Action research:

Interaction in English during lessons

By Javiera Cabezas Laporte

English pedagogy

Faculty of education

Tutor: Paula Diaz

Seminar Teacher: Pablo Silva

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Abstract

The following research is based on a teaching experience during the second semester of 2016 with eighth grade course in Nuestra Señora de Andacollo School located in Santiago Centro district. The problem in which this research worked on was the lack of interaction in English during lessons. For that, the context of students was analyzed and an intervention was planned considering appropriate literature which is about strategies to encourage students to speak in English in spontaneous situations.

*Keywords:* Interaction – Speaking skills – Communicative approach – Cooperative leaning – Chunks.

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Resumen

El siguiente proyecto está basado en un experiencia de enseñanza durante el segundo semestre del 2016 con el curso octavo básico del colegio Nuestra Señora de Andacollo ubicado en la comuna de Santiago Centro. El problema en el cual ésta investigación trabajo fue la falta de interacción en Inglés durante las clases. Para esto, El contexto de los estudiantes fue analizado y una intervención fue planeada considerando literatura apropiada la cual trata de estrategias para alentar a los estudiantes a hablar en Inglés en situaciones espontáneas.

*Palabras clave:* Interaction – Speaking skills – Communicative approach – Cooperative leaning – Chunks.
Introduction

The following action research will be focused on strategies to develop speaking skills in an eighth grade in order to improve their English interaction during lessons at Nuestra Señora de Andacollo School. First of all, this project will start explaining the context of the school and the classroom itself that affect and influence the teaching performance and students learning process regarding interaction in English. Then, after identifying and analyzing the problem which is lack of English interaction during lessons, the project will continue with the action research question and its rationale. Moreover, the literature and the methods used aim to find an effective action plan for this situation to work with students at classes. Furthermore, the action research will address the surveys, questionnaires and recordings of lessons for collecting information about the action plan implemented in the eighth grade course and consequently this data will lead to its own analysis using charts and graphs.

To conclude, the following action research will end with a conclusion about all the strategies based on the literature review, implemented to foster interaction in English among students, possible modifications and/or new ideas to improve the action plan and some limitations occurred regarding the action research process.
Context

School

Nuestra Señora de Andacollo School (NSAS) (RBD N ° 8611) is a subsidized co-educational institution located in Santiago district in a very popular sector where foreign people (majority from Peru, Colombia and Ecuador) live around and attend this school. The institution was established in 1961 and belongs to Santa Cruz Congregation which it characterized itself for its devotion to Catholic religion and its Christianity activity. The school curriculum is based on a humanistic-scientific approach, strongly guided by catholic values as it can be seen in its Proyecto Educativo Institucional (PEI):

“Misión educativa: El Colegio Nuestra Señora de Andacollo es un colegio católico bajo la dirección de la Congregación de Santa Cruz, que busca formar a los miembros de su comunidad en la verdad y en el espíritu de Jesucristo para vivir como discípulos en servicio a los demás y ser ciudadanos responsables, protagonistas y constructores de un entorno social justo, fraternal y democrático.” (Proyecto Educativo, 2016)

According to the official data of the school, the total amount of students in NSAS is 1074 who are distributed in a maximum of forty students per course, two courses per level. The school starts teaching from Kindergarten to 12th grade. Furthermore, according to the Ministry of Education, the school has a middle socio economic background. It can be reflected in the school fee which is around $50.000 Chilean pesos per month. Moreover, the school offers 118 scholarships to students with a vulnerable socioeconomic background.

To continue with, the school has two areas of academic coordination; one works with kindergarten to 8th grade (elementary school level) and the other works with 9th grade to 12th grade (high school level). Regarding my cycle (elementary), teachers do not work with books from the Ministry but with its own curriculum. It means, every lesson and all the units are planned according to the ministry curriculum and thereafter presented to the UTP manager. Therefore, teachers must base their planning of each semester according to the learning objectives, learning unit goals, vocabulary and grammar suggested by the curriculum. They can only design the activities and type of evaluations.
**Classroom and students**

The eighth grade course is composed by 40 students which the average age is 13 years old. The majority of these students have been learning English since Kindergarten or 1st grade (See appendix A) and they actually have four pedagogic hours of English per week.

According to the ministry benchmark for classifying the English proficiency level of students, my eighth graders should have an A2 level according to the Common European Framework and achieve an intermediate level (B2) finishing 12th grade.

*Table 1 Benchmark ministry table of English proficiency levels.*

<table>
<thead>
<tr>
<th>GRUPO</th>
<th>CEFR</th>
<th>ALTE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estudiantes de 8º Básico</td>
<td>A2</td>
<td>Level 1</td>
</tr>
<tr>
<td>Estudiantes de 4º Medio</td>
<td>B1</td>
<td>Level 2</td>
</tr>
<tr>
<td>Docentes de inglés</td>
<td>B2</td>
<td>Level 3</td>
</tr>
<tr>
<td></td>
<td>C1</td>
<td>Level 4</td>
</tr>
<tr>
<td></td>
<td>C2</td>
<td>Level 5</td>
</tr>
</tbody>
</table>

It is important to mention that this chart has not been updated because actually, teachers need to have a C1 proficiency level of English according to the Ministry of Education.

According to Verhelst, Van Avermaet, Takala, Figueras, and North (2009), in the Common European Framework (CEFR) my students in A2 English proficiency level:

*Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in*
Considering the last information, 8th graders should be able to communicate and interact in English during lessons due to they are capable enough to ask for information and give information about them as well using the language in a simple way.

Moreover, in the 8th grade curriculum of the Ministry of Education, one of the learning objectives for the year regarding speaking is that students must:

“Participar en interacciones y exposiciones recurriendo a las siguientes estrategias para expresarse con claridad y fluidez:

- Antes de hablar: practicar presentación, repetir, predecir vocabulario clave y expresiones de uso común (chunks), preparar apoyo organizacional y visual.

- Al hablar: usar gestos y rellenos temporales (por ejemplo: you know...; sure!), parafrasear y usar sinónimos, activar uso de conectores, solicitar ayuda. (p.59)

The learning objective emphasizes the use of chunks and connectors to make students express their ideas better. In addition, students must ask for help in English which is to communicate with the teacher and others in English during lessons. The purpose of it is to make students gain fluency and produce clear messages.

Furthermore, in September my students had a Cambridge test with the aim of knowing their English proficiency level. Teachers wanted to prove if students are progressing in their English learning regarding their writing and listening skills. For that reason, there were used the test QPT (Quick Placement Test) form 1 and the audio of the KET (Key English Test) test from Cambridge. Results are the following:
Table 2 Results of test QPT form 1.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Points</th>
<th>Nº Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>55</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>C1</td>
<td>48</td>
<td>54</td>
<td>0</td>
</tr>
<tr>
<td>B2</td>
<td>40</td>
<td>47</td>
<td>0</td>
</tr>
<tr>
<td>B1</td>
<td>30</td>
<td>39</td>
<td>0</td>
</tr>
<tr>
<td>A2</td>
<td>18</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td>A1</td>
<td>10</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>A1 (BAJO)</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

Total
Students: 39

According to the chart, 90% of my students have an A2 English proficiency level concerning writing skills. Therefore, the majority of them are according to the expectations of the Ministry of Education which is to achieve an A2 English proficiency level in 8th grade.

Table 3 Results of KET test.

<table>
<thead>
<tr>
<th>Level</th>
<th>% of accomplishment</th>
<th>Nº Students</th>
<th>% Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>85% - 100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Upper Intermediate</td>
<td>75% - 84%</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>61% - 74%</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Low</td>
<td>0% - 60%</td>
<td>30</td>
<td>81%</td>
</tr>
</tbody>
</table>

Total Students 37

Agreeing with table 3, the majority of 8th graders (81%) respond to a Low level of English regarding listening skills. Therefore, students have not worked enough regarding their listening skills and, consequently, they show a deficient level according to what they should achieve at 8th grade (Intermediate).
To conclude, according to the definition of the A2 English proficiency level, 8th graders should not have problems interacting in English due to they are able to communicate using English in a simple and direct way. However, tests’ results are not optimal enough. In one hand, tests’ results show that students achieved writing skills expectations because the majority of students have an A2 English proficiency level but regarding listening skills, 8th graders show a deficiency. The 81% of students had a poor performance and presented a low level of English regarding listening skills. Therefore, they are under the English level according to their grade (8th grade).

It is important to mention that, although none of these tests assessed speaking skills, they are relevant to know and identify students’ abilities at 8th grade in order to know what to expect from them and what is still necessary to teach them in order to improve their English learning.

**Problem**

While observing classes, I could notice that students always tried to avoid speaking in English during lessons. Every time that they were asked in English, they answered in Spanish or if they had to answer in English they refused to talk or answer saying one or two words instead of giving a complete answer. The same occurred when students were asked to read, they avoid doing it saying that they did not know how to pronounce some words. At this level, teachers from school expect that 8th graders interact in English during lessons but they do not. In the next year, students will be in 9th grade and the whole class will be spoken in English. Therefore, it is extremely important to prepare students for the next level. Moreover, this is consistent with the information collected from students by a survey in which they mentioned that have not had classes where the teacher speaks all the time in English. Their previous teacher during 7th grade only spoke some phrases in English. She did not use English the entire class neither prepared students for that. As a way to start interacting in English during classes, along the first semester, my guide teacher started to give instructions in English following by the translation of it in Spanish. Students knew what they had to do but when they had to answer tests (without the Spanish translation), students did not follow instructions as required and made mistakes. Also, students always asked what they had to do expecting the Spanish explanation. For instance, in a test students had to write five sentences using “be going to” and plus some vocabulary given. The majority of students did not answer correctly the writing item because they did not
understand the instructions. They did not use the asked structure and wrote in present simple using only the vocabulary given.

In addition, when I began my classes I started talking in English the entire class because I thought that using body language would be enough to improve comprehension of instructions and the English language as well. Moreover, I was asked to speak in English during lessons and giving instructions in English by my guide teacher in order to prepare students for next year. At the beginning, I had problems explaining everything in English because my students asked for the translation in Spanish saying that they did not understand what I said. Additionally, this situation was used by some students to justify why they did not work during the activities. Moreover, lessons became slow. It took me a lot of time explaining some concepts and instructions and, as a consequence, lessons needed to be shortened by omitting certain activities and/or the number of exercises. After that, as I refuse to explain in Spanish, they stopped asking for that but they still refused to talk in English. Also, classes started to be interrupted more times as usual by short talks among students. It provoked lack of attention by students, who were excessively talkative during lessons, and lack of participation while speaking activities. This situation, from my point of view, can be caused by the unestablished seating arrangement. For instance, students seat with their friends and/or near classmates that they get along with. There are two groups of students that present a variety of English proficiency levels but other groups present high or low English proficiency levels (four groups of students). Therefore, students do not take advantages of their classmates to improve their English learning, as the contrary, they get distracted during lessons because of short talks among them.

Finally, the time scheduled for English classes is not optimal enough. Students have four pedagogic hours of English per week but on Thursdays students have two separated modules (before and after lunch) and it makes difficult to continue the lesson. I do not have 45 minutes in each module to work with students but less because I have to wait until students get to the classroom, go to their seats, make silence and pay attention. I have to do it twice because of modules are separated. In addition to this, the second module is the final class of the day; therefore, students want to leave school soon. I mention this because students most of the time have not finished their tasks on time in this module. In addition, students are used to obey the teacher under punishment such as leave the classroom, misbehavior entry in the course’s book and/or call
their parents. Hence, simple activities needed to become workshops with grades with the aim of making students work during classes.

As a result of my observations, some factors that I could identify that affect my students’ learning process and my teaching performance at classes concerning interaction in English during lessons are 1) lack of understanding by students about what they hear in English (listening comprehension), 2) talkative students and 3) lack of preparation of students regarding speaking because of few opportunities to practice or to use English in spontaneous situations (interacting in English during the class).

Analyzing the factors mentioned before, I think the main cause of them are the few opportunities that students have had to practice English regarding speaking and listening skills. At this point, students should be able to communicate in a written and spoken way, not only written. For that reason, I think students need to have more opportunities to speak in English during lessons. Therefore, It seems students need to:

- Have lessons to predisposed students to speak (communicative approach).
- Improve their listening comprehension by understanding of vocabulary.
- Learn how to answer questions in English more completely (saying sentences).
- Have a seating arrangement strategy to foster students learning and avoid talkative students.

**Question**

Considering the poor performance of students regarding listening and speaking skills and the few opportunities that they have had to practice and communicate in English by speaking, this action research is based on the following question:

What strategies would I apply to make my 8th graders at Nuestra Señora de Andacollo School interact in English during lessons?
Rationale

Having analyzed the context, I can say that one of the reasons to undertake this project was the necessity to find strategies to make students interact in English during lessons because students are not using the language to communicate orally. At this level, students must be interacting in English as it is asked by the ministry of education as one of the learning objectives of 8th graders. Additionally, students need to start using the language spontaneously in order to gain fluency and domain the use of it. The purpose of this research is to foster students to communicate with their own words and help them to improve their English listening skills in order to facilitate their English understanding. As it was said by Scrivener in 1994.

“Trying to decipher words in the seemingly fast flow of speech, trying to pick out what is important and what is not, is a skill that needs to be practiced, it is work that needs attention in its own right, quite apart from the study of the grammar and vocabulary involved” (p. 27).

On the other hand, bearing in mind the school and its English department, students need to be prepared for the next year requirements. In the following year, students will have their lessons entirely in English. It means, students will hear instructions in English, the teacher will speak everything in English and they will have to answer teacher’s questions in English. Therefore, it is extremely vital to prepare students to this and improve their speaking and listening skills due to they showed by tests and that they do not have an appropriate performance on these skills.

Culturally in Chile, students do not have many opportunities to speak in English outside the classroom. It is because Chile is not a bilingual country, even, we are far away to be one. According to the English first (2015), Chileans have a low proficiency level of English. We are in the position 36th out of 70 countries around the world (p. 40). Considering this, we can see that Chileans are not prepared enough in English
language to communicate orally with others yet because of their low English proficiency level. One of my assumptions is that perhaps, we are not learning English as the nature of a language which is to communicate but as an academic subject. Furthermore, we cannot undervalue the importance of speaking abilities in our language learning process because through speaking we mostly communicate and establish relationships.

From my point of view, it seems that my students mostly worked with reading and writing skills despite of their speaking and listening skills. Even, it was proved with tests that students have better results in reading and writing skills than listening skills due to they presented a low proficiency level on this. Finally, according to the Ministry of Education (2013) it is relevant to students the development of their four skills: reading, writing, listening and speaking (2013). Therefore, it is important to take into account, as teachers, the importance of developing listening and speaking skills as well as reading and writing skills because English language has to accomplish its essence which is being a tool to communicate orally and written.

To conclude, this action research will be helpful to teachers to find some strategies to apply during lessons in order to foster interaction in English and improve listening comprehension by students. This all was made to improve students speaking skills with the aim of preparing them to communicate orally and, as a consequence, to develop fluency.
**Literature Review**

Considering all the factors mentioned in the context, the theoretical framework will be based on three topics which are 1) Listening comprehension, 2) students’ attention and 3) developing speaking skills to foster interaction in English.

**Listening Comprehension**

As said by Epperson and Rossman (2011) “giving clear instructions in any language can be a challenge without the proper tools” (p.14). For that reason, Epperson and Rossman (2011) gives many strategies to address the best method to give instructions such as provide modeling of instructions, ask CCQs and give visual samples of the task:

“*Step 1: Provide students with a visual sample of the task.*

*Step 2: Provide students with the (authentic) language they need to complete the task.*

*Step 3: Have students practice the language.*

*Step 4: Model the instructions for the students.*

*Step 5: Model the instructions with the students.*

*Step 6: Invite a pair of students to model the instructions.*

*Step 7: Ask students to show you their partners.*

*Step 8: Determine who begins.*

*Step 9: Give a time limit.*
Step 10: CCQ the instructions.

Step 11: Have students show that they are prepared and ready.

Step 12: Circle and monitor the class." (p. 22-25).

Model the instructions to students and then with students, it helps students to have a clear idea of what they have to do and avoid any confusion about instructions. Furthermore, asking CCQs helps the teacher to check students’ understanding of key points such as time to do the activity, way of working (individually, pair work or group work) and so on. And finally, giving visual samples of the task contribute to have students’ attention and a clear guide to students to know the activity they have to work.

On the other side, as students are not used to listen to English and less to understand it, it is necessary to prepared students regarding listening skills in order to understand the language and facilitate the interaction in English. Regarding this, Penny Ur (1996) suggests using audio cassettes to take students put in practice their listening skills and therefore, understand the sound of words to identify them (p. 50).

As Brown (1994) said:

“At the heart of current theories of communicative competence is the essentially interactive nature of communication. When you speak, for example, the extent to which your intended message is received is a factor to both your production and the listeners’ perception. (...) Thus the communication purpose of the language compels us to create opportunities for genuine interaction in the classroom. An interactive course or techniques will provide for such negotiation. Interactive classes will most likely to be found

Doing a significant amount of pair work and group work.

Receiving authentic language input in real-world contexts.

Producing language for genuine, meaningful communication.

Performing classroom tasks that prepare them for actual language use “out there”.

Practicing oral communication through the give and take spontaneity of actual conversations.”

Certainly, lessons must be interactive in order to improve the English learning process of students. Moreover, to foster speaking skills it is necessary to learn through listening. How would students improve or develop speaking skills if they do not know how to identify, recognize and/ or understand meaning of words
by listening? Annamaria Pinter in 2006 argues that “young beginners need to start with plenty of listening practice, and opportunities to listen to rich input with naturally lead to speaking tasks. In this way, listening and speaking are truly integrated (…)” (p. 45). The author recognizes the connection between listening and speaking skills. Therefore, it is necessary to prepared students regarding their listening skills to start demanding speaking abilities after.

Furthermore, teachers need to provide an appropriate context in order to provide a comprehensible input to students. As a consequence, it will become more challenging and appropriate to their proficiency English level. If it does not occur, students would not learn and/or understand the language. Moreover, it is important to make sure students face students when they speak and speak slow and well-articulated (Levine and McCloskey, 2012). Therefore, it is relevant to work with students in order to develop their listening skills and then they could be prepared to understand what the teacher say to them.

Talkative students
As 8th graders tend to be talkative during lessons, it is important to find a strategy to make this tendency useful to foster communication in English at classes rather than continuing with students’ lack of attention spans. Therefore, in order to set a working routine and foster participation in classes, Epperson and Rossman (2011) propose many strategies to predispose students to work. For instance, they state the importance of seating arrangement as a direct influence on students’ performance in classes. Therefore, by seating arrangement, students can take advantages of their classmates in order to improve their level of English. For instance, choosing students who can work together and help to each other with English learning according to their English proficiency level as the following said by Epperson and Rossman (2011):

“- Personality (e.g. Who might be helpful to another student?)

- Special needs (e.g. Visually impaired students may need to be closer to the board.)

- Discipline issues (e.g. Are there students who should not sit together?)

- Multi-level grouping
- Avoid putting the lowest-level students together in one group. Avoid putting together the highest-level students in one group. This will cause a significant discrepancy in your room.

- Avoid grouping the lowest-level students with the highest-level students. The highest-level students will typically overshadow the lowest-level students.” (p. 40).

According to what was already mentioned, by seating arrangement students can take advantages of it and be helped among each other to improve their English learning. Applying this strategy, it can be gained students’ attention as well.

Additionally, Michael Lewis and Jimmie Hill suggest some strategies to foster attention of students at classes such as first, looking at the students’ eyes to make students feel involved in the lesson. Also use eyes instead of hands to indicate who has to answer a question or to let students know if something is right or wrong, etc. With this technique teachers can avoid using unnecessary language. Likewise, hands can be used. Instead of using language, teachers can use gestures with their eyes and hands. Second, teachers can use pauses, make different stress and make change of pitch while saying instructions because it is important and helpful to mark the changes during the speaking or speech in order to make easier to follow what it is said. And finally, do not use a lot of language while students are working and, at the same time, do not interrupt them. And finally, teachers must not tell students what they want to say and do not dominate discussions themselves (p. 41-46). The purpose of these strategies is to make students pay attention during lessons and make teachers contribute to it by do not interrupting them while they are working.

**Preparation of students regarding speaking**

Considering English as a foreign language, Lazaraton, (2001) argues that “the most difficult aspect of spoken language is that it is almost always accomplished via interaction with at least one other speaker” (p. 103). It means, it is important to think and consider the social aspect of speaking skills and how it is affected by external factors. Sometimes, the fear of students to make a mistake while speaking in front of the class may decrease the development of this skill because of shame and/or lack of confidence. Therefore
developing students’ speaking skills is not that simple. Emotions and social aspects are involved in speaking skills and consequently, need to be managed with the intention of avoid any interruption in the speaking learning process.

Continue with, it is important to know which activities work with students in order to foster speaking practice. For that reason, Penny Ur (1996) suggests role plays and some activities which make students argues a case for or against a proposal as a strategy to make students practice speaking in long turns (p.131). The purpose here is to make students put in practice their speaking skills but in long turns in order to demand more time practicing English language and also using the language to communicate more complex ideas being in favor or against a proposal. Finally, Harmer (1991) suggests “a popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. (…) However, if possible, students should speak from notes rather than from a script.”(p. 272). This last activity is very similar to the previous mentioned but the difference is that students work with the language constructing their own speech instead of receiving a prepared dialogue by the teacher and then students learn it by memory. Students here have use the language more independently than the common role plays made before (prepared speeches). The objective here is to make students produce messages and being able to talk about a topic by being helped with notes rather than a prepared script. This is with the aim of start developing fluency and make students produce messages by their own.

Moreover, it has to be pointed out that to prepare students regarding speaking skills, it is necessary to teach them how to answer questions as well as keywords or phrases to start interacting in English during lessons. Although, why is it important to make students interact in English at 8th grade? Long and Richards (2011) argue that:

“The fluency development strands of a course is important at all stages of learning. Learners should become fluent with what they learn from the beginning, developing fluency with greetings, numbers, time, days of the week, time indicators like today, yesterday, next week, last month, some colors, and other items which could be used frequently.” (p.127).
Fluency development is as much important as other abilities that need to be worked on with students regarding speaking. Furthermore, it is not required to know a lot of words or to have a very good English proficiency level to start developing fluency. For the contrast, it is important to work fluency since the beginning with simple things that are used frequently.

Moreover, regarding English vocabulary learning, Long and Richards (2011) cited Pawley and Syder (1983) who suggest that

“As well as vocabulary knowledge we need to have memorized large number of clauses and phrases which we can then easily retrieve and use. This allows us to speak in a fluent way sounding like native speakers because the words in the memorized chunks fit together well.” (p. 125)

With the aim of speak fluently, we need to learn clauses and phrases that let us to communicate with others. To improve speaking, is not only necessary to learn more vocabulary but also chunks to make our speech gain fluency. For that reason, chunks are useful to develop fluency and improve speaking skills in order to communicate more effectively.

Furthermore, learning chunks is a very useful strategy to make students reduced processing time. Long and Richards (2011) establish that:

“Instead of having to give close attention to each part, chunk is seen as a unit; this represents a saving in the time needed to recognize or produce the item. Instead of having to refer to a rule or pattern to comprehend or produce the chunk, it is treated as a basic existing unit.” (p. 320)

Although, the authors recommend to learn chunks, at the same time, they refer to chunks as difficult to store because there are many chunks and they are stored in long term memory. This can be one disadvantage of learning chunks (p.320).

According to what was previously mentioned, chunks are important to the development of speaking skills with the aim of being able to communicate with others but what kind of chunks? Brown (1994) suggests to teach the following chunks and expressions to foster the development of students’ speaking skills:
“- Asking for clarification (what?)

- Asking someone to repeat something (hum? Excuse me?)

- Using fillers (Uh, I mean, Well) in order to gain time to process.

- Using conversation maintenance cues (Uh. Bub, Right, Yeah, Okay, Hm)

- Getting someone’s attention (Hey, Say, So)

- Using paraphrases for structures that can’t produce.

- Appealing for assistance from the interlocutor (to get a word or phrase, for example).

- Using formulaic expressions (at the survival stage) (How much does ___ cost? How do you get to the ____?).

- Using mime and nonverbal expressions to convey meaning.” (p. 276)

As a way to begin using this chunks, Brown propose the most useful and necessary chunks or collocations to begin using them during lessons to begin working with fluency and interacting in English. Some formulaic expressions would be very useful to students to communicate in English during lessons. They can be used to ask for specific information, clarify any confused idea and/ or ask any favor. Moreover, using fillers can provide more time to students while they are thinking of what to answer. Therefore, these chunks would be very useful to students to begin interacting in English because they would have the tools to communicate in English.

On the contrary, it is vital to concern about the way chunks and new vocabulary is taught because Schmitt in 2000 established that “It has now been realized that were exposure to language and practice with functional communication will not ensure the acquisition of an adequate vocabulary (or an adequate grammar for that matter), so current best practice includes both a principled selection of vocabulary, often according to frequency lists, and an instruction methodology that encourages meaningful engagement with words over a number of recycling (p. 14). Therefore, chunks need to be incorporated in a prepared way. To teach chunks without a plan; selecting the more adequate phrases according to the context, taking into account their
usefulness to communicate messages and incorporate the practice of them in activities; would affect the language learning process due to an inefficient methodology when applying chunks.

To conclude, to facilitate interaction and provide an atmosphere to foster English communication, it is necessary to look for a working method that can help students with it. A possible method can be cooperative learning. Cooperative learning improves listening and also social skills as it increases opportunities to turn-taking, leadership, among others. Moreover, pupils take more initiative and feel more responsible for the outcomes they receive (Kagan, 1999). It is because of “cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning” (Johnson & Johnson & Holubec, 1994, p.4). The aim of using this methodology in classes is to create the appropriate atmosphere to foster students speaking skills taking in advantage one of their characteristics which is talkative students. “Some important cognitive activities and interpersonal dynamics occur only when students promote each other’s learning by orally explaining how to solve problems, discussing the nature of the concepts being learnt, teaching one’s knowledge to classmates, and connecting present and past learning” (Johnson & et. Al, 1994, p.10).

For the contrary, Brown (1994) argued that if teachers do not concern about the planning, execution and monitoring of group work in classes it may not be successful at all. If teachers apply cooperative learning on their lessons, they must be concern about if team work is really working and make it work as well. Teachers must plan lessons in which cooperative learning can be useful such as communicative activities or projects. Otherwise, teachers would not take any advantage of cooperative learning.

Therefore it is important to set roles for each member of the group in order to maximize students learning. Sometimes it can occur that some students could refuse to participate in a cooperative group and/or they can avoid responsibility on their work and let other students do the task. For that reason, the teacher must care about giving specific roles to each member of the group (Johnson & et. Al, 1994, p.34). Some roles can be reader recorder, encourager of participation, voice monitor (make sure students speak in English) and turn-taking monitor (Johnson & et. Al, 1994, p.36). With these roles, students have an active and important participation in their working group. The purpose of it is to make every student an essential part of the group and make them work cooperatively in order to foster communication among them.
Moreover, to foster communication in English among students, Scrivener (2012) suggests “Time zones” technique in order to encourage students to speak in English. The technique consists on announce specific periods of the lesson when only speak in English is allowed. After that, a long stretch of students’ native language (L1) is allowed in order to make students take a break. The main reason of doing this, is because to speak in English is very exhausting for many students (p.216). Additionally, Scrivener suggests to use an indicator to allow students speak English or L1 during the class hung on the wall or board. For instance, traffic lights (red and green).

**Methodology**

Throughout this Action Research it will be collected quantitative and qualitative information such as audio recordings, open question interviews, questionnaires and a teacher’s journal.

**Data collection Instruments**

The following instruments were chosen according to the main topic which is strategies to make 8th graders interact in English during lessons. For that reason, audio recordings were vital to show how students interacted in classes. Furthermore, these instruments were selected to collect enough data to, firstly, diagnose the problem; and second, to analyze the effects and consequences of the intervention.

1. **Audio recordings of lessons**

The audio recordings are relevant to show if students were using chunks to answer questions and/or using specific questions to communicate with the teacher (chunks). The purpose here is to put into evidence if students are interacting in English during lessons and, consequently, analyze if there is any improvement in this process. These audio recording were made twice during the intervention. The first one was made in November 10th and the second one was made in November 15th. These audio recordings correspond to an ethnographic register.

2. **Guide teacher’s interviews**

These interviews were made before and after the intervention in order to analyze the guide teacher’s point of view about students learning process. These questionnaires are composed by 7 questions each. The questions were made in English because the guide teacher has a high English proficiency level. The purpose of these
questions is to know another point of view from a professional who has been present during the whole classes with eight graders in 2016.

The questions of the first questionnaire were made to:

- Identify students’ weaknesses and strengths about their speaking skills.
- Know some strategies and activities to improve students’ speaking skills.
- Know his opinion about making students interact in English and cooperative learning usefulness.

Teacher’s Interview

Students’ English speaking skills

1. Can you mention some strengths about students’ speaking skills?
2. Can you mention some weaknesses about students’ speaking skills?
3. What strategies would you use to make students with lower English speaking skills level achieve a required English speaking skills level in the class?
4. What do you think students need to work on in order to start interacting in English during English lessons?
5. What strategies and/or activities can be implemented in 8th graders in order to foster their speaking skills?
6. Do you think that cooperative learning (group work – peer work) may help students to develop their speaking skills? Why?
7. Do you think that cooperative learning (group work – peer work) may help students interact in English during English lessons?

Figure 1: Teacher’s questionnaire before intervention.

The questions of the second questionnaire were made to:

- Identify students improvement or not about their speaking skills.
- To know if the implemented strategies were useful to foster interaction in English during classes.
- To know his opinion about what it is still necessary to work with 8th graders regarding interacting in English.
3. Students’ questionnaires

These questionnaires were made with the aim of knowing students’ perspective about their own English learning process focused on speaking and listening skills. These questionnaire are composed by statements and classified in categories. The questionnaires were made in Spanish in order to facilitate the understanding of questions and possible answers to students and applied in October 18th and November 15th.

The first questionnaire is composed by 11 statements classified in 3 categories (see appendix A) which look for knowing:

- If students have a positive disposition to learn English.
- Since when they have been learning English.
- Abilities regarding speaking and listening skills.
- If they have worked with some teaching strategies and methodologies.
- Students’ preferences regarding group work and individual work.
- Students’ opinions about what they think they need to learn to improve their English.
What students do during lessons (pay attention to the class, get distracted and so on).

Figure 3: Students’ questionnaire (aprendizaje del idioma).

II. Productive skill: Speaking

4. ¿Puedes entender a la profesora cuando habla en inglés?
   a) Sí, puedo entender la mayoría de todo lo que dice.
   b) Sí, aunque ve veces no entiendo ciertas palabras.
   c) No, me falta aprender palabras para poder entender algo.
   d) No, nunca antes hablaba en inglés.

5. Durante las clases del año pasado, ¿tenías clases en donde te hablan en inglés?
   a) Sí, el/la profesor/a nos hablaba todo en inglés.
   b) Sí, el/la profesor/a nos hablaba en inglés pero nos tradujo al español después.
   c) No, pero a veces decía algunas frases en inglés.
   d) No, nos hablaba en español.

6. Anteriormente, ¿has tenido clases en donde tengas que responder en inglés durante las actividades?
   a) Sí, en casi todas las clases.
   b) Sí, algunas veces.
   c) No, rara vez.
   d) No, nunca.

7. ¿Puedes responder en inglés?
   a) Sí, puedo responder usando oraciones.
   b) Sí, pero solo usando pequeñas frases.
   c) No, solo puedo responder “yes” o “no”.
   d) No, no se cómo responder.

8. ¿Qué necesitas aprender para hablar mejor en inglés? (puedes seleccionar más de una)
   • Aprender más vocabulario.
   • Mejorar en cómo usar las estructuras gramaticales.
   • Practicar más.
   • Sentarme con alguien que sepa más inglés que yo.
   • Perder el miedo a hablar en inglés.
   • Aprender más frases útiles para preguntar o decir cosas.
   • Otra: ____________________________

Figure 4: Students’ questionnaire (productive skill: speaking).
III. Classroom

9. ¿De qué forma te gusta trabajar durante clases?
   a) Solo, sin ayuda de nadie.
   b) Con mi compañero de puesto.
   c) En grupo, con mis compañeros.
   d) Con mi amigo/a aunque me distraiga en clases.

10. ¿De qué forma entrego mis trabajos?
    a) Los entrego de forma completa y a tiempo.
    b) Los entrego de forma incompleta pero a tiempo.
    c) Los entrego de forma completa pero fuera de tiempo.
    d) Los entrego de forma incompleta y fuera de tiempo o no los entrego.

11. ¿Trabajo durante clases?
    a) Sí, realizo todas las actividades y pongo atención en clases.
    b) Sí, realizo todas las actividades pero me distraigo a veces hablando con mi compañero/a.
    c) No, no trabajo mucho en clases porque no sé muy bien que hay que hacer.
    d) No, no trabajo mucho porque prefiero hacer otras cosas.

*Figure 5: Students’ questionnaire (classroom).*

The second questionnaire is composed by 15 statements classified in 4 categories (see appendix C) which look for knowing:

- What students think they have improved regarding their speaking and listening skills.
- What students have used to interact in English during lessons (chunks, specific questions, etc)
- If students worked during classes.
- If students think it was useful to work in groups to improve their English.
- What students think they still need to learn to improve their English.
Students’ questionnaire after the action plan

Nombre: ___________________________ Fecha: ___________________________

Aprendizaje del idioma: Piensa desde el inicio de año hasta ahora...

1. ¿Entiendes con mayor facilidad el inglés ahora?
   a) Sí, mucho más que antes.
   b) Sí, un poco más que antes.
   c) No, igual que antes.
   d) No, menos que antes.

2. ¿Hablas más inglés que antes?
   a) Sí, mucho más que antes.
   b) Sí, un poco más que antes.
   c) No, igual que antes.
   d) No, menos que antes.

Speaking and listening skills

Piensa desde el inicio de año hasta ahora...

3. ¿Puedes entender a la profesora cuando habla en inglés?
   a) Sí, puedo entender la mayoría de todo lo que dice.
   b) Sí, aunque a veces no entiendo ciertas palabras.
   c) No, me falta aprender palabras para poder entender algo.
   d) No, nunca antes había tenido clases en inglés.

4. ¿Entiendes mejor las instrucciones en inglés ahora?
   a) Sí, mucho más que antes.
   b) Sí, un poco más que antes.
   c) No, igual que antes.
   d) No, menos que antes.

5. ¿Respondes en inglés usando frases como “I think that” o “I believe that”?
   a) sí, lo hago.
   b) sí, pero me cuesta.
   c) no, se me olvida usarlos.
   d) no sé cómo usarlos.

6. Usas las preguntas que están en la pared de tu sala para comunicarte con la profesora en inglés?
   a) Sí, las uso todo el tiempo.
   b) Sí, la mayoría de las veces.
   c) No, solo a veces.
   d) No, le pido en español.

7. ¿Puedes responder en inglés con mayor facilidad que antes?
   a) Sí, puedo responder usando oraciones.
   b) Sí, pero solo usando pequeñas frases.
   c) No, solo puedo responder con key words o “yes – no”.
   d) No, no sé cómo responder.

8. ¿Te sientes más seguro para hablar en inglés ahora?
   a) Sí, porque practiqué más que antes.
   b) Sí, porque le perdí un poco el miedo a hablar en inglés.
   c) No, porque no sé palabras importantes.
   d) No, porque aunque haya hablado más igual siento me siento inseguro/a al hablar.

Figure 6: Students’ questionnaire after the action plan (Aprendizaje del idioma and Speaking and Listening skills).
4. Students’ language chart.

The purpose of this language chart is to record the use of English during lessons by students. For that, students had to write if they use more English or Spanish to communicate during classes. The chart is useful to identify any progress on the use of English during the intervention. Furthermore, the intention of the chart is to make students aware about their own English learning process. This chart was completed at the end of every lesson. The purpose of this chart is to quantify the use of English during lessons (Scrivener, 2012, p.183).

<table>
<thead>
<tr>
<th>Date</th>
<th>October 25th</th>
<th>October 27th</th>
<th>November 3rd</th>
<th>November 8th</th>
<th>November 10th</th>
<th>November 15th</th>
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*Figure 8: Students’ language chart.*
Procedures for data collection

1. Audio recording of lessons
These recordings were made at November 10th during the first module (13:20 to 14:05) and at November 15th during the first module (8:15 to 9:45), both were made during the intervention. These recording were about a project which students worked in groups of four. In these recordings students interact in English and the teacher used some strategies such as the use of an English/Spanish sign (as a stop sign) to make them speak in English while working in groups and then getting relax speaking in Spanish (such as five minutes speak English and then five minutes to speak Spanish). These audio recordings correspond to an ethnographic register.

2. Guide teacher’s interviews
Interviews were made before and after the intervention (action plan). The guide teacher wrote his answers at home and then delivered them to the action researcher. The first one was given to him at October 25th and it was delivered at October 27th. The second one was given at November 11th and it was delivered at November 16th. The purpose is to compare the points of view of the guide teacher (before and after the intervention) about any improvement or deterioration about students’ speaking learning process.

3. Students’ questionnaires
Questionnaires were applied before and after the intervention (action plan), sequentially, during English classes. The first one was applied at October 18th and the second one was applied at November 15th. Questionnaires were made to obtain information and then compare results and analyze any improvement or deterioration about students own perspective about their speaking and listening skills learning process.

4. Students’ language chart
Students were given a piece of paper that contained the language chart (See Figure 8) on October 25th. Students pasted the chart on their notebooks and completed it at the closer part of every lesson in no more than two minutes. Students had to write which language they spoke during the “English times” (strategy to make students speak English during lessons) such as English and/or Spanish. Students had to complete the
chart since October 25th to November 15th. Language charts were delivered to me on November 15th. It is important to mention that this language chart was applied during the intervention.

**Action Plan**

The action plan of this research is about strategies to pursue the interaction in English among 8th graders during English lessons by developing speaking skills. Based on the literature framework, the activities will work with the following strategies:

1. **To foster speaking skills by giving tools to students to speak in English:**

   - Students had to create posters with some questions which looked for facilitating the communication with the teacher (group work activity). The posters had a drawing to explain the meaning of the questions. The questions were: Can you repeat the question/instruction please? / Teacher, what do we have to do? / Teacher, can you help me please? / How do you say (Spanish word) in English? / I don’t understand, can you explain me again, please? / Teacher, may I go to the bathroom? / What is the meaning of (word)? / Teacher, can you spell (word), please?

   - Students used some chunks to start giving complete answers and develop fluency. Chunks were the following: I think that… / I am afraid of… / I believe that…

2. **To establish a working routine by using classroom management.**

   First, English/Spanish time was applied. Students had to speak in English during five minutes and then speak in Spanish during five minutes while they were working in a project related to the unit “Future Matters”. The strategy is to use a sign as a stop sign. In one side it is written “Spanish Time” and in the other “English Time”. Therefore, students knew that they had to speak in the language that the sign was showing.

   Second, students asked the date among them using the question “what date is it today?” before starting the class. The aim of it is to make students speak a little and make them be able to ask and answer as well using the chunks learnt in the previous lessons (I believe that, I think that, I am afraid of… and so on) rather than students being asked about the date by the teacher. The idea is to make students practice the language starting with simple things.
3. To give instructions with an effective methodology.

- As instructions will be given in English, it was used some strategies to make them easier to comprehend: Firstly, the teacher had a visual sample of the task; second, instructions were modeled (completing some exercises as examples); third, some students did some exercises to model instructions again; forth, it was mentioned a settled time for the activity and finally, CCQs were asked in order to check students understanding of instructions (Epperson & at. Al, 2011, p.18).

4. Implementation of activities based on communicative approach.

- Students had to work in a project related to the unit “Future matters”. The project consisted on create an app which could help the planet about environmental issues. For that, students worked in groups of four members and had to make a poster with the icon of the app and write a brief description of the app, guiding by the questions: What is the app useful for? And how does it help the planet? Each member of the group had specific roles (cooperative learning) in order to make students control themselves while they were working and encourage cooperation among them. The roles were:

a) Manager: one student of the group had to get the group organize and make sure that everyone had something to work in the project.

b) Timer: one student of the group had to make sure that the group was working at time in order to deliver their work in the appropriate time.

c) Encourager: one student of the group had to make sure that everyone in the group speak English during “English time” times.

d) Watchman: one student of the group had to be responsible to make every member of the group works. If it did not occur, he/she had to communicate it to the teacher.
In order to know the timeline of this research, it was made a Gantt chart.

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<th>September</th>
<th>October</th>
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*Figure 9: Gantt chart.*
Data Analysis

According to the instruments used to collect data, this part of the action research will be developed according data collected before, during and after the intervention. In addition, an analysis about the students’ questionnaires before and after the intervention to compare results and identify any improvement or deterioration regarding English interaction.

Before the intervention

1. Guide teacher’s interview

The Guide teacher refers in the first and second question to students’ speaking skills. He recognizes that students have a “good level of fluency” but at the same time they do not have confidence in spontaneous situations.

“Can you mention some strengths about students’ speaking skills?
I think students have a good level of fluency overall and when it comes to it, they can produce good speeches or short pieces of writing.

Can you mention some weaknesses about students’ speaking skills?
I recognize in the students a lack of confidence about their performance in general, which affects their production in spontaneous situations. They can produce and communicate well when it is something rehearsed but not in spontaneous answers.

What do you think students need to work on in order to start interacting in English during English lessons?
I think that students need to work on their confidence and fluency in English from the lower levels. It is much more effective to work on polishing their English when they are
Therefore, students have the abilities but they still need to improve in spontaneous answers. It can be seen in the context of this research where it was mentioned that students had problems to answer some questions orally in English. They did not feel prepared to answer. As well, the guide teacher recognizes the importance of fostering students’ confidence and fluency in English since lower levels. Therefore, according to him is important to work on this and help students to improve their speaking skills to be able to use the language in spontaneous situations.

Moreover, the guide teacher proposes some strategies such as “pair work and review, repetition of commands in English, establishing a set of actions that give flow to the class” (See Appendix F). One of them was included in the action plan which is pair work. Additionally, he mentioned as a possible strategy the use of chants and little commands as a first approach to speaking which were included in the action plan and as activities he said the ones with a communicative approach. The last was considered and students worked in a project which consisted on creating an app to help the planet.

Furthermore, the guide teacher recognizes that cooperative learning fosters students’ skills but if it is properly managed. For that reason it was given some roles to students to work in groups (See appendix F). What is more, the teacher was monitoring to check if students were working appropriately. It means, working doing each part of their project.

2. Students’ questionnaire.

To continue with, the result of the questionnaire are the following:

![Figure 10: Results question nº 1 Students questionnaire before the intervention.](image)
According to the question N°1. N°2 and N°3, mostly of 8th graders like English and have been learning it since kinder garden. Although, they have been learning English for five years, approximately, they do not feel confident about their English competence. Students feel it is not easy to learn English to them.
According to the questions N°4 and N°5, 35% of students understood instructions but not very well and the majority of them did not understand instructions enough. Perhaps it is because last year instructions were given in English but with the translation in Spanish after. This technique did not make students learn to understand instructions in English. Therefore, during this year, it has been difficult to students understand instructions in English.

5. Durante las clases del año pasado, ¿Tenías clases en donde te hablaran en inglés?

- a) Si, el/la profesor/a nos hablaba todo en inglés.
- b) Si, el/la profesor/a nos hablaba en inglés pero nos traducía al español después.
- c) No, pero a veces decía algunas frases en inglés.
- d) No, nos hablaba en español.

6. Anteriormente, ¿has tenido clases en donde tengas que responder en inglés durante las actividades?

- a) Si, en casi todas las clases
- b) Si, algunas veces
- c) No, rara vez
- d) No, nunca

Figure 14: Results question n° 5 Students questionnaire before the intervention.

Figure 15: Results question n° 6 Students questionnaire before the intervention.
According to questions N°6 and N°7, majority of students have had activities to answer in English sometimes or rarely. Consequently, the majority of them only respond in English using short phrases. Question N°7 reveals that most of students are capable enough to answer in English.

The results of the question n° 8 show that students present a variety about what they think they need to improve their speaking skills. The majority of students feel that they need to learn more vocabulary, more practise and learn useful phrases to ask or say their messages. This is very important because students feel they do not know enough words or phrases to communicate. Moreover, there is a similarity in the aspect of practice speaking during lessons. According to what it was mentioned in the context, students had few opportunities to speak in English, similarly, the students questionnaire shows the same. Students feel they need more practice to speak better English.
It is necessary to mention that the information taken from this question was used to diagnose students’ problem regarding speaking as well as create the intervention for it.

**Figure 18:** Results question n° 9 Students questionnaire before the intervention.

**Figure 19:** Results question n° 10 Students questionnaire before the intervention.

**Figure 20:** Results question n° 11 Students questionnaire before the intervention.
According to the questions N°9, N°10 and N°11, most of students like to work in groups following by in pairs. However, the majority get distracted during lessons and consequently, an important part of students (55%) deliver their work incomplete or out of time. This situation can be seen almost every class. Students are very talkative and do not respect times for activities and/or worksheets.

**During the intervention**

**3. Audio recordings of lessons:**

During the lesson occurred at November 15th instructions were given in English and also were asked to students in order to check students understanding. By following the strategies to give better instructions in English, students could comprehend what they had to do. Moreover, they knew what they had to do without any confusion. For example:

“Teacher: am ok, so I am going to start. Today the class is going to be about the poster. We are going to finish the poster and then, you are going to work with the pronunciation. And for that, in the last, in the last part of the class, you are going to present what you have. Ok? Did you get that, Antonia? What are we going to do? In Spanish.

Student A: Que vamos a terminar el poster.

Teacher: más fuerte.

Student A: Vamos a terminar el poster. “(See Appendix G)

Here, it can be showed that students respond to the instruction strategy used very well. Before the intervention, students were not able to comprehend instructions in English at all as it was previously mentioned in the context. Although, at this time, students can better comprehend instructions because without the Spanish translation of the instruction they could know what they had to do in the activity.
Moreover, students use the questions that they have in the classroom’s wall to communicate with the teacher. Students said those questions almost the whole class. For example “Student M: teacher, can you help me, please?” and “Student P: How do I say “se llama esto”?” (See appendix G).

Furthermore, there are students that speak almost everything in English. Those students are practicing their English during lessons and also are interacting in English using chunks (questions) to communicate with the teacher.

Example 1:

“Student D: When we are going to work in this?
Teacher: Now
Student D: right now? Then, I can write the description in this and after...
Teacher: Did you ask your partner?
Student D: yes.
Teacher: What day is it today?
Student D: ah no. I have to do that before...
Teacher: yes.
Student D: Thank you.” (See appendix G).

Example 2:

“Student J: Teacher, you can help me.
Teacher: What do you need?
Student J: I don’t know how to answer that question. The last.
Teacher: How...
Student J: How will it help the planet?
Teacher: How will it help the planet?
Student J: I know, we we trash with my app.

Teacher: Oh, you can find different trash points, trash, trash spots to... foster recycling.
Para fomenter el reciclaje.

Student J: This is the first one

Teacher: In this app you can find some trash spots in the city and help the planet. And...

Student J: This is the first.

Teacher: This app fosters recycling.

Student J: Ah ya.

Teacher: Ecology.

Student J: But using will.

Teacher: This app will help to foster recycling.

Student J: This, this, this app...

Teacher: Will help

Student J: Will help... This app will help

Teacher: will help... to foster... to foster”

These two examples show how students are using English to communicate. It is an evidence that applying some strategies such as the use of chunks and foster students to speak in English to communicate during lessons made some students improve their fluency and disappear their fear to speak in English.

After the intervention

4. Students’ questionnaire.

To continue with, the result of the questionnaire are the following:
According to the questions N°1 and N°2, the intervention have been successful according to their perceptions because a 73% of students feel that they better understand English and a 76% of students speak more English than before. There is a percentage of students that have not improve in any factor but they have not decrease their English learning (0% in the option “d”).
According to questions N°3 and N°4, a 76% of students can understand instructions better than before, a 67% of students understand what the teacher says and no student said that they understand instructions less than before. However, there is still a percentage of students (24%) that are in the same position than before. In other words, that have not improved their listening skills. To go beyond, regarding the understanding of what the teacher says in English during lessons, students tend to progress their level of comprehension because comparing the questions n°4 of the students’ questionnaire before the intervention and after the intervention, the alternative B (“sí, aunque a veces no entiendo ciertas palabras”) increased from a 35% to a 46% and the alternative C (“no, me falta aprender palabras para poder entender algo”) decrease from 42% to 33%. Therefore, it can be seen that there is an improvement regarding students’ listening skills.
According to the questions N°5 and N°6, most of students (70%) did not use chunks because they forget or they do not know how to use them. Although, a 30% used chunks but it is kind of hard for students to use them. In addition, a 67% of students used the questions that are on the wall of their classroom to communicate with the teacher and a 33% used them sometimes. The important fact here is that every student were using the questions. Therefore, students used the tools given (chunks to answer questions and essential questions to communicate with the teacher while working at classes).

According to question N°7, a 70% of students can answer using short phrases or sentences (See figure 27). Before the intervention, a 77% was in the same situation. Although, results in figure show that before the
intervention there was an 8% of students who did not know how to answer in English and now there is no student in this classification. Therefore according to students’ perception, results showed all students have had an improvement regarding the use of sentences to answer questions. Furthermore, currently students who felt insecure while speaking (8%) are better prepared to answer in English, at least, more than before because they did not stay in the lowest category. It is important to mention that the guide teacher in the interview said “I recognize in the students a lack of confidence about their performance in general, which affects their production in spontaneous situations. They can produce and communicate well when it is something rehearsed but not in spontaneous answers” (See appendix F). Taking the latest into account and the context, students did not have problems to perform prepared dialogues or speeches but to communicate in spontaneous situations. Nowadays, according to Figure 28 students feel more confident to speak in English than before (64%). Moreover, according to Figure 22, a 76% of students speak more English than before. Therefore, the strategies applied worked to improve students confident and use of the language in classes.

**Figure 29:** Results question n° 9 Students questionnaire after the intervention.

**Figure 30:** Results question n° 10 Students questionnaire after the intervention.
According to the questions N°9 and N°10, it was positive to students to work in group during classes because most of them learn new things or it was easier to do the project. Likewise, an 88% of students were helped by others or learnt something new from a classmate while speaking. A 6% of students did not work and others did their job and a 12% got distracted. Considering the results, cooperative learning helped students to improve their English learning than interfere in it fluctuating their progress.

Figure 31: Results question n° 11 Students questionnaire after the intervention.

11. ¿Crees que tener “Spanish times” e “English times” ayudaron a que practicaras inglés durante clases?

- a) Sí, porque tenía que hacer el esfuerzo de hablar en inglés durante los “English times” y luego podía descansar hablando en español.
- b) No, porque no practicaba durante los “English times”.

According to the questions N°11 and N°12, the technique “English and Spanish time” was very useful to practice speaking by students point of view. In addition, a 94% of students think that the activities during lessons were useful to speak in English. Therefore, taking into account students’ perspective, the project with a communicative approach and the “English times” technique was useful for students to their English learning process by putting speaking skills into practice.

Figure 32: Results question n° 12 Students questionnaire after the intervention.
Figure 33: Results question n° 13 Students questionnaire after the intervention.

Agreeing with the result of the question N° 13, students need to learn more vocabulary and improve the use of grammar structures and, learn more useful phrases to ask and/or say their messages. According to their perceptions, students do not need to practice more (speaking) as it was showed in figure N° 17. Comparing these two charts, students still think they need to learn more vocabulary and useful phrases but they do not need too much practice as before. Consequently, it seems students have noticed that they have been practicing speaking, therefore, it is not a crucial necessity anymore.

5. Students’ language chart.

To begin with, it will be showed an example of how students completed the language chart.

Figure 34: Example of language chart.

When students wrote an “E”, it means they spoke in English during the “English times”; when they wrote “S”, it means they spoke Spanish during the “English times” and when they wrote “E/S” means they spoke
half of the time in English and the rest in Spanish. For instance, in Figure 34 the student spoke English most of the time but during two classes he spoke partially in Spanish and in English.

In order to show the results in a quantitative form, it was made the following graph.

Figure 35: Which language students spoke during classes.

In line with the graph results, the use of English during the “English times” increase in compare with Spanish language which decrease along the time. It shows that, according to students’ perception, “English times” technique worked to encourage the use of English during lessons by students. Furthermore, almost most of the time, students spoke English and Spanish during the “English times”. Although those students did not use English all the time, they used it. Therefore, they still put in practice their speaking skills.

Taking the latest mentioned in consideration, the increase of the use of English during lessons is very important for students because at the beginning of the second semester students used to refuse to speak in English. Besides, they did not practice the language in spontaneous situations. On the contrast, nowadays they put in practice their speaking skills in spontaneous and random situations.
Reflection and analysis of intervention

The current section faces the results of all interventions set along the process and some reflections about the steps taken, considering the results or information given in the previous part, Data analysis.

Listening skills

To begin with, students presented an improvement regarding their listening skills. According to figure 21, 23 and 24, majority of students can comprehend English language, instructions in English and what the teacher said during lessons in English. I means that, the strategies used to improve the comprehension of instruction were successfully implemented. By modeling instructions, asking students what they have to do and giving examples of the exercises completion, students could understand what they had to do without the Spanish translation as it used to be made during the first semester with my guide teacher. For instance:

“Teacher: am ok, so I am going to start. Today the class is going to be about the poster. We are going to finish the poster and then, you are going to work with the pronunciation. And for that, in the last, in the last part of the class, you are going to present what you have. Ok? Did you get that, Antonia? What are we going to do? In Spanish.

Student A: Que vamos a terminar el poster.

Teacher: más fuerte.

Student A: Vamos a terminar el poster. “(See Appendix G)

In the example, one student is asked by the teacher what students supposed to do in the activity. The student could answer without the Spanish translation of the instruction. The teacher said it only in English.

To continue with, it needs to be emphasizes the fact that students have not had classes in which everything is spoken in English and without any Spanish translation (see Figure 14). Consequently, this improvement regarding listening skills is very relevant to students’ language learning progress because, at this time, students can live the language in real time to communicate and not only in listening recordings and/ or prepared speeches.
Use of English during lessons

Additionally, most of students used the chunks given which were phrases to answer questions more completely such as I believe that and so on and the questions written in posters on the wall to facilitate communication in English during lessons such as “Teacher, what do we have to do? And/or Teacher, can you help me please? (See Figure 25 and 26), during lessons. For instance “Student M: teacher, can you help me, please?” and “Student P: How do I say “se llama esto”?” (See appendix G). In the example, students are using chunks (questions) to communicate with the teacher during classes in English. Consequently, in Figure 27 and 28, it can be seen that the majority of student can give answers easier than before as well as feel more confident while speaking in English.

Moreover, results of Figure 30 show that cooperative learning worked to facilitate speaking among students. An 88% of students took advantage of this way of working being helped by other students. As well in Figure 29, which a 94% of students find positive to work in group saying that they learnt new things and it was easier to work.

Likewise, to use “English/Spanish times” during lessons was successful. A 76% of students think that this technique was useful to force students to speak in English during some minutes and then relax speaking in their native language (Spanish) (See Figure 31).

To summarize, all techniques used during the intervention (use of chunks, cooperative learning, English/Spanish times and activities with communicative approach) were useful to student improve their English learning because nowadays they can communicate easier than before and interact with the teacher in English during lessons. In addition, they feel more confident to speak in English than before and it is crucial to their English learning because they are achieving fluency by using the language in spontaneous situations. As students do not live in a bilingual country, the only place they can practice the English language is in their classroom. Therefore, students are working in their speaking skills in order to gain fluency and be able to communicate in English in spontaneous situations.

To conclude, students show a sustained growth in the use of English during lessons (See Figure 35). The use of only Spanish during “English time” decrease to zero number of students. On the contrary, the use of only
English during “English time” had a positive development during lessons. At the beginning only 7 students used only English but at the end of the intervention 21 students were using only English during the “English times”. Therefore, the techniques worked to foster the use of English during lessons and provoke an improvement in students’ English fluency.
Conclusion and implications

Bearing in mind the whole Action Research project that has been previously described and its results, some significant conclusions arise:

To begin with, I must say that results were quite positive. The problem of students was that they did not use English language to communicate in spontaneous situations and refuse to do it as well. Nevertheless, students increased their use of English during lessons along the intervention as well as their confidence to speak in English. At the end of the intervention, students could express their messages using English. Some students in English and others mixing English with Spanish. The important aspect here is that students started using English to communicate in no prepared speeches.

To continue with, I think the most useful strategy to make students interact in English was the “English/Spanish times” technique because students where forced to speak in English during some minutes and then they could take a break speaking Spanish. In other words, English was demanded but it was not tedious to do it. Students could use the English language for repetitive times communicating with their partners while working in groups and then speak in Spanish to clarify the previous messages said in order to not affect negatively students’ confidence. Another strategy to help students’ confidence while speaking was giving them tools to communicate which were chunks. Chunks were useful to scaffold speaking and help student to communicate using some key questions to interact in English. Therefore, students had the tools to interact during the project.

Moreover, although at the beginning of my experience with eight graders they refuse to speak in English, during the interaction mostly of them showed predisposed to collaborate and work during lessons by using the questions and communicate in English. I think of my relationship with them was helpful to make students collaborate with the activities.

Unfortunately, this Action research has passed some difficulties such as numerous modifications to the original plan, loss of lessons due to extracurricular activities and some modifications to the intervention because of school requirements regarding tests. Because of these facts, this research started later than expected and had suffer many modifications. In addition, students were still too talkative and made a lot of
noise during lessons making hard to give instructions in order to be heard by everyone in the classroom. Therefore, I think that there is still a problem regarding classroom management that need to be solved with eight graders. Moreover, my guide teacher did not contribute to the analysis of the intervention by answering the second interview. This provoked that I had to focus on the other sources of information that I had available which are students’ questionnaires, audio recordings and the language charts.

Although, to have done this research was very valuable for me as future teacher. By making this research I have found out that most of our assumptions are not completely right if they are not analyzed and proved. One of the reasons that it was difficult to me to carry out this research were my feelings and beliefs about students’ performance regarding speaking. I thought that they were not disposed to speak because they did not want to participate but it was not right. Firstly, students were not prepared to have classes in which everything is spoke in English. Secondly, they have a low proficiency level regarding listening. Finally, they were not force to speak in English in a dynamic way. Therefore, my assumptions were completely wrong because students during the intervention spoke in English and were disposed to use the questions.

Additionally, what I have learnt from this study is the important role of the teacher because the teacher is the one that analyze the context and find strategies to take the best of students and/or work to improve their weaknesses. The teacher is the one that facilitate the learning process to students and make it possible. In this case, I used some strategies to encourage students to speak English and it works successfully because the use of English at the end of the intervention was higher than the use of Spanish during the lessons as well as the comprehension of instructions and what the teacher said in English by students.

To conclude, to answer my question what strategies would I apply to make my 8th graders at Nuestra Señora de Andacollo School interact in English during lessons? I strongly believe that in order to encourage students to speak in English, first, the teacher must adapt lessons to a communicative approach; second, to give students tools to start communicating such as chunks; and third, force students to speak in English by setting periods of time to speak in this language in order to get students used to work speaking in English. Like this, interaction in English will be facilitate to students.
However, as next steps I think students still need to work in their listening skills and learn more words in order to expand their vocabulary to continue communicating in English. The idea is to make students able to communicate fluently and for that, students still feel they need to know works to express better. Furthermore, during my experience I could not solved some problems with noise, therefore, it is something that needs to be take into consideration in the future.
References


Appendix

Appendix A: Students’ questionnaire before the action plan

Encuesta

Nombre:___________________________________________________ Fecha:_________________

*Selecciona solo una alternativa por cada pregunta.

I. Aprendizaje del idioma

1. ¿Se te hace fácil aprender inglés?
   a) Si, se me hace fácil aprender
   b) Si, pero a veces me cuesta
   c) No, necesito ayuda para aprender
   d) No, me cuesta mucho aprender

2. ¿Te gusta aprender inglés?
   a) Si, me encanta.
   b) Si, pero prefiero otras cosas.
   c) No, lo encuentro aburrido.
   d) No, no entiendo nada.

3. ¿Desde qué curso comenzaste a aprender inglés?
   a) Desde kínder.
   b) Desde primero básico.
   c) Desde quinto básico.
   d) Nunca antes había tenido clases de inglés.

II. Productive skill: Speaking

4. ¿Puedes entender a la profesora cuando habla en inglés?
   a) Sí, puedo entender la mayoría de todo lo que dice.
   b) Sí, aunque a veces no entiendo ciertas palabras.
   c) No, me falta aprender palabras para poder entender algo.
   d) No, nunca antes había tenido clases en inglés.

5. Durante las clases del año pasado, ¿Tenías clases en donde te hablaran en inglés?
   a) Sí, el/la profesor/a nos hablaba todo en inglés.
   b) Sí, el/la profesor/a nos hablaba en inglés pero nos traducía al español después.
   c) No, pero a veces decía algunas frases en inglés.
   d) No, nos hablaba en español.

6. Anteriormente, ¿has tenido clases en donde tengas que responder en inglés durante las actividades?
   a) Sí, en casi todas las clases
   b) Sí, algunas veces
   c) No, rara vez
   d) No, nunca
7. ¿Puedes responder en inglés?
   a) Sí, puedo responder usando oraciones.
   b) Sí, pero solo usando pequeñas frases.
   c) No, solo puedo responder “yes” o “no”.
   d) No, no sé cómo responder.

8. ¿Qué necesitas aprender para hablar mejor en inglés? (puedes seleccionar más de una)
   • Aprender más vocabulario.
   • Mejorar en cómo usar las estructuras gramaticales.
   • Practicar más.
   • Sentarme con alguien que sepa más inglés que yo.
   • Perder el miedo a hablar en inglés.
   • Aprender más frases útiles para preguntar o decir cosas.
   • Otra: ______________________________

III. Classroom

9. ¿De qué forma te gusta trabajar durante clases?
   a) Solo, sin ayuda de nadie.
   b) Con mi compañero de puesto.
   c) En grupo, con mis compañeros.
   d) Con mi amigo/a aunque me distraiga en clases.

10. ¿De qué forma entrego mis trabajos?
    a) Los entrego de forma completa y a tiempo.
    b) Los entrego de forma incompleta pero a tiempo.
    c) Los entrego de forma completa pero fuera de tiempo.
    d) Los entrego de forma incompleta y fuera de tiempo o no los entrego.

11. ¿Trabajo durante clases?
    a) Sí, realizo todas las actividades y pongo atención en clases.
    b) Sí, realizo todas las actividades pero me distraigo a veces hablando con mi compañero/a.
    c) No, no trabajo mucho en clases porque no sé muy bien qué hay que hacer.
    d) No, no trabajo mucho porque prefiero hacer otras cosas.

Appendix B: Teacher’s interview before the action plan

Teacher’s Interview

Students’ English speaking skills

1. Can you mention some strengths about students’ speaking skills?
2. Can you mention some weaknesses about students’ speaking skills?
3. What strategies would you use to make students with lower English speaking skills level achieve a required English speaking skills level in the class?

4. What do you think students need to work on in order to start interacting in English during English lessons?

5. What strategies and/or activities can be implemented in 8th graders in order to foster their speaking skills?

6. Do you think that cooperative learning (group work – peer work) may help students to develop their speaking skills? Why?

7. Do you think that cooperative learning (group work – peer work) may help students interact in English during English lessons?

Appendix C: Students’ questionnaire after the action plan

Students’ questionnaire after the action plan

Nombre: __________________________ Fecha: __________________________

Aprendizaje del idioma

Piensa desde el inicio de año hasta ahora...

12. ¿Entiendes con mayor facilidad el inglés ahora?
   e) Sí, mucho más que antes.
   f) Sí, un poco más que antes.
   g) No, igual que antes.
   h) No, menos que antes.

13. ¿Hablas más inglés que antes?
   a) Sí, mucho más que antes.
   b) Sí, un poco más que antes.
   c) No, igual que antes.
   d) No, menos que antes.

Speaking and listening skills

Piensa desde el inicio de año hasta ahora...

14. ¿Puedes entender a la profesora cuando habla en inglés?
   e) Sí, puedo entender la mayoría de todo lo que dice.
   f) Sí, aunque a veces no entiendo ciertas palabras.
   g) No, me falta aprender palabras para poder entender algo.
   h) No, nunca antes había tenido clases en inglés.

15. ¿Entiendes mejor las instrucciones en inglés ahora?
   a) Sí, mucho más que antes.
   b) Sí, un poco más que antes.
   c) No, igual que antes.
   d) No, menos que antes.

16. ¿Respondes en inglés usando frases como “I think that” ó “I believe that”?
   a) sí, lo hago.
   b) sí, pero me cuesta.
   c) no, se me olvida usarlos.
d) no, no sé cómo usarlos.

17. **Usas las preguntas que están en la pared de tu sala para comunicarte con la profesora en inglés?**
   a) Sí, las uso todo el tiempo.
   b) Sí, la mayoría de las veces.
   c) No, solo a veces.
   d) No, le pregunto en español.

18. **¿Puedes responder en inglés con mayor facilidad que antes?**
   e) Sí, puedo responder usando oraciones.
   f) Sí, pero solo usando pequeñas frases.
   g) No, solo puedo responder con key words o “yes – no”.
   h) No, no sé cómo responder.

19. **¿Te sientes más seguro para hablar en inglés ahora?**
   a) Sí, porque practique más que antes.
   b) Sí, porque le perdí un poco el miedo a hablar en inglés
   c) No, porque no sé palabras importantes.
   d) No, porque aunque haya hablado más igual siento me siento inseguro/a al hablar.

**Action plan**

20. **¿Te sirvió trabajar en grupo durante clases?**
   a) sí, aprendí cosas nuevas.
   b) si, fue más fácil hacer el trabajo.
   c) no, otros se encargaron de hacer el trabajo.
   d) no, me distraje más que de costumbre haciendo el trabajo.

21. **¿Crees que trabajar en grupo o en par ayudó a que hablaras más en inglés?**
   a) Sí, porque mis compañeros me pudieron enseñar si no entendía algo.
   b) Sí, porque mis compañeros pudieron ayudarme con pequeñas dudas o corregirme.
   c) No, porque con mis compañeros nos distrajimos e hicimos otras cosas.
   d) No, porque nadie sabía mucho ni yo tampoco.

22. **¿Crees que tener “Spanish times” e “English times” ayudaron a que practicaras inglés durante clases?**
   a) Sí, porque tenia que hacer el esfuerzo de hablar en inglés durante los “English times” y luego podía descansar hablando en español.
   b) No, porque no practicaba durante los “English times”.

23. **¿Crees que los trabajos que se hicieron en clases te sirvieron para practicar inglés?**
   a) Sí, porque el trabajo me dio la oportunidad de hablar más en confianza con mis compañeros.
   b) No, porque el trabajo no fomentaba hablar en inglés.

24. **¿Qué hiciste durante las actividades para mejorar tu nivel de inglés? Puedes seleccionar más de una.**
   - Puse atención en clases
   - Escuche las instrucciones de la profesora
   - Trabajé durante clases
   - Hable en inglés durante los “English times”.
• Use las preguntas que están en la sala de clases para comunicarme en inglés con la profesora.
• Participe durante las clases.
• Use las frases “I think that” ó “I believe that” para responder en inglés.
• Ninguna de las anteriores.

Next steps

25. ¿Qué necesitas aprender para hablar aún más en inglés? Puedes seleccionar más de una.
• Aprender más vocabulario mejorar el uso de estructuras gramaticales.
• Que el profesor/a realice actividades para practicar aún más.
• Sentarme con alguien que sepa más inglés que yo.
• Perder el miedo a hablar en inglés.
• Sentarme con compañeros que no me distraigan tanto en clases.
• Más ayuda de la profesora (monitoreo).
• Aprender más frases útiles para preguntar o decir cosas.
• Hacer más presentaciones o diálogos.
• Otra: ______________________________

Appendix D: Teacher’s interview after the action plan

1. Can you mention any improvement that students have acquired about their speaking skills after the intervention?

2. Can you mention one weakness of students that still needs to be work with?

3. According to what was made during the intervention, can you mention any other strategy to work with students with the aim of fostering interactions in English during English lessons?

4. According to the implemented strategies, do you think that they were useful to foster interaction among students and to develop their speaking skills?

5. Do you think that cooperative learning helped to foster students’ interaction during lessons?

6. Do you think that cooperative learning helped students to develop their speaking skills?

7. What do you think it still necessary to improve with eight graders regarding this intervention (action research plan?)
Appendix E: Gantt chart

Appendix F: Guide teacher’s interview

Teacher’s Interview

Students’ English speaking skills

1. Can you mention some strengths about students’ speaking skills?

   I think students have a good level of fluency overall and when it comes to it, they can produce good speeches or short pieces of writing.

2. Can you mention some weaknesses about students’ speaking skills?

   I recognize in the students a lack of confidence about their performance in general, which affects their production in spontaneous situations. They can produce and communicate well when it is something rehearsed but not in spontaneous answers.

3. What strategies would you use to make students with lower English speaking skills level achieve a required English speaking skills level in the class?

   I do not think that there is a set of strategies one could suggest, specially these days when there is a wide variety of learners in the class. I guess I would use some standard strategies adapted to the specific situations. Such strategies being pair work and review, repetition of commands in English, establishing a set of actions that give flow to the class, etc.
4. What do you think students need to work on in order to start interacting in English during English lessons?

I think that students need to work on their confidence and fluency in English from the lower levels. It is much more effective to work on polishing their English when they are older than to start developing confidence and personality in order to start performing in a language.

5. What strategies and/or activities can be implemented in 8th graders in order to foster their speaking skills?

I believe that in the level the students are, chants and little commands should be a very first approach to speaking, but not the only one. It is necessary to show them how capable they are by giving them the tools to perform in English, first by memory and then start introducing spontaneity little by little inside the regular classes as in every task based activities with a communicative approach.

6. Do you think that cooperative learning (group work – peer work) may help students to develop their speaking skills? Why?

I think they do foster students’ skills as long as they are properly worked from the teacher’s part. There is much to know about peer work and group work to make it work correctly, especially in large classes as the ones in the school. Also, I believe that it is all a process and students need to get used to speaking in English during the class, but that only happens if we show them how to do it and allow them to work their speaking skills step by step.

7. Do you think that cooperative learning (group work – peer work) may help students interact in English during English lessons?

Yes, but it depend on how the previous process has been handled.
Appendix G: Audio recording (transcription) on November 15th

Transcription

Teacher: am ok, so I am going to start. Today the class is going to be about the poster. We are going to finish the poster and then, you are going to work with the pronunciation. And for that, in the last, in the last part of the class, you are going to present what you have. Ok? Did you get that, Antonia? What are we going to do? In Spanish.

Student A: Que vamos a terminar el poster.

Teacher: más fuerte.

Student A: Vamos a terminar el poster.

Teacher: Vamos a terminar el poster. In the second module?

Student B: Poster.

Teacher: En el Segundo bloque… Presentar el poster…. Ok, so now (asking for silence) We are going to | we are going to work making questions (asking for silence)… Voy a hacer un ejemplo. Pasen acá adelante ustedes dos.

Student B: no profe mande a otro, es que me duele el pie.

Teacher: no, pase adelante… Now this activity (asking for silence) look at here.

Student B: no profe, si está está bien.

Teacher: no, eso no… eeh Renata, ¿Que pasó ahí?... ponga atención. This activity is about making questions. You are going to ask to your partner “What day is it today?, How are you? And also what are you going to do this weekend?” Three questions. “What day is it today?, How are you today? And what are you going to do this weekend?” Ok? So, Mateo is going to ask to his partner the first question… Pregúntele al compañero la primera pregunta.

Student B: ah eh, no cache cual era.
Teacher: What day is it today?... Ya po Mateo.

Student B: pero y el Simón.

Teacher: si es decir la pregunta no más.

Student B: What day is today?

Teacher: más fuerte “is it today?”

Student B: What day…

Teacher: What day is it today?

Student B: What day is it today?

Teacher: sí.

Student B: ah ya.

Teacher: Conteste… Today is …

Student C: today is

Student B: Tuesday

Student D: Saturday.

Student C: Tuesday

Teacher: Tuesday, ok, and November what?...

Student C: November one.

Teacher: November?

Student C: November one.

Teacher: no, we are not in the first of November.

Student B: no, estamos a dos… quince.
Student C: fifteen

Teacher: fifteenth… November fifteenth. Ok. You have to do that (asking for silence)… Thank you. You have to (asking for silence) you have to make the question to your partner and the partner needs to answer. And then, the other partner ask how are you today? And you answer. Ok? Work! Now! Now work… Ask to your partner… ask to your partner.

Student B: ¿profe esas son preguntas de prueba o no?

Teacher: ok, ask her one question and you answer one, one question.

Student E: pero yo le acabo de preguntar.

Teacher: do it again, please.

Student E: eeh what day is it today?

Teacher: ok.

Student F: Today is…

Student E: Tuesday?

Teacher: Tuesday.

Student F: eeh November ninth… nine?

Teacher: Fifteenth.

Student F: Fifteenth.

Teacher: Now you ask.

Student F: aam Let me, let me please (looking to watch the board)… la, eeh…

Teacher: The second question.

Student F: How are you today?
Student E: Fine, thank you.

Teacher: I am fine.

Student E: I am fine.

Teacher: and you, Can you say the third question? The third question.

Student J: eeh que diga las tres…

Teacher: Number three.

Student E: la tercera.

Student G: What are you going to do this weekend?

Student H: eeh, I’m going to the pool.

Teacher: I am going to…?

Student H: The pool.

Teacher: What?

Student H: the pool

Teacher: ah, you are going to swimming

Student H: Yes.

Teacher: oh, cool!

Student I: Ok, fine. Thank you.

Teacher: Ok, Fornes, make a question and your partner answers. Make a question.

Student I: What day is… it today?

Teacher: What day is it today?

Student I: What day is it today?
Teacher: very good.

Student J: Today is eeh… November eeh fourteenth…

Teacher: Fifteenth

Student J: Fifteenth… and two thousand and sixteen.

Teacher: Ok, and you make a question.

Student J: Ehh, how are you today?

Student I: Fine, thank you.

Teacher: I am fine.

Student I: I am fine. Thank you.

Teacher: very good. Very good.

Student I: y falta la three

Teacher: number three

Student K: What day is..

Student J: pero profe yo voy ahí.

Teacher: (to student K) no, number three.

Student L: What are you going to do this weekend?

Teacher: Ok.

Student K: I go to study.

Student J: I am going.

Student K: I am going.

Teacher: ¿Cómo?
Student K: I am going to study.

Teacher: I am going to…

Student K: Study.

Teacher: Study (correcting pronunciation)...do you have a test?... a test? Or not?

Student L: yes yes.

Student J: a final test.

Teacher: si tienes una prueba… do you have...?

Student K: yes

Teacher: Ok.

Student J: final final

Student M: teacher, can you help me, please?

Teacher: what do you need?

Student M: el papelógrafo…

Teacher: the poster?

Student M: no lo tenemos, lo tiene usted.

Teacher: Oh, I am going to look for it. Ok?

Student M: Ya.

Student N: How are you today?

Student J: ya

Teacher: ah Simón, Can you please sit down?... Analee… What? (asking a student)

Student D: When we are going to work in this?
Teacher: Now

Student D: right now? Then, I can write the description in this and after…

Teacher: Did you ask to your partner?

Student D: yes.

Teacher: What day is it today?

Student D: ah no. I have to do that before…

Teacher: yes.

Student D: Thank you.

Teacher: Do it.

Student D: all right.

Teacher: the first question. No no, stop doing that.

Student D: He has to said that the first question to me.

Teacher: yes and you answer.

Student O: First, the one…

Teacher: The first question… Say it.

Student O: Fifteenth of November.

Teacher: no, you make the question first. What day is it today?

Student O: What day is it today?

Teacher: and you answer.

Student D: today is ehh…

Teacher: November…
Student D: November… November fifteen…November fifteenth, two thousand sixty

Teacher: Sixteen

Student D: Sixteen

Teacher: very good, very good… Ok (asking for silence), we finished, we finished, finished. Now, we are going to start working with the poster. I need to see all the posters, up (making students show their poster putting them up). Poster, show your poster. Your poster, poster, poster, I have it I know, poster, good, poster, your poster. I have it, ok. Carlos your poster, do I have it? Ok. Antonia, your poster…

Student A: Lo tiene el Mauricio.


Teacher: Sit in your groups, sit in your groups

After some minutes…

Guide Teacher: eh, chiquillos, recomendación. Avance lo que más pueda hoy y hágale las consultas a la profesora, lo que más necesite porque el jueves empezamos con las presentaciones orales.

Student P: teacher… teacher. Ay es que no se como se pronuncia…

Teacher: How do I say…

Student P: no, no, es que quiero preguntar…

Teacher: Que cosa.

Student P: ¿Hay que responder eso?

Teacher: no, eso era para la actividad anterior.

Student Q: Teacher, my… my trabajo

Teacher: my work.

Student Q: my work.
Teacher: ah, I am going to bring them.

Student P: How do I pronounce…

Teacher: How do I say…

Student P: no, es que quiero pronunciar…

Teacher: How do I pronounce…

Student P: eeh, conti…

Teacher: consists?... The same, consists

Student P: consists?

Teacher: consists (making emphasis on the -s sound).

Students R: consists.

Student P: Thank you.

Guide Teacher: Ok. You already have the contents for tomorrow. Ok? Now, all the contents are here, ya. No va a ver nada que no haya hecho en el año. Van a ser ejercicios muy parecidos. Lo único distinto va a ser este. Usted tiene que escribir la oración en presente simple. Yo le voy a dar, por ejemplo… Va a tener las palabras así y usted tiene que crear la oración, ya. Usted va a poner “my mom works at cinema”. Ok, so these are the contents and this is where you can find them. For the reading part, you can go to page 52 of your student book, ok, and do the exercise from page 52 and go to page 102. Si quiere practicar puede hacer esos dos ejercicios. Los de la lectura de la página 52 y los de la lectura de la página 102. No tienen que completar cuadros ni nada, solo responder las partes de verdadero y falso o alternativas.

Teacher: los completan ahora o después (refering to some incomplete worksheets).

Guide Teacher: eh no, déjamelos, se los voy a hacer para que los completen en la tarde.

Teacher: Y ¿Se lo puedo pasar?
Guide Teacher: En la hora de… si, oh dejé mi cuaderno abajo. Está en mi casillero. Eh, no entrégaslos no más. Si están, pero ¿Tienes las notas?

Teacher: ah pero ¿Anotadas?

Guide Teacher: ¿Sí?

Teacher: No.

Guide Teacher: eso po, anótalas. Las puedes anotar en mi cuaderno si quieres.

Teacher: Ya.

Guide Teacher: Sería mucho mejor.

Guide Teacher: ya, eh… ¡niñas!… acá.

Student I: hay 10 lucas en el suelo.

Student D: 10 lucas.

Student J: oiga, es que no vino el Diego entonces tenía la última pregunta o sea la última respuesta para la descripción. ¿Cuál era la pregunta?

Teacher: ah, I am going to write it on the board… Who’s that? Who’s that? ... Who’s that?

Student S: ¿Qué?

Student A: De quién es eso.

Guide Teacher: Paola… Paola, suelte a la compañera y venga.

Student N: Teacher.

Guide Teacher: Paola venga.

Student T: ¿Cómo se dice esa palabra en Inglés?

Teacher: ¿Cómo?
Student T: ¿Cómo se dice la palabra en Inglés?

Teacher: C-O-2 (spelling)

Student T: ah, estaba bien entonces.

Guide Teacher: Antonia Sandoval… Antonia.

Teacher: Ok, now is English time. Silence… one, two, three. Antonia! What am I saying? Sit down.

Student S: Siéntate.

Teacher: Paola! Keep in silence. Keep in silence. Everyone silence. One, two and three. I am going… (asking for silence) I am going to be at your side checking if you are speaking in English. Ok? Speak in English.

Student P: How do I say “se llama esto”?

Student R: ¿Cómo se dice…?

Teacher: Its name is…

Student P: its name is… ¿Eso?

Student R: pero ¿Por qué? A ver, espera.

Teacher: Its name is … What?

Student P: Today we are going to present this campaign…

Teacher: Present (correcting pronunciation).

Student P: Present (pronouncing well).

Student R: of a new activity.

Student U: of a new app.

Teacher: of a new app. Point. Ok. Its name is… its…
Student P: ¿Así?

Teacher: aha. Its… name…is… y ahí ponen el nombre.

Student P: ah ya. Thank you.

Teacher: You are welcome. Bastián? (calling him).

Student Q: I finished.

Teacher: You finished.

Student Q: Yes.

Student V: Yes I am.

Teacher: Pollution in the planet. Ah, what is that?

Student Q: is a felicity…

Student V: es el nivel del héroe.

Teacher: It’s a, What?

Student Q: ah?

Teacher: It’s a, What?

Student Q: Felicity the tween

Teacher: Fe-li-ci-ty.

Student Q: Feliz. O sea…

Teacher: Happiness?

Student Q: Happy

Teacher: Happiness.

Student Q: Happiness.
Teacher: Ok, and what is that? Oh, you have to write it in English.

Student V: no, es que es el diseño. Está en Latinoamérica no más. No ha llegado a Estados Unidos.

Teacher: Ok, comprar es buy. Buy it. Don’t you have a pencil?

Student V: Te dijimos. También se vende en Estados Unidos.

Student Q: No tenemos los derechos de autor.

Student S: Profe… Profe.

Teacher: no in Spanish, no.

Student V: Y si le poner una bandera Española de España y decí que le tiene que cambiar el idioma.

Teacher: yes, you can put… but, give me a pen…

Student Q: una bandera Española y otra que sea de USA.

Student V: Le apretai ahí y le cambias para que sea en Español.

Teacher: Like that…

Student Q: Ah, España y Estados Unidos.

Teacher: Buy it. Make it beautiful. This is not very beautiful. Put colors or something like that.

Guide Teacher: Recuerde que la presentación es individual. Tienen que salir de a uno adelante. Así que todos se tienen que saber todo.

Student S: This is a campaign…

Teacher: Campaign…

Student S: ah ya gracias.
Student Q: ¿Es pasar de a uno?

Student V: ¿Cómo profe?

Student I: Nadie sabía.

Student S: No lo dijeron el jueves.

Student V: profe, ¿Cada uno tiene que explicar todo?

Student Q: No.

Student V: pero si el profe dijo eso recién.

Student Q: que había que pasar de a uno no más.

Teacher: One, the name of it and why. Why the name of the campaign is “Reforestation”? Why? Because the app is about Reforestation.

Student Q: This app will help to the place…

Teacher: You have to… Everyone has to, has to say one thing… one thing of the app.

Student S: No, si nos puede prestar eso.

Student A: Si nos puede prestar esto un poquito para marcar la figura.

Teacher: Ok.

Student W: When a presentation…

Teacher: When is the presentation?

Student W: Yes.

Teacher: Am, it’s this Thursday.

Student W: Ah.

Teacher: Do you have the pronunciation of the word?
Student W: Yes, yes.

Teacher: Which is your part?... This game is about reforestation. It helps to recreate life by planting trees and motivating people to take the planet... To take the planet? ¿Cómo es? How? To take? ¿Tomar el planeta?

Student W: Cuidar el planeta.

Teacher: To take care the planet. To take care. Change this word with care. Care, ok? Care the planet. Also cultivating careness and reforestation of the planet to children and adults. Good! Very good!

Student W: Thanks.

Teacher: Change the word.

Student S: The presentation is individual eh una tiene que pasar adelante así y decir todo.

Teacher: No. In groups, the group.

Student S: Ah.

Teacher: And you have to say one part, another part...

Student S: ah ya. Gracias.

Student X: Ok, thanks.

Student P: El profe está diciendo que la nota la va a poner individualmente, que tiene que decir todo y que entra todo.

Teacher: No.

Student X: we, ya. O sea nosotras ya estamos organizadas.

Teacher: We know, así se dice. We know.
Student X: Ah.

Teacher: We know, sabemos.

Student X: ah ya. Y ¿Cómo se diría estamos organizadas?

Teacher: Can you explain her (student P)?

Student S: Ah?

Teacher: Puedes explicarle…

Student X: sí pero, ¿Explicar cómo se hace?

Teacher: Yes.

Student J: Teacher, you can help me.

Teacher: What do you need?

Student J: I don’t know how to answer that question. The last.

Teacher: How…

Student J: How will it help the planet?

Teacher: How will it help the planet?

Student J: I know, we we trash with my app.

Teacher: Oh, you can find different trash points, trash, trash spots to… foster recycling. Para fomenter el reciclaje.

Student J: This is the first one

Teacher: In this app you can find some trash spots in the city and help the planet. And…

Student J: This is the first.

Teacher: This app fosters recycling.
Student J: Ah ya.

Teacher: Ecology.

Student J: But using will.

Teacher: This app will help to foster recycling.

Student J: This, this, this app…

Teacher: Will help

Student J: Will help… This app will help

Teacher: will help… to foster… to foster

Student J: ¿Cómo suena no más?

Teacher: Yes… Am recycling.

Student J: Ya, Oka. Thanks.

Student S: Pregúntale a la profe.

Student P: El profe Gonzalo dijo que es “take it” o “taking”.

Student S: ¿Estás segura que existe Javi?

Student X: Taking

Student S: Pero estás escribiendo taking.

Student X: Uh.

Student S: Esta malo porque estás escribiendo con una e demás.

Teacher: The app consists on taking a picture of the trash. Yeah, taking.

Student X: Taking?
Teacher: Taking.

Student X: ¿Tengo que agregarle un ING?

Teacher: Yes.

Student S: Tienes que hacer… esa e se va.

Teacher: Yes.

Student S: Y le agregas el ING.

Teacher: Very good. This E is not here, and you put an I.

Student P: Una I, ¿Cierto?

Teacher: yes.

Student P: Thank you.

Student W: Profe, yo tengo una pregunta ¿Se reemplaza el take por el care?

Teacher: Care…

Student W: Ah eso.

Teacher: Ok, do you know your part? Do you know your part?

Student E: Sí. Profe pero el profe dijo que teníamos que aprendernos todo nosotros solos pero usted había dicho que era por partes. Cada uno se encargaba de una parte del poster. O sea sí porque el profe dijo que nos aprendiéramos todo cada uno. Que nos aprendiéramos todo.

Teacher: Ok, I will talk with him.
Teacher: Some students are kind of worried. I thought that everyone needed to say each part of the app. But not every part.

Guide Teacher: Yes complete.

Teacher: But, one person says everything complete?

Guide Teacher: ah ha.

Teacher: But students will repeat the…

Guide teacher: Yes

Teacher: The four member are going to say the same.

Guide Teacher: ah ha. It’s that you will see the preparation of the each member, it’s different. You got, for example, Fornes… ah, if he is more involved is going to be better at the presentation that the one that is not involved. In the previous work.

Teacher: So, the goal is that everyone presents the poster.

Guide Teacher: The poster…

Teacher: everyone in his way.

Guide Teacher: Yes.

Student S: Esto se dice, Today we are going to present…

Teacher: Present (correcting the pronunciation)…

Student S: Present this campaign

Teacher: Yes.

Student S: Of a new app, its name is “Ip pen”
Teacher: yes.

Student S: Ah ya.

Teacher: Ok, you need to ah… say everything. You say everything, you say everything and you say everything (to one group of students).

Teacher: Guys! (asking silence) Listen, listen to me (asking for silence). Jesus sit down please. Listen to me! (asking silence). The word of the presentation. A ver, lo voy a decir una sola vez porque si no quieren poner atención ya va a ser su problema. Silencio. Siéntese.

Student M: Altiro

Teacher: No altiro, ahora (asking for silence). La presentación va a ser de la siguiente manera. Cada persona tiene q aprenderse todo de la presentación. Todo, exactamente todo. Y va a venir una persona adelante y va a presentar. ¿Por qué? Porque así cada uno va a presentar con su, con su estilo o a su forma o a su manera.

Student: Pero si no nos había dicho que iba a ser así.

Teacher: van a, sí, eso fue al principio pero ahora cambió. Va a cambiar todo, tienen que cambiar todo de la presentación y van a salir adelante a mostrar su poster, ¿Ya? Tienen que decir todo.

Student N: ¿Cada uno sale adelante o sale en grupo?


Guide Teacher: Ponga atención por favor.

Teacher: Cada uno sale adelante. Todos salen adelante. Todos tienen, sí, cada uno hace su presentación del poster. Tomás, ¿Cómo va a ser la presentación? (asking for silence) silencio, Tomás, ¿Cómo va a ser la presentación?

Student Y: individual.
Teacher: Individual. ¿Qué va a decir usted acá adelante?

Student Y: ¿Ah?

Teacher: ¿Qué va a decir acá usted adelante?

Student Y: Todo lo que sale ahí.

Teacher: ¿Cómo?

Student Y: Todo lo que dice ahí.

Teacher: Todo lo que, sí, muy bien. Todo lo que sale. Todo.

Student X: Yo decía que como se decía funcionamiento.

Teacher: Working, working.

Student S: Y uno ¿No puede ir con material de apoyo?

Teacher: What?

Student S: Podría ir con material de apoyo.

Teacher: Yes, you can go with a piece of paper.

Student S: ah, ya. Ok.

Student B: Teacher.