

THE IMPACT OF SPEAKING STRATEGIES WITHIN THEME-BASED
INSTRUCTION ON NINE GRADERS' ORAL SKILLS

CARLOS ALBERTO VILLADA CRUZ

ADVISOR

ZOILA LILIANA GIRALDO MARTÍNEZ

UNIVERSIDAD DE CALDAS

FACULTAD DE ARTES Y HUMANIDADES

MAESTRÍA EN DIDÁCTICA DEL INGLÉS

MANIZALES- COLOMBIA

2022

THE IMPACT OF SPEAKING STRATEGIES WITHIN THEME-BASED
INSTRUCTION ON NINE GRADERS' ORAL SKILLS

Carlos Alberto Villada Cruz

The thesis is presented as partial fulfillment of the requirements to obtain the degree of
M.A in English Didactics

Advisor

Zoila Liliana Giraldo Martínez

UNIVERSITY OF CALDAS
ARTS AND HUMANITIES FACULTY
MASTER IN ENGLISH DIDACTICS

MANIZALES

2022

Abstract

This research project analyzed the impact of speaking strategies under Theme-based Instruction on nine graders' speaking abilities. This Action Research study conducted at a Colombian rural school in Anserma, Caldas, initially revealed difficulties in students' speaking through a teacher-researcher journal, a non-participant observer form, a students' survey, and a diagnostic test. Additionally, the observations showed high speaking anxiety levels before, while, and after carrying out communicative tasks. Thus, speaking strategies were implemented using themes related to the environment and globalization to assess their impact on students' oral fluency, pronunciation, interaction, and speaking anxiety. The findings reported improved speaking abilities, a general reduction of speaking anxiety, and student-generated learning strategies accompanied by environmental awareness. As a result, the researcher came to the conclusion that speaking strategies under TBI are beneficial for oral production, strategic, and content competence development.

Keywords: anxiety, speaking strategies, speaking skills, TBI,

Table of Contents

Introduction.....	8
1. Research Problem.....	10
1.1 Rationale	10
1.2 Description of the context and setting	11
1.2.1 International Context.....	11
1.2.2 Colombian Context	12
1.2.3 Local Context.....	14
1.3 Statement of the problem.....	17
1.4 Research Question and Objectives.....	18
1.4.1 Research question	18
1.4.2 Research objectives.....	18
1.4.2.1 General objective.....	18
1.4.2.2 Specific objectives.....	18
2 Literature Review	19
2.1 Theoretical framework.....	19
2.1.1 Speaking.....	19
2.1.2 Elements of speaking	20
2.1.3 Speaking Events.....	21
2.1.4 Developing speaking skills in second language learning	21

2.1.5 The affective domain and speaking anxiety.....	22
2.1.6 Speaking strategies.....	23
Prepared talks	24
Recognizing and using formulas and patterns.....	25
Using learner training to encourage negotiation	25
Promoting pragmatic ability.....	25
Pronunciation strategies	26
2.2 Content-Based Instruction	26
2.2.1 Principles and features of CBI.....	27
2.2.2 CBI Models.....	28
Immersion, Sheltered, and Adjunct Model Courses	29
Theme-based Instruction.....	30
The role of the teacher in TBI.....	30
2.3 Previous studies	31
3. Research Methodology	35
3.1 Type of Study.....	35
3.2 Participants.....	36
3.3 Data collection instruments and procedures	37
3.3.1 Observation	37
3.3.2 Questionnaires.....	38

3.3.3 Video recording.....	38
3.3.4 Language proficiency tests.....	39
4. Stages of the Study	42
4.1 Diagnostic stage	42
4.2 Instructional Design	45
4.3 Action Stage.....	46
Workshop 1: Colombia a Country of Wonders.....	46
Workshop 2: What’s Your Water Consumption?	50
Workshop 3: Natural Resources.....	54
Workshop 4: The Fantastic Three Rs: Reduce, Reuse, and Recycle	57
Workshop 5: Three Countries	61
Workshop 6: World Cities.....	66
4.4 Evaluation Stage	69
Analysis of Workshop 1	70
Analysis of Workshop 2.....	75
Analysis of Workshop 3.....	79
Analysis of Workshop 4.....	83
Analysis of Workshop 5.....	87
Analysis of Workshop 6.....	92
Overall workshops results	96

Diagnostic and final test results	97
5. Findings	100
6. Conclusions, Pedagogical Implications, and Limitations.....	106
References	110
Appendices.....	119

Introduction

Twenty-first-century education calls for the development of skills that empower learners to keep up with the global, social, economic, and academic dynamics. Under this context, Colombian schools' curricula need to include abilities such as effective communication, inventive thinking, and digital-age literacy (Fandiño, 2013). Language teachers can contribute to this educational shift by incorporating approaches that integrate relevant academic content into the language class. This study intends to contribute to the transition to content models in language learning by analyzing the impact of speaking strategies under Theme-based Instruction on students' oral skills.

This action research study took place at a rural school belonging to the Colombian public sector. Eighteen ninth graders were selected by convenience sampling (Mackey & Gass, 2015) as they were the largest group in the school and represented a significant sample. Firstly, data were collected for four months through a teacher-researcher journal, a non-participant checklist, and a questionnaire to identify an area of intervention. The triangulation of data indicated the motivation to carry out language tasks was usually hindered by issues in oral production, particularly fluency, pronunciation, and interaction were the weakest aspects among them, along with high levels of speaking anxiety. All of this was confirmed by a diagnostic test that showed lower performance in speaking compared to listening, reading, and writing

Considering not only the speaking problems but also the current education trends, TBI was the approach selected to implement speaking strategies aiming at developing language abilities while cultivating care for the environment and global awareness taking their rural context as a starting point. Consequently, six workshops containing speaking

strategies, themes related to natural resources, and globalization were implemented during the action stage (seven months). Their impact on speaking and the affective domain was monitored through the same instruments of the first stage, with specific adjustments to focus on the study variables and the addition of transcripts to have a detailed view of learners' utterances and how they used the strategies. The information was coded inductively from workshop 1 (Seliger & Shohamy, 2003), and the categories that emerged were triangulated and used to analyze the rest of the data in the remaining workshops.

The evaluation of the data revealed that during and after the application of the workshops, students' fluency enhanced as their average sentences increased in naturalness and number of words. Additionally, pronunciation issues diminished, making their messages easier to understand, which also facilitated the occurrence of interactional situations as students could understand better their interlocutor. All of these improvements in speaking were favored when students employed speaking strategies (e.g., prepared talks, gaining time, negotiation, using different intonation patterns, and shadow speaking) to content tasks (e.g., presenting graphs, completing mind maps, open discussions). It was also found that students used memory, cognitive, compensation, and social strategies (Oxford, 1990) that were not explicitly taught, for instance, using L1 to support L2, using visual aids, coining, asking questions, and cooperating. Finally, the researcher encountered that anxiety levels varied according to the nature of the speaking task (controlled, semi-controlled, and free) and how students approach them (in small groups or in front of the class). The study concludes that TBI favors the effective use of speaking strategies, with promising results in oral production and citizenship competencies.

1. Research Problem

1.1 Rationale

The purpose of this action research study is to discover the impact of speaking strategies under Theme-based Instruction on the oral fluency, pronunciation, interaction, and speaking anxiety of ninth-graders at a rural school. This research contributes to the EFL field as it responds to the current research trends. Additionally, it provides English teachers with insight to integrate language and content according to institutional and global needs. Finally, the data and findings of this investigation can help more teacher-researchers explore the development of communicative and learning strategies in their students.

According to Clavijo (2015), there is a shift from the instructional to the educational model in the teaching of English as a foreign language (TEFL). Such a change entails moving from focusing on grammar and rote learning to a functional and critical view of language teaching. Thus, communication in the classroom becomes the focus as it is the means to share concepts, experiences, and opinions. This study responds to this formative notion as its purpose is to implement speaking strategies under Content and Language Integrated Learning (CLIL) approaches (McDougald, 2015), which integrate content and language that relate to international and local needs. As a result, students can develop language, cognitive, and cultural skills at the same time.

This study contributes to the academic growth of the participants as they can become more aware of the importance of English to talk about concrete and abstract concepts around them by employing interaction. This view harmonizes with Brown's perception of language learning: "Foreign language learning is viewed not just as a

potentially predictable process but also as the creation of meaning through interpersonal negotiation”(Brown, 2007, p. 218). Similarly, other learners of public schools can benefit from the findings in this research if their teachers adapt the content and strategies to their setting according to the resources available. On a bigger scale, teachers can make changes to their syllabus so specific content can be included to meet the communicative and academic demands of the context. Although this study focuses on speaking ability, it can be implemented with strategies in other language skills to achieve skill integration (Harmer, 2007).

Regarding teaching practices, the data emerging from this research will be beneficial for teachers who seek ways to implement the *Proyectos Transversales de Ley* (Classroom compulsory projects) naturally and smoothly. Besides, it will be advantageous for institutions looking for soft models of CLIL, which are about to start implementing it. Rural schools under the Escuela Nueva (MEN, 2010) model can benefit from this project by seeing examples of how their methodological structure can cope with current ELT approaches. Additionally, teachers interested in instruments to monitor anxiety to lower the affective filter (Krashen, 1981) might obtain relevant insights from this research. Finally, this study intends to enrich the EFL skills research line of the Master’s Program in English Didactics by adding new perspectives of teaching speaking strategies considering previous studies in the program.

1.2 Description of the context and setting

1.2.1 International context

English is the most taught foreign language worldwide, making it a global language (Pinner, 2016). Although Pinner (2016) describes the English phenomenon in terms of

language education, it is present as fundamental for business, education, and entertainment worldwide. Consequently, its spread in terms of language users, influence in society, and technology is unstoppable. The fact that “380 million people speak English as an international language” (Gunantar, 2016, p. 141) supports this view. As a global language, English has adopted the cultural shape of its home country, allowing different “Englishes” to appear in inner, outer, and expanding circles (Gunnel & Philp, 2013). Besides, the role of English as a second and foreign language is fundamental in the education field (Rao, 2019). This means that teachers, students, and researchers use English as the principal vehicle to share new knowledge. Thus, teachers around the world look for strategies to foster language learning so that more people can access information.

1.2.2 Colombian context

In Colombia, English is the foreign language taught in public institutions and most private schools as part of a globalization policy (Macías, 2010). Since the Colombian government has strengthened the teaching of English in the country in the last decade (Moreno & Pajaro, 2018), the Plan Nacional de Bilingüismo (*National Bilingualism Program*) emerged as a national policy and benchmark for the EFL teaching and learning process. This policy intended to ameliorate the quality of the EFL teaching-learning process in the three levels of Colombian education: primary (preschool to fifth grade); basic (sixth to ninth grade); and media (tenth to eleventh grade). Two of the plan’s goals were to train teachers in language and pedagogy and supply up-to-date material for public institutions. As part of this policy, the *Programa Colombia Bilingüe (Colombia Bilingual Program)* (MEN, 2014) provided schools with material for English Language teaching based on the Common European Framework of Reference for Languages or

CEFRL (Council of Europe, 2001). For instance, The Basic Competency Standards in Foreign Language (MEN 2006). This document outlines the language goals and skills for all students of public institutions according to their cycles (1°- 3°; 4°-5°; 6°-7°; 8°-9°; and 10°-11°) with the purpose of achieving B1 level at the end of the school period. After the standards, The Basic Learning Rights (MEN 2016a) were introduced to specify the minimum language abilities required for each grade in Colombia in the four skills so that teachers could plan their lessons with a clear purpose. Additionally, the ministry of education released the Suggested Curriculum (MEN 2016c) to present clear pedagogical guidelines for all Colombian English teachers. Such a document proposed an organization to the English curriculum based on transversality (Moreno & Pajaro, 2018), which consisted of integrating content into the language class. The transversal axes suggested were: Environment, Health, Construction of citizenship, and Globalization, which are compulsory projects established in the Colombian General Education Law (Congress, 1994). Two series of textbooks were designed to complement national policies: The English Please (MEN 2016a) and The Way to Go (MEN 2016c). These textbooks made for secondary students, integrate one transversal topic for each of the forty weeks in which the Colombian school year is divided. To go through the topic axes by integrating language and content, the textbooks suggest the application of EFL approaches such as Task-based Learning and Project-based Learning. Despite the effort to develop these local materials, Colombia's Very well Program (MEN 2017) exposed negative results in the national territory. For instance, 54% of students performed as if they had never been in contact with the target language. Currently, the program contemplates improving the English abilities of students so that they can apply them in academic and professional settings. As a result, it expects that by 2025 50% of Colombian learners will have achieved a B1 level (MEN

2017), which means that English is regarded as an essential element to contribute the society growth. Consequently, exposing students to the target language and providing opportunities to communicate is one of the priorities in the Colombian ELT community at the institutional and governmental levels. Finally, in terms of methods, communicative language teaching is the prevailing way to teach in our country in the last decade (Macías, 2010).

1.2.3 Local context

The following context section describes relevant elements to help the readers picture the geographical, social, and cultural features of the place where the research took place.

1.2.3.1 Municipality. This study materialized at a rural public school in Anserma, Caldas. This town is located in the western part of the department. Founded in 1539, it receives the nickname of Caldas' grandmother. The main economic activities of this 34.000-inhabitant town are coffee and plantain production; thus, it has a high countryside population and a culture of hard work. Tourist activities in the town include visits to coffee farms and birdwatching. There are 11 public schools, of which seven locate in rural areas and there is only one private school.

1.2.3.2 Institution. Institución Educativa Caldense (pseudonym employed for ethical reasons) is one of the seven public rural schools in Anserma. It offers educational services from preschool to eleventh grade. The institution has two main premises: elementary and secondary. It is 30 minutes from the town by motorcycle or 45 minutes by four-wheel drive car. In terms of classrooms, there is one for each subject. Every classroom has trapezoidal tables with three chairs to work in groups. As the school's focus is Science, there are some projects in which teachers incorporate environmental topics into their subject matter. The

academic coordinator checks the planning every two weeks and there is the freedom to adapt the lessons as the teacher considers necessary. The assessment system follows the 1290 national decree (MEN 2009), in which summative and formative evaluation are fundamental, including self-assessment, peer assessment, and teacher assessment. Students' performance follows a 1-5 scale complemented by four descriptors: Superior, High, Basic and low. Finally, the academic year consists of four periods of ten weeks, with four weekly hours of English.

1.2.3.3 Student population. The school has 100 students from first to eleventh grade. Most of them come from rural areas, and their age ranges between 12 and 17 years old. As learners, they are receptive and open to any task proposed by the teacher. Nonetheless, they do not achieve high results in standardized language tests such as the ICFES (usually -A1/A1). Students are very respectful and there are no disruptive behaviors among them. They enjoy activities that relate to their lives or context, especially if they can work collaboratively. They come from low-income families; hence, they do little extracurricular activities (including homework) because they work in the harvest or do house chores after class. Some of their parents did not attend formal education. Although they live in the countryside, their interests resemble town teenagers: motorcycle stunts, social media, relationships, and soccer. However, they are more concerned about environmental issues as their source of income comes from farming activities.

1.2.3.4 EFL Class. Like all Colombian institutions, the school's English curriculum considers the referent documents from the Ministry of Education covering preschool to 11th grade. Besides, it includes the competencies expected in listening, speaking, reading, and writing along with the BLR. The institution follows the Escuela Nueva Model (MEN

2010), a flexible education system for students in rural areas. Sometimes students' take lessons from home to continue their learning process during the coffee harvest periods. As a result, the model offers the possibility of working at a different pace and setting different objectives and schedules according to the students' needs. In the classroom, the model contemplates the social construction of knowledge, the promotion of teacher-student interaction, and the consideration of different learning styles. Thus, it promotes active learning by centering the learning process on students based on a constructivist view, which means that prior knowledge and scaffolding play an important role (Corzo & Lopera, 2016). The Comité de Cafeteros (*Coffee Committee*) provides English textbooks for the 10th and 11th grades. However, the EFL materials used for all classes are Way to Go 6°, 7°, 8°, and some activities from the English Please books, which the teacher adapts to the Escuela Nueva methodological six steps as follows:

- A Experience. (previous knowledge)
- B Scientific Foundation (theory/ language input)
- C Guided Practice (controlled and semi-controlled activities)
- D Application (contextualized practice. Semi-controlled and free activities)
- E Complementation (additional or complementary activities and resources)

Along with the previous steps, the model gives students leading roles to carry out the lessons. For instance, the time-controller, monitor, and speaker. They also have school elections and receive courses on applying technical principles to their agricultural practices.

A big "Welcome" poster on the classroom door receives learners into the English lab, which its maximum capacity is 21 students. Students often complain because it is small and hot. Last year, the school provided two fans to make it fresher. The classroom has a

television, bilingual dictionaries, speakers, flashcards, a whiteboard, chairs, tables, and a few printed versions of the Way to Go Students' Books. Students with smartphones have the digital version to guarantee access to the material. Since the book is not mandatory, the teacher can include as many additional resources as the lesson require. Sometimes, students work with teacher-made material as well. Electricity service is constant; nevertheless, there is no internet connection or decent cell phone signal. However, there is a computer lab with 22 available and functional laptops. Finally, there is only one English teacher for secondary.

1.3 Statement of the problem

During the diagnostic stage of the study, speaking appeared to be the most prevalent issue in the learners. A teacher's journal, a non-participant observer form, a survey, and a diagnostic test helped the researcher to identify the problem. The data pointed out difficulties in fluency, pronunciation, lack of interaction, and high levels of speaking anxiety.

Firstly, the observations in the teacher-researcher journal and the non-participant observer were relevant to determine that students used L1 in situations where they needed to use the target language, when they were talking to their class or when the teacher asked them to talk. The main reasons were pronunciation and fluency problems. Concerning speaking anxiety, the journal entries pictured it through gestures such as face-covering and body-shaking when performing speaking tasks. Learners corroborated this with their answers and comments in the survey, where they placed speaking as the skill in which they performed the lowest. They also stated that they felt stressed when communicating in English because of the pronunciation of some words.

Finally, to provide more objectivity to the previous perceptions, students took a diagnostic test in listening, speaking, reading, and writing. The results indicated lower performance in speaking compared to the other three skills. The transcripts of the interviews revealed a lack of fluency, pronunciation problems, and a lack of ability to interact due to comprehension issues. As a result, some students could not convey a complete sentence. The interview seemed to cause stress as they expressed being nervous even though the task did not represent a grade.

1.4 Research Question and Objectives

1.4.1 Research question

What is the impact of speaking strategies within TBI on the speaking skills of ninth-graders in a public rural school?

1.4.2 Research objectives

1.4.2.1 General objective

To determine the impact of speaking strategies amid TBI on the speaking skills of ninth-graders.

1.4.2.2 Specific objectives

- To examine the effect of speaking strategies following TBI on students' oral fluency and pronunciation.
- To analyze the influence of speaking strategies and TBI activities on students' interactional abilities.
- To establish how speaking strategies under TBI impact students' speaking anxiety.

2 Literature Review

The following section elucidates the theoretical foundations behind the study to provide a deeper understanding of the research topic. Firstly, it intends to define speaking along with its components. More attention is given to fluency, pronunciation, and interaction as they are the variables analyzed in the study. Then, the concepts of speaking skills and strategies are deconstructed based on the literature, showing how speaking strategies contribute to language learning. As closure for the speaking passage, speaking anxiety is described as an obstacle to progress in speaking skills. The second section is devoted to CLIL, focusing on TBI and how this approach can contribute to language learning. Finally, studies related to speaking and CBI demonstrate the relevance of this project and the need to continue researching how content and language work together.

2.1 Theoretical framework

2.1.1 Speaking

Authors such as Brown (2007) and Burns and Joyce (1997) define speaking as an interactive process that leads to meaning construction. This process is carried out by creating, obtaining, and processing information. According to Chaney (1998), individuals use verbal and non-verbal symbols to carry out this exchange, which leads the speakers to use words, sounds, and body language to convey a message. Apart from the linguistic and paralinguistic features, the context of the utterance contributes to understanding the information, which is what Hymes (1967), as cited in Canale and Swain (1980, p. 15) posed as “ethnography of speaking,” a system of social values that provide meaning to a message such as a formal and informal register. Other authors regard speaking as a less complex and more mechanical system. For instance, Widdowson (1996) considers that speaking is a

manifestation of behavior through a physical medium or channel. Although oral communication entails the use of the vocal apparatus to pronounce phonemes, Harmer (2007) states that language learners should be able to speak in a different range of situations or speaking events, which can be interactive (conversation) or non-interactive (monologues). Whatever speaking events occur, a variety of elements have a direct or indirect influence on their success; thus, it is relevant to define them and explain strategies to improve them.

2.1.2 Elements of speaking

Accuracy. It is defined as the ability to produce grammatically correct sentences (Rishi, 2014). This is confirmed by Brown (2001), who states that accuracy deals not only with grammar but also with clear, articulate, and phonetically correct speech. Finally, Nunan (2003, p. 55) affirms that “accuracy is the extent to which students’ speeches match what people actually say when they use the target language”

Fluency. It refers to the extent to which the speaker's speech sounds confident and quick, with few hesitations or unnatural pauses (Zyoud, 2016). This means that a fluent discourse feels natural and their utterances are smooth thanks to the continuity, intonation, and range. Besides, the CEFRL (Council of Europe, 2001) describes C1 fluency as the ability to express orally with almost no effort, with hesitation occurrences when the subject of conversation is difficult. For other levels, the speed of utterances may vary, which is defined by Brown (2001, p. 257) as the *rate of delivery*. Fluency can be seen as part of the speaking skills as proposed by Lestari (2019) who outlines that speakers need to develop language knowledge and skills to deliver the appropriate length and frequencies of words in real-time conversations distributing silent pauses and fillers when necessary.

Pronunciation. Broadly seen, pronunciation refers to the production of language sounds that follows codes and convey meaning in context (Handayani, 2017). The second aspect of this definition is relevant to current views of pronunciation, which place emphasis not only on building the learner's articulatory system but also recognizes stress, rhythm, and intonation as essential elements in the discourse (Brown, 2007). In this study, prior importance is given to these supra-segmental aspects of pronunciation as they relate more to fluency.

2.1.3 Speaking events

Thornbury (2005) establishes six speaking events according to their purpose, participation, and planning. First, if the goal of the conversation is to convey information to obtain benefits it is *transactional*. In contrast, when the utterances lead to building and maintaining social relationships, they are more *interactional*. Secondly, based on the number of speakers and the possibility to reply, speech can be *interactive* or *non-interactive*. Finally, speaking events are *planned* when preparation plays an important role, for instance, in a lecture. Contrarily, unplanned conversations occur spontaneously such as talking to a friend we come across in the school hall. Harmer (2007) denotes six variables that influence language choice in any event: setting, participants, gender, channel, topic, and tone. Each element governs the degree of politeness, the complexity of language, and the changes in the intonation speakers use in their utterances.

2.1.4 Developing speaking skills in second language learning

Communicating in a second language is a task in which speakers use a variety of verbal, nonverbal, and para-verbal elements to transmit and receive messages. (Castro & López, 2014). For speaking, Thornbury (2005, p. 5) highlights some of the abilities learners

need by stating that “speaking is interactive and requires the ability to co-operate in the management of speaking turns”. He also points out how challenging speaking is since it usually takes place in real-time where there is no time to plan the discourse. Besides, oral communication becomes harder as listening skills are required in a conversation. This is why Brown (2001) proposed 17 micro-skills for oral communication:

Produce chunks of language, produce different phonemes, produce English stress patterns, produce reduced forms, use an adequate number of words, produce fluent speech at different rates of delivery, monitor your oral production, use grammatical structures, produce speech in natural constituents, express meaning in different grammatical forms, use cohesive devices, accomplish communicative functions, use appropriate registers, link ideas, use body language, and develop and use a battery of speaking strategies. (pp 257-258)

As a complement to these skills, Harmer (2007) adds the ability to interact with a certain audience as a sub-skill to be considered in speaking proficiency. Learners can be assessed in how they address the public when giving presentations or speeches for which explicit teaching in speaking strategies needs to occur in the EFL classroom. Nevertheless, according to Brown (2007), in addition to language features, learners possess particularities that affect their process of speaking in a second language: native language, age, exposure, innate, and language ego, which relate to the affective domain.

2.1.5 The affective domain and speaking anxiety

In his Second Language Acquisition Theory, Krashen (1982) refers to the *Affective Filter Hypothesis* as the reason why some learners who were exposed to comprehensive input were not able to acquire language skills due to anxiety. This implies that teachers

should design low-anxiety situations in which students' self-esteem is not at risk. This concept fits into Brown's (2001) *Affective Principles* of language ego, self-confidence, and risk-taking, all of which influence how students perform orally. The language ego corresponds to a new personality and mindset learners develop when they engage in language learning, this new persona is more fragile than the one coming from the mother tongue. Secondly, self-confidence refers to the level of assurance one has regarding language achievements, this can be high or low for certain tasks and the skills required. Finally, the risk-taking principle suggests that language learners should be encouraged to produce language that is a little beyond their comfort without punishing mistakes or breakdowns in communication. Although the affective domain relates to the whole language learning process, speaking tends to be the skill that most disturbs students' emotions and performance. Horwitz et al (1986) define anxiety as the feeling of nervousness and preoccupation when facing a language task. Some of its signs can be avoiding speaking, lack of preparation, squirming, touching your hair, clothes, and objects; having headaches, sweating, and masking behaviors. This author also demonstrates how speaking anxiety causes poor performance in learners not only due to poor language but also to teaching practices (Horwitz, 2001), which leads to think what speaking strategies and classroom practices tackle both linguistic and emotional aspects.

2.1.6 Speaking strategies

According to Oxford (1990, p. 1), "Learning strategies are steps taken by students to enhance their own learning". She also underlines how important strategies are in language learning to develop communicative competence, which leads to higher proficiency and increased self-esteem among learners. Richards (2006, p. 3) lists the four foundations of

Communicative Competence (CC), which should be considered when implementing speaking strategies:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants
- Knowing how to produce and understand different types of texts
- Knowing how to maintain communication despite having limitations in one's language knowledge

Besides these principles, he summarizes how in the last decades the view of how language learners learn a language has centered on aspects such as purposeful interaction, collaboration, trying different ways of expressing ideas, and meaning construction through negotiation. The speaking strategies implemented in this study follow this perception of language learning focusing on the development of speaking skills, more precisely fluency, pronunciation, and interaction.

Prepared talks

This strategy consists of preparing a speech about a topic that students are familiar with. Nation and Newton (2014) state that this strategy allows learners to organize their ideas effectively, which can potentially increase their confidence. Besides, they point out how learners who are given time to rehearse can access their implicit and explicit language knowledge, producing high-quality speaking. This strategy can fall into Oxford's (1990) *Compensation Strategies* since she affirms that selecting a topic can help students overcome limitations in speaking. Two more features were considered in the application of prepared talks for this study: firstly, students could use keywords and visual aids to provide

support. Secondly, they prepared questions for their classmates at the end to encourage interaction.

Recognizing and using formulas and patterns

As part of the *Cognitive Strategies* (Oxford, 1990), identifying and using formulas in the target language can bring positive results in students' comprehension and production, abilities required to succeed in interactional situations. She defines formulas as fixed expressions with communicative purposes, different from patterns, which have alternatives to fill in. This strategy was considered for the study because it regards language from its functions instead of looking at structure, which targets fluency. When exposing the learners to key expressions to use, Harmer (2007) suggests that speaking activities should be planned and given time to learners to get familiar with how key language is used in context.

Using learner training to encourage negotiation

Learners need to know the language features required for negotiation to develop this competence (Nation & Newton, 2014). This means that negotiation can be explicitly taught through functional communication activities (Littlewood, 1981) which require language to complete an information gap or a problem-solving task together. To achieve interactional skills through negotiation, students can perform activities in which they use their language resources to obtain information, for instance, information-gap and jigsaw tasks.

Promoting pragmatic ability

Cohen (2008) defines the social functions in speaking (apologizing, complaining, making invitations and requests) as *speech acts*. The language functions underlying such acts are necessary to develop communicative competence; thus, he proposes speech act speaking strategies as a means to allow students to identify how social functions work and

be able to use them in the right context. In his taxonomy, the author exemplifies variables to be considered by learners such as valuing the frequency of the speech act, how native speakers use them, and engaging in real or imaginary situations that deal with the acts, for instance, a roleplay. This pragmatic view fits into Richards' (2006) fluency principles that reflect the natural use of language in context.

Pronunciation strategies

According to Brown (2007) stress, rhythm, and intonation are the most important features of English pronunciation. Thus, he suggests specific techniques to help students improve their speaking skills by having clear pronunciation (not necessarily accent-free). For instance, listening and pausing between phrases and clauses, listening for pitch changes, and identifying rising and falling pitches. By applying these strategies, learners can not only foster pronunciation as an isolated skill but rather as part of the overall speaking ability, including fluency. Another technique that can bring positive results to speaking is *Shadowing* (Hoadjli & Manseur, 2016). It consists of imitating word-by-word or phrase-by-phrase the exact speaking pattern after listening to the target material several times, which helps students vocalize and eventually become more fluent.

2.2 Content-Based Instruction

According to Richards (2006), Content-based instruction (CBI) is a process-based methodology that fits into Communicative language teaching, taking a different path to achieve communicative goals by creating particular classroom techniques to facilitate language and content learning. Authors such as Richards and Rogers (2014) place CBI at the level of other CLT spin-off approaches such as cooperative language learning and task-based teaching, which gives this approach high status in the ESL and EFL field. Brinton et

al. (2003) provide a concrete concept of CBI by regarding it as the integration of content and language. Grabe and Stoller (1997) state that CBI is supported by Krashen's input hypothesis (1981), which claims that comprehensible input fosters language acquisition. Therefore, CBI's receptive language derives from the subject matter (Vergara et al., 2016) and language becomes not only the goal but the vehicle to achieve academic goals in different subjects. Dueñas (2014, p. 75) qualifies content as "some kind of subject matter related to students' own academic curriculum...", which includes subjects such as math, History, Science, or any other academic subject at different levels. Besides input and content, in CBI, students are encouraged to produce language that suits the content (Dueñas, 2014), which reinforces Swain's view (1985) that explains how communicative competence can develop when learners use the target language productively.

2.2.1 Principles and features of CBI

One of the language teaching principles in CBI is contextualized utterances instead of single sentences seen in context (Arulselvi, 2016). Richards and Rogers (2014) present two CBI principles: (1) People can learn a second language more successfully when they use it to obtain information rather than as an end; 2) CBI better responds to students' needs in language learning using L2 purposefully. These two foundations should be integrated into the design of any CBI course in hard or soft versions depending on the emphasis. Other general features of CIB, according to field experts (Cenoz et al., 2014; Curtain & Haas, 1995; Grabe & Stoller, 1997; Leaver & Stryker, 1993; Met, 1999; Richards, 2006), include:

- CBI fosters motivation among students as they are engaged in meaningful contexts.
- The organization of content by contents facilitates curricular coherence and improves long-term memory thanks to the spiral presentation of topics.

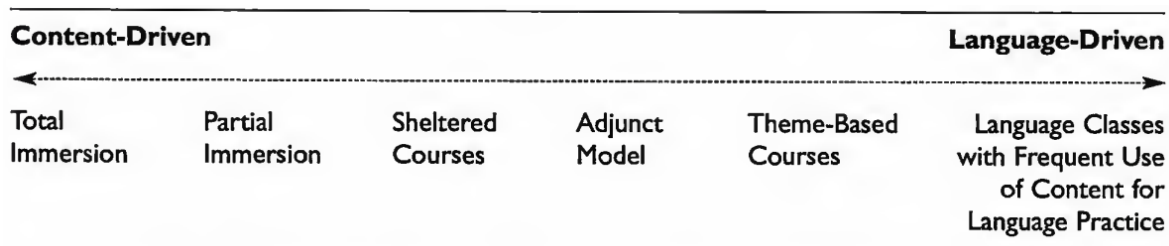
- Meaningful tasks in CBI can develop language and content equally.
- Students' needs are considered in CBI models, allowing them to respond to several cognitive tasks using LOTS and HOTS as they progress.
- The comprehensible input students receive in the shape of content fosters language learning.
- The focus on meaning and form emerges naturally in CBI, favoring accuracy and fluency.
- Students who work in CBI are more likely to negotiate authentically using the target language and creating meaning.
- Different language teaching approaches can fit into the CBI model (Task-based Learning, Project-Based Learning, Cooperative learning, etc.)
- The language functions and the integration of language skills (reading, writing, listening, and speaking) are promoted in CBI as the content tasks require Communicative Competence.

2.2.2 CBI Models

Villalobos (2014) reviews the different CBI modes, which place more or less importance on content and language according to their purpose and particularities. These are Theme-based Instruction, Shelter Content Instruction, Adjunct Instruction, and Sustained Content Language Teaching. Some models are more frequent in a Second Language environment, whereas others appear more in Foreign Language contexts (Dueñas, 2014). The language and content scope given to each model are illustrated by Snow (2001), who based it on a CBI continuum by Met (1999, p. 7), as shown in figure 1.

Figure 1:

Content-Based Language Teaching. A Continuum of Content and Language Integration. (Met, 1999)



Immersion, Sheltered, and Adjunct Model Courses

In immersion courses, the curricular content is completely taught in the target language as a regular L1 class in primary, secondary, or college. Courses where the amount of instruction in L2 is about 50%, become partial immersion classes. For instance, Dueñas (2014) reports how these courses take place in Canada and US, where children in contact with at least two languages have become functionally bilingual. However, to start a CBI program is advisable to commence with soft CBI to create a harmonic transition; thus, this model would be suitable for institutions with CBI or CLIL experience (McDougald, 2015). Similarly, in Sheltered Courses, leading the students to understand the content is the main goal (Villalobos, 2014). In this case, students who have not mastered the target language are separated from native speakers and are assigned a content teacher who adapts the subject matter to their language needs. As a result, the language strategies' purpose is to make content more approachable, favoring content learning rather than language learning (Dueñas, 2014). Finally, the Adjunct Models of CBI consist of complimentary courses (Richards & Rogers, 2014), one focused and content and the other on language. Nevertheless, adjunct models are more content-driven as the language course only focuses on language to improve the performance in the content seminars.

Theme-based Instruction

In Theme-based instruction (TBI), topics or themes that suit real needs are selected to extract content and language learning (Brinton et al. 2001). TBI is a more language-driven model, making it the most practiced CBI model in ESL and EFL (Dueñas, 2014). Furthermore, Cameron (2001) states that TBI favors language learning as the topics are connected to the academic or local context that require diverse linguistic skills. Since TBI is a softer version of CBI, the content is flexible and can respond to different language levels, making it suitable for academic or language courses. Similarly, Velasquez-Hoyos (2021, p. 100) claims that TBI "provides realistic and motivating uses of the language with meaning and purpose as learners learn content that they can use in their real lives." From the affective domain perspective, students' attitudes toward learning can change thanks to this model. Vergara et al. (2016) declare that TBI can increase motivation and self-confidence as students are learning topics in addition to the language. On the other hand, Villalobos (2014) presents a new TBI variation called Sustained-content Language Teaching, whose main difference is that the themes or topics do not vary during the course.

The role of the teacher in TBI

As in all CBI models, the role of the teacher is to act as a facilitator (Richards, 2006) who regards students as the protagonist who can explore language and content by themselves; however, when guidance is required, the teacher must be available to provide language or content support. Some principles teachers should follow when implementing TBI are reviewed by Arulselvi (2016) based on four standards by the CBI pioneers Stryker and Leaver (1993). These foundations of teachers are: (1) They must have knowledge of the subject matter and be able to teach it; 2) Teachers should select authentic material that

fits language and content needs; (3) The TBI must be a learner-centered environment. (4) Teachers are responsible for making lessons contextualized and scaffolding language and content for learners.

By following these fundamentals, students are encouraged to explore the academic world and increase their intrinsic motivation (Brown, 2001) as they need to use the language while activating more dynamic knowledge. Nevertheless, this author highlights challenges teachers face when selecting materials and the need for teaching training, especially language teachers who may not be knowledgeable in content. As rural schools in Colombia may not have suitable CBI material, it would be advisable to search for ways to cater to this need. Another issue teachers deal with is pointed out by Richards (2001), who expounds on how they must decide whether the assessment will be based on language, content, or both. Regarding this dichotomy, the rubrics in this study emphasize speaking with a small section devoted to content, which is coherent with a language-driven TBI model.

2.3 Previous studies

This section compiles six studies that reveal the impact of CBI on different aspects of language learning, such as receptive and productive skills. The selection includes International, Latin American, and Colombian papers, which reaffirms that CBI and Theme-based instruction are current trends in the ESL and EFL field in various academic domains thanks to the features already outlined in the theoretical framework.

In an action research study, Mahsar (2020) examined the influence of Content-Based Instruction on the speaking skills of second-semester university students who were enrolled in a Tourism Department course. The study tried to find if CBI could improve

students' speaking skills and illustrate the teaching-learning situations surrounding this model. Two cycles of four sessions each where speaking strategies were applied using CBI focusing on tourism. The data collected through interviews, observations, and questionnaires reported that this model had a positive impact on students' speaking ability in fluency, accuracy, pronunciation, and interaction skills. The study claimed that CBI also improved the classroom atmosphere as students were more motivated to speak.

Besides speaking, Lai and Aksornjarung (2017) analyzed its integration with another skill under a CBI model. In this study, eighty-one Thai students' listening and speaking abilities were tested after a series of lessons using communicative tasks such as discussions, talks, and projects with language and content goals. A mix-methods approach was employed by combining qualitative data from observations and quantitative data from a pre and post-test gathered for a semester. The results showed a remarkable increase in listening and speaking performance, especially among students who had obtained the lowest scores in the pre-test. The authors also found lower speaking anxiety in the course since they changed the focus of the class to the expression of ideas instead of language features.

Closing the CBI section, Jaramillo (2014) conducted a study that aimed at establishing the link between content related to learners' background and vocabulary acquisition. The author opted for an exploratory-qualitative-statistical design to evaluate a set of teacher-made materials consisting of reading passages about holidays in Ecuador. Along with the reading, the lessons contained strategies for vocabulary acquisition whose impact was measured through questionnaires, surveys, and vocabulary tests applied to 23 ten graders of a private school. The findings pointed out that students felt comfortable

talking about their home culture even having limited knowledge of this topic. Additionally, the author highlighted a need for explicit vocabulary learning strategies in an EFL setting.

Regarding Theme-based instruction, Waluyo (2019) studied the extent to which TBI fosters Communicative Competence when combined with Task-based language teaching. This classroom-based research with a quantitative design examined the development of communicative abilities in 782 students from different majors when performing tasks involving theme-based role-plays. The course followed the pre, main, and post-task organization that led students to carry out role-plays about airports, living abroad, festivals, and art and crafts. Based on students' performance in the role-plays and how many scored higher as the sessions took place, the author claimed that communicative competence improved thanks to the Task-based classes under Theme-based Instruction. The study concluded that theme-based role-plays provide meaningful opportunities to use the target language by generating authentic conversations.

To conclude, three Colombian studies illustrate the impact of TBI on learners' speaking skills. Firstly, G3nzales (2016) executed an action research study to analyze the impact of TBI on oral and social skills using films. During the action stage, forty ten-graders from a public school in Bogot3a engaged in a series of communicative tasks based on short films whose topics were social networks, bullying, and citizenship. The researcher selected field notes, surveys, and artifacts as the data collection instruments that portrayed how students were more willing to participate when the content was close to their reality. In this case, the films reflected aspects of their lives that pushed them to talk more. Another relevant study was made by Velasquez-Hoyos (2021), who demonstrated that TBI could help students develop a smooth speech. This action research was carried out with seventeen

students from a public university in Pereira, who performed low on a diagnostic test showing significant difficulty in speaking as they used isolated words in their utterances. After the implementation of six workshops following themes related to college and social life, the data collection instruments (journal, observation form, artifacts, and speaking rubrics) students exhibited smooth speech with proper intonation and wide vocabulary use. Finally, Corzo and Lopera (2016) developed a classroom-based research implementing CBI with 63 rural school students in Manizales-Colombia. The researchers identified that isolated grammar was the basis of the classes and no content goals were set. As a result, they integrated an environmental project to achieve communicative goals while raising awareness about saving the planet. Based on observations and students' artifacts, the researchers reported improvement in communicative abilities (particularly writing) among these rural learners as they felt confident when the environmental content activities were related to their surroundings.

The previous review demonstrates that CBI has had a positive impact on language skills. Also, the literature pointed out that considering students' needs and the language teaching methodology employed influence the language learning results. As shown in the last section, there are studies in Colombia that relate CBI to language improvement. Nevertheless, as stated by Pérez (2022), it is necessary to explore how CLIL acts in different contexts, for instance: urban, rural, public, private, and even in Indigenous Communities. Considering this need for new insights into how CLIL operates in different Colombian settings, this study intends to contribute to the existing literature by establishing the impact of TBI on rural students' speaking abilities.

3. Research Methodology

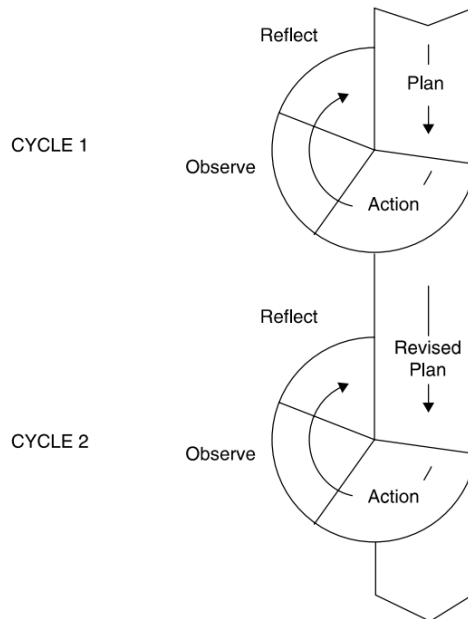
The following section gives an account of the research methodology adopted for this study according to the characteristics of the setting and the purpose of the investigation. Additionally, the data collection instruments and analysis procedures carried out in the diagnostic and action research stages are described.

3.1 Type of Study

According to Cresswell (2009), researchers need to consider the research question to select a design. Since the research question of this study deals with the impact of speaking strategies under TBI on the students' speaking skills, a qualitative approach can provide a deep understanding of this phenomenon, eliciting perceptions from different participants and using several instruments for data collection. This view is supported by Guest et al., (2013), who highlight that qualitative methods allow researchers to obtain detailed experiences of participants through observation. Particularly, action research was selected for this study given that it allows the teacher-researchers to bring about changes in a problematic classroom situation by looking at it systematically (Burns, 2010). This author also reviews the four stages of this model: planning, action, observation, and reflection (Burns, 2010). The planning consists of identifying the problem students deal with; secondly, the action refers to a pedagogical intervention that aims at tackling the issue. Throughout this process, observation is carried out to collect data coming from the intervention. Finally, the evaluation step leads the researcher to reflect on the impact of the actions to make adjustments to the plan if necessary. These steps are carried out in cycles as explained in Kemmis and McTaggart's model, widely seen in the action research (AR) literature as shown in figure 2.

Figure 2:

Cyclical AR model based on Kemmis and McTaggart. (1988)



In addition to these four steps, Burns (1999) encounters how other subprocesses such as hypothesizing, speculating, intervening, reporting, writing, and presenting are part of action research. This concept implies that AR has no fixed sequence but rather an open process that adapts constantly to the specificities of the setting, for instance, the participants.

3.2 Participants

Sixteen students from a rural public school located in Anserma Caldas were the participants of this study. They attended 9th grade, a regular compulsory EFL class that is part of the school's curriculum. The group was heterogeneous, consisting of 8 boys and 8 girls whose age ranged from 13 to 15 years old, having similar interests in technology, social relationships, and the environment. The group was selected by convenience sampling

(Mackey & Gass, 2015) as most of them lived close to the school and usually attended classes even when there was no transport service. Besides, they were the most numerous group in the school and had been receiving classes from the teacher-researcher for two years, making them more approachable and responsive when information is required. Most of them came from low-income families whose main economy was based on coffee and plantain, which impacted how these students perceived natural resources in comparison to their urban peers.

3.3 Data collection instruments and procedures

When conducting a qualitative study, Cresswell (2009) suggests that data collection instruments must be coherent with the nature of events undertaken by participants. Following this view, to collect data regarding students' language performance and speaking anxiety in the diagnostic stage, a journal, a non-participant observer checklist, a survey, a diagnostic test, and transcripts were employed. The same instruments were used in the action stage, with adjustments to the speaking assessment rubric, a specific instrument called checking my emotional temperature to measure anxiety (see appendix 8), and a final speaking test (see appendix 9). To start the inductive analysis procedure (Seliger & Shohamy, 2003), data were gathered from different sources (teacher, non-participant, and student) to be contrasted through triangulation (Freeman, 1998).

3.3.1 Observation

Participant observation allows the teacher-researcher to take a deep look into people's actions and behaviors (Guest et al., 2013). The journal becomes a practical way to systematize and organize the information collected during the workshops. In this instrument, the researcher takes notes of the aspects in the class that are relevant to the

purpose of the study; besides, following the action research model, the journal is a reflective instrument of teaching practices and their impact on language learning. However, having only one source of observation may compromise the reliability of the data (Freeman, 1998); thus, a non-participant observer form can strengthen the data analysis. For this study, a non-participant checklist was designed as it is more practical and it allowed the non-participant observer to make comments on the occurrences to provide more understanding of the situation when necessary.

3.3.2 Questionnaires

As parts of surveys, questionnaires are data collection instruments that aim at collecting data that represent aspects of the participant in a study (Avineri, 2017). This author also explains that qualitative and quantitative data can be elicited from questionnaires, which enriches the analysis and later interpretation process. Such a goal can be reached by including numerical rating scales, Likert scales, and open-ended questions (Dornyei & Tatsuya, 2010). For this study, two forms were designed: one for the diagnostic to identify students' needs and another form based on Oxford's (1990) emotional temperature instrument with open questions to address language progress in speaking, considering the ethical issue of anonymity in their application.

3.3.3 Video recording

According to Burns (1999, p. 94), video recordings are “a technique for capturing in detailed naturalistic interactions and verbatim utterances.” Data collection from the recording can capture details that text can omit, for instance, body language and peer interaction. In this study, students were recorded during the speaking tasks in the workshops to collect information on their fluency, interaction, pronunciation, and speaking

anxiety. A consent form was given to parents and school administrators to tackle ethical issues (See Appendix 1). Additionally, the video-recorded data were converted into analyzable text by transcribing the utterances (Mackey & Gass, 2015). The speaking performance was transcribed in workshops 1, 3, and 6 to give learners time to internalize the strategies and new language learned (Harmer, 2007).

3.3.4 Language proficiency tests

In the diagnostic stage, participants' general language proficiency was assessed through the application of a test adapted from the British Council (see appendix 5). On this test, the four skills were evaluated to identify difficulties and learning opportunities. The teacher-researcher graded the test establishing specific points for each correct answer in listening, reading, and writing. To assess speaking, students' oral performance was recorded and assessed according to the rubric (see appendix 6). During the action stage, the speaking skills of fluency, pronunciation, and interaction were also recorded and assessed by the teacher-researcher through the use of the same assessment rubric used in the diagnostic. According to Brown (2018, p. 1437), a rubric is a "tool that teachers and testers can use for assessing, scoring, and providing feedback to examinees for any performance, simulation, or task that those examinees are required to do." He defines it broadly as a grid with possible scores for performance based on descriptors. The author also highlights the flexibility of rubrics as they can be used for formal and informal assessments. Finally, he describes three types of rubrics: holistic, analytic, and checklists. An analytic rubric was employed because it works on multiple criteria or descriptors, providing scales for each one of them (Berger, 2011), which can give an account of specific oral language features such as fluency, pronunciation, and interaction.

Table 1.*Data collection and instruments during the diagnostic stage*

Diagnostic stage		
Data collection technique	Data collection instrument	Rationale
Observation	Field notes (teacher's journal)	This document aims at collecting information about the events that occur in the EFL classroom such as learners' and teachers' actions, attitudes, and behaviors to identify a problem.
Observation	Non-participant observation checklist	The observer records the events in the class following a series of statements that relate to the study variables. The occurrences are tallied in the given box.
Survey	Questionnaire	The questions capture students' perceptions of their language abilities and their learning preferences.
Test	Language proficiency test	The test's purpose is to establish students' performance in the four skills to contribute to the issue identification.

Table 2.*Data collection and instruments during the action stage*

Action stage		
Data collection technique	Data collection instrument	Rationale
Observation	Field notes (journal)	It collects information about the students' speaking skills (fluency, pronunciation, and interaction), and speaking anxiety during the implementation of the workshops.
Observation	Non-participant observation checklist	The observer records the events in the class following a series of statements related to fluency, pronunciation, interaction, and speaking anxiety during the workshops.
Survey	Questionnaire	It portrays students' emotions during the speaking tasks and their perception of the speaking progress.
Video-Recording	Transcripts	Students' oral performance is recorded, transcribed, and coded to monitor their fluency, pronunciation, and interaction in the workshop tasks.
Test	Final test	The test's purpose is to establish students' speaking performance after the application of the six workshops.

4. Stages of the Study

4.1 Diagnostic stage

During the identification of a research problem, Burns (2010) recommends starting by collecting broad information about students' needs, interests, and behaviors to have a general picture of what occurs in the classroom. Considering this view, four instruments were used in the diagnostic stage to provide an overview of the events surrounding the EFL classroom in ninth grade. The journal was used to reflect on observations of the classes over four months, followed by a questionnaire for the students and peer observation to enrich the gathering of information. Then, the data were coded looking for patterns, which led to categories that grouped the codes. Finally, to confirm these perceptions, a diagnostic test adapted from the British Council website was applied, showing that oral performance was the weakest skill among these secondary learners. Table 3 and figure 3 illustrate the results of this stage.

Table 3.

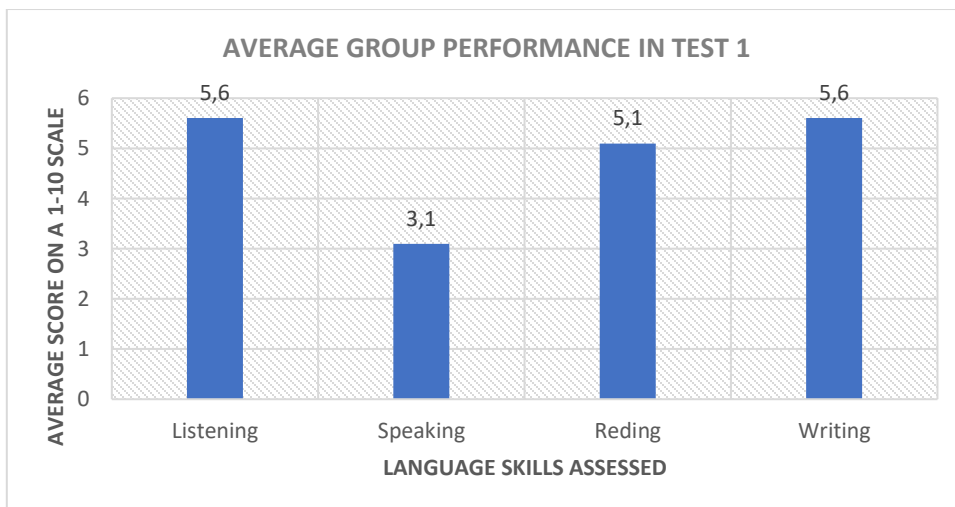
Categories that emerged from the data in the diagnostic stage

Category	Operationalization	DATA COLLECTION INSTRUMENTS			Total	Percentage
		Journal	Non-Participant	Questionnaire		
Speaking issues	It portrays events in which students are not able to produce oral utterances, or they struggle to do so.	49	140	31	220	52,8%
Pronunciation issues	It describes students' pronunciation difficulties.	13	24	11	48	11,5%
Negative affective factors	It illustrates students' negative feelings toward the language or English. (worry, anxiety, nerves, frustration, etc.)	13	17	15	45	10,8%
Motivated SS	It refers to situations in which students show motivation to carry out a task.	9	30	6	45	10,8%

SS using L2	It portrays students' use of the target language to communicate with the teacher or their classmates.	7	48	4	59	14,1%
TOTAL		91	259	67	417	100,0%

Figure 3.

Diagnostic test results in the four skills



The highest category in the triangulation was *speaking issues*, showing that this may have been the most challenging skill for students. The journal entries identified that students used Spanish most of the time and struggled to produce full sentences. Their responses in the diagnostic questionnaire (see Appendix 4) pointed in the same direction as 14 students expressed that they rarely or never asked in English when they have questions. Additionally, 11 of them felt their speaking level was 5 or lower on a 10 scale. Their comments identified fluency and pronunciation as two obstacles in the development of speech. Comments such as “*Se me traba la lengua para hablar*” (*I get tongue-tied when speaking*) and “*Se me dificulta pronunciar las palabras*” (*It is difficult for me to pronounce the words*) were often seen in the open questions. Similarly, the observer highlighted that students spoke in L1, with more than 141 occurrences in the checklist. Some of her

comments were that “*Students spoke in Spanish and it was very common for them not to ask questions in English, and there were pronunciation problems, which the teacher tried to solve.*” Finally, the journal also indicated fluency problems, exposing how they used isolated words and many pauses when trying to express full sentences orally. For instance, one of the entries described that *Many students were not fluent in the activities as they stopped every two or three words.*”

Despite these difficulties, there seemed to be relevant attempts to speak, accompanied by a willingness to carry out the language tasks in the classroom, which was reflected in the categories of *Students using L2* and *Motivated students*. According to the observations, there were sporadic situations in which students use English, for example when students needed to go to the bathroom, when they wanted the teacher to repeat, or when they read aloud. These small language interactions were spotted more than 40 times by the observer, showing how students could use English when there was purpose and meaning in the speech act. Regarding motivation, the journal reported that “*Students seemed willing to carry out the task as they usually looked at the teacher and ask questions (In L1).*” Thus, the data revealed that although the students may have lacked linguistic resources, they committed to their learning by participating with short phrases and being enthusiastic to complete the proposed language tasks.

The affective factors appeared to play an important role among the learners. For instance, the journal entries revealed that students felt afraid to participate orally. One of the entries illustrated that: “*Students covered their faces when I asked them to participate orally.* Instead of speaking, they preferred reading as it seemed to give them more confidence. As a result, the teacher-researcher, in one of his reflections stated that: “*SS who*

read instead of speaking may lack confidence and need to have language support to carry out the task.”. The non-participant observer confirmed this perception by identifying almost 20 situations in which students’ body language showed anxiety, especially when they were asked to read aloud or when they had to speak in public. Nevertheless, the questionnaire portrayed a positive classroom rapport as 14 students claimed that their classmates had never teased them when they tried to speak in class, which was confirmed by several comments expressing that they felt comfortable in class. The situations that stressed them the most were when did not understand oral messages and when they did not know the pronunciation of a word.

4.2 Instructional design

Considering that the diagnostic stage pointed at difficulties in speaking caused by lack of fluency, pronunciation problems, and speaking anxiety along with small interactions when there was a clear purpose, the pedagogical intervention consisted of six workshops and a series of speaking strategies under Theme-based Instruction. According to the theoretical foundations exposed in the literature review, this model fits into any teaching approach, favoring the application of all kinds of language learning strategies. The content component pushes language learning as students focus on the meaning of their utterances, which can impact their fluency. Thus, the tasks in the workshops dealt with communicative situations in which students used the language to express concepts, ideas, descriptions, and opinions about the environment and globalization. Additionally, the content provided high amounts of comprehensible input, which can foster students' productive skills based on the input hypothesis (Krashen, 1981). Consequently, all the workshops contained texts, images, and videos that exposed learners to the target expressions while learning the content. To

promote interaction, negotiation and interaction tasks were included so that students could authentically negotiate meaning while using English to work cooperatively. Finally, the affective domain was approached by including themes and tasks that related to students' rural context and life experiences, which were complemented with language support. This was planned under the belief that students' anxiety may have been caused due to unfamiliarity with the topics and lack of linguistic resources.

4.3 Action Stage

This section presents an overview of the six workshops implemented with the participants of the study. Following the principles of the instructional design, the workshops included language and content objectives, making emphasis on communication. Language objectives involved grammar topics from a functional stand. The themes were selected from the Environment and Globalization modules in the school curriculum, complemented with authentic audio, texts, communicative, and cognitive tasks that in some cases were adapted to the local, and Colombian context. Moments A, B, and C in the workshop provided input with controlled and semi-controlled activities, followed by the free speaking activity in moment D. Finally, the speaking strategies were explicitly introduced through the development of the lessons to analyze their impact on the variables of the study.

Workshop 1: Colombia a Country of Wonders

As a start for the environment module, the workshop employed the natural characteristics of our country as a means to develop the first speaking activity, a short talk describing the main features of a department. The input was presented in form of texts, videos, and recording to give students the language and content foundations to carry out

their prepared talk, in which they used keywords and pictures as support. The questions also were prepared to give more confidence, reducing speaking anxiety.

Lesson Plan 1 Colombia a Country of Wonders			
School	I.E Caldense	Number of students	16
Grade	Ninth	Length	8 hours
Age	13-15	Topic	Colombian Departments
Materials	Pictures of places in Colombia, video about Natural Parks, text about Geographic features, recording of biodiversity facts	Date	March 18th, 2022
Communicative Objectives: by the end of the workshop, students will be able to:		<ul style="list-style-type: none"> * Describe situations and events using simple sentences y discourse connectors. *Describe an experience in a place. *Ask for factual information. 	
Language Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Use the present simple to express facts. * Use adjectives to describe aspects of a place. * Use past simple to narrate an anecdote * Use connectors of addition in a speech 	
Content Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Specify the geographic features of a Colombian department. *Describe the population, location, and fauna of a Colombian department. 	
Target skill: Speaking. Students will present the general features of a department of choice orally.		Complementary Skills: Reading and listening will provide input on the subject matter.	
Speaking strategy: Prepared talks. Students have time to prepare a speech on a familiar subject with the support of pictures, keywords, and rehearsals.			
A. Previous knowledge of places in Colombia, adjectives, and a short speaking activity about places students have visited. (1 hour)		C. Final task preparation. A short talk describing the natural features of Colombia including connectors of addition. A listening activity of natural species. (2 hours)	
B. Input focus. A video about natural parks followed by a discussion. Vocabulary building through matching and reading activities with geography expressions. (2 hours)		D. Prepared talks. Students look for information about a department and present it following specific steps and support. Questions are also prepared. (3 hours including the presentations)	

Workshop 1 Handout

EXPERIENCE 1) Write the department for these places. Example: Nuquí Beach. **It is located in Chocó.**



2) Write 5 adjectives you know to describe Colombia. **Example: small, beautiful.** Escribe 5 adjetivos que sepas en inglés que puedan describir Colombia.

3) **SPEAKING** Mention 3 nice places in Colombia or Caldas that you have visited. Express one adjective for them.

Example: I have visited La Virginia, Risaralda. It is fantastic.



B SCIENTIFIC FOUNDATION

1. LISTENING- WRITING. Watch the Video about natural parks in Colombia and do the activities

National Natural Parks of Colombia – Colombian Travel Guide - YouTube

- Select the adjective the presenter uses about Colombia in minute 1. A Beautiful B. Biodiverse C. Attractive
- What is the SINAP? What percentage of the national territory does it cover?
- Group Work.** Choose 1 of the national parks and write down the most important or interesting information.

2. **MATCHING.** Match the images with the correct word. Then, **share your answers orally with a classmate.**

Rainforest – Lake – Rivers- Mountain Range

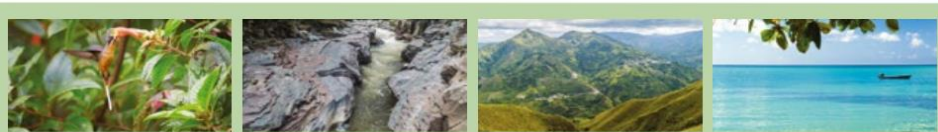


Calima _____ is located in Valle. The Cauca _____ passes by Arauca, Caldas. The Ruiz Snow Volcano is located in the central _____. The amazon is one of the biggest ____.

3. **LISTENING-WRITING.** Complete the text with the words from the box. Then answer orally.

Word Bank

lakes rivers mountain ranges rainforests jungles oceans



Colombia is a unique country in terms of natural wonders and has a wide variety of beautiful natural resources. Our country has two ¹...: the Atlantic and the Pacific; three ²...: the Western, the Central and the Eastern ranges; and several large bodies of water, for example, ³... and ⁴... In Colombia you can also find an incredible variety of ecosystems. In fact, Colombia is one of the top countries in the world in terms of ecosystem diversity. There are humid and dry ⁵... and many different types of forests. The two main ⁶... in Colombia are located in the Department of Chocó and the Department of Amazonas.

Wonder: a fantastic place

Wide: amplio

Humid: containing water

Dry: with no

*How many oceans does Colombia have? What are the names of the three Colombian mountain ranges? *Give one example of Colombian ecosystem diversity.

C PRACTICE 1. WRITING- SPEAKING

1. Complete the summary of the previous text. **Then, share the main ideas orally with a classmate using connectors.**

Colombia ___ a unique which ___ a variety of natural resources..

Our country ___ two oceans: ___ and ___.

Colombia ___ one of the most diverse countries in the world.

Connectors for addition

- Also
- Additionally.
- Plus

2 **Listen »** Listen and complete the missing information in the chart (a-e). Then complete the information (1-4) with the names of the species.

Colombia's Biodiversity

Biodiversity means variety of life. Colombia has one of the greatest variety of plants and animals in the world.

Plant or animal	Number of species	World ranking
Butterflies	3,500	a...
Birds	1,870	first
Amphibians (frogs)	700	b...
Land vertebrates	2,890	first
Mammals	467	c...
Reptiles	520	d...
Palm trees	270	e...
Orchids	4,270	first

1. World ranking: first: number of species of *birds, land vertebrates* and *orchids*.
2. World ranking: second: number of species of ... and ...
3. World ranking: third: number of species of ... and ...
4. World ranking: fourth: number of species of ...



3 **Speaking.** What is the most interesting fact that you discovered?
The most interesting fact was...

D APPLICATION: SPEAKING STRATEGY: PREPARED TALKS

1. Prepared talk about biodiversity in Caldas.

“**Prepared talk**” es una estrategia para hacer una presentación corta sin necesidad de escribir y leer todo. Escribe palabras y oraciones clave sobre el tema a tratar y practica varias veces la presentación,

IN PAIRS, prepare a short presentation (2- 3 minutes) in which you describe the biodiversity in Caldas. Also, describe an experience related to the topic.

Suggested order and topics

1. Greeting and title
of the presentation

2. Location

3. Animals and

Presentation Tips

1. To talk about facts or information in general, **use present**. Check moment B, activities 2, 3. Moment C, activity 1.

2. Use the **connectors of addition**. Check moment C, activity 1.

3. To talk about past experiences use **Past Simple**. Check Moment D, example.

PAST SIMPLE REVIEW

a. **ADD -ed to the regular verbs**. E.g. Yesterday, I played in the park. Also, I watched T.V

b. **Irregular verbs change**. E.g. My father **saw** (past of see) a beautiful bird yesterday morning.

Workshop 2: What's Your Water Consumption?

In workshop 2, students presented information from a graph about water consumption. The workshop was designed to provide language support to talk about figures and percentages. Thus, the speaking strategy implemented was identifying and using language patterns to ask questions and gain time. In this case, the theme selected was water consumption as part of the environment module. Finally, the way to present the information was a roundtable as students may feel less anxious than giving a talk in front of the class. Following the TBI model, authentic water problems were presented so that students related

them to water use in rural areas. Input came from an expert talking about figures related to water in the world to enrich the linguistic repertoire on this topic.

Lesson Plan 2 What's your Water Consumption?			
School	I.E Caldense	Number of students	16
Grade	Ninth	Length	7 hours
Age	13-15	Topic	Water Consumption
Materials	Pictures of places rich in water, pictures of water actions, recording from an expert in water, conversations samples, pie char of water consumption	Date	April 11th, 2022
Communicative Objectives: by the end of the workshop, students will be able to:		<ul style="list-style-type: none"> * Identify information from a graph. * Present information from a graph. * Use expressions to talk about percentages. *Ask if someone has ever done something. *Use expressions to gain time. 	
Language Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Use the present simple to express facts. * Use the preposition "of" to express percentages * Use present perfect to ask for past information related to actions that consume water * Use <i>can</i> for recommendation 	
Content Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Illustrate information on water consumption using graphs. *Analyse the actions that increase or reduce water consumption. 	
Target skill: Speaking. Students will present a graph of their water consumption on a round table.		Complementary Skills: Reading and listening will provide input on the subject matter. Writing will be employed to describe facts about water.	
Speaking strategy: identifying and using language patterns to ask questions and gain time. Participating in a roundtable.			
A. Previous knowledge of water as a resource, as an introduction to the speaking strategy, students identify the use of the present perfect. Vocabulary about water (flush, wash, waste) (1 hour)		C. Final task preparation. Conversation samples of how to present a graph. Pie chart and bar chart examples Collecting information on water consumption (2 hours)	
B. Input focus. A listening comprehension activity of an expert talking about water percentages in the world. Identifying expressions to ask questions and gain time. Reading: Water is life. True/False activity followed by tips to save water. (2 hours)		D. Graph presentation. Students illustrate their water consumption in a graph. They participate in a roundtable sharing their graphs and giving recommendations to save water according to the information exposed. (2 hours including the roundtable)	

Workshop 2 Handout

*Indicador de desempeño: lee e identifica información primordial en diferentes tipos de gráficos.

A EXPERIENCE check the images and answer the questions. **Mira las imágenes y responde las preguntas**



Iguazu Falls



The Amazon River



Angel Falls



Lake Titicaca



Lake Tota

WONDER:
MARAVILLA

RESOURCE:
RECURSO

ALL: TODOS/
TODAS

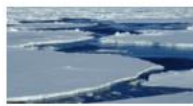
- In which continent are these natural wonders located?
- Have you ever** visited one of these natural wonders?
- Have you ever** visited a river ?
- What is the **natural resource** present in all the images

Speaking strategy: identify and use formulas and patterns. Identifica en el texto patrones para preguntar si una persona ha hecho algo.

Practice. Usa el patrón que descubriste con:
Taken a 30-minute shower / wasted water / drunk salt water / resused water / flushed the toilet many times in a day

2. Write the correct word for each image. Then, practice the patter have you ever.... (seen, visited, drunk)

SNOW COVERED MOUNTAIN- POLAR ICE CAPS- SNOW- OCEAN- DRINK



BC SCIENTIFIC FOUNDATION AND PRACTICE Salt Water and Fresh Water

1. Escucha a un experto hablando sobre agua y completa el resumen con los datos correctos.

Water makes up about ¹... per cent of the Earth's total surface.
Only ²... per cent of the water on our planet is freshwater.
³... per cent of all the freshwater in the world is in the polar ice caps.
⁴... per cent of our planet's freshwater reserves are located in only ⁵... countries.
⁶... of people in the world don't have access to enough freshwater sources.

Speaking strategy: Identifica en el texto fórmulas para expresar porcentaje, luego repite la expresión y agrega I **learned that...**

la expresión para preguntar

el porcentaje de agua. Luego practica con un compañero.

What percentage of water do you use to ... cook/ wash the dishes/ water the plants/ flush the toilet/ wash your clothes?

Example: I use **probably** 20 percent of water to flush the toilet.

Speaking strategy: Puedes usar estas frases para expresar que tienes una pregunta para alguien

Speaking strategy: Puedes usar estas frases para ganar tiempo y pensar tus respuestas

* Let me ask you something / *I have a question for you
* Can I ask you something / * Do you have a minute for a question?

* Let me think... / * Well... / * Give me a minute
*Thanks for your question.../

2. Read the text and do the activities :

Water Is Life

All living things, humans, plants and animals, need water to survive. People need water for drinking, to produce food, clothing, energy and technology, and we also need water to stay clean and healthy. We use a lot of water, but unfortunately a lot of people haven't learned how to save water and use it efficiently. Did you know that we use more water for showering and washing our clothes than we do for cooking and drinking? Have you forgotten that a third of the world's population doesn't have access to freshwater? We must all learn how to use, share and conserve water.

Need: necesitar / clean: limpio/ healthy: saludable/ learn: aprender/ showering: ducharse/ wash: lavar / third: un tercio

A. What do people need water for? (activities)

B. True or false: we use **more** water for showering and washing and clothes than we use for cooking.

C. True or false: All the population has access to freshwater. _____

2. People use water for **a variety of purposes / only one purpose**

3. **More / Less** water is used for cooking and drinking than for showering and washing clothes.

4. **One third / Two thirds** of people have access to freshwater

3. Identifica los patrones y el uso de las palabras.

A: **Hello, I would like to share** my water consumption

B: **Of course, go ahead.**

A: Well, I **use 30 percent of water to** wash my motorcycle.

B: **Really**, with regular or rainwater?

A: **Let me think...** I use regular water.

B: **Have you ever collected** rainwater?

A: **Honestly, I have never done it.**

B: You **can** collect rainwater to wash your motorcycle.

A: **Thanks for** the advice

A: **Hello, I would like to share** my water consumption

B: **Sure, we are listening**

A: Ok. I **use 60 percent of water to** flush the toilet

B: **Wow**, That's a lot. **Have you ever** flushed the toilet many times in a day?

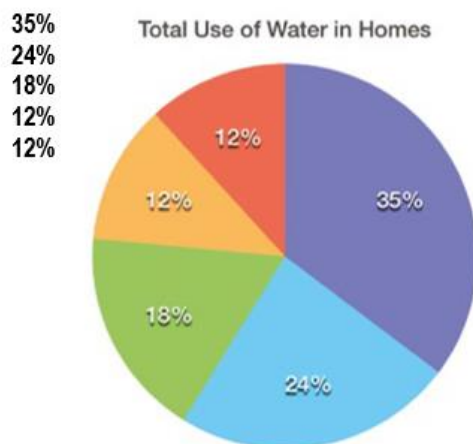
A: **Thanks for the question...** yes, I have. Many times.

B: **Well**, you **can** flush the toilet **only** when you need it

A: **Thank you for the advice.**

D APPLICATION

1. Escribe oraciones de acuerdo a la información del diagrama. (pie chart)



have shower
flush the toilet
wash clothes
wash the dishes
cooking and drinking

EXAMPLE: People use 35% of their total water consumption to have showers. (Sigue este ejemplo para hacer las demás.)

Workshop 3: Natural Resources

Workshop number 3 presented natural resources as the vehicle to promote interaction among students. The lesson contained a series of jigsaw tasks that intended to develop interactional skills among students while learning about the classification of renewable and non-renewable resources and how people in the rural area and the city used them in their daily lives. The speaking strategy surrounding the classes was negotiation to establish interaction, which students used for a question competition at the end of the lesson. The support material included authentic videos explaining natural resources and graphic organizers to develop thinking skills.

Lesson Plan 3 Natural Resources			
School	I.E Caldense	Number of students	16
Grade	Ninth	Length	7 hours
Age	13-15	Topic	Natural Resources
Materials	Pictures of natural resources, maps, videos of negotiation, natural resources classification and use, slides of jigsaw tasks, language chunks to negotiate	Date	June 13th, 2022
Communicative Objectives: by the end of the workshop, students will be able to:		<ul style="list-style-type: none"> * Ask and give opinions. * Use expressions to negotiate in a conversation. * Take turns in a conversation. * Define a concept. * Use expressions to give examples. 	
Language Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Use the present simple to define a concept/give opinions. * Use the auxiliary <i>do</i> to ask questions. * Use passive voice to express how something is formed and used. * Use vocabulary related to natural resources in a short conversation. 	
Content Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Define natural resources according to their features. * Classify renewable and non-renewable resources. * Correlate the resources with their use in our lives. 	
Target skill: Speaking. Students will participate in several jigsaw tasks to interact in L2. They will also take part in a question contest.		Complementary Skills: Reading and listening will provide input on natural resources.	

Speaking strategies: negotiation, jigsaw tasks.	
A. Previous knowledge of negotiation. Video of how negotiation works. Expressions to interact and negotiate. (1 hour)	C. Final task preparation. PowerPoint presentation about the uses of natural resources. Second jigsaw task: chart the uses of natural resources General review recycling the map from moment b with the whole class. (2 hours)
B. Input focus. A reading comprehension activity of natural resources. Video: Natural Resources classification Jigsaw task 1: Mind map of natural resources (2 hours)	D. 5 Question competition Students prepare five questions about natural resources and asked to their classmates take turns. They practice a peer-assessment activity at the end. (2 hours)

Workshop 3 Handout

A EXPERIENCE |

1. Ve el video sobre negociación y responde las preguntas.



[150\) What is Negotiation | Explained in 2 min - YouTube](#)

- a. What is negotiation?
- b. Describe one example seen in the video. What is a win-win scenario?
- c. How can you negotiate in the English class? What expressions would you need?

2. What expressions do you know to negotiate in a class activity?

3. Read and practice these expressions. Can they help you negotiate and interact with your classmates?

Preguntar opinion	Responder la opinion	No estás Seguro	No entiendes(repeat please)
What do you think about...	Well, I think it is ok	I don't know	Sorry, I don't follow
What's your opinion about...	Let me think, it's not ok	I'm not sure	I don't get it / I don't get you
Do you think this is ok?	Yes, it's ok / No, it's not	No idea	I don't understand
Solicitar información	Dar información	Turnos	Proponer
What do you have about...?	Ok, I have the part of...	Your turn	We can
Do you have information about...?	Yes, I have the info about...	You start please	I propose
Do you know anything about?	Mmmm let me see	Continue please	Maybe we could...

BC SCIENTIFIC FOUNDATION AND PRACTICE NATURAL RESOURCES

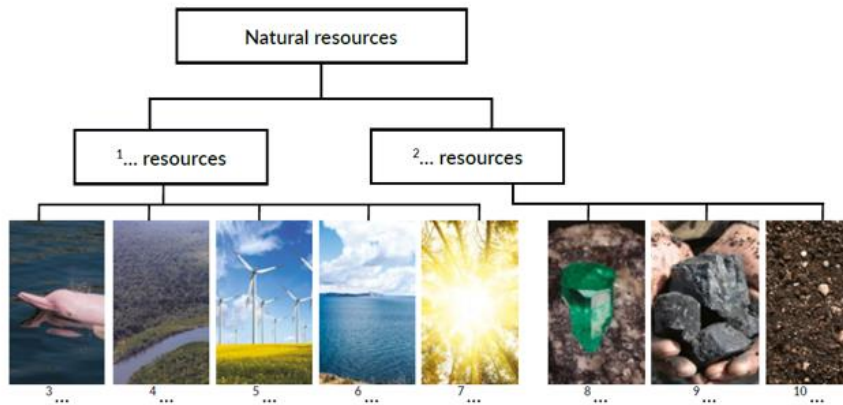
3. **Jigsaw task 1.** En parejas, usen las expresiones de negociación (pueden leerlas en la copia) para completar la información del mapa conceptual. Cada estudiante debe leerle la información al otro para que se pongan de acuerdo en qué número es el correcto en el mapa conceptual.

Student A

- *The title of the map is Natural Resources
- *# 2 corresponds to resources that do not regenerate
- *#3 it's a natural resource of living organism. E.g., dogs, cats.
- *#6 is the resource present in the oceans, rivers and rain.
- *#8 natural chemical substances naturally formed in the ground. *#10 the material in which plants grow.

Student B

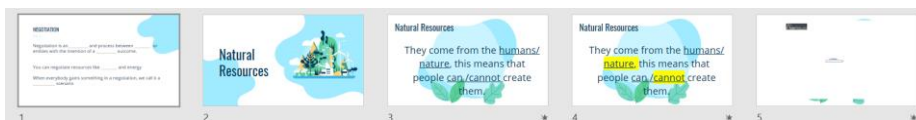
- #1 corresponds to resources that regenerate
- #4 is present in jungles, forests and trees
- #5 is a resource present in the air, it generates energy
- #7 is a natural resource from a big star, it generates solar energy
- #9 is a liquid obtained from petroleum, used as fuel for cars



4. Uses of Natural Resources

PowerPoint presentation about the uses of natural resources

https://docs.google.com/presentation/d/1It1Yc9mqA0qPy1f411qKTsgVhAz_fwCZ/edit?usp=sharing&oid=108863053757923013941&rtfpof=true&sd=true



4. **Jigsaw task 2.** En parejas, usen las expresiones de negociación (pueden leerlas en la copia) para completar la información del esquema con los usos de los recursos naturales.

Uses of Natural Resources

1.	2. ...	3.
4.	5.	6.

Student A

#1 We use this resource to water the plants. /Also, we use it to wash our clothes. / We drink it. (water)
 #3 We use this resource to produce food. /Also, we use it to fabricate clothes / We hunt them. (animals)
 #5 We use this resource for industrial objectives. /Also, we use it to form metals / We use it to fabricate cars. (minerals)

D Application 5 question game

1. **In pairs, think of 5 questions you would like to ask your classmate.** Use expressions for interaction while you carry out the activity.

Cada uno prepare 5 preguntas sobre recursos naturales y tomen turnos para preguntarlas. Usen libremente las expresiones de la guía u otras para dar fluidez a la conversación.

Evalúe cada uno las respuestas de su compañero de (1 mínimo- 5 máximo) teniendo en cuenta:

Fluidez: capacidad de hablar naturalmente, sin pausas prolongadas y con buena entonación

pronunciación, capacidad de negociar/interactuar y conocimiento de la pregunta.

Workshop 4: The Fantastic Three Rs: Reduce, Reuse, and Recycle

In workshop 4, students faced a role-play task to show their knowledge of three concepts: reduce, reuse, and recycle. For this purpose, some language functions were giving opinions on phenomena, justifying points of view, suggesting, and apologizing. The role-play and the speaking strategy of using the beforementioned speech acts were the means to show fluency and interaction while discussing actions to protect the environment.

Throughout the lesson, students found input in text and videos along with language and content activities, starting with controlled, and semi-controlled tasks to end with a free activity in which they work collaboratively.

Lesson Plan 4 The Three Fantastic Rs			
School	I.E Caldense	Number of students	16
Grade	Ninth	Length	7 hours
Age	13-15	Topic	Reduce, reuse, and recycle
Materials	Review map of natural resources, text about the three Rs, pictures of actions related to reduce, reuse and recycle, sample video o role-play	Date	August 1st, 2022
Communicative Objectives: by the end of the workshop, students will be able to:		<ul style="list-style-type: none"> * Exchange information on an academic subject. * Justify actions and opinions. * Apologize for a mistake. * Suggest an alternative. * Ask for explanations for an action. 	
Language Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Use the verb <i>to be</i> to apologize. * Use the present simple to ask for the meaning of a concept. * Use the past simple of some verbs to justify an action. * Use the present continuous to ask what a person is doing. * Use the verb <i>can</i> express recommendations 	
Content Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Associate each one of the three Rs with their meaning. * Illustrate the three Rs in real-life situations. * Carry out a role-play showing the features of one of the three Rs 	
Target skill: Speaking. Students will perform a role-play to show their understanding of the actions that protect the environment.		Complementary Skills: Reading and listening will provide input on reducing, reusing, and recycling.	

Speaking strategies: using speech acts- role-playing. In the role-play, students have to show a wrong action against the environment and apologize.	
A. Previous knowledge of natural resources with a short gap activity. Review of natural resources with a diagram. (1 hour)	C. Final task preparation. Students identify which of the three Rs applies to a series of situations. Explanations are shared orally The environmental Policeman: short situations are presented to identify the problem and propose eco-friendly alternatives. Video: Recycling for kids as an example of role-playing
B. Vocabulary focus. Students answer a survey on daily habits that affect the environment. (key language is provided). Reading: have you heard of the Three Rs? Followed by a matching exercise to clarify concepts.	D. Role-play Students complete two review activities to recycle concepts and identify key expressions for the role-play. Finally, they prepare a role-play in which they illustrate their learning.

Workshop 4 Handout

A EXPERIENCE. DEFINITIONS

1. Escribe la palabra correcta para las definiciones de recursos.

Produce- natural resources- renewable resources- non-renewable resources- cars- produce

- They are resources that are constantly available and nature can replace them. _____
- They are resources that come from nature and humans cannot create them. _____
- They are resources that cannot be easily replaced. _____
- Minerals have industrial uses, for example making machines and _____
- People use plants to _____ food.

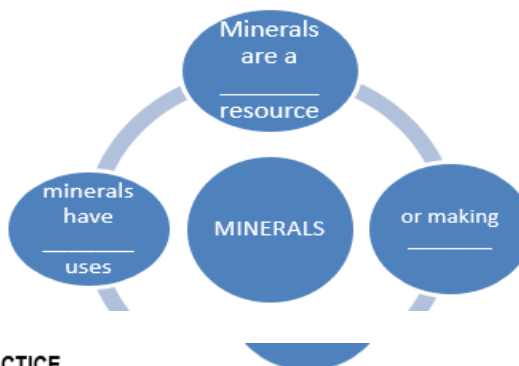
2. Complete the mind map with the words:

Completa el mapa mental con las palabras.

* machines

* non-renewable

* cars



BC SCIENTIFIC FOUNDATION AND PRACTICE

1. Write the vocabulary necessary for the activities.

turn off: apagar/ cerrar	leave: abandonar	every day: todos los días	side: lado
Sheet: hoja	wash: lavar	ask: pedir	throw: lanzar
ground: tierra	take care: cuidar	concern: preocupación	Change: cambiar
reduce: reducir	reuse: reusar	recycle: reciclar	rubbish: basura
fewer: más poco	throw away: botar	release: lanzar	make: hacer
things: cosas	less: menos	again: de nuevo	bin: caneca

Daily Habits that Affect our Environment

These actions can seriously damage the environment. How often do you do them?

	Always	Sometimes	Never
1. Do you turn the lights off when you leave a room?			
2. Does your family use the car every day?			
3. Do you use only one side of a sheet of paper?			
4. Do you turn off the water when you brush your teeth or wash your hands?			
5. Do you ask for plastic bags in the supermarket?			
6. Do you throw rubbish on the ground?			

How to score: 2 points: *always* 1 point: *sometimes* 0 points: *never*

Add up your score and find out how well you take care of the environment.

1-4 points: Congratulations! You take great care of the environment.

5-6 points: Be careful! You show some concern for the environment, but you should still do more!

7-10 points: It's time to change your habits completely and help the environment!

6.

Watch

3. Lee y escribe el texto The three Rs **LUEGO UNE LOS NÚMEROS 1, 2, Y 3 CON LAS CORRECTS A-B-C**

Have You Heard about The Three Rs?

- We can **preserve** our natural resources and help to **prevent** climate change and **protect** our planet by **Reducing, Reusing and Recycling** our rubbish.
- When we use **The Three Rs**, we need fewer natural resources to produce or manufacture new items.
- When we follow **The Three Rs**, we throw away fewer things; this helps to reduce the amount of greenhouse gases we release into the atmosphere.

- | | |
|------------|---|
| 1. Reduce | a. Separate rubbish and use it to make other things |
| 2. Reuse | b. Use less of something |
| 3. Recycle | c. Use something again |



4. **ANSWER BASED ON THE TEXT.** Responde basado en el texto. La a está resuelta como ejemplo.
- What can we **preserve** by reducing, reusing and recycling? **Our natural resources.**
 - What can we **prevent** by reducing, reusing and recycling?
 - What can we **protect** by reducing, reusing and recycling?
 - Complete: when we use The three Rs we need fewer _____ to produce new items.
 - Complete: when we follow the three Rs we _____ away fewer things, this helps to reduce the amount of

4. Escribe si las siguientes acciones son **reducing, reusing or recycling**. (recuerda el vocabulario de la bc)

- Turning the lights off when you leave a room. **Reducing.** Por ejemplo en la primera va reducir porque al apagar las luces cuando dejas el cuarto reduces el consumo de energía.
- Using the car **some days** and **not every day**.
- Using two sides of a sheet of paper.
- Turning off the water when you brush your teeth or wash your hands.
- Use **paper bags not plastic bags** in the supermarket.
- Throw rubbish in the correct **recycling bins**.
- Using plastic bottles to plant trees.
- Turning off the T.V when you don't use it.

the video and write important expressions for your role-play



[\(59\) Recycling for Kids |](#)
[Recycling Plastic, Glass and](#)
[Paper | Recycle Symbol |](#)
[Kids Academy - YouTube](#)

6. Watch the video and write important expressions for your role-play.

Speaking strategy: identifying and using expressions to apologize	
Expressing an apology/ Expresar Una disculpa:	I'm so sorry / I'm really sorry / forgive me,
Acknowledging Responsibility	It's my fault / I was totally wrong/ you're right
Justifying	I was confused / I had no idea/ I didn't know / nobody told me I was trying to
No intention	It wasn't my intention / I didn't mean to
Not accepting responsibility	It wasn't my fault / It was your fault
Offering repair /	Maybe I could / Can I do something?
Promising not to repeat the fault	I promise it won't happen again / It will never happen again I will never do it again

D APPLICATION: PREPARING YOUR ROLE-PLAY

1. Complete the text with the words

Water- reuse- recycle- preserve- again – less -off -throw- prevent-something- people- rubbish- room- you- less- bins

Have _____ heard about the three Rs?

We can _____ the natural resources and _____ climate change by reducing, reusing, and recycling. When _____ use the three Rs, they consume _____ natural resources and _____ away less rubbish. When we _____, we separate the _____ and use it to create other things. For example, throwing the rubbish in the correct _____. Also, when we _____, we use something _____. For example, when we refill our bottle with _____ instead of throwing it away. Additionally, when we reduce, we use _____ of _____. For example, turning _____ the T.V when leaving the _____.

2. Complete the role-play examples with the correct words.

A: Hey, what are you doing?

B: Why? I'm just throwing _____ my rubbish

A: That's ok, but why don't you recycle

B: Recycle, what does it _____?

A: It means to separate the rubbish and use it to make new _____

B: I see, I'm really _____ I didn't _____

A: No problem, for example you can recycle these plastic _____ to plant _____

B: I understand, I promise it won't _____ again, Can I recycle these bananas?

A: I don't _____ so, but you can use them for composting

B: that's great, I had no _____. I think recycling is a great way to preserve our natural _____ and prevent _____.

A: You're totally _____

Example 2

A: Hey, what are you _____?

B: Why? I'm just brushing my _____

A: Yeah, that's ok, but why don't you reduce your water _____?

B: Reduce? What does it _____?

A: It means to use _____ of something, for example, you can turn _____ the tap while you're brushing your teeth

B: Nobody told _____, it wasn't my _____

A: Maybe it's true, but it's important to reduce so that we can _____ our natural resources and _____ climate change.

B: Forgive me, I promise it _____ happen again. You know what? Also, I will wash my car with rainwater so that I reduce my water _____

A: You're _____, that's great. I think you are protecting the planet, my friends.

B: Thank you, I consider the little actions can produce _____ changes, }

A: You're totally _____. We can protect the planet by implementing the three Rs

B: The Three Rs? What _____ that?

A: let me think, they are _____, _____, and recycling

B: I know what reduce is, but what _____ the other two? I didn't _____

A:

3. Crea tu propio role-play con las características descritas.

Presenta un problema con alguna de las 3 Rs

Usa la estrategia para disculparte

Define el concepto de la R que elegiste

Da alternativas a las acciones negativas

Workshop 5: Three Countries

Workshop 5 set the beginning of the globalization module with an analysis of the two largest English-speaking countries: the USA and the UK. The purpose of the workshop was to participate in a conversation using general knowledge of the world. The sections promoted thinking skills of contrast by talking about the USA, the UK, and

Colombia, for which, they completed a Venn diagram with the similarities and differences of these places. Additionally, the speaking strategy of identifying the rising and falling intonation was introduced with a game so that students could apply it in their utterances. The content dealt with the history, political organization, language, and culture of the countries.

Lesson Plan 5 Three Countries			
School	I.E Caldense	Number of students	16
Grade	Ninth	Length	7 hours
Age	13-15	Topic	Colombian Departments
Materials	Texts of the USA, and the UK, slides with the differences, Videos of the two countries, pictures of the 4 countries forming the UK, domino with the intonation	Date	August 29th, 2022
Communicative Objectives: by the end of the workshop, students will be able to:		<ul style="list-style-type: none"> * Participate in a conversation about global topics. * Express differences and similarities. *Talk about figures. * Rise or lower the intonation to emphasize a word 	
Language Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Use the present simple to express general information about a country. * Use connectors of contrast. * Use the past to express the historical events of a country. * Use vocabulary related to geography, population, language, and culture. 	
Content Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Contrast the political, historical, demographic, social, and cultural features of different countries. * Compare Colombia to other countries according to their features. 	
Target skill: Speaking. Students will discuss orally the differences and similarities between the USA, the UK, and Colombia with the support of a Venn Diagram.		Complementary Skills: Reading and listening will provide input on the subject matter.	
Speaking strategy: identifying and using rising and falling intonation.			
A. Previous knowledge of places in the world. A short discussion of the differences and similarities between cities in Colombia and the World. A short discussion of places students would like to visit. Introduction to the speaking strategy: identifying intonation in some sentences		C. Final task preparation. Students watch a video on falling and rising intonation followed by a domino game with expressions related to countries. Students read a blog and watch videos that contain additional aspects of the countries. Then, they carry out a writing task to contrast them with Colombia	
B. Input focus. Reading: UK, and USA followed by a reading comprehension task. Chart with information about the two countries A parallel of the USA, and the UK with a discussion		D. Open discussion. Students use the information to complete a Venn diagram of the USA, the UK, and Colombia with aspects such as population, language, history, sports, geography, political organization, and resources.	

Workshop 5 Handout

- **Indicador de desempeño:** establece comparaciones entre lugares en diferentes partes del mundo y su contexto local.

A EXPERIENCE

- 1. Discussion.** En parejas resondan las preguntas oralmente
 - a. What are the most important countries in the world?
 - b. Have you ever visited a foreign country? What country would you like to visit? Why?
 - c. Is Colombia an important country in the world? Why?
- 2. Intonation.** Observa el video y toma apuntes de qué es la entonación y para qué sirve.

Intonation

What is intonation?



- 3.** Escribe una oración y dale énfasis a una palabra usando la entonación.

Example: I love my country Colombia. I love **my** country Colombia. I love my country **Colombia**.

BC SCIENTIFIC FOUNDATION AND PRACTICE COMPARING U.S.A AND U.K

- 1.** Read the text about USA and answer the questions. Lee y deja que un compañero de pregunte de forma oral.

WELCOME TO THE UNITED STATES



Come and visit the United States of America, an enormous country that is waiting for you! 50 states and 9.8 million km² of fascinating historical monuments, fun places to visit and lovely people!

More than 324 million people live in the United States. The most common language is English, but lots of people speak Spanish and other languages, too!

There is a wide range of temperatures from the hot summers of California of over 30°C to the freezing -10°C winters in Alaska.

- a. How many states does United States have?
- b. What's the U.S.A area?
- c. What's the U.S.A population?
- d. What's the official language in U.S.A?
- e. What's the weather like in the U.S.A?

Read the text about UK and answer the questions. Lee y deja que un compañero de pregunte de forma oral.

EXPERIENCE THE UNITED KINGDOM!



Experience the magic of the United Kingdom! Four countries with an amazing culture and friendly people!

Live the magic of the United Kingdom, where medieval castles and wonderful tales from history are waiting just for you! Explore more than 243,000 km² of beautiful countryside and cities. About 64 million people live in the four countries that form the UK. Everyone speaks English, but some people also speak Welsh, Scottish Gaelic or Irish! Although there are distinct seasons, the weather in the United Kingdom is unpredictable but not extreme. Summers are warm but not hot, and, the average maximum temperature is around 20°C. Temperatures in winter can be low, sometimes 0°C, but rarely below zero except in Scotland.

- a. How many countries does United Kingdom have?
- b. What's the U.K area?
- c. What's the U.K population?
- d. What are the popular languages in U.K?
- e. What's the weather like in the U.k?

wait: esperar	states: estados	lovely: encantador	The most: el/ la más
lots of: muchos	wide range: amplio rango	freezing: helado- very cold	U.K: United Kingdom
amazing: asombroso	castle: castillo	Welsh: galés	Scottish: escocés
Irish: irlandés	Although: a pesar de que...	Unpredictable: impredecible	below: bajo

2. Completa el cuadro con la información de los textos, luego realiza un paralelo en tu cuaderno y explícalo oralmente, puedes usar las expresiones in **contrast, similarly** para ayudarte a dar tu reporte.

	USA	UK
AREA		
POPULATION		
LANGUAGE		
COUNTRIES/STATES		
WEATHER		

3. Compare U.S.A and the U.K con la información de los dos textos y con los adjetivos en paréntesis completa las oraciones usando el comparativo. **(large) (hot) (small) (cold)**

- 1. **Example:** The area of the UK is **smaller** the area of the USA.
- 2. The population of the USA is.....than the population of the UK.
- 3. Summer in California is.....than in the UK.
- 4. Winter in Alaska is... ..than in the UK.

4. Falling and rising intonation.

Observa el video y describe en qué situaciones se sube o se baja la entonación en inglés.

Intonation Patterns

What is the pattern in ...

- **Open Questions**

Where are you from?
What do you do?
How long is it?

Falling intonation

5. BLOG Why so many Language in USA? Leamos el blog en voz alta y apliquemos los patrones de entonación vistos.

Why Do We Mostly Speak English And Not Spanish Or Any Other Language In The USA?



JP
November 27, 2018
Historical Events, Spanish Language
Current Events, English Language, Money, Politically Correctness, Spanish Language

Was English always our predominant language?

Before the discovery of the Americas, the common languages were mostly local dialects practiced by the different Native American tribes. No other inhabitants existed. Yes, there were tribal wars, tribal trades, tribal interdependencies, but there were no European languages spoken in Northern America.

True, when the Europeans first landed in America in 1565, they mostly spoke Spanish. However, because of gold, they focused mostly on South America.

According to Sonia Ramirez Wohlmuth, a senior instructor of world languages: "Of the European explorers who reached North America during the Age of Discovery, the Spanish arrived first. ... Exploration of the Southeast began in 1513, when the first governor of Puerto Rico, Ponce de León, arrived on the coast of Florida during his quest for the fountain of youth. This marked the first recorded presence of the Spanish on what would eventually be U.S. soil."









COMMENTS AND SHARING

To leave or view a comment on a particular blog, click on the words "comment" on the top left hand of that particular blog. The comments will appear at the bottom of that particular blog.

Also, once you open the comment section, at the bottom of that section, you can click on the Facebook icon to share the post on your Facebook Page.



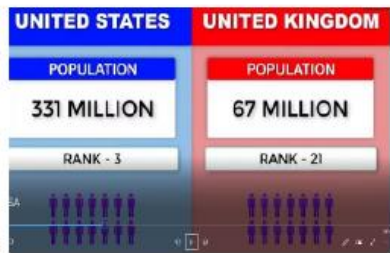
6. Identifica el patrón de entonación y juega con las fichas del domino.

<p>yes, of course Let me think It's your turn Colombia is a country No, it's incorrect yes. it's ok</p> 	<p>I think so I don't agree I like it A beautiful country It's very important It's so different</p> 	<p>Please tell me Please help me Don't mention it Don't tell me Write it there Put it there</p> 
<p>Try to think it Come and check it Let me see it Can you help me? Can I write it? Do you know it?</p> 	<p>It's cold and small The UK is great The USA is modern My country is biodiverse It's time to write The USA was conquered</p> 	<p>What do you think? How do we do this? Do you think this is OK? What is the difference? What are you doing? Where is UK located?</p> 

Let me think	How do we do this?	No, it's incorrect	It's your turn	I don't agree	What is the difference?
Please tell me	Please help me	Can I write it?	Colombia is a country	My country is biodiverse	

D APPLICATION. Venn Diagram USA, UK, and Colombia

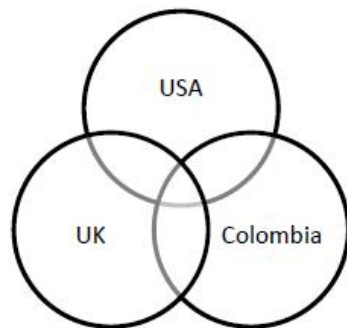
1. With the information of the lesson and the one in the next to videos, Complete the diagram comparing the three countries.



2. Write the common countries for each piece of information

Before its discovery, tribes had their language	USA/ Colombia	It doesn't have seasons, its weather is tropical
They speak a language because of colonization		Its people are tall, about 1,70 cm
English is the most spoken Language		Its national sport is tejo
Spanish is the most spoken Language		People of this country are friendly
There's an official language, but many languages are spoken		People of this country are friendly
Its population is more than 300.000 people		People earn about 12 million pesos every month
It's made of four countries		There is a president who is elected
It has 4 seasons: winter, spring, summer, autumn		It was conquered by another country

3. Complete the diagram according to the contributions in the open discussion. Use colors to each part of the diagram.



Workshop 6: World Cities

In workshop 6 students carried out a presentation of a city displaying all their linguistic repertoire. Students used ICT tools to present the aspects they consider important about the city using visual aids, graphs, and keywords. Besides, they practiced shadow speaking as a strategy to improve their fluency by imitating the sound patterns of the

English language. Finally, they contrasted the world cities with Anserma and their daily life in the countryside.

Lesson Plan World Cities			
School	I.E Caldense	Number of students	16
Grade	Ninth	Length	8 hours
Age	13-15	Topic	World Cities
Materials	Texts of the different cities, video of London and recordings to practice shadow speaking, app Natural speech,	Date	September 9th, 2022
Communicative Objectives: by the end of the workshop, students will be able to:		<ul style="list-style-type: none"> * Carry out a presentation with the stages of introduction, main body, and conclusion * Describe information in a graph * Interact as presenters and audience by asking and making questions and remarks. * 	
Language Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Use the present simple to express general information about a city * Use connectors of sequence, addition, contrast, and conclusion * Use the past simple to express the historical events of a city. * Use vocabulary related to features of a city. * Use expressions to present a slide, show a picture, interact with the audience, and interact with a co-presenter. 	
Content Objectives: by the end of the workshop, students will be able to		<ul style="list-style-type: none"> * Describe the historical, economic, social, and cultural features of a city. * Compare cities of different places in the world with cities in Colombia 	
Target skill: Speaking. Students will present a city in 10 -15 minutes interacting with the audience and the co-presenter.		Complementary Skills: Reading and listening will provide input on the subject matter.	
Speaking strategy: shadow speaking, imitating sound patterns in sentences.			
A. Previous knowledge Review of different language functions. Selecting a city of interest PowerPoint tips (2 hours)		C. Final task preparation. Students finish their presentation and practice target expressions to interact with the audience, and to carry out the different steps. They also watch a sample presentation created by the teacher practicing shadow speaking again. (2 hours)	
B. Input focus. Reading. Students use online browsers to look for information about each city. ICT. Students start building the PowerPoint presentation including keywords and pictures. Students rehearse shadow speaking from a video about London. (2 hours)		D. City presentation. Students carry out their presentations by interacting among themselves and with the audience. Feedback is provided. (2 hours)	

Workshop 6 Handout

Presentation structure

1. Select a world city you'd like to know more about.
2. Look for information about the city, take screenshots, if necessary,
3. In pairs, prepare a 10 maximum 15-minute presentation sharing the most important aspects of the city:
 - a. Name and country of location
 - b. History: year of foundation and important events, language, population
 - c. Geography: location, mountains, forests, rivers, natural resources
 - d. Economy: present a graph of the economic activities in this city (tourism, companies, etc.)
 - e. Infrastructure and places to visit
 - f. Attractions, tourism, attractions
 - g. Explain why you selected this city and invite people to visit the city
 - h. Questions

Es importante que la pareja interactúe con la audiencia y también entre ellos, de igual modo la única ayuda será las imágenes y palabras clave puestas en las dispositivas.

EXPRESSIONS YOU CAN USE IN THE PRESENTATION	
STARTING THE PRESENTATION	We are going to present / Our presentation is about / The city we are talking about is
SHOWING A SLIDES	In this slide you can see / Here is the... / This part is the.../ Let me show you /Next, please
SHOWING A GRAPH	Let me show you a graph that explains/ This graph represents / As you can see, the graph shows/ As you can see, the graph represents the percentage of
INTERACTING WITH A CO-PRESENTER	Pepito is going to present the please Pepito go ahead / What do you think Pepito? Now, Pepito is going to talk about...../ Pepito will continue with the Let me introduce my co-presenter Pepito / Your turn Pepito / Pepito will present the.... and I will present You're right Pepito / What do you think Pepito?—(let me think... I agree)
INTERACTING WITH THE AUDIENCE	Do you guys know the / Do you have any idea what is? Have you ever been to it? Have you ever visited the? Would you like to? Did you know that? Guys, what do you think about? Very different from Anserma, right?
CONNECTORS FOR SPEECH	ORDER: first, secondly, then, next, finally ADDITION: additionally, also, in addition to this CONTRAST: but, in contrast, however (sin embargo) EXAMPLES: for example, for instance, an example of this is
USEFUL EXPRESSIONS TO TALK ABOUT A CITY	History: This city was founded in..... Some important events in were..... Geography: This city is located in.... it's the capital of... it's one of the biggest/most attractive / It has mountains like Everest. / In this city there is a.... there are.... Economy: the economy of this city is based on... / its economic activities are... Graph: the following graph represents/ 20 % of the economy is devoted to.../ Let me show you a graph Infrastructure: there are many buildings like.... Parks like.... Museums like...

4.4 Evaluation stage

4.4.1 Data analysis

To analyze the information elicited from the data collection instruments, coding was applied. Saldaña (2015, p. 3) defines a code as “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data.” These codes were extracted from the text segments in the instruments and were classified according to similarities to identify patterns, leading to the final categories through code refinement. An Excel sheet was used to count the occurrences of the codes and contrast them in a triangulation template that distributed the percentages according to their frequencies in all the instruments. The teacher journal, the non-participant, and the transcripts data were digitally coded and the comments in the documents were copied and pasted to the Excel sheet. In contrast, the students’ questionnaires were manually filled and scanned to be digitalized to include them in the Excel document. Finally, when the categories were set, they were applied to the rest of the data. In the action stage, differences were included in the data by looking for opposite attributes to the codes (Seliger & Shohamy, 2003). This was carried out to have a deeper picture of how the variables of the study behaved through the development of the workshops. Table 4 illustrates the categories that emerged from the first analysis, which were applied to the rest of the data.

Table 4.*Codes operationalization during the evaluation stage*

Category	Operationalization
Oral fluency	It reflects that students' sentence sound mostly natural, conveying a message and the intonation adjusts to the situation.
Lack of fluency	It illustrates moments in which students' speech is very slow or no speech is produced. Hesitation is very frequent, which makes the message difficult to come across.
Interaction in L2	It describes when students hold a conversation using the target language as a means to exchange information with no significant difficulties.
Interaction issues	It appears when students struggle to interact due to problems in communication e.g., lack of comprehension, inappropriate use of language, or others
SS pronouncing accurately	It refers to situations in which the speakers make almost no pronunciation mistakes in their utterances or the pronunciation does not affect communication.
Pronunciation issues	It reports pronunciation mistakes in students' utterances, which hinders communication.
Speaking strategies effectiveness	It recounts moments or opinions that demonstrate that a speaking strategy was effective.
Speaking strategies ineffectiveness	It recounts moments or opinions that demonstrate that a speaking strategy was ineffective.
Speaking anxiety	It illustrates how students show high levels of speaking anxiety (breathing, squeaky voice, covering his/her face)
Low speaking anxiety	It portrays situations in which students show no signs of speaking anxiety when producing their utterances as they seem calm and relaxed or express to be so.

Analysis of Workshop 1

The purpose of workshop number 1 was to allow students to describe facts about a place and to meet such a goal, students had to make a two-minute presentation about a Colombian department. To help them carry out this task, the workshop contained the strategy *prepared talks*, in which students could rehearse keywords, expressions, and pronunciation before the final product. Additionally, they designed the questions for the presenters to reduce stress due to unexpected inquiries.

All the stages from A to D were designed to provide some scaffold for the final presentation in both language and content. Moment A provided key vocabulary about geographic features (park, location, lake, river, mountain, volcano) through a matching activity. In moment B, students received input about how to talk about a place with the support of an authentic video about natural parks in Colombia. After this, students completed language stems about how to describe the location of a place. In moment C, more geography vocabulary was introduced; however, this time, it was contextualized through a text. From the text, students answered questions about facts, e.g., how many oceans are there in Colombia? To be aware of the expressions they would need for the final presentation. Finally, students completed a summary of the text to reinforce expressions for facts such as it has, it is located, and there is. Moment D was fully dedicated to the strategy. Students selected a department and looked for information about location, population, geographic features, places to visit, and biodiversity. Besides this, they had to include an experience they lived in that department (real or fake). They wrote down only keywords and practiced the presentation with the aid of some guidelines. They even received the questions their classmates would ask them after the presentation. Support concerning grammar, pronunciation, and vocabulary was given to all students throughout the entire workshop. Finally, they received general and specific feedback on their speaking performance. The following chart and graph illustrate the categories that emerged from the data about students' oral skills.

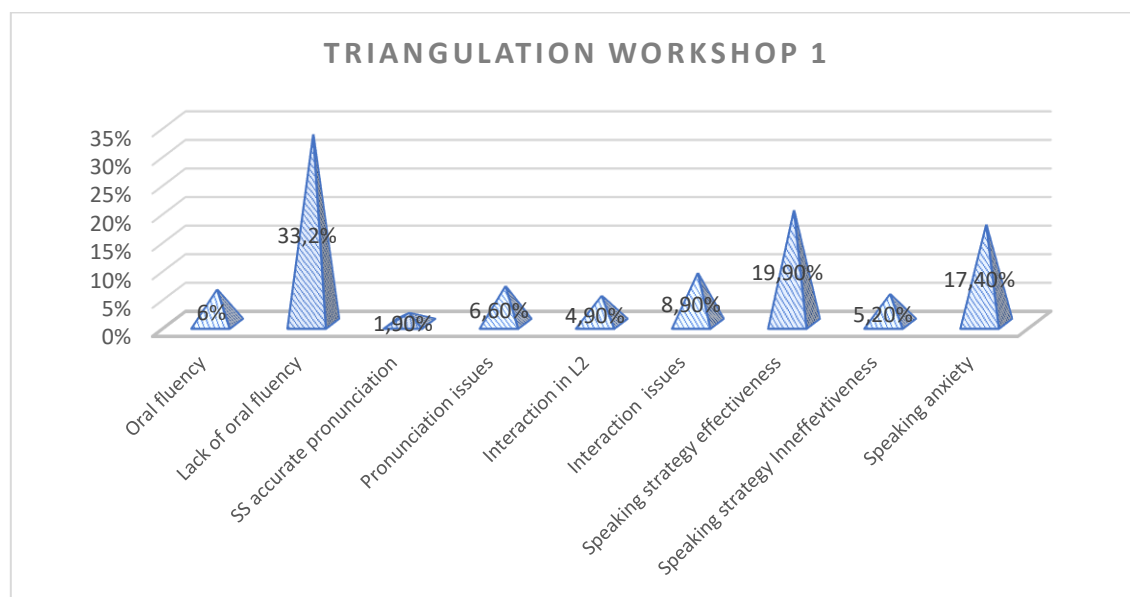
Table 5.

Codes that emerged from the triangulation of workshop 1

Code/Category	DATA COLLECTION INSTRUMENTS				
	Journal	Non-participant	Questionnaire	Transcript	Total
Oral fluency	4	4	0	6	14
Lack of fluency	30	19	5	32	86
Interaction in L2	5	3	0	6	14
Interaction issues	8	0	2	2	12
Students' accurate pronunciation	0	5	0	0	5
Pronunciation issues	7	2	1	7	17
Speaking strategy effectiveness	6	14	11	26	57
Speaking strategy ineffectiveness	2	1	8	4	15
Speaking anxiety	5	8	33	4	50
Absence of speaking anxiety	1	1	13	2	17
TOTAL	68	57	73	89	287

Figure 4.

Percentages of triangulation workshop 1



The category *lack of fluency* was the most frequent in the four instruments with 33.2 %. This suggests that fluency may be the biggest issue in students' speaking ability. Both the teacher-researcher and the non-participant agreed on the fact that most of the

students had difficulties in producing smooth speech with complete sentences. In the journal, it was stated that “*Some students practiced their presentation, after which they tell me they felt they could not produce full sentences, even using the support of keywords.*”. This lack of fluent sentences was confirmed by the outsider observation form in which he stated that “The boy in white t-shirt produced L2 with incomplete sentences”.

The second category in frequency was *Speaking Strategy Effectiveness*, which has 22%. This contrasts with the first strategy, which points in a more negative direction; nevertheless, the high frequency can be explained by students' efforts in applying the strategy despite their lack of fluency. For instance, one student claimed that “*Apliqué la estrategia bien, pero no me fue bien al hablar*”. (*I applied the strategy well but it did not work for me when speaking.*) The journal data also highlights how familiar students were with the strategy *prepared talks*, but their limited linguistic resources were an obstacle to succeed: “Although students understood the strategy prepared talks, they felt they needed to write down everything they were going to say, not only keywords.” However, the strategy prepared talks did not work for some students who claimed that “*La estrategia estaba buena, pero se me olvidó todo y no pude hacer la estrategia como lo esperaba*.” (*The strategy was ok but I forgot everything and I could not apply it as expected.*) When asked if the strategy helped them improve their speaking skills, which explains some levels of ineffectiveness (5,8%).

As a result of their speaking issues, students' felt unprepared for their presentation, which resulted in speaking anxiety (19,3%). The emotional temperature instrument showed increased levels of anxiety in the last section of the workshop when students had to stand in front of the class to explain a department. Anxiety signs were perceived by the observer,

who stated that “Some signals about anxiety that I could notice were the laughs and L1 utterances after the teacher questions”. Additionally, students confirmed their fear in the survey where most of them selected the option stressed and insecure for the presentation part. For instance, one student expressed: “Me estresé mucho y no pude decir las palabras cuando presenté la información de Caldas” (*I got really stressed and could not say the words when presenting the information about Caldas*). In contrast, the anxiety was low when rehearsing and putting into context the strategy, especially in the part of looking for information about a department according to the temperature instrument.

The category *Interaction issues* with 4,6% illustrate that some students were not able to establish interactions because they did not understand what their partners or the teacher said. Such a difficulty is documented in the journal: “*A student did not understand the question" what is your favorite place in Chocó?"*” even though they had rehearsed it so his partner had to translate for him. Despite this, he answered the population and moved his shoulders like he didn’t understand.” The category could have been even higher if more interaction had occurred.

In conclusion, Workshop 1 confirmed the diagnosis of students’ speaking issues, having a lack of fluency as a key factor in progressing in such a skill. Their non-fluent utterances could have been an effect of deficient linguist structures, leading to speaking anxiety when trying to express information or when they did not understand what others were talking about. However, we could see positive outcomes in how students were raising awareness about applying speaking strategies in their academic life.

Analysis of Workshop 2

Workshop number 2 took water as a means to have students speak about the information on a graph. The strategy implemented was **identifying and using forms and patterns (Oxford, 1990b)**. The purpose of the strategy was to foster students' production and comprehension when participating in a round table. Besides, they had to create a graph representing their water consumption for speaking support while they shared the information with the class.

From moment A, the students got familiar with strategy by recognizing expressions to talk about water (flush the toilet, waste,) used in present perfect to ask if someone has done something. In the second part (BC moment), students applied the strategy with expressions to ask and describe the percentages of water one uses. The content component to apply the strategy was a lecture about water facts. They also practiced general expressions to make questions (e.g., let me ask you something) and to gain time (e.g. let me think) by talking about the percentages of water they use in their daily activities. As a final activity for the input section, students completed a conversation of students sharing their water consumption in which again they identified the structures they would use in the round table as part of the speaking strategy. Such an activity provided language support and varied examples of what they were expected to do in the last part. Finally, section D challenged learners to create a graph with the percentages of the activities in which they use water. They needed to be ready to ask and answer questions related to the data presented.

Three instruments (journal, non-participant form, and questionnaire) were used to examine students' oral skills and anxiety levels during the development of the lesson, especially in the performance of the role-play. Codes are presented in the following table.

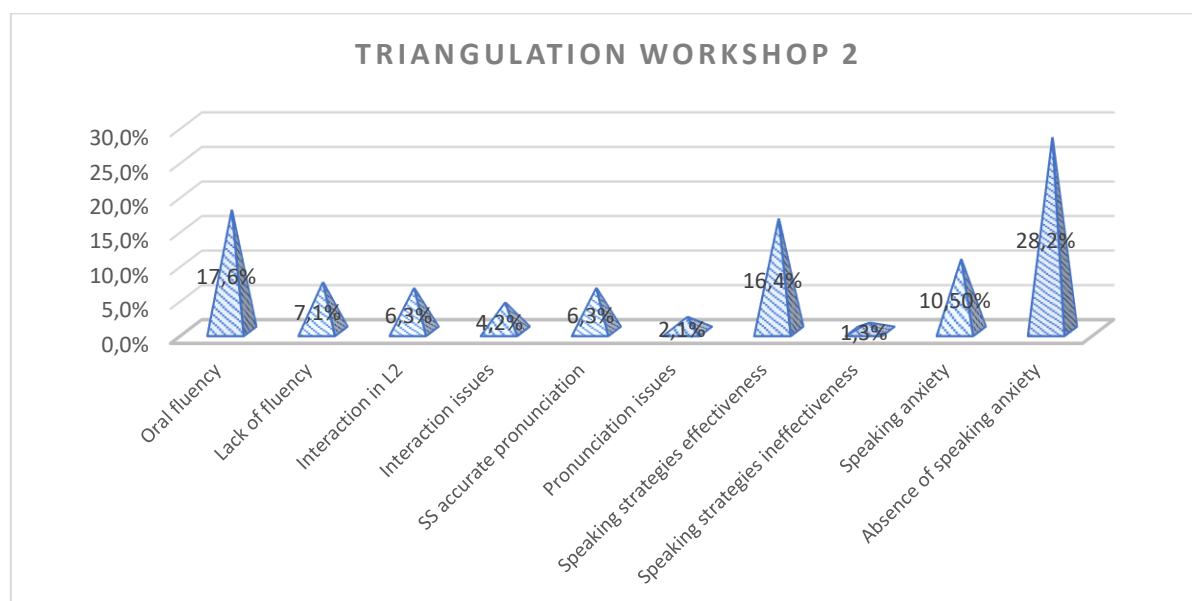
Table 6.

Codes that emerged from the triangulation of workshop 2

Code/Category	DATA COLLECTION INSTRUMENTS			
	Journal	Non-participant	Questionnaire	Total
Oral fluency	27	12	3	42
Lack of fluency	9	8	0	17
Interaction in L2	10	3	2	15
Interaction issues	8	1	1	10
Students' accurate pronunciation	10	1	4	15
Pronunciation issues	2	3	0	5
Speaking strategy effectiveness	7	10	22	39
Speaking strategy ineffectiveness	2	0	1	3
Speaking anxiety	3	2	20	25
Absence of speaking anxiety	2	2	63	67
TOTAL	89	42	116	203

Figure 5.

Percentages of triangulation workshop 2



The highest category in the triangulation of workshop 2 was the *Absence of speaking anxiety* 28,2%. This indicates that students' speaking anxiety was reduced, mainly

for two reasons: first, they were provided the linguistic support to carry out the speaking task thanks to the speaking strategy. Most students' comments confirmed this. For instance, one student expressed that the strategy helped him gain time to talk about percentages. Additionally, the round table was a less stressful activity for students, probably because they were not asked to stand up and talk in front of the class but to participate spontaneously. As a result, the category *Speaking anxiety* obtained only 10,5 %. Few or no signs of anxiety were found in the journal and the non-participant form, which gives more strength to the assertions of low speaking anxiety among students.

The success of the workshop was also explained by the high frequency of the category *Oral fluency* with 17,6 %. This was the second-highest category proving that students used the language smoother and more naturally in the round table. The non-participant observer captured this phenomenon, for instance, he stated "*In addition, he answered with logical utterances after the T asked some questions. The previous part was natural according to my opinion.*" Such a natural speech was also perceived by the teacher, who claims that "*one student said I have a question naturally.*" Despite this, lack of fluency seemed to persist as it had 7,16%. This means that students may have needed more support to develop their fluency while speaking. Some students' speech was still forced and unnatural, which was shown in some observations, for instance, the observer commented that some students had difficulties producing full sentences.

Besides oral fluency, the effectiveness of the strategy was evident as it had 16,4%. This confirms the claims made in workshop 1 saying that students did not succeed in the speaking activity because they were not familiar with the functions of the target expressions. Thus, the strategy of identifying and using forms and patterns helped them

overcome such a difficulty. Students' comments were optimistic when asked if the strategy contributed to developing their speaking skills, one stated that they were “*Positivos porque así pude ganar tiempo. (Positives because I could gain time). Me trajo resultados positivos porque pude hablar mejor.*” (*It brought me positive results as I could speak better*).

Finally, the categories of *SS pronouncing accurately* and *Interaction in L2* showed the workshop had an impact on students' speaking ability. Students' good pronunciation (6,3%) occurred because the strategy allowed them not only to recognize the patterns but also to get familiar with their pronunciation. However, pronunciation issues represented 4,2%, which means that they require more support concerning this matter. On the other side, the difference between *Interaction in L2* and *Interaction issues* was wider (almost triple). This indicates progress in students' ability to interact with others in the target language. During the round table, they asked and answered questions naturally, in most of the cases without asking for explanation or repetition. “*In addition, he answered with logic utterances after the T asked some questions,*” expressed the observer.

All in all, workshop 2 fulfilled its purpose of fostering both production and comprehension by allowing students to participate in a round table. The strategy provided linguistic support and its success might have occurred because students got to know the function of the structure in context instead of the chunk per se. Encouraging results were manifested in low speaking anxiety descriptors and more oral fluency. Compared the workshop 1, there was progress so it would be a good idea to continue using the same strategy with new ones to reinforce the skills already acquired while learning new ways to foster speaking.

Analysis of Workshop 3

The objective of workshop number 3 was to allow students to participate in a conversation when the speakers had time to think about their answers. To achieve this competence, students carried out jigsaw tasks in which they had to interact to obtain information about natural resources using *negotiation* as a speaking strategy to improve their interaction skills. Once they were familiar with expressions for negotiation and interaction, they performed a question competition in which they tested their peer on their knowledge regarding natural resources.

The moments of the lesson were designed to raise awareness about how negotiation takes place in oral interaction. In Part A, students watched a video about negotiation and its benefits, after which they answered general comprehension questions. Besides, they read expressions to interact (*what do you think, your turn, we can, I don't know, I'm not sure, etc*). Moment B introduced the conceptualization of natural resources by presenting a reading and a text with definitions and classifications for which students made general comments and became acquainted with the target vocabulary. e.g., renewable, non-renewable, resources, plants, animals, and water. After receiving the input, section C proposed the first jigsaw activity in which students had two different parts of the information to complete a map so that they had to ask their classmates for the missing concepts. Then, students received more facts about how humans used natural resources in life for survival and industrial purposes through a video. To conclude the workshop, they created five questions about the topic and asked their classmates in a “question war” as they had the opportunity to make questions back immediately.

Four instruments (journal, non-participant form, questionnaire, and transcripts) were used to examine students' oral skills and anxiety levels during the development of the lesson, especially in the question competition. Codes are presented in the following chart.

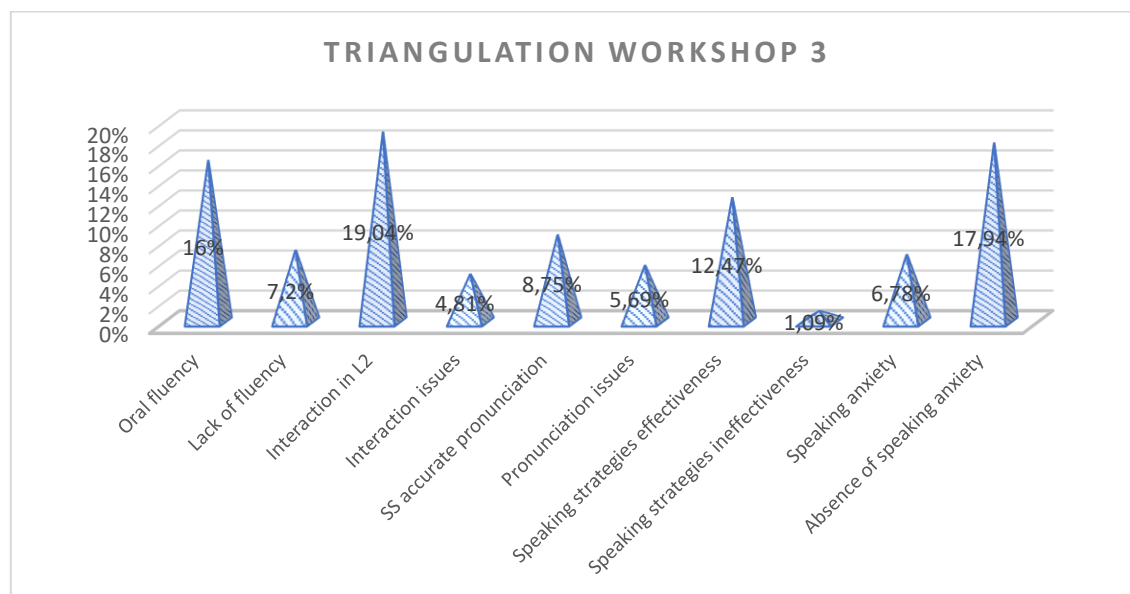
Table 7.

Codes that emerged from the triangulation of workshop 3

Code/Category	DATA COLLECTION INSTRUMENTS				
	Journal	Non-participant	Questionnaire	Transcript	Total
Oral fluency	12	6	9	47	74
Lack of fluency	5	4	4	20	33
Interaction in L2	10	6	5	66	87
Interaction issues	3	4	2	13	22
Students' accurate pronunciation	6	9	1	24	40
Pronunciation issues	3	5	3	15	26
Speaking strategy effectiveness	13	5	4	35	57
Speaking strategy ineffectiveness	0	0	1	4	5
Speaking anxiety	1	4	20	6	31
Absence of speaking anxiety	5	1	70	6	82
TOTAL	58	44	119	236	205

Figure 6.

Percentages of triangulation workshop 3



The first categories are *Oral Fluency* and *Lack of oral fluency*, the former obtained 16% while the latter had 7,2%, less than half of its opposite. This leads to affirming that students had progressed in their oral fluency while talking about natural resources. They produced smoother and more natural speech and the number of chopped sentences has decreased as shown in the transcripts:

“S2: Well, What do you think about non-renewable resources?”

“S1: I think it’s important to reduce the production of non-renewable resources because this could affect the humans, and can be disappearing. Do you think Anserma has a big level of natural resources?”

Students also claimed to be improving their fluency as one stated in the survey: *“Pude mejorar un poco más la conversación y la fluidez”* (I could improve a little more the conversations and fluency). Additionally, the non-participant spotted several times in which natural speech was produced by students. However, he also identified moments in which the utterances were slow and long hesitations hindered communication, which explains why there is still a percentage of lack of fluency.

The category *interaction in L2* had the highest percentage in the triangulation (19%), which illustrates that students used the target language to communicate ideas about the content by asking questions to their classmates. One of the journal observations was that *“They seem to be more willing to participate and produce language when talking to their classmates instead of the teacher”*. Moreover, the transcript showed at least 66 occasions in which students talked in English with a clear purpose, asking or sharing information about natural resources. In contrast, some students had comprehension

problems when interacting as exposed by the non-participant: “*In the second recording, there is a lack of understanding in one of the speakers. It hinders the communication.*” This explains why interaction issues had 4,8 % in the triangulation.

In terms of pronunciation, there was a two-point increase in comparison to the previous workshop reaching 8,7 %, which demonstrates that students continue to improve their pronunciation in their conversations. This is reflected in the transcript, where students pronounced accurately 24 times. Additionally, the observer wrote 5 occurrences of correct pronunciation in the checklist. Nevertheless, *pronunciation issues* are close to 5,6 %, showing that this can be the most difficult aspect for students. This is also manifested in the survey, where they express to continue struggling with this aspect: “*Se me ha dificultado pronunciar algunas palabras*” (*It has been difficult to pronounce some words*) and “*Se me dificulta es pronunciar*” (*Pronouncing is difficult for me*) are examples of their perception.

The category *Speaking Strategy effectiveness* obtained 12%, compared to only 1% of its opposite, indicating the usefulness of the negotiation strategy to allow students to speak more in class. The data showed how students used not only the strategy for negotiation in this workshop but also applied the previous strategies of expressions to gain time and ask questions. “*Students are recycling speaking strategies from other workshops, making them part of their speaking tasks.*” For example, the observer identified both expressions from this workshop and the class expressions from workshop 2: “*The expressions to give the flour were useful since they assisted the conversation in terms of organization. The useful expressions in class are pronounced properly.*” Finally, the category of *Low speaking anxiety* summed at 17,9 %, which reveals that students feel more confident speaking in English as one of them expressed: “*Me siento más seguro de*

practicar de forma oral (I feel more confident of practicing orally) and “Me sentí relajado” (I felt relaxed).

In conclusion, the negotiation strategy combined with the natural resources theme were effective ways to promote meaningful interactions, which favor the development of speaking skills. However, some of these interactions were obstructed by pronunciation issues. Consequently, it would be advisable to continue applying interactional tasks with an emphasis on input so that they become more familiar with English pronunciation.

Analysis of Workshop 4

The objective of workshop number 4 was to make students exchange information on an academic subject through role-playing. For this purpose, the language functions were giving opinions on phenomena, justifying points of view, suggesting, and apologizing. The sections of the lessons provided linguistic and theoretical principles to perform a role-play about the three Rs (reduce, reuse, and recycle). In Part A, students watched a video about linking words in oral speech, especially the consonant-vowel combination. Additionally, they completed a survey about daily habits that affect the environment. In part B, students read a text with definitions and classifications for the three Rs, followed by a matching activity and comprehension questions to build their knowledge. They also related a series of pictures with the correct term. Section C challenged them to analyze the three Rs in everyday actions like walking to school or refilling a plastic bottle. Then, they got familiar with the speaking strategy of apologizing in short situations that prepared them for the role-play. Finally, in moment D, they were given examples of role-plays in which they completed key expressions to ensure they had learned the language functions, leading them to present their own, informing how one of the three Rs worked in real life.

Three instruments (journal, non-participant form, and survey) were used to examine students' oral skills and anxiety levels during the development of the lesson, especially in the performance of the role-play. Codes (are presented in the following chart.

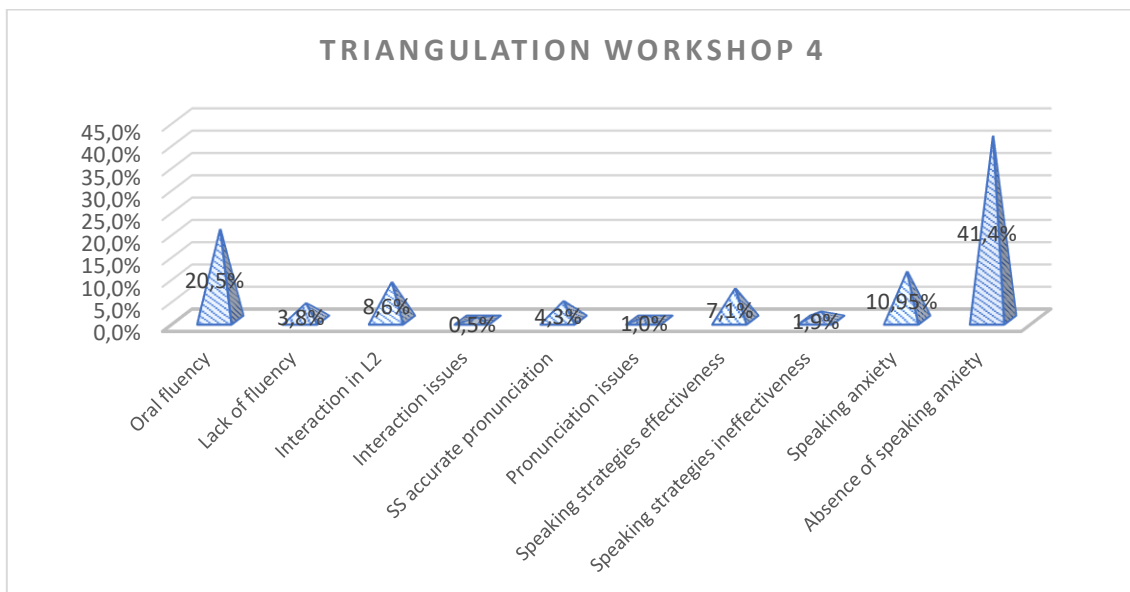
Table 8.

Codes that emerged from the triangulation of workshop 4

Code/Category	DATA COLLECTION INSTRUMENTS			
	Journal	Non-participant	Questionnaire	Total
Oral fluency	30	6	7	43
Lack of fluency	5	0	3	8
Interaction in L2	9	6	3	18
Interaction issues	0	0	1	1
Students' accurate pronunciation	3	3	3	9
Pronunciation issues	1	0	1	2
Speaking strategy effectiveness	6	0	9	15
Speaking strategy ineffectiveness	0	2	2	4
Speaking anxiety	3	0	15	18
Absence of speaking anxiety	6	6	75	87
TOTAL	63	23	119	205

Figure 7.

Percentages of triangulation workshop 4



The category *Oral Fluency* obtained 20,5%, a higher percentage than in the previous workshop signaling how students' utterances sound more natural and fluent thanks to the topics and speaking strategies implemented. The journal illustrates this progress several times. For instance, in one of the entries, the teacher-researcher found that *"Students speech sounded natural when expressing what does it mean? They also linked the word "what" with "you" saying whatchu doing? Which sounded very fluent."* This perception was confirmed by the non-participant, who spotted at least seven times in which their utterances were smooth and natural. Finally, students also felt they were achieving fluency as some of them wrote *"Normalmente cuando empezaba a juntar las palabras me enredaba, pero después empecé a hablar más fluido."* (Normally, when I joined words I stammered, but later I started speaking more fluently). On the other side, *Lack of oral fluency* had 3,8%, fewer than in workshop 3, which supports the previous claims on how their speech is more fluent in every workshop. However, long hesitations and non-natural utterances were still perceived, especially when saying complete sentences, since they may lack more linguistic tools. For instance: *"In contrast, the boy was a little hesitant with the expression it means, saying I mean, and asking the teacher for approval."*

The category *interaction in L2* obtained 8,6% while *interaction issues* had only 0,5% showing that students used L2 successfully for interaction purposes, apologizing and asking for information about the Rs. However, the interaction was lower related to the previous workshop; therefore, the low percentage of interaction issues (0,5%) suggests that in the few interactions that students engaged in, they did not have significant breakdowns in communication. The observer confirmed this view by detailing seven times in which students held a conversation using the target language to exchange information with no

relevant difficulties. Moreover, he perceived no struggles when interaction was maintained. Although the role-plays seemed fluent, they may have been a little short, which explains the 4,3 % of *Students' accurate pronunciation* and 1,0% in *pronunciation issues*. A four-ratio difference between opposite categories indicates that students' pronunciation was proper for the activity's purpose. The journal described that "*They had good pronunciation in words like recycling, rubbish, paper, make, new, which are usually difficult to pronounce for a Spanish speaker.*"

In *Speaking Strategy effectiveness*, the triangulation presented 7,1%, reflecting how students are more aware of how these strategies impact their speaking ability. In this case, they found that the speech act of apologizing worked by stating: "*Usé la oración de disculpa y me salió bastante bien aunque no la había practicado.*" (*I used the sentence of apology and it turned out well although I had not practiced it*). Such an opinion shows how naturally students adopted the language function. Nonetheless, the effectiveness was lower than in the other workshops, and students did not perceive the strategy of linking words as a helpful tool to make progress in fluency. Besides, no data indicated that they recycled previous strategies for this workshop, and some learners claimed that it did not work as planned: "*Yo apliqué algunas expresiones para disculparme pero no me salieron como esperaba.*" (*I applied some expressions for apologies but they did not work as I expected*). Finally, the most significant achievement of this workshop is how relaxed students felt during its execution, which reflects in 41% of the category *Absence of speaking anxiety*. Neither the journal nor the non-participant form reflected high levels of speaking anxiety. For instance, the journal stated that they did not show signs of anxiety

during their role play, and the observer did not find any occurrences related to stress or nervousness among students.

In conclusion, the data demonstrated that students were fluent and had low anxiety in the roleplay, which implies they had natural pronunciation and used the speaking strategy of apologizing and connecting words. Nevertheless, they explicitly recognized only the first strategy and the interaction time was shorter. Thus, it would be advisable to make all the strategies more evident by designing activities that promote more interaction for the next workshop so that students can continue developing interaction skills and fluency at the same level.

Analysis of Workshop 5

The objective of workshop number 5 was to participate in a conversation using general knowledge of the world as support. For this purpose, the language functions were contrasting and talking about facts. The sections of the lessons intended to promote thinking skills of contrast by talking about the USA, the UK, and Colombia. In Part A, students engaged in a casual conversation about Colombian and foreign cities they would like to visit. Additionally, they expressed some features of the places and their experiences in Capital cities like Pereira, Cali, Manizales, and Bogotá. In part B, students read a text with general facts about the USA and UK, followed by reading comprehension questions that they answered orally. They also became acquainted with expressions for contrast, such as *however, but, and, in contrast*. Besides, they watched a video on rising and falling intonation in English and practiced with some sentences they created. Section C challenged them to read aloud a text from a Blog that explained why many languages are present in the USA and to practice the intonation in complete sentences. After this task, they completed a

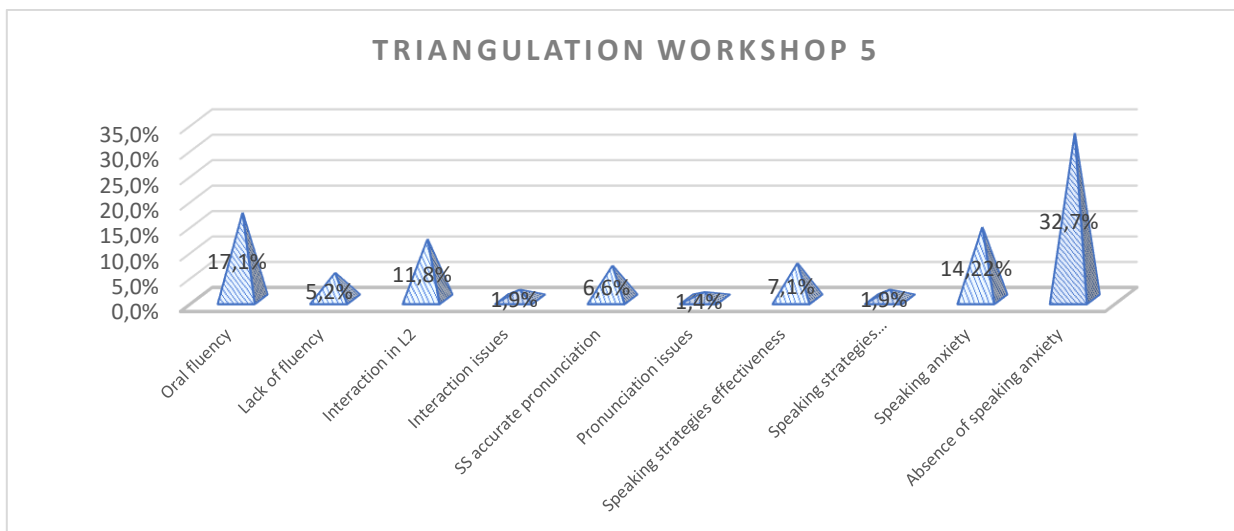
parallel of the two countries as preparation for the final discussion. To close the C section, students played a domino game in which the matching pieces had the same intonation pattern. Finally, in moment D, they watched two more videos with more cultural aspects of the two countries and completed a Venn diagram with the intervention of the whole class. Three instruments (journal, non-participant form, and survey) were used to examine students' oral skills and anxiety levels during the development of the lesson, especially in the performance of open discussion. Codes and triangulation are presented in the following table:

Table 9.

Codes that emerged from the triangulation of workshop 5

Code/Category	DATA COLLECTION INSTRUMENTS			
	Journal	Non-participant	Questionnaire	Total
Oral fluency	21	8	7	36
Lack of fluency	7	1	3	11
Interaction in L2	14	8	3	25
Interaction issues	2	1	1	4
Students' accurate pronunciation	6	5	3	14
Pronunciation issues	1	1	1	3
Speaking strategy effectiveness	6	0	9	15
Speaking strategy ineffectiveness	0	2	2	4
Speaking anxiety	1	0	30	30
Absence of speaking anxiety	3	6	60	69
TOTAL	60	32	119	211

Figure 8. Percentages of triangulation workshop 5



The category *Oral Fluency* obtained 17,1%, a lower percentage than in the previous workshop; nonetheless, it is the second highest, showing consistency in fluent utterances among students using L2 to convey full ideas sounding more natural. The journal bore witness to this phenomenon when the researcher noticed that *The boy talked about the population in the countries naturally with clear concepts and no long pauses*. Besides, the observer agreed with this perception as she identified eight occurrences of oral fluency and only one in which their speech did not sound natural or was problematic. Additionally, one student stated that he was more and more fluent: *sentí que fluí más. (I felt I was more fluent)*. Contrarily, the category *Lack of oral fluency* increased by two points (5,2%), which can be explained by the nature of the task. Since the conversation was spontaneous, students did not prepare dialogues and needed to speak instantly, which made them have pauses while organizing their ideas. Thus, the common factor in the fluency issues recognized in the journal was long pauses to think. For instance, one of the reflections described that *Some students need more time to think about their answers because their speech still lacks fluency in some situations*.

The levels of interaction rose during the application of the workshop. The category *interaction in L2* obtained 11,8%, more than in workshop 4. As part of the task, students volunteered to talk among themselves, sharing their knowledge of the three countries. Their understanding of speech was higher, allowing them to engage in conversations. The non-participant found that students interacted at least eight times using the target language. Besides, they stated in the journal how they listened to the teacher in order to respond. For instance, one student expressed: *apliqué la estrategia escuchando bien al profesor y ayuda a expresarme mejor. (I applied the strategy by listening carefully to the teacher, which helps me express myself better)*. The interaction was not forced and seemed natural, as there were several entries where students intervened without being asked. For instance: *"When I said: let's talk about history, a student replied: What history teacher? engaging in interaction with me."* On the other side, *interaction issues* had only 1,0% showing that students used L2 successfully for interaction purposes, especially when they wanted to contribute specific information about a country.

Besides interaction, the pronunciation was enhanced during this workshop. The category *SS accurate pronunciation* obtained two more points than in the previous workshop. The 6,6% indicates that students struggled less with pronunciation, which allowed them to express their ideas clearly. One of the conclusions in the journal was that overall pronunciation had improved, and *they made the comparisons with no pronunciation problems that affected the message*. Another aspect that impacted their pronunciation positively was the speaking strategy of intonation. They raised the intonation to emphasize specific words or ideas, which made their speech sound more natural. As a result, *Speaking Strategy effectiveness* received 7,1% in the triangulation. Students referred to this strategy

as effective for their pronunciation. For instance, when asked about the instruments they used in their speech they declared: *pronuncié una palabra que le quería aumentar o disminuir importancia y la apliqué para pronunciar mejor.* (I pronounced a word that I wanted to increase or decrease importance). However, the intonation did not work as planned for some students. One claimed that: *"Me fue más o menos, porque se me dificulta pronunciar."* (It was not very good because I struggled to pronounce), explaining the appearance of 1,4% for *pronunciation issues* and 1,9% for *Speaking Strategies Ineffectiveness*.

Finally, the levels of anxiety varied during the workshop. According to the emotional temperature instrument, the category *Absence of speaking anxiety* reached 32,7%, while *Speaking anxiety* took 14,2%. This low anxiety occurred when playing the intonation game and talking casually about cities, as most students selected the states *relaxed*, and *happy* during these moments. In contrast, they chose *insecure* and *stressed* when they needed to speak about concrete aspects of the country. The data indicated more anxiety than before, which was also reflected in the open questions when they narrated, they had felt stressed: *"Me sentí con un poco de temor y me estreso al no saber las palabras."* (I felt a little scared and I get stressed when I do not know the words). Based on the analysis, the conclusion leads to thinking that there is a balance in the development of speaking skills concerning fluency, pronunciation, and interaction abilities responding to the observation in the previous analysis. However, speaking anxiety increased among students, which did not have a relevant impact on their performance, but needs to be addressed with specific strategies to lower anxiety before the main task. Additionally, students may need more talk to prepare the information on the subject matter,

which can make them feel more comfortable; thus, a prepared talk or presentation would cater to this need.

Analysis of Workshop 6

Workshop six's objective was to encourage students to make a ten-minute presentation about a city located abroad. Since workshop number 1 was a two-minute presentation, the students would show their progress in speaking by facing a similar task with a higher level of difficulty. For this purpose, ICT was planned as support for the oral production task by using PowerPoint slides and an App to practice shadow speaking, a strategy to imitate the sounds and patterns of the target language to improve fluency and pronunciation. In moment A, they explored cities in a class discussion, followed by moment B, where they used Google to look for general information about their city of interest. Then, in moment C, they received more input with a sample video about London, and a sample presentation about Manizales to practice shadow speaking. Additionally, they added text, images, and a graph to show historical, social, cultural, and economic aspects of their city, which they presented in moment D. During all the stages, key expressions to present slides, interact with others, and talk about the content were introduced and practiced to provide language support.

Four instruments were used to examine students' oral skills and anxiety levels during the development of the lesson: a journal, a non-participant checklist, a questionnaire, and transcripts. Codes are presented in the following chart and graph.

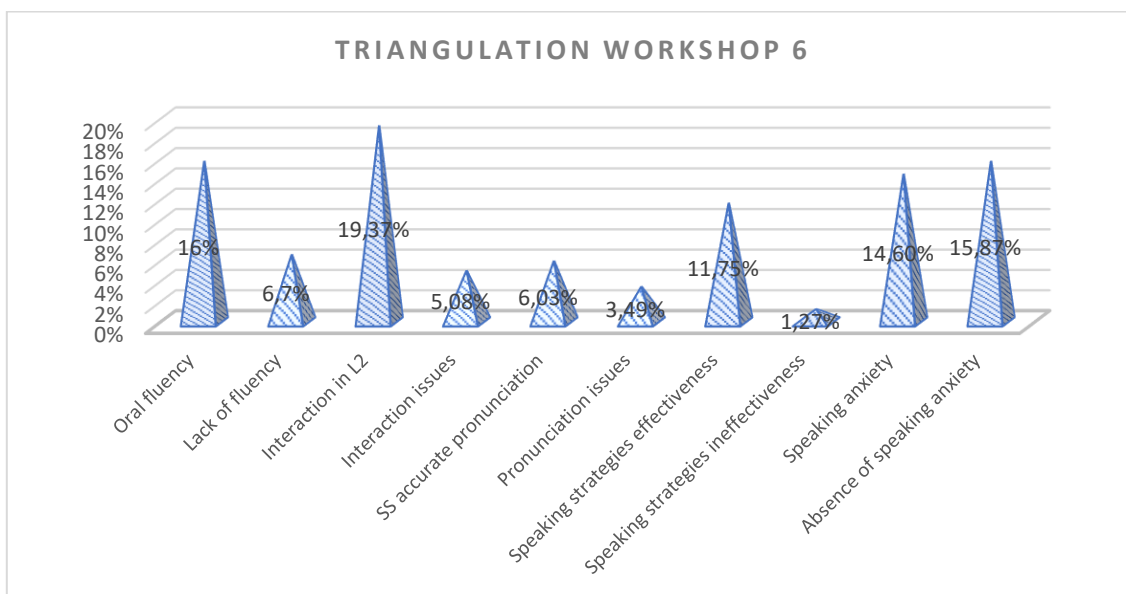
Table 10.

Codes that emerged from the triangulation of workshop 6

Code/Category	DATA COLLECTION INSTRUMENTS				
	Journal	Non-participant	Questionnaire	Transcript	Total
Oral fluency	21	11	6	12	50
Lack of fluency	7	7	2	5	21
Interaction in L2	27	21	3	10	61
Interaction issues	3	10	0	3	16
Students' accurate pronunciation	6	5	2	6	19
Pronunciation issues	3	4	1	3	11
Speaking strategy effectiveness	5	1	18	13	37
Speaking strategy ineffectiveness	0	0	4	0	4
Speaking anxiety	11	4	30	1	46
Absence of speaking anxiety	3	2	40	5	50
TOTALS	86	65	106	58	315

Figure 9.

Percentages of triangulation workshop 6



This workshop was an opportunity to speak without restrictions. The category of *Oral fluency* obtained the second higher percentage in the triangulation with 16%, which indicates that students were able to convey full ideas sounding natural in their utterances. The transcripts revealed that students paused less in the middle of the sentences and sounded more natural. For instance:

SI: hello people how are you?

CLASS: hi, fine, good, happy.

SI: OK, OK our presentation is about the Tokyo, and my partner is Juan, Nico, and Laura. the Tokyo is located in the Japan coma and Nicholas continues with explaining the year of foundation.

The observer agreed with this perception by marking 11 occurrences of oral fluency during the presentations. Additionally, he commented that: *the group was interactive and natural, the leader sounded natural, and held long conversations*. Students also felt improvement in their fluency, some answers in the questionnaire were: *Hablo más fluido y entiendo mejor cuando hay entonación (I speak more fluently and understand better when there is intonation)* and *ya hablo un poco más fluido. (I already speak a little more fluently)*. On the other side, some students had fluency problems, which is reflected in the 6,7%. Some of their utterances were not smooth, and in some cases, the pause limited the delivery, especially when they only read the slides. Thus, one of the reflections in the journal was that: *The visuals and the keywords are valuable aids, but if students do not use them wisely, they can hinder natural speech.*

Besides fluency, interaction was favored during the application of the workshop. The category *interaction in L2* reflected how students negotiate the meaning of words and share information related to the content of the study. Students report more confidence to interact because their comprehension of oral speech has increased. Some of them expressed: *Yo creo que he avanzado mucho porque al principio no hablaba casi nada, pero ahora al menos entiendo más cuando me preguntan o cuando pregunto. (I think I have come a long way because at first, I spoke almost nothing, but now at least I understand more when they ask me or when I ask)*. *Mi capacidad de interactuar con mis compañeros mejoró. (My ability to interact with my peers improved)*. The journal and the observer

coincided in identifying high levels of comprehension in students. One of the entries concluded that: *The levels of comprehension in students are higher, although sometimes their speaking behavior is only responsive, they can interact in academic settings.* Similar comments were made by the observer, who spotted more than 20 interactions in L2 and stated that *They understood most of the time, and asked and answered the questions in L2.* One of the factors that may have contributed to the successful interaction was pronunciation. Students' pronunciation was clear, which evinces in 6% of the category *Students' accurate pronunciation.* The transcript showed comprehensible pronunciation in words such as *located, country, language, about, and know*, which had been problematic in workshop 1.

Speaking anxiety may have been the drawback of the workshop. The data revealed that students felt anxious and stressed during the presentations, as a result, the categories of *Speaking anxiety* and *Absence of speaking anxiety* share 15% of the triangulation. The reasons behind this alteration may have been ICT issues and a lack of preparation for the presentation. The journal described *that students were stressed because there had been a bid landslide near the school and some of them had missed classes. Additionally, there was a power blackout so they could not work on their slides properly.* Some students also faced compatibility and connection issues with the shadow speaking App *No me sirvió la aplicación y no practiqué porque no asistí. (The app did not help me and I did not practice because I did not attend class).* Contrarily, students who could attend classes and implemented the speaking strategy manifested less anxiety and progress in their oral performance: *Me ayudó cómo se pronunciaban las palabras. Expliqué y pronuncié bien algunas palabras Me sirvió la estrategia de los chistes del teacher. (It helped me learn how*

the words were pronounced. I explained and pronounced a few words well. The strategy of the teacher's jokes worked for me). This explains the percentage of 11,7 for Speaking strategies effectiveness. Besides, the transcripts and the non-participant found that students are recycling the expressions to gain time from the strategy in workshop 2. The observer established that *“The Ss, in general, used several survival expressions, which made the interactions more natural.”*

According to the analysis of the data, the last workshop reflected progress in the overall speaking abilities of students. In comparison to workshop one, where they carried out similar speaking tasks, students' utterances were longer and sounded more natural. They interacted spontaneously with the public and the co-presenters as set in the workshop goals. Nevertheless, the laughter strategy and the WhatsApp video fell short to lower the anxiety produced by the technical problems and the lack of preparation as some students could not attend the whole workshop due to the landslide or did not have an internet connection to watch the sample video as plan B.

Overall workshops results

As a conclusion for the evaluation stage, table 10 illustrates the categories that emerged from the data analysis in the six workshops. As mentioned in the procedures, the coding was inductive, and the categories that arose from workshop 1 were applied to the rest of the data.

Table 11. Codes that emerged from the triangulation of the six workshops

No	Category	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5	Workshop 6	Totals	Percentages
1	Oral fluency	14	42	74	43	36	50	259	15,1
2	Lack of fluency	86	17	33	8	11	21	176	10,2
3	Interaction in L2	14	15	87	18	25	61	220	12,8
4	Interaction issues	12	10	22	1	4	16	65	3,78
5	SS accurate pronunciation	5	15	40	9	14	19	102	5,94
6	Pronunciation issues	17	5	26	2	3	11	64	3,73
7	Speaking strategies effectiveness	57	39	57	15	15	37	220	12,8
8	Speaking strategies ineffectiveness	15	3	5	4	4	4	35	2,04
9	Speaking anxiety	50	25	31	23	30	46	205	11,9
10	Absence of speaking anxiety	17	67	82	87	69	50	372	21,7
	Totals	287	238	457	210	211	315	1718	100

Diagnostic and final test results

The students faced two speaking tests, one in the diagnostic stage and another after the action stage. The same analytic rubric adapted from the CEFR A1- A2 levels (Council of Europe, 2001) was used to assess their performance, with five levels, one being the lowest and five the highest as it is illustrated in figure 10.

Figure 10.

Comparison of performance placement in tests 1 and 2

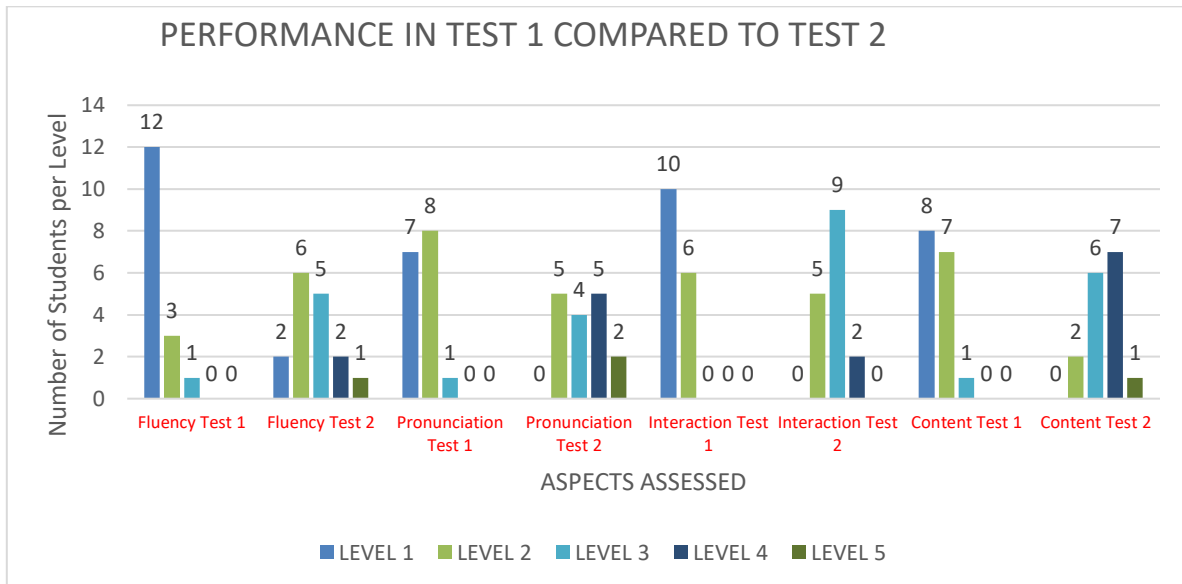


Figure 11.

Average group performance in tests 1 and 2

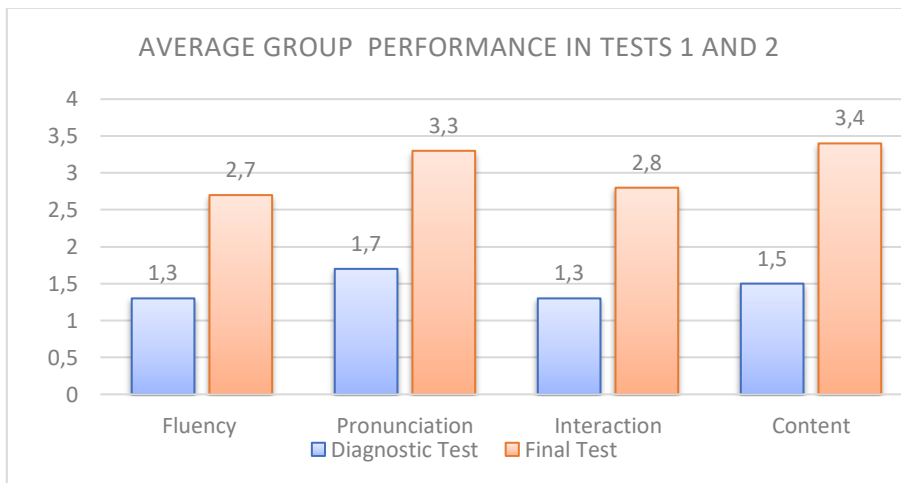


Table 12.*Transcript samples from three workshops*

Workshop 1 Sample transcript	Workshop 3 Sample transcript	Workshop 6 Sample transcript
<p>S1: Hello my name is Kevin. /: She is Dahiana, and /: she is Ximena. S2: eh /: eh /: (twirling her hair) cómo es? Eh presentation: Antioquia terrific /departament/ eh/: location /lokation/ located western part of Colombia. S1: Population /populachon/ S2: (wishpering) population. S1: population. 1 million. S3: (reading) Capital: Medellín S2: rivers: Antioquia has 2 rivers: Magdalena and Cauca. S1: Montains: central S3: touristic... S1: animals biodiversity /biodiversity/ the bear and flower /flouer/ S1: economic activities: coffee and cocoa y coconut/ coconut/ and I //: se me olvidó</p>	<p>S2: what do plants produce? S1: the plants is produce medicine y algunas food. S2: OK, good, your turn. S1: what is the classification for the natural resource? S2: renewable and nor renewable. S1: Yes. S2: do you think / dink/ that we have many /mani/ natural resources in Anserma? S1: Umm let me think, let me think S2: OK S1: In Anserma natural resource is animals and plants. S2: Continue please, you continue. S1: What do you think about , do you think about gasoline? S2: OK, let me think, let me think /: my opinion is Produce much contamination, but because we use it motorcycle and car.</p>	<p>T: What's the weather like in Miami what do you think? S2: Weather? It's como cold. S5: in my opinion is variado. Miami has the beautiful beaches. And the biggest oceans. S1: shut up and sit down. S2: Sports in Miami is soccer, basketball, y hockey. /jokei/ and Kevin is talking the attractions. S3: the attractions are navigation and golf, among others. S2: do you guys know the year of foundation? S6: Fue una señora. S5: I have a question for the group. the beaches of Miami generate economy? S2: Repeat please S5: Beaches of Miami generate money? S2: Ah, beaches, yes, por acá está. it's como 18% of the economy. S5: Only beaches, thank you. S2: I'm sorry I didn't know. T: Make a contrast between Miami and Anserma. S2: Miami is the oceans Atlantic and Pacific in Anserma no oceans. S1: thank you for your attention.</p>

CONVENTIONS:

S:	Student	SS:	Students
T:	Teacher		
M :	Mother	//	Description of mispronunciation
XXX:	Inaudible		
/:	Short pause	//:	Middle pause
///:	Long pause	... :	Silent

5. Findings

The purpose of the study was to analyze how a series of speaking strategies could impact students' speaking skills when implemented under Theme-based Instruction. This section describes what was found about this after a systematical data analysis, particularly in the aspects proposed in the research objectives, how the speaking strategies under TBI impacted oral fluency, pronunciation, interaction, and speaking anxiety among the 18 ninth graders.

Students improved their overall speaking abilities

Students' ability to communicate orally was enhanced throughout the development of the six workshops. When they faced the content tasks such as graphs, comparisons, role-plays, round tables, and discussions, they used English to express ideas, concepts, and opinions on environmental and global themes at an academic level, which they were not used to doing in a regular EFL class. This change pushed them to enhance a skill that seemed difficult for them in an unexplored context. Thus, demanding new cognitive processes to cope with the language and content tasks as explained in Swain's Pushed Output hypothesis (1985), which suggests that students can foster their productive skills when they face unfamiliar or demanding topics and tasks. More than 30% of the codes (500) in the final categories relate to students' success in speaking or interacting in class using the target language. Additionally, the final test revealed general improvement in fluency, pronunciation, and interaction performance, reflecting how the speaking strategies under TBI had a positive impact on this skill. Chart 11 reflects the speech progress by contrasting transcripts samples during workshops 1, 3, and 6, two students are the same in the three samples.

Content and speaking strategies fostered oral fluency

Students' utterances were more fluent since they sounded more natural and their sentences were complete. The category *lack of fluency* had six times more occurrences than oral fluency in workshop 1, showing that fluency was one of the most challenging aspects for students to develop speaking skills. Nevertheless, throughout the application of the other 5 workshops, *oral fluency* surpassed its opposite doubling it in the final score. The free speaking activities about the environment and globalization such as the open discussions and role-plays generated opportunities for students to use the target language, which derived in more fluency. Most of the students' comments starting the intervention showed that they lacked fluency in their oral utterances, for instance, "*No sabia qué decir. Se me dificulta la fluidez*" (*I did not know what to say, fluency is hard for me.*) In contrast, in workshop 6 several students expressed their fluency was better by stating that "*Hablo más fluido y entiendo más cuando hay entonación.*" (*I speak more fluently and understand more the intonation*), "*Ya hablo más fluido*". They also demonstrated how the speaking strategies articulated with the content in their speech, in workshop 3, two students described that "*Usé la estrategia de disculparme para hacerlo por los malos actos con el medio ambiente.*" (*I used the strategy of apologizing to say sorry for the bad actions against the environment.*) The observer and final test confirmed this finding. First, he described in the last workshop comments that some students sounded natural when speaking. Besides, the test indicated a one-unit increase in the fluency criterium, moving from 1 to almost 3 means that most of the students advanced from isolated words to complete sentences with three or four words.

Speaking strategies and content input enhanced students' pronunciation

The data showed a considerable reduction in pronunciation issues, from 12% in the diagnostic to 3% in the final triangulation. *Students' accurate pronunciation* was lower than the category *Pronunciation issues* only in workshop 1. The rest of the workshops showed consistency in how students' pronunciation was adequate for the communicative situations and did not affect the delivery of their ideas about the content. This reinforced Handayani's view that accurate pronunciation relates to employing the right sounds in context to convey meaning (2017). Several journal observations illustrated progress in pronunciation and intonation patterns thanks to the speaking strategies, particularly the intonation domino and the shadow speaking techniques in workshops 5 and 6 evidenced pronunciation improvement among the learners. Some of the teacher-researcher conclusions in these workshops were that "*Students accurately pronounced words that were difficult for them before such as located, environment, consumption, country, and others*", and "*They made the right intonation to make questions or give importance to a concept.*" Students also declared significant improvement in pronunciation after the pedagogical intervention saying that "*Leyendo y practicando mejoré la pronunciación*" (*Reading and practicing I improved the pronunciation*), which is coherent with Krashen's input hypothesis (1981) that states how comprehensible input can favor productive skills. Finally, in test 1 seven students were placed in the lowest pronunciation level, only one obtained level 3 and none of them achieved levels 4 and 5. In contrast, no student placed in level 1, and seven achieved levels 4 and 5 in test 2.

Interactional situations took place by combining content and language tasks

Regarding *interaction in L2*, the codes showed more interaction among students in all the workshops. These interactions were held only with the teacher in workshop1 and evolved into peer interaction as students developed the language and content tasks. The highest interactions took place in workshop 3, which points out that the speaking strategy of negotiation was successful when students interchanged information about natural resources by applying jigsaw tasks. This finding correlates with the principle of the social nature of language (Richards, 2006) that regards language learning as a collective activity that requires interaction to take place. Along with negotiation, the strategy of identifying and using patterns for different purposes, applied in workshop 2, also facilitated interactional situations in the classroom. The journal reported that students used expressions such as *let me think, well, I have a question for you, your turn, have you ever*, regularly in their utterances in the rest of the workshops, showing how they integrated this strategy in their information exchanges developing microskills in oral communication (Brown, 2001). As a result, students declared better interaction skills at the end of the action stage with comments such as *“Mi capacidad de interactuar con mis compañeros mejoró”* (*My interactional abilities with classmates improved*), *“Yo creo que he avanzado mucho porque al principio no hablaba casi nada, pero ahora al menos entiendo más cuando me preguntan o cuando pregunto.”* (*I think I've progressed because at first I didn't speak almost anything, but now at least I understand more when they ask me or when I ask*). The last comment reveals that students also improved their comprehension of oral speech, which is essential to succeed in the input-output cycle that follows interaction

(Harmer, 2007). This enhancement was corroborated by the observer, who claimed that *Students seem to understand the questions most of the time.*”

Students’ speaking anxiety varied depending on the task

The levels of speaking anxiety throughout the workshops varied depending on the speaking tasks. In the emotional temperature instrument, students usually marked positive states in moments A, B, and C where the speaking tasks were controlled and semi-controlled. In contrast, more students chose the states *Anxious, nervous, and insecure* when facing free tasks. As shown in the final triangulation, there were a lot fewer indicators of speaking anxiety in workshops 2, 3, 4, and 5, where the speaking strategies and techniques were class discussions, peer conversations, and role plays. In contrast, students felt more anxious in workshops 1 and 6 where they had to make classic presentations in front of the class. Thus, students felt less stressed carrying out activities that required cooperation, creativity, and peer work than in activities where they spoke in front of the class. The former activities gave them a leading role, becoming more risk-takers, which according to Brown (2007), increases self-esteem and can lead to language success. In contrast, Harmer (2007, p. 346) explains why students endured high anxiety in the presentation by affirming that some students are afraid of speaking when they “find themselves having a big talk in front of the group.” He also suggests working in small groups first to make them feel more confident. Despite the appearance of these anxiety signs, more speaking confidence was described in the final questionnaire by students, some of their statements were *“Ya casi no me da pena hablar (I rarely feel ashamed of speaking) y me ayudaron los chistes del teacher.” (The teacher’s jokes helped me)*, showing that laughter, one of Oxford’s (1990) affective strategies had a positive impact on lowering the anxiety.

Students used their own language-learning strategies

As seen in the transcript samples (see chart 11), students applied some of Oxford's (1990) language learning strategies that were not planned in the workshops. First, some of them used the memory strategy of *Applying images* when they supported their speech in workshop 1 with pictures and keywords. Besides, they implemented the cognitive strategies of *Creating structure for input and output* when they took notes and highlighted information for the city presentation in workshop 6, and the strategy of *Analyzing contrastively* when they compared the expressions with their mother tongue. This led to the employment of the compensation strategies of *Switching to the mother tongue* and *coining* frequently evidenced in the transcripts.

6. Conclusions, Pedagogical Implications, and Limitations

The following sections present the conclusions of the study after completing all the phases of the action research design. The conclusions aim at revealing to what extent speaking strategies impact students' oral abilities and affective domain when they are implemented under a Theme-based model.

Firstly, the speaking strategies have a positive impact on students' speaking skills when applied under Theme-based instruction. This enhancement occurs because students use language and learning strategies as a means to obtain academic goals related to content. In their pursuit to engage in academic discussions related to the subject matter, students employ their linguistic repertoire, which allows them to activate specific speaking strategies. Additionally, the collaborative nature of the TBI tasks foster the appearance of interactional events in the target language among learners, which leads to improvement in speaking and comprehension abilities. Moreover, relating the themes to students' context can facilitate their oral performance as they can use their general knowledge to support their speech. Particularly for rural students, themes that are close to their daily life such as the environment can generate interest to speak more. Thus, it is a recommended model for language teachers who look for meaningful communicative tasks that involve real-world content that is familiar to students; nevertheless, teachers need to identify students' needs to implement or adapt the themes.

Secondly, speaking strategies such as identifying formulas role-plays, and shadow speaking favor speaking fluency when combined with themes that are close to students' reality such as environment and globalization. Free language tasks such as role-plays empower students to produce full sentences when creating and practicing the scripts, which

fosters the rate of delivery and naturalness of speech. For rural students, a role-play about an environmental theme can be beneficial. Nevertheless, students may lack the linguistic knowledge to construct a coherent speech, thus the strategy of identifying formulas and patterns can be integrated with the production task to provide the necessary language support. Additionally, for urban students, other themes may need to be included or more awareness of nature can be promoted to have similar results. This implies that the speaking tasks need to have sufficient language support and a clear topic for students to take the best out of activities.

Thirdly, students' pronunciation becomes more accurate under TBI because they become more familiar with the combination and intonation patterns thanks to the input coming from readings and audiovisual materials about the theme studied. The more students have contact with the input, the more words they are exposed to, which eventuate in more natural pronunciation. Despite the input, some students need explicit instruction on pronunciation patterns and combinations to use in their utterances. This task is facilitated when there is a context in which students can picture how the pronunciation varies depending on the language function, for instance making questions or making emphasis on a word. Consequently, language classes can devote considerable time to working on comprehensible input and explicitly identifying pronunciation and intonation patterns in the target language, which can foster natural production when studied in context instead of only isolated words.

Moreover, TBI is beneficial to develop interactional skills among learners. Authentic academic tasks promote interaction by negotiating meaning, which needs to be scaffolded with language for social and academic information exchange. Particularly,

jigsaw tasks foster interaction as students need to complete gaps or collect information from their classmates to accomplish the activity. Additionally, students may feel more willing to interact with peers with similar language levels than with the teacher. As a result, classroom tasks should simulate real-life exchanges, especially those that students can encounter in academic settings.

Additionally, the impact of speaking strategies under TBI on speaking anxiety varies depending on the nature of the tasks. Small groups and spontaneous activities lower students' panic to speak. In contrast, assignments that push them to speak in front of the public increase their anxiety, which affects their language performance. This does not mean that teachers should never use these speaking activities; instead, they can provide language, content, logistic, and emotional support to gradually face the audience.

Finally, students use speaking strategies that are not explicitly taught when given meaningful content and greater opportunities to participate orally. This implies that teachers may generate more participation scenarios and pay closer attention to students' communication attempts to identify the speaking strategies, and how they favor their language learning.

Some limitations during the application of this study were related to the proper characteristics of the rural area. First, some students were not able to attend the totality of the classes in some workshops as they needed to work on the coffee harvest or had farm tasks. As a result, their language performance and the final responses to the questionnaire were affected since they were not familiar with some content and the speaking strategy of that workshop. For instance, they wrote the strategy had not worked because they had not participated in the practice, or they were not clear about their emotions at several moments

of the workshop. Additionally, they had ICT and electricity issues when making the PowerPoint presentation which may have also affected their anxiety besides the speaking activity itself. Finally, some limitations in the research methodology dealt with the data collection instruments. Some of the responses provided by the non-participant and students were too general or unclear. On the one side, because of time constraints, the non-participant sometimes omitted details or comments, which could have enriched the data collection process. On the other side, the learners' answers in the temperature instruments sometimes did not show a clear trend, for instance, they marked nervous and confident in the same line, which made the interpretation difficult. Another factor that may have contributed to inconsistency in the anxiety results was that specific strategies to lower anxiety were implemented only in the last workshop. The researcher could have taken for granted that the familiarity of the themes with the rural students' context was sufficient to reduce anxiety. Moreover, giving importance to the environment as a theme in the EFL class can produce different results in the context where students do not have such a strong bond with nature. Thus, further research needs to be carried out to determine if specific emotional strategies can lower speaking anxiety among learners and to what extent the selection of themes impacts language abilities in different contexts, for instance, the impact of environmental themes in urban contexts compared to the rural ones, or in a rural context outside the coffee region.

References

- Arulsevi, E. (2016). The effectiveness of Content-Based Instruction in English Language Teaching. *Excellence in Education Journal*, 5(2), 36–51.
<https://files.eric.ed.gov/fulltext/EJ1210158.pdf>
- Avineri, N. (2017). *Research methods for language teaching: inquiry, process, and synthesis*. MacMillan Publishers.
- Berger, J. (2011). Evaluating the effectiveness of instruction using principles of adult learning. In *Assessing and evaluating adult learning in career and technical Education*. Hershey (pp. 173–190).
- Brinton, D. M., Snow, M. A., & Wesche, M. (2003). *Content-based Second Language Instruction: Michigan Classics*. Newbury House.
- Brown, J. D. (2018). Rubrics. In *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* (pp. 1436–1440). Sage Publications.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Pearson Education.
- Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Longman.
- Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge University Press.
- Burns, A. (2010). *Doing action research in English Language Teaching. A guide for practitioners*. Routledge.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
<https://doi.org/http://dx.doi.org/10.1093/applin/I.1.1>
- Castro, A., & López, S. (2014). Communication strategies used by Pre-Service English Teachers of different proficiency levels. *How*, 21(1), 10–25.
<https://doi.org/10.19183/how.21.1.12>
- Cenoz, J., Genesee, F., & Gorter, D. (2014). Critical analysis of CLIL: Taking stock and looking forward. *Applied Linguistics*, 35(3), 243–262.
<https://doi.org/10.1093/applin/amt011>
- Clavijo, A. (2015). Research tendencies in the teaching of English as a foreign language. *Colomb. Appl. Linguist. J.*, 17(1), 4–10.
<http://dx.doi.org/10.14483/udistrital.jour.calj.2015.1.a00>
- Cohen, A. D. (2008). Speaking strategies for independent learning: A focus on pragmatic performance. In *Language learning strategies in independent settings* 33 (p. 119).
- Congress, C. (1994). *Ley 115, ley general de educación* (No. 115).
- Corzo, J. Q., & Lopera, C. J. L. (2016). Content Based Lesson Plans inside the English Rural Classrooms. *International Education Studies*, 9(11), 130.
<https://doi.org/10.5539/ies.v9n11p130>
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.
<https://doi.org/10.1142/S0219498810003951>

- Cresswell, J. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.
- Curtain, H., & Haas, M. (1995). *Integrating foreign language and content instruction in grades K-8*. CAL. Digest.
- Dornyei, Z., & Tatsuya, T. (2010). Questionnaires in Second Language research. In *Questionnaires in Second Language Research: Construction, Administration, and Processing*. Routledge.
- Dueñas, M. (2014). The Whats, Whys, Hows, and Whos of Content-Based Instruction in Second & Foreign Language Education. *International Journal of English Studies*, 4(1), 73–96. <https://doi.org/http://dx.doi.org/10.6018/ijes.4.1.48061>
- Fandiño, Y. J. (2013). 21st century skills and the English Foreign Language classroom: A call for more awareness in Colombia. *Gist Education and Learning Research Journal*, 7(November), 190–208. <https://ssrn.com/abstract=2367524>
- Freeman, D. (1998). *Doing teacher-research: from inquiry to understanding*. Heinle & Heinle Publishers.
- Gonzales, M. A. (2016). Enhancing oral and social skills through the use of authentic short films in a Theme-Based Instruction EFL classroom. *Universidad Pedagógica Nacional*, 152(3), 28. file:///Users/andreataquez/Downloads/guia-plan-de-mejora-institucional.pdf%0Ahttp://salud.tabasco.gob.mx/content/revista%0Ahttp://www.revistaalad.com/pdfs/Guias_ALAD_11_Nov_2013.pdf%0Ahttp://dx.doi.org/10.15446/revfaced.v66n3.60060.%0Ahttp://www.cenetec
- Grabe, W., & Stoller, F. L. (1997). *Content-based Instruction: Research foundations*. In

- Snow, M.A. & D. Brinton (eds.) *The content-based classroom Perspectives on integrating language and content*. Wesley-Longman.
- Guest, G., Namey, E., & Mitchell, M. (2013). *Collecting qualitative data : A field manual for applied research*. Sage.
- Gunantar, D. A. (2016). The impact of English as an International Language on English language teaching in Indonesia. *Language Circle: Journal of Language and Literature*, 10(2), 142–151. <https://doi.org/https://doi.org/10.15294/lc.v10i2.5621>
- Gunnel, M., & Philp, S. (2013). *World Englishes*. Routledge.
- Handayani, D. I. F. (2017). Teaching English pronunciation using film. *Journal of English and Education*, 5(2), 194–201. url: <http://ejournal.upi.edu/index.php/L-E/article/view/10198> TEACHING
- Harmer, J. (2007). *The practice of English Language Teaching*. Pearson Longman.
- Hoadjli, A. C., & Manseur, R. (2016). Can shadowing enhance EFL learners' oral performance? A case study. *Revue Des Sciences Humaines*, 43, 99–109. <https://doi.org/10.37136/1003-000-043-046>
- Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112–126. <https://doi.org/https://doi.org/10.1017/S0267190501000071>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Jaramillo, M. D. (2014). Integrating Ecuadorian festivities into the EFL classroom: The

creation of content-based supplementary material to expand vocabulary for pre-intermediate young learners at Santana High School. In *Universidad de Cuenca* (pp. 1–85). <http://dspace.ucuenca.edu.ec/handle/123456789/2>

Krashen, S. D. (1981). *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc.

Krashen, S. D. (1982). Principles and practice in Second Language Acquisition. In *TESOL Quarterly* (Vol. 17, Issue 2). Pergamon Press Inc.

Lai, Y., & Aksornjarung, P. (2017). The Effects of Content-based Instruction on listening and speaking Abilities of Thai EFL university students. *Journal Creative Practices in Language Learning and Teaching (CPLT)*, 5(2), 1–20.
https://www.researchgate.net/publication/323905694_The_Effects_of_Content-based_Instruction_on_Listening_and_Speaking_Abilities_of_Thai_EFL_University_Students

Leaver, B. Lou, & Stryker, S. B. (1993). Content-Based Instruction for Foreign Language classrooms. *Foreign Language Annals*, 22(3), 269–275.
<https://doi.org/10.1111/j.1944-9720.1989.tb02746.x>

Lestari, N. (2019). Improving the speaking skill by Vlog (video blog) as learning media: The EFL students perspective. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 915–925.
<https://doi.org/http://dx.doi.org/10.6007/IJARBS/v9-i1/5490>

Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge University Press.

Macías, D. F. (2010). Considering new perspectives in ELT in Colombia : From EFL to

ELF consideración de nuevas perspectivas en la enseñanza del inglés en Colombia : del inglés como lengua extranjera al inglés como lengua franca. *HOW - A Colombian Journal for Teachers of English*, December 2010, 181–194.

<https://www.howjournalcolombia.org/index.php/how/article/view/72>

Mackey, A., & Gass, S. M. (2015). *Second language research: methodology and design*.

Routledge.

Mahsar, L. (2020). Teaching English using Content-based Instruction (CBI) in improving students' English speaking skill (A classroom action research in the second grade students of PoltekparLombok). *Jurnal Ilmiah Hospitality*, 9(2), 241–254.

<https://doi.org/10.47492/jih.v9i2.342>

McDougald, J. (2015). Teachers' attitudes, perceptions, and experiences in CLIL: A look at content and language. *Colomb. Appl. Linguist. J.*, 17(1), 25–41.

<https://doi.org/http://dx.doi.org/10.14483/udistrital.jour.calj.2015.1.a02>

Met, M. (1999). *Content-based instruction: Defining terms, making decisions*. The National Foreign Language Center.

Ministerio de Educación Nacional. (2006). *Guía N° 22 Estándares básicos inglés bachillerato [Guide N°22 English Basic standards secondary]* (pp. 22–42).

Ministerio de Educación Nacional. (2009). *Decreto N°1290 [Decree N° 1290]*.

Ministerio de Educación Nacional. (2010). *Manual de implementación de Escuela Nueva, generalidades y orientaciones pedagógicas para transición y primer Grado, Tomo I [Guide of implementation for the New School Model, Tome I]*.

- Ministerio de Educación Nacional. (2014). *Programa Nacional de Inglés 2015-2025* [National Program of English 2015-2025].
- Ministerio de Educación Nacional. (2016a). *English, Please! 1, 2 and 3. Fast Track Edition*. Richmond.
- Ministerio de Educación Nacional. (2016b). *Suggested Curriculum Structure*.
- Ministerio de Educación Nacional. (2016c). *Way to go 6th, 7th, and 8th grades*. Richmond.
- Ministerio de Educación Nacional. (2017). *COLOMBIA Very Well! Programa Nacional de Inglés 2015-2025 documento de socialización* [National Program of English, public document].
- Moreno, M., & Pajaro, M. (2018). Indisciplining the curriculum from a complex perspective to teach English. *English Language Teaching*, 11(9), 26.
<https://doi.org/10.5539/elt.v11n9p26>
- Nacional, M. de E. (2016). Derechos Básicos de Aprendizaje: inglés- Grados 6-11. [Basic Learning Rights: English- Grades 6-11]. In *Colombia aprende* (Vol. 11, Issue 3, p. 55).
- Nation, I., & Newton, J. (2014). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nunan, D. (2003). *Practical English language teaching*. The McGraw-Hill Companies, Inc.
- Oxford, R. L. (1990). *Language learning strategies: what every teacher should know*. Heinle & Heinle Publishers.
- Pérez, J. E. (2022). CLIL in Colombia: Challenges and opportunities for its implementation. *GIST – Education and Learning Research Journal*, 24(October), 7–

24. <https://doi.org/10.26817/16925777.1347>

- Pinner, R. S. (2016). *Reconceptualizing authenticity for English as a Global Language*. Multilingual Matters.
- Rao, P. S. (2019). The role of English as a Global Language. *Www.Rjoe.Org.in An International Peer-Reviewed English Journal*, 4(1), 2456–2696. www.rjoe.org.in
- Richards, J. (2006). Communicative Language Teaching today. In *Cambridge University Press* (Vol. 25, Issue 2). Cambridge University Press.
- Richards, J., & Rogers, T. (2014). *Approaches and methods in Language Teaching*. Cambridge University Press.
- Rishi, S. (2014). Accuracy vs. Fluency in the English classroom. *New Man International Journal of Multidisciplinary Studies*, 1(4), 55–58. <https://n9.cl/xsqza>
- Saldaña, J. (2015). *The coding manual for qualitative researchers* (3rd ed.). Sage.
- Seliger, H., & Shohamy, E. (2003). *Second Language research methods* (7th ed.). Oxford University Press.
- Snow, M. A. (2001). Content-Based and Immersion Models for second and foreign language-teaching. Third edition. In *Celce-Murcia, M. (Ed.), Teaching English as a Second or Foreign Language*. Heinle & Heinle Thompson Learning.
- Swain, M. (1985). *Communicative Competence: Some roles of comprehensible input and comprehensible output in its development*. Newbury House.
- Thornbury, S. (2005). *How to teach speaking*. Pearson Education Ltd.

- Velasquez-Hoyos, A. P. (2021). Teme-Based Teaching to promote oral fluency in a university in Colombia/La Enseñanza basada en temáticas para promover la fluidez verbal en una universidad en Colombia. *HOW - A Colombian Journal for Teachers of English*, 28(2), 97. <https://doi.org/https://orcid.org/0000-0002-9743-5769>
- Vergara, L., López, J., Macea, J., & De la Rosa, A. (2016). Content-based instruction in Colombian universities. *Adelante Ahead Revista Institucional*, 7(1), 55–63. <http://ojs.unicolombo.edu.co/index.php/adelante-ahead/article/view/118>
- Villalobos, O. B. (2014). Content-Based Instruction : A Relevant approach of language teaching. *Innovaciones Educativas*, 15(20), 71–83. <https://doi.org/https://doi.org/10.22458/ie.v15i20.515>
- Waluyo, B. (2019). Task-based Language Teaching and Theme-based Role-play: Developing EFL learners' Communicative Competence. *Electronic Journal of Foreign Language Teaching*, 16(1), 153–168. https://www.researchgate.net/profile/Budi-Waluyo/publication/334130294_Task-Based_Language_Teaching_and_Theme-Based_Role-Play_Developing_EFL_Learners'_Communicative_Competence/links/5d199e67a6fdc2462b49e52/Task-Based-Language-Teaching-and-Theme-Based-Rol
- Widdowson, H. G. (1996). *Linguistics*. Oxford University Press.
- Zyoud, M. M. (2016). *Theoretical Perspective on how to develop speaking skills among university students*. 2(1), 1–10.

Appendices

Appendix 1. Consent Form for Parents



CONSENTIMIENTO INFORMADO



CONSENTIMIENTO INFORMADO FORTALECIMIENTO DE LA EXPRESIÓN ORAL EN LENGUA EXTRANJERA INGLÉS

Usted y/o un menor de edad a su cargo ha sido invitado(a) a participar en la investigación "Fortalecimiento de la expresión oral en lengua extranjera inglés"; esta es llevada a cabo por el docente Carlos Alberto Villada Cruz, quien se desempeña como docente de inglés en el grado noveno. El objetivo del estudio es aplicar estrategias que permitan a los estudiantes mejorar sus habilidades comunicativas en el idioma inglés de forma oral. Su hijo(a) o apoderado(a) ha sido seleccionado(a) porque se encuentra en el rango de edad en el cuál se quiere llevar a cabo el estudio (entre los 13 y los 16 años).

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier asunto que no le quede claro:

Voluntariedad: Su participación y/o la autorización para que participe un menor de edad a su cargo son absolutamente voluntarias. Usted y/o el menor de edad a su cargo tendrán la libertad de contestar las preguntas que desee, como también de detener su participación en cualquier momento que lo desee.

Participación: la participación del menor de edad a su cargo consistirá en responder cuestionarios, encuestas y entrevistas relacionadas con el uso del idioma inglés para propósitos comunicativos. Para facilitar el análisis, estas actividades podrán ser video o audio-grabadas. En cualquier caso, el entrevistado podrá interrumpir la grabación en cualquier momento, y retomarla cuando quiera. De igual modo la clase en la cual está el estudiante podrá ser observada por terceros.

Beneficios: Usted y/o el menor de edad a su cargo no recibirá ningún beneficio directo, ni recompensa alguna, por participar en este estudio. Tampoco se tomará ningún tipo de acción en contra del estudiante en caso de no participar. No obstante, su participación permitirá generar información para mejorar los procesos de enseñanza-aprendizaje del idioma inglés con el fin de mejorar la competencia comunicativa.



CONSENTIMIENTO INFORMADO



Confidencialidad: Todas sus opiniones serán confidenciales, y mantenidas en estricta reserva. Tanto su identidad como la del menor permanecerán anónimas. En las presentaciones y publicaciones de esta investigación, su nombre y/o el del menor de edad a su cargo no aparecerán asociados a ninguna opinión particular. La información recolectada sólo será usada para propósitos investigativos en el área de la producción oral.

Usted tiene derecho a conocer los resultados de esta investigación. Si así lo desea, puede enviar un correo de contacto para enviarle los resultados.

Por favor marque con una X la opción que considere.

SÍ acepto que mi hijo (a) o apoderado (a) participe en el estudio. Firma Luz Stella Martínez

NO acepto que mi hijo (a) apoderado (a) participe en el estudio.

Correo (opcional) andreybedoya22@gmail.com

Si requiere mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, puede contactar a:

Carlos Alberto Villada Cruz

Celular: 313 600 6638

Correo electrónico: cardu44@hotmail.com

Appendix 2. Teacher-researcher Journal



Institución Educativa Caldense – Universidad de Caldas

PROJECT:		THE IMPACT OF SPEAKING STRATEGIES UNDER TBI ON STUDENTS' SPEAKING SKILLS AND ANXIETY	
TEACHER RESEARCHER:	Carlos Alberto Villada Cruz	cardu44@hotmail.com	
DATA COLLECTION INSTRUMENT:	Teacher Journal	PROJECT STAGE: action	
RATIONALE: This document aims at collecting information about the events that occur in the EFL classroom related to students' speaking skills (fluency, pronunciation, and interaction) and speaking anxiety during the implementation of the workshops.			

Date	Number and description of the event	Theory related	Teacher's reflection	Previous events related
April 29th	2. Round table I started the class with a hello, to which everybody replied hello. I explained the purpose of the activity in L2 and when I asked if that was ok a student said yes. One student volunteered to participate using L2. He stopped talking and touched his mask while hesitating a little. He said I like... then	Speaking strategies: identifying and using formulas and patterns. Preparing your talks. (The description suggests that students were more participative during the application of the workshop. I think that this occurred because I provided keywords and expressions	Workshop 1 There were more complete sentences in this workshop than in workshop 1.

Appendix 3. Non-participant Observer Checklist in the Diagnostic Stage

PROJECT:		THE IMPACT OF SPEAKING STRATEGIES UNDER TBI ON STUDENTS' SPEAKING SKILLS AND ANXIETY	
OBSERVER:	Ángela Velásquez Rendón email: angelarendon1997@gmail.com		
DATA COLLECTION INSTRUMENT:	Non-participant Observation checklist	PROJECT STAGE: Diagnostic – Exploratory	
<p>RATIONALE: This document aims at collecting information about the events that occur in the EFL classroom such as learners' actions, attitudes, and behaviors. The observer has no direct relationship with the students. He /she records the events in the class following a series of statements whose occurrences are tallied in the given box. The observer also makes comments about the events.</p>			
<p>INSTRUCTION: Observe the events that occur during the class and write "I" every time the event takes place. Add the total of occurrences at the end of the observation. Make comments on the event if necessary. The events are focused on what students do.</p>			

Date: _____ Class length _____

Event	Occurrences	Total	Comments
Asking questions in L2	3		Learn more vocabulary about w questions (how do you say)
Asking questions in L1	20		
Volunteering to participate	4		Some students participate in class giving their opinions
Disrupting class	1		
Breaking downs in communication			

Using Circumlocutions			
Drills			
Asking for grammar explanations in L1	18		
Learner-learner interaction in L1	16		Motivate students for speaking more in English.
Learner-learner interaction in L2			
Using the dictionary			
Body language expressing excitement (or any positive aspect)	6		
Body language expressing anxiety (or any negative aspect)			
Completing Reading tasks	2		
Completing Writing tasks	2		
Completing Listening tasks			
Completing Speaking tasks	1		

Appendix 4. Diagnostic Questionnaire for Students

ENCUESTA DIAGNÓSTICA: EL PROCESO ENSEÑANZA-APRENDIZAJE DE LENGUA EXTRANJERA INGLÉS

Como estudiante de la Maestría en Didáctica del inglés de la Universidad de Caldas y docente de inglés de la institución, deseo realizar una investigación sobre la utilidad y calidad de la enseñanza y el aprendizaje del inglés. Para identificar y valorar tus percepciones sobre comunicación oral, te invito a realizar la siguiente encuesta de forma autónoma e independiente. No debes dar ningún dato personal diferente de tu edad y grado. La encuesta es anónima y la información recolectada se usará sólo con fines investigativos. Además, esta no tendrá repercusión alguna en las notas de inglés.

Grado: _____

Edad: _____

• 1. Metodología y Ambiente de Aula

Marca una "X" en la casilla que se ajuste a tu opinión si es **siempre, muchas veces, algunas veces, casi nunca o nunca** en relación con cada uno de los siguientes aspectos:

ASPECTOS	Siempre	Muchas veces	Algunas veces	Casi nunca	Nunca
1. En la clase uso el inglés para comunicarme					
2. En la clase los estudiantes hablan en inglés.					
3. Las actividades de clase me ayudan a comunicarme en inglés en forma oral					
4. En clase me expreso de forma escrita en inglés					
5. En clase pregunto cuando tengo dudas usando el inglés					
6. Me siento cómodo cuando se me pide hablar en inglés.					
7. Empleos materiales como imágenes y carteleros para comunicarme en inglés.					
8. Mis compañeros se burlan de mí cuando hablo en inglés.					
9. Hay ruidos o interrupciones que dificultan la comunicación en clase.					
10. Una parte de la clase es dedicada exclusivamente a hablar en inglés.					

• 2. Estilos de aprendizaje

1. Lee con atención las siguientes habilidades. Ordena de 1 a 4 según tu opinión respecto a su importancia en el aprendizaje del inglés. Siendo 1 la más importante y 4 la menos importante.

*Escuchar _____ *Hablar _____ *Leer _____ *Escribir _____

2. Marca una "X" en la casilla del 1 a 10 según tu nivel de desempeño en las siguientes habilidades. Siendo 1 el desempeño más bajo y 10 el más alto.

	1	2	3	4	5	6	7	8	9	10
Escuchar										
Hablar										
Leer										
Escribir										

1. **Factor afectivo**

Marca con una X en Sí o No a las siguientes afirmaciones de acuerdo a cómo te sientes.

	Muy en desacuerdo	En Desacuerdo	Neutral	De acuerdo	Muy de de acuerdo
1. Siento que puedo expresar mensajes de forma oral en inglés					
2. Me siento motivado para hablar en inglés en clase.					
3. Me siento ansioso cuando debo hablar en inglés en clase.					
4. Me agrada comunicarme de forma escrita en inglés					
5. Me agrada expresarme de forma oral en inglés					

Describe qué obstáculos encuentras para hablar en inglés en clase o fuera de clase.

- b. Describe las actividades que crees te ayudan a comunicarte en inglés.

Muchas gracias por tus respuestas honestas. Son muy valiosas para mejorar los procesos de enseñanza y aprendizaje en inglés.

Appendix 5. Diagnostic Test

PROJECT:		THE IMPACT OF SPEAKING STRATEGIES UNDER TBI ON STUDENTS' SPEAKING SKILLS AND ANXIETY	
TEACHER RESEARCHER:	Carlos Alberto Villada Cruz		cardu44@hotmail.co
DATA COLLECTION INSTRUMENT:	Diagnostic test 8		PROJECT STAGE: Diagnostic - Exploratory
<p>RATIONALE: This document aims at collecting information about students' performance in the four language skills (listening, speaking, reading, and writing) to select an area of intervention.</p>			

INSTRUCCIÓN: desarrolla las actividades en esta copia según tus conocimientos de la lengua inglesa. **Los resultados no tendrán ninguna influencia en la nota final, esta prueba tiene únicamente fines investigativos.**

1. **Listening.** Escucha a una profesora dando instrucciones sobre un curso nuevo y responde.

a. What is the teacher's name? _____

b. What is the number of the classroom? _____

b. Select the correct option. **The days they have class are:**

1. Monday and Tuesday 2. Friday and Saturday 3. Monday and Wednesday

c. Select the correct option. If you have problems or questions, you can:

1. Go to the teacher's office 2. Go to the teacher's house 3. Chat with the teacher

d. **TRUE OR FALSE**

1. Class starts next week _____ 2. The class finishes on May 5 _____ 3. You need a book for the course _____

2. **Reading.** Lee el texto sobre Anuncios clasificados y resuelve las actividades.

JOB ADVERTS

1. Do you like cars? Are you friendly and do you like chatting with people? Would you like to make £200 a day selling cars? If you answered yes to the above questions, we'd like you to be on our team! (Driving licence required.)

2. We're looking for a marketing manager to manage an international team. Ability to speak English necessary. Salary is £50,000 a year. **Company** Groovy is a German clothes company that has shops in countries across Europe. **Location** Munich, Germany

a. True or false

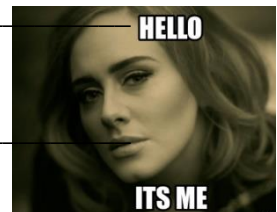
1. You don't need to talk to people to sell cars for Motor Ground. _____
2. Motor Ground buys and sells new cars. _____
3. Groovy has shops in China and Japan. _____
4. The French teacher at LinguaFun will teach adults. _____
5. LinguaFun is located in Colombia. _____
6. You need to speak English to work in Groovy. _____
7. Teaching experience is NOT necessary to work in Linguafun _____

b. Write the correct company according to the profession

1. a. A French teacher _____ b. A manager _____ c. A salesman _____

3. Writing. Escribe un texto en inglés describiéndote.

Instruction: write a paragraph describing yourself, you can write about your name, occupation, hobbies, favorite food, sports, physical appearance, or personality. **50- 60 words**



4. Speaking. Answer the following questions orally.

- a. What's your name? Can you spell it, please?
- b. Can you describe yourself? What are you like? Tell me anything you want to share about you
- c. What do you do in your free time?
- d. What do you like and what do you dislike about the school?
- e. Describe a normal day in your life.

Appendix 6. Speaking Assessment Rubric

SPEAKING ASSESSMENT RUBRIC					
Criteria	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Fluency	Speech has a fluent flow. Words /sentences are well linked and sound natural most of the time having nine or more words.	Speech has usually A fluent flow. Most Words /sentences are well linked, sound natural most of the time and have between six and eight words.	Speech is slow with some hesitations and sentences are more between four and five words long.	Speech is very slow. Hesitation is very frequent with sentences of three or four words.	The speaker produces isolated words or no speech is produced.
Pronunciation	The speaker makes almost no pronunciation mistakes in the utterance, which rarely affects the message. Intonation always adjusts to the situation.	The speaker makes a few pronunciation mistakes without affecting the main idea. Intonation sometimes adjusts to the situation.	The speaker makes some pronunciation mistakes making the message a little difficult to understand sometimes. It sounds natural sometimes with variations in intonation.	The speaker makes many pronunciation mistakes making the message very difficult to understand. Intonation rarely adjusts to the situation.	The speaker makes so many pronunciation mistakes that the message cannot be understood. No intonation takes place.
Interaction	The speaker always interacts with reasonable ease in short conversations, asking and answering questions about familiar topics which he/she understands most of the times.	The speaker usually interacts with reasonable ease in short conversations, asking and answering questions about familiar topics, which he/she often understands	The speaker sometimes interacts with reasonable ease in short conversations, asking and answering questions about familiar topics, which he/she sometimes understands.	The speaker rarely interacts with reasonable ease in short conversations, asking and answering questions about familiar topics, which he/she hardly ever understands.	The speaker has difficulties to interact with reasonable ease in short conversations, asking and answering questions about familiar topics, which he/she has many problems understanding.
Content Knowledge	The speaker shows complete knowledge of the target topic/theme.	The student expresses the main ideas of the target topic/theme.	The student shows some notions of the target topic/theme	The student shows low knowledge of the target topic/theme.	The student shows no knowledge of the target topic/theme.

Speaking Activity. Answer the following questions orally.

- a. What's your name? Can you spell it, please?
- b. Can you describe yourself? What are you like? Tell me anything you want to share about you
- c. What do you do in your free time?
- d. What do you like and what do you dislike about the school?
- e. Describe a normal day in your life.

Appendix 7. Non-participant Observer Checklist in the Action Stage

Non-participant Observation Checklist

Date: 26 /09/ 2022 _____ Class length 1 hour _____

PROJECT:	THE IMPACT OF SPEAKING STRATEGIES UNDER THEME-BASED INSTRUCTION ON 9 TH GRADE RURAL STUDENTS' SPEAKING SKILLS	
OBSERVER: Angela Velasquez R	email: angelarendon1997@gmail.com	
DATA COLLECTION INSTRUMENT:	Non-participant Observation checklist	PROJECT STAGE: Action Stage
<p>RATIONALE: this document aims at collecting information about students speaking performance and speaking anxiety when exposed to speaking strategies using theme-based instruction on students. The observer has no direct relationship with the students. He /she describes specific even in the class related to the preparation and execution of different speaking strategies.</p>		
<p>INSTRUCTION: Observe the events that occur during the class and write a detailed description of what you see concerning students' behavior and language performance at those specific moments of the class.</p>		
Events	Please describe students' actions and behaviors during the event. Please write an X every time you notice one of the following situations in the recordings:	
Students hold a conversation using the target language as a means to exchange information with no significant difficulties.	XXXXXXXXXX XXXX	
Students struggle to interact due to problems in communication e.g., lack of comprehension, inappropriate use of language, or others	XXXX XXXXXX	
The students sentence sound mostly naturally, their utterances are smooth and seem to be naturally conveying a message. Intonation adjusts to the situation	XXXX XXXX	
Students' speech is very slow or no speech is produced. Hesitation is very frequent, which makes the message difficult to come across.	XXX XXXX	
The speakers make almost no pronunciation mistakes in their utterances. The pronunciation does not affect communication.	XXXXX	
The speakers make many pronunciation mistakes in their utterances, which hinders communication.	XXXX	
The students show high levels of speaking anxiety (breathing, squeaky voice, covering his/her face)	X XXX	
The students show no signs of speaking anxiety when producing their utterances, they seem calm and relaxed.	XX	
General comments related to interaction, fluency, pronunciation, and speaking anxiety.	<p>Group 2 were more interactive and seemed more natural. One participant in this group read some notes in his speech. Sometimes, the slides with texts obstruct their speaking because they read them. The girl of this group also utilized her notes as support and read them. Something that I noticed in most of the participants is the use of "is" although it sometimes does not fit into the utterances. The leader of this group sounded natural and hold long conversations with the T. When the presenters started with the questions, there was a natural conversation. Also there were some reactions in L1 as to the leader's questions since they seemed difficult to answer. The Ss in general used several survival expressions which made the interactions more natural. Expressions like "repeat</p>	

Appendix 8. Checking my Emotional Temperature

Tomando mi temperatura emocional Fecha: 09/02/2021 Tema / actividad : USA/UK/COLOMBIA

Lee la descripción de lo que hiciste durante el desarrollo de la guía, luego selecciona con una X en cada pareja de emociones cómo te sentiste en ese momento

1. Hablando de las ciudades que conoces y has visitado I have been to Pereira	Contento <input checked="" type="checkbox"/>	Triste <input type="checkbox"/>
	Relajado <input checked="" type="checkbox"/>	Estresado <input type="checkbox"/>
	Seguro <input type="checkbox"/>	Inseguro <input checked="" type="checkbox"/>
	Sin temor <input checked="" type="checkbox"/>	Con temor <input type="checkbox"/>
2. Identificando la entonación para hacer énfasis en una palabra	Contento <input checked="" type="checkbox"/>	Triste <input type="checkbox"/>
	Relajado <input type="checkbox"/>	Estresado <input checked="" type="checkbox"/>
	Seguro <input type="checkbox"/>	Inseguro <input checked="" type="checkbox"/>
	Sin temor <input checked="" type="checkbox"/>	Con temor <input type="checkbox"/>
3. Hablando del cuadro de generalidades USA uk	Contento <input checked="" type="checkbox"/>	Triste <input type="checkbox"/>
	Relajado <input checked="" type="checkbox"/>	Estresado <input type="checkbox"/>
	Seguro <input checked="" type="checkbox"/>	Inseguro <input type="checkbox"/>
	Sin temor <input checked="" type="checkbox"/>	Con temor <input type="checkbox"/>
4. Jugando el dominó de Entonación	Contento <input checked="" type="checkbox"/>	Triste <input type="checkbox"/>
	Relajado <input checked="" type="checkbox"/>	Estresado <input type="checkbox"/>
	Seguro <input checked="" type="checkbox"/>	Inseguro <input type="checkbox"/>
	Sin temor <input checked="" type="checkbox"/>	Con temor <input type="checkbox"/>
5. Expresándote y escuchando la información para completar el diagrama de Venn	Contento <input checked="" type="checkbox"/>	Triste <input type="checkbox"/>
	Relajado <input checked="" type="checkbox"/>	Estresado <input type="checkbox"/>
	Seguro <input type="checkbox"/>	Inseguro <input checked="" type="checkbox"/>
	Sin temor <input checked="" type="checkbox"/>	Con temor <input type="checkbox"/>

Monitoreando mi progreso

1. ¿Cómo impactó la guía tus habilidades para hablar en inglés, tu fluidez, capacidad de ---- interactuar y pronunciación de oraciones completas ?

la verdad no entendí muy bien las
entonaciones, pero disfruté mucho la guía

2. Describe cómo aplicaste la estrategia de entonación para hacer énfasis en algo, u otras estrategias que hayas aplicado, por ejemplo expresiones para contraste.

me basé bastante en la palabra que le
va a dar la importancia a la
frase

Appendix 9. Final Speaking Test

PROJECT:		THE IMPACT OF SPEAKING STRATEGIES UNDER TBI ON STUDENTS' SPEAKING SKILLS AND ANXIETY	
TEACHER RESEARCHER:	Carlos Alberto Villada Cruz	cardu44@hotmail.com	
INSTRUMENT:	Speaking Test	PROJECT STAGE: Evaluation	
RATIONALE: This document aims at collecting information about students' oral performance in fluency, pronunciation, and interaction after the implementation of the six workshops.			

INSTRUCCIÓN: en parejas desarrolla las actividades propuestas hablando en inglés e interactuando con tu compañero.

1. Answer

- What's your name? Can you say the other person's name?
 - Can you describe your country/ department? What are their main characteristics?
 - Ask your classmate his/her opinion about natural resources.
 - What do you like and what do you dislike about the school/ The English class?
 - Ask your classmate if he/she has ever visited any Colombian city, and how was his /her experience
2. Describe what is happening in the pictures to your classmates, then express what of the three Rs is related to and discuss the positive or negative consequences.



Appendix 10. Transcripts



TRANSCRIPT WORKSHOP 3 NATURAL RESOURCES

MASTER'S PROGRAM IN ENGLISH DIDACTICS
 INSTITUCION EDUCATIVA ALTO NUBIA
 EXAMINING THE IMPACT OF SPEAKING STRATEGIES UNDER TBI ON
 STUDENTS SPEAKING SKILLS

ORAL TASK WORKSHOP 3 TRANSCRIPT No. 3

DATE: July 11th, 2022
 GRADE: 9th
 SCHOOL: Alto Nubia
 TEACHER: Carlos Alberto Villada Cruz
 OBSERVER:
 TIME: 40 MIN Approx.

- The oral task consisted of a series of 5 questions about natural resources. made and answered by students in pairs or groups of three.

CONVENTIONS:

S:	Student	SS:	Students
T:	Teacher	[]:	Interpretation
():	Description		
XXX:	Inaudible	/ /	written pronunciation
/:	Short pause	//:	Middle pause
///:	Long pause	...	Silent

Group 1:

S1: the natural resource is the produce energy and is the natural resource. O sea, the natural.
 Your turn. Please one example for the renewable
 S2: for example is water
 S1: yes, yes. Your turn.
 S2: Ok, what is the use eh water?
 S1: Umm, let me think/
 S1: OK
 S2: My use, my use is brush my teeth and take a shower.
 S2: your turn. You continue.
 S1: what are the non-renewable?
 S2: /: eh, let me think, for example minerals, petrol is, etc.
 T: is that ok?
 S1: más o menos, the definition of the non-renewable
 T: what is the definition?

carlos villada c... Interaction in L2
 carlos villada c... SS pronouncing accurately
 carlos villada c... Oral fluency
 carlos villada c... Oral fluency
 carlos villada c... Interaction in L2
 carlos villada c... Oral fluency
 carlos villada c... Interaction in L2
 carlos villada c... Speaking strategy effectiveness
 carlos villada c... Interaction in L2
 carlos villada c... Oral fluency
 carlos villada c... Interaction in L2
 carlos villada c... Interaction in L2
 carlos villada c... SS pronouncing accurately
 carlos villada c... Interaction in L2
 carlos villada c... Lack of fluency
 carlos villada c... Pronunciation issues