Developing oral skills through collaborative tasks in a group of

pre-service English teachers

BY

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AFFIDAVIT

I, Anyelyn Julieth Barandica Fontalvo, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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Abstract

Becoming an efficient English teacher requires developing a communicative capacity to express ideas with coherence, cohesion, and above all fluency both orally and in writing. Hence, the importance of the development of these communicative skills contributes to facilitating the language teaching process. Future foreign language teachers must develop effective speaking skills during their pre-service studies. Teacher educators, then, need to be aware of the importance of providing future language teachers with opportunities to develop these skills. This study aims to determine the extent to which the implementation of collaborative tasks promotes the development of speaking skills in a group of pre-service English teachers. This interpretivist action research was carried out in a public university in Valledupar (Colombia) with 12 students at the intermediate English level. Data was collected through the application, before and after the intervention, of two instruments: a survey and an observation process. The survey helped to identify information about the student's perspectives regarding the development of their speaking skills. While class observation was used to characterize the way, speaking was taught in the classroom. The finding showed that the implementation of collaborative speaking tasks affected positively students' perceptions about the development of their speaking skills while the survey showed that, after the intervention, students were more motivated, more confident, and had a better self-perception of their oral capacity. Some areas like vocabulary development and the use of Spanish in class should be more deeply explored in classes in terms of the development of speaking.

Keywords: speaking, collaborative speaking task, collaborative learning, fluency.

Dedication page

Acknowledgments

The following research work is mainly dedicated to God, for giving me life, health, and wisdom to complete this postgraduate course.

To my father for his unconditional support in each goal achieved, as well as sacrifice throughout my training as a human being and as a professional.

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Chapter 1. Introduction

Collaborative learning is a strategy to engage students with opportunities to work with others. According to Cooper (1990), "various names have been given to this form of learning and there is some distinction among these: collaborative learning, cooperative learning, collective learning, team learning, learning communities, reciprocal learning" (p. 6). This pedagogical strategy helps to start a conversation by contributing to a small group spontaneous discussion of students helping to improve oral skills. Saaied (2015) says that "...learners are always looking for opportunities to talk and show their abilities in this language" (p. 22). Thus, there is a relationship between interaction and improving speaking skills as students can exchange their thoughts, feelings, or ideas through active interaction. "Classroom interaction is then the only setting where they can share ideas and express their needs with the guidance of the teacher of the course" (Saaied, 2015, p. 22).

Nowadays, speaking English has become a must, especially if the effort is to be an English teacher (Al- Sibai, 2004). At the same time, mastering a second language is a challenge. "Speaking is probably the language skill that most language learners wish to perfect as soon as possible" (Al Nakhalah, 2016, p. 99). Through some research done, we can identify problems and difficulties that appear when an English speaker pretends to develop oral communication.

Al Nakhalah (2016), researched problems and difficulties of speaking encountered by English language students at Al Quds Open University. The main objective of this study is to explore the causes of those difficulties. The method used was experimental. The data was collected through observation and interviews. Results showed that there was a pattern regarding the difficulties in achieving speaking English skills fluency and accuracy such as fear of making mistakes in front of the class, lack of confidence, and low self-esteem. All these factors play a crucial role in being engaged in the English learning process. Additionally, the researcher

adopted some recommendations. The most important one was to establish environmental support and encourage the students to speak English frequently. This study shows the importance of having an adequate environment in the classroom where students feel comfortable making mistakes and being supported and guided. Furthermore, incorporating group work where students feel open to speak freely helps them to manage anxiety. Besides, it is important to motivate students to read to extend their vocabulary and it will be easy for them to express their ideas understandably.

One of the main of teaching English as a second language is to promote effective communication (Davies & Pearse, 2000). Abugohar et al. (2019) presented a study about English language speaking skill issues in an EMP context. It aimed to analyze medical-college students' language needs. A qualitative research method was used and data was collected through a personal-assessment questionnaire using SurveyMonkey (cycle 1) and a focus group (cycle 2). The cycle focused on the attempt to spot which skills were the most essential for the participants and which one(s) were the most problematic. While Cycle Two was addressed to discuss problems and solutions to these difficulties from the student's viewpoint. The result showed that oral production is the most difficult to develop and the essential skill for their current needs and future requirements for EMP learners. Abugohar et al. (2019) mention that "techniques and tools that make students more active and engaged in language learning in a practice-rich and less-stressful environment are moreover recommended" (p. 222). Teachers must be engaged in motivating students using strategies and methods based on students' need for desirable learning outcomes to engage students' active participation and reduce teacher intervention.

The classroom is an effective environment in which every student has the opportunity to speak and interact. Through the interaction, students' oral performance will be developed because it encourages students to express themselves in a meaningful way (Larasaty &

Yutinih, 2018). These authors in one of their studies found out the importance of the role of classroom interaction in students' speaking skills by showing the role of student-student interaction and student-teacher interaction inside the classroom. A qualitative research design and a case study method were used. The first instrument was an observation and it helped the researchers to find out the real situation in the classroom, especially the students' interaction in speaking class. The second instrument was a questionnaire that was used to classify and determine how frequently interaction took place in the classroom. The third instrument was the data transcript from the interview. This study was done successfully in SMAN 1 Tukdana, where students were interacting differently according to their speaking ability. The findings presented in this research prove that students are aware of the importance of classroom interaction to improve their speaking skills. Also, the results showed that the teacher must be a guide as well as a motivator to encourage them to interact and speak in the classroom. The role of classroom interaction creates situations for students to promote their speaking skills, where students work in pairs or groups fostering the exchange of knowledge, participation, and sharing ideas. The teacher's role in this process is to keep students motivated.

English language teachers have been trying new approaches and strategies to improve the speaking competence of the student who is learning a target language. Some research has shown that the implementation of collaborative work in the classroom as a pedagogical strategy has given successful results. These studies have also shown that some teachers are not aware that the use of collaborative work in the classroom involves students in the process of improving their oral skills. Babiker (2018) published a study that investigated improving speaking skills through collaborative learning. The study also looked for ways to familiarize EFL teachers with collaborative learning techniques and asked them to encourage learners to practice these techniques. It tests six hypotheses and answers four questions. An analytical descriptive method was used. The population of this study is EL teachers and learners at

different levels of education in Sudan. The instrument for data collection applied was a questionnaire and a checklist. After analysis the results showed that both teachers and students are not familiar with collaborative learning techniques, traditional methods are still implemented by the teacher in the classroom. In addition, the progress in students' speaking skills leading to this technique is noticeable.

Contrasting the previous research, Murillo (2019) researched collaborative learning to improve speaking. The objective of this research was to explore and identify how collaborative work activities can have an impact on the strengthening of the speaking competence of seventh-grade students of a public educational institution in Medellín-Antioquia. The population was seventh-grade students specifically in the morning session. Action research was used as a method. The instruments as a data collection applied were: An observation (three classes were observed) and an interview (five interviews with both the English teacher and students). The intention of interviewing the teacher was to know his perceptions of the teaching of English and register the information about his experience. To get students information about their likes and dislikes when learning English and also their perceptions about the importance of English language use. Some of the most relevant results are the following: collaborative learning as a pedagogical proposal may build up and generate self-confidence for the teacher when creatively teaching English. It also allowed each student to learn on their own and develop their learning process according to their abilities. Also, to improve collaborative learning is important the implementation of ludic activities both inside the classroom and outside the classroom (role-play, etc.). Through the interviews and classroom observations, it was found that the teacher's role is one of the most fundamental aspects when implementing collaborative work, striving to engage all the students in the class, making them participants, and giving them the possibility to choose between different options of activities and tasks to attract the attention of the students. Furthermore, working in

pairs reinforces self-confidence, self-motivation, and self-discourse and generates less resistance to the apprehension of the language.

The communicative skills of English as a second language have become an attraction in the curriculum of a professional around the world. Geetha and Karthiga (2020) argue that "a high diploma of talent in English and brilliant communication skills decorate students' employability" (p. 391). In his research "A study on the effect of collaborative learning techniques to enhance speaking skills", this author discusses the problems of speaking skills among Bharathiar Engineering College students. Collaborative learning techniques were implemented to enhance students' speaking skills. Three different types of collaborative activities were implemented: Robin round, Buzz group, and Think-aloud Pair Problem Solving. The population was first-year Electrical and Electronics Engineering College students and there were 40 students. A pre-test and post-test were conducted as data collection. Both tests had 30 questions. All of them were based on speaking, problems, and difficulties of students while speaking. The problems identified in learners' speaking skills were: Lack of self-confidence and stage fear, problems in pronunciation, less practice, lack of Vocabulary, and fear of making grammatical mistakes. According to Geetha and Karthiga (2020), "groups of two or more learners sit and work together to solve complex problems, far-reaching tasks, share new ideas and information" (p. 392). They established that students develop more working in groups than individually. The finding showed that all three techniques helped learners to overcome their speaking problems. Though learners found it difficult to speak in the Robin round techniques, they felt comfortable speaking in the last technique because of the workgroup and practice regularly. Regular practice helped to overcome their difficulties thus improving both his vocabulary and pronunciation. These collaborative techniques made learners interact actively and they were more responsive to the group members.

One of the most recent studies was presented by Kholid, Utamie, and Hastomo (2022). It is about collaborative learning as a strategy for improving students' speaking skills". This research aimed to identify the collaborative English learning at UIN Raden Intan Lampung. The collected data was through class observation and interviews. The participants were 25 Sharia Economics students. Action research was implemented as a method in this study. The findings showed that collaborative learning can improve students' speaking ability as well as confidence and critical thinking to express their ideas and opinions in classroom activities. From those results, we can infer that collaborative work can become an enjoyable and suited strategy to learn English. Students are active communicators encouraged to express their ideas more confidently. Additionally, the engagement of the students is visible seeing how their fluency improves.

After the previous comprehensive review of the literature on developing speaking skills through collaborative tasks and some aspects related to it, valuable conclusions can be drawn. First, there is a patron regarding speaking problems identified. Some common difficulties in speaking were found in the studies such as fear of oral mistakes, shyness, lack of opportunities to interact, anxiety, and lack of confidence. Abugohar et al. (2019) argued that "speaking in English for EFL learners is not an easy mission; it requires much effort to produce acceptable utterances and sentences in English" (p. 212). These difficulties are complemented by erroneous strategies that do not motivate the student to participate actively in improving their oral production.

Concerning collaborative work as a strategy to improve speaking skills, there are significant studies that help complement my dissertation. The research, so far, has mainly focused on the effective implementation of collaborative work. Its strategy has become an innovative strategy to strengthen oral skills. The teacher must be well-training on this strategy to use it appropriately in the classroom. Some positive aspects derived from the use of

collaborative work in the classroom are self-confidence, active participation, and self-motivation. In general, the studies showed successful results in implementing collaborative work when the teacher wants to engage students' active participation in class.

However, the search has not shown any report about work on pre-service English teachers and how its strategy could be successful in preparing effective teacher communicators. Some of the research populations were primary school and high school.

Currently, I work as an English teacher in a public university in which the student population is pre-service English teachers. Their main purpose is to communicate in English effectively. Therefore, the main objective of my research is focused on how to develop their ability to speak through a more active interaction in the classroom with their classmates by using collaborative speaking tasks as a strategy. Therefore, it is possible to see how learning English as a second language has been imposed in Colombia. It has become essential to strengthen globalized and universal cultural interaction in the future. Success is in the adequate training of the teacher to implement successful tools in the classroom. The Ministry of National Education (MEN) established the objective of preparing students to have a good command of English. It was based on the need to strengthen Colombia's strategic position in the world, the globalization of cultural industries, and develop Colombian's communicative competencies in a second language (MinEducacion, 2005).

I consider this research to be original because it would be the most recent research related to the subject of collaborative speaking tasks promoting active interaction in the classroom for the development of oral skills in the pre-service teacher population. In addition, no one has researched in the last few years on this subject in our country. Besides, this may be the opportunity to create new strategies that strengthen the motivation and confidence of the student to communicate more fluently without fear of making mistakes.

After reviewing the studies related to this research, the gap between the population of future English teachers in Colombia and the importance of developing oral skills in them was revealed. Many studies have explored topics of speaking and collaborative work implementation but in recent years in Colombia, no one has researched this topic focusing on pre-service English teachers. Also, the importance of effective management of this second language for teaching it.

1.1 Context

This research will be developed in a public university located in the city of Valledupar - Cesar. This university has more than 16,300 undergraduate students and 2,268 postgraduate students. This institution offers 24 undergraduate programs of which 8 programs are focused on teacher preparation (bachelor's degrees). In addition, it has more than 20 postgraduate programs of which 7 are part of the education branch (2 specializations, 4 master's degrees, and a doctorate). The university has a degree in Spanish and English within the degree programs with which I decided to work.

This undergraduate degree trains students to work as teachers in both the Spanish and English language areas. The degree has 7 hours of English per week and 3 hours of independent work. This degree is currently being studied by 915 students. In addition, it has laboratories and bilingual classrooms equipped with technological tools to develop more practical and dynamic classes.

The group of students with whom this dissertation was worked was the intermediate II belonging to the fifth semester. This group is made up of 12 students, of which 7 are women and 5 are men. The study was carried out based on the existing shortcomings to develop the ability to speak, starting from how fundamental it is for them as future teachers to have effective communication in the second language. It should be noted that my experience as a

language student of the same undergraduate degree mentioned, marked an important guideline when working on this research project.

1.2 Objectives

1.2.1 General objective:

- Determine the extent to which collaborative tasks promote the development of speaking skills from the perspective of a group of pre-service teachers.

1.2.2 Specific objectives:

- Identify students' perceptions about the way speaking is developed in class.
- Characterize the way speaking is developed in class.

1.3 Research questions

1.3.1 Research question:

- What is the perception of a group of pre-service teachers regarding the development of collaborative learning production tasks to develop their oral skills?

1.3.2 Sub-question research

- What are students' perceptions about the way speaking is developed in class?
- What type of teacher-learner patterns of interaction does the teacher use to promote the development of speaking?

After presenting the introduction, the setting and objectives and research questions that guide this research will be divided into the following sections. Firstly, there is a theoretical framework session that contains key concepts and theories to support and justify the dissertation. It is divided into subheadings. The second section is the methodology. It

explains in detail the method, approaches, and data instruments used. Additionally, there is the context and the intervention done. It is followed by the results obtained and the discussion. Also, in that section is the conclusion followed by the references and appendix.

Chapter 2. Theoretical Framework

In this chapter, the main concepts that will be used as the basis for the research will be presented. The concepts that will be addressed are related to speaking, the importance of speaking skills, the speaking components (fluency, accuracy, and complexity), speaking features, the linguistic communicative competencies as well as teaching speaking (CLT - Task-based, speaking cycle,), teaching through speaking tasks. Besides, oral interaction (teacher-learner and learner-learner interaction), the collaborative learning approach, and using collaborative speaking tasks.

2.1 Speaking skills definition

Language is our main source of communication. Language allows humans to communicate with others. One of the initial language definitions was propounded by Sapir (1884). He defined language as "a purely human and non-instinctive method of communicating ideas, emotions, and desires employing a system of voluntarily produced symbols" (p. 7). It is the way through which we share ideas and express thoughts with others to fulfill their ambitions, desires, and goals.

Mastering a foreign language such as English has become a requirement in our society as well as an advantage for those who speak it. Over the past three decades, the idea of English as a *lingua franca* (Scott, 2022) has made this language become the most important foreign language in the world. Consequently, as a teacher educator, the main objective of teaching English is to develop in students the necessary communicative

competencies to be able to teach this language. Communicative competence means "the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge" (Savignon, 1991, p. 264). Teacher educators need to be aware of language quite well because they play a critical role in supporting language development. If the teacher manages the language, they will select appropriate material to provide students with opportunities to use the second language in the classroom. According to Ur (1991) "Learners are often inhibited about trying to say things in a foreign language in the classroom." (p. 121). While Kouicem (2010) says "In such classrooms, learners get little or no practice of how to initiate or to end the talk." (p.17). Then the teacher designs the classroom language environment to optimize language and literacy learning.

According to Byrne (1984), "speaking is oral communication between speaker and listener that involves the productive and receptive skill of understanding" (p. 9). Speaking is the ability to communicate effectively in a language. Also speaking can be defined as "an interactive process of constructing meaning that involves producing, receiving and processing information" (Florez, 1999, p. 1). It is "often spontaneous, open-ended, and evolving" (p. 1). The Oxford Pocket Dictionary of Current English (2008) defines speaking as "the action of conveying information or expressing one's thoughts and feelings in spoken language" (p.332). Saaied (2015) added ".... learners are always looking for opportunities to talk and show their abilities in this language. Classroom interaction is then the only setting where they can share ideas and express their needs with the guidance of the teacher of course." (p. 22). As mentioned, by Saaied (2015), through speaking, students can communicate or express their opinions, intentions, hopes, and points of view consistently, fluently, and appropriately using correct pronunciation, grammar, and appropriate vocabulary.

When teaching speaking, the teacher must focus on the oral activities so that the student participates actively, spontaneously exchanging thoughts using a second language (Derakhshan et al., 2016). Thornbury (2005) "Speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning." (p.1). Promoting oral communication in the classroom helps students to acquire speaking skills in English and encourages them to converse spontaneously and naturally. Florez (1999) highlights the following speaking criteria which make a good speaker:

- Use grammar structures with precision;

- Evaluate the characteristics of the target audience, including shared ones. knowledge, status and power relations, or differences in perspectives;

- Select vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the environment in which the speech is being delivered happens;

- Apply strategies to improve understanding, such as emphasizing keywords, reformulation or verification of the listener's understanding;

- Pay attention to the success of the interaction and adjust the components of speech, such as vocabulary, speed of speech, and complexity of grammar. structures to maximize listener understanding and participation (p. 17)

From the above, we can see that all the speech skills involved require complex cognitive processes (Bygate, 1998). In addition, "speaking includes sub-processes that involve different mental processes, such as, retrieving words and phrases from memory and assembling them in suitable syntactic and propositional sequences" (Harmer, 2001, p. 269-270). Nunan (2003) states that students foreign language learners should be taught to:

- produce English speech sounds and sound patterns.

- select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.

- organize their thoughts in a meaningful and logical sequence.

- use language as a means of expressing values and judgments.

- use the language quickly and confidently with few unnatural pauses. (p. 273)

Scrivener (2005) establishes that "there is no point knowing a lot about the language if you can't use it" (p.146). Engaging our students as future educators in the English learning process and making them aware of the necessity of becoming fluent and accurate English speakers, research shows that teachers have used the recommendations presented above.

2.2 The importance of the speaking skill

According to Bueno, Madrid, and Mclaren (2006), "speaking is one of the most difficult skills language learners have to face" (p. 321). According to Khamkhien (2010), "speaking is considered to be the most important second language" (p.1). For a long time, the teaching of speaking has been limited to activities where students recite, repeat, or memorize dialogues, underestimating the importance of developing real oral communication. That prevents students from engaging in real-life situations. Furthermore, mastering this ability is especially useful for students seeking to establish themselves well in their professions, attend interviews, get better job opportunities, or even study abroad. Al-Sibai (2004) argues that "live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor" (p.3). Nunan (1991) mentioned that "success is measured in terms of the ability to carry out a conversation in the (target) language" (p. 39). Moreover, it contributes to building students' self-confidence and they become stronger in decision-making and problem-solving (Nunan, 1991).

2.3 Speaking components: fluency, accuracy, and complexity

Speaking, as a production skill, includes three main aspects: *fluency, accuracy, and complexity.* A proficient speaker is both fluent and accurate. Fluency is "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter, 1995, p. 178). Additionally, speakers can implement some strategies to facilitate their communication (e. fillers, lexical phrases, ellipsis…etc.) and some skills such as self-correction, rephrasing, or repeating which help the learner as communication support (Widdowson, 1998 & Segalowitz, 2000). Achieving fluency is perhaps one of the major speaking problems learners have to face. Because of this, their discourse tends to have hesitation, repetitions, and self-corrections (Schemitt, 2010).

Regarding *accuracy,* it consists of using vocabulary, grammar, and pronunciation properly when interacting in oral interactions. That means that the speaker selects the correct words and expressions based on their communicative intention and context. When speaking, both accuracy and fluency are key to effective oral communication and are related to production and interaction skills which help learners to enhance their speaking ability. "Fluency and accuracy are seen as complementary principles underlying communicative techniques" (Brown 1994, p. 245).

Finally, *complexity* covers factors such as pronunciation, grammar, vocabulary, and content via the underlying interlanguage system Skehan (1996). These elements' combination makes the second language (L2) learners proficient language users and improves the quality of speech.

2.4 Speaking features

Some features related to speech ability will be discussed below. It is important to emphasize and consider them because they will help teachers set the guidelines for the design of activities and the preparation of instructions for future lessons. This will facilitate the understanding and effectiveness of teaching speaking thus achieving the student's oral development effectively.

2.4.1 Speaking is face to face

Most conversations take place face to face implying seeing each other either physically or remotely. It allows speakers to get immediate feedback and comments. Burns and Joyce (1999) argue that an important aspect of speaking is that it always takes place within a context. Certain conversation elements such as expressions, and facial and body movements help students become more effective communicators allowing for better exchange of information and message interpretation.

2.4.2 Speaking is interactive

Human needs social interaction and language is the most powerful tool of communication. According to Cornbleet and Carter (2001) and Bygate (1998), this aspect is characterized mainly by the fact that whether we are talking face to face or by phone, with a person or a group of people, there will always be interaction on the part of the listener. Taking turns to participate will be spontaneous and unconscious at the moment in which the listener considers it appropriate to do so, thus allowing a natural conversation.

2.4.3 Speaking happens in real-time

Foster et al. (2000) considers that "having conversations in real-time results in unplanned and spontaneous responses in addition to prompting speakers to think quickly" (p.

368). This can become a limitation sometimes affecting the organization of the ideas to be expressed, causing frustration or generating insecurity in the speaker so they lose control of the language. Besides, they feel anxiety and insecurity in their first attempts to use the second language. Producing speech in real-time, expressing thoughts, or simply giving an opinion will help the student to identify their weaknesses and strengths in the target language.

2.5 Speaking communicative competencies

Communicative competence is "the ability to produce sentences for communicative effect." (Widdowson, 1978, p. 1). The International Encyclopedia of Education (1985) defines communicative competence as the "effective use of language in social contexts". (p. 834). Students are expected to identify the social context where the communication is given since it is fundamental for assigning meaning to the utterances. Also, they can utilize a proper grammar structure and vocabulary. Being communicatively competent "requires an understanding of sociocultural contexts of language use" (ibid., p. 267). In this way, communicative competence integrates the ability to use it in speaking development, allowing students to perform different functions like enquiring, suggesting, greeting, etc.

Later Canale and Swain (1980) described four dimensions of communicative competence.

- *Grammatical competence:* This includes language rules such as vocabulary, formation of words or sentences, and pronunciation.
- *Sociolinguistic competence:* refers to an understanding of the social context in which communication takes place (role relationships, shared beliefs, and information between participants …). It is the ability to use language appropriately in various contexts.

- *Discourse competence:* It means "how sentence elements are tied together," which includes two components: cohesion and coherence (Lazaraton, 2001, p. 104). Cohesion is "the grammatical and/or lexical relationship between the different parts of a sentence" (Richards, Platt, and Weber, 1985, p. 45). Cohesion includes reference, repetition, synonyms, and so on. In contrast, coherence involves "how texts are constructed" (Lazaraton, 2001, p. 104).

- *Strategic competence:* refers to the coping strategies that participants use to initiate, terminate, maintain, repair, and redirect communication. It refers to the mastery of both verbal and non-verbal communication strategies (p. 41).

2.6 Teaching speaking

Speaking is essential for human communication. Thornbury (2005) states that "speaking is an activity to communicate with others in daily life. People can express their ideas and purposes orally to the listener by using speaking" (p. 1). Generally, students are afraid of making mistakes when they speak in English, such as grammatical structure errors, lack of pronunciation, vocabulary, and fluency, or incorrect accent in each word. Furthermore, they feel anxious and nervous-making them unconfident when they want to communicate in front of the class. Those problems make students lose the enthusiasm to express themselves, demotivating them in the academic process of acquiring a second language (Purwatiningsih, 2015).

Although the effective domain of the target language involves the four fundamental skills (speaking, writing, reading, and listening). Harthy (2013) stated, "Despite the fact that speaking is considered one of the most crucial language skills, many students have a major problem in mastering even the basics of this important language skill." (p. 78). The speaking

skill seems more challenging and essential when someone wants to feel that they have mastered a foreign language.

Teaching to speak requires planning activities that not only allow students to practice oral language but also focus their attention on linguistic elements that improve their accuracy. The teacher is expected to design interactive and engaging speaking activities where students can use their own life experiences (Celce-Murcia, 2001). It can be accomplished by implementing various techniques such as role-plays, discussions, giving opinions, etc. in situations that are similar to life outside the classroom through activities with topics of their interest and needs (Oradee, 2012).

2.7 Teaching speaking cycle

Goh and Burns (2012) establish a pedagogical cycle model where they propose seven holistic and sequenced series of speaking activities to highlight several key aspects that teachers can draw on to guide the students to facilitate practice and learning, input, and feedback. In the Teaching Speaking Cycle (TSC), learners develop their speaking through several activities and tasks as the teacher guides them systematically through each stage of the cycle:

- Use a wide range of core speaking skills
- Develop fluency in the expression of meaning
- Use grammar flexibly to produce a wide range of utterances that can express meaning precisely.
- Use appropriate vocabulary and accurate language forms relevant to their speaking needs.
- Understand and use social and linguistic conventions of speech for various contexts.
- Employ appropriate oral communication and discourse strategies.

- Increase awareness of genre and genre structures

- Increase their metacognitive awareness about L2 speaking

- Manage and self-regulate their speaking development (p. 151–153).

Figure 1

The Teaching-Speaking Cycle (Goh & Burns, 2012, p. 153)

The figure presents a circular diagram with seven stages:

1. Focus learners' attention on speaking
2. Provide input and/or guide planning
3. Conduct speaking tasks
4. Focus on languague/skills/strategies
5. Repeat speaking tasks
6. Direct learners' reflection on learning
7. Facilitate feedback on learning

Each stage aims to facilitate second language acquisition by practicing speaking

activities. Also, they seek to provide opportunities to have input and feedback from the

teacher. The first stage focuses on learners' attention to speaking. It aims to catch students' attention and make them aware of learning to speak a second language. The second stage provides input and/or guides planning. The purpose of this stage is to enrich student vocabulary related to their needs, linguistic knowledge, and context. Furthermore, teachers provide a wide range of utterances to express meaning more exactly. The third stage conducts speaking tasks. This stage leads to improving important speaking aspects such as pronunciation, speech function, interaction/discourse management, and discourse organization. Also, the teacher provides context encouraging students to practice through communicative tasks. The fourth stage focuses on language/ skills/strategies. This stage aims at creating opportunities to improve students' accuracy. The fifth stage consists of repeated speaking tasks. It aims to develop fluency and accuracy by employing oral communication strategies. The sixth stage directs learners' reflection on learning. This stage encourages learners to self-regulate, evaluating their process from the previous stages. The reflection can be done individually, in pairs, or, in groups. The seventh facilitates feedback on learning. The teacher provides learners with feedback on their performance by comments or grades.

This model described above is a coherent and comprehensive model for teaching speaking English (Shu & Renandya, 2016). Applying each stage in a lesson allows the teacher to address meaningful strategies and provide them with valuable scaffolding to engage students in developing speaking tasks.

2.8 Teaching through speaking tasks

Ellis (1994) defines the task as "a designed activity where the student is involved to lead them to the communicative or reflective use of the target language to reach a different result than learning involving a specific characteristic of that language" (p.595). According to Lee (2000), a task is "to do something to accomplish a particular goal. It is an activity

assigned by a teacher in which they request interaction between two people, a small group or a whole class" (p. 23). When a teacher designs a task, the communicative intent and creative use of the language are at the center of the process. Moreover, Lee (2000) mentions that "if a teacher wants to design and structure a task, the teacher should: identify a desired informational outcome, break down the topic into subtopics, create and sequence concrete tasks for learners, and build in linguistic support" (p. 23). Interactive and engaging speaking activities such as where they can use their own life experiences (Celce-Murcia, 2001).

Ellis (2003) defines a task as follows:

1. A task is a work plan.

2. A task involves a primary focus on meaning.

3. A task involves real-world processes of language use.

4. A task can involve any of the four language skills.

5. A task engages the cognitive process.

6. A task has a clearly defined communicative outcome. (pp. 9-10)

Furthermore, Nunan (2005) says that "a task must be able to give students a feeling of fulfillment, being able to stand alone as a communicative act in its own right" (p.5). One aspect to be taken into account when designing a speaking lesson is to plan interactive and attractive classes where the student is motivated and encouraged to participate actively creating a good atmosphere in the classroom. Another fundamental consideration is the design of the material according to the context, needs, and students´ preferences. In addition, the selection of strategies and methodologies according to their level are other relevant factors in the teaching of a foreign language.

Motivation is an important factor when a teacher intends to engage learners in the target language learning process. Littlewood (1984) mentioned that "motivation is the crucial

force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preservers" (p.53). Performing engaging activities can help learners to speak in English classrooms. Quenan (2014) stated, "it has been a problem or a difficulty for most English Foreign Language teachers because their students have low motivation to speak English." (p. 21). The teachers are expected to create a learner-friendly environment for the students so they can feel free to express their opinions and where errors are seen as a normal step in the process of learning. Willis (1996) says "Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened" (p. 7). This could also promote accuracy and fluency.

2.8.1 Type of Speaking Tasks.

Learning to speak a foreign language can cause anxiety, fear, or an unconfident feeling in students. easily. Benlagha (2014) argues that "Some learners feel a little nervousness before an oral performance or speaking in the class." (p. 56). Therefore, it is the teacher's role to scaffold their language development contributing to building their self-confidence. Foreign language learners cannot speak the language or express themselves freely and fluently without some degree of self-confidence (Brown, 1994). Speaking tasks are not about putting the learner into pairs or small groups to speak, it is about designing activities that promote processes for maximum learning to occur in each lesson. The task requires combining a suitable teaching approach as well as the selection of appropriate pedagogic strategies that take into consideration students' context and needs.

According to Goh and Burns (2012), three types of speaking tasks encourage genuine communication among learners: communication-gap tasks, discussion tasks, and monologic tasks.

- *communication-gap*: learners interact with a partner or others in small groups to convey information and viewpoints to achieve a communicative outcome. There are many forms of 'gaps' in communication-gap tasks and these include missing information or details that one learner will have to describe, narrate or explain to their partner.

- *discussion tasks:* Learners interact with a partner or others in small groups to convey information and viewpoints to achieve a communicative outcome. discussion tasks create an even more authentic context for speaking and interaction because learners share their personal views.

- *monologic tasks:* they may give a talk, tell a story or present a report. In simulations, learners are given scenarios in which they take on a role, such as a doctor, a Member of Parliament, a school counselor, and a parent to discuss an issue with others taking on other roles. These 'performances can be done in front of the whole class, but doing them in small groups is preferable because it reduces anxiety for the speakers and enables peers to ask questions and give feedback in a less threatening environment. (p.153).

2.9 Teaching Speaking Approaches: Communicative language teaching (CLT) and Task-based language teaching

2.9.1 Communicative language teaching (CLT)

Communicative language teaching is an approach to teaching a second language emphasizing an interaction where the main goal is to learn a language (Canales, 1983; Rivers, 1987; Cook, 1991; Richards and Rodgers 2001). Richards, et (1992) in the Dictionary of Language Teaching and Applied Linguistics defined CLT as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is

communicative competence" (p.65). The teacher's role in this approach is to be passive, becoming a learning facilitator rather than an instructor allowing students to speak more (Larsen-Freeman, D.,1986). Hedge (2000), argues that the teacher function in a CLT is "setting up activities, organizing material resources, guiding students in group works, engaging contributions, monitoring activities, and diagnosing the further needs of students" (p. 63). Rodgers (2001) also describes the roles of the teacher as an analyst, counselor, and group process manager.

Regarding students' roles, they are responsible managers of their learning process and active speakers where they perform in a target language, and teachers monitor and observe them. They learn to communicate by communicating (Larsen-Freeman, 1986). It helps students to realize grammar structure errors, pronunciation, and intonation and reinforces their confidence in implementing the target language in speaking. In other words, this approach focuses on the learning process as student-centered rather than teacher-centered. In CLT, error from the students is a natural outcome of communicative learning development (Larsen-Freeman, 1986). The teacher provides them opportunities for practicing speaking skills from real-life situations to give them opportunities for real communication. Additionally, Learner motivation is an important aspect of student engagement desiring to communicate in meaningful ways about meaningful topics.

This approach is not only about oral development. The teacher integrates others' skills to educate holistically the students (Celce-Murcia 1991). "CLT is not exclusively concerned with face-to-face oral communication" (Sauvignon 2002, p. 7). CLT combines reading and writing activities engaging readers and writers in the interpretation, expression, and negotiation of meaning.

2.9.2 Communicative Language Teaching Features.

Littlewood (1981) explains that "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view" (p. 1). The goal of CLT is to develop in our students the ability to communicate in the target language effectively. Ellis (2003) says "CLT aims to develop the ability of the learner to use language in real communication" (p. 27). Through communicative activities, students become authentic English speakers capable of transmitting a message in different contexts making themselves understood.

Mangubhai et al, (1998) establish some characteristics of the Communicative Language Teaching Approach:

- Emphasis is on language use rather than language rules.

- More attention is given to fluency and appropriation than to structural Correctness.

- Classroom exercises depend upon spontaneity and trial and error by learners.

- Promotes interpersonal rather than intrapersonal interactions.

- Group and pair work are effective learning modes. These modes are most effectively rendered in small classes.

- It uses authentic materials.

- For the development of communicative ability, there needs to be an integration of form-focused exercises with meaning-focused experience.

- Emphasis is on tasks that encourage the negotiation of meaning between students and between students and teachers to make input comprehensible to participants.

- The teacher oscillates between the roles of facilitator and director transmitter.

- The teacher sets an environment that is interactive and not overly formal.

- A commitment to using the target language as a medium of classroom communication.

- It is learner-centered.

- The methodology is geared not only to competence but also to the expectations of those participating in the learning process.

- Emphasis is on successful communication, especially that which involves risk-taking.

- Emphasis is on learner autonomy and choice of language, topic, and so on.

- A communicative classroom seeks to promote interpretation, expression, and negotiation of meaning implying learners are active.

- Context is important in interpreting the meaning of a text (oral or written). (p. 274)

2.9.3 Advantages of Communicative Language Teaching (CLT)

According to Richards (2006), There are some advantages to teaching according to the communicative approach:

- CLT is a holistic approach. It doesn't focus only on the traditional structural syllabus.

- CLT engages students to express their ideas about what they are going to talk about and how they are going to communicate. This enables the learners to be more confident when interacting with other people and they also enjoy talking more (Brown, 2001).

- CLT provides vitality and student motivation within the classroom of using English by themselves since it emphasizes fluency in the target language.

- CLT is a learner-centered approach. It capitalizes on the interests and needs of the learner. (p. 68)

If a teacher takes into consideration designing a lesson implementing CLT, it will enable the creation of a classroom environment where students can feel comfortable and confident about making mistakes when they are talking within the classroom. The teacher just facilitates knowledge and guides the instructions to do activities.

2.9.4 Task-based language teaching (TBLT)

According to Murad (2009), the task-based language teaching approach "engages learners to perform a series of tasks in an interactional authentic language environment by using the target language for communication" (p.42). This interaction is engaged inside and outside the classroom developing tasks where they use a foreign language in real-formal situations. "TBLT emphasizes meaningful learning, involvement in the real-world process of language use, and engagement of cognitive processes" (Ellis, 2003. p.25). Moreover, Bao and Du (2015) establish that "TBLT contributed to learners in terms of increasing participation, creating more opportunities for speaking, easing learners' anxiety, and enhancing enjoyment". Some of those tasks are making a phone call to make a reservation or complaining about something, writing an email in English for work, gathering information to make a poster or advertisement, making a short movie, etc. (Ellis, 2003).

2.9.5 The advantages of TBLT

Willis and Willis (2007) established some advantages for TBLT:

- A natural context is developed from the student's experiences with the language that is personalized and relevant to them.

- The students will have much more varied exposure to language with TBLT. They will be exposed to a whole range of lexical phrases, collocations, and patterns as well as language forms.

- The language explored arises from the student's needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the coursebook.

- It is a strong communicative approach where students spend a lot of time communicating (student-centered).

- It is enjoyable and motivating. (P. 5)

According to Swan (2005), "the thrust of TBLT is to cast the teacher in the role of manager and facilitator of communicative activity rather than an important source of a new language" (p. 235). When teachers promote a task-based approach through activities in the classroom, they become a major source of input. TBLT is an active approach to language learning (Larsen-Freeman & Anderson, 2011). Furthermore, it is highly motivating and improves student confidence (Vanden Branden, 2012).

2.10 Forms of Oral Interaction

According to Warda (2015), "Lack of interaction in EFL classes, and lack of the teacher's encouragement and support for learners to interact in the learning environment could be the first to lead to student's poor oral productions." (p. 2). Classroom interaction is developed through an interaction between teacher and learners, or between learners either collectively or individually in the classroom. Angelo (1993) establishes that classroom interaction consists of the exchange of ideas, opinions, and thoughts between teacher-learner and learner-learner interaction. He says that the process of interaction is:

"To create an active learning environment; focus attention; connect knowledge; help students organize their knowledge; provide timely feedback; demand quality; balance high expectations with student support; enhance motivation to learn; encourage faculty-student and student-student interaction and communication, and help students to productively

manage their time. Learners will get more knowledge from the lessons when they actively participate in their learning." (p. 84).

However, Van Lier (1996) determines two types of interaction in the classroom which must be evaluated within their particular context, thus presenting different opportunities for negotiation.

2.11 Teacher-Learner Interaction

The teacher-student interaction is known as how the teacher, through questions, stimulates the active participation of the students where, in addition, the teacher also participates in these interactive activities focused on learning. Generally, these interactions take place between the teacher and the class and/or small groups in the class and/or individuals.

In the traditional classroom, the teacher just sits or stands in front of the class and spends a great deal of time giving instructions, while the role of the students is passive where they only listen and follow instructions given by the teacher. The focus of interaction was predominant between the teacher and the students. This is usually initiated and controlled by the teacher. The central role of the teacher is active and decisive in terms of the time of participation and development of activities. The teacher is the one who directs the topic of the conversation in the classroom and establishes when the student starts and when to stop talking (Cazden, 1988; Tsui, 1995).

At the beginning of the lesson, the teacher reviews what the student has developed during class, then clarifies doubts and provides additional information or explanation. At the end of the lesson, the teacher gives feedback to students. The teacher is the fundamental axis for interaction in the classroom. The student's role is to be a passive listener, where sometimes they only interact directly with the teacher to answer assigned questions.

According to Chaudron (1988), the teacher's intervention occupies a large part of the speech in the classroom during class development. It often limits the interaction of the students, representing approximately two-thirds of the discourse in the classroom. Kundu (1993) observes the analogous phenomena:

"Most of the time we talk in class, hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive" (p. 13)

However, teaching is always a work of shared relationships. It involves the participation of many people, as Brown (2001) argues that "the teacher's talk should not occupy the greater part of an hour of class; otherwise, you are probably not allowing students to speak" (p. 99). According to Harmer (1991), to encourage the active participation of students in the classroom, the teacher must provide constant spaces for interaction in the classroom.

2.11.1 Teacher questioning

The tool used in the direct interaction between the teacher and the students is the "questions". Corey (1940) says that "teacher questioning is a fundamental and important means of interaction in the classroom" (p. 66). Questioning is a teacher's starting activity facilitating language acquisition by asking questions and encouraging student responses. On the other hand, Ascher (1961) and Gall (1970) establish that the teacher is called "a professional question marker" and the formulation of questions is "one of the basic ways by which the teacher stimulates thinking and learning of the students" (p. 38). Furthermore, Ur (2000) argues that:

"Teacher questions serve such purposes as allowing students to present their ideas, and testing their knowledge or comprehension skills, actively engaging them in participating in learning, stimulating their thinking, and getting them to review and practice previously learned materials" (p. 229).

According to Kissock and Iyortsuun (1982), questions are the main tool, so teachers must be familiar with these questions to generate an impact on interaction and learning in the classroom. Learning occurs as a result of questions; Through them, teachers realize if the objectives established at the beginning of the class have been achieved. A good teacher is a good questioner (Morgan & Saxton, 1991). Wood (1988) determined that "the objective of pedagogical questions is to motivate, sustain and direct the student's thought processes" (p. 424).

2.11.2 Type of questions

Hargie (1981) establishes some types of questions by the teacher: procedure questions, recall-process questions, and closed-open questions. Procedural questions are used as part of the teacher's language when giving instructions in the classroom. They are for "cooperation between teachers and students." The recall question focuses on the recovery of knowledge, thus checking if the students acquired the necessary knowledge from the previous lesson. This type of question provides particular information learned and students do not need to apply their high cognitive ability. On the contrary, with process questions, students have to go through more complex cognitive processes because they must express their opinions and justify or evaluate the information given to the teacher. This stimulates the student's thinking and motivation indirectly. Regarding closed questions, the student's answers are limited or in short sentences. They encourage students to discover the facts or present their knowledge. These can be subdivided into three types: alternative questions, yes / no questions, and

identification questions (Hargie, 1981). Open questions are more flexible because the teacher accepts different answer possibilities from students. This gives students more opportunities for interactions allowing them to have active participation in their learning process and having more opportunities to use language.

According to Long et al. (1984), questioning helps activate teacher-student interaction by encouraging students to participate actively in their learning process. Long and Sato (1983) suggested two forms of questioning for the teacher: "referential" and "display" questions. The "display" questions are those questions that the teacher uses to verify the student's understanding. Otherwise, the teacher must clarify doubts by supplying extra information. Bloom (1956) says that these could be classified as lower-order questions. Here are some examples of these types of questions:

1. What is the opposite of "near"?

2. What does this paragraph say?

3. What's the meaning of "current"?

These types of questions allow the teacher to know if the student has achieved and developed the abilities imposed at the beginning of the class successfully. In addition, the student can self-assess their understanding through their answers. Moreover, teachers through these types of questions generate practice in the target language increasing the spontaneous participation of the EFL students in the form of a "natural" conversation.

The "referential" questions are the questions whose answers the teacher does not yet know. They are intended to generate social discourse rather than to test students' knowledge. The teacher's goal is to improve students' speaking skills through a social atmosphere in the classroom. Brock 1986, Gebhard 1996, and Tsui (1995) state that "Student responses to referential questions are more meaningful, longer, and subjective in most circumstances" (p.

68). Therefore, when these questions are asked, students must give interpretations and judgments, so that they have spontaneous communicative purposes. The "referential" questions contain two subtypes: closed referential questions and open referential questions. With open referential questions, the teacher expects to obtain long and complicated answers from the students. In contrast, with closed referential questions, students only need to give short answers that do not contain much information. There are some examples:

Open referential questions:

a. What are your hobbies?

b. Could you tell us how you found your wife? Why did you select her?

 c. What do you think about our new teacher?

Closed referential questions:

A a. Are you married?

b. What's your name?

 c. What's your job?

Many studies (Tollefson, 1989; Lynn, 1991; Ellis, 1994; Pica, 1994) recommend applying referential questions instead of display questions in the classroom for their authentic communicative value. Through the referential questions, the teacher receives longer and grammatically complex answers from the students. Referential questions develop critical thinking by increasing language production. In addition, these questions are important tools in the classroom to generate greater use of the target language by the students since it increases the production and participation of the student.

2.11.3 Wait-Time

Another important element in the effective development of interaction in the classroom is wait time. Tobin (1986) shows that after asking a question, teachers have a stipulated wait time for the student to answer. If at that time the student does not answer, the teacher randomly chooses another student to answer it. They should allow a few seconds of silence after asking a question. It would be appropriate for the student to have a few seconds to simplify the information and thus respond. The wait time is linked to the desired result by the student. In addition, if the duration of the student's responses is increased, more successful results are encouraged in their responses, thus decreasing the lack of participation. If teachers can learn to increase the wait time from one second to 3-5 seconds, there will generally be significant improvements in the quantity and quality of student responses. However, there is a significant relationship between the use of higher cognitive questions and the waiting time: the greater the cognitive process required by the teacher's question, the longer the waiting time after the question should be. After students complete an answer, teachers often begin their reaction or next question within a second. Tobin (1986) has determined that increasing the pause after the student answers is as important as increasing the waiting time.

The interaction takes place between the teacher's talk and the student's talk. The teacher's talk acts contain three categories: academic instruction: the teacher's academic presentation, the response to the student's academic questions, and supportive and corrective feedback. On the one hand, the teacher`s motivation activates students (initiative calls, initiative markers, academic questions, and initiative feedback). On the other hand, evaluation is made up of positive and negative feedback, and classroom management. Nunan (1991) mentioned that "they should pay attention to the amount and type of conversation they

make and evaluate their effectiveness in light of their pedagogical objectives. (p. 84)". He also points out that:

> "The teacher's talk is of crucial importance, not only for the organization of the classroom but also for the acquisition processes. It is important for the organization and management of the classroom because it is through language that teachers succeed or fail in the implementation of their teaching plans. In terms of the acquisition, the teacher's speech is important because it is probably the main source of understandable information in the target language that the student is likely to receive" (p. 85)

The amount and type of interactive activity by the teacher is a decisive factor for the success or failure learning process in classroom teaching.

2.12 learner-learner interaction

learner-learner interaction occurs between students. The teacher plays a monitor role and the students are the main participants. There are two types of learner-learner interaction that can be developed within the classroom.

2.12.1 Work in pairs and work in groups

Many researchers claim that practice is most beneficial when done in collaboration with small groups or peers rather than with the teacher or in a whole-class setting. It is significant that students almost always initiate their questions during small group activities rather than whole-class activities. Open discussion in collaborative groups often facilitates language development by allowing ideas to be clarified and shared in a flexible context (Gillies, 2006). Furthermore, the teacher is not the only interlocutor and facilitator of

information. Long and Porter (1984) state that "Peers act as natural interlocutors, resulting in the availability of a much greater variety of models to practice with" (p. 69). Group cooperation contributes to a more relaxed atmosphere in the classroom, reducing anxiety and fear of making mistakes. This generates an increase in both the quantity and the quality of the practice (Ur, 1996, Altay and Ozturk, 2004). Collaborative work often has a beneficial effect on the development of tasks taught to students.

Doughty and Pica (1986) contend that "group work is more likely to lead to the negotiation of meaning than interaction with the teacher" (p.47). Usually, the teacher should use group work to maximize students' opportunities to speak to reduce the anxiety and fear of class participation. On the other hand, Harmer (2001) proposed that "working in pairs or group work increases the amount of talk time available to each student in the classroom"(p.35). The students in a workgroup or pairs allow them to speak confidently since they are free from the teacher's control. In addition, the teacher allows the student to be more independent and turns the classroom into a more relaxed environment.

2.12.2 Topic-based and task-based activities

It is important to plan and design group work activities appropriately focused on the student's needs (Gillies, 2004). The teacher should focus on creating activities that increase interaction that result in an increase in the quality and quantity of talk by the student (Bygate et al., 2001). Ur (1996) describes some characteristics of speaking activities:

"There is a lot of student conversation during these activities. Students have ample opportunities to speak and participate in activities. Students are also highly motivated and interested in the activity. They use language that is relevant, understandable, and fairly accurate "(p. 45).

In addition, he proposed two activities for oral communication: topic-based activities and task-based activities. Topic-based activities are "divergent" or open-ended in nature, as they focus on a particular topic leading to a relevant discussion (Duff, 1986). These activities are related to discussions and debates where students express their ideas and opinions (Pica et. Al, 1993). There are no specific outcomes. On the other hand, Task-based activities are "convergent" in nature (Duff, 1986). As the student uses the target language as a means to achieve specific results. This category includes activities such as role-play, problem-solving, and information gap activities. There are specific outcomes. According to Ellis (2001), the activities and tasks of work in pairs and groups work were classified into two categories: the practice of functional language and focused communicative tasks. Ellis (2001) defines functional language practice as "instructional materials that allow students to practice producing the target structure in some kind of situational context" (p. 21). Additionally, Ellis (2001) states that "the main focus remains the form, and the students know that the purpose is to master the precise use through the repeated use of the destination function" (p. 21). The purpose of group work activities involves putting into practice new knowledge, vocabulary, and even predetermined topics. Some of the activities implemented can be descriptions of people or things, and participation in role-playing games, among others.

2.13 Collaborative learning approach

According to Vygosky (1962), "people learn through interactions and communications with others and are surveyed on how social environments influence the process of learning" (p.228). Active participation in pairs or groups through debates or group discussions seems to help develop critical thinking and student self-confidence where the teacher's role is to be a facilitator. Parupalli (2019) says that "the teachers have to implement

various effective teaching strategies to inspire the learners during classroom teaching"
(p.114). The learning process has better results when the learner is involved actively in the
process where the main goal is to achieve communicative skill development (Gross, 1993).
Parupalli (2019) defines collaborative learning as "an umbrella term for a variety of
educational approaches involving a joint intellectual effort by either the learners or the
learners and teachers together" (p. 115). The collaborative learning approach aims to
"develop interdependence among group members, active participation, interactive dialogue,
and co-creation of academic products" (Udvari-Solner, 2012, p. 115). In addition, CLA helps
to increase learners' interaction that occurs between peers during collaborative work, in this
way accelerating learning, improving social skills and solving individual problems
efficiently.

Sousa et al. (2019) establish the following characteristics of collaborative learning:

a) focus on the learning process and students and their interaction;

b) implementation of activities that allow students to perform different roles during
foreign language study;

c) students' active roles in the learning process;

 d) the learning process is viewed as a shared experience among its participants;

e) the development of social and cognitive skills,

f) creation of an environment, in which learners' interdependence is supported,

g) promotion of students' autonomy, self-regulation, and self-esteem (P. 262-263).

Integrating the aforementioned features when teachers design tasks allow students to elaborate and organize their knowledge, creating a well-rounded foreign English learner. Moreover, Grath (2000) mentioned some benefits of implementation of collaborative learning in the classroom: "student-centered instruction increases student self-esteem, cooperation reduces anxiety, it promotes critical thinking skills, it involves students actively in the learning process, and it models appropriate problem-solving techniques. (p. 71-74).

2.14 Using collaborative speaking tasks

Byrne, D. (1987) argues that "the use of group work increases the amount of student conversation in a limited period and also reduces students' inhibition" (p. 83-85). In addition, he says that teachers "Make a careful choice of a topic, in general, the clearer the purpose of the discussion, the more motivated the participant will be" (pp. 83-85). The teacher needs to establish the purpose of homework from the beginning, identify specific goals for its development, and assign roles to group members to keep them actively involved. Scrivener (2005) mentioned that "work in pairs is an interaction in the classroom that involves a student working with another student discussing and giving feedback during communication activities" (p. 45). The collaborative learning approach involves students working and helping each other to achieve a task assigned by the teacher that is accomplished through the implementation of the target language.

Chapter 3. METHODOLOGY

Research is a process that intends to solve social issues. Creswell (2012) defines research as "a process of steps used to collect and analyze information to increase our understanding of a topic or issue (p.3)". Additionally, Cohen et al. (2007) say that "research is

the systematic and scholarly application of the principles of a science of behavior to the problem of people within their social context" (p. 48). As teachers, we must be educational researchers in search of the constant improvement of the classroom atmosphere, in addition to enriching educational management.

Educational research emphasizes scholarly issues in which educators are engaged in improving teaching and learning practices. Kapur (2018) mentions that "education research represents an activity, directed towards the development of an organized body of scientific knowledge about the events with which educators are concerned" (p.1). Also, this author establishes that "the main purpose of educational research is focused upon scientific investigation and provides solutions to the problems in the field of education" (p. 1). This guides the researcher educator to implement methods, methodologies, and instruments to create their view (paradigm) which helps to attain the research objectives.

The study carried out in this research is framed within the educational research field and explores how the implementation of collaborative speaking tasks helps pre-service teachers develop their oral skills in English. For this, several methodological decisions will be shared in this chapter.

3.1 Defining the research paradigm

Paradigm is defined, in an educational context, as a researcher's 'worldview' (Mackenzie & Knipe, 2006). According to Hughes, (2010) "paradigm is perceived as a way of seeing the world that frames a research topic and influences the way that researchers think about the topic (p. 35)." It directs the researcher in the investigation process reflecting researchers' thoughts and beliefs. According to Belbase (2007), "for the researcher, it is important to recognize their paradigm, it allows them to identify their role in the research process, determine the course of any research project and distinguish other perspectives"

(n.p.). Therefore, the paradigm guides and frames research action by interpreting and acting within the researchers' world.

As stated by Sanden and Egbert (2013), "our paradigm supports the theories and methodological frameworks that we choose" (p. 32). Four paradigms are studied in educational research: positivist, interpretivism, critical, and constructivist. Each of these is associated with its theories and methodological frameworks.

The Interpretivist (Post-Positivist) paradigm was selected as part of the methodology implemented to develop this study. Taking into account that the main objective of this paradigm is to interpret reality in search of a social transformation to provide a solution to a problem based on self-reflection, I decided to support my research in this paradigm due to its participatory and critical methodology that allows me to create a direct relationship between the participants. Sanden and Egbert (2013) establish that in this paradigm, "objectivity is a useful but not necessarily attainable ideal, particularly in natural settings such as classrooms" (p. 34). Moreover, it implies having constant self-reflection to find a solution to the problem, which in this research could be insecurity and anxiety when speaking or limited vocabulary to express themselves. "Researchers using an interpretivist paradigm emphasize human interaction with phenomena in their daily lives and suggest a mix of qualitative and quantitative methodological frameworks" (Sanden & Egbert, 2013, p. 34).

3.2 Defining the research approach: a qualitative approach

In this part, a decision regarding the selection of the type of research approach is presented. According to Creswell and Creswell (2017), "research approaches are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation" (p. 18). Qualitative is the research approach. In table 1, the characterization of this approach is covered (Sanden & Egbert, 2013 Kapur,

2018).

Defining the research approach

Table 1

Defining the research approach

Qualitative approach (subjective)		
"Allow the collection of information that prompts a deeper understanding of some phenomenon" (Sanden and Egbert, 2013 p.78)	"Qualitative research involves non-numerical information and primarily takes place through interviews or observations" (Kapur, 2018, p. 4)	Instruments used: Observation, interview, intervention, coding, discourse analysis, survey.

Sanden and Egbert (2013) indicate that "qualitative methodologies are considered to involve greater subjectivity on the part of researchers" (p. 78). For this study, a qualitative method will be used. With the class observation, I will be able to characterize the way speaking is taught before the intervention and how this practice changes with the implementation of collaborative speaking tasks. In terms of students' perceptions, a survey was used as a way to define how these changed after the intervention.

3.3 Defining the research method: action research

Action research is a method that deals with real-world problems. Sanden and Egbert (2013) define action research as a "systematic application of problem-solving strategies to an

authentic question at hand to achieve understanding of or resolution to the situation" (p 80). It means that it is a cyclical process: first identify the problem, second design a plan to address the problem, apply it, and then collect data to analyze the result (Opie, 2004).

Kapur (2018) says that "the purpose of action research is to provide solutions to the problems that occur within the classroom setting, through the application of scientific methods" (p. 3). This method suits the research developed as this was carried out with a small group of pre-service teachers where direct observation by the researcher was possible. The participants were a group of 12 students who facilitated studying the context (classroom). Through this real-world context, I can study in a more detailed way the actors (students) to achieve understanding, interpretation, and social transformation from the praxis.

3.4 Defining the data collection instruments

To answer the research question: What is the perception of a group of pre-service teachers regarding the development of collaborative learning production tasks to develop their oral skills? two instruments were used: The survey was aimed at obtaining information about the perspective of the students regarding the development of their speaking skills. The first application was during the first weeks of class and before the intervention while the second was after the intervention and 10 students responded to it. It has seventeen multiple choice questions and one open question where students share some opinions about the English class. Those questions were designed based on the student's context. Surveys help to analyze data easily. For Sanden and Egbert (2013), the survey/questionnaire is an "instrument through which a researcher gathers data of a descriptive nature or regarding relationships between conditions" (p. 81). A second technique, class observation was used to know the way speaking was taught in the classroom. As the classes were online using Google Meet, the recordings were transcribed for the analysis. Observations facilitate the identification of

teachers' practices and students' behaviors in different situations. Sanden and Egbert (2013) mention that observation is an "opportunity for the researcher to view a situation in real-time" (p. 81).

These data collection instruments allowed the systematic data collection of detailed information about the context facilitating its analysis and interpretation. Initially, the survey was applied to students on aspects related to the English class. This was done systematically by sharing a link with the students. Then, the answers were analyzed, thus obtaining the data that guided the diagnostic phase of this dissertation. Regarding the observation, the classes were developed through Google Meet. Three classes lasting two hours each were recorded. Subsequently, they were transcribed, analyzed, and interpreted separately by categories. After that, the last conclusion about the analysis of each class was done. Thus, obtaining data that like the initial survey, gave the first conclusions of this research. In the second phase of this study, the same process was made for both instruments (post-survey and post-observation).

3.5 Context

This research was developed in a public university located in the city of Valledupar - Colombia. The university is public and has more than 16,300 undergraduate students and 2,268 graduate students. This institution offers 24 undergraduate programs, 8 of which are focused on teacher education (bachelor's degrees). In addition, it has more than 20 graduate programs, 7 of which are addressed to teachers. (2 specializations, 4 master's degrees, and a doctorate).

In terms of this study, the research was carried out in the Spanish and English teacher education program. This undergraduate degree prepares students to work as Spanish and English teachers. This degree is currently being studied by 915 students. The final objective in the English area is to prepare teachers with a high level of performance in English to

promote the development of communication skills in students. Regarding the pensum, 10 subjects are related to English, 27 subjects belong to linguistics and literature, 9 are related to extracurricular subjects, and 4 correspond to professional practices. These subjects are divided into semesters. Concerning English level, it is divided into seven levels: basic I, basic II, intermediate I, intermediate II, advance I, advance II, and, advance III. The other three are related to English didactic, culture, and literature. English has five credits. It has 7 direct teaching hours per week and 6 hours of independent work (assignments, mini-projects…). In addition, it has laboratories and bilingual classrooms equipped with technological tools to develop more practical and dynamic classes. The curriculum was created under the parameters established by the Common European Framework. The student must achieve the skills required at each level.

The implemented methodology of this program is derived from the constructivist contextual cognitive pedagogical model, where teaching focuses on the student, their needs, their learning styles, affective factors, and their prior knowledge. Some materials used in the learning process are authentic and adapted listening and reading materials, oral production activities: Role-play, presentations, micro-teaching, etc. Concerning the evaluation process, students will be evaluated qualitatively and quantitatively, taking into account their participation in all the activities proposed and/or arranged with the teacher. It is established per each English level.

The group of students in this research was intermediate II. It is offered in the fifth semester. Intermediate II represents level B2 according to the common European framework. Here, the student must function fluently in a discourse of a social nature and acquire a new degree of linguistic, social, and cultural awareness of the language. This group is made up of 12 students, 7 of which are women and 5 are men. In general, some areas of improvement have been identified. Starting from how fundamental it is for them as future teachers to have

effective communication in the second language.

3.6 Intervention

In the following section, there is a description of the intervention phase carried out, how it was, how it was different from the pre-observation, and which activities were implemented.

The design of both the classes and the activities implemented in this intervention was developed based on "The Teaching-Speaking Cycle (Goh & Burns, 2012). The Teaching-Speaking Cycle is a pedagogical cycle model that consists of dividing the teaching-learning process into stages. They are seven holistic and sequenced series of speaking activities where the teacher's role (me) is to guide them. In order to define areas of improvement, a diagnostic phase was conducted in three class sessions that were observed (180 minutes). Collected information served as the basis to make decisions for the intervention. The data obtained from this observation was also analyzed separately and then divided into activities. It helps to interpret some students and teacher's behavior during class development. The intervention was conducted during three class sessions as well (a total of 180 minutes). To promote the implementation of collaborative speaking tasks, the topic differences between British and American English in grammar, pronunciation, and spelling were selected. At the end of the session, the students were expected to be able to do an oral presentation sharing some relevant information about the differences between these two dialects.

The lesson plan's intervention starts by contextualizing students about the topic (Comparing British and American English). In this stage, students watched a couple of videos related to different accents and a funny video clip in which people's bad English causes amusing but awkward situations. The purpose of this second video was to catch students' attention. Then in the second stage, the objective is to provide input and/or guide planning by

encouraging the whole class to brainstorm in discussion and lead some questions assigned by the teacher regarding the videos watched previously. Here, the teacher (me) promotes collaborative speaking tasks through a breakout room (meet platform) working in a group of four. They work together for around 15 minutes. Additionally, in this stage, the teacher (after the discussion) plays a new video about some vocabulary related to American and British English common words, pronunciation, and spelling differences. New opportunity for group interaction is promoted with this activity by playing videos where the students can share their previous knowledge about vocabulary, spelling, and pronunciations of words.

Stages three and four lead to conducting speaking tasks and creating opportunities to improve students' accuracy and fluency. The activity is designed as a group work (collaborative task) where students must perform an oral presentation. Here, in a group of 3, they worked in a breakout room where the group had to look for some information about American and British English to share by performing an oral presentation using a digital tool. It was divided into three steps to development. First, students had to inquire about relevant information about the differences and similarities between American and British English taking into account aspects such as pronunciation, words, grammar, and some other specifications assigned by the teacher. Secondly, they must choose a digital tool to organize their oral presentation. That presentation had to include images and/or videos to make it interactive and differentiate each culture. In the last step, each group presented their work. The presentation must be around ten minutes long. It helped to provide context encouraging students to practice through communicative tasks and to develop fluency and accuracy by employing these collaborative speaking tasks.

Stages six and seven purposes to direct learners' reflection on learning and facilitate feedback on learning. The timing for this session was twenty minutes long. It was about their partners' presentation orally. The student gave direct learners' reflections on learning about

the material organization and interactive tools used and about coherence and cohesion with the information shared. This type of activity strengthens students' self-regulation. Concerning the teacher (me), I facilitated and provided feedback on learning about their performance through comments and grades.

Chapter 4. RESULTS AND DISCUSSION

This chapter focuses on analyzing the results obtained from the data collected in this research and attempting to interpret and draw some inferences from these data. This study aims to determine the perception of a group of pre-service teachers regarding the development of collaborative learning production tasks to develop their oral skills. As studies on this topic are not very frequent in Colombia, the findings could illuminate English language teachers when educating teachers to be.

The results will be presented in two phases: the diagnostic and the post-intervention. Data from each instrument will be analyzed and discussed individually and then a general discussion will be presented.

4.1 Diagnostic phase

In this phase, two instruments were applied: a student survey and an observation process. Results will be presented per research questions.

4.1.1 Class observation

For the class observation, three two-hour class periods (6 hours total) were observed and analyzed before and after the intervention. First, the analysis of the pre-intervention class observations will be presented. Second, the post-class observations will be also explored and

contrasted with the pre-intervention observation analysis to identify similarities and differences. This instrument addressed the second research sub-questions related to the characterization of how speaking is taught in the classroom.

4.1.1.2 Pre-intervention class observation

An observation process was carried out to identify how the class activities promote the development of the speaking skill and how collaborative these speaking activities were. Three classes in a row were observed. It is important to indicate that the researcher is the same teacher in the class. Each class session was 120 minutes long.

From the observations, there were some key aspects to consider for the research. Firstly, it was observed that the teacher, in the three classes, had more active participation. This participation was measured through the number of turns the teacher had in each session. The teacher had 94 turns (64,3%) while the students only had 52 (35,6%) turns. It means that the class was controlled by the teacher and students had fewer opportunities to participate (teacher-centered class). In terms of speaking, this implies that the teacher used language more as she was one person using an important amount of turns while students altogether (12) only had fewer chances.

Table 2

The number of turns per class

Classes	Teacher' turns	Students' turns
Class 1	33	18
Class 2	28	17
Class 3	33	17

Total: 146	94 (64,3%)	52 (35,6%)

The 94 turns of the teacher were devoted to different activities such as: asking questions, checking to understand, nominating students, introducing class topics, presenting language, providing feedback, checking students' prior knowledge, promoting participation, giving instructions, and clarifying concepts. These activities will be exemplified below. To do that, the following code will be used: C stands for class. 1, 2, or 3 for the three classes observed T for teacher and S for students. Students will be also numbered.

Table 3

List of activities implemented in a class by the teacher

Class activities	Example
Introducing the topic	C1T: "This activity is about talking about situations and consequences. We did some activity about specific situations and consequences…"
Presenting language	C1T "Well, before I start, I would like to ask if you know some common expressions or phrases to express agreement and disagreement.
Checking student's previous knowledge	C3T "Before carrying on our topic, I would like to know if you have previous knowledge about those phrases and expressions". C3S4 "Yes teacher. I Knew some phrases but most of them are new.
Providing feedback	C2S "Well teacher, we can´t guide our fears. That something stops our dream, so…. our goal. We don't have to do that. I think so. C2T "Yes! We can't be guided by our fears. That is a great reflection! Thanks, Shirley. What do you consider is your biggest

	fear?"
Asking questions	C3T: "Well, guys… Could you mention some consequences that have caused climate changes?"
Checking Understanding	C1T: Sure. But firstly, tell us what this video is about? C1S1: This video is about a man. Is about a man who has the opportunity to live more and change his life." C1T: Yes, what about the girl in the video? What is your opinion about her? C1S1: He loves her very much but he died. I think it is hard for them to separate."
Promoting participation	C3T: "Well, guys… Could you mention some consequences that have caused climate change? (Silence)" C3T "Those consequences can be related to our health or our environment."
Nominating students	C1T: "You're welcome. Could you read the question, Elisa?"
Giving instructions	C1T "Thank you guys for your participation. Now we can continue with our debate. Let me share the screen. Those are the main questions. You will answer them based on your own perception and your own ideas". C1T "I will give you ten minutes to organize your ideas. If you want you can write your thoughts down to make sure your ideas have coherence. And do not forget to use the expression sharing at the beginning of the class".
Offering clarification	C2 T: "Any question? Are the instructions clear? or Should I repeat the explanations? "

In the case of the students, most of their turns were answering questions. The 52 students' turns were devoted to different activities such as: responding, answering, and relating the topic to their personal lives, participating through chat, responding but does not use the expected vocabulary, responding but does not use the expected vocabulary,

responding to questions, avoid to answer, ask in Spanish, ask for clarification, and uses

Spanish to express doubts. These activities will be exemplified below. The code will be used

the same as above.

Table 4

List of actions implemented in a class by the students

Class activities	Examples
Responding	C3T: What about you Nelly? Did you travel? Did you do something nice? C3S: No teacher, I was in my home. I did not travel. C3T: What did you do in your home those days? C3S: I shared it with my family. I ate some candies.
Answering and relating the topic to their personal lives	C1T: Go ahead Daniel C1S2: I can relate this story to my life because for him the girl is very important and she becomes a motivation for him to live. To me, my family is important, and my dog.
Participating through chat	S5: That is so cute! (Through the chat) S5: The most important thing in my life is to finish university and build one family and other things that I don't want to say. (Participation through the chat) S6: The most important thing for me is my family because they are what I love the most, they are my support and they are what I would fear losing the most. (Participation through the chat)
Responding but does not use the expected vocabulary	C1T: Shirly please, could you tell us what are your considerations? C1S1: Well teacher, I think the most important thing is to do what

	you want to do and have the control to be happy with the people around you that you really love.
Responding to questions	C2T: What about you Lesly?
	C2S: I do not know if the teacher jajaja give me a moment.
	(The students decided to participate)
	C2S: Well teacher, we can´t guide our fears. That something stops our dream, so…. our goal. We don't have to do that. I think so.
Responding using Spanish	C3T: share with me through the chat the group please.
	C3S1: ¡Ay profe! no se con quién ponerme.
	C3T: If you want, I can organize the groups .
	C3S2: Shirly ponte conmigo shirly
Avoiding to answer	C2T: Shirly could you tell us what you infer from this phrase?
	C2T: Shirly?
	(The teacher calls her twice)
	C2T: Shirly? Are you there? (The students did not answer)
	C2T: Someone else? (Silent moment)
Asking in Spanish	C2S: Miss, usted había dicho eso, ¿había dicho que era antes de la clase?
	C2T: yes! I was assigned those tasks last Thursday. The idea was to attach these tasks in your Drive by today before class.
Asking for clarification	C2T: Any questions? Are the instructions clear? or Should I repeat the explanations?
	C2S: Please repeat.
	C2T: Yes, sure! Which part did you misunderstand?

	C2S: About the video.
Using Spanish to express doubts	C3S: acerca de comentar a los grupos, ¿debe ser un solo integrante?
	C3T: Yes, you're right.
	C3S: ¿Y debe poner dentro del comentario los nombres de los integrantes?
	C3T: No, it is not necessary.

Also, from the observation, it was possible to identify those speaking activities that were implemented but mostly they were transactions in which the teacher asked questions and students responded to them. In very few opportunities, students interacted in groups or pairs. In most of the activities, the students were asked to participate individually and the teacher addressed the whole class or specific students. This interaction pattern which is mostly used in the three classes is called Initiation-Response-Feedback (IRF) as shown in the examples below:

C1

> T: What about you Nelly? Did you travel? Did you do something nice?
> S: No teacher, I was at home. I did not travel.
> T: What did you do in your home those days?
> S: I shared it with my family. I ate some candies.

Furthermore, only in the last one (lesson nº 3), did the teacher implement a collaborative speaking activity.

C3

> T: "Now each group has to create a link to work with their partner in break rooms as we did last week. Please share with me the link with your names below").

Finally, the observation showed that Spanish was used by the students during the

three classes to respond to the questions made by the teacher or to ask for clarification. Their participation was limited and only when appointed by the teacher:

C2

> T: "Well. Remember the time limit for those tasks was before class".
> S: ¡oh no!
> S: Miss, usted había dicho eso, ¿había dicho que era antes de la clase?
> T: yes! I was assigned those tasks last Thursday. The idea was to attach these tasks in your Drive by today before class.
> S: Bueno miss.

When analyzing the activities implemented by the teacher, it can be noticed that there is no actual teaching of speaking. As shown above, most of the teacher's activities are focused on having students do something with the language, like using what they already know to answer questions or follow instructions but there is no instruction on how speaking is developed.

In sum, the observation shows that the teacher-initiated most of the speaking activities and there were few opportunities to promote collaboration among students.

4.1.1.3 post-observation class

A post-observation was done to explore students' collaborative speaking tasks during the intervention and determine if these contribute to improving students' speaking skills. Three classes in a row were observed, each 120 minutes long as the pre-intervention.

After analyzing the three new class sessions, there were some interesting inferences found. Teacher involvement was reduced compared to the initial intervention or in some cases, turns were almost equal. In this new opportunity, the student had more active participation (student-centered). This participation was measured through the number of turns the teacher had in each session as the pre-intervention. The teacher had 39 turns (45,8%) while the students had 46 (54,1 %) turns. Below, there is a description in detail of the teacher

and students' turns. Concerning L2 users, students who led the class used more language and had a large number of turns while the teacher guided the activities most of the time.

Table 5

The number of turns per class

Classes	Teacher' turns	Students' turns
Class 1	18	22
Class 2	10	11
Class 3	11	13
Total: 85	39 (45, 8 %)	46 (54,1 %)

The 39 turns of the teacher were devoted to different activities such as: introducing the topic, giving instructions, asking for understanding, offering clarification about the instruction, providing feedback, clarifying doubts about the activity assigned, promoting collaborative work, initiating the activity socialization, doing eco-correction, checking to understand previous class, promoting critical thinking. These activities will be exemplified below. In order to do that, the following code will be used: C stands for class. 1, 2, or 3 for the three classes observed T for teacher and S for students. Students will be also numbered.

Table 6

List of activities implemented in a class by the teacher

Class activities	Examples
Introducing the topic	C1T: Great! I´m glad to hear that!... Let's start our

	session, today we are going to learn an interesting topic. I'm sure you'll enjoy it!
	C1T: Let's start by watching a couple of videos. (The teacher shares the screen and plays both videos)
Giving instructions	C3T: Today, we are going to develop step nº3 which is the presentation, and then we close with some feedback about the last three sessions, right?
Initiates the activity socialization	C1T: Well. Firstly, how was it?
	C1S: Teacher, Can I start?
	C1T: Yes!
Providing feedback	C1T: You have learned a lot about British pronunciation. That sounds great! It is important to be aware of both types of English!
	C1S5: The spelling is different but they have the same meaning.
	C1T: Good job Angela! Thanks for sharing, that is important to know. They have different spelling but the same meaning.
Clarifying students' doubts	C1S1: Teacher, but for example, if I write center or center the pronunciation is the same?
	C1T: Yes Luis. Each word has the same pronunciation although they have different spellings.
	C1T: You will find other words such as kilometer-kilometer, meter-meter, and theater-theatre which apply for the same case and they are more!
Promoting collaborative work	C1T: Now let's think about those questions based on

	the previous videos (the teacher is presenting the question on her screen). We are going to work in a breakroom in groups of three for 5 minutes discussing them. Then I will enter each breakroom to check your teamwork. In the end, one of each group shares a general consideration about the discussion.
	C1T: Are the instructions clear?
	C1S: Yes miss
Doing eco-correction	C3S: Teacher I want to felicitar…
	C3T: to congratulate
	C3S: Yes, yes… I want to congratulate group 2 because the information was clear about the differences in grammar.
Check to understand the previous class	C2T: Before carrying on, I would like someone to remind us what we were working on in the previous class.
	C2S4: We were speaking about American and British English and their grammar, spelling words, pronunciation…
	C2T: Someone who mentioned some words?
	C2S5: theatre and theater - center and centre
	C2T: Great! someone else?
Promoting critical thinking	C3T: Well…I will say each of you did a great job. Now, you are aware of those important aspects of the L2 … Before carrying on with a new topic, I would like to hear from you some appreciation about the group's presentations. Please take into consideration aspects such as interactive tools, if the information was clear, relevant, useful.,

Regarding the 46 students' turns, these were devoted to different activities such as: giving the expected answer, using L2 to express their experience, repeating the instructions given by the teacher using L2, asking for some clarification from the teacher, initiating the participation voluntarily, reflects about the activity, associate previous knowledge, uses Spanish, shows topic understanding, gives appreciations about the topic, and gives appreciations about partner's work. These activities will be exemplified below. The code will be used as above.

Table 7

List of activities implemented in a class by the students

Activities	Examples
Giving the expected answer	C2T: Someone who mentioned some words?
	C2S5: theatre and theater - center and centre
	C2T: Great! someone else?
	C2S5: Yes teacher. We watched videos about different accents too.
	C2S6: differences between American and British English.
Leading the class	C3S1: Yes, yes… I want to congratulate group 2 because the information was clear about the differences in grammar.
	C3S2: I didn't know American English was used most of the time past simple.
	C3S3: The present perfect is difficult
	C3S4: yesss! Because of the past participle verbs
Using L2 to express their	C3T: I'm glad to see you, welcome to a new session.

experience	How has your weekend been? Today is Friday!
	C3S3: yes! it is Friday! jajajajaja
	C3S4: Anyway, I will stay at home.
	C3S5: jaajaja same here!
Repeating the instructions given by the teacher using L2	C1T: Liliana could you explain to us what we have to do?
	C1S1: yes miss. We are going to work in a group of three in the break room for 5 minutes discussing the question that you are presenting.
	C1T: perfect! thanks, Liliana…and?
	C1S2: After we come back, we discuss together and we choose one of the groups to present the answers.
Asking for some clarification from teacher	C2T: Before we go, please let me know if you have any questions.
	C2S1: Me, Miss. The topic selection is free? I wanna work with spelling words.
	C2T: Good question. Maybe we can divide it before starting. Laura, your group can keep spelling words. Group 1: Grammar, group 2: pronunciation, and group 3: spelling words. Agree?
Initiating the participation voluntarily	C1T: Well. Firstly, how was it?
	C1S: Teacher, Can I start?
	C1T: Yes!
	C1S1: We were discussing that we prefer American English because it's much easier because we learned from the school American English. Yeilen?
	C1S2: Yes miss, we think we are exposed more to

	American English because this country is closer than Uk.
Reflecting on the topic	C1S5: We found that in American English the past simple is used unlike that in British use present perfect. Why Miss?
	C1T: Do not worry, we are going to learn more in detail afterward.
Associating previous knowledge	C1S4: I know one water and water (student pronounce in American and British)
	C1S5: Miss also words, candy and sweet or football or soccer.
Using Spanish	S4: I like British series, I learned bastante sobre pronunciación.
	T: You have learned a lot about British pronunciation. That sounds great! It is important to be aware of both types of English!
Showing topic understanding,	C1S5: There are the same words that I said after. Now I know why something I see organizes with S and organizes with Z or practise and practice. I thought that sometimes there were mistakes but I understand why.
	C1T: Yes, dear Angela, you're right. It is one of the reasons why it is important to be aware about the differences between both types of English.
Giving appreciation about the topic	C1S6: In our group, we were trying to repeat some accents but for us it is easier to pronounce American English and some words in British English.
	C1S7: We sound like a Spanish accent, jajaja. the Scottish accent is harder.
	C1S6: yesss!

Giving appreciation about partner's work	C3T: You can take a couple of minutes to think about it and then we share.
	C3S: Miss. Me…. I liked the group's 2 presentations. The videos were nice because we could learn about some British in common words like: center, candy, biscuits, daughter.
	C3T: Nice contribution Greisy. Yes, that is important to identify common spelling words.

From the post-observation, it was possible to see that the students started to have a more active role in leading the class. Concerning teacher participation, it is reduced compared to the diagnostic phase. The use of L1 was reduced as well. Mostly, the teacher was guiding the students giving them clarification and instructions while students participated actively throughout the three classes. Additionally, the strategies implemented by the teacher while using the collaborative task were successful because students showed engagement with the development of the activities assigned. See some examples below where we can notice students' engagement showing active participation.

C1

T: Well. Firstly, how was it?

S: Teacher, Can I start?

T: Yes!

S1: We were discussing that we prefer American English because it's much easier than we learned in school American English. Yeilen?

S2: Yes miss, we think we are exposed more to American English because this country is closer than Uk.

S3: We think the same, Miss, and the pronunciation of British is difficult to

pronounce.

S4: I know one water and water (student pronounce in American and British)

S5: Miss also words, candy and sweet or football or soccer.

C2

T: Before carrying on, I would like someone to remind us what we were working on in the previous class.

S4: We were speaking about American and British English and their grammar, spelling words, pronunciation...

T: Someone who mentioned some words?

S5: theatre and theater - center and centre

T: Great! someone else?

S5: Yes teacher. We watched videos about different accents too.

S6: differences between American and British English.

Comparing pre-intervention and post-intervention we can conclude that:

- In the post-intervention, there is a better organization of the activities and the timing was assigned for each of them. Conversely, in the pre-intervention, the timing was not assigned to develop each activity.

- The pre-intervention did not promote collaborative speaking tasks with clear instructions while the post-intervention activities were directed mostly to promote collaborative work through speaking tasks.

- In the pre-intervention, each step was guided by the teacher while in the post-intervention students led the class mostly.

- In the pre-intervention, the activities implemented by the teacher were not actual teaching of speaking while in the post-intervention the activities were focused on developing speaking tasks. Also, the teacher created scenarios where the student had more opportunities to interact and participate.

Summarizing this session, the post-observation shows that the activities were focused on developing speaking through the collaborative tasks. It motivates and engages students to be active during each session. Besides, the elaboration of the activities was organized carefully taking into account the identified shortcomings that appeared in the pre-observation which allowed for improvement of the teaching-learning process.

4.1.2 Survey

In order to collect information about students' perceptions of the intervention, a survey was also applied twice during the course. A comparative analysis to determine how the implementation of collaborative speaking tasks in the class affected students' perceptions is conducted. This instrument will contribute to the understanding of students' perceptions about the way speaking is developed in class which is one of the research project sub-questions.

4.1.2.1 Pre-survey application

The pre-survey was applied to 12 students. Out of these 12 students, 10 responded to the survey. The analysis shows a description of each of the results obtained in each of the questions.

Figure 2

Question nº 1: What is your main goal to study English?
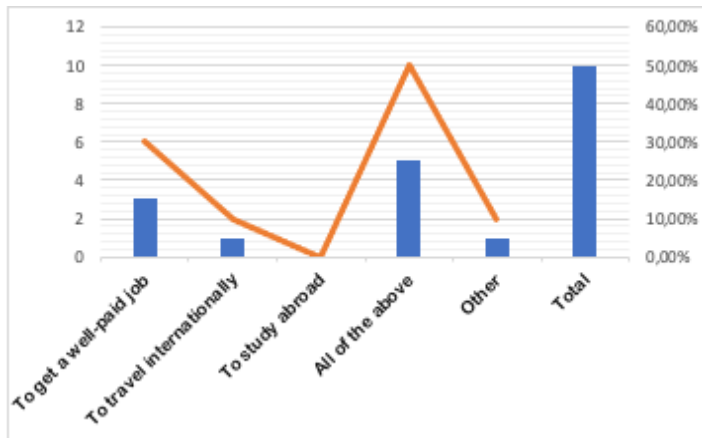
As seen in figure 1, 50% of the students chose the "all the above" option when asked about their main goal to study English. These purposes include: "to get a well-paid job", "to study abroad", and "to travel internationally". This is followed by option nº 1 (to get a well-paid job) which was selected by 30% of the students. In a lower percentage, 10% of the selected "to travel internationally".

Figure 3

Question nº 2: What has been the most difficult skill for you to develop?
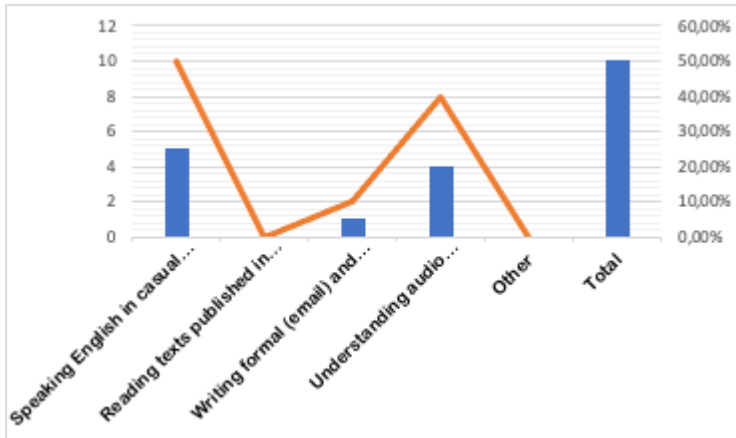
Figure 2 shows that 50% of the students chose "Speaking English in casual (friends and classmates) and formal situations (academic or professional)" as the most difficult skill to develop. This is followed by 40% of students who selected option nº 4 (Understanding audiovisual content (news, series, films, vlogs)). Last, 10% of the students chose "Writing formal (email) and casual texts (essays) as a difficult skill to develop.

Figure 4

Question nº 3: Speaking is a very important skill
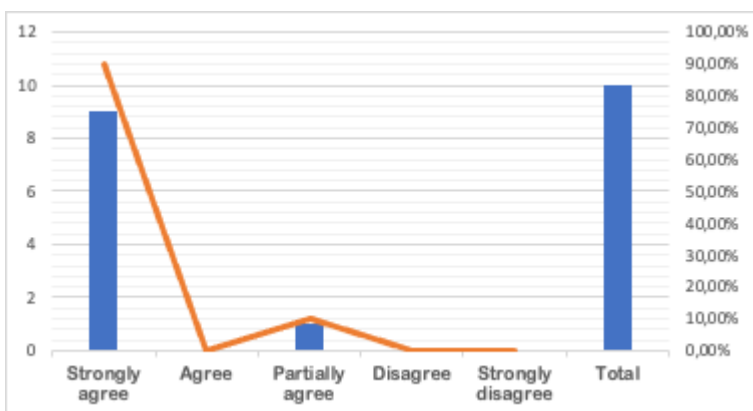
About question # 3: Speaking is a very important skill, 90% of the students chose "strongly agree". This is followed by option nº 3 "partially agree".

Figure 5

Question nº 4: Speaking is the most difficult skill to learn
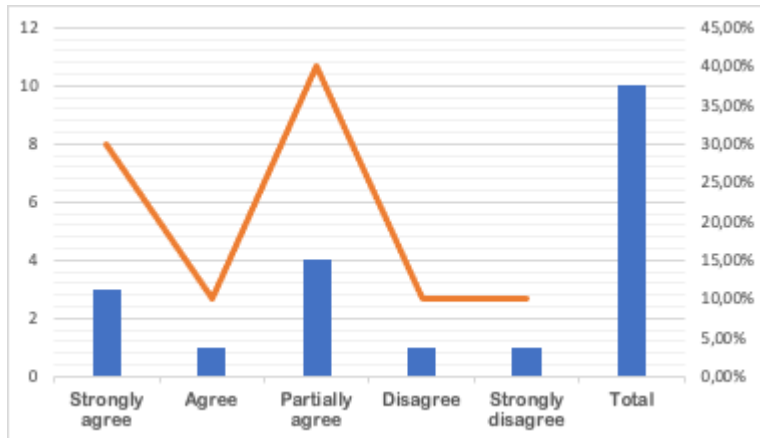
In this question, 40% of the students chose "partially agree" when inquired if speaking was the most difficult skill to learn. It is followed by option nº 1 "strongly agree" which was selected by 30% of the students.

Figure 6

Question nº 5: My speaking skill tends to be poor
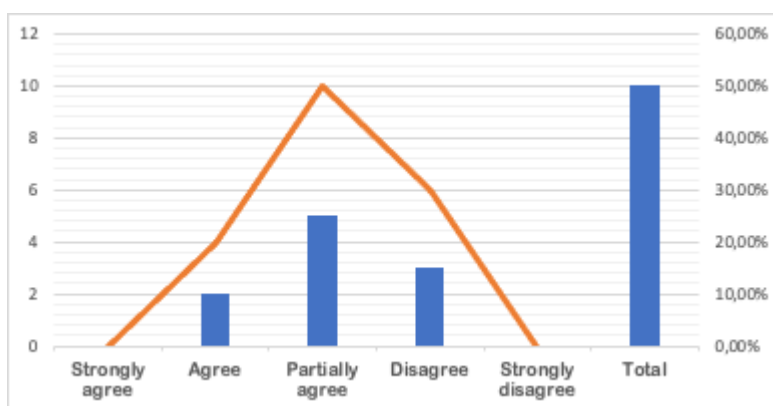
50% of the students chose "partially agree" when asked if they considered their speaking poor. This is followed by the option nº 4 "disagree" which was selected by 30% of the students.

Figure 7

Question nº 6: Classes are so large that speaking cannot be practiced
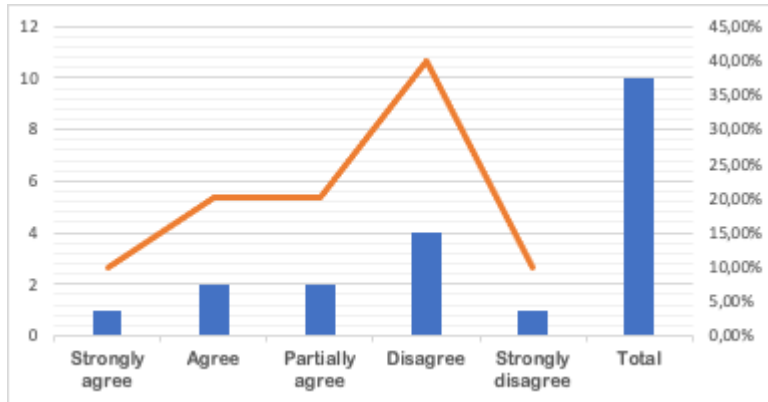
40% of the students disagree with the statement: "classes are so large that speaking cannot be practiced". This is followed by 40% in the categories: "agree" (20%) and "partially agree" (20%).

Figure 8

Question nº 7: Classes do not regularly focus on speaking
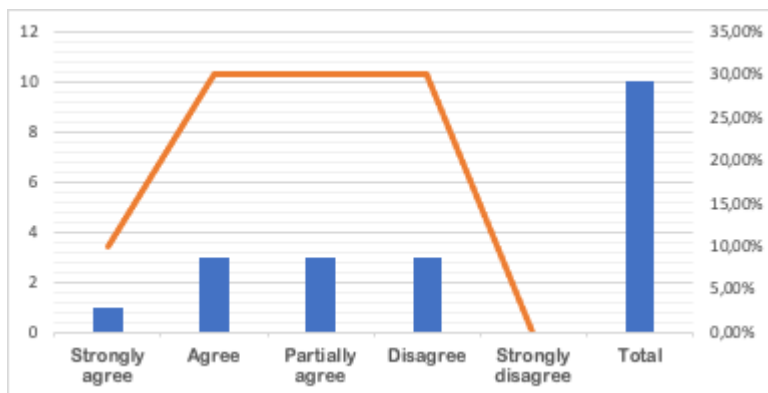
Figure 4 shows that students divided their responses equally. 30% consider that classes do not regularly focus on speaking, 30% partially agree with this statement, and 30% disagree with it.

Figure 9

Question nº 8: Classes focus on grammar and vocabulary
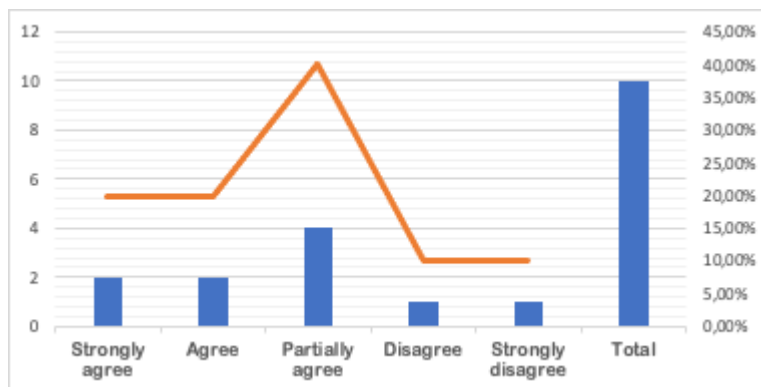
Figure 5 shows that 40% of the students" partially agree" with the statement classes focus on grammar and vocabulary. This is followed by 20 % that strongly agree with this statement and 20% who agree.

Figure 10

Question nº 9: Students are unmotivated towards learning speaking
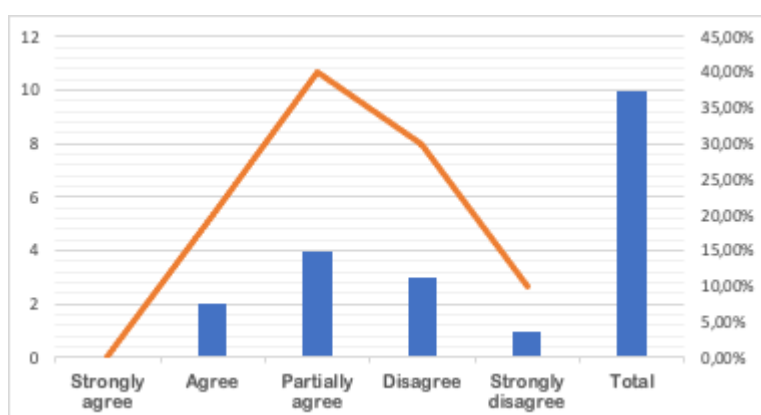
For question 9, 40% of the students partially agree with the statement: Students are unmotivated towards learning speaking. This is followed by 30% that disagree with this

statement. while 20% of the students selected agree. The lowest percentage was option 5 with 10% (strongly disagree).

Figure 11

Question nº10: There is limited exposure to English spoken in class
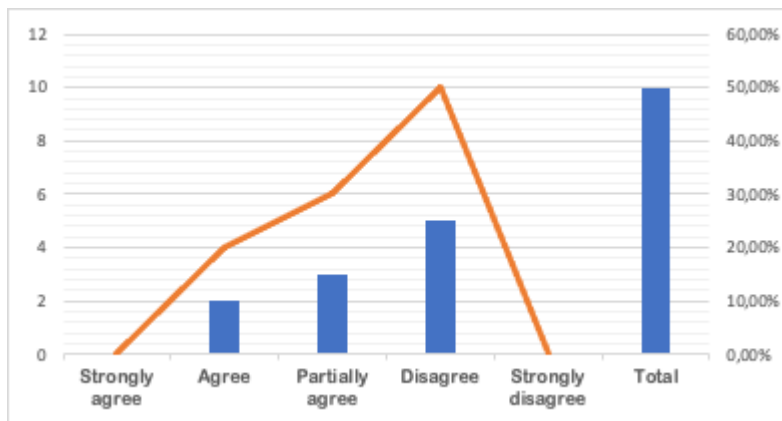
Figure 10 shows that 50% of the students disagree with the statement: that there is limited exposure to English spoken in class. This is followed by the 30% "partially agree" and 20% that "agree" with the statement.

Figure 12

Question nº 11: The use of Spanish in class is excessive
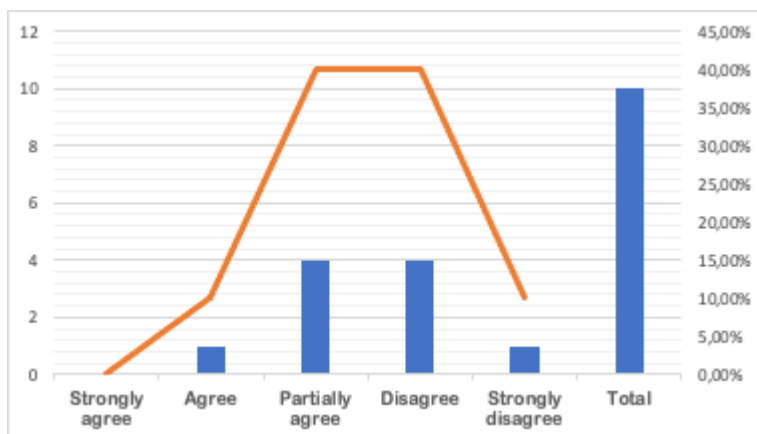
In this question, students gave the same percentage to the categories "disagree" and "partially agree". Each of them with 40%.

Figure 13

Question nº12: The activities implemented do not promote oral interaction
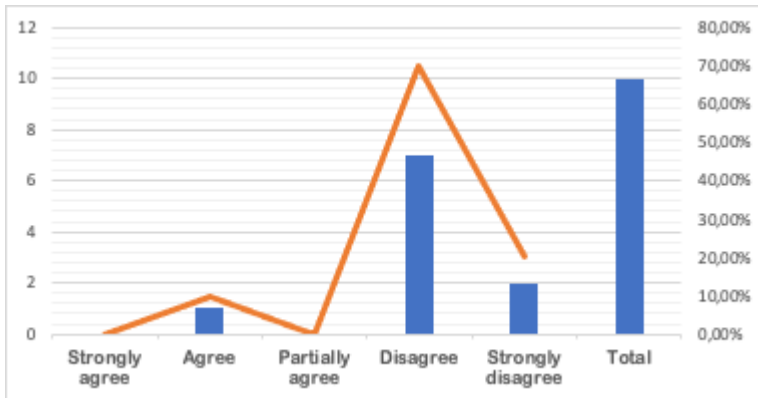
70% of the students disagree" with the statement ": The activities implemented do not promote oral interaction". This is followed by 20% that "strongly disagree" with this statement and 10% that "agree".

Figure 14

Question nº 13: Doing speaking activities in groups or pairs helps me develop this skill
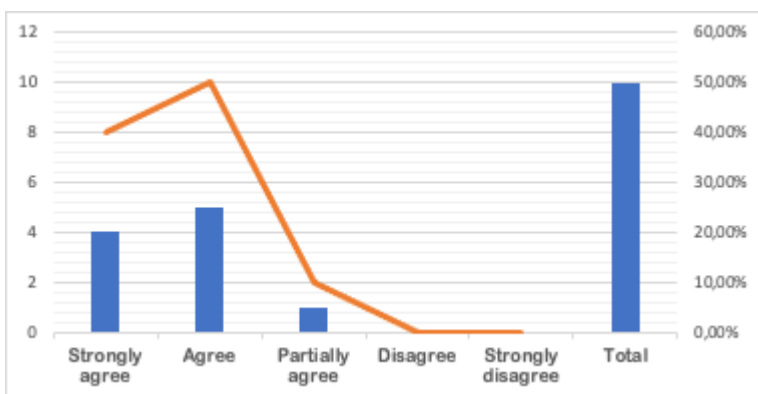
50% of the students "agree" with the statement "Doing speaking activities in groups or pairs helps me develop this skill ". This is followed by 40% that strongly agree with this statement.

Figure 15

Question nº 14: There are not many opportunities for students to speak English in
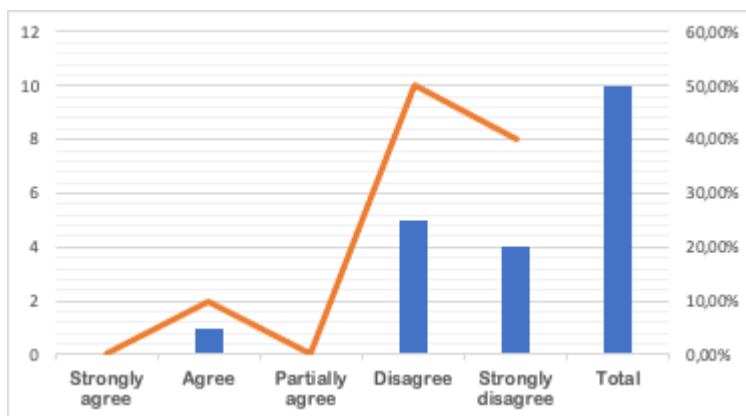
50% of the students "disagree" with the statement ": There are not many opportunities for students to speak in English in class". This is followed by "strongly disagree" with a 4 and 10% "agree"

Figure 16

Question nº 15: I don't speak English because I'm afraid of making mistakes
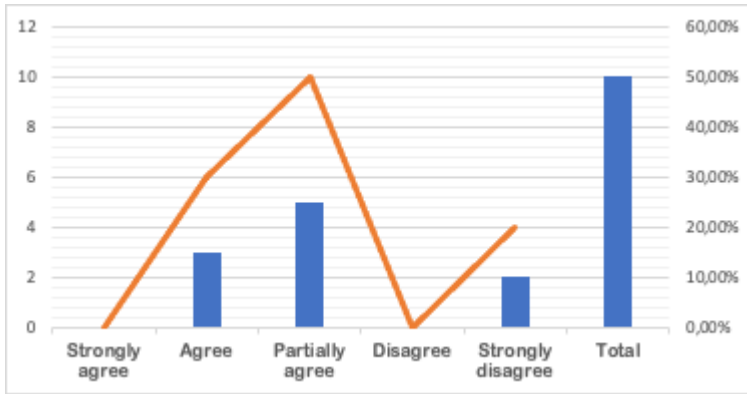
Figure 15 shows that 50% of students "partially agree" with this statement: "I don't speak in English because I´m afraid of making mistakes". This is followed by 30% of the students who "agree" with this statement.

Figure 17

Question nº16: I don't know enough words to speak in English

.
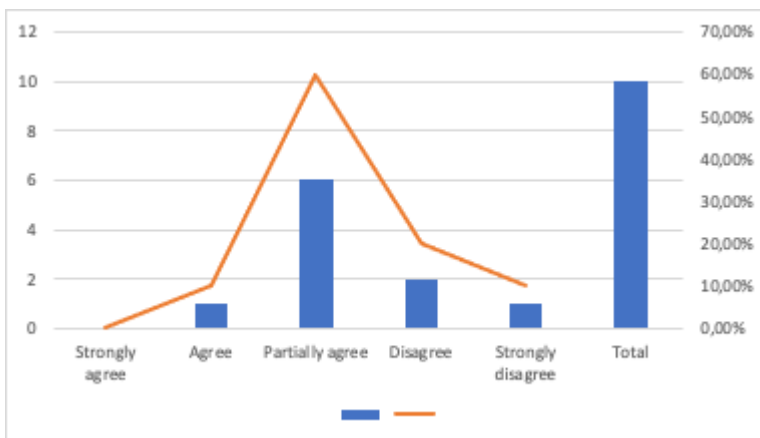
The majority of students (60%) partially agree with the statement: "I don't know enough words to speak in English". This is followed by 30% of them who "disagree" with the statement.

Figure 18

Question nº 17: I do not feel confident enough to speak English on my own
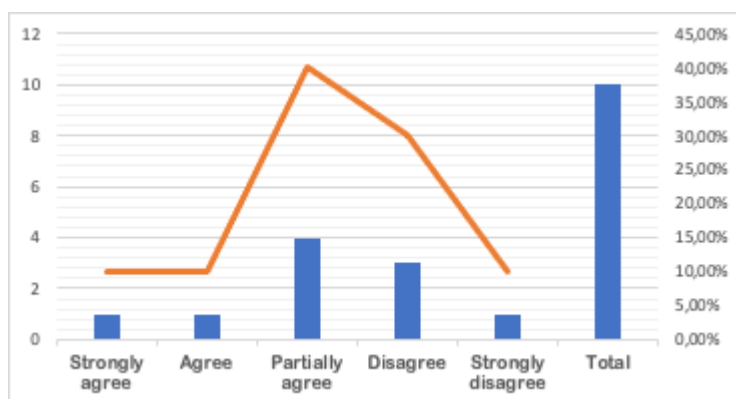
In Question nº 17, 40% of the students "partially agree" with the statement "I don't feel confident enough to speak in English on my own". This is followed by 30% "who disagree" with this statement.

The pre-survey included an open question that asked students to include any information regarding the development of the speaking skills in this class that they would like to add or share. In terms of this extra comment that the students made, only two were directly related to the topic. These two comments are:

- "I only want to develop the speaking; I propose one day with an open topic class where we will talk about whatever to [sic] want"
- "I'd like [] practice more speaking but not as an evaluation activity because I think the best way to learn is practicing but sometimes [] we are afraid to make mistakes and have bad grades".

From these answers, it is possible to conclude that students are interested in developing their speaking activities through class activities. It also confirms that the students report other

4.1.2.2 Analysis

After analyzing the responses given by students in the survey, there are some interesting perceptions to highlight. These perceptions were categorized into three groups. This categorization resulted from the word analysis to identify common trends in the data. The first category refers to students' perceptions about *learning English*. The second refers to students' *capacity* to *self-assess their abilities* and finally, the third refers to the *class and its relation to the development of their speaking skills.*

Concerning category 1 (*learning English*), it is clear that all students have a clear purpose to study English so it can be implied that this is an important subject for them (Q nº1 - nº3) as they are studying to become English teachers. Also, from the responses obtained, speaking is considered the most important skill to learn as well as the most difficult to develop.

As regards category 2 (*capacity* to *self-assess their abilities),* questions 5, 9, 15, 16, and 17 were used for the analysis. From these questions, it was possible to deduce that students consider that their speaking skill is very poor and that they are unmotivated towards learning English. Also, they recognize that they don´t speak English because they are afraid of making mistakes which could be also because they consider they don´t know enough words to speak in this language. Last, they feel unconfident to speak English on their own.

For group 3 (relation between *classes and the development of the speaking skill),* questions 6, 7, 8, 10, 11, 12, 13, and 14 addressed the relationship between how class activities and decisions impacted the development of the speaking skill. In terms of the number of students per class, students seem to have opposed views about how the number of students in class affects the development of speaking skills. When asked about the emphasis of the class, students indicated that the class seems to have an emphasis on grammar and vocabulary rather than on speaking and that their percentage of exposure to the language is

varied. Half of them consider this exposure adequate while the other half consider it not. As regards the use of the first language, students also seem to consider that there is a high percentage of Spanish in the class. Furthermore, students considered that the activities proposed in class favor oral development and that there are enough opportunities in class to use English. Finally, they consider that working in groups or pairs promotes the development of speaking skills.

In sum, the pre-survey showed that

- The student's perception of their speaking skills (very poor, unmotivated, afraid of making mistakes, unconfident) is reflected in class. Students in the class are very passive. They only respond to the teacher's questions when appointed meaning that their participation is very limited, and they use Spanish to ask questions or ask for clarification from the teacher which in turn makes the teacher use Spanish too.

- In terms of the use of Spanish in class, students consider that there is a high percentage of this language in class.

- The students perceived that the classes focus on grammar and vocabulary rather than speaking.

- Students consider that working in a group can promote the development of their speaking skills.

4.1.2.3 post-intervention survey

In this section, the results obtained in the application of the survey after the intervention will be presented.

Figure 19

Question nº 1: After the implementation of the last three class sessions, what is the skill that

you consider the most difficult to develop?
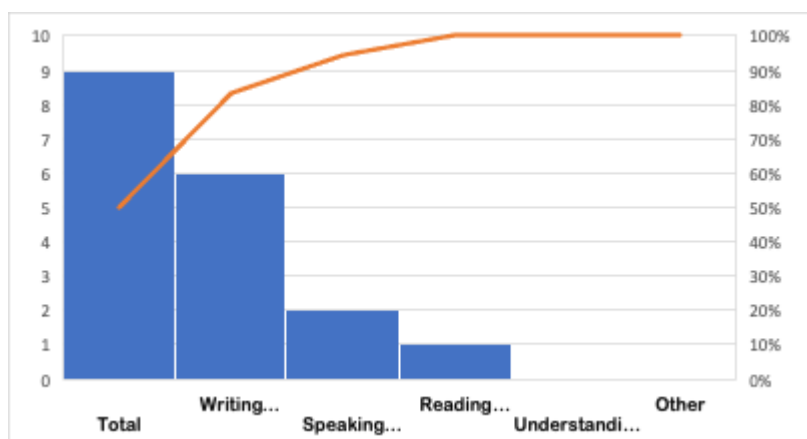
In the second application of the survey, 66% (6 students) chose **"**writing a formal

email and casual texts" as the most difficult skill to develop. This is followed by 22% (2

students) who selected "speaking English in casual (friends and classmates) and formal

situations (academic or professional" as the most difficult skill to develop while 11% (1

student) chose "reading texts published in English (articles, books, newspapers, Internet)".

Comparing these results to the first application of the survey, it can be seen that students

changed their opinion as in the first survey, speaking was the most difficult.

Figure 20

Question nº2: Speaking is a very important skill
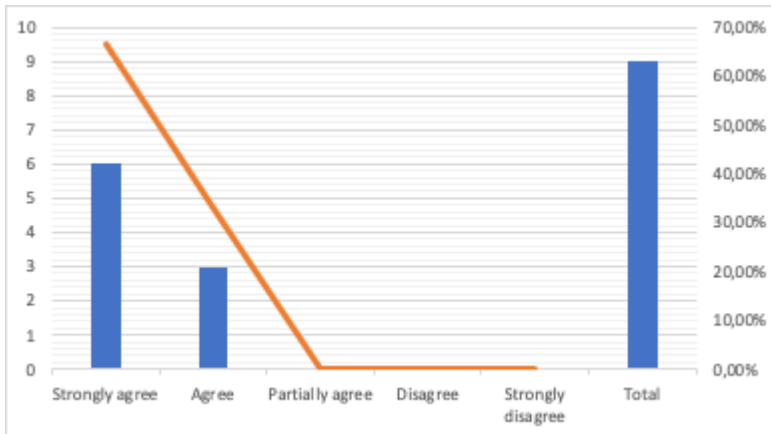
In this question, 66% of the students agreed that speaking is a very important skill. This coincides with the result in the first application of the survey where the majority of the students 90% considered the same.

Figure 21

Question nº3: Speaking is the most difficult skill to learn
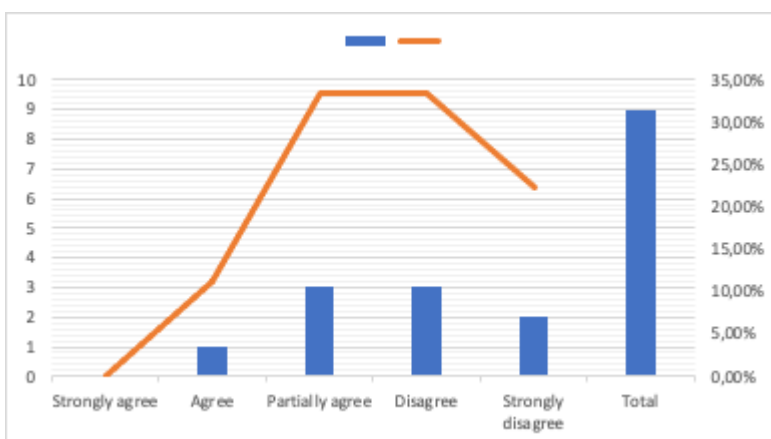
This table shows that the two options have the same number of students. Partially agree and disagree both have 33% of the answers (6 students) while strongly disagree was selected by 22% of the students. This means that 55% of these students consider that speaking is not the most difficult skill to learn. This is opposite to the response in the first survey application.

Figure 22

Question nº4: My speaking skill tends to be poor
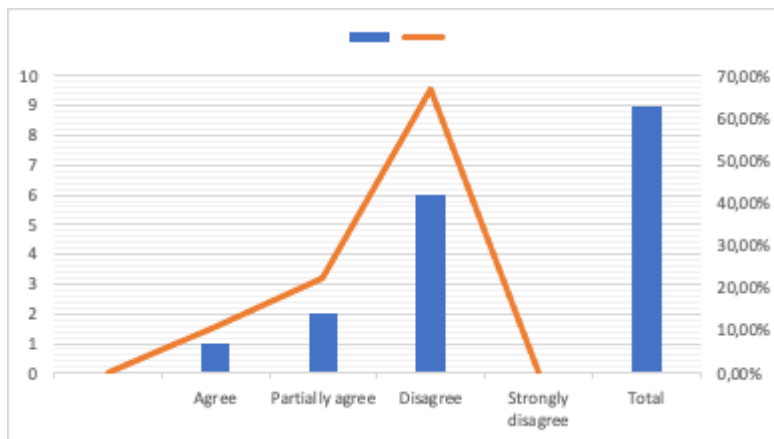
In this graphic, most of the students (6 students) selected "disagree" (66%) with the question "my speaking skill tends to be poor". It is followed by "partially agree" (2 students) with 22%.

Figure 2

Question nº5: Classes are so large that speaking cannot be practiced
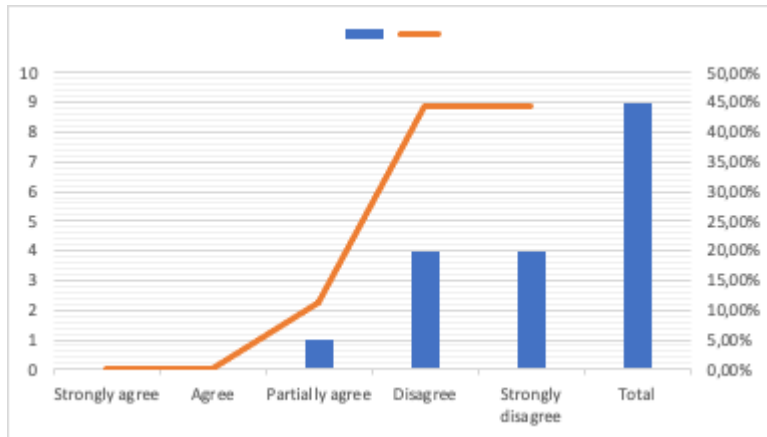
In this question, students divided their responses equally: 44% of the students selected "disagree" and 44% "strongly disagree" considering that "classes are so large that speaking cannot be practiced". Just 1% of the students "partially agree".

Figure 3

Question nº6: Classes do not regularly focus on speaking
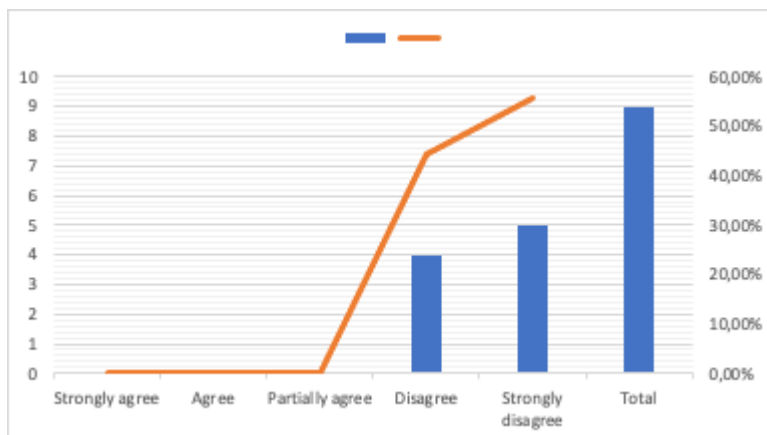
55% "strongly disagree" (5 students) were selected in the statement "classes do not regularly focus on speaking". Followed by "disagree" 44% (4 students).

Figure 4

Question nº7: Classes focus on grammar and vocabulary
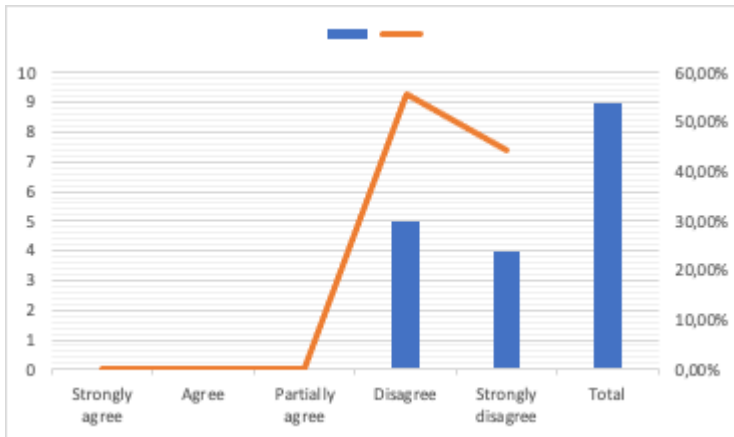
The results show us that students selected 55% "disagree" (5 students). Followed by 44% "strongly disagree" (4 students) in the question "classes focus on grammar and vocabulary".
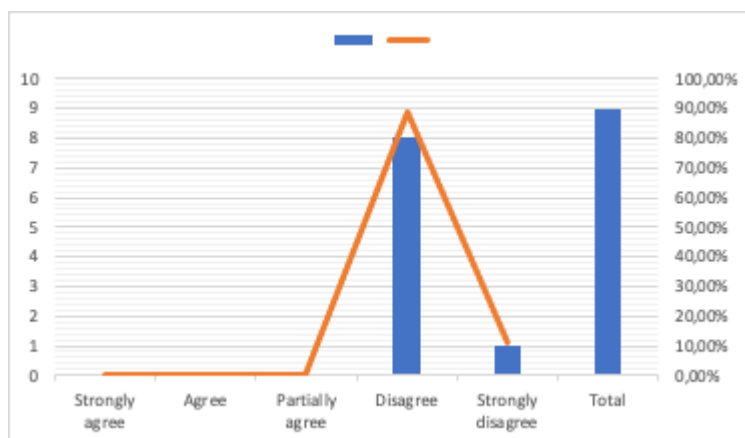
Figure 5

Question nº8: Students are unmotivated toward learning speaking
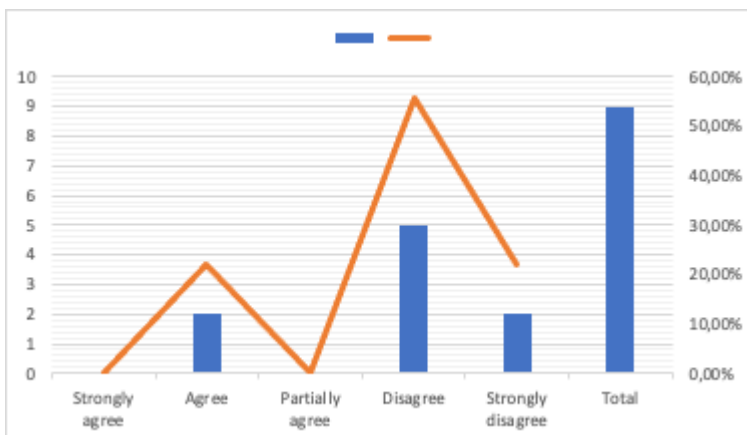
For question 8, students selected "disagree" with 55% (5 students) with this statement (students are unmotivated towards learning speaking). Followed by equivalence between "strongly disagree" 22% (2 students) and "agree" 22% (2 students).

Figure 6

Question nº9: There is limited exposure to English spoken in class

The majority of the students chose "disagree " 88% (8 students) with the statement: "There is limited exposure to English spoken in class". This option is followed by "strongly disagree" 11%.
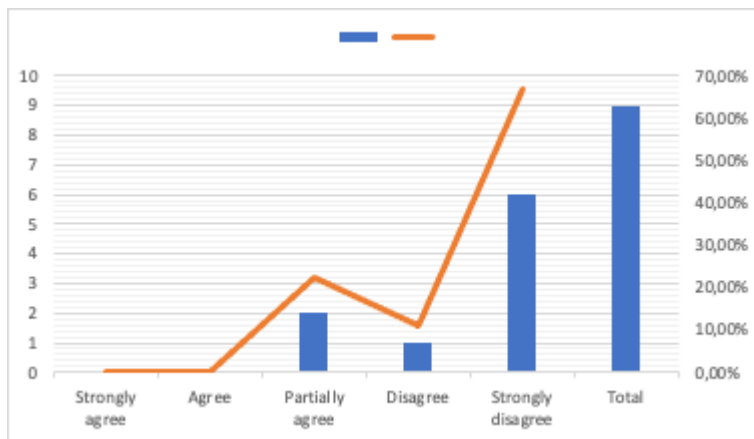
Figure 7

Question nº10: The use of Spanish in class is excessive
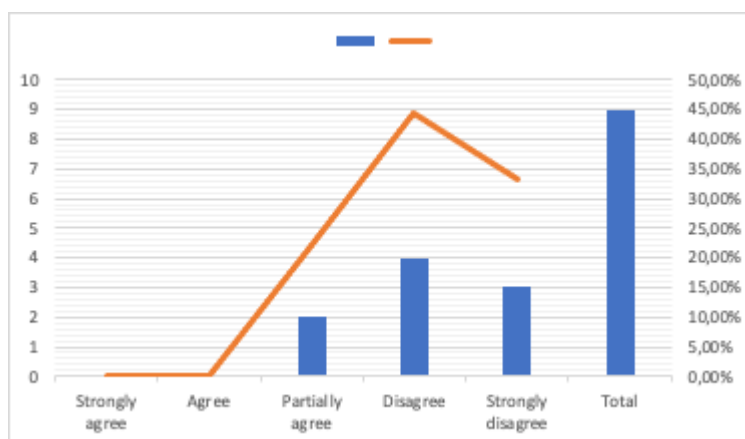
For question 10, 44% of students chose "disagree" (4 students). For the other options, there are 33% "strongly agree" and 22% "partially agree".

Figure 8

Question nº 11: The activities implemented do not promote oral interaction

66% of the students selected "strongly disagree" (6 students) for the statement "the activities implemented do not promote oral interaction". Followed by the categories "disagree" with 11%, and "partially agree" with 22%.

Figure 9

Question nº 12: Doing speaking activities in groups or pairs helps me develop this skill?
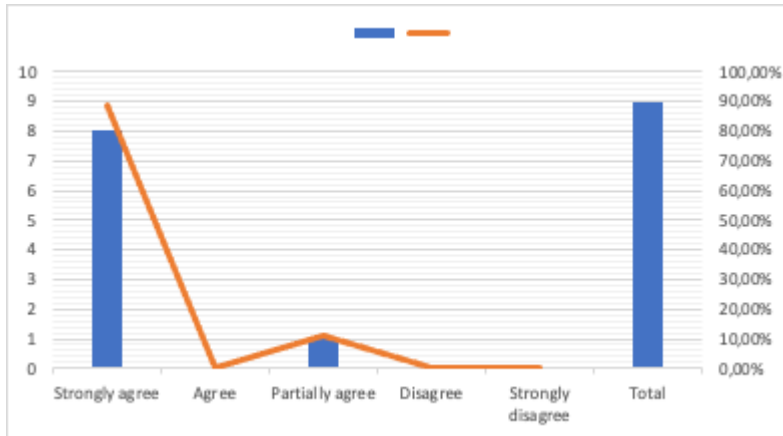
88% of students selected "strongly agree" (8 students) in the question: Doing speaking activities in groups or pairs helps me develop this skill? The other category shows that 11% of the students (1 student) "partially agree" with this statement.
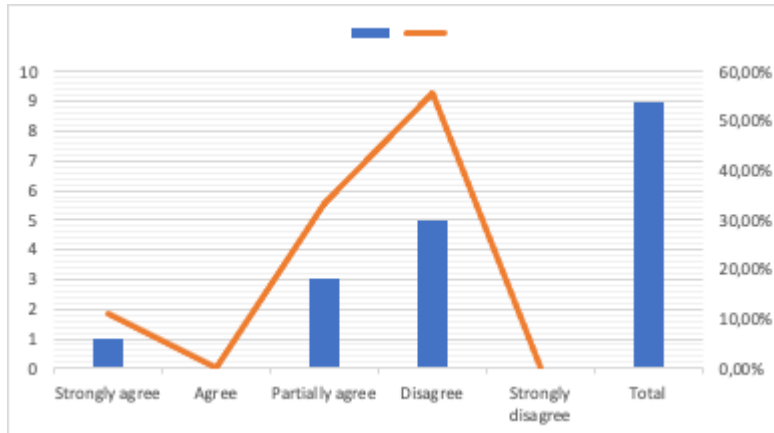
Figure 10

Question nº 13: There are not many opportunities for students to speak English in class.
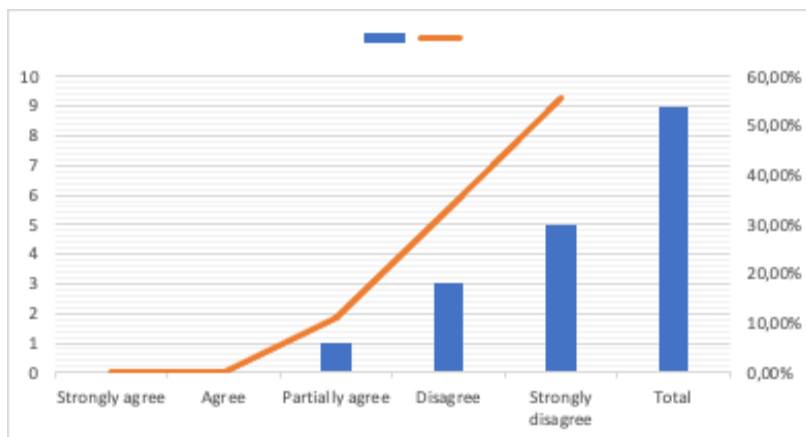
12, 55% of the students (5 students) "strongly disagree" with the statement: that there are not many opportunities for students to speak English in class. Followed by the categories "disagree" with 33% (3 students) and "partially agree" with 11% (1 student).
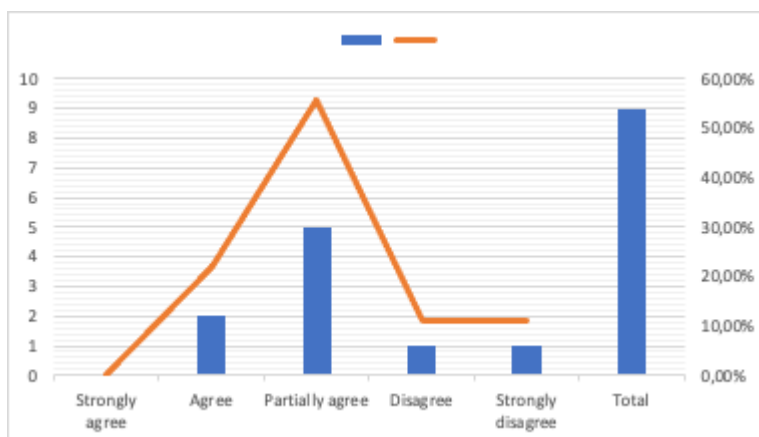
Figure 11

Question n° 14: I don't speak English because I´m afraid of making mistakes

55% of the students selected the category "disagree" (5 students) with the statement: I don't speak in English because I´m afraid of making mistakes. While 33% of the students chose "partially agree" and just 11% (1 student) "strongly agree".
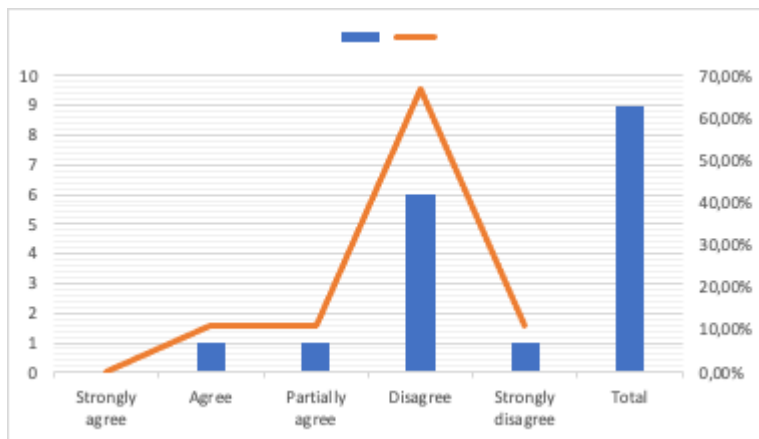
Figure 12

Question n° 15: I don't know enough words to speak in English

For this statement, 55% of the students (5 students) chose "partially agree". Followed by "agree" with 22% (2 students). The categories "disagree" and "strongly disagree" have the same percentage of 11%.

Figure 13

Question nº 16: I don't feel confident enough to speak in English on my own

In this last statement, the results show that 66% of the students (6 students) selected "disagree". The other categories such as: "agree" "partially agree" and "strongly disagree" have the same percentage which is 11% of the students.

Finally, regarding the open question that stated: "Please, include any information regarding the development of the speaking skills in the last three class sessions that you would like to add /share in the last three class sessions". Expected results were obtained:

- "I like the activity because I learned a lot about types of English. I would like to have more speaking activities like this one".

- "The classes were nice! I felt open to speak and share my opinion with my classmates".

- "I felt confident when I spoke English with my classmates".

Before sharing some of the students' answers, we can conclude that the new activities designed to promote collaborative work had a positive acceptance among the students. In addition to the activities carried out based on what was researched, it helped to motivate them, thus achieving a confident student when they want to express themselves.

4.1.2.4 Post survey analysis

After this post-intervention, we obtained expected results through the answers given by the students. Besides, a comparison between the pre-and post-application will be included. As we did in the pre-survey analysis, the data obtained were categorized into three groups. The first category refers to students' perceptions about *learning English*. The second refers to their *capacity* to *self-assess their abilities* and finally, the third refers to the *class and its relation to the development of their speaking skill.*

Learning English (Q nº1 - nº3). In the post-survey, students' perceptions of the most difficult skill to develop changed from 50% at the beginning of the experience to 22%. In addition, it is interesting to see that, according to students, writing became the most difficult skill after the intervention. This may mean that after the implementation of collaborative speaking tasks, students felt speaking was not the most difficult to develop as this type of task could have made students. And students ratify in this post-survey that the majority of them consider speaking as a very important skill to develop. That reinforces the idea about the importance for students to handle and develop the second language effectively in their context as they are preparing to become English teachers.

In relation to students' considerations towards these categories, (*capacity* to *self-assess their abilities - Q nº 4, 5, 9, 15, and 16).* From the results obtained, it shows that students' perception of their speaking capacity improved as 66% considered that this skill was not that poor compared to 30% in the pre-survey. It is possible to deduce that the

implementation of collaborative tasks may have helped students realize their current capacity

is different from their perception and provide them with more opportunities to practice

speaking. About, Murillo, 2019 establishes that:

> "In collaborative learning situations, our students are not simply taking in new
> information or ideas. They are creating something new with the information and
> ideas. These acts of intellectual processing of constructing meaning or creating
> something new are crucial to learning" (p. 17).

Furthermore, there is a slight but significant change in students' motivation. Before

The implementation, it was from 60% to 70%. Govindasamy M. and Shah P., 2020 establish

that:

> "Students are more comfortable to get engaged in speaking tasks with their peers and
> are free to communicate and perceive mistakes between them rather than be
> coordinated and corrected by their teachers" (p. 2280)

It means that working with collaborative speaking tasks in the classroom seems to

have favored student engagement (motivation) evidencing a change after the experience.

Concerning students' vocabulary, findings in both applications were similar. This could

imply that the implementation of vocabulary learning activities should be an aspect to be

taken into account. Regarding students' confidence to speak in English on their own, there

was a change. Students feel more confident to speak. Deducing that implementation of the

collaborative speaking tasks stimulates student confidence.

For category #3 (*relation between classes and the development of the speaking skill*),

questions 6, 7, 8, 10, 11, 12, 13, and 14 addressed the relationship between how class

activities and decisions impacted the development of the speaking skill. In terms of the

number of students per class, similar to what happened in the pre-survey, students seem to

have opposed views about how the number of students in class affects the development of

their speaking skills. When asked about the emphasis of the class, students indicated that the classes focus on speaking rather than grammar and vocabulary and that their percentage of exposure to the language increased. They also felt that their exposure increased with the implementation of collaborative speaking tasks. As regards the use of the first language, students also seem to consider that there is a high percentage of Spanish in the class. There should be an analysis of how students consider this affects the development of their speaking skills. Furthermore, students considered that the activities proposed in class favor oral development and that there are enough opportunities in class to use English. Also, they consider that working in groups or pairs promotes the development of speaking skills.

Finally, making a comparison between both opening questions that are at the end of each survey, there were noticeable positive changes. In the pre-survey, the open question was "Please, include any information regarding the development of the speaking skills in this class that you would like to add /share". The results showed answers like: "I'd like [] practice more speaking but not as an evaluation activity because I think the best way to learn is practicing but sometimes [] we are afraid to make mistakes and have bad grades". Whereas in the post-survey, the open question was: "Please, include any information regarding the development of the speaking skills in the last three class sessions that you would like to add /share in the last three class sessions". Some of the results obtained were:

- "The classes were nice! I felt open to speak and share my opinion with my classmates".
- "I felt confident when I spoke English with my classmates".

From all of the above, it is possible to conclude that the implementation of collaborative speaking tasks did have a positive effect on students' perception of the development of their speaking skills.

4.2 Discussion

From the results obtained from the instruments, we can observe that the implementation of collaborative speaking tasks changed students' perception of their speaking skills. As the intervention focused on the development of these types of tasks, students' perceptions of the most difficult skill shifted from speaking to writing. This may be interpreted that through the completion of speaking activities, students developed in this study confidence in this skill and felt that they had lost practice in writing. As indicated above, this type of task could have made students "feel less anxious and more confident when interacting with peers during pair or small group activities" (Murillo, 2019, p.15).

Furthermore, they felt that they could express their ideas better. This implies that the implementation of collaborative tasks may have helped students realize their current speaking abilities. Students felt that with the implementation of collaborative speaking tasks, their exposure to the language increased, realizing that they have more opportunities to use the language. Students considered that these activities favor oral development as well as they have more opportunities to use English in class.

Students also reported that their motivation increased with the implementation of these tasks showing that these activities contribute to student engagement. According to Govindasamy and Shah (2020), students feel more comfortable when they participate in speaking tasks with their peers and identify their own mistakes rather than be corrected by their teachers (p. 2280).

Vocabulary seems to be an area to reinforce as students reported they needed to increase it. They felt that even with the intervention, their level did not improve.

In terms of the number of students per class, students are not clear about how this affects the development of their speaking skills. This could be related to the fact that the implementation of collaborative speaking tasks was conducted in small groups rather than the

whole class reinforcing their perception that working in groups or pairs promotes the development of speaking skills.

About the use of Spanish in the classroom, they consider that it is highly used in class. This is also evidenced in the class observation. Further analysis of what implications using L1 in an L2 class has in terms of developing oral skills in the foreign language should be conducted.

From all of the above, it is possible to conclude that the implementation of collaborative speaking tasks positively affected students' perception regarding the development of their speaking skills. The survey showed that they were more motivated, more confident, and had a better self-perception of their oral capacity after the intervention. Some areas like vocabulary development and the use of Spanish in class should be more deeply addressed in the classes.

The observation allowed us to infer how students' participation increased compared with the first intervention. The teacher intervened only for very specific purposes during the class. Besides, it is possible to see that the teacher provides opportunities to practice speaking focusing on encouraging participation actively. In the first pre-intervention classes observed there was no actual teaching of the speaking, and there are also activities addressed to the vocabulary and the grammar needed for the speaking practice. Finally, there was just one group activity in the three classes. Most of the time, the activities were asking questions to individual students rather than having students work together to complete tasks. It improves in the second phase showing how the class turned into student-centered.

Based on the theories and studies found throughout this research, it was possible to confirm the effectiveness of the use of collaborative work in the classroom as a strategy to improve communication skills in students at different educational levels. Larasaty and Yutinih (2018), and Murillo (2019) found out in their studies on the importance of interacting

in the classroom to reinforce students' speaking skills by implementing collaborative work. Their findings showed that students are aware of the importance of classroom interaction to improve their speaking skills. The teacher's role is to be a guide in creating situations for students for promoting engagement and active participation.

The aforementioned makes this research and the positive results found even more interesting. This shows that collaborative work is a substantial pedagogical strategy to reduce the fear, anxiety, and insecurity of students as future English teachers to make mistakes when speaking. This will allow them to safely impart their knowledge of the second language to their future students.

Chapter 5. CONCLUSION

Speaking is considered the most complex and difficult skill to acquire (Ur, 1996). In English teacher education programs, developing this skill is a key element. This study aimed to answer the question: What is the perception of a group of pre-service teachers regarding the development of collaborative learning production tasks to develop their oral skills? This study suggests that the implementation of this type of task seems to favor oral skills in language learners. In addition to encouraging the active and spontaneous participation of the student in the development of activities. This led us to highlight the effectiveness of collaborative tasks as a pedagogical strategy for improving communication skills. Activities in English language programs for pre-service teachers should be designed to allow them to use language in real contexts including different interaction patterns where students can collaborate to complete a task. This encourages and engages them to get involved in their teaching-learning process. This also makes them more autonomous and self-reflective.

On the other hand, the results showed a decrease in the student's fear and anxiety when they wanted to express themselves. In the second intervention, the students were more self-confident and less stressed when participating in class. Plus, it contributed to the class being student-centered rather than teacher-centered.

Based on the conclusion earlier, I would like to make a few suggestions. In the first place, the teacher must be more selective when choosing the work material. The implementation of technological tools will help create a more dynamic and engaging lesson for students. Second, collaborative work is an excellent strategy to reinforce and improve speaking in students. But it could also be useful for improving other skills such as reading. And finally, always try to bring the activities into the real context, outside the classroom. This will help us as a teacher to achieve meaningful student learning.

While conducting this research, there were some limitations such as the class was conducted in a remote modality due to the pandemic. Face-to-face lessons could provide another type of result. Therefore, there is room for new research about how the implementation of these tasks works in different modalities. In addition, it could be interesting to analyze the implementation of collaborative tasks in longer periods of class. In this case, it was only observed for a total of 12 two-hour periods of classes. Using this type of task for a longer period may also be an interesting study for teacher educators. Last, aspects such as balancing the development of the four skills while using these tasks could be an interesting element to study. English teachers need to have a good command of the four's skills. If the focus is only on speaking, the other skills may be affected.

5.1 Implications

From all of the above, there are interesting implications for the design of the intervention.

5.1.1 Collaborative work should be promoted

The role of the teacher in the learning process should aim to promote the adoption of a more active and participatory role in class from the student. Collaborative learning aims to encourage the development of communication skills through collective participation within a work group. Linton et al. (2014), argue that students in groups achieve a better understanding compared to students who worked individually. This actively engages students in their teaching-learning process while promoting critical thinking. This leads to creating a safe atmosphere for the student in the classroom, generating confidence when participating.

Activities in pairs or small groups help encourage student autonomy, strengthen their self-confidence to express themselves, and reduce anxiety in them in the target language. The development of activities through group interactions is one of the most important elements to promote the learning of a second language (Fitria, 2016). "Collaborative learning is not a group composition process for students; it is about promoting independence through the collaborative process" (Olivares, 2007, p. 26). In addition, this helps to minimize the participation of the teacher, allowing the student to interact with classmates.

5.1.2 Classes should be Learner-centered rather than teacher-centered

The teacher must be a facilitator of learning rather than a transmitter of knowledge (Benson, 2012). This does not mean that students are isolated learners; it means that they need to be more independent and autonomous in the learning process. This helps make a balance of power in the classroom. Weimar (2013) mentions that "teaching still often focuses

on what the teacher knows and on unilateral transmission followed by recitation and evaluation rather than facilitation of learning" (p. 65). The student must take control of his learning process, thus developing his capacity for self-reflection. In addition, Weimer (2002) argues that some of the key practices that must be changed to increase the student-centered approach are "the attitudes of the faculty towards the content; facilitation of greater responsibility of students for learning, attitudes of teachers towards the purposes and evaluation processes". (p. 127). Benson (2012) mentions some advantages of the learner-centered approach to the classroom: "…Generates more student participation and results in the target language. Encourage students to take more responsibility for their learning… (p. 32). Benson (2003) highlights five principles for student-centered teaching: "active participation in student learning, providing options and resources, offering options and opportunities for decision-making, supporting the student, and encouraging reflection". (p. 34). This must help prepare the student for active and empowered participation in classroom activities.

5.1.3 The classes should be a safe learning environment to develop speaking skills.

The students should feel that they safely can take risks to make mistakes in the learning process and the classroom should be this place. This is not about the student feeling physically safe, it is about the student feeling safe to participate without fear of making mistakes. Cantrell (2019) mentions that "Teachers must see the classroom as a safe environment for students to be learning in and make sure each individual student is receiving positive support to learn" (p. 6). This would have a positive impact not only on student performance but also on improving teaching practice. If the students do not feel safe, they are aware of embarrassing or humiliating situations. It obstructs their confidence in participating in the development of activities.

In conclusion, developing English language skills in pre-service teachers require language teacher educators to balance the activities they implement in their classes in terms of the interaction patterns promoting the use of collaborative speaking tasks but also not forgetting the other skills needed to teach a language.

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7. APPENDIX

Appendix A. Surveys

pre-survey

Student Questionnaire

100%

Questions marked with a * are required   Exit Survey

This questionnaire is part of a research study about student perception on the development of speaking skills. Information collected will be used for research purposes only. All the information will be ethically handled. By responding this questionnaire, you acknowledge the use of the data for the project.
Please, select the option that best describes your situation.

*
1. What is your main goal to study English?

○ To get a well-paid job

○ To travel internationally

○ To study abroad

○ All of the above

○ Other

[   ]

*
2. What has been the most difficult skill for you to develop?

○ Speaking English in casual (friends and classmates) and formal situations (academic or professional)

○ Reading texts published in English (articles, books, newspapers, Internet)

○ Writing formal (email) and casual texts (essays)

○ Understanding audio visual content (news, series, films, vlogs)

○ Other

[   ]

3. Rank your skills from 1 (the strongest) to 7 (the weakest)

Reading	-- Select --
Speaking	-- Select --
Writing	-- Select --
Listening	-- Select --
Grammar	-- Select --
Vocabulary	-- Select --
Pronunciation	-- Select --

4. From the following statements, please select the option that best describes your situation:

	Strongly agree	Agree	Partially agree	Disagree	Strongly disagree
* Speaking is a very important skill	○	○	○	○	○
* Speaking is the most difficult skill to learn	○	○	○	○	○
* My speaking skill tends to be poor	○	○	○	○	○
* Classes are so large that speaking cannot be practiced	○	○	○	○	○
* Classes do not regularly focus on speaking	○	○	○	○	○
* Classes focus on grammar and vocabulary	○	○	○	○	○
* Students are demotivated towards learning speaking	○	○	○	○	○
* There is limited exposure to English spoken in class	○	○	○	○	○
* The use of Spanish in class is excessive	○	○	○	○	○
* The activities implemented do not promote oral interaction	○	○	○	○	○
* Doing speaking activities in groups or pairs helps me developing this skill	○	○	○	○	○
* There are not many opportunities for students to speak in English in class	○	○	○	○	○
* I don't speak in English because I´m afraid of making mistakes	○	○	○	○	○

* There are not many opportunities for students to speak in English in class	○	○	○	○	○
* I don't speak in English because I´m afraid of making mistakes	○	○	○	○	○
* I don't know enough words to speak in English	○	○	○	○	○
* I don´t feel confident enough to speak in English on my own	○	○	○	○	○

Please, include any information regarding the development of the speaking skills in this class that you would like to add /share.

Done

post-survey

Student Questionnaire

This questionnaire is part of a research study about student perception of the development of speaking skills. Information collected will be used for research purposes only. All the information will be ethically handled. By responding to this questionnaire, you acknowledge the use of the data for the project.
Please, select the option that best describes your situation**.**

1. After the implementation of the last three class sessions, what is the skill that you consider the most difficult to develop?

Speaking English in casual (friends and classmates) and formal situations (academic or professional)
Reading texts published in English (articles, books, newspapers, Internet)
Writing formal (email) and casual texts (essays)
Understanding audiovisual content (news, series, films, vlogs)
Other

2. Rank your skills from 1 (the strongest) to 7 (the weakest)
Reading
Speaking
Writing
Listening
Grammar
Vocabulary
Pronunciation

3. From the following statements, please select the option that best describes your situation:

3.1 Speaking is a very important skill
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

3.2 Speaking is the most difficult skill to learn
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

3.3 My speaking skill tends to be poor
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

3.4 Classes are so large that speaking cannot be practiced
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

3.5 Classes do not regularly focus on speaking
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

3.6 Classes focus on grammar and vocabulary
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

3.7 Students are unmotivated towards learning speaking
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

3.8 There is limited exposure to English spoken in class
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

3.9 The use of Spanish in class is excessive
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

4.0 The activities implemented do not promote oral interaction
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

4.1 Doing speaking activities in groups or pairs helps me develop this skill?
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

4.2 There are not many opportunities for students to speak in English in class
Strongly agree

Agree
Partially agree
Disagree
Strongly disagree

4.3 I don't speak in English because I´m afraid of making mistakes
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

4.4 I don't know enough words to speak in English
Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

4.5 I don't feel confident enough to speak in English on my own

Strongly agree
Agree
Partially agree
Disagree
Strongly disagree

Open question:
Please, include any information regarding the development of the speaking skills in this class that you would like to add /share in the last three class sessions.

Appendix B

pre-intervention observation: TRANSCRIPTIONAL ANALYSIS: Analysis of the effect on students' development of speaking skills - May 05 / post-observation: Transcription analysis second phases - Date: March, 22

After recording each of the three classes for the observation of both the first and the second intervention, it was organized as follows:

1. Each class was transcribed separately

2. They were organized by categories called "activities" which are behaviors of both the teacher and the student during the classes. This helped to have clarity for later analysis and interpretation of the data.

3. Finally, the data was consolidated taking the analysis of each intervention to conclude.

Appendix C: Intervention resources

https://www.youtube.com/watch?v=Ou2vqAwNEW8

https://www.youtube.com/watch?v=3UgpfSp2t6k

https://www.youtube.com/watch?v=vTSdnhBtQUM

8. Author's Biography

I am Anyelyn Barandica, an educator by vocation. I am 31 years old and I am from Valledupar, Cesar. I am a very active person, which is why I am passionate about sports and healthy living. I have a degree in Spanish and English. Since my beginnings in the field, I have worked as an English teacher for more than six years. My experience in the educational field has been varied, working with both children and adults. I consider that my professional profile is to work with young adults. I obtained my first postgraduate degree in 2021 as a specialist in Teaching English. Moreover, I am finishing my thesis to obtain a master's degree in Teaching English. In addition, I have been taking courses and workshops to reinforce areas such as competency-based pedagogy, how to improve reading and writing skills in my students, how to implement TICS in the classroom, etc.