuracy vs Fluency Activities**

There have been big debates about if focusing communicative activities whether in fluency or accuracy. Fluency refers to how well we use a language and as we might know, that is one of the principle goals of Communicative Language Teaching.

According to Richards (2006, p.14) fluency

is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

Richards (ibid.) provide us with the difference between the activities focused on fluency and those focused on accuracy. In the following line we can see the list of activities:

- **Activities focusing on fluency**

  Reflect natural use of language
  Focus on achieving communication
  Require meaningful use of language
  Require the use of communication strategies
  Produce language that may not be predictable
  Seek to link language use to context

- **Activities focusing on accuracy**

  Reflect classroom use of language
  Focus on the formation of correct examples of language
  Practice language out of context
  Practice small samples of language
  Do not require meaningful communication
  Control choice of language

In the application of the Communicative Language Teaching Approach some linguists proposed a category of three different types of practice: mechanical, meaningful and communicative. Richards (2006, p.16) explains that in the first practice type, students develop the classroom activities without a full understanding of the language. In the second type, students have "to make meaningful choices" at the moment of developing the practice and the last practice type is in which students practice the language "within a real communication context".

In consonance with Richards (2006), Littlewood (1981) grouped activities into two kinds:

1- Pre-communicative activities
   - Structural activities
   - Quasi-communicative activities

2- Communicative activities
   - Functional communication activities
   - Social interactional activities

If we focus on the Communicative activities; the functional ones demand students to make use of their language knowledge to solve a problem or to complete a gap. The Social activities demand the student to pay more attention to the context and the roles of the people involved, and also to distinguish what is appropriate or inappropriate language use.

There is a considerable amount of communicative activities that we can mention. Details about different communicative activities will be given in the following paragraphs.

Information-Gap Activities

An information gap is a sort of activity which is based in real life communication. The "breach" or "gap" hinders the affective communication and students have to use their knowledge and resources, the acquired grammar, vocabulary and communicative strategies in order to overcome the problem and finish the task.

Jigsaw activities

These types of activities have the same principles as the information-gap. Here, the teacher divides the class into groups. One group is given certain information that the others don`t have so they have to interact in order to complete the task as a whole. As in information-gap activities, students have to use their acquired linguistic and communicative resources to have a meaningful interaction and communication.

Role play

Role-play is one of the most favorite activities for students. Its main characteristic is that it is performed orally. A normal role-play activity can be done in pairs or in small

groups and the main purpose of this activity type is to improve and develop the communicative abilities students might have in the target language in a comfortable environment. We say it is more comfortable for students because it is not the same thing to speak in pairs or small groups that in front of the whole class. But in role-play, the teacher has to be careful to keep track because students can fall in a "loop" and just repeat words over and over and this fact will hinder students from developing the communicative they may have.

Besides the three communicative activities mentioned above, there are other activities that are commonly used. Richards (2016, p.19) gives us the following list of five more activities:

Task-completion activities
Puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

Opinion-sharing activities
activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

Information-transfer activities
These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities
These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

Emphasis on Pair and Group Work
Most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher-fronted activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency.

Teaching and classroom materials today consequently make use of a wide variety of small-group activities.

4.2.1 Roles of teacher and learner

The role of the teacher was an innovative aspect of CLT. From being the center of attention and the controller of the whole process, now the teacher was simply considered as an advisor, manager or the most popular terminology of a "facilitator" that we use in this 21st century. Other linguists such as Larsen-Freeman (1986) used the term "monitor", Richards and Rodgers (1986) used the words "counsellor, group process manager and needs analyst". Candlin and Breen (1980) used the word "guide, researcher and organizer of resources".

It is important to point out that not only the role of the teacher changed but the students' as well. Students had a passive role before the advent of CLT. Now students are active agents in the learning and teaching process, subjects who take responsibility of their learning.

4.2.2 The role of instructional materials

The role of materials in Communicative Language Teaching is viewed from an appropriate perspective and of course from a different way as previous and more traditional methods used to. In CLT the classroom interaction quality is directly associated with the materials' quality. The main purpose of those materials is the promotion of language use in a communicative way. There are three principal types of materials in the CLT world; these are the task-based, text-based and the realia.

- Text-based materials

Many text-based materials have been criticized to be a reformulation (just to make look communicative) of those used in structural teaching models based that its table of contents have been similar to some extent with the ones used in the past. However, some of them have been different. We have materials such as the Morrow and Johnson's Communicate (1979) which is one of those. In reference to the structure of those materials, Richards and Rodgers (1986, p.80) tell us that a regular lesson consisted "of a theme, a task analysis for thematic development, a practice situation description, a stimulus presentation, comprehension questions, and paraphrase exercises."

In a general aspect in regards to the textbooks in CLT Arzamendi, Ball and Gasso (2016, p.97) stated the following:

> In terms of textbook materials, the kinds of activities which became common practice in early course-books with a communicative focus often identify the learner in a specific role of language use (for example as tourists, students, customer - waiter, doctor- patient and so on). Detailed scenarios are established for situations of language use (for example, arriving at a hotel, enrolling on a language course, ordering a meal, visiting the doctor etc.). Learners then embark on tasks which may include simulation or role playing, or problem solving.

- Task-based materials

Task-based materials are those designed to engage students in meaningful interaction through a variety of tasks in which we can mention a series of activities such as simulations, games, interviews, dialogues and many others. Furthermore, the concept of task is beneficial to a great extent as these type of materials are process-focused rather than end-focused, not taking for granted that learners will have to complete a task. In task-based teaching, materials can take different forms. Richards and Rodgers (1986, p.79) said task-based materials could take many forms such as "handbooks, cue cards, activity cards, practice booklets", and many others.

- Realia

The term realia adopted in CLT refers to any type of "authentic" material that can be used to foster students' communicative competence. Whatever resource of the real life use can be considered part of realia. For example, if we are teaching the fruits, we can bring real fruits to the classroom, if we are teaching the months, a practical idea is to

bring our calendar or if we are dealing with the "technology" topic, we can have students bring their cellphones, laptops or any electronic device that are used to communicate. Any sort of picture, chart or graphic is considered to be "realia".

4.2.3 Methodologies

Throughout the development of CLT, there has existed the emergence of several methodologies which chased the teaching of the English language in a communicative way. As mentioned earlier, CLT is characterized for being process-focused and all its methodologies, one way or the other adjust to that specific feature of it. The universally recognized methodologies of Communicative Language Teaching are task-based instruction (TBI) and content-based instruction (CBI).

4.2.4 Researches

In 2015 Rana Saad Al-Khafaji carried out a research called *An application of the Communicative Language Teaching (CLT) approach for English as a foreign language (EFL) Learners in the Arab context* where he explained that the application of CLT was not very successful based on that teachers were not trained on how to apply communicative activities, they used to claim to be working with CLT but indeed they still continued applying the traditional methods. In his own words "the intended results were not achieved as well as expected. According to the collected literature from some Arab countries, the main reason behind that breakdown was due to the misuse of the CLT approach". (p.11). He states that to have successful communicative activities every teacher should know the principles of CLT.

Does it Work? Implementing Communicative Language Teaching Approach in EFL Context was another research made in China in 2012 by Saeed Ahmad and Congman Rao. In this study they say that in China the introduction of CLT approach and activities in teaching English suffered much based on that China had its special characteristics such as cultural and background differences from other countries. For that reason, they had to do some adjustments like telling teachers that English should be the exclusive language of the classroom activities and no mother tongue interference should be allowed. Students' active participation in classroom activities should be ensured and they should be motivated to speak English in classroom. They should not

act as passive followers of teacher or textbooks. The teacher should create such situations in the classroom which encourage students to express themselves freely either via writing or speaking. At the end of the study they conclude that the implementation of the communicative approach/ activities is complex, however, very effective, even more than traditional ones, but if conducted in the proper way and at the same time taking into account the local circumstances and above all, students' interests.

Saeed Ahmad and Congman Rao made another research in 2013 called *Applying Communicative Approach in Teaching English as a Foreign Language: A Case Study of Pakistan*. In this research, to do the experiment, they took forty 12th grade students of a local college in Pakistan and divided them into two groups of 20 students; one was the control group and the other, the experimental.

They, Ahmad and Rao (2013, p.194) stated that

> The study showed that, if provided with suitable conditions, a better classroom environment with audio/visual aids like computer, multimedia, OHP, etc., a well-trained and active teacher with a good command of English using communicative approach to facilitate his/her purpose of teaching can produce better results than teaching through traditional methods. It proves the fact that the CLT approach is more suitable for teaching English as a foreign language than the traditional method which was the Grammar Translation Method (GTM). It proves that using the CLT method improves communicative skills of the learners.

In 2015, Hysen Kasumi made a research: *Communicative Language Teaching and Its Impact on Students' Performance*. In this study, he took a sample of 150 students which were divided in two groups. One experimental (EG), and the other controlled (CG). In the EG the CLT was implemented while in the CG the ESA (Engage – Study – Activate) method and Direct method were applied. Based on his results he came to the conclusion that the implementation of CLT syllabus with experimental groups was productive, as with CLT was gained much satisfied result and according to statistics was highly, significantly better in performance compared to controlled groups.

In terms of students' response to the implementation of CLT and its activities, Hongkham Vongxay in his 2013 research *The implementation of Communicative*

Language teaching (CLT) in an English Department in a Lao Higher Educational Institution: A Case Study interviewed 5 teachers who taught classes in different groups and came to the conclusion that most of the teachers argued that many of their students who had a medium to high level of English proficiency were ready to apply CLT. They seemed to enjoy communication activities because they could engage in a conversation pool to practice their English and to improve the communication skills.

4.3 Motivation in the Language Learning

Motivation is a complex internal process that plays a major role in any learning experience. Although it is internal, there are many external factors (e.g. energy, attitude, persistence, collaboration, etc.) that let us know the amount of motivation a learner might have. Researches about motivation have been done to a great extent; it started on the field of psychology, and later in Second Language Acquisition (SLA) research.

Daskalovka, Gudeva and Ivanovska (2012, p.1) said that "motivation is one of the most important factors that influence the success in language learning".

Ball, Gassó and Palacios (2016, p.20) give us a series of comments made by researches where they show their positive position towards motivation in the language learning:

> If motivation exists, success in language learning is guaranteed.
> (Corder, 1981)

> Motivation is a topic that can mean the difference between success and failure in the classroom.
> (Travers, Elliot & Kratchwill, 1993)

> The most successful language learners will be those who have both talent and a high level of motivation for learning.
> (Ellis, 1985)

> Motivation is the most important factor for success in language learning. It is even more important than specific ability in languages.
> (Gardner, 1985)

According to Ball et al. (2016, p.22) there exist three psychological theories of motivation: "Motivation for Learning Theory, Need Achievement Theory and Attribution Theory." They continue explaining each one of them as follows:

The Motivation for Learning Theory

This theory is traditionally associated with the investigation of learning and, strictly speaking, with the psychology of learning. This type of motivation is affected by several motivational variables such as the teacher, the subject, the student's personality and group dynamics. This motivation can be of two different types, intrinsic and extrinsic…

The Need for Achievement Theory

This theory developed by McClelland et al. (1958), can be defined as the attempt to increase or keep our own abilities at the highest possible degree in all those activities where a norm of excellence seems to be necessary. The need for achievement is not necessarily the same as the search for observable compensations or rewards such as getting high marks, a good salary or a prestigious social position…

Attribution Theory

The third one, studies the different ways people attribute causes to events. As early as 1944 Heider began to develop his central idea that it is how people perceive events, rather than the events themselves, that influences their behavior… (p.29)

According to Gardner and Lambert (1973) there is also 'integrative' and 'instrumental' motivation. Integrative motivation refers feeling identified and integrated into the language the student is learning. Instrumental motivation deals with the advantages the learner can have if he learns the target language. Brown (1987) also categorizes three types of motivation: global, situational and task motivation.

If motivation is part internal and part external, we come to the question: what is the teacher role in regards to motivation? We have to remember that with the advent of student-centered approaches, teacher roles are not the same as before, we can take

Communicative Language Teaching where the teacher is seen as a guide helper or facilitator but it does not mention that the teacher is an animator; instead it encourages learners to become autonomous. In contradiction to this, Girard (1977) argues that the main job of a teacher is to animate. To solve this dichotomy Ball et al. (2016, p.41) explains that:

> The way in which the individual teacher decides to deal with this apparent dichotomy will depend mainly on his teaching context. For example, a group of highly motivated adult migrants who need the target language to survive in a new country may only need the teacher as organizer and provider of information. A teacher of adolescents in an EFL context will obviously be required to take a more active part in motivating these students.

The previous comment let us know that we, teachers, are the ones who decided how to motivate our students. It has been demonstrated that there is not a right way to motivate students. (Ur, 1996)

If motivation is so complicated, which group of learner is easier or harder to motivate? Ball et al. (2016, p.41-42) gives us the answer:

> There is a view prevalent among teachers that it is easier to motivate children than adults. While it may be true to say that children's motivation can be quickly raised (for example, by activities which they find particularly fun or interesting - see below), it is also true to say that children will often lose interest or motivation very quickly. If children find an activity boring or pointless, they quickly become demotivated, whereas adults will be more tolerant. Thus perhaps it would be truer to say that children's motivation is more likely to vary, and it is influenced by the immediate surroundings, like the teacher or the task, while older students' motivation tends to be more stable.

In reference to motivation, Hongkham Vongxay (2013, p.52) says that "giving students' scores in any classroom activity was the most motivating factor and the best encouragement for their students to participate in class activities, group work, pair work, as well as homework". Zaman (2015, p.9) on her thesis "Role of Motivation in Second Language Learning: A study of Private University Students in Bangladesh" gives a few advices about motivation:

Teachers can motivate students by implicating many different types of enjoyable strategies. It is very important to make the classroom atmosphere relaxed and friendly. Many students have the content in themselves but they cannot perform because of the lack of confidence. Teachers can motivate the learners by their positive attitudes.

In her research, Zaman (ibid.) also says that University Students in Bangladesh are both intrinsically and extrinsically motivated for learning a second language. Some students are learning a second language for their own satisfaction or desire that helps them to learn better, others want to improve their proficiency in English because they want to get a better job and to make a good impression among the people.

Researchers such as Wimolmas (2013) and Saheb (2014) after doing studies about motivation in the English language learning came to the conclusion that there are two motivation type that are actually present which are the integrative and instrumental motivation, they stated that these are considered part of the intrinsic motivation. Nevertheless, Abrudan (2008, p.560) states that motivation:

> […] is no longer thought of only as integrative or instrumental. It is also considered a key to learning something in many cases created, fostered and maintained by an enthusiastic and well-prepared classroom teacher. Because of the importance of the nature of the interactions that occur between learners and teachers, many studies have been dedicated to the discussions of the influence of 561 teachers in the process of foreign language learning.

It is undoubtedly true that teachers have a major role in language learning motivation.

5. METHODOLOGY

The communicative approach has become a leader in preference for teachers, scholars, and curriculum and policy makers. In this research, my intention was to analyze the transition from traditional approaches to the communicative one with my sixth grade students, paying attention to important factors such as the communicative activities that were more effective with them, their attitudes towards those activities and the strategies that fostered the good development of the activities.

This section will give details about the methodology that was used in this research. It will first start with the research type then, it will continue with the research approach and finally, the research tools used in the investigation.

5.1 Research Type

The research type adopted for this investigation was the "Action Research". I decided to do this type of research because I am a teacher in practice and I am interested in changing my daily reality for the better of students. I said the previous words because according to Madrid (2016, p.53) the Action research can be used by the classroom teacher for a variety of purposes: it can be used a way of learning about learners, and about our teaching and it effectiveness, and as a way of monitoring and evaluating innovation. Lewin (1946) clarifies that in Action Research we focus on daily classroom problems and apply our scientific thoughts in order to produce a change or improvement.

The Action research was an appropriate choice because of the objectives of my investigation which involved beliefs, actions and perceptions. Kemmis and McTaggart (1988) also explains that Action Research has three main characteristics; the teacher is the one in charge of the investigation, is a collaborative work and its finality is to improve things. Elliott (1990, p.24) also mentioned that fundamental characteristics of Action research are that: It analyses the human actions and social situations that students and teachers experience, it aims to explain what happens in the classroom in relation to specific teaching contents and it interprets different classroom events from the point of view of those who take part; that is, it involves teachers and student: their beliefs, values, intentions, decisions. Based on the words stated before I came to the

conclusion that nothing was more appropriate than an Action research to develop this investigation.

There are different models of Action research but the one used in this study is the one proposed by Kemmis (1989) which comprises four phases. I decide to choose this one for time reasons as it is simpler than the others.

5.2 Research Approach

This research was carried out on a qualitative approach. As most of us might know, qualitative research is a scientific research method which is based on the observation. It covers the areas that quantitative research can't. Instead of paying attention to countable data, qualitative research focuses of those factors that can't be counted or measured, e.g., decision making, characteristics, behaviors and others. Another key fact to remember is that most of the investigations carried out on social work, political science and education are done with this type of research.

My investigation is focused on the education field and my objectives deal with feelings and behaviors which are factors that are difficult to be counted or measured not to say impossible. The qualitative research has many characteristics; I will mention three of them that are in consonance with the research type. Qualitative research aims to understand situations as unique ones in harmony with the selected context and based on the amount of interaction there, the researcher is the main analyzer and data collector and it requires the researcher to get related with site, people or setting in order to do an adequate observation.

5.3 Data Collection and Analysis

As this investigation is an Action research with a qualitative approach, three interventions were done to implement the communicative approach to my sixth grade students. During these interventions I used interviews (structured and semi-structured) and participant observation (note taking). The following lines will explain how each one of them was carried out.

5.3.1 Interviews

A sample of ten students (50% of the population) was interviewed. The interviews were carried out only in the first and third session; there were no interviews in the second session. I did two types of interviews, a structured and a semi-structured.
The structured interviews were applied before the sessions started. The objective of these interviews was to identify the classroom activities students liked and the attitudes they had towards such activities. As it was a structured interview, answers were controlled in order to get specific and fast conclusions. These interviews were analyzed through statistical graphics, in this case, pie charts. The charts are found in the results section.

After finishing the sessions, a semi-structured interview was conducted and it was applied to the same students who were interviewed before the sessions started. The objective of these interviews was to identify the perception and receptivity students had towards the communicative activities implemented during the session. In this interview students had to answer questions pertaining to what they liked about the class, what they didn't like, how they felt and other aspects. As the answers on these interviews were varied, a text analysis was done to have a better understanding of the results. The interviews are found in appendix D and E.

5.3.2 Participant Observation and Notetaking

During the whole study, three interventions were developed with sixth grade students and as it can be seen in the planning section of this research, different communicative activities were implemented. In the first session information gap and group work activities were carried out. The second session was focused on group work, mingle and information transfer activities and the third session had the focus on opinion sharing and group work activities.

As I was the researcher and the teacher at the same time I used the participant observation method to collect data and in order to register the information observed I used the note taking technique. The notes were taken during and after each session. The notes were taken to register what happened during the sessions, information about how the procedures worked, how students reacted and specific aspects pertaining to the process at the moment of the activities or strategies being implemented.

Transcripts of the notes were made, the data was reduced and organized, and afterwards I proceeded to code the information into four observable dimensions. The dimensions were: interaction in the target language (IT), disposition to participate (DP), teaching strategies (TS) and communicative activities (CA). All this was done to make the posterior data analysis more manageable. The results obtained were presented through a descriptive text which is found in the results section. The transcripts are found in appendix F, G and H.

6. STUDY

This section contains very important information. It deals with the description of the context where the research was carried out. Here, the institution type and the background of students are described and details about the research plan and its stages such as the exploration, planning, evaluation and the improvement proposal are given.

6.1 Description of the Context

The research was developed in a primary level public school called "Los Rieles II". The school was founded in 2014 in San Marcos community which belongs to Puerto Plata city, Dominican Republic. The school is a new construction which was built under the program of "extended shift" (Jornada Extendida in Spanish) which comprises eight hours of class daily; schools normally give five hours of class. The school has two pavilions and each has two levels. There are twelve classrooms, one main office, eleven bathrooms, one dining hall, one library, one computer lab, one kitchen and one psychology (orientation) area.

In order to achieve its goals, Los Rieles II school promotes a collaborative work alone all its integrands and looks for the solution of daily problems as a team. The school imparts the initial and the primary level from first to sixth grade.

In terms of the staff, the school has: one principal, one psychologist, two coordinators, two secretaries, nineteen teachers, two doorkeepers, thirteen janitors and one watchman.

This school has a special characteristic; it has a vision, mission, philosophy, value and principles. Its mission is to guide and educate in moral, social and spiritual values in order to obtain conscious, democratic, participative, and supportive subjects capable of facing life problems, with the collaboration of teachers and administrators, the society of parents, mothers and friends of the school, with the purpose of projecting a better future.

Its vision is to offer a teaching-learning process, forming subjects capable of facing the challenges presented by life in a critical and democratic way, preparing it to make

correct decisions at certain times, based on moral and Christian values. Its Philosophy is attached to the planning of the general education law, the decennial education plan, and the curricular design of the Primary Level and the foundations of the curriculum, which allows them to define and outline the type of subject they have to form.

As an institution, they believe in God as the center of their lives and activities, for this reason it is always in first place in their educational work and they declare it when teachers meet 15 minutes before the entrance to class to pray for the day, the activities, problems of the students and the institution's.

The school has four hundred sixty-eight students, a mixture of males and females. The ninety percent of students come from San Marcos and a ten percent come from outside. Students have a low socio-economic background. They have different capacity levels in the English language and based on this we say that the group is a mixed-ability one. In a general aspect and although students are very young, there might be different reasons to feel interest in the English language, e.g. a considerable amount of parents work in hotels and related jobs. Next to San Marcos, we have "La Loma Isabel de Torres" where the "cable car" is located and the road to "La Loma" passes through San Marcos and students might feel the curiosity and desire of learning the language to communicate with those people they see.

The project was developed in a specific classroom which was 6th grade where students averaged from 10-12 years old. There was a total number of twenty students in the classroom.

In terms of behavior, as any primary level group, students needed close attention from part of the teacher as they could get distracted easily and as a result, they were high probabilities of indiscipline in the teaching- learning process.

The Dominican curriculum establishes that for the language subject (English) there should be an academic charge of 4 hours weekly which comes up to a total of 16 hours every month, if we compare it with Math, Science or History which normally have from 6 to 7 hours, we notice that less attention is paid to languages. It is worth to mention that 3 years ago language subject only had three academic hours and those hours were increased to four based on the idea that students had very little English interaction in their context although we can mention that Puerto Plata is a touristic city where the presence of Americans, Canadians and English people is noticeable.

Los Rieles II students had been learning English through traditional approaches which do not include communicative activities, one of the predominant approaches used with them is the grammar-translation method. This is because the majority of teachers have been taught that way and, as well might know, we teach according to our personal beliefs and previous formation.

6.2 Description of the Research Plan

6.2.1 Exploration

For the exploration stage, interviews were applied, as a way doing a diagnostic to identify where to start from, this means that I wanted to have an idea of what students' perceptions were in regards to the subject of investigation. Not much had to be done on this stage because the researcher and the classroom teacher was the same person and the problem was clearly identified which was the implementation of communicative activities to a group that had never been immersed into that.

6.2.2 Planning

In order to develop the action plan, a schedule for the interventions in sixth grade first designed. The action plan was elaborated according to the specific objectives of the research project, where the activities, strategies, resources, techniques are found. The following pages contain the whole action which, as I mentioned before, was divided into three sessions. The detailed lesson plan for each session can be found in appendix A, B and C.

General Objective: to use greetings to exchange personal information through a conversation with classmates.

Specific Objectives	Topic	Strategies	Activities
-To recognize English greetings. -To use greetings in a conversation.	The greetings.	-Prior knowledge. -Group work. -Questioning. -Roleplay.	-Questions and answers about English greetings. -Conversation with classmates using the greetings. -Provide personal information about someone else.
Time	**Collecting Info. Techniques**	**Resources**	**Evaluation of Intervention.**
May 08th 2018	-Teacher's diary. -Interview. - Participant observation.	-Pictures. -Books. -Sheets. -Notebooks.	-Through students 'participation and metacognition.

In a first session, the Unit topic "my personal identification" was to be taught. As this is a big topic, we would focus on "the greetings" where communicative activities such as information gap, role play and group work were to be used to see how students reacted and how well the session would go.

- **Session #2**

General Objective: to ask and express the address of a friend through a short presentation.

Specific Objectives	Topic	Strategies	Activities
-To ask for the address in English. -To express the address and share it others.	My address.	-Prior knowledge. -Group work. -Questioning.	-Questions and answers about how to express the address. -Convert information to addresses of people. -Present the address of a friend.
Time	**Collecting Info. Techniques**	**Resources**	**Evaluation of Intervention.**
May 22nd 2018	-Teacher's diary. -Interview. - Participant observation.	-Pictures. -Books. -Paper. -Notebooks.	-Through students 'participation and metacognition.

In a second session, students would be working with "my address" topic where they would use what they learned in the previous class. In this session students would be focused on group work, mingle and information transfer activities.

General Objective: to comprehend and identify feelings and emotions

Specific Objectives	Topic	Strategies	Activities
-To classify feelings and emotions. - To recognize feelings and emotions.	Feelings and Emotions.	-Prior knowledge. -Group work. -Questioning. -Role play.	-Questions and answers about feelings and emotions. -Role play identifying feelings and emotions. -Share opinions about feelings and emotions.
Time	**Collecting Info. Techniques**	**Resources**	**Evaluation of Intervention.**
June 01st 2018	-Teacher's diary. -Interview. - Participant observation.	-Pictures. -Books. -Sheets. -Notebooks. -Markers. -Pen -Pencil	-Through students 'participation and metacognition.

In the last and third session, students would focus on opinion sharing and group work and session topic would "feelings and emotions".

6.2.3 Action Plan Execution and Observation

6.2.3.1 First Session

The first session was applied on May 08th 2018. It was started at 2:30 p.m. and ended at 3:15 p.m. by the teacher Alberto Martinez (myself). The general objective of the class was: to use greetings to exchange personal information through a conversation with classmates.

The collecting information tools were the interview, teacher's diary and participant observation. The topic of the class was "the greetings". The Learning and Teaching Strategies used were: Prior knowledge, group work, questioning, role play, discovering.

In the first moment, I got to the class, said hi and wrote the date and name of the subject, after that I started passing the list. As I wanted the topic to be discovered I started asking questions about the greetings in an indirect way. I set the difference between the use of some greetings and students finally discovered the topic of the day. After that, I reconfirmed to students the topic of the class and gave them the objective of the class.

In the second moment I showed students four pictures of greetings and asked them to identify or guess the correct greeting for each case. Then I copied ten greetings on the board. After we copied the greetings we started a choral repetition where we repeated the greeting two times. After this, I started a short conversation with 4 students, one after the other, as a way of example, and then I set students in pairs and asked them to do a similar conversation. As a final activity, I asked students questions in regards to their couple.

In the third moment of the class, I started asking questions about the given topic as a way pedagogical closure which in English is called: the closing.

Finally, I said goodbye and we would meet in the next class.

6.2.3.2 Second Session

The Second session was applied on May 22ⁿᵈ 2018. It was started at 2:30 p.m. and ended at 3:15 p.m. by the teacher Alberto Martinez (myself). The general objective of the class was: to ask and express the address of a friend through a short presentation.

The collecting information tools were the interview and teacher's diary. The topic of the class was "My address".

In the first moment, I got to the class, said hi and wrote the date and name of the subject, after that I started passing the list. I asked students questions about the "address". After this, I gave a short explanation about the importance of being able to tell others where we live. I told students that the topic of the day was: "the address" and gave them the general objective of the class.

In a second moment a showed them a picture of my house, I said my address and wrote it on the board. I explained that in English we say the address very different than in Spanish. I taught them that in English the sequence of saying the address was not the same as in Spanish and we made the comparisons. After this, I gave a short "address" vocabulary. I provided the pronunciation in a very soft way as the majority knew those words already.

Then, I asked students to write their address in English and had everyone say they address, I did the necessary corrections as some of them lost the correct sequence. After this, I divided students were into pairs in order to do a written exercise where they had 5 people's information as a list and they had to organize it as a complete sentence. We had previously work with possessives adjectives so I told them that if it was a man they had to use "his" but if it was a woman they had to use "her". The ordinal numbers had been worked previously as well. I gave an example.

Further, 5 students went to the board and completed the exercise. A final development activity was that I asked each student to say their classmate's (the one they worked with in the previous exercise) address as a way of presentation to the group.

In the third moment, I made the closing through questions and answers and I told students we would meet the next time.

6.2.3.3 Third Session

The third session was applied on May 08th 2018. It was started at 1:30 p.m. and ended at 2:15 p.m. by the teacher Alberto Martinez (myself). The general objective of the class was: to use greetings to exchange personal information through a conversation with classmates.

The collecting information tools were the interview, notetaking and teacher's diary. The topic of the class was "Feelings and Emotions". The Learning and Teaching Strategies used were: Prior knowledge, group work, questioning, role play, discovering, and feedback.

In the first moment, I got to the class, said hi and wrote the date and name of the subject, after that I started passing the list. I asked about what we had in the previous class and students answered. Before starting the new topic, I wanted students to discover it and I started asking questions about feelings and emotions. At the end of this moment, I asked students what feelings or emotions they knew.

In the second moment I placed a sheet with pictures of different feelings and emotions and asked students to identify them through yes/no questions. After that, I wrote the vocabulary on the board with 8 feelings and emotions, which we copied and pronounced. After copying and pronouncing the vocabulary, I asked for 8 volunteers and explained that were going to do a role play where they had to act a feeling or emotion without saying a word and the other classmates had to guess the feeling or emotion. Flashcards were given to students with a specify feeling or emotion in each case and they did it that way.

I finally set students in pairs and gave them a sheet to match feelings and emotions (the image with its name). At the end of the development moment, I asked students to say what feeling or emotions they thought were good or bad.

In the third moment of the class, we made the closing through questions and answers.

Finally, I said goodbye and we would meet in the next class.

6.3 Evaluation

The evaluations throughout the sessions were regarded as a formative process because the observation of events was registered in my notes in order track the minimal positive or negative factors observed.

In regard to the evaluation of each individual class, in the last moment which is the closure, the "metacognition" was incorporated and this was focused in two different aspects: the pedagogical and the psychological one. Key questions were asked such as: what did we learn today? Where do you use it? How did you feel in class? What would you change? Using these types of questions is very effective at the moment of doing a general evaluation of how the class went.

In terms of the effects and effectiveness of the class activities, the observation and participation was crucial and of vital importance because that helped me identify how engaging the activities developed in the classroom were.

Four interviews were developed; two of them in the first session and two more in the last session, the results of the interviews were registered for its posterior analysis.

6.4 Improvement Proposal

Based on how sessions were going, improvements and changes were progressively made, i.e. the results from the first session played a very important role on how the second session was handled and the second session influenced the way of how the process of the third one was applied.

In the first session I realized that more modeling was necessary. I also noticed that there was lot of anxiety at the moment of standing up in front of the class or doing an oral presentation. It is because of that in the next session (session #2), I made the necessary arrangements and the whole process went better in many aspects.

In the second session I had an inconvenience where while doing an activity, some students finished first than others and the ones who stayed behind didn't pay attention to the ones who were doing their presentations because they were not ready and they focused on finishing for that reason I took the necessary prevention to avoid the same inconvenience in the next session. More detailed information about the problems faced during the study will be provided in following section.

7. RESULTS AND DISCUSSION

This section presents the results of the investigation. It explains the results from the interviews and observations (note taking) in an objective way. This section also includes the problems that I encountered when implementing the communicative approach and it also discusses if the results allow generalization to other areas of the topic.

The section follows a sequence where the interviews results are presented in a first place, it continues with the observation results and it ends with the difficulties.

7.1 Structured Interview Results

Chart 1

Question #1. What activities do 6th grade students from Los Rieles II School like the most?

Activities	Frequency	%
Role play	1	10
Group work	7	70
Conversations	1	10
Give opinions	1	10
Total	10	100

Source: Interview applied before the sessions

Most of students stated that group work activity was the one they liked the most while a minority opted for role play, conversations and give opinions.

Graph 1

Activities that liked the most

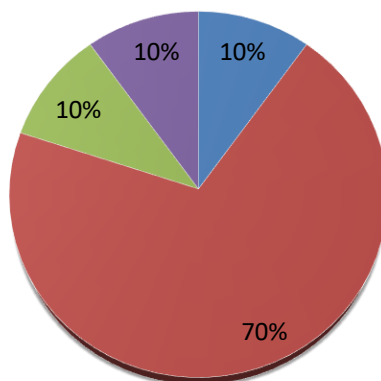■ Roleplay ■ Groupwork ■ Conversations ■ Give opinions

Chart 2

Question #2. How do 6ᵗʰ grade students from Los Rieles II School feel when speaking English?

Feeling	Frequency	%
Positive	1	10
I like it	6	60
Nervous	3	30
Total	10	100

Source: Interview applied before the sessions

Sixty percent of students said they liked to speak English while thirty percent said they used to feel nervous. The rest mentioned they felt positive.

Graph 2

Students' feelings
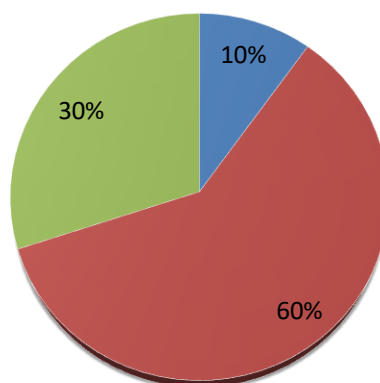
■ Positive   ■ I like it   ■ Nervous

Chart 3

Question #3. What do 6th grade students from Los Rieles II School do when they have activities in the classroom?

Actions	Frequency	%
I Participate	6	60
I like it	3	30
I don't like it	1	10
Total	10	100

Source: Interview applied before the sessions

Out of ten students interviewed, one said that he didn't like to do activities, three answered they liked it and six said that they participated.

Graph 3

Activities' reactions

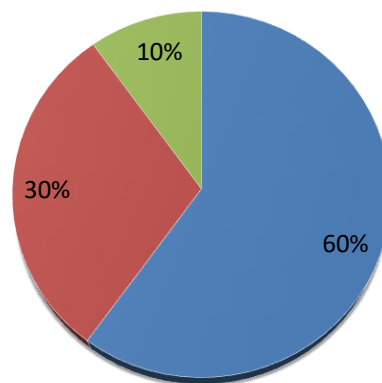■ I participate   ■ I like it   ■ I don't like it

Chart 4

Question #4. If 6th grade students from Los Rieles II School have to look for info. What do they do?

Actions	Frequency	%
I Participate	8	80
I Participate but I don't like it	2	20
Total	10	100

Source: Interview applied before the sessions

An eighty percent of students answered that they participate in classroom activities that involve searching information while a twenty percent said they participate but that they didn't like it.

Graph 4

Searching reactions
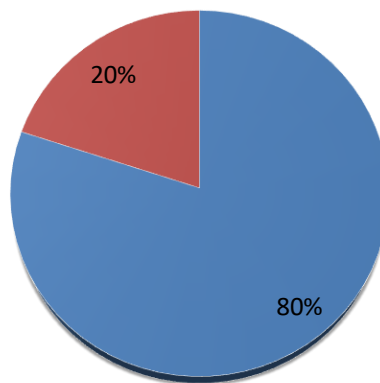
■ I participate   ■ I participate but I don't like it

20%

80%

Chart 5

Question #5. What do 6th grade students from Los Rieles II School think about group activities?

Actions	Frequency	%
They are good	10	100
Total	10	100

Source: Interview applied before the sessions

The total amount of students said that group activities were good.

Graph 5

Students' opinion

■ They are good

100%
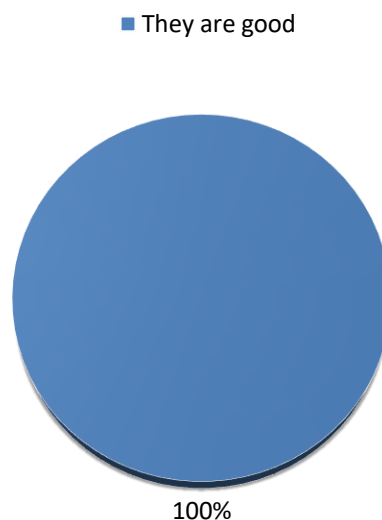
With these interviews I discovered that sixth grade students really liked working in groups and they had a very good concept of group work because ninety percent of them said this type of activity was good and only ten percent said it was a regular activity, followed by doing conversations and giving opinions. In terms of speaking English in the classroom, thirty percent of students stated that they felt nervous and sixty percent said they liked it. The interviews showed the great disposition to participate they would have during the sessions.

7.2 Semi-structured Interview Results

Students gave me many answers, according to the majority of them, the classes using the communicative method were fine, well and funny. They expressed that what they liked the most from the classes was seeing their friends acting, pronounce the greetings and writing things about them. There was a question where they could change anything if they were the teachers, the majority said they would change nothing and one student said he would add more games to the class. In terms of the activities they wanted to do in next classes they expressed that games, group work, conversations and dramas were of their like. In regard to how students felt speaking English in class, I repeated that same question in both, before and after, interviews and the answers matched to certain degree because a considerable amount said they felt nervous and the rest felt between fine and normal in both cases. Parting from this information, close attention should be paid to the activities that involve speaking in front of the class as it raises sixth grade students' stress. The interview can be found in appendix E.

7.3 Observation Results

The observation results are presented in a progressive way, it starts with the most important events, which are relevant to my investigations, of session 1 and it ends with session 3.

Session 1: students interacted and although they did not understand they wanted to participate in the activities. The most effective strategy was to show pictures because the students were confused at the beginning of the class as everything I said was in the target language (English) but when the pictures were shown, the process was easier and more comprehensive for them. Students were set in pairs and they were very happy to work with their classmates, so group work in combination with the information gap was beneficial as it helped them feel more confidence and a great proof of that is they completed the task I assigned. The Role play activity worked well although I had to model the activity few times. Repetition and modeling were fundamental teaching strategies because they clarified and helped students understand what they were supposed to do.

Session 2: In this session, I got to the classroom and noticed that students were very positive; they even greeted me in English. This time, as the topic was a bit more

complicated than the first one, I tried to keep a moderate speed in my speech. When the class started, it was very different than the previous session because students did not seem to be confused; they were paying attention and trying to catch up what I was saying.

It is worth to mention that in the second moment of this session (the development), around twenty-five percent of students encountered a discrepancy; they had to convert some information into a sentence using the address which was the topic of the lesson, students got confused and started writing the sentences wrongly, I had to re-explain so they could understand the proper way to organize and convert the information. The group work activity which was combined with the information gap, in session 1, was easier to implement than this information transfer activity.

The mingle activity was very difficult to develop because the majority of students didn't want to stand up and ask others for their address. Some of the ones who stood up didn't take it so seriously to the point that they depended on Spanish to ask for the information, others just wanted to talk to a specific person who might be their friend. This activity didn't work that much with them based on the attitudes they showed and how the development of it was.

On that second session I realized that using realia is very beneficial when implementing communicative activities in the classroom because when I introduced the topic, showing a picture of my house, I really got their attention. As an overall, the activities implemented were not that productive based on students' responses and actions, some students denied to participated or interact and I lost a considerable time in explanations all throughout the whole session.

Session 3: The third session had a very interesting start. I showed a list of pictures with positive and negative feelings and emotions and students were very engaged by the fact that they were seeing what I was talking about. The part I liked the most from that session was the role play; here students started acting the feelings and emotions. They had fun by doing this activity, they were laughing and very involved. By this, I confirmed that they really liked this activity type. The participation was amazing, all students wanted to be the ones who guess the feeling or emotion being acted.

It was very pleasant to see how this session was developed. Ninety percent of the class and procedures worked nicely. Four students did not want to do it but I integrated them afterwards.

The last activity in the development was an "opinion sharing" where students had to say which feeling or emotions they thought were positive, negative, good or bad. A great number of students wanted to say what they thought. This activity was short and I noticed that students needed more language resources in order to express themselves openly, this was written down for future interventions in order to work on strategies that could help students widen their capacity at the moment of doing this type of activities. In this session there was coherence in all the aspects because the strategies such as modeling and questioning were very effective, students responded in a very positive way to the activities and it worth to point out that students had a positive attitude and disposition to participate.

If we do a close comparison of all sessions, we can notice that in a scale the session that gave more results was the third one followed by the first and ending with the second one.

From a critical point of view, I have to point out that the results obtained during the implementation of communicative activities in sixth grade complied with the expected outcomes I set for every session. The majority of students assimilated what it was taught during the interventions. Clear proof is that students started greeting me in English after the first session; they greeted me not only when I went to the classroom but also in recess or everywhere saw me. They felt incentivized to use what they had learned in a communicative way. It is also worth to mention that the fact that students felt the confidence to repeat and use what they had learned in the classroom was a sign of the positive effects specific activities had on them.

The objective for the second session was also complied to a decent extent because at the end, more than half of students were able to say their address in English and not just that, some of them were also able to convert pieces of information to a complete information form. Students were very engaged in session three; the objective was met to a higher degree than in the other sessions because students handled the topic in a very fast pace. They identified and understood feelings and emotions to a level where they were able to express them physically and with their own words.

I knew that the transition from the traditional to the communicative methodology was not going to be easy and that possible problems were going to be found. From a pedagogical view, students enjoyed the sessions and acquired that knowledge they were supposed to.

Something I discovered about sixth grade is that they worked very well when they felt motivated. According to students' performance and answers, group work, role play and opinion sharing activities activated their motivation which is one the most important factors in any teaching session. Another thing that worked with sixth grade students was the integration of the target language in a progressive way, in session one we started slow and we increased the amount of the language in following sessions. When this was done, students started getting used to it and it caused less anxiety.

In our country, Dominican Republic, students start receiving French classes since seventh grade and on. My students of sixth grade will start a new experience next year. I also have to point out that French is a compulsory subject which means students will have no option than taking it. Having this in mind, I believe that the communicative activities and strategies could be applied to the teaching of French too. I know it has been said that there is not a unique method to learn a language but it has also been said that all languages follow certain sequences in common and based on this I can say that the communicative methodology could be applied to any group of students independently of the language that we might have to teach them.

In every city and even every school, there is a different reality but regardless of this fact, the communicative approach could be applied to English learners in any place or any circumstances. I believe that it is fine to generalize my results to other areas such as French or German which are languages that are taught in the public system of education of this country and why not other countries as well.

7.4 Difficulties

This part gives important information about the results because it deals with the principal difficulties that I had while implementing the communicative approach with my students and it also clarifies the teaching strategies that I had to use in order to overcome those problems.

During the implementation of communicative activities in sixth grade there were many difficulties that had to be taken into account as it was the first time that they received class through that methodology.

In session 1, the class was started in the target language (TL) and students' faces and gestures seemed to be of confusion; not well the class started when some students said that they didn't understand. At the moment of presenting the pictures with the greetings, students understood what I was trying to do and they responded correctly to a decent degree. One of the biggest issues I had during that session was the development of the conversation activity because fifty percent of students were kind of lost when I gave instructions. I know they expected to receive instructions in their mother tongue (MT), so in other to overcome the problem I realized that they needed more modeling. I had to model the activity four times with different students, and after that they started doing the conversation with their classmates.

Another factor that affected the well development of the class was the anxiety of doing the conversation in front of the class. By noticing this, something I tried right away was having students say the conversation from their seats and that reduced the anxiety and the activity worked in a much better way.

In session 2, a drop back that was very uncomfortable was that, during the presentation activity, some students finished earlier than others and they wanted to start as soon as they had finished, the problem was that some students hadn't finished so, when the ones who had finished first started, sixty percent of the class was not paying attention because they were focused on finishing their part but not that, the ones who had finished and were waiting for their turn were actually practicing and not paying attention either. After the first participation, I had to interrupt and give them three minutes more in order to practice. After finished the class I reflected and realized that in every activity but especially in this type, clear instructions are more necessary and to have students aware of the time limit too.

In session 3, there was a little issue during the activity where students had to match feelings and emotions in a sheet. Four students did not want to do it but I handle the situation, talked to the students and integrated them into the activity.

8. CONCLUSIONS

At the end of this investigation, after applying the necessary data collecting tools and the results obtained out of them, we come to the conclusion that group work was the communicative activity that worked best with sixth grade students, they were focused and very positive minded. The observation results while developing the group work activities together with the results from the interviews demonstrates coherence to a great extent. Opinion sharing activities were very engaging and students felt motivated to participate, although they had a limited vocabulary they wanted to give their opinions about the topic which in this case was "feelings and emotions". Information gap activity in combination with group work was very productive as students got really engaged searching for their partners' information.

The information transfer and mingle activities didn't work that well with them. During the sessions, while developing these activities, there was negativism, students didn't want to stand up and in order to convert information from one form to another I had to explain too many times and some of the students still didn't get the hang of the activity. Students showed a bad disposition to work on these specific activities.

Nevertheless, I have to point out that there were times where some students got frustrated when they didn't understand what to do in a certain activity and there were some of them who said they were not going to participate and this was a sort of minimal rejection to the communicative activities. This didn't happen as a general phenomenon but in a minimal scale during sessions one and three but in session two, things were a little bit more complicated because of the big negativism and rejection during that information transfer activity.

Based on the results, students' reactions and attitudes were more positive than negative, they had a good connection, their actions and reactions, for example in the conversation and the acting activity, everyone was eager to participate, hands up and a very nice environment. All over the sessions some students laughed, had fun and some of them controlled to a decent degree their anxiety of speaking in the target language.

I used different teaching strategies throughout the sessions, while developing the communicative activities and conducting the class mainly in the target language, modeling was a solution to overcome the linguistic gaps that emerged. It helped my sixth grade students understand what they had to do, when you model what students are supposed to do, clear instruction is necessary, but don't model just one or two times, do it three or more times with different students, repetition is the key. Another strategy that worked very well was to give students enough time to develop their activities but always letting them know that they have a limit of time; this let them realize that they had to work and that every activity had an ending.

Most of modern methods and approaches recommend using the target language since the beginning and I believe that is fine but a good strategy would be starting easy with the target language, which means we will permit the mother language, and little by little go integrating it to a broader scale. This is what I did with my students and it worked to a decent degree.

Using appropriate resources (realia) is a good strategy that really worked with my sixth grade students. Pictures played an important role in my session as they helped students understand in a faster and effective way the topics in matter. Although in my sessions I didn't use videos, I think that is a very good strategy that might work very well with them.

The main objective of this investigation was to analyze the transitioning to Communicative Activities in a Primary-level EFL Classroom in the Dominican Republic and based on the experience I had I can say that switching from a traditional method to a communicative one is not an easy process but is not impossible. There are many factors involved and it requires a lot of patience from the teacher because at first students might not respond the way we expect. I hope this investigation will be of great help for those teachers who decide to start implementing communicative activities in their classrooms and I guarantee that you will enjoy the beautiful experience of teaching in a more communicative way, breaking the barrier of any method implemented before it.

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10. APPENDIX

Appendix (A)

Escuela Básica Los Rieles II
San Marcos, Puerto Plata, Rep. Dom.

Lesson Plan for First Session

Date: 05/08/2018   **Grade:** 6th   **Section:** A   **Teacher:** Alberto Martínez   **Area:** English   **Topic:** Greetings

Learning and Teaching Strategies: Prior knowledge, group work, questioning, role play, discovering.

General Objective: to use greetings to exchange personal information through a conversation with classmates.

Moments of the class	Specific Competences	Activities	Setting	Resources
Start (10 mins)	-Answer questions about greetings.	-The teacher says hi and passes the list. -He questions about English Greetings in order to discover the topic. -The teacher presents the topic and explains the general objective.	-Semi-Square	
Development (30 mins)	-Use Greetings to Exchange personal information through questions and answers.	-The teacher presents 4 pictures of Greetings and have students guess which is the correct one in each case. -The teacher writes 9 greetings on the board and does choral repetition. -Students, in pairs, will practice greetings and do a short conversation. Students finally say the classmate information with the help of the teacher.	-Groups (pairs)	-Notebook -Pictures -Pen -Pencil -Board
Close (5 mins)	- Answer questions about the given topic.	-The teacher asks: What did we learn? How did we do it? Can you use it in your life? How did you feel in class? Could it be better? What would you change?	-Semi-Square	

Appendix (B)

Escuela Básica Los Rieles II
San Marcos, Puerto Plata, Rep. Dom.

Lesson Plan for Second Session

Date: 05/22/2018   **Grade:** 6th   **Section:** A   Teacher: Alberto Martínez   **Area:** English   **Topic:** My address

Learning and Teaching Strategies: Prior knowledge, group work, questioning.

General Objective: to ask and express the address of a friend through a short presentation.

Moments of the class	Specific Competences	Activities	Setting	Resources
Start (10 mins)	-Answer questions about the address.	-The teacher says hi and passes the list. -He questions about local address. -The teacher presents the topic and explains the general objective.	-Semi-Square	
Development (30 mins)	- Express the address of a classmate to share personal information.	-The teacher presents a picture of his house and gives his address. He explains the differences between Dominican and American addresses. -The teacher gives the address vocabulary and repeats it with students. -Students write and say their address. -In pairs, students are provided a 5 questions exercise where they are given the piece of info to be written as a sentence. -In pair they share their address and present the classmate address to the group.	-Groups (pairs)	-Notebook -Pictures -Pen -Pencil -Board
Close (5 mins)	- Answer questions about the given topic.	-The teacher asks: What did we learn? How did we do it? Can you use it in your life? How did you feel in class? Could it be better? What would you change?	-Semi-Square	

Escuela Básica Los Rieles II
San Marcos, Puerto Plata, Rep. Dom.

Lesson Plan for Third Session

Date: 06/01/2018   **Grade:** 6th   **Section:** A   **Teacher:** Alberto Martínez   **Area:** English   **Topic:** Feelings and emotions.

Learning and Teaching Strategies: Prior knowledge, group work, questioning, role play, discovering, feedback.

General Objective: to comprehend and identify feelings and emotions

Moments of the class	Specific Competences	Activities	Setting	Resources
Start (10 mins)	-Answer questions about feelings and emotions.	-The teacher says hi and passes the list and asks about previous class. -He questions about feelings and emotions to discover the topic. -The teacher presents the topic and explains the general objective.	-Semi-Square	
Development (30 mins)	- Comprehend and identify feelings and emotions in English.	-The teacher shows pictures of feelings and emotions and students to identify them. -The teacher writes the feelings on the board repeat them and translate if necessary. -Students do role play with feelings where feelings are to be acted and students have to guess, the teacher gives clear instructions. -In pairs, students receive a sheet to match feelings and its name. -Teacher asks what feelings they think are good or bad.	-Groups (pairs)	-Notebook -Pictures -Pen -Pencil -Board -Sheet -Flashcards
Close (5 mins)	- Answer questions about the given topic.	-The teacher asks: What did we learn? How did we do it? Can you use it in your life? How did you feel in class? Could it be better? What would you change?	-Semi-Square	

Appendix (D)

Escuela Básica Los Rieles II
San Marcos, Puerto Plata, Rep. Dom.

Structured Interview

Fecha: ___/___/_____
Entrevistador: _____
Estudiante entrevistado: _____

Objetivo: Identificar las actividades comunicativas en la enseñanza del idioma ingles que son de mayor agrado para los estudiantes y sus actitudes hacia dichas actividades.

Preguntas:

1. ¿Cuál de las siguientes actividades que gusta más?

    a) Trabajar en grupo
    b) Hacer conversaciones
    c) Hacer dramas
    d) Dar tus opiniones

2. ¿Cómo te sientes al hablar inglés en el aula?

    a) Nervioso(a)
    b) Positivo(a)
    c) No me gusta
    d) Me gusta.

3. Cuándo se realizan actividades en el aula ¿Qué haces?

    a) Participas
    b) No participas
    c) Te gusta
    d) No te gusta

4. Si debes buscar información sobre tus compañeros usando ingles ¿Qué haces?

    a) Participas
    b) No participas
    c) Te gusta
    d) No te gusta pero participas

5. ¿Qué te parecen las actividades que se realizan en grupo?

a) Buenas
b) Malas
c) Regulares

Anotaciones:

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Appendix (E)

Escuela Básica Los Rieles II
San Marcos, Puerto Plata, Rep. Dom.

Semi-Structured Interview

Fecha: ___/___/_____
Entrevistador: _____
Estudiante entrevistado: _____

Objetivo: Conocer la percepción y la receptividad hacia las actividades comunicativas implementadas en la enseñanza del idioma inglés.

Preguntas:

1. ¿Qué te pareció la clase de hoy?

   _____
   _____
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   _____

2. ¿Qué fue lo que más te gustó de la clase?

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   _____

3. Si fueras el maestro aula ¿Qué cambiarías?

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4. ¿Qué actividad te gustaría hacer en la próxima clase?

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   _____
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5. ¿Cómo te sentiste al hablar inglés durante la clase?

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Anotaciones:

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Appendix (F)

First Session Transcript

The first session was applied on May 08th 2018. It was started at 2:30 p.m. and ended at 3:15 p.m. by the teacher Alberto Martinez (myself). The general objective of the class was: to use greetings to exchange personal information through a conversation with classmates.

The collecting information tools were the interview, notetaking and teacher's diary. The topic of the class was "the greetings". The dimensions observed were: interaction in the target language (IT), disposition to participate (DP), teaching strategies (TS) and communicative activities (CA).

In the first moment, I got to the class, said hi and wrote the date and name of the subject, after that I started passing the list. As I wanted the topic to be discovered (TS) I started asking questions like: what is the first thing you say to a person in the morning? At this moment, many students seemed to be confused until the point that (DP) some of them said "I don't understand what you say teacher" but some of them answered: "hi, hello, good morning, how are you?" Another question was: In how many moments is a day divided? (IT) Some students answered: "in three…morning, afternoon and night." Then I asked: if it is at night what do you say? If it is in the afternoon what do you say? Students answered: "good night, good afternoon, good evening", I clarified the difference in use of good night and good evening. After these questions I asked students what the topic of the day would be and they actually answered: "the greetings". I said that yes that was the topic and gave students the general objective of the class.

In the second moment (TS) I showed students four pictures of greetings and asked to identify or guess correct the greeting for each case; I notice that this time students faces seemed to be less confuse and more positive. I copied the greetings on the board, the greetings were: hi, hello, good morning, good afternoon, good night, good evening, good bye, how are you? I am fine and you? What is your name? My name is. After we copied the greetings we started a choral repetition: (DP) students repeated after me two times and they did it alone two times, this was to help them associate the word with its pronunciation.

After this, (TS) I started doing a short conversation with 1 student. The conversation was like this:

Teacher: Hi

Student: Hi

Teacher: How are you?

Students: I am fine and you?

Teacher: I am fine. What is your name?

Student: My name is Student.

Teacher: My name is Teacher.

Teacher: Good bye.

Student: Good bye.

Then (CA) students were set in pairs and were asked to do a similar conversation in front of the class; they were very happy to work with another classmate. At the moment of doing this activity, fifty percent of students were lost and started asking me "what do I have to do teacher?" I had to re-explain two more times for them to fully understand, after the explanations, students did the conversation with their partners.

As a final activity, I asked students questions in regards to their couple, questions like: What is her/his name? Is he fine? After repeating the questions like five or six times, students started answering with the need of asking. They even said "ha this is easy".

In the third moment of the class, I started asking questions about the given topic: (IT) What did we learn today? They said: "the greetings in English" "How to ask the name". How did we do it? "In a conversation", "with questions, teacher".

Can you use it in your life? "Yes"

How did you feel in class? "It was good" "I liked it"

Could it be better? Here everybody stayed quite.

What would you change? They said if classmates made more silence it would be better.

Finally, I said goodbye and that we would meet in the next class.

The resources used in class were: Notebook, pictures, pen, pencil, board. There were two specific objectives which were:

1- To Use Greetings in a conversation.
2- To recognize English greetings.

Appendix (G)

Second Session Transcript

The Second session was applied on May 22nd 2018. It was started at 2:30 p.m. and ended at 3:15 p.m. by the teacher Alberto Martinez (myself). The general objective of the class was: to ask and express the address of a friend through a short presentation.

The collecting information tools were notetaking and teacher's diary. The topic of the class was "My address". The dimensions observed were: interaction in the target language (IT), disposition to participate (DP), teaching strategies (TS) and communicative activities (CA).

In the first moment, I got to the class, said hi and surprisingly (IT) many students started greeting me in English saying "good afternoon" "how are you?" and some even said "good morning". I wrote the date and name of the subject, after that I started passing the list. (TS) I asked students "why do you think to know the address is important?" (DP) Students gave different opinions such as: "to where to go" "not to get lost" "If I am looking for someone". After this, I gave a short explanation about the importance of being able to tell others where we live. I told students that the topic of the day was: "the address" and gave them the general objective of the day.

In a second moment (TS) I showed them a picture of my house; I said my address and wrote it on the board. I explained that in English we say the address very different than in Spanish. Taught them that in English the sequence is the following:

1st: The door number.
2nd: The street number or name.
3rd: The name of the place
4th: The name of the city.

And that in Spanish is almost the opposite because the sequence is:

1st: The name of the place.
2nd: The street number or name.
3rd: The door number.
4th: The name of the city.

Students were very amazed and some of them said that it sounded a little crazy that way.

After this, I gave a short "address" vocabulary. The words were: street, house, place, apartment, building, number, what is your address? My address is. I provided the pronunciation in a very soft way as the majority new those words already.

Then, I asked students to write and say their address in English; (DP) three students said "I am not going to do that" I got close to them and found out why. I did the necessary corrections as some of them lost the correct sequence while writing and saying their addresses. After this, (CA) students were divided into pairs in order to do a written exercise where they had 5 people's information as a list and they had to organize it as a complete sentence. We had previously work with possessives adjectives so I told them that if it was a man they had to use "his" but if it was a woman they had to use "her". The ordinal numbers had been worked previously as well. (TS) I gave an example which I repeated 3 times:

1- Name: Maria
2- Street: 7th
3- Place: Padre las Casas
4- City: Puerto Plata
5- Door: 20

Answer: She lives at 20 7th street, Padre las Casas, Puerto Plata.

Further, (DP) five students went to the board and completed the exercise.

A final development activity was that I asked each student to say their classmate's address as a way of presentation to the group but in order to do that (CA) students had to stand up and exchange information with a classmate of their choice but taking into account that if a classmate was already taken they had to talk to another person. (DP) Some students didn't want to stand up and others just wanted to ask a same person although that person was busy already. (IT) A minor number relied on Spanish and didn't use the target language.

In the third moment, I started asking questions about the class: (IT) What did we learn today? They said: "to say the address" "house, apartment".

(IT) How did we do it? "reading and repeating" "saying our friend address"

Can you use it in your life? "Of course teacher" "Everyday"

(DP) How did you feel in class? "It was fine" "nice"

Could it be better? "I think so" "It could be"

What would you change? "Nothing, it was a good class" "bring candies next time".

Finally, I said good job and we would meet in the next class.

The resources used in class were: Notebook, pictures, pen, pencil, board. There were two specific objectives which were:

1- To ask for the address in English.
2- To express the address to share it with others.

Appendix (H)

Third Session Transcript

The third session was applied on May 08th 2018. It was started at 1:30 p.m. and ended at 2:15 p.m. by the teacher Alberto Martinez (myself). The general objective of the class was: to use greetings to exchange personal information through a conversation with classmates.

The collecting information tools were the interview, notetaking and teacher's diary. The topic of the class was "Feelings and Emotions". The dimensions observed were: interaction in the target language (IT), disposition to participate (DP), teaching strategies (TS) and communicative activities (CA).

In the first moment, I got to the class, said hi and wrote the date and name of the subject, after that I started passing the list. I asked about what we had in the previous class and students answered that we worked with "the address" and "more things".

Before starting the new topic, I wanted students to discover it and (TS) I started asking questions about feelings and emotions. Questions like: How are you today? The answer I got was "fine teacher". I continued: How can you tell a person is fine? (IT) They said: "by the persons face" "by the way people speaks" "when the person smiles". Another question was: How can you tell a person is not fine? "because of the person's expressions" "if the person is sleepy" "if the person does not want to talk". Then, I made my key question: How do you call these expressions? They said: "Sensations" "emotions" "feelings". I said that it was correct, that the topic was feelings and emotions. Finally, I asked students what feelings or emotions they knew and they gave me: "happy" "sad" "hungry" "angry".

In the second moment I placed a sheet with pictures of different feelings and emotions and asked students to identify them through yes/no questions. After that, I wrote the vocabulary on the board with 8 feelings and emotions:

1- Happy   5- Scared
1- Sad   6- Excited
2- Angry   7- Bored
3- Sick   8- Surprised

We copied and pronounced the vocabulary.

After copying the and pronouncing the vocabulary, I asked for 8 volunteers and explained that were going to do a roleplay where (TS) students had to act a feeling or emotion without saying a word and the other classmates had to guess the feeling or emotion. (DP) I had many hands up who wanted to participate. Flashcards were given to students with a specify feeling or emotion in each case. (DP) Students start acting and it was very funny. One student acted to be sick and fell in the floor, everybody was laughing and very excited to guess his feeling or emotion.

For this activity, (CA) the classroom was divided into 2 teams (A and B), team A had four volunteers and team B as well. If a team B volunteer acted and the selected person from the team B did not answer correctly, then the team A had the change. Team A won as they had more correct answers.

I finally (CA) set students in pairs and gave them a sheet to match feelings and emotions (the image with its name). At the end of the development moment, (CA) I asked students to say what feeling or emotions they thought were good or bad.

In the third moment of the class, I started asking questions it: What did we learn today?
They said: "the feelings" "to know when we are happy".
How did we do it? "with pictures" "acting" "matching the feelings"
Where do you see the feelings? "in everybody"
(IT) How did you feel in class? "It was funny" "very good"
Could it be better? "it was fine" "no changes teacher"

Finally, I said goodbye and we would meet in the next class.

The resources used in class were: Notebook, pictures, pen, pencil, board, sheet, flash cards and markers. There were two specific objectives which were:

1- To classify feelings and emotions.
2- To recognize feelings and emotions.