



**IMPROVING SPEAKING SKILLS IN ENGLISH THROUGH A STUDENT-  
CENTERED APPROACH IN THIRD SEMESTER STUDENTS OF THE MODERN  
LANGUAGES PROGRAM AT UNIVERSIDAD DEL CAUCA**

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MASTER'S IN TEACHING ENGLISH AS A FOREIGN LANGUAGE  
SANTIAGO DE CALI

2020



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**Master's Report**

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## Abstract

This research project was focused on the implementation of a student-centered approach using collaborative learning strategies to improve English-speaking skills in a group of ten third semester students from the Universidad del Cauca, North Branch in Santander de Quilichao, Cauca, Colombia. This study undertook action research as the method of inquiry. The problem identified was the third semester students' low level of oral production, low self-confidence, and lack of active participation in the English due to the lack of practice of speaking in class. The data collection instruments were two surveys, three diagnostic speaking activities assessed through a speaking rubric, five speaking class activities using collaborative learning and the teacher's log which included the lesson plans, recordings and observation reported in a diary. The results of the first survey plus the literature review inspired the action plan made up of nine student-centered lessons plans to foster and improve speaking through collaborative learning strategies. The results proved the effectiveness of a student-centered environment with the use of collaborative learning strategies in improving English-speaking skills. The third semester students showed a higher level of oral production and self-confidence and partook more actively in class.

**Keywords:** Student-centered approach, collaborative learning strategies, English-speaking skills

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## **Chapter 1**

### **Introduction**

As it is stated in Rincon (2019), according to several scholars, speaking in English is considered one of the most important skills to master since it is needed not only in academic but also professional settings. However, it has been stated that factors such as the lack of teaching resources and the overuse of grammar approaches can affect students' development of the four skills: listening, speaking, reading, and writing (Gutiérrez, 2005). Consequently, this might make students face difficulties, especially in oral production, also called speaking skills (Hankel, 2017).

This was the case of the Modern Languages Program third semester students' in English at Universidad del Cauca North Branch who were at an intermediate level of English according to the Proyecto Educativo del Programa (PEP). Considering the researcher's previous experiences and classes with the students of English III Intermediate, it was brought to light that more than half of the third semester students showed difficulties in their speaking skills, they showed a low level of oral production and self-confidence and did not participate actively in the speaking class since they expected the teacher to spoon feed them with the answers. The focus to develop this master's report was on these students' speaking skills (oral production) since the researcher was in charge of it with an intensity of two hours per week.

Moreover, the researcher self-assessed her teaching practices, and she found her classes were more teacher-focused, so she considered she had to create more opportunities for her students to practice and increase the participation to improve their speaking skills in her classes. According to Schön (1983), in the theory of the reflective practice the teacher reflects constantly about his or her teaching practice with the aim of transforming it. Therefore, action research became an



alternative for the researcher to address her concerns and make a change to improve the pedagogical practice as well as increase students' achievement in the English-speaking class.

### **Justification**

The teacher researcher's main focus to teach English in third semester was always oriented to vocabulary learning, reading, and writing focused on grammar more than speaking. Students were used to a more teacher-centered approach in which only the teacher provided the knowledge while they just listen to what she was saying. Students' opportunities to discuss among themselves were not available and they should perform the activities on their own, besides, students were more passive, and they showed a low level of oral production and self-confidence when asked to speak. This made it difficult for the students' English-speaking to advance in their proficiency level as expected of them and this might be due to the pedagogical approach being used. Thus, this project intends to implement an action plan of a more student-centered approach which includes the application of collaborative learning strategies in speaking activities to fulfill this instructional practice aimed to improve, in a pertinent manner, the English-speaking skills in the third semester students of the Modern Languages Program at Universidad del Cauca.

According to the PEP (Licenciatura en Lenguas Modernas, Universidad del Cauca, 2010), the main institution objective is to train suitable and competent educators in the teaching of English as a foreign language with linguistic competences, a critical vision of the world and pedagogical socio-humanistic knowledge. To achieve this objective and considering the researcher's way of teaching, the pedagogical approach should be changed by the teacher to a more student-centered approach where students play an active role in their learning process, in which they can interact with other students, have more opportunities to participate actively in class and increase their self-confidence and proficiency level when speaking. Since group work is a key feature in this

approach, collaborative learning strategies were included to fulfill this instructional practice which at the same time might help students improve not only their communication but also social skills.

The teacher researcher used to teach the way she was taught, some years ago the most common approach to do it was the traditional one in which the teacher was the core of the class. However, taking into account John Dewey's quote in 1994, "If we teach today's students as we taught yesterday's, we rob them of tomorrow," she found necessary to reconsider her instructional approach since the time has changed and students' needs and environments are not the same. For the teacher, it was frustrating that in an intermediate speaking class the 70% of the students did not speak and participate as they were expected to do it, therefore, considering how she wanted to approach her means of instruction, she wanted to employ an approach that is beneficial for all her students in which they are engaged in their learning process while improving their speaking skills and lose their fear to speak in English despite their mistakes.

### **Research Problem**

The Universidad del Cauca is a public higher education institution with its main branch located in Popayán. Contributing to the educational and social development of the Department of Cauca, in 2013, the North Branch (Regional Center) was opened in the municipality of Santander de Quilichao and the Modern Languages Program, English and French which belongs to the School of Human and Social Sciences started being offered there.

Working as a teacher at Universidad del Cauca has been an opportunity for the researcher to reflect and self-assess her teaching experience to improve it. Consequently, the researcher has realized that her approach to teaching English was mostly teacher-centered. It is to say, she expected her students to follow her instructions and the topics of the classes were taught only by the teacher, in fact, the teacher talking time (TTT) was excessive and students did not have the

opportunity to interact among themselves. Additionally, classes were only addressed to vocabulary learning, reading, and writing focused on grammar. This approach has made some students become less independent, show a low level of oral production participation, and feel unconfident when communicating since little emphasis was placed on the speaking skills. This made it difficult for them to advance in their proficiency level as expected of them and this might be due to the pedagogical approach being used.

To achieve the objectives of the research, it is crucial for students to play an essential role in the learning process, in other words, the pedagogical approach should be changed by the teacher to a student-centered approach where students bring out their own knowledge, past experiences, education, and ideas, giving them more opportunities to participate actively in class and increase their proficiency level when speaking. Thus, the research question that arose for the development of this project was:

How does the student-centered approach impact the improvement of English-speaking skills in the third semester students of the Modern Languages Program at Universidad del Cauca?

### **General Objective**

To determine whether the student-centered approach helps improve English-speaking skills in the third semester students of the Modern Languages Program at Universidad del Cauca.

### **Specific Objectives**

- To characterize the English-speaking skills of the third semester students of the Modern Languages Program at Universidad del Cauca.
- To analyze the pertinence of the student-centered approach to improve English-speaking skills in third semester students of the Modern Languages Program at Universidad del Cauca.

- To implement collaborative learning strategies to improve English-speaking skills in third semester students of the Modern Languages Program at Universidad del Cauca.
- To document the implementation process of the activities developed.
- To identify whether there is progress in the English-speaking skills of the third semester students of the Modern Languages Program at Universidad del Cauca.

## Chapter II

### Theoretical Framework

In the age of “globalism” we live nowadays, the interdependence of nations and countries creates a need for a global language and no language qualifies for this better than English (Abousenna, 1995). Over the last decades, English has become the most important foreign language in the world. As a tool of international communication, English is used in some aspects of life; science, commerce, advertising, diplomacy and transmitting advanced technology. As a matter of fact, English has become an important asset for anyone seeking employment in any field or career.

Considering the importance of developing speaking skills in English, it is vital to determine what learners have to acquire in order to converse with both native and non-native language speakers. Furthermore, Khamkhien (2010) clarified that teaching and learning English is crucial for communicative purposes to meet the demands of globalization and to deal with the growing local, national and international demands for English skills.

Nunan (1991) wrote that success in speaking is measured in terms of the ability to carry out a conversation in the target language. Hence, in order to enable learners to speak English fluently, a teaching approach is needed; student-centered learning. Collins and O’Brien (2003) clarified it as an instructional approach in which students influence the content, activities, material, and pace of learning. This learning model places the students as the center of the learning process. The teacher provides students the opportunities to learn independently and from one another and coaches them in the skills they need to do it effectively.

## **Student-centered Learning**

The history of learner-centered approach takes its roots from a constructivist theory, in which students learn more by doing and experiencing rather than by observing. In this theory, students are the initiators and architects of their own learning and knowledge making rather than passive ‘vessels’ who receive knowledge from expert teachers (Brown, 2008). This theory was first developed at the start of the 20th century and was influenced by the writings of John Dewey and psychologist Lev Vygotsky. Its focus was on social constructivism which means how meaning, connections, and comprehensions are all influenced by social events. Duck Worth (2009) believes that students have better performance when they are asked to think about the matters instead of doing the thinking for them. In the other words, focus is on the learner’s thoughts rather than on their (teachers) own. In an ideal learner-led class, there is no imposition of information from the teacher on learners or any effort to persuade learners to what the teacher sees.

According to Nunan (1999), the choices of what and how to teach should be made with reference to learners and the purpose of language teaching to get learners actively involved in the learning process: learning by doing (Pham Thi Hanh, 2005). Most of these studies, however, used only a modest number of classroom activities defined in very broad terms like ‘conversation’, ‘error correction’, or ‘discussion’ which may provoke different understanding among respondents and not precisely reflect the classroom activities in reality (Peacock, 1998, p. 246).

### **The Principles of Student-centered Learning**

These principles based on Lynch (2010) are taking responsibility for learners’ learning, directly involving them in the learning process and raising social activities like collaboration, meaningful communication, choice and cooperation. Here are some of these principles:

1. Students should develop their own knowledge by communication, critical thinking, and problem solving.

2. Instead of learning irrelevant materials, students could have this opportunity to learn causally related materials to their real life. Mostly, teachers have no answer on facing this question “why do I have to know this”.

3. In the Traditional Method, students’ performance is assessed based on a test. Some students are well on testing with average in school and some are weak test takers but well on their curriculum. While these factors are not considered in teacher-led learning, it is a positive tool to “promote and diagnose learning assessment in learner-led learning” (Huba & Freed, 2000, p.2)

4. “Providing opportunities for students to use target language in order to negotiate meaning with teachers and other students in group work, project work, also task-based interactions while providing guidance, modeling, and feedback about progress” (Adams, 2008 p. 29-51). That is to say, the use of student-centered learning should equip students with all the necessary guidance and tools needed to produce and improve their fluency in English.

Peyton, Moore and Young (2010) summarized student-centered approach into: promoting interaction among learners- that is to say, student-centered learning enables students to communicate and interact among themselves in the learning process allowing them to develop and build their confidence when speaking, using the native language when possible and appropriate, student only get to use their native language other than the target language in their learning process when necessary.

Connecting instruction with learners’ lives-as mentioned earlier; the use of student-centered learning allows students to link the activities they are doing to their real lives exposing them to a real experience and speeding up their understanding, and teaching learning strategies

explicitly-because the teacher is no longer the center of the learning process, the strategies used in learning are directed to students need and way of learning and fosters the teaching and learning process rapidly.

### **Ways to Incorporate Learner-centered Learning**

To have an effective and smooth transition from teacher-centered learning to a student-centered learning, there should be a gradual and systematic process of incorporation for learners to adapt quickly and in an efficient way.

Incorporation based on Brown (2008):

- 1) Start with small changes in the routine of teaching.
- 2) Asking more questions in the class from students rather than providing answers.
- 3) Teachers see themselves as a guide on the side, not as a sage on the stage.

Regarding all advantages of changing the educational policy which occurred in Thai educational system to improve the English language learning, it is unrealistic to assume that all learners can enjoy proper instructional methods in their learning process especially young learners. So, negotiation between teachers and learners in developing a language program is not an all-or-nothing process (Nunan, 1999).

According to Catalone (1995), teachers' roles on shifting from TCL to SCL are divided into several models:

- 1) Model thinking/processing skills.
- 2) Know where you want your students to be cognitive.
- 3) Develop questions that facilitate student exploration.
- 4) Using visual tools to assist students in this process.
- 5) Provide a group-learning setting.



6) Use analogies and metaphors.

Provide a non-threatening no risk mechanism for indirect dialogue between teacher and students(s).

Based on intellectual division, thinking proceeds from lower level (knowledge and comprehension) to higher level one and modes of thinking are divided into convergent and divergent thinking, and evaluation. Whatever model chosen; two points should be considered.

First, the teacher should be aware of the level of thinking used by the learner in lectures, quizzes, etc. Second, teachers should share these with students. The most useful visual tool in a learner-centered way is mind mapping (graphic organization). The construction of mind mapping illustrates the point that learning is a process not an end product. In group learning, students are sent to the board in small groups to work out homework exercises, then the teacher moves to groups to observe whether learners do the tasks well, both as learner and instructor, then solves the problems. Students are active, asking questions and answering. Now how many students participate? How much class time is actually spent on group learning? Or how deep students are involved could be studied. However, there is an essential key to successful usage in which students should have a sense that teachers like to hear the new opinions and concerns them (Catalano, 1995). To increase the learning rate, learners need to make a correlation between what they have learned to the real world.

It can be affirmed that one strategy is to bring the artifacts and information from where the students live and work into the class, ask them to talk or write about their experiences in real life in target language, which could be used as a task-based activity. They read each other's narratives, give feedback and revise their work. Teacher's leadership and involvement with proper

process leads to High Corporation sought in a student-centered class, for example, talking about locations and places in town.

## **Collaborative Learning in Improving Speaking Skills**

### **Collaborative Learning**

Based on the researchers experience when conducting teaching practice for the third semester students of the Modern Languages Program at Universidad del Cauca it can be reported that some students still got difficulties in producing the utterance properly. They did not know how to answer the teachers' questions or ask a question. Even though there were some students who were able to express their thoughts, they still had problems in pronouncing it.

In this research, the researcher implements a technique which can improve the students speaking skill. The technique which is appropriate for the researcher's goal is Collaborative Learning.

Collaborative learning is heavily rooted in Vygotsky's (1978, p. 209) views that there exists an inherent social nature of learning which is shown through his theory of the zone of proximal development. Often, Collaborative Learning is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers.

It refers to the act of giving students an opportunity to work with others, so they do some work in groups or pairs. According to Cooper j, and Associates (1990, p. 6-7) "various names have been given to this form of teaching and there is some distinction among these: collaborative learning, cooperative learning, collective learning, team learning, learning communities, reciprocal learning"

## **Speaking**

Speaking is one of the central elements of communication and it has important roles in communication. By speaking, the students can express their ideas, share information, and maintain social relationships by communicating to others. According to Chaney (1998, p.13) speaking is the process of building and sharing meaning using verbal and non-verbal symbols, in a variety of contexts. Speaking skill has an important relation in communication. This is because people cannot make good communication without speaking. By speaking, people can express their ideas or share information.

In addition, speaking is one of the productive skills of language that can be used to express ideas or send messages to the hearer or listener. It means that when one speaks, he/she produces expressions that should be meaningful. Then, the receiver or the hearer can receive the message from the speaker directly without any miscommunications.

In teaching, the teacher usually uses strategies which can improve the students speaking skill. Teacher will choose what strategy that is appropriate for his/her students' condition or situation. The goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

According to Nunan (2003, p.48), what is meant by teaching speaking is to teach English language learners to:

1. produce English speech sounds and sounds patterns,
2. use words and sentence stress, intonation patterns and the rhythm of the second language,
3. select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,

4. organize their thoughts in a meaningful and logical sequence,
5. use language as a means of expressing values and judgments, and
6. use the language quickly and confidently with few unnatural pauses, which is called fluency.

When implementing Collaborative Learning, the first step is to clearly specify the academic task. Next, the Collaborative Learning structure is explained to the students. An instruction sheet that points out the key elements of the collaborative process is distributed. As part of the instructions, the students are supported to discuss "why" they thought as they did regarding solutions to the problems. They are also instructed to listen carefully to the comment of each member of the group. As experience reveals, group decision- making can easily be dominated by the loudest voice or by the student who talks the longest. Hence, it will insist that every group member must be given an opportunity to contribute his or her ideas. After that, the group will arrive at a solution.

Based on the elaboration above, it can be stated that the principle of Collaborative Learning is focusing on the interaction and activity between student to student and to teacher in the teaching and learning process. In applying this Collaborative Learning, the teacher divided students into pairs and small groups and gave them some problems to be discussed. In the research, the researcher used 5 activities which are stump your partner, think/write, pair and share, fishbowl debate, pair- interview, pair-discussion.

So, from the explanation above, this research focuses on the improvement of the students speaking skill after they were taught by a student-centered learning approach, using collaborative learning strategies.

## **Chapter III**

### **Methodology**

This section explains the methodology used for this master's report and describes the research instruments and tools that were used as well as the setting and participants.

Since the purpose of this research project was to inquire about the impact of the implementation of a more student-centered approach using collaborative learning strategies that could contribute to improve the quality of students' speaking skills, it was undertaken in the form of an action research which according to Ferrance (2000), it refers to a disciplined inquiry done by a teacher with the intention that the research improves his or her practices in the future. Besides, according to Gutiérrez (2005), action research enables teachers to inquire about teaching and learning problems and reflect on their pedagogical practice to understand, improve, and innovate classroom procedures. In this case, the researcher examined and reflected on her own educational practice and the activities included systematically in order to determine the impact of the implementation of a student-centered approach to improve the Speaking skills in English of the Modern Languages Program third semester students at Universidad del Cauca in Santander de Quilichao-North Branch.

Thus, this research was developed according to the qualitative methodology framework, however, there were used qualitative and quantitative tools for the analysis. The data gathered in this study was collected through the application of two surveys, one at the beginning and the other at the end with some little changes in the later; three diagnostic speaking activities assessed before and after the action plan through a speaking rubric; five speaking class activities using collaborative learning strategies; and the teacher's log including the lesson plans, recordings and observations reported in a diary.

## Setting and Population

This research was carried out with a group of 10 students enrolled in English III Intermediate in the Modern Language Program at Universidad del Cauca - North Branch, semester III -2020. Nine of them were girls and two were boys whose ages ranged from eighteen to twenty years old. The sociocultural environment of the student body consists of a population that came from ethnic backgrounds of Afro Colombian and Mestizos who live in Santander de Quilichao, Cauca, but some of them live in other nearby municipalities such as Puerto Tejada, Miranda, San Pedro and los Guabos. Students shared similar socio-economic status (middle – low) and all students came from public institutions which put them at a very basic English level since the national educational system and the Basic Learning Rights demands students to graduate from high school with a B1 level of English proficiency (Bilingüe 2016, p. 8). However, this goal seems to be far from reality in most public schools which was also stated by the students who claimed that their English learning at school was not excellent.

Participants			Role
10 Students	Girls	Boy	They answered 2 surveys, performed diagnostic speaking activities before and after the action plan, they took the classes and provided feedback.
	9	1	

*Table 1 Population and Role of Participants*

## Action Research Procedure

### 1. Authorization

For the development of the project, it was necessary to ask a permission to Universidad del Cauca to get an authorization in which the researcher could use the time of the classes to implement the proposal. Once the proposal was accepted, the process started.

## **2. Characterization of participants**

After identifying the problem, it was necessary to understand the conditions and the context before planning. To characterize the population studied, the initial step was the application of a survey to determine the needs analysis stage whose results helped in the design of the proposal. Also, to identify the students' speaking skills in English, 3 communicative and interactive diagnostic speaking activities were applied before and after the implementation of the action plan.

## **3. Planning**

The information obtained from the survey and the theoretical framework about student-centered approach and collaborative learning strategies were the starting point to analyze and design the action plan. Class documentation was carried out during the development of the lessons plans to collect qualitative data about the students' oral production during the collaborative work done in every class. It included the teacher's log; the recordings and observations reported in the teacher's diary.

## **4. Action**

The study was developed in nine virtual synchronous sessions of two hours per week. While the class was ongoing, students' behaviors were observed in relation to their participation and attitudes towards the collaborative speaking activities. After each session students were asked to provide feedback about their feelings and perceptions of the class. All information gathered from the sessions was systematized to complete the teacher's log which was analyzed with the rest of the information. Likewise, there was a reflection on the way each class was carried out to continue planning future lessons considering difficulties and important aspects of the previous ones.

The lesson plan topics were chosen based on a main activity provided at the beginning of the semester in which students talked about their interests' and in accordance with the English III

Intermediate Micro curriculum. The speaking activities were chosen based on the first survey implemented before the action plan, which were adapted using the collaborative learning strategies as it is described below.

In lesson plan 1 (global warming and climate change) it was included stump your partner activity. in lesson plan 2, which was the same topic of the previous one, think/write, pair, and share activity was implemented. in lesson plan 3 (social media and networking,) a fishbowl debate took place. in lesson plans 4 and 5 (talking about places,) 6 (readings) and 9 (Christmas,) pair-discussions were held. and in lesson plan number 8 about the same topic as the previous one, pair-interview was carried out.

#### **5. Observation:**

During the implementation of the action plan, the researcher observed students' behavior during the collaborative speaking tasks to find the implications of using her proposal. For the analysis of information, triangulation was considered to have a look at the situation from different perspectives. In this stage, the researcher compared the results of the pre- and post-diagnostic speaking activities, results of the survey applied from the beginning and the one applied at the end as well as the teacher's log documentation to analyze the findings on the action plan.

#### **6. Reflection**

In this stage, the researcher reflected on the way each class was carried out in order to see the impact of what was done, and what happened when it was implemented as well as what met her expectations and what surprised her, where she felt effective and when she was less satisfied with her actions. This allowed the teacher to provide recommendations for the future implementations of this plan.

The following graph displays the stages of the research procedure used in detail.



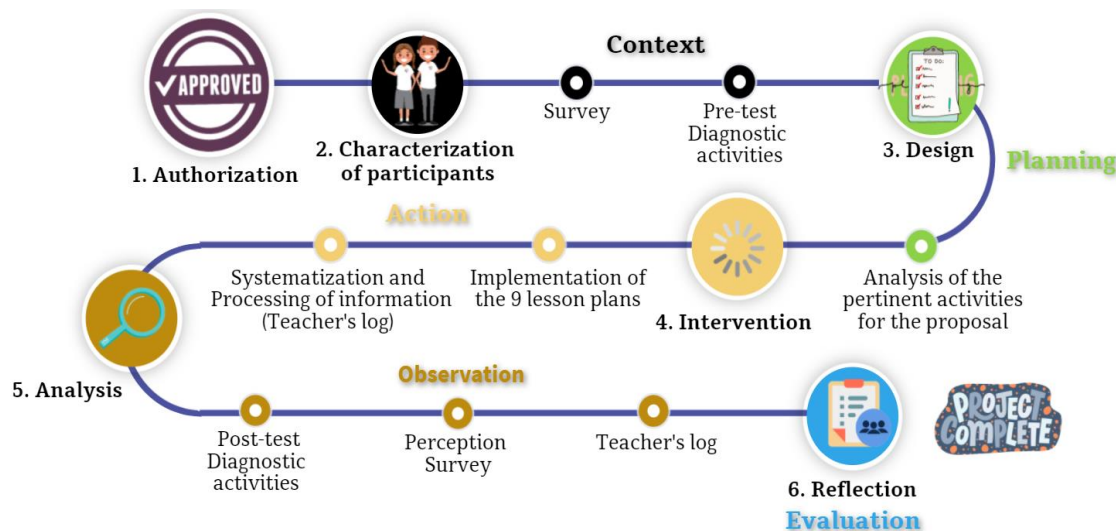


Figure 1 Stages of the Research Procedure

Source: Adapted by research author's own elaboration based on Action Research by Ferrance (2000) and Gutierrez (2005)

### Data Collection Method and Tools

The collection and organization of data was a very important step in decision making and in order to have a look at the situation from different perspectives, a methodological triangulation was used. Triangulation contributed to the wider analysis. This involved using more than one method to gather data. In the case of this research the researcher used a qualitative method and incorporated quantitative tools with its corresponding analysis when necessary. The tools used were:

1. two surveys
2. three diagnostic activities assessed through a speaking rubric
3. five speaking class activities using collaborative learning strategies
4. teachers' log including recordings and observations reported in the teacher's diary

The description of each one of them is as follows:

#### 1. Surveys

This research project used the same survey twice, one at the beginning and the other at the end with some little changes in the later.

The implementation of the survey at the beginning aimed to provide the input for the need's analysis of this research in relation to students' context (needs), strengths or weaknesses and attitudes towards their speaking in class (English III Intermediate.) With this information, the researcher was allowed to identify needs, strengths and weaknesses that characterized the third semester students of the Modern Language Program at Universidad del Cauca in Santander de Quilichao to the design of the action plan. The items used for this survey are described below.

Before the implementation of the action plan, the first survey was taken via Google forms, it was applied to the whole third semester (10 students). They were asked to answer 13 questions about: items 1 and 2 were general information of their residence and the high school where they studied. Items 3 and 4 inquired about their previous knowledge of English. Item 5 asked about their enjoyment towards English and from items 6 to 13, it explored students' attitudes towards the use of Spoken English in Class (see appendix A - Survey before the Action Plan.) In general, the survey was made of closed ended items, item 3 was a Yes/No question and the others had four different choices of answers. Item 4 had a rating scale of quality ranging from Poor, Fair, Good and Very Good and items from 5 to 11 had a rating scale of Strongly Disagree, Disagree, Agree and Strongly Agree. Except for the last 2 items (12 and 13), which were open questions, where students described the way in which they could improve their speaking skills and what were the causes of their limitations in a speaking class.

The application of the second survey at the end of the process aimed to provide information about the students' attitudes and perception towards the use of Spoken English after the implementation of a more student-centered approach through collaborative learning strategies. With this information, the researcher was allowed to analyze and reflect about the impact of the action plan in students' speaking skills.

After the implementation of the action plan, the survey was taken via Google forms, it was applied to the active third semester students (10). They were asked to answer 8 questions about students' attitudes towards the use of Spoken English in Class after the nine sessions (items 1 to 8). (See appendix A - Survey after the Action Plan.) In general, the survey was made of closed ended questions. Items 1 to 6 had different choices of answers in a rating scale of Strongly Disagree, Disagree, Agree and Strongly Agree, item 7 was a Yes/No/Maybe question which needed to be explained in the last open one (item 8) where students were asked to say why they found any difference in their English-speaking skills.

## **2. Three Diagnostic Speaking Activities**

There were proposed 3 diagnostic speaking activities to characterize students' speaking skills. These activities were considered taking into account the features of the communicative language activities and strategies (Spoken Production and Interaction) according to the Council of Europe (2018). Students are all the time exposed to have spontaneous conversations, interviews and presentations during the development of their semester and much more now in this remote mode where interaction is vital. The diagnostic speaking activities applied for this research were:

### **a. Interview**

**Description:** Students were divided into pairs (Student A and B). The teacher provided them 2 lists of predesigned leading questions related to hobbies and likes/dislikes. Student A was given the Hobbies questionnaire and Student B was given the Likes and Dislikes questionnaire. Each student had 5 minutes to be asked and answer as many questions as he/she could. This way, students interviewed and were interviewed while talking and expressing experiences, ideas and opinions about familiar topics. Besides, the interviewers should not go through the questions

quickly; instead, after each question, they should ask follow-up questions allowing their classmates to expand their ideas/opinions and provide details (see appendix B.)

### **b. Discussion**

**Description:** Students were divided into pairs. A situation was explained by the teacher and they had to role play a spontaneous 10-minute discussion in which they reached agreements on what they wanted to do according to the situation.

- *Situation:* They were thinking of learning something new and they had seen some classes advertisements at the mall.

Before the performance, students had 1 minute to look at the class's advertisements (English, yoga, painting, cooking, CrossFit, and scuba diving.) After a minute, students started discussing for 10 minutes. According to the communicative language activities and strategies proposed by the CEFR (2018), this activity is a type of informal discussion (with friends) that is classified as a spoken interaction activity since it includes aspects of both the interpersonal and evaluative use of language. In this activity students show the ability to start and keep up with a discussion and express their ideas using functional language of agreeing or disagreeing. (See appendix C.)

### **c. Speech**

**Description:** In this activity, each student addressed his/her classmates through a prepared straightforward presentation on a familiar topic he or she is. Students had 15 minutes to organize their ideas and they were given 5 minutes to present it. At the end of the presentation, classmates could ask questions that must be answered by the speaker. According to the communicative language activities and strategies proposed by the CEFR (2018), addressing audiences is classified as a spoken production activity in which the language user produces an oral text which is received

by one or more listeners. In this activity, the student shows the ability to speak while managing and addressing the presentation, considering the audience, and handling the questions and their own answers according to their level, which is intended to be identified (see appendix D.)

These three activities were assessed through the speaking rubric described below.

### **2.1. Speaking Rubric**

The 3 activities described above were applied before and after the action plan to identify whether there was progress in the students' speaking skills analyzed. To identify this progress, the researcher used the Oral Assessment Grid developed by the Council of Europe (2018) based on the Common European Framework of Reference (CEFR) in which there were assessed the following qualitative features and criteria of spoken language:

**Range:** It is the aggregate of words in the use or comprehension of a specified person, class, profession etc. in expressing oneself (Reverso, n.d., definition 3).

**Fluency:** It means speaking easily, reasonably quickly and without having to stop and pause a lot (Cambridge. n.d. definition 1)

**Accuracy:** It refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary (British Council, n.d.).

**Coherence:** It refers to the general sense that a text (written or spoken) makes sense through the organization of its content. (British Council, n.d.).

**Interaction:** It means the flow of communication between two or more people in a conversation. (Cambridge. n.d. definition 1)

**Phonology:** The categorical organization of speech sounds in languages; how speech sounds are organized in the mind and used to convey meaning. (All about Linguistics, n.d.)

Each item described above scored 5. Then the average of each activity was summarized to obtain the mean score that was the result of the pre diagnostic activities. Likewise, for the post diagnostic activities.

Accuracy	Fluency	Interaction	Coherence	Phonology
5	5	5	5	5

*Table 2 Features of Spoken English Rating Scale*

For the placement of the speaking level according to the results, there were considered the following averages from 1 to 5:

Below A1	A1	A1+	A2	A2+	B1+	B1+
1,0 - 1,5	1,6 - 2,1	2,2 - 2,6	2,7 - 3,2	3,3 - 3,8	3,9 - 4,4	4,5 - 5,0

*Table 3 Speaking Skills Level Rating Scale*

The speaking rubric is displayed in the annexes section. (See appendix E.)

### **3. Five Speaking Class Activities using Collaborative Learning Strategies**

Considering the positive effect of group discussion, Ornstein (2000) states that dividing students into small groups seems to provide an opportunity for students to become more actively engaged in learning and for teachers to monitor students' progress better. Besides, as cited in Laal (2012), in a collaborative learning environment, the students partake actively to converse with their peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and participate actively.

Thus, taking into account the classes were held virtually, the institutional tool used for the development of the sessions was Google meet. Using breakout rooms, the teacher was allowed to split her students into multiple online rooms for discussion and collaboration in the assigned tasks. Also, the teacher had access to every breakout room in order to observe and check students' work, support them when necessary and give general feedback. The activities described below were part of the action plan implementation.

### **3.1. Stump Your Partner Activity**

In this activity, students got paired and they took a minute to create and write a challenging question based on the lecture content up to that point (Lesson Plan N°1 - Climate Change and Global Warming.) Then, each couple joined another couple and posed the question to each other. To take this activity a step further, students took notes and shared the questions and their classmates' answers to the whole class.

According to Bazluki (2015), with this activity students work together, and interaction is promoted, here team members are able to provide mutual feedback and guidance, challenging each other.

### **3.2. Think/Write, Pair and Share Activity**

In this activity, the teacher posed a question that demanded students' analysis (Lesson Plan N°2 - Climate Change and Global Warming.) students took some minutes to think and write through the appropriate response on their own. Then, they turned to a partner and shared their responses and discussed their thoughts. To take this a step further, in case they have found someone who has arrived at an answer different from their own, students were asked to convince their partner to change their mind. Once they have agreed the better response, they had to search about local, national or international news or facts that support their choice. Finally, with the entire class during a follow-up discussion, students shared their response and presented their search.

As it is quoted in Raba (2017), Think-Pair- Share (TPS) is a collaborative learning strategy created by Lyman in 1981, in which students work independently and in collaboration with others to answer a question through three steps: the thinking phase is worked individually, the discussing phase can be in pairs or small groups and the sharing phase is worked as a whole group. According

to this author, the use of this type of activity when teaching speaking provides opportunities for the students to think, to listen, to share and to reflect on their ideas and their peers' ones.

### **3.3. Fishbowl Debate: Activity**

In this activity, students were divided into 3 groups and each group had a different role assigned. Based on the topic of the lesson (Lesson Plan N°3 - Social Media and Networking,) two groups were the opposing “fish” within the fishbowl, in which they were required to present their arguments and respond to the other, one group defended the pros and the other the cons of using social media and the last group served as the outside audience and they had to choose a side to support based on the arguments made inside of the fishbowl. At the end, students' arguments were highlighted to summarize the discussion.

According to Markus (2014), through the implementation of debate strategies students can share information when questioning, sharing or problem solving in the class in which it is intended to get all the participation of the student to give their opinion related to the topic and each group collaborate to formulate thoughts for their assigned viewpoint.

### **3.4. Pair-Interview Activity**

This activity was implemented in Lesson Plan N°8, students got paired, they were assigned roles A and B. First, A interviewed B for 5 minutes, listening attentively, taking notes and asking probing and follow-up questions on the topic. Then, students reversed roles and B interviewed A for the same number of minutes. When time was over, each pair introduced his or her partner highlighting the most interesting points.

### **3.5. Pair-Discussion Activity**

This activity was implemented on Lesson Plans N° 4, 5, 6 and 9 in which students got paired to discuss the topic of the session, in each discussion they had to share their ideas and reach



agreements to complete the assigned task. Kildsvatter (1996:242) states that a small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach.

The researcher introduced interview technique in the class situation to improve the students' speaking skill. This activity was called pair-interview and it was adapted from Three-Step Interview which is an effective way to encourage students to share their thinking about a topic, ask questions, listen to others carefully and take notes. Tchudi and Mitchell (1999) said that interview is the dialogue or question-answer exchange which is considered as the primary learning. Interviews can be an effective technique in obtaining information, to motivate the students to speak, it can make the students confident to express their ideas in English, given the opportunity to the students to demonstrate that they communicate freely in English.

#### **4. Teacher's Log**

This section provides the description of the class documents and materials produced and implemented by the teacher including the lesson plans, recordings and observations reported in the teacher's diary. As part of these documents, students' performance (speaking activities scores) and products (infographics, presentations, videos, among others) were taken into account to analyze the information gathered in the classroom. As Bowen (2009) stated, the class documents are a technique where the researcher can examine and interpret the information about the class. The class documents can be used to assess the methodology implemented in the class or to collect information about the relationships in the classroom and the lesson taught.

For the development of the student-centered lesson plans in which students had to take an active role to increase their opportunities to participate in class, the collaborative learning

strategies were considered the most suitable for the design of activities that might reduce students' fear to speak in public, promote the student-faculty interaction as well as increase their student retention, self-esteem, and responsibility since they work in peers and small groups before their performance in public. More detailed information on all the lesson plans can be found in the annexes section.

### **Lesson Plan N°1**

This lesson was developed on November the 9th, 2020. The topic was “Global Warming and Climate Change,” (see appendix F.)

First, a warm-up activity was implemented to elicit and check students' previous knowledge through a semi-controlled speaking activity and to have students refer to the main topic. In order to introduce the topic, students were asked to watch a video about “Causes and Effects of Global Warming” to answer a worksheet in which they worked in pairs and then they compared and discussed answers as a whole group with the teacher's guidance; with the development of this activity, pronunciation and vocabulary were introduced. After having students familiarized with the main language vocabulary, a collaborative and interaction activity called “Stump your Partner” was implemented. In this free-spontaneous activity, students worked in pairs and prepared a challenging question that was exchanged and answered spontaneously by other pairs, students took notes of their classmates' answers and they shared them with the class.

After this practice activity, a general feedback about the oral work “Stump your partner” activity and the class took place. It is claimed that feedback promotes language learning Kerr, P. (2017) and it is important to provide feedback to students about their performance for major effects. Therefore, corrective feedback was implemented, but in a positive way in which it was

tempted to make the student aware of their mistakes and the possible ways to correct it. Also, there were highlighted positive comments about their performance and progress.

Almost every class, students had a follow-up activity and extra content was provided with the aim to have students working independently, reinforce and expand their learning about the lesson.

### **Lesson Plan N°2**

This lesson was on November the 13th, 2020. It was a continuum of “Global Warming and Climate Change,” (see appendix G.)

First, an opening question was posed to encourage speaking and recall information from the previous class (follow-up activity). In order to go beyond the lesson and to create awareness in students, a video called “Planet Earth: The Effects of Humankind” was shown. Then, a guessing vocabulary game was made to reinforce vocabulary and pronunciation.

After having students familiarized, it was implemented a collaborative learning technique called “Think/Write, Pair and Share” in which the teacher posed a question that demanded students’ analysis and they took some minutes to think through an appropriate response, then they turned to a partner and shared their responses. To enable students to brainstorm different vocabulary from the topic, students were asked to search for news or facts in which they have found the ideas they discussed in a real-world situation, then they prepared and presented it to the whole class. After each presentation, feedback was given.

To provide a conclusive outcome on the lesson, students had a follow-up activity and extra content to expand their vocabulary about the topic.

### **Lesson Plan N°3**

This lesson was on November the 20th, 2020. The topic was “Social Media and Networking,” (see appendix H.)

First, to introduce the topic and recap on students’ vocabulary and use of language, a semi-controlled speaking activity was implemented in which students guessed the names of the apps shown and gave examples about what the app was used for. Also, they were shown a list of very common words used in social media/networking to demonstrate students’ familiarity with this vocabulary since social media and networking are part of their daily life and to reinforce the pronunciation of them. Key concepts about the topic were introduced and students watched some videos about “What is social media and networking?” then they were asked to say what was the difference between these 2 concepts in their own words and examples.

For the practice step, students watched a video about “The Pros and Cons of Social Media,” students worked in pairs and each one was in charge of writing one advantage and the other a disadvantage of using social media/networking and vice versa, then they shared their ideas and discussed between them.

After the discussion, students were divided into 3 groups for a fishbowl debate, one group defended the advantages of using social media/networking, the second group defended the disadvantages of using social media/networking and third group were the judges, they took notes and decided which side was the most convincing and provided an argument for his/her choice.

Feedback was given in general after each group performance and students were asked to develop a follow-up activity by using the VoiceThread application to foster output on the topic.

#### **Lesson Plan N°4**

This lesson was on November the 24th, 2020. The topic was “Talking about places,” (see appendix I.)

First, a roundtable activity was implemented to brainstorm ideas and to generate a large number of responses to a single question by small groups. Students worked in breakout rooms and in a google drive document they wrote their answers to the question. Then they shared with the whole class. To introduce the functional language and structures for the lesson, students watched a video about “How to describe a place in English” and “Comparative adjectives,” then a list of words with the most common adjectives and examples were practiced reinforcing pronunciation. To have students reinforce and check vocabulary and structures, students were asked to work in pairs through a semi-controlled speaking activity in which they watched a video about “the Ramblas Barcelona Street” and they described it to the partner with the introduced vocabulary, then they did some exercises of vocabulary and comparisons in a worksheet. Finally, students stayed in pairs and each student was asked to choose a place from Colombia and they had to describe it to their partner. Then, both discuss and compare the places they chose with the Ramblas street together. Their comparisons were shared with the whole class and feedback was given in general after each group performance

To wrap up the class, students were asked to speak through a semi-controlled speaking activity in which they had to talk about their favorite place where they have been and why. Then, they were asked to perform a follow-up activity in which they had to choose a place they would like to go and create a tourist brochure. They presented it next session.

**Lesson Plan N°5**

This lesson was on November the 27th, 2020. It was a continuum of “Talking about places,” see appendix J.)

This session was a wrap-up for the last one. To encourage speaking and recall information from the previous class, students were asked to brainstorm ideas that would describe their country. Then, each student performed their presentations and their classmates had to take notes of each one. Finally, through breakout rooms students got into pairs and they had to discuss the place they wanted to go on holidays. After the discussion, general feedback was given.

**Lesson Plan N°6**

This lesson was on December the 1st, 2020. The topic was “Reading,” (see appendix K.)

To introduce the topic, students answered an opening question posed by the teacher about reading habits. To introduce functional language, students watched a video about “Talking about books” and key concepts about reading genres were introduced, then students were asked to share with their partners the kind of books they like reading. Then, through breakout room, students got into pairs and they had to find 4 books on a selling book platform, they had to decide which ones they wanted to buy and finally, they shared and explained their choices.

Students were asked to do a follow-up activity for the next class in which they had to talk about their favorite book.

**Lesson Plan N°7**

This lesson was on December the 4th, 2020. The topic was a continuum of “Reading,” (see appendix L.)

This session was a wrap-up for the last one. To encourage speaking and recall information from the previous class, students were asked about how many books they have read and which

ones. In breakout rooms, students got into pairs and they presented their book review to their pair, each student took notes. Then, all joined back to the general google meeting and each student shared their partners' favorite book and their point of view.

### **Lesson Plan N°8**

This lesson was on December the 7th, 2020. The topic was "Christmas," (see appendix M.)

This lesson was planned based on the current days and students' reality, however it was not imposed or seen from a religious aspect but as a cultural one to have the students find differences or celebrations in common. To break the ice, a Christmas carol was listened to and students were asked to say whether they liked carol songs and which ones. Then, students watched a video about "Christmas Traditions," next students were asked to read an article about "What's X-mas?" Then they got into groups of three, they completed and compared answers and ideas about the article, and it was discussed in class with the teacher's guidance.

Finally, students were divided into pairs (SA and SB) and they were given a questionnaire about Christmas. Through breakout rooms, each student had 5 minutes in which Student A asked the questions to Student B and vice versa. Then, feedback was given and as a follow-up activity, students had to create an infographic-speech to talk about the most representative things for them in Christmas like traditions, as well as the presents they would like to receive and the wishes for the people they love, they presented next class.

### **Lesson Plan N°9**

This lesson was on December the 11th, 2020. The topic was a continuum of "Christmas." (see appendix N.)

This was the last session, Students got into pairs, they had to role play a situation in which they were siblings and they had to choose the perfect present for the youngest sibling, options were

given, and they had to agree or disagree to decide for 10 minutes. Finally, students presented their speech about Christmas.

### **Recordings**

According to Mondada (2007) recordings are a way to collect information in the most accurate form since the researcher can obtain the responses in the exact way the participants offered it. Recordings are a helpful instrument which combines the traditional research method with the technology where the researcher can put his/her attention to the actions, responses, answers and attitudes among the participants rather than writing down the main features of the experiment. Also, as Tessier (2012) argues, recordings are a usual technique in qualitative research where the author can obtain a lot of information because they can record a whole section without losing any detail. The advantages of this instrument allowed it to be used in many studies as a strategy to enhance the researching process since the investigator can save the dialogues, experiences, interaction in an electronic device that can be analyzed to offer more details and findings in the final report.

For the development of the research and due to the new normality, that has been faced because of the COVID 19, classes are held virtually, and the sessions must be recorded. First, students were recorded performing the 3 diagnostic activities to characterize their speaking level of English and their performance in the speaking activities developed in the sessions.

### **Observations**

In words of Kawulich (2012), the observation can help the researcher to identify and guide relationships with informants, to learn how people in the setting interact and how things are organized and prioritized in that setting, to learn what is important to people in the social setting under study, to become known participants, and to learn what constitutes appropriate questions,



how to ask them, and which questions may best help the researcher to answer the researching problems. In other words, observation techniques can be widely used in the qualitative studies because it can offer detailed information about the participants and the researcher can analyze the participants behaviors in their own environments without interfering in their context. Moreover, Kawulich (2012) argues that the information collected via observation can be helpful to triangulate data, to verify the findings derived from one source of data and to enrich the detailed information of the research.

As Seliger and Shohamy (1989) said, the researcher's role can be as an insider or outsider of the learning situation. In this case, the teacher was a participant observer of the situation and students' behavior during the speaking activities and collaborative techniques implemented as part of the action plan for this research. The observation helped the teacher to complete the diary.

### **Diary**

Yi (2008) argues that diaries in academic context are very useful because they allow the researcher to gather characteristics about the learners and their behaviors in the classroom environment. Besides, it is seen that this instrument has been widely used in the last years because it is an instrument that allows teachers to gather information about the methodologies implemented in the classroom, and to evaluate how the students interact with those techniques.

A teacher's diary was written to record the teacher's self-reflection and class observation about the most important aspects seen in class in every collaborative speaking activity developed as part of the action plan to determine whether there is an impact in the third semester students' Speaking skills. The following items were considered: the collaborative strategy used, speaking activity and oral production observed, complementary activities, remarks and student' feedback

on the lesson. The diary is written after each session based on the session recordings, students' performance and behaviors, (see appendix O.)

As mentioned before, the diary was very useful as it helped gather information about the implementation of the proposal to improve speaking skills among the students analyzed. Moreover, the researcher could reflect about the positive and negative consequences of her proposals.

## Chapter IV

### Results and Analysis

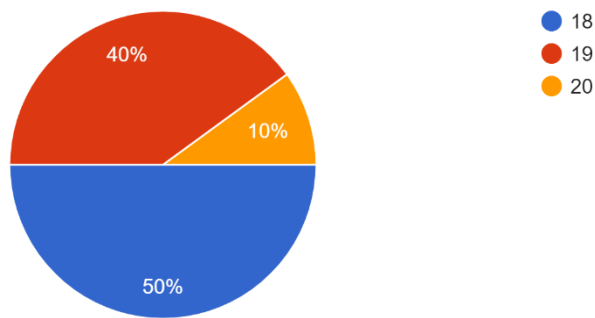
The information obtained by the data collection instruments and the action plan implemented with the third semester students provided the following results.

#### Surveys

To identify and understand the needs, strengths, and weaknesses of the population students, a survey was implemented as the first step. Likewise, after the intervention, the same survey with some little changes was applied to inquire about students' attitudes and perceptions after the implementation of the student-centered approach.

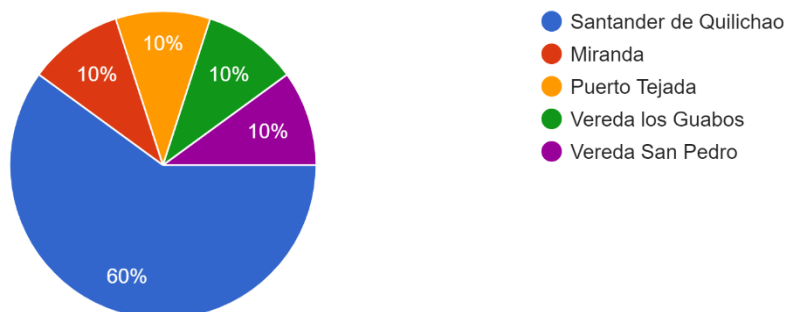
#### Survey Results before the Action Plan

10 students answered the survey before the intervention. The results are described below.



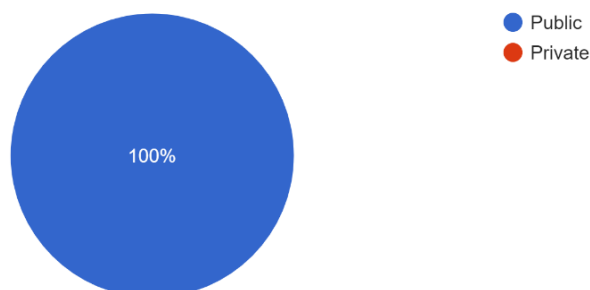
*Graph 1 Age*

According to graph one, students' ages ranged from eighteen to twenty years old. As a matter of fact, 5 (50%) students were 18, 4 (40%) students were 19 and only 1 (10%) student was 20 years old.



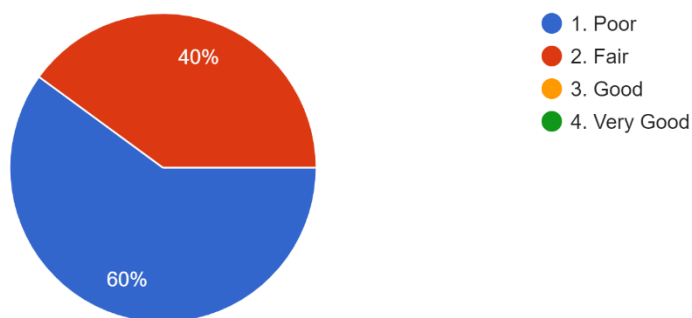
*Graph 2 Residence*

As seen previously in graph 2, more than half of the students (6 = 60%) lived in Santander de Quilichao and 4 (40%) of them lived elsewhere. It is important to mention that 40% of the students need to move to the city to study since they live in other municipalities and rural areas of Santander de Quilichao. However, due to the COVID-19 pandemic, classes were held virtually which could affect some of them because internet connection is insufficient in some rural zones.



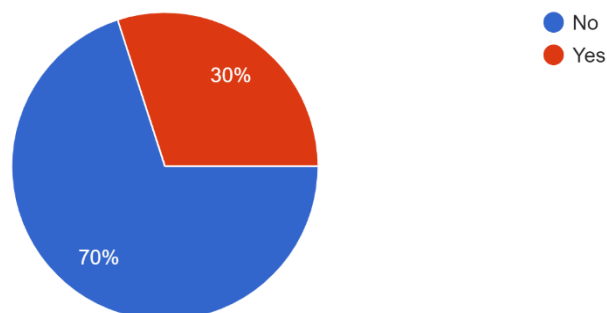
*Graph 3 High School*

As it is seen in graph 3, 100% of the students come from a public high school.



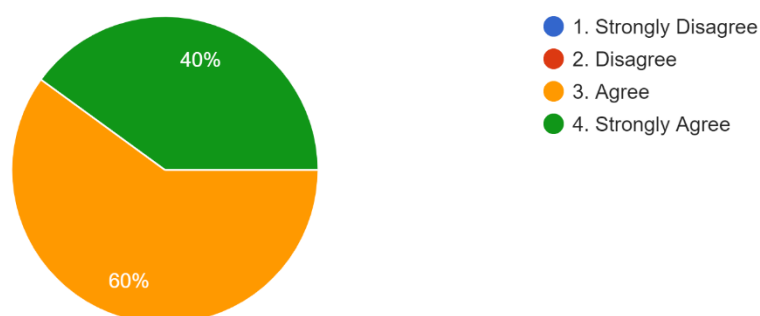
*Graph 4 Quality of English Learning Experiences in High School*

Considering the information displayed before, in graph 4, it is inferred that the 100% of the students considered the quality of English learning at school as low or basic, the results showed that 6 (60%) of the students considered poor and the other 4 (40%) considered as fair. As a matter of fact, it has been ascertained that students who were enrolled in public high school have a lower level in English than students enrolled in private schools (Fedesarrollo, 2019).



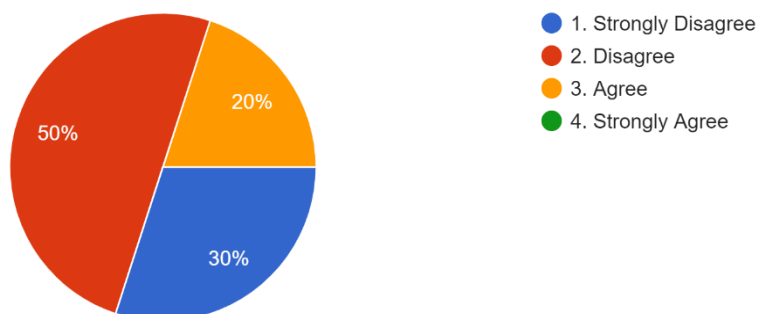
*Graph 5 English Studies aside from School*

In graph 5, only 3 (30%) students out of 10 have claimed that they have had the opportunity to study English in institutions aside from school. Consequently, there were some students who have had the possibility to reinforce their English knowledge in language institutions. This phenomenon can explain the differences among students since some learners show a higher level of English than others.



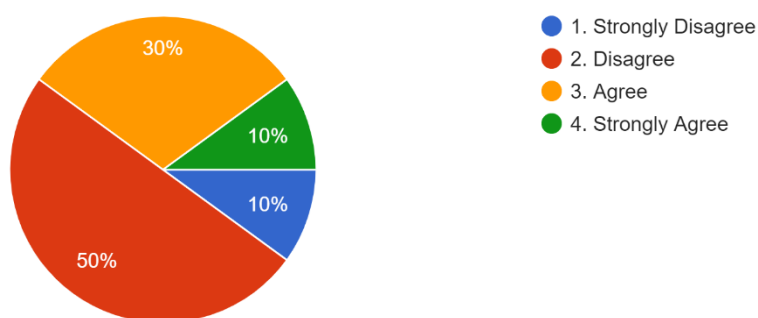
*Graph 6 Teacher Talking Time in Class*

In this graph (6), it is represented how the 100% the students agreed that the teacher spoke most of the time in the class, which represents one of the characteristics of a teacher-centered environment.



*Graph 7 Active Participation in the Speaking Class*

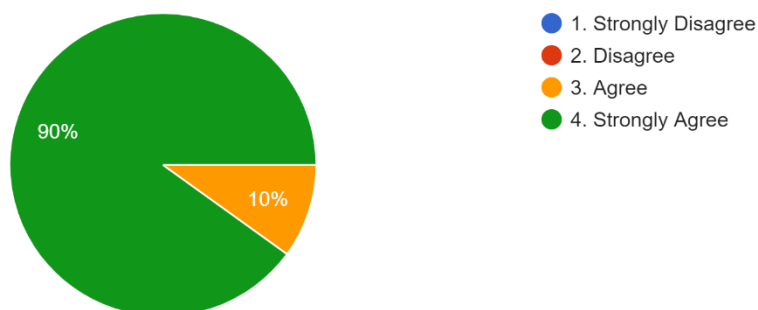
In graph 7, it can be observed that 5 (50%) students Disagree and 2 (20%) students Strongly Disagree, it means that the 70% of the students agreed that they do not participate actively in the English class. On the contrary, only 3 of them (30%) asserted that they had a high level of participation. According to this data, the teacher inside the classroom must design some strategies to encourage students to participate in the classroom through dynamic activities where the students get involved and express their ideas, thoughts and feelings.



*Graph 8 Comfort When Speaking in the English Class*

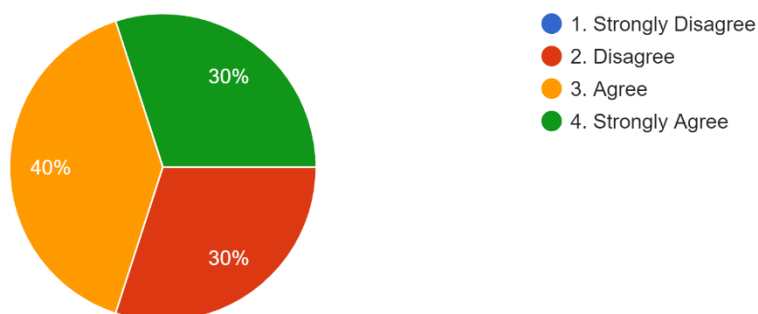
According to graph 8, only 4 (40%) students out of 10 felt comfortable when asked to speak. On the contrary, the other 7 (70%) students claimed they were neither comfortable nor

confident when speaking. In this way, the teacher should propose some activities to increase students' confidence and comfort to develop and improve their speaking skills.



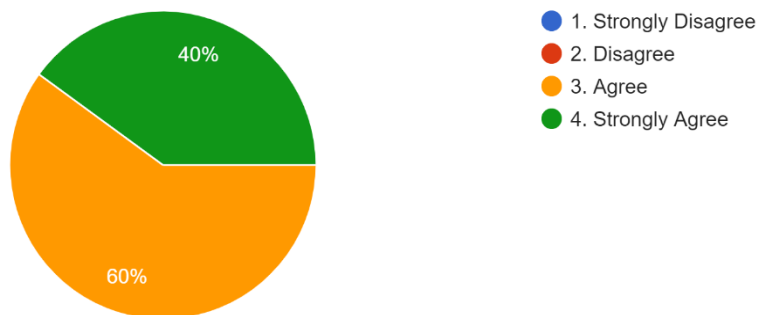
*Graph 9 Nervousness When Speaking in the English Class*

When the researcher asked about the level of nervousness when speaking English, the 100% of students agreed that they always feel nervous and the level of stress when they have to speak is high. (Graph 9)



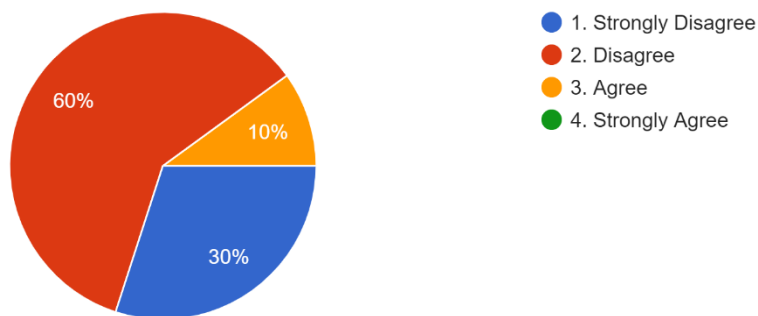
*Graph 10 Feeling of Shame When Speaking in the English Class*

From these results and in comparison, to graph 7 (active participation), it can be observed that these share the same results. It can be said that graph 10 represents the same 3 (30%) students who participated actively in the class and who did not feel embarrassed to volunteer answers. On the contrary, the other 7 (70%) students felt embarrassed when they have to speak in English (40% Agree and 30% Strongly Agree). Again, this might affect students' participation and it is advisable that the teacher need to implement some strategies to enhance the speaking skill among the learners.



*Graph 11 Enjoyment of English Learning*

From this graph, it can be said that 100% of the students enjoy learning English. As a matter of fact, 6 (60%) of the students agree and 4 (40%) of them strongly agree to this question. This data is positive since students might feel encouraged when learning English, which is a good start point because students are motivated and therefore, they will acquire positive attitudes to enrich their learning experiences.



*Graph 12 Attempt to Speak despite the Lack of Vocabulary*

In this question, 9 (90%) of students preferred not to speak if they are not sure about how to say something. Only 1 (10%) student takes the risk to speak English even though he or she does not know how to say it properly. As a result, it can be drawn out that the students do not participate in class if they do not know how to express themselves and for that reason, it is important to encourage students to speak in class even they do not have the correct words to express an idea because if they do not participate or speak in the classroom there are less opportunities to upgrade their language level.



On the other hand, the survey made to the students included two open-questions. In the first one the researcher asked: “*What limits you from speaking in class?*” This question was thought of to identify the students’ limitations in the speaking class. As it was mentioned at the beginning of this research, learners claimed that one of the main problems is the fear and shyness they have when speaking. In fact, most of the students conveyed that they were afraid to participate in class because they do not feel sure or confident about their vocabulary and English level, and there were some cases when they felt embarrassed to make mistakes in front of their peers.

Another feature that students said was that the class is not long enough, so some students cannot participate in the class since opportunities were not given to all. Besides, they claimed that in some opportunities they cannot participate because they have a poor internet connection and they cannot fully understand what the teacher said, so they prefer not to speak.

However, there were few students who stated that despite their fear, shyness and mistakes they did their best to participate because they wanted to improve, and they found it as a great opportunity to do it.

In short, the main limitations in speaking English were the insecurity, fear, stress, lack of confidence, vocabulary, and opportunities to speak, and the difference of English level among the students. They recognized that they have to overcome their fears if they want to succeed in speaking English, but it is necessary to implement some strategies to give them opportunities to participate and to increase their confidence, so they feel comfortable when speaking.

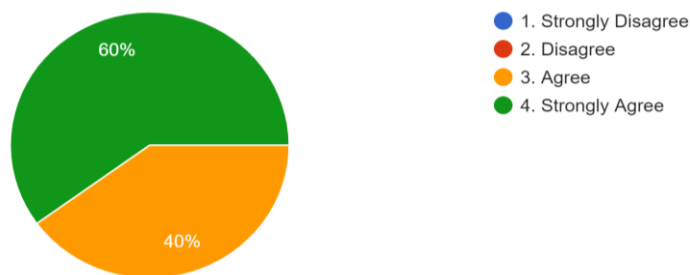
The second open question was: “*How do you think you can improve your Speaking level?*” To this question the answers from the students were diverse. Nonetheless, the learners said that there are a lot of strategies to improve their speaking level, for example they feel more confident when they work in pairs because they have a friend to interact and they can help each other.

Likewise, the students claimed that some activities like role-plays, games, descriptions, improvisations, debates and discussions can be useful to improve not only their speaking skills but also the environment of the class.

In the same way, students affirmed that the proper way to improve their speaking skills is through practice, that means they have to speak a lot and they need to focus on the pronunciations of the words. Likewise, the students claimed that they can upgrade their English level if they have someone to practice with because they can help each other when making mistakes. In fact, one student asserted that he or she was looking for some apps where he or she can speak with native speakers since they believe this is another way to enrich their speaking skills.

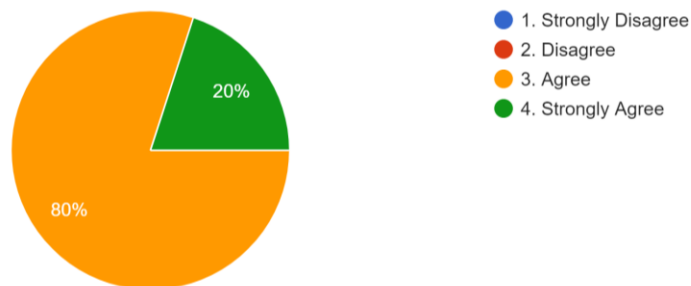
### **Survey Results after the Action Plan**

10 students answered the perception survey after the intervention. Results are described below.



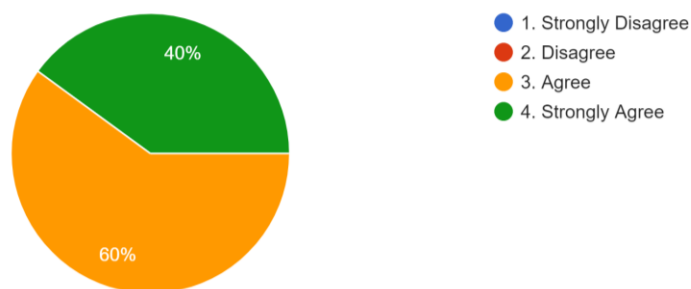
*Graph 13 Active Participation in the Speaking Class after the Action Plan*

According to the graph 13, 10 students answered that they participated actively in their English class (6 = 60% Strongly Agree and 4 = 40% Agree). From these results and in comparison, to graph 7, the researcher found that students shifted from a passive to an active role in the class since they participate more actively in the speaking class. It means students were more involved in the activities.



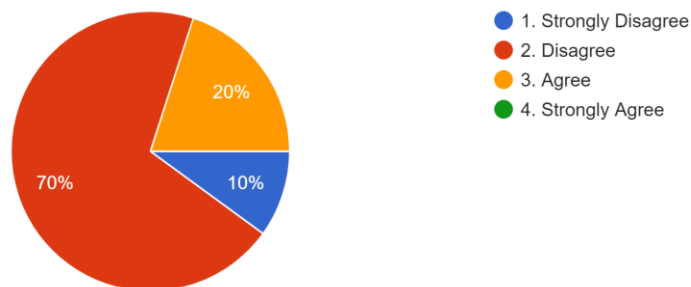
*Graph 14 Comfort When Speaking in the English Class after the Action Plan*

In contrast with graph 8, the graph 14 showed that after the implementation of the action plan students now felt more comfortable when they are asked to speak (2 = 20% Strongly Agree and 8 = 80% Agree).



*Graph 15 Nervousness When Speaking in the English Class after the Action Plan*

Despite the students feel felt more confident to speak, according to graph 15, yet all students feel nervous when they have to speak. It showed that 6 (60%) of them Agree and 4 (40%) Strongly Agree. However, in graph 9, 90% of the population Strongly Agree and in this the percentage reduced to the 40%, which might show a change in the stress they feel when they have to speak.



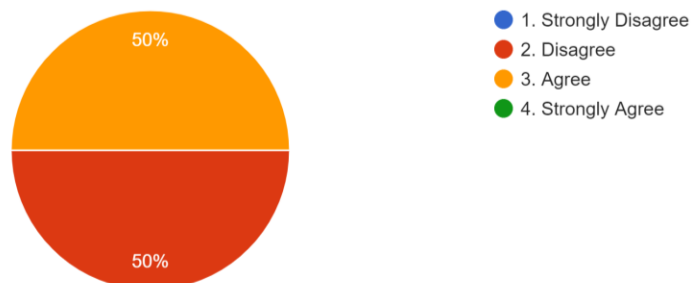
*Graph 16 Feeling of Shame When Speaking in the English Class after the Action Plan*

This graph shows that only 2 (20%) of the students still felt embarrassed to volunteer answers but the other 8 (80%) students did not (1 = 10% Strongly Disagree and 7 = 70% Disagree). This means that 80% of the class did not feel shy when volunteering answers. In fact, during the development of the classes it could be seen how students who did not take risk to speak before, they did it now. Results were very explicit in comparison to graph 10.



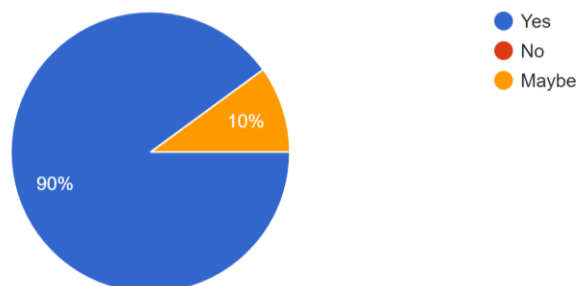
*Graph 17 The Help of Pair and Group Work to Get Better Confidence*

From this graph it can be said that all students felt benefited from the work in pairs and small groups since the 100% (10) of the students Strongly Agreed that this has helped them to get better confidence.



*Graph 18 Attempt to Speak despite the Lack of Vocabulary after the Action Plan*

From graph 18, it is seen that 5 50% students decided to take the risk and try to speak in English even though they do not know how to say some things. On the contrary, the other 5 (50%) students of the class still Disagree. In comparison to graph 12, there was a significant reduction from the 90% to 50% of students who Disagree in trying to speak despite the lack of Vocabulary.



*Graph 19 Differences in the Speaking Skills after the Action Plan*

This graph shows that 9 (90%) students found any difference in their speaking English level, only 1 student (10%) said maybe. It is important to say that this student was not able to neither to participate nor to take all activities implemented in sessions since she had difficulties with internet connection and she just joined the classes when it was possible.

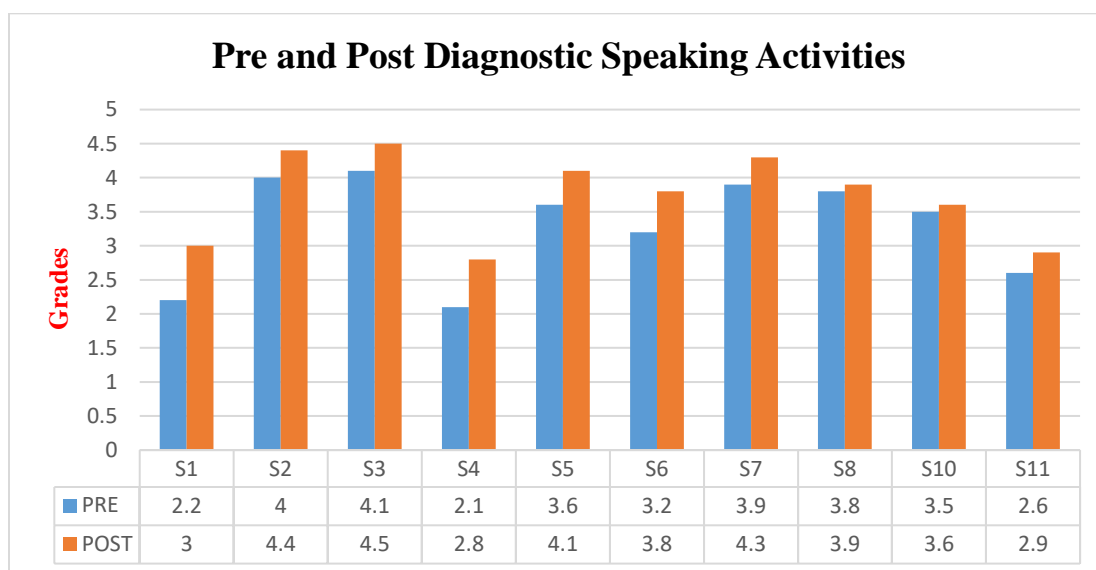
From the last question, it was necessary to include an open question in which students explained why they affirmed they found any difference in their English-speaking after these nine sessions. Students conveyed that after these sessions applied, they felt more confident and comfortable to speak when they started working by pairs, they found these classes very dynamic in which they had the opportunity to participate freely and they had the time to organize their ideas. They found useful the partners and teacher's feedback because it was a way to correct, help and support each other.

It was found that some students who never participated before, felt more confident to do it despite their mistakes.

Students liked the way the classes were held, and they felt the difference not only in their learning process but also in the environment, also they became more aware about their process since some of them were able to recognize their own mistakes and correct themselves as well as evidenced their progress in their own performances. They all agreed that this helped them and that despite their nervousness, they had to practice as much as they could now that opportunities were given.

### Diagnostic Activities

According to the Speaking Rubric applied, these were students' results in their performances with the diagnostic activities before and after the implementation of the student-centered approach lessons. In this section, a descriptive analysis of quantitative data is presented based on the different activities scores obtained by the students in the pre diagnostic activities (represented by color blue on the graph) carried out before the application of the action plan and the post diagnostic activities (represented by color orange on the graph) applied after the implementation of the student-centered approach.



*Graph 20 Pre and Post Diagnostic Speaking Activities Results*

From the result of the pretest scores, it showed that there were 3 students (30%) who got a score in the range 2,2-2,6. 1 student (10%) who reached the score 3,2. 3 students (30%) who reached a score in the range 3,3-3,8 and 3 students (30%) who got a score in the range 3,9-4,4. The average score was 3.3, the highest score was 4.3 and the lowest score was 2.1.

After conducting the pretest and the nine session treatments, the researcher administered the post-test. The posttest was administered to measure the speaking skill after the treatments by using the Student-Centered Approach through the Collaborative Learning strategies.

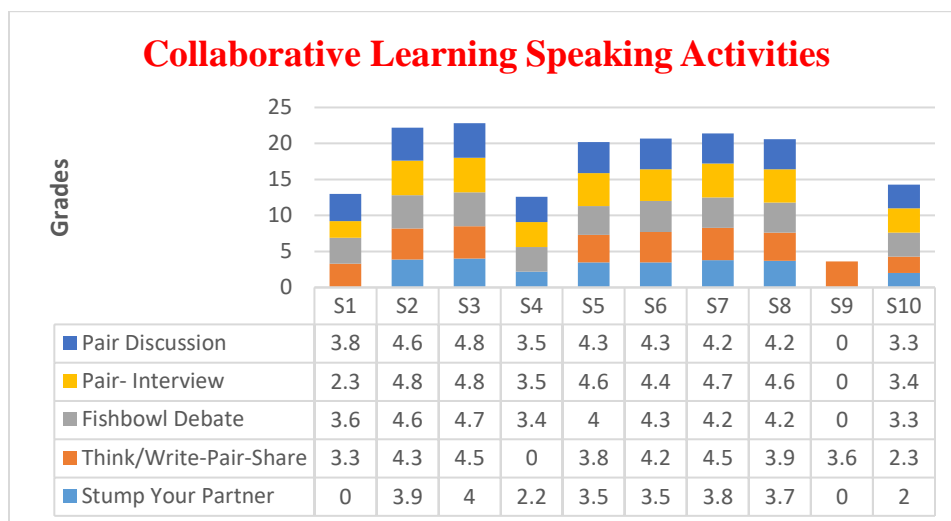
From the result of the posttest scores, it showed that there were 3 students (30%) who reached a score 2,7-3,2. 2 students (20%) who reached the score 3,3-3,8. 4 students (40%) who reached a score in the range 3,9-4,4 and 1 student (10%) who got the score 4,6. The average score was 3.7, the highest score was 4.6 and the lowest score was 3.

The descriptive statistics of the pre-diagnostic and post-diagnostic, by eleven students (100%): student-centered before and after the treatment, is reported in Graph 20. Some significant differences were observed in the post-test mean scores. The students obtained a higher score with the implementation of the student-centered learning. The comparison shows that student-centered approach wins the final mean. As can be noticed, the results obtained in the post-diagnostic activity were considerably higher in relation to the initial results; it also indicates that the dependent variable was positively affected by the independent variable, which evidences the positive impact on the use of student-centered approach within a collaborative domain.

### **Five Speaking Class Activities using Collaborative Learning Strategies**

The objective of this research was to find out students' significant improvement in their speaking skill after they were taught through a more student-centered approach class and with the use of the Collaborative Learning strategies. To assess the students' speaking skills throughout the

pedagogical intervention, not just at the beginning, and the end, five speaking tasks were applied to keep a record of the learners' general scores, (see Appendix P.)



*Graph 21 Speaking Class Activities*

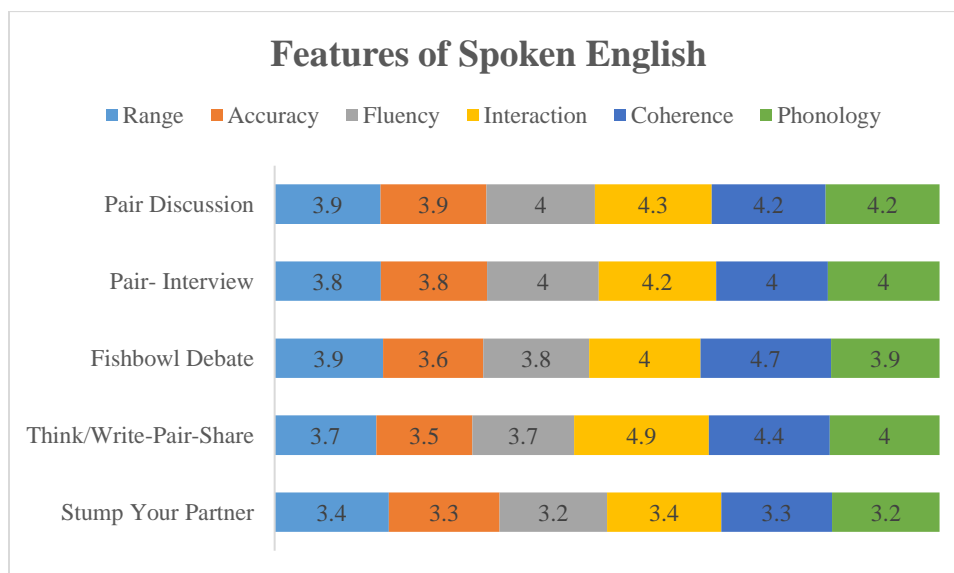
From the result of the Speaking Class Activities scores using collaborative learning strategies, the researcher found that in the *Stump Your Partner* activity (represented by color light blue in the graph) the highest score was 4 and the lowest was 2. In the *Think/Write-Pair and Share* activity (represented by orange) the highest score was 4,5 and the lowest was 2,3. In the *Fishbowl Debate* activity (represented by grey) the highest score was 4,7 and the lowest was 3,3. In *Pair Interview* activity (represented by yellow) the highest score was 4,8 and the lowest was 3,4 and in the *Pair Discussion* activity (represented by dark blue) the highest score was 4,8 and the lowest was 3,3.

The speaking tasks aimed at providing learners with opportunities to produce sentences and phrases through conversations, descriptions and simple dialogs talking about different topics with a partner. In relation to the five speaking tasks, it was also noticed in the graph 21 that not only the maximum but also the minimum average scores improved in the students' speaking skills, showing progress while students received training in the Collaborative Learning method.



However, it is important to say that the scores showed some variations and not all of them are presented as a gradual progress since classes were held virtually through synchronous sessions and some limitations such as the connection could affect students' input and output for their performance in the assigned activities, also some students got 0 since they were not able to join the sessions in which the activities were applied.

After having a general view of the students' scores of the main activities, it was also important to take a detailed look at the students' performance in each collaborative learning speaking activity in relation to the features of spoken language (range, accuracy, fluency, interaction, coherence and phonology) in order to analyze the impact in each one with the action plan implemented. These features were assessed with the same Speaking Rubric applied for the pretest and posttest diagnostic activities. Therefore, in the following graph each activity's main mean scores of these features are described.



*Graph 22 Features of Spoken English Results*

From the result of the Features of Spoken English scores, it showed that the averages in *Range* of vocabulary (represented by light blue in the graph) were 3,9 (the highest one) and 3,4

(the lowest one), in terms of *Accuracy* (orange) the highest mean score was 3,9 and the lowest was 3,3, in *Fluency* (grey) the highest was 4,2 and the lowest 3,2, about *Interaction* (yellow) the highest was 4,3 and the lowest was 3,4, in relation to *Coherence* (dark blue) the highest score was 4,9 and the lowest 3,3 and in *Phonology* (green) the averages were 4,2 (the highest one) and 3,2 (the lowest one).

In the speaking tasks, there was a general and significant increase in all items assessed, however, as it was said before, these scores were not presented gradually since there were factors that could affect the development of any activity. For example, the range of vocabulary, accuracy and phonology varied because of the topic and how familiar the students were. With the implementation of the *Stump Your Partner activity*, some students felt challenged to talk about a topic they were interested in but whose vocabulary were not very familiar (Lesson Plan N°1- Climate Change and Global Warming) besides, they had to answer to a challenging question, and they were not given a lot of time to think about it. In relation to fluency, interaction and coherence, students were nervous since they received a question, they considered difficult to them (a challenging question) and because they were not very familiar with this type of activities in which they had to think and produce more, yet, classmates supported each other and helped among them, this made students continue with the flow of the conversation and finish the activity.

On the contrary with the implementation of the other four Collaborative Learning speaking activities, the scores were higher since it was found that students were not only interested but more familiar with the topics. In the *Think-Pair and Share activity* (Lesson Plan N°2 - Climate Change and Global Warming) students already knew more about the vocabulary and its pronunciation, which was introduced in the previous class by the teacher through other activities as well as the functional language they could use to express their ideas. Also, they had the opportunity to think

on their own, to write the ideas they wanted to say, then they shared with a partner and then they shared in public, which gave them more opportunities of rehearsal before their performance. Here coherence and interaction which were the highest scores were developed since students had more time and opportunities to discuss and organize the ideas among them

In relation to the Fishbowl Debate (Lesson Plan N°3 - Pros and Cons of Social Media and Networking) most students were very familiar with the vocabulary and pronunciation since social media and networking make part of their daily life since most of the time they are exposed to the use of technology. Also, they found this topic interesting since they have felt the advantages and disadvantages of using them. This made them get their coherence, fluency and interaction in a high score since students were engaged with the topic at the moment of the debate despite their mistakes (some in pronunciation and accuracy, which was the lower score). In fact, students who were not used to volunteer participation, they took the risk and did it.

Finally, with the Pair Discussion activity (Lesson Plan N°4, 5, 6, and 9), students had the opportunity to express their ideas freely with their partners about different topics such as describing places, a trip destination, a book and Christmas after an input of every topic. With the Pair-Interview activity (Lesson Plan N°8 - Christmas) the students role played as interviewers and interviewed, here they had time to take notes about their partners' answers which helped them to have an input in terms of phonology since they had to listen carefully. In both activities, students had the opportunity to develop fluency and interaction (which were the higher scores in each activity) considering they had to ask for clarifications, help and convey meaning with the partner.

Therefore, from the results above, the researcher found that range, accuracy, and phonology could also depend on the students' input and practice about the topic and interaction, fluency and coherence could be related to students' familiarity, engagement with the topic and the

time they have to organize their ideas. By using Collaborative Learning activities, it could improve the students' speaking skills and it gave them more self-confidence in expressing and giving their opinion in class. Besides, Collaborative Learning could also develop in a significant way the qualitative features and criteria of spoken language such as range, fluency, accuracy, interaction, coherence and phonology since students had more chances to participate actively in every assigned class despite mistakes.

### **Teacher's Log**

Based on the class observations done and students' feedback after each session, in general, the group responded positively to the Student-Centered dynamic of work used in class through Collaborative Learning groups and activities in which they worked together to accomplish the assigned tasks and goals. Students felt the difference in comparison to previous classes, they felt it was more demanding because they had to produce more, however, they adapted to this new method of work with openness to change without major difficulties, despite their differences in language level and fear to speak, they accepted each other in the pairs and groups assigned by the teacher. They showed a positive attitude towards collaborative learning work and there were no major conflicts presented in their interactions, in fact, it was seen how students supported each other.

The first two lesson plans were based on the same topic and speaking activities were always developed first on students' own, then in pairs and finally with the whole group. They served as the scenario for preparing students for the new way of work for the next lessons and to adapt them to more communicative tasks which were essential to achieve the main objective for this research study. The activities were selected based on the results of the survey applied at the beginning in which the students claimed that working through discussions, debates, conversations, role plays,

presentations, among others they could improve their speaking skills, besides, the topics were selected considering students' interests and the micro curriculum of the subject.

Although in the first lessons, a minority continued to be shy about participating and they did not do it confidently, for each lesson there were implemented semi controlled activities in order to give them a reference for their performance since they were used to a different way of working in which they were not demanded to produce a lot. Something to highlight was this change was noticeable for students, they went out of the comfort zone in which they were and based on their comments, they said:

S1: "I liked the way we worked"

S2: "The activity was interesting because we have to be changing the links and this makes me feel active"

S3: "I feel good"

This first experience confirmed that the implementation of a student-centered environment through a collaborative learning method gave the students more opportunities to participate without pressure despite their insecurities.

The third lesson plan started with a guessing game about the topic to brainstorm, questions about the use of social media and students had the opportunity to answer teacher's questions and to pose their own.

In this experience, students wanted to participate spontaneously, in fact they were very curious when they had to pose the questions to the teacher. After these activities, students got ready to organize their ideas for the debate. Some of them got frustrated in the development of the activity because they did not know how to express something, but they got support and help from others. Overcoming their fears of using the language, the first groups presenting the debate were the

students who never participated before which surprised the teacher because it was the first time, they wanted to do it voluntarily.

For the rest of the lesson plans, these factors were also found but little by little students started continuing participating more. They did feel comfortable and confident when they were engaged and familiar with the topic. They forgot about making mistakes and took the risk to participate. However, it is important to say that feedback was the key to overcome their difficulties in terms of the quality of their performances. Despite the positive effects of this approach, it is important to say that some of the sessions were affected principally because of the internet connection and sometimes feedback was difficult to be provided.

To sum up, based on the diary, the observations and the session recordings (teacher's log), it was evidenced that collaborative learning provided third semester students' opportunities to improve their speaking skills in English through the production of sentences and phrases via conversation, descriptions and simple dialogs talking about different topics with a partner. Besides, it was noticeable the change in students' behaviors towards an active participation in the speaking class since the students that were not used to participating actively started volunteering to do it. Also, it was found that students started becoming more independent since they were able to find information on their own and support each other where there was any doubt.

It could be seen how a student-centered class and the implementation of the collaborative learning strategies created a low-threat environment in the sessions. This helped students overcome their fears to use the language despite making mistakes, lowering their anxiety to participate in the speaking activities and developing more self-confidence to do it. In addition, based on the students' comments, they expressed that the work in pairs and groups encouraged them to interact,

collaborate, support and take responsibility in the task which also strengthened their interpersonal relationships with partners with whom even they had not worked before.

This research project aimed to improve speaking skills in English with a group of third semester students at Universidad del Cauca, North Branch in Santander de Quilichao, Cauca, Colombia, based on a student-centered approach using the collaborative learning strategies.

## **Chapter V**

### **Conclusions**

The findings obtained in this research led to the conclusion that there was a significant difference between the means of the activities applied at the beginning and at the end of the research allowing the researcher to confirm the ineffectiveness of using a teacher-centered learning with students of an intermediate level since they need to become independent users of the language. Therefore, the results support the implementation of a student-centered approach for the purpose of developing and improving speaking skills in English. The data generated by this study suggests that implementing a student-centered approach using collaborative learning strategies would be interesting to both the teacher and the learners and would fulfill the learners' needs in English education.

Students were used to a teacher-centered approach and results in pre-diagnostic activities were low in comparison to the post-diagnostic activities in which they started being taught on a student-centered approach. All represent that regarding long term learning of English language in a teacher-centered process, it was difficult for students to fully improve their speaking skills. Students preferred a student-centered approach with collaborative strategies and were active in the class, of which the results of the study affirm. Through tasks and processes, students not only learn to express themselves, but they can improve their range, accuracy, fluency, coherence, phonology,

and interaction. This study is not going to reject the roles of other techniques or strategies on developing speaking skills in learners but proposes that new approaches employed by the teacher could correlate the preplanned syllabuses into the suitable tool in foreign language learning.

The implementation of a student-centered approach using collaborative learning strategies to improve the speaking skills in English production of this group of students produced positive learning outcomes for their academic and emotional growth as well as for the improvement of the teacher's practice.

Academically, students' scores were higher, and their performance started improving every time they had the chance to rehearse with their partners before speaking in public and to participate actively in the speaking activities in class. Emotionally, the student-centered approach with the collaborative domain created a low-threat environment which helped the students overcome their fears of volunteering participation and use the language despite making mistakes, lowering their anxiety to participate in the speaking activities and developing more self-confidence. Also, having an active role and responsibilities when asked to work with peers or small groups made them become more autonomous learners, they supported each other and found solutions on their own and did the efforts to achieve the learning tasks proposed.

If the objective is to start developing and improving students' speaking skills in the third semester (intermediate level) or the next batch of students in the Modern Languages Program at Universidad Del Cauca, there is an urgent need to develop autonomous learners through a student-centered learning approach. Students need to be given the chance to partake actively in class activities.

Finally, the teacher researcher found Action Research as the best way of inquiry not only to attempt the improvement of the students' achievement in the English-speaking class but also



helped her to find the way how to approach her concerns and make a change to improve her pedagogical practice. All research processes are made up of trial and error, which allowed the teacher to reflect on the decisions she made. In this case, despite the advantages of using a student-centered approach and collaborative learning strategies, teachers need to be trained in the right use of the basic elements and principles of these instructional practices since the implementation of them take time and effort and cannot be rushed or forced to guarantee its effectiveness

## Chapter VI

### Final Remarks

Despite all the advantages offered by the implementation of a student-centered approach using collaborative learning strategies, the development of the research encountered some limitations that need to be considered.

First, the student-centered approach demanded students' full participation and dedication during the application process since students shifted from teacher-centered to a student-centered environment which neither the teacher nor the students were used to. Also, to avoid demotivation of students, it was necessary to understand and analyze the implementation of the principles and techniques of this approach carefully to succeed with the objectives of this research project. It is recommended to prepare students for this kind of learning environment since they need to be aware of the responsibility and commitment, they required in the development of it, as well as the role of the teacher who needs to act as a moderator and supervisor in the implementation process.

Secondly, there were some constraints in time management in terms of connectivity since the collaborative learning strategies in the speaking activities were done virtually and demanded extra time because of bad conditions of both the teacher and some /students' internet which affected the students' input and the development of the activities in some sessions. Since classes were held virtually due to the COVID 19 pandemic, it is recommended that teachers should have good skills in organizing, facilitating, and supervising the group work and finding other strategies in which activities could be done the way they were expected.

Third, although the intragroup processes were not complicated since all students accepted their partners, some of them had big differences in terms of English level, this made the activities take more time and effort than the expected and some students took upon themselves extra

responsibility to help their partner to continue with the flow of the activity. However, this showed how all members were committed with their group work and this support helped the students with a lower level to continue with their process and the ones with a higher level to reinforce their speaking fluency. Since these students (*students with lower level*) were at an intermediate level, it is recommended that the teacher assist them to promote individual and group accountability, the teacher must monitor the group work in every task to ensure the interaction and collaboration, also to provide feedback when necessary and support the students.

Fourth, students' assessment may be complicated sometimes because the assessment process should not be only summative but also formative in each activity and project developed via individual and group work. Fortunately, this was a small group, and the process of feedback was always given in general but also individual, yet there was insufficient time in some cases because it was only a 2-hours class per week.

Finally, considering the benefits the student-centered approach and collaborative learning strategies can provide for learners, if the rest of the educational community of the Modern Languages Program at Universidad del Cauca want to implement this method of work in other semesters and areas of study, it is recommended to consider these limitations and to take the convenient measures to make collaborative learning work adequately to achieve the expected goals of the learner. What is more, student-centered approach and collaborative learning strategies may become a powerful tool to motivate students to learn English and understand the importance of this learning in the academic, job and social interactions with other people and cultures in a globalized world.

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## Appendices

### Appendix A: Surveys

#### Survey before the Action Plan



#### Characterization Survey of Third Semester Students' Context and Attitudes towards their Speaking Class (English III Intermediate)

**Google Forms:** <https://forms.gle/BgLL92abZG2Nidfa9>

**Teacher researcher:** Leidy Daniela Benitez Pantoja:

**Semester:**

**Age:**

1. Where do you live?
2. Name of the school where you studied \_\_\_\_\_  
Public \_\_\_ Private \_\_\_\_\_

#### *Previous knowledge of English*

3. Did you study English before apart from school? Yes \_\_\_ No\_\_\_  
Where? \_\_\_\_\_
4. How would you rate your learning of English at school?  
1. \_\_\_ Poor    2. \_\_\_ Fair    3. \_\_\_ Good    4. \_\_\_ Very Good

For the next sessions consider the following scales.

1. \_\_\_ Strongly Disagree    2. \_\_\_ Disagree    3. \_\_\_ Agree    4. \_\_\_ Strongly Agree

#### *Enjoyment Towards English*

5. I enjoy learning English.

#### *Attitudes Towards the use of Spoken English in Class*

6. Does the teacher speak most of the time in the English class?
7. I participate actively in my English class.
8. I feel comfortable when I am asked to speak in my English class.
9. I get nervous when I have to speak in my English class.
10. It embarrasses me to volunteer answers in my English class
11. I try to speak in English even though I do not know how to say some things.

Please answer these questions based on your experience.

12. How do you think you can improve your speaking level?
13. What limits you from speaking in class?

## Survey after the Action plan



### Perception Survey towards the Implementation of a Student-Centered Approach through the Collaborative Learning Method to Improve Third Semester Students Speaking Skills at Universidad del Cauca

**Google Forms:** <https://forms.gle/J2SBKNK5qatSquvH7>

**Teacher researcher:** Leidy Daniela Benitez Pantoja

**Name:**

For the following questions consider the following scales.

1. \_\_ Strongly Disagree   2. \_\_ Disagree   3. \_\_ Agree   4. \_\_ Strongly Agree

#### *Attitudes Towards the use of Spoken English in Class*

1. I participate actively in my English class.
2. I feel comfortable when I am asked to speak in my English class.
3. I get nervous when I have to speak in my English class.
4. It embarrasses me to volunteer answers in my English class
5. Working in pairs and small groups helped me get better confidence to speak in my English class.
6. I try to speak in English even though I do not know how to say some things.
7. Have you seen any difference in your speaking English level after these classes? Yes\_\_\_\_  
No\_\_\_\_   Maybe\_\_\_\_
8. According to the previous question, please, explain why?

## Appendix B: Diagnostic Activity N°1: Interview

**Description:** Students are divided into pairs (Student A and B). The teacher provides them 2 lists of predesigned leading questions related to hobbies and likes/dislikes. Student A is given the Hobbies questionnaire and Student B is given the Likes and Dislikes questionnaire. Each student has 5 minutes to answer as many questions as he/she can. This way, students interview and are interviewed while talking and expressing experiences, ideas and opinions about familiar topics.

### Procedure:

- Students are divided into pairs.
- Students are given the questionnaires. Each one should have a different one, student A: Hobbies questionnaire and student B: Likes and Dislikes questionnaire.
- Each student is given 5 minutes to answer as many questions as she/he can.

### Tip for interviewers:

- Students should not go through the questions quickly. Instead, after each question, they should ask follow-up questions allowing their colleague to expand their ideas/opinions and provide details.
- 

### Questionnaires:

- **Hobbies**



*<<important>>*

Don't go through the questions quickly. Instead, after each question, ask follow-up questions allowing your colleague to expand their ideas/opinions and provide details.

1. What do you do in your spare time? What do you enjoy doing most?
2. What do you like to do? Follow-up Question: Are you into sports? Reading?
3. What                      is/are                      your                      hobby/hobbies?  
Follow-up Question: Do you do them often in your free time?
4. Do you like to read books in your spare time?  
Follow-up Question: What kind of books?
5. Do                      you                      like                      to                      bake?  
Follow-up Question: Do you bake for business or for personal reasons only?
6. Do you like to listen to music? Follow-up Question: What musical genre do you listen to?
7. Do you usually spend time with your friends?  
Follow-up Question: Where do you usually hangout?
8. Do you want to try a new hobby?
9. Have you tried adventurous hobbies like skydiving and parasailing?  
Follow-up Question: How was it? Would you do it again?
10. What is the best hobby you can recommend for someone to try?  
Follow-up Question: What is a common hobby in your country?

11. What is a common hobby in your country?  
Follow-up Question: Which hobbies are more popular to women in your country?
12. Which hobbies are more popular to women in your country? Why? Why not?
13. Which hobbies are more popular to men in your country? Why do you think this is?
14. Can a hobby be dangerous? Follow-up Question: In what way are they dangerous?

- **Likes and Dislikes**



<<important>>

Don't go through the questions quickly. Instead, after each question, ask follow-up questions allowing your colleague to expand their ideas/opinions and provide details

1. Do you like to watch TV shows?  
Follow-up Question: Do you like watching a foreign drama series?
2. What is your favorite TV show? Follow-up Question: What made you like that show?
3. What kind of movies do you like to watch?  
Follow-up Question: What movie genre do you like? Why?
4. Who is your favorite actor?  
Follow-up Question: What do you think are the qualities of a best actor?
5. Who is the worst actor for you? Why do you say so? Do you think they will improve?
6. What is your favorite band? Follow-up Question: Why do you like them?
7. Which band do you think is bad?  
Follow-up Question: What made you say they are a bad band?
8. What kind of songs do not you like to listen to?  
Follow-up Question: Do you listen to jazz, rock, pop or K-Pop?
9. What is your favorite sport? Why is it your favorite? Do you play?
10. Who is your favorite player? What sport is s/he playing? Which team?
11. What makes him your favorite player?  
Follow-up Question: What have they achieved/won?
12. What is your favorite book?  
Follow-up Question: Have you read the works of famous authors? Name them.
13. What kind of books do you dislike?  
Follow-up Question: What makes you dislike a book?
14. How do you know that you like something or someone?  
Follow-up Question: What do you base your impressions on?
15. What things can make you dislike a person?  
Follow-up Question: Why?

## Appendix C: Diagnostic Activity N°2: Discussion

**Description:** Students are divided into pairs. A situation is explained by the teacher and they have to role play a spontaneous 10-minute discussion in which they reach agreements on what they want to do according to the situation.

- **Situation:** They are thinking of learning something new and they have seen some classes advertised at the mall.

Students have 1 minute to see the classes advertisements. After a minute, students start the conversation,

### Procedure:

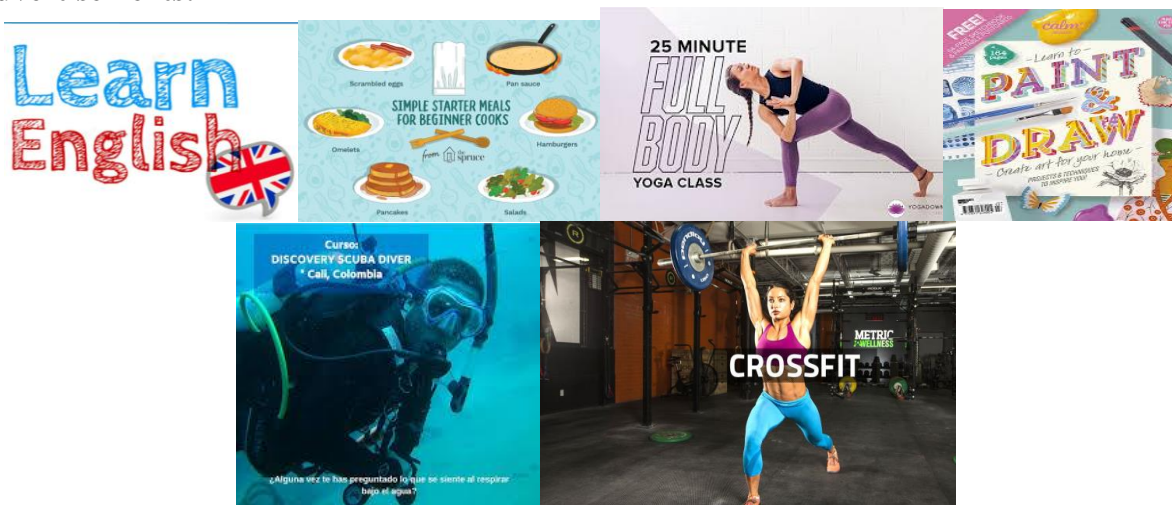
- Students are divided into pairs.
- The teacher describes the situation.
- Students are given the advertisements and they have 1 minute to take a look at them.
- Students have 10 minutes for the conversation.

**Functional language required:** Expressions to agree or disagree, expressing ideas and deal with disagreements or criticism.

### Tips for students:

- Students should listen to their partner, respond to what they say, then add their own ideas.
- Students should try to speak at an equal level of conversation.
- Students should take turns and try to give longer contributions and invite their partner to respond during the 10 minutes.
- Students should use examples and/or reasons to extend what they say.

### Advertisements:



**Appendix D: Diagnostic Activity N°3: My Speech**

**Description:** In this activity, each student addresses his/her classmates through a prepared straightforward presentation on a familiar topic he or she is. Students have 15 minutes to organize their ideas and they are given 5 minutes to present it. At the end of the presentation, classmates can ask questions that must be answered by the speaker.

**Instructions:**

- Students choose a topic they like, or they are familiar with to prepare a 5-minute presentation.
- 15 minutes are given to search about the topic and organize the ideas.
- The speech is presented to the whole class.
- Classmates can ask questions about the presentation.

**Functional language required:** Use of expressions that explain what the presentation is about at the beginning, express sequence of ideas and points of view.

## Appendix E: Speaking Rubric

Level	Range 5	Accuracy 5	Fluency 5	Interaction 5	Coherence 5	Phonology 5
<b>Below A1</b> 1-1,5	Performance does not satisfy the required band A1					
<b>A1</b> 1,6 - 2,1	Shows a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate fewer familiar words, and to repair communication.	Can ask and answer questions about personal details.  Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like “and” or “then	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.  Can correctly reproduce a limited range of sounds as well as the stress on simple, familiar words and phrases.
<b>A1+</b>						

2,2 - 2,6						
A2 2,7 - 3,2	Uses basic sentence patterns with memorized phrases and groups of a few words in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulations are very evident	Can ask and answer questions and respond to simple statements.  Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time.  A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.



<b>A2+</b> 3,3 - 3,8						
<b>B1</b> 3,9 - 4,4	Shows enough use of language to get by sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.  Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.
<b>B1+</b> 4,5 - 5,0						

Adapted from: Council of Europe. (2018)

Retrieved from: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

How to use the rubric: <https://www.cambridgeenglish.org/Images/22649-rv-examples-of-speaking-performance.pdf>

## Appendix F: Lesson Plan N°1

Topic	Social issues: Global Warming and Climate Change	
Stage	Procedure/Activities	Pedagogical Justification
<b>Warm-up</b>	<p>The teacher showed the students images related to Global Warming and Climate Change (1) and asked them.  T: <i>What do you see in these pictures?</i>  Ss: <i>I see...</i></p> <p>After discussing what they saw.  T: <i>What are these images related to?</i>  Ss: <i>These images are related to...</i></p>	<p>To elicit and check students' prior knowledge.  To interact through question and answer. (Semi-controlled speaking activity)  To have students refer to the main topic.</p>
<b>Pre-Teaching</b>	<p>Students watched the video: <a href="#">Causes and Effects of Climate Change   National Geographic</a></p>	<p>To introduce the topic and to focus on listening and pronunciation of main words related to the topic.</p>
<b>While Teaching</b>  <b>Presentation</b>	<p>According to the video, the teacher showed and pronounced some words and students were asked to repeat them. (2)</p> <p>The teacher talked about the definition of Global Warming and Climate Change and asked the students.  T: <i>What is the difference between global warming and climate change according to its definition?</i></p>	<p>To practice pronunciation and to familiarize students with the specific vocabulary from the topic.   To introduce the definitions and unknown words and to check students' understanding.</p>
<b>Practice</b>	<p>1. <i>Worksheet:</i>  Students worked in pairs to complete the worksheet (Causes and Effects of Climate Change Workshop) and then answers were shared.</p> <p>2. <i>Stump Your Partner</i>  Students were divided in pairs; each pair had a different breakout room in which they took 5 minutes to create and write a</p>	<p>To elicit vocabulary and check pronunciation of words related to the topic</p> <p>To have students interact through free questions and spontaneous answers about the topic of the</p>

	<p>challenging question based on the lecture content up to that point.</p> <p>During the activity, the teacher went through the breakout rooms to check students' work and questions.</p> <p>Then, the pairs swap rooms and each pair asked and answered the other pair's question. Students had to take notes of others' answers.</p> <p>Then, all joined back the general google meeting and shared their questions and classmates' answers with the teacher.</p>	class.
<b>Post-Teaching</b>	Whole class feedback about the oral work and discussion about the class activities.	To provide instant oral feedback which is necessary to get effects on students' progress.
<b>Follow-up Activity</b>	<p><i>3. Homework:</i></p> <p>Students created a video in which they explained what Global Warming and Climate Change is with their own words, they included its causes and effects as well as their opinion about how the planet can be saved.</p>	To have students working independently, this way they get more familiar with the vocabulary and the topic seen in class.
<b>Extra content</b>	<p>- Words for Talking About Environmental Issues: <u>Climate Change and Global Warming Vocabulary</u></p> <p>- Video about <u>The difference between Global Warming and Climate Change</u></p>	To expand students' vocabulary and knowledge.

(1) Climate change and Global warming pictures:



(2) Pollution, overpopulation, earth's temperature, the greenhouse effect, carbon dioxide, the burning of fossil fuels, atmosphere, weather, droughts, renewable resources,

## Appendix G: Lesson Plan N°2

Topic	Social issues: Global Warming and Climate Change	
Stage	Procedure/Activities	Pedagogical Justification
<b>Warm-up</b>	The teacher asked an opening question: T: <i>“I want to protect the environment, but I don’t know how. What should I do?”</i> Ss: <i>I think you can/should...</i>	To encourage speaking and recall information from the previous class (Homework) through a semi-controlled speaking activity.
<b>Pre-Teaching</b>	Students watched the video <u>Planet Earth: The Effects of Humankind (BBC)</u>	To create awareness in students.
<b>Presentation</b>	<i>Guess the word:</i> The teacher showed images of the effects and causes of climate change (1) with its definitions and students guessed the name of the phenomena. T: <i>The condition of being populated with excessively large numbers.</i> Ss: <i>Overpopulation</i>	To reinforce vocabulary and pronunciation. To sensitize students’ awareness about the topic.
<b>Practice</b>	<p><i>1. Think/Write, Pair and Share:</i> Think and write: Students were asked to think and write about <i>one way that human beings affect the planet, and why.</i></p> <p>Pair: Students got into pairs. For 5 minutes, they shared and discussed their ideas through a breakout room. Then, they surfed the net for news (international, national or local) or facts about their talk and they prepared it to present it. (This activity took 20 minutes).</p> <p>Share: Students presented their research about the news/facts they found to support their idea.</p>	To enable students brainstorm different vocabulary from the topic and provide a conclusive outcome on the topic
<b>Post-Teaching</b>	Oral presentations and class feedback.	
<b>Follow-up</b>	<i>2. Homework</i>	Through this app,

<b>Activity</b>	Teacher asked a question T: <i>How green are you?</i> Students answered this question through the Flipgrid app by taking into account the sample answer from the teacher. <a href="https://flipgrid.com/b89882b7">https://flipgrid.com/b89882b7</a> Join Code: b89882b7	students get to be autonomous learners and put the lesson taught in practice.
<b>Extra content</b>	Video: <a href="#">Dear Generations: Sorry 10 Tips for being eco-friendly</a>	

## (1) Effects of humankind in the Earth

<p style="text-align: center;"><b>OVERPOPULATION</b></p> <p>The condition of being populated with excessively large numbers.</p> 	<p style="text-align: center;"><b>DEFORESTATION</b></p> <p>is the permanent removal of trees to make room for something besides forest.</p> 
<p style="text-align: center;"><b>MELTING ICE CAPS</b></p> <p>is caused by the overall increase in global temperature, and this melting can have serious consequences for all organisms on Earth.</p> 	<p style="text-align: center;"><b>WATER POLLUTION</b></p> <p>occurs when harmful substances—often chemicals or microorganisms—contaminate a stream, river, lake, ocean, aquifer, or other body of water, degrading water quality and rendering it toxic to humans or the environment.</p> 

## Appendix H: Lesson Plan N°3

Topic	<b>Social Media and Network</b>	
Stage	Procedure/Activities	Pedagogical Justification
<b>Warm-up</b>	<p>The teacher showed some Social Media/Network logos and students guessed the apps. They were asked to say Ss: <i>This app is used to/for... (1)</i></p> <p>Then, the teacher asked: T: <i>How are these apps called?</i> Ss: <i>Social Media and Networking</i></p>	<p>To recap on students' vocabulary and use of language through as semi-controlled speaking activity.</p> <p>To have students refer to the main topic.</p>
<b>Pre-Teaching</b>	<p>The teacher showed a list of common words used in Social Media/Network (2) and the teacher asked. T: <i>Are you familiar with this vocabulary?</i></p>	<p>To demonstrate students' familiarity with this vocabulary since social media and networking are part of their daily life.</p>
<b>Teaching</b>  <b>Presentation While</b>	<p>Students watched the videos about <u>What is Social Media?</u> and <u>What is Social Networking?</u>. The teacher asked. T: <i>What is the difference between social media and social networking?</i></p>	<p>To have students brainstorm on the main topic.</p>
<b>Practice</b>	<p><i>1. Questioning</i> The teacher talked about her experience with the use of social media and networking and students had to ask her questions about it.</p> <p><i>2. Pros and Cons</i> Students watched the video about <u>The PROS and CONS of Social Media</u> and they had to think about more advantages or disadvantages of using it on their own.</p> <p>Students got into pairs and they shared and discussed the advantages and disadvantages through a breakout room for 5 minutes.</p>	<p>To foster formation of questions in students using the appropriate question words and vocabulary.</p> <p>To improve students' speaking abilities through discussions and debates.</p>

	<p><i>3. Pros and Cons of using Social Media/Networking Debate</i></p> <p>Students were divided into groups of 3. They had 15 minutes to agree or disagree and organize their arguments.</p> <p>Group 1: They defended the advantages of using social media/networking.</p> <p>Group 2: They defended the disadvantages of using social media/networking.</p> <p>Group 3: Judges</p>	
<b>Post-Teaching</b>	Feedback about the debate arguments and pronunciation.	
<b>Follow-up Activity</b>	Students created a VoiceThread using images and their voice to talk about and share their favorite apps and the kind of things they like to see in them.	To foster students' output on the topic.
<b>Extra content</b>	<p><u>Social Media (Conjunctions)</u></p> <p><u>Social Media (Reading)</u></p>	To practice vocabulary

### (1) Social Media/Network Logos



### (2) Are you familiar with this vocabulary?

- |               |            |
|---------------|------------|
| 1. App        | 1. Meme    |
| 2. Hate       | 2. Viral   |
| 3. Influencer | 3. Vlogger |
| 4. Post       | 4. Filter  |
| 5. Follower   | 5. Share   |
| 6. Like       | 6. Story   |
| 7. Hashtag    | 7. Reel    |
| 8. Trending   | 8. DM      |
| 9. Tag        | 9. Emoji   |
| 10. Update    | 10. Troll  |

## Appendix I: Lesson Plan N°4

Topic	Taking about places	
Stage	Procedure/Activities	Pedagogical Justification
<b>Warm-up</b>	Roundtable brainstorm (list of ideas) The teacher asked the students: T: <i>What makes you choose a place to visit on holiday?</i> Students worked in groups of 3, they went to breakout rooms to share their ideas and then they shared with the group. Ex: <i>The weather, the things to see and do, the food, the people.</i>	To have students brainstorm, participate
<b>Pre-Teaching</b>	Students watched the video about <u>Describing Places   How to describe places in English</u> and <u>Comparative Adjectives</u>	To introduce the main words related to the topic and to focus on listening and pronunciation of them.
<b>Teaching</b>  <b>Presentation While</b>	The teacher showed and pronounced a list of adjectives for describing places/people. (1)  The teacher modeled some sentences using the adjective words and using comparisons. Ex: <i>Cali is a noisy city. Caloto is quieter than Cali.</i> Students were asked to do an example.	To practice pronunciation and to familiarize students with the specific vocabulary from the topic and comparative structures.
<b>Practice</b>	<i>1. The Ramblas Street</i> Students watched a video about the Ramblas <u>Barcelona Street</u> and the teacher asked. T: <i>Which words can describe the Ramblas Street, why?</i> Ex: <i>The Ramblas is a crowded street because there are a lot of people.</i>  Students worked in pairs and they did some exercises of vocabulary and	To have students reinforce and check vocabulary and structures.



	<p>comparisons in a worksheet. Answers were shared.</p> <p>After this and in the same pairs, each student chose a place from Colombia and they described it to their partner. Then, both discuss and compare the places they chose with the Ramblas street together. E.g.: <i>San Antonio is a place in Cali, it is a beautiful place. It is as interesting as Ramblas street because we can also find singers, dancers and artists.</i></p>	
<b>Post-Teaching</b>	Whole class feedback about the oral work and discussion about the class activities.	
<b>Wrap up and Follow-up Activity</b>	<p>Teacher asked students: T: <i>What is your favorite place in which you have been, why?</i> Ss: <i>My favorite place is... because...</i></p> <p>2. <i>Homework:</i> Students watched a video about <a href="#">Colombia Travel Guide   Top 10 Things to Do in Colombia</a>.</p> <p>Students chose a place they would like to go and created a tourist brochure in which they showed the things that can be done or found in this place. They had to present it next class to their partners and teacher.</p>	
<b>Extra content</b>	<p><a href="#">Adjectives That Describe Places - Word List (esolcourses.com)</a></p> <p><a href="#">Vocabulary for Describing Places - English for tourism (Zubiri) (weebly.com)</a></p>	

(1) Noisy, quiet, polluted, clean, beautiful, ugly, crowded, modern, old, small, big, relaxing, fun, cosmopolitan, historical

### Appendix J: Lesson Plan N°5

Topic	Describing places	
Stage	Procedure/Activities	Pedagogical Justification
<b>Warm-up</b>	<p>The teacher asked the students.            T: <i>Imagine yourself in another country and people there ask you about your country. How would you describe your country?</i>            Ex: <i>Colombia is a beautiful country; it has amazing places to visit.</i></p>	<p>To encourage speaking and recall information from the previous class</p>
<b>Presentation</b>	<p>Students presented their brochures to their partners and teacher. They said why people should go there.</p>	
<b>Practice</b>	<p>Through a breakout room, students got into pairs and based on the brochure presentations, they discussed:  <i>Which place should we go on holidays?</i></p>	
<b>Post-Teaching</b>	<p>Feedback about oral presentations and discussion.</p>	

## Appendix K: Lesson Plan N°6

Topic	Reading	
Stage	Procedure/Activities	Pedagogical Justification
<b>Warm-up</b>	Teacher asked the students: T: <i>Do you like reading?</i> Follow-up question: <i>If so, what kind of things do you like reading?</i>	
<b>Pre-Teaching</b>	Students watched the video about <u>Talking about Books</u>	
<b>Presentation</b>	The teacher talked about the type of reading genres and asked the students. T: <i>What kind of books do you like reading?</i> <i>What kind of books have you read?</i> <i>Do you prefer reading an e-book or a physical book? Why?</i>	
<b>Practice</b>	Through a breakout room, students got into pairs and they had to find 4 books on a selling book platform (amazon, eBooks, etc.). One is for a teenager that enjoys science fiction, one for an adult that enjoys personal growth, the third one for their teacher and the fourth is for their best friend. They navigated on the different platforms while discussing in the target language to decide the books they wanted to buy for each person. After discussing, they shared with the class the justification of the decisions they made with each book.	
<b>Follow-up activity</b>	Students chose their favorite book, and they prepared a presentation for next class.	
<b>Extra content</b>	<u>How to Choose the Right Books to Read</u>	

### Appendix L: Lesson Plan N°7

Topic	Reading	
Stage	Procedure/Activities	Pedagogical Justification
<b>Warm-up</b>	The teacher asked T: <i>How many books have you read and What was the last book that you read?</i>	
<b>Pre-Teaching</b>	Students checked vocabulary for talking about a book. <u>English Vocabulary: How to Talk about Books</u>	
<b>Presentation</b>	The teacher presented and talked about her favorite book “Crónica de una muerte anunciada”.	
<b>Practice</b>	In breakout rooms, students got into pairs and they presented their reviews of their favorite book to their partner.  Then, all joined back to the general google meeting and each student shared their partners’ favorite book.	

## Appendix M : Lesson Plan N°8

Topic	Christmas	
Stage	Procedure/Activities	Pedagogical Justification
<b>Warm-up</b>	Students listened to <u>We Wish You a Merry Christmas   Christmas Carol</u> and the teacher asked the students T: <i>Do you like Christmas carols? If so, which ones?</i>	
<b>Pre-Teaching</b>	<u>Christmas traditions, explained   Origins of Christmas</u>	
<b>Presentation</b>	<p><i>1. Worksheet</i> Students worked in groups of 3 and they completed together the worksheet <u>What's Xmas?</u>, answers and ideas were shared with the class.</p> <p>Then, the group should write together a list of common traditions in Colombia that they normally do.</p>	To introduce the main words related to the topic and to focus on listening and pronunciation of them.
<b>Practice</b>	<p>2.The teacher asked. T: <i>How is Christmas celebrated in Colombia? What kind of traditions do we have?</i> The groups shared with the whole class their answers.</p> <p><i>3. Christmas interview:</i> Students were divided into pairs (SA and SB), they were given a questionnaire about Christmas. Through breakout rooms, each student had 5 minutes in which Student A asked the questions to Student B and vice versa.</p>	
<b>Post-Teaching</b>	Feedback	
<b>Follow-up activity</b>	Students created a presentation in which they talked about the most representative	

	things for them in Christmas like traditions, as well as the presents they would like to receive and the wishes for the people they love.	
<b>Extra content</b>	<u>Christmas fun - crossword</u> <u><i>Christmas Vocabulary Memory Game</i></u>	To expand students' vocabulary on the main topic.

### Appendix N: Lesson Plan N°9

Topic	Christmas	
Stage	Procedure/Activities	Pedagogical Justification
<b>Warm-up</b>	<u>Mariah Carey - All I Want for Christmas Is You</u>	
<b>Practice</b>	<i>Role play:</i> Students got into pairs, they imagined they were siblings and they had to choose the perfect present for the youngest sibling. They developed their discussion for 10 minutes.	
<b>Post-Teaching</b>	Feedback	
<b>Wrap-up activity</b>	Students presented their speech about Christmas Gifts and Wishes	

## Appendix O: Diary Summary

Student-Centered Class Observations					
Lesson and Date	Collaborative Strategy	Speaking Activity (Oral production)	Complementary Activities	Remarks	Affective Factors (Students' Reflection)
LP 1 Nov. 9th, 2020	Stump Your Partner (Practice in pairs. small groups and with the whole group) Graded	Asking a challenging question.  Answer to the challenging question through organized ideas but spontaneous statements (freer practice).  Share partners' answers.	Brainstorming through a semi-controlled speaking activity (warm-up).  Completing a shared task in pairs, then shared as a whole group.  Pronunciation practice of words.  Video presentation.  General feedback: Correctness of pronunciation, organization of statements (grammar), clearing up of new vocabulary used during and after the activity.	During the activity: Silence, difficulty to organize ideas and volunteer answers first.  Use of Spanish when forgetting a word.  Students' support among themselves to find the way to say something with the other's knowledge or with internet tools.	Difficulty of the questions and topic.  Feelings of fear and nervous in the new groups of work and the difference of levels at the beginning.  Classmates support and teacher's guidance.  Enjoyment of the activity.  Feeling of activeness.  Internet connection



<p>LP 2 Nov. 13th, 2020</p>	<p>Think/Write , pair and share (Practice on students' own, in pairs and with the whole group) Graded</p>	<p>Thinking about a possible answer to a question and exchange of the information.  Share partners' information.  Presentation of the agreed situation.</p>	<p>Brainstorming through a question based on the previous session.  Guessing a word from the vocabulary of the lesson.  A video message answering to a question. (Flipgrid)  General feedback: Correctness of pronunciation, organization of statements (grammar), clearing up of new vocabulary used during and after the activity.</p>	<p>During the activity: Distraction s and interruptio ns from their sides. (External noise)  Searching and checking of words on their own.  Asking for clarificatio ns and repetitions among them.  Kindness and facility to reach agreement s.  Need of training in technologi cal tools.  Using the students' previous knowledge , it seems they were more self- confidence to be engaged in</p>	<p>At the beginning some students has inhibition and anxiety of making mistakes however, since they had to work with pairs, they felt free to speak despite them.  The felt good in their presentations since they had the time to discuss and organize their ideas with a partner, as well as the time of rehearsal to do it.  Internet connection</p>
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				the oral activity.  Internet connection	
LP 3 <i>Nov. 20th, 2020</i>	Fishbowl debate (Practice in pairs, then as a small group and with the whole group) Graded	Thinking about pros and cons of the topic, then exchange of this information with a pair.  In, groups students organized and discussed ideas to defend their position.  With a whole group, students had to present their arguments.	Guessing game of words and a semi-controlled speaking activity about the lesson.  Asking questions about the topic to the teacher.  A VoiceThread with pictures and explanation of the topic.  General feedback: Correctness of pronunciation, organization of statements (grammar), clearing up of new vocabulary used during and after the activity.	Higher student motivation , participation, excitement , engagement and risk-taking in the activities.  They try to use other words to make themselves understood , some of them even showed pictures.  Commitment with the development of their side, each group wanted to win.  Some of the students that never participate before	Some felt frustration because they were interested in the topic and they wanted to say a lot of things but sometimes they did not know how to express it, however they said they tried to find another way to do it.  Internet connection

				took the risk and did it in a positive way  Internet connection	
LP 4 <i>Nov. 24th, 2020</i>	Pair-Work	Thinking about a place and describing it to the partner.  Together students discussed and compared their places.  Share the comparisons with the class.	Roundtable brainstorming on the question about the topic.  Practice pronunciation of words.  Completing a shared task in pairs, then shared as a whole group.  Interaction through a question (wrap-up)  General feedback: Correctness of pronunciation, organization of statements (grammar), clearing up of new vocabulary used during and after the activity.	Some students had difficulties with the external noise.  Some still felt nervous when the teacher entered to the breakout rooms but other did not even notice it.  Students' interaction and fluency were well perceived, despite they did not know something they were talking naturally.  Internet connection	They felt well with the activity because they had previous knowledge about the topic and interaction was less interrupted.  Internet connection

LP 5 Nov. 27th, 2020	Pair- Discussion (Role play)	After listening to classmates' presentations, students discussed the place they wanted to visit for holidays.  Share their ideas with the whole class.	Interaction through an opening question (warm-up)  Presentation  General feedback: Correctness of pronunciation, organization of statements (grammar), clearing up of new vocabulary used during and after the activity.	More self-confidence to participate in the oral interaction thanks to the previous practice (rehearsal), however some students still feel fear to speak in public as it was noticed in their presentations. (the tone of the voice)  Internet connection	It was interesting because the places where they know for them and they could understand easily what the partner said.  Internet connection
LP 6 Dec. 1st, 2020	Pair- Discussion (Role play)	Students discuss and exchange ideas about the topic.  Share the information with the class.	Interaction through an opening question (warm-up)  General feedback: Correctness of pronunciation, organization of statements (grammar), clearing up of	More self-confidence to speak in English thanks to the peer interaction and the familiarization with the topic	Students' feedback about the session could not be given because the teacher lost the connection.

			new vocabulary used during and after the activity.		
LP 7 Dec. 4th, 2020	Pair- Presentation	Students presented the presentations in pairs.  Each student share with the whole class their partner presentation .	Interaction through an opening question (warm-up)	It was difficult to check student's performance during their presentation since most of them had insufficient connection .  Students found a different way to perform their activities despite the connection (WhatsApp audios) that day3.	No feedback was given due to the time.
LP 8 Dec. 8th, 2020	Pair- Interview (Role play) Graded	Students interview each other.  Share information gathered from the interviews with the class.	Interaction based on a song and an opening question (warm-up)  Completing a shared task in pairs, then shared as a whole group.	Students' engagement about the topic and interaction .	They were excited because most of them enjoy the topic it was talked about.  They did not feel criticize despite they

			Brainstorming ideas about the topic.		were supervised.
LP 5 Dec. 11th, 2020	Pair-Discussion (Role play) Graded	Students rolled play their discussion.  Students shared their agreements with the whole class.	Presentation	It was seen a positive attitude among the students, higher engagement, and commitment for the project (presentation)	Students expressed they felt they had improved their oral production thanks to the experience of working in pairs.

**Appendix P: Five Speaking Class Activities using Collaborative Learning Strategies Scores  
Stump Your Partner Results**

	<b>Range</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Interaction</b>	<b>Coherence</b>	<b>Phonology</b>	<b>TOTAL</b>
S1	0	0	0	0	0	0	0,0
S2	4	4	4	4	3,5	4	3,9
S3	4	4	4	4	4	4	4,0
S4	3	2	2	2	2	2	2,2
S5	3,5	3,5	3,5	3,5	3,5	3,5	3,5
S6	3,5	3,5	3,5	3,5	3,5	3,5	3,5
S7	4	4	3,5	4	4	3,5	3,8
S8	3,5	3,5	3,5	4	4	3,5	3,7
S9	0	0	0	0	0	0	0,0
S10	2	2	2	2	2	2	2,0

**Think/Write - Pair and Results**

	<b>Range</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Interaction</b>	<b>Coherence</b>	<b>Phonology</b>	<b>TOTAL</b>
S1	3	3	3	3	4	4	3,3
S2	4	4	4	5	5	4	4,3
S3	4,5	4	5	5	5	4	4,6
S4	0	0	0	0	0	0	0,0
S5	4	3,5	3	4	5	4	3,9
S6	4	4	4	4	5	4	4,2
S7	4	4	4,5	4,5	5	5	4,5
S8	4	3,5	3,5	4	5	4	4,0
S9	3,5	3,5	3,5	3,5	3,5	4	3,6
S10	2,5	2	2,5	2	2,5	3	2,4

**Fishbowl Debate Results**

	<b>Range</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Interaction</b>	<b>Coherence</b>	<b>Phonology</b>	<b>TOTAL</b>
S1	3,5	3	3	3,5	4,5	4	3,6
S2	4,5	4	5	5	5	4	4,6
S3	4,5	4	5	5	5	4,5	4,7
S4	3	2,5	3,5	4	3,5	4	3,4
S5	4	3,5	3,5	4	5	4	4,0
S6	4,5	4	4	4	5	4	4,3
S7	4	4	4	4	5	4	4,2

S8	4	4	4	4	5	4	4,2
S9	0	0	0	0	0	0	0,0
S10	3,5	3,5	3	3	4	3	3,3

### Pair-Interview Results

	Range	Accuracy	Fluency	Interaction	Coherence	Phonology	TOTAL
S1	3	3	2,5	3	3	2,5	2,8
S2	4,5	4	4,5	5	5	4,5	4,6
S3	4,5	4,5	4,5	5	5	5	4,8
S4	3	3,5	3,5	4	3,5	3,5	3,5
S5	4	4	4,5	5	4,5	4	4,3
S6	4	4	4,5	5	4,5	4	4,3
S7	4	4	4	4,5	4	4,5	4,2
S8	4	4	4,5	4	4	4,5	4,2
S9	4	3,5	4	4	4	4	3,9
S10	3	3,5	3,5	3	3	3,5	3,3

### Pair-Discussion Results

	Range	Accuracy	Fluency	Interaction	Coherence	Phonology	TOTAL
S1	2	2,5	2	2,5	2	3	2,3
S2	5	4,5	5	5	4,5	4,5	4,8
S3	5	4,5	5	5	4,5	5	4,8
S4	3	3,5	3	3,5	4	4	3,5
S5	4,5	4,5	5	5	4,5	4	4,6
S6	4,5	4,5	4,5	5	4	4	4,4
S7	4	4	4	4,5	4	4,5	4,2
S8	4,5	4	4,5	5	4,5	5	4,6
S9	0	0	0	0	0	0	0,0
	3	3,5	3,5	3	3,5	4	3,4