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ACTIVIDAD DE TITULACIÓN

PROMOTING ORAL PRODUCTION THROUGH PAIR INTERACTION AMONG
10TH GRADE STUDENTS AT INSTITUTO BLAS CAÑAS, SANTIAGO.

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Abstract

The aim of this research is to promote the oral production through pair interaction in 10th grade students from Instituto Comercial Blas Cañas by asking and giving opinions about outstanding people using task-based learning teaching activities such as role-plays or dialogues. This project was carried out through action research to observe and intervene the classroom.

The purpose is to observe and analyze the improvement of the students during the intervention. The data gathering was obtained by observation notes, and worksheets filled by students.

It is expected to evidence an improvement in the students' oral skill. We expect students to be able to speak by giving and asking opinions about outstanding people without the teachers' help.

Key words: *Oral production, oral interaction, task-based learning teaching, action research, interviews.*

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Resumen

El objetivo de esta investigación es promover la producción oral a través de la interacción en pareja en estudiantes de 2do año medio del Instituto Comercial Blas Cañas por medio de preguntas y dando opiniones sobre personas destacadas que utilizando actividades de task-based learning teaching tales como juegos de roles o diálogos. Esta investigación fue llevada a cabo por medio de una investigación acción para observar e intervenir el aula.

El motivo es observar y analizar la mejora de los estudiantes durante la intervención. La recopilación de datos se obtuvo mediante notas de observación y guías de trabajo completadas por los estudiantes.

Se espera evidenciar una mejora en la habilidad oral de los estudiantes. Esperamos que los estudiantes sean capaces de hablar dando y pidiendo opiniones sobre personas destacadas, sin la ayuda del profesor.

Palabras clave: *producción oral, interacción oral, task-based learning teaching, investigación acción, entrevistas.*

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Introduction

During our four years of studies and placements in different schools of Santiago we have seen a variety of students, teachers and lessons, evidencing that speaking is not an ability that is promoted, neither the oral interaction between students in the Chilean classroom. Because of this reason, we decided that promoting the oral production through oral interaction would be the aim of the research, since this is a problem that any teacher can face in the future in several schools. We believe it is important to search for techniques and activities to observe and analyse the classroom to approach the objective that students are going to be able to communicate and interact with each other.

In this research, a group of 10th grade students from Instituto Comercial Blass Cañas were chosen since during the pre - service it was observed that students did not speak in English, considering that their lessons were grammar based.

The research consists of the meticulous process with the purpose to promote the oral production through oral interaction, based on theoretical concepts and methodology that allowed interventions to take place and reach the main objective.

Also in this research it is possible to find the definitions related to: programme and develop the interventions, the action research methodology used, the intervention plan and its development, material and activities, the analysis and codification of interviews and observation notes, and finally the results of the research and the conclusions.

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1. Objective

- To promote oral production between students through oral interaction.

2. Research Questions

The research questions were based on preliminary observations where problems with the promotion of the speaking skills and the oral interaction between students were observed originating the following questions:

- What types of activities promote pair interaction in the classroom?
- To what extent do students improve their ability to interact by asking for and giving simple opinions about other people?

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1. Conceptual Framework

1.1 Sociocultural Learning Theory

Interaction not always is considered important for teachers in the classroom and for that reason, activities are not always designed in order to students interact with each other. Sociocultural learning theory proposes a different style of learning between students where the principal and most important factors are the students and their interaction in order to make students felt that they are active learners in their learning process.

The sociocultural learning theory, according to Pappas (2019), is based upon the idea that a learner's environment plays a pivotal role in his or her learning development. Since the environment is important, the teacher should achieve a friendly and secure setting for students, so they can feel confident and participate actively in the class.

The theory promotes the importance of the collaborative work among students. According to Vygotsky (1978) as stated in this theory, when a task is being done by group or pair work, which is formed by less-skilled and more-skilled students and guided by the teacher, students are able to actively construct their own knowledge, leading to the less-skilled student to learn from the more-skilled student. Knowledge is created through interactions with other people and objects in the environment, the knowledge could be constructed through previous knowledge or previous experiences.

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Referring to the activities that are related to this theory, the most appropriate activities are those in which students can ask their classmates, or when they are corrected by the other. This theory is focused on the reinforcement of the intrapersonal relationships between students and teacher, that means that students may feel confident with their classmates and teacher.

According to Vygotsky (1978):

Just as a mold gives shape to a substance, words can shape an activity into a structure. However, that structure may be changed or reshaped when children learn to use Language in ways that allow them to go beyond previous experiences when planning future action. (p.28).

Taking all this into account, it is essential to consider the Sociocultural Learning Theory as a teaching belief because students can create and reinforce their own knowledge and the teacher acts only as a guide for them.

1.2 Communicative Language Teaching (CLT)

According to Duff (2014) Communicative Language Teaching is an approach about language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others. The origin of CLT is found in the 1960s to address shifting priorities in education and society, this due to the needs of mobile or migrant language learners wishing to convey and interpret meanings in actual social contexts became paramount. Learning in the early decades of CLT focused on fluency and the integration of language skills.

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As Littlewood (2001) (cited in Duff, 2014) stated that CLT still serves as a valuable reminder that the aim of teaching is not to learn bits of language but to ‘improve the students’ ability to communicate. This path helps the teacher to prioritize activities that develop the student’s capacity to communicate.

In CLT the teacher assumes the role of facilitator or monitor, rather than being the model, the learner’s role in the CLT is the participation in classroom activities based on a cooperative approach to learning, they have to be comfortable with listening to their peers rather than relying on the teacher for a model.

1.3 Speaking Skill

It is the active use of language to express meaning with the purpose of other people to be able to understand a message (Cameron, 2001). Speaking is considered the most important skill when a new language is in process of being acquired (Celce-Murcia, Brinton & Snow, 2014). This productive skill is considered to be more demanding than listening on learners’ language resources and skills, since it requires more support for understanding and production (Cameron, 2001). Brown (2007) (cited in Celce-Murcia et al, 2014) mentioned the characteristics of speaking: clustering, hesitation markers and pauses, and suprasegmental features acting all at the same time during a conversation. This complex characteristic gives speaking the label of being a difficult skill (Godwin cited in Celce-Murcia et al, 2014).

To speak in a foreign language the learner needs to manage the appropriate vocabulary and grammar to convey meaning accurately and precisely, organizing the

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discourse to produce a comprehensible output (Cameron, 2001). Speaking-Skill classes are often planned based on the function of the language, for example, basic greetings, looking for employment, interaction with school personnel, etc., (Celce-Murcia et al, 2014).

The concepts to consider an L2 speaker to be in a competent level are fluency, accuracy, appropriacy, and authenticity. Appropriacy refers to the learner's capacity to communicate aware of the context and the pragmatics, the politeness and the adequate formality of the situation (Celce-Murcia et al, 2014). Authenticity is a subjective concept since it depends on the person's perspective of the authenticity of the action, material, use of English, etc. to be used in a lesson (cited in Celce-Murcia et al, 2014). Roberts and Cooke (2009) pointed two possible meaning for these concepts: authentic teaching materials or with self-expression and the development of authentic voice (cited in Celce-Murcia et al, 2014).

1.3.1 Interaction

Ibarra (as mentioned in Forero, 2005) explains that there is a relationship between interaction and communication since the language is used to communicate immediately about personal perceptions, meaning and understanding of the reality; allowing the interaction, and resulting in a social relationship is created. She also indicates that students should develop their communicative competences interacting with each other and at the same time completing a task given by the teacher.

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Allwright (as cited in Ellis, 1991) expressed that in the classroom, teaching is considered an interaction since it is an opportunity for students to learn.

In the interaction hypothesis by Ellis (1991), it is explained that interaction can exist only if there is a comprehensible input, since the learner is focused on the meaning of it, and when this happens, the acquisition of the second language is possible (Krashen cited in Ellis, 1991). If the input is clear, the acquisition of the language will be successful and faster; however, the lack of it can disrupt the acquisition (Long and Krashen mentioned in Ellis, 1991); nevertheless, if the learner understands the input, it will be able to modify their initial output leading this to facilitate the acquisition (Ellis, 1991).

Interaction is essential in this investigation, considering that students work in pairs during the activities, feeling more comfortable talking in English to each other than talking to the teacher.

1.3.2 Body Language

According to Fast (1971) body language is based on the behavioural patterns of nonverbal communication, this can include any non-reflexive or reflexive movement of a part, or all of the body, used by a person to communicate an emotional message to the outside world, the point is that for every situation there must be two elements to body language, the delivery of the message and the reception of the message. It is necessary to take into account the cultural differences and environmental differences

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when it comes to understand the body language of a person to avoid misinterpretations.

People act out their state of being through non-verbal body language, the gestures are numerous and while some are deliberate and others are almost deliberate, there are some that are mostly unconscious (Fast, 1971).

Considering that students should demonstrate and show confidence when interacting with each other, this concept is necessary to prove how they feel at the moment of interacting with their classmates.

1.3.3 Accuracy and fluency

Accuracy and fluency are usually defined together. Edge and Garton (2009) defined accuracy as the conformation of the language system itself, while fluency is the quick operation of operate the system (cited in Celce-Murcia et al, 2014).

Hartman and Stork (1976) declared that “a person is fluent when he or she uses the language’s structure accurately while at the same time concentrating on meaning, not form. The fluent speaker uses correct patterns at normal conversational speed” (cited in Celce-Murcia et al, 2014, p.121). Therefore, the speaker must manage the necessary vocabulary and grammar to be able to respond correctly in the situation and with a ‘normal’ speed.

Accuracy as a task does not have protagonism in the practice of the L2 speaking activities, since generally, lessons are mostly fluency-based, on the other hand the meaning-focused tasks have more time in a lesson (Celce-Murcia et al, 2014). Parrish

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(2004) declares that fluency is a goal of instruction, adding that in teaching speaking generally the main objective of a lesson is to improve fluency in informal conversation (cited in Celce-Murcia et al, 2014). The type of activities that the teacher chooses to develop fluency will affect directly in the student's achievement of this characteristic (Celce-Murcia, Brinton & Snow, 2014).

In the research, accuracy and fluency are evaluated in order to observe if the oral production is intelligible and with the correct intonation of sentences, making possible the communication between students by understanding, answering and commenting with their partners in a normal rhythm.

1.4 Scaffolding

This concept was first used by Jerome Bruner in 1985 to explain metaphorically the relationship between the learner and the tutor, who can be parents or teachers, and their essential assistance, knowledge and understanding (Maybin, Mercer & Stierer, 1992). Bruner (1985) declared that:

Scaffolding is a process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts. ... consists essentially of the adult 'controlling' those elements of the task that are initially beyond the 'learner' capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence. The task thus proceeds to a successful conclusion. (p.90)

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This implies that in the classroom context, the teacher is the mentor and has an important role in the scaffolding process, since he or she is the one who simplifies the task so the student can acquire the information easily, being a guide during assignment that the student cannot do yet. The educator is capable of managing the tasks according to the students' level of knowledge and difficulty, but also helping them to accomplish certain level of autonomy and competence. It is different from the concept of 'help' since the teacher's objective is to students accomplish future tasks in different contexts without any help (Hammond & Gibbons, 2005).

According to Wood (1998) by attending to what is relevant, adopting useful strategies and remembering the whole class and goals, the tasks must be interested in the student, so the teacher is able to help the students to learn (as cited in Cameron, 2001). The educator must point out what is important to do to complete a task, but also, she has to give an example of what is expected to be presented at the end of it. The teacher also must present a series of routines so the scaffolding can be constructed (Cameron, 2001).

According to Ellis (1997) scaffolding helps students to construct structures that they do not manage through the discourse. It is the earliest resource for learners are their interlocutors since they are the ones who provide them with a structure that learners follow (Lantolf, Thorne, Poehner, VanPatten, & Williams, 2015).

The teacher, through several activities, pushes and challenges the students beyond their abilities and understanding with support and guidance, which leads students to internalize new understandings. The teacher must observe the results of the student's

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achievement, but also the level of independence to solve a problem (Hammond & Gibbons, 2005).

The use of scaffolding in this investigation is to guide the students to communicate and give opinions about influential people, doing activities that gradually increase the level of difficulty and decreasing the teacher's intervention, making possible the independence and allowing students to work autonomously in the future in contexts that are not related to the classroom.

1.5 Task-based Learning

According to Rob Ellis (2009) task-based learning is an organized lesson based on the completion of a task, following a curriculum and making decisions about the lesson or the outcome that is intended to reach. The aim is to achieve the independence of the students during the learning process, always guided and motivated by their teacher.

This process has the following stages: pre-task, task learning and language focus.

In the pre-task stage, the instructions are clearly given by the teacher. The delivered information makes students aware of what is expected from them at the end of the task as mentioned by Lee (2002) cited in Ellis (2009). The teacher must motivate the students to reach the final task by explaining the purpose of it. The teacher can recall previous knowledge.

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The students achieve to communicate without memorizing, but by exchanging meaning based on the activity. They can complete the task and at the same time learn and have a good time (Celce-Murcia, et al, 2014).

In TBLT three principal task types are used: information gap, reasoning gap, and opinion gap. The investigation is going to be based on the opinion-gap, according to Prabhu (1987) as cited in Nunan (2004) the opinion-gap activity involves identifying and articulating a personal preference, feeling or attitude in response to a given situation. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

Using the opinion-gap for this research allow us to reach the purpose of the research since students will be able to give and ask their opinion to their partners about outstanding people which is the unit students are learning in class and one of the main aims of the English Curriculum Nacional for 10th grade.

1.6 Material Development

According to Tomlinson (2012) as cited in Azarnoosh (2016) materials are anything which can be used by teachers or learners to facilitate the learning of a language.

Materials development is a practical undertaking involving the production, evaluation, adaptation and exploitation of materials intended to facilitate language

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acquisition and development (Azarnoosh et al, 2016). According to Richard (2001) instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom (as cited in Azarnoosh, 2016).

Materials development must be central to any course designed to train, educate or develop new or practicing teachers and it must be accorded significance by the applied teacher trainer (Azarnoosh, et al. 2016).

For the purpose of the investigations it is essential to consider the kind of work that students are going to do and the characteristics of the groups to develop an appropriate material for them.

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2. Methodological Framework

The methodology used to carry out the research was action research. This method helped us to observe the classroom in search of problems or flaws to intervene with the objective of improving them through activities such as role plays and dialogues which made students interact to each other.

2.1 The study

Through the different experiences as pre- service teachers, we have met different realities, schools, teachers and students. This year we have chosen Blas Cañas commercial institute. Secondary school with a trajectory of 160 years directed by Mister Isaias Vega and located in Carmen 136, Santiago. It belongs to the catholic foundation “Hijas de la Señora de la Misericordia”. This school is only for girls and provides them the opportunity of finish the school with a technical professional degree, that means that in 11th and 12th grade student can choose the possibility of study business and administration. The number of students at this school is 726 from 7th to 12th grade, with around 40 students per classroom. According to TPU coordination the percentage of vulnerable students is low, same as the percentage of immigrant students. Referring to inclusion programs at school, Blas Cañas’ school does not possess a program of integration for students with educational needs.

The observations in the school put in evidence the lack of implementation of activities related to the speaking process into an EFL (English as a Foreign Language) classroom.

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Mauricio Valdes is the English teacher of the school and he is in charge of students from 7th grade to 10th grade. The teacher is focused only on the implementation of activities related to grammatical aspects, reading and writing. That is the reason why we have decided to implement this action research based on the promotion of the oral production with students from 10th grade.

Our research is based on previous observations that we have faced along our professional practicum: we have noticed that many students do not have the level of English that is expected by MINEDUC or they do not realize the importance of English in their lives. According to MINEDUC standards, students from twelve grades must have a B1 level of English. According to CEFR the aim of this level of English is related to the proper use of language in different skills (speaking, writing, listening and reading).

In 2012, a standardized test named SIMCE was implemented in the schools. This test is implemented every two years to students from 10th grade, and it has the objective to assess the abilities of reception of students (reading comprehension and listening comprehension). The results from SIMCE test showed that only 18% of students have a level of English between A2 and B1; from that percentage, only 8% have a B1 level. Based on the last Cambridge English qualifications for a B1 level of English, it is necessary to read and understand different short texts, write at least 100 words, listen to short and long texts in order to identify specific information and the use of functional language to make and respond to suggestions, discuss alternatives,

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make recommendations and negotiate agreement (Cambridge University Press, 2019).

Those results motivated us to make our research on how we can improve the level of English of students by different methods focused on speaking skills, due to the fact that during our practicum we have noticed that speaking is implemented or practiced less frequently than other skills in the classroom by teachers.

Our main objective is to promote the effectiveness of oral production through interaction of the students by giving opinions about outstanding people. The reason why the activities will be focused on this topic is part of the MINEDUC curricular bases. Considering that the third unit is related to outstanding people and the use of specific vocabulary in order to express opinions and thoughts.

2.2 Methodology

An action research project is going to be carried out in order to observe and intervene an English classroom to improve the oral production through pair interaction on 10th grade students. With several activities we intend to help students to give and ask opinions about outstanding people until they get complete independence. Implementation of task-based activities, so the level of difficulty will increase till students' autonomy is accomplished.

The perception of students' achievement is important; therefore, a survey will be applied in order to identify their thoughts about learning English, their abilities with the language, and if they believe that they have improved in any level.

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2.2.1 Action Research

Action research is the method of classroom investigation by which students, teachers and in some cases the whole school participates actively to improve certain activities of the learning process. This process makes the teachers researchers by observing their classes and finding a ‘problematic situation’ or ‘issue’ in the classroom that can be improved by using literature, collected information and contextualizing the situation not based on their personal beliefs. The teacher becomes the investigator of her own personal teaching practice and context, but most importantly participates in it, bringing changes and improvement in practice (Burns, 2010).

One of the main characteristics about this process is that it gives the teachers a closer view of classroom issues, leading to renew their methodology with positive changes, being aware of the complexities of the teaching work, and showing what drives personal approaches to teaching (Burns, 2010). Since this is a reflective process, the purpose is to solve a particular teaching-learning problem that has been identified, carrying out a rigorous study, which clarifies the problem, describing and carrying out an action plan, and finally evaluating the process to show if the decisions that were made by the teacher were the adequate ones. The process intends to act effectively and immediately to the problems that are found, proactively based on research information (Tripp, 2005).

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According to Kemmis and McTaggart's (1988) (mentioned in Burns, 2010) the process of Action Research follows the next steps:

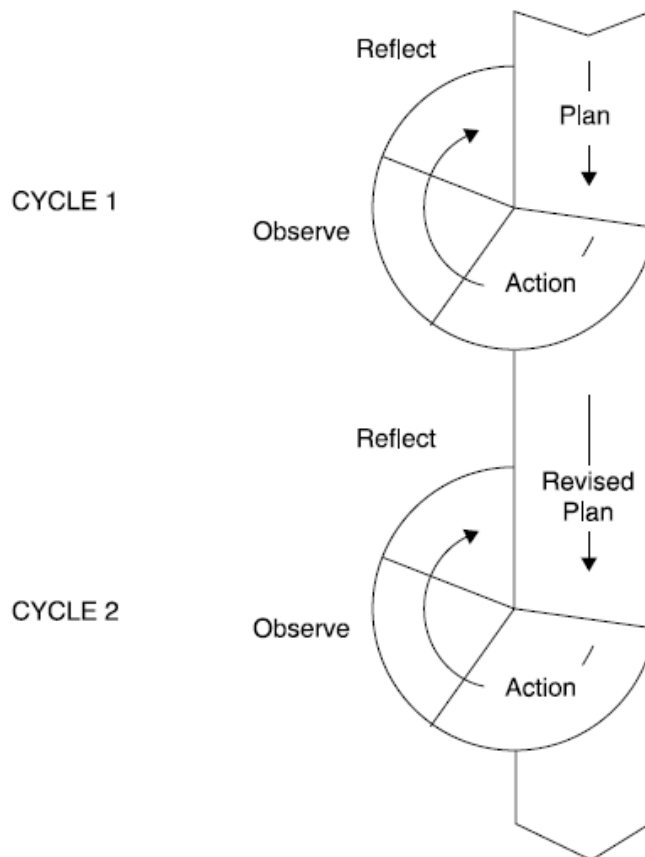


Figure 1.1 Cyclical AR model based on Kemmis and McTaggart (1988).

In the first step, planning, we have to collect data based on the school context. Anne Burns (2010) states that classroom topics to investigate can be related to students' achievement, teachers' professional scope or reflective problems of the main teacher, but also problems that can involve the whole school.

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According to Fischer (2001) cited in Burns (2010) four areas of teachers' interest provide a focus for Action Research:

- a. Teaching and making changes in teaching.
- b. Learners and how they learn.
- c. Interaction with the current curriculum and with curriculum innovation.
- d. Teaching belief and philosophies; and their connections with daily practice.

We must not forget that the assumptions that lead the Action Research need to be validated with the questions (Burns, 2010):

- How can you ensure the methods used for collecting data are trustworthy?
- How can you be sure that your conclusions are solidly based on the data that you have collected?

In this part of planning process, we have to develop the questions. According to Burns (2010) "It is better to have one or more questions and investigate them thoroughly than to have several that you can't go into in enough depth" (Burns, 2010, p. 30), so the questions must be carefully chosen. We cannot choose questions that would become impossible to answer.

In the action process the use of different tools to collect data is necessary. Anne Burns (2010) expresses that during action part of the process the teacher has to

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answer two general questions: What do I need to see? and What do I need to know? We have to focus on specific groups of people in a specific school, select a specific part of the session or activities to focus on; since in some parts we can get more information, and finally it is necessary to think of the position of the researcher in certain parts of the action; it can be mostly as just the teacher or as an observer (Burns, 2010). In this step we must have clear that the methods that we are going to use are coherent with the action or situation that we are trying to find out (Burns, 2010).

There are different tools that can be used to collect information, Smith and Rebolledo (2016) recommend the following ones:

- Take notes about what students do and say.
- Assess how students' vocabulary learning has improved with a vocabulary test
- Ask students to write their opinions about the lesson
- Ask a colleague to come in and take notes on what he/she has seen
- Make a video recording of students in class to look at their behavior, attitudes and language use.

Different tools can help to obtain more and detail information, same as having more people involved in the process of documenting a class or activity, not only teachers, because it is necessary to have more perspectives. Also, using different

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activities or resources, adapting according to the school reality or the students' needs (Kemmis, & McTaggart, 1988 as cited in Burns, 2010).

Observation is the step in which we start categorizing and summarizing all the information that was collected. As researchers, we had to check if the collected data has answered the research questions, if we are receiving the information and what this information is telling us until now, do we need to change the proposed questions? also if it is necessary to collect more information, or prioritizing the data. Another aspect is the analysis of the quantitative; by categorizing and analyzing talk, and qualitative data; 1) to gain a concise numerical picture of the issue; 2) to characterize or describe a set of numbers; 3) to show numbers succinctly in terms of averages, frequencies, percentages; 4) to show how numbers disperse or vary around a central point (Burns, 2010). To validate, we have to demonstrate our research by the actions that we are doing through the process and making sure that our findings and conclusions are trustworthy, credible and accurate as we can make them (Burns, 2010).

During the reflection step the evaluation of the process must be done. The results of the intervention have to be analyzed and described. This step is important according to Burns (2010), since it is when we recognize if the actions that are being done during the intervention helped with the main objective of the research, or if it is not the case, why and how it can be solved. Sharing the results to other teachers is part of the process, after all it can help up to get the reflection into a deep perspective,

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identifying and expressing what has been more significant of it (Burns, 2010). Finally, one of the most important characteristics of the Action Research process is that it contributes to the teachers' knowledge, helping them to understand their work and how it affects the students learning process. It is essential to this research because it has a specific organization that helps in the process of observing and finding of a problem in the classroom system and allowing at the same time to discover the adequate form of improving the flaws that were detected or that were not allowing the class to develop fluently.

2.2.2 Setting

The research is focused on a 10th grade students from Instituto Comercial Blas Cañas located in Santiago; these students range from 14 to 17 years old. This group is composed only by girls because Blas Cañas institute is only for girls.

Referring to the group, it is important to mention that most students are Chilean; however, there are students with different nationalities such as Venezuelan, Dominicans and Colombian.

The English lessons will be performed every Tuesday and Wednesday from 8 am to 9: 30, during the months that will take the intervention.

2.2.3 Sample

The sample of the intervention has been selected because the teacher gave us the support and the possibility to perform the intervention and work together with his students.

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The sample was selected under two requirements, the attendance of the students and how frequently they attended to classes at the time that they started. Those requirements were chosen due to in other courses students did not arrive on time, or students did not attend regularly to classes.

In order to be assured of the agreement of the students, parents, teacher and administration with the intervention, they had to sign an agreement about the purpose of the intervention plan; the pre- service teacher would be recording some lessons in order to evaluate students' progress also was informed.

2.2.4 Intervention Plan

Through the previous process of the intervention, as group we decided to create an intervention plan and solve it. The intervention plan was design based on the observation made by the pre- service teacher during the classes and the necessities of the students in English classes.

During the interventions, different materials and activities were designed in order to improve speaking skills in students. As a method of control and observation of each class, students had to work with a specific instrument in order to observe how they were improving. The methodology implemented through the interventions was Task based learning approach, the lessons were design on a specific order where the main objective were lead students through the different stages of the activities and obtain a result based on the all contents saw during the class.

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Another important aspect in this intervention plan was the implementation of pair work in the classroom, each activity was planned with the objective that students complete the activities in pair and learn from their peers building their own knowledges.

2.2.4.1 Material

In the classroom students have a whiteboard, a data projector, sound system and tables for the average amount of students. Also, the school has a computer laboratory, that was used in some lessons so students could work better in order to find the meaning of some concepts and vocabulary.

In this classroom the pre-service teacher completed some observations.

The pre- interview was done by two pre- service teachers and was implemented in order to identify the ability to communicate and interact between students in a second language.

Each lesson was planned with its corresponding material, the worksheets where done in order to guide students step by step and control the group. In each intervention the dynamic and order of the worksheets where the same, first we started with information about the outstanding person that was chosen that lesson and students had to complete the task filling in the black with specific words taken from an audio or video; next students in pair had to find the meaning of some word selected from the previous activity related to the person or the reasons why he or she is considered outstanding; finally students had to complete a roleplay activity where

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they had to give their opinion referring to any aspect related to the person presented in the lesson, there were templates in the worksheet where they were able to write and follow a structure in order to complete a dialogue.

2.2.4.1.1 Pre- interview

The first interview was a diagnostic test where students spoke about outstanding people that were chosen by preliminary collection of letters written by the same students. Students had to talk about the people's life, if they like it or not, and if they agree with their partners' opinion.

2.2.4.1.2 The evaluation

The investigation has two evaluations, one at the beginning of it, to measure the level of speaking skills that students have, and another at the end to see the improvements. The evaluation will be assessed with a rubric which will evaluate different aspects of the speaking skill and interaction such as accuracy and fluency, body language, use of phrases, and vocabulary.

2.2.4.1.3 Post survey

The intention of the post survey is meant to know the perceptions of the students after the interventions. Specifically, the students' self confidence in speaking in a second language, but also about the activities that were implemented.

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We were expecting that student's self-confidence at the moment of speaking were higher than the first time. We wanted to know the students' opinions about the activities that took place during the interventions.

Nonetheless, due the Chilean social raise on October 18th, 2019, it was impossible for us to continue our research in Instituto Blass Cañas, therefore the post survey was impossible to apply to the students.

2.2.4.2 Procedure

As the purpose of this project is to promote the oral production and the interaction between students, the interventions were done in 3 classes (at the moment) of 90 minutes each and one class for an interview, also previous observations in English lessons.

The objective of this intervention was to promote oral production through different activities. The methodology used in these activities were related to the use of scaffolding and task based learning approach, that means that the main activities were focused on the integration of new vocabulary, starting with basic one to promote a primary oral interaction, to continue adding more vocabulary to improve the oral production of students. Also, the interaction of students was considered important in order to complete the activities, for the reason that speaking skills need more self-confidence from students, and pair interaction could help students with that important aspect.

The interventions' date and objectives are specified in the next table:

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Date	Objectives	Activity
Week 1 September 24 th (90 minutes)	To identify the weakness and strength of students related to oral production and interaction between them.	Students complete an interview in pairs in front of pre-service teacher. The interview is related to beliefs and thoughts that students have about specific characters.
Week 1 September 25 th (90 minutes)	To explain and understand the purpose of the intervention and identify the meaning of specific vocabulary needed to ask and give opinion.	Students write on their notebooks a list of useful phrases to ask and give opinions and find the meaning together with the class. Students complete a dialogue with the list in pairs.
Week 2 October 2 nd (90 minutes)	To express a brief opinion about outstanding people's life and movements.	Students complete a task by watching a video about Greta Thunberg, define the meaning of some concepts and finally, complete a dialogue in pairs.
Week 3 October 9 th (90 minutes)	To express a brief opinion about outstanding people's life and movements.	Students complete a task by watching a video about Nelson Mandela, define the meaning of some concepts and finally, create a dialogue in pairs.

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Week 4 October 16 th (90 minutes)	To communicate through a role play activity where students in pairs have to express their opinions about outstanding people using the phrases seen in class.	Students create a dialogue only using notes and with the help of the teacher.
Week 5 October 23 rd (90 minutes)	To communicate through a role play activity where students in pairs have to express their opinions about outstanding people using the phrases seen in class.	Students create a dialogue spontaneously without the help of the teacher. The activity is evaluated with a rubric.

Figure 1: Interventions' schedule.

2.2.4.3 Data collection

In order to collect data accordingly, different material was created and implemented with students. Such as worksheets, rubric, recordings, and template notes. One of the worksheets has asking and giving opinions phrases that students must mark every time they are used during every lesson. The other worksheets have activities related to outstanding people and vocabulary of the topic; also, with exercises where students have to fill dialogues to give or ask for opinions.

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In order to collect data, on the first intervention was a pre-service interview, the pairs were recorded and then the dialogues were transformed into transcript and evaluated by a rubric; the following interventions were done in order to detect if student were able to express their opinions and improve their self-confidence at the moment of speaking in English. At the same time in each intervention a table with useful phrases was used, this table was necessary to control the participation of students, their learning improvement and also to notice if they were working in classes.

2.3 Data Analysis

The results of the first interview were analysed through rubric evaluation whose core was calculated giving an average that showed the level of oral production and interaction that students had before the interventions started. We also analysed the grammar, vocabulary, interaction and speech of the students through codification process. The codifications were based on grammar, vocabulary, interaction and pauses. The speech of the students was difficult to analyze since a small group of students were able to speak in English.

Phrases about asking and giving opinion.	Most used.	Less used.
In my opinion...	X	
As far as I'm concerned...		X
If you ask me...	X	
what are your thoughts on...?	X	
What do you think?	X	

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Do you agree?		X
I agree with you a 100 percent	X	
I couldn't agree more	X	
That's so true	X	
I was just going to say that		X
I don't think so	X	
I'm afraid I disagree	X	
(strong) I totally disagree	X	
I beg to differ		X
Not necessarily	X	

Figure 2: Average of most and less used phrases by the students.

2.3.1 Codification

a. Field notes

During the process of the intervention the data collected had been coded and classified into three main concepts that were considered very relevant in order to analyze the activities and the progress of students in each intervention designed. The three main concepts selected to code information retrieved each class were “Classroom environment”, “interaction between students” and “development of activities”.

Referring to the first concept “classroom environment” it is considered one of the most important aspects at the moment to develop a lesson. As it is stated in *Marco para la Buena Enseñanza* (2008), it is essential to build an environment and a trusting atmosphere in the classroom in order to make students feel comfortable with the teacher and vice versa, so they can complete the tasks appropriately. In the notes

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taken in each class and the own pre- service teacher observations, it was possible to recognize how students felt more comfortable at the moment of completing the activities causing an improvement in the classroom environment, since students could ask questions, doubts or share their opinions with each other. We also observed that reckless students were improving attendance, starting to arrive on time and asking for the worksheets to complete the tasks.

On the other hand, the code “interaction between students” was recognized in the classroom on each intervention because the worksheets and activities must have to be done in pairs. *Based on Marco para la Buena Enseñanza (2008)*, the learning process has to be focus in interaction in order to engage all students with the learning process and generate equal opportunities of learning and development for them. In the notes written by the teacher in each class, it was clearly evidenced the interaction between students. Students felt comfortable with pair work and it helped the to improve their knowledge and relationships, because they were not only focus on complete and finish the activities, they were also worried about their classmates and to help the rest to complete the activities on a correctly.

The last code selected was “development of activities”, as is stated in *Marco para la Buena Enseñanza* the activities have to be focused on the National Curriculum, bringing up the students abilities, competences and values, but also recognizing the commitment of the teacher with the students and their knowledge, providing the best of her and assuring quality of education to every student.

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In this process of intervention, the development of activities in the classroom were very important because in each intervention we could see that students were interested in completing each activity the best they could, even when they complained that they did not know part of the vocabulary or contents to complete the whole activities, they made question and they shared their doubts with their classmates or teacher in order to finish the activities and participate in the classroom.

2.4 Results

As it is stated in the conceptual framework, Vygotsky's Social Cultural Theory mentioned the importance of pair work to the learning process, because of this reason our research attempted to improve the oral production of students through oral interaction. To start, we needed to measure the level of speaking and oral interaction in English of the students. For this, we arranged a short activity in which students had to talk for around one minute about outstanding people exchanging opinions and asking questions in pairs. The activity was evaluated with a rubric that had 5 categories: grammar, pronunciation, vocabulary, interaction and body interaction. Each of them had 4 standards: excellent performance (4 points), good performance (3 points), satisfactory performance (2 points), and performance needs improvement (1 point). In the following table the results are showed.

Students	Grammar	Pronunciation	Vocabulary	Interaction	Body language	Total
Student 1	1	1	1	1	4	8

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Student 2	1	1	1	1	3	7
Student 3	2	2	2	2	4	12
Student 4	2	2	1	2	4	11
Student 5	3	2	2	1	2	10
Student 6	1	1	1	1	3	8
Student 7	2	2	2	2	2	10
Student 8	1	1	1	2	2	7
Student 9	2	2	1	1	2	7
Student 10	2	2	1	1	3	9
Student 11	1	2	1	1	3	8
Student 12	1	1	1	1	4	8
Student 13	2	2	1	1	4	10
Student 14	2	1	1	2	3	9

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Student 15	3	4	1	2	4	14
Student 16	1	1	1	1	2	6
Student 17	1	1	1	1	2	6
Student 18	2	2	1	1	3	9
Student 19	1	1	1	2	2	7
Student 20	1	1	1	1	3	7
Average	1.6	1.6	1.15	1.3	3.1	9.85

Figure 3: Rubric results per student.

The scores obtained by the students were averaged to have a general idea of the level of communication and interaction in a second language of students. After these results, we continued with worksheets in the classroom where students were taught vocabulary related with outstanding people and use in the creation of dialogues for role play where they could discuss about the person. For this, it was delivered a table (See Appendix C) where students had to mark the phrases that were used in each class. The following graphic shows the number of phrases used by the students during the four interventions through the research.

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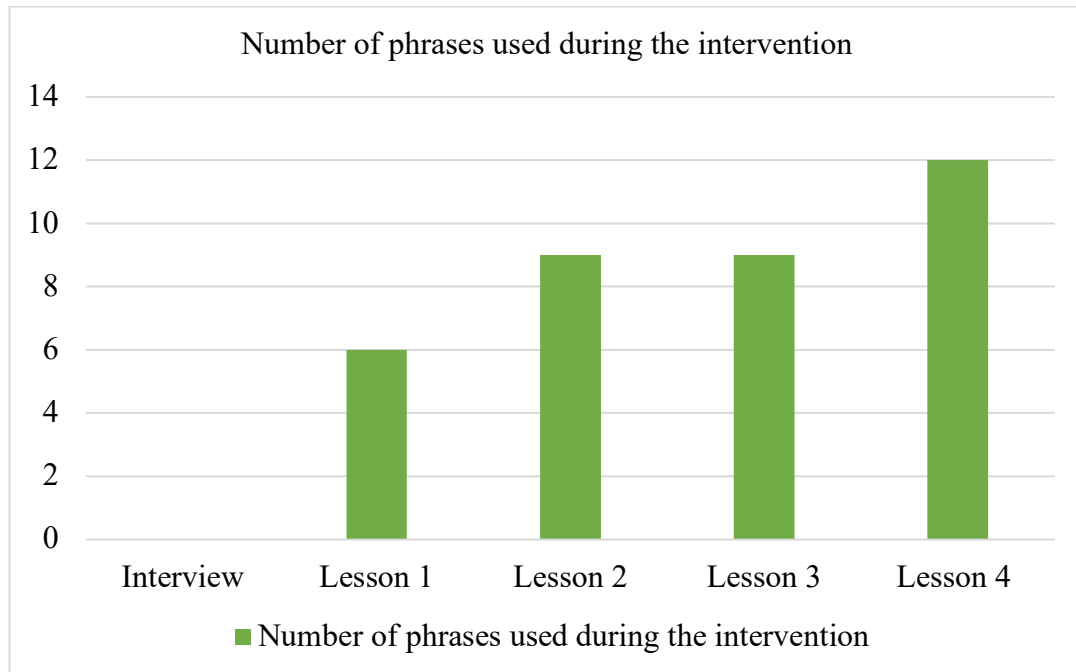


Figure 4: Average of phrases used during the intervention.

In Figure 4 we can observe that in the interview students did not use any phrase to exchange opinions and questions, showing also that there was almost no interaction between students.

In the following lessons, the activities and material prepared were related with outstanding people by creating dialogues with main objective that students communicate with each other by sharing opinions. The activities were scaffolded, so the level of difficulty was increasing in each lesson, starting by giving the students the classification of the phrases that they were supposed to use to complete the dialogue, then only giving them half of the classification to complete the dialogue and sentences, by finally completing half of the classifications and creating their own sentences and dialogue. Ending up with an activity where students were only able to

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write notes about a specific famous person and trying to speak spontaneously with their pairs.

2.5 Discussion

With the results of the intervention (See Figure 3) we observed that almost all students were not able to communicate in English and to exchange opinions or questions about outstanding people with their classmates. The rubric (See Appendix B) that we used to evaluate and measure the students interview has 20 points of score, being 14 the highest and 6 the lowest obtained. The average score obtained was 8.95 points.

The body language category got 3.1 points average. This is not strange since -as it was observed- they mostly communicated in their first language, feeling more comfortable and showing the aspects that the rubric was evaluating.

The category that obtained the lowest score was vocabulary. This was not surprising, either grammar or pronunciation got average scores lower than 2 points. If we analyze this information with the previous observations of the lessons, where the teacher prioritize writing, reading and grammar rather than speaking we understand that students were not used to speak and either to interact with each other, concluding that the scores obtained are coherent with the note of the observation. After analyzing the lowest score obtained, we observed that we needed to enhance the vocabulary, pronunciation and grammar by pair work.

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According to the Figure 4, we can observe the increase of phrases used by the students from the Interview to the Lesson 4. As it is observed, the students did not use phrases to ask and give opinions, this can also be observed in the Figure 3, where is clearly stated that the score obtained was an average of 1.15 in the vocabulary category.

In Lesson 1, students were introduced to the vocabulary related to asking and giving opinions, where they used six of the phrases requested by the teacher (See Appendix C).

In Lessons 2, students were requested to complete a dialogue. In the first part of the dialogue, they had to complete six statements with phrases requested in the worksheet. In the second part of the dialogue, students must continue the dialogue choosing their own phrases and creating the sentences. Students were mandatory required to use at least six phrases, but as it is seen in Figure 4, the students used an average of nine phrases in total.

In Lesson 3, students were requested to create statements using the phrases to ask and give opinion with their partners. As in Lesson 2, the students also had to use at least six phrases, yet they used an average of nine phrases in total (See Figure 4), that means that they used at least three extra phrases to complete the dialogue.

In Lesson 4, students were requested to complete a role play giving and asking their opinion about outstanding people that they consider important. The objective of this activity was that students to communicate spontaneously only using keywords

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that they previously choose. In the Figure 4, we observe an increase in the use of 3 more phrases compare to Lesson 3, giving a total of twelve phrases in the last lesson.

We observed that the use of phrases between the first interview and Lesson 4 considerably increased causing students to interact with each other in every lesson.

Due to the social raise occurring on October 18th from this year, we were not able to continue our action research in the school. Nevertheless, we believe that to promote the oral production we would have continued with similar activities increasing the level of difficulty until the students had reached autonomous work and independency from the teacher, the last one only participating as a guide.

The last activity that we were planning to implement was a spontaneous dialogue, choosing randomly a famous person, students would have spoken about them without notes and using the phrases that they had being applying in the previous activities.

Some of the things that we would have changed would be the activity worksheets, for example, the activity sheets for Lesson two and three were similar with a difference small in the level of difficulty in the last activity, so we would have increased the level of difficulty. Also, we would love to observe the real evolution of the students' oral production and interaction, since in the beginning was almost non-existent, we believe that the improvement would have been considerable, because students had the potential and the motivation to share their opinions and help to each other in the creation of dialogues.

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3. Conclusions

During this long process of investigation and findings, as a group we have learnt about our profession, we have gained knowledge and competences, we have noticed the importance of being a good teacher for our students, also having a high level of expectations about the capacities or abilities that our students may have.

It is important to mention that students learn from the teacher as the teacher learns from the students because they help teachers to improve in the process of becoming one.

The action research has shown us through the intervention process that it is possible to make changes in the classroom no matter how difficult it can be. We realized that it is achievable to implement new methodologies in the classroom, such as to encourage students to work in pairs and create a favorable environment so the students can feel comfortable between them.

This project was based on interaction, and as Vygotsky explained with the sociocultural theory, pair work helped us to increase the students vocabulary with activities that allowed them to exchange information about outstanding people, among the oral production, everything through different activities that by increasing the level of difficulty in every lesson the students, so at the end of the intervention the students would be able to speak spontaneously without the teacher's help.

Finally, as a group, we believe that oral production in the English classroom is important because being able to communicate in a second language can help us to improve not only our pronunciation, but all the aspects that goes with learning a new

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language, such as grammar and vocabulary. In the case of the students, it can help them to increase their self-confidence and their participation in the classroom.

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Appendix A

Lesson plans 10th grade

Asignatura: Inglés	Clase N°: 1	Fecha: 25 de	Mes: septiembre
Unidad 3: outstanding persons		N° de clases:	Profesor: Y. Valdebenito.
<p>Aprendizajes Esperados: los estudiantes conocerán personas que han sido consideradas importantes para la historia de la humanidad y son de alta contingencia actual.</p> <p>Objetivo (s) Fundamental (s): las estudiantes conocen vocabulario nuevo referente a la unidad y las actividades que se realizaran.</p> <p>Tiempo estimado: 90 minutos</p>			
Habilidad Específica: producción oral.		Contenidos: frases útiles para expresar opinión.	
Momento	Estructura de la clase		Recursos didácticos
Inicio	Saludo inicial. Se presenta el objetivo de la clase. Se escribe el objetivo en la pizarra y se les explica a las alumnas la finalidad de la intervención que se realizara durante las próximas clases.		Pizarra Plumón
Desarrollo	Se le entrega una guía con oraciones en ingles que se utilizan para dar opiniones y preguntar sobre las opiniones de otros. Se explica que esta guía se utilizara en cada clase ya que se ira marcando las oraciones que son utilizadas en cada clase. Se busca el significado de cada oración en conjunto con el curso y se escriben en el cuaderno.		Guía con vocabulario.
Cierre	Se entrega una hoja a las alumnas, en donde hay un dialogo en que deben completar con las oraciones necesarias para dar opinión y hacer preguntas. Se culmina la clase y se recuerdan los principales puntos tratados.		Guía con un dialogo.

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Asignatura: Inglés	Clase N°: 2	Fecha: 3 de octubre	Mes: octubre
Unidad 1: persons	outstanding	N° de clases:	Profesor: Y. Valdebenito
Aprendizajes Esperados: se espera que las estudiantes conozcan sobre la activista ecológica Greta Thunberg y vocabulario relacionado al movimiento. Objetivo (s) Fundamental (s): las alumnas expresan su opinión sobre el personaje expuesto y la actualidad del movimiento. Tiempo estimado: 90 minutos			
Habilidad Específica: producción oral.		Contenidos: Vocabulario de la Unidad y vocabulario específico para dar opiniones.	
Momento	Estructura de la clase		Recursos didácticos
Inicio	Saludo Inicial. Se recuerdan los contenidos vistos la clase anterior. Se comunica el objetivo de la clase. Se le pregunta a las alumnas que saben sobre Greta Thunberg y que saben sobre el movimiento ecológico que está llevando a cabo.		Marcador de pizarra Pizarra
Desarrollo	Se les entrega una guía a las estudiantes en la que hay un texto que deben completar viendo un video sobre Greta Thunberg, luego de ver el video tres veces y completar el texto, deben definir conceptos específicos del video.		Guía Proyector
Cierre	Las estudiantes completad un dialogo expresando sus opiniones sobre el personaje expuesto en clases y su movimiento. Se cierra la clase y se recuerdan los principales puntos tratados.		Guía

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Asignatura: Inglés		Clase Nº: 3	Fecha: 9 de octubre	Mes: octubre
Unidad 1: outstanding persons		Nº de clases:		Profesor: Y Valdebenito.
<p>Aprendizajes Esperados: las alumnas conocen sobre la vida de Nelson Mandela y su movimiento social. Objetivo (s) Fundamental (s): las alumnas expresan su opinión respecto a la persona presentada durante la clase. Tiempo estimado: 90 minutos</p>				
Habilidad Específica: expresión oral.		Contenidos: Oraciones para dar opinión.		
Momento	Estructura de la clase			Recursos didácticos
Inicio	Saludo inicial. Se presenta el objetivo de la clase. Se recuerdan los contenidos vistos la clase anterior. Se comunica el objetivo de la clase. Se les pregunta a las alumnas que saben sobre Nelson Mandela y que saben sobre el movimiento social que llevo a cabo.			Pizarra Plumón
Desarrollo	Se les entrega una guía a las estudiantes en la que hay un texto que deben completar viendo un video sobre Nelson Mandela, luego de ver el video tres veces y completar el texto, deben definir conceptos específicos del video.			Data Guía
Cierre	Las estudiantes completad un dialogo expresando sus opiniones sobre el personaje expuesto en clases y su movimiento. Se cierra la clase y se recuerdan los principales puntos tratados. Se culmina la clase y se recuerdan los principales puntos tratados.			Guía

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Asignatura: Inglés	Clase N°: 4	Fecha: 16 de octubre
Unidad 1: outstanding persons	N° de clases:	Profesor: Y <i>Valdebenito.</i>
<p>Aprendizajes Esperados: las alumnas conocen sobre la vida de Nelson Mandela y su movimiento social. Objetivo (s) Fundamental (s): las alumnas expresan su opinión respecto a la persona presentada durante la clase. Tiempo estimado: 90 minutos</p>		
Habilidad Específica: expresión oral.	Contenidos: Oraciones para dar opinión.	
Momento	Estructura de la clase	Recursos didácticos
Inicio	Saludo inicial. Se presenta el objetivo de la clase. Se recuerdan los contenidos vistos la clase anterior. Se comunica el objetivo de la clase. Se les pregunta a las alumnas que personajes consideran importantes para ellas.	Pizarra Plumón
Desarrollo	Se les entregan las indicaciones a las alumnas para completar la actividad de role play en donde deberán crear su propio dialogo dando opiniones y preguntando por ellas, relacionado a cualquier persona que ellos consideren importante. El objetivo de esta intervención es que las alumnas completen la actividad y el dialogo de la manera más espontanea posible,	
Cierre	Las estudiantes completad un dialogo expresando sus opiniones sobre el personaje expuesto en clases y su movimiento.	Guía

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	Se cierra la clase y se recuerdan los principales puntos tratados. Se culmina la clase y se recuerdan los principales puntos tratados.	
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Appendix B

Interview rubric

	Excellent performance (4)	Good performance (3)	Satisfactory performance (2)	Performance needs improvement (1)
Grammar	Student shows a good control of simple grammatical forms (present simple and continuous, past simple and continuous).	Student shows control at least two of the four simple grammatical forms (present simple and continuous, past simple and continuous).	Students shows control of one of the simple grammatical forms (present simple and continuous, past simple and continuous).	Student does not show control of simple grammatical forms.
Pronunciation Accuracy+fluency	Is intelligible and intonation is generally appropriate, sentences and word stress are generally accurately placed.	Is mostly intelligible and has some control of phonological features.	Is mostly intelligible, despite limited control of phonological features.	Is not intelligible and evidence no control of phonological features.
Vocabulary (useful phrases)	Student uses appropriate vocabulary to give and exchange opinions (Giving an opinion, asking for an opinion, expressing	Student uses at least two useful phrases to give and exchange opinions (Giving an opinion, asking for an	Student uses one useful phrase to give and exchange opinions (Giving an opinion, asking for an opinion, expressing	does not use appropriate vocabulary to give opinions (Giving an opinion, asking for an opinion, expressing

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	agreement and disagreement).	opinion, expressing agreement and disagreement).	agreement and disagreement).	agreement and disagreement).
Interaction	Initiates and responds appropriately. Develops the interaction asking (4 opinion question) and giving opinions (4 phrases).	Keeps the interaction going with very little prompting. Student uses at least 2 opinion question and 4 phrases to give opinion.	Maintains simple exchanges with some difficulty. Student uses 1 opinion question and 1 phrase to give opinion.	There is no evidence of interaction between the participants. Student does not use opinion questions and phrases.
Body language	Student shows evidence of use of body language (gestures, self-confidence and eye contact).	Student shows evidence of use of some aspects of body language (gestures, self-confidence and eye contact).	Student shows evidence of use of one aspect of body language (gestures, self-confidence and eye contact).	Student does not show evidence of use of body language (gestures, self-confidence and eye contact).

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Appendix C

Material 1st class

Dialogue

1. Complete the sentences with the correct answer. Use the vocabulary table.

Jack: Oh! Hi Gemma. How's it going?

Gemma: Oh. Hi Jack. Have you just seen Tornado Express too?

Jack: Mm ... no. I saw Friends Forever with my sister.

Gemma: Oh! _____? (*asking for an opinion*)

Jack: _____ (*giving an opinion*) it was boring, but Molly liked it. She loves that kind of thing. _____ (*asking for an opinion*) Tornado Express?

Gemma: Yeah, it was really exciting, and the special effects were so good!

Jack: _____ (*expressing agreement*). I really want to see that film, Double Revenge. Have you heard of it?

Gemma: Oh, yeah ... with Jessica Foster? Ah, She's so annoying!

Jack: Really? Do you think so? _____ (*expressing disagreement*) She was good in that film Maximum Risk.

Gemma: Oh, I haven't seen that one. _____ (*giving an opinion*) maybe I have to see other movies.

Jack: Well, maybe we should check out Double Revenge together some time.

Gemma: Yeah, that is great idea.

Jack: All right, great.

Gemma: See you later.

PROMOTING ORAL PRODUCTION THROUGH PAIR INTERACTION

Vocabulary to give opinions. Check in the box the phrase that you use in each class. Name:

Phrases Class 1 Class 2 Class 3 Class 4 Class 5 Class 6 Class 7 Class 8 Class 9
Class 10

Give an Opinion

In my opinion... The way I see it... If you want my honest opinion... According to (name)... As far as I'm concerned... If you ask me...

Asking for an opinion

What's your idea?

What are your thoughts on...?

How do you feel about that?

What do you think?

Do you agree?

Expressing agreement

I couldn't agree more.

That's so true.

I agree with you, 100 percent.

You are absolutely right.

That's exactly how I feel.

I'm afraid I agree with you.

You have a point there.

I was just going to say that.

Expressing disagreement

I'm afraid I disagree.

(strong) I totally disagree

I don't think so.

I beg to differ.

Not necessarily

That's not always true.

That's not always the case.

I'm not so sure about that.

Vocabulary to give opinions.

Check in the box the phrase that you use in each class.

Name: _____

PROMOTING ORAL PRODUCTION THROUGH PAIR INTERACTION

Appendix D

Material 2nd class

Student Name				
Class	SEGUNDO AÑO MEDIO B		Date	ACTOBER, 2019
Department	English	Subject	English as a Foreign Language	Teacher Mauricio Olivares and Yara Valdebenito
Learning Goals	To understand and apply Elementary vocabulary			
Learning Skills	Vocabulary			

VOCABULARY HANDOUT**1. Complete the dialogue according to what you hear.**

I want to do everything I can because it is my moral duty to do everything I can, but also when I grow up, I want to be able to look back and say that I did everything I could.

Humanity is now standing at a crossroads; we must now decide which path we _____ take.

Greta Thunberg, 16, is a Swedish climate _____; she started the school strike for climate _____.

It's very important that this movement is led by _____, because we are the ones who are going to live with this _____ in the future.

Most emissions aren't caused by individuals, they're caused by states and _____ and to change those states and corporations, we can put pressure on them.

In 2019, she was nominated for the _____.

I have several diagnoses, among others- Asperger syndrome. And that makes me think a bit different from everyone else. I see things very much black and white.

The _____ is, in some ways, black and white. Either we stop the emissions, or we don't, either we prevent setting of an irreversible chain reaction beyond human control or we don't, there are no gray areas when it means survival.

PROMOTING ORAL PRODUCTION THROUGH PAIR INTERACTION

2- Environmental problems: watch the video and pay attention to the next world presented on the video, then find the meaning together with your classmates:

- Pollution:
- Greenhouse effect:
- Climate Change:
- Environment:

3- With your partner create a dialogue following the next structure.

Speaker 1: _____ (asking for an opinion) about Greta Thunberg?

Speaker 2: _____ (give an opinion) she is very

Speaker 1: _____ (expressing agreement) she is very brave and

Speaker 2: _____ (asking for an opinion) climate movement?

Speaker 1: _____ (give an opinion) it is important to take care and

Speaker2: _____ (expressing agreement/ disagreement)

.....

Speaker1: _____ ()

Speaker2: _____()

PROMOTING ORAL PRODUCTION THROUGH PAIR INTERACTION

Appendix E

Material 3rd class

Student Name					
Class	SEGUNDO AÑO MEDIO B			Date	OCTUBER, 2019
Department	English	Subject	English as a Foreign Language	Teacher	Mauricio Olivares and Yara Valdebenito.
Learning Goals	To understand and apply Elementary vocabulary				
Learning Skills	Vocabulary.				

VOCABULARY HANDOUT**|- Listen and complete the dialogue.**

Nelson Mandela is one of the best-known role models in the fight against _____ and racial segregation in 1993. He was awarded the Nobel Peace Prize for his achievements, but what exactly did he do to fight for a more just and freer world? He fought actively against the South African system of _____ known as _____ which was even written into the law.

Mandela joined the ANC a party that advocated for black Africans rights, although Mandela initially believed in peaceful protest, he changed his mind in favor of armed resistance. After the ANC was banned Mandela's struggle went underground, but Mandela couldn't hide forever.

In 1962, he was arrested and sentenced to life in prison as a terrorist, although some Western politicians supported his imprisonment more and more people around the world advocated for his release.

In 1990 South Africa's new President Frederic de Klerk gave in and set the troublemaker free four years later, Nelson Mandela ran for office in the country's first democratic election and was voted in as South Africa's very first black president considering himself the president of all South Africans. He united the country that had been divided along racial lines, one of the ways Mandela did this was through sports, such as rugby which the black population rejected as a sport of apartheid.

Even after leaving politics, Mandela remained dedicated to his country. To commemorate his tireless struggle, in 2009 an International Day of Remembrance was created in his name on July 18th. Even after his death Mandela's dedication to peace and reconciliation continues to bear fruit in South Africa and worldwide.

PROMOTING ORAL PRODUCTION THROUGH PAIR INTERACTION

2- Environmental problems: watch the video, pay attention to the following worlds presented on it, and find the meaning together with your classmates:

-Racial Segregation:

-Apartheid:

-Oppression:

3- In order to express your opinion; with your partner create a dialogue based on what you know and what you think about Nelson Mandela using the following structure.

Speaker 1: _____ (asking for an opinion)

Speaker 2: _____ (give an opinion)

Speaker 1: _____ (expressing agreement)

Speaker 2: _____ (asking for an opinion)

Speaker 1: _____ (give an opinion)

Speaker2: _____ (expressing agreement/ disagreement)

.....
Speaker1: _____ ()

Speaker2: _____ ()

Speaker1: _____ ()

Speaker2: _____ ()

PROMOTING ORAL PRODUCTION THROUGH PAIR INTERACTION

Appendix F

Field notes

Teacher-researcher's name: Yara Valdebenito	GROUP: 2medio B Number of students:28	DATE: September 25 th ,2019
<p>Class content: explanation of the intervention plan and the process with the material. Worksheet with useful phrases to ask and give opinions and expressing agreement and disagreement. Students complete a short dialogue filling the blanks with specific information using the previous phrases given.</p>		
First intervention. Introducing new vocabulary and useful phrases.	TEACHER'S NOTES & REFLECTIONS	
<p>Interaction: students interact to each other on a proper way. Classroom management: students look interested in the activity and participate and respect the teacher and classmates. Environment: it was difficult to start the activity because the projector did not work, so we had to go to the computer lab. Activities: the activity was short and concise. Students' attitude: they complete the activity and work with their partners. Time: 90 minutes.</p>	<p>Students are motivated with the activity and they look interested with the topic presented by the teacher.</p>	
Class content: October 3 rd , 2019.		
EXPRESSING OPINION ABOUT GRETA THUNBERG AND HER MOVEMENT.	TEACHER'S NOTES & REFLECTIONS	

PROMOTING ORAL PRODUCTION THROUGH PAIR INTERACTION

<p>Interaction: students work in pairs and complete each activity correctly. Students interact between them and complete the role play activity with their own opinions and thoughts. Classroom management: students work well and follow the instruction and the steps of the lesson. Environment: the activity was done at the computer lab and computers work better as a tool to complete the activities. Activities: the first two activities were easy to complete for the students but the third one had more difficulties, but students ask for help of any kind, information or vocabulary or they just look for the information in the computers on internet. Students' attitude: most of students attended to classes and arrived on time. Students were participative and they looked very motivated at the moment that they had to talk. Time: the activity took 90 minutes.</p>	<p>Students had motivation to speak in English, they were just waiting for the opportunity and the instance to speak in English, and there is evidence of many grammatical mistakes and lack of motivation from their head teacher.</p>
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Class content: October 15 TH , 2019.	
EXPRESSING OPINION ABOUT NELSON MANDELA AND HIS LIFE.	TEACHER'S NOTES & REFLECTIONS
<p>Interaction: students shared their opinions with their classmates and with the preservice teacher; also, they shared what they know about Nelson Mandela or ask about him, if they do not know about his life. Classroom management: students were a little bit distracted and at the beginning of the class was difficult to catch their attention. Environment: students work in their habitual classroom and the video was projected on the board.</p>	<p>Student did not know much about Nelson Mandela's life so they speak more about them because not all students know the same about him, most of the students were present.</p>

PROMOTING ORAL PRODUCTION THROUGH PAIR INTERACTION

<p>Activities: the first activities were easy to complete but the third one was difficult because now students did not have the help of the computer so they could ask for help just with the preservice teacher or their own classmates</p> <p>Students' attitude: student work in pair and helped to other classmates to complete the last activities if they completed it first.</p> <p>Time: the class took 60 minutes.</p>	
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<p>Class content: October 16TH, 2019. Students work in pairs and complete an activity role play in order to show their improvement during the intervention.</p>	
<p>EXPRESSING OPINION ABOUT OUTSTANDING PEOPLE</p>	<p>TEACHER'S NOTES & REFLECTIONS</p>
<p>Interaction: students share their opinion</p> <p>Classroom management: students work well and follow the instruction and the steps of the lesson.</p> <p>Environment:</p> <p>Activities: the activity was difficult for students but with help of the preservice teacher they completed it.</p> <p>Students' attitude: most of students attended to classes and arrived on time. Students were participative and they looked very motivated at the moment that they had to talk.</p> <p>Time: 90 minutes</p>	<p>Students have improved their English skills and their self-confidence.</p>

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Appendix F

Interviews' transcript

Damaris Ramirez: (risas) I am Damaris Ramirez emm... yo elegí a Shawn Mendes (entre risas) porque me gusta su música, emm... además lo encuentro un tipo de que da todo por para las fans (entonación tipo pregunta) mh no sé lo encuentro buena persona y me gustan sus canciones (risas)

Genesis Flores: I am Genesis Flores eh yo escogí a Daddy Yankee because (entonación tipo pregunta y risas) eh I like the music and ah, me gusta como es encuentro que debe ser una persona super amable y tiene buena música eso

Amanda Ibañez: Eh mi nombre es Amanda Ibañez y acepto que me graben. Y, emm... (risas) I like your music, eh (risas) su sonrisa también (risas) Y que es muy humilde.

Teacher: okay, and the name of...

Amanda Ibañez: Daddy Yankee

Teacher: okay, thank you, and now your turn, your name

Aylinn Ramirez: ya, mi nombre es Aylinn Ramirez y acepto que me graben. Eh, I like you music, he is very fun, emm... you smile is (pause) beautiful.

Teacher: and the name of the...

Aylinn Ramirez: eh, Daddy Yankee.

Karen: My name is Karen, acepto que me grabe mi voz.

Teacher: and your... empiece a hablar de su personaje

Karen: habló en español por no... bueno yo elegí, eh, cantante Nicky Jam porque, al leer su, como digamos su, vida, no su biografía, eh, me pareció que, es un cantante aparte de famoso, muy talentoso no, de chiquito, su meta de el fue sacar adelante a su familia, a su mamá, y (pausa) y que también (pausa) ay no sé qué más...

Brissa Cortez: My name is Brissa y yo escogí al cantante Daddy Yankee, porque me gusta su, como triunfo en su carrera, en primera creando un nuevo género musical que es el reggeaton y hasta el momento y actualmente, es mucho, una influencia para los demás reggetoneros principiantes que salen, que se inspiran en él, en su carrera y que eligen el mismo género que el

Daniarys Gonzales: Mi nombre es Daniarys Gonzales y yo pienso que es una persona (0.9) realmente fuerte ya que:: cuando era:: más joven sufrió un accidente en donde vi vi vivía (.) A pesar de todo siguió con su carrera:: y surgió (.) Eh:: pienso que::: no importa de do de donde vengas siempre tienes que mantener tu h:umildad porque él lo que te define como

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una persona(,) además que ha hecho: contribuciones [pausa] para:: reconstruir su país (.) me parece una persona digna de admirar completamente y::: (0.6) bueno eso

Valeria Salazar: Mi nombre es Valeria Salazar y sobre este personaje en sí yo pienso que (1.3) ehh... pensar que también inició muy joven con su carrera y ha tenido bastantes éxitos con eso (.) ha querido ganar una reputación bastante:: (1.2) estimada solo por las acciones que tiene que para él está bien (0.9) tanto por las acciones que ha cometido con otras personas como ha sido para si mismo creyendo que eso le genera mucho más dinero de lo que puede generar normalmente haciendo lo que va ha ser en su carrera (0.8) y::: (0.7) solo ha logrado ser difamado creando una reputación bastante::: (0.8) este... (4.8) ha creado una mala fama qu:e: que quizás ha buscado y que son más (.) entonces para mi: considero que:: (2.2) quizás hubiera podido tener otras acciones y dar a valer realmente su talento que:: que netamente tuvo al inicio de todo

Maria Daniela: mi nombre es Maria Daniela Bracho (.) eh:: yo voy ha hablar sobre Justin Bieber (.) Justin Bieber en un año me: empezó a gustar pero (0.4) después::: eh::: como que no sé hizo cosa: que no me pareció (0.3) y:: lo dejé de seguir (0.9) pero me parece un buen muchacho

Josefina Cáceres. Me llamo Josefina Cáceres y voy a hablar de Shawn Mendez (0.8) a mi me gusta mucho Shawn Mendez [risas] soy-fanatica-hace-mucho tiempo y me encanta su música (1.8) va venir a Chile y yo no voy a poder ir a verlo

Alison: Do you want to say something in English about any character?

[Risas]

MD: I don't like Justin Bieber

A: Okay

J: Me too

[Risas]

A: And what about Shawn Mendez?

J: I like Shawn Mendez so much

MD: So so

A: Okay very Good Thank you very much

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Yara: Names?

Valentina Villalobos: Valentina Villalobos

Raquel Gracia: Raquel García

V: Well (.) I'm choosing Shawn Mendez cuz I think he is a good Singer and he is so cute (0.7)
em:: and:: her:: his: girlfriend: is:: Camila Cabello (.) and I.. really I... good relationship

R: eh::: Daddy Yankee (.) eh.. ha sido un personaje que ha estado durante mucho tiempo
en (.) en lo que es el reggeaton (.) eh:: su (.) o sea ha empezado desde abajo (0.9) y::: se ha
dado a conocer muy bien su::: música (.) eh:: el estilo que tiene (.) ehh::: I: es muy original
y además (.) da como el toque a otras canciones cuando hace participacion con otras
personas

Y: okay

R: That's all

Y: Okay (.) Thank you

Yara: Names

Catalina Tapia: Catalina Tapia

Martina Bravo: Martina Bravo

Y: Okay (.) so tell me

C: I like Justin Bieber because he is pretty (.) and:: her voice (2.5) is:: good but her attitude
are bad (.) and you?

M: [nervous laugh] uh:: is beautiful (0.9) em (3.6) [nervous laugh] me gusta su actitud (.) su
forma de vestir sus canciones:: eso

Y: Okay and::: what about his music?

C: is very nice: (.) but when I was Little (liril) chiquitita [laugh] I like more (.) but now no

Y: Okay

PROMOTING ORAL PRODUCTION THROUGH PAIR INTERACTION

C: and you? [nervous laugh]

M: ah:: eh:: Yo también lo escucho desde chiquitita (0.8) eh:: de los 10 años y siempre me ha gustado

Y: Okay. Thank you.

Amanda Cuevas Paula Reyes
(Yara) so
Amanda1: so, Paula which one do you chose?
Paula2: mmm... (Yara) which one?
2: so... Justin Bieber ammm
(Yara) ok, tell me why
2: is is (silenció) marav- marav ... maravilloso
(Yara) now you... can ask her
2: so...
1: well I chose Charles Chaplin because I think he is very funny (risa nerviosa) he is an importan comediant he es... i always watch him in tv (rosa)
(Yara) ok

Ximena Restrepo (1) Isa Ibarques (2)
(Yara) so... lets start
1: yo escogí Nelson Mandela
(Yara) you start with Nelson Mandela (silenció) tell her cuéntale
1: le cuento porque lo elegí ? Eh eh eh
(Yara) try to use English (risas entre pareja)
1: pues yo lo escogí porque fue un gran como político, que ayudó mucho..
(Yara) yeah but English? No?
2: yo escogí a Daddy Yankee, pues porque es un buen cantante, tiene una personalidad muy linda....
(yara) English?
2: No.

Damaris Erices (1)- Estephanie Quispe (2)
(Yara) Which one do you choose?
1: I like her music because is cool is beautiful.
(Yara) Now ask your partner.
1: elige...
2: yo elijo a Daddy Yankee, me gusta su music, desde chica que lo escucho... no sé hablar mucho en ingles... me gusta que su reggaeton no sea machista..

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(yara) ahora trata de decirlo en inglés.

2: no se como decirlo en inglés.

(yara): okey,