UNIVERSIDAD
DIEGO PORTALES

IMPLEMENTING THE THINK-PAIR-SHARE STRATEGY TO ENHANCE
STUDENTS' SPEAKING INTERACTION IN AN EFL CLASSROOM

MARÍA JESÚS MORALES DONOSO
DANIELA JOHANNA TORRES YEVENEZ

Thesis submitted in fulfillment of the requirements for the Bachelor's degree in
English language pedagogy.

Supervisor: Daniela Appelgren

FACULTAD DE EDUCACIÓN
PEDAGOGÍA EN INGLÉS

Santiago, Chile
2020

Dedication

This thesis is firstly dedicated to God who has been my major support and motivation to become a teacher. The lord has always trusted my capacities and encouraged me to accept new challenges that glorify his name. This thesis is also dedicated to my husband, Rodrigo, who has always been supportive and a fundamental pillar of my life. Thanks for your patience and for every word of encouragement. Additionally, I would like to dedicate this thesis to my family who are also a pillar of my life. Thanks to Rosario, Constanza, Cristian, Paula and Soledad for your unconditional love and support during this process. I love you all and I would like you to thank you for the effort you invested on me. Besides, I would like to thank my family in law for your constant support and kindness, especially to Cristina and Gonzalo. Moreover, I would like to thank my thesis partner who has been on this journey with me since the beginning. It has been a blessing for me to work with you as I consider you a loved friend. Lastly, I would like to dedicate this thesis to my friends who are incredible people that are always there for me.

María Jesús Morales

This thesis is dedicated to María Yevenez, Pablo Torres, and Camila Torres, who constantly have supported and comforted me, playing an essential role in the process of becoming a teacher. Thank you for every word of encouragement during the past 5 years. This thesis is also dedicated to my dear friends María Jesús, Catalina, Fernanda, Carolina, and Daniel who have always encouraged me to give my best, providing me with love and enthusiasm when I have needed it. I would also like to thank all teachers who are part of the English program, especially to Aaron, Gabriela, Pía, Alicia, and Angela. All of you have greatly contributed to my development as an English teacher. Thank you to all people mentioned in this paragraph for your guidance, support, and comfort.

Daniela Torres Y.

Acknowledgements

We would like to express our gratitude to the professors who have contributed to the development of this project. We would like to thank to Daniela Appelgren for her constant advice and guidance throughout this process. Your assistance has been fundamental since the beginning of this journal. We would also like to thank to Daniela Silva for her knowledge and support towards this project. Your positive attitude and dedication when providing feedback has greatly contributed to final product of this thesis.

We would like to kindly thank to Pía Tabali for her disposition and vast knowledge on the teaching field. Your cooperation and active listening during your lessons were fundamental to overcome the adversities we encountered in this work.

Abstract

In the English as a Foreign Language (EFL) teaching field, different strategies to enhance students' speaking interaction have been an area of great interest. Taking this into account, the present action research project aims to explore whether students who follow the steps of the think-pair-share strategy can enhance their speaking interaction in the target language. This investigation is based on a critical situation identified in a Chilean English classroom, composed by 40 later young learners. In order to approach the problematic situation, the collaborative strategy named think-pair-share (TPS) was selected as the medium that provides students with opportunities to practice their speaking skills. This project follows a mixed-methods approach to be implemented in six English lessons, within the lapse of four weeks. Besides, three data collection instruments are proposed. First, a checklist that assesses the frequency of student-student interaction throughout the application of the strategy. Second, a rating scale worksheet to capture students' self-perceptions regarding the intelligibility of what they produce and comprehend of the language used during the interactions. Finally, a questionnaire to collect students' impressions on the strategy. In addition, all data collected with the instruments are meant to be analyzed under the descriptive statistics and thematic analysis methods method. In conclusion, by carrying out this investigation, it is expected to provide insights of a new pedagogical strategy for students to collaboratively practice the target language, fostering their language acquisition.

Keywords: EFL, Think-pair-share strategy, student-student interaction, intelligibility.

Table of Contents

List of Figures

List of Tables

Chapter 1: Introduction

1.1. Research Problem

In the field of second and foreign language learning, interaction has had a considerable influence when researching learners' acquisition of the language. As a result of that, it has been demonstrated that learner-learner interaction can have a positive impact on language development when implementing interactive activities that encourage students to use the target language (Saeed, Khaksari, Eng, & Ghani, 2016). In relation to this, Saville-Troike (2006) states that intelligible production of the language is needed to maintain successful spoken communication. Consequently, this study aims to determine whether students who plan, discuss, and then share their ideas, following the think-pair-share strategy, can enhance and improve their speaking interaction in the target language inside an EFL classroom.

When acquiring a second language, learners present a need for interaction, communication, and socialization in order to develop their communicative competence in the target language (Adams, 2018). Social constructivism acknowledges the need for socialization when Vygotsky (as cited in Turuk, 2008) states that teachers and more competent peers scaffold their learning (see Section 1.2 for more details). Thereby, these competent agents provide children with experiences that are in their Zone of Proximal Development (henceforth ZPD), resulting in encouraging and advancing in their individual learning. ZPD can be described as the gap of knowledge students have from their initial learning stage to a more advanced one (Cook, 2013). As already noted, Vygotskians consider the learning process as a social one. An example of this is Lantolf (2006), who argues that "the source of development resides in the environment rather than in the individual" (p. 726). Therefore, in order to understand learning, we cannot separate the environment where learning takes place from the learner him/herself.

When talking about the Chilean context, it is important to understand two

factors. Firstly, in Chile the English language is taught as a foreign one since the language is not used in daily life communication. Secondly, since 2012 the Communicative Language Teaching (CLT) approach has been implemented, which resulted in providing equal importance to the four language skills (Barahona, 2016). Nowadays, the aim of the English subject in Chile is to develop students' communicative competence in the target language (Ministerio de Educación [MINEDUC], 2018). According to Canale (2014), communicative competence is referred to as both knowledge of the language and the skills to use that knowledge when interacting in actual communication. Moreover, Morley (1991) claims that learners need to develop the ability to make themselves relatively easily understood by others, calling this "functional intelligibility", which she recognizes as an essential component of communicative competence. As we understand foreign language acquisition as a social process, to work on communicative competence is key for students to interact with their peers. Furthermore, Brown (2001) states that all the elements of communicative competence are involved in human interaction and they must work together for successful communication to take place. Therefore, interaction plays a key role when acquiring a foreign language. Even when the interaction is expected to take place inside Chilean English classrooms, as described in the National Curriculum (MINEDUC, 2018), this is not always possible in all contexts for several reasons that range from teachers' methodology to resources available. In the following section, we describe a particular Chilean EFL classroom in which researchers identified a lack of interaction to foster the English language acquisition.

1.1.1. Critical incident.

During a whole semester, our professional practicum process took place in a subsidized school located in Puente Alto. This school is for both girls and boys, and it has a vulnerability level of 58.2%[1]. This school receives 1,698 students who

---

[1] Schools' vulnerability level is annually measured by Junta Nacional de Auxilio Escolar y Becas (JUNAEB). It classifies vulnerable students into three priority groups according to their poverty condition and their risk of school failure. The higher the school percentage, the more "priority" students attend that school (Junta Nacional de Auxilio Escolar y Becas, [JUNAEB], n.d.).

are distributed from pre-k to 12th grade. All grades have five English modules per week, and the school implements Movers activities and Flyers Tests from Cambridge throughout all levels in order to keep a register on students' receptive competences in the target language. The class on which we are basing our research is the 6th-grade class. There are 24 girls and 16 boys, whose ages go from 11 to 12 years old, resulting in a total of 40 students. The school has subject-centered rooms and students move around the school to attend their lessons.

One particular characteristic that the 6th-grade classroom has is the sitting arrangement. This aspect led us to identify our critical incident, as we noticed that students had a specific sitting arrangement inside the English classroom. We asked the English teacher about this situation and he let us know that it was a pedagogical strategy, in which students' places were determined and mediated by English teachers. In one specific lesson, one student who tended to sit in front of the teacher's desk was moved to the back of the room and his behavior changed dramatically, as he misbehaved and stopped from following teacher's instructions. After this incident, we started to pay special attention in order to notice if there were any reasons for that situation to happen. However, the only factor that may have influenced this student's behavior, at that moment, was the sitting place. Moreover, we noticed that all the tasks observed were meant to be completed individually, which did not allow students to interact with their peers. This element led us to consider that the main problem was not the sitting arrangement, but the limited opportunities for students to interact with each other.

In order to confirm this incident with students and the English teacher, we created three data collection instruments. First, semi-structured interviews with the English teacher and his supervisor. Both interviews were audio-recorded, and time and place were chosen by participants. Second, we designed and implemented a survey for students in order to know their perceptions of the English classes (see Appendix A, Figure A1). This survey took place during an English lesson and was answered by 34 out of 40 students who participated voluntarily with their parents' consent. Lastly, an observation journal was written by the researchers throughout the process.

From the three data collecting instruments previously mentioned, we could identify two main aspects that are relevant for our research, namely the students' preferences towards English lessons, and the school's approach to interaction. Regarding the first one, results from the survey applied show that 44% of the students stated that they "sometimes" worked in groups, while 53% and 18% of them, respectively, claimed that they "always" and "usually" liked to work in this manner. Even when 15 out of 34 students stated they "sometimes" worked in groups during English lessons, we had observed that those types of activities were not part of their daily lessons. According to what we registered on log n° 5, most of the activities required individual work. An example of this is lesson 1, in which students had to listen to an audio, match information, and write information required on their notebooks (see Appendix A, Table A1). Taking into consideration that group work activities are meant for students to interact among themselves, we can say that student-student interaction for this class may be relevant for their learning process since most students prefer this type of activity.

When referring to the school's approach to interaction, in the semi-structured interview, the English supervisor stated that there are two interactive strategies suggested by the English department of the school, which are "turn and share" and "discuss with your classmate", but these have not been observed during our exploration (see Appendix A, Table A2). Moreover, she also stated, "we implement a technique in which highly proficient students are sitting in the middle and those who need more reinforcement are next to them" (see Appendix A, Table A3). However, we could notice that even when this measure tries to foster peer interaction by scaffolding other students' learning, the tasks implemented in the English class are not meant to be completed by two or more students. This demonstrates that the interactive goal set by teachers is not being achieved. Also, as the tutor roles are assigned "implicitly" there is no guidance, evaluation, or instruction for students to complete the role assigned.

The data gathered by the instruments allowed us to confirm that there is a need for students to be provided with opportunities to interact among themselves inside the English classroom. As a result, students get distracted when they are

moved to a new sitting place, which was our initial critical situation observed (see Appendix A, Table A4).

1.2. Justification

The aim of language is to facilitate communication. Consequently, interaction in the target language is key to develop the L2 learners' communicative competence. According to Allright (1984), interaction facilitates not only language development but also learners' development since it can provide students with tools to develop other skills such as social skills. As Mathur and Rutherford (1996) declare, "a socially skilled person is capable of managing his or her social environment by understanding and responding to social situations effectively" (p.21). In relation to this, students who learn English for international communication may develop both abilities, to understand and comprehend others when interacting, namely intelligible communication (Kent, Miolo, & Bloedel, 1994). Therefore, by fostering interactive activities inside the classroom, we are providing students with chances to improve not only their communicative competence but also social skills which are equally important.

Additionally, Ellis (2000) states that Vygotsky's theory assumes that learning arises not through interaction, but in interaction. That is to say that when we are using the target language to communicate with another person, we are learning from him or her. Learners first succeed in performing a new task with the help of another person and then internalize that task so that they can perform it on their own. We call this process "scaffolding", which aims to secure new knowledge or skills that students are not able to reach on their own at that moment, by receiving guidance from a peer or a teacher, in order to develop independence (Cambridge Assessment International Education, 2019). In this way, social interaction is advocated to mediate learning. Moreover, Vacca and Vacca (2002) contend that we need to shift "the burden of learning from teachers' shoulders to students" (p. 27), which means that when students are interacting, they are taking an active role in their learning.

In order to encourage students to be more autonomous in their learning process, the age factor must be considered. As mentioned in the previous section, the participants' ages for this research range from 11 to 12 years old. According to Erzös (2007), students from these ages are known as "Later Young Learners" and they are characterized by working cooperatively and getting more "involved" in their learning process. Considering all the factors and reasons mentioned and in order to approach the critical situation by enhancing student-student speaking interaction in the target language in this EFL class, we have decided to implement a strategy named "Think-pair-share".

The "think-pair-share" strategy, henceforth TPS, was created by Lyman (1987), who claims that it allows interaction and communication among students as it is a collaborative learning strategy. The strategy consists of three steps. First, students have to think on their own based on a question or situation provided by the teacher. Second, students pair up and share their thoughts with a classmate. And third, the pairs share the ideas discussed with the class. As the TPS strategy is a cooperative discussion strategy to help students work together, it gives each student the opportunity to speak, discuss and participate which has many positive effects on the whole group where students feel more self-confident and more active in the class (Raba, 2017). Furthermore, the TPS strategy provides students with three progressive stages. During stage one they receive input from the teacher. Then, they have the chance to be scaffolded by their peers. Finally, they present their own output. Considering this, we can say that the aim of Social Constructivism theory is closely connected to the TPS strategy. In Social Constructivism learners are guided by a peer to complete a given task, to then internalize that task to achieve it on their own. Then, as students have the opportunity to discuss his/her ideas before sharing them with the class, it may have a positive influence on their construction of utterances for them to deliver intelligible messages. Because of this, we think the TPS strategy can have a positive impact on the students' communicative competence in their second language.

1.3. Research Gap

Some studies have been conducted on the TPS strategy (Prieto, 2007; Usman, 2015) and its improvement on the students' speaking skills as well as the development of other skills such as problem-solving and writing ones (Amelia, Ramadhan, & Gani, 2018; Kwok & Lau, 2015), also showing improvements in those areas. From these studies, it is possible to identify numerous benefits of the TPS strategy when used in EFL contexts, which will be further described in this section. Nonetheless, none of these studies implemented the TPS strategy isolated in an EFL speaking field with later young learners. Therefore, this study aims to address this gap in the literature by determining whether the TPS strategy can enhance later young learners' student-student speaking interaction inside an EFL classroom. In order to facilitate the understanding of the main gap described and its relation to our research, two factors will be examined, namely (1) the use of TPS as a complementary strategy inside a cooperative learning teaching plan, and (2) the participants' variables.

Regarding the first factor, the TPS strategy has been previously used as a complementary cooperative learning technique that enhanced interaction. For instance, Prieto (2007) carried out a study in Colombia, which sought to establish strategies to help students improve their English oral production, as our research does. The researcher implemented the TPS strategy along with other three cooperative learning techniques. Even though results showed cooperative learning strategies helped students to improve oral production and interaction, it is not possible to give credit to the TPS on its own for this improvement.

Regarding the second factor, the TPS strategy has been previously applied to participants with different characteristics than ours. An example of this is Usman's (2015) research which demonstrated that this strategy significantly improved the speaking skills of the university students who were the participants in this study. Though these findings clearly showed an improvement in these students' speaking skills, their age is different from ours. As Brown (2001) assets, it is necessary to consider the age factor, as university students have superior cognitive abilities that latter young learners have not developed yet. Consequently,

we have no information on the effect that TPS strategy can have on latter young learners' oral intelligibility when interacting with their peers, which leaves us with an important variable to take into account when applying our research.

In order to address these gaps in the literature, our study attempts to determine if cooperative learning strategies as speaking pedagogical practices can enhance communication between learners in the target language in an EFL classroom. This mixed-method research proposes the implementation of the TPS strategy as a facilitator for student-student speaking interaction in the target language.

1.4. Research Questions and Objectives

Considering the aim of this study, the questions that guide this research are the followings:

a) To what extent can the think-pair-share strategy facilitate student-student interaction when interacting in dialogues during a pedagogical unit in a 6th grade EFL class?

b) How can the think-pair-share strategy contribute to the improvement of students' intelligibility when delivering oral messages in the target language during a pedagogical unit in a 6th grade EFL class?

Based on the above, the general objective of the study has been defined as follows:

a) To explore whether students who follow the steps of the think-pair-share strategy, can enhance their speaking interaction in the target language inside an EFL classroom.

Additionally, three specific objectives have been set. These are:

a) To identify students' engagement in each of the three steps of the think-pair-share strategy.

b) To identify students' self-perceptions on the intelligibility of the messages they produce when interacting in dialogues during the unit.

c) To identify students' self-perceptions on what they comprehend from their peers when interacting in dialogues during the unit.

d) To identify students' impressions regarding the strategy used.

1.5. Definition of Key Terms

This section presents the definition of the concepts that are important for the understanding of this research. These concepts are EFL, the think-pair-share strategy, student-student interaction, and intelligibility.

1.5.1. EFL.

According to Kachru (1992) countries can be divided into three concentric circles in relation to their English language usage, namely: (1) inner circle in which English is the mother tongue, (2) outer circle in which English is used as a second language, and finally (3) expanding circle in which English is used as a foreign language. According to his definition, Chile would be part of the last category, the expanding circle, as the language is not used in daily life communication in this country. Similarly, Brown (2001) states that EFL countries are those in which the target language is mainly used in limited contexts, such as classroom communication. Considering the definitions previously provided, this paper understands English as a Foreign Language (EFL) as the situation where people learn the English language within non-English-speaking countries.

1.5.2. Think-pair-share strategy (TPS).

As mentioned in Section 1.2, the think-pair-share strategy was first proposed by Lyman. This author defines it as a pedagogical practice and a three-steps cooperative procedure (Lyman, 1987). During the first step, individuals think silently about a question or topic posed by the instructor. Then, individuals pair up and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group. Additionally, Raba (2017) refers to TPS as a collaborative learning strategy in which students work together to solve a problem or answer a question. Moreover, Usman (2015) states that TPS is not only

a cooperative learning strategy but also a strategy that encourages classroom participation. Taking into consideration these definitions, for this research the think-pair-share strategy is defined as a collaborative learning strategy, in which students have to work together by following a three-step procedure that scaffolds students' learning in the target language.

1.5.3. Student-student interaction.

We have gathered different definitions of the meaning of student-student interaction. An example of this is Sharp and Huett (2006), who claim that student-student interaction occurs when learners share information with their peers. In addition to this, Moore (1993) defines this concept as the exchange of information and ideas that occurs among students in the presence or absence of the teacher (as cited in Sher, 2009). Consequently, learners play an active role when communicating. Taking the definitions previously mentioned into consideration, in this study student-student interaction is understood as the interaction that occurs when students communicate and exchange intelligible ideas with their peers without any teacher's language input.

1.5.4. Intelligibility.

In the language teaching field, there are two different viewpoints on the definition of intelligibility. In the first one, the focus is on speaker's ability, while in the second one it is on listener's ability. On one hand, Morley (1991) declares that students who learn English for international communication, need to learn the language to be as intelligible and comprehensible as possible, which does not mean they have to speak the language as natives do, but well enough to be understood. Therefore, for this author intelligibility is seen as the speakers' ability to make themselves understood by others. On the other hand, Kenworthy (1987) sees intelligibility as how much a listener can understand from a speaker's message at a given time in a given situation. Furthermore, Nazari (2014) explains that intelligibility is seem as the listener's ability to identify words that have been articulated by a speaker. Therefore, the more words the listener can understand

accurately, the more intelligible the speaker is. Consequently, for these authors intelligibility depends on the listener's comprehension of the speaker's messages. Considering all these definitions, this research understands intelligibility as both the ability of the speaker to make him/herself understood by others when giving a message as well as the amount of information the listener can understand from a speaker when delivering messages in the target language.

1.6. Outline of the Thesis

First, this thesis presents the context of the study, research questions and objectives, along with the definition of the key terms that leads this investigation. In the following chapter, authors and theories that support this study are presented through the literature review. Then, chapter three describes in detail the methodological framework that is used for this research, including the procedure and implementation plan. Next, the limitation of the study and its suggestion are made in the final chapter. Additionally, final thoughts to be considered for further studies are pointed out.

Chapter 2: Literature Review

2.1. Introduction

In order to address a situation in which EFL students lack opportunities for student-student speaking interaction, this research aims to determine whether learners who plan, discuss, and then share their ideas, following the think-pair-share strategy, can enhance and improve their speaking interaction in the target language inside an EFL classroom. Three are the main theoretical constructs which are the pillars of this research. namely social constructivism, cooperative learning, and communicative competence. In this literature review, we describe and analyze these three concepts and refer to their connection with our study.

2.2. Socio Constructivism Theory (SCT)

In the field of psychology, numerous authors have proposed a plethora of theories that have impacted and influenced the educational sphere. Constructivism is one of those theories, which suggests that people are active learners who create their own learning (Geary, 1995). According to Meece (2000), Piaget was the first psychologist to propose that children construct knowledge and maintained his focus on individual development. Then, Vygotsky analyzed the theory suggested by Piaget and emphasized the social environment as a facilitator of development and learning (Tudge & Scrimsher, 2003). He named this theory socio constructivism.

Socio constructivism theory (henceforth SCT) was born from the personal desire of Vygotsky, as a follower of the Marxist ideology, to unify Marxist ideas of social change with language and human development as equal pieces of the human mental processes (Rohrkemper, 1989). Therefore, the socio constructivism theory claims that a variety of internal developmental processes are able to operate only when children interact and cooperate with peers in their environment (Vygotsky, 1978). In other words, learning arises not through interaction, but in interaction (Ellis, 2000). For the purpose of this research, which seeks to promote

student-student interaction as a source of learning, it is fundamental to understand and take into consideration the socio constructivism theory.

2.2.1. Zone of proximal development (ZPD).

There are various influential concepts that have originated from SCT. One of these concepts is the zone of proximal development or ZPD. The original definition of ZDP came up as a result of the dissatisfaction with two educational actions. First, the assessment of children's intellectual abilities and second, the evaluation of instructional practices (Turuk, 2008). According to Cook (2013), the concept of ZPD in sociocultural theory has been expanded far beyond what Vygotsky first proposed. Currently, ZPD is described as a gap between the learner's current state and their future knowledge, whose bridge is the assistance of others (Cook, 2013). Therefore, learners go from a "zone" of not being able to succeed in a task on their own, requiring a co-construction of learning, to the "zone" of being capable to complete it autonomously (Matos, 1995). Consequently, social constructivism sees learners as social beings who have an active and leading role in their learning, which is the result of multiple interactions they have had throughout their lives (Chávez, 2001). In the following sub-section, we discuss the role of SCT in second language acquisition.

2.2.2. SCT in second language acquisition.

The social constructivism theory states that any learning process is the result of social interactions and cognitive development (Banković, 2015). Thus, as a general learning theory, it can be applied to different learning processes, including language acquisition. Second Language Acquisition (henceforward SLA) refers to the learning process of all languages that are not our mother tongue (Saville-Troike, 2006). Regarding this, SCT suggests that language acquisition and cognitive processes are closely connected as the innate procedure of internalization emerges from them. First, learners incorporate the language that is being spoken (by others and themselves), then they mentally process that language, to finally be able to produce the language (Banković, 2015).

According to Ohta (2000), the social interaction that is embedded in constructivism facilitates the construction of learners' second language from two perspectives, that is interpsychological and intrapsychological. The former is related to the relationship we have with people, and the latter to our individual mental development. In other words, the social interactions that come along with the socio constructivism theory allow the language to become a cognitive tool for the individual who is learning the language. This is relevant as language learners can also learn by interacting with peers, therefore, peers become an additional source for their learning process (Kalina & Powell, 2009).

In the following section, we explain how the communicative language teaching approach takes part in this research.

2.3. Communicative Language Teaching (CLT) Approach

In the field of language teaching, there has been a transformation regarding how and what to teach to EFL students. According to Richards (2006), language teaching was first taught following traditional approaches up to the late 1960s, followed by the introduction of the communicative language teaching (hereafter CLT) approach in 1970. Additionally, Savignon and Wang (2003) state that traditional methodologies place great importance on learners' linguistic knowledge. On the other hand, CLT focuses on the development of the general ability to use the language in real communication exchanges, putting special emphasis on communicative competence.

Taking into consideration the national context of this thesis, we found that the Chilean curriculum adopted communicative language teaching in 2012 (Barahona, 2016). Consequently, the emphasis of language learning is placed on communication rather than the linguistic knowledge learners may have, contributing to the achievement of communicative goals. In the following sub-section, we will describe communicative competence and its connection to the CLT approach.

2.3.1. Communicative competence.

According to Saville-Troike (2003), communicative competence refers to the knowledge that a speaker has regarding how and when to use the language to communicate in any language situation. It is said that communicative competence must be embedded in cultural competence, as it affects both verbal and nonverbal behaviors that influence communication. Furthermore, Canale and Swain (1980) state that the knowledge and skills that speakers have of the language demonstrate their ability to communicate effectively, or, in other words, their communicative competence. Nonetheless, it is important to highlight the distinction between competence and performance, as those can be misunderstood.

Competence is what a person knows whereas performance is the observable demonstration in which competence can be developed, maintained, and evaluated (Savignon, as cited in Yufrizal, 2017).

Nowadays, the aim of the English subject in Chile is to develop students' communicative competence in the target language (MINEDUC, 2018). In addition, Richards (2006) states that language learners should accomplish some aspects of language knowledge. Among them we can find knowing how to use language for a range of different purposes as well as knowing how to vary their language use regarding the setting and the participants. This means that the language that we are using is just as important as how and when we are using it. Furthermore, Brown (2001) argues that "all of the elements of communicative competence are involved in human interaction and they must work together for successful communication to take place" (p.166). We will go further in this idea in the upcoming sub-section.

2.3.2. Interaction.

Over the years, interaction inside the classroom has been a focus of study by many authors. This type of interaction can occur in different directions considering the main two participants, that is teachers and students. Hence, the most common patterns of interaction are teacher-student(s) and student(s)-student(s).

In order to understand the importance of interaction in the classroom, we found the Interaction Hypothesis (IH) proposed by Long (1981, 1983, 1985). This hypothesis understands interaction and face-to-face communication as key elements for second language acquisition (Long, 1983). What is more, Long (1985) suggests that learners co-construct meaning and negotiate the language that arises from interaction, providing them with opportunities to produce the target language. This idea has been confirmed by a recent study, which concluded that learners perceived that interacting with their classmates contributed greatly to their learning in the class (Hurst, Wallace, & Nixon, 2013).

Taking into consideration what the National Curriculum states, learning a language is a process in which interaction and collaboration play a key role. Consequently, the Ministry of Education (MINEDUC, 2012) highlights that the activities designed for the English lessons should include instances for students to interact with their peers, and to actively participate in their learning process in accordance with their characteristics and needs. Therefore, it is proposed that English teachers act as facilitators and monitors who provide students with opportunities to use the target language. For this thesis, we take into consideration what is indicated in our National Curriculum and what the Interaction Hypothesis proposes. In the following subsection, the concept of interaction limited to the student-student oral exchange of ideas is explained.

2.3.3. Student-student spoken interaction.

Constructive student-student relationships are a necessity for maximal achievement, socialization, and healthy development (Johnson, 1981). Inside the classroom, the student-student interaction becomes essential if the goal is to make students orally produce the language, especially when you want them to be active participants in knowledge construction. Dewey (as cited in Hertz-Lazarowitz, Baird, Webb, & Lazarowitz, 1984), who was a revolutionary in the sphere of education, suggested two principles about learning. First, learning in the classroom means active involvement of students in their processes; and second, the teacher is not the only source of instruction. This means that teaching is evolving, as students

can also be meaningful providers of language input. Thus, the burden of language input inside the classrooms is shifting from teachers to students.

When teachers see students as active agents in their learning process, it is key to pay attention to several factors, including students' speaking performance. This is due to the fact that the productive skill of speaking requires an immediate management of the language. Shumin (2002) states that speaking in the target language is particularly difficult for EFL learners, as effective oral communication requires the ability to use the language appropriately in social interactions. Even though oral interaction focuses on our speaking production of the language, it also includes nonlinguistic features such as gestures, body language, facial expressions, and so on. This is why there is a tremendous challenge for EFL learners to transmit appropriate messages, as the meaning and use of linguistic and nonlinguistic features may vary from country to country. The transmission of appropriate messages is known as intelligibility, which will be described in the next subsection.

2.3.3.1. Intelligibility.

When talking about EFL speakers' speech, there are three dimensions that are discussed in the literature, which are accentedness, comprehensibility, and intelligibility (Loukina et al., 2015). In this study, we will focus on the last one since it is one of the components of communicative competence (Morley, 1991).

Intelligibility is a contentious concept inside the second language learning field. Some authors claim that intelligibility depends on listeners, while others state that it depends on speakers. In the first case, intelligibility is seen as how much a listener can understand from a speaker's message at a given time and situation (Kenworthy, 1987). Bearing this in mind, the listeners play a key role in communication since they need to be willing to understand speakers regardless of their accent and word usage (Jenkins, 2000). In the second case, intelligibility is seen as the speaker's ability to make themselves relatively easily understood by others (Morley, 1991). In addition to this, Morley (1991) states that EFL learners do not need to speak the language as natives do, but to be as comprehensible and intelligible as possible. Furthermore, speakers should accommodate their

pronunciation towards their listeners as a measure to facilitate the exchange of ideas (Jenkins, 2000).

As a result of these diverging ideas, some authors have proposed that the concept of intelligibility should equally consider both participants in communication, namely speakers and listeners. The root of this concept comes from the dual role of speakers and listeners as well as the conditions and nature of their communication (Kent, as cited in Kent et al., 1994). Consequently, Kent et al. (1994), state that every speaker has a range of skills to transmit a message. However, the comprehension of the message will depend on the listeners' familiarity and predisposition to interpret the conversation. In this study, we will focus on the viewpoint of intelligibility that considers speakers and listeners as equal in conversation.

In the following section, we will discuss the term of cooperative learning and its relevance for our research.

2.4. Cooperative Learning

According to Johnson and Johnson (1994), the roots of cooperative learning can be tracked to the nineteenth century and even earlier. Since then, two learning strands have been considered for students to socialize their learning, videlicet collaborative and cooperative learning. Both of them promote social skills and group activities for students to work together, nevertheless they differ in terms of the amount of structure they provide students with (Goodsell, Maher, & Tinto, 1992). For this research, we will use the cooperative learning strand, as it is recognized for providing teachers with strong principles and strategies that see student-student interaction as a valuable opportunity for learning (Jacobs & Ward, 2000).

In the field of learning it is widely believed that collaborative learning broke schemes, as it proposes to change students' role in their learning from passive recipients of information given by an expert teacher to active agents in the construction of knowledge. Moreover, it assures the improvement of students'

learning, as it is flexible and adaptable enough to be implemented in any discipline (Goodsell et al., 1992). As such, it is applicable to second language acquisition.

As Morgan (2003) states, cooperative learning is based on cognitive development theories, behavioral learning, and social interdependence. Moreover, it has been proven that students cooperate to maximize their own and each other's learning when working in cooperative learning environments (Khan, 2008). In order to assure the functionality of this practice, some principles were proposed. These are explained in the following subsection.

2.4.1. Cooperative learning principles.

As expressed by Johnson, Johnson, and Holubec (1991), cooperative learning has five basic principles which promote learning levels during group work sessions. They are:

2.4.1.1. Positive interdependence.

Students develop collective responsibility with the learning of all participants of the group. Furthermore, they develop a feeling of support among group members, as they have a mutual goal.

2.4.1.2. Promotive interaction.

Students reinforce their educational progress by helping, sharing, and encouraging their peers' efforts to learn. This promotive interaction takes place during discussions that occur simultaneously inside the classroom.

2.4.1.3. Group processing.

It can be explained as the self-evaluation that groups make on how well they are achieving their goal in order to make the group's work more successful. In fact, it occurs at the end of the lesson along with feedback provided by the teacher.

2.4.1.4. Cooperative skills.

Groups cannot function effectively if students lack social skills, which have verbal and nonverbal aspects. Cooperative skills are interpersonal skills that help

participants to construct real teamwork. The most highlighted ones are leadership, decision-making, communication, trust-building, and conflict management skills.

2.4.1.5. Individual accountability.

It has to do with the effort that learners show as well as the entailment of some pressure for each member of the group to learn and to help others to learn. The assessment of these criteria can be made by the teacher, or by another member of the group. Thus, the role that each member of the group plays is constantly supervised.

These principles may help students to socialize their learning by developing interactive tools such as creativity, care, and altruistic relationships (Brown, 2004). Taking into consideration these advantages, we have decided to implement a cooperative learning strategy named think-pair-share (henceforward TPS).

2.4.2. Think-pair-share (TPS).

This strategy was first proposed by Professor Frank Lyman and the major component of it is peer interaction (Lyman, 1987). With this strategy, learners are boosted to work and discuss collaboratively as they listen to each other (Raba, 2017). The TPS strategy is composed of three steps, which are think, pair, and share. During the first step, learners think silently about a question, prompt, or observation posed by the instructor, which provides them with the possibility to check their knowledge and the gaps they may have. During the second stage, students work in pairs or small groups and exchange thoughts. They are intended to compare their mental or written notes and agree on choosing the best and most convincing answer. During the third step, students end the discussion and are asked to share their thinking with the rest of the class (Kwok & Lau, 2015).

The TPS strategy diverges from traditional ones, such as lecturing, because it reinforces students' communicative skills. In addition, it allows for amount of interaction where each student takes the chance to speak, discuss, and actively participate by reflecting on their ideas and the ones of their peers (Raba, 2017). According to Raba (2017), this strategy can have many positive effects on the

whole group, as students feel more self-confident and active participants in the class. In addition, it promotes their communicative and cognitive skills. Moreover, Andrews, Hull, and Donahue (2009) argue that learning is more effective when taking place in social environments that provide students with authentic social input for them to construct their knowledge. Further findings on the TPS strategy will be presented in the following subsection.

2.4.2.1. Previous experiences using TPS.

Some studies have been carried out on the think-pair-share strategy (e.g. Raba, 2017; Bunaya & Basikin, 2019; Kwok & Lau, 2015) and its effects on the improvement of the students' learning process. In this section, we will mention the conclusions of previous studies that are relevant to our research.

It has been proved that the think-pair-share strategy has had numerous positive effects on students. According to Raba (2017), the TPS strategy has helped students to organize their thoughts. Moreover, it has been demonstrated that with this strategy students worked collaboratively in each of the stages, as they understood the questions, shared their ideas, and agreed on a solution more effectively (Kwok & Lau, 2015). What is more, and that is key to our research, is that there is clear evidence behind the use of the think-pair-share strategy as a helping tool that has improved students' speaking skills. According to Bunaya and Basikin (2019), their students' confidence when speaking in the target language was significantly better after using the TPS strategy. In addition to this, Raba (2017) states that after implementing this strategy, his students showed more readiness to speak in the target language, with more fluency and confidence. Furthermore, his study also states that students were more motivated and engaged in the English class.

2.5. Conclusion

This chapter has reviewed the literature of the three main theoretical constructs that are the pillars of this research, namely: social constructivism, communicative competence, and cooperative learning. In this case, SCT was

adopted as a leading element for foreign language acquisition due to its nature for socializing the language, which requires the interaction of two or more people. In connection with this, the communicative language teaching approach proposed in the National Curriculum was described as well as its connection to interaction. Both elements were related as they foster students' communication in the target language. What is more, the literature has linked interaction to cooperative learning strategies due to their positive effects on language acquisition. As a result, we integrated the cooperative learning strategy of think-pair-share as it demonstrates to be a powerful mechanism to improve students' speaking skills and interaction among learners, just as this study aims to do.

As the central ideas and concepts of this study were defined and supported by the literature, the following chapter will explain the methodological aspects and procedures that are the required to carry out this research.

Chapter 3: Methodology

3.1. Introduction

In this chapter, we introduce the research methodology used to carry out this thesis. As it has been explained, the purpose of this research is to describe if students engage in the think-pair-share strategy, as well as to identify their impressions regarding its implementation. Moreover, we would also like to ascertain students' self-perceptions about the intelligibility of what they produce, and what they comprehend from the interaction with their peers. Considering this, the questions that guide this research are the following: (1) to what extent can the think-pair-share strategy facilitate student-student interaction when interacting in dialogues during a pedagogical unit in a sixth-grade EFL class?, and (2) how can the think-pair-share strategy contribute to the improvement of students' intelligibility when delivering oral messages in the target language during a pedagogical unit in a sixth-grade EFL class? Bearing this in mind, we discuss the paradigm, type of research, approach, and design of our research in this chapter. Furthermore, we present indispensable information about participants and the sample criteria selected to contextualize the investigation. In addition, we examine the instruments and data collection processes that were constructed and carried out for this research project. After that, we explain the procedure and the data analysis of this study. And finally, we elaborate on the study's validity and the ethical considerations that were taken into account in the design of this study, as they are a crucial part of our research.

3.2. Research Paradigm and Type of Research

According to Guba (1990), a paradigm is defined as "a basic set of beliefs that guide action" (p. 17). There are different research paradigms that serve to fulfill different research purposes (Creswell, 2014). In relation to this, Mertens (2009) suggests four dominant paradigms in educational psychological research, which are: post-positivism, constructivism, pragmatism, and transformation. In this

investigation, we adopted a pragmatic paradigm. According to Pansiri (2005), the term pragmatism comes from the Greek word "pragma", that means action, which is the core of this study. Therefore, this paradigm focuses on the what and how of the research, requiring first to understand the research problem, and then to apply all the necessary approaches to come up with a solution (Creswell, 2003).

Along the same lines, the type of research that will be implemented with this study is action research (henceforth AR). According to Burns (2010), AR involves a teacher becoming an investigator of his or her practice, developing new ideas and alternatives to situations that they feel can be done better in their context. To achieve this, it is necessary to identify a problematic situation or issue, which is normally a day-to-day immediate circumstance (Fraenkel, Wallen, & Hyun, 2011). Taking into consideration the basis of action research suggested by Burns (2010), we first identified a problematic situation in which an EFL group of students lacked opportunities for student-student interaction in the target language. Afterward, we designed an action plan using the think-pair-share strategy to address the identified issue. In the next section, the approach for this action research will be explained.

3.3. Research Approach

In this study, we adopted the mixed-method approach, which has been largely used to conduct research based on problematic situations (Creswell, 1999). Various authors (Fraenkel et al., 2011; Cohen, Manion, & Morrison, 2018) have defined it as research that involves the use of both qualitative and quantitative methods in a single study. This involves collecting the two forms of data to provide a comprehensive understanding of the research problem. In this way the mixed-method approach has the benefit of increasing the accuracy of data, and its reliability through triangulation, as well as reducing bias in research (Denscombe, 2014).

As Hammersley (2013) notes, quantitative research is characterized by numerical data, identification of systematic patterns, testing hypotheses, and generalizations, which are examined under statistical analysis. On the other hand,

qualitative research is characterized by using less structured data that focuses on the subjectivity of the process, which is examined under verbal analysis.

As Creswell (2014) asserts, researchers need to determine a clear purpose for undertaking a mixed approach, stating the arguments behind the selection of quantitative and qualitative data. For the aim of this study, which is to determine if the cooperative strategy chosen can enhance and improve students speaking interaction using the target language, it was necessary to gather qualitative and quantitative data, which lead us to choose a mixed-method approach. It was considered essential to gather mixed data since it provides us with a more detailed panorama which considers both, numbers and students' perceptions and impressions of the project. Therefore, quantitative data will allow us to register how many students are able to apply and follow the three steps of the TPS strategy chosen. What is more, this type of data will also serve to quantify students' perception of the intelligibility they produce and comprehend when interacting with their peers. Whereas the qualitative data will allow us to collect students' general perceptions on the strategy used, which may reveal whether students consider the strategy accomplished its purpose of improving their speaking skill or not.

3.4. Research Design

In this specific investigation, we adopted the explanatory sequential design, which is embedded in the mixed-method approach. Moreover, Creswell (2012) states that this design is named explanatory due to the fact that qualitative data explains the results obtained from quantitative instruments. Similarly, it is recognized as sequential owing to the fact that it has an initial phase in which a quantitative method is carried out, followed by the explanatory phase that uses a qualitative method to expand the results from the first study (Fraenkel et al., 2011).

For this specific research, three data collection instruments will be implemented in different stages of the intervention, namely (1) a quantitative checklist, (2) a quantitative rating scale, and finally (3) a qualitative questionnaire. The process to analyze the data provided by the instruments mentioned is the following: First, the quantitative data will be analyzed. Then, the qualitative

information will be examined. Our qualitative data collection instrument will be applied on three different occasions during the implementation of the strategy and will give valuable details to complement the information gathered by the quantitative instruments. In the following section, we describe data providers, as well as the criteria used to choose them.

3.5. Participants and Sampling Criteria

In this study, a purposive sample criterion will be followed. According to Fraenkel et al. (2011), a purposive sample is selected based on the researchers' personal judgment, who takes into consideration previous information of the sample group because it is considered that it will provide the data needed. In this project, researchers selected the sample out of four possible groups based on the problematic situation in a specific sixth-grade class described in this report. There are 24 girls and 16 boys in this group, resulting in a total of 40 students whose ages range from 11 to 12 years old. The school where this study will be conducted is located in Puente Alto, Santiago and it is considered highly vulnerable, with a vulnerability index of 58.2%. Based on this information, the socioeconomic status of students who attend this school ranges from low to medium. Moreover, based on students' results on institutional Flyer tests and teachers' monitoring of their performance when completing Movers activities, the English level that students present ranges from basic to intermediate according to the CEFR standards (see Introduction, section 1.1 for further information).

3.6. Data Collection Instruments

In this section, the process of preparation of the instruments to collect the data required for this research is explained, which is also known as instrumentation (Fraenkel et al., 2011). As it was previously explained, in this particular action research, we adopted an explanatory sequential mixed-method design. This means that we will use both types of data-gathering instruments, that is qualitative and quantitative ones. With that in mind, the instrumentation process of this research considered the following steps and questions: (1) select one data-

collection instrument for each one of the specific objectives for this research, stating the questions "What is the data-collection instrument?" and "What is the objective of the instrument?", (2) identify who we need to collect the data from, stating the question "Who are the data providers?", (3) identify who needs to collect the data, stating the question "Who is the data collector?", and finally (4) identify the time in which the instruments need to be delivered to the participants in order to gather the information, stating the question "When is the data gathered?". As a result of answering these questions, we designed three different instruments to gather qualitative and quantitative data, which will be explained in the following section. Table 3.1 summarizes the process of instrumentation for this study.

Table 3.1

Instrumentation of the study

What is the data-collection instrument?	What is the objective of the instrument?	Who are the data providers?	Who is the data collector?	When is the data gathered?
Checklist	To identify students' engagement in each of the three steps of the think-pair-share strategy.	Students	Teacher researcher	During the implementation of the strategy.
Rating scale	To identify students' self-perceptions regarding the intelligibility of the messages they produce when interacting in dialogues during the unit. To identify students' self-perceptions of what they comprehend from their peers when interacting in dialogues during the unit.	Students	Teacher researcher	At the end of each class.
Questionnaire	To identify students' impressions regarding the strategy used.	Students	Teacher researcher	After the implementation of the strategy.

Table 3.1

3.6.1. Checklist.

The checklist instrument can be considered a quantitative or qualitative tool. In this specific investigation, it will be considered a quantitative tool because its purpose is to observe specific criteria with a "yes or no" answer (Trigueros & Hidalgo, 2017). This quantitative instrument will be implemented by the teacher-researcher during the intervention in order to gather information on students' engagement in each of the three steps of the think-pair-share strategy. In the field of educational research, checklists are considered highly valuable due to the quality of observational data they can provide researchers with (Mackey & Gass, 2015). Furthermore, checklists are frequently used for observing specific behaviors or events that researchers expect to detect on participants when being asked to complete a particular task (Trigueros & Hidalgo, 2017). In this instrument, we will focus on three different indicators, namely (1) students' following of instructions for each TPS step, (2) students' interaction during the second stage of the strategy, and (3) if students' ideas are task related. Consequently, each one of these indicators is meant to be observed in each group, and not in each individual. Therefore, behaviors will be considered as present when they are observed in one or more members of the pair or groups (see Appendix B, Table B1).

3.6.2. Rating scale.

The second data collection instrument for this research is a rating scale. In the field of second language teaching, rating scales are widely used for communicative activities that can be either assessed by learners or teachers (Council of Europe, 2001). According to Gottlieb (2006), rating scales are types of rubrics that indicate the students' degree of a targeted competence, skill, strategy, or language function. In this investigation, this instrument will serve to gather data for two different purposes. First of all, to identify students' self-perceptions regarding the intelligibility of the messages they produce when interacting in dialogues during the unit, and, secondly, to identify students' self-perceptions of what they comprehend from their peers when interacting in dialogues during the unit. In order to answer the questions that fulfill both purposes, students will

provide their own insight about theirs' and others' performance using a quality range. The categories of this instrument are the following: (1) I could not do it, (2) I need some help, and (3) I think I did great. The instrument will be delivered to the students in the form of a worksheet that students should complete in replacement of the exit ticket of the day, which is the closing activity for the lessons that is part of the institutional planning model. Owing to the fact that the exit ticket step shifts from questions, gestures, or a worksheet, students are already used to these particular tasks, which will make this specific data collection process more natural and quotidian for students (see Appendix A, Table A2).

3.6.3. Questionnaire.

The third and final data collection instrument is a questionnaire. In the research sphere, this instrument can be considered either as a quantitative or qualitative tool. In this specific investigation, it will be a qualitative instrument since it is composed of open-ended questions. According to Kabir (2016), a questionnaire is an investigation tool that consists of a series of prompts or questions that help researchers to collect information. Furthermore, by implementing questionnaires, researchers can gather non-observable data from participants, such as their motivation, beliefs, opinions, reactions towards learning activities and strategies, and so on (Brown, 2001). In this investigation, the purpose of this third instrument will be to identify students' impressions regarding the strategy used. Thus, open-ended questions are chosen, as they allow participants to express themselves by formulating their own answers. Besides, these questions may allow researchers to collect unexpected suggestions or truthful insights participants might have (Kabir, 2016). On this occasion, the questionnaire will be applied at the end of the implementation process, in the form of a worksheet that contains four questions (see Appendix B, Table B3).

3.7. Procedure

In order to collect the necessary data that can lead us to conclude whether the TPS strategy can enhance speaking interaction among students or not,

suitable procedures were designed. This section is divided into two stages that present these procedures, which refer to the planning and implementation stages, respectively. Figure 3.1 represents the work schedule designed to carry out this investigation.
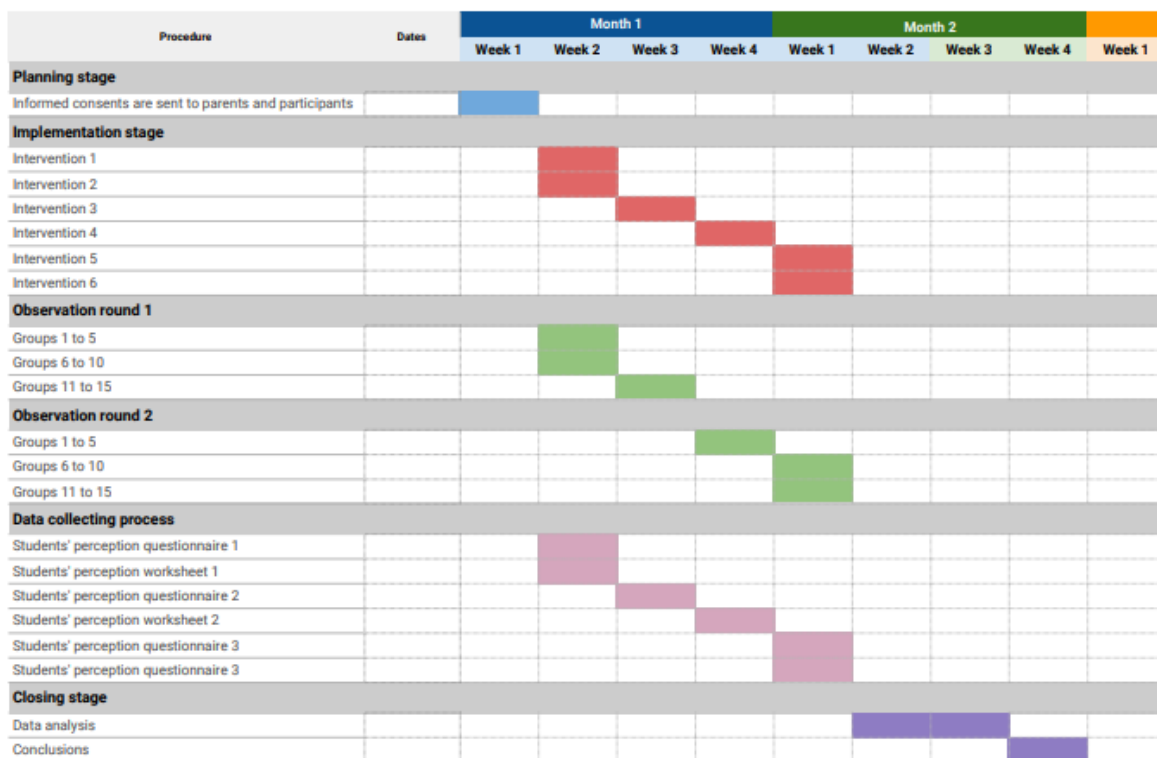
Procedure	Dates	Month 1				Month 2				Week 1
		Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1
Planning stage										
Informed consents are sent to parents and participants			■							
Implementation stage										
Intervention 1				■						
Intervention 2				■						
Intervention 3					■					
Intervention 4						■				
Intervention 5							■			
Intervention 6							■			
Observation round 1										
Groups 1 to 5				■						
Groups 6 to 10				■						
Groups 11 to 15					■					
Observation round 2										
Groups 1 to 5						■				
Groups 6 to 10						■				
Groups 11 to 15							■			
Data collecting process										
Students' perception questionnaire 1				■						
Students' perception worksheet 1				■						
Students' perception questionnaire 2					■					
Students' perception worksheet 2					■					
Students' perception questionnaire 3						■				
Students' perception questionnaire 3						■				
Closing stage										
Data analysis							■	■		
Conclusions									■	

Figure 3.1. Work Schedule

3.7.1. Planning stage.

For the planning phase of this investigation, researchers designed three data collection instruments, which were explained in the previous section. All three instruments were validated by a professional in the EFL teaching field (see section 3.9. for the validation protocols). Once the instruments were validated, researchers planned a nine-lesson unit in order to implement the TPS strategy previously selected. Furthermore, researchers used the backward design model to plan the unit (see Appendix C, Table C1), which will include a unit project and a final unit test, as it was a protocol from the school (see Appendix C, Figure C1). In addition, the school's English department follows a five-step planning. These steps are (1) do it now, (2) introduction to the new content, (3) guided practice, (4) independent

practice, and (5) exit ticket. Taking into account all these factors, we suggest implementing the TPS strategy in six out of nine unit lessons due to the fact that the three remaining classes are considered for the unit project and the final test.

3.7.2. Implementation stage.

Once the planning stage has been completed, we can move forward to the implementation phase of this research. This will be done after researchers have asked for students' and parents' consent to authorize their children's participation in the project. These elements are explained in more detail in further sections. At the moment in which the consent process is completed, the implementation of the research can proceed. This research is meant to be implemented in six 90-minute English lessons within the lapse of four weeks. This implementation stage is based on a sixth-grade class, more specifically, on unit number four of the National Curriculum (MINEDUC, 2018), which is called "Let's travel". Additionally, two out of the three data collection instruments will be applied during the implementation process. First, researchers will observe five groups per implementation lesson, completing the checklist in every lesson while students work on the TPS strategy. Second, students will answer the rating scale worksheet, which will take place at the end of each implementation lessons. Finally, once the implementation of the strategy has concluded, the students will answer the open-ended questions questionnaire individually.

In order to group students, we suggest considering their sitting positions in the classroom. This is due to the fact that we could identify that the English department implements a strict sitting arrangement technique when identifying the problem (see Chapter 1, Section 1.1). Considering this, we recommend the grouping model in Figure 3.2, in which each color represents a group. In addition, we suggest observing five pairs or groups per lesson, as in this way the researcher will collect data from each group more than once. In the upcoming subsections, each lesson plan will be briefly described.

Figure 3.2. Suggested Grouping

3.7.2.1. Lesson one.

The topic of the first lesson will be the means of transportation. In this lesson, the objective is that students are able to identify different means of transportation in the daily life context. Besides, students will answer some reading comprehension questions based on a text from the English textbook provided by the Chilean Ministry of Education. In order to answer these questions, students will have to work in pairs or trios following the three steps of the TPS strategy. Therefore, students will have time to think individually of an answer. Then, they will share it with their group. Finally, they will report their discussion to the class. Besides, at the end of the lesson, students will answer the rating scale worksheet (see Appendix C, Table C2 & Figure C2).

3.7.2.2. Lesson two.

For the second lesson, the topic will be vacation places and the objective of the class is that students are able to express likes and dislikes regarding vacation places. Here, students will have to answer comprehension questions taken from a listening activity from their English textbook. In order to answer the questions, students will have to follow the TPS strategy, following the same process stated in lesson one. In addition to this, students will complete a rating scale-worksheet in

which they will self-assess their English production and comprehension based on the independent practice activity (see Appendix C, Table C3).

3.7.2.3. Lesson three.

In this third lesson, the topic will be asking questions. In this lesson the objective is that students are able to describe a vacation place and its characteristics by answering wh-questions. During the independent practice stage, a set of questions will be given by the teacher-researcher. Students will have to answer the questions following the TPS steps just as mentioned in the previous lessons. Besides, at the end of the lesson, students will answer the rating scale worksheet (see Appendix C, Table C4).

3.7.2.4. Lesson four.

The topic of this fourth lesson will be "It's time to celebrate" and the expected outcome is that students are able to recognize celebration dates and use them in context. During the independent practice stage, the teacher will provide students with some questions for them to answer and ask each other, following the TPS steps. Consequently, students will have time to think individually about an answer. Then, they will ask the questions to each other, sharing their answers with the people next to them. Finally, they will report their discussion to the class. Besides, the exit ticket for this class will be a rating scale-worksheet for students to self-assess their English production and comprehension based on the discussion activity (see Appendix C, Table C5).

3.7.2.5. Lesson five.

For this lesson, students will have to work following the TPS strategy. The topic of this lesson is possessions and the objective is that students are able to use possessive forms in daily life context. Students will work on the creation of three sentences using the possessive form. As in the previous lessons, they will have time to think independently, report their sentences with their groups, and share what they discuss with the class. Additionally, students will answer the rating scale worksheet (see Appendix C, Table C6).

3.7.2.6. Lesson six.

For this final lesson, there will be a review of all the content and vocabulary taught in previous classes. Consequently, the lesson objective will be that students are able to recall the vocabulary of the unit and describe vacation places following a written model. During the fourth step of the lesson, the teacher will ask students to remember their favorite vacations and orally describe it to their peers following the TPS steps. Therefore, students will have time to think individually about an answer. Then, they will ask each other the questions, sharing their answers with the people next to them. Finally, they will report their discussion to the class. Besides, the exit ticket for this class will be a rating scale-worksheet for the students to self-assess their English production and comprehension based on the discussion activity. The organization of the procedure of this research is illustrated in Figure 3.3.
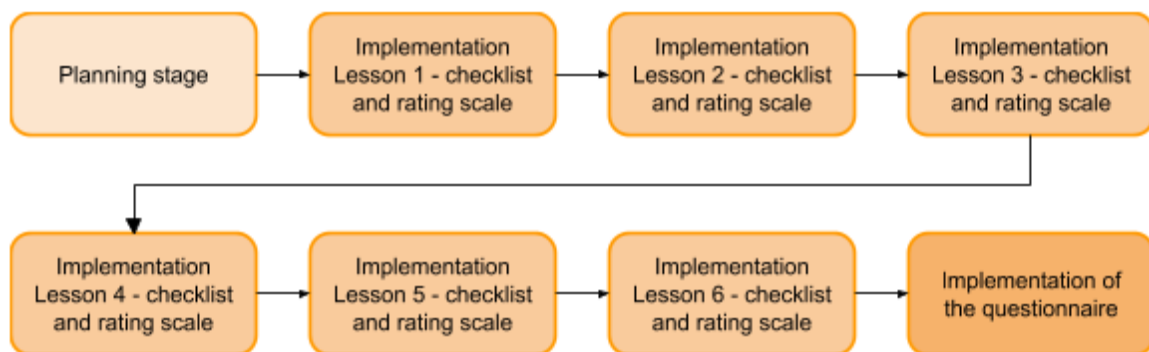
Figure 3.3. Summary of the Procedure Organization

3.8. Data Analysis

In order to analyze the data collected during the implementation of this investigation, we have to consider the mixed-method nature of this research. According to Creswell (2012), the data of mixed-method designs can be analyzed separately for each instrument or concurrently. In this specific case, we suggest examining the data from quantitative and qualitative instruments independently. On account of that, we recommend adopting two different forms of analysis, which are descriptive statistics for quantitative instruments and thematic analysis of qualitative instruments.

3.8.1. Descriptive statistics analysis.

In quantitative data analysis, researchers analyze the data obtained by using mathematical procedures named statistics. In order to do this, there is a five-step process that is recommended for researchers to analyze their quantitative data (Creswell, 2012). In this case, we will focus on the second stage of the process, which is the data analysis. Moreover, we suggest applying a descriptive statistics analysis due to the fact that it limits the generalizability of the data collected (Best & Kahn, 2003). It should be noted that this type of analysis can indicate more than one factor, namely central tendency, the spread of the scores, and scores comparisons (Creswell, 2012). Additionally, Fraenkel et al. (2011) claim that the major advantage of this form of analysis is that it allows researchers to simply describe the data collected by transforming it into certain indices, such as the mode, the mean, frequencies, and so on. For this research, we will base our analysis on the general tendencies the data provides, as the study aims to enhance student-student interaction. To fulfill this purpose, the data will be analyzed in order to identify the frequency in which interaction among students occurs.

3.8.2. Thematic analysis.

In qualitative data analysis, researchers need to understand the data collected in the form of texts and images. After this, they will be able to answer their research questions (Creswell, 2012). In order to do so, there is a five-step process which is recommended for researchers to analyze their qualitative data, namely, (1) collecting the data, (2) preparing data for analysis, (3) reading through data, (4) coding the data, and (5) categorizing the data into content or themes (Creswell, 2012). In order to analyze the qualitative data from this investigation, we suggest adopting the thematic analysis. As Braun and Clarke (2006) declare, this analysis can be used to analyze large qualitative data sets, as it provides a flexible approach that can be modified for the needs of the researcher. Additionally, Boyatzis (as cited in Nowell, Norris, White, & Moules, 2017) states that thematic analysis serves for identifying, analyzing, and reporting patterns within data in

order to describe it in rich detail. The data analysis process for this research is illustrated in Figure 3.4, separating the descriptive statistics analysis from the thematic analysis.
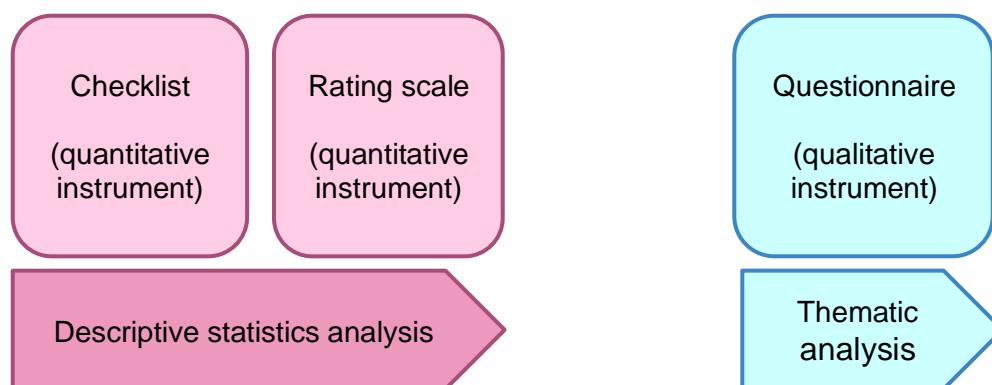
Figure 3.4. Summary of the Data Analysis

3.9. Validity

Validity is a pivotal factor in any research, as it is concerned with its trustworthiness and accuracy (LeCompte & Goetz, 1982). When we refer to the concept of validity, we may be alluding to the study as a whole or to the instruments that collect the data of the investigation. Additionally, Fraenkel et al. (2011) state that validity is about drawing the correct conclusions that are obtained from an assessment tool. Therefore, it will act differently in each instrument. Furthermore, there are different types of validity that may correlate with the approach of the research, which in this specific case is a mixed-method approach. According to Cohen et al. (2018), mixed-methods research has to conform to its specific validity requirements in both quantitative and qualitative instruments. Consequently, we can say that an instrument is valid when researchers demonstrate that it measures what it intends to (Winter, 2000). In this specific research, validation protocols were created to ensure the validity of the data collection instruments.

3.9.1. Validation protocols.

Validation protocols were sent to a professional in the foreign language teaching field, who is currently teaching at Universidad Diego Portales. This

professional has vast experience in working with young learners, including later young learners as the participants of this investigation. The professional collaborator was required to assess all three data collection instruments, that is observational checklist, rating scale, and questionnaire with open-ended questions. Besides, all lesson plans mentioned in section 3.7.2 were also subjected to a validation process. For this process, three criteria were used, videlicet, (1) appropriateness regarding participant's age and cognitive development, (2) coherence regarding eliciting what it intends to, and finally (3) accuracy regarding the language used. This last criterion was applied to just one out of the three instruments due to the complexity of the language used for that specific instrument (see Appendix D, Figures D1, D2, & D3).

3.10. Ethical Considerations

When implementing any research, certain protocols must be followed to ensure the validity of the project, as it was stated in the previous section. Likewise, ethical considerations might be taken into account in order to protect participants' integrity. When carrying out research that requires people's participation, it is essential that researchers pursue certain protocols, and action research is not exempted from this measure (Cohen et al., 2018). The first step would be to ask the necessary individuals to voluntarily participate in the research. According to Creswell (2012), the best way to complete this requirement is through a formal letter that includes the following information: (1) the purpose of the study, (2) the specific activities that will be conducted, (3) the time in which the data will be collected, (4) how the information will be used, and finally (5) how the research can be beneficial to participants or the organization. Concerning this, Cohen et al. (2018) stated that this formal letter should come in the form of an informed consent (see Appendix D, Table D2). Moreover, in the case of participants being underage, such as those in this study, researchers must extend this consent to their parents as well (see Appendix D, Table D3). For this investigation, it is essential to provide both students and their parents with informed consent forms so they can decide whether to participate in the research or not.

Another key factor researchers must consider when conducting research is not harming participants. Thus, when doing research, participants and researchers must consider the possible implications the research can cause to their right to privacy (Cohen et al., 2018). In order to do this, researchers must assess any possible harm the research can provoke to participants such as physical, psychological, personal, and so on (Cresswell, 2014). This can be done by assuring two factors, namely, (1) participants' anonymity and (2) participants' confidentiality in the research. Researchers can protect participants' anonymity by removing any means of identification (Cohen et al., 2018). This will allow participants to remain anonymous, and that the information researchers provide does not reveal their identity. Regarding participants' confidentiality, it means not disclosing information that may unveil participants' identification or that may trace them in any way (Cohen et al., 2018). Therefore, researchers should not share the data obtained with other individuals whether connected to the project or not (Creswell, 2012). All factors mentioned in this section are crucial for preserving participants' well-being.

3.11. Conclusion

As a summary, this chapter has shown all the stages that are involved in the methodological plan of an investigation. First, we positioned this study under the pragmatic paradigm and action research, which are the essence of the investigation. Second, we introduced the appropriate approach that fulfills the principles of this work. In this specific case, the mixed-method approach was selected due to the explanatory sequential nature of this study. After that, participants' characteristics were provided, as well as the sampling criteria, which was explained to be purposively chosen.

Once the settings and components of the study were stated, the instrumentation, procedure, analysis, and considerations were provided. In the case of the instrumentation, three instruments were designed and described to collect quantitative and qualitative data. Regarding the procedure of the study, the stages of the project were detailed, paying special attention to the implementation

phase. Subsequently, the procedures to analyze the data were described. Finally, the validation protocols and ethical considerations for the study were specified. In order to guarantee valid findings as well as participants' protection, protocols and consent forms need to be sent to the corresponding people. More in-depth conclusions and limitations of the project will be provided in the next chapter.

Chapter 4: Conclusions

In this chapter, a summary of the research project is presented in the section 4.1. Then, section 4.2 states the relevance of the study. After that, in section 4.3 the limitations of the study are explained. Finally, in section 4.4 recommendations for the given limitations are provided.

4.1. Summary of the Research

In the previous chapters, we have stated that this investigation is an action research based on a real classroom problem. As Burns (2010) claims, action research is a reflective practice in which teachers take the role of researchers in order to explore their own teaching contexts. Consequently, new alternatives to approach learning emerge from questioning a specific teaching area that teachers feel could be better. Therefore, we decided to observe a specific 6th-grade class in order to identify a teaching practice that may need to be addressed by a different action After an observation phase, we identified the problematic situation of students lacking opportunities for speaking interaction with their peers. Bearing this in mind, the purpose of this investigation is to explore whether students who follow the steps of the think-pair-share strategy can enhance their speaking interaction in the target language inside an EFL classroom.

The chosen strategy named think-pair-share has been selected to be implemented in six 90-minute English lessons, which take place during a pedagogical unit within the lapse of four weeks. The methodology of this research follows a mixed method approach by implementing quantitative and qualitative instruments, videlicet a checklist, rating scale, and questionnaire. The first instrument serves to observe the frequency of students' interaction. The second instrument works to collect data on students' self-perception on the intelligibility of the messages they produce and comprehend during interaction. Finally, students' perceptions on the strategy used will be collected through a questionnaire. In the next section, the contribution of the research will be addressed.

4.2. Relevance of the Study

This study was designed to enhance students' speaking interaction using a three steps collaborative strategy, namely think-pair-share. Therefore, the aim of this study is to induce students into the practice of their speaking skills in the target language. As mentioned in section 1.2, the purpose of language is to facilitate communication. Thus, interaction in the target language is crucial to develop the learners' L2 communicative competence. In addition, interaction among learners is key as the traditional teacher-fronted language classroom does not help learners to practice the essential nature of pure real-life interaction in their target language (Soler & Jordá, 2007). Taking this into consideration, it was vital to apply a collaborative strategy that enhances the development of learners' language skills through interaction.

Additionally, by carrying out this investigation we were expecting to provide insights of a new pedagogical strategy for students to collaboratively practice the target language, fostering their language acquisition. Certainly, this information is expected to serve the teaching community of the school in which this research is meant to be implemented.

4.3. Limitation of the Study

4.3.1. Instruments' application.

The limitation we can foresee is that the observational checklist completed by the researcher can be hindered when implementing it. The reason behind this is that observing interaction as it happens is considered troublesome, and it is even more complicated to observe it in large classes. Most of the Chilean classrooms are large classes that consist of one teacher for 35 students or even more. As mentioned in section 3.5, the class on which this project is based consists of 40 students. Therefore, it may be complex for the teacher researcher to listen to all students' conversations during the implementation of the TPS strategy. Even when we suggested to invite a second teacher to complete the checklist in order to make

the observational process more manageable, it may still be challenging for a single person to listen to the suggested 15 groups' oral interactions.

In order to address this limitation, we have decided to propose two alternatives that have advantages and disadvantages. The first one is collaborative work among teachers. As the project is promoting a collaborative work among students, it may be feasible to extend this collaboration to the teaching community. This can be implemented by inviting other teachers to participate in the project by applying the checklist instrument. Nevertheless, it may cause a repercussion on students' behavior as it can break the traditional routine of having a single teacher in the classroom. The second recommendation is the use of voice recording devices, as these may address the problem of listening to more or even all students' conversations. However, it is essential to consider that this solution will depend on the school resources. Additionally, this measure may alter students' behavior as it will introduce an unknown device into the classroom.

4.4. Final Remarks

4.4.1. Teaching context.

One element that may influence this study is that the current teaching context in Chile is changing. Since last year, there have been two major circumstances that have affected the curricular planning for the academic year around the country. First, there was a socio-political movement that interrupted the normal course of classes for students from different cities of Chile, including Santiago where this study is set. Second, Chilean people are facing an ongoing sanitary pandemic due to Covid-19 that is not allowing students to attend to their schools. These circumstances were unplanned, so researchers could not anticipate them. Hence, this project was meant to be implemented in a face-to-face context which is not possible nowadays. In order to approach this situation, it is crucial to consider that the current national situation is leading schools and teachers to take reactive pedagogical decisions rather than reflective ones. The country's circumstance is changing every day. Consequently, there is no time for a stable planning to be implemented throughout the year. What is more, the current

situation is demanding to shift learning from an in-person context to an online one. In the case researchers decide to implement this project in a remote-learning process, some ground rules will be needed. For instance, teachers and students would need access to technological resources including internet. Furthermore, teachers would need specific instruction and skills to teach remotely. Moreover, researchers would need to take pedagogical decisions regarding the implementation of the strategy, such as: number of lessons, the medium of instruction, the adaptability of the data collection instruments, among others. In traditional situations, schools rely on national education policies. Nonetheless, as this is an adverse circumstance no one could anticipate, there are not applicable national policies. Consequently, schools rely on the ongoing governmental proposals.

4.4.2. Final reflection.

Due to the current national situation stated in the previous section, we researchers were not able to carry out the study. Nevertheless, considering all the literature studied, we could forecast a positive impact on students' speaking intelligibility by following the TPS strategy. What is more, we consider this project can be of great contribution for further studies that are interested in enhancing student-student speaking interaction. For the purpose of this investigation, researchers focused on students' speaking sub-skill of intelligibility. However, the TPS strategy could have been used for other sub-skills of the speaking ability, such as fluency, accuracy, and so on.

References

Adams, R. (2018). *Enhancing student interaction in the language classroom.* [PDF file]. Retrieved from https://www.cambridge.org/elt/blog/wp-content/uploads/2018/05/CambridgePapersinELT_EnhancingInteraction_2018.pdf

Allwright, D. (1984). The importance of interaction in classroom language learning. *Applied Linguistics, 5*(2), 156-171. https://doi.org/10.1093/applin/5.2.156

Amelia, S., Ramadhan, S., & Gani, E. (2018). The effects of cooperative learning model type TPS and reading habits toward skills in writing short story reviews text. *Advances in Social Science, Education and Humanities Research, 263*, 512-518. https://doi.org/10.2991/iclle-18.2018.86

Andrews, D. H., Hull, T. D., & Donahue, J. A. (2009). Storytelling as an instructional method: Descriptions and research question. *The Interdisciplinary Journal of Problem-Based Learning, 2*(3), 6-23. https://doi.org/10.7771/1541-5015.1063

Banković, I. (2015). Sociocultural theory and second language acquisition. *Elta Newsletter, January*, 1-7.

Barahona, M. (2016). Challenges and accomplishments of ELT at primary level in Chile: Towards the aspiration of becoming a bilingual country. *Education Policy Analysis Archives, 24*(82), 1-24. https://doi.org/10.14507/epaa.24.2448

Best, J. W., & Kahn, J. V. (2003). Descriptive studies: Assessment, evaluation, and research. *Research in Education, 9*, 114-158.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. http://doi.org/10.1191/1478088706qp063oa

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Longman.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices.* New York, NY: Pearson Education.

Bunaya, M. S., & Basikin. (2019). Improving speaking confidence by using think pair share (TPS) teaching strategy to high school students. *Advances in Social Science, Education and Humanities Research, 326*, 349-355. https://doi.org/10.2991/iccie-18.2019.59

Burns, A. (2010). *Doing action research for English language teachers: A guide for practitioners.* New York, NY: Routledge.

Cambridge Assessment International Education. (2019). *Active learning.* Retrieved from https://www.cambridgeinternational.org/Images/271174-active-learning.pdf

Canale, M. (2014). From communicative competence to communicative language pedagogy. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication* (pp. 14-40). New York, NY: Routledge.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, *1*(1), 1-47. https://doi.org/10.1093/applin/I.1.1

Chávez, A. L. (2001). Implicaciones educativas de la teoría sociocultural de Vigotsky. *Revista Educación*, *25*(2), 59-65. https://doi.org/10.15517/REVEDU.V25I2.3581

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). New York, NY: Routledge.

Cook, V. (2013). *Second language learning and language teaching*. London, England: Routledge.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge, England: Cambridge University Press.

Creswell, J. W. (1999). Mixed-method research: Introduction and application. In G. J. Cizek (Ed.), *Handbook of educational policy* (pp. 455-472). Cambridge, MA: Academic Press.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Denscombe, M. (2014). *The good research guide* (4th ed.). Maidenhead, United Kingdom: Open University Press.

Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research, 4*(3), 193-220. https://doi.org/10.1177/136216880000400302

Erzös, A. (2007). *Teaching English to young learners.* Ankara, Turkey: EDM Publishing.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education* (8th ed.). New York, NY: McGraw-Hill.

Geary, D. C. (1995). Reflections of evolution and culture in children's cognition: Implications for mathematical development and instruction. *American Psychologist, 50*(1), 24-37. https://doi.org/10.1037/0003-066X.50.1.24

Goodsell, A. S., Maher, M. R., & Tinto, V. (1992). *Collaborative learning: A sourcebook for higher education.* Pennsylvania, PA: National Center on Postsecondary Teaching, Learning, and Assessment.

Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement.* Thousand Oaks, CA: Corwin Press.

Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 17-30). Newbury Park, CA: Sage Publications.

Hammersley, M. (2013). *What is qualitative research?* London, England: Bloomsbury Academic.

Hertz- Lazarowitz, R., Baird, H. J., Webb, C. D., & Lazarowitz, R. (1984). Student-student interactions in science classrooms: A naturalistic study. *Science Education, 68*(5), 603-619. https://doi.org/10.1002/sce.3730680511

Hurst, B., Wallace, R., & Nixon, S. B. (2013). The impact of social interaction on student learning. *Reading Horizons: A Journal of Literacy and Language Arts, 52*(4), 374-398.

Jacobs, G. M., & Ward, C. (2000). Analyzing student-student interaction from cooperative learning and systematic functional perspectives. *Electronic Journal of Science Education, 4*(4), 1-27.

Jenkins, J. (2000). *The phonology of English as an international language: New models, new norms, new goals.* Oxford, England: Oxford University Press.

Johnson, D. W. (1981). Student-student interaction: The neglected variable in education. *Educational Researcher, 10*(1), 5-10. https://doi.org/10.3102/0013189X010001005

Johnson, D. W., & Johnson, R. T. (1994). *Leading the cooperative school* (2nd ed.). Edina, MN: Interaction Book.

Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1991). *Cooperative Learning in the classroom.* Virginia, VA: Association for Supervision and Curriculum Development.

Junta Nacional de Auxilio Escolar y becas. (n.d.). *Indicadores de vulnerabilidad escolar.* Retrieved from: http://junaebabierta.junaeb.cl/catalogo-de-datos/indicadores-de-vulnerabilidad/

Kabir, S. M. S. (2016). *Basic guidelines for research: An introductory approach for all disciplines.* Chittagong, Bangladesh: Book Zone Publication.

Kachru, B. B. (Ed.). (1992). *The other tongue: English across cultures.* Champaign, IL: University of Illinois Press.

Kalina, C., & Powell, K. C. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education, 130*(2), 241-250.

Kent, R. D., Miolo, G., & Bloedel, S. (1994). The intelligibility of children's speech: A review of evaluation procedures. *American Journal of Speech-Language Pathology, 3*(2), 81-95. https://doi.org/10.1044/1058-0360.0302.81

Kenworthy, J. (1987). *Teaching English pronunciation.* London: Longman.

Khan, S. A. (2008). *An experimental study to evaluate the effectiveness of cooperative learning versus traditional learning method* (Unpublished

doctoral dissertation). International Islamic University, Islamabad.

Kwok, A. P., & Lau, A. (2015). An exploratory study on using the think-pair-share cooperative learning strategy. *Journal of Mathematical Sciences, 2*, 22-28.

Lantolf, J. P. (2006). Language emergence: implications for applied linguistics: A sociocultural perspective. *Applied Linguistics, 27,* 717–728. https://doi.org/10.1093/applin/aml034

LeCompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. *Review of Educational Research, 52*(1), 31-60. https://doi.org/10.3102/00346543052001031

Long, M. H. (1981). Input, interaction, and second- language acquisition. *Annals of the New York Academy of Sciences, 379*(1), 259-278. https://doi.org/10.1111/j.1749-6632.1981.tb42014.x

Long, M. H. (1983). Native speaker/non-native speaker conversation and negotiation of comprehensible input. *Applied Linguistics, 4*(2), 126-141. https://doi.org/10.1093/applin/4.2.126

Long, M. H. (1985). Input and second language acquisition theory. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 377-393). Rowley, MA: Newbury House.

Loukina, A., López, M., Evanini, K., Suendermann-Oeft, D., Ivanov, A. V., & Zechner, K. (Eds.). (2015). Proceedings from INTERSPEECH 2015: *Sixteenth Annual Conference of the International Speech Communication Association.* Dresden, Germany: ISCA Archive.

Lyman, F. (1987). Think-Pair-Share: An ending teaching technique. *MAA-CIE Cooperative News, 1,* 1-2.

Mackey, A., & Gass, S. M. (2015). *Second language research: Methodology and design.* New York, NY: Routledge.

Mathur, S., & Rutherford, R. (1996). Is social skills training effective for students with emotional or behavioral disorders? Research issues and needs. *Behavioral Disorders, 22*(1), 21-27. https://doi.org/10.1177/019874299602200106

Matos, J. (1995). *El paradigma sociocultural de L. S. Vygotsky y su aplicación en*

la educación. Heredia, Costa Rica: Universidad Nacional.

Meece, J. L. (2000). *Desarrollo del niño y del adolescente para educadores.* Ciudad de México, México: McGraw-Hill.

Mertens, D. M. (2009). *Transformative research and evaluation.* New York, NY: Guilford.

Ministerio de Educación. (2012). *Programa de estudio sexto básico Inglés.* Santiago, Chile. Retrieved from https://curriculumnacional.mineduc.cl/614/articles-20549_programa.pdf

Ministerio de Educación. (2018). *Bases Curriculares primero a sexto básico.* Santiago, Chile. Retrieved from https://www.curriculumnacional.cl/614/articles-22394_bases.pdf

Morgan, B. M. (2003). Cooperative learning in higher education: Undergraduate student reflections on group examinations for group grades. *College Student Journal, 37*(1), 40-50.

Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *TESOL Quarterly, 25*(1), 51-74. https://doi.org/10.2307/3586981

Nazari, M. (2014). Intelligibility of Iranian learners at high-school and university. *Elixir Language and Testing, 76,* 28302-28306. https://doi.org/0.13140/RG.2.1.5069.0728

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods, 16*, 1-13. https://doi.org/10.1177/1609406917733847

Ohta, A. S. (2000). Rethinking interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of L2 grammar. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 51-78). Oxford, England: Oxford University Press.

Pansiri, J. (2005). Pragmatism: A methodological approach to researching strategic alliances in tourism. *Tourism and Hospitality Planning & Development, 2*(3), 191-206. https://doi.org/10.1080/14790530500399333

Prieto, C. Y. (2007). Improving eleventh graders' oral production in English class

through cooperative learning strategies. *Profile Issues in Teachers Professional Development*, (8), 75-90.

Raba, A. A. A. (2017). The influence of think-pair-share (TPS) on improving students' oral communication skills in EFL classrooms. *Creative Education, 8*(1), 12-23. https://doi.org/10.4236/ce.2017.81002

Richards, J. C. (2006). *Communicative language teaching today.* New York, NY: Cambridge University Press.

Rohrkemper, M. M. (1989). Self-regulated learning and academic achievement: A Vygotskian view. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-regulated learning and academic achievement.* Springer series in cognitive development (pp. 143-167). New York, NY: Springer.

Saeed, K. M., Khaksari, M., Eng, L. S., & Ghani, A. M. A. (2016). The role of learner-learner interaction in the development of speaking skills. *Theory and Practice in Language Studies, 6*(2), 235-241. http://dx.doi.org/10.17507/tpls.0602.03

Savignon, S. J. & Wang, C. (2003). Communicative language teaching in EFL contexts: Learner attitudes and perceptions. *International Review of Applied Linguistics in Language Teaching, 41*(3), 223-249. https://doi.org/10.1515/iral.2003.010

Saville-Troike, M. (2003). *The ethnography of communication: An introduction* (3rd ed.). Malden, MA: Blackwell.

Saville-Troike, M. S. (2006). *Introducing second language acquisition.* New York, NY: Cambridge University Press.

Sharp, J. H., & Huett, J. B. (2006). Importance of learner-learner interaction in distance education. *Information Systems Education Journal, 4*(46), 3-10.

Sher, A. (2009). Assessing the relationship of student-instructor and student-student interaction to student learning and satisfaction in web-based online learning environment. *Journal of Interactive Online Learning, 8*(2), 102-120.

Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in*

language teaching: An anthology of current practice (pp. 204-211). New York, NY: Cambridge University Press.

Soler, E. A., & Jordá, P. S. (Eds.). (2007). *Intercultural language use and language learning.* Amsterdam, Germany: Springer.

Trigueros, R., & Hidalgo, J. F. (2017). Qualitative and quantitative research instruments research tools. *Handbook of Research Methods and Applications in Political Science*, 341-342.

Tudge, J. R. H., & Scrimsher, S. (2003). Lev S. Vygotsky on education: A cultural-historical, interpersonal, and individual approach to development. In B. J. Zimmerman & D. H. Schunk (Eds.), *Educational psychology: A century of contributions* (pp. 207–228). Mahwah, NJ: Erlbaum.

Turuk, M. C. (2008). The relevance and implications of Vygotsky's sociocultural theory in the second language classroom. *Annual Review of Education, Communication, and Language Sciences (ARECLS), 5*(1), 244-262.

Usman, A. H. (2015). Using the think-pair-share strategy to improve students' speaking ability at Stain Ternate. *Journal of Education and Practice, 6*(10), 37-45.

Vacca, R. T., & Vacca, J. L. (2002). *Content area reading: Literacy and learning across the curriculum* (7th ed.). Boston, MA: Allyn and Bacon.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, England: Harvard University Press.

Winter, G. (2000). A comparative discussion of the notion of validity in qualitative and quantitative research. *The Qualitative Report, 4*(3), 1-14.

Yufrizal, H. (2017). Teachers and students' perceptions of communicative competence in English as a foreign language in Indonesia. *Educational Research and Reviews, 12*(17), 867-883. https://doi.org/10.5897/ERR2017.324

Appendix A

Observational Stage

Figure A1

Students' survey sample

Tu opinión importa :)

<u>Instrucciones:</u> Colorea el círculo que represente tu opinión, de acuerdo a la pregunta.

1. ¿Trabajan en grupos en la clase de inglés?

Siempre   Regularmente   Algunas veces   Nunca

○   ○   ●   ○

2. ¿Disfrutas trabajar con otros compañeros en clases de Inglés?

Siempre   Regularmente   Algunas veces   Nunca

◍   ○   ○   ○

3. ¿Te gusta dar tu opinión o hacer preguntas en la clase de Inglés?

Siempre   Regularmente   Algunas veces   Nunca

○   ◍   ○   ○

4. ¿Expresas tus ideas u opiniones durante la clase de inglés?

Siempre   Regularmente   Algunas veces   Nunca

○   ○   ●   ○

¿Qué quieres aportar?:

<u>Instrucciones:</u> Responde las preguntas usando tus propias palabras e ideas!

1. ¿Qué te gustaría añadirle a la clase de Inglés?

    Nada en especial solo algun juego pero que aun se enseñe ingles

2. Sugiere 2 tipos de actividades que te harían participar más en la clase de Inglés. (Por ejemplo: actividades en grupo, juegos, canciones, etc)

    Juegos, presentaciones

3. ¿Qué es lo que más te gusta de la clase de Inglés?

    es muy divertido

52

Table A1

Researcher's log number 5

Log 5: August 26th, 2019

Today's class was about Chilean dishes. Students had to, first, <mark>listen to an audio</mark> and match <mark>food to people.</mark> Then, they had to match fruits and vegetables to the zone where they are cultivated. Finally, <mark>students had to write the name of a dish and its ingredients on their copybooks</mark>. I liked the class; however, I noticed some students have trouble when talking about listening activities. Some of them were not able to complete the task on their own and required extra help from the teachers. Also, some students just copied their classmates' answers without understanding the rationale behind the task. I wonder how to work with this class as they demand a lot of "individual" attention from teachers (...)

Table A2

Supervisor's teacher extract 1

(...)no ese estaría bien yo creo que bien en clases, porque evaluaciones en par nosotros no realizamos pero en clases si y se apoyan se ayudan, funciona <mark>si si eso yo diría que bien porque esa no es obligatoria , esa es una clase normal y se van como comentando , igual hay cosas que nosotros tenemos acá como técnicas como gire y discute por ejemplo o las partes de los libros donde dice ahora comenta con tus compañeros , eso es eso se realiza bien, ni un problema</mark>

Table A3

Supervisor's teacher extract 1

(...) bueno eso es lo que <mark>yo veo como empíricamente que les sirve más por ejemplo el sentarlos con estudiantes que bueno acá nosotros tenemos este tipos de técnicas de que el estudiante que le va mejor va al medio y que los estudiantes que necesiten más apoyo van con el entonces eso es como un tipo de tutor, como máximo apoyo</mark> pero en general como a la gran mayoría en el tema inclusión nosotros los grupos ellos los eligen, no es que nosotros mediemos eso, siempre intentamos de que sea lo más sutil posible(...)

Table A2

Research MEMO

Context:

        The school in which we will base this research is a subsidized school located in Puente Alto and it has a vulnerability level of 58,2%. The school adheres to the Integration Program of the Education Ministry. Besides, it has internal programs that support the requirements of this Chilean policy. Our research focus group is a 5th grade, in which, according to Educadora PIE, there are five students who belong to the PIE program; however, there are more students diagnosed with special education needs who are not in the program. Moreover, the research will be focused on the English class.

Critical incident:

        One particular characteristic that the classrooms have is the sitting arrangement. In addition, the English teacher technique of integration is to locate students who present lower academic performance as well as not paying attention repeatedly in strategic places. This situation led us to our critical incident, as one day one student's behavior changed dramatically after being moved to another place. This situation led us the consider that the main problem was not the sitting arrangement, but the limited opportunities for students to interact with each other. After this, we focused our attention on noticing if they work collaboratively.

Instruments:

        As a result of what we reflected on the critical incident, we created three data collection instruments: First, semi-structured interviews to English teacher, his supervisor, and PIE supervisor. All interviews were audio-recorded, and time and place were chosen by participants. Second, a survey to students in order to know their perceptions of the English Class. This survey took place in the English lesson. Third, an observation journal written by the researchers throughout the process.

Evidence on the critical incident:

        According to the survey applied, 44% of the students stated that "sometimes" they worked in groups, however, 53% of them "always" like to work in this manner, followed by an 18% of them stating they "usually" like it. However, we have observed so far that group work activities are

not part of the daily lessons. According to what we registered on the log n° 5, most of the activities required individual work, an example of it is lesson 1 in which students had to listen to an audio, match information, and write information required on their copybooks. Besides, the English supervisor teacher stated, "We implement a technique in which highly proficient students are sitting in the middle and those who need more reinforcement are next to them". Moreover, the English teacher answered, "the context is difficult(...) there are students who are not part of the PIE program, but who need extra support". Hence if students and teachers state that group-work interaction as a methodological strategy is needed, Why is it not reflected in the class? Even though the participants highlighted the relevance of interaction in the English lesson, this is not being reflected during the class. The area supervisor stated that there are two strategies of interaction suggested by the English department of the school, which are "Turn and share" and "Discuss with your classmate", but these have not been observed during our research. Evidently, the interactive goal is not being achieved.

In terms of the school system, in the interview, the English teacher claimed that there are spaces available for collaborative work between teachers and PIE team to look for teaching improvements. Notwithstanding, all professional participants agreed that there is not enough time to give extra support for students who need it the most. As PIE's teacher mentioned, there is not enough time to provide students with extra reinforcement needed inside the class. Therefore, there are just technical adaptations to improve students' understanding of the lessons, such as, make the font of the PPTs bigger. It seems that improvements such as group-work interaction among students is not being considered as a strategy to help students learn the language in collaboration with each other since teachers seem to focus their attention on technical support.

Contrary to what we would have expected from the information previously exposed, students showed that there is a propitious space to implement activities as well as a willingness to learn the English language. For instance, 59% of the students declared that the class environment is appropriate and meaningful for their learning process when student 1 says "What I liked is how teachers are" and when student 33 says "What I like is how the lessons are made". Likewise, 26.4% of the students expressed they like English lessons because they "learn a new language".

According to the need observed on lack of interaction and the information obtained from the interviews, we added 2 questions that are based on a possible strategy to the problem, which is group work. The information we collect from this instrument, as we mentioned before, is that 44% of the students claimed they would like to work in groups. For example, student 33 wrote: "I would like to work in groups and songs".

In conclusion, throughout this analysis we were able to confirm that there is enough evidence to confirm that the problem identified exists in our school context. Moreover, we could restate our intention to keep on researching the interaction among students as a learning facilitator for English acquisition.

Appendix B

Data Collection Instruments

Table B1

Checklist

Group n° ____	Session: Lesson ___			Date: ____/____/____
Expected behavior	**Check (✓)**	**Cross (X)**	**Comments**	
1. Do the students take the time to think in the thinking stage?				
2. Do the students pair with a peer in the pairing stage?				
3. Do both students exchange information in the second stage?				
4. Do the pairs share their ideas in the sharing stage?				
5. Their ideas are task-related?				

Table B2

Rating scale

☹	😐	🙂
I could not do it	I need some help	I think I did it great

Criteria	**Answer**		
1. When I speak, I feel I can transmit my ideas clearly	☹	😐	🙂
2. When I speak, I speak loud and not too fast	☹	😐	🙂

3. When I speak, I look at my partner during the conversation	☹	😐	🙂
4. When I listen, I clearly comprehend my partner's ideas	☹	😐	🙂
5. When I listen, I listen to my partner attentively	☹	😐	🙂
6. When I listen, I look at my partner during the conversation	☹	😐	🙂

Table B3

Questionnaire

1. Did you like to work in pairs/groups? Why or why not?

   _____

   _____

   _____

2. Did my partner and I work together in the activity? Why or why not?

   _____

   _____

   _____

3. Is it important for me to have the time to think about your answer before sharing it? Why or why not?

   _____

   _____

   _____

4. Do I like to share my ideas with the class? Why or why not?

   _____

   _____

   _____

Appendix C

Lesson Plans

Table C1

Unit plan

Established goal:
At the end of this unit, students will be able to use the language to express themselves about daily means of transportation, places to visit, possessions, vacations, and celebrations.

Understandings:	Essential Questions:
Students will need to understand that each one of them should show respect to other people's reality, recognizing their contributions and value a diversity of lifestyles.	1. How do you get to _____? 2. How was your last vacation? 3. What is your favorite possession? 4. Whose is this/that? 5. What cultural traditions do you know? 6. How are people diverse?

Knowledge:	Be able to:
Vocabulary: - Vacations: 1. transport: (train, bus, car, ship, airplane, helicopter) and 2. places: (beach, lake, countryside, city, farm, desert, river). - Celebrations and holidays: (Chinese new year, New year's eve, Christmas, Thanksgiving day). - Descriptive adjectives: (noisy, nice, spectacular, delicious, boring, historical, pretty, quiet, marvelous) *Language:* - Adjectives to express feelings: (worried, afraid, tired, happy, relaxed). - Chunks: It was ____, That was ____, Come back soon, I had a ____ time, etc. - Expressing preferences (likes and dislikes), Describing places. *Grammar:* - Present tense (present simple) past tense (past simple).	- To identify keywords/expressions about vacations and celebrations in oral texts (Listening). - To present oral information about traditions/celebrations expressing their preferences about them (Speaking). - To recognize specific information about vacations and their features in a written text (Reading). - To describe places, habits, and preferences about their vacations (Writing). - To raise awareness about their preferences and respect those of their peers (Attitude).

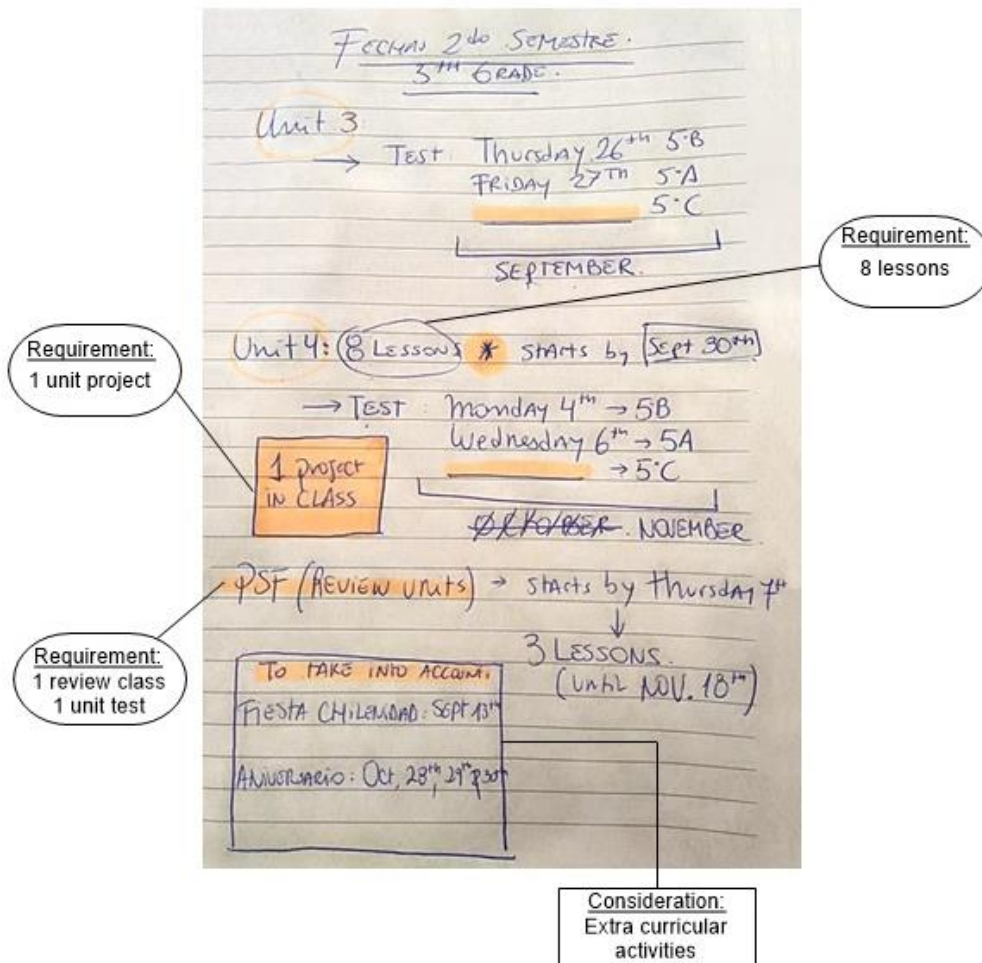Figure C1

Institutional organization of the units

Table C2

Lesson plan 1

Class n°	Class 1
Unit	Unit 4: Let's travel
Topic	Means of transportation
Lesson Objective	Students will be able to identify different means of transportation in the daily life context.

OA	OA 9: Usar las siguientes estrategias para apoyar la comprensión de los textos leídos, tanto en formato digital como impreso: prelectura: hacer predicciones basándose en conocimientos previos, elementos visuales y contextuales; lectura: usar organizadores, como títulos, subtítulos, ilustraciones, imágenes y notas; poslectura: organizar información en diagramas, releer, usar el texto leído como modelo para la expresión escrita.
Materials	Movers' handout, PPT, English textbook, exit ticket sheet.
Implementation of TPS	Yes. Implementation n° 1.

Lesson plan		
Stage	Time	Description
Do it now	10 min	Greetings Movers' activity 1
Introduction to the new content	15 min	1. The teacher introduces the unit and the expected outcomes students should reach by the end of it. 2. The teacher provides students with a series of images for them to guess the topic of the lesson. 3. The teacher presents the following vocabulary: airplanes, ship, motorcycle, train, bus, bicycle, boat, spaceships, and helicopter.

Guided Practice	15 min	1. Students complete 9 sentences with the words previously taught (textbook: page 106, exercise 1).
		2. Students read the text and answer the questions (textbook: page 107, exercise 3):
		    a) Is Karla traveling alone?
		    b) What time is she going to travel in the end?
		    c) What does Karla ask the policeman?
		3. Check as a class

Independent practice	30 min	1. The teacher-researcher introduces the new strategy, explaining each of the 3 steps (Think, Pair, and Share).
		2. Students get in their groups and answer the 2 questions following the TPS steps. First, they think of their answers individually. Then, they share their ideas with the people next to them. Finally, the groups report what they have discussed to the class. The questions are the following (textbook: page 107, exercise 5):
		    a) What means of transportation are there in your town or city?
		    b) Which are your favorite means of transportation? Why?

Exit ticket	5 min	Students will complete a rating scale-worksheet in which they will self-assess their English production and comprehension based on the independent practice activity.

Figure C2

Lesson sample

Table C3

Lesson plan 2

Class n°	Class 2
Unit	Unit 4: Let's travel
Topic	Vacation places
Lesson Objective	Students will be able to express likes and dislikes regarding vacation places.
OA	OA 2: Identificar en los textos escuchados: tema e ideas generales; información específica asociada a personas, lugares, tiempo y acciones; palabras, expresiones de uso frecuente y vocabulario temático; repetición de sonidos y sonidos propios del idioma inglés que interfieren con la comunicación.
Materials	Movers' handout, PPT, English textbook, audios, and rating scale worksheet.
Implementation of TPS	Yes. Implementation n° 2.
Lesson plan	
Stage	Time	Description

Do it now	10 min	Greetings Movers' activity 2
Introduction to the new content	15 min	1. The teacher asks students where they like to go on vacations and write their answers on the whiteboard. 2. The teacher projects pictures of the new vocabulary, which is the following: city, beach, countryside, mountain, farm, wood, desert, lake, and river. 3. The teacher has a bag with pieces of paper in which the new vocabulary is written and randomly selects students to go to the front of the class, pick up one the papers, and act it out to their classmates. The rest of the class have to guess the word by raising their hand.

Guided Practice	25 min	1. Students work on three listening exercises (textbook: page 111, exercises 6, 7, and 8). The audio must be played three times:
		    a) Students answer 3 questions
		    b) Students identify who said a certain phrase.
		    c) Students complete a chart with information mentioned in the recording.
		2. Check as a class

Independent practice	30 min	1. The teacher requires students to work on their stated groups as they will follow the TPS strategy.
		2. Students answer two questions following the TPS strategy. First, they think of their answers individually. Then, they share their ideas with the people next to them. Finally, the groups report what they have discussed to the class. The questions are the following (textbook: page 111, exercise 9):
		    a) What is your opinion of the places described in the audio?
		    b) Would you like to visit them? Why?

Exit ticket	10 min	Students will complete a rating scale-worksheet in which they will self-assess their English production and comprehension based on the independent practice activity.

Table C4

Lesson plan 3

Class n°	Class 3
Unit	Unit 4: Let's travel
Topic	Asking questions
Lesson Objective	Students will be able to describe a vacation place and its characteristics by answering question words.

OA	OA 5: Leer y demostrar comprensión de textos adaptados y auténticos simples, no literarios, que contengan palabras de uso frecuente, y repetición de frases, y estén acompañados de apoyo visual y relacionados con los temas y las siguientes funciones del año: solicitar y contrastar información; describir personas y acciones y cómo estas se realizan; expresar cantidades, necesidad y posesiones.
Materials	Movers' handout, PPT, worksheet, exit ticket sheet.
Implementation of TPS	Yes. Implementation n° 3.

Lesson plan		
Stage	Time	Description
Do it now	10 min	Movers' activity 3.
Introduction to the new content	20 min	1. The teacher introduces the topic by projecting an interview highlighting the following question-words: what, where, how, how long, and who with. 2. The teacher explains each of the questions' form and their answers. 3. The teacher checks students' understanding by randomly asking students two of the questions taught.
Guided Practice	20 min	1. Students read a text about a family's vacations on a worksheet. 2. Students complete a chart basing their answers on the information provided by the text. They will fill the blanks with the right question-word and the correct answers for the questions given. 3. Check as a class.

Independent practice	30 min	1. The teacher requires students to work on their stated groups as they will follow the TPS strategy.
		2. Students answer a set of questions following the TPS strategy. First, they think of their answers individually. Then, they ask questions to each other, sharing their answers with the people next to them. Finally, the groups report what they have discussed to the class. The questions are the following:
		  a) What is your favorite vacation place? Where is it? When did you go there? Who went there with you?
		  b) Why is it your favorite place? What do you do there? Mention 2 characteristics of the place.

Exit ticket	10 min	Students will complete a rating scale-worksheet in which they will self-assess their English production and comprehension based on the independent practice activity.

Table C5

Lesson plan 4

Class n°	Class 6
Unit	Unit 4: Let's travel
Topic	It's time to celebrate
Lesson Objective	Students will be able to recognize celebration dates and use them in context.
OA	OA 8: Reaccionar a los textos escuchados, expresando opiniones y sentimientos o haciendo conexiones con experiencias personales, en forma oral o escrita.
Materials	Movers' handout, PPT, English textbook, rating scale worksheet.
Implementation of TPS	Yes. Implementation n° 4.
Lesson plan	
Stage	Time	Description
---	---	---
Do it now	10 min	Movers' activity 6.
Introduction to the new content	15 min	1. The teacher introduces the topic and activates students' previous knowledge by asking what celebrations they know. 2. The teacher complements students' answers by introducing the following vocabulary: New Year's Eve, Chinese New Year, Christmas, Thanksgiving Day, Independence Day, among others. 3. The teacher asks students the two questions to prepare them for the next activity. The questions are the following: a) What do you do on Christmas/Thanksgiving Day? b) What is your favorite celebration? and why?
Guided Practice	25 min	1. Students listen to audio in which 4 of the words previously taught are mentioned, they have to pay attention to those words. 2. Students listen to audio and match words with numbers. The numbers are different forms to refer to celebrations' dates. 3. Students guess the celebration and what people do during that celebration based on pictures. 4. Students check their answers by listening to audio. 5. Students answer true/false questions based on the audio listened (textbook: page 122, activities 1, 2, 3, 4, and 5).

Independent practice	30 min	1. The teacher requires students to work on their stated groups as they will follow the TPS strategy.
		 2. Students answer some questions following the TPS strategy. First, they think of their answers individually. Then, they ask questions to each other, sharing their answers with the people next to them. Finally, the groups report what they have discussed to the class. The questions are the following:
		     a) What is your favorite celebration date? When is it?
		     b) What do you do on this day?
		     c) Mention 2 objects that are related to your favorite celebration day.

Exit ticket	10 min	Students will complete a rating scale-worksheet in which they will self-assess their English production and comprehension based on the independent practice activity.

Table C6

Lesson plan 5

Class n°	Class 7
Unit	Unit 4: Let's travel
Topic	Possessions
Lesson Objective	Students will be able to apply possessions forms in daily life context.
OA	OA 5: Leer y demostrar comprensión de textos adaptados y auténticos simples, no literarios, que contengan palabras de uso frecuente, repetición de frases, y relacionados con los temas y las siguientes funciones del año: solicitar y contrastar información; describir personas y acciones y cómo estas se realizan; necesidad y posesiones.
Materials	Movers' handout, PPT, English textbook, worksheet, exit ticket sheet.
Implementation of TPS	Yes. Implementation n° 5.
Lesson plan	
Stage	Time	Description
Do it now	10 min	Movers' activity 7.
Introduction to the new content	15 min	1. The teacher introduces possessions to the students by using the following example: Whose is this pencil? This is ____ pencil. 2. The teacher uses 4 images from the book that illustrate

		possessions. Then the teacher reads the questions below the pictures and asks students what they think their meaning is (textbook: page 114, exercise 1). 3. The teacher explains the meaning and use of "whose" as well as the usage of the apostrophe (').
Guided Practice	25 min	1. Students work on a worksheet, reading a text about Christmas. 2. Students read the text once and highlight all the words with apostrophe as well as the word "whose" along with its answer. 3. Students read the text again and then answer some questions.
Independent practice	30 min	1. The teacher requires students to work on their stated groups as they will follow the TPS strategy. 2. Students come up with three sentences using possessives following the TPS strategy. First, they think of three sentences individually. Their sentences will be based on what are their favorite possessions, two sentences must be false, and one must be true. Then, they read their sentences to each other, and the listeners must guess which sentence is the true one. Finally, the groups report their true sentences to the class.
Exit ticket	10 min	Students will complete a rating scale-worksheet in which they will self-assess their English production and comprehension based on the independent practice activity.

Table C7

Lesson plan 6

Class n°	Class 8
Unit	Unit 4: Let's travel
Topic	Unit review
Lesson Objective	Students will be able to recall the vocabulary of the unit and describe vacation places following a written model.
OA	OA15: Escribir para realizar las siguientes funciones: indicar posición; describir y preguntar por acciones que ocurren al momento de hablar; expresar cantidad e identificar sustantivos plurales irregulares; describir acciones que ocurren en el pasado: por ejemplo: describir acciones y cómo estas se realizan; expresar posesión; formular y responder preguntas.
Materials	Movers' handout, PPT, English textbook, rating scale worksheet.

Implementation of TPS	Yes. Implementation n° 6.	
Lesson plan		
Stage	Time	Description
Do it now	10 min	Movers' activity 8.
Introduction to the new content	10 min	1. The teacher projects some of the words taught in previous lessons for students to recall information. 2. The teacher explains this is a review class as the following session students will have the unit test.
Guided Practice	20 min	1. Students read a text and highlight any unknown word. The text is about a boy who writes a blog about his last vacations (textbook: page 126, activity 1).
Independent practice	40 min	1. The teacher requires students to work on their stated groups as they will follow the TPS strategy. 2. Students will orally report their favorite vacations following the TPS strategy. First, they think of their favorite vacation individually and complete a chart to organize their ideas. Then, they share their favorite vacations with their groups and ask for suggestions or comments on their work. Finally, the groups report their member's favorite vacations to other groups.
Exit ticket	10 min	Students will complete a rating scale-worksheet in which they will self-assess their English production and comprehension based on the independent practice activity.

Appendix D

Protocols

Figure D1

Validation protocol checklist instrument

Validation Protocol

Santiago, June 2020

Dear Collaborator,

Considering your academic and professional experience in the EFL field, I address you as a student of the English Teaching program, under the advice of Professor Daniela Appelgren, in order to request your valuable collaboration in validating the instrument(s) designed to collect the necessary data for the research proposal: "IMPLEMENTING THE THINK-PAIR-SHARE STRATEGY TO ENHANCE STUDENTS' SPEAKING INTERACTION IN AN EFL CLASSROOM".

The objective of this research project is to explore whether students who follow the steps of the think-pair-share strategy, can enhance their speaking interaction in the target language inside an EFL classroom.

For this end, the project considers the design of the following 3 data collection instruments:
1. Checklist: The purpose of this instrument is to identify students' engagement in each of the three steps of the think-pair-share strategy.
2. Rating scale: This instrument had 2 purposes (1) to identify students' self-perceptions regarding the intelligibility of the messages they produce when interacting in dialogues during the unit and (2) to identify students' self-perceptions of what they comprehend from their peers when interacting in dialogues during the unit.
3. Questionnaire with open-ended questions: The purpose of this instrument is to identify students' impressions regarding the strategy used.

The validation protocol is presented to you in order to assess the appropriateness, coherence, and accuracy of the questions so that the necessary information will be collected to address the objective.

Finally, there is a specified section where you can add all your additional comments and opinions towards the instrument(s) in case it needs to be rewritten.

We strongly appreciate your participation.

Best Regards,
María Jesús Morales and Daniela Torres.

Data-collection instrument n° 1

Instructions: The following instrument has 2 main columns: (1) the description of the expected behavior to be observed, (2) a column for the researcher to register the presence or absence of the expected behavior by making a tick or a cross. This last column is divided into 5 small columns as each number represents one group to be observed. Therefore, the behaviors will be considered as present when they are observed on one or more members of the pair or groups.

Group n° **Group's row:**		**Session: Lesson** **Date:**	
Expected behavior	**Check** (✓)	**Cross** **(X)**	**Comments**
1. Do the students take the time to think in the thinking stage?			
2. Do the students pair with a peer in the pairing stage?			
3. Do both students exchange information in the second stage?			
4. Do the pairs share their ideas in the sharing stage?			
5. Their ideas are task-related?			

Research Objective:

Observed Phenomena/Question(s)	**Purpose**
1. Do the students take the time to think in the thinking stage?	The purpose of this question is to check if students are following the first step of the think-pair-share strategy, which is to think.
2. Do the students pair with a peer in the pairing stage?	The purpose of this question is to check if students are following the second step of the think-pair-share strategy, which is pair.
3. Do both students exchange information in the second stage?	The purpose of this question is to check if students are interacting in the pairing step.
4. Do the pairs share their ideas in the sharing stage?	The purpose of this question is to check if students are following the third step of the think-pair-share strategy, which is share.
5. Are students' ideas task-related?	The purpose of this question is to check the content of the messages that students produce.

LIKERT SCALE:

Concepts	Weight (Score)
CA: Completely Agree	4
A: Agree	3
N: Neutral	2
D: Disagree	1
CD: Completely Disagree	0

EVALUATION CRITERIA:
1. **Appropriateness:** The question is suitable for the respondents' cognitive development stage
2. **Coherence:** The question elicits the information it intends to.
3. **Accuracy**: Language used is free from grammatical, lexical, and/or spelling problems.

Mark your evaluation here (X)

For question 1

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				
Accuracy	X				

For question 2

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				
Accuracy	X				

For question 3

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				
Accuracy	X				

For question 4

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				
Accuracy	X				

For question 5

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				
Accuracy	X				

Validation Protocol

Name of the validator	Pía Tabali M
Occupation and workplace	Lecturer at Universidad Diego Portales
Academic degree	PhD

Questions

1. Taking into account the purpose of the research study, do you consider the instrument appropriate? Why?

Yes, it has good potential with some corrections related to the format of the tables for checking performance this can be applicable in a research study.

2. Do you think the questions above are sufficient for collecting the data necessary for the research?

Yes, more than enough.

3. Which suggestions can you make for the instrument that you have just assessed?

The table needs to be adjusted, reduce the number of rows and create separate sheets for each group. After these changes the materials can be used.

Pía Tabali M.

_____
Name of the validator & signature

Figure D2

Validation protocol rating scale instrument

Data-collection instrument n° 2

Instructions: Color the face that most closely represents your performance during the activity.

I could not do it	I need some help	I think I did it great

Criteria	Answer		
1. When I speak, I feel I can transmit my ideas clearly	☹	😐	🙂
2. When I speak, I speak loud and not too fast	☹	😐	🙂
3. When I speak, I look at my partner during the conversation	☹	😐	🙂
4. When I listen, I clearly comprehend my partner's ideas	☹	😐	🙂
5. When I listen, I listen to my partner attentively	☹	😐	🙂
6. When I listen, I look at my partner during the conversation	☹	😐	🙂

Research Objective:

Observed Phenomena/Question(s)	Purpose
1. When I speak, I feel I can transmit my ideas clearly.	The purpose of this question is for students to assess their own transmission of ideas.
2. When I speak, I speak loud enough for my partner to hear me, and a pace not too fast.	The purpose of this question is for students to assess their own volume and pace in their speaking.
3. When I speak, I look at my partner during the conversation	The purpose of this question is for students to assess their own eye contact when interacting with their partners.
4. When I listen, I clearly comprehend my partner's ideas	The purpose of this question is for students to assess their own comprehension of their partner's ideas when interacting.

74

5. When I listen, I listen to my partner attentively	The purpose of this question is for students to assess their own attention in the interaction.
6. When I listen, I look at my partner during the conversation	The purpose of this question is for students to assess their own eye contact when interacting with his/her partner.

LIKERT SCALE:

Concepts	Weight (Score)
CA: Completely Agree	4
A: Agree	3
N: Neutral	2
D: Disagree	1
CD: Completely Disagree	0

EVALUATION CRITERIA:

1. **Appropriateness:** The question is suitable for the respondents' cognitive development stage
2. **Coherence:** The question elicits the information it intends to.

Mark your evaluation here (X)

For question 1

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				

For question 2

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				

For question 3

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				

For question 4

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				

For question 5

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				

For question 6

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				

Validation Protocol

Name of the validator	Pía Tabali M
Occupation and workplace	Lecturer at Universidad Diego Portales
Academic degree	PhD

Questions

1. Taking into account the purpose of the research study, do you consider the instrument appropriate? Why?

It was accurate for the level of the students. Questionnaires like this help to understand what is behind students' learning.

2. Do you think the questions above are sufficient for collecting the data necessary for the research?

Yes, it sounds feasible and appropriate.

3. Which suggestions can you make for the instrument that you have just assessed?

I have inserted my comments on the questionnaire. Just minor comments.

Pía Tabali M.

_____
Name of the validator & signature

Figure D3

Validation protocol questionnaire instrument

Data-collection instrument n° 3

Instructions: This instrument contains 4 questions that are intended to be answered by students after the implantation of the strategy.

---

1. Did you like to work in pairs/groups? Why or why not?

   _____
   _____
   _____

2. Did my partner and I work together in the activity? Why or why not?

   _____
   _____
   _____

3. Is it important for me to have the time to think about your answer before sharing it? Why or why not?

   _____
   _____
   _____

4. Do I like to share my ideas with the class? Why or why not?

   _____
   _____
   _____

Research Objective:

Observed Phenomena/Question(s)	**Purpose**
1. Did you like to work in pairs/groups? Why or why not?	The purpose of this question is to check students' perceptions of the collaborative strategy.
2. Did my partner and I work together in the activity? Why or why not?	The purpose of this question is to check students' engagement of the interactive work.
3. Is it important for me to have the time to think about my answer before sharing it? Why or why not?	The purpose of this question is to check students' perceptions in the thinking step of the strategy.
4. Do I like to share my ideas with the class? Why or why not?	The purpose of this question is to check students' perceptions of the sharing step of the strategy.

LIKERT SCALE:

Concepts	Weight (Score)
CA: Completely Agree	4
A: Agree	3
N: Neutral	2
D: Disagree	1
CD: Completely Disagree	0

EVALUATION CRITERIA:
1. **Appropriateness:** The question is suitable for the respondents' cognitive development stage
2. **Coherence:** The question elicits the information it intends to.

Mark your evaluation here (X)

For question 1

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				

For question 2

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				

For question 3

Question/Criteria	CA	A	N	D	CD
Appropriateness	X				
Coherence	X				

Validation Protocol

Name of the validator	Pía Tabali M
Occupation and workplace	Lecturer at Universidad Diego Portales
Academic degree	PhD

Questions

1. Taking into account the purpose of the research study, do you consider the instrument appropriate? Why?

Yes, it looks fine to me, I like the questions on the exit ticket.

2. Do you think the questions above are sufficient for collecting the data necessary for the research?

Yes, this is a good way to approach students.

3. Which suggestions can you make for the instrument that you have just assessed?

I inserted my comments, just minor corrections.

_____
Name of the validator & signature

Figure D4

Informed consent for students

FORMULARIO DE ASENTIMIENTO PARA ENCUESTA A MENOR DE EDAD

Estimado/a estudiante:

El propósito de este documento es entregarte toda la información necesaria para que puedas decidir si quieres participar o no en un proyecto de investigación que estamos realizando en tu escuela. El objetivo de esta investigación es conocer la interacción entre los estudiantes de inglés.

Antes de tomar esta decisión, es importante que sepas lo siguiente:

1. Tu participación en este estudio ha sido autorizada por tus padres; sin embargo, si tu prefieres no participar, nadie te puede obligar a hacerlo. Tu participación es voluntaria

2. Tu participación consiste en completar un cuestionario.

3. Nadie (ni tus padres ni tus profesores o compañeros) conocerá tus respuestas. Es decir, tu participación será confidencial, sin que sea dado a conocer tu nombre.

4. Tus respuestas serán utilizadas únicamente para los fines de esta investigación.

Declaro que he leído y comprendido lo anterior y estoy de acuerdo en participar en este estudio.

Firma de la/el estudiante: _____

Nombre de los/las Investigadores/as: _____

Fecha: _____

Figure D5

Informed consent for parents

CONSENTIMIENTO INFORMADO: PADRE/MADRE POR ESTUDIO A MENOR DE EDAD

El propósito de esta información es ayudarle a tomar la decisión de permitir participar a su hijo/hija, -o no-, en una investigación que se llevará en la clase de inglés. El propósito es recopilar información a través de _____, con el fin de definir implementar una estrategia de enseñanza del inglés que podría ayudar a su hijo/hija a mejorar su aprendizaje del idioma.

La participación de su hijo(a) consistirá en responder _____. El tiempo requerido de esta actividad es de aproximadamente _____. Esto se realizará en las clases de inglés el día _____ de _____ del presente año durante el módulo de Inglés, entre las _____ am y las _____ am. Esta actividad se llevará a cabo por _____, con la supervisión del profesor _____.

No se anticipan riesgos asociados a la participación de su hijo/a en el desarrollo de esta actividad. Los resultados obtenidos por cada estudiante será publicados de manera anónima en el estudio, los que serán utilizadas únicamente para definir el área que requiere apoyo para la mejora de los aprendizajes del inglés.

La participación de su hijo/a en esta investigación es completamente voluntaria. Usted tiene el derecho a no aceptar que el estudiante participe, sin mediar explicación alguna y sin consecuencias para usted o su hijo/a.

Si tiene alguna duda o pregunta puede contactar a _____, en el mail _____, o a la profesora de la universidad, guía del proyecto de investigación para resolver cualquier duda, _____, correo: _____.

DECLARACIÓN DE CONSENTIMIENTO:
Declaro que el objetivo de esta actividad de investigación y todo lo relacionado con la participación de mi hijo(a) en ella, me ha sido explicado claramente en este documento que he leído y comprendido el contenido, y que estoy de acuerdo en que mi hijo/a participe.

FIRMA CONSENTIMIENTO INFORMADO:
Si usted autoriza la participación de su hijo(a) en esta actividad, puede simplemente conservar este documento. Si usted no autoriza la participación de su hijo(a), marque la opción No y devuelva una copia firmada de este documento al establecimiento educacional de su hijo(a).

Nombre estudiante: _____

Nombre apoderado: _____

Autorizo: Sí ☐   No ☐

Firma: _____

Fecha: _____