



Pair-Work to Develop Fluency in Speaking

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Abstract

This article reports the development of fluency in speaking through pair-work activities, role-play, and questions board game. The action research took two weeks, three hours and a half per day, with twelve students in a public university. The methodology included a pre-test and post-test that measured quantitative aspects of students' oral speech (fluency, discourse management, interaction, and expression). The result showed a 0.98 effect size, which means that pair-work activities boosted students' fluency significantly. Regarding the p value, it showed a 0.00 result, asserting that pair-work developed fluency as expected. To measure qualitative aspects, students answered a learning log with open questions that collected learners' perspectives regarding their pair-work work participation, and speaking fluency. The final learning log application evidenced students' development in areas like their English knowledge and confidence when interacting. Observations recorded in field notes were used to measure how students overcame difficulties during the pair-work activities, and there were positive changes. However, features of their personality like nervousness and anxiety did not disappear. This paper asserts that pair-work activities developed fluency in speaking and can be useful for future researchers.

Keywords: speaking, fluency, pair-work, role-play, question board game

Resumen

Este artículo informa sobre el desarrollo de la fluidez para hablar a través de actividades de trabajo en pareja, juegos de roles y juegos de mesa de preguntas. La investigación de acción tomó dos semanas, tres horas y media por día en doce estudiantes en una universidad pública. La metodología incluyó una prueba previa y una prueba posterior que midieron aspectos cuantitativos del habla oral de los estudiantes (fluidez, manejo del discurso, interacción y expresión). El resultado mostró un tamaño de efecto de 0,98, lo que significa que las actividades de trabajo en pareja aumentaron significativamente la fluidez de los estudiantes. Con respecto al valor p , mostró un resultado de 0.00, afirmando que el trabajo en pareja desarrolló la fluidez como se esperaba. Para medir aspectos cualitativos, los estudiantes respondieron un registro de aprendizaje con preguntas abiertas que recogieron las perspectivas de los estudiantes con respecto a su participación en el trabajo en pareja y la fluidez del habla. La aplicación de registro de aprendizaje final evidenció el desarrollo de los estudiantes en áreas como su conocimiento y confianza en inglés al interactuar. Las observaciones registradas en las notas de campo se utilizaron para medir cómo los estudiantes superaron las dificultades durante las actividades de trabajo en pareja y hubo cambios positivos. Sin embargo, características de su personalidad como nerviosismo y ansiedad no desaparecieron. Este documento afirma que las actividades de trabajo en pareja desarrollaron la fluidez para hablar y puede ser útil para futuros investigadores.

Palabras clave: hablar, fluidez, trabajo en pareja, juego de roles, juego de preguntas

Pair-Work to Develop Fluency in Speaking

It is a well-known fact that acquiring a new language becomes considerably easier when this process starts from one's early years of life. Later on, learning a new language being young adults becomes more complex due to affective factors such as self-esteem, self-efficacy, inhibition, and anxiety that impede this process to be natural and fluent (Brown, 2006). Related to that, Brown (1994) mentioned some affective principles that learners develop while putting in practice L2 like language ego, self-confidence, risk-taking, and the language-culture connection. However, mastering a second language can give students a new mindset and personality.

A couple of years ago, the Cable News Network (CNN) (2018) made public a list of Latin American countries and their English level. The analysis held by Education First (EF) relied on tests to discover what countries are developing the English domain faster. Ecuador appeared in the sixty-fifth place of this list, which represents a low English proficiency. This result may be because these countries' official language is Spanish; hence, a milieu surrounded by L1.

Developing speaking in L2, especially in Spanish-speaking countries, has been investigated over the years by many researchers such as Derakhshan, Khalili, and Beheshti (2016); Ochoa, Cabrera, Quiñonez, Castillo, and González (2016); Ovando and Collier (1998). They discovered reasons and solutions to overcome the obstacles that stop learners from speaking English. Ovando and Collier (1998) affirmed that students' academic background does not fulfill their academic needs because of socioeconomic status, origin, and the circumstances of their region. For that reason, their base of knowledge does not allow them to continue an English curriculum systematically. Nonetheless, tools like textbooks, interactive activities, active

participation, and the use of other resources can positively influence students in the language learning process (Murray & Christison, 2019).

It is evident that growing up in a country such as Ecuador, where Spanish is the first language, represents learning a new language rather than acquiring it. On the one hand, learning a language means being aware of the learning process by trying to remember grammar rules and vocabulary by heart. On the other hand, acquiring a language means picking up information in L2 subconsciously through reading, having a conversation, watching films, listening to music, and getting involved in the language (Krashen, 2013). Unquestionably, while Spanish is the official language in Ecuador, students' option to master English is to learn the new language. One of the most evident limitations in EFL teaching and learning in Ecuador is that there are scarce opportunities to use L2 outside the classroom (Espinoza, 2019).

English language learning standards are outcomes students have to achieve by the end of a scholar year in terms of knowledge and skills acquired through the process based on the common European framework of references. In Ecuador, the educational quality standards were established as a strategy to improve the quality of education, which means it is a guide for teachers to manage students' continuous improvement (Ministerio de Educación, 2012).

Nonetheless, an investigation revealed that these requirements do not match the vast majority of Ecuadorian learners' original proficiency. The British Council (2015), explained that the Ministry of Education has supported learning English with several English programs like scholarships for English teachers (Go Teachers), bringing native speakers from abroad (It is time to teach), and giving teachers opportunities for professional development. However, improvement is slowly rising.

The language learning standards for university students demand B2 English proficiency by the time learners finish their university studies (Consejo de Educación Superior (CES), 2017). However, in a language institute from a public university in Machala, students receive A2 English classes when their real proficiency is A1 or Pre-A1, according to the results of the last placement test the teacher-researcher took. Those results make students struggle in their attempt to reach a certain level. Students have shown a low speaking domain when expressing their ideas. This might be because speaking requires meaning construction by using verbal and non-verbal communication and dialect control (Castaneda & Rodríguez-González, 2011).

There is no research related to developing speaking fluency through pair-work activities in Machala. Considering the fact that speaking shows immediate language domain out of the other skills, participants in this study went through a set of pair-work activities to develop their fluency. That is why the teacher-researcher considered role-plays and questions board games as a support to have more effective results.

Some of the researchers who have focused on developing speaking through different strategies in other countries are Mulya (2016) and Derakhshan et al. (2016). Each one was interested in enhancing speaking skills with different purposes as well as using different strategies. For instance, Mulya (2016) applied pair-work techniques to enhance speaking, emphasizing that this technique considerably increases students' speaking time. The research results showed that pair-work contributed a lot to developing learners' speaking domain. Additionally, the research had a positive impact on students' social relationships in the classroom. Meanwhile, Derakhshan et al. (2016) looked for a way to develop speaking ability, accuracy, and fluency by suggesting a four-step educational method: pre-speaking, while-speaking, post-speaking, and extension activity. Derakhshan's research is similar to this research

because pair-work class activities planned for this research follow the same four-step educational method.

In Ecuador, there have been studies aiming at developing speaking fluency as well. Their implementation showed a different strategy to get positive results. Vega (2019) used tools as mobile devices. Her investigation focused on individual work since students self-regulated themselves by watching their speaking presentation videos. At the end of the implementation, students started feeling more confident when speaking and started adopting video recording and self-assessing themselves to improve speaking on their own.

López (2019) aimed at developing speaking fluency through authentic oral production, which is also the objective of this research. Authenticity happens to be more meaningful for students to feel more familiar with the language, and this requires the use of material taken from real contexts (Van Lier, 1996). That is why this research took that important fact into practice to develop fluency as well. After his research, López (2019) found out that it had a positive impact on students since they were able to speak faster than before. Increasing speed was not the main objective of this research; however, it happened. Students developed the ability to speak not faster but without too many pauses.

The results of the placement test the participants took were not favorable since their final objective was to finish university with a B2 proficiency. For that reason, this innovation's main purpose was to develop fluency in speaking through pair-work. The pair-work activities, as recommended by Mulya (2016), were selected and mixed by the professor based on the lesson plan, learning preferences, students' needs, and their CEFR English level.

Literature Review

The literature review developed in this section acknowledges the basic concepts to understand the procedure of this research. First of all, there is a brief definition of communicative language teaching (CLT) because this is the approach this research was based on. Also, there are concepts of the keywords connected to the research topic such as speaking, fluency, interaction, discourse management, and pair-work.

Additionally, there is a brief description of the pair-work activities prepared for this research, like role-plays and questions board game. After that, the definition of perspectives. Perspectives took part in this investigation because students answered questions about pair-work activities to develop fluency and their experience through the process. Finally, there will be a definition of backward design to communicate how English classes were managed based on the objective.

Communicative Language Teaching (CLT)

According to Richards (2014), CLT can be considered as a set of principles about the goals of language teaching to facilitate students the environment they need to learn and practice real conversation; hence, the classroom activities should be meaningful. Second language learning has changed over the past thirty years. Before this, learning a language was more about memorizing, mastering grammar rules, and avoiding mistakes in conversations (Richards, 2014).

Farooq (2015) claimed a similar viewpoint when he mentioned that the purpose of CLT is to give students as many opportunities as possible to use L2. Therefore, instead of drill-based language activities, there are communicative-based activities to boost the natural growth of the target language. In CLT, the teachers' role is not to be the dominating authority, but the

facilitator and learners are participants who, through communicative activities, create a collaborative environment in the classroom (Al, 2015).

Speaking

Speaking goes beyond grammar rules and vocabulary memorization. It has more to do with meaningful learning to perform real conversations taking the learners' needs and interests into consideration rather than just speaking in the classroom mechanically. That is why learners should take part in oral activities to reinforce their fluency through a spontaneous exchange of thoughts (Derakhshan et al., 2016).

Speaking plays an important role in pair-work. It is the product of a dialogue in which students share their ideas and previous experiences. Besides, when teachers give priority to fluency rather than accuracy, they are providing students the opportunity to acquire the L2 which means, the process does not make learners feel burdened but eager to attend English classes (Yousif, 2016). Allen, Frohlich, and Spada (1983) explained that speaking is a difficult skill, which should be taught in every country; what is more, students learn it better working in pairs or groups.

Fluency.

Nowadays, English teachers are giving priority to fluency rather than accuracy to provide their students the opportunity to acquire an L2 (Yousif, 2016). Gower, Phillips, and Walter (1995) described fluency as the ability to carry on a conversation spontaneously despite making a few grammar mistakes. In the past years, teachers considered grammar more important than any other factor to develop speaking. However, it all has changed to focus more on communicating rather than respecting grammar rules. Brown (2003) stated a similar definition when he explained that fluency is emitting a message or idea automatically, speaking considerably fast

with a few pauses and not using any kind of resource to support their speaking action. According to him, that is exactly what many L2 learners want to achieve.

Derakhshan et al. (2016) concluded their investigation by saying that the students' fluency development in speaking depends significantly on the EFL teacher because he/she is responsible for the discovery of the factors that impede or boost the learners' performance in the English classroom. Speaking fluently and easily depends on what students have acquired in school before, and all this knowledge has the function of monitoring or editing a message (Krashen, 2013).

Interaction.

Without interaction, there would not be an efficient pair-work performance since it requires body contact, proximity, gestures, facial expression, verbal and non-verbal aspects of speech and eye movement (Argyle, 2017). One of the most important reasons why interaction is useful in the classroom is because it provides opportunities for students to continue having their same proficiency in English or to extend it (Richards, 2014).

Echevarria and Graves (2003) shared a similar point of view as they explained that language acquisition increase through interaction and meaningful use. What is more, interaction can be an opportunity for students to pair correct themselves. One clear example is what Hall (2018) mentioned about students. They can witness the other's mistakes through pair-work. I agree with this, I think identifying the ways teachers and students might achieve this, is key.

Discourse management.

Discourse management refers to how students interact, how talk is organized (coherence), and how fluent the language is (Hughes, 2013). Authors such as Saville-Troke (2007) defined discourse management as a way to connect ideas coherently. Sauvignon (2002) had a more rigid

description of discourse competence as the ability to communicate in an effective form without any difficulties or breakdowns.

In other words, Vygotsky (1934) considered it a conception because it is the result of a complex task in which all prior intellectual functions gather. Alptekin (2002) suggested that students should bear in mind that English is a foreign language. As a result of that, students feel engaged to create real communicative behavior.

Pair Work

Pair-work is an interactive and dynamic activity that can be useful at any stage of a lesson (Spratt, Pulverness, & Williams, 2011). It involves students sharing their previous experiences such as going shopping or talking on the phone; aside from that, it helps them feel more relaxed while having a dialogue.

Echevarria and Graves (2003) stated that language learning could not be promoted if there is no social interaction or contextualized communication. In addition to this, Lessard-Clouston (2018) claimed that pair-work is a support to go beyond textbooks and audios for students to mix input and output among them. Pair-work is useful every day in an English class, including different types of tasks such as giving opinions, fill in the gap exercises, brainstorming, role-plays, and exchanging ideas.

Pair-work activities foster cooperative learning, and learners become more independent and fluent (Ochoa et al., 2016). Richards and Renandya (2002) described pair-work as the action of encouraging active student involvement. Thanks to pair-work, students and teachers can enjoy a motivating classroom environment.

Role-plays.

Role-play is a technique that can help students perform a real conversation in class, sinking them into any situation to practice the language functions. Derakhshan et al. (2016) stated that role-plays could also improve pronunciation, use of grammar, and speech in real-world situations.

This pair-work activity allows students to increase their independence to work on their own, which could also mean without the professor's guidance (Mulya, 2016). As a result of that, the teacher takes students to the point where they can understand at least one kind of authentic input. In this way, they can continue to learn about the language on their own (Krashen, 2013).

Questions board game.

Wu and Lee (2015) claimed that board games are an effective tool for education and engagement. They also thought that this kind of activity changes the English classroom environment as well as challenges students to participate. Cortenraad, Ouwerkerk, and Hendrik (2015) stated that this activity needs a surface to lay the board game and pawn for each student to participate.

Questions and board games can be a good combination for pair-work speaking activities by including a dice to place the pawn at a random question after throwing it so that students will have to answer it. This is to motivate learners to speak spontaneously hence, to develop fluency. Booth (2015) referred to board games as a way to join people in a world of technology, in other words, to increase interaction while having fun in the classroom.

Perspectives

Dawson, Henderson, Mahoney, Phillips, Ryan, Boud, and Molloy (2019) made use of asking students' perspectives as a way to communicate what needs improvement. Learners'

perspective can help a researcher to make a change based on high-quality comments that are sufficiently detailed and usable for students' own work (Dawson et al., 2019). Other researchers such as Quaye, Harper, and Pendakur (2019) used perspectives as a potential to help higher education to reshape policies and practices to support students and foster engagement.

Backwards Design

Backward Design means knowing where the teacher wants to go so that the steps teachers take are aligned in the right direction (Wiggins & McTighe, 1998). They also stated that teachers are designers as part of their profession to meet purposes in a classroom where students are the clients and what they can produce determines whether the students achieve the goals or not.

McTighe and Thomas (2003) mentioned that backward design starts by planning desired results in which there are activities to accomplish an objective. Additionally, assessments should not be too complicated, and neither should the goal. The backward design approach focuses on learning outcomes, and on the tasks and questions that will provide evidence of the learning by following three stages: Identifying learning intentions, evidencing learning, and developing learning activities (Whitehouse, 2014).

Several studies aimed at speaking on general terms, while others have focused on pair-work as an activity to develop interaction. This study's main objective was to develop fluency through pair-work. This means that the students' culture, habits, personality, mindsets, and every detail about them was included in these interactive tasks. Based on this information, this research answered the following questions:

1. To what extent did pair-work improve fluency in speaking?
2. What were students' perspectives towards the innovation?
3. What difficulties did students overcome?

Innovation

The study lasted two weeks; three hours and a half each day. For this level, learning objectives included talking about past journeys, what they like and dislike, saying excuse me and sorry, talking about abilities, the body and getting fit, and health. Additionally, there will be listening and writing tasks as part of their learning process. Speaking was the priority, though.

For this innovation, students worked in pairs in most of the speaking activities. First, they reviewed a topic in the class such as *Saying excuse me and sorry* and in the end, they produced a dialogue through a role-play. Students also worked in pairs with the activity “Questions board game” to develop fluency. In this case, students asked questions to each other based on the inquiries from the game.

Most of the students had attended English classes previously; for that reason, they had an idea of what pair-work is. Every pair-work activity had relation with a certain topic that was checked previously so that students followed the same idea from the beginning to the end of the L2 class.

The communicative approach joined pair-work activities. Also, there was a rubric (see Appendix J) for speaking used by the teacher in the pre-test, and post-test. It was based on how well students could emit a message, how often students used gestures and facial expressions, and how accurate their reply was according to the questions made. Objectives and an action research plan to accomplish the desired results were applied as well. The knowledge they put in practice was A2 English proficiency content based on CEFR. Students were assessed using a speaking rubric, which included components of fluency, discourse management, interaction, and expression (see Appendix J). After speaking tasks, learners received feedback from the teacher-

researcher to enhance their performance and gain more confidence next time. The feedback was given one by one after their speaking participation.

For this innovation, it was expected that students produce the language without memorization; they received pieces of information for the role-plays that guided them in the interaction. Meanwhile, in the questions board game, they talked about a certain topic in the classroom until it was time for them to produce L2 without any guidance.

Methodology

This work was action research, a systematic analysis, and collection of data with the objective of taking action and make a change by developing practical knowledge (Gillis & Jackson, 2002). Both quantitative and qualitative data were collected and analyzed. It was done in two phases. The first phase was to measure students speaking ability through pre-test and post-test (see Appendix A and B), while the second was to know their perspectives through learning logs (see Appendix C), and observe their difficulties by taking notes of them in field notes (see Appendix D). A public Institute from a university in Machala was the place for this action research. This study's main objective was to develop fluency in speaking through pair-work activities in a group of students whose English proficiency was under the level they should have had. There were three questions to answer.

Setting and Participants

The sample of people considered for this investigation was a group of twelve students, six men, and six women from a public university in Machala. Most of them studied in public schools and two of them in private schools. Also, they all live in urban areas of their cities (see Appendix E and F). These participants were A2 English course students whose English proficiency was A1 and Pre-A1, according to the placement test that students took previously (see Appendix G and

H). The placement test was similar to a Cambridge exam, created by the coordination of Centro de Idiomas using parts of the original exams (see Appendix G). All of them were mestizo. Their religion varied, most of them considered themselves catholic, and the rest was a variation of evangelic, Jewish, and Christian. Their ages were from 18 to 28 years old, and their social-economic class was low-income and middle class. Their first language was Spanish, and their marital status was single. These participants were assigned to the teacher (see Appendix F).

Instruments

For a start, the teacher-researcher applied a demographic survey to get information about the participants such as name, nationality, city, religion, gender, ethnicity, social-economic class, language, marital status, profession, and English level (see Appendix E). Apart from that, there were questions related to their experience with the English language, like a description of their experience learning English, special needs, and other skills. Additionally, participants answered questions about their accessibility to resources such as the internet and their knowledge about technology. After that, students took a placement test, which was validated by the Centro de Idiomas UTMACH (2018), to have evidence of their real English level. The placement test contained questions from different Cambridge exams (see Appendix G).

The lesson plan reflected the speaking activities to be performed in the English class. Every day, students had from three to four pair-work activities among role-plays and questions board games (see Appendix I). The teacher-researcher provided feedback after each pair-work activity based on the content of the speaking rubric (see Appendix D).

Quantitative Data

To answer the first research questions ‘To what extent does pair-work improve fluency in speaking?’, the teacher used a rubric adapted from Cambridge A2 level assessment scales to

grade pre-test and post-test (see Appendix A and B). The speaking rubric considered four descriptors or variables: fluency, discourse management, interaction, and expression. Each parameter was scored over one and a half, giving a total of 10 as their final mark (see Appendix J).

The rubric was validated by two experts that tested it previously to come up with observations and suggestions to improve the rubric. The rubric planned initially focused on 50% fluency and 50% accuracy, which was corrected to center only on fluency. It was suggested to take into account when students use gestures, facial expressions, verbal, and non-verbal communication. The suggestions were included in the rubric. The rubric measured the students' ability by categorizing their domain into excellent, good, and needs practice per each sub-skill (see Appendix J).

The pre-test included two speaking tasks, the first one was a role-play, and the other was a list of random questions (see Appendix A). The role-play was related to a past journey. Student A asked the questions while student B answered them by looking at the keywords. The interaction scored five marks. After that, they swapped roles. Hence, each learner got an individual score. The second task was a round of personal questions, students took turns to ask and answer the questions, and their score depended on their answers. For this activity, each question was one point since there were five for the questions board game. Summing up role-play and questions board game results, it was a total of ten. A second evaluator, who did not know the participants, held and graded the pre-test to ensure reliability. After that, the teacher-researcher provided feedback to the students.

Similarly, the post-test included two speaking tasks too, the first one was a role-play, and the other one was a list of random questions. Although students saw some specific topics from

the book, they communicated using questions utterly different from what they practiced in the classroom. The role-play was about going shopping; student A asked the questions as a shop assistant while student B answered them as a customer by looking at the keywords. The interaction scored five marks. After that, they swapped roles, and each learner got an individual score. The second task was a round of questions about habits when going shopping, students took turns to ask and answer the questions, and their score depended on their answers (see Appendix B). They had to reply to five questions, and each one scored one mark. In total, role-play and questions board game summed up ten marks. A second evaluator, who did not know the participants, held and gathered the post-test to ensure reliability. After that, the teacher-researcher provided feedback to the students.

Qualitative Data

The qualitative method included a learning log to discover the students' perspectives towards the innovation. The learning log was a set of questions regarding pair-work, role-plays, and questions board games. Learners answered them six times. The learning log consisted of six questions that were asked in English but translated to Spanish due to their low English proficiency (see Appendix C). Additionally, observations in field notes were applied to analyze the students' difficulties before and after the research (see Appendix K).

Ethical Standards

This study followed ethical standards to ensure reliable results. The participants acknowledged their participation in the research as well as their anonymity. Data such as their grades, perspectives, and observations were collected and categorized to come up with the enhancement they had as a whole. The teacher-researcher emphasized the importance of their enhancement in oral fluency. Students received support from the teacher as well as feedback to

make the correction before the next speaking activity. The teacher observed and took notes of the students' behavior during the research in a respectful way to avoid unconformity in the participants.

Data Collection and Analysis

Quantitative.

To prove the effectiveness of the innovation, the teacher-researcher contrasted the speaking pre-test and post-test results. To determine the progress in the pair-work to develop oral fluency, teacher's grades were compared at the starting part and the end of the innovation. The data from the twelve students were tabulated on Excel, and rechecked in the IBM SPSS Statistics to generate descriptive statistics for respective analysis. Then, the results were used to calculate Cohen's d Effect Size (ES). In this part, it was necessary the use of the mean and the standard deviation. Cohen said that 0.20 is considered a small effect size, 0.50 as a medium, and 0.80 or more as large effect size (Thalheimer & Cook, 2002).

Qualitative.

The qualitative data analysis was gathered from the learning logs. This information was sorted into categories to get the most relevant facts from students' perspectives (see Appendix L). Field notes were sorted into categories as well to obtain information regarding students' difficulties. The observations were collected to measure how many of their obstacles were overcome in the process (see Appendix K).

Results

This section describes the quantitative and qualitative results obtained. To answer the research question number one to what extent pair-work helped students to develop fluency in speaking? The pre-test and the post-test were compared and analyzed. They are shown in table 1.

Table 1

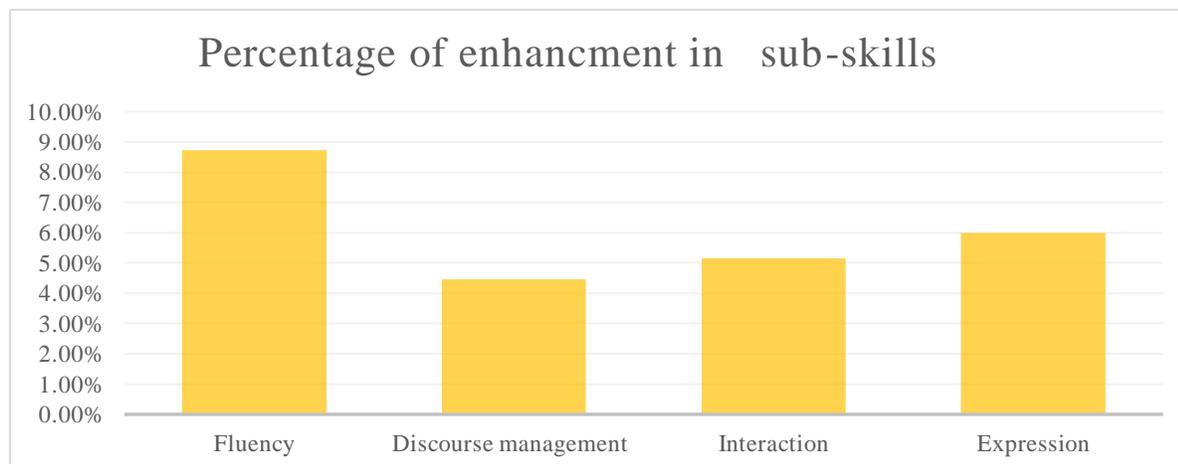
Descriptive statistic of oral interaction fluency in Pre-test and Post-test

	Sample N	Mean M	St. Dv. SD	p value < 0. 005	Effect Size d
Pre-Test	12	7.75	1.36		
Post-Test	12	8.83	0.75	0. 00	0.98

Table number one demonstrates that the effect size of the innovation is 0.98, which is a large and positive effect size (ES). Besides, the p value with an alpha of 5% is less than 0.005. It shows that there is strong evidence which demonstrates that the improvement was caused due to the pair-work implemented among students during the innovation.

The percentage of enhancement based on the rubric (see Appendix J) evidenced the results displayed in Figure 2: fluency increased an 8.73%, discourse management increased by 4.47%, interaction 5.15%, and expression by 6%. Evidently, fluency has a much higher percentage, which is convenient because the main objective was to develop fluency in speaking. However, the slightest improvement in the other sub-skills is significant since they all play an important role in speaking fluency.

Figure 1. *Percentage of enhancement per sub-skills*



The second question to answer was what the students' perspectives toward the innovation were. Table two shows the sequence of students' perspectives and the positive opinions they came up with during the process.

Table 2

Students' final opinion about the innovation

QUESTIONS	CATEGORIES	TOTAL
Do you feel more comfortable working individually or in pairs?	Individually	2
	In pairs	10
How do role-plays help you improve in speaking?	Practice	2
	Interaction	2
	Self-Awareness	3
	Confidence	5
Do you think role-plays improve your fluency? Why? Why not?	Yes, because I express better	7
	Yes, I don't hesitate too much	5
How do you feel when playing questions board games?	Excellent	9
	Good	3
	Regular	0
	Bad	0

Why do questions board games help you be more fluent?	Because I feel more relaxed	4
	Because it is not fully controlled	3
	Because it is game	2
	Because I share my ideas	3
Do you think questions board games require spontaneity? Why?	Yes, because we don't have a guidance	4
	Yes, because if we took too much time we lose	4
	Yes, because it is necessary to express something fluently	4
	Yes, because we practiced previously	0

As it can be appreciated, most of the students' perspectives regarding speaking pair-work activities were positive at the end of the research. That might be because many of their difficulties were fading while they were participating in the investigation and enhancing speaking skills unconsciously. In comparison to what their perspectives were at the beginning of the research, it is evident that practice, interaction, and self-awareness, built confidence for their future speaking performances.

The third question to answer was what difficulties students overcame. Table three shows the difficulties the researcher observed while students participated in speaking pair-work activities and how they changed during the process, whether they were positive or negative.

Table 3

Students' behavior during speaking pre-test and speaking post-test

OBSERVATIONS	PRE-TEST	POST-TEST
Makes eye contact with his/her partner	2	10
Looks calm	9	9
Shows gestures	4	12
Sounds/looks nervous	10	3
Uses a dictionary, notes or any resource	3	3
Looks energetic	4	10

Table three evidences the number of students who behaved in a certain way during pre-test and post-test. At the beginning of the research, eye contact and gestures were not part of their strengths because they felt ashamed to interact with a new partner. Additionally, how they felt did not change too much, especially when staying calm since that feature is probably part of their personality. Aspects like sounding nervous or looking energetic enhanced significantly because pair-work activities started being more entertaining for them as time passed. Facts like using a dictionary or a mobile phone to support themselves while speaking were not common. For that reason, the number of students who did it at the beginning of the study, remained the same.

Discussion

After two weeks of implementation, the study revealed that pair-work activities developed fluency in speaking significantly. Students showed a higher grade in the post-test compared to the pre-test being their strengths fluency and expression. Moreover, students enhanced their confidence when interacting. Also, discourse management since students increased the number of words when replying to a question.

Regarding their perspectives towards the innovation, students started feeling more comfortable while speaking in L2. It is important to mention that having different types of conversations extensively made them better speakers unnoticed this fact. This proved Krashen's (2013) theory that a language can be acquired rather than learnt.

However, field observations reflected that students still could not manage to feel calm in the activity. That could be part of the students' behavior since they feel the willingness to communicate as they face a second language. This part of the study emphasizes impulsivity,

which according to Brown (2006), is an affective factor. It was also described as a positive effect on language acquisition.

Pair-work activities to develop fluency also proved that students had no option to express themselves but using the target language, which made the activities more meaningful. That fact matches what Swain (2000) stated regarding meaningful output as a potential to support learners to develop an L2.

The results obtained in this study have similarity with Lopez's (2019) research. Students ended up being less afraid of interacting with others, they increased their vocabulary and saw L2 as a tool to express ideas.

Conclusions

The aim of this research was to find out if pair-work could develop fluency in speaking. After holding this study and comparing the results obtained with other similar studies, it can be said that pair-work developed fluency in speaking. Additionally, the participants gave positive opinions regarding the innovations such as having more confidence to interact in English, and they trusted more fluency to communicate rather than accuracy. Moreover, their perception changed as days passed by because practice reinforced their speaking ability in a classroom where L1 was not allowed.

The post-test grade helped students value their own abilities to acquire a target language. As a result of that, most of them expressed their desire to continue practicing English every time they have an opportunity to do so.

Furthermore, the teacher witnessed the students' willingness to play questions board games since this activity seemed like a competition for them. In this case, they were not aware

they were learning a new language. What worried them the most was to reply based on the information required to avoid wasting the game.

During the study, the teacher also witnessed how their personality helped them or stopped them from interacting fluently. The more they dialogued, the less they felt afraid of making mistakes. However, affective filters such as nervousness and anxiety are features that despite not disappearing, can well be the trigger a student needs to interact.

Recommendations

A study that includes more participants would have offered a more accurate result regarding pair-work activities to develop fluency. Additionally, students could have performed more fluent dialogues if they all had A2 knowledge and not A2.1, A2.2 or lower, which were the results they got after the placement test they took before the study started.

In the institution where the study was held, students met for the first time. That fact, made them feel more uncomfortable when interacting and did not allow them to express fluently. Also, the classroom practice was the only opportunity to interact and feel the need to express something. Outside the classroom, students receive input with no interaction unless they look for the opportunities.

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Appendix A

Speaking Pre-test

Second Level / A2

Student's name: _____ **Date:** _____,
2020

Teacher's Name: Diana Gómez S.

Period: (-----) - (-----)

Schedule: 08:00 – 11:30

Classroom:

Room:

SCORE
10

Role – play

1. Talk about you last journey in pairs. Student A makes the questions and student B answers them using the keywords. **(5 points)**

Student A

- a. Where did you go on your last vacation?
- b. What did you do there?
- c. How was the weather?
- d. What did you buy?
- e. When did you come back?

Student B

- Bahamas
Swim, eat, walk
Mild
Sunglasses, hat
After 2 weeks

Questions

2. Students will answer five personal questions orally. **(5 points / 1 each)**

1. Where do you live?
2. What is your hobby?
3. How was your breakfast?
4. Did you run this morning?
5. What do you do?

DONE BY:
<hr/> Lic. Diana Gómez S. English Teacher

Appendix B

Speaking Post-test

Second Level / A2

Student's name: _____ **Date:** _____,
2020

Teacher's Name: Diana Gómez S.

Period: (-----) - (-----)

Schedule: 08:00 – 11:30

Classroom:

Room:

SCORE
10

Role – play

1. Perform a conversation in pairs. Student A plays a shop assistant and student B answers questions using the keywords. **(5 points)**

Student A

- a. Hello. What are you looking for?
- b. What size are you?
- c. What color would you like?
- d. Would you like to try them on?
rooms
- e. Look great on you!
much
- f. They are 100 pounds
- g. Of course. Have a nice day.

Student B

- Pants, t-shirt
30, Medium
Blue, yellow
Yes, fitting
- Thanks, how
- Credit card
Thanks

Questions

2. Students will answer five personal questions orally. **(5 points / 1 each)**

6. What do you normally buy when you go shopping?
7. What is your favorite movie? Why?
8. What do you normally do in your birthday?
9. Where do you like to go on vacation?
10. How do you usually travel?

DONE BY:
<hr/> Lic. Diana Gómez S. English Teacher

Appendix C

Learning Log

l. Do you feel more comfortable working individually or in pairs?

Individually (i) / Pairs (p)

m. How do role-plays help you improve in speaking?

Practice (p) / Interaction (i) / Awareness (a) / Confidence (c)

n. Do you think role-plays improve your fluency? Why? Why not?

Yes, because I express better (e) / don't hesitate too much (h)

No, because I feel embarrassed due to my mistakes (m)

o. How do you feel when playing questions board games?

Excellent (e) Good (g) Regular (r) Bad (b) Terrible (t)

p. Why do questions board games help you be more fluent?

Because I feel more relaxed (a)

Because it is not fully controlled (b)

Because it is game (c)

Because a share (d)

q. Do you think questions board games requires spontaneity? Why?

Yes, because we don't have a guidance (a)

Yes, because if we took too much time we lose (b)

Yes, because it is necessary to express something fluently (c)

Yes, because we practices previously (d)

Appendix D

Contact the researcher to get field notes

Appendix E

Demographic Survey

Estimados Estudiantes:

La información de la siguiente encuesta se utilizará para el estudio denominado “Pair Work to Develop Fluency in Speaking” (Trabajo en pareja para desarrollar fluidez en la habilidad de hablar). Los datos obtenidos en este instrumento se tratarán con estricta confidencialidad.

Gracias por su participación libre y voluntaria.

Atentamente,

Diana Andrea Gómez Sigsig

Candidato(a) a Máster.

Demographic Information/ Información Demográfica

Name: _____

Nationality: _____

City/Ciudad: _____

Religion: _____

Gender/Género: Male/ Masculino () Female/ Femenino ()

Ethnicity/Étnia: _____

Social-economic class/ Clase socio-económica:

() low-income/bajos ingresos () middle class/clase media () high-income/clase alta

Age/Edad: _____

Language/Idioma: Spanish/Español () English/Inglés () Quichua ()

Marital status/Estado Civil:

single/soltero(a) () married/casado(a) ()

widowed/viudo(a) () divorced/divorciado(a) () separated/separado(a) ()

other/otro _____

English level/ Nivel de inglés: Beginner/principiante () Basic/básico ()

Intermediate/intermedio ()

Advanced/avanzado ()

English learning background/Describa su experiencia aprendiendo inglés (donde, por cuánto tiempo, dificultades):

Special needs/Necesidades especiales:

Other skills/otras destrezas:

Access to technology/Tiene acceso a tecnología: Yes/Si () No ()

Access to technology from/Tiene acceso a tecnología desde:

Home/casa () School/institución educativa () Municipality/Municipio ()

Other/otro: _____

Do you have internet?/Tiene internet: Yes/Si () No ()

From/Desde:

Home/casa () School/institución educativa () Municipality/Municipio ()

Other/otro: _____

Knowledge about technology/ Conocimientos sobre tecnología:

None/nada () Beginner/principiante ()

Basic/básico () Intermediate/intermedio ()

Advanced/avanzado ()

Professional/Employment Status-Estado profesional/empleo:

Student/estudiante () Employed/empleado () Self-employed/independiente ()

Retired/jubilado () Unemployed/desempleado ()

Appendix F

Results of demographic survey

Contact the researcher for this information.

Ethnicity	Social-economic class	Age	Mother tongue	Marital status	English level
mestizo	middle class	21	Spanish	Single	Beginner
mestizo	middle class	28	Spanish	Single	Basic
mestizo	Low-income	22	Spanish	Single	Beginner
mestizo	middle class	19	Spanish	Single	Beginner
mestizo	middle class	21	Spanish	Single	Basic
mestizo	middle class	20	Spanish	Single	Basic
mestizo	Low-income	19	Spanish	Single	Basic
mestizo	middle class	20	Spanish	Single	Basic
mestizo	middle class	18	Spanish	Single	Basic
mestizo	middle class	21	Spanish	Single	Beginner
mestizo	middle class	20	Spanish	Single	Basic
mestizo	middle class	21	Spanish	Single	Intermediate

English learning background	Special needs	Other skills	Access to technology
Some experience	None	None	Home / University
Litttle experience	None	Medical field	Home / University
Some experience	None	None	Home / University
Little experience	Listening	None	Home / University
Some experience	Listening	None	Home / University
Liittle experience	None	None	Home / University
A lot of experience	None	None	Home / University
A lot of experience	Pronunciation	None	Home / University
Little experience	None	None	Home / University
Liittle experience	None	None	Home / University
Some experience	None	Sports	Home / University
A lot of experience	None	Sports	Home / University

Access to technology from	You have internet from...	Knowledge about technology	Professional status
Home / University	Home / University	Intermediate	University student
Home / University	Home / University	Intermediate	University student
Home / University	Home / University	Basic	University student
Home / University	Home / University	Intermediate	University student
Home / University	Home / University	Intermediate	University student
Home / University	Home / University	Basic	University student
Home / University	University	Intermediate	University student
Home / University	Home / University	Basic	University student
Home / University	Home / University	Intermediate	University student
Home / University	Home / University	Basic	University student
Home / University	Home / University	Intermediate	University student
Home / University	Home / University	Basic	University student

Appendix G

Placement test

Contact the researcher to get this information.

Appendix H

Placement test results

PLACEMENT TEST RESULTS	
# Students	12
# Students who attended	12
# Students who did not attend	0
# Students Pre-1 Level	2
# Students A1 Level	8
# Students A2 Level	2
# Students B1 Level	0

Appendix I

Lesson Plan

Lesson Plan

Instructional design of units for transfer of learning to real-life contexts

Institution:	Universidad Técnica de Machala
Year of study:	2020
Student description: (include English Level)	12 students from a public university with an A2 English Proficiency level, medium-low socioeconomic background, between 18 and 28 years old.
Professor:	Diana Andrea Gómez Sigsig
Unit title:	Unit 7: Journeys Unit 8: Fit and Healthy
Weeks:	2 weeks
Hours:	35 hours / 08:00 – 11:30
Textbook:	Cambridge English Empower A2

The following lesson plan has 4 lessons and a day for reinforcement per week. Each lesson from the book is a day class (three hours and a half). It gives a total of 17 hours and a half per unit. Totalling two weeks. Two lessons will be covered from the Cambridge English Empower A2 textbook.

I. Transfer Goal (Stage 1)**Standards the unit will work with:**

Students 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). Besides, students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Additionally, they can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Goal:

I want my students to communicate their viewpoints about different topics as well as to provide personal information so that, in the long run and on their own, they will be able to have a fluent conversation in English.

Breakdown of transfer goal

A. If we see and hear them do this, they CAN transfer this learning.	B. If we see and hear them do this, then they CANNOT (yet) transfer:	C. What I will commit to doing differently in my classroom to ensure my results look like Column A.
<p>Ss use the vocabulary they need in a role-play according to the topic they are talking about to be precise with questions and replies.</p> <p>Ss share viewpoints in pairs in a considerably fluent and interactive way.</p> <p>Ss can answer questions in a board game regardless of the tense they hear is.</p>	<p>Ss use only a few words to express themselves in a role-play and hesitate when finding the necessary words.</p> <p>Ss sometimes have problems understanding one another and end up translating as a solution.</p> <p>Ss confuse everyday routines with past activities in a questions board game.</p>	<p>Have students practice more exercises related to the vocabulary they need to reinforce before a role-play.</p> <p>Organize pairs in a way one learner has a higher proficiency to explain things by mimics to the other student.</p> <p>Have them practicing questions board games emphasizing communication through authentic and real-life situations.</p>

II. Summative Performance Assessment Task (Stage 2)

Goal	To perform a conversation about their free-time activity by asking and replying questions to develop fluency
Role	Students talk about their abilities to know each other
Audience	Students, authorities, classmates and individuals from where students practice interaction
Situation	Students will have a conversation related to health by asking questions to know whether a part of the body hurts or not to know how the other person feels in order to find a solution
Performance	Talking about journeys and health
Standards	Ss can provide descriptions about topics such as journeys and health by using a variety of words related to the topic he/she is talking about Ss can understand and give a coherent answer by being fluent performing a spontaneous conversation and carrying out follow up questions

III. Knowledge and skills the students need to succeed in the assessment. (Stage 1)

What students will need to know	The skills students will need to be able to do
<p>Unit 7: Journeys</p> <p>Grammar: Past Simple / Love, like, hate, don't mind + ing</p> <p>Vocabulary: Transport /Transport adjectives</p> <p>Speaking: Showing interest</p> <p>Pronunciation: Emphasizing what we say</p> <p>Writing: Linking ideas with <i>after</i>, <i>when</i> and <i>while</i></p>	<ol style="list-style-type: none"> a. Speak fluently about past journeys b. Speak fluently what they like and dislike about transport c. Interact by using excuse me and sorry

<p>Unit 8: Fit and healthy</p> <p>Grammar: Can, cannot, could, couldn't / Have to, don't have to</p> <p>Vocabulary: Sport and exercise / Parts of the body: Appearance</p> <p>Speaking: Expressing sympathy</p> <p>Pronunciation: Joining words</p> <p>Writing: Liking ideas with <i>however</i></p>	<ol style="list-style-type: none"> a. Speak fluently about past and present abilities / talk about sport and exercise b. Speak fluently about the body and getting fit c. Communicate coherently about health and how you feel
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IV. Essential Questions (Stage 1)

<p>Essential questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.</p>
<ol style="list-style-type: none"> 1. Why could not I be spontaneous in the dialogue? <ol style="list-style-type: none"> a. Lack of prior tasks b. I did not understand the task. c. I was as much spontaneous as I could. 2. What is your opinion about working in pairs? <ol style="list-style-type: none"> a. It makes me feel confident, sharing my experiences with others develops my fluency. b. I don't like sharing my ideas with others because of my mistakes. c. I don't mind making mistakes because pair-work is fun. 3. Do you feel the need to use your dictionary while having a speaking activity in pairs? <ol style="list-style-type: none"> a. Yes, I prefer using a dictionary because I don't know what to say. b. No, because the teacher provide us all the examples to have a fluent dialogue.

<ul style="list-style-type: none"> - Answer questions from the book related to a famous athlete showed in a picture in pairs. <p><i>What is your opinion about working in pairs?</i></p> <ul style="list-style-type: none"> <i>d. It makes me feel confident, sharing my experiences with others develops my fluency.</i> <i>e. I don't like sharing my ideas with others because of my mistakes.</i> <i>f. I don't mind making mistakes because pair-work is fun.</i> 	<p>Contrasting</p>	<p>X</p>	<p>X</p>	
<p>READING:</p> <ul style="list-style-type: none"> - Pre-reading: Students watch a picture of a famous athlete and answer questions about his basic personal information by looking at the detail of his uniform. - During-reading: Read a text about the famous person mentioned before and contrast the answers from the conversation with the real information about the sport man. - Post-reading: Answer questions from the book about the famous sportman from the text. - Compare answers in pairs. - Role-play: Student A makes questions about his/her partners' favorite sportman or woman and student B replies. They swap roles. <p><i>What's your favorite sportman/woman?</i> <i>Where is he/she from?</i> <i>What sport does he/she do?</i> <i>Why do you admire him/her?</i></p> <ul style="list-style-type: none"> - LEARNING LOG 	<p>Activating prior knowledge</p>	<p>X</p>	<p>X</p>	<p>X</p>
	<p>Getting to know</p>	<p>X</p>	<p>X</p>	
	<p>Practicing</p>	<p>X</p>		
<p>GRAMMAR: Can, cannot, could and couldn't</p> <ul style="list-style-type: none"> - Explain grammar 	<p>Engaging</p>	<p>X</p>		

<p>Day 2 (08:00 – 11:30)</p> <p><i>Unit 8 Fit and Healthy</i></p> <p><i>Lesson B How easy is it to get fit?</i></p> <p>LEAD IN:</p> <ul style="list-style-type: none"> - Watch a video about a man who has good eating habits and another man who has bad eating habits. - Ask and answer questions from the book related your way of getting fit (exercises, frequency of exercises and eating habits) in pairs. <p>READING:</p> <ul style="list-style-type: none"> - Pre reading: Match actions about getting fit with the correct picture. - Make sentences in pairs using the new vocabulary. - During reading: Read a text about getting fit. - Read a text about getting fit again and complete a forum sentences taking information about the text. - Post-reading: In pairs, answer questions from the book related to the text ‘Getting fit’. Give your opinion. - Role-play: Students will perform a conversation about getting fit in which student A is an interviewer and student B is the interviewed person. <p><i>How often do you exercise?</i> <i>What exercise or sport do you do?</i> <i>Who do you practice it with?</i> <i>What do you usually eat to get fit?</i> <i>Do you drink eight glasses of water a day?</i></p> <p>GRAMMAR: Have to / don’t have to</p> <ul style="list-style-type: none"> - Students look at sentences with <i>Have</i> and <i>Have to</i> to have an idea of it is used for - Students give a short explanation to the class in pairs. 	<p>Sharing opinions</p> <p>Getting to now</p> <p>Practicing</p> <p>Producing</p> <p>Engaging</p> <p>Practicing</p> <p>Drilling</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p>	<p>X</p>
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<ul style="list-style-type: none"> - In pairs student A mentions the body part while student B touches that part of his/her body. - Do it the other way around. <p>SPEAKING:</p> <ul style="list-style-type: none"> - Write two riddles regarding body parts For example: <i>In this body part you can wear a scarf.</i> - Reply to the correct body part in groups of three. <p><i>Why could not I be spontaneous in the dialogue?</i></p> <ul style="list-style-type: none"> <i>a. Lack of prior tasks</i> <i>b. I did not understand the task.</i> <i>c. I was as much spontaneous as I could.</i> 	Producing		X	X
<p>Day 3 ((08:00 – 11:30)</p> <p><i>Unit 8 Fit and Healthy</i></p> <p><i>Lesson C Everyday English (I feel a bit tired)</i></p> <p>LEAD IN:</p> <ul style="list-style-type: none"> - Look at the picture and recognize the characters from the book. <p>LISTENING:</p> <ul style="list-style-type: none"> - Pre-listening: In pairs, answer questions related to where they are, how they feel, what might happen next, etc. - During-listening: Watch or listen to part 1 of the video and compare your prediction with the correct information from the video - Watch or listen again and answer: What does Martina tell Dan to do? - Watch or listen to part 2 and answer questions. - Post-listening: In pairs, compare answers. <p>USEFUL LANGUAGE:</p>	Engaging			X
	Getting to know			
	Practicing	X		
	Interacting		X	

<ul style="list-style-type: none"> - Answer questions giving third personal opinion about the information in the email. - In pairs, compare the answers. - Role-play: Students will perform a conversation in which they will imagine they were part of the staff from the previous reading. Student A is a friend who asks about what hobby ss B considers to talk about and student B replies with his/her hobby. Swap roles. <p style="margin-left: 20px;">-<i>Would you write an article about you free time activity if you were part of the staff?</i></p> <p style="margin-left: 20px;">-<i>What free activity would you mention?</i></p> <p style="margin-left: 20px;">-<i>Why do you like that free time activity?</i></p> <p style="margin-left: 20px;">-<i>What other free time activity would you mention?</i></p> <p>LISTENING:</p> <ul style="list-style-type: none"> - Pre-listening: One person is going to talk to a friend about one of the free-time activities mentioned before. - Tick which free time activity he refers to - During listening: Listen again and match activities with time expressions. - Post-listening: Say what similarities did this person had with the email’s man. <p>SPEAKING:</p> <ul style="list-style-type: none"> - Think of your free-time activity and make notes about it. - In pairs, ask and answer questions from the board about your free-time activity with each other. <p><i>What is your opinion about working in pairs?</i></p> <p><i>g. It makes me feel confident, sharing my experiences with others develops my fluency.</i></p>	<p>Getting to know</p> <p>Practicing</p> <p>Producing</p> <p>Giving opinion</p> <p>Engaging</p>			
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<p><i>h. I don't like sharing my ideas with others because of my mistakes.</i></p> <p><i>i. I don't mind making mistakes because pair-work is fun.</i></p> <p>READING:</p> <ul style="list-style-type: none"> - Pre-reading: Students make sentences by saying how often they do the free time activities mentioned in the previous exercise - During reading: Read an article about a member of the company and his free-time activity and check what he and the person from the listening have in common. - Read again and write true or false next to the statements about the man. - Post-reading: In pairs, students say each other which free time activity form the book they found more interesting and why <p>WRITING: Liking ideas with <i>however</i></p> <ul style="list-style-type: none"> - Students underline the sentences that have <i>However</i> and in pairs plan a presentation. - Students explain <i>However</i> use in pairs. - Teacher reinforce or correct their ideas after the presentations. - In the book look at the sentences and add <i>however</i> where it is necessary. - Students write two pieces of information about themselves using <i>however</i>. - Share in pairs. <p>WRITING: Article</p> <ul style="list-style-type: none"> - Make notes about your free time activity, what it is, who do you practice it with, when do you practice it, why do you practice it, why do you recommend it. - Using the notes write an article about your free time activity following steps. - Swap with a partner. 	<p>Getting to know</p> <p>Practicing</p> <p>Practicing</p> <p>Producing</p> <p>Getting to know</p> <p>Interacting</p>			
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<ul style="list-style-type: none"> - Say your opinion about your partner’s free-time activity. - Teacher revises their articles and make corrections. - Students edit it and present it again. 	<p>Getting to know</p> <p>Practicing</p> <p>Producing</p> <p>Assessing</p>			
<p>Day 5 (08:00 – 11:30)</p> <p><i>Unit 8 Fit and Healthy</i></p> <p>Review and extension</p> <p>LEAD IN:</p> <ul style="list-style-type: none"> - Watch pictures and recognize parts of the body. - In pairs, ask ‘How do you spell...?’ using the vocabulary from the unit and answer the question by spelling. - In pairs students read from slides the function of the body part and the other has to say the name of the correct body part. <p>VOCABULARY:</p> <ul style="list-style-type: none"> - Complete sentences with the correct body part - In the slides complete parts of the body by going to the board. - ROLE-PLAY: In pairs perform a conversation. Student A is doctor and student B is a patient. <p><i>A: Hello. How can I help you?</i> <i>B: I don’t feel well. My _____ hurts.</i> <i>A: Have you had any _____?</i> <i>B: No haven’t</i> <i>A: What else?</i> <i>B: Actually I’ve got a _____.</i> <i>A: Ok, I’ll give you a prescription.</i> <i>B: Thanks</i></p> <ul style="list-style-type: none"> - Parts of the body bingo. - LEARNING LOG 	<p>Activating prior knowledge</p> <p>Speaking</p> <p>Activating prior knowledge</p> <p>Practicing</p> <p>Interacting</p>			

<p>GRAMMAR: Can, can't, could, couldn't</p> <ul style="list-style-type: none"> - Pre-reading: Students review can, can't, could, couldn't. - During-reading: Read a text about abilities in general. - Read it again and complete with the correct form of <i>can</i>. - Complete sentences by using the correct form of <i>can</i>. - Post-reading: In pairs make questions about the abilities from the text depending on the tense. <p>A: <i>Can you _____ well?</i> B: <i>Yes, I can _____ very well.</i> <i>No, I can't _____ at all.</i></p> <p>A: <i>Could you _____ when you were...?</i> B: <i>Yes, I could _____ when I was...?</i> <i>No, I couldn't _____ at all.</i></p> <p>GRAMMAR: Have to / don't have to</p> <ul style="list-style-type: none"> - <i>Have to</i> and <i>don't have to</i> explanation - Complete sentences with <i>have to</i> and <i>don't have to</i> from the book. - In pairs, student A mentions four personal complicated situation and student B replies by saying <i>You have to...</i> or <i>You don't have to ...</i> then they swap roles. <p>WORDPOWER: Tell and Say</p> <ul style="list-style-type: none"> - Students watch a video about the differences between <i>tell</i> and <i>say</i>. - Students make a presentation in pairs of two sentences about themselves using <i>tell</i> and <i>say</i>. - Teacher reinforces their understanding. - Speaking: Students A and B say sentences about themselves by using the beginning of a sentence using <i>tell</i> and <i>say</i>. For example: a. <i>I always say... to my mom.</i> b. <i>My best friend always tell good/bad jokes.</i> 	<p>Activating prior knowledge</p> <p>Producing</p> <p>Engaging</p> <p>Practicing</p> <p>Producing</p>			
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<ul style="list-style-type: none"> - Unit 8 assessment - Post-test 				
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Learning process: A = Acquisition, M = Meaning Making, T = Transfer

Intention: Hook, **formative assessment**, initiating, developing, review, closure, **research**, other.

Indicate Week 1, 2, etc. and number of hours.

VI. On-going Self-Assessment

<p>As I reflect on student learning, what will I do if my plan is not yielding my expected results?</p>
<p>If my plan is not yielding my expected results I would increase controlled practice emphasizing vocabulary and vocabulary to ease students' fluency when speaking</p>

Appendix J

Rubric for speaking activities. Taken from A2 Cambridge exam

QUESTIONS RUBRIC	EXCELLENT 2,50	GOOD 1,5	NEEDS PRACTICE 0,75	GRADE
Fluency	The students can emit a message fluently	The students can emit a message with a few pauses	The students emit a message pausing to many times and hesitating	
Discourse management	The student connects words and ideas to emit a message	The student partly connect words and ideas to emit a message	The student replies a confusing message	
Interaction	The student uses gestures, facial expressions and verbal and non-verbal communication	The student uses verbal and non-verbal communication	The student only uses verbal communication	
Expression	The student pays great attention to the shaping of expressions and phrases	The student pays basic attention to the shaping of the expressions and phrases	The student pays little attention to shaping of expressions and phrases	
Total				

Appendix L

Learning log results

LEARNING LOG (Spanish)

- a. ¿Se siente más cómodo/a trabajando solo/a o en parejas?
- b. ¿De qué manera los role-plays lo ayudan a mejorar su habilidad de hablar en inglés?
- c. ¿Cree usted que los role-plays lo ayudan a mejorar su fluidez? ¿Por qué?
- d. ¿Cómo se siente usted cuando realiza juegos de mesa de responder preguntas?
- e. ¿Por qué los juegos de mesa para responder preguntas lo ayudan ser más fluido al hablar?
- f. ¿Cree usted que los juegos de mesa para responder preguntas requieren de espontaneidad? ¿Por qué?

