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THE USE OF PEER-CORRECTION STRATEGIES TO IMPROVE SPEAKING SKILLS WHEN LEARNING ENGLISH AS A FOREIGN LANGUAGE

PRESENTA

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COMO PRODUCTO INTEGRADOR DE APRENDIZAJE PARA OBTENER EL GRADO DE MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DE LENGUAS EXTRANJERAS

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SUMMARY

Nowadays it is common, in educational contexts, to hear about the term applied linguistics which is a field of linguistics that focuses on the scientific study of human natural language with an important impact on fields as diverse as education, anthropology, sociology, language teaching, cognitive psychology, philosophy, computer science, neuroscience, and artificial intelligence, among others Akmajian (2010, p. 5). The use of applied linguistics to the teaching of foreign languages has become popular nowadays. The requirements and demands of new generations of language learning learners have been changing over the years. A great number of theories, methodologies, approaches, and strategies to help the learning process of a second language has emerged in order to help the learning of a foreign language process; and based on that, now learners can have new and modern learning strategies besides the traditional ones. Recently educators can face a significant change in educational contexts; the perspectives focused on the teacher are now focused on learners. Teachers are now seen as mediators between students and broader educational environments while students play an active role in their foreign language learning process as they start to be less dependent on the teacher (Boud, 1995).

This project is about the use of peer-correction strategies, which are also known as peer feedback or peer review. These strategies have proved to be an effective means to aid learning development since it involves learners in their teaching and their learning process. Peer feedback offers many ways to improve learners' speaking skills (Zeng, 2006). This method consists of learners giving and receiving feedback about the mistakes made while speaking in English in class. "Peer feedback may be implemented in the classroom to enhance learner autonomy, cooperation, interaction and involvement" Sultana (2009, p. 12). When Learners of English as a foreign Language apply peer-correction during their classes, it contributes to their learning process in a positive way. In order to find out the impact of using peer-correction strategies to improve EFL learners' speaking skills, action research was implemented to conduct this study. Classroom observations and a focus group were carried out as data collection instruments. The participants of this project were a group of 8 teenage learners from an educational institute in Nuevo León, Mexico.

Key words: Applied linguistics, peer-correction strategies, peer feedback.

CHAPTER 1. INTRODUCTION

A language learning process is a complex experience in itself as it involves many steps: pre-production, early production, speech emergence, intermediate fluency, and advanced fluency (Krashen & Terrell, 1983), and it might be a challenge for teenage learners who have not taken any previous English as a Foreign Language courses or do not have background knowledge to develop oral production skills. To help learners to develop their speaking skills is a challenge for many English language teachers as well because most of the strategies they employ during the lessons do not engage learners in speaking activities. Based on personal experience working with learners from 12 to 18 years old at "Instituto de Educación Allende (IDEA)", in Allende, Nuevo León, some of them have never been immersed in contexts where English as a foreign language was the most important means of communication. They seemed uncomfortable during the first lessons because for many of them it was their first experience with an only English approach. For this reason, those learners should have some classroom assistance when learning English as a new and foreign language.

The teacher responsible for a first level English course is not the only one who can guide learners to succeed in the language learning process, but also to learn how to speak a foreign language. Working in pairs and using peer-correction strategies is an effective option to enhance speaking students' skills since it is a social constructive activity and helps students become autonomous, analytical, and critical (Ramírez, 2018). Some English as a Foreign Language (EFL) teachers apply the same old strategies in the classroom and their students respond to this way of learning. That teacher then, is the one responsible for their learning, and his/her learners have a merely passive role because they just follow instructions and carry out the different tasks his/her teacher demands.

For some learners the teacher's feedback only is sometimes unsuccessful. Some of the problems that are common with learners referred before are: fear to ask their teacher for uncertainties, lack of self-confidence, little or no teacher's attention or fear of making mistakes and their classmates making fun of them. Since peer correcting is basically needed for speaking performance, the use of peer-correction strategies might improve EFL learners' speaking skills. Those learners who are aware of making errors by themselves are

expected to be corrected by their friends. Therefore, learners may reduce anxiety when it is their friends who correct their errors rather than their teacher (Botha, 1987; Gudu, 2015).

However, the use of peer-correction strategies does not contribute or favor all learners in general. To be corrected by a pair is sometimes misunderstood. Many learners believe that this practice is going to guarantee them to improve their speaking skills by just listening and repeating what their peer corrects them to say. Both students involved in peer-correction, require of some instruction on doing so, at the very least, to be familiar with the lesson themes to be covered. Teacher training to apply and monitor the correct use of these strategies is essential. In language learning education in particular, the optimal methodologies are those that would prepare learners for real life situations and for making decisions that would contribute to improve their role in society. Classroom time should not be limited to increase learners' proficiency in speaking skills, the purpose of developing daily life skills, capability, initiative, autonomy, responsibility, and teamwork has to be planned as well.

1.1 Literature review

For some teenage learners of English accomplish speaking a foreign language already is a challenge since it requires a big effort and constant practice. We cannot plan what we actually are going to speak all the time. Different from reading or writing, speaking happens in real time; usually the person we are talking to is expecting an answer from us. We cannot edit or revise what you want to say (Bailey, 2003, p. 47). Oral communication involves two or more people in negotiating meanings, and it is always related to the context in which it occurs (O'Malley, 1999, p. 227). For some English learners, to speak English in real time, to negotiate meanings, to manage the conversation, and to speak spontaneously are the challenging issues when learning English as a foreign language. Being able to speak becomes one important goal to achieve when learning a foreign language.

When teaching and learning a foreign language, pronunciation is essential, and it is a vital part of the language teaching process. Feeling confident pronouncing words in a foreign language allows learners to interact with other speakers, which is crucial for the linguistic development and as we know, bad and poor pronunciation can sometimes

interfere with our communication process. Good pronunciation comes with clear oral understanding of ideas and poor pronunciation causes problems in the process of communicating, no matter how much knowledge about vocabulary or grammar the speaker has. It is one of our responsibilities as teachers to prepare learners with meaningful and contextual situations to be ready for the real world. It is known that currently people are more exposed to a global environment in which both in working life and everyday life it is required to speak more than one language. Mitra (2003, p.2) states that "the existence of internationally employment opportunities have heightened the need to communicate and to be understood".

There are some different points of view about what the main factors that affect the speaking abilities of learners are. Fauzan (2014) is one of the researchers who have studied the enhancement of the Speaking Ability of EFL Learners. In his study, it is mentioned that some learners struggle speaking in English due to reluctance, hesitation, fear of making mistakes, or lack of vocabulary. In some cases, learners prefer not to speak in English because they are afraid of making mistakes because their friends may make fun of them. Learners tend to be anxious because the teacher always gives correction and feedback on their mistakes immediately and sometimes learners do not even finish their participations.

The popularity of providing feedback showed up with the development of learner-centered approaches to writing instruction in North American L1 composition classes during the 1970s. According to Saeideh (2014), "the process approach gave greater attention to support writers through multiple drafts by providing feedback and suggesting revisions during the process of writing itself, rather than at the end of it" (p. 82).

With this situation, learners are going to feel immersed in the process of acquiring a foreign language. Studies of feedback and correction have been focusing specifically on the writing skill; these kinds of research have not covered very much around the speaking skill. In 1995, McDowell stated that some of the main strengths of peer feedback are that there is a development of evaluative and critical abilities, knowledge is more integrated and when learners collaborate, they feel motivated and satisfied because in this way they feel as active contributors in the communicative process. Peer-correction strategies can be used as

a way to transmit more confidence to learners because it encourages them to participate by deciding if the output they are giving to their pair is correct or not (Mendonca & Johnson, 1994). Freedman and Sperling (1985) considered that peer response could be more authentic and honest than teacher response. It makes atmosphere in the class enjoyable, and learners tend to cooperate and participate more. It also makes the other learners to be involved in the lesson as well.

Hyland and Hyland (2006) pointed out that giving feedback to learners has been recognized as one of the most important EFL writing teacher's tasks. It can be given in the form of "written commentary, error correction, teacher-student conferencing, or peer discussion" (p. 15). Working with a peer provides good opportunities for EFL learners to improve language skills in small groups, they are less afraid to speak, and they are able to understand what the others are saying as well as making themselves understood (Gunning, 2008, p.510). In some cases, learners feel so frightened that they cannot think clearly, and they are unable to say a single word.

There are other authors who have contributed to the study of peer-correction strategies: Hagege's (2013) findings are that correction is more efficient when it is done with the help of a peer, as well as Tost (2013), who evaluated the feasibility and impact of partner reading out aloud to improve English pronunciation, fluency and vocabulary. Her findings indicated that peer- oral reading interventions done by other learners, was effective in improving their levels of reading, pronunciation and fluency.

Srinivas (2019) conducted a study in which he examined the impact of peer-correction through roleplays as a favorable strategy to strengthen foreign language learner's speaking skills. This strategy permits learners to work with another student on speaking abilities through dialogues or conversations in real situations. The application of this strategy makes learners feel immersed in the process of speaking using the target language. In this way, learners are constructing confidence by interacting with a friend or a known individual and putting learning into action. In this study, teacher participants adapted roleplays from simple to complex levels, according to the characteristics of their learners.

This strategy was most of the time applied to learn about grammar topics. Teachers were asked to use roleplays to present vocabulary with the use of signals, prompt cards, mystery messages, verbal instructions, among many other activities. Subsequently, teachers adopted this strategy in their English classes setting basic scenes at the initial stages of learning and further raising the level of difficulty of these activities so that learners have enough practice to improve both, grammar and oral skills.

In 2013, Arini Siska Savitri investigated how games encourage learners to practice their speaking competences in class when they play in peers. This author studied 25 university learners who were chosen for having a good command of their speaking abilities. Through implementing observations, an interview for learners, and a teacher questionnaire during the classes, she found out that listening activities as an input activity before learners were asked to speak, its favorable for them to familiarize with vocabulary and pronunciation. Additionally, she discovered that when learners work in peers taking part in language games, it automatically becomes a strategy to attract learners' attention which is going to keep them motivated during the lessons and eventually, continue practicing the language.

Students can learn in a fun way by using language games, they will stimulate and motivate learners to practice their English understanding through speaking. From those reasons, it is clear that language games are means that can be used to improve the students' speaking ability" (Siska, 2013, p. 3).

The practice of peer-correction strategies in the classroom provides both teachers and learners some important benefits. Learners become autonomous and less dependent on their teachers. EFL learners consider it is worth using this strategy for their own progress and it gives them an opportunity to express their thoughts.

"Learners' active participation in the correction activity provides a more supportive atmosphere as the feedback received from classmates is less

threatening, and as a result of these the authoritative role of the teacher is no more reinforced" (Pishghadam, 2011, p. 218).

According to Zeng (2006), self and peer-correction entrust learners to check, evaluate, and edit their own products in order to improve them, since self-correction facilitates the identification of grammatical errors. Peer-correction helps learners to understand their classmates' opinions about their works, with this, learners give and receive support from each other creating a real learning environment.

Peer-correction is an ideal strategy to initiate learners' talking performance since it allows students to learn through a friendly system in which teachers are not legitimately engaged, Sakihan (2019). This author studied two groups of learners from the English Department at one of the colleges in Surabaya in Indonesia when practicing speaking activities during the English lessons. Learners were expected to correct mistakes so that they learn from each other by working in peers.

This author found that learners were generally not to correct errors because sometimes they were not able to recognize errors thus, learners prefer to concentrate on speaking rather than correcting their classmates. On the other hand, language learners in this study were not interested in improving their grammar, but their fluency and pronunciation. With this natural approach, learners tend to focus on the meaning of the language impute rather than to focus on its form in linguistic competence (Krashen and Terrel, 1993).

Peer-correction strategies can be used as a way to make learners feel confident because it encourages them to participate deciding if the output they are giving to their pair is correct or not (Mendonca & Johnson, 1994), which is much related to what Freedman and Sperling (1985) considered beneficial for EFL learners when trying to fit in their educational environment. Interactions between two or more learners can be more original and reliable than teacher response which makes the class enjoyable and learners tend to cooperate and participate more. The rest of the classmates are more involved in the lesson

as well. Many learners are used to being corrected by the teacher when learning how to communicate correctly by using the target language. In 2014, in The Australian International Academic Centre, the effect of self, peer and teacher correction in a group of learners was studied. The results showed that the self - correction group obtained better results when improving their pronunciation skills more than the other two groups.

This investigation shows us that sometimes it is better for learners to learn how to correct themselves rather than being corrected by another classmate (Ahangari, 2014). The author of this study mentioned that when their peers correct students, they feel in a context of cooperation that makes learners feel as an important contributor of their own performance and this is going to help them to improve their pronunciation and fluency.

These ideas from different authors are closely related to the fact that collaborative work has a positive impact in the learning process of EFL teenage learners. Working with a peer brings some benefits for learners who implement them in their English lessons. Applying peer-correction strategies contributes to the development and improvement of learners' speaking skills as well as their security, self-esteem and confidence in speaking using a different language.

1.2 Problem definition

One of the problems that was noticed on some teenage language learners during the first English classes on the basic level A1 at Instituto de Educación Allende (IDEA) is that they are not able to produce almost anything orally. Most EFL beginner learners do not feel confident using the target language since it is probably the first time they are having an experience with a foreign language and they do not know how to react. Some of those learners tend to struggle with their exams, they do not understand their teachers' tasks, their oral production is practically null, and they can never follow through in class. For these reasons, they cannot achieve the learning competencies that are expected from an A1 level student according to the Common European Framework of References for Languages (CEFRL). That is why this project considers learners' emotions towards an English basic

level A1 course through the use and practice of peer-correction strategies in everyday classes to improve learners' speaking skills.

Social interaction plays a central role in the process of "making meaning" (Vygotsky ,1978, p. 90). For example, when children are learning to jump the rope, first they observe someone doing it, then they try to do it with some help, and after some practice children can take a rope and do it on their own. The learning process goes hand in hand with the child's cultural development and interaction. When learners are learning a new language, they have the need to understand the topic in progress, this can be accomplished by observing a teacher presenting it to the class. Observing a classmate speaking in English during the class might be helpful for them as well. Eventually, some learners might start writing, reading, listening and even speaking with some assistance. This condition help learners to become autonomous and less dependent on the teacher. By the end of the course, some learners might be able to write, read, listen, and speak by themselves, after having received the support of a classmate. Therefore, working with someone else is a very good opportunity and a big help when learning English as a foreign language since it allows learners to discover and correct their mistakes when they look and compare their peers' work.

According to Ferris and Hedgcock (1998), feedback plays an important role in learning since it is considered essential for teachers and learners when responding to learners' works. Feedback can be oral or written and it can be given by the teacher or by another student and it allows learners to have a critical opinion about their work Ferris, (2003).

1.3 Rationale

Some learners at IDEA face the problem of not achieving the expected learning level A1 according to the CFRFL because of confidence issues and factors related their security and self-esteem. It is relevant to do some research about how students can be helped when they are trying to learn English as a foreign language. It is also important to investigate if peer-

correction strategies are a real helpful assistance to improve EFL learners' oral production skills.

Nowadays, teachers are identified as assistants, guides, counselors, and group process managers (Tribble, 1996) and they are no longer the only person responsible for correcting learners' work. Teachers and learners are encouraged to focus on discovering ideas, drafting, working collaboratively, and sharing successes (Ferris, 2005), so it should be encouraged to interact not only with the teacher but with the classmates too. Learners can be now a vital part of the correcting process and not only the conventional one; that is, the teacher correcting them. By working in pairs with a classmate or their facilitator as a peer, learners are not going to feel their mistake as a bad thing; they are most likely going to understand why they made it. Learners should be able to correct themselves without feeling guilty or that someone is going to scold them. They should develop the feeling that it is all right to make mistakes.

In most cases, learners learn new languages through very traditional strategies; the teacher is always in front of the class, specifically in the middle of the classroom and s/he explains, corrects and guides almost all the learning process of a student. Sometimes learners do not know another possible option when they look for help when trying to improve their learning skills. The researcher of this study considers that it is important to let the learners know that they can be corrected and helped in different ways such as working with someone else different from the teacher so that they can develop their personal sense of autonomy.

1.4 General Objective

The aim of this proposal is to find advantages and disadvantages of the use of peer-correction strategies among learners from a basic level A1 course at IDEA. This educational proposal also emphasizes how an educational facilitator can promote learners' confidence in speaking in a foreign language.

1.5 Specific Objectives

Speaking, the second skill of language after listening, requires a lot of practice to develop as a competence, it also includes the way of pronouncing the sounds accurately. It is considered a direct tool to the listener whether s/he understands speakers' pronunciation or not, Tarigan (1986). Based on this opinion, this educative proposal seeks to use peer-correction as a means to improve IDEA learners' speaking skills based on the following specific objectives according to the Common European Framework of Reference for languages:

- To use peer-correction strategies to improve their English speaking skills.
- To achieve speaking competencies that are expected to their level.

Therefore, the teacher of the Basic Level A1 English teenage learners at IDEA will contribute

- To provide learners ways to feel comfortable to speak English.

1.6 Research questions

The objective of this proposal is to identify how peer-corrections strategies influence learners' speaking experience when learning a foreign language. Four main research questions lead to the response of the previous specific objectives.

- How do IDEA Basic Level A1 English Course learners use peer-correction strategies to improve their speaking English skills?
- How do IDEA Basic Level A1 English learners feel when practicing peer-correction strategies?
- How is the use of peer-correction strategies going to help the IDEA Basic Level A1 English learners to achieve the speaking competencies that are expected from their level according to the CEFRL?
- What are some of the advantages and disadvantages of using peer-corrections strategies in Basic Level A1 English lessons at IDEA?

Teachers and learners should expand their teaching – learning practices; they can adopt a new role when using peer-correction strategies, which is vital to make the use of this strategy

efficiently. Each learner must know that s/he can be corrected and instructed by their classmates and not only by their teachers, and the teachers have to accept that, in fact, there are many other ways to make a student learn a new language and not only with their help.

The old and traditional teacher correction strategies are nowadays not the only option when responding to language students' leaning process. This explains my personal interest in studying more about this kind of situations and strategies. The master's degree Program in Applied Linguistics to the Teaching of Foreign Languages is an actual benefit for my learners and myself in the learning – teaching process since it provides better and efficient ways to learn a foreign language. Part of succeeding in life is the self-need of being prepared and keeping informed every day.

CHAPTER 2. THEORETICAL FRAMEWORK

This study focuses on the attitudes of learners of a basic level A1 course at Instituto de Educación Allende (IDEA) towards the use of peer-correction strategies in the classroom. In order to support this research, there is a literature review that backs this up. A series of approaches, activities and theories have also been investigated to find out and identify what strategies help learners to improve their speaking skills when learning a foreign language. This theoretical framework has 8 different sections: 1. it explains what speaking skills are, 2, what peer feedback and peer-correction strategies are in detailed. 4. There is a section which briefly explains what the main factors that affect learners' oral production in EFL contexts are. 5. It covers the traditional EFL teaching strategies that have traditionally been used to foster learners' speaking skills when learning a foreign language. 6. How the most recent and new strategies have a positive influence improving learners' speaking skills is also discussed in the sixth section. Additionally, Innovative and recent strategies to improve learners' speaking skills and Cognitive Psychology are also included in the last sections.

2.1 EFL Speaking skills

For some teenage EFL learners, to be able to speak English as a foreign language is a challenge since it implies a big effort and constant practice. We cannot plan what we actually are going to speak all the time. Different from reading or writing, speaking

happens in real time; usually the person we are talking to is expecting an answer from us. We cannot edit or revise what you want to say (Bailey, 2003, p. 47). When an individual is trying to communicate, it is necessary the participation of two or more people for information exchange, it usually has to do with the conditions where the communication process is carried out (O'Malley, 1999).

For some EFL learners, to manage to speak spontaneously in real time with real people in order to exchange information to follow a single conversation, might be a real challenging issue when learning a completely new language. To be able to speak without thinking for a long time to sound similar to a native speaker is one important goal to achieve when learning English as a foreign language. According to Hymes (1972), a good EFL speaker has a good command of four specific areas a) Linguistic competence: having good pronunciation, knowledge of grammatical rules and vast vocabulary background. b) Discourse competence: making him or herself understands coherently and cohesively, having a good management of conversation. c) Sociolinguistic competence: knowing how to express effectively and appropriately according to the context where the individual is, and d) Strategic competence: which is the ability to recognize and repair communication breakdowns before, during, or after they occur.

It is very similar to what the English Department Binus University in Indonesia, (2015) considers as speaking skills: fluency, grammar, vocabulary and pronunciation. "Speaking is a productive skill and it involves many components. It is more than making the right sounds, choosing the right words, or getting the constructions grammatically correct." Prieto (2007, p. 75-90). To master speaking in a foreign language is a long and full of practice and discipline process that learners need to keep in mind when starting an English course. Pronunciation is crucial to be understood when speaking. The use of peer-correction strategies might improve EFL learners' speaking skills as they begin to be aware of their own errors since they feel they are in an environment of trust.

2.2 Cooperative learning

Learner-centered teaching and learning is a process in which teachers serve as facilitator or guide of learning activities instead of acting as the main responsible of carrying out a

learning process. The active participation of learners in everyday lessons might strengthen not only their cognitive abilities but also effective learning. When learners play an active role in their learning experiences, in activities such as brain storming, debates, discussions among others, they expand their capacity and ability to become autonomous and less dependent on the teacher.

The concept of cooperative learning (CL) refers to learners working with other classmates in an activity or project attending specific criteria (Felder & Brent, 2007). This approach aides learners to enhance their communicative skills in social discussion and offers them an agreeable learning ambiance. "Learning in various ways through self-discovery or with the help of their peers strengthen the foundation of knowledge which is built from a shared environment" (Laguador, 2014, pp.47). Cooperation can also be described as unity, which builds an environment for a better learning experience. When learners are active contributors to their learning progress, learning will be more meaningful and effective for them. Additionally, working with the support of not only a teacher, but also a classmate might bring certain benefits in the progress of learning a foreign language.

2.3 Peer feedback

The popularity of providing peer feedback started rising in the 70s with the growth of approaches where learners play a more relevant role in their educational learning development. According to Saeideh (2014), the process of assisting learners through more than one different draft in order to provide feedback and suggest during this process rather than at the end of it, stimulates learners' learning process, since they feel immersed in the process of acquiring a foreign language. Studies of feedback and correction have been focusing specifically on writing skills, these kinds of research have not focused on the speaking skill.

Feedback can be defined as any kind of information that learners receive about their performance during their learning process, it can be corrective or non-corrective (Cambridge, 2020). When feedback focuses a learner's attention on errors, then it is called corrective, whereas it is called non-corrective when the teacher praises the learner's

performance instead of correcting it. "Feedback can also be described as the performance of a peer of learners who benefit from hearing each other's feedback" (Havranek, 2002, p. 259).

McDowell (1995) stated that the main benefits of implementing peer-feedback in the EFL classes are that learners develop their analytical abilities, since knowledge is more integrated in meaningful contexts for them. If learners collaborate, they feel motivated as active contributors in their own leaning experiences and in the communicative process at the same time. Hyland and Hyland (2006) pointed out that giving feedback to ESL learners has been recognized as one of the most important writing teacher's tasks. "It can be given in the form of written commentary, error correction, teacher-learner conferencing, or peer discussion" (p. 15). The use of this strategy in EFL contexts is a complement tool, which can be used to foster learners' oral production as they have different options when being corrected.

> "Working with a peer provides good opportunities for EFL learners to improve language skills, in small groups, they are less afraid to speak, and they are able to understand what the others are saying and well as making themselves understood" (Gunning, 2008, p. 510).

Under certain circumstances learners feel so frightened that they cannot think clearly, and they are unable to say a single word. This allows us to understand that the implementation of peer-feedback is another good option when making learners confident to be part of the learning process and stop feeling uncertain about their role in this process.

2.4 Peer-correction strategies

Many authors have contributed to the study of peer-correction strategies and their benefits to help learners feel comfortable when learning how to speak a new language. Hagege (2013) suggested that corrections could be more helpful when they are done with the assistance of another person, in this case a peer classmate. Tost (2013) evaluated the positive impact that a learner, who is struggling to pronounce correctly, has by paying attention to a classmate who speaks correctly in English, reading out aloud to promote

his/her own pronunciation. She found out that if another classmate corrects a student repeatedly, it is going to contribute to encourage their reading skills, pronunciation and fluency in a positive way. Although it might be a good and useful tool for some learners during their learning experiences, some of them are highly resistant to be corrected by another person other than their teacher since they feel nobody else knows better than the teacher does, (British Council, 2019). Some other learners have the feeling that their classmates are not going to help them or that they are going to be ignored, so they rather have their teacher's corrections instead of peer-corrections.

The practice of peer-correction strategies in the classroom gives both teachers and learners some important benefits. Learners become autonomous and less dependent on their teachers, and they start to acquire a sense of learning commitment, which shows them that their opinion is considered by others.

> "Learners' active participation in the correction activity provides a more supportive atmosphere as the feedback received from classmates is less threatening, and as a result of these the authoritative role of the teacher is no more reinforced" (Pishghadam, 2011, p. 218)

According to Yang (2006), self and peer-correction entrust learners to check, evaluate, and edit their own products in order to improve them, since these strategies help learners to identify misspellings, grammatical errors or any other mistake found in the products. Peer-correction helps learners to understand their classmates' point of view about their works, with this, learners give and receive feedback from each other creating a real learning environment.

Some studies indicate that learners want and expect to have corrections when they feel they are not performing well during a class, (Roothoof and Breeze, 2016). "Some adult learners expect their mistakes to be corrected by the teacher rather than by another learner" (Lyster et al., 2013, p. 274). On the other hand, some teenage learners express that they feel comfortable when they are guided and supported by another classmate only when s/he

knows how to make corrections appropriately. For these reasons, teachers need to considerate their students ' individual differences and interests. However, teachers can conduct a survey with their learners in which they can express their attitudes towards peer-correction.

Sultana (2009) suggests that errors are no longer considered as "lack of knowledge" rather it is seen as the "result of natural development" in language learning. During a correcting process, teachers act as learning facilitators who help learners to understand the error and allow learners themselves to be an active part of the correction process. The contribution of learners in their own correction process makes the classroom atmosphere more supportive and amiable (Rollinson, 2005). At the same time, learners are developing their sense of autonomy, as they are responsible for building their own learning.

In teaching speaking, peer-correction is done when the teacher orally demands to a student to answer about something and s/he answers incorrectly, then the teacher designates another student to give the correct answer (Sultana 2009). This situation might affect some learners' self-esteem since they might feel offended in front of the entire class. Some others might feel that they are being compared with their classmate where they are proven inferior to them. For all the above, language teachers must be aware of the strategies that actually work for their learners when developing speaking skills and keeping them motivated at the same time.

Peer-correction then is favorable for learners to expand cognitive, social and emotional areas which contribute to develop speaking skills. On the other hand, this strategy does not have a uniform nature, and therefore the impact that it has on learners might vary; some issues might occur when peer-correction is not practiced in a correct manner. In this way, peer-correction must be done cautiously with an authentic sense of cooperation among all the participants otherwise, it is not going to be beneficial for learners. The correct implementation of these strategies is going to have some benefits for learners who are in the process of learning a new language.

2.5 Cognitive Psychology

Succeeding in learning a foreign language is considered dependent on different factors according to the individual. On one hand, learner's attitudes and aptitudes to their learning process as well as the perceptions of themselves in relation to their educational learning processes. On the other hand, teachers' professional qualities are significantly related to their student's learning (Hromova, 2019).

Areas of psychological cognition and foreign language learning contexts, as a teaching method, might be used to analyze the impact that learner's perceptions have when learning English as a foreign language. When students have a positive perception of their learning practices, then it might be easier for them to achieve effective learning. The mental interaction of humans in the cognition of specific situations explains the psychological response action and language execution of humans in the intellectual cycle by acquisition, processing information, attention, memory, and consciousness. "As cognitive psychology is developed on the basis of language development and modern information processing method and language is a dominated and constrained system symbol, the learning method of language should be mastered in the learning process" Liu, (2015) pp. 251.

Learners should be aware of how their learning process progresses so that they can improve in the areas in which they feel they need to improve, by working with a peer, learners might be able to raise awareness of their errors and learn from them. There are several benefits that peer-correction strategies might bring to learners, however, the correct application and monitoring of these strategies is crucial in order for them to achieve their objective of improving EFL teenage learners' speaking skills.

2.6 Factors affecting EFL learners' oral production

There are some different points of view about what the main factors that affect speaking abilities of learners are. Fauzan (2014) is one of the researchers who have studied the enhancement of the Speaking Ability of EFL Learners; he mentioned that some learners struggle speaking in English due to, hesitation, unwillingness to participate, concern about making mistakes in front of their classmates, or lack of good grammar rules and vocabulary.

In some cases, EFL learners prefer not to employ English in the classroom because they feel worried about mistaking since they think that it is going to make their classmates make jokes about that. Some learners tend to feel anxious because the teacher always gives correction and feedback on their mistakes immediately and sometimes learners do not even finish their class participations. Ramirez (2018) identified some contexts where teaching English is not a priority and the opportunities to practice the foreign language are limited. She stated that school is probably the only place where communicative activities take place when learning a new language.

There has been some research about which are the factors related to learners speaking improvement when learning a foreign language and what the different linguistics' and professors' perspectives are about the strategies that should be applied in the EFL the classroom to promote learners' oral production. In some EFL classrooms, most of the time, Some more importance is given to writing and reading activities rather than speaking activities. Due to this, some learners only develop these two abilities since they are rarely exposed to the target language. For this reason, some learners might be very good at writing or reading in English, but when it is time to start speaking, they are found to be, hesitant, shy and afraid since they have not acquired the practice to do it by themselves. By practicing peer-correction in their classes, learners are going to feel in a relaxing atmosphere which is going to have a favorable influence in their learning development.

2.7 Learner's emotions present when learning a foreign language

It has been studied that emotional factors have a significant influence in learners' foreign languages learning experiences. Excitements, enjoyment of learning, entertainment, pride, fear, shame, boredom, admiration, satisfaction, envy, are some of the emotions usually expressed by learners in the classroom. Mendez (2015) claims that worry and anxiety were the most frequently feelings reported in learners when learning a foreign language. She pointed out that fear to the teacher's feedback was the most reported emotion by learners. She said that this negative emotion usually blocks learners, and this makes their interaction in class to happen less. Learners sometimes are afraid to make mistakes also because it

results in their peers, mocking them and laughing at them which might be a disquieting experience for some of them.

Other authors have investigated how motivation plays a vital role in the process of acquiring a foreign language. According to Locke and Latham (2004), the motivation influences people acquisition of skills and the confidence for pushing them to use this skill. Which is very similar to the statement of (Lai, 2011, p. 2).

> "Motivation refers to reasons that underlie behavior that is characterized by willingness and volition, it is animated by personal enjoyment, interest or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies and it involves a constellation of closely related beliefs, perceptions, values, interests, and actions."

Communicating using a different language, particularly for lower-level learners is stressful, this situation makes learners feel under a constant pressure (Goh & Burns, 2012, p. 31). They usually do this in public, in front of other people (classmates or teachers) who, most of the time, are only evaluating how well they perform. For some shy learners, corrective feedback from a teacher who highlights their mistakes during all lessons, might be a constant anxiety-generating situation.

When learners feel anxious, nervous and insecure about their speaking skills, they are not able to produce a single word (Zhang & Rahimi, 2014). It becomes very difficult for them to participate in class since they might think the less they say, the fewer mistakes they will make. With this scene, learners are not achieving the competences that are expected from their level. Therefore, teachers must be aware of the impact that corrective feedback has on some learners and adopt a roll in which they are flexible with the kind of correction activities to apply to their learners in order to try not to generate more anxiety but soften its effect.

2.8 Traditional language teaching methods, approaches and strategies used in the EFL classroom.

There are very old and traditional teaching methods such as The Grammar Translation Method which was found to be applied mostly in EFL classrooms. Using this method in an English as a Foreign Language classroom makes the learning process teacher-centered rather than student-centered (Qutbi, 2013). This is why sometimes learners might get confused when they are asked to develop an activity where he/she actually needs to put into practice their analytical skills to solve a real situation when it is necessary to speak in a foreign language.

This situation tends to create an uncertainty feeling in learners which can be a barrier for them to start speaking in English, for this reason, they should be provided with activities where they play the central role in their learning process and feel confident whit it. A good practice to develop it is the implementation of tasks in groups and pairs. "It would develop both accuracy and fluency, as learners gradually realize their own mistakes and it leads towards self and peer-correction process" (Qutbi, 2013, p. 19)

Other studies have suggested that Content and Language Integrated Learning (CLIL) settings are a good opportunity for learners to foster their oral production since there is a meaningful input and output generated from the implementation of this approach as learners are constantly exposed to the foreign language that is being learned. Anna Bret Blasco, in 2014, stated that learners who take all their normal curricula classes such as mathematics, science, arts, in a foreign language have a vaster knowledge of vocabulary related to all those different areas of knowledge. This situation leads learners to have a better fluency, clarity and good pronunciation when speaking in English and they also know how to form and create coherent expressions to be understood by the others.

Recently in a University of Madrid in Spain some research was done about how the use of Total Physical Response Scaffolding enhances oral communication competences in online contexts. Kate Elizabeth Heath, (2017) found out that learners have trouble incorporating the appropriate pronunciation, syntax, and lexis in their classroom speaking tasks. She believed that most learners are used to being corrected by their teacher only and they do not have the opportunity to practice with their classmates. For this reason, it is

considered helpful to implement TPR into lessons to make them more interactive and attractive for learners.

The interactional processes help learners feel motivated and be more attentive in the classes at the same time; they are going to have the desire to practice more as they want to feel as a part of that relaxing and interactive context. With this, learners are going to produce language in a more independent manner rather than repeating what the teacher says. When learners notice nothing wrong happens if they make mistakes, they are going to start producing orally without hesitation. "Recently as the curricula of English language teaching has moved towards communicative competence and task-based language teaching, a new urgency for the teaching of pronunciation has arisen" (Celce – Murcia, 1987, p.133). This author stated that poor pronunciation might cause not accomplishing oral communication, no matter how strong the English background of a learner is, if there is not a good and clear pronunciation, the receiver of the message is not going to understand him/her. Peer-correction strategies might be an useful tool to help learners avoid those types of emotions that usually block their learning process.

2.9 Innovative and recent strategies used in EFL classrooms to improve learners' speaking skills.

Many other authors have investigated different strategies that help to develop learners' speaking skills by giving learners the opportunity to identify which strategy works better for his/her. It is one of our responsibilities as teachers to prepare learners with meaningful and contextual situations to be ready for the real world. It is known that currently people are more exposed to a global environment in which both in working life and everyday life, it is required to speak more than one language. "The existence of internationally employment opportunities have heightened the need to communicate and to be understood" (Mitra, 2003, p. 2).

It has been affirmed that the Internet is the best discovering of the XX century (Ašanin, 2015) and whit this, a huge variety of innovative and new methods and strategies to support the process of learning a foreign language has emerged. In a study carried out in

2015 by Marijana Ašanin in Spain, it was found that the use of wikis and e tandems as tools of collaborative nature can help learners when learning a foreign language.

At recent times, most of the foreign language learners have access to internet and learning multimedia tools, and they consider these platforms to be fast, clear and simple to use. It is important to recognize that if learners feel comfortable and familiar with what they are doing and the activities that they are carrying out, it is going to be easier for them to learn how to speak correctly in English.

Nowadays, due to new generation learners' demands and necessities, there has been an adjustment in the traditional classroom context, where the teacher is usually the central part of learners' learning experience. Today more importance is given to learners to play the central role in their process of acquiring a foreign or a second language. Learners are now the fundamental part on their own learning experience by becoming autonomous and every time less dependent on the teacher.

Tseng, S. and Chen, Y.S. (2019) investigated how to use online peer feedback using blogs in order to stimulate speaking production. In this study they identified that using videos and receiving correcting feedback from another person seems to bring benefits for improving the oral production. The implementation of this strategy helps learners not to feel afraid to receive peers' comments about their performance as none of the foreign language learners are in position to judge or criticize other's mistakes as all the participants are still learning the language.

Nowadays it is very common to hear about the term "blogs" which are websites containing a writer's or group of writers' own experiences, observations, opinions, etc., and often having images and links to other websites. In their research projects (Hung & Huang, 2015; Hung & Huang, 2016; Shih, 2010, p. 87) suggested that "utilizing blogs as a learning tool for speaking practice combined with peer feedback had a positive impact on learners' speaking performance".

Other researchers propose skype sessions as a means to have real time English speaking practice, putting into practice informal tasks. "The lack of opportunities, time, and spaces to use the language both inside and outside the classroom to interact with others makes the situation even more challenging" (Garcia, Díaz, & Artunduaga, 2017, p. 76). The authors found out that the more learners practice their English speaking skills using Skype app as a tool, the more they learn new vocabulary, grammar rules, expressions, pronunciation, idioms, even culture. To achieve this, learners need to be really engaged and willing to participate actively and follow instructions from the teacher or from the other skype participant and not only sit and listen what the other person says.

Another strategy that has been proof to be a helpful assistance when improving oral production skills is the use of digital storytelling. According to Eissa (2019) this innovative strategy helps learners to improve their stress, tone and intonation when speaking in the target language. Most of new generations of learners are used to using technology. Twenty first century learners feel confident manipulating it, due to this, the implementation of innovative strategies which are attractive for learners, gives them a comfortability feeling as they perceive themselves in a relaxing and amusing atmosphere. It is going to facilitate their development of their speaking skills in their foreign language learning process.

It is relevant for teachers to keep in mind that each and every one of their learners learns in a different way; the activities proposed by the teacher need to be aimed according to the multiple intelligences that every learner has. For this reason, if the purpose of a foreign language teacher is to improve their learners' speaking skills, it is necessary to apply different and new strategies, activities and exercises to help learners achieve this goal.

In request to improve EFL learners' oral skills, teachers need to consider different methods to update in their English classrooms. According to Srinivas (2019) games are a favorable strategy used to improve learners' fluency. Games such as "guessing games" encourage learners in producing correct English sentences in the classroom. It also helps them to learn new linguistic structures, expressions, as well as pronunciation. Teachers can

adapt a class to make it a game, using different materials such as dices, balls, paper planes, toys, flashcards, among others, so that learners become more interested in the topic in course and feel motivated to participate. Teachers can use their creativity as wide as possible in adapting games into their daily classes.

Games have always been an important tool in the learning process. García (2010) investigated how learners can be encouraged to improve their speaking skills through games, he found out that learners struggle with their oral production because many of them feel afraid of being humiliated in front of their classmates. As a result, they prefer to avoid being part of the activities that imply to speak. Learners feel motivated and excited putting into practice this strategy to learn and practice their oral skills in a relaxed, comfortable and fun way. It helps them to gain confidence in speaking. Besides, using games when learning a foreign language, learners perceive speaking as a natural process needed when playing.

Urritia (2010) carried out a research in Colombia to find out how teenagers from 14 to 18 years old can enhance their oral skills through games. During this study, he observed that language games might add entertaining and fun to the daily classes. In addition, the participants expressed that games are especially refreshing after grammar activities which might be stressful and boring for some of them. Furthermore, games are a way to break away from the routine and make the class more enjoyable. Learners who like games feel relaxed and happy when playing in class.

Some EFL learners might feel afraid of talking during early classes, with the use of games, learners are provided with opportunities for free expression and they are being motivated to start speaking in an appropriate class atmosphere. Mora and Lopera (2001) stated that games, activities, and exercises have consistently been one of the favorite things to do in class, for both teachers and learners. Nevertheless, some teachers might not enjoy playing games in class since it takes a very great deal of creativity and innovation to implement. "Being a teacher requires a lot of thinking, especially when students are not showing the expected results" (Lannon, 2000 p. 350).

Some other authors believe that the "English Speaking Communities" are a good option to stimulate learners' oral production skills since it is an outside activity, different from the classroom activities where learners can have a real practice. To speak with another person gives learners the opportunity to obtain authentic information from groups of people in which teachers are not present. Nonetheless, with this strategy, learners are expected to learn from correcting errors they make when speaking in a different language from theirs. In a study carried in Surabaya, Indonesia, the author expressed; "grammatical error was the most common error that learners commit in speaking performance, followed by pronunciation error, vocabulary error, and the last one was communication strategy-based error" (Sakinah, 2018, p. 4).

One reason for learners not to develop their speaking skill might be because in most cases, they do not have a form or a chance to practice outside of English class. In some other cases, this skill is not given enough time to practice it; or the activities are not appropriate for that purpose. On the one hand, the primary need of the learner is to communicate orally, opportunities must be provided for him or her to develop this ability, focusing on language as a means of communication. On the other hand, the learner must be guided to seek their own growth as a foreign language learner and their own opportunities, to be aware of their responsibility in this process of instruction and to develop autonomy, since s/he will be the one who will receive the benefits of this learning (Bañuelos, 2012).

It is also important to consider that this whole set of innovative actions to implement in the classroom require the teacher's supervision and monitoring as s/he is the person with more knowledge about the subject that is being learned. This person needs to be a good language officer in the class because s/he is the person who knows "how to conduct classroom discussions, sequence concepts, run lab sessions, and so on" (Sadler, Sonnert, Coyle, Cook-Smith & Miller, 2013, p. 1044). The combination of a good implementation of peer-correction strategies and teacher's monitoring is going to have a beneficial impact in the improvement of EFL teenage learners' speaking skills.

According to Wang (2011) self-monitoring trough portfolios has proved to be another useful strategy to encourage language learners' speaking performance. When learners organize their activities into portfolios, they are self-monitoring their activities, at the same time, they use their own learning portfolios to do learning evaluation and self-correction. After having recorded and analyzed some sessions, the author discovered that the use of portfolios during the learning process of a foreign language allow learners to develop self-judgment, organized planning, and goal setting for future efforts to learn (Lan, 1994; Zimmerman & Bandura, 1994). However, not all language teachers use the portfolio in language teaching. He proposes that portfolios can be now modified into digital portfolios using tools which are at our disposal such as recorders, digital cameras, computers, smartphones, among many other digital items.

Mona Khameis, (2006) stated that songs in English help learners to enhance their language abilities since it brings satisfaction and fun into the classroom. Songs can be implemented in a class to introduce a grammar topic, to practice pronunciation, to promote discussion, or to develop fluency. This practice provides learners with a comfortable classroom environment and learners feel comfortable learning, for this reason, their knowledge becomes more meaningful for them. "The enjoyment aspect of learning language through songs is directly related to affective factors" (Schoepp, 2001, p. 8).

These methodologies can be fun, and agreeable, simultaneously, both learners and teachers accomplish academic objectives. Foreign language teachers should choose activities that improve their learners' oral skills and maintain a strategic distance from the ones that are a waste of time. The learning process of a foreign language should be an inspiring and motivating process where learners consider that their objectives and interests are being considered.

Özdeniz (200) investigated that the use of puppets encourages foreign language learners to interact with their schoolmates to start speaking in class. This study showed that this strategy can be applied to enhance language skills and social abilities at the same time. When using puppets, learners automatically react to discussion. This activity prepares

participants to explore the language and sometimes makes them to improvise, as they are not supposed to remain silent. Most of the time, some learners do not feel confident to communicate due to the fact that they are not acquainted with the words to use. However, when learners communicate through the puppet, they are not perceived as making errors, but the puppet. This situation gives leaners more confidence and a sense of liberation which helps them to start speaking in class.

2.9 Cognitive Psychology

Succeeding in learning a foreign language is considered dependent on different factors according to the individual. On one hand, learner's attitudes and aptitudes to their learning process as well as the perceptions of themselves in relation to their educational learning processes. On the other hand, teachers' professional qualities are significantly related to their student's learning (Hromova, 2019).

Areas of psychological cognition and foreign language learning contexts, as a teaching method, might be used to analyze the impact that learner's perceptions have when learning English as a foreign language. When students have a positive perception of their learning practices, then it might be easier for them to achieve effective learning. The mental interaction of humans in the cognition of specific situations explains the psychological response action and language execution of humans in the intellectual cycle by acquisition, processing information, attention, memory, and consciousness. "As cognitive psychology is developed on the basis of language development and modern information processing method and language is a dominated and constrained system symbol, the learning method of language should be mastered in the learning process" Liu, (2015) pp. 251.

Learners should be aware of how their learning process progresses so that they can improve in the areas in which they feel they need to improve, by working with a peer, learners might be able to raise awareness of their errors and learn from them. There are several benefits that peer-correction strategies might bring to learners, however, the correct application and monitoring of these strategies is crucial in order for them to achieve their objective of improving EFL teenage learners' speaking skills.

CHAPTER 3. METHODOLOGY

Chapter three describes the methodology implemented in this study which aims to identify if the use of peer-correction strategies has a positive impact on A1 English learners speaking skills. This chapter also describes the attitudes of learners and teachers when using peer-correction strategies in everyday lessons. This chapter is divided into four sections: the first section briefly describes the methodology used to carry out this research, the second section explains the context the investigation focused on, the third section mentions participants that contributed to the research and in the fourth section, the different instruments that were used to collect the data are detailed.

According to Creswell (2014) action research includes mixed research methods. Qualitative, quantitative research and complementary methods are applied to collect data. Quantitative research methods, such as questionnaires or surveys, are used to generate numerical data that can be used to produce statistics and identify patterns. Qualitative research instruments, such as interviews, focus groups, observations, among others, are used to interpret opinions, attitudes and feelings in order to answer questions that cannot be quantified with numbers. Action research focuses on the solution of a specific and practical problem. Participants in an action-research-based investigation may engage with the end goal of improving their own practice.

"Although this research tradition is also case based, it represents a move from a descriptive/interpretive stance to an interventionist position, where a key aim of the research is to understand better some aspect of professional practice as a means of bringing about improvement" (Richards Keith, 2003 p. 24).

Through this type of research, investigators may recommend and implement new practices, suggest plans that have been implemented and useful for other researchers, and make recommendations about further refinements for the investigation. There are two essential aims of action research: to improve and to involve.

Action research is a particular way of looking at your practice to confirm that it is being carried out as it should be (McNiff, 2013). Critical self-reflection is central in action research. When a teacher is convinced that his/her practice works, s/he is going to be able to explain and prove why it is successfully for him/her. On the other hand, when teachers consider their praxis needs to be modified, they must take action and improve it. The focus of action research is on specific areas that are studied within their social context. In educational contexts, this kind of research is carried out to improve the social education system as it helps to organize the process instead of developing explanations of teacher's practice.

According to Kurt Lewin (1946), action research is a comparative type of research on the conditions and effects of various forms of social action leading to social action. It is known for having "spiral steps," each of which is "composed of a circle of planning, action and fact-finding about the result of the action" (Lewin, cited in Latorre, 2013 p. 30-32). Action research is a form of collective self-reflective investigation carried out by participants in social situations in order to improve the execution of the educational practices.

"Action research is not about doing research on or about people or finding all available information on a topic looking for the correct answers, it involves people working to improve their skills, techniques, and strategies. Action research is not about learning why we do certain things, but rather how we can do things better. It is about how we can change our instruction to impact students" (Ferrance, 2000 p. 1).

Action research nature is collaborative since it is important to carry out that action research of a group through the critically examined action of individual group members (Kemmis and McTaggart, 1988, p. 5-6). The data obtained from collaborative investigators are likely to be more reliable and credible than the data obtained from an individual action researcher. Most of the time, a sole researcher might not be able to find specific information that could be obtained from different perspectives.

According to Meerah and Osman (2013), action research associates with the inclination to know more about what researchers need to know. Action research can be defined as a way of dealing with an issue within the researcher's practice to achieve to come up with the design of a new effective strategy, which is going to enhance researcher actions. This type of methodology will help the researcher comprehend the context studied. Action research is considered as an empowering strategy where the investigator goes beyond just investigating, s/he seeks to solve and find a solution to a problem.

In Cohen and Manion's (cited in Cohen et al, 2010, p. 87) view, action research is conducted to improve current situations through the processes of identifying and trying to solve problems in specific educational contexts. For these reasons, this project is based on the investigation of progressive changes related to speaking skills in English. Therefore, it is worthy to talk about action research and its steps. In action research, a teacher functions as an investigator of his/her teaching context while acting as an active participant at the same time. One of the main objectives of action research is to identify an issue that the participants, who may include teachers, learners, administrators, principals, even parents, consider important to investigate (Burns, 2010).

3.1 Research Design

Based on the characteristics of this project, which seeks to investigate whether the use of peer-correction strategies improves teenage learners speaking skills as well as some advantages and disadvantages of their use, action research methodology was selected. This methodology is considered as a process in which participants analyze their own educational practices to improve them. According to Latorre (2015), this type of research is specifically aimed at teachers to improve their practice through inquiry and collaboration.

According to Lewin, (cited in Latorre, 2015), the spiral of action research must follow three main steps: 1) Planning, the researcher here develops a detailed and flexible action plan that allows modification in case of unforeseen effects. It is necessary to confirm the existence of the problem described in the investigation and establish a diagnosis of it. Once the results have been obtained and analyzed, the existence of the problem is

confirmed. 2) The second step is to act on the implementation of the plan. It is necessary to investigate some theories that help to understand the problem that was identified before. 3) The third step is the evaluation of the action; in this step, the data is collected through different instruments. This results in the identification of a problem and a possible solution to it.

After action research has being studied and incorporated to other areas of study, different authors such as McNiff (1988) and Whitehead (1989), started to go deeper in its study. In the 70s a common interest gradually emerges, and areas of teaching and educational contexts adopt action research to their studies. The voice of the participants is privileged, and all this favors the emergence of a new stage in action research: reflecting. Kemmis (1989) based on Lewin's model (cited in Burns, 2015), proposed an adapted model to be applied in teaching contexts. This author divides the researching process into two central aspects: action and reflection as a strategic phase and planning and acting as an organizational phase. McTaggar and Kemmis' (1989) action-research model is going to be followed in order to obtain the information wanted. This model describes action-research as cycles of reflective action.

Mc Taggart (cited in Wong, 2010) proposed that the result was a continuous movement of planning, acting, observing, and reflecting:

Figure 1

The action research cycle
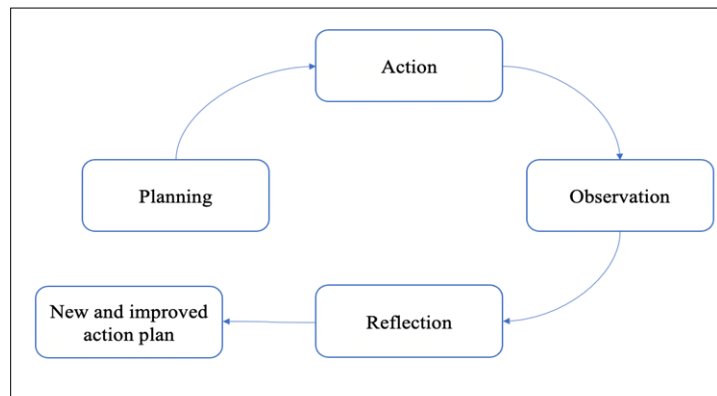
Note: This figure demonstrates the spiral of cycles of the action research model.

Mc Taggart (cited in Wong, 2010).

Kemmis and McTaggar's model (cited in Latorre, 2015) represented in a spiral of cycles which in turn, are comprised of four main moments;

• Developing an action plan previously analyzed and criticized to give solution to an identified problem.

• Creating a protocol to carry out the plan.

• Observing the effects of the action on the context.

• Reflecting about those effects and adopting them as a base to a new and improved action plan.

Kemmis and McTaggar's model (cited in Latorre, 2015) was followed in order to carry out this study. This cycle began when there were considered some aspects of the teacher practice to be modified, in order to be improved, and this situation leaded to a possible intervention plan. Then, when the plan had been decided and developed, it was carried out within the context of professional practice. The implementation of the plan was observed and monitored to obtain information that allowed to find out how to improve that practice. Finally, the information previously obtained from the observations was analyzed and there were chosen aspects which are relevant for the investigation processes and it was used as the basis for further reflection, which may indicate the need to plan further intervention (Keith, 2003).

3.2 Context

"Instituto de Educación Allende" (IDEA) is an educational institute in Allende, Nuevo León. Since this University started working, in 2014, it has been growing rapidly. In 2017, the first generation of learners concluded their university studies and there have been four more generations of graduated students since then. It was not until 2018 when the Department of Languages was created by a group of two professors and IDEA decided to incorporate Foreign Language Courses to their learning programs. These courses offer French and English to children from 6 to 11 years old and teenage learners from 12 to 18 years old.

The main objective of IDEA is to graduate well prepared and informed learners able to communicate with others using English or French. The main objective of the foreign language courses of the Languages Department is to develop communication and cultural competence through two foreign languages other than the native one

English A1 basic level course lessons are held twice a week, on Tuesday and Friday from 5:00 to 6:00 PM. Parents of students have to pay a $1000.00 pesos fee every month during 6 months, which is the estimated time to conclude each level (A1, A2 and B1) according to the Common European framework of References for Languages (CEFRL). Both courses are offered to students who are interested in learning to speak, read, write and understand English or French. The only requirement to enroll IDEA's courses is to cover the monthly payment. There is an opportunity for students to skip a level of English by answering a placement test. If learners get 90 or more points, s/he is ready for the next level.

This course aims to prepare students to be able to communicate in a real-life context by using a different language and having a good domain of it. For this reason, it is necessary to incorporate into classes, activities to develop the four main learners' language skills: listening, reading, writing and speaking. Students are supposed to have a total amount of 80 real hours of learning, showing a progress in all areas throughout the duration of the foreign language courses. At the end of each course, students take a final test, which includes all the topics learned during the semester. If learners pass the test, they move to the next level, and they receive their diploma. If they do not, students have to repeat the course. Throughout the course, students work with "Skill Set" textbooks by Macmillan Education Publisher as a complement for the course syllabus.

It is important to mention that due to the pandemic and the current situation the entire world is living, both students and teachers have had to adapt to new ways of attending classes. During the last eight months, learners have been attending online classes which take place via zoom, google meet, and even skype. For these reasons, it has been a real challenge for all the teachers at the institute to readjust and modify traditional syllabus, classes and material for learners to continue with their studies. Very often, some learners

are reluctant to this new way of learning. They might feel that it is not possible for them to learn through online lessons, and they prefer face to face learning. On the other hand, some learners seem to be increasingly willing to continue with online classes since they enjoy including technology into their learning experience.

3.3 Participants

The participants selected for this study were a total of 8 students: 3 male and 5 female learners from A1 basic level course. This group of learners has an age range from 11 to 15. All learners come from public middle school in Allende, Nuevo León. Learners enrolled in the course are usually older siblings who have both parents. Some families even have two siblings attending the English courses at the same time. Most learners' parents are professionals, under other conditions, some of them are truck drivers, which is a quite common job in Allende city. For this reason, they can easily afford the classes and learners keep motivated and manage to end the whole course. Before initiating this study, all learners and parents were informed that a research would be conducted throughout the first level A1 classes to investigate the effectiveness of using peer-correction. All learners showed no objection to participate.

3.4 Data Collection

According to Seliger and Shohamy (1997) "several different methods are used in the same study in order to compile a more complete picture of the activity or event being described" (p. 122). Since the nature of action research is to combine different data collection methods to obtain specific required information, it was considered that the ideal means for data collection was a focus group with learners, and classroom observations.

The implementation of these instruments allows researchers to collect extensive information about the emotions, opinions and other subjective aspects of those who seek for valuable information for this study. It was also sought to obtain data related to the advantages and disadvantages of working in pairs as well as the fact of discovering if these strategies help students to improve their English speaking skills. In order to carry out these

data collection instruments, specific work sheets were prepared for the focus group (see appendix 1) and the class observations (see appendix 2 and 3), which make it possible to request and collect specific information. The virtual classroom observations were recorded and transcribed.

Since the COVID-19 pandemic has disrupted the way of life many people around the globe, the virtual world has become even more popular. Internet has grown enormously this year (Singh, 2020). Social, economic, political, educational, among many other contexts have reorganized their bases to virtual stages. Online schooling has arisen as an option to face-to-face classes and both learners and teachers have had to adapt quickly to this sudden and new learning system. Additionally, research contexts have also readapted their practices; researchers who rely on learner participants and on face-to-face interaction to collect data need to reconstruct their methodologies and adapt them to online settings. For these reasons, the implementation of online classroom observations and an online focus group in order to collect data has done virtually using zoom as the primary means to apply instruments and record the sessions.

3.5 Instruments

3.5.1 Online Classroom observation

In order to obtain first-hand information, classroom online observations were selected. Sometimes people are not specific with the information they give in interviews. "Observation provides reality check" Robson (cited in Cohen, Manion, 2007, p. 396). This means we could observe what really happens in the classroom and analyze this information to identify it the use of peer-correction strategies have a positive impact in EFL teenage learners' speaking skills. Narváez (2017) stated that the data collected using observation is most of the time very precise.

To implement classroom observations properly, the researcher should design and prepare an observation guide which should include the time of observation, the date, the teacher and observer's name, notes, extra notes, among others (see appendix 2and 3). The

researcher should focus on specific learners' behaviors, in order to know what specific aspects are going to be observed and include them in their observation sheets. "When researchers want to observe communicative features of students, they can use observation schemes" (Vidhiasi, 2018, p. 13).

When observing the class, the teacher/researcher should observe how people respond to unusual attitudes and concentrate on those situations. Potter (1996) defines observation as a technique on gathering data through direct contact with an object- usually another human being. It was observed learners' behavior and it was documented as well. According to Ghavifekr (2019) an effective supervision observation process consists of 3 main steps: pre-observation planning, observation implementation, and post-observation monitoring.

Classroom observations can be seen as a tool for researchers (teachers) to assess their performance and plan for their improvement (Barrogo, 2020). By applying this instrument, the researcher is going to be able to collect information related to the behavior, attitudes and perceptions of the participants. The data obtained with this instrument is going to be confirmed with a focus group with learners (see appendix 5).

3.5.2 Focus Group

A focus group was planned to be applied to learners since the group where the study was carried out is too numerous to interview all participants. (see appendix 1). This data-collecting tool helps the researcher to obtain specific information. Cohen, Manion and Morrison (2007) describe:

> "Focus groups are contrived settings, bringing together a specifically chosen sector of the population to discuss a particular given theme or topic, where the interaction with the group leads to data and outcomes" (p. 376)

Focus groups are an established system to collect data across qualitative, mixed method, and quantitative methodologies. According to Reid (2005) a focus group involves discussions between groups of three to ten people and a mediator who helps participants to keep focused on the topic to have a fluid and rich discussion. This instrument can be used to understand learners' convictions and opinions about working with a peer. Furthermore, the participants who have particular points of view might change their perspectives in the process of interacting with others about the same topic.

3.5.3 Online focus group

Since the COVID-19 pandemic has disrupted the way of life of many people around the globe, the virtual world has become even more popular. Internet has grown enormously this year (Singh, 2020). Social, economic, political, educational, among many other contexts have reorganized their bases to virtual stages. Online schooling has arisen as an option to face-to-face classes and both learners and teachers have had to adapt quickly to this sudden and new learning system. Additionally, research contexts have also readapted their practices; researchers who rely on learner participants and on face-to-face interaction to collect data need to reconstruct their methodologies and adapt them to online settings. For these reasons, virtual platforms such as zoom and Google meet have been used as a tool to carry out the collect data instruments.

The accelerated development of the virtual world and different social network applications enable researchers to use virtual tools to obtain research participants' understanding of a social phenomenon of interest (Stancanelli, 2010). Focus groups have always been a common means of focusing on group interaction to collect valuable information for the investigator, they are common through qualitative researchers. With the sudden implementation of technology in the educational contexts, there is the opportunity to carry out focus groups through computer programs which facilitates online engagement and interaction between the participants to explore issues, attitudes and perceptions useful to find out if the implementation of peer-correction strategies is going to benefit EFL learners' speaking skills.

3.6 Research procedure

In order to carry out this research, it was necessary to design a classroom observation sheet (see appendix 2) which includes aspects related to learners' performance and emotions when practicing peer-correction in class, as well as a focus group. With the purpose of carrying out the classroom observations, it was first requested permission from learners' parents since all of them are minors. Parents were informed that the classes were going to be observed and recorded to carry out an investigation. All of them agreed through a signed letter. (see appendix 4)

During two online sessions, the observation sheet was used as a guide (see appendix 2 and 3). Many important aspects associated with learners' emotions and performance when peer-correcting in class were noted. It was observed a third session in order to corroborate the information collected during the first two sessions. Most learners were willing to cooperate and participate, and the professor was always very supportive and kind. The data obtained through the observations was analyzed and the most common attitudes of learners when using peer-correction in the classroom were identified. Learners who could take part in the focus group were selected.

Eight learners participated in the discussion (online focus group). During this session, all learners were talking about questions related to the use of peer-correction strategies in their English classes (see appendix 5) They were very participative and willing to answer, even though some of them struggled with the internet connection. Learners were asked to speak in Spanish during the focus group considering they are from a basic level of English and still do not have a good command of their speaking abilities using another language. The online discussion was recorded and then transcribed. At the end of the entire

process, all the information collected was gathered and categorized. (see appendix 6).

Information related to learners' opinion, and personal observations were taken from the

transcriptions and notes obtained during the online observations. The data obtained was

analyzed in order to contrast, look for similarities and obtain a general conclusion.

CHAPTER 4. FINDINGS AND INTERPRETATIOS OF DATA

In this section, the analysis of the information recovered after having applied the data

collection instruments; classroom observation and focus group with the learners, is

presented. For each of these instruments, the findings were analyzed and divided into

different categories in order to identify advantages and disadvantages of the use of peer-

correction strategies during the A1 level classes of English at IDEA (see appendix 6) The

first category is about how the teacher of the course uses peer-correction strategies in class,

the second category is related to the interaction between the teacher and learners. The following category describes how is the interaction between learners when working in peers. In the fourth category, learners' points of view about using peer-correction through the classes is detailed. It was also important to find out ways for learners to feel comfortable when speaking in English during the first classes, for this reason, the next category explains how learners peer-correct their classmates. Subsequently, in the sixth category, learners' feelings and emotions when speaking in English is detailed. Along the following two categories, it is described how students feel when a teacher is the one who corrects them and how they feel when it is their peer who does it. The penultimate category specifies how learners feel when they correct a classmate. Finally, the advantages and disadvantages of the use of peer-correction strategies are discussed in the last category. The implementation of the data collections instruments was relevant to know how to help learners to achieve speaking competencies are expected to their level (A1) according to the CFRFL.

4.1 Observations

In this part, the information gathered during the observations of the use of the peer-correction strategies during the classes is explained in the following categories: the use of peer-correction strategies, interaction between teacher and learners, and interaction between learners.

4.1.1 The use of peer-correction strategies

After three online class observations, there were identified some important aspects. It was first noticed the way in which the teacher uses peer-correction in the classes. Initially, she

explains which activities are going to be developed during the session, this warm-up activity helps learners to follow the class and keep focused on the instructions. Before using peer-correction, the teacher explains the topic of the class and shows learners some examples of it. She previously prepared power points presentations in order to complement the syllabus content.

During the classes, the teacher is constantly asking learners to talk and repeat what she says with the purpose of improving their pronunciation and fluency. After having presented the topic, the teacher asks learners to work in peers to create a description of themselves through collaboration. Learners were supposed to write a brief description of themselves using the words learned that day. The teacher explains learners the importance of working with a classmate. She mentions that if someone does not remember how to say or write a word, they could ask their peer for help.

When learners were working in peers, some of them were truly afraid of start speaking in front of his/her peer, because she was a boy working with a girl or vice versa. This situation seems to be a key point when working in peers since all learners are teenagers. Some of them seemed to have a feeling of shame, which comes from being exposed to others. The feeling of exposure gives rise to a negative self-perception. In educational contexts, the coexistence of heterogeneous groups of young learners, who usually share many hours with other classmates brings with it latent conflicts (Kaplan, 2018).

On the other hand, some other learners seem to be excited working in peers. (6 out of 8 learners). When they found out that their peers have more knowledge about vocabulary or pronunciation, they trusted in their contributions and corrections in class. Besides, it was observed that some learners liked to work on peers, especially if they were girls on the

same peer. When the participants of a peer were both girls, they seem motivated and enthusiastic to be working together.

4.1.2 Interaction between the teacher and learners

During the observations, it was observed that the teacher gave explicit and clear instructions and modeled the activities. Because of the observations were carried out via online, it was sometimes for learners, teacher and observer to listen to the instructions clearly. For this reason, all learners had to repeat their participations. A relevant aspect was that while learners were working with their peers, the teacher gave them feedback about the instructions in order to address their attention to the ongoing activity. Initially, learners seemed to be confused with the explanation of their classmates about the activity they had to carry out, but when the teacher confirmed the instruction, they could work collaboratively with their classmates, suggesting and giving opinions about their peer's work. During the observations, it was identified that learners feel comfortable when they were corrected by the teacher.

4.1.3 Interaction between learners

Learners were committed to learning. Most of them were all the time verifying if they were carrying out the activities correctly, however, two learners were doing something else: chatting about cartoons or not talking with the cameras off. When learners were working in pairs, most of them seemed to be comfortable correcting and being corrected by their classmates. Although initially they seemed to be nervous about working with someone else. They were orally making suggestions to their peers, giving each other ideas about what words to include in their texts and how to pronounce those words.

4.2 Learners' points of view

In this section, the information obtained from the focus group is analyzed. Six main categories emerged after having carried out the discussion: the use of peer-correction, learners' feelings and emotions when speaking in English, being corrected by the teacher, being corrected by a classmate, correcting a classmate and advantages and disadvantages of the use of peer corrections strategies.

4.2.1 The use of peer correction

It is important to know the learners' opinion about the use of this strategy in order to know if they can use this strategy as a tool to help them achieve speaking competences that are expected to their level. The majority of learners considered it is useful for them. Learners expressed that by correcting someone else's pronunciation they could compare their own with that of their peers and find their own errors. Some learners mentioned that by listening to their classmates' pronunciation they could obtain ideas to improve their own pronunciation.

Most learners also mentioned that they felt comfortable when they are corrected by a classmate. However, a learner expressed he felt nervous when working with another learner who might be older. This situation made him feel uncomfortable and insecure about their performance during the activity. This fact was previously discussed in the Literature Review chapter. Gunning (2008) discusses that working with another classmate provides good opportunities for EFL learners to improve language skills in small groups, they are less afraid to speak.

4.2.2 Learners' feelings and emotions when speaking in English

It is relevant for this study to identify the emotions that learners have when they speak English in the classes in order to recognize which strategies can be useful for them to develop their oral' skills. Almost all learners mentioned they felt nervous when it is time to start speaking in the class because they do not know almost anything about the language. This situation was discussed in previous chapters, Hagege (2003) stated that collaborative work strategies benefit to help learners feel comfortable when learning how to speak a new language and suggested that corrections could be more helpful when they are done with the assistance of a classmate. Besides, 2 participants expressed they felt happy and excited because they are learning a new language.

4.2.3 Being corrected by the teacher

An important aspect to find out was learner's feelings about being corrected by their teacher. The teacher is the authority in the classroom which is the reason why learners sometimes feel uncomfortable or scared of showing their work to her. Learners considered that when they were corrected by the teacher, they felt good and confident. They also commented that when the teacher corrected them, she gives them feedback, which helps them to understand more.

Another aspect that learners declared was that even though having feedback from the teacher is crucial, it is good for them to receive feedback from another classmate as well. A student mentioned that the teacher "knows more than everybody in the class", for this reason learners might feel frightened of being corrected by her. Therefore, using peer-

correction is a good way of working with correction in the classroom to keep learners motivated and comfortable when speaking in English.

4.2.4 Being corrected by a classmate

Another important aspect to discover was learners' opinions about being corrected by a classmate. Besides, two learners said they felt better when they are corrected by the teacher, because s/he is a professional who knows more about the current topic. They considered that it is better to have an additional perspective rather than only the one from the peer.

Additionally, it was discussed the learners' attitudes and points of view about being corrected by another classmate. Many of them mentioned that when they were being corrected by their peers, they felt good and grateful because someone else is contributing to improve their works. Four of the learners expressed that they felt happy when another classmate corrects them. A learner pointed out that it is good to be corrected because this is a normal and a natural thing. During the observations it was noticed that that some learners were commenting and correcting on each other's pronunciation when they knew how to do it and both learners; the corrected and the corrector one seemed happy and comfortable with this. It seemed that during the class; they feel good correcting their classmates, but in a session in pairs, they might feel nervous at first.

4.2.5 Correcting a classmate

It was considered important to find out how learners felt when they corrected a classmate's pronunciation. Learners mentioned as they are learning how to speak properly in English, by listening and correcting someone else's pronunciation or way to say a word, they could

notice errors that their peers had made and that were also similar to their own mistakes. Moreover, some learners mentioned that by listening to their classmates' correction they could remember the correct pronunciation or a word and never forget it. A learner mentioned that a classmate can help him to know a word that he does not know, then I would finally know what the meaning is.

Another issue that a learner commented on was that by correcting a classmate they could be more autonomous, and they could learn to work together and learn together new meanings or ways to pronounce the word correctly. This participant mentioned "if you do not know a word, s/he can know it and can help you, and if he knows less than you, you can help him with that. We can help each other". All participants seemed to trust in their classmates' corrections.

4.2.6 Advantages and Disadvantages of the use of peer-correction strategies.

All participants agreed it is good to work with a peer because if they do not know a word or how to pronounce it, they can ask another person in their class and find out it. They all expressed that a peer could help you learn more vocabulary and to improve your oral' skills. One advantage of the use of peer-correction, according to Edge (1997), is that it encourages pair discussion and contributes to students' oral fluency practice as they talk about the mistakes and try to reach a consensus among themselves.

6 out of 8 participants considered that there is not any disadvantage of the use of peer correction strategies to improve speaking skills in class. However, a learner mentioned that it could be a disadvantage if you ask to your peer about a word and s/he does not know it. Another learner mentioned that it's a disadvantage for him was to work with older

people because he sometimes feels shy to work in this way and he could block and not continue working.

CHAPTER 5. DIDACTIC PROPOSAL

This chapter is based on the description and definition of the didactic proposal developed and carried out in order to achieve the previously established objectives: using peer-correction strategies to improve teenager English speaking skills and achieving speaking competencies that are expected to their level. Therefore, the aim of this proposal was to find advantages and disadvantages of the use of peer-correction strategies among learners from a basic level A1 course at one educative institute in the north of Mexico, as well as providing learners ways to feel comfortable to speak English. The following section will focus on the didactic proposal, which is called: "Online Peer-correction in an A1 English class" which includes the content of a conversation workshop, as well as a series of selected and adapted strategies and activities that learners might apply, thus facilitating speaking activities.

5.1 Didactic proposal general description

This proposal is about the use of peer-correction strategies among teenage learners from an A1 English class from an educational institute in the north of Mexico in a 10-hour peer conversation workshop as a means to improve their speaking skills. Peer-correction consists of learners giving and receiving feedback about the mistakes made while speaking in English in the conversation workshop. As mentioned previously, peer correction may be implemented in the classroom to enhance learner autonomy, cooperation, interaction and involvement Pishghadam (2011).

The main objectives of the workshop are to enable conscious practices to improve learners' fluency, pronunciation, rhythm, tone when speaking in English and to improve learners' speaking skills through practices carried out in a comfortable environment with the purpose of developing their self-confidence and self-steam. It has been mentioned in previous chapters that when learners feel about their speaking skills, they are not able to produce a single word Zhang & Rahimi (2014), for these reasons, learners should know that they are able to work being less dependent on the teacher and improve their speaking skills by working in a comfortable and trusting environment.

5.2 Proposal

This section consists of specific information about the didactic proposal, which includes general information related to the objective of the workshop, as well as its planning, activities and online activities used through the online peer-correction workshop, webography and the instruments implemented to evaluate the oral performance and development of the participants during the workshop as well as learners' opinions about the implementation of this strategy.

Title:	"Online Peer-correction in an A1 English class"
Introduction	This proposal is about the use of peer-correction strategies among teenage learners from an A1 English class from an educational institute in the north of Mexico as a means to improve their speaking skills. This method consists of learners giving and receiving feedback about the mistakes made while speaking in English in class. Peer feedback may be implemented in the classroom to enhance learner autonomy, cooperation, interaction and involvement.
Objectives	1) Enable conscious practices to improve learners' fluency, pronunciation, rhythm, tone when speaking in English.
	2) To improve learners' speaking skills through practices carried out in a comfortable environment with the purpose of developing their self-confidence and self-steam.
Content	**DESCRIPTION: INTENSIVE CONVERSATION WORKSHOP IN PEERS** Peer workshops are sessions in which learners through collaborative work (pairs) provide feedback to one another on writing, conversations, or any other type of class activities. This workshop is aimed to learners developing skills that are directly related to oral communication skills and thus acquire professional, family and personal confidence. That is, to express themselves orally in an appropriate way in different situations and contexts. According to Broeckelman et al. (2007) when learners are practicing peer workshops for the first time, it is recommended to do a brief role-playing activity to prepare learners to engage effectively and know how to provide constructive feedback, followed by a conversation class about what types of feedback are and are not helpful, before dividing learners into peers. When learners are in groups, they

are asked to mention at least three areas in which they would like feedback from their peers.

This proposal assumes that learning occurs from one's own practice and to the extent that an individual is able to reflect on his/her own experiences.

Conversation is a transforming instance where people are active subjects of the learning process. The workshop sessions are carried out through small groups (pairs) in which basic topics from an A1 level according to the Common European Framework of Reference for Languages (CEFRL) should be discussed. The main objective is that the learners develop and improve their speaking skills by giving and receiving feedback about each other's' speaking development. From these situations, learners can reflect about how to provide feedback and how to receive it and understand it.

It is called a workshop when learning is occurring in an informal learning atmosphere based on the collective production of knowledge that each participant should integrate in a particular way. It is different from a formal learning setting where there is transmission of knowledge from one authority (the teacher) to others (learners). Benavente (2006).

Approaches adopted:

Direct Method: establishing an immediate and audio -visual association between experience and expression, words and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught.

Maximilian Berlitz (1852- 1921)

Audiolingual method: based on the memorization of dialogues and the repetitive practice of structures (Hockett, 1959) as essential requirements to improve fluency (Richards and Rodgers, 2001). The objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of enough vocabulary to use with grammar patterns.

Natural Approach: based on the idea that a language is acquired when the messages received in it are understood; that is, when they contain what he called comprehensible input. To do this, the Natural Approach recommended that they use visual resources such as graphs, tables and diagrams, frequently repeat concepts, vocabulary, and key ideas, use periphrasis, and eliminate from their lexicon. It aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasizes communication, and places decreased importance on conscious grammar study and explicit correction of student errors. Efforts are also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input. It is primarily intended to be used with beginning learners (Krashen 1970).

Communicative approach: based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. It encourages interaction and active participation in class by ELLs by incorporating their personal experiences and interests into classroom topics. English thus began to be used as a vehicular language of communication, with what students learned by learning by doing, instead of continuing as passive subjects in class) Widdowson and Carlin (Chomsky 1960)

Contents:

This proposal includes a 10-hour conversation workshop divided into 5 sessions of two hours each. Each session revolves around common situations teenagers in general.

The CEFRL stablished that learners from A1 (Breakthrough) level:

 - Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Council of Europe, (2001).

Therefore, the topics selected to be discussed during the conversation sessions to enhance their speaking skills are:

1. Greetings and farewells

2. Introducing myself

3. Verb be and have

4. Countries and nationalities

The conversation sessions are structured in four moments and have a pre-established order and time.

1. Presentation of the topic (twenty minutes).

2. Conversation (thirty minutes).

3. Discernment and search for options other than the mandates (thirty minutes).

4. Summary of the conversation (thirty minutes).

5. Evaluation (ten minutes).

Each session should have a "facilitator" or a "collaborator" to facilitate the development of and conversations, activities and delivery of information. To plan and carry out the workshop, it is necessary to consider important aspects, which are described below:

- To identify and engage the participants.

- Define where the workshop is going to take place. (online)

- Establish a schedule.

- It is recommended to develop one session per week so that the participants have time to reflect and assimilate the contents and experiences lived in the workshop.

- Materials for the development of the workshops.

- What is the role of the collaborator? Who is at the same time another participant in the conversation? S/he must ensure that the conversation does not focus on a person, but rather that it flows. This person must care not to direct the conversation.

PROJECT CONTENTS

"HELLO MY NAME IS…"

The following contents and objectives are going to be addressed using ICTs

TOPICS	OBJECTIVES	ICTs	
Greetings and farewells	To identify some basic expressions and words to greet or say goodbye to someone (Illustrated list of greetings and farewells)	Word Internet Greetings and farewells flashcards Audio with conversation	Google meet and zoom meetings
Introducing myself	To say basic information about him/herself and about someone else.	Word Internet YouTube video Audio with conversation	
Verb "be and have"	To know how to use properly the verbs have and be and their conjugation. To practice pronunciation.	Internet Online blackboard Online flashcards Online exercises	

	Countries and Nationalities	To identify vocabulary related to countries and nationalities and its correct pronunciation.	Internet Youtube video Countries and nationalities flags flashcards Online matching game	

TEENAGE STUDENTS (12-16)

	AREA	COMPETENCES	STANDARD	ACHIEVEMENT
Area/Competences/ **Standard/achievements**	**ENGLISH** **(Greetings and farewells)**	To make simple purchases where pointing or other gesture can support the verbal reference. To ask and tell day, time of day and date. To use some basic greetings. To say yes, no, excuse me, please, thank you, sorry. To fill in uncomplicated forms with personal details, name, address, nationality, marital status. To write a short, simple postcard (CEFR 2001 Section 3.5)	Learners can use previous knowledge about words to say hello or goodbye. Learners use previous knowledge and recognize their pronunciation mistakes and correct his/her peer's errors.	Learners identify and learn new expressions to greet someone. Learners recognize known and new expressions and use them in a mini conversation. Learners speak in English identifying and correcting aspects to improve their speaking skills.

| | | | | Learners use words and expressions to give and ask about personal information.

Learners use words and expressions learnt in that session and look for pronunciation, stress, tone or fluency errors and correct his/her peer's errors. | Learners record their progress and watch the video to identify their peer's errors and give feedback. | |
|---|---|---|---|---|---|---|
| | **(Introducing myself)** | | | | | |
| | **(Verb be and have)** | | | Learners understand the use of some English verbs.

Learners compare the different uses of these verbs. | Learners identify which verbs they should use to express what they really want to express.

Learners analyze the conjugation and use of the verbs and understand how to use the correctly.

Leaners feedback their peers' errors in the online | |

| | | | Learners identify words and cultural aspects of some countries and nationalities. | Learners relate previous information about some countries and match this information with the new words learnt.

Learners are able to use new and previous knowledge to do a conversation. | |
|---|---|---|---|---|---|
| | **(countries and nationalities)** | | | | |

Activities	
	TOPIC 1: "Greetings and farewells"

1. After having studied new words and expressions to say hello or goodbye to someone, learners take notes about the new vocabulary and they take notes about the correct pronunciation as well. Add pictures and images to your list.

2. With your notes and your peer's ideas, create a mini dialogue in which you can use those new expressions and words. It can be done in your notebook or in any digital source (pages, notes, word)

3. After having done your conversation, look for more information on the web to do your conversation longer.

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

4. Practice the conversation and record yourselves to rewatch the video as many times as you want to. Look for errors in your peer's speaking performance and correct them. and ask the teacher if the feedback you are giving or receiving is correct or not.

5. Show the video to your teacher and specify with errors you found in each other's speaking performances. |

TOPIC 2: "Introducing myself"

1. After having review the expressions and words used to ask and give personal information, listen to the conversation and take ideas to do your own conversation. https://www.youtube.com/watch?v=iloCBoEpEDQ

2. With your digital notes and your peer's ideas, create a conversation draft in which you can use those new expressions and words. It can be done in your notebook or in any digital source (pages, notes, word)

3. When you finish your draft, show it to your teacher so that you can know if it is correct.

4. Practice the dialogue with your peer and memorize it. Record yourselves repeating the dialogue and do it with your eyes closed.

5. Show the video to your teacher and to another person, (friend, dad, mom, brother) to find out if someone else can understand you.
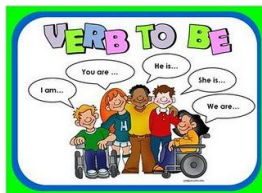

TOPIC 3: "Verb be and have"

1. After having learnt and made notes about the conjugation of verbs "be and have" trough the videos on YouTube (find them in the webography section) and say some real sentences using them (making a little self-descriptions) out loud.

2. Look for the difference between "have and have got".

3. Now, listen to your peer's description and describe him/her. When you finish, your peer describes you.

4. Do the next online activities and send screenshots of your score.
https://www.learnenglishfeelgood.com/english-verbs-behave1.html

https://www.englishexercises.org/makeagame/viewgame.asp?id=3019

5. Use the next speech rater app for 10-15 minutes to practice and improve your pronunciation skills: https://app.speechace.co/placement/course/1/quiz/1/1

TOPIC 4: "Countries and Nationalities"

1. Observe the next pictures and make a list of some countries and nationalities.
https://www.pinterest.com.mx/pin/460704236882859040/

2. Copy all new words in google translator to find out their correct pronunciation. Take notes of their pronunciation as well.

3. Do the 3 online activities and take screenshots to show your development to your teacher. (find the links in the webography section)

4. Write a dialogue with your peer where you use the countries and nationalities. (1 minute)

5. Show the draft of your dialogue to your teacher and correct if necessary.

6. Say the dialogue out loud and record yourself. After that, show the video to your teacher.

7. Memorize the dialogue.

Evaluation	Last products (videos)

	Rubrics Online interview
Webography	**Greetings and farewells flashcards**: https://www.pinterest.com.mx/pin/689191549215048666/ https://www.learningchocolate.com/content/greetings-and-farewells **Introducing myself:** https://www.youtube.com/watch?v=XBxz8_Ri8-Y **Verb "to be" "have":** https://idiomas.gcfglobal.org/es/curso/ingles/a1/verbo-to-be/ and https://www.youtube.com/watch?v=cx8g9yrEy3g http://nosencantaaprender2012.blogspot.com/2019/10/the-verb-to-be-fourth-grade.html https://www.pinterest.com.mx/pin/306385580904614339/ https://agendaweb.org/exercises/verbs/to-be-forms https://www.pinterest.com.mx/pin/437130707577896177/ https://sites.google.com/site/learningenglishbycened/welcome/verb-to-have https://agendaweb.org/exercises/verbs/have/present-simple-forms-pronouns **Countries and Nationalities:** https://www.pinterest.com.mx/pin/460704236882859040/ https://agendaweb.org/exercises/vocabulary/countries/countries-nationalities https://www.englishexercises.org/makeagame/viewgame.asp?id=2122 https://www.youtube.com/watch?v=KxNwO3ksvw4 REFERENCES: Council of Europe. (2001). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge: Cambridge University Press. Benavente, C. (2006) Construyendo Derechos, Talleres de Conversación para adolescentes. Santiago, Chile: FLACSO

Broeckelman, M. et al. (2014) "Using In-Class Versus Out-of-Class Peer Workshops to Improve Presentational Speaking," *Basic Communication Course Annual*: Vol. 26, Article 11. Available at: https://ecommons.udayton.edu/bcca/vol26/iss1/11

5.3 Didactic proposal evaluation instruments

This section includes the online interview (see appendix 7) as well as the evaluation rubrics (see appendix 8) which were used as a guide to monitor if learners were accomplishing stablished objectives during the development of the oral activities and to verify that the teaching and learning process was being developed in an adequate manner. The rubrics were designed according to the characteristics that learners show when speaking in English in peers and the online interview provided information that allowed the teacher to have a better understanding of how learners feel when applying these strategies during their conversation sessions.

5.4 Results

Once the workshop which took place from, March 26th to April 16th, 2021 was carried out, the results obtained from the rubrics with which both learners were evaluated, are the followings. As mentioned before, this workshop took place in an educational institution in northern Mexico, the invitation to participate in the workshop was given through an informal chat with two learners of the first level A1 group, who decided to volunteer when asked their opinions about the use of peer-correction as a tool for the development of oral skills in English.

The objectives of the workshop were 1) enable conscious practices to improve learners' fluency, pronunciation, rhythm, tone when speaking in English and 2) to improve learners' speaking skills through practices carried out in a comfortable environment with the purpose of developing their self-confidence and self-steam. These objectives were presented to learners so that they could have a clear idea of what would be addressed in the workshop; at the end of the workshop, an online interview between the teacher and learners, was accomplished. During this interview learners had the opportunity to know

each other's opinions about the use of peer-correction strategies, as well as the advantages and disadvantages of their use. They were also asked if the use of peer-correction strategies improves their English speaking skills. Both learners agreed that these practices help them to practice their pronunciation as well as what they have learned and develop oral skills.

A learner mentioned *"I don't mind being corrected; I am interested in knowing where I went wrong so that I don't make the same mistake again"*. Another learner mentioned that it is comfortable to work in this way, since activities are more personalized and there is trust on the part of both participants. This participant also mentioned that she enjoyed working in peers because they could learn to speak better and fluent English. Both learners expressed that they could not find any disadvantage of peer-correction strategies and that it is good to revise peer-corrections and with a teacher to verify if the feedback that is being received is correct or not. One participant expressed that it was good to use these types of strategies or activities because otherwise, she would never be conscious about her mistakes and she would never know how to correct them.

After each conversation workshop session, the rubrics mentioned before were followed in order to evaluate and monitor the progress of both learners through their participation in the activities. The following are the results of the rubrics; the graphs reflect the progress shown by learners "V" and "E", which are the initials of learners' names in order to maintain the anonymity of their participation, evaluated throughout the oral practice of the activities designed and adapted by the speaker of the workshop: "Online peer-correction in an A1 English class. Activities from 4 sessions included online activities, collaborative work and the last product was a video with the participation of both learners. As they are beginner learners of English, level A1 topics, vocabulary and grammar structures were chosen according to the CEFRL to design and create activities which gave information related to the objectives of this research. The main characteristic of the design of each of these activities is that they involve the vocabulary and grammar they have previously learned, thus taking the learning to a situation that occurs in everyday life through real conversations.

The following shows the progress that student "V" reflected during the implementation of the peer-correction strategies to improve her foreign language oral

proficiency. During the first session, she practiced structures and words related to "greeting and farewells" learner's. During the first session she was afraid of start speaking in English, she seemed to be uncomfortable, for this reason, her voice volume when participating was not loud enough at the beginning, this idea has been previously discussed in the literature review: some learners struggle speaking in English due to, hesitation, unwillingness to participate, concern about making mistakes in front of their classmates, or lack of good grammar rules and vocabulary Fauzan (2014). Besides, participant "V" often, mispronounced more than one word; when it was totally new for her, in addition, her attitude towards her peer was a little bored and desperate because of the progress of her peer, who seemed to have a lower level of English than her.

Figure 2

Learner's "V" development
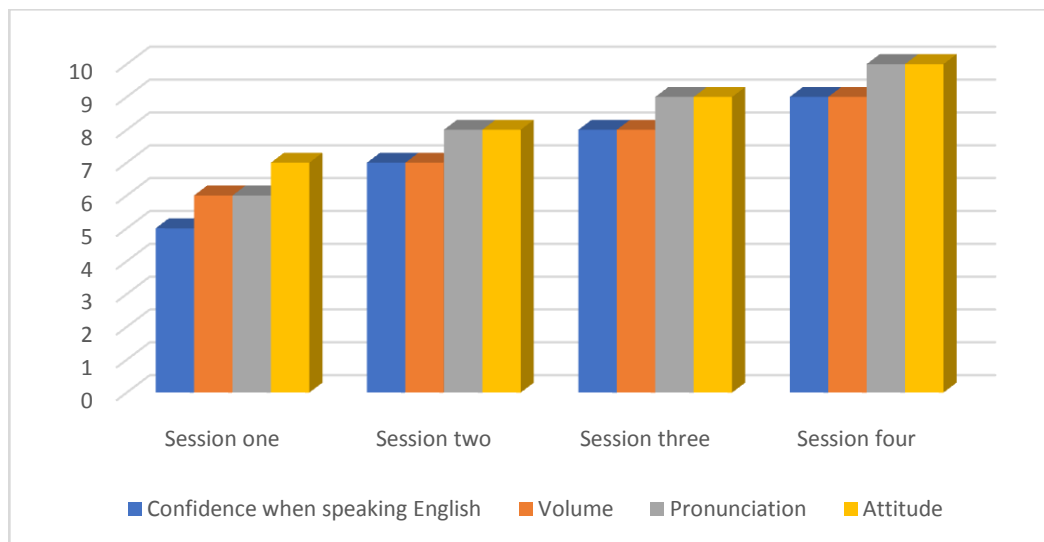
Note: This graphic demonstrates development of participant "V" during the implementation of the peer-correction strategies to improve her foreign language oral proficiency through the conversational workshop.

Graphic 1 reflects the development that student "V" has had since the first session. It was noticed that she showed improvement her confidence when speaking in English as well as in the volume of his voice during the first video from the first session. It was loud enough to be heard by her classmate, however, despite speaking clearly most of the time, she had errors in pronunciation more than once. The participant's attitude was more positive

with each session, additionally, she never made criticisms of her partner's performance, she was respectful all the time.

It was observed that when she was corrected by her classmate of by the teacher, she attentively listened to the correct pronunciation of words and repeated it in order to memorize the word, which was before analyzed in the literature review chapter: "working in peers provides good opportunities for EFL learners to improve language skills in small groups, they are less afraid to speak and they are able to understand what the others are saying as well as making themselves understood" (Gunning, 2008, pp. 510). For these reasons, during the 4 sessions she showed progress, instead of regression, she improved her pronunciation remarkably and also learned the pronunciation of new phrases and expressions related to the different topics covered during the workshop.

The progress shown by student "V" during his participation is notorious, she reflects a certain degree of motivation and confidence in herself, as well as being able to take the acquired learning beyond the sessions, doing it orally and dealing with everyday situations. The interest shown by this learner might have been a key point for the development and improvement of the foreign language speaking skills.

The following graphic 2 shows the progress that student "E" reflected during the practice of peer-correction activities to improve English speaking skills that are expected from his level. During the first session the learner "E" seemed even less confident to begin speaking English. He was very insecure; therefore, his voice volume was very low when speaking and it was almost impossible for his partner to understand what he wanted to express, and he often mumbled.

In previous sections of this study, it was discussed that that worry, and anxiety were the most frequently feelings reported in learners when learning a foreign language and that this negative emotion usually blocks learners, and this makes their interaction in class to happen less Mendez (2015). Participant "E" mispronounced more words than participant "V"; Most part of the second session, this participant seemed not focused or motivated for the session, for these reasons, it was more difficult to work with his partner and it took longer than planned to carry out all the planned activities.

Learner's "E" development
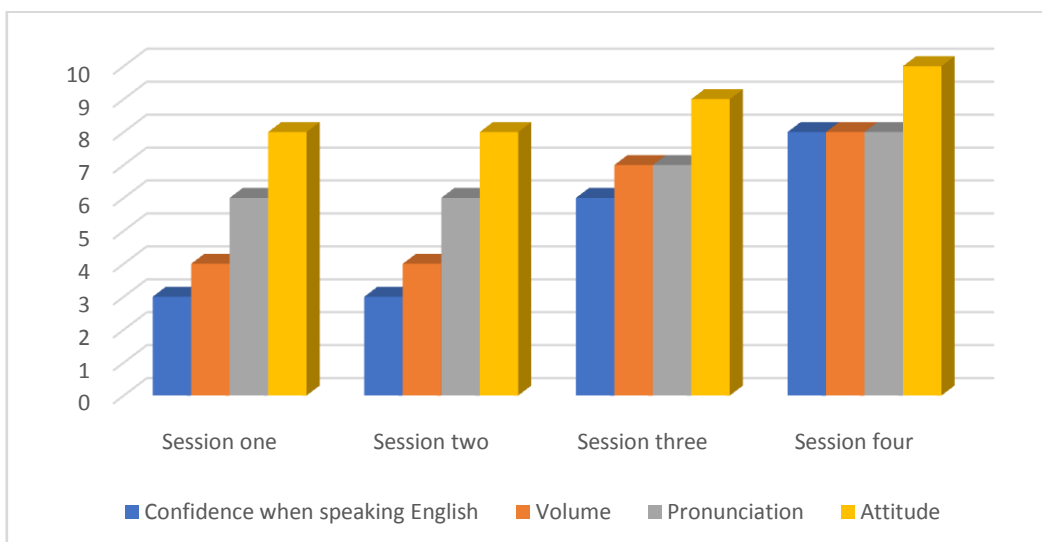
Note: This graphic demonstrates development of participant "E" during the
implementation of the peer-correction strategies to improve her foreign language oral
proficiency through the conversational workshop.

This graph reflects the progress of student "E" trough the lasting of the online
conversation workshop, during the development of the conversation activities, participant
"E" seemed to be confident enough to start speaking in English and maintained his voice
volume high enough to be heard by his peer. Eventually, he started to speak clearly 90% of
the time the mispronounced words learned at the very beginning of the workshop. This
learner started to be positive and motivated towards his work as he felt his pronunciation
improved and he was understood by his work partner.

After analyzing the rubrics used to evaluate the progress made by learners, it was
concluded that, through speaking activities, learners tend to participate with fear; however,
it was shown that as peer-correction was implemented during the conversation sessions,
learners developed more easily than at the beginning, they showed more confidence in
themselves and more motivation as well. As stated previously, in the theoretical
framework section; motivation refers to reasons that underlie behavior that is characterized
by willingness and volition, it is animated by personal enjoyment, interest or pleasure Lai

(2011). With all this, it can be observed that the objectives of the workshop: to enable conscious practices to improve learners' fluency, pronunciation, rhythm, tone when speaking in English.

and to improve learners' speaking skills through practices carried out in a comfortable environment with the purpose of developing their self-confidence and self-steam are met. It was also identified that learners improved fluency, tone, pronunciation, rhythm, confidence and attitude towards collaborative work. As stated in previous chapters; when learners correct working in peers, they feel in a context of cooperation that makes them feel as an important contributor of their own performance and this is going to help them to improve their pronunciation and fluency Ahangari (2014).

5.5 Conclusions

This research has focused on the study of the importance of collaborative work and peer correction as a strategy to promote the improvement of oral skills in English as a foreign language learner. Action research has been used as a method to obtain the results present in this study since it focuses its application on the action (or change) and research (or understanding) at the same time. Due to the pandemic situation, we are currently facing, virtual tools such as observations and a focus group have been applied to witness more closely the situations on how the implementation of this strategy is carried out. Appropriate virtual instruments have been designed and adapted for the collection of data that would be useful for testing or rejecting the hypotheses previously presented, and the data collected has been interpreted and analyzed.

Through the development of the research work, the initial objectives have been achieved:

1) To find advantages and disadvantages of the use of peer-correction strategies among learners from a basic level A1 course at one educational institute in the north of Mexico. As has already been mentioned in the theoretical framework chapter, peer-correction strategies have served as a support for learners through their English oral practices during the development of this study. The activities in which they participated

were mostly conversations, this allowed them to create a bond among their peers, giving them more opportunities to speak without fear of making mistakes. Hamer (2007) stated that speaking activities provide learners with the opportunity to make mistakes and this gives them the confidence they need in the classroom to develop oral skills inside and outside the classroom.

2) To improve learners' speaking skills and to achieve speaking competencies that are expected to their level according to the Common European Framework of Reference for languages. The implementation of this strategy has proved to be an innovative and interesting tool for most learners, working in small groups is reflected in the good performance and rapid improvement in speaking skills of the learners participating in this study since peer-correction allows them to develop and put into practice the learning acquired through real activities. Learners have recorded themselves and have been witnesses of their own progress. They have become aware of the importance of collaborative work to develop a sense of autonomy and begin to be less dependent on the teacher. Additionally, there has been a significant improvement in learners' pronunciation as well as fluency and voice volume in the participants of the implementation of the didactic proposal.

3) To promote learners' confidence in speaking in a foreign language. Learners surveyed to obtain the results of the needs analysis expressed that peer-correction strategies are helpful and good activity to add to their list of English activities since this strategy helps them feel more confident, less embarrassed and more attentive to working with a classmate. This situation has been reflected in the evolution of the videos (final products) that learners have recorded themselves, where they worked in pairs and were able to discuss basic topics according to their A1 level, according to this objective, Tseng (2019) stated that using videos and receiving correcting feedback from another person seems to bring benefits for improving the oral production since it allows learners not to feel afraid to receive peers' comments about their performance as none of them are in position to judge other's mistakes as all the participants are still learning the language.

According to the results obtained, the implementation of peer-correction strategies has several advantages for learners. At beginning of the study, participants showed negative attitudes such as low motivation and distrust when start speaking, the use of different communicative strategies helped them to develop fluency in the language. These strategies promote interaction between learners, thus motivating them at the same time. It is of great help for shy learners, providing them with the confidence to start speaking using another language during the earliest English classes.

This research has addressed the four phases of action research proposed by to Lewin, (cited in Latorre, 2015), as a spiral process of planning, acting and fact-finding about the result of the action" planning, acting, observing and reflecting. This action-research spiral involves developing an action plan to improve current practice. Through this study two different data collection virtual instruments aimed at learners were designed with the purpose of finding out how learners use peer-correction activities in their English lessons and how they feel when using these strategies. The results obtained from those instruments showed that indeed, learners feel not comfortable when they are instructed to participate in activities for the development of their oral skills. It was found that learners are not able to start speaking in English because they feel afraid of being criticized by their classmates.

The results of the online focus group showed that on the one hand, collaborative work activities in the classroom, such as conversations, brainstorming, peer repetition, among others, are highly motivating for learners, who participate in the activities as well as for the teacher because, when learners participate, the teacher perceives their desire to practice what they have learnt, and learners seem involved and interested in their learning process. On the other hand, it was observed that motivation is a key point for learning foreign languages since learners should have a purpose in order to achieve his or her learning objectives. As stated by Chomsky (2021) "95% maybe 99% of the success in teaching is motivation".

Additionally, it has been identified that the implementation of these collaborative strategies actually helps in the improvement of English learners' speaking skills, as their pronunciation as well as fluency and voice volume improved with the application of the

workshop which was designed according to the results obtained from this information. During the lasting of the online conversational workshop, was carried with a peer of learners from level 1 of English language learning courses at the Instituto de Educación Allende (IDEA). During the workshop, the participants were questioned about their opinions about peer-correction, and they were presented with a variety of online sources and activities to develop their English oral skills.

The didactic proposal includes rubrics which made it possible to know the progress of the learners in terms of participation. The rubrics were analyzed, and it was found that indeed, in activities involving peer-correction both learners tend to participate with fear; however, the results showed that as this type of activities were modeled and introduced, learners developed with more confidence than at the beginning. Results also exposed that working with a peer has a positive influence in learners' speaking skills since they learnt how to pronounce some words correctly.

Peer-correction strategies bring many advantages such as: improving the learners' English speaking skills, motivating them to practice their oral skills. Another important aspect is that learners felt more comfortable and confident when speaking in English using these strategies in their daily lessons. This strategy makes learners feel immersed in the process of speaking using the target language, learners are constructing confidence by interacting with a known individual and putting learning into action Srinivas (2019). It is concluded then that the combination of a good implementation of peer-correction strategies and teacher's monitoring has a positive impact in the improvement of some Mexican EFL teenage learners' speaking skills as well as in their motivation and confidence.

5.6 Limitations

During the search for information and data collection, there were some problems related to time, since all participants are students and have different activities at different times, for these reasons, establishing a fixed and organized schedule for data collection was a real challenge. Due to this time factor, data collection processes took longer than planned. Another relevant limitation for this study is the instruments applied to gather data for this study. Even though virtual instruments are often effective tools in saving time, instruments

such as online observations might bring less accurate information than face-to-face observations.

5.7 Further recommendations

Within an action research project, it is always desired that there is a continuous improvement of it, therefore it is recommended to future researchers who are interested in this project, to take into account other aspects related to the development of speaking proficiency in English, such as:

- To extend investigation exposed in this research project, to find out which are the factors that motivate learners to participate in activities where collaborative work is involved.
- To analyze and find tout he reasons why learners feel uncomfortable and insecure during their first English classes to have a starting point to know how to begin working with them. It would be useful to know if there are external factors to the institution and / or teacher that impede a learner's good performance.
- To follow up on the evaluation of learners, to design or to adapt rubrics according to the characteristics of learners and monitor learners' activities through them in order to compare the growth shown by learners in the improvement of speaking skills through the different levels not only an A1 level.

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APENDIX 1

Focus Group guide

1. What kind of speaking activities are you usually asked to do in class?

2. How does correction happen in class?

3. Define peer – correction / peer feedback.

4. How do you feel when you speak in the English class?

5. How do you feel when you are corrected by another student? Why?

6. How do you feel when you are corrected by the teacher? Why?

7. What do you think when a classmate provides you with feedback?

8. What is your opinion about the use of peer correction strategies? (advantages and disadvantages)

9. What problems do you identify using this strategy to improve speaking skills?

10. What other strategy do you consider helpful to improve your speaking skills?

11. Do you consider that this strategy (peer-correction) helps you to improve your oral production? Why?

APENDIX 2

OBSERVATION SHEET

ASPECTS TO OBSERVE	SESION 1 GENERAL OBSERVATION	EXTRA NOTES/COMMENTS
How is the interaction between the teacher and learners?		
How is the interaction between learners when working in peers?		
How is the setting and atmosphere? (classroom, material, learners)		
Are the learners working on speaking activities?		
What difficulties show students when working in peers?		
What are the attitudes of the learners when working in peers?		
What is the teacher doing while learners work in peers? (monitor)		
How do learners correct their peer's speaking skills?		
Do the learners have the same English level?		

APENDIX 3

OBSERVATION SHEET

ASPECTS TO OBSERVE	SESION 2	EXTRA NOTES
How is the interaction between the teacher and learners?		
How is the interaction between learners when working in peers?		
How is the setting and atmosphere? (classroom, material, learners)		
Are the learners working on a pronunciation activity?		
What difficulties show students when working in peers?		
What are the attitudes of the learners when working in peers?		
What is the teacher doing while learners work in peers?		
How do learners correct their peer's speaking skills?		
Do the learners have the same English level?		

Figure 2, from: Duarte Romero, Tinjacá Bernal, and Carrero Olivares, 2012, p. 28.

Oscar Manuel Narváez Trejo, et al. (2017): Writing an EFL Research Report: a handbook for beginner. p. 45

APENDIX 4

PERMISSION REQUEST TO RECORD AND OBSERVE THE ONLINE SESSIONS.

Buenas tardes, padres y madres de familia, reciban un saludo afectuoso.

Por este medio solicito a ustedes autorización para hacer algunas observaciones de clase y grabarlas para que los chicos puedan visualizarlas después y al mismo tiempo obtener información necesaria para mi proyecto de investigación para saber de qué manera los chicos pueden aprender mejor y más rápido inglés. A algunos alumnos se les pedirá participar en responder algunas sencillas preguntas.

Atentamente,

Miss. Tania Luna López

_____

Nombre y Firma del padre o madre

APENDIX 5

ONLINE FOCUS GROUP TRANSCRIPT

Time:	Date:	App used:
5:10 pm	November 27th 2020	Google meet.

Teacher: good, ok let's start. Les voy a dar un numero, los voy a ordenar primero, ¿ok? en ese orden van a ir respondiendo las preguntas que les haga, entonces, si quieren ir apuntando cuál es su numero para que no lo olviden. Sara Valentina tú vas a ser número 1 tú respondes primero la pregunta, después vas a ser tú, Matías, después vas a ser tú, Luisa después vas a ser tú Fabricio, número 4, de ahí Alan número 5, Daisy número 6, Cristian número 7, Diego número 8 . No te veo, Dieguito.

Prendan sus cámaras pasa saber y ver bien si tengo que repetir la instrucción o qué onda. Ok, perfecto , entonces comenzamos mis amores , déjame busco las preguntas y aquí está: entonces me va me van a responder:

1. En las clases de inglés que hemos tenido ¿qué tipo de actividades tienen ustede hacen durante clase que les ayude a practicar su "speaking"? speaking es cuando ustedes hablan en inglés. ¿Qué tipo de actividades hacen para practicar su habla en inglés? ¿Sara?

Sara: repetir lo que decimos.

Matías: por decir a mí mi mamá me pregunta y recuerdo lo que ví en clase y pos ahí puedo saber más así.

Fabricio: también repito lo que usted dice en inglés y yo lo repito aquí en casa.

 Javier: decir frases cortas.

Daisy: hacer preguntas o decirnos esas palabras en inglés por ejemplo eso hacemos muchas veces en clase.

Cristian: buscarlas y después ósea entender que es en español y después decirlas en inglés y así extraerla repitiendo, traducirlas.

Diego: pues a veces ponen como alguna imagen y de ahí sacamos las palabras y vamos aprendiendo.

2. ok muchísimas gracias vamos con la siguiente pregunta: ¿cómo corregimos en clase cuando alguien se equivoca?

Sara: preguntando a la maestra si está bien como lo decimos.

Matías: no sé, pos' si nos preguntan, tenemos que responder bien o sea y sin nadie sabe, buscar significad, buscando el significado también.

Fabricio: si alguien se equivoca en clase lo corregimos ayudándole.

Javier: sí decimos una frase mal, hay que decirle a la maestra lo que dijimos.

Daisy: la misma respuesta, preguntarle a la maestra.

Cristian: eh, ayudarle y darle la respuesta y así para que ya si le quieren volver a intentar, o repetir, que ya sepa la respuesta.

Diego: Pues, decirle que la respuesta está incorrecta, o sea mal, y ayudarlo.

3. ¿Para ustedes que es corregir? Ejemplo: si yo te digo, corrige a tal persona, ¿qué es lo que debes de hacer?

Sarah: Ayudarte a que entienda cómo se dice o cómo se hace .

Matías: ayudarla a decir lo correcto o depende de que sea, si se trata de hablar, decirlo correcto.

Teacher: ¿qué es corregir para ti, Fabricio? define corrección,

Fabricio: no, no sé.

Teacher: ok, si yo te digo: Fabricio, tienes que corregir a Matías, ¿qué es lo que tienes que hacer?

Fabricio: pues ayudarlo a que a que lo diga bien y poder yo también decirlo con él, ¿verdad? para que entandamos mejor.

Javier: a decir bien lo que dijo mal.

Daisy: corregir es cómo borrar, quitar, o hacer una cosa que hay y también es ayudar a los demás.

Cristian: corregir es ayudarle a que sí lo escribió mal que lo escriba bien, explicarle lo que es y ayudarle a que diga esa palabra bien o lo que sea que lo haga bien.

Diego:corregir pues en la palabra que se equivoca puedes ayudarle y decirle que está mal y corregirlo.

4. Teacher: ok, muchísimas gracias vamos con otra pregunta; ¿cómo se sienten cuando les toca hablar inglés en clase de inglés?

Sarah: nerviosa.

Matías: cuándo no lo sé decir bien, me pongo nervioso, pero cuando sé cómo decirlo, pues me siento normal .

Javier: me siento feliz

Daisy: nerviosa

Cristian: yo me siento muy nervioso y también me siento feliz o sea, de aprender , y ya si me equivoco, me siento feliz de que me ayuden.

Diego: pues muy nervioso porque no se inglés.

Luisa: yo me siento nerviosa porque no sé hablar inglés.

5. ¿cómo te sientes cuanto te toca hablar inglés y de repente te equivocas y te corrige un compañero?

Sara: normal, porque no tiene nada de malo que me corrijan.

Matías:Pues igual así bien, o sea está bien que me corrijan para saber más.

Fabricio: feliz, sí, ajá.

Javier: nervioso.

 Daysi: yo me siento bien porque sé que estoy cometiendo un error y que tengo que saber cómo corregirlo.

Cristian: me siento feliz porque, ósea me ayudan y ya me ayudó, ya que me la aprendo, la escribo en un ladito y la voy repitiendo y repitiendo hasta que la prenda bien y así me ayudo más.

Diego: pues agradecido con esa persona que me ayudó a corregir y pues, a saber que está bien y tú ya sabes cuál es su significado.

Luisa: me siento feliz de que me hayan corregido por qué cómo no se inglés, no sé cómo se pronuncia, entonces pues me siento feliz de que ahora sepa.

6. ¿cómo se sienten cuando te corrige el profesor?

Sarah: bien porque estoy aprendiendo cómo se hace o cómo se dice.

Matías : pues un poco más mejor porque sé que el profesor, cómo es el que nos está enseñando, sé que sabe la palabra correcta.

Fabricio: feliz porque este yo me equivoco en una palabra por decir, que así no se pronuncie o algo y él me corrige, me siento feliz porque voy a pronunciarlo mejor.

Javier: feliz porque me dijo cómo se pronunciaba y no me dijo cómo yo lo hacía.

Daisy: me siento feliz igual que la otra opción cuando me corrige mis compañeros pero me siento un poco más feliz porque sé que hay más probabilidad de que esté correcta la la respuesta o pregunta que haya dicho mal.

Cristian: Me siento feliz, confiando porque ya sé que me está diciendo un profesional o alguien que ya sabe mucho más que yo y me siento más confiado de que esa palabra es correcta y me ayuda más.

Diego: bueno pues me siento bien porque como no sabía cuál era su significado me ayuda la maestra y ya sé ahora su significado.

Luisa: me siento feliz porque cuando no sé su significado si me corrige una maestra voy a saber mejor el significado.

7: Teacher, ok perfecto, vamos, ¿Qué ventajas tiene trabajar con un compañero y qué desventajas tiene con trabajar con un compañero?

Sara: las ventajas es que si no te sabes alguna palabra pues preguntarle si él la sabe y desventajas puede ser que tal vez no tienes una opinión de todos los compañeros.

Matías: ventajas: que te puede apoyar y desventajas qué pues no sé, ¿qué te pueda copiar? o pues no le encuentro tantas desventajas a trabajar en pares.

Fabricio: la ventaja es que tú le preguntas algo que no sabes como pronunciarlo y él te lo dice bien y la desventaja e es que le digas algo y que sea tímido y que no te conteste.

Javier: la desventaja es que no te digan la respuesta o que nos estés tan seguro de cuál es. la desventaja es que si no quieren estar contigo , si él es mayor, te agüitas.

Daisy: la ventaja es que puede ayudarme, apoyarme en varias cosas y desventaja de mi parte, no encuentro una.

Cristian: eh, por decir, que te ayudan o sea te corrigen si por decir, estas trabajando en equipo para pronunciar te corrigen o te ayudan a decir la palabra bien y te ayudan mucho en palabras que no conoces y quieres conocer y sí yo no le encuentro ninguna desventaja.

Diego: la ventaja es que me ayuda en algunas palabras que no entiendo y pues desventajas, no pues en eso no se me ocurre nada, no encuentro desventajas , maestra.

Luisa: Ey las ventajas es que si tú no sabes una palabra o no o no sabes pronunciar la o algo, puedes preguntar y él te lo puede decir y las desventajas no encuentro, jajaja.

Teacher, ok, muy bien, nos faltan 2 preguntas para terminar: la siguiente es:

8. ¿qué otra actividad consideras que te sería útil para aprender a hablar más rápido en inglés?

Sarah: no sé, mmmmse tal vez qué la maestra o maestro, cómo que lo repita más porque a veces no sé y así yo poder entenderlas mejor.

Matías: Qué que el profesor con el que estemos sea más ordenado, o sea, a lo que me refiero es que primero entremos a un tema y que no salgamos de ese y así.

Fabricio: hablar conmigo mismo.

Javier: ¿me puede repetir la pregunta? ¿cuál es la pregunta, maestra? Es que se me trabó cuando lo dijo.

Teacher:¿Qué estrategia te ayudaría para aprender a hablar más rápido inglés? ¿qué otra actividad?

Javier: ah, que la maestra diga lo que vaya a decir en inglés y luego lo diga en español.

Teacher: Que haga traducción, que traduzca.

Daisy:Lo mismo que Javier.

Cristian: yo igual que todos pero también que por decir, si alguien no lo entiende o sea que el profe o profesora le dé, por decir, una clase en privado y para él así es más rápido y así entienda más.

Diego:practicando la pronunciación de cada palabra.

Luisa: yo como Diego.

9: Teacher: ok, nos vamos con la última pregunta; ¿Consideras que trabajar con un compañero te ayuda a mejorar tu pronunciación? ¿por qué?

Sarah: sí porque tal vez con un compañero, puedes cómo que hablar mejor porque es solamente una persona y no son más personas, o sea, no son muchas.

Matías, ¿me puede repetir la pregunta porque no, no le entendí.

Teacher: claro que sí, ¿consideras que trabajar con un compañero te ayuda a mejorar tu pronunciación? ¿por qué?

Matías: pues sí y no. Sí porque él te puede apoyar y no porque él tampoco no se la puede saber.

Fabricio: yo estoy con Matías.

Javier: mal porque el compañero tal vez no diga la pronunciación bien y la maestra pronuncia mejor que él.

Daisy: Yo opino que sí y no, porque a lo mejor ese compañero puedes ver más y a veces, sabe menos que otras personas que son pareja o algo.

Cristian: sí, porque, haga de cuenta que entre los dos se pueden ayudar y y por decir, si tú no te sabes una palabra, él se la puede saber y te puede ayudar y si él sabe menos que tú, tú le puedes ayudar con eso. Entre los 2 se ayudan.

Diego: sí porque me pueda ayudar a corregir la palabra en la que estoy mal y así ya saber cuál es el significado.

Luisa: creo que igual que Cristian.

Teacher: Bueno pues con esto terminamos nuestro grupo focal, "focus group" se llama en inglés. y pues en conclusión podemos decir que todos a todos les gusta trabajar con un compañero pero también les gustaría que sean corregidos por el profesor (a) y no sólo dejárselo al compañero, porque muchas veces no sabes si él te está corrigiendo bien o no entonce,s yo creo que sería bueno que te corrija un compañero y después corroborarlo con el profesor para saber si la corrección es buena o no.

APENDIX 6

CATEGORIES

CATEGORÍA	CÓDIGO
Speaking activities that learners are usually asked to do in class.	Azul: SarahP1: repetir lo que decimos. MatíasP2: repito lo que usted dice en inglés FabricioP3: decir frases cortas. Javier P4: hacer preguntas DaisyP5: traducir. P6: Cristian P7: Diego P8: Luisa
How does correction happen in class	Naranja: P1: reguntándole a la maestra si está bien como lo decimos. P2: buscando el significado P3: si alguien se equivoca en clase, lo corregimos ayudándole, P5: preguntarle a la maestra. P6: ayudarle y darle la respuesta y así para que ya si le quieren

	volver a intentar, o repetir, que ya sepa la respuesta.
	P7: decirle que la respuesta está incorrecta, o sea mal, y ayudarlo
Define peer – correction / peer feedback	Rojo
	P1: Es ayudarle a alguien a que entienda cómo se dice o cómo se hace algo.
	P2: ayudarla a decir lo correcto o depende de que sea, si se trata de hablar, decirlo correcto.
	P3: pues ayudarlo a que a que lo diga bien y poder yo también decirlo con él,
	P4: a decir bien lo que alguien dijo mal
	P5: es ayudar a los demás.
	P6: corregir es ayudarle a que sí lo escribió mal que lo escriba bien, explicarle lo que es y ayudarle a que diga esa palabra bien o lo que sea que lo haga bien.
(Feelings and emotions when speaking in the class) How do you feel when you speak in the English class	Morado
	P1: nerviosa.
	P2: cuándo no lo sé decir bien, me pongo nervioso, pero cuando sé cómo decirlo, pues me siento normal
	P3: feliz
	P4: nerviosa
	P5: nervioso
	P6: siento muy nervioso y también me siento feliz o sea, de aprender

Feelings when being corrected by another student	P1: normal, porque no tiene nada de malo que me corrijan.
	P2: bien, o sea está bien que me corrijan para saber más
	P3: feliz
	P4: Nervioso
	P5: me siento bien
	P6: me siento feliz porque, ósea me ayudan y ya me ayudó
	P7: agradecido con esa persona que me ayudó a corregir
	P8: Feliz
Feelings when being corrected by the teacher	P1: bien
	P2: : pues un poco más mejor porque sé que el profesor, cómo es el que nos está enseñando, sé que sabe la palabra correcta.
	P3: feliz
	P4: feliz
	P5: un poco más feliz porque sé que hay más probabilidad de que esté correcta la la respuesta o pregunta que haya dicho mal.
	P6: feliz, confiando porque ya sé que me está diciendo un profesional
	P7: bien
	P8: feliz
Advantages of the use of peer-correction strategies	P1: las ventajas es que si no te sabes alguna palabra pues preguntarle si él la sabe
	P2: ventajas: que te puede apoyar
	P3: la ventaja es que tú le preguntas algo que no sabes como pronunciarlo y él te lo dice bien.
	P5: la ventaja es que puede ayudarme, apoyarme en varias cosa
	P6: estas trabajando en equipo para pronunciar te corrigen o te ayudan a decir la palabra bien y te ayudan mucho en palabras que

	no conoces y quieres conocer
	P7: la ventaja es que me ayuda en algunas palabras que no entiendo
	P8: las ventajas es que si tú no sabes una palabra o no o no sabes pronunciar la o algo, puedes preguntar y él te lo puede decir
Disadvantages of the use of peer-correction strategies.	P1: desventajas puede ser que tal vez no tienes una opinión de todos los compañeros
	P2: no le encuentro tantas desventajas a trabajar en pares
	P3: la desventaja e es que le digas algo y que sea tímido y que no te conteste
	P4: : la desventaja es que no te digan la respuesta o que nos estés tan seguro de cuál es. la desventaja es que si no quieren estar contigo , si él es mayor, te agüitas
	P5: y desventaja de mi parte, no encuentro una.
	P6: yo no le encuentro ninguna desventaja.
	P7: y pues desventajas, no pues en eso no se me ocurre nada, no encuentro desventajas , maestra
	P8: y las desventajas no encuentro, jajaja.
What other strategy do you consider helpful to improve your speaking skills	P1: maestra o maestro, cómo que lo repita más porque a veces no sé y así yo poder entenderlas mejor.
	P3: hablar conmigo mismo.
	P4: que la maestra diga lo que vaya a decir en inglés y luego lo diga en español. (Que haga traducción, que traduzca.)
	P5:Lo mismo que Javier.
	P6: una clase en privado
	P7: practicando la pronunciación de cada palabra
	P8: yo como Diego

Do you consider that peer-correction helps you to improve your oral production? Why?	P1: sí porque tal vez con un compañero, puedes cómo que hablar mejor porque es solamente una persona y no son más personas, o sea, no son muchas.
	P2: : pues sí y no. Sí porque él te puede apoyar y no porque él tampoco no se la puede saber.
	P3: yo estoy con Matías.
	P4: mal porque el compañero tal vez no diga la pronunciación bien y la maestra pronuncia mejor que él.
	P5: Yo opino que sí y no, porque a lo mejor ese compañero puedes ver más y a veces, sabe menos que otras personas que trabajan en pareja.
	P6: sí, porque, haga de cuenta que entre los dos se pueden ayudar y y por decir, si tú no te sabes una palabra, él se la puede saber y te puede ayudar y si él sabe menos que tú, tú le puedes ayudar con eso. Entre los 2 se ayudan.
	P7: sí porque me pueda ayudar a corregir la palabra en la que estoy mal y así ya saber cuál es el significado.
	P8: creo que igual que Cristian.
y ya si me equivoco, me siento feliz de que me ayuden.	Verde P1:

APPENDIX 7 ONLINE INTERVIEW WITH LEARNERS

1. ¿Qué tipo de actividades para practicar conversación se le pide normalmente que realices en clase?

E: Describirnos, describir lo que acabamos de hacer.

V: Decir cómo somos.

2. Defina corrección / retroalimentación de los compañeros.

E: No

V: Es cuando hacemos una actividad sobre algún tema y volvemos a repasar.

3. ¿Cómo te sientes cuando te toca hablar inglés en clase?

V: Yo me siento, muy bien ya que estoy aprendiendo un nuevo idioma

E: Nervioso porque siento que me voy a equivocar.

4. ¿Cómo te sientes cuando te corrige otro estudiante? ¿Por qué?

E: Bien, porque me está enseñando a pronunciar correctamente.

V: No me molesta, ya que puedo saber en qué me equivoqué.

5. ¿Cómo te sientes cuando te corrige el profesor? ¿Por qué?

V: Bien, ya que si no, nunca voy a aprender

E: Bien porque así ya no me equivoco en esa palabra.

6. ¿Cuál es su opinión sobre el uso de estrategias de corrección de pares? (ventajas y desventajas)

E: Ventajas, menos pena, no encuentro desventajas.

V: Ventajas porque aprendes a socializar con los demás. Tampoco encuentro desventajas.

7. ¿Qué otra estrategia considera útil para mejorar sus habilidades para hablar?

E: Ver películas en inglés

V: escuchar canciones en canciones en inglés con subtítulos casi diario.

8. ¿Consideras que esta estrategia (corrección de pares) te ayuda a mejorar tu producción oral? ¿Por qué?

E: Sí, porque solo nos están dando clases a mí y a mí compañera. (grupos reducidos)

V: Sí, porque aprendemos a hablar mejor el inglés y más fluido.

APPENDIX 8

ONLINE CONVERSATION WHORKSHOP EVALUATION RUBRICS

Rubric activity one VIDEO CONVERSATION	
Learners work collaboratively to write a draft of their conversation	25%
Learners include words and expressions related to greetings and farewells	25%
Learners identify at least 2 pronunciation errors	25%
The conversation is coherent, and it is recorded correctly	25%
Total	100%

Rubric activity two VIDEO CONVERSATION	
Learners say out loud words or expressions to give personal information	25%
Learners introduce themselves	25%
Learners identify at least 3 pronunciation errors in each other performances	25%
Learners record themselves and shot them their videos	25%
Total	100%

Rubric activity three VIDEO CONVERSATION	
Learners understand the difference between have and have got	25%
Learners work on the online activities and send the teacher their scores	25%
Learners describe his/her peer	25%
Collaboratively, learners describe each other and record themselves.	25%
Total	100%

Rubric activity four SHORT FILM	
Learners make a list of countries and nationalities	25%
Learners look for the correct pronunciation of each word and practice its pronunciation	25%
Learners identify at least 4 pronunciation errors in each other performances	25%
Learners make a short film using topics from previous sessions	25%
Total	100%