

COMMUNICATION AND SPEAKING STRATEGIES TO PROMOTE ORAL
INTERACTION IN A TENTH-GRADE EFL CLASS

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Class

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Abstract

This qualitative action research study describes the impact of communication and speaking strategies on tenth graders' oral interaction in an EFL class in Cartagena, Colombia. The instruments selected in the diagnostic stage were a teacher journal, a student' survey, a peer observation form, and a diagnostic test to determine the participants' initial difficulties regarding their speaking skills. Six workshops were implemented with speaking strategies such as group discussions, recounting events in groups, group presentations, debates, interviews, and oral presentations to promote oral interaction. They also used communication strategies such as asking for clarification, using gap fillers, circumlocution, using conversation maintenance cue, paraphrasing, and appealing for assistance from the interlocutor to enhance oral interaction and deal with communication problems. In the action stage, the same instruments were implemented with an exit oral test, a speaking rubric, and a final survey. Findings and conclusions showed that the learners' oral interaction improved with the use of communication and speaking strategies, increasing their vocabulary range, accuracy, fluency, interaction in taking turns, and the use of communication strategies.

Key words: Speaking, speaking strategies, communication strategies, interaction, oral interaction,

Introduction

The basic principle to use the language orally for immediate communication is crucial to all human beings. It is important to highlight that most students enjoy learning by interacting with their peers in their context while accomplishing simple tasks that involve the use of the language as the main vehicle for communication purposes. For this reason, it is fundamental to develop interaction skills to satisfy the learners necessity to preserve that reciprocal action. “Interaction skills involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in concordance with one’s intentions, while maintaining the desire relations with others” (Bygate, 1987, p.6). That is why there is a concern to create opportunities for the students to use the language to interact orally with their peers.

This research study aimed at implementing and determining the impact of communication and speaking strategies on tenth graders’ oral interaction in an EFL class in a public school in Cartagena. The study is immersed in the international, national, and local policies in regards to the teaching and learning of the foreign languages. The participants were selected according to Cozby (2004) convenience sampling in regards to the availability of the group as part of the researcher load and their interest to participate in the project.

To come up with the problems around in this learning situation, it was used a diagnostic test, a teacher’s observation journal, a peer observation form, and a student’s questionnaire. The data were triangulated under the theories of Mackey and Gass (2012) and Cresswell (2016) to reassure validity and credibility. The findings in the diagnostic stage evidenced the learners’ L1 use in class, their limited L2 use, their reluctance to class participation, lack of vocabulary, mispronunciation problems, and lack of listening comprehension among others. This conducted

the planning and implementation communication and speaking strategies to impact L2 use and oral class interaction.

After the diagnostic stage, the researcher aimed to find the theory that could help to shape the literature review in the process of research. The literature evolves around communication and speaking strategies to solve the problem of lack of oral class interaction among these students. This segment includes previous related studies and the theory that conducted to the planning of the intervention strategy in the action stage.

The methodology in this qualitative study is action research since this is a flexible method that allow the researcher and participants to take part in the inquiry. This is consistent with Brown (2001), Bogdan and Biklen (1982), and Carr and Kemmis (1988) action research theories among others. It also adopted Kemmis and McTaggart (1988) process for action research which consists of the implementation of four stages of planning, acting, observing and reflecting to conduct research.

In the action stage section, six workshops were implemented to intervene the learning process. Each workshop includes one communication strategy and one speaking strategy to assist the learners to foster their oral class interaction. The main objectives were to impact students' oral interaction with speaking strategies along with communication strategies to help the learners to cope with communication problems presented during the interactions. A rubric was used to assess the students' oral interaction performance with descriptors related to vocabulary use, accuracy, fluency, interaction and communication strategy use. It also included some scales to evaluate the students' performance in each oral task.

Three instruments were designed and administered to gather information in the action stage. A teacher's journal observation to record in detail the phenomenon occurring in the

classroom, a peer observation form to register what happened in class from the perspective of the external observer, and a students' questionnaire to collect the students' opinions, ideas, and experiences about their performance in the oral tasks with the use of the language and communication strategies. The information gathered in this section was codified, triangulated, and analyzed to make decisions about the subsequent workshops.

After the implementation of the six workshops, an evaluation stage was presented to assess the learners progress at the end of the process. Two instruments were administered to cluster and analyze the information. An exit oral test was applied to get a general overview of the learners' oral performance at the end of the process in comparison with the diagnostic test and a final survey to gather information about the learners' perceptions of the six workshops.

Finally, the last sections of this study discuss the findings and the conclusions. The implementations of communication and speaking strategies impacted positively the learners' oral interaction in this course. The findings proved that the use of these strategies encouraged the students to use more vocabulary to talk. They made improvements in their accuracy and fluency as well as in their abilities to take turns in the oral interactions. On the other hand, learners augmented the use of communication strategies to help themselves to deal with the communication problems arise during their interactions. Some limitations of the study are related to the use of some communication strategies that were not in concordance to the English level of the students and the availability of time to encourage the students the opportunity to have more practice to use them accurately into the workshops' oral activities.

1. Research problem

1.1. Purpose of the Research (Justification / Rationale)

This research aimed to implement communication and speaking strategies to promote oral interaction among learners in a tenth grade EFL class in a public school in Cartagena. The importance of this study is determining the impact of using communication and speaking strategies to affect these students' speaking skill and improve their abilities to communicate orally with their peers.

This study enacted the use of speaking strategies such as group discussions, recounting events, group presentations, debates, interviews, and oral presentations in combinations with communication strategies including asking for clarification, using filler, circumlocution, using conversation maintenance cues, using paraphrases for structures one can't use, and appealing for assistance from the interlocutor. This project was also intended to promote communication to enable class interaction through the planning of meaningful tasks and activities inside a task-based approach.

This project is relevant because it permitted students to boost their speaking skills. It reduced students' and teachers' concerns about the use of the target language for oral class interaction. It also intends to be a pattern to contribute to guiding other researchers to conduct inquiries in their teaching contexts. Since there is little or unknown evidence of research about the English language in this setting, this study will contribute to enrich the EFL literature for future research.

Similarly, the pedagogical innovation of this study is to contribute to make significant improvements in the school curriculum and language teaching and learning. The school's main

goal is to prepare the students to take the Pruebas Saber 11¹, which is a national standardized test implemented to all the public and private schools in Colombia at the end of the high school, to evaluate the quality of education. Concerning the English component of such test, the good results in this external test evidence students' good performance at reading while the other skills of the language remain behind. That is why the importance of this project is to improve the oral speech ability and to promote oral interaction among the learners.

Considering that one of the reasons for not using the English language is the fact that speaking is not of paramount importance in this school, this study intended to validate the students' desire to enhance their oral skills. This project is relevant in the ELT (English Language Teaching) field because in its pedagogical intervention speaking was not taught in isolation but in combination with the other skills since language learning implies the promotion of all language abilities.

Yano (2003, p. 29) states that “language is used for self-expression, verbal thinking, problem-solving and creating writing, but it is used essentially for communication”. Thus, throughout the teaching of communication and speaking strategies, language learners have an impact on the form they view language learning.

This project is also important in its context because it followed the MEN and the Cartagena bilingualism program policies in regards to English as a foreign language (EFL) teaching and learning. Consequently, it will probably have an impact on public school students and their future professional development concerning the city job market because it likely provides opportunities to enter the touristic city's labor market. At the same time, it will

¹ Pruebas Saber 11 is a national standard exit test administered annually in grade 11 in Colombian high schools.

possibly allow locals and foreigners to interact throughout the spoken language in the different scenarios of the city's daily life.

1.2. Description of the context

According to Richards and Rodgers (2001), learning a foreign language has been an old practice around the world since immemorial times. It is fair, then, to say that throughout history foreign language learning has always been an important practical concern in all education systems.

Globalization and the opening of the economy, intercultural communication, and the high progress in the scientific and technological fields make pressure on people's lives and require citizens to develop communicative competence in EFL to enable participation on equal terms in the global culture, without losing the estimation of the Colombian culture.

Nowadays, it is widely known the influence of the Common European Framework of Reference for languages (CEFR) in setting the basis for the elaboration of syllabuses, curriculum, textbooks, and so on in Latin American countries. In this aspect, the Colombian government has established an educational policy, which intends to offer students the possibility to experience a better language learning. It permits to approach the language from a strategic perspective that can conceive the language learning as a means to improve upon the students the communicative competence. It can also make the learners to increase their abilities to integrate their knowledge, to work in organized teams and to understand the worldwide reality and its influences over the Colombian context.

The organization and the starting point of the coordination of curricular activities concerning the teaching and learning of EFL in this context is justified by the following aspects:

- The National Constitution claims the fundamental principles of education to all the Colombian people, Asamblea Nacional Constituyente (1991).

- The General Law of Education or 115 Law, in its article 23, points out the English language as fundamental to developing educational programs, MEN (1994).
- The 1860 decree regulates the 115 Law in its main aspects, such as the co-curricular activities in each area.
- The autonomy of the educational institutions allows them to organize their curriculum, according to the goals of education in the country described by the General Law of Education including EFL curricula.
- The modifications introduced by the Pruebas Saber 11 for the national assessment regarding this subject is mandatory since 2009. In this way, the necessity to implement the intensive study of English in each level at school was created.
- The English national program “Colombia Very Well 2015 – 2025” that focus on the importance of learning English as a foreign language and offers the opportunity to many students along the country to improve their English skills.
- The implementation of *Los Derechos Básicos de Aprendizaje* (DBA) (Spanish for Basic Learning Rights) in the English language learning from 6th to 11th grade in public schools in Colombia in 2016 (MEN, 2016).
- Finally, the city is a tourist place, and it is visited by people from all over the world, which determines the need to teach English as a foreign language to interact with foreigners and at the same time to show this setting’s wonders to international visitors.

On the other hand, it is important to highlight that for almost a decade, the school has demonstrated a good performance in English at Pruebas Saber 11. During all this time, teachers have worked hard to prepare the students to do so. This test focuses on vocabulary use, grammar, and reading comprehension.

It is also important to mention that the district of Cartagena has a local program called “*NODO DE TURISMO!*” (NDT) (Spanish for Tourism Node) for those students from 10th and 11th grades at public schools. This NDT qualifies students in bartender skills, gastronomy, hosting services, touristic operations, and organization of events. The English language in the city, is seen as an alternative to get a job with the tourism in hotels, bars, discos, casinos, and even on the streets of the city. For this reason, the *Secretaría de Educación Distrital de Cartagena* (SEDCARTAGENA) (Spanish for Cartagena District’s Secretaria of Education) offers a diversify the preparatory for the students in the last two grades of high school. Thus, *EL NODO DE TURISMO* was created in 2009 to accomplish their goals in their development plan and at the same time assist the population of students interested in working in this area.

This research was conducted with tenth graders at a public school in the district of Cartagena. The English curriculum in this public school follows the national guidelines of the National Ministry of Education (MEN) regarding the learning of a foreign language in the country. This implies a structured language plan to develop communicative competence. This plan is concerned with a student-centered approach. The main aim of this plan, apart from organizing a good structured English syllabus throughout the preschool, primary, middle and high school levels, is to promote communicative competence in EFL through the improvement of the four skills of the language (listening, reading, writing, and speaking). The purpose is to reach the level B1 according to the standards stated by the MEN in Colombia which are based on the CEFR for the teaching and learning of the languages and the MEN (2006).

On the other hand, EFL in this setting is viewed as a subject of the INSTITUTIONAL EDUCATIVE PROJECT (PEI). The school has four English teachers in middle and high school

with four hours a week, one English teacher in primary school with one hour a week. Teachers from other areas teach English in kindergarten and some groups at the primary level.

The principal of the school, coordinators, teachers, parents, and students work together to achieve the goal in the external tests. It is achieved in an agreement among the school principal, coordinators, teachers and parents to offer a special course to train the learners how to answer the Pruebas Saber 11. With this perspective, the students are trained to perform well in the external tests.

The English curriculum adopted the textbook Interchange third edition by Jack C Richards from sixth to eleventh grade in 2013, and it made a sense of organization and order of the content taught in high school, but it is outdated since it was published in 2005. Despite this school program follows somehow the MEN guidelines, the school does not receive any material from Colombia Bilingüe program. During to the Covid-19 pandemic some handout / worksheets were adapted from the lessons suggested in this book and used as well as synchronous meetings and asynchronous work through Google classroom. During the Covid-19 pandemic the school worked virtually and used guides to facilitate the students' learning. Around 90 percent of students struggled to connect to the synchronous classes and only 10 percent of them benefited from virtual classes. The school returned to face-to-face classes in 2022 with a recuperation plan that took the learners through a deep review of the language content corresponding to each academic level.

The school returned to the face-to-face modality in May, 2022, with one alternating mode which consisted in teaching some groups of students in the classrooms and some others at home with online synchronous meetings. Finally, all the students were served at school since July.

The curriculum of the school follows the general guidelines from the MEN in regards to the EFL organization, but at the same time, teachers use the school autonomy to organize the contents to be taught according to the students' performance in each course. In this specific case, the syllabus of the school adopted and followed the contents of the textbook Interchange for the teaching purpose.

The evaluation system is based on students' performance, a qualitative scale system is used to classify the students into different performance categories, beginning with the letters BJ (low), B (basic), A (high), and S (superior). The evaluation is carried in the English class by assessing the learners' performance with the use of the language in workshops, quizzes, conversations and a midterm exam to finish each cut.

The school has few resources to use in the English class. Teachers and students use academic guides to develop in classes. These guides are designed by the teachers following an institutional lesson plan format and the content of the textbook above mentioned. The rooms have a board and the students chairs. There is not internet connection into the classrooms to allow students and teachers to use other resources available to learn the target language.

The institution's teaching and learning process is conducted inside a humanistic, social, cognitive, and pedagogical model. According to the school's PEI, this model seeks the human and academic formation of leader students who can live together and develop their personalities in a good learning atmosphere where there is respect for human rights and favors individual and collective work for the continuous improvement of their learning process.

The school is in connection with other local institutions to favor the bilingualism initiatives in the modality of the Tourism Node offer by the district to tenth and eleventh graders

in public schools. This way, it is somehow connected with the national and local policies of the bilingualism in Colombia.

This school is located in a poor neighborhood of the city settled around Ciénaga de la Virgen. There are other neighborhoods in its zone of influence such as Libano, Chiquinquirá, and 13 de Junio. They all belong to low-income neighborhoods.

The school has only a single venue for the different purposes of education in kindergarten, primary, middle and high school. It also offers education for adult people in the evenings.

The school has a principal and three coordinators. There are 58 teachers and a population of 1593 students. The estimated number of students per class is around 35. The students come from vulnerable homes and generally devote little time to their studies and to planning their future lives. Only a few of them enter public universities to continue undergraduate studies. Most of these young people come from dysfunctional homes where one parent is absent and, in some cases, both parents are absent. Many children end up living with grandparents, relatives or a friend. In some homes, many members of a single-family and sometimes two families live together, causing overcrowding and a lack of privacy and space to concentrate on their homework. It is common that some students get pregnant at a young age and assume the role of mothers in addition to studying.

Despite the difficulties in this setting, students generally show interest in the EFL classroom. Learners seem to enjoy working with the materials and the grammar activities proposed by the teachers in the guides. They love to take part in role-plays and conversations related to topics of their interest such as sports, music, technology and so on. They also show interest to work in pairs or in small groups to perform their tasks.

The school tries to provide internet connectivity to the students through an antenna located in the school, but it is not enough to provide such service to the whole school. On the other hand, the Secretary of Education has also been working on facilitating some equipment to better this situation in favor of the students of the institution.

The parents or guardians of our students have a low level of schooling; most of them completed only elementary school and very few graduated from high school. Their children generally have a higher level of schooling than parents and care givers. Most of the parents work in the informal economy, living from masonry work, street vending, motorcycle-taxi drivers, among others.

Teachers are very responsible, hardworking, and reflexive of their pedagogical practice. According to their testimonies, they strongly believe in education as the power to change society and they work hard every day for a community of students in a poor area of the city. They like to impact students in a positive manner as guides and facilitators of the learning process of their students. They are concerned about their student's attitude toward learning in their context. Teachers focus their teaching practice on guiding their students to achieve their goals in education. Their priorities are based on the students as the center of the learning process. They are interested in using any pedagogical strategies to encourage students' interest in learning a foreign language. They also consider teachers' qualifications as key to enhancing the learning process.

The analysis of these students' needs in education in their setting, and the reflection on the teaching practice are the starting point to conduct this research. Teaching EFL in the 21st century is a challenge that requires these teachers to be aware of the different changes in EFL around the world and in their specific context to the research and empower them as professionals

to have a closer interpretation of the reality of the environment to promote positive changes in this setting.

1.3. Description of the problem

Direct class observation on students struggling to use the target language in class during a long period of time and data collection and analysis in the diagnostic stage showed that learners at this institution displayed poor oral ability to perform speaking tasks and to interact with their teachers and peers in class. This group of students struggled to use the target language with the purpose of oral communication; they lacked communication and speaking skills to keep track and maintain a simple conversation and communicate their ideas, thoughts, and feelings. These learners feared to use the English language and preferred to use L1 to solve any oral communication situation that involved class interaction; they could not even use it to exchange with others in simple everyday situations according to their English level. They also failed to use communication strategies to improve their speaking skills.

To understand what entails this learning situation, this research went through the use of instruments such as classroom observation journal entries to observe, analyze, and reflect on the learning process, a non-participant observer to see the students' performance in class from an external perspective, a survey to explore the students' performance and views about the EFL class. Additionally, a diagnostic test taken from <https://eco.colombiaaprende.edu.co/> and adapted by the teacher, based on the four language skills was administered to get an approximation to the English level of the students.

The data were triangulated to ensure validity and reliability considering the theories of Mackey and Gass (2012) and Cresswell (2016). One finding in the analysis of the data was the students' use of L1 in class. Most students' class interaction with their classmates and the teacher

in this scenario was done through their mother tongue. The analysis informed that L1 frequently and spontaneously used by these students to communicate their ideas, opinions, and to respond to the teacher and their classmates. Therefore, students' use of L1 in class was the main vehicle for class communication among these learners. It demonstrated the students' lack of ability to speak the target language in class.

Another finding was the students' limited use of L2 in class. They did not use the English language unless they were asked to do it. Students felt insecure when using it to interact with their classmates and the teacher. The target language was barely used to respond to the teacher's questions in class. Additionally, findings stated that these students were reluctant to participate in class. They were passive learners and felt insecure when pronouncing words and expressing their ideas to others in L2. Their lack of vocabulary was also evident since they asked for the translation of almost every single term or phrase to use while performing their oral productions.

The findings in the diagnostic stage evidenced the learners' mispronunciation problems which did not allow these students to reproduce the vocabulary with ease. They felt insecure to produce the words in the target language with good pronunciation and intonation. Learners feared to make mistakes to talk and that inhibited them to interact with others. The data also showed they lacked listening skills to understand the spoken language inside and outside the class. Students tried hard to get other people ideas to follow the track in conversations. They needed to be more exposed to the spoken language to better this skill. Consequently, this conducted to the learners' lack of fluency to interact orally in the class tasks. Pupils were not able to maintain the language flow in their interactions. They interrupted the discourse each time they failed to communicate their messages.

On the other hand, the teacher spent time and effort encouraging the pupils to get involved in classwork. It seemed like the lessons were not appealing to the students and the class time was not used effectively by this group. Therefore, the design of meaningful activities was needed to engage them in active learning.

To sum up, this class needed the implementation of a strategy to redirect the language essential learning since the target language should be used with the purpose of communication among the learners. Thus, this study was designed to implement communication strategies through the planning of meaningful tasks and activities to promote oral class interaction, following Dörnyei (1995) theory that assumes that one educational approach learners might potentially benefit from in developing their coping skills could be the direct teaching of Communication Strategies.

1.4. Research question and objectives

1.4.1. Research question

How can communication and speaking strategies impact oral interaction in a tenth grade EFL class?

1.4.2. Objectives

General objective

- Determine the impact of communication and speaking strategies on tenth graders' oral interaction in an EFL class.

Specific objectives

- To describe how the implementation of communication and speaking strategies affect learners' vocabulary range.
- To explore how the use of communication and speaking strategies impacts learners' accuracy when interacting orally.

- To explain how communication and speaking strategies influence learners' oral fluency.
- To assess learners' turn-taking when interacting orally.

2. Literature Review

Speaking a foreign language is of paramount importance nowadays. Many public high school teachers in Colombia seem to be concerned about encouraging their students to use the English language to enhance oral interaction in class. It is well-known that speaking a foreign language enables students and teachers a direct interaction. Therefore, this study has discussed the impact of communication and speaking strategies to encourage oral interaction in an EFL classroom and the use of strategies to facilitate learning. In the following paragraphs, theory is presented supporting this project's main objectives with a review of what is stated by some theorists such as Bygate (1987), Ellis (1999), Richards, J. (2006), Whong (2013), and previous research studies about the nature of speaking and the importance of oral class interaction to learn a foreign language.

2.1. Theoretical framework

2.1.1. Speaking.

Bygate (1987) states that speaking has been an undervalued skill because many people have taken it for granted. It has been assumed traditionally that this skill does not need to be the object of teaching, but speaking as well as any other skill might be the object of study if the need to do so is found. This inquiry agrees with the ideas of Bygate (1987) in which he argues that speaking is the skill which deserves as much attention as the literary skills in both first and second language. "Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second language" (p.vii). He also affirms that it is the skill by which people are most frequently judged and as well as it is the skill that most people use to interact to make or lose friends. "it is the skill by which they are most frequently judged, and through which they may make or lose friends" (p. vii). Thus, the proposal in this research values

the benefits of speaking and its importance to foster oral communication in class to increase learners' confidence in using the language.

2.1.2. Speaking principles and strategies.

Bailey (2003) states that despite speaking is natural, speaking in a language other than our mother tongue is anything but simple. This study agrees with Bailey (2003) principles for teaching speaking. The first principle stated by Bailey is being aware of the difference between a second language and a foreign language context. While the second language context is the place where a language is spoken outside the classroom, a foreign language (FL) context is one where the target language is not the language of communication in the society. For teachers it is a challenge to implement speaking strategies to impact students learning in their context and for the students is even much more complicated. For Bailey (2003) learning speaking skills is very challenging for students in FL contexts because they have very few opportunities to use the target language outside the classroom.

The second principle is based on giving students practice with both fluency and accuracy. According to Bailey (2003) “accuracy is the extent to which students’ speech matches what people actually say when they use the target language” (p. 55) and “Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.” (p.55). Bailey (2003) also argues that learners must have opportunities to develop their fluency and accuracy and teachers cannot interrupt students constantly to correct oral errors if the purpose is to develop fluency.

The third principle is to provide opportunities for students to talk by using group work or pair work and limiting teacher talk. Bailey (2003) states that teachers do approximately 50 to 80 percent of the talking in class. The author emphasizes that teachers must be aware of not taking

the students talking time in class. Therefore, she proposes pair work and group work activities to increase the amount of time students use to talk in class. This study has intended to reduce the teacher talking time and promote students' oral interaction time through speaking strategies such as group discussions, recounting events, group presentations, debates, interviews, and oral presentations.

The fourth principle is planning speaking tasks that involve negotiation for meaning. Bailey (2003) asserts that "research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning" (p. 55). She explains that this involves making sure you have understood what someone said and checking if someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

The fifth principle stated for Bailey (2003) is designing classroom activities that involve guidance and practice in both transactional and interactional speaking. The author declares that "interactional speech is communicating with someone for social purpose. It includes both establishing and maintaining social relationships" (p. 56). Meanwhile, she expresses that "transactional speech involves communicating to get something done, including the exchange of goods and/ or services" (p. 56). This research has identified the use of both transactional and interactional speaking strategies. That is why this study agrees with what Bailey (2003) describes in the following terms: "speaking activities inside the classroom need to embody both transactional and interactional purposes since language learners will have to speak the target language in both transactional and interactional settings" (p. 56).

For Harmer (1983) there are three main reasons for teaching speaking. The first argument is that speaking activities provide rehearsal opportunities. He affirms that the safety of the classroom allows students the chance to practice real-life speaking. Secondly, he supports the use of speaking tasks in which learners try to use all the language they know. It also gives the chance to provide feedback for teachers and students to observe their progress with the use of the language and the problems they face to find possible solutions. The third reason is the fact that the more opportunities the students have to activate the various elements of language they have in their brains, the more automatic they become in using these elements. Harmer concluded that the final result of using speaking activities help learners to become autonomous language users.

To enhance speaking skills, learners need to interact through speaking strategies that definitely promote speaking in class. The speaking strategies used in this project are:

2.1.2.1. Group discussions

This can be defined as activities in which learners can interact expressing their ideas and opinions to their classmates and teachers. The use of discussions in class makes the students engage into real conversation situations. Harmer (2007) states that “spontaneous conversation of this type can be rare, yet discussion, whether spontaneous or planned, has a great advantage of provoking fluent language use” (p. 128). According to Asrida (2016) there are some advantages in using discussions in the classroom such as the fact that it emphasizes on learning instead of teaching. It can make students to participate fully, cooperate one another, improve students thinking skills, provide students with ample opportunity for training self-expression, and make the teaching learning process more interesting. In this way, class discussions can contribute to improve learners’ oral interaction.

2.1.2.2. Recounting events

This speaking strategy allows learners to be able to interact recounting events and personal experiences or any other stories that happened to them and people around. According to (Harmer, 2007) when students share stories or events based on personal experience, their classmates can interact asking questions to find out about what happen. This strategy facilitates classroom interaction and increment the learners talking time.

2.1.2.3. Group presentations

The planning of a group presentation favors teamwork. Van Emden & Becker (2016) state “In spite of the difficulties, there are advantages in speaking as part of a pair or a group rather than as an individual” (p. 78). The authors found that working in groups benefits learners’ learning because the workload and stress are shared at the moment of giving group presentations. In group presentations, students can use a range of abilities to use during their speeches. Learners can change the monotony of the teacher voice in class since the audience has different voices to listen. Students can also demonstrate how good they are at working in teams. The speaking strategy of group presentations engage learners’ oral interaction in planning, practicing, and presenting topics of interest in class.

2.1.2.4. Debates

To argue in favor or against a topic makes learners interact in class. Debates allow learners the opportunity to perform the target language and motivate oral interaction among the participants. As Asrida (2016) proposes, a debate is a process of presenting ideas or opinions in which two opposing sides try to defend their views promoting oral interaction. According to Krieger (2007) a debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. For Halvorsen (2005) a debate forces students not

only to interact with the topic in discussion, but also with the people involved in the debate. All in all, debates contribute to foster oral interaction in the classroom.

2.1.2.5. Interviews

This speaking activity works towards practicing the spoken language. The use of interviews in the English classroom helps to build learners confidence to talk. Teachers should prepare students to face the challenge of interviewing and being interviewed by someone because these strategies encourage them to exchange information and develop their oral speech as part of the cognitive process of looking for answers to questions that elicit varied language forms. Conducting interviews involves a learning process that leads to oral class interaction.

2.1.2.6. Oral presentations

It is significant for the development of the speaking skill to let the students to give oral presentations in class. This permits the learners to engage in exchanging information about topics of their interest. Harmer (2007) states that “in order for this to work for the individual (and for the rest of the class), time must be given for the students to gather information and structure it accordingly” (p. 130). Learners need time to prepare and organize their talks. They start with the selection of the pertinent information and continue to structure it in a logical planning that finish in the final presentations which aim at promoting oral class interaction.

2.1.3. Speaking sub-skills.

Teaching speaking goes beyond the surface of this macro skill. It implies the knowledge of the most important components of this language ability. In Lackman (2010) words “rather than just have students ‘speak’ in the classroom we should be teaching students specific speaking skills, known as sub-skills or micro-skills” (p.2). These sub-skills are essential to enhance better teaching and learning of oral production. According to Hinkel (2006) the complex act of learning

to speak another language should be reflected in the variety and type of subskills that are implied in L2 oral production. For Field (1997) competent English speaking requires comprehending all the subskills. In the same way, Roger (2008) states the fact that “a solid grasp of all the sub-skills is necessary for full English speaking competence” (p. 150). In the same sense, Lackman (2010) affirms that teachers should teach skills that students are not likely to learn outside the classroom and create awareness of speaking sub-skills to provide classroom practice to improve their communication inside and outside the classroom as their ultimate goal. Hence, this study has underlined the role of speaking sub-skills in the process of learning to speak a foreign language. The two main speaking sub-skills are fluency and accuracy and they are explained below to have a better understanding of how they work into the process of learning the foreign language.

2.1.3.1. Fluency.

For Richards, J. (2006), fluency is the natural use of the language that occurs when a speaker takes part in meaningful interaction and keeps comprehensible and ongoing communication despite the limitations of the communicative competence of the speaker. To Ferris & Tagg (1996), fluency is the ability to speak the language with relative ease while focused on getting one’s meaning across fluency that involves the ability to produce connected, continuous streams of speech without causing communication breakdowns.

The purpose of fluency is explained by Richards, J. (2006) words according to which “fluency is developed for creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdowns (p. 14). According to the same author, fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. He also summarized that fluency activities should focus on reflecting the natural use of language,

achieving communication, requiring meaningful use of language, requiring the use of communication strategies, producing language that may not be predictable, and seeking to use language in context among others. Therefore, students should be given the chance to develop their fluency. However, they cannot improve fluency if the teacher is continuously interrupting them to correct their errors. Al Bajalani (2018) also discusses that fluency is associated with 'phonological phenomena' and that pauses and repair are its main sub-skills.

2.1.4. Accuracy.

In contrast to fluency, accuracy focuses on creating correct examples of language use Richards, J. (2006). Students often have difficulty producing fluent speech simply because they lack the vocabulary or grammar to express what they want to express Lackman (2010). Learners usually have problems dealing with grammatical structures, vocabulary, and pronunciation to convey meaning in fluency tasks, that is why accuracy work in Richards terms could either come before or after fluency work. Students need to be able to use and pronounce words and structures correctly to be understood. Controlled practice activities are the most common way of working on spoken accuracy Lackman (2010). For example, based on students' performance on a speaking task, the teacher could assign accuracy work to deal with grammatical or pronunciation problems the teacher observed while students were carrying out the task Richards, J. (2006). Accuracy is important to make students communicate clear messages in conversation to avoid miscommunication problems. An issue that arises with fluency work, however, is whether it develops fluency at the expense of accuracy. This author recommends teachers to balance fluency and accuracy activities. He also suggests accuracy activities to support fluency.

2.1.4.1. Vocabulary Range.

In Lackman (2010) words, “students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task” (p. 4). In this sense, they are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately Lackman (2010). To assess speaking skills, the criterion used is the use of a series of correct and accurate grammar structures to create language or make sentences in oral performance Al Bajalani (2018). It is the use of vocabulary and language structure that learners need to perform the use of the language.

2.1.4.2. Pronunciation.

It is an important issue that helps students to improve their speaking accuracy in learning the language. For Ulker (2017), accuracy in pronunciation involves discrete sounds, stress, intonation, elision, and assimilation. Harmer, J. (1983) establishes that “pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably” (p. 248). Therefore, teachers should be aware of the difficulties of the learner in reproducing the sound of the language to avoid oral communication misunderstandings. It implies teaching pronunciation to improve the learner's ability to use the language appropriately.

2.1.4.3. Mispronunciation

Foreign language learners commonly make mistakes to produce the target language sounds accurately and it can lead to misunderstanding in communication situations. Megariani et al (2020) state that “an error in pronunciation or mispronunciation is a situation when the deviation arises as a result of lack of knowledge or competence” (p. 58). Mispronunciation in this study is mostly owe to the learners’ lack of exposure to listen and use the language and the

lack of knowledge of the language phonetic rules. To avoid pronunciation errors, teachers and students should get involved in producing speeches with acceptable pronunciation coming from the feedback and rehearsal of English sounds promoted by teachers.

2.1.5. Interaction

People usually learn by interaction with others. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other Brown H. D. (1994). Ellis (1999) defined interaction in the following terms: “First, interaction can be viewed as the social behaviour that occurs when one person communicates with another” (p.1). Framing the concept and the implications of interaction, Ellis (1999) argues about two kinds of interaction, interpersonal interaction which refers to the events that occur in face-to-face communication, and intrapersonal interaction is about the learner’s mental process. In their article, they affirmed that both interpersonal and intrapersonal interaction link to the use and the acquisition of the language. This study has identified interpersonal interaction as the core of these pupils' learning. Ellis (1999) stated that “in some sense, oral interpersonal interaction is basic to human communication, as all communities, whether literate or not, engage in it” (p. 1). This research has highlighted these learners’ oral classroom interaction with their peers to facilitate learning and the use of the language to perform different oral tasks to improve their speaking skills.

2.1.5.1. Oral interaction

According to Tuan & Nhu (2010), classroom interaction consists of two types, these are non-verbal interaction and verbal interaction. They argue “Non-verbal interaction is related to behavioral responses in class. It means students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Verbal interaction, on the contrary,

contains written interaction and oral interaction” (p. 30). They explain that written interaction is based on using written words to communicate ideas and thoughts with others. By contrast, oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions (p. 30). This study has emphasized in pursuing this latter one to reach the real purpose of oral classroom interaction. Angelo (1993) states that “classroom interaction comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching” (p. 30). According to Chaudron (1988) in the teacher-learner interaction, “teacher talk takes up the largest proportion of classroom talk” (p. 31). Many authors are aware of the power of teachers in controlling almost everything in class because most of the class talking time is given by the teachers and learners usually become passive learners. In the learner-learner interaction, Tuan & Nhu (2010) express that “in this form of interaction, the teacher plays a role as a monitor and learners are the main participants. Learner-to-learner interaction occurs in groups called learner-learner interaction, in pairs called peer interaction. It is also important to note that group work usually implies “small” group work, that is, students in groups of perhaps six or fewer Brown H. D. (1994). Group work helps to solve the problem of classes that are too large to offer many opportunities to speak Brown H. D. (1994).

In regards to pair work and group work Tuan & Nhu (2010), declare that students’ practice is most beneficial when it is given in small groups or peers than with the whole class. This means that most students usually initiate interacting with their questions when they are in small groups rather than the whole class.

Thus, this research has prioritized learner-learner interaction over teacher-learner interaction to give students more opportunities to have real-time oral practice in class.

2.1.5.2. Taking turns in interaction.

The active participation in conversations involves turn-taking to maintain the flow among its participants. Okata (2016) states that the effectiveness of conversation relies on turn-taking and it make reference to the number of frequencies of turns in which a member of a group starts to talk, stops and another member continues with the discourse. Schegloff et al., (1972) observes that discourse can only occur when the process of turn-taking takes place and the participants engages in talking and pausing to listen to each other. According to Austin, J. (1962) action turns is present each time a person performs an act such as manifesting a fact, giving an opinion an order or permission, accepting or refusing something, and so on. Hence, in this research it is significant to teachers and learners to deal with the implications of taking turns to exchange information in oral interactions.

2.1.6. Communication strategies.

In Tarone (1983) words, communicative competence has at least the following three components: grammatical competence, sociolinguistic competence, and strategic competence. This latter, “is the ability to convey information to a listener and correctly interpret the information received. It includes the use of communication strategies to solve problems that arise in the process of conveying this information” Tarone (1983, p. 123). What she wanted to demonstrate is the fact that traditional teaching has emphasized the first two components of communicative competence. It is to limit its scope to the development of the grammatical competence and the sociolinguistic competence of the language and has put aside strategic competence. According to Tarone (1983), to develop communicative competence students need more than instruction and practice in the in the global skills of the language to convey information. They also need instruction and practice in using communication strategies to solve

problems to convey meaningful information. For this reason, in this study, communication strategies have been useful and have played an important role in filling the gaps presented when students face difficulties in the oral act of communication.

To clarify the concept of communication strategies (CSs), one definition stated by Faerch & Kasper (1983) is that these strategies can be part of an organized plan to solve potential communicative problems that an individual can face to achieve the goal of communication in a specific situation. Canale & Swain (1980) defined CSS as the verbal and nonverbal strategies that may be used to compensate learners' breakdown in communication for the presence of some variables or for insufficient competence. Another definition is that of Corder (1981) is the fact that many researchers have accepted that CSs are a systematic technique used by a speaker to express meaning when facing some difficulties to communicate something. Therefore, communication strategies are all the resources used by people to maintain the conversation flow and they are also inherent to the achievement of communication, especially in the act of speaking.

According to Dörnyei (1995), foreign language students need communication strategies because they give a sense of security in using L2 to manage difficulties to communicate rather than abandon their messages. Learners may opt to keep trying to continue in the conversation to achieve their communicative purpose. This study has considered the use of these strategies to keep the students pursuing their oral interaction despite their lack of vocabulary, language knowledge, and ability to talk.

There is not a single taxonomy of communication strategies. They may vary from one researcher to another. Putri (2013) presented the taxonomy in the table below proposed by Bialystok (1990) and adapted from Varadi (1973), Tarone (1977), and Faerch and Kasper (1983).

Table 1. Communication strategy taxonomy by Bialystok (1990)

Communication strategy	Strategies	Explanation of strategies
A . Avoidance or Reduction Strategies	a. Message abandonment.	leaving a message unfinished because of linguistic difficulties
	b. Topic avoidance	avoiding topic areas or concepts which pose linguistic difficulties
B. Achievement or Compensatory Strategies	a. Circumlocution	Describing or exemplifying the target object or action (e.g., the thing you open doors with for describing keys)
	b. Approximation	Using alternative terms which expresses the meaning of target lexical items as closely as possible (e.g., ship for describing sailboat)
	c. Use of all-purpose words	Extending a general empty lexical item to contexts where specific words are lacking (e.g., overuse of thing)
	d. Word coinage	Creating non-existing L2 word based on a supposed rule (e.g., paintist for painter)
	e. Use of non-linguistic	Mime, gestures, facial expressions
	f. Literal translation	Translating literally a lexical item an idiom, a compound word or structure from L1 to L2
	g. Foreignizing	Using a L1 word by adjusting it to L2 phonologically (e.g., adding a L2 suffix)
	h. Code switching	Using a L1 word with L1 pronunciation
	i. Appeal for help	Turning to the conversation partner for help directly or indirectly
C. Stalling or time gaining Strategies	a. Use of fillers/hesitation devices	Using filling words or gambits to fill in pauses and to gain time to think (e.g., now, let me see...)

Note: Own creation based on Bialystok (1990)

The implementation of communication strategies helps the learner to improve their communicative competence. As expressed by Dörnyei (1995) communication strategies need to be object of teaching to help to improve students' accuracy and fluency. Rodriguez Cervantes & Roux Rodriguez (2012) showed their concern about the role of professors in regards to teaching these strategies. They expressed that teachers are not always concious of the importance of teaching communication strategies and if they are aware of it they do not train their students to use them.

Putri (2013) affirmed that “teachers tend to teach grammar and linguistic features without letting their learners practice and improve their communication in English. Probably this is one reason that cause some learners are good in English but they cannot use English orally” (p. 129). She continued emphasizing that this problem may have a solution if professors integrate communication strategies to equip learners to be ready face communication problems at the moment of speaking. This study identified the idea of teaching communication strategies and training students to use them to reach their communication purposes.

Teaching communication strategies has been a controversial issue. Dörnyei (1995) and Putri (2013) have shown a controversy around the teachability of communication strategies. Putri (2013) states that there are different arguments for or against communication strategies instruction. On one hand, some researchers such as Maleki (2007) has found that teaching communication strategies were pedagogical effective and that teaching material containing communication strategies were more effective than those without them. Tian & Zhang (2005) have also investigated the effectiveness of teaching communication strategies. They found that students who were trained to use communication strategies use them in discussion and have

improved their communicative competence as well as a positive attitude towards communication strategies.

On the other hand, some researchers agreed with the idea that communication strategies should not be taught. Bialystok (1990) and Kellerman (1991) argued the fact that teachers should teach the language itself rather than the strategy. Schmidt's (1983) belief that L2 learners develop their strategic competence at the expense of their linguistic competence. Kellerman (1991) concluded that there is no reason to train the students to use these strategies, he focused on teaching the learners more language and let the strategies to work on their own. Despite this argument in favor or against teaching communication strategies, this study found that there are more advantages in using them in this inquiry than letting them appear on their own.

This study agrees with Dörnyei (1995) ideas that communication strategies need to be taught and it is also identified with the following six procedures proposed by this author to train these language strategies:

1. The first action has to do with raising the students' awareness about the nature and the communicative potential that communicative strategies have. He proposes that teachers should make learners aware of the strategies they already use in their discourses and encourage them to use them and realize that these strategies may work.
2. The second one is encouraging learners to be ready to take risk to use communicative strategies or to use the target language without paying attention to make mistakes.
3. The third procedure is in providing some L2 models of the use of some communication strategies through written and listening, and visual materials to get the learners realize the use of these strategies by native speakers and other L2 speakers.

4. The fourth aspect relies on indicating the students the cross-cultural differences in using communication strategies. It is to make them aware of the fact that in some particular languages these strategies as synonym of bad style.
5. The fifth procedures is to teach these strategies directly, pointing at the words or expressions to use to convey meaning in a specific communicative situation.
6. And finally, providing opportunities to practice the use of the strategy in class. It is to provide the students the chance to master these communication strategies to help cope with communication problems when they are presented.

These procedures are the basis for the implementation of communication strategies to support their teachability of them as well as their learning and practice to improve oral class interaction.

2.2. Previous related studies.

The following studies highlighted important views on oral interaction to learn the English language in their contexts of research. The first study shows how the inclusion of collaborative peer interaction activities enhances classroom communication. The third study focused on oral interaction to learn the English language in the Colombian context. The other two studies manage the impact of speaking strategies to enhance speaking skills. They all have demonstrated underpinning theories to support their inquiry and have impacted positively in their context of research.

Aksoy-Pekacar & Erten (2021) conducted a study to demonstrate the effects of collaborative action in EFL task-based peer interactions in a conversation club. This descriptive research study was developed in an intensive language program at a Turkish university. The participants were 15 students enrolled in different language programs. They were 9 male and 6

female learners ages 18 to 20 years old. The data came from extracurricular activities, collected through videotape recordings and transcriptions of the students' interactions. The results of this research presented implications for the inclusion of peer interaction activities, especially in EFL contexts where learners have limited opportunities in participating in L2 interaction. This qualitative research entails two main categories. The first one is language-related collaborative actions that occurred around the language issues that emerged during interactions and the second is task-related collaborative actions that appear related to task-related issues. This research contributed to visualize the inclusion of speaking tasks in the lesson planning in this study to provide opportunities to practice the language in EFL context.

Ramírez Garzón (2019) conducted a study that described the contribution of teacher-made worksheets on students' oral interaction and extrinsic motivation. This action research project took place at a private school in Bogotá, Colombia. It entailed a group of ten EFL tenth-graders, whose ages range from 15 to 17 years old in English basic level. The data in this study were collected throughout worksheets, field notes, and video recordings. The evidence demonstrated that most students were not motivated by the oral activities and the types of materials used in class because they did not meet their needs and interest. Thus, they did not achieve their goals in learning process. The result showed that the creation and implementation of teacher-made materials (worksheets) enhanced students' oral interaction and their extrinsic motivation after solving their activities related to their needs. They also improved their social relationships when interacting with others in different oral interaction activities. This study contributed to reaffirm the importance of teacher-made materials to focus on the students' learning needs. It also permitted to identify that students should be taken into account to select the topics and the type of activities that may foster interaction among them.

Villada, C. (2022) analyzed the impact of speaking strategies under Theme-based Instruction (TBI) on nine graders' speaking abilities. This action research study was conducted at Colombian rural public school in Anserma, Caldas. The participant was a heterogenous group of sixteen students, 8 girls and 8 boys whose ages were between 12 to 15 years old. The data were collected through a teacher journal, a non-participant observer checklist form, a students' survey, and a diagnostic test. This study revealed that these students had high speaking anxiety before, during and after the speaking tasks. The results demonstrated that speaking strategies helped to improve speaking, and reduced learners speaking anxiety. The researcher concluded that speaking strategies under TBI benefited oral production. This study contributed to corroborate the impact of speaking strategies to promote oral interaction in this research.

Martínez Cabezas (2023) conducted an action research study to determine the impact of Task-based Language Teaching (TBLT) on tenth graders' speaking skill at a public school. The participants in this project were a group of 22 male and female students in Tuluá, Valle del Cauca, Colombia. They were 9 women and 15 men ages 15 to 20. The data were collected with instruments such as teacher's journals, non-participant observer checklists, and surveys. The analysis demonstrated that the learners had difficulties to use the target language orally in class. The results obtained in this study suggested that TBLT is effective to improve the speaking skill and revealed improvement in the use of vocabulary, grammar, fluency and pronunciation. This study contributed to the inclusion in the TBLT activities in the research under study.

3. Research methodology

3.1. Type of study

The methodology in this study undertakes action research since this method permits the participants to reflect upon their own practices in their setting to conduct inquiry to impact their reality. Action research, then, relies on exploratory and interpretive methods, which, for several reasons, are likely to be more appealing to the classroom teacher Burns (2001). According to the author, this method allows teachers to explore the realities of their practice and reflect upon the circumstances in which they take place to find possible solutions to teaching problems that arose in the classroom. Burns (2001) has condensed the following common characteristics that can be considered to define action research: First, action research is a small-scale and contextualize practice. Second, it focuses on identify and investigate problems into a specific situation. It permits evaluation and reflection and it aims to bring about change and improvement in practice. It is also participatory because it favors the collaborative investigation by colleagues, practitioners, and researchers. To end, it is based on the collection and analysis of information or data to which provides the inputs for change. These characteristics make action research a flexible and appropriate approach for teacher-researchers and students to get involved in an investigation process to analyze the events occurring in the classroom to implement intervention strategies that conduct positive changes that impact learning.

This study has adopted Kemmis and McTaggart (1988) process which consists of the implementation of four stages to conduct research. These moments are called: planning, acting, observing, and reflecting. According to these authors, these four moments are the fundamental steps in a spiral process in which the participants and the research evolve. Kemmis and McTaggart (1988) in regards to the functioning of this process explain that the planning must be develop through well-informed actions to approach what happens in the classroom, acting to

implement the plan, observing the effect of the decisive informed action in the setting in which the event happens, and reflecting in this effect for future planning following critically-informed actions on a cycle that permits flexibility and improvements of the stages of the process.

This action research project entails the use of the qualitative approach. For Burns (2001) qualitative approaches aim to offer descriptions, interpretations, and clarifications of naturalistic social contexts. This author also contrasted it to the quantitative approach in which hypotheses are formulated, tested, confirmed, or disconfirmed by researchers. Thus, qualitative research based on collecting and analyzing data can lead to concluding to get an approximation to understand human behavior in the context of research. Consequently, qualitative research fits this study because it is a flexible method that allows teacher-researchers, students, and the school community to work collaboratively to change their own practice.

3.2. Participants.

The participants in this study were a group of 21 tenth-graders at a public school in Cartagena, Colombia. They were 15 girls and 6 boys whose ages were between 14 and 17 years old. They all belonged to low-income and lived in the area of influence of Ciénaga de la Virgen in Cartagena. According to the diagnostic stage, they have a poor level of English, especially in using the language to perform their speaking skill. They had difficulties when talking with fluency and accuracy in class, due to their lack of language knowledge, vocabulary, and communication strategies to follow the track of conversations and maintain oral class interaction. These learners were interested in music, school issues, movies, and technology. They also liked to work in pairs and small groups in class.

The participants were selected according to convenience sampling Cozby (2004) because the group was available as part of the academic load assigned to the researchers; additionally, the

group was chosen for their interest in the English language and their desire to participate in this research despite their lack of abilities to communicate their ideas, feelings, or simply to interact with others through the target language. Besides the students' interest, their parents signed a consent form to allow their children to participate in this study.

3.3. Data collection techniques and instruments

To collect data in this study in the diagnostic stage, three instruments were used and triangulated under the theories of Mackey and Gass (2012) and Cresswell (2016) to assure reliability and validity in the information gathered at this stage of the research. The instruments administered were a journal entry, a non-participant observer checklist, and a student survey questionnaire, and a diagnostic test that corroborated the students' English level in the four macro skills of the English language.

The first data collection technique used in this study was observation. Three journal entries were written and triangulated to observe what happened in the classroom in general terms, analyzing the interaction of the learners, and reflecting on the learning process in this setting. From this perspective, the teacher-researcher was the first observer and witness of the phenomenon occurring in the classroom. The journal entries informed about the students' participation in class, their class interaction with the tasks and classmates, their fears, their learning strategies, and their strengths and weaknesses in using the target language.

The second instrument used in this study was peer observation through a checklist used in three classes in a row. A colleague who has some experience in conducting research was invited to the class to administer a non-participant observer checklist, to observe the students' performance from an external perspective. This checklist (see appendix 1) was used to check the occurrences or frequencies in a list that included items related to the learners' performance such

as oral participation in L1 and L2, oral interaction with peers, use of speaking strategies, fluency, and accuracy when speaking, pronunciation and mispronunciation, use of appropriate vocabulary related to the topic, understanding when reading and listening, and use of coherence and cohesion when writing among others. These data were triangulated to come to a view from a different perspective in the investigation that permitted the participants to be opened-minded in the way other people have observed the class events and contributed to this process of inquiry.

A student survey questionnaire was administered to explore the students' perceptions about their own performance and views about the EFL class. The questionnaire was divided into five sections. The first one intended to catch the students' perceptions, likes, and preferences to learn the language. The second section included an approach towards the students' perceptions of their abilities with the language. The third one included the learners' class organization, habits, and willingness to work while learning English. The fourth section focused on the resources, equipment, and materials available and desired for the learners to work in class. The last section centered its scope on the learners' learning styles, their topics of interest, and their suggestions to improve the English class.

Table 2 below compiles the data collection techniques and instruments employed in the diagnostic stage to gather, summarize and analyze the data obtained during the research process. They were used to support the view of the phenomenon occurring in class from the perspective of the teacher-researcher, the external observer, and the students' participants.

Table 2. Diagnostic stage techniques and instruments

Data collection instruments		
Data collection techniques	Data collection instruments	Objectives
Observation	Journal entries	To observe, analyze, and reflect on the learning process.
Peer-observation	Non-participant observer checklist	To observe the students' performance in class from an external perspective.
Survey	Survey questionnaire	To explore the students' performance and views about the EFL class.
Test	Diagnostic test	To find out about the learners' language level in the four language skills.

These instruments were administered and coded manually for three months. The journal entries, the non-participant observer checklist, and the students' questionnaire were triangulated to identify the frequency of some emerging codes such as students' use of L1 in class, students' limited L2 use in class, students' limitation to pronounce well, students' good pronunciation, students' limitation to listen to, students lack listening skill, and students' lack of fluency to speak the target language. The gathering of the information and the analysis of the data were conducted to have an insight into the facts occurring in the class.

Apart from the information gathered and triangulated in these three instruments, a diagnostic test was taken and adapted by the teacher from <https://eco.colombiaaprende.edu.co/> to diagnose the students' English level was administered to check the learners' level of English. This test evaluated the learners' abilities for speaking, listening, reading, and writing in the target language. The results showed that learners reached 57% in reading, 48% in listening, 40% in writing, and 39% in speaking. This corroborated the students' low performance in these skills and their struggle to use the English language for classroom communication.

The techniques and instruments used in the diagnostic stage were similar to the ones implemented in the action and evaluation stages. They were administered with some adjustments along the whole research process. (See Appendices 1, 2 and 3)

3.4. Data analysis techniques.

The data collected were analyzed according to Creswell (2016) theory that entails three perspectives to analyze the problems in the classroom. Starting first with the researcher's view throughout the observation registered in the journal entries, the second lens was the external reader or viewer, analyzing the learners' performance with a non-participant observer checklist instrument, and third the students' survey in relation to approach the learners' insight on the learning situations occurring in class.

The data were coded and categorized under Creswell (2016) procedure to analyze the information collected with the above-mentioned instruments. The first step was the codification of the workshops under Saldaña (2016) deductive data analysis definition of codes in qualitative inquiry which entails the portion of language that symbolize or translate data in terms of meaningful analysis categories. Second, the triangulation of the workshops along with the other instruments backs Creswell (2016) observations in regards to the role of the inquirer to seek into

different sources for the frequencies in the process of coding to find evidence for themes. Thus, the use of several instruments such as journal entries, non-participant observer checklist, and survey questionnaires permitted to corroborate the findings from different perspectives at this stage of the research. Gathering information from these three views offered an overview that triangulated and analyzed under the theories of Mackey and Gass (2012) helped to reassure validity and credibility in the diagnostic and action stages in this study. In consonant with these authors, the construct was built according to the most frequent categories that emerged in the stages of the research. Validity and credibility in this study were based on the precision and appropriacy to analyze the data gathered with the instruments to make meaningful interpretations of the information. Finally, following the procedure described above, the learners took an exit oral test and a survey questionnaire to corroborate the results obtained along the whole process to identify any advances in the students' oral interaction when contrasting the diagnostic test and the exit test. Some of the codes and categories emerged from the analysis in the diagnostic stage were: students' use of L1 in class, students limited L2 use in class, students' mispronunciation, students' lack of fluency to speak and others (See figure 1). On the other hand, some of the categories that emerged from the action stage were: effective vocabulary use, interaction in taking turns, effective communication strategy use, language accuracy and others (See figure 2 and 4)

4. Research stages / phases of the study

4.1. Diagnostic stage

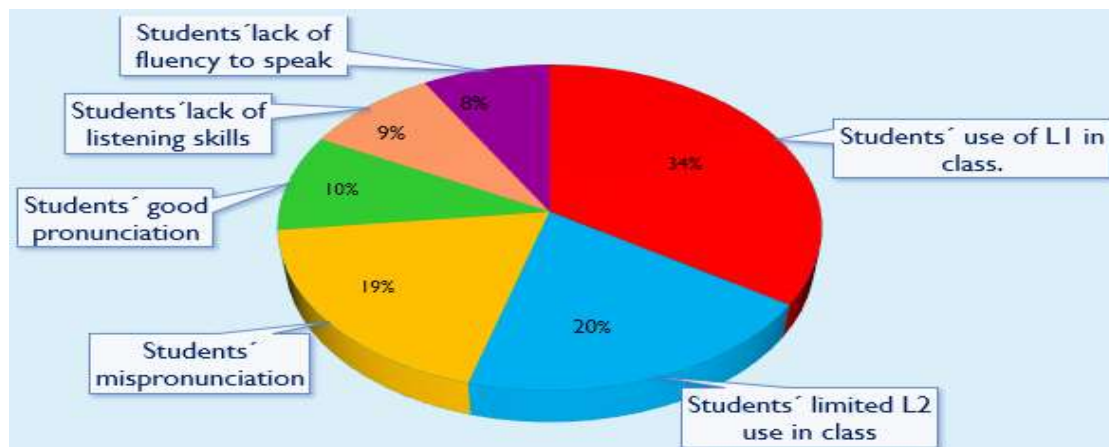
The first step to conducting research was based on a diagnostic stage. It was the stage where several problematic issues emerged from the data collection and analysis. In this phase, three data collection instruments were used to gather the information to identify the problematic issues in this study. The instruments involve in this research were: the teacher-researchers journal entry to observe, analyze, and reflect on the students learning process, a non-participant observer to observe the students learning process from an external perspective, and a student survey questionnaire to explore the learners' performance, beliefs, and views about the EFL class and learning. At this stage, a tenth-graders group was researched for three months.

One of the speaking activities these students did in class during the diagnostic stage was to talk about their families. They were given a family tree example for them to create their own to talk. They took some time to plan their speech, but when they were not able to do it. The professor asked for volunteer but no body took the risk to do it. They were reluctant to use the English language in class and interrupted frequently asking questions in L1. Another speaking activity in this diagnostic stage was to personalize a conversation based on a given conversation example. There were no volunteers again. Students gave some excuses in L1 to avoid interacting with their classmates in the conversation. Only few students participated to do it. It was observed that they were insecure to talk. They also made some mispronunciation problem and intonation, and ended up talking in L1.

These data were triangulated to ensure validity and reliability considering the theories of Mackey and Gass (2012) and Cresswell (2016) procedures in regards to the lens of the researcher, the lens of the reader or viewer, and the lens of the students-participants to demonstrate accuracy during this inquiry process. The researcher's role was to plan, analyze and

triangulate the data obtained from three different sources of information such as journal entries from direct class observation, checklists from an external non-participant observer, and a student survey. Thus, the triangulation of this data permitted to have the consistency of the findings in the coding process and a wider overview of the phenomenon occurring in this context of research. The figure 1 below summarizes the categories that emerged from the data analysis.

Figure 1. Diagnostic data analysis triangulation



The first conclusion in the analysis of the data was the students' use of L1 in class. Most students' class interaction with their classmates and the teacher in this scenario was through their mother tongue. The highest frequency of the data shows the L1 use in class. (See figure 1 above). The analysis of the data had informed that L1 was commonly used spontaneously by these students to communicate their ideas, opinions, and to respond to the teacher and their classmates. Students' L1 frequency used in this class emerged from the researcher's journal entries as the students' most repeated class action in an observing period of three classes in a row. The following excerpts also demonstrated the way the students use L1 in class.

She replied: "Teacher I cannot listen to well, repeat again, please?"

(Teacher journal entry, Sept 16, 2021).

He replied: "Do I have to read it?" (Teacher journal entry, Sept 23, 2021).

Steeven said: “I am sorry teacher, is that the new guide?”

On the other hand, the participation of an external observer in the same classes corroborated these findings. L1 use appeared as the students’ most frequency action in the instrument used by the non-participant observer. The use of L2 in class in the checklist appeared as the second category to corroborate the students struggle to use the English language to interact in class. The students’ survey also evidenced that most students (68.5%) evaluated themselves with low performance to speak the English language in class. (See conversar in Appendix 4). The students’ use of L1 in class seemed to be the main vehicle for class communication among these learners. It demonstrated the students' lack of ability to speak the target language in class.

The second conclusion at this stage was the students' limited L2 use in class. They did not use the English language unless they were asked to do it. Students felt insecure when using it to interact with their classmates and the teacher. The target language was barely used to respond to the teacher's questions in class. The triangulation process in the diagnostic stage supported this finding. It evidenced similar results in the information collected with the instruments in regards to the frequencies the learners use L2 with difficulties to participate in class. The 20 % in this category was the result of the analysis of the information obtained in the journals, the non-participant observer checklist and the students questionnaire. Therefore, there was a need to implement communication and speaking strategies to foster the use of the English language for classroom communication and interaction.

To balance this strategy, the four skills should be taken into consideration, since this group of students manifested in the survey. They had a low performance in these macro skills. Students thought they needed to improve their language skills. Most students (68.5%) thought they were not good at speaking the language. Many students (54.3%) thought they were not good

at listening. A lot of students (48.6 %) thought they needed to improve their reading. Meanwhile, 45.8 % expressed they needed to improve their writing skills. Nevertheless, the speaking skill was the one that needed to intervene in this study. (See conversar, escuchar, leer, escribir Appendix 4).

The third conclusion category was students' mispronunciation. The high score presented in the first two instruments used to collect data evidenced students' difficulties to reproduce well-pronounced language. The survey's result also showed that many learners (62.9%) felt ashamed when making mistakes to talk. (See A in appendix 5). That reason probably did not allow them to participate in class since they were afraid of making mistakes in front of others. That is why low-class participation was evidenced since only a reduced group of students took advantage of class participation. So, students needed to improve their pronunciation to overcome their fear to use the target spoken language.

The fourth conclusion at this diagnostic stage showed students' good pronunciation of the target language. Apart from the students' mispronunciation, some learners had a good performance in using the spoken language with good pronunciation and intonation when reproducing the language. The data revealed a high frequency in this category shown by the external observer. It indicated the learners' interest to express themselves correctly and improve their English pronunciation as well.

The fifth conclusion was the students' lack of listening abilities to understand the spoken language. They usually struggled to understand the oral language to accomplish their class tasks. This reflected students' lack of exposure to listening to the English language in class. They were used to see the focus language in readings and workshops which did not imply listening to it.

This code was repeated in the first two administered instruments and corroborated by the students' self-evaluation in the student survey. (See Escuchar in Appendix 4).

One of the important findings in this stage was the *students' lack of fluency to talk*. They could not express their beliefs, ideas, and feelings fluently. They were not able to interact among themselves through the target language, they mostly used L1 to accomplish that purpose. The similar frequencies of this code in the first two instruments evidenced its relevance in the data. It was also supported in the student survey by the percentage of 68.5 % of learners who determined that they were not good to use the language orally. (See Conversar in Appendix 4). Therefore, the implementation of communication and speaking strategies might have a positive impact on improving the learners' fluency to talk. The data analyzed and discussed in this research led to the design and implementation of a strategy of intervention that could help to improve the students' performance in the target language in this setting.

4.2. Pedagogical intervention

The data analysis results in the diagnostic stage conducted to design a plan to intervene the learners' speaking skills in this research. This study sought to impact learners' oral interaction in the context in which the target language was not used as the main means for oral communication and interaction among the students and it is also concerned about the learners' challenge to perform the spoken language while interacting in their classroom tasks. The diagnostic stage showed the learners' weaknesses in regards to the emerged categories of L1 use in class, limited L2 use in class, lack of vocabulary, mispronunciation, lack of fluency and accuracy to perform the spoken language. Therefore, the teacher-researcher made decisions about implementing a strategy to improve these aspects in the action stage.

The pedagogical intervention implemented in this study focused on the use of speaking strategies and the effectiveness use of communication strategies discussed by Tarone (1983) and Dörnyei (1995) to convey meaning and avoid conversation abandonment in the oral interaction. The design of the instruction was based on six workshops to enhance students oral class interaction. The design of these workshops included six speaking strategies and six different communication strategies. The main purpose in the implementation of these strategies was to observe how the use of speaking strategies along with communication strategies impact the students' vocabulary use, accuracy, fluency, and oral class interaction. The topics for the workshops were chosen according to the students' interest and the school curriculum.

Table 3. Summarizes the structure of the workshop

Workshop Number	Topic	Communication strategy	Speaking strategy	Language form taught
1	Sports, fitness activities, and exercise	Asking for clarification	Group discussion	Frequency adverbs.
2	Free-time activities; weekend chores; vacations.	Gap fillers	Recounting events	Simple past tense.
3	Stores and places in a city and neighborhood	Circumlocution	Group presentation	Location of places.
4	Common complaints about neighbors	Conversation maintenance cues	Debate	Quantifiers.
5	People appearance	Paraphrasing	Interview	Ways to describe people.
6	Past experiences	Appealing for assistance from the interlocutor	Oral presentation	The present perfect tense.

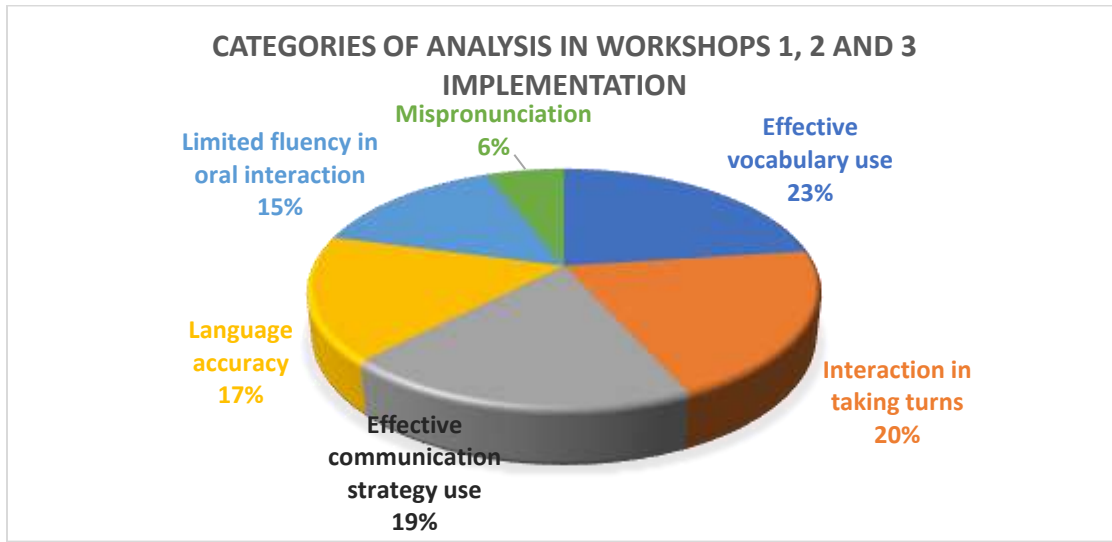
For the workshop structure (See appendix 6, 7, 8, 9, 10 and 11), one speaking strategy and one communication strategy were included for the purpose of oral interaction. The Task-Based Learning approach was followed to facilitate the planning process. They included a pre-task activity stage in which the students learned and practiced the vocabulary to use in the main task. Then, a second pre-activity stage in which they studied and practiced the grammar structure and one communication strategy to help the learners to cope with communication problems arising in their conversations. After that, the main oral task was designed to improve their speaking skills by means of speaking strategies in which they were expected to display their oral interaction ability based on the communication strategy taught, the vocabulary rehearsed and the grammar explored in the workshops. To finish, in the post task the students had the opportunity to interact with the teacher and classmates to ask questions and receive feedback on their performance in the main task in regards to their weaknesses and suggestions for improvement to accomplish the goals of oral class interaction. This plan structure is described in the implementation stage discussed in the following section.

4.3. Action stage

4.3.1. Workshop 1 to 3: Improving oral interaction and facing fluency challenges.

After implementing the first, second, and third workshops, the data collected in the instruments were analyzed considering data analysis approach for qualitative research procedures by Cresswell (2016); the following figure 2 displays the categories that arose from this analysis:

Figure 2. Categories of analysis in workshops 1, 2 and 3



According to the analysis showed in figure 2 above, the categories with the highest frequencies are Effective vocabulary use (23%) and Interaction in taking turns (20%). This indicates that learners enriched their vocabulary with the use of videos and the practice of vocabulary games used in each of the three lesson plans, along with the communication strategies. The data analysis demonstrated that the strategy of exposing the students to practice the vocabulary related to the class really worked to enrich their language performance especially when applying the communication strategies, mainly the asking for clarification and gap fillers strategies. The following comments made by some students in their surveys ratified the effectiveness of implementing communication strategies because they reinforced the practice of vocabulary in the main tasks in the workshops:

I liked to continue practicing the vocabulary and study more with my classmates when we performed the oral interaction tasks” (Student-SV-WK1).

“It was good to have videos and exercises like in the first workshop to practice the vocabulary that we need to interact orally” (Student-SV-WS2)

The following excerpt from the transcript of one of the workshops implies students' vocabulary use during their interaction in the first workshop:

María Shirley said "A sports play in the water", another student effectively used the communication strategy and said "do you mean basketball?" and María Shirley said "no". Another student continues using the communication strategy in an effective way and asked "could you be more specific? She said "a water sport". Breiner said "do you mean swimming? And she said "yes" (Transcript WK1).

The observer and the teacher also made some comments on the learners' interaction with the use of vocabulary in class:

"The students made a very good use of the vocabulary learned with the communication strategies and practice it in class. (Observer form-WK1)

"All the students in this group were able to use the vocabulary related to sports and fitness activities with the help of communication strategies". (Teacher journal WK1)

This effective use of vocabulary was also corroborated by the learners during their oral interaction performance in the first three workshops by the next testimony made by students and the observer:

"I felt well using gap fillers to take time to think better my answers to talk" (Student-SV-WK2).

"All the student group used the communication strategy. It was nice listening to the students using the communication strategy trying to recount their stories". (Observer-CL-WK2).

The implementation of communication and speaking strategies impacted positively learners' vocabulary range and its use in class in the first three workshops. Meanwhile, the strategy of asking for clarification, gap fillers, and circumlocution in the first three workshops permitted to maximize vocabulary use which significantly favor oral interaction.

Figure 2 shows that the category of interaction in taking turns to perform orally in class reached the high frequency of 20%. During the diagnostic stage students were afraid of taking turns to participate in class. Learners hardly ever volunteered to do so and the teacher usually had to ask direct question to engage them to take part in the class oral activities. This result in the action stage confirmed that students could improve their oral abilities to interact in these three workshops. They were able to take turns to exchange information with others. The following excerpt from the transcription of one of the oral interaction tasks shows how the students managed to take turns to share information in an oral way:

***Olver:** Well, I went to my hometown my last vacation and you?*

***Valentina:** Well, I had a great time on my last vacation. I went to the festival del dulce. It was fine. It was my last time. Well, I went to travel with my family to the downtown. I really. Well, liked that place and you?*

***Breiner:** Well, //: I spent my vacation training basketball and going to play. I played on Saturdays and sometimes there were on Sundays. Where did you go for your last vacation?*

***Jhon:** Well, I spent at my grandmother, watched television and some played soccer and you?*

***Olver:** ///: I went from Marialabaja and you?*

***Valentina:** ummm, I my vacation umm ///: (Transcript WK2)*

The teacher and the observer also indicated with these comments what happened in this lesson about the way the learners interacted taking turns effectively:

“Most students interacted telling their events using the simple past” (Teacher journal WK2).

“It was nice to see the students interacting, showing interest for their classmates’ opinions in their conversations” (Observer-CL-WK2)

“This group of students did a very good job in initiating and maintaining, closing oral discourse. They excelled in taking turns to give their oral presentation” (Teacher journal WK3).

The speaking strategies implemented in these three workshops such as group discussion, the recounting of events in groups, and group presentation allowed the learners to have the opportunity to interact taking turns to participate in the oral tasks as well as their abilities to initiate, maintain and close their speech to interact with peers, as evidenced by the following comments in the journal and observer’s form: This evidence demonstrated that learners could take advantages to interact with others. The coming comment in the teacher journal also ratifies the learner’s performance:

“They had a very good performance when interacting recounting their vacations. They could take turns to recount their vacations and to ask and answer questions” (Teacher journal WK2).

The speaking strategies implemented in these three workshops such as group discussions, the recounting of events in groups, and group presentations allowed the learners to have the opportunity to take turns to participate in the oral tasks as well as to engage themselves in initiating, maintaining and closing the speech while interacting with their others. It can be

concluded that these strategies were effective to promote oral class interaction in these workshops.

Figure 2 also displays that the category of Effective communication strategy use had an 19% in the whole analysis. It indicates that the students used the communication strategies during their oral interactions. The next excerpt of one transcription shows how they used words or expressions that indicated the effective use of the communication strategy:

Yeremis: So (Gap fillers), I went to the beach last Sunday with my pal Carlos.

Steeven: Really? Don't tell me, who did you go with? (Asking for clarification)

Yeremis: I went with my family and my friend Carlos. My father, mother, my brothers.

Steeven: OK, well (Gap fillers), where did you last weekend, Jonathan?

Jonathan: To be honest, I didn't go anywhere.

Yeremis: So (Gap fillers), what did you do Steeven?

Steeven: Well (Gap fillers), you know I didn't go anywhere. I just stayed home.

(Transcript WK2)

This example illustrated that the students could interact using the communication strategy of gap fillers during an oral performance in class. The use of this communication strategy of gap fillers along with asking for clarification in the second, created a positive impact in the learners' interaction in the first two workshops.

Despite the good use of the communication strategy, the students struggle to use them from one workshop to another. During the second workshop, the learners' communication strategies use increased significantly; whereas in workshops one and three it was found a slight

decrease in using them. The following excerpt exhibits how the students struggle to use communication strategies in a group presentation:

***Diojanis:** Hospital. It is essential in all neighborhood in case ...X... of an accident. The restaurant is important to spend pleasure moments with the family.*

***Evil:** The park. So, the park is important because in a neighborhood for the children to have fun (Lack of clarification). The supermarket, this is important because in a neighborhood to buy food (Lack of clarification) to come and
XXX....*

***Aryaknis:** The bakery, to that a thing and I need that. (Struggle to use circumlocution) I think make the explication (Lack of clarification) of our perfect neighborhood. On Pedro Romero Avenue is a park, a school, a bookstore, and gas stations. And there is a supermarket in front of the hospital and where is (Lack of clarification) a bakery next to the restaurant.*

The following comments made by the students in the students' survey supported their hard time to use the communication strategy to perform orally:

“Well, it is complicated for me should be to use more the strategy of clarification” (Student-SV-WK1).

“I suggest to continue studying, practicing the strategy and paying attention in class to practice the strategy at home and keep working hard” (Student-SV-WK2).

“To continue practicing ways to express things that I do not know how to say to use the circumlocution strategy in a good manner” (Student-SV-WK3).

In the observation form the learners lack use of the strategy was also evidenced:

“Some students did not use any communication strategy. They had problem to use the circumlocution strategy and any other communication strategy in their group presentations” (Observer-WK3).

Figure 2 also shows that the category of Language accuracy had 17% of the frequencies in the data analysis, indicating the learners’ good performance with the use of grammar in the oral tasks. Most students demonstrated they used the grammar appropriately in the lessons. Some learners faced challenges with the grammar structure when performing orally. In spite of the students’ good grammar use, some of them showed their concerns about their struggle with the use of the grammatical structures to make their speeches more coherent and cohesive. It is ratified by a student in the following comment in the students’ survey:

“First of all we need to study and practice more about the verbs and their pronunciations when they are used in simple past” (Student-SV-WK2).

The data continue showing that the category of Limited fluency in oral interaction had the lowest percentage in the whole analysis of (15%) concerning the learners’ oral performance in the workshops. It demonstrated that despite the use of the target language, the learners had limitations to initiate, maintain, and close oral discourse in their oral activities. The next comment made in the students’ survey evidenced their difficulties to use the language fluently:

“I expect to talk more fluently in class because I can understand, but it is hard to me to speak and pronounce the word with more fluency (Student-SV-WK1).

It was observed in these workshops that some learners struggled to keep track of the oral discourse. They were not used to initiating, maintaining and closing their speech when interacting orally in class but the implementation of the communication and speaking strategies

exposed them to oral interaction tasks in which they reflected on their fluency and made efforts to overcome their limitations, as shown in the following testimonies:

“It is important to learn the meaning of the expressions used to interact with my classmates in class, because knowing the meaning of these expressions you can know what you want to say at the right time and with the correct form in front of someone”. (Student-SV-WK1)

“It would be good to continue interacting in groups and to continue teaching us new words that help us to interact to learn more” (Student-SV-WK2)

“I plan to study more, but above all to practice all the communication strategies to use them in my favor to take advantages of my class participation” (Student-SV-WK3)

The category Mispronunciation emerged with a 6% of the frequencies in the data analysis. This low percentage shows that learners improved their pronunciation with the implementation of the workshops. In the diagnostic stage, they were reluctant to participate in class and afraid of making pronunciation mistakes in front of others when producing their speech. Despite the difficulties they had with it at certain level, this low frequency in the workshops shows that the learners enhanced to some extent their ability to interact in the target language in class with a standard pronunciation. The strategy of practicing the vocabulary in the pre-task activities at the beginning of each lesson plan, prior to use it in the speaking tasks, caught the students' interest to augment their repertoire to talk. It permitted the class vocabulary rehearsal to master words pronunciation before to use them. The time invested by the students to prepare themselves to take part in the oral tasks empowered them to improve some issues related their pronunciation.

The following excerpts illustrate the learners struggle with mispronunciation in class:

Valentina: That sounds (mispronunciation: [soŋ] instead of [saʊnd]) like fun. Did you go to Lucky's?

Miryana: No, we didn't. We went to that new place downtown. Did you go anywhere? (Mispronunciation: [ˈaniwer] instead of [ˈeniwer])

Valentina: No, I didn't go anywhere (mispronunciation: [ˈaniwer] instead of [ˈeniwer])

all weekend. I just stayed (mispronunciation: [es'taied] instead of [steɪd]) and studied for today's Spanish test.

Wilmaris: Good afternoon, everyone. (Mispronunciation: [ˈeberiwʌn] instead of [ˈevriwʌn]). And we are Laura, Olver, Shirley and I (mispronunciation: [i:] instead of [aɪ]). The school because is important for education. (Teacher journal WK3)

By contrast the students' good pronunciation was also evidenced in the following excerpt in the group presentation:

Yeremis: Ah, ok. The grocery store, this place is very important for our neighborhood. People need to get food and there is a grocery store. Well, in this store you can buy food, erm chicken, oil, sugar, fruits and all kinds of food. So, it is so essential for the meals.

This girl talked with good pronunciation and intonation in the group presentation. (Teacher journal WK3)

In general, concerning the first three workshops of this research project, learners improved their oral interaction with the implementation of the communication strategies such as asking for clarification, gap fillers and circumlocution. Figure 2 above shows the data

triangulation that reports on the students' performance with the highest frequency in the effective vocabulary use and interaction in taking turns to participate in the oral tasks. The learners were also able to use communication strategies in their speech and that led them to improve their oral interaction, also highlighting that the category Mispronunciation with the lowest percentage was another indicator of significant improvement in oral language performance. Similarly, the category of Limited fluency in oral interaction with lower frequencies demonstrated the students struggled to maintain oral discourse during the oral interaction tasks in the three workshops. To confirm the results discussed above, Figure 3 below shows the results of the learners' speaking and interaction performance assessment with the rubric that evaluated each category in the oral tasks in the three workshops:

Figure 3. Results of speaking and interaction rubric for workshops 1 through 3

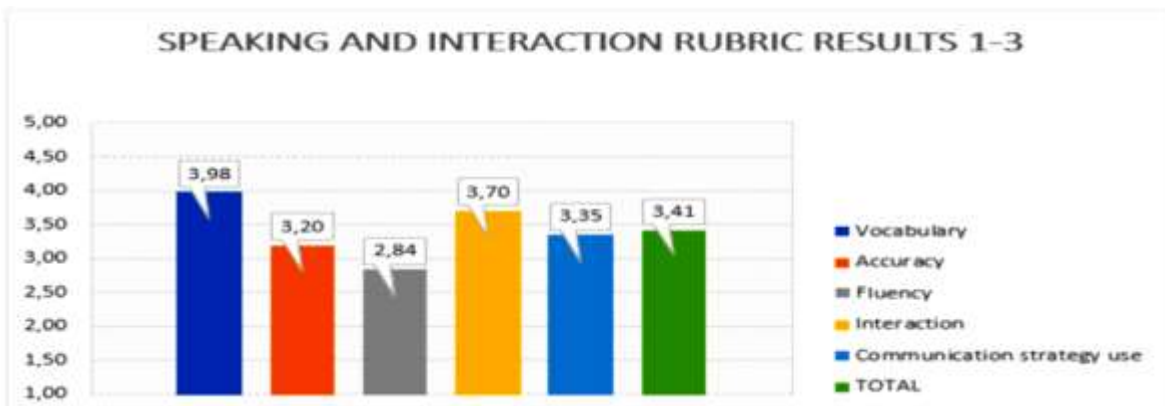


Figure 3 displays the average scores in each category assessed in the oral tasks with the first three rubrics. This speaking and interaction rubric was adapted to the school evaluation system, which implies scores from 1 (The lowest score) to 5 (The highest score). This figure shows that the descriptor Effective vocabulary use with an average score of 3.98 in the rubric, reached the highest score in the learners' oral performance. This result corroborates the student's good performance in the effective vocabulary use during the oral tasks discuss from the triangulation. According to the school's evaluation system, this category leans mostly toward the

high vocabulary user, which indicates an increase in the learners' vocabulary use in the tasks. Figure 3 illustrates that the Interaction in taking turns descriptor had a 3.70 average score; it permitted to know that learners gradually became able to take turns to participate in the oral tasks in the three workshops. Consistent with the data triangulation discussion, learners in this descriptor reported mostly between the basic and the high score in the system of evaluation providing evidence of some progress with the ability to exchange information and take part in the conversation with language forms rehearsed in the given workshops. The communication strategy use descriptor with an average score of 3.35 also evidenced that learners were able to use the asking for clarification, gap fillers, and circumlocution strategies to some extent when performing the oral interaction tasks, obtaining varying but steady scores representing better levels of interaction among the learners that meant that they were basic communication strategy users. This indicated that learners found some communication strategies easier to use than others during the oral tasks. Figure 3 reports that the Language accuracy descriptor had a 3.20 average score in the oral performance. This shows that learners could manage to use the grammar structure studied in class at an acceptable level in their speeches, that is, they demonstrated a quite adequate language structure use in the oral tasks.

Finally, the descriptor with the lowest average score was Fluency in oral interaction with a 2.84 score. This assessment indicates that learners' oral performance in terms of fluency was low in the oral tasks and that the learners struggled to maintain a fluent oral interaction when performing speaking tasks in the three workshops.

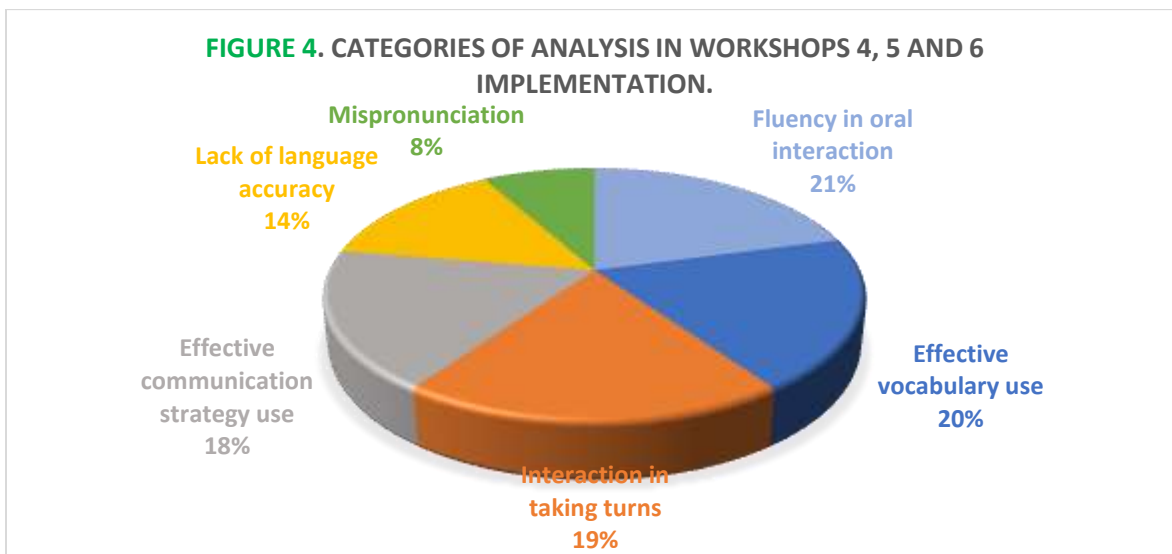
The analysis of the assessment through the speaking and interaction rubric reported a 3.41 average score for the whole class which showed the learners' quite good performance in these three oral tasks. They showed a good advance to use the vocabulary, in taking turns to

interact, and language accuracy to use the grammar studied in the workshops. It also showed the learners positive use of the communication strategies of asking for clarification, use of gap fillers and circumlocution to foster their interactions. It also showed that fluency in oral interaction needed attention in the next three workshops.

4.3.2. Workshops 4 to 6: Overcoming fluency weaknesses in oral interaction.

After the implementation of workshops 4, 5, and 6 and the data collected in the instruments were analyzed in regards to the qualitative method approach procedures proposed by Cresswell (2016) , the following figure 4 displays the categories and percentages that arose from this analysis:

Figure 4. Categories of analysis in workshops 4, 5 and 6



According to the analysis presented in the figure 4 above, the categories with the highest average in workshops 4, 5 and 6 were Fluency in oral interaction 21% and Effective vocabulary use 20%. The category Limited fluency in oral interaction that was ranked in the last position in the previous three workshops and that represented weaknesses in the oral performance of the learners disappeared and significant improvement was identified and systematized with the

category Fluency in oral interaction. The learners made great efforts to initiate, maintain and close oral discourse in these workshops. The following comments made by the students and the observer give testimony of the learners' effort to keep using the target language in oral tasks. During the debate in the fourth workshop, the students had the opportunity to discuss about issues of the community and it derived the following comment:

"I suggest to continue giving more debates and talk about my neighborhood because this way we can ask and answer questions" (Student-SV-WK4).

The next comment by the observer reaffirmed what happened during the class debate:

"They were interested in the activities. They enjoyed participating and giving their opinions or points of view in the debate" (Observer-WK4).

The following excerpt from the debate transcription shows how they managed to initiate, maintain and close discourse and giving opinions in the debate:

Breiner: *I prefer to live (mispronunciation) to live in a house because it is bigger than an apartment and I don't have to pay the rent.*

Wilmaris: *I don't agree with you because (mispronunciation) because I prefer to live in an apartment in where that you start a better life you to start (unhear)-*

Yeremis: *Another opinion?*

Jonathan: *Well, I agree with that, my classmate Breiner because is better to live (mispronunciation) in a house. A house has a garden, a bedroom, a living room, cooking, and yard.*

Yeremis: *Any other opinion?*

Yeremis: Ok, I think it's better to live in an apartment (erm) because you don't have much noise and (erm) you don't have animal problems. I prefer to live in an apartment building. (Transcript-WK4)

The communication strategy of using conversation maintenance cues as well as the flow of previous strategies such as the use of gap fillers along with the speaking strategy of a debate allowed the learners to improve their abilities to initiate, maintain, and close oral discourse in the oral tasks. The students were able to keep their discussion going during the workshop oral interaction. Thus, this augmented the frequencies in their fluency in oral interaction and the effective vocabulary use in the lessons.

In the fifth workshop another example of the improvement achieved by the learners was identified; the speaking strategy of the interview along with the communication strategy of paraphrasing made the learners to be more aware of speaking the foreign language in class. This comment in the students' survey ratifies such improvement:

"I liked the dynamic class and keep myself talking English in class" (Student-SV-WK5).

This way, both communication and speaking strategies influenced positively the learners' oral interaction and their ability to use the foreign language in the workshop. To end up, the sixth workshop entailed oral presentations and the communication strategy of appealing for assistance from the interlocutor. All of this conducted to preserve oral speech and follow the track of the oral speech in class. Thus, the learners had the chance to interact through the target language. The next comment in the students' survey highlighted their interest to hold the dialog in class:

"Well, to continue asking and answering questions to keep the conversation going" (Student-SV-WK6).

Figure 4 also illustrates that the effective vocabulary use category had a high percentage of 20% in workshops 4, 5 and 6. It ratifies the students' good performance in the appropriate use of the vocabulary during the last three workshops and the whole project. This project evidenced that the warm up strategy used at the beginning of each workshop to elicit vocabulary and prepare the students to use it in the main oral tasks really worked, especially to equip the learners with the lexicon to be able to use the communication strategies. The following comments in the students' survey and the teacher journal confirm the importance of learning new words to improve the foreign language:

“I want to continue practicing the vocabulary and study more with my partners”

(Student- SV-WK1)

“I like the way I am getting better at using the vocabulary in English and thanks to the professor to allow me to participate in the project” (Student-SV-WK3)

“To be more confident and know how to use the vocabulary more frequently to improve the English language” (student-SV-WK6).

The teacher-researcher validates the learners' interest in using the lexis to convey meaning in their oral interactions:

“The learners realized the learning and use of vocabulary enhanced their participations in the interviews” (Trascription-WK6).

Figure 4 also reveals the fact that the category Interaction in taking turns with 19 % still remained with a high percentage in the last three workshops. This demonstrated the effective the use of communication strategies such as using conversation maintenance cues, paraphrasing, appealing for assistance from the interlocutor along with the previous studied communication strategies in the former workshops.

The speaking strategies implemented in the three last workshops (a debate, an interview and an oral presentation) permitted the learners to have more opportunities to take more turns to participate in the oral tasks. On the other hand, the students were more conscious of their active role in building their speaking abilities to intervene in the oral tasks at this point in the project, as confirmed by the following comment:

“All the students took turns to participate in the debate to express their ideas and opinions” (Observer-WK4)

The following excerpt from the debate transcription attest to show how they were engaged in taking turns to participate in the debate:

***Yeremis:** Ok. What things do you like and don't like of living in your neighborhood and explain why?*

***Evil:** So, I like parties, I like playing there together, to talk (mispronunciation) with neighbors.*

***Melissa:** I like to play with my Friends (inaudible) and I don't like the bad noise.*

***Diojanis:** Well, I like to play because they are very nice.*

***Yeremis:** Ok, Miryana.*

***Miryana:** I like the park (erm) because and like because is game beautiful if you can play.*

***Olver:** I like to play soccer with my friends because at the same time we spend time (inaudible) of the bad things.*

***Jhoanis:** I like that they are very friendly.*

***Jhon Jairo:** I don't like the gossiper people. (Transcript-WK-4)*

The two last categories portrayed in figure 4 are Effective communication strategy use 18% and Language accuracy 14%. The frequencies in the use of communication strategies increased in the last three workshops since learners got familiar with their use within the workshops. They started to use the strategies spontaneously in the oral tasks, although they were able to use some strategies more easily than others. Learners continued using the communication strategies learned in the first three workshops when they needed them during their oral interaction in the last three workshops. The following excerpt of the transcript of the oral interview adequately supports the learners' performance in using the communication strategy:

Yeremis: Okay, eh hh the next question is what does your uncle look like?

Steeven: Well, I have three guys but I can tell you about one, eh hh he is bold and I am taller than him and he is not that.

Yeremis: *The question, the next question is, how old is your uncle?*

Steeven: *Well, I don't know, (laughing) but I think he is 56 years old.*

Yeremis: *Okay, and final question is how long is your uncle hair?*

Steeven: *What? Can you repeat?*

Yeremis: *How long is your uncle hair?*

Steeven: *I said you he is bald.*

Yeremis: *Okay, we final.*

Steeven: *See you. (Transcript-WK5)*

To sum up, the following comments indicate the observer's impressions of the use of communication strategies in an oral task:

“During the students' oral performance, several communication strategies studied in the previous workshops arose”. (Observer-WK3)

“The communication strategies are really functional and effective” (Observer-WK4).

“They only paraphrased strategy twice in the oral task, but they used the other communication strategies they studied on in the previous workshops”. (Observer-WK5)

Learners ended up getting used to including the communication strategies studied during the six workshops and these were part of their repertoire during their oral performances evidenced in their speeches.

On the other hand, Figure 4 depicts that the category Lack of language accuracy had 14% of the frequencies in the analysis in the last three workshops meaning that the learners did not command the language forms in these workshops, that is, the category Language accuracy that in the first workshops reported some mastery of the grammar disappeared in the last three workshops. It is important to highlight that this category went from positive in the first workshops to negative in the last ones. The result showed that there was not improvement and this category, but on the contrary their performance with the language forms command decreased. Despite the time and effort dedicated to the language structure in the workshops along the whole project, the low frequency in the lack of command of the grammar studied in the lessons was evidenced by learners struggling to use the language structure accurately during the last oral tasks; although they were able to interact with their peers, they paid little attention to the correct grammar or syntax of the language. The possible reasons for this were the fact that the last workshops were given in the last cut of the academic year. Therefore, students were concerned with studying other subject to get their passing grades. It also coincided with other events or projects in which some students of the project participated as well.

This way, learners could understand that the final purpose of the language is communication that involve the negotiation of meaning but at the same time they realized that using the language accurately help to convey that meaning. The following comments made by some students in their surveys show how challenging the use of the language structure in the discourse was:

“I need to learn more about the adjectives, adverbs, and verbs among others to do a better job in the debate” (Student-SV-WK4)

“Well, I have to learn new things, new verbs to use to talk. Verbs such as the simple past and the present perfect tense among others” (Student-SV-WK6).

The following excerpts from the transcript of the oral presentation shows how a student struggled to use the grammar structure accurately to communicate her message:

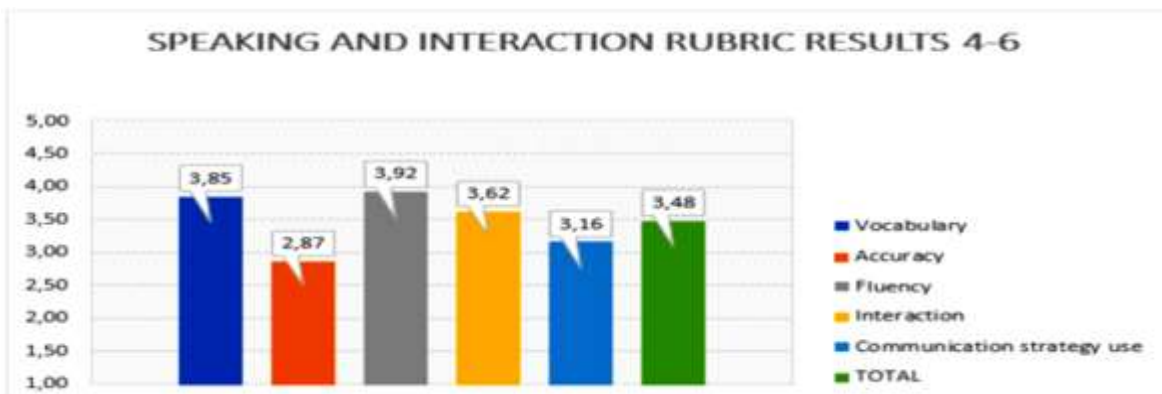
Miryana: Shakira and her attention for the separation when Piqué after twenty years for happy also known just through the party of the reason (Lack of accuracy) where he was asking Shakira for money for an investigation issue. (Lack of accuracy) Is Shakira family and the to his and them do not miss a morning and taking the family economy to 60% (Lack coherence and cohesive). (Transcript-WK6)

Finally, the category of Mispronunciation with a low percentage of 8% displayed in figure 4 indicates that learners to some extent overcame their lack of pronunciation accuracy with the workshops' exposure to the speaking and communication strategies. Learners were able to use the appropriate vocabulary in the oral tasks, thanks to the inclusion of vocabulary practiced in the workshops.

In general, the implementation of communication and speaking strategies helped to improve the learners' oral interaction the last three workshops in the project. The frequencies augmented in each category, indicating that learners were getting used to the dynamic of the lessons. The category related to Fluency in oral interaction that was behind in the first three workshops, had a relevant increment in the last three workshops. This is explained based on the fact that learners were more aware of keeping their oral interaction at this point of the project.-In the same way, the category of effective vocabulary use incremented its frequencies in the workshops. It ratifies the students' good performance at using the words appropriately in the oral activities.

On the part of the category of Interaction in taking turns, the frequencies augmented with the workshops as well as in the category of Effective communication strategy use. On the other hand, Language accuracy was positioned with the lowest average score of the categories in the workshops. It backs the learners' struggle to manage the language structure along the whole process of the project. To confirm the results discussed above, Figure 4 shows the assessment results of the learners' speaking and interaction performance in each descriptor in the rubric implemented to assess the oral tasks in the last three workshops:

Figure 5. Results of speaking and interaction rubric for workshops 4 through 6



Following the analysis, Figure 5 displays the average scores in each aspect assessed in the oral tasks in the last three rubrics. Figure 5 illustrates that the descriptor Fluency with an average score of 3.92 had the highest score in the results of the oral tasks. The category borders the high score in the school system of evaluation. This result validates the improvements discussed in the triangulation of the data in the last three workshops because once again the learners' performance level augmented in the category of Fluency in oral interaction in the last workshops. Figure 5 also displays data reporting that the descriptor vocabulary had the second highest score in the assessment rubric with a score of 3.85. This score, in concordance with the results in the workshops, ratifies that the learners maintained their good performance to use the terminology appropriately during the oral tasks. They were effective vocabulary basic users with tendency to reach the high rank position in the evaluation system. Similarly, the results in the descriptor of Interaction with an average score of 3.62 endorses that learners were capable of sustaining and increasing their abilities to take turns to participate in the oral tasks. Learners demonstrated they had a basic score in this category. Figure 5 also shows that Effective communication strategy use got a 3.16 average score. It indicates that learners kept using some communication strategies with limitations in the oral tasks. They struggled to use the new ones in the last three workshops. That is, learners faced some challenges with some communication strategies that were harder to use than others and this limited its use into the main oral tasks.

The last descriptor in figure 5 is Accuracy with a 2.87 average score that corresponds to the lowest score in the assessment rubric. It ratifies the results in the data triangulation analyzed in the last three workshops and shows the learners' difficulties to deal with the grammar studied in the last three workshops. They focused their major effort in the oral interaction despite the mistakes in the use of the language structure.

Figure 5 portrays that the learners' overall score obtained after implementing the speaking and interaction rubric reached a 3.48 average score in the oral tasks. It showed that the students had an estimated score that permitted to observe their advance in regards to oral class interaction.

After having implemented and analyzed the effect of using speaking and communication strategies in six workshops with a group of tenth graders at a public school in Cartagena, it is rewarding to see the positive impact these strategies had on the learners in regards to their vocabulary use, language accuracy, fluency, interaction in taking turns, and the use of communication strategies in the oral tasks with this group of students. The following section discusses the evaluation stage of this project on the basis of the assessment of the learners' oral performance and their perceptions of the whole process they went through in the implementation of the workshops.

4.4. Evaluation stage

This section discusses the evaluation stage of this research project, assessing the impact of communication and speaking strategies on tenth-graders' oral interaction in a public school EFL class. The evaluation entails the improvement of some aspects that were initially found in the diagnostic stage such as vocabulary, accuracy, fluency, interaction, and communication strategy use.

After the implementation of the action stage in this proposal about promoting oral interaction in the learners, the evaluation stage is presented here with the summary of the results encountered in the six workshops. To start, the diagnostic stage in this research unveiled the problem of oral class interaction with these students. Six workshops which included speaking strategies along with communication strategies were implemented to solve the problem and some

categories emerged that permitted to determine the impact of these strategies on vocabulary, accuracy, fluency, and interaction among tenth graders. Table 4 below shows the frequencies in the categories that arose from the implementation stage to better the problem found at the initial part of the research.

Table 4. Results of data triangulation in implementation stage

Code/Category	W. 1	W. 2	W. 3	W. 4	W. 5	W. 6	Frequencies	Percentage
Effective vocabulary use	98	124	107	158	146	128	761	21%
Interaction in taking turns	90	101	100	124	166	141	722	20%
Effective communication strategy use	78	113	82	164	144	87	668	18%
Fluency in oral interaction	0	0	0	131	165	165	461	12%
Lack of language accuracy	0	0	0	105	135	77	317	9%
Language accuracy	84	94	64	0	0	0	242	7%
Mispronunciation	33	24	27	24	82	73	263	7%
Limited fluency in oral interaction	79	68	68	0	0	0	215	6%
TOTALS	462	524	448	706	838	671	3649	100%

After the implementation and analysis of the six workshops, the data summarized that the category of Effective vocabulary use, emerged with the highest percentage (21%) of the frequencies. It attested that these speaking and communication strategies impacted positively the use of vocabulary in the workshops since the frequencies mostly increased from one workshop to the other; the data show that workshops 4 and 5 reported the most frequencies due to the fact that the learners managed to incorporate in their discourse words related to places and around

people's physical appearance which they enjoyed a lot. Table 3 evidences the lower frequencies in this category in the first workshop due to the fact that the learners were progressively getting familiar with the speaking and communication strategies, but at the same time shows a steady increase in the use of vocabulary from workshop two and on. It indicates that the strategy of practicing the vocabulary implemented at the beginning of the lessons and its use when implementing the speaking and communication strategies helped learners to use it in the main oral tasks. The speaking strategies enacted in this study together with communication strategies permitted the learners the opportunity to expand the lexis use in their speaking performances.

To continue with the learner's good performance, the second most important fact to evaluate in this project is Interaction in takings turns. Table 3 reveals a high increase in this category with (20%). At the beginning of the administration of the workshops, the learners had a good performance to take turns in the first three workshops and it increased in the last three workshops. It started with 90 frequencies in the first workshop and ended up with 124 frequencies in workshop sixth having had 166 in the fifth workshop which seems to be the one they enjoyed the most. With the progress of the workshops and the help of communication and speaking strategies, learners were able to understand the importance of taking turns to participate in the oral activities developed in the lessons. They augmented significantly their abilities to participate actively in the oral tasks in the action stage of this project.

Another important factor in this project is Effective communication strategy use with 18% in the data. Table 4 ratifies the use of these strategies in the six workshops. Despite the good use in the lessons, it presents some ups and downs in the strategy use in the workshops. On one hand, learners used the strategy effectively with similar frequencies in workshop one (78 frequencies), workshop three (82 frequencies) and workshop six (87 frequencies). On the other

hand, they experimented an increase in workshop two (113 frequencies), workshop four (164 frequencies) and workshop five (144 frequencies) which means that learners recycled communication strategies use of some strategies during the whole project. They use some communication strategies more than others. For instance, the most common communication strategy found in the workshops was the use of gap fillers and asking for clarification. Meanwhile, the less common strategy used in the workshops was the use of Circumlocution strategy. On the whole project, students experienced a good use of communication strategies that helped them to improve their oral interactions.

Following the evaluation results with the category Limited fluency in oral interaction which had 6 % average initially, showing a negative facet at the beginning of the implementation of the intervention strategy which disappeared at the end of the process with the final workshops. Table 4 shows some ups and downs along the frequencies in the project. In the first three workshops the low frequencies evidenced the learners' poor performance to maintain their oral discourse. At the beginning, they failed to initiate their speeches into the main oral tasks. They talked with a low pace and making several pauses to maintain their discourses. They also struggled to close their oral interventions appropriately. In contrast, the category Fluency in oral interaction with 12% average, augmented significantly in the last three workshops. Table 4 continued showing an augment of 131 frequencies in workshop four and finished with a significant increase of 165 frequencies in workshops five and six. These two aspects revealed the learners' challenges to maintain their speeches going on in the oral interactions and showed how they overcame the difficulties presented with the help of communication and speaking strategies. In the end, learners demonstrated a significant progress to initiate, maintain, and close their discourses to interact with their peers.

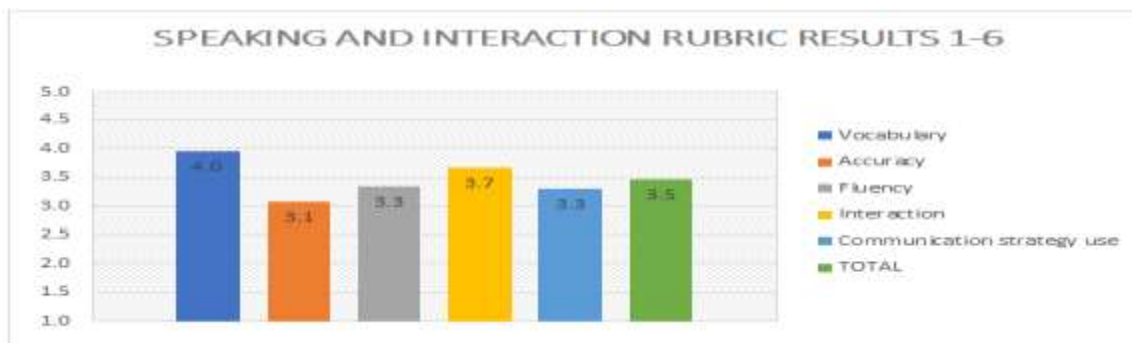
The category of Language accuracy appeared in the table 3 with 7% to indicate that learners were able to manage the grammar structures accurately to talk in the oral main tasks at this point in the action stage. They had good language grammar commands in the first three workshops at the initial part of the implementation of the intervention stage. Table 4 displays 84 frequencies in the first workshop and continued with 94 frequencies in the second workshop to finish with 64 frequencies in the third workshop in this category.

By contrast Table 4 also shows that one negative category emerging in the data was Lack of language accuracy in the last three workshops. Learners had poor language structure commands to talk at the end of the project. The disappearance of the category Language accuracy with 0 frequencies in the last workshops showing their low grammar performance to talk indicates the challenging faced by the students to use the target language accurately. They failed to use some grammatical structures appropriately while interacting in the main oral tasks. For instance, learners had difficulties to use some grammar structures with accuracy to talk about past experiences in the oral presentations. In general, learners needed to be more engage in using the language structure accurately in the oral interactions.

To finish with the analysis of the emerging categories in this evaluation stage, table 4 also displays the category of mispronunciation with a low frequency of 7%. This means that learners overcame the pronunciation problem they faced before the action stage. Despite the increase in the frequencies in the last two workshops, table 4 shows a stable balance from workshop one to four. The vocabulary strategy implemented at the beginning of each workshop permitted the learners to be exposed to the target language prior to the main tasks in the lessons helping them improve their pronunciation.

To support the positive impact of communication and speaking strategies on the learners' oral interaction along the process in the six workshops, the summary of the learners' oral performance assessment results obtained with the rubric is presented in figure 6 below.

Figure 6. Average results of oral interaction rubric in the sixth workshops



The speaking and interaction rubric was implemented in each workshop to collect the data about the students' oral interaction performance in each oral task. Figure 6 displays that the use of Vocabulary with a 4.0 score stands out in the whole process. It ratifies the learners' high performance with the vocabulary from the beginning to the end of the implementation of the workshops. This high score was stable in each rubric, indicating the learners efficiently used the vocabulary and the positive impact exerted by communication and speaking strategies to improve the appropriate vocabulary use in the oral tasks in the six lessons.

The descriptor of Interaction in Figure 6 shows the average score of 3.7 in the learners' performance with the rubric in the main tasks. It is very consistent with the previous analysis displayed in figure 1 to affirm the learners' good performance to interact exchanging information and taking turns to participate in the oral tasks in the study. This result also permitted to validate the positive impact on learners' interaction throughout the implementation of speaking activities to facilitate their interactions and the communication strategies to avoid interaction breakdowns during the oral tasks in the workshops.

The data shows the descriptor of Fluency with 3.3 score in the learners' oral performance at the end of the whole process in the research. They experienced some downs in the process as displayed in figure 1 in the action stage. In the end, students overcame their problem with fluency when they realized the importance of initiating, maintaining, and closing the discourse to keeping oral interaction in class. This average score is a good passing grade at the school system of evaluation.

Figure 6 illustrates the descriptor of Communication strategy use with a 3.3 score in the main oral performance. The use of communication strategies was steady during the oral tasks. This score shows a good average score in regards to the school grade system scale. The implementation of these strategies was useful to promote their target language interaction. The strategies were repeatedly used in the different workshops and learners began to use them from the first to the sixth main oral task.

According to Figure 6, the learners' performance in the descriptor of Language accuracy had the lower score of 3.1 in the data. Despite the fact that the learners got the minimum passing grade in the rubrics in this descriptor, the result evidenced the students' challenge to use the language structure accurately in the oral activities. They paid more attention to produce their oral discourse than the mistakes in using the grammar structures while giving their speeches.

The general score of 3.5 in Figure 6 indicates the learners' good oral interaction performance in the whole project and attests that the learners were able to improve their oral class interaction through the implementation of communication and speaking strategies.

The following figure 7 provides the data analysis of the students' oral performance in the exit oral test with the rubric.

Figure 7. Exit oral interaction test results

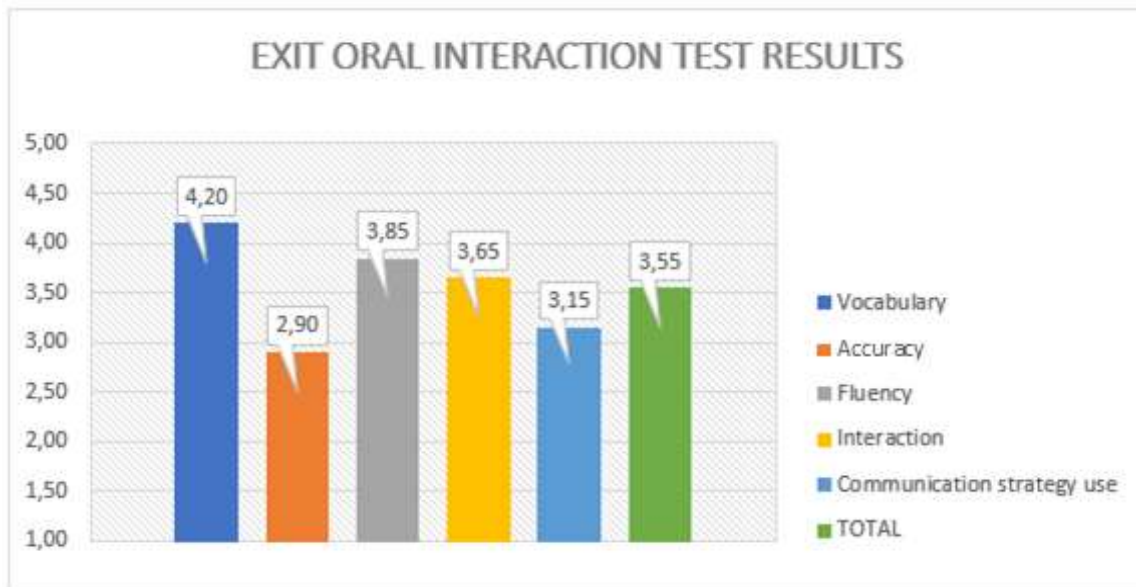


Figure 7 above shows the results in the exit oral interaction test for each descriptor in the study. The result ratifies once more that vocabulary with 4.20 and Fluency with 3.85 reached high scores in the exit oral test. The outcome in this speaking and interaction rubric endorses somehow what happened with the assessment in the rubrics in the six workshops. For this reason, it can be concluded that the use of communication and speaking strategies helped the learners to improve their vocabulary and fluency to interact in the final oral task. In the same way, the third descriptor of Interaction with a 3.65 score in the test affirmed how the learners improved their abilities to take part in the class oral interactions. For the communication strategy use, figure 7 displays an average score of 3.15 in the students' performance, which corroborates the learners' fair communication strategy use during the exit oral test in concordance with the results arose in the workshops. However, the average basic score in this descriptor evidenced somehow the challenge to use these strategies in the exit test. Learners were able to use them at some extent within their oral interaction, but experimenting a lower use in the final oral test, in fact, they faced some challenges to use them at some point during the oral test, for example, the

learners in the first group were not able to paraphrase some questions to make their classmates to understand what they meant. They preferred to illustrate with examples to convey meaning to continue in the conversations. In the same way, some students did not use the communication strategies to hold their interaction during the final test. They expressed their ideas and opinions and did very little use of the strategies. However, it is significant to accentuate that the recycled use of communication strategies in the final test demonstrated how the learners incorporated them in their discourse. To end up the analysis of the results, Figure 7 illustrates that Language accuracy with 2.90 had the lowest score in the final exit test. This means that learners' grammar use performance was under the score in the exit oral test. In spite of the learners' improvement in the descriptor, the results evidenced the learners struggle to use the language structure accurately during the final oral task, for instance, the students still using some verbs in present tense when they were talking about past actions. They also faced some difficulties to ask and answer questions that implied the use of the present perfect tense in the final oral test.

Finally, the result of 3.55 obtained in the general average score by the students in the exit oral interaction test permitted to validate the results of the positive impact of communication and speaking strategies to promote oral interaction.

In conclusion, the communication and speaking strategies implemented with tenth-graders at this public school allowed the learners to increase the vocabulary used to talk, advance in their language accuracy, improve fluency to maintain the discourse, as well as boost their oral class interaction as discussed in the following section with the general findings of this research study.

5. Findings

The implementation of communication and speaking strategies in this study impacted positively the oral interaction in an EFL classroom. The findings arisen in the project were the results of the analysis of the data collected with the instruments to determine to what extent the learners' vocabulary range use, accuracy in grammatical structure, fluency in oral interaction, and interaction in taking turns were impacted by the use of communication and speaking strategies.

The objectives of this research were substantially reached with the implementation of different speaking and communication strategies in six workshops. It is important to highlight that the speaking tasks permitted the learners the opportunities to interact orally with their peers and the communication strategies facilitated the use of the language to foster oral interaction. This study is consistent with Bailey (2003) principles for teaching speaking whose implications entails teaching communication speaking strategies that impact the students' learning along with (Tarone (1983) strategic competence which emphasizes teaching communication strategies to solve problems emerging to convey information exchange during the learning process. In the following paragraphs the main findings are discussed to describe the mentioned impact.

5.1 Benefits of communication and speaking strategies in oral interaction

At the beginning of this research, the students showed interest to improve their speaking skill to foster oral interaction in class. For that purpose, the implementation of communication and speaking strategies in six workshops made significant advance in the oral interaction in this EFL class. The communication strategies taught in the study helped to build the learners' oral interaction because with them the learners became able to share their ideas orally and intervene in conversation with ease. This project is very consistent with Tarone (1983) ideas according to which to develop the communicative competence learners not only need a general instruction

and practice in the target language, but they also need the teaching and practicing of communication strategies to overcome communication problems. Learners took advantages of the use of these strategies in each workshop. The recycle use of these strategies was steadily in the whole project, for example, the learners used the strategies of Asking for clarification and Gap fillers they learned in the first two workshops and continued using them in the subsequent workshops to accomplish interaction. This is related to the fact that some communication strategies were easier to use than others. For instance, the strategy of Gap fillers had the highest average use in the workshops. Contrasting with the strategy of Circumlocution with the lowest average use in the lessons. It was found that learners had a hard time to use this latter strategy. As a matter of fact, this finding was reaffirmed in the students' final survey. All in all, the communication strategies were useful to facilitate the learners' interaction in the project along with the implementation of speaking strategies.

Similarly, the implementation of speaking strategies in combination with communication strategies increased the learners' oral class interaction. When this project began, the students were very limited to use the target language to interact in class with their classmates. Therefore, the intervention strategy of introducing speaking strategies in the lesson planning made the teacher and students more aware of the importance of creating the opportunities to improve this skill. This is consistent with Bailey (2003) who states that it is very challenging for teachers and students to master this skill in EFL contexts where they have few opportunities to use the target language outside the classroom. For the development of oral interaction in this study, several speaking strategies were used such as a group discussion to interact talking about topics of interest taken from the survey such as sports and fitness activities, the recounting of an event in groups related to past experiences and free time activities, a group presentation to discuss the

location of places in the neighborhood, a debate to interact discussing about coexistence and common complaints about neighbors, an interview to exchange information about people in their families, and an oral presentation to exchange information about past experiences. In general, learners were able to interact orally through these speaking strategies together with the communication strategies to support the target language use and class interaction. In this respect, the data showed that the learners faced challenges specially with the strategies of circumlocution and paraphrasing. For instance, the students did very little use of the circumlocution strategy in their interaction while giving their group presentation in the third workshop, showing they had a hard time in using it. In the same way, learners struggled to use the strategy of paraphrasing in the interviews of the fifth workshop. Only a few students used it to convey meaning in their main tasks. It can be stated that these two strategies were not useful and learners found them difficult to use in their oral interactions.

5.2 Communication strategy increasing students' vocabulary range

The findings showed that students' vocabulary use was affected positively in the study. Learners' vocabulary uses steadily augmented with the workshops. The use of speaking strategies such as a group discussion, recount of events in groups, a group presentation, a debate, an interview, and an oral presentation helped to increase the range of vocabulary use in the workshops; for example, with the preparation of the tasks the learners paid more attention to the vocabulary to be used and focused their efforts to remember and use words rehearsed with the teacher at the beginning of the lessons; additionally, the vocabulary was augmented with the use of words related to topics of the students' interest such as sports, free-time, weekend activities, vacations, places in the city, common complaints about neighbors, people appearance, and past experiences. Learners seemed to enjoy talking and discussing about these issues during their oral

interactions; additionally, vocabulary augmented as a result of the repeated rehearsal of the tasks in which the participants revised and made decisions on the words to use to prepare their interventions; in the oral presentations, for example, learners worked on different texts which they read and took vocabulary from to organize their speech and the visual material they used to support their speaking performance.

Before the implementation of the six speaking and communication strategies, students had difficulties to take part in the oral tasks. They had limited vocabulary use to accomplish the oral discourse. The strategy of eliciting and practicing the new vocabulary at the beginning of each workshop permitted to prepare the learners to use the lexis during the oral tasks. For instance, in the fourth workshop the learners made the highest vocabulary use in comparison to the first workshop with the lowest lexis use. Thus, the speaking strategies of a debate and an interview used in workshops four and five encouraged the augment of vocabulary range use. This is very consistent with Lackman (2010) who says that learners should practice the vocabulary needed to perform a specific topic or task. In fact, that is why the lessons planning in this project included a preparation stage that helped learners become familiar with the words needed to accomplish messages in the different oral tasks. In fact, the communication strategies involved in the lessons planning helped to shape the use of vocabulary in the oral tasks. Consequently, these strategies were useful to support the learners' interaction and permitted to convey meaning through the use of words and expressions to maintain the speech flow during the oral tasks. The rehearsal and use of communication strategies implied the learners to amplify their repertoire to talk. It is very consistent with Canale & Swain (1980) who states that communication strategies are nonverbal and verbal strategies used to compensate communication breakdowns when the participants have no sufficient language competence, in this case

vocabulary, to accomplish messages. During the development of the project, learners were able to increase the vocabulary use throughout the accomplishment of oral tasks that encouraged and forced them to look up new words in the dictionary or ask the teacher to provide the necessary terms to complete oral interaction tasks.

5.3 Communication strategies impacting learners' language accuracy

Another finding in this research entails the language accuracy when interacting orally. The use of communication and speaking strategies made the learners increase their commands to use the language grammatical forms within the first three workshops. Learners experimented good language commands with this category at the beginning of the project with the implementation of these strategies within the workshops. Moreover, it was evidenced the learners' challenges to use the grammar structure accurately to communicate their messages correctly in the last three workshops. There was some ups and downs in the learners' language accuracy. They showed a good advance in the use of the correct language to convey clear and meaningful messages, but at the same time they had limitations to use some language structure appropriately in the final workshops.

This is congruent with Richards, J. (2006) who stresses the importance of exposing the learners to work with grammar to overcome problems observed in the learners' performance in oral tasks. Although the students displayed good grammar command in some of the workshops, it was evidenced their need for more practice on language accuracy in the use of the foreign language for interactional purposes. For example, in workshop three some learners wrongly used of "there is" and the missing word of some when interacting giving a group presentation as it is evidenced in the next excerpt:

“On Pedro Romero Avenue is park, school, bookstore, and gas stations”.

(Transcript-WK3)

It is also found in workshop 6 with the use of the verbs tense in the present perfect as shown in the excerpt below:

“Michael Jackson been the best of all times and he has record in seven studies. He has three children and their names are”. *(Transcript-WK6)*

5.4 Fluency improvement in oral interaction coming from communication strategies

Another important finding was the learners’ increasing their fluency in oral interaction. This study complies with Richards, J. (2006) theory that says that fluency is developed throughout the creation of classroom activities in which the students can negotiate meaning, use communication strategies in order to correct misunderstanding to avoid communication breakdowns. As a result, the planning of speaking activities in the workshops contributed to expand the learners’ oral interaction; for example, it was observed that during their participation in the debate in the fourth workshop, the learners started to overcome their constraint to maintain their speeches going in the oral interaction tasks. They seemed to enjoy arguing about topics of their interest and expressing their ideas and giving their opinions in the discussion. The fluency improvement continued with its highest peak with the administration of the interviews in the fifth workshop and the oral presentations in the sixth workshop.

Learners ‘fluency progressively augmented in the last three workshops in comparison to the first three ones. At the initial part of the project, learners had difficulties to initiate, maintain, and close the discourse in the oral tasks, as shown by the initial category Limited fluency in oral interaction which appeared in the first three workshops. After the implementation of the speaking strategies of a debate, an interview, and an oral presentation along with the teaching of new

communication strategies in combination with old ones they could internalized the importance of this category to increment their abilities to keep oral fluency to improve their speaking skill as evidenced by the category Fluency in oral interaction in these last three workshops; the data showed that this category evolved from the low 68 frequencies in workshop three to an augment of 131 frequencies in workshop four to finish with the highest frequencies of 165 encountered in both workshops five and six respectively. The data also corroborated this progress in the final oral exit test indicator of fluency which showed an evident increase in the learners' performance in this aspect at the end of the project. It therefore, evidenced the clear positive influence of communication and speaking strategies on the learners' oral interaction. In the end of the project, they were able to initiate, maintain, and close their oral speeches with enough fluency to talk.

5.5 Learners' interaction improvement in taking turns

Another important finding after the intervention strategy was the class improvement in taking turns to interact orally. At the early stages of this proposal, the students were not able to use the target language and took very few opportunities to interact taking turns to participate in class. The ability to take turns was just developed by a reduced number of students in class, who felt confident about their language commands in terms of vocabulary, pronunciation and grammar. This research expanded to a significant extent the students' opportunities to take part in the workshops with the varied tasks that were offered to them to put into practice the language learned to interact with others. In this respect, this study is consistent with Tuan & Nhu (2010) who states that oral interaction involves students speaking with their peers in class by asking and answering questions and participating in discussions through interventions accomplished with language tools stemming from the speaking and communication strategies they were exposed to. The speaking strategies of a debate and an interview together, for example, with the use of

communication strategies paved the way to rise the learners turns taking in the oral tasks because they had the chance to take part in the language exchange with the debate in which they discussed about topics of their interest such as the convivence problems they face with their neighbors. They also loved the opportunity to take turns to interchange information about the people close to them in the class interview as well as they enjoyed asking and answering question about their favorite artists in their oral presentations.

Related to this finding, it is important to highlight that these learners took turns in interaction with more ease because they felt more comfortable interacting orally with their peers in small groups of three to four students than in large groups or the whole classroom, due to the fact that the exchange of information in the specific tasks facilitated their language production. This is very consistent with Brown H. D. (1994) who says that small groups facilitate the interaction more than large groups and give the learners more opportunities to talk in class with more frequency. In fact, most workshops favored small groups work to foster oral interaction among the learners in class.

5.6 Learner's communication strategy use improvements

With the six workshops, learners improved the use of communication strategies to interact with their classmates in their oral tasks. This study proved that these strategies were useful to better the learners' oral interaction in class since their implementation in the workshops allowed the learner to use this language resource to manage communication' situations. This is very consistent with Dörnyei (1995) who states that learners need communication strategies because they create a sense of security in the learners to use L2 and helped them to overcome communication problems to maintain their interactions. Some strategies were useful and easier to use than others. For instance, the communication strategies of asking for clarification used in the

first workshop together with the communication strategy of gap fillers implemented in the second workshop were decisive in this project. Learners found these two strategies useful and easy to use to manage their communication breakdowns. In fact, they appeared in the subsequent workshops until the end of the study.

On the other hand, some difficulties to use the strategies of circumlocution and paraphrasing were observed because they were not practical and useful to apply in this level. For example, the strategy of circumlocution administered in the third workshop did not get an impact on the learners' oral interaction. This strategy only appeared a few times in the main oral task of the third workshop. The same happened with the strategy of paraphrasing implemented in the fifth workshop. The learners made very little use of this communication strategy to convey vocabulary meaning, additionally, the learners considered it not very practical or useful to employ at this low level of English.

In conclusion, the use of communication strategies impacted positively the learners' oral interactions in the study. Most communication strategies implemented in this research were useful language resources to support the students to overcome their language breakdowns in their oral interactions.

5.7 Communication strategies promoting learners' pronunciation improvement

The category of mispronunciation emerging from the data with low frequencies shows one important finding in this study that implied the learners' pronunciation improvement in class. The implementation of vocabulary practice at the beginning of each workshop, prior to use it in the main oral tasks, permitted the learners to overcome their difficulties to reproduce the target language sounds accurately. This result was consistent with Harmer, J. (1983) concepts that teaching pronunciation not only make students and teacher more aware of the language sounds

but also help them to improve their speaking notably. Learners were able to use the vocabulary with good intonation and pronunciation in the main tasks.

To sum up, the use of communication and speaking strategies together enhanced the students' oral interaction in class because they made significant progress in their vocabulary use, accuracy, fluency, and ability to take turns. The findings here discussed conducted to the conclusions and pedagogical implications compiled in the following chapter.

6. Conclusions and Pedagogical Implications

After implementing this project and the pertinent analysis of the findings, some conclusions and pedagogical implications came out to enrich the academic literature. They can also contribute to English teachers, researchers, administrators and the academic community in general to promote oral interaction in EFL settings throughout the use of communication and speaking strategies.

The use of communication and speaking strategies has a positive impact on the learners' oral interaction. When the students are exposed to varied speaking tasks, these allow them to have a wider scope to foster oral interaction. Using speaking strategies such as a group discussion, recounting events in groups, a group presentation, a class debate, an interview, and an oral presentation permits the learners to have the opportunity to exchange information with their peers to improve their oral interaction in class. Speaking strategies help the learners to engage in meaningful interaction tasks that lead to promote oral interaction among them. It is important for English teacher to include varied speaking strategies in their lesson planning to provide the students with the opportunity to learn by interacting using the target language in meaningful oral tasks.

It is possible to better the learners' vocabulary, fluency, accuracy, and interaction to talk throughout the implementation of speaking strategies in the lesson planning in combination with communication strategies because with them learners can gain skills to incorporate new words in their speeches becoming more fluent and accurate, and being able to exchange information with their peers. Therefore, teaching speaking should be linked to an achievement-oriented planning process to assist the learners in their purpose to improve their oral performance in the target language.

Similarly, using communication strategies has a positive result in the learners' oral interaction. They are key to build the interaction promoted by the speaking strategies implemented in the workshops. The communication strategies of asking for clarification, using gap fillers, circumlocution, using conversation maintenance cues, paraphrasing, and appealing from assistance from the interlocutor contribute to overcome the learners' L1 use in class, making the learners cope with communication breakdowns and permitting them to continue using L2 for the oral class interaction. Learners become better communication strategy users when they realize their importance and practical usefulness to boost oral interaction in the language learning process. Learners have a positive improvement in the use of communication strategies within the workshops. Therefore, English teachers should include communication strategies in their lesson planning to make students more aware of the importance of using these strategies to overcome conversation problems to interact orally.

Using communication strategies eases the oral interaction of English-speaking beginners because most of these strategies are easy to use, although some seem to be friendlier than others. For instance, the communication strategies of asking for clarification, using gap fillers, using conversation maintenance cues, and appealing for assistance from the interlocutor work more appropriately for beginner students who lack abilities to face difficulties to keep the flow in the conversations, since they feel comfortable using them in their oral interactions. They all are useful to help the learners cope with any communication problems to avoid conversation abandonment and to pursue in maintaining their oral interaction going. For example, the asking for clarification strategy permits the learners to ask for or clarify their ideas while interacting with others to overcome their lack of understanding. Meanwhile, the using of gap fillers allows

the students to buy time to think and organize their ideas better while interacting with their peers in the main oral tasks.

However, some communication strategies cannot be used in all levels. The strategies of circumlocution and paraphrasing are harder to use at this low level. Learners do not find them useful at this basic level of English. They seem to work with more advance students due to the fact that they demand more proficiency level, time and effort to use efficiently in the oral activities.

Communication strategies together with speaking strategies benefit EFL oral class interaction. The use of meaningful speaking activities engages students to interact exchanging information with their peers in class. Learners' oral improvement occurs thanks to interacting in speaking tasks such as group discussions, debates, interviews, and oral presentations related to topics of their interest along with using communication strategies to manage communication problems to support the class interactions. For this reason, it is advisable to teachers to implement both types of strategies to foster the speaking skill to promote oral class interaction.

The implementation of communication and speaking strategies impacts positively the learners' vocabulary range use. Learners' lexis use increases with the practice and rehearsal of the key vocabulary prior to use them in the main oral tasks. The students feel more confident to talk using the appropriate vocabulary learnt in class. Therefore, teachers should include preparation stages in the lesson planning to help the learners to practice and familiarize with the vocabulary to use in the main oral tasks.

Communication strategies impact learners' language accuracy. Students have a better performance in the language forms when participating in speaking tasks that help them rehearse and reuse language forms. The use of communication strategies contributes to enhance the use

grammar into the oral tasks and allow learners the opportunity to make peers' corrections to facilitate cooperative learning. This way, they help each other within their oral interactions. The good use of grammar structures implies the active participation of all members involved in the learning process. Nevertheless, learners face challenges to master grammatical structures when they do not have plenty of opportunities to practice more advanced language topics. That is why, teachers are invited to include more grammar practice and implement more communication strategies in their lessons to help the students to overcome grammar issues.

This study proves that communication strategies help to improve the students' fluency in oral interaction. The use of these strategies helps to ease the learners' fluency to initiate, maintain and close their speeches in the oral activities implemented in class. With these kinds of strategies, the students better their fluency to talk as well as their talking time in the oral interactions when they have the opportunity to deal with strategies that help them to solve communication problems in their oral interactions.

One important conclusion is the fact that communication strategies promote learners' pronunciation improvements. These strategies contribute to reduce mispronunciation problems in class. Learners improve pronunciation throughout the practice and rehearsal of the vocabulary in the earlier stages of the workshops for the students to select the lexis and master it prior to use in the main oral tasks.

In conclusion, communication and speaking strategies impact positively learners' oral interaction in EFL classrooms. The use of these strategies contributes to improve learners' vocabulary use, accuracy, fluency and interaction. It is important to highlight that promoting the students' oral interaction demands the use of speaking strategies that allow the learners to exchange information using the appropriate vocabulary and expressions to cope with

communication breakdowns to enhance oral interaction. For this reason, it is recommended to teachers to use speaking strategies in combination with communication strategies to encourage oral interaction.

For future studies, it is important to advise teachers and researchers to take into account the use of communication strategies and be aware of the constraints related to the students' level of English and the use of communication strategies. Teachers are encouraged to analyze and reflect on the implementation of the types of strategies that better impact the learners' background knowledge and match their language level appropriately to foster oral interaction. Teachers also need to consider the amount of time needed to master these strategies to accomplish the real purpose of oral class interaction.

Some limitations showed up during this research project. This study started in the time of the covid-19 pandemic. Many students had difficulties with virtual classes due to their lack of internet connection in their homes. Therefore, this situation did not permit learners to advance in their learning process. Another important constraint was that the school building was under construction, and the students had to commute every day to another city zone. It reduced the time devoted for the classes when the school returned to face-to-face courses. This way, students could not benefit from the class time they were used to have. Finally, students should keep investing time to practice communication strategies to improve their language speaking skills.

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Appendices

In this section, it is possible to observe some samples of the instruments used to collect data in the diagnostic and action stages as well as each of the workshops implemented in the action research.

Appendix 1. Diagnostic Stage – Peer observation checklist form # 2

NON-PARTICIPANT OBSERVATION CHECKLIST
CALDAS UNIVERSITY
MASTER PROGRAM IN ENGLISH DIDACTICS
INSTITUCION EDUCATIVA SAN FELIPE NERI

ACTION STAGE WORKSHOP 2 GRADE: 10 Professor: Luis Blanco

NON-PARTICIPANT OBSERVER: Israel Acevedo

RATIONALE: This checklist aims to observe the students' oral interaction performance in class from the perspective of an external observer. The data to collect through this instrument will be only used for research purposes.

The following descriptors are related to the use of the communication and speaking strategies implemented in class to improve oral interaction. Mark with an x each time the descriptors below occur during this class. Add any comments you consider important for this research.

Description of items	Times of occurrences	Comments
Vocabulary: Learner can use the appropriate vocabulary related to past events or past experiences to recount events in groups.	XXXXXXXXXXXXXXXXXXXXXXXXXXXX = 34	
Accuracy: Learner can use the past simple accurately to recount events in groups.	XXXXXXXXXXXXXXXXXXXXXXXXXXXX = 31	
Fluency: Learner can initiate, maintain, and close oral discourse in recounting events in groups.	XXXXXXXXXXXXXXXXXXXXXXXXXXXX = 22	
Interaction: Learner can orally exchange information and take turns to recount events in groups.	XXXXXXXXXXXXXXXXXXXXXXXXXXXX = 37	
Communication strategy use: Learner can use the gap fillers strategy when recounting events in oral interaction tasks.	XXXXXXXXXXXXXXXXXXXXXXXXXXXX = 36	

1. What are your impressions about the communication and speaking strategies used to improve students' oral interaction?

All the students group used the communication strategy. It was nice listening to the students using the communication strategy trying to recount their stories.

2. How can you describe the students' performance in oral interaction?

Most students interacted telling their events using the simple past. Some were shy. A few of them read the unknown words and activities they did.

Asking for clarification: Students used this strategy 14 times.
Mispronunciation: Students mispronounced 11 times.

Many thanks for your cooperation!

Appendix 2. Diagnostic Stage- Teacher researcher journal (entry #2)

UNIVERSIDAD DE CALDAS FACULTAD DE ARTES Y HUMANIDADES MAESTRÍA EN DIDÁCTICA
DEL INGLÉS DIAGNOSTIC STAGE JOURNAL ENTRIES

This observational instrument is used to collect data about the students' performance from the view of the teacher researcher.

JOURNAL CLASS OBSERVATION # 2 DIAGNOSTIC STAGE			
SCHOOL	I. E. San Felipe Neri		
SEPTEMBER 23, 2021.	Grade: 10	Participants: 11	Class time: 2 hours
Non-participant observer: Israel Acevedo		Professor: Luis Blanco.	
<p>I said hello to the class and checked attendance.</p> <p>I started the class by asking if they had the new guide with them, but nobody had it. So, I told them the new guide was in Google Classroom. I shared the new guide in my screen and asked them to identify the new topic and the learning objectives. I asked one student, Breiner, to read the topic and the learning objectives to the class. He replied “¿Tengo que leerlo?” I answer “yes”. So, he read “families and typical families, talking about family and family members / exchanging information about the present / describing family life” He read, but he was insecure and mispronouncing some words. I thanked him for reading and I explained to the class that this was the new class guide.</p> <p>I started the class by sharing the title of the guide “Tell me about your family” and asking to a student to read it for the class. I asked Mariana to read the title and she replied “<u>si</u> <u>profe</u>”, she read “Tell me about your family”, she read with good pronunciation. I asked her to tell me about her family, but she was not able to do it. Then, I asked for volunteers, but nobody did it for the class. So, I talked about my family as an example. I continued asking them, but no answered. So, I told them to be ready to talk about their families later. Then, I invited them to work in a task about a family tree (Sam's family tree). I showed a picture of Sam's family with some gaps to complete with a vocabulary. I pointed at some people in the picture until they identified Sam. Then, I gave them some minutes to do the activity. They did a good job in completing the gaps with the vocabulary in Sam's family tree, but most students mispronounced the vocabulary related to the family. Therefore, we did some repetition drill to improve pronunciation at this stage. (I welcomed to Randy Saenz; he has just entered the class)</p> <p>Then, I asked them to draw their own family trees or a friend family tree and get ready to talk about it. I asked</p>			

Appendix 3. Diagnostic stage survey

STUDENTS' DIAGNOSTIC STAGE SURVEY
MAESTRÍA EN DIDÁCTICA DEL INGLÉS
UNIVERSIDAD DE CALDAS CONVENIO UNIVERSIDAD SAN BUENAVENTURA
INSTITUCIÓN EDUCATIVA SAN FELIPE NERI
EXPLORANDO LOS GUSTOS, PREFERENCIAS Y NECESIDADES EN EL APRENDIZAJE DEL
INGLÉS DE LOS ESTUDIANTES DE GRADO 10.

Joven Estudiante de grado décimo: El presente cuestionario tiene como objetivo recoger información sobre tus gustos, preferencias, hábitos, recursos, necesidades y estilos de aprendizaje relacionados con el inglés con el propósito de diseñar un mejor curso para ti. Por lo tanto, te agradezco que respondas las siguientes preguntas de la manera más sincera posible.

Los datos recolectados en esta encuesta serán utilizados para fines académicos solamente y los nombres de los participantes no serán revelados. La información suministrada será tratada con absoluta confidencialidad.

Fecha: _____ Edad: _____ Sexo: _____ Curso: _____

Selecciona las respuestas con las que más te identifiques. Si tu respuesta no aparece en las opciones, escribe tu propia respuesta y explica el porqué.

SECCIÓN I: PERCEPCIONES, GUSTOS Y PREFERENCIAS.

1. ¿Qué tan importante consideras el aprendizaje del inglés? Marca una opción.

- nada importante
- poco importante
- algo importante
- importante
- muy importante

2. ¿Para qué estudias inglés? Marca dos opciones

- para poder comunicarme con algunas personas.
- para obtener un buen puntaje en las pruebas Saber 11
- para entender películas y canciones.
- para estudiar en la universidad.
- para leer y comprender textos.
- Otra.

¿Cuál? _____

3. ¿Del inglés qué te llama más la atención? Marca dos opciones.

- El vocabulario.
- La gramática
- La conversación
- La lectura
- La escritura
- La escucha
- Otra.

¿Cuál? _____

4. ¿Cuándo termines este grado, en cuál de las siguientes situaciones usarías el inglés?

Marca dos opciones.

- Conversando con mis amigos y turistas en la calle.
- Leyendo textos y revistas.
- Aprendiendo y cantando canciones

SECCIÓN II. HABILIDADES DEL IDIOMA

En las preguntas 5 a la 7 selecciona una respuesta para cada pregunta.

5. ¿De las siguientes habilidades cuál deseas mejorar? Marca una respuesta.

- La escucha, para comprender lo que me digan.
- El habla, para expresar mis ideas y opiniones.
- La comprensión de textos, para acceder a los que me gustan.
- La escritura de textos, para expresar por escrito lo que pienso o lo que se me asigne.

6. Actualmente, ¿Cuál de las siguientes habilidades del inglés es más importante para ti? Marca una respuesta.

- Hablar
- Escuchar
- Leer
- Escribir

7. ¿Cómo evalúas tus habilidades en inglés? Contesta seleccionando las opciones que más se acercan a tu desempeño en cada una de las habilidades señaladas en el siguiente cuadro:

	Muy bueno	Bueno	Regular	Malo
Conversar				
Escuchar				
Leer				
Escribir				

8. Aprendo más inglés cuando: Marca dos opciones.

- Escucho a alguien hablar
- Leo el material de estudio
- Escribo palabras y oraciones
- Participo en diálogos y conversaciones
- Otro.

¿Cuál? _____

SECCIÓN III: ORGANIZACION, HABITOS Y DISPOSICIÓN AL TRABAJO EN EL APRENDIZAJE DEL INGLÉS

9. ¿Cómo prefieres estudiar inglés en el colegio? Marca dos opciones.

- Individualmente
- En parejas
- En grupos pequeños
- En grupos grandes

10. Señala en las siguientes escalas cómo te sientes cuando estás en las clases de inglés:

- A. muy satisfecho satisfecho neutro poco satisfecho insatisfecho
- B. muy alegre alegre neutro aburrido muy aburrido
- C. Muy tranquilo tranquilo neutro nervioso muy nervioso
- D. Muy seguro seguro neutro preocupado muy preocupado

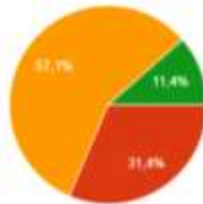
11. Las clases de inglés te parecen:

- Muy fáciles
- Fáciles
- Ni fáciles ni difíciles
- Difíciles
- Muy difíciles

Appendix 4. Diagnostic stage

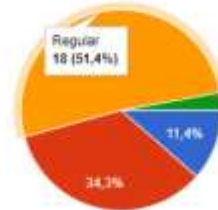
7. ¿Cómo evalúas tus habilidades en inglés? Contesta seleccionando las opciones que más se acercan a tu desempeño en cada una de las habilidades señaladas.

CONVERSAR
35 respuestas



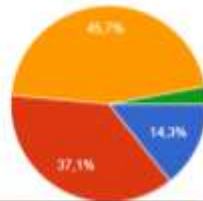
ESCUCHAR
35 respuestas

● Muy bueno
● Buena
● Regular
● Mala



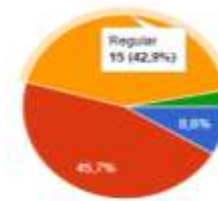
● Muy bueno
● Buena
● Regular
● Mala

LEER
35 respuestas



● Muy bueno
● Buena
● Regular
● Mala

ESCRIBIR
35 respuestas



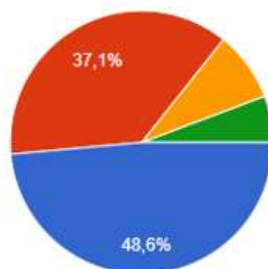
● Muy bueno
● Buena
● Regular
● Mala

Appendix 5. Diagnostic stage

10. Señala en las siguientes escalas cómo te sientes cuando estás en las clases de inglés:

A . Marca una opción.

35 respuestas



● Muy satisfecho
● Satisfecho
● Neutro
● Poco satisfecho
● Insatisfecho

Appendix 6. workshop 1. Sports, fitness activities, and exercise

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MAESTRÍA EN DIDÁCTICA DEL INGLÉS

COMMUNICATION AND SPEAKING STRATEGIES TO PROMOTE ORAL INTERACTION IN AN ONLINE TENTH GRADE ENL CLASS

Lesson plan 1		Grade: 10 ^a	Date:
Professor: Luis Blanco		Phone number: 3116578104 Email: luis.blanco@iceanfelpeneri.edu.co	Time: 3 hours
Students: 12		Age: 14-17	Level: A1
TOPIC: Sports, fitness activities, and exercise			
Suggested curriculum content: Talking about sports, fitness activities, habits, and likes.		DBA (Basic Learning Rights): <ul style="list-style-type: none"> • Maintain previously prepared formal discussions about academic topics. (11th grade DBA 7) • Exchange opinions on topics of personal, social or academic interest (10th grade DBA 5) 	
Rationale: The purpose of this class is to explore how the communication and speaking strategies to promote oral interaction and help students participate in group discussions.			
Communication objective: Students will learn how to ask for clarification to overcome a lack of understanding and to clarify their ideas to others.			
Speaking objective: Students will interact in group discussions.			
Language objective: students will learn the use of frequency adverbs to talk about their sports, habits, exercises, and routines.			
MATERIALS AND RESOURCES			
Sports vocabulary game. Guess the word. https://www.youtube.com/watch?v=Hw13wM12pU			
Sports chart			
Video of English phrases to ask for clarification https://www.youtube.com/watch?v=L140b-02-A3m8			
Video of frequency adverbs https://www.youtube.com/watch?v=qG9N1TMy0w			
Interchange book 1 third edition.			
Laptop computer, speaker, Google meet. Google classroom, guides.			
Conversation tracks.			
Speaking and interaction assessment rubric criteria.			
TOPIC DEVELOPMENT: (DESCRIPTION AND IMAGES).			
Pre-task activities Task 1 Warm-up activity (Time: 25 minutes)	Aim: To elicit and practice vocabulary related to sports and exercise that these students know and introduce the new class topic.	Students are going to watch a short video about people performing different sports and exercises to explore the vocabulary the students are familiar with. The new vocabulary will be presented in a game in which they are going to identify the name of some sports, based on a series of pictures related to people playing sports. <ul style="list-style-type: none"> • Students are going to label a vocabulary picture with the sports and activities in a chart. • Students are going to discuss what activities are popular with some age groups in their country. • Students are going to practice collocations with the verbs do, play, and go, using the list of sports and activities in the chart. They are going to find out the rules for collocations with these verbs. • Students are going to discuss and classify a list of sports and exercises into three categories: individual sports, team sports, and exercises. 	Materials: <ul style="list-style-type: none"> • Sports vocabulary - guess the word (Appendix 1) • Chart of sports and exercise. (Appendix 2) • Sports chart (Appendix 3)
Task 2 Time: 35 minutes	Aim: Aim: To practice the new vocabulary and identify and	• Students are going to listen, read, and practice a conversation about exercising habits to identify adverbs of frequency used in context.	Materials: <ul style="list-style-type: none"> • Conversation transcript

	use adverbs of frequency in context.	<ul style="list-style-type: none"> Students are going to answer some questions about the conversation. Students are going to study the GRAMMAR FOCUS to identify ADVERBS OF FREQUENCY position in sentences. Students are going to practice using adverbs of frequency in five short conversations. Students are going to complete five short conversations, then they are going to practice them with a classmate. <p>Students are going to take turns to ask the questions used in the conversation and answer them with their responses</p>	<p>(interchange book 1). (Appendix 4)</p> <ul style="list-style-type: none"> Grammar chart (interchange book 1). (Appendix 5)
<p>Task 3</p> <p>Time: 25</p> <p>Communication strategy: Asking for clarification.</p>	<p>Aim: to teach and practice the communication strategy of asking for clarification.</p> <p>Speaking strategy: Group discussion</p>	<ul style="list-style-type: none"> Through a brainstorming of ideas students are going to be asked about the communication strategies (expressions) they used when they do not understand questions or what other people are saying and what strategies they use to make people understand what they are saying. <p>The communication strategy will be introduced through a short video of English phrases to ask for clarification. Students are going to be explained that there are words or phrases to express lack of understanding in English. The teacher is going to explain the meaning and the use of the most common expressions and will give examples of their use.</p> <p>To facilitate a better understanding of these expressions, students are going to learn them in groups of phrases like the ones in Appendix 7.</p>	<ul style="list-style-type: none"> Video and questions in the video. (Appendix 6) Clarification phrases or expressions (Appendix 7)
<p>MAIN TASK. Group discussion.</p> <p>Time: 45 minutes</p>	<p>Communication strategy: Asking for clarifications inside a group discussion.</p>	<p>Students are going to make small groups (no more than four students) to discuss about their sports and activities. For the purpose of oral interaction, they are going to take turns asking and answering the suggested questions included in Appendix 8.</p> <p>Students are going to be observed by the teacher while performing the group discussion and a rubric (Appendix 10) will be used to assess their performance.</p>	<ul style="list-style-type: none"> Group discussion handout / protocol (Appendix 8) Speaking and interaction assessment rubric (Appendix 9)
<p>Post task.</p> <p>Time: (30 minutes)</p>	<p>Aim: To review the vocabulary, the language structure, and the communication strategies used in class</p>	<p>The students are going to watch a short video of frequency adverbs explanation to wrap up the lesson while they ask questions and ask for clarification of some information, words or expressions they cannot understand or need more explanation and examples. The teacher reviews and gives feedback on the vocabulary, the language structure, and the communication strategy.</p>	<p>Video of adverbs of frequency (see materials and resources)</p>

Appendix 7. Action stage - workshop 2. Free-time weekend activities; chores; vacations

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COMMUNICATION AND SPEAKING STRATEGIES TO PROMOTE ORAL INTERACTION IN A TENTH GRADE EFL CLASS

Lesson plan 2		Grade: 10 ^o	Date:
Professor: Luis Blanco		Phone number: 3116578104 Email: luis.blanco@iesanfelipeneri.edu.co	Time: 3 hours
Students: 22		Ages: 14-17	Level: A1
TOPIC: Free-time and weekend activities; chores; vacations.			
Suggested curriculum content: Talking about past events.		DBA (Basic learning Rights): <ul style="list-style-type: none"> Hold spontaneous and simple conversations on topics of personal interest. (10th grade DBA 6) Narrates personal experiences or familiar stories in oral or written form. (11th grade DBA 8) 	
Rationale: The purpose of this class is to explore how the communication strategy of using gap fillers and the speaking strategy of recounting events promote oral interaction.			
Communication objective: Students will learn how to use gap fillers to gain time to think what to say while speaking.			
Speaking objective: Students will interact recounting events in groups.			
Language objective: Students will talk about past events related to free time, weekend activities, chores and vacations.			
MATERIALS AND RESOURCES			
Sports vocabulary game. Guess the word. Hobbies English Vocabulary Game With Pictures - YouTube Video of English fillers to speak fluently https://www.youtube.com/watch?v=1hkb2uuHk2g&t=146s Interchange book 1 third edition by Jack C Richards. Laptop computer, speaker, video beam, photocopied materials, guides. Conversation tracks. Speaking and interaction assessment rubric criteria.			
TOPIC DEVELOPMENT: (DESCRIPTION AND IMAGES).			
Pre-task activities Pre-Task 1 Warm-up activity (Time: 20 minutes)	Aim: To learn vocabulary for discussing leisure activities to elicit and practice vocabulary related to hobbies and free-time activities.	<ul style="list-style-type: none"> Students are going to watch a video about hobbies to interact guessing the hobbies to explore the vocabulary they are familiar with. (See appendix 1) Students are going to answer the question "What do you do in your free-time? While I write their answers on the board. 	Materials: <ul style="list-style-type: none"> Hobbies English / Vocabulary game with pictures (Appendix 1)
Pre-Task 2 Time: 35 minutes	Aims: Aim: To practice a conversation about weekend activities to see the simple past in context.	<ul style="list-style-type: none"> Students are going to listen, read, and practice a conversation about two people talking about their weekends. (See appendix 2) Students are going to use the picture to predict what each person did. (See appendix 2) 	Materials: <ul style="list-style-type: none"> Conversation transcript (interchange book 1). (Appendix 2)

		<ul style="list-style-type: none"> • Students are going to answer some questions about the conversation. (See appendix 2) • Students are going to study the GRAMMAR FOCUS to practice simple past questions, short answers, and regular and irregular verbs. (See appendix 3) • Students are going to complete five short conversations using the structure of the simple past tense. • Students are going to take turns to ask and answer the questions used in the conversation with their own information. • Students are going to complete a chart with a list of words to form collocations. (See appendix 3) 	<ul style="list-style-type: none"> • Grammar chart (interchange book 1). (Appendix 3)
<p>Pre-Task 3 Time: 25 Communication strategy: Using gap fillers to buy time while talking.</p>	<p>Aim: to teach and practice the communication strategy of using gap fillers to gain time to speak.</p> <p>Speaking strategy: Recounting events.</p>	<ul style="list-style-type: none"> • Students are going to be asked about what phrases or expressions people use to gain time to think what to say next and avoid silence pauses in a conversation. (See appendix 4) <p>The communication strategy will be introduced through a short video of English phrases people use to buy time to think while talking.</p> <p>Students are going to be explained that there are words or phrases that will help them to make time to think their answers.</p> <p>The teacher is going to explain the meaning and the use of some common phrases and will give examples of their use.</p> <p>Students are going to learn, rehearse, and put into practice how to use the phrases in appendix 4.</p>	<ul style="list-style-type: none"> • Video tutorial of using gap fillers (Appendix 4) • Gap filler phrases or expressions (Appendix 4)
<p>MAIN TASK. Recounting events. Time: 45 minutes</p>	<p>Communication strategy: Using gap fillers while recounting events in groups.</p>	<p>Students are going to make small groups (no more than four students) to carry out the speaking strategy recounting events about their last vacations. For the purpose of oral interaction, they are going to recount what they did in their last vacations or in an event in their vacations (a good or a bad experience) and take turns asking and answering the suggested questions included in Appendix 5.</p> <p>Each phrase of the communication strategy of using gap fillers (See appendix 4) will be</p>	<ul style="list-style-type: none"> • Recounting events handout / protocol (Appendix 5) • Speaking and interaction assessment rubric (Appendix 6)

Appendix 8. Action stage - workshop 3. Stores and places in a city and neighborhood

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COMMUNICATION AND SPEAKING STRATEGIES TO PROMOTE ORAL INTERACTION IN A TENTH GRADE EFL CLASS

Lesson plan 3	Grade: 10^o	Date:
Professor: Luis Blanco	Phone number: 3116578104 Email: luis.blanco@iesanfelipeneri.edu.co	Time: 3 hours
Students: 19	Ages: 14-17	Level: A1
TOPIC: Stores and places in a city and neighborhood.		
Suggested curriculum content: Asking about and describing locations of places in a city and neighborhood.	DBA (Basic learning Rights): <ul style="list-style-type: none"> Respond to questions and inquiries after an oral presentation on general or academic topics of interest. (10th grade DBA 6) Make brief presentations on academic topics related to his/her school environment or community. (10th grade DBA 7) 	
Rationale: The purpose of this class is to explore how the communication strategy of circumlocution and the speaking strategy of group presentation promote oral interaction.		
Communication objective: Students will learn how to use the strategy of circumlocution to convey the meaning of a specific word or phrase they do not know or remember in a context.		
Speaking objective: Students will interact by organizing and giving a group presentation.		
Language objective: Students will discuss locations of places in the city or neighborhood.		
MATERIALS AND RESOURCES		
<p>Guessing game: Places Around Town. Guess the word. https://www.youtube.com/watch?v=kk4DOPR41Nc</p> <p>Video of English Circumlocution. https://www.youtube.com/watch?v=cNsmyH9mEkI</p> <p>PowerPoint presentation: Circumlocution.</p> <p>Interchange book 1 third edition by Jack C Richards.</p> <p>Laptop computer, speaker, video beam, photocopied materials, guides.</p> <p>Conversation tracks, paper, markers, colors, drawings.</p> <p>Speaking and interaction assessment rubric criteria.</p>		
TOPIC DEVELOPMENT: (DESCRIPTION AND IMAGES).		
<p>Pre-task activities</p> <p>Pre-Task 1</p> <p>Warm-up activity</p> <p>(Time: 20 minutes)</p>	<p>Aim:</p> <p>To explore, elicit and practice vocabulary related to places in the town.</p> <p>Aims: To learn vocabulary for discussing places in the neighborhood.</p>	<ul style="list-style-type: none"> Students are going to watch a short video of places around the town to play a guessing game in which they are going to guess the words to name some places. (See appendix 1) Students are going to match some words related to the names of places and their corresponding definitions. (See appendix 2) Students are going to write the definitions of some places in pairs. (See appendix 2) Students are going to read the definitions of their places for the class to guess the name of the place.
		<p>Materials:</p> <ul style="list-style-type: none"> Guessing game / Vocabulary: Places Around Town (Appendix 1) Word power: places (Appendix 2)

<p>Pre-Task 2 Time: 35 minutes</p>	<p>Aim: To practice a conversation between neighbors to see: There is/there are and one/any/some in context.</p>	<ul style="list-style-type: none"> • Before listening to the conversation students are going to be asked the following question: What places do you need to find when you move to a new neighborhood? • Students are going to listen, read, and practice a conversation between two neighbors talking about places in the neighborhood. (See appendix 3) • Students are going to answer some questions about the conversation. (See appendix 3) • Students are going to study the GRAMMAR FOCUS to study how to ask and answer questions with there is/there are; practice using one, any, and some; practice preposition of place (See appendix 4) • Students are going to write questions about some places on a neighborhood map using the structure of is there .../are there ...? (See appendix 5) • Students are going to take turns to ask and answer the questions they wrote about the locations of some places on the map. • Students are going to ask and answer the question they wrote about the location of some places on the map. (See appendix 5) 	<p>Materials:</p> <ul style="list-style-type: none"> • Word power: places • Conversation transcript (interchange book 1). (Appendix 3) • Grammar chart (interchange book 1). (Appendix 4) • A neighborhood map (Appendix 5)
<p>Pre-Task 3 Time: 25 Communication strategy: circumlocution.</p>	<p>Aim: To teach and practice the communication strategy of circumlocution to figure out or describe the meaning of a word or phrase they do not know or remember in English.</p> <p>Speaking strategy: Group presentation.</p>	<ul style="list-style-type: none"> • Students are going to ask about what strategy they use when they do not know or remember a word in English. • The communication strategy will be introduced through a short video to explain the use of circumlocution for new language learners. (See appendix 6) • The teacher is going to give a PowerPoint presentation to explain the strategy of circumlocution and will give examples of their use. (See appendix 7) • Students are going to learn, rehearse, and put into practice how to use this strategy. 	<ul style="list-style-type: none"> • Video tutorial of circumlocution (Appendix 6) • Powerpoint presentation. Circumlocution (Appendix 7)
<p>MAIN TASK. Group presentations. Time: 45 minutes</p>	<p>Communication strategy: circumlocution to describe words or phrases to convey meaning in</p>	<ul style="list-style-type: none"> • Students are going to make small groups (no more than four students) to plan their perfect neighborhood. • Students are going to be given a handout to organize their plans to talk about their perfect 	<ul style="list-style-type: none"> • Group presentation handout/protocol (Appendix 8)

Appendix 9. Action stage - workshop 4. Common complaints about neighbors

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MAESTRÍA EN DIDÁCTICA DEL INGLÉS

COMMUNICATION AND SPEAKING STRATEGIES TO PROMOTE ORAL INTERACTION IN A TENTH GRADE EFL CLASS

Lesson plan 4		Grade: 10^o	Date:
Professor: Luis Blanco		Phone number: 3116578104 Email: luis.blanco@iesanfelipeneri.edu.co	Time: 3 hours
Students:		Ages: 14-17	Level: A1
TOPIC: Stores and places in a city and neighborhood. COMMON COMPLAINTS ABOUT NEIGHBORS			
Suggested curriculum content: Arguing about neighbors' complaints.		DBA (Basic learning Rights): <ul style="list-style-type: none"> Expresses his/her opinion on an academic topic discussed in class. (9th grade DBA 5) Maintains previously prepared discussions about academic topics. (11th grade DBA 7) 	
Rationale: The purpose of this class is to explore how the communication strategy of using conversation maintenance cue and the speaking strategy of a debate promote oral interaction.			
Communication objective: Students will use conversation maintenance cues to maintain discourse in a class debate.			
Speaking objective: Students will take turns to participate in a class debate.			
Language objective: Students will use quantifiers to discuss about convivence and common complaints about neighbors.			
MATERIALS AND RESOURCES			
Short reading about some common neighbors' complaints Interchange book 1 third edition by Jack C Richards. Power point presentation 1 (Using Communication Maintenance Cue) & Power point presentation 2 (Useful Phrases for Discussion and Debate) Laptop computer, speaker, video beam, photocopied materials, guides. Conversation tracks. Speaking and interaction assessment rubric criteria.			
TOPIC DEVELOPMENT: (DESCRIPTION AND IMAGES).			
Pre-task activities Pre-Task 1 Warm-up activity (Time: 20 minutes) <u>1.</u> borrow	Aim: To explore, elicit and practice vocabulary related to complaints about neighbors. Aims: To learn vocabulary for talking about problems with neighbors.	<ul style="list-style-type: none"> Students are going to be asked the following questions: What things you don't like from your neighbors? And why don't you like them? Students are going to see a big picture and read about four common complaints about neighbors. (See appendix 1) Students are going to identify if they have any of these complaints in their neighborhood. They are also going to list other complaints and they are going to be asked about what they do when they have complaints (See appendix 1) 	Materials: <ul style="list-style-type: none"> Snapshot: Common complaints about neighbors. (Appendix 1)
Pre-Task 2 Time: 35 minutes	Aim: To practice a conversation about	<ul style="list-style-type: none"> Before listening to the conversation students are going to be asked the following question: 	Materials: <ul style="list-style-type: none"> Word power: places

	how much as quantifiers in context.	<p>neighborhood look like? and does it look safe?</p> <ul style="list-style-type: none"> • Students are going to listen, read, and practice a conversation between two friends talking about a new neighborhood. (See appendix 2) • Students are going to answer some questions about the conversation. (See appendix 2) • Students are going to see the GRAMMAR FOCUS to study the use of quantifiers; how many and how much, count and noncount nouns. (See appendix 3) • Students are going to ask and answer questions with count and noncount nouns. • Students are going to write questions about some neighborhood issues, using the structure of Is there /Are there...? How many and how much. (See appendix 4) • Students are going to take turns to ask and answer the questions they wrote about some neighborhood topics (See appendix 4) 	<p>(interchange book 1). (Appendix 2)</p> <ul style="list-style-type: none"> • Grammar chart (interchange book 1). (Appendix 3) • Vocabulary list of topics (Appendix 4)
<p>Pre-Task 3 Time: 30 Communication strategy: Using conversation maintenance cues</p>	<p>Aim: To teach and practice the communication strategy of using conversation maintenance cues to keep a conversation going.</p> <p>Speaking strategy: Debate.</p>	<ul style="list-style-type: none"> • Students are going to ask about what strategies they use to keep the discussion in a class debate through the following question: What strategies do you use to express your opinions to open, continue, and close a debate? • The communication strategy will be introduced through a power point presentation to explain and identify the use of conversation maintenance cue. (See appendix 5) • The teacher is going to give a PowerPoint presentation to introduce some useful phrases for discussion and debates. (See appendix 6) • Students are going to learn, rehearse, and put into practice how to use this strategy. • Students are going to read and analyze a sample excerpt debate with the teacher. (See appendix 7) 	<ul style="list-style-type: none"> • PowerPoint presentation (Using conversation maintenance cue) (Appendix 5) • PowerPoint presentation. (Useful Phrases for discussion and Debate. (Appendix 6)
<p>MAIN TASK. Debate. Time: 45 minutes</p>	<p>Communication strategy: Using conversation maintenance cue to participate in a class</p>	<ul style="list-style-type: none"> • Students are going to be given a handout to organize their ideas to discuss about some topics. (See appendix 8) • They first are going to take some time to 	<ul style="list-style-type: none"> • Handout/protocol (Appendix 8) • A debate handout

		<ul style="list-style-type: none"> • They will prepare their ideas to take part in the whole class debate. They are going to be asked to be in favor or against the topic. • They are going to spend 20 minutes organizing their ideas to support their views about the topics. • The teacher is going to move around the class checking the students notes, helping them to organize their speech and giving feedback on what they intend to say. • They are going to take turns to participate in the debate using the appropriate expressions to open, continue, and close ideas. They will listen carefully other students' opinions, take notes and be ready to express his/her agreements or disagreements with others. They are going to use the vocabulary and the grammar learned in class. • They are going to be asked to use the strategy of using conversation maintenance cue to keep track on other learners' ideas and to introduce their own ideas. • They are going to listen to each other attentively and they will be ready to ask questions about their classmates' opinions. • Students' speaking performance is going to be observed and assessed by the teacher with a rubric (See appendix 10) and a non-participant observer with a checklist). • Students are going to use a protocol (Appendix 8) with the guidelines to follow before, during, and after the class debate. • They are going to take notes by filling a chart which contains five question to debate around some topics in which they are going to take a position in favor or against with arguments. 	assessment rubric (Appendix 10)
Post task. Time: (20 minutes)	Aim: To review the vocabulary, the language structure, and the communication strategies used in class	<p>The students are going to pick a question at random about their neighborhoods. (See appendix 11)</p> <p>The students are going to answer the question in front of the class.</p> <p>The teacher will review and gives feedback on the vocabulary, the language structure, and the communication strategy used in class.</p>	Bank of questions (See appendix 11)

Appendix 10. Action stage - workshop 5. People appearance

INSTITUCIÓN EDUCATIVA SAN FELIPE NERI
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MAESTRÍA EN DIDACTICA DEL INGLÉS

COMMUNICATION AND SPEAKING STRATEGIES TO PROMOTE ORAL INTERACTION IN A TENTH GRADE EFL CLASS

Lesson plan 5	Grade: 10^o	Date:
Professor: Luis Blanco	Phone number: 3116578104 Email: luis.blanco@iesanfelipeneri.edu.co	Time: 3 hours
Students: 21	Ages: 14-17	Level: A1
TOPIC: People appearance.		
Suggested curriculum content: Describing people's appearance.	DBA (Basic learning Rights): <ul style="list-style-type: none"> • Holds spontaneous and simple conversations on topics of personal or academic interest. (10th grade DBA 6) • Respond to questions and inquiries after an oral presentation on general or academic topics of interest. (10th grade DBA 7) 	
Rationale: The purpose of this class is to explore how the communication strategy of paraphrasing and the speaking strategy of an interview promote oral interaction.		
Communication objective: Students will learn how to paraphrase to explain words or expressions meaning to maintain speech in an interview. Speaking objective: Students will exchange information in an interview. Language objective: Students will describe people's physical appearance.		
MATERIALS AND RESOURCES		
<p>Pictures of people and expressions about physical appearance. Short reading about some common neighbors' complaints Interchange book 1 third edition by Jack C Richards. Paraphrasing: https://www.youtube.com/watch?v=2JiLw6XeCaw Useful Phrases or Expressions for paraphrasing. Laptop computer, speaker, video beam, photocopied materials, guides. Conversation tracks. Speaking and interaction assessment rubric criteria.</p>		
TOPIC DEVELOPMENT: (DESCRIPTION AND IMAGES).		
<p>Pre-task activities Pre-Task 1 Warm-up activity (Time: 20 minutes)</p>	<p>Aim: To explore, elicit and practice vocabulary related to people appearance.</p> <p>Aims: To learn vocabulary for describing people.</p>	<ul style="list-style-type: none"> • To explore the student's vocabulary knowledge, one student is going to be asked to stand in front of the class. The teacher is going to ask: Is he/she tall or short? Does he/she have straight or curly hair? Then, students are going to be asked to describe the student in front of the class. • The professor is going to write on the board the words and expressions the students will use to describe their classmate physical appearance. • Students are going to be asked to focus on the pictures and expressions of the WORD POWER to circle any words they don't know. (See appendix 1)
		<p>Materials:</p> <ul style="list-style-type: none"> • WORD POWER: Appearance. (Appendix 1) • Chart (Appendix 2)

		<ul style="list-style-type: none"> • Different students are going to read the expressions and I will give help with pronunciation as needed. • The professor is going to point out at the class material and exemplify varied terms to describe people according to specific features and gender. • Students are going to work in small groups to brainstorm at least three more expressions to describe people. Then, one student from each group is going to write the expressions under the correct headings on the board. • Students are going to choose at least four expressions to describe themselves and one of their partners. They are going to complete the chart in pairs. The professor is going to move around the class and give help as needed. (Appendix 2) • The professor is going to ask two students to read the example conversation. • The professor is going to elicit other expressions for agreeing or disagreeing (e.g., That's true / No way). • Students are going to compare charts in pairs using the example conversation. • The professor is going to go around the class and give help as needed. 	
<p>Pre-Task 2 Time: 35 minutes</p>	<p>Aim: To practice a conversation between two people describing another person to see description of people in context.</p> <p>Aim: To practice describing people and asking and answering questions about appearance.</p>	<ul style="list-style-type: none"> • Before listening to the conversation students are going to be asked to cover the text to describe the people in the picture. • The professor is going to play an audio conversation to elicit describing language forms through a listening comprehension task. (See Appendix 3) • To introduce the grammar section, the professor is going to write four questions number from 1 to 4 with some responses organize from A to D for the students match them. (See appendix 4) • Students are going to see the GRAMMAR FOCUS to check their answers. (See appendix 4) • The professor is going to explain the use of questions to elicit general appearance, age, height, and hair. • The professor is going to write the numbers 1 to 7 on the board. 	<p>Materials:</p> <ul style="list-style-type: none"> • Conversation transcript (interchange book 1). (Appendix 3) • Grammar chart (interchange book 1). (Appendix 4) • Conversation model excerpt (Appendix 5)

		<ul style="list-style-type: none"> • Students are going to write the questions to the given answers 1 to 7 about people appearance. (See appendix 4) • Students are going to choose a person in the classroom and their partners are going to guess the person's name by asking questions about his/her physical appearance. (See Appendix 5). • They are going to follow the conversation model to guess their classmate (See Appendix 5) 	
<p>Pre-Task 3 Time: 30 Communication strategy: Paraphrasing.</p>	<p>Aim: To teach and practice the communication strategy of using paraphrasing to explain unknown words or expressions to maintain speech in a class interview.</p> <p>Speaking strategy: An interview.</p>	<ul style="list-style-type: none"> • Students are going to be asked about what they do when they do not understand a word or phrase in a conversation. They are going to be asked about what they know or understand for "Paraphrasing". • The communication strategy will be introduced through a short tutorial video in which a professor explains the communication strategy of paraphrasing. (See appendix 6) • The professor is going to give a handout with main expressions of the strategy explained in the video tutorial previous video tutorial and will explain giving some examples. (See Appendix 6) • Students are going to learn, rehearse, and put into practice how to use this strategy. • Students are going to read and analyze a sample excerpt conversation in which the strategy of paraphrasing appeared. (See appendix 6) • Students are going to play a guessing game to practice the strategy of paraphrasing. (See appendix 7) 	<ul style="list-style-type: none"> • Video tutorial of paraphrasing (Appendix 6) • A paraphrasing handout (Appendix 6) • A guessing game (Appendix 7)
<p>MAIN TASK. Debate. Time: 45 minutes</p>	<p>Communication strategy: Using paraphrasing when describing people, things, and places.</p>	<ul style="list-style-type: none"> • Students are going to conduct an interview in pairs. • Students are going to be given a handout to organize their ideas to interview one of their partners. (See appendix 8) • They first are going to take some time to think and write the questions to be discussed in class. • They are going to take notes about the topics. (See appendix 8) • They will prepare their ideas to take part in the interview 	<ul style="list-style-type: none"> • Handout/protocol (Appendix 8) • An interview handout (Appendix 9) • Speaking and interaction assessment rubric (Appendix 10)

		<ul style="list-style-type: none"> • They are going to spend 20 minutes organizing their ideas to support their questions and answers about the topics. • The teacher is going to move around the class checking the students notes, helping them to organize their speech and giving feedback on what they intend to say. • They are going to conduct the interview using the appropriate expressions to open, continue, and close their oral discourse. • They will listen to attentively their classmates' questions and answers and will be ready ready to ask follow -up questions about their classmate's relatives, friends, relationship, artists, singers, sports people and other. • Students' speaking performance is going to be observed and assessed by the teacher with a rubric (See appendix 10) and a non-participant observer with a checklist). • Students are going to use a protocol (Appendix 8) with the guidelines to follow before, during, and after the interview. • They are going to take notes by filling a chart with their questions or their notes to use in the interview. 	
<p>Post task. Time: (20 minutes)</p>	<p>Aim: To review the vocabulary, the language structure, and the communication strategies used in class</p>	<ul style="list-style-type: none"> • To wrap up the class, the professor will review and gives feedback on the vocabulary, the language structure, and the communication strategy studied in class. • The students are going to describe a professor of the school for the other to guess the name. 	

Appendix 11. Action stage – workshop 6. Past experiences

INSTITUCIÓN EDUCATIVA SAN FELIPE NERI
UNIVERSIDAD DE CALDAS – UNIVERSIDAD SAN BUENAVENTURA
MAESTRÍA EN DIDACTICA DEL INGLÉS

COMMUNICATION AND SPEAKING STRATEGIES TO PROMOTE ORAL INTERACTION IN A TENTH GRADE EFL CLASS

Lesson plan 6	Grade: 10 ^o	Date:
Professor: Luis Blanco	Phone number: 3116578104 Email: luis.blanco@iesanfelipeneri.edu.co	Time: 3 hours
Students: 21	Ages: 14-17	Level: A1
TOPIC: Past experiences.		
Suggested curriculum content: Talking about past experiences.	DBA (Basic learning Rights): <ul style="list-style-type: none"> • Narrates personal experiences or familiar stories in oral or written form. (11th grade DBA 8) • Briefly narrates current facts, daily situations, or personal experiences orally and in written form. (8th grade DBA 6). 	
Rationale: The purpose of this class is to explore how the communication strategy of appealing for assistance from the interlocutor and the speaking strategy of an oral presentation promote oral interaction.		
Communication objective: Students will learn how to appeal for help from the interlocutor to get a clear understanding of the target language to maintain speech in an oral presentation. Speaking objective: Students will exchange information in an oral presentation. Language objective: Students will talk about past experiences using the present perfect tense.		
MATERIALS AND RESOURCES		
<p>Pictures of people doing fun activities. Interchange book 1B third edition by Jack C Richards. Appealing for assistance from the interlocutor: Useful Phrases or Expressions for appealing for assistance from the interlocutor. Laptop computer, speaker, video beam, photocopied materials, guides, conversation tracks, paper, markers, photos, power point presentations, magazines, newspaper, videos etc. Speaking and interaction assessment rubric criteria.</p>		
TOPIC DEVELOPMENT: (DESCRIPTION AND IMAGES).		
Pre-task activities Pre-Task 1 Warm-up activity (Time: 20 minutes)	Aim: To explore, elicit and practice vocabulary related to fun activities to do. Aim: To talk about fun activities to do.	<ul style="list-style-type: none"> • Students are going to see some pictures of fun activities to do in Cartagena. • The professor is going to ask and the students answer if they have tried these activities in their city. (See appendix 1) • Students are going to make a list of activities they would like to try and then they are going to compare with the class. • To brainstorm the students' ideas, the professor is going to write the list of other fun activities to do in the city. • The professor is going to go around the class and give help as needed.
Pre-Task 2 Time: 35 minutes	Aim: To practice a conversation between two people in New	<ul style="list-style-type: none"> • Before listening to the conversation students are going to be asked to close their photocopied material.
		Materials: <ul style="list-style-type: none"> • What activities have you tried? (Appendix 1)
		Materials:

	<p>Orleans to see the present perfect in context.</p> <p>Aims: To practice the present perfect with already and yet. To ask and answer questions using the present perfect with regular and irregular past participles.</p>	<ul style="list-style-type: none"> • They are going to be asked some questions about the city of New Orleans in the U.S. (See appendix 2) • The professor is going to draw a chart on the board for the students to tick the activities a tourist has done in a visit to New Orleans while the students listen to and read the conversation to check their answers. (See Appendix 2.) • The students are going to listen to, read and practice the conversation in pairs. (See appendix 3) • The students are going to listen to the rest of the conversation to check what they plan to do tomorrow. • To introduce the grammar section, the students are going to focus on the conversation to answer the following question questions: what has Todd done in New Orleans? • The professor is going to write the students' answer on the board. • The students are going to be asked: When did they do these things? • The professor is going to elicit the students' answer. • The professor is going to explain that he did these things sometime in the past. • The students are going to focus their attention on the grammar focus box. (See appendix 4) • The professor is going to elicit or explain the rules for the present perfect in combination with adverbs Yet and Already- • The students are going to practice using the present perfect (See appendix 5 A) • The students are going to read or write their statements. • The professor is going to explain the task and model the first conversation with a student. (See appendix 5 B) • Students are going to complete individually six short conversations using the present perfect. • The professor is going to move around the class and give help as needed. Then elicit the students' answers. • The students are going to go to the board to 	<ul style="list-style-type: none"> • Conversation questions and chart. (Appendix 2) • Conversation transcript interchange book. (Appendix 3) • Grammar chart (interchange book 1). (Appendix 4) • Grammar practice (appendix 5)
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		<ul style="list-style-type: none"> The students are going to take turns asking and answering the questions in part B in pairs. (See appendix 5 C) 	
<p>Pre-Task 3 Time: 30 Communication strategy: appealing for assistance from the interlocutor.</p>	<p>Aim: To teach and practice the communication strategy of <u>appealing for assistance from the interlocutor to get a clear understanding of the target language to maintain speech in an oral presentation.</u></p> <p>Speaking strategy: An oral presentation.</p>	<ul style="list-style-type: none"> Students are going to be asked about what they do when they are talking to someone who knows more English than them and they have limited vocabulary to understand or communicate something in English. The professor is going to brainstorm ideas to know how the students solve their limited vocabulary knowledge. They are going to be asked about what they know or understand for "appealing for assistance from the interlocutor". The communication strategy will be explained by the teacher. The professor is going to give and explain a handout with the main words or expressions to use for appealing for assistance from the interlocutor to maintain a conversation. (See appendix 6). The students are going to learn, rehearse, and put into practice how to use this strategy. The students are going to work in pairs to interact asking each other questions about their fun and unusual activities they have done in the city. (See appendix 6) The professor is going to move around the class and give help as needed. 	<ul style="list-style-type: none"> Appealing for assistance from the interlocutor handout (Appendix 6) An oral presentation protocol (Appendix 7)
<p>MAIN TASK. A short speaking <u>project</u>. Time: 45 minutes</p>	<p>Communication strategy: Using appealing for assistance from the interlocutor when giving an oral presentation.</p>	<ul style="list-style-type: none"> The students are going to plan an oral presentation in small groups of three or four. Students are going to be given a handout protocol to take into account to organize their ideas to plan an oral presentation. (See appendix 7) The students are going to be given an oral presentation handout with the guidelines to plan their presentations. (See appendix 8) They first are going to take some time to think and discuss in groups about the famous people they are interested in. The students are going to agree on one famous person to talk by groups. They are going to search for the most relevant information about that famous person's life in magazines, newspaper or the internet. 	<ul style="list-style-type: none"> Handout/protocol (Appendix 7) An oral presentation handout (Appendix 8) Speaking and interaction assessment rubric (Appendix 9)

		<ul style="list-style-type: none"> • They will prepare their ideas to make their oral presentations. • They are going to spend 30 minutes organizing their ideas to make their oral presentations. • The teacher is going to move around the class checking the students notes, helping them to organize their speech and giving feedback on what they intend to say. • They are going to make their oral presentations using the appropriate expressions to open, continue, and close their oral discourse. • The students will use pictures or act out some part of one scene to make the show more interesting. • The students will listen to attentively their classmates' oral presentations and will be ready to ask questions about their classmate's famous person. • Students' speaking performance is going to be observed and assessed by the teacher with a rubric (See appendix 9) and a non-participant observer with a checklist). 	
<p>Post task. Time: (20 minutes)</p>	<p>Aim: To review the vocabulary, the language structure, and the communication strategies used in class</p>	<ul style="list-style-type: none"> • To wrap up the class, the professor will review and gives feedback on the vocabulary, the language structure, and the communication strategy studied in class. • The students are going to talk about the most important things they have done up to know while their classmates ask questions about their experiences. 	

Appendix 11. SPEAKING AND INTERACTION RUBRIC

SPEAKING AND INTERACTION RUBRIC
CALDAS UNIVERSITY
MASTER PROGRAM IN ENGLISH DIDACTICS
INSTITUCION EDUCATIVA SAN FELIPE NERI

Rationale: This rubric was designed to assess students' oral interaction when performing a speaking task in class. It also describes the learner's use of vocabulary, their accuracy and fluency to talk as well as their abilities to turn-taking in-class discussion and participation, and the use of communication strategies to keep track of L2 oral interaction in class.

SPEAKING AND INTERACTION ASSESSMENT RUBRIC CRITERIA

	Very low (Bj) 1 point	Low (Bj) 2 points	Basic (B) 3 points	High (H) 4 points	Superior (S) 5 points
Vocabulary	Learner fails to use the appropriate vocabulary related to sports, fitness activities habits, and frequency adverbs.	Learner can hardly use the appropriate vocabulary related to sports, fitness activities, habits, and frequency adverbs.	Learner can use the appropriate vocabulary related to sports fitness activities, habits, and frequency adverbs.	Learner can efficiently use the vocabulary related to sports, fitness activities, habits, and frequency adverbs.	Learner excels in the use of vocabulary related to sports, fitness activities, habits, and frequency adverbs.
Accuracy	Learner fails to use the present simple and adverbs of frequency accurately.	Learner has difficulties to use the present simple and adverbs of frequency accurately.	Learner can use the present simple and adverbs of frequency accurately.	Learner can efficiently use the present simple and adverbs of frequency accurately.	Learner excels in the use of the present simple and adverbs of frequency accurately.
Fluency	Learner fails to initiate, maintain and close oral discourse in group discussions.	Learner has difficulties to initiate, maintain, and close oral discourse in group discussions.	Learner can initiate, maintain, and close oral discourse in group discussions.	Learner can efficiently initiate, maintain, and close oral discourse in group discussions.	Learner excels in initiating, maintaining, and closing oral discourse in group discussions.
Interaction	Learner fails to orally exchange information and take turns in group discussions.	Learner has difficulties to orally exchange information and take turns in group discussions.	Learner can orally exchange information and take turns in group discussions.	Learner can efficiently exchange information and take turns in group discussions.	Learner excels in exchanging information and taking turns in group discussions.
Communication strategy use	Learner fails to use the asking for clarification strategy to keep on the track of L2 oral interaction in group discussions.	Learner can hardly use the asking for clarification strategy to keep on the track of L2 oral interaction in group discussions.	Learner can use the asking for clarification strategy to keep on the track of L2 oral interaction in group discussions.	Learner can efficiently use the asking for clarification strategy to keep on the track of L2 oral interaction in group discussions.	Learner excels in the use of the asking for clarification strategy to keep on the track of L2 oral interaction in group discussions.