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**FOSTERING SPEAKING FLUENCY THROUGH THE
IMPLEMENTATION OF JIGSAW AS A COOPERATIVE LEARNING
TECHNIQUE.**

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1. Contextualization

This chapter contains the information about the institution where this research project was carried out, deeping on its PEI, values, and the way how this institution runs the English Language learning program, along with this, the information about the group of students selected for this research. (Ages, socio-economic characteristics, sex and language proficiency).

This research proposal has been carried out at Colegio Fundación Nueva Granada, this is a private school which is located at the northeast of Bogotá in Chapinero Alto neighborhood, it was founded in 2000 and it starts as a kindergarten institution, next it becomes a school with all grades for elementary.

To highlight this school complies with the policies established by the ministry of national education. Its Pedagogical foundation is based on a constructivist approach, also implemented in all levels the UBD (Understanding by Design) teaching a meaningful learning model that has provided significant outcomes. The values which support and guide the pedagogical practice in this institution are Autonomy, excellence, honesty, respect, solidarity, and tolerance. As additional

information, it is important to highlight its PEI as well. "Transformando personas vidas y familias para transformar la sociedad".

According to the English program established by this school, the English staff counts with 5 teachers who are those designated to run the EFL (English as a foreign language) classes at school. In light of the above, in primary, students have five hours per week, from sixth to eleventh grade, the students take eight hours weekly. In tenth and eleventh grades the students are divided into three levels (basic, intermediate and advanced), it has allowed getting better results in the institution in terms of academic goals. Furthermore, the physical resources of this institution are appropriated for the development of the academic activities, for example the English department counts with an English laboratory, which allows students to reinforce the knowledge with interactive tools.

The participants chosen for this action research study are the students of sixth grade. (Appendix A Consents forms) There are 16 students, but for this sample just 9 students were taken, 4 male and 5 females between 11 and 13 years old. All of them belong to a low social stratum, due to the lack of economic resources.

According to their language proficiency this group of students are in a basic level (Pre-A1) of speaking which according to the (CEFR) Common European Framework of Reference for Language, and according to the (ALTE) Association of language testers in Europe.

Its breakthrough level, which is the basic ability to communicate and exchange information in a simple way. In terms of speaking, this level refers to the ability to understand basic instructions or take part in a basic factual conversation on a predictable topic and ask simple questions of a factual nature and understand answers expressed in simple language. (Association of language testers in Europe, 2002, p. 9-10).

Furthermore, the reason why this group of students was selected is due to the lack of speaking fluency demonstrated in the development of English classes and evidenced in the diagnosis class run by the teacher-researchers. That is why the researchers consider this factor as an advantage to work with one cooperative learning technique in order to foster fluency to facilitate the learning process in this group of students.

2. Research statement

This chapter contains an overall view of this research, here the difficulty of a classroom issue is described and the evidence from the issue detected in the classroom are included as part of the need analysis (class observation, survey, diagnosis test of speaking). Based on the need analysis results, the research questions and the objectives of this research are located here as well.

This research statement is part of the need analysis implemented in the school Colegio Fundación Nueva Granada for students of sixth grade, we used a survey and a class observation taken through synchronic way (virtual session), due to the global pandemic we have to stay in a kind of preventive isolation.

The survey implemented (Appendix B students' survey) was focused on looking into the importance and interest by the students to get a better English level, also, it showed the strengths they have related with the speaking skill and the decision of the students for improving this specific skill. Besides which activities facilitate the learning process.

The outcomes of this survey (Appendix C survey analysis) evidenced that all of them are interested in having a better learning in a foreign language and this will be important or determining for their future. Then in terms of speaking skill most of them consider that they cannot introduce themselves with basic information, also, most of them think that it is difficult to make questions and answer about general topics, none of them believe to be able doing an improvise conversation, in addition, some of them can express their ideas but not spontaneously, furthermore, none of them organize their ideas at the moment to speak, on the other hand most of them consider that they can describe person animals or object with short sentences, as a key point all of them agreed that their English is not fluent at the moment to speak, but all of them think that they learn better and can be supportive working by groups. To conclude as a final observation of the survey all students answered that definitely speaking skill is the ability they want to improve and develop in a better way.

Another part of the need analysis was the development of a class observation which was run under the purpose to identify the level of the speaking of these students, in this class some activities focused on the speaking skill were done. (Appendix D diagnosis class)

First a warming up called Simon Says was run, here the students had to follow the teacher's direction to do a physical or spoken activity. Next a previous knowledge activity based on answering a set of questions in an individual way was done, here through a PowerPoint presentation the students participated in a contest in order to win some point per answer correct. Finally, a practice activity was run, here the students were divided in two groups and had to answer a set of open questions in a random way in order to identify the strengths and possible mistakes in the speaking skill. The tool used to do the practice activity was Baamboozle.

In order to deep in this need analysis, a diagnosis speaking activity was run by the teacher researchers, it was focused on analyzing four descriptors or micro skills of the speaking. These were; accuracy, fluency, pronunciation and lexical (vocabulary). in order to identify which descriptor needs to be supported according to the results of these groups of students. In addition, the parameters to analyze this information are established in an assessment rubric created by the researches (Appendix E speaking descriptors), this rubric is supported by the IELTS speaking band descriptors document and by the CEFR Common European Framework of Reference for Languages: learning, teaching, assessment document. (Council, B. 2012).

This rubric shows six levels or bands, for each descriptor, where the highest level (#6) is associated with the A2 level of the CEFR

Some findings were observed (Appendix F test results) as a group in this class video were:

The best developed descriptor was the pronunciation, its result was 30.8% and its average belongs to the band #4 of the assessment rubric, which established that the students speak slowly making some mistakes in the pronunciation without affect the meaning of the message. The accuracy was the second descriptor with better result, it was 26% and its average belongs to the band #3 of the assessment rubric, which set up that the students can make basic sentence forms with a lot of mistakes on it. Only memorized expressions trying to communicate a message. According to the lexical (vocabulary) it was the third better result with the 28.8% and its average belongs to the band #3 of the assessment rubric, which establishes that the students talk about basic topics with poor vocabulary and make mistakes at the moment to choose appropriate words related to the topic. Finally, the descriptor with the less result was the fluency, due to its result was 14.4% and its average belongs to the band #2 of the assessment rubric, which set up that students can manage very short and isolated words with much pausing to search for expressions.

As a conclusion it is possible to determine that the micro-skill of the speaking which evidenced more difficulties for this group of students in terms of learning was the fluency. And some of the most relevant findings according with the rubric of Assessment Speaking Descriptors (FLUENCY) were:

First, 55.5% of the students demonstrated that communication is not possible. It has very long pauses, that is why the language is not evidenced this description corresponds to the band #1. Also 22.2% of the students were in band #2 because they can manage very short and isolated words with much pausing to search for expressions. Finally, the 22.2% of the students were band #3 because they expressed the ideas with short pauses not using the fillers in speech, and cannot link the words in a sentence to express a basic message.

Based on the results of this speaking test, the current research will be focused on fostering speaking fluency in a group of students selected.

2.1. Research question

MAIN QUESTION

- How is the effectiveness of using Jigsaw as a cooperative learning technique to foster students' speaking fluency in EFL classes of sixth grade at Colegio Fundación Nueva Granada from Bogotá?

2.2 Objectives

GENERAL OBJECTIVE

- To determine the effectiveness of using Jigsaw as a cooperative learning technique to foster students' speaking fluency in EFL classes of sixth grade at Colegio Fundación Nueva Granada from Bogotá.

SPECIFIC OBJECTIVES

- To implement CL technique (Jigsaw) to facilitates the learning process in sixth grade EFL
- To determine how CL technique (Jigsaw) promotes speaking fluency in a sixth grade EFL.

3. Justification

This chapter contains the benefits for the participants involved in this research, and for the teacher researchers as well. Also, it shows the impact that this research provides to the educational community in terms of language proficiency for the speaking fluency according to the CEFR. Besides, this chapter relates the communicative competence with the theory established in the National education law, the National Bilingualism program and the standards in language proficiency.

According to the reason mentioned in the previous chapter, this micro project will benefit the students to improve communicative competence in a foreign language especially to reduce hesitation, to express coherently, using characteristics of the fluency to keep conversations and to express the ideas in a better and effective way, which is essential for the development of the social skills at school and as preparation for higher education , also to get new opportunities for future in terms of job, personal growth and intercultural change.

These aspects are interweaving with the purpose of the national bilingual program which establishes the necessity to learn another language to communicate in different contexts and be part of globalization from the educational institutions.

Additionally, this study is bound with the estándares básicos de competencia en lenguas extranjeras of Ministry of education working with those which are related with the communicative competence that corresponds to the purpose of this research project which promotes the develop of fluency in the speaking skill.

In terms of the educational community, the institution Colegio Fundación Nueva Granada has been working hard to implement strategies that allow the students to interact and communicate in

English language, due to nowadays the students are more focused on practice reading and writing skills. This micro project could benefit the institution evidencing how its students can communicate themselves in English language, besides students will improve their language proficiency that allows them to get a better level according the (CEFR) Common European Framework of Reference for Language, through the application of one technique of cooperative learning to develop the fluency at the moment to speak in English, letting aside the hesitation to speak and participate spontaneously in the foreign language, taking the mistakes as part of the learning process and involving students to work together in order to get a common goal.

To conclude. As teachers - learners we can acquire more techniques to teach and apply in different fields, environments or contexts with different populations. Besides, the gratification to identify students 'results in terms of the fluency development, which is very important to their learning process and to realize the increase of their speaking skill. Hence, the implementation of this learning process will allow the students to get meaningful learning for their lives and their future intentions to be a useful citizen in a society.

4. Theoretical framework

This chapter contains a set of studies which have some similarities and which are related with the topics and the theoretical foundations of this research. In addition, along this chapter the main theoretical constructs which establish the theory are explained and an analysis of them is shown to relate that theory with the purpose of this research.

4.1 Related studies

It is important to emphasize the contributions of other teacher researchers that found useful information for our project, that complementary results were outstanding to guide, clarify and work as a reference to develop this research.

Cahuana M. A. (2019). The Jigsaw cooperative learning technique as a resource to enhance confidence and fluency in English oral activities of students in 10th grade at INSTEC. Master's thesis, Universidad del Norte.

This project run in Institución Técnica Comercial de Sabana grande Francisco Cartusciello the population were students of 10th grade, the main idea of this project is provided inside the classroom the development of Jigsaw technique to acquire confidence, fluency and to promote an active role of the student in the fulfillment of this own learning process. At the same time, they share their knowledge to each other, Also the present study was analyzed with interviews for focus groups, oral artifacts and student journals.

It is important to highlight that all Jigsaw sessions were denoted the relevant improving fluency through the interaction of the groups, because every step of the activity had the open question of the readings that make the students participate and promote their oral production.

For this reason, this investigation shows the correct way to involve the Jigsaw technique with fluency to have a better oral interaction that carries an advance in terms of speaking skill. Another important fact is that cooperative learning-based strategy helped the students to build the knowledge and to support each other to speak spontaneously in order to participate. This source relates to the current research project, considering that it is also interested in work with small consistent groups to support their fluency at the moment to speak and to support the language learning process of the participants.

Torres, B. (2019). Fostering speaking skills through cooperative learning on 11th graders. Universidad Pedagógica Nacional.

In this study, the main idea is to analyze the implementation of cooperative learning techniques to foster speaking skill, the population was a group of 24 students between 16 and 18 years old from Rafael Bernal School of Barrios Unidos Bogota, the researcher analyzed the study through three instruments, field notes, students' outcomes and surveys. Firstly, it expressed that students did not participate actively in class, generating a non-productive English language class. Secondly, the idea was to help them to improve their fluency in order to speak without hesitation and pauses, this was supported through the team work where students tried to help each other to express their ideas with

better vocabulary, organization and coherence to be more effective and fluent in the foreign language.

This source relates to this study because the goal of this project is to develop the fluency in speaking skill and to get students more participative in their learning process. Moreover, this project shows the benefits of working with cooperative learning to foster some specific terms such as fluency and English learning. Terms which are related with this project as well.

Alamri, H. R. H. (2018). The Effect of Using the Jigsaw Cooperative Learning Technique on Saudi EFL Students' Speaking Skills.

Here the main purpose was to use the Jigsaw technique from the cooperative learning to promote the appropriate practice of vocabulary, fluency, accuracy and pronunciation during the oral task. This research was carried out at Prince Megren University and 28 female students were the participants assigned for this study. The data of this research was taken through some tests and to collect the data a tool called SPSS Version 21 was used. The most relevant information established in the findings showed that the implementation of the Jigsaw technique is an effective way to promote oral performance. Also, the technique encourages cooperation and interaction across the groups. Another important finding was the peer - correction between students especially during the expert discussion stage, due to they had to evidence an improvement in terms of fluency, accuracy and pronunciation through the support of each member of the group. In addition, in every stage this study applied six steps according to the theory of the Jigsaw technique, where students had to interact, share opinions and provide a group answer in a fluent way based on a question which allowed the discussion and the group work.

This project has a connexion with the current study having in mind the relevance to develop the Jigsaw technique to promote the speaking fluency in a group of students, deeping on the advantage to use the groups work to get a common goal through the cooperation, the peer-correction and the support to acquire the self-confidence to get a better communication.

Cortés M. P, Sánchez S. J. (2018). Enhancing the Speaking Performance and Interaction of A1 learners through Cooperative Learning. Master's thesis, Universidad de La Sabana.

The principal idea of the first research was to recognize the importance of enabling the opportunities to interact and develop the ability to speak in English and improve a knowledge in the language, the research took place in two different public institutions with 28 students of each one with A1 of English level. This study was analyzed by two procedures, statistical measures and the frame of the Grounded theory.

The researchers implemented the use of one cooperative learning technique Think-group-share to promote the interaction and increase speaking skills into the English class, in this project first, were used individual activities like monologues, descriptions, and dialogues. After that the conclusions were socialized through a group work to share their opinions, as a result, this research could define and describe the positive interaction between them getting meaningful learnings in the foreign language especially in terms of speaking skill.

That is why these findings are an important guide in terms of information to support our proposal because we also pretend the implementation of a different cooperative learning technique that provides the opportunity to be active learners enhancing the positive and effective development speaking skill.

Maldonado, I. M. P, (2011). Role of cooperative learning strategies in the development of 5th graders" speaking skills at George Washington school. Bogotá: Universidad De La Salle.

Here the main purpose was the development of three micro - skills of the speaking; accuracy, fluency and pronunciation in 35 students of 5th grade from George Washington School, through the implementation of four cooperative learning techniques. In this study two instruments were used by the researchers, the first one was two tests, one before the application of the cooperative learning techniques and the other at the end of the study, and a journal was developed as well with the purpose to show the performance of the students in each activity. The most relevant results established that the ability which students improved better was the accuracy, due to the organization of the ideas at the moment to speak, and the micro - skill which less developed was the pronunciation due to it was complicated for students to imitate a native accent.

According to the fluency, it says that although the group works cooperated to develop the fluency in those classmates with more difficulties to speak, some of them continue showing hesitation and long pauses in their speech. But not with the same level as the beginning. This study becomes important for this research having in mind that the application of the cooperative learning techniques in the intention of developing the fluency, is a good starting point to have in mind at the moment to run the activities proposed, due to the purpose of the objectives established in this research.

4.2 Main constructs

4.2.1. Speaking / Fluency

Having in mind that human beings interact with each other mostly in an oral way, the speaking skill is the most direct way to communicate the ideas and messages verbally, and nonverbally (gestures and signs). Also, speaking is the ability which helps to develop the other skills, (listening, reading and writing) taking into account that it allows increasing in the participants their vocabulary, their grammar and the way how they write. On the other hand, the development of the speaking skill is one of the most difficult aims that teachers and trainers have tried in the learning process of the foreign language, due to the fact that it has different components such as fluency, the pronunciation, vocabulary, grammar and accuracy, which integrated allows to get a real language proficiency.

Two of the main essential characteristics to develop the speaking skill are accuracy and fluency. The first highlights the precision of the language focusing on grammatical structures and the correct use of the vocabulary, while the second one highlights the ability to transmit messages, ideas and thoughts in a clear way without breaking the communication between the speakers. According to this research, the lack of fluency in the speaking skill for the participants, was evidenced in the result of the data analysis, even having part of the grammatical knowledge, they did not communicate in a clear way and the idea of what they wanted to transmit was not understandable at all, losing the communication due to the fact that they only expressed themselves through isolated words without coherence in their messages. (Council of Europe 2020) said that fluency is

“ability to construct utterances, despite hesitation, and pauses (lower levels); ability to maintain a lengthy production or conversation; ease and spontaneity of expression” (p, 146)

That is why it is important to know that fluency is a vital factor in the process of improving the speaking skill, maybe it is not the core or the foundation of this skill but definitely it worth to deep in the importance of communicating a message in a natural and coherent way. That is why, it is necessary to deep in the characteristics of the speaking fluency to identify and determine which of them would provide better tools to get a better and fluent speech.

Defining fluency as distinct from other aspects of oral proficiency repeatedly leads us back to temporary variables in the speech, such as speed, pauses, hesitation and fillers. It is speed and pauses which receives the greatest attention in the general literature of fluency. (Wood, 2010, p. 11).

In light of the above fluency is not just how fast people talk but, to what extent people use the language properly, with a good speed and avoiding hesitation and pauses in order to communicate the ideas and messages clearly and understandable for people around. In addition, working with fluency in the implementation allows to identify what are the best ways to get people involved to go beyond their common speaking rate, for example if the learners work with vocabulary and familiar context which have previously learnt it could be better than learning new topics to use at the moment to speak.

For this reason, this research determines to work with topics that students already knew previously, and in any way, these were familiar to them, this with the purpose to avoid a kind of grammatical approach and about the knowledge of new vocabulary but, that they could communicate with the words they knew using some of characteristics of the speaking fluency to improve their speeches in terms of spontaneity and coherence to transmit a clear message.

Here it is important to highlight that speaking fluency has different characteristics which allow the students to develop in a better way their speeches and the role of the development of fluency tasks, having in mind that they should ...

have the characteristics of involving no new language items, dealing with largely familiar content and discourse types, includes some kind of preparation or repetition so that speed

and smoothness of delivery can improve, and involving some kind of encouragement to perform at a faster than normal level of use. (Nation 2002 in Bassiouney 2010, p.238).

On the other hand, it is also important to identify those factors which make the learning of fluency as a micro skill one of the most difficult to learn, or at least to Improve when people try to get a good level of speaking and to establish an effective communication at the moment to express the ideas and thoughts. One of the variables most known in terms of fluency is the hesitation, which in words of Romero-Trillo (2008), covers (silent and filled) pauses, drawls, truncated words, repetitions as well as a representative selection of small words of hesitation which commonly appear in the literature. (p. 120).

Hesitation comes as a disadvantage in the speaking fluency when it is not well directed, guided and corrected by the speakers, that is why it is relevant to know how to deal with this variable which is most focused on patterns related with pauses and silences in the speech.

Another variable to deal with in the speaking fluency is the Speech Rate, which is related with the yearn for the quantity of information (words and syllables) you talk in a conversation in a fluent way and without interruptions. According to Grosjean 1980 in Götz (2013) “This variable is measured in words or syllables per minute and is obtained by dividing the total of number of words (or syllables) in the utterance by the total speaking time and multiplying the product by 60”. (p. 14).

Talking about the production of the speech, another variable are the pauses, which play an important role due to these avoid to communicate an idea in a fluent way because of the interruptions of the message and the ideas at the moment to speak. That is why it is important to clarify the differences between filled pauses and unfilled pauses. Gut 2009 in Götz (2013) said that “unfilled pauses are defined as silence or the occurrence of non-speech acoustic events such as breathing and noise, whereas filled pauses consist of non-lexical fillers such as “uh” and “erm” and elongations of sounds.” (p., 18).

Other relevant variables are the adequate use of fillers, which are words, expressions and sounds that speakers should add in those pauses and silences that occur at the moment to speak. According to Edwards et al., (2012) Generally, speakers insert “ums,” “ush,” “likes”, and “you know” to fill a pause or gap between words or thoughts. Silence can be uncomfortable for speakers, so we seek

to reduce it. (p.376). In this sense, the use of the fillers in this research is a good way to make the speech fluent, due to the pauses and the silences are replaced by specific words or sounds that allow getting time to join the ideas and the thoughts of the speaker.

After to look into the different characteristics belonging to the speaking fluency, this research is focused on develop the fillers, taking into account that this research seeks that students speak naturally, the use of the fillers allows the students to express spontaneously due to the fact that these are words of easy learning which become recurrent when are adopted in the speech and allow a fluent expression in the language as well.

4.2.2. Cooperative learning

Another construct which makes part of the foundations of this research is cooperative learning. This approach generates spaces of interaction to the learning of the second language into the classes, also, it empowers the students to be part and constructors of their own knowledge with the guide of the teacher. The key language of this approach is based on getting results under a common goal as a group, which must be gotten under the effort, the cooperation, and the continuous communication of the participants. Here each one of them works under autonomy and with some particular tasks into the groups which avoid any prominence of only one participant. This approach has been recognized in this way for different authors and some of its principles are:

Cooperative learning is a concept which in the education system allows social learning, active interaction and helps the students to know contents in actively way According with (Johnson, Johnson, & Holubec, 1999) “Cooperative is the instructional use of small groups to which students work together to maximize their own and each other’s learning” (p.,5).

When cooperative learning is applied in classrooms the students are in small groups to have the possibility to discuss their ideas, clarify their thoughts and assemble together the new knowledge to get a common goal, Clearly this it is the best option for this research at the moment to build up the knowledge, due to the fact that it allows to join the students with different abilities which can share with their classmates and advance in a same direction. Into the need analysis ‘results it could

be evidenced the interest of the participants to get involved in the development of the group activities having in mind that these are not recurrent in their learning methodology.

As Agarwall (2011) said “each member of a team or group is responsible not only for learning, what is taught, but also for helping teammates to learn, thus creating an atmosphere of achievement” (p.22) Also Slavin (1987) in Williams (2002) suggested that “cooperative learning occurs when instructional methods enable students to work and learn in small heterogeneous-ability groups. When this happens, cooperative learning is able to lead students into the “social power of learning” (p.,3). It means that the implementation of this approach in this research allows students to participate and involve in different activities with the purpose to strengthen social and communication skills which provide them to interact in groups always looking for the fulfillment of their groups learning, also, being part of a group and promoting the social contact, the communicative abilities like the speaking fluency are developed in a better way.

Having in mind that the need analysis showed that the least developed skill was the speaking fluency due to the lack of interaction and the group work, which generate more active and motivating environments for the participation in the development of a second language. For this reason, this research intends to make these spaces possible through the use of a technique of the cooperative learning which provides the interaction. As Benek, I. & Bezir Akcay, B. (2019) said that a part of the features of CL this count with several techniques that teachers can apply inside the classrooms to motivate students with different group work activities. “These techniques include various application differences along with being dependent on basic principles of cooperative learning such as positive commitment, face-to-face supportive interaction, equal opportunity for success, social skills, group awards, individual and group assessment. “(p., 683).

On the other hand, cooperative learning includes the role of the teacher that is a facilitator in the group work, just as, Davidson and Worsham (1992) in Davidson, N., & Major, C. H. (2014) suggest.” Teacher takes an active role, circulating from group to group, providing assistance and encouragement, and asking thought-provoking questions as needed. In each type of small group learning, there are a number of leadership and management functions that must be performed” (p. 14) It means that along the development of the workshops the teacher has the responsibility in the class learning environment with materials, techniques, questions, observations, feedback in other words a guide to acquire a new learning group.

4.2.3. Jigsaw

Within the investigation of several cooperative learning techniques, the teacher researchers decided to choose the Jigsaw as the one to promote fluency in the group of students selected. Taking into account that the need analysis showed that the greatest need of the participants is focused on improving their speaking fluency, the Jigsaw is a technique that develops and allows an effective interaction through group work, since it not only maintains communication within of a specific group but that allows the participants to go from group to group sharing vocabulary, knowledge and the construction of specific activities, that not only promote support and positive correction, but also allow to demonstrate the achievement of a common goal through of the interaction.

In other words, this technique allows students to interchange communication about different topics involving each student of the group to get a common goal or learning (Ulrich & Glendon, 2005) given appropriate definition “This technique promotes several critical thinking concepts. Initially, students must prepare individually, learning facts, analyzing the theory, and explaining their ideas and interpretations of the theory to others” (p., 46). Also, Aronson et al, 1978 in Smoke (2013) “The Jigsaw Classroom is a very structured technique. Its Unique factor of necessary interdependence amongst students makes this a unique learning methodology, and the process increases the dependencies between students to take an active part in their learning.” (p., 301)

The need analysis survey showed the interest of the students for improving their speaking skill since for them it is an important skill that is not being developed inside their classrooms and that in their opinion it will be useful for their academic future. For this reason, the teacher researchers took into consideration a lot of cooperative learning strategies to improve this need, As a conclusion of the Jigsaw is the technique that offers various benefits, among them; more time of interaction between students, a good learning environment that increase the level of confidence between the participants, and at the same time set the student as a constructor of their own learning, leaving aside individualism and competitiveness to give way the respect and group support inside the groups.

This technique has features and steps to put in practice inside the classroom.

Aronson, E. (2016) provides to use Jigsaw inside the classroom in 10 steps related next. Step one makes groups with students, step two selects one student as a leader, step three divides the lesson content in the participants, step four gives the subtopic allows the student to learn the content to explain it later, step five lets the student internalize the new knowledge. Step six put the students with the same topic together to discuss the topic, step seven sends the students to the Jigsaw group. Step eight is where each student teaches, shares their ideas and understanding. Then in step nine go to all groups and observe the process. And finally, in the step 10, prove the new knowledge through the implementation of a quiz material. To complement other authors, give a great description of this technique:

The number of "chunks" is equal to the size of the groups, which is approximately 4 to 6 members per group. Each member studies the information with the members of other groups who have the same chunk of information assigned, in the process, members from each group become an expert on their information chunk. Finally, the experts generated from this process go back to their home groups and ensure that the other members within their group disseminate this expert information. At the end of the unit of study, all the students are assessed on the information which they should have learnt as part of this course. (Manoj Apte and Asawari Bhave-Gudipudi 2020, p.292).

It should be noted that all the steps of the Jigsaw technique are important and are taken into account during the implementation stage, respecting the times for each one, due to the fact that all of them work as a gear for the fulfillment of the activities proposed. And even more when each one of them allows a guided and sequential process to get a common group goal.

5. Research design

This chapter contains the type of study to carry out (action research) and how its cycle is interwoven with the information of the research in the implementation stage. Also, here it shows the description of the instruments and techniques to collect the data.

5.1. Type of study

As the type of the study to carry out the implementation stage, the teacher's researchers selected Action research, taking into account that action research is an appropriate concept for a pedagogical and educational context, it transforms the methodology of the classroom in a better way, is participative and improves educational practice through the implementation of ideas to solve a problem situation.

Having in mind that this research proposal arises from a specific problem which has been established before, it should be noted that in words of Stringer 2007 in (Martella, Nelson, Morgan, & Martella, 2013) "Action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives." (p.580). For this reason, is a good alternative to work with, due to Its advantages to apply in the classroom, for example, it lies with the teacher interest, it focuses on how to work better with a particular group on a particular setting, it is focuses on the process of the research itself and mostly because it works with a particular research cycle which allows the teacher researchers to organize and follow some steps in order to identify, develop, improve and consider different alternatives in its process.

This type of study guides the (6) workshops that were implemented in this research and through the activities developed for the sixth-grade students, for this project were taking into account the four moments of Action research. According to Clark (2012) the action research moments are "• Plan a change; • Take action to enact the change; • Observe the process and consequences of the change; • Reflect on the process and consequences; • Act, observe, & reflect again and so on." (p.11).

For this project the PLAN MOMENT emerged from the surveys of the need analysis and from the class observation run by the teacher researchers, here the problem was identified and it is from here that this research has its starting point. In the ACTION MOMENT, the actions to provide different solutions were determined; The development of (2) cycles along the implementation stage. Into each cycle (3) workshops were developed following the ten steps of the Jigsaw technique, It is important to highlight that at the end of each cycle it was done (1) evaluation and (1) survey with the purpose to strengthen the following workshops. The OBSERVE MOMENT, was based on the collection of the data and analysis of the information. Finally, the REFLECT MOMENT, was based

on the final results, the possible improvements for the research were analyzed and the suggestions for the next implementations were created.

The biggest part of the results obtained in this research are of qualitative nature, nevertheless, it must be noted that to clarify the ideas and some data, this project was supported by the development of some graphics

5.2. Type of data to be collected

The data to be collected is based on a qualitative approach, keeping in mind that one of its purposes is to identify the outcomes of the participants through an interpretative and descriptive way, qualitative research also supports this purpose due to its implication to identify a specific problem, individuals and the understanding of behaviors in participants at the moment to carry out the research proposed that is why it is important to highlight that:

Qualitative researchers are frequently concerned with discovering which factors tend to produce some outcome, or what the typical consequences of some event or type of action are, and they seek to do this through describing in detail changes in a small number of cases studied over time. (Hammersley, 2013, p.14).

5.3. Data collection instruments

This research seeks to foster the communicative competence (speaking fluency), it is necessary to implement data collection instruments that allow to evidence from different perspectives the technique used in the implementation. For this purpose, this research will carry out its data collection through three qualitative instruments.

5.3.1. Video recordings

Taking into account that the evidence of the communicative part must be taken from the spoken interaction, there is no a better instrument than video recording since they allow to demonstrate the naturalness of the students in their interaction, as well as the progress they may have during the development of classes in terms of speaking fluency

In all investigations where it is necessary to observe the behavior and the progress of a communicative skill (speaking), professional researchers use video recordings and analyze them through transcripts with the purpose of documenting in written form what is observed in the videos. These transcripts will establish the progress of the students, the effectiveness of the technique and the use of the language tools provided for the improvement of speaking fluency.

It is important to say that Audio and Video are used according to Burns (1999) “to secure learners’ responses to discussions of learning strategies; to record small group interactions on different types of classroom tasks. “(p. 94). Related to this study this instrument is used to record the production of the speaking fluency, next from these videos the researcher will get the transcription in written way to obtain the evidence in order to analyze the results, these video recordings are done in all sessions of the class.

5.3.2. Interviews

With the purpose to identify the view point and the perception of the participants according to the experiences acquired during the implementation stage, here three qualitative surveys are developed, each one of them under a common goal; to identify student’s opinions, experiences and perceptions from the implementation done.

Seidman (2019) said “It is important to determine that it is a powerful way to gain insight into educational and other important social issues through understanding the experience of the individual whose lives reflect those issues.” (p. 13). For that reason, it is a useful tool to determine the expectations and outcomes of the participants. In this study these are developed following the next order:

The first one is the previous implementation one, it is developed as the starting point to identify the importance that participants provide to the learning of the second language, their interests and the intention they have to improve their current language level

The Second one is developed at the moment to conclude the first cycle of activities under the purpose to identify the perception of the participants related to the improvement they are having in their English level and their acceptance to the technique selected.

The third one is developed at the moment to conclude the second cycle of activities with the purpose to analyze the effectiveness of the technique used under the opinion and the perception of the participants.

5.3.3. Field notes

Field notes are used in this study to fill out by the researcher what happens in each class according to the development of the characteristics of the speaking fluency, also, if the students support each other to build up the language learning process into the cooperative group works, and to fill out if the technique of the cooperative learning chosen is working to improve the fluency in this group of student, this with the purpose to organize the technique and to do the necessary adjustments for the coming sessions.

In the words of Patton (2014) “Field notes also contain the observer’s own feelings, reactions to the experience, and reflections about the personal meaning and significance of what has been observed.” (p. 388). It is important to highlight that the field notes are developed to each participant at the moment to conclude each class, this with the purpose to obtain a better individual vision of the advance for the participants according to the main goal of this research.

6. Instructional design

This chapter contains the approaches which become the core of the theory for this research, also, here the objectives of the pedagogical design are established along with the syllables proposed which shows the organization about the content of the lesson plans and the sequence of its activities, besides the roles of the students, teachers and the materials are explained in a pedagogical context as well. Closing this chapter, it can be evidenced an example of one of the lesson plans proposed for the implementation stage.

6.1 Approach

6.1.1 Cooperative learning

It is an approach which involves social skills like interaction and communication in order to learn how to work effectively in a group and how to participate actively to get common goals as a group, highlighting each participant as the Main character of his learning process supported by the cooperation, suggestions and feedback provide by the others participants (classmates). In addition, this Approach promotes the learning advantages to work as a group but not leaving aside the importance to keep the individual contributions and to enhance the self-confidence to participate having in mind the mistakes as part of the learning process.

Cooperative learning promotes greater ability to take the perspective of others (an important thinking skill in social studies); in the group setting, one's thinking is monitoring by others and has the benefit of both, the input of other people's thinking and their critical feedback. (Cohen & Lotan, 2014, p.16).

Furthermore, cooperative learning is an approach which is guided by the teacher or instructor with the purpose to support the effective students' interaction in the discussions and activities established. In this sense, the students will never feel alone while they are learning because they can count on their classmates and the supervision of the teacher to fulfill the goals proposed in each activity. Also, when the participants interact in the groups, they have more opportunities to communicate their thoughts and ideas feeling comfortable in having mistakes due to the fact that at the end all members have to look for a solution or agreement to give an answer as a group.

There are more possibilities for fluent speakers to tailor speech and interactions so that they can be understood by the less-proficient speaker. Even when all students in a group lack fluency in English, the students will correct one another and attempt to fill in the gaps of their understanding by repairing and rephrasing what their partner says in order to come to agreement. (Cohen & Lotan, 2014, p.18).

6.1.2 Communicative language teaching (CLT)

It involves all the components to acquire an efficient communicative competence, components such; grammatical, discourse, functional, sociolinguistic and strategic. Also, this approach provides productively and receptively unrehearsed context to handle situations of real life. It also helps to develop interaction between students and teachers even if the mistakes take part in the learning process. In other words, (McKenzie-Brown P ,2012) " Students can learn nonverbal communication to interact more effectively. Part of the communicative competence is use of proper register. Interactive pair work or group work facilitates learning through communicative activities".

6.1.3 Jigsaw

The Jigsaw as technique of the cooperative learning, is the foundation for the design of the lesson plans of this research, in other words, each lesson plan developed consists on the ten steps of implementation for the work in groups established in the theory of the technique, according to Khine et al. (2019) in Istiqomah et, al (2021) said that in this Jigsaw learning there are groups of origin and groups of experts. The home group is the parent group of students whose members are students with various abilities and backgrounds. Expert group is a group of students consisting of members of different origin groups and assigned to study and explore certain topics and deliver tasks related to the topic to be explained to the home group.

Each activity proposed in the steps of the technique is focused through the development of the speaking fluency, supported by the interaction of the students and the guide of the teacher`s researchers in different groups work, therefore, each step of the lesson plans was focused in the development of the speaking fluency following the order that the technique demands for its implementation.

6.1.4 Objectives of the pedagogical design

By the end of the six 6 workshops students will be able to:

- To express ideas, answers and opinions in a coherent and fluent way
- To use the Jigsaw technique participating actively in the construction of a knowledge

- To improve fluency through the use of the fillers into the oral production
- To exchange information and ideas in groups to get a common goal
- To describe with an oral presentation the topic proposed in the activities.

6.2 Syllabus

The idea is to foster fluency in students through Jigsaw technique, and what determined that this research proposal chooses a linear format as its syllabus. This research requires that students follow a sequence of topics given in a specific order to evidence a final product of language learning. Dubin & Olshtain, 1986 (1986) said “When designers utilize it, issues of sequencing and grading are of paramount importance. Linguistic and pedagogical principles determine the order in which items will be presented.” (p. 51).

It is important to highlight that first, the information presented in the syllabus chart is articulated with the standards of the ministry of education for sixth grade, and second, with the curriculum established in the Colegio Fundación Nueva Granada therefore the topics, lexical and goals which appear there are going to be develop by this study (*Appendix G syllabus*)

6.2.1. Role of the teacher – researcher

Having in mind that the researcher of this research proposal is the teacher, He will collect the data and He will develop the pedagogical intervention with the participants, is consequent to say that his role is participant observer, in addition the teacher researcher of the Jigsaw must supports the process in the steps of the technique as a guide for the participants to clarify doubts about the implementation of the technique and about particularities of the language.

To have a clear idea of this role it is important to determine that according to (Waller, Farquharson, & Dempsey, 2015) when the researcher participates in the activities of the study, it is called participant observation, and that is why the researcher obtains a deep perspective about the activities. In addition, Symon and Cassell (2012) indicate that “While the researcher fully participates in the social situation, they also disclose the observational objectives to the other

participants, making it known that the development and cultivation of relationship with the participants is for the purposes of the research”. (p. 298).

6.2.2. Role of the student

Taking into account that this research project is based in the development of speaking skill (productive) is necessary the active role of students to internalize and share the new language learning. It means that the student is an essential part of the class, is the center and is responsible to interact with the purpose to have a better understanding.

The role that the student develops into the Jigsaw technique in each group, makes him an active piece of the Jigsaw, having in mind that each integrant has particular information that allows the complement of the group and consequently the fulfillment of the activities. In other words, the Jigsaw technique according to Istiqomah et, al (2021) providing opportunities for students to find their own concepts and ways of solving problems, giving students the opportunity to create creativity in communicating with their group of friends. (p, 3)., so the participants work and learn together to get a common objective, they become experts of several topics in terms of language learning for that reason all students have to be the owners of the learning process of course with the teacher guide

6.2.3. Teaching materials

According to the materials selected in this research study, it is important to highlight some of their roles or purposes to carry out previous, during and after the implementation process. For example, the use of a survey through Google forms allowed us to identify how they feel according to their perception of the language and what ability they would like to improve in their learning process. Also, three speaking tests developed through a class observation by “meet” tool, allowed the researchers to establish the real needs and advantages this group of students have in terms of speaking skill.

Another material used in the proposal are 6 workshops with several interaction activities based in Jigsaw technique, all of them with different resources found in web 3.0 such bamboozle, wordwall, emaze, genially, padlet among others. All teaching materials will allow the implementation of this project and promote the guide for the correct development of this research.

6.3 Procedure

6.3.1. lesson plan model

This research procedure proposes six workshops with ten-phases process based on Jigsaw technique, whose main aim is to enable the oral interaction through group work activities facilitating the development of the fluency as a micro skill of the speaking.

These lessons will determine teachers' researchers to the correct use of a Jigsaw technique promoting the group work and the oral interaction to get the common goal which is expressing their thoughts and ideas in a fluent way. The lesson plans will be developed in 60 minutes, it is important to notice that all the steps of the technique are implemented in each class., but more time was assigned to those steps (6, 8, 10) which generate interaction in the class, having in mind that the development of the speaking fluency is the priority for this research.

According to the procedure of the Jigsaw technique, each lesson plan is divided in 10 steps developed in the next way:

First, the teacher explains briefly the whole activity to the whole group (general group).

Second, the teacher divides the group (nine students) in three groups of three students (Base groups).

Third, in each base group the teacher provides a discussion question or a warm up activity which generates discussion, next the teacher will divide the topic in three segments, one for each student.

Fourth, through some links of videos an online presentation, the teacher delivers the segments to each student, e.g. Physical description, personality description and likes. In addition, Each segment has a filler. Next the teacher provides time for the students to become experts with the information.

Fifth, the teacher provides one example per segment involving the information given with the filler proposed.

Sixth, the teacher joins the 3 experts of the same segment in three new different groups (Experts groups) in order they discuss and interact the information learnt and how to use the fillers into a description. Next each student must do his/her own description using the filler. For example: Let's see, I am tall, I am thin, I am handsome, uuh... I have short hair; I have a big mouth and round face. Next the expert group has to prepare the way to explain this information to the base group.

Seventh, the teacher returns the students into the base groups compound at the beginning of the lesson.

Eighth, the students in the base groups teach one by one to their classmates the topic learnt in a clear and fluent way using the fillers. For example: In the expert group I learnt how to describe the personality of a person, E.g. Let me think, I am Friendly and helpful, I am not bored, eh... I am a very talented and happy person.

Ninth, the teacher moves group to group observing the oral interaction and the use of the fillers clarifying possible doubts.

Tenth, students develop a final activity as a group, for example, they construct an oral presentation for the whole group (general group) applying the topics previously learnt.

In light of the above, all the steps of Jigsaw implemented in the lesson plans are permeated by the four moments of action research following the next cycle:

PLAN MOMENT: Here, are related the steps from the #1 to the #5 of the Jigsaw technique, where the teacher provides the general explanation of the topics to run and gives the resources (links, presentations, virtual flash cards, slides, videos and audios) which contains the vocabulary, fillers and the topics of each lesson plans and which work for the participants to interact with the language into the group works.

ACTION MOMENT: Here are related the steps from the #6 to the #8 of the Jigsaw technique, where students through the group interaction develop the speaking activities proposed (self-introduction, descriptions, routines, among others). All of them focused on generate participation, self and peer assessment and fluency under the support of the fillers.

OBSERVE MOMENT: Here, are related the steps #9 and part of the # 10 of the Jigsaw technique where the teacher observe how the groups develop their final tasks (oral presentations) and next He analysis the development of the speaking fluency thorough the use of the fillers, the vocabulary and the topics.

REFLECT MOMENT: Here, it begins since the step #10 where the teacher based on the presentations provides the feedback to the general group and next the field note of the class must be done writing the possible improvements and adjusts for future lesson plans. Giving a new starting to this cycle.

Table 1. Lesson Plan

Name of the class: Personal description School: Colegio Fundación Nueva Granada Teachers researchers: Jhon Jimenez Sua / Viviana Estefanía Castillo Grade: Sixth Timing: 60 minutes INTRODUCTION AND RATIONALE: This lesson will determine teachers' researchers to the correct use of a Jigsaw technique promoting the group work and the oral interaction to get the common goal which in this case is to provide a personal description in a fluent way.		
Target vocabulary Physical adjectives: Tall, short, fat, thin, handsome, beautiful, strong, long, big, small. Personality adjectives: Friendly, relaxed, happy, funny, angry, bored, helpful, kind, talented, confident. Verb to Be: I am/not, He is/not, She is/not.		
OBJECTIVES	LANGUAGE:	Students will be able to use verb to be and adjectives to describe people.
	COMMUNICATIVE:	Students will be able to describe the physical appearance and the personality of people

CL TECHNIQUE JIGSAW	DESCRIPTION	TIMING	MATERIALS
STEPS ONE and TWO	The teacher will explain the steps to develop along the whole activity next, the teacher will divide the whole group of 9 students in three Jigsaw groups (base groups).	5''	
STEP THREE	The students will introduce themselves with their most relevant information. (Name, Age, likes), after that, the teacher will provide the next question; how do your teacher look like? In order that the students interact, discuss and answer as a group. Next, the teacher will divide the lesson in three segments: 1. Physical description 2. Personality description 3. Likes All segments will include lexical and non-lexical fillers to use at the moment to share their ideas.	8''	SLIDES Virtual Flashcards

STEP FOUR AND FIVE	The students will watch a video about the use of the fillers, Next the teacher will assign one segment for each student which will be learnt having in mind the visual aid. Next the teacher will provide a few minutes to become expert with the information. Finally, each student must provide one example where they involve the filler with the topic. .	10"	Slides Pictures Information about pronunciation
STEP SIX	The teacher will join the 3 experts of the same segment in order they discuss and interact how to use the fillers into a description. Next each student must do his/her own description using the filler. For example: Let's see, I am tall, I am thin, I am handsome, uuh.. I have short hair, I have a big mouth and round face.	12"	Whiteboard
STEP SEVEN AND EIGHT	The teacher will return the students into the base groups compound at the beginning of the lesson. Next they will teach their classmates the topic learnt in a clear and fluent way using the fillers. For example: Let me	15"	Sheets Slides

	think, I am Friendly and helpful, I am not bored, eh... I am a very talented and happy person.		
STEP NINE	The teacher will move group to group observing the oral interaction and the use of the fillers clarifying possible doubts.		
STEP TEN	Students will develop an oral quiz as a group, they will construct a description of a character following the next directions: FIRST: Watch a video proposed by the teacher, SECOND: Discuss and create the description of the character established by the teacher. THIRD: Divide the information of the character between all the integrants of the group and make an oral presentation to the whole class. Having in mind the next questions. What is his/her name?	10"	Video of the character

	How does he/she look like?		
	What is his/her personality?		
	What does he/she like to do?		

Own elaboration sources, 2021

7. Data analysis

This chapter contains the descriptions about how the technique was implemented and how the data was collected through the instruments selected for this purpose. Some samples of the instruments used during the implementation are shown as well. In addition, here is described how the findings emerged according to the analysis of the information collected along the implementation stage.

7.1. Implementation and data collection

The implementation of the Jigsaw technique was carried out with the purpose to identify how the students get more speaking fluency through the development of the virtual classes proposed. For this purpose, it was necessary to implement two cycles, each one of them compound by three virtual sessions and one evaluation class per cycle. Each session was run with different topics and activities such as *adjectives, countries, nationalities, city places, professions, connectors and most of the activities were open questions to generate discussion in order to create long answers to evidence the use of the vocabulary and speaking fluency*, but always interweaving focused on the group work to get a final speaking product.

Therefore, the implementation carried out was followed by the next four steps, which are permeated for the action research keeping in mind that it has the same cycle of the action research.

7.1.1. Step #1: preparation

Having in mind that this learning strategy was implemented during the pandemic time, it must be developed 100% in a virtual way, in this case the researchers chose the meet platform to divide the groups work, to generate a better communication between the participants and to guarantee the recording of the virtual sessions with the purpose to identify the speaking interaction of the

students. Secondly, it was establishing the necessity to implement two cycles each one with three virtual sessions and one evaluative class to identify the advance in the speaking fluency.

Finally, it was established as well, that the evaluative process must be compound by three parts: Group assessment, which was carried out at the end of each virtual session, Individual assessment, which was carried out in two evaluative sessions at the end of each cycle (after the three classes) and two surveys, each one at the end of each cycle with the purpose to evidence the perspective of the technique developed by the students.

7.1.2. Step #2 explanation

For this step it was necessary to run an explanation class which was divided in two stages, first the students were trained about the use of the Jigsaw technique through the virtual platform Meet, there, they had to identify three different groups in three different links, general group, base group and experts' group. The teacher researchers showed the examples and took each student to their correspondent link where they belong with the purpose that in further classes, they had autonomy to move between the links and the groups according to the activity proposed.

The second stage of this step was to identify the knowledge about the vocabulary that students had according to the topics they were going to learn after, it was developed through some competition activities and an online tool to interact in a speaking way.

7.1.3. Step #3 implementation

The implementation was based on the ten steps that involves the Jigsaw technique for each one of the virtual sessions in the next way, all the steps were implemented but a bigger priority was given to the steps 6, 8 and 10, which are where the interaction is generated.

#1: The teacher gathers all students in a group and calls it “general group”, here the directions are provided to be followed along the whole virtual session.

#2: After the directions the teacher divides the general group (9 students) in three groups of three students and calls them “base groups”, here the students receive a link and go to the base group.

#3: In the base groups the student has to participate answering as a group an open question provided by the teacher with the purpose to interact and discuss the possible answer. After that, the Teacher divides the Lesson in three segments or sub-topics

#4: In the base groups the teacher provides the information of the three subtopics for the three students through a presentation or a video, next the teacher provides some minutes for students to become experts in the sub-topic they were assigned.

#5: After the students have become experts in a specific sub-topic, the teacher provides to the students a new link to gather the three experts of the same topic in a new group and calls it “experts group”. Here the students have to discuss what they watched in the video or presentation, sharing vocabulary and information learnt, next they have to support themselves to prepare a speaking presentation to explain what they learnt and discuss in the expert groups, from the greeting until the farewell.

#6: In the expert groups the teacher asks for students to come back to their base groups and provide some examples about how to run their speaking presentations

#7: In the base groups each student has to teach or explain to the classmates the sub-topic learnt providing an example which involves the vocabulary exposed in the expert groups.

#8: The teacher moves group to group observing the oral interaction and clarifying possible doubts.

#9: In the base groups the students have to prepare as a group a final presentation for the general group where they involve the three sub-topics learnt and following the directions of the teacher.

#10: The teacher asks for students to gather in the general group and there all the presentations of the base groups are listened to in order to evidence what the final product is. This final step is the evaluation one and it is here where the feedback is provided and the suggestions are given.

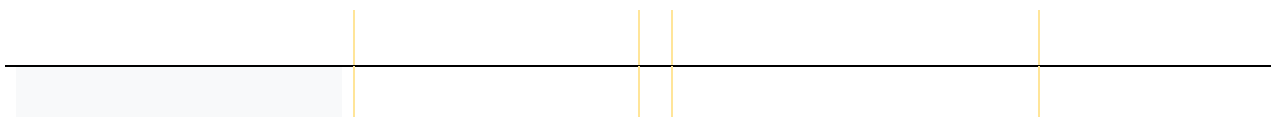
7.1.4. Step #4 evaluation

For this step it is necessary to divide the Evaluation process in three stages:

- **GROUP ASSESSMENT:** It is developed at the end of each lesson. (six totally) Here the students just get ready for a final speaking presentation or product where they evidence the group work they had during the virtual class and the use of the fillers and vocabulary proposed in the activity
- **SELF EVALUATION:** It is developed at the end of each cycle. (two) Here the students in an individual way have to present a final product guided by the teacher researcher where they gather the most of the vocabulary and the fillers learnt before. It is important to highlight that this final speaking product must be said with no previous preparation, they just hear the teacher's direction and have really few times to get ready for their speeches.
- **FINAL CYCLES' SURVEYS:** It is developed at the end of each cycle (two) Here the students have to fill in the surveys clarifying their perspectives about the learning process through the use of the Jigsaw technique. It works to evaluate the technique at the end of the cycles and to correct some possible mistakes for the next virtual sessions.

Table2. Number of participants and date of the classes.

Name of student	# participants	# class	Date of the Class
César Agatón	Participant #1	DIAGNOSIS CLASS	September 16
Danna Castillo	Participant #2	EXPLANATION CLASS	September 27
Hanna Malaver	Participant #3	FIRST CLASS	October 4
Juan José Morales	Participant #4	SECOND CLASS	November 6
Juan Camilo Bermúdez	Participant #5	THIRD CLASS	November 10
Luna Carvajal	Participant #6	FIRST EVALUATION	November 12
Valeria Ladino	Participant #7	FOURTH CLASS	November 20
Santiago Espinoza	Participant #8	FIFTH CLASS	November 23
Samantha Guatame	Participant #9	SIXTH CLASS	November 24
		SECOND EVALUATION	November 25



Note: In the left side, there are the participants and their numbers to interweaving in the transcripts of the data analysis, in the right side, there are the dates of the classes implemented.

Own elaboration sources, 2021

7.2 Categories

The procedure through the data is going to be analyzed in the implementation stage will be through Categories, which allow to establish the information more detailed and in an organized way.

The development of a set of categories allows the data to be organized through a variety of different distinctions. Data within each category can then be compared. If necessary, further distinctions can then be drawn within each category to allow for more detailed comparison of data organized within a set of subcategories. (Dey, 2003, p.102).

To notice, the procedure of the categories belongs to the qualitative data analysis and it is focused on compare the before and after of the implementation stage based on the speaking performance of the participants.

Here in this chapter the teacher-researchers show the way to analyze and interpret the data collected, to be clearer they found 2 categories, and 4 subcategories completely related to the objectives of the research. The result of the observation of each category is supported by the transcripts of the participants in the classes, field notes of the teacher researcher and perceptions of the participants.

Table 3. Categories to be scrutinized

<i>Category 1</i>	<i>Subcategory</i>	<i>Subcategory</i>
1. Jigsaw technique enhancing fluency.	1.1 Students use <i>the fillers</i>	1.2 Students increasing the use of new vocabulary
<i>Category 2</i>	<i>Subcategory</i>	<i>Subcategory</i>
2. Jigsaw technique encouraging English use.	2.1 Students get more <i>self-confidence and initiative</i>	2.2 Students evidence <i>group support and peer-assessment</i>

The categories above are based on the purpose to answer the research question: How is the effectiveness of using Jigsaw technique to foster students' speaking fluency in EFL classes of sixth grade at Colegio Fundación Nueva Granada from Bogotá?

Own elaboration sources, 2021

7.2.1 Analysis of the categories

These two categories were identified to give punctual results for the research question *How is the effectiveness of using Jigsaw technique to foster students' speaking fluency in EFL classes of sixth grade at Colegio Fundación Nueva Granada from Bogotá?* Along with the three main categories some other sub-categories appeared to support the results obtained in the analysis process.

7.2.1.1 Category 1: *Jigsaw technique enhancing fluency*

In this category the students evidenced the ability to use their speaking skills to have a better fluency at the moment to communicate their ideas.

- ***Subcategory 1.1: Students use the fillers***

In this subcategory students use the fillers to express their ideas easily and spontaneously at the moment to speak, also, this category tries to evidence if students can speak more fluently from the basic answers to the difficult ones even having some mistakes which belong to the learning process.

The fillers were taught in a sense where students could apply them in any interaction, they had along the implementation stage and in different steps of the Jigsaw technique. Basically, the fillers were transmitted first in an explanation way by the teacher researcher, next the students had to use and interact with the fillers in the activities proposed into the group works and finally in the evaluation stage they had to involve the fillers in their speeches to identify if they demonstrated more fluency. In this sense it is important to highlight that,

Filled pauses and adverbial fillers no doubt provides thinking - space to proceed with constructing the message, but by the same token underscore its segmentation. They are also expressive in their own right, and fulfil significant strategic and interactional functions. (Guillot 1999, p.109)

The way students used the fillers was started in the first class of the first cycle, it is important to highlight that two groups of fillers were taught, lexical and non-lexical fillers. The process of how fillers were transmitted was the next according to the steps of the Jigsaw technique.

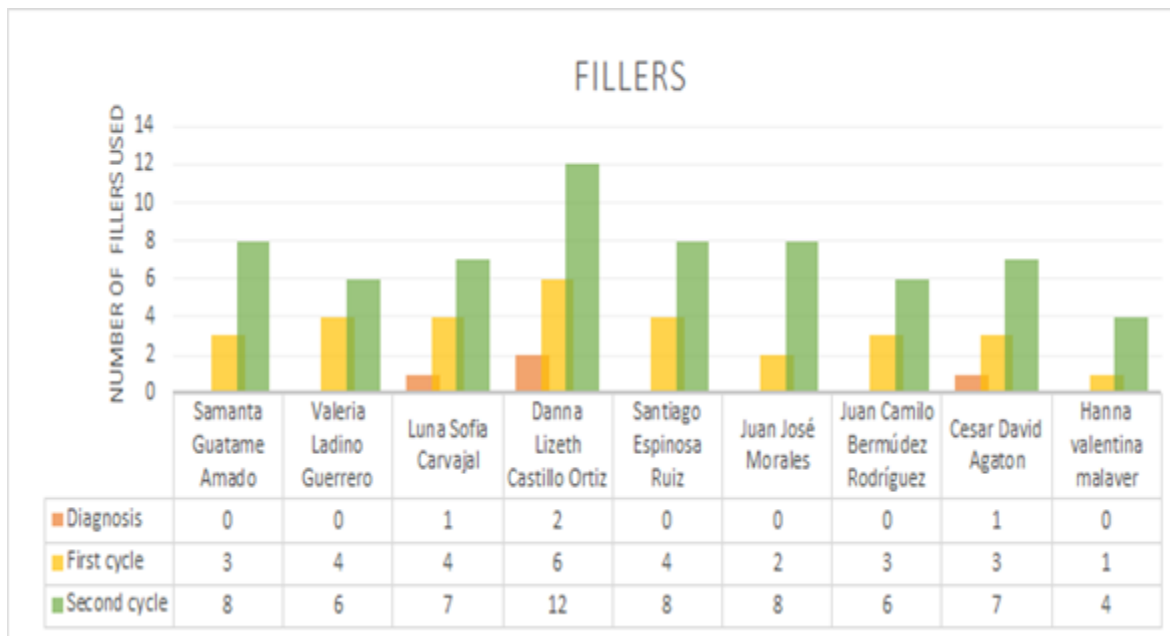
Step 1, in the general group the teacher researcher explained the purpose and the advantages of using fillers, in the step 2, the teacher provided one filler per each base group to be used, in the step 3, the students (into the base groups) had to answered a question using the filler provided by the teacher, in the step 5, the students (into the experts groups) shared the fillers each of them learnt in the base groups previously and explain them through an example, next at the moment they had to prepare a speaking presentation they had to involve the three fillers learnt, in the step 6 (into the

experts groups) the teacher researcher reminded to use the fillers before to come back to the base groups, in the step 7, (into the base groups) the students involved the fillers when they explained the sub topic learn in the experts groups, in the step 9, (into the base groups) the students had to involve the three fillers learnt in the final presentation they had to do for the general group, in the step 10 (into the general group) the students at the moment of speaking in the final presentation had to say the fillers learnt along their speeches.

In this sense, it is pertinent to mention how Jigsaw technique contributes to use the fillers, as it could be evident through the steps of the Jigsaw, in any interaction done by the students regardless the name and the function of the group work, the fillers learnt had to be used either at the moment to organize any presentation or when they had to say their final products.

For this sub-category a graphic was elaborated to show the quantity of fillers that students used at the end of each cycle, this with the purpose to evidence if at the end of the implementation stage the students were able to communicate their ideas supported by the use of the fillers in their speeches.

Graphic .1. Use of the fillers along the implementation



Own elaboration source, 2021

According to the graphic 1. above the analysis of the use of the fillers was done in three stages, the first one (orange bar) was at the beginning of the implementation. Here was evident the unknown of these words due to the fact that they never had used them before. The second one (yellow bar) was done at the end of the first cycle in the evaluation class, here an increase of the fillers was noticeable in their oral final product, because during the virtual classes these fillers and their use were taught. The third one (green bar) was done at the end of the second cycle in the evaluation class, here the students had already internalized what fillers they wanted to use to show and increase in their speaking fluency. It is important to clarify that the use of the fillers was evaluated no matter the repetition of these in their speeches.

Another important fact of the data analysis for this subcategory was the proper use that the students gave to the fillers (time to think of the next idea, speaking in a natural way, avoid spaces or long pauses) according to the necessity they have at the moment to share their ideas.

In the next transcriptions obtained from the video recordings, it proves the effectiveness of the use of the fillers to foster the speaking fluency.

Table 4. Fillers comparison during implementation

<i>Before the implementation</i>	<i>After the implementation</i>
Participant # 2 (producer). (2020, November 6). “Ok messi is happy, messi is smart ehh, is ehh intelligent etcetera (long pause) description is kind and friendly. Like banana, arroz and juice Tambien on Mondays play el soccer.” [Speech transcript]	Participant # 2 (producer). (2020, November 25). “Hello, I am Nanami Momozono Well I am from Japan, I am Japanese, I am a goodness, I work in a sanctuary, ehh, I like, I have big eyes, I am thin, I have long brown hair, ehh, I am funny, I am friendly, I am cute, Let's see... ums, I like to help my friends, ehh, I like to eat sushi, it is delicious, ehh I like ice cream and I like to cook, let me think, ehh, from Monday to Friday I study with my friends, then, no after, I have lunch in the roof, on Saturday I sleep very late and then Uuh I go to the amusement park with Tomoe ehh on Sundays I cook with Tomoe and Mizuki in the sanctuary and ums after I do my homework.” [Speech transcript]

Participant #1 (producer). (2020, November 6) <i>“Hello today is No im going to talk is messi (long pause) is physical , is medium y no se como se dice cabello.</i> <i>Has brown eyes Uhh is strong , lo que le gusta es. Messi likes lemonade ehh a hamburger and play soccer.”</i> [Speech transcript]	Participant #1 (producer). (2020, November 23).” <i>Ok Let’s see I will go to library to read the famous life , the famous book of William Shakespeare and the bibliotecary .you know is very quietly to the silence and after this I got to the my home and I play with my brother Maicol, In the Saturday Uhh. I will go to the watch a movie Uuh .I will go to cocos restaurants you know the cocos restaurants is closed at at eighty sixty five, ehh no at eight o’ clock, So she goes to cocos at six o clock.”</i> [Speech transcript]
Participant #8 (producer). (2020, November 12). <i>“Hello my name is Santiago Espinoza and is eleven years old, and play video games ehh I like play soccer, ums vestir he look like a pants shirt you know casual, attractive cierto and admire maluma.</i> <i>Uuh on Monday visit my grandfather.”</i> [Speech transcript]	Participant #8 (producer). (2020, November 25). <i>“Hello, my name is james rodriguez, I am Colombian, I am a player soccer, you know, I work in the Everton, ehh, I am attractive, ums, I have black hair, I am muscular, I have black eyes, ehh, I am kind, I am friendly, next, ums, I like to exercise, He like to eat healthy, let me think, the is Friday I go the movies, Well on Monday I try hard in the gym and play soccer in the stadium, finally ,Uuh on Sunday visit the park and go to the town.”</i> [Speech transcript]

Participant #4 (producer). (2020, November 4).” <i>Example ehh I understood lifes in the forest are loner deer and bears, ehh also bats in the caves ya teacher, I like lions leopards and cheetah.</i> ” [Speech transcript]	Participant #4 (producer). (2020, November 10).” <i>Ehh, the video I played which short adjectives, example Ums for example ehh tall, short, fat, thin some beautiful, big y small, weak, strong o weak you know. Now I’m going to give you an example of me I am small. I am really fat I.</i> ” [Speech transcript]
In this chart it can be evidenced a parallel between the use of the fillers at the beginning of the implementation (first cycle) and at the end of the implementation (second cycle).	

Own elaboration source, 2021

In the previous transcriptions we can realize the adequate use of the fillers to get a better fluency level. It is important to highlight that for the students it was easy to remember and to apply the non-lexical fillers due to the facility to remember to use them naturally. Also, they expressed its effectiveness and the easy way to put it.

Taking into account the field note retrieved from September 27th and November 23rd, the fillers were evidenced in the participants, these field notes have the before and after the use of the fillers in their speeches.

Figure 1. Fillers before implementation field note project

Cesar David Agaton	Cesar semostro bastante participativo, su pronunciación necesita mejorarse bastante, Aún no aplica los fillers a sus intervenciones, solo repite constantemente los non-lexical (ehh, um),
Hanna Valentina Malaver	Hanna hoy apoyó bastante a su grupo, ayudo a corregir a sus compañeras. Empieza a evidenciar una buena fluidez pero sin involucrar los fillers del todo, utiliza seguido el "let me think" y le ayuda bastante. Su pronunciación es muy buena.

Own source 2021

Figure 2. Fillers after implementation field note project

Cesar David Agaton	Cesar ha incrementado su vocabulario empieza a aplicar lo aprendido en las sesiones y sus intervenciones son mas fluidas. Utiliza apropiadamente los non-lexical fillers e involucra de manera muy natural el "let me think, you know" se debe trabajar en la pronunciación.
Hanna Valentina Malaver	Hanna demuestra un muy buen avance en sus intervenciones, utiliza bastante el vocabulario aprendido y le colabora a sus compañeros de grupo. Hoy utilizo muy bien los fillers ya involucra mas seguido el "you know" y estos hacen ver más natural su expresión.

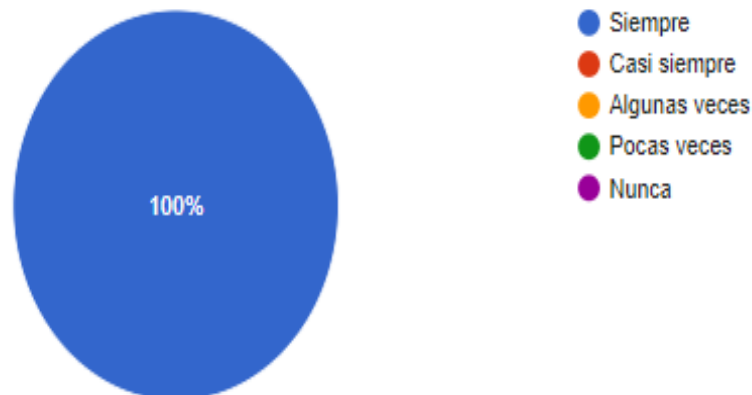
Own source 2021

Another criterion to take into account is the participants' opinion when they refer to the advantages to use the fillers, in the question #4 retrieved from the survey done at the end of the first cycle, (november12th) the participants specified why they consider that the use of the fillers have improved their speaking skill along the implementation stage.

Graphic.2. Students' perceptions using the fillers in the speech.

4- ¿Crees que usando los FILLERS has mejorado a la hora de hablar en inglés?

9 respuestas



Own elaboration source, 2021

The survey showed that participants (Producer). (2020, November 12)

1. *“Me ayudan a ganar tiempo cuando no me acuerdo de algo o de alguna palabra y no perderme cuando tengo que hablar o contestar alguna pregunta*
2. *Porque organizo mis ideas a la hora de hablar*
3. *Siempre porque me da más tiempo para pensar y también me da tiempo de pensar en otra palabra en inglés.*
4. *por qué me das más tiempo para pensar y organizar mis ideas*
5. *ayuda en la organización de ideas y un hablado más natural y tranquilo*
6. *Los fillers me ayudan a organizarme*
7. *puedo hablar más despacio y pienso mejor al hablar*
8. *porque me da tiempo para pensar y puedo hablar más natural mente*
9. *si ya que me recuerdo más vocabulario y puedo hablar más naturalmente y también puedo hablar más fluido” [Segment transcript].*

Continuing with the participants ‘opinions in the next excerpt retrieved from the question #7 from the survey done at the end of the second cycle (November 25th). The participants referred to how useful the fillers were to express their ideas speaking in English and their perception about how comfortable they felt to use them in their speeches

The second Cycle survey showed that participants (Producer). (2020, November 25) *“¿Qué aspectos sobre los fillers "palabras de relleno" te resultaron más útiles para expresarte en inglés?*

Muy chéveres no los conocía

Me gustaría saber más para usarlos.

Al hablar son fáciles de usar

Son muy útiles me dan tiempo de pensar

A veces se me olvidan pero me gusto el tema

Genial siento que hablo más tiempo en inglés

A veces se me olvida decirlos

Usándolos siento que hablo como más inglés.” [Segment transcript]

In the previous graphic and comments of the surveys implemented, it can be appreciated the relevance and the importance the participants gave to the fillers in the second language learning to facilitate their speaking in a fluent way, besides it is important to highlight as well the importance of Jigsaw technique to develop fillers, due to the fact that when the Jigsaw is applied with specific purposes it facilitates the development of the learning process, in this case this technique allowed that the participants through the groups work interaction, create and support their speeches using the fillers with the purpose to improve their speaking fluency through the different steps of the Jigsaw.

As a matter of fact, the contribution that the fillers provide to the fluency is significant, having in mind that.

Fluency improvement strategies include using “lexical fillers (e.g., well) and longer lexical chunks (e.g., let me think) and practicing them in conversations” (Tavakoli et al., 2016 p.453). This category also involves avoiding repetitions and hesitations in conversations when possible (p.453). Thus, fluency improvement strategies entail both incorporating stalling devices and avoiding disfluency indicators. (Bailey 2020. p.130)

- Subcategory 1.2 : *Students increasing the use of new vocabulary*

In this category the students evidenced the learning of new vocabulary which was provided in each virtual class, Bardel (2013) “A language user with extensive knowledge of words in their phonological form but not knowledge of the written form of words, for example, has the potential at least to speak and understand speech but not capacity for reading or writing.” (p,59) . as most vocabulary they applied in their speeches gave them more opportunity to make longer oral interventions and they also created more productive explanations at the moment to answer.

It is important to notice that the knowledge of the vocabulary in the language can be seen from two perspectives, qualitative and quantitative, for example Qian and Lin in Web (2019) say that the qualitative one belongs to the ability to use the new words for an effective communication and in

a fluent way. And the second one, the quantitative, refers to the number of words that someone has in the lexical of his/her language. In the current research it will be highlighted first, the qualitative one, which is based on the CEFR Illustrative descriptor Scales of the official document of the common European framework in its oral production part.

That is why in the first place, according to the CEFR in the overall oral production rubric chart A1 and PRE A1 users can produce simple, mainly isolated phrases about people and places, users can produce short phrases about themselves, giving basic personal information e.g. name, address, family, nationality)

To notice, the level of the participants at the beginning of the implementation stage is in A1 BASED ON THE CEFR, nevertheless, the participants did not fulfill totally with all the descriptors for this level, as it was identified in the observation class. The next field notes and transcripts show how the students just named isolated words about the topic proposed without a particular coherence and without the enough vocabulary to express their ideas, these also show how with the support of the increasing vocabulary could fulfill with the descriptors of the CEFR according to the oral competence of the language.

Figure 3. Increasing vocabulary before implementation field note project

Santiago Espinosa Ruiz	Santiago duda mucho para participar, su vocabulario es muy básico y no alcanza a completar una oración apropiadamente, expresa palabras sueltas y no se alcanza a comprender lo que quiere decir. Sin embargo tiene una buena actitud y recibe bien los feedbacks.
Juan José Morales	Al igual que Santiago Juan José no logra expresarse apropiadamente ya que dice varias palabras en inglés pero no expresa una idea clara, posee bastante de vocabulario ya que pausa mucho para preguntar como se dice algo en inglés. Su pronunciación es buena para lo que dice.
Juan Camilo Bermudez Rodríguez	Juan camilo participa constantemente aunque evidencia bastantes errores en su pronunciación. Tarda en recordar el vocabulario que desea expresar pero busca la manera de comunicar la idea que tiene.

Own source 2021

Figure 4. Increasing vocabulary after implementation field note project

Santiago Espinosa Ruiz	En la sesión de hoy Santiago aplicó bastante vocabulario del aprendido, usó algunos fillers y se evidenció mayor fluidez al hablar, se comprendió muy bien la idea y lo que quería expresar. Aunque participa más aún se debe trabajar en la pronunciación.
Juan José Morales	Juan José se mostró un poco más seguro al hablar. Aunque usó poco los fillers propuestos, se evidenció que utilizó más vocabulario que antes. Produjo oraciones con más sentido y coherencia, se hizo entender muy bien y su participación fue más prolongada.
Juan Camilo Bermudez Rodríguez	Juan Camilo se muestra más seguro para participar, hoy utilizó adecuadamente los fillers propuestos y se nota el apoyo hacia sus compañeros, les ayuda en sus participaciones y le agrada. Ha mejorado en la fluidez de sus participaciones.

Own source 2021

Table 5. Increasing vocabulary in relation with the descriptors

Before the implementation	After the implementation
Participant # 4 (producer). (2020, October 4). "Hello (short pause) me Juan jose the presentation is about father, is a intelligent y (long pause) como se dice responsable teacher ... ahhh ok I love it I play, I cook, I eat hamburgers I no more " [Speech transcript]	Participant # 4 (producer). (2020, November 23). "I'm good, hello I am a bubble am a superheroes I work with my sisters and play with my sisters ehh I go to restaurants , eat chicken and hamburgers. Let me think ehh I rescate my cats and my town Also I have a yellow hair and blue eyes they are short and kiut ums I like candies, animals and play . On Mondays I rescate my town con my sisters. Next I eat chicken in the restaurant I go sleep in my house On Saturdays(short pause) my breakfast si teacher? ... next I see tv Ums

*On Wednesday I go to the house and eat y
lunch finish my do homeworks that's a lot
" [Speech transcript]*

Participant #4 (producer). (2020,
September 16)." *Ok I live in bogota
my name is Hanna (long pause) my
oldest is eleven (long pause) I love
the ehbbb ehbbb ay no se queso a
si eh eh cheese, I hate the
broccoli and study in fundacion y
(long pause) no más.*" [Speech
transcript]

Participant #4 (producer). (2020,
November 20)." *Hello guys my name is
Hanna Malaver I have eleven years old let
me think I live in bogota eh I study in
fundacion Nueva Granada you know in
sixth grade I like English and math, is very
happy. (short pause) I eh love
hamburgers, soda and ice cream Ums I
love are a Miami I think I love that
because I love it is interesting.*" [Speech
transcript]

In this chart it can be evidenced a parallel between the Pre A1 and A1 descriptors in oral
production learning during implementation

At the end of the implementation stage it could be evidence how the participants got more
vocabulary and how they applied it in the development of the activities expressing their ideas better
and demonstrating the fulfillment of the descriptors belonging to the PRE A1 and A1 levels of the
CEFR which cite:

Can produce simple, mainly isolated phrases about people and places,

Can produce short phrases about themselves, giving basic personal information e.g. name,
address, family, nationality)

Can describe themselves, what they do and where they live.

Can describe simple aspect of their everyday life in a series of simple sentences, using
simple words/signs and basic phrases, provide they can prepared in advance

Can describe themselves (name, age, family), using simple words/signs and formulaic expressions provide they can prepare in advance

Can use a very short prepared text to deliver a rehearsed statement (e.g. to formally introduce someone, to propose a toast) (Council of Europe 2020)

To evidence an improvement in the descriptors for A1 of the CEFR and increasing the language competence, the vocabulary was established by the teacher researchers since the syllabus with the purpose that the participants could use it progressively along the classes and in the evaluation stage, the learning of the new vocabulary was not done in an individual way but for the support of their classmates in the different groups proposed by the Jigsaw technique. In this technique the participants worked and interacted with the vocabulary in different steps of the Jigsaw technique.

Vocabulary teaching is one of the most important parts of language teaching because the words in a sentence play an important role in conveying the meaning. In a classroom in which traditional methods are implemented, the learners have difficulties in learning new vocabulary words. (Bilen et al., 2015, p.3)

The way how the teachers' researchers could identify if the students got more vocabulary at the end of the implementation stage was comparing how the students expressed themselves at the beginning and how they were expressing at the end of the implementation.

Since the first class of the first cycle, the students started to know, learn and apply the vocabulary proposed for each class (some of this, already known by the participants). The process of how the vocabulary was transmitted was the next according to the steps of the Jigsaw technique.

In step 4, (Into the base groups) the teacher gives the information of the three subtopics (vocabulary) for the three students through a presentation or a video, next the teacher provides some minutes for students to learn the vocabulary (become experts) in the sub-topic they were assigned. In the step 5, the students (into the experts groups) shared the vocabulary each of them learnt in the base groups previously, and put it in an example next they had to prepare a speaking presentation where they had to involve the vocabulary learnt, in the step 7, (into the base groups) the students involved the vocabulary when they explained the sub topic learnt in the experts groups, in the step 9, (into the base groups) the students had to involve the vocabulary learnt in the final presentation they had to do for the general group, in the step 10 (into the general group) the students

at the moment to speak in the final presentation had to say the most of the vocabulary learnt along their speeches.

In light of the above it is important to mention how Jigsaw technique contributes to use and increase the new vocabulary, having in mind the steps of the Jigsaw, in the interactions done by the students during the work in different groups, the vocabulary learnt had to be explained by the participants to their classmates, and when the presentations must be prepared, they had to include the vocabulary to create longer and coherent speeches and finally at the moment to present their final products they have to use lot of vocabulary to make their speeches more fluently.

Having in mind that part of the fluency for expressing properly, avoiding long pauses at the moment to communicate, when the participant is provided with more vocabulary and when they recycle vocabulary previously learnt, it makes that the foundations of the participants are strongest to complement their ideas avoiding the hesitation and to do their speeches longer and more coherent.

Knowing vocabulary is important, but to use vocabulary well it needs to be available for fluent use. Developing fluency involves learning to make the best use of what is already known.

Thus, fluency development activities should not involve unknown vocabulary. The conditions needed for fluency development involve a large quantity of familiar material (Nation, P., & Meara, P. 2010, p.41)

The main goal for this subcategory is to verify the increasing of the vocabulary which allows the use of more words in the speech to support the speaking fluency process of the students. The fulfillment of this goal could be evidenced just observing how the participants expressed themselves at the beginning of the implementation and how They could improve the fluency in their speeches using the vocabulary proposed at the end of the implementation stage.

Table 6. *Increasing vocabulary during implementation*

<i>Before the implementation</i>	<i>After the implementation</i>
Participant # 6 (producer). (2020, September 27). <i>“ahhhhh teacher superman is no teacher is fly, no espere teacher ehhhh (long pause) is superman is fly, because (long pause) it is divertido and incredible is beautiful.”</i> [Speech transcript]	Participant # 6 (producer). (2020, November 23). <i>“O.K Danna is my turn, one two and three. He is peter he is From Japan, he is Japanese, she is, he is a farmer, he works in a farm, ehh, he likes drink a coca cola, he likes karate and ums run, he is tall, he is handsome, he is thing, he has big eyes and he has short hair, you know... he is friendly, he is playful, he is kind and he is happy.”</i> [Speech transcript]
Participant #8 (producer). (2020, September 16). <i>“routine teacher is eh (long pause) is, is ay profe pere teacher it gets up is, is no teacher is shower is have e breakfast eh eh eh eh como se dice entro a clases. No sè”</i> [Speech transcript]	Participant #8 (producer). (2020, November 24). <i>“hello my name is Santiago is my routine in the Monday eh I get up the hour six then brush my teeth the hour is six Tambien. (short pause) I have a breakfast eggs, chocolate and cheese, I go to class science, Spanish you know I like math is funny and entertain is cool for me ums for lunch I like tomatoes and soup is ajiaco and drink tea, (short pause) I play video games and is free fighter and YouTube is ninja is very happy and teacher Ums also Minecraft. Finally, o sleep is hour is eight.”</i> [Speech transcript]

Participant #1 (producer). (2020, September 27). <i>“He is carlos angry, taller etcetera, example very umm my brother is very angry, (long pause) and like teacher como se dice jugar, Bueno among us in the house on my mother (long pause) is very happy the Fridays.”</i> [Speech transcript]	Participant #1 (producer). (2020, November 23). <i>“She is Sara, she is from Italy ums, she is a baker, she works in a bakery, she likes to sleeps let me think, she likes hamburger and she likes to play the guitar, physical, ehh, she is pretty, she has the ums, she has long hair, she is small, personality, ehh she is happy and she is honest on Saturdays Well she play in the park volleyball with my family.”</i> [Speech transcript]
In this chart it can be evidenced a parallel of the vocabulary at the beginning and at the end of the implementation.	

Own elaboration source, 2021

It is important to highlight that at the beginning of the implementation the students said some isolated words in their speeches due to the fact that they did not have the pertinent vocabulary to express their messages, but along the implementation and with the acquisition of the new vocabulary, the result obtained was the expected one having in mind that their ideas expressed were clearer, the speaking fluency was more evident as well as the quantity of words used in their speeches.

As it was said before, the vocabulary taught in this research project was applied by the students in all the groups interactions done along the development of the Jigsaw steps, that is why the Jigsaw as a technique belonging to the cooperative learning approach, allows to the participants empower them first individually about the learning of the vocabulary to next explain it to their classmates in the experts groups, along with this, as a group the Jigsaw allows the participants to build up long explanations and longer speeches which involve the most of the vocabulary learnt generating ideas and providing group support to improve not only the knowledge of the vocabulary but the correct way to use in context.

Based on the results and the information collected about the vocabulary learnt by the participants it can be deduced that as more vocabulary learnt better is the speaking fluency.

In the second place, to reinforce the subcategory the teacher researcher implemented an evaluation rubric which was elaborated having in mind the increasing of new vocabulary related to the quantity of words that students perform in each of the three evaluations developed along the implementation stage. The quantitative part is supported in the graphic of the number of words that the participants produce in the observation class and in the evaluations that are develop at the end of each cycle of the implementation.

Table 7. Rubric to evaluate the quantity of words

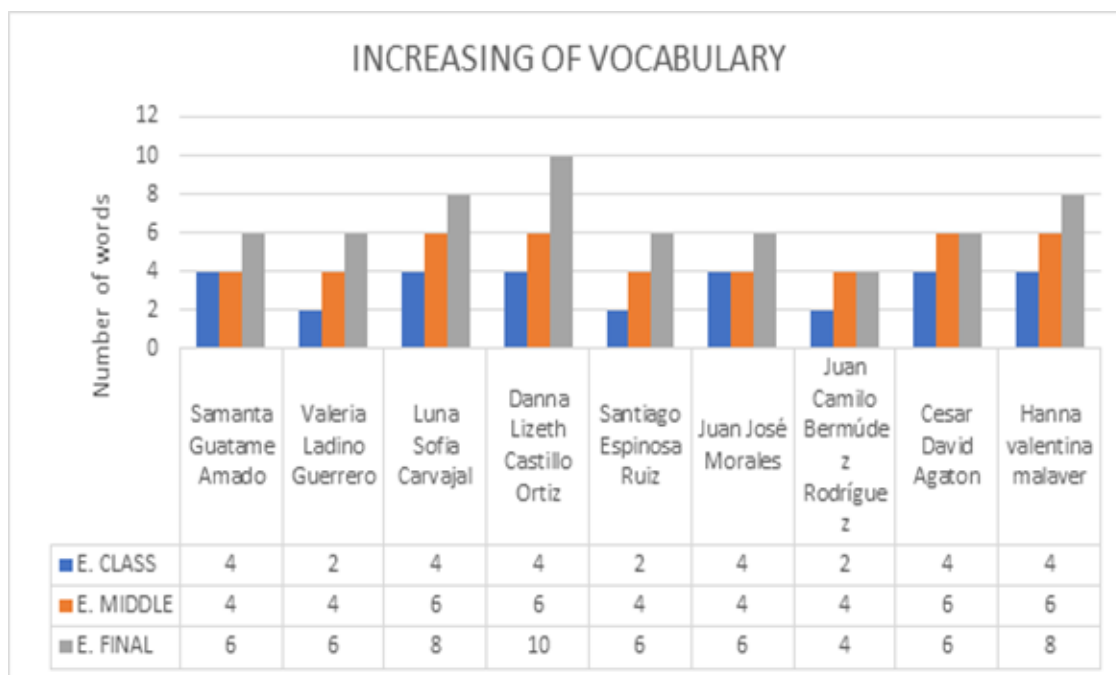
RANGE	POINTS	CONCEPT
121 – 150	10	The quantity of vocabulary used in the speech is <i>satisfactory</i> to produce a clear and fluent message.
91 – 120	8	The vocabulary is <i>good</i> according to the quantity of words implemented.
61 – 90	6	Although the message is understandable the vocabulary is <i>acceptable</i>.
31 – 60	4	The vocabulary is <i>minimum</i> and the idea is not clear enough.
0 – 30	2	The vocabulary implemented is <i>insufficient</i> to express any idea.
The range is related to the numbers of words that the participant produces in their speeches according to the range the points are given to classify the level of knowledge(concept).		

Own elaboration source, 2021

This rubric is a guide to establish a position of the student's speeches according to the quantity of words that they said at the moment to participate. The range is the quantity of words said by the students and each range has some corresponding points which help to tabulate with more precision the results.

According to the rubric described, all students' speeches were evaluated according to the quantity of words said in the speeches and due to the range, they got a punctuation. This information allows to establish the results in the next graphic of increasing vocabulary.

Graphic 3. Increasing vocabulary in numbers of words.



Own elaboration source, 2021

The graphic 3 above shows clearly the increase of vocabulary of each student based on the information of the three evaluations proposed. The evaluations were established with the same criteria, it was a general description of a character.

The first evaluation of the implementation worked as a diagnosis of previous knowledge of the vocabulary that the participants were going to learn along the whole implementation stage. In this first evaluation, it was evident the low results according to the vocabulary established.

The second evaluation was run at the end of the first cycle, (three classes later). Here, an increase in the vocabulary proposed was evident when they presented their final products, it was evident as well that the vocabulary learnt was applied correctly mostly when they presented their descriptions, it allowed that the quantity of words they had in their speeches were higher.

Finally, the third evaluation was carried out concluding the second cycle, and was really evident in the application of the vocabulary learnt, it allowed to establish a significant difference between the previous and the final knowledge acquired along the implementation stage.

Here the participants demonstrate their advance in the language based on the quantity of words used, and the examples provided by them are satisfactory to understand what they want to say in their speeches. As the graphics and the transcriptions show, there was a significant increase in the acquisition of vocabulary, this condition also allows the students to improve their speaking fluency which is the core of the main goal for this research.

In addition, the results demonstrated that the implementation of the technique was properly to increase the new vocabulary and consequently the level of speaking fluency due to the involvement of the quantity of words in the speech.

7.2.1.2 Category 2: Jigsaw technique encouraging English use

For this category it is important to highlight the relevance to implement the Jigsaw technique in the learning process which allows to develop different aspects apart from the knowledge such peer assessment and self-confidence.

- ***Subcategory 2.1: Students get more self-confidence and initiative***

This subcategory refers that students get more self-confidence after interacting and cooperating with their classmates

Lassner (2013) said “reinforcement from peers for accomplishments and group support of self-confidence coupled with the suggestibility of further challenges engages or contages the energy of individuals and the group to confront complex tasks and socially important questions demanding solution.” (p.60).

That means that the most relevant aspects here are the initiative to participate and the good attitude to interact with great disposition towards their classmates and the new knowledge learnt in the whole classes of this implementation which in words of that conclude de self-confidence

According to Surya, E., & Putri, F. A. 2017 citando McPheat Kagan 1994, p. p.86) “Proceed on the belief that a person has the ability to succeed in a task, based on the presence or not they have been able to do that task earlier. Someone with confidence to have confidence that they will be able to recover, reduce negative attitudes, and experience a positive attitude.”

That was evidenced in their interaction, support and participate with the other participants of the groups, it is important to clarify that as the self confidence in terms of speaking fluency is an aspect which must be evaluated in a qualitative way, in this research project it was evaluated in three segments. The first was before the implementation, (diagnosis class) here, the participants showed shy to express themselves and showed some fear to speak in front of the whole class, it is important to highlight that they used to work in an individual way and did not demonstrate much confidence to interact.

The second was during the implementation, here through the development of the activities based on the Jigsaw technique, the participants started to interact in small groups and had the opportunity to be the owners in their learning process, examples of this conditions were the opportunity to explain what they understood of a topic from a video or presentation, (experts groups) also, the opportunity to provide ideas to create coherent and longer speeches to share with their classmates later, (based and experts groups) besides, the opportunity to provide and receive feedback from the other participants (peer-assessment) and finally the opportunity to take the initiative to participate in the final presentations. (general group).

And the third one was after the implementation, (final evaluation) here the initiative and self-confidence was evident at the moment when the participants had to answer the questions proposed, to identify the progress they could have during the implementation stage, it was notable how they felt secure and with the willing to talk even if they had mistakes at the moment to speak.

As a relevant information to keep in mind the steps of the Jigsaw in both cycles, which more contribute to get the self-confidence in the participants were the step #5 when they gather to an expert group, here they must share and explain the information learnt previously in an individual way, also in the step #7 when the participant come back to their base groups because there they had to explain what they did in the experts groups without any opportunity to avoid this step and finally in the step #9 because in the base groups they had to mandatory contribute to create the final products or presentations providing what they learnt before in the other steps.

Taking into account that the Jigsaw technique promotes the speaking interaction between the participants and at the same time this interaction allows to the students to participate equally due to the fact that each one had a determined roll in the group, is for this reason that for them it was necessary to confront the fact to the need to speak, participate and contribute to fulfill the activities proposed. The initiative and self-confidence begin to be developed from the work in the small groups to the general group, so every single member of the class benefited from Jigsaw to get more confidence into the group and feeling more comfortable related with the fact to talk in the general group.

On the other hand, since the moment that the participants felt they were communicating in a relaxed environment of positive feedback and of supporting the classmates, is when the student started to express in a fluent way letting aside some grammatical rules and creating more natural speeches.

They way how the teachers' researchers could identify if the students got more self-confidence at the end of the implementation stage was developing a comparative chart about how students took the initiative to participate at the beginning and how through the classes this self-confidence obtained contributed to improve their speaking fluency as it was evidenced in the following transcriptions from the videos.

Table 8. *Increasing self-confidence to participate.*

<i>Before the implementation</i>	<i>After the implementation</i>
Participant # 1 (producer). (2020, November 4). “Teacher: Who wants to begin? Participante# 3: Cesar tu Participant # 1: Pues si quieres comienza tu mejor, yo hablo después.” [Speech transcript]	Participant # 1 (producer). (2020, November 23). “Participant #7: ¿Quién comienza? Participant#1: Yo quiero comenzar Participant #1: Bueno comienzo en three, two, one jeje. Hello my name is Cesar, So today has about, has talk about to the animals of the forest, the animals of the forest has ehh the deer, the bats in the caves Ums, the bears and the bird. So the other animals in the forest has the owl and is it.” [Speech transcript]
Participant #5(producer). (2020, November 4). “Participant #2: Juan Camilo empieza tú Participant #5: No, yo no quiero empezar espere me organizo.” [Speech transcript]	Participant #5 (producer). (2020, November 23). “Participante #5: Compañeros puedo comenzar yo Participant #9: Si dale de una Participant #5: I opin the my video about its to the tree bioms and she is talk to the biom of the forest and the desert. Well there is much animals like ehh fox, the squirrel, rabbits the owl, I think the favorite for me is the bear. [Speech transcript]

Participant #6 (producer). (2020, November 4). “Participant #6: Hello I am Luna I have ten years, study all day in homework and eat cereal and eh, eh, eh No (long pause) no teacher todavía no deja a Danna. Teacher: No problem, relax” [Speech transcript]	Participant #6 (producer). (2020, November 23). “Teacher: Empieza el que quiera Participant #6 : <i>¿Puedo empezar?</i> Teacher: OK go ahead Participant #6: <i>hello guys</i> my name is LUNA, let me think we played farm animals, the animals are mainly domestic So of them are monkey, donkey, sheep, cow, pig, dog, cat etc. OK ehh now la adivinanza, it has four legs, a long mane, it’s very useful a mean of transport it has big eyes and small ears. What is animal is?” [Speech transcript]
In this chart it can be evidenced a parallel of how those students were shy at the beginning of the implementation so we can see how they felt ashamed of speaking in English and did not take the initiative at the very beginning and then their improvement and the change at the end of this implementation.	

Own elaboration source, 2021

Another criterion to take into account is the participants’ opinions about the advantages to work in small groups to learn English in a comfortable way, having in mind their perceptions about supporting.

in the question #1 retrieved from the survey done at the end of the first cycle, (november12th) and in the question #4 From the second cycle survey (November 25th), the participants specified why they felt more comfortable and supported by their classmates with the idea that in this way they could learn easier and more fluently.

Graphic 4. Perception about the work in small groups



Own elaboration source, 2021

The first cycle survey showed that participants (Producer). (2020, November 12).

1. *“Por qué nos ayudamos entre todo y es más cómodo para mí y para mis compañeros al trabajar más tranquilamente*
- 2 *porque aprendo mas*
- 3 *Siempre me ha gustado porque puedo participar más que en grupos grandes y puedo aprender de una manera más fácil y rápida*
- 4 *Porque aprendo más con mis compañeros y me siento cómodo con mis compañeros.*
- 5 *por que participo mas*
- 6 *Me gusta estar con mis compañeros.” [Segment transcript].*

Furthermore, the second cycle survey showed that participants (Producer). (2020, November 25).

“¿Qué opinas de la metodología usada para el aprendizaje en grupos?

1. *Es más fácil entre todos y no me daba tanta pena*
2. *Con más artos compañeros se aportan más ideas*
3. *Se aprende mejor y más rápido*
4. *Si me gusta porque doy ideas que le sirven al grupo*
5. *Siento que podemos apoyarnos entre todos*

6. *Si me gusta porque las ideas que doy siempre me escuchan*
7. *porque me ayuda a participar más y toca algunos temas interesantes para mí y mi desarrollo en el habla inglesa*
8. *por qué tengo más tiempo para hablar inglés y por qué participo más.*"[Segment transcript].

The comments of the students in the graphic above evidence an acceptance of the technique of 88,9% related to the activities, task and the social environment developed as a group. And the comments provided show the benefits and advantages of the technique in the development of the speaking skill (fluency).

Taking into account the field note retrieved from November 6th in the second class, the self confidence is partially evidenced in the participants #6 and #4, in this class she had to express some features about her physical and her personality, after the group work and the interaction, when she had to participate, she worried more for taking the initiative to speak instead of the mistakes she could have in their speeches.

Figure 5. Field notes research project

 UNIVERSIDAD SANTO TOMÁS PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA EDUCACIÓN ABIERTA Y A DISTANCIA Personería Jurídica 3045 del 6 De Agosto de 1965	
FIELD NOTES RESEARCH PROJECT	
SCHOOL: Colegio Fundación Nueva Granada TEACHERS: Viviana Castillo Y Jhon Jiménez	
STUDENTS	OBSERVATIONS
Samanta Guatame Amado	Su pronunciación es regular, utiliza mucho el español dentro de los grupos, duda bastante para participar, piensa mucho para organizar sus oraciones y aporta poco dentro del grupo.
una Sofia Carvajal	Luna se muestra más confiada al momento de participar, empieza a tomar la iniciativa y aunque evidencia errores en la pronunciación y en el vocabulario se atreve a interactuar.
Valeria Ladino Guerrero	Valeria se muestra muy tímida, participa poco dentro del grupo, su pronunciación es regular, piensa demasiado para expresarse y más en inglés, se le dificulta comprender el uso y el propósito de los grupos, se apoya bastante en sus compañeros para organizar sus ideas.

Juan Jose Morales	Juan José constantemente brinda buenas ideas para organizar las presentaciones, también se muestra confiado para participar y para tomar la iniciativa. Empieza a aplicar correctamente las Fill rs
Juan Camilo Bermudez Rodríguez	Juan K se expresa bastante en Español, tiene una pronunciación muy regular, organiza lo que se va a decir dentro del grupo y propone ideas para trabajar en grupo, se le dificulta comprender el uso y el propósito de los grupos.

Own elaboration source, 2021

When the students obtained more self-confidence they felt able to interact in the activities regardless of the mistakes in the process, analyzing the transcriptions of the videos and based on the previous field notes to detail this subcategory, the students demonstrated not only the way how they got self-confidence along the implementation stage, basically it was because of the interaction and supporting done in the groups work, even though, it is important to recognize that using the Jigsaw technique allows students to develop their self-confidence significantly in a comfortable and effective way, maybe not at the beginning, but during the practice of the language in the different steps and the classes, the participants felt the necessity to express and share their ideas and thoughts constantly, along with this the supporting done between them made that a sense of demanding in terms of fluency was highlighted especially when they know that they had to fulfil a goal as a group.

Talking about how the self-confidence contributes to the speaking fluency, according to Buitrago, A. G. (2017) self-confidence is “Essential for improving fluency. As long as students felt they were able to produce oral language effectively and coherently, they started taking more risks with spontaneous language use.” (p. 149). So, when the participants are comfortable, calm and supported by others, they can express themselves more natural, letting aside the fear to speak and begin to produce more fluent speeches, clearer ideas and longer explanations.

- **Subcategory 2.2: Students evidence group support and peer-assessment**

Students support and make corrections to their classmates to improve their oral participation inside the groups.

For this subcategory the most relevant information is based on how students receive the help and suggestions of their classmates to support their own learning process, also, on how students provide ideas, suggestions and some corrections to support the learning process of their classmates in a reciprocal way.

According to MP Cortés Vargas ·2018 citando Kagan 1994, p.3:6) states that “in the cooperative classroom most content related student talk occurs either in pairs within teams or in the small group. Team-members are supportive, hoping their teammates will perform well. If there is correction, it is in the process of negotiation of meaning, not in the process of evaluation”.

Considering that Jigsaw technique allowed students to work every time into the groups in an organized way, that is why when students realized they had to get a final task as a group (common goal) the felt the necessity to support and peer-assess their partners and receive suggestions to make a better work and to do a satisfactory product or presentation. In this sense

Having in mind that the participants were working in an individual way before the implementation of this research project, they got used to having a passive role in their learning of the language especially in the speaking skill and just to interact with the teacher. It was evident at the beginning of the implementation where they divided the work to fulfil with the activity, but later during the implementation stage, when they had to interact into the groups, they realized they had to work in a different way. It was notable specifically in the step #5 when the participants must prepare a presentation to explain next in the base group, additionally, in the step #9 in the base groups where they had to prepare the final presentation for the general group showing a product which involved the topics and vocabulary learnt in the classes.

When the participants knew the Jigsaw technique, they started to generate a supportive environment which allowed them to continue with the main goal of the research, having in mind that they also started to develop their speaking fluency. After the implementation, it was evident through the field notes and the video recordings that the participants learnt how not to divide their work but to build up among all a product which allowed them to show a clear idea of what everyone thought and did into the group.

Having in mind that Jigsaw technique is based on the group work, it needs that the peer-assessment be developed correctly during the implementation, according with the observed in the implementation, the peer-assessment provided responsibility, a sense of autonomy and it helped to the participants to move from a state of passive learner to an active learner and even more when the group supported the others to advance faster and when they correct themselves they become more independent about their learning process. Besides the support of the teacher is reflected at the moment to provide the positive feedback not in a grammar correction way but to guide and encourage the participants to involve the fillers and to provide strategies to make their oral interventions more fluent and coherent. This feedback is provided by the teacher specifically in the steps #3 and in the step #10, nevertheless when the participants require support of the teacher, He/She must be available to clarify doubts and provide positive contributions.

Furthermore, due to the peer-assessment provided an opportunity to interact and practice the activities between the participants along the implementation, the continuous group work allowed that important characteristics like the support and the constructive feedback developed the speaking fluency having in mind that the participants began to speak with more coherence, letting aside the doubts and involving more vocabulary thanks to the contributions given by others and thanks to the repetition of some expressions from their classmates at the moment to speak, with the purpose to create more natural and fluent speeches.

It is important to highlight that the Jigsaw technique allowed that all participants got the role of experts in any moment of the implementation due to the fact that all needed to have the knowledge of the topics and got a determine role into the groups, in other words each one of them must provide their knowledge with the purpose that the responsibility of the learning was not in charge only of one participant of the group but that this responsibility was proportioned between all.

On the other hand, making this process as an established routine, it generates that the participants were supportive, participated more and made them involved in the development of the activities and even being more demanding not just with themselves but with the results that their groups must have.

For this subcategory many examples were found in different activities developed into the groups, where they demonstrated the importance to support themselves and to peer-asses when it was required. Some of these examples are shown in the next transcriptions.

Participants # 1 and # 7 (producers). (2020, November 23). *“Participant# 1: Today I will ahhhhh.....I will call the animals*

Participant # 7 No mira seria Hello today I will talk about the animals :

Participant# 1: Ok gracias the animals has a bear

Participant # 7: no has es tener debes decir es ARE eso significa son

Participant# 1. Ok” [Speech transcript]

Participants # 4 and # 8 (producers). (2020, November 10). *“Participant# 8: Now I’m going to give you an example of me. I am small. I am really fat.*

Participant# 4 Santi stop no estamos hablando de physical adjectives estamos hablando de personality adjectives, como si es amable, si es feliz YEAH BOY

Participant# 8: ok gracias dejame organizó de nuevo la idea.” [Speech transcript]

Participants # 4 and # 1 (producers). (2020, November 20). *“Participant# 1: I am from es de donde vengo por ejemplo I am from china, luego estaba I am Chinese yo soy chino.*

Participant# 4 si para countries se dice I AM FROM el pais y nationality I am china

Participant# 1: No I am Chinese

Participant# 4: ahhh, ok.” [Speech transcript]

Participants # 8 and # 4 (producers). (2020, November 20). *“Participant# 8: Ums*

Mexico, Mexican, flag color and and ...

Participant# 4: Santi no se te olvide, I am from

Participant # 8: Ahh thank you I am Mexico eeeeeee Mexican cómo se dice que pena. My...

Participant # 4: Santi Santi mira cuando quieres decir mexicano se le dice I am

mexican y cuando quieres decir el país dice I am from mexico.

Participant #8: Listo , entonces I am from mexico, and nationality I am mexican si ¿si lo dije bien?

Participant # 4: yes.” [Speech transcript]

*Participants # 8 and # 6 (producers). (2020, November 20). “Participant # 8:¿ Como Luna no
entendi me explicas? I am work , I am work*

Participant # 6: Para empezar dices I am y ahí dice la profesión que elegiste ¿si entiendes?

Participant # 8: OK entonces digamos I am teacher work

Participant # 6: Aja Pero termina como work at y dices el ...

Participant # 8: I am teacher work, I am teacher work ok,

Participant # 6: Luego dices work at y dices el lugar donde trabaja

Participant # 8: I work at school entonces yo trabajo en un colegio

Participant # 6: Aja y luego dices dos cosas que se hacen en ese lugar

Participant # 8: I am enseñar como se dice?

Participant # 6: Teach es como teacher pero a teacher le agregas ER y a enseñar

ya no. [Speech transcript]

Taking into account the field note retrieved from November 10th in the third class, the self confidence is evidenced in the participants #6 and #9. in this class they had to express some features

about professions and city places to work, during the constructions of the speech, in the group work the interaction observed showed the good attitude that the participants had when they support each other, also it showed that they provided ideas, corrected themselves and part of the result they had when they present their final product.

Figure 6. Field notes research Project class 3.

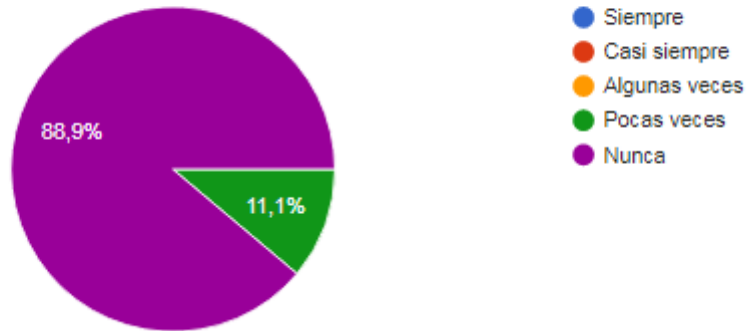
 UNIVERSIDAD SANTO TOMÁS PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA EDUCACIÓN ABIERTA Y A DISTANCIA Personería Jurídica 3645 del 6 De Agosto de 1965	
FIELD NOTES RESEARCH PROJECT CLASS # 3	
SCHOOL: Colegio Fundación Nueva Granada TEACHERS: Viviana Castillo Y Jhon Jiménez	
STUDENTS	OBSERVATIONS
Samanta Guatame Amado	En esta clase samanta y Luna demostraron un excelente trabajo de grupo, las dos aportaron buenas ideas en la construcción de su discurso y mostraron buena actitud cuando se corregían entre sí. Luna dijo y aplicó más fillers que samanta, pero samanta evidenció más vocabulario en su speech. En la presentación final su discurso fue fluido y natural.
Luna Sofia Carvajal	

Own elaboration source, 2021

According to the participants' opinions when they refer to possible difficulties to work in small groups, in the question #5 retrieved from the survey done at the end of the first cycle, (november12th) the participants specified their perceptions about how the learning process was working with their classmates into the groups during the implementation stage.

Graphic 5. Advantages about the work in small groups

¿Has tenido alguna dificultad trabajando en grupos pequeños con tus compañeros?
9 respuestas



Own elaboration source, 2021

In the first cycle survey showed that participants (Producer). (2020, November 12). “¿Has tenido alguna dificultad trabajando en aprendizaje en grupos?

1. *Se vuelve repetitiva al final.*
2. *Con más artos compañeros se aportan más ideas*
3. *No, se aprende mejor y más rápido*
4. *Siento que podemos apoyarnos entre todos*
5. *Es más fácil entre todos y no me daba tanta pena” [Segment transcript]*

In the previous transcriptions and graphic it can be deduced that inside the groups work the 88,9% of the students never had difficulties to work with their classmates because they look for a better way to develop the activities proposed according to the cooperative learning approach, on the other hand the 11,1% of the students had few difficulties working inside the groups. Nevertheless, the interaction between participants is crucial to para get a common goal.

The implementation of the Jigsaw technique was relevant having in mind that it promoted the group learning in their steps, the participant expressed and demonstrated important advances in their speaking fluency, considering that all the activities of this implementation were developed with the purpose to interact and express their ideas freely, additionally, this research considers that all the participants moved to an active and participative learning role. In this sense the Jigsaw technique

was crucial to develop the peer-assessment taking into account that after they knew the step by step of the technique, they created a trusty and supportive environment full of constructive feedbacks which allowed them to improve their learning process.

In addition, the development of the peer-assessment worked as a support to advance in the knowing of the language and in the improvement of the speaking fluency, having in mind that when the participants practiced with classmates of their same age, they got a sense of confidence and important support. Also, it is important to highlight that the participants started to show a speech with less doubts, putting into the practice the vocabulary learnt and the fillers proposed along the implementation.

As Joo, S. H. (2016). concluded frequent opportunities to provide feedback and self-correct their errors turned the declarative knowledge (i.e., grammatical knowledge) to procedural knowledge (i.e., spontaneous production through automatized grammatical knowledge) during meaning-focused peer interaction. Being trained both as receivers and providers of peer feedback, learners developed the ability to notice errors in their classmates' speech.

For instance, all the opportunities students had to interact with the language allowed them to have an assertive peer-assessment which consequently contributed to improve their speaking fluency.

Visual manner triangulation

All the process of the data collected after the implementation stage was focused on providing an answer to the main question and objectives of this research project. Below, the triangulation proposed have three components that are interweaving to give the answer to the main questions of this research some colors it's gonna be used to get a better interpretation the triangulation.

MAIN QUESTION

- How is the effectiveness of using **Jigsaw** as a cooperative learning technique to foster students' **speaking fluency** in **EFL** classes of sixth grade at Colegio Fundación Nueva Granada from Bogotá?

GENERAL OBJECTIVE

- To determine the effectiveness of using Jigsaw as a cooperative learning technique to foster students' speaking fluency in EFL classes of sixth grade at Colegio Fundación Nueva Granada from Bogotá.

SPECIFIC OBJECTIVES

- To implement CL technique (Jigsaw) to facilitates the learning process in sixth grade EFL
- To determine how CL technique (Jigsaw) promotes speaking fluency in a sixth grade EFL

Table 9. Triangulation of the categories

<i>Category 1</i>	<i>Subcategory</i>	<i>Subcategory</i>
1. Jigsaw technique enhancing fluency.	1.1 Students use the fillers	1.2 Students increasing the use of new vocabulary
<i>Category 2</i>	<i>Subcategory</i>	<i>Subcategory</i>
2. Jigsaw technique encouraging English use	2.1 Students get more self-confidence and initiative	2.2 Students evidence group support and peer-assessment

The categories above are based on the purpose to answer the research question: How is the effectiveness of using Jigsaw technique to foster students' speaking fluency in EFL classes of sixth grade at Colegio Fundación Nueva Granada from Bogotá?

FINDINGS:

Speaking Fluency: (performance). Use of the fillers in the speech, Increasing of new vocabulary in their speech.

Jigsaw (Team`s work). Groups work promote interaction and support between participants. All the participants work together to get a common goal. The participants develop a positive peer assessment.

EFL (Learning competences). Students fulfil the descriptors belonging to the learning of the A1 level in oral production.

8. Conclusions

Colombian schools are more focused in the development of the accuracy in speaking with the grammar rules and correct use of language instead Fluency activities that allows to learn a second language in a natural way.

The use of the fillers into the speech allowed that students got a better fluency taking into account that these words provided them more time to think, to remember more vocabulary to include in their speeches and to express more naturally. The Jigsaw technique allowed the participants to interact in different group works fostering fluency constantly when they listen and correct between them.

On the other hand, the Jigsaw technique achieved the increasing vocabulary of the participants considering that in all the steps of the Jigsaw where the interaction was applied it allowed the possibility to have active roles in their learning process having in mind that as a group the participants had the necessity to increase their vocabulary to say longer and more coherent

speeches, additionally all the participants in the groups complement the ideas recycling words to express what they thought, improving in this way the fluency in their speeches.

Analyzing the second category, this research concludes that the Jigsaw as a technique belonging to the cooperative learning, also allowed that the participants develop their self-confidence taking into consideration that the constant interaction into the groups generated in the participants the intention to participate in an spontaneous way and due to the fact that they feel comfortable in the groups interacting with the classmates, they could express themselves more natural, regardless the mistakes that they could have in their process.

Additionally the Jigsaw technique facilitates to the participants strengthen the group work, the learning process and generated the corrections constructively between them, this condition generated a supportive atmosphere where students felt comfortable to express their ideas and to interact in a fluent way, these particularities helped to accomplish with the main goal of this research which lies in foster the speaking fluency having in mind that the participants were not in a competition to stand out in to the groups but looking for the accomplishment of a common goal as a group which benefit all the participants.

Some limitations found in the development of this research by the teacher researchers lie in, first, as the research was done in a virtual way, the interaction between the participants was delayed, in other words the participants were sometimes late to answer and interact due to the fact that their voices took time to be heard. This condition delays the obtaining of the results in terms of the class participation, having in mind that at the beginning it was a bit difficult getting used to handling the virtual platform proposed.

Another limitation found was the short time to develop the activities, keeping in mind that using all the steps of the technique takes more time of the proposed for the institution (school). At the end of the implementation stage, knowing the steps of the technique by the students and being applied by the teacher researchers, it could be concluded that the technique became a bit repetitive for the students at the end of the implementation stage, that is why this research considers that the implementation of other techniques from the cooperative learning which develop the speaking skill and the fluency are necessary to be implemented in the learning process by groups.

As an additional income this research also got some benefits in the learning process of the participants, through the interaction and the groups work they developed a sense of autonomy and leadership. It was evidenced many times when the participants started to generate ideas, when they proposed strategies to organize the information and when they decided what the best option to develop the activities at the moment to work with their classmates.

9. Implications

Some implications to keep in mind after the development of this research project could be that It should be avoided to limit the implementation only to one technique of group work, having in mind that this process become repetitive for the participants, in any moment they feel that is it monotonous, that is why other techniques which emphasizes in the use of groups work must be applied to support the learning process and the achievement of the main goal.

In addition, this research recommend that other cycle was include in the implementation stage with the purpose to evidence a better development of the groups work to gain more speaking fluency in their interactions and to produce better and more coherent speeches at the moment to express their ideas and thoughts.

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11. Appendixes

APPENDIX A Consents forms

PRINCIPAL LETTER

CARTA DE APROBACIÓN

TITULO DEL ESTUDIO: TO FOSTER SPEAKING FLUENCY THROUGH THE IMPLEMENTATION OF JIGSAW AS COOPERATIVE LEARNING TECHNIQUE.

INVESTIGADORES: Jhon Alexander Jiménez Sua 80119758 y Viviana Estefanía Castillo Rodríguez 1075667579

PROPOSITO: Por medio de la presente se está solicitando formalmente su aceptación en un estudio investigativo, que está siendo llevado a cabo como parte fundamental de la Licenciatura en lengua Extranjera Inglés de la Universidad Santo Tomás. El propósito de este estudio es:

Aplicar la técnica de Jigsaw correspondiente al aprendizaje cooperativo para fomentar y evidenciar el desarrollo de la fluidez verbal en la segunda lengua (Hablar en inglés evitando la cantidad de pausas, minimizando el tiempo de las pausas y brindando expresiones útiles para mantener las ideas dentro de la conversación hablada, lo que se conoce como *FILLERS*).

PARTICIPANTES: Para este estudio se solicita la participación de nueve estudiantes de grado sexto, quienes están dentro del grupo del profesor Jhon Jiménez Sua, Ellos son: Cesar David Agatón, Juan Camilo Bermúdez, Santiago Espinoza Ruiz, Samanta Guatame Amado, Valeria Ladino Guerrero, Hanna Valentina Malaver, Juan José Morales, Luna Sofía Carvajal y Valentina Hernández.

PARTICIPACIÓN: La participación de los estudiantes en este estudio será a través de diferentes sesiones virtuales dentro de las clases de inglés lideradas por el docente Jhon Jiménez, los estudiantes suministrarán información relacionada con los propósitos del estudio, la cual será registrada en diferentes formatos. En este sentido, dicha información será confidencial, sólo se usará con fines académicos y como parte del proceso de análisis de los datos.

PROCEDIMIENTOS: Para este estudio se llevará a cabo actividades de observación de la clase de inglés, aplicar cuestionarios, entrevistas y grabaciones de las clases para conocer y promover habilidades de comunicación oral en el área de inglés.

CONFIDENCIALIDAD: Los nombres de los participantes serán confidenciales y no serán publicados a menos que ellos mismos así lo requiriesen. Por ende, la identidad de los

participantes no se verá en riesgo ni se hará mal uso de sus nombres. Por favor, recuerde que usted **no está obligado** a contestar ninguna pregunta que considere **incómoda**.

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Bogotá, Y directamente con la coordinadora del programa de licenciatura en lengua extranjera inglés, Johanna Patricia López Urbina, al correo electrónico coord.liclenguaxeextranjera@ustadistancia.edu.co

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, y sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

Confirmando que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que la aceptación de este estudio es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del Rector: PEDRO FORERO ROJAS

Fecha: 23 DE NOVIEMBRE DE 2020

Firma del Rector

A handwritten signature in black ink, appearing to be 'Pedro Forero', written over a horizontal line.

DANNA CASTILLO

CARTA DE CONSENTIMIENTO PARA LOS ACUDIENTES

TITULO DEL ESTUDIO: TO FOSTER SPEAKING FLUENCY THROUGH THE IMPLEMENTATION OF JIGSAW AS COOPERATIVE LEARNING TECHNIQUE.

INVESTIGADORES: Jhon Alexander Jiménez Sua 80119758 y Viviana Estefanía Castillo Rodríguez 1075667579

PROPOSITO: Por medio de la presente se está solicitando formalmente su participación en un estudio investigativo, que está siendo llevado a cabo como parte fundamental de la **Licenciatura en lengua Extranjera Inglés de la Universidad Santo Tomás**. El propósito de este estudio es:

Aplicar la técnica de Jigsaw correspondiente al aprendizaje cooperativo para fomentar y evidenciar el desarrollo de la fluidez verbal en la segunda lengua (Hablar en inglés evitando la cantidad de pausas, minimizando el tiempo de las pausas y brindando expresiones útiles para mantener las ideas dentro de la conversación hablada, lo que se conoce como **FILLERS**).

PARTICIPANTES: Para este estudio se solicita la participación de su hijo, el estudiante **Danna Lizeth Castillo**, perteneciente al grado sexto. Y quien se encuentra dentro del grupo de inglés del profesor Jhon Jiménez Sua.

PARTICIPACIÓN: La participación del estudiante en este estudio será a través de diferentes sesiones virtuales dentro de las clases de inglés lideradas por el docente Jhon Jiménez, los estudiantes suministrarán información relacionada con los propósitos del estudio, la cual será registrada en diferentes formatos. En este sentido, dicha información será confidencial, sólo se usará con fines académicos y como parte del proceso de análisis de los datos.

PROCEDIMIENTOS: Para este estudio se llevará a cabo actividades de observación de la clase de inglés, aplicar cuestionarios, entrevistas y grabaciones de las clases para conocer y promover habilidades de comunicación oral en el área de inglés.

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Bogotá,

Y directamente con la coordinadora del programa de licenciatura en lengua extranjera inglés, Johanna Patricia López Urbina, al correo electrónico coord.lilengualextranjera@ustadistancia.edu.co

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, y sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

Confirmando que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que la participación de mi hijo en este estudio es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del Acudiente: Andrea Ortiz M.

Firma del acudiente:



Fecha: octubre 30 de 2020

CESAR AGATON

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Bogotá,

Y directamente con la coordinadora del programa de licenciatura en lengua extranjera inglés, Johanna Patricia López Urbina, al correo electrónico coord.lidienguaextranjera@ustadistancia.edu.co

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Nombre del Acudiente: martha lucia perez

Firma del acudiente: [Firma manuscrita]

Fecha: octubre 30 de 2020

HANNA MALAVER

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Bogotá.

Y directamente con la coordinadora del programa de licenciatura en lengua extranjera inglés, Johanna Patricia López Urbina, al correo electrónico COORD.LIENQUAEXTRANJERA@ustadistancia.edu.co

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, y sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

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Nombre del Acudiente: Lizeth Lorna Rodríguez Gomez

Firma del acudiente: 

Fecha: octubre 30 de 2020

JUAN CAMILO BERMUDEZ

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Bogotá,

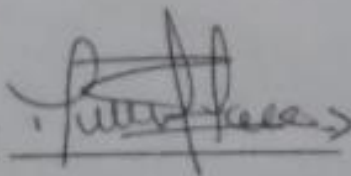
Y directamente con la coordinadora del programa de licenciatura en lengua extranjera inglés, Johanna Patricia López Urbina, al correo electrónico coord.liclengualextranjera@ustadistancia.edu.co

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Nombre del Acudiente: Juan Camilo Bermudez Rodriguez

Firma del acudiente:



Fecha: octubre 30 de 2020

JUAN JOSE MORALES

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Bogotá y directamente con la coordinadora del programa de licenciatura en lingüística extranjera **Yohana Patricia López Urbina** al correo electrónico coor.lingüística@ustotomas.edu.co

FIRMA: Confirmando que el propósito del estudio, sus procedimientos, confidencialidad y los beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

Confirmando que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconoce que la participación de mi hijo en este estudio es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del Acudiente: Yareth Camacho Moreno

Firma del acudiente: Yareth Camacho Moreno

Fecha: octubre 30 de 2020

LUNA SOFIA CARVAJAL

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Bogotá. Y directamente con la coordinadora del programa de licenciatura en lengua extranjera inglés, Johanna Patricia López Urbina, al correo electrónico coordinadora@universitysantotomas.edu.co

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, y sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

Confirmando que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que la participación de mi hijo en este estudio es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del Acudiente: Cabrera Lopez

Firma del acudiente: Cabrera Lopez

Fecha: octubre 30 de 2020

SAMANTA GUATAME

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Bogotá, Y directamente con la coordinadora del programa de licenciatura en lengua extranjera inglés, Johanna Patricia López Urbina, al correo electrónico coord.liclenguaextranjera@ustadistancia.edu.co

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, y sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que la participación de mi hijo en este estudio es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del Acudiente: **Derly Smith Amado – Oscar Fernando Guatame**

Firma del acudiente: Derly Amado 

SANTIAGO ESPINOZA

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Bogotá,

Y directamente con la coordinadora del programa de licenciatura en lengua extranjera inglés, Johanna Patricia López Urbina, al correo electrónico coord.liclengualextranjera@ustadistancia.edu.co

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, y sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

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Nombre del Acudiente: Maria Lorena Ruiz

Firma del acudiente: Maria Lorena Ruiz
31584566

VALERIA LADINO

MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento a la universidad Santo Tomás con su sede en Bogotá, Y directamente con la coordinadora del programa de licenciatura en lengua extranjera inglés, Johanna Patricia López Urbina, al correo electrónico coord.liclengualextranjera@ustadistancia.edu.co

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, y sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

Confirmando que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que la participación de mi hijo en este estudio es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del Acudiente:

Lady Guerrero O.

Firma del acudiente:

Lady Guerrero O.

Fecha: octubre 30 de 2020

APPENDIX B . Students' survey



UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
EDUCACIÓN ABIERTA Y A DISTANCIA
Personería Jurídica 3645 del 6 De Agosto de 1965

STUDENTS' SURVEY

<https://forms.gle/Wm5yY3hB7rgifyjH7>

SCHOOL: COLEGIO FUNDACIÓN NUEVA GRANADA

GRADE: SIXTH

STUDENT'S NAME:

1. RESPONDA LAS SIGUIENTES PREGUNTAS

- a. ¿Cómo estudiante considera que aprender un segundo lenguaje será importante o determinante para su futuro? SI____ NO _____

¿Porqué?_____

2. Califique de 1 a 5 los siguientes aspectos de su conocimiento al momento de hablar en inglés durante las clases.

Tema	Nivel de conocimiento				
	Muy Poc o	Poc o	Regul ar	Buen o	Muy Buen o
Puedo presentarme a mí mismo con información básica.	1	2	3	4	5
Puedo hacer y responder preguntas de algún tema en general	1	2	3	4	5
Puedo participar en conversaciones improvisadas de cualquier tema	1	2	3	4	5
Puedo expresar mis ideas y gustos espontáneamente.	1	2	3	4	5
Organizo rápido mis ideas al momento de hablar	1	2	3	4	5
Describo con oraciones simples a una persona, animal u objeto.	1	2	3	4	5
Mi inglés es fluido y puedo entablar conversaciones con nativos.	1	2	3	4	5
Al trabajar en grupo interactúo y apporto en el tema que aprendo.	1	2	3	4	5
Sigo la conversación de forma espontánea.	1	2	3	4	5

3. ¿Cuál de las siguientes habilidades del inglés se le dificulta más?

- a. Writing - escritura
 - b. Speaking - habla
 - c. Listening - escucha
 - d. Reading - lectura
4. ¿Cuál de las siguientes habilidades del inglés le gustaría desarrollar más porque considera que lo necesita para mejorar?
- a. Reading - lectura
 - b. Listening - escucha
 - c. Writing - escritura
 - d. Speaking - habla
5. ¿Cuál de las siguientes actividades facilita su aprendizaje?
- a. Exposiciones
 - b. Diálogos
 - c. Actividades en pareja o grupos.
 - d. Talleres escritos

APPENDIX C Aurvey analysis



UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
EDUCACIÓN ABIERTA Y A DISTANCIA
Personería Jurídica 3645 del 6 De Agosto de 1965

STUDENTS' SURVEY

RESEARCH PROJECT

SCHOOL: COLEGIO HOGAR NUEVA GRANADA

GRADE: SIXTH

STUDENT RESEARCHERS: JHON JIMENEZ AND VIVIANA CASTILLO

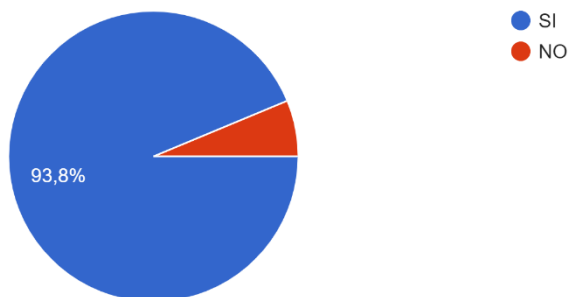
DATE: 7 September.

Objective: To determine the needs and learning interest of a second language in classes that they get at school.

1. *As a student do you consider that learning a second language will be important or determining for your future? Why? Yes 15: ESTUDIANTES No : 1 ESTUDIANTE*

1. ¿Cómo estudiante usted considera que aprender un segundo idioma será importante o determinante para su futuro?

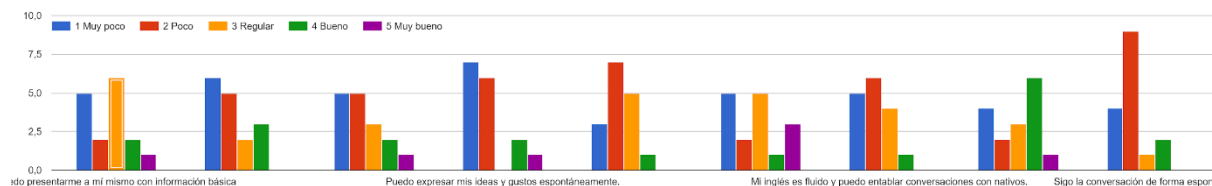
16 respuestas



In terms of your speaking skills, evaluate from 1 to 5 the following aspects at the moment to speak in the second language

- **I can introduce myself with basic information :**
5 Muy poco , 2 Poco, 6 Regular, 2 bueno, 1 Muy bueno
- **I can make and answer questions about general topics:**
6 Muy poco , 5 Poco, 2 Regular, 3 bueno, 0 Muy bueno
- **I can participate in improvise conversations of any topic**
5 Muy poco , 5 Poco, 3 Regular, 2 bueno, 1 Muy bueno
- **I can express my ideas and my likes spontaneously**
7 Muy poco , 6 Poco, 0 Regular, 2 bueno, 1 Muy bueno
- **I can organize my ideas fast at the moment to speak.**
3 Muy poco , 7 Poco, 5 Regular, 1 bueno, 0 Muy bueno
- **I'm able to describe people, animals and objects.**
5 Muy poco , 2 Poco, 5 Regular, 1 bueno, 3 Muy bueno
- **My English is fluent and I can keep conversations with native speakers.**
5 Muy poco , 6 Poco, 4 Regular, 1 bueno, 0 Muy bueno
- **When I develop group works I can interact and provide ideas.**
4 Muy poco , 2 Poco, 3 Regular, 6 bueno, 1 Muy bueno
- **I have reciprocity to keep a conversation going.**
4 Muy poco , 9 Poco, 1 Regular, 2 bueno, 0 Muy bueno

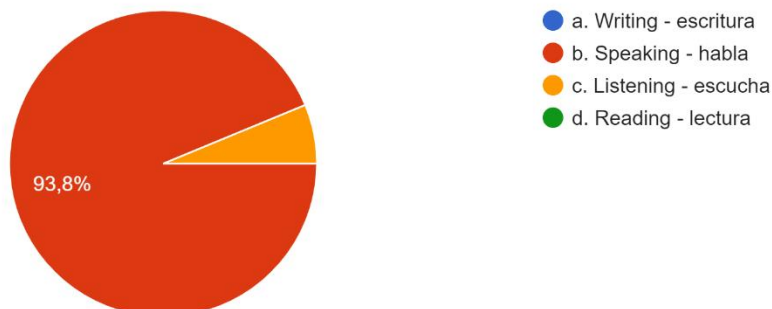
2. Califique de 1 a 5 los siguientes aspectos de su conocimiento al momento de hablar en inglés durante las clases.



2. Which of the following English skills is most difficult for you?

3. ¿Cuál de las siguientes habilidades del inglés se le dificulta más?

16 respuestas

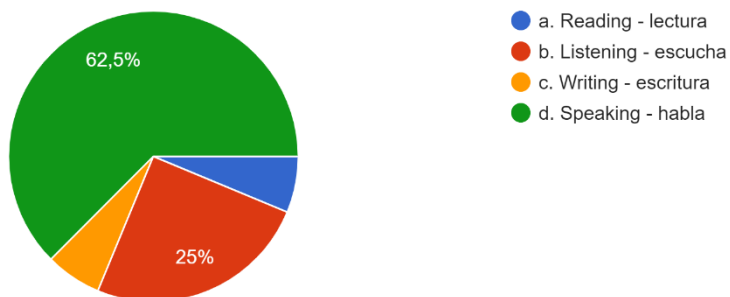


- a. Writing **NONE STUDENT**
- b. Speaking **15 STUDENT**
- c. Listening **1 STUDENT**
- d. Reading **NONE STUDENT**

3. Which of the following skills would you like to develop in a better way?

4. ¿Cuál de las siguientes habilidades del inglés le gustaría desarrollar más porque considera que lo necesita para mejorar?

16 respuestas

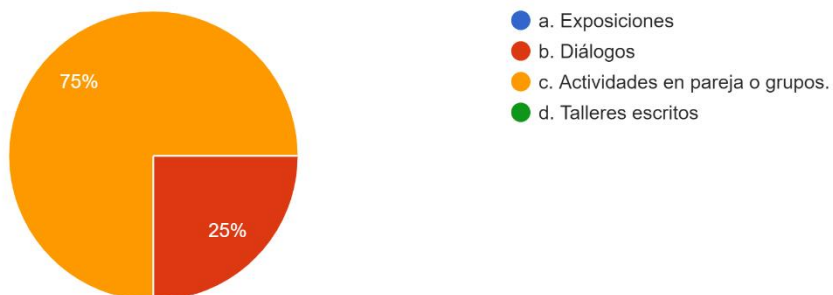


- a. Reading - lectura **1 STUDENT**
- b. Listening - escucha **4 STUDENT**
- c. Writing - escritura **1 STUDENT**
- d. Speaking - habla **10 STUDENTS**

4. Which of the following activities facilitates your learning process?

5. ¿Cuál de las siguientes actividades facilita su aprendizaje?

16 respuestas



- a. Expositions **NONE STUDENTS**
- b. Dialogues **4 STUDENTS**
- c. Pair and group work **12 STUDENTS**
- d. Worksheets and tests. **NONE STUDENTS**

APPENDIX D. Diagnosis class



DIAGNOSIS CLASS

Name of the class: General information			
School: Colegio Fundación Nueva Granada			
Teachers researchers: Jhon Jimenez Sua / Viviana Estefania Castillo			
Grade: Sixth	Date: September 7 th - 2020	Timing: 45 minutes	

INTRODUCTION AND RATIONALE: This lesson will determine teachers' researchers to identify the level of the speaking in this group of students, through some interactive activities which allow them to participate and express them in a second language.			
OBJECTIVES	LANGUAGE:	To construct through the previous vocabulary and knowledge the right answer according to the question.	
	COMMUNICATIVE:	To produce oral answers according information given	
	LEARNING:	To identify the key words in a question regardless the context given	
TYPE OF THE ACTIVITY	DESCRIPTION	TIMING	MATERIALS
WARMING UP	Simon says: Students are going to listen to the teacher's directions and they have to immediately do the instruction given, regardless if it is physical or spoken.	10"	Simon says game

PREVIOUS KNOWLEDGE	This activity is a set of questions about general vocabulary and knowledge of different contexts. The students are going to participate individually and the first who answer will get a point. eg. What are the colors of the rainbow?, where is Paris located?What is the capital of the United states?...	10''	Powerpoint presentation
PRACTICE	BAAMBOOZLE: It is a learning platform which allows the group learning focused on provide open speaking questions about general context, in order to build up long answers, descriptions and expressions. In This test students will be divided by group and they have to choose a number and answer a question. Then a score will be shown according to the assertiveness of the answer. And the winner will be the team with the highest score https://www.baamboozle.com/classicjr/156372	15''	Baamboozle

QUESTIONS OF THE SPEAKING TEST:

1. Tell me about your personal information
2. How do you look like?
3. What do you like to eat for breakfast? Give two different options
4. What did you do last weekend?
5. What is your daily routine?
6. Talk about your favourite hobbies
7. Tell us about your favourite movie?
8. Talk about two different cities or countries
9. What subject do you like to study and why?
10. How is your personality?
11. What are you wearing at this moment?
12. What places can you find in your city?
13. Is it difficult for you to talk in English ?
14. What do you like to eat for lunch? Give two different options
15. If you were a superhero what power would you like to have and why?
16. Talk about three different videogames or youtubers

ASSESSMENT	They will develop a self-evaluation related with the previous activities, with the purpose to express what they could identify about their current speaking level <u>https://forms.gle/Wm5yY3hB7rgifyjH7</u>	10''	Google forms assessment
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APPENDIX E. Speaking descriptors



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Personería Jurídica 3645 del 6 De Agosto de 1965

ASSESSMENT SPEAKING DESCRIPTORS

BAN D	FLUENCY	LEXICAL (Vocabulary)	ACCURACY	PRONUNCIATION
6	Produces simple speech fluently, Including fillers and few repetitions maintaining a slow but understandable sense of the message.	Be able to paraphrase and provide enough vocabulary to express the idea depending on the context.	Evidence of good control in the structures used, few mistakes are evidenced but they can correct themselves.	Express the message properly identifying their own mistakes in the pronunciation.
	Cannot respond without evident	Capacity to talk about familiar and unfamiliar topics,		

5	short pauses and may speak slowly, with some repetitions, self-correction, and use of the fillers.	with appropriate vocabulary and with some attempts to use paraphrase.	Uses of different basic and simple structures, mix them, but with limited flexibility	Speak a bit clear making few mistakes in the pronunciation
4	Can make him/herself understand with very short words, even though pauses, false starts are evident. But some fillers are used.	Uses of simple sentences, memorized phrases and a few groups of words to express limited information in everyday situations.	Use partially basic structures, but still evidence some basic mistakes of the language.	Speak slowly making some mistakes in the pronunciation without affect the meaning of the message
3	Express the ideas with short pauses not using the fillers in speech, and cannot link the words in a sentence to express a basic message.	Talk about basic topics with poor vocabulary and make mistakes at the moment to choose appropriate words related to the topic	Can make basic sentence forms with a lot of mistakes on it. Only memorized expressions trying to communicate a message.	Speak slowly, making mistakes in pronunciation which sometimes affect the sense of the meaning of the message.
2	Can manage very short and isolated words with much	Uses of a few repertoire of words, some simple phrases	Evidence of a few controls and demonstration of simple	Make a lot of mistakes in the pronunciation that interrupt a

	pausing to search for expressions.	about personal details and particular situations are evidenced.	grammatical structure and sentence patterns.	clear communication
1	Communication is not possible. it has very long pauses that's why the language is not evidenced.	Use isolated words without a sense of the topic.	Cannot produce any grammatical sentence in the language.	The speech is unclear for the listener.

Based on IELTS speaking band descriptors and by the CEFR Common European Framework

APPENDIX F. Test results

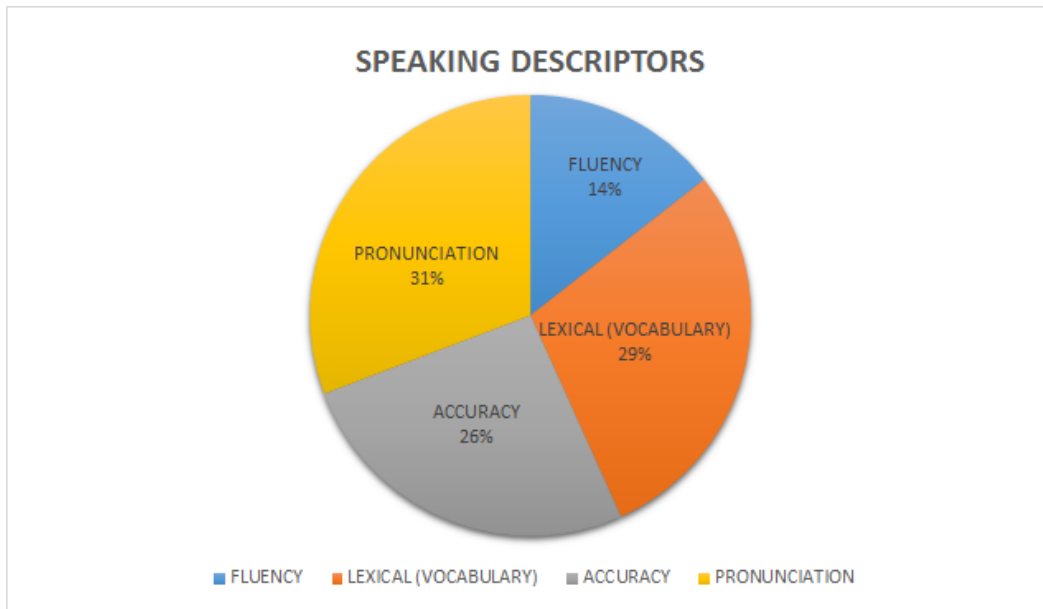


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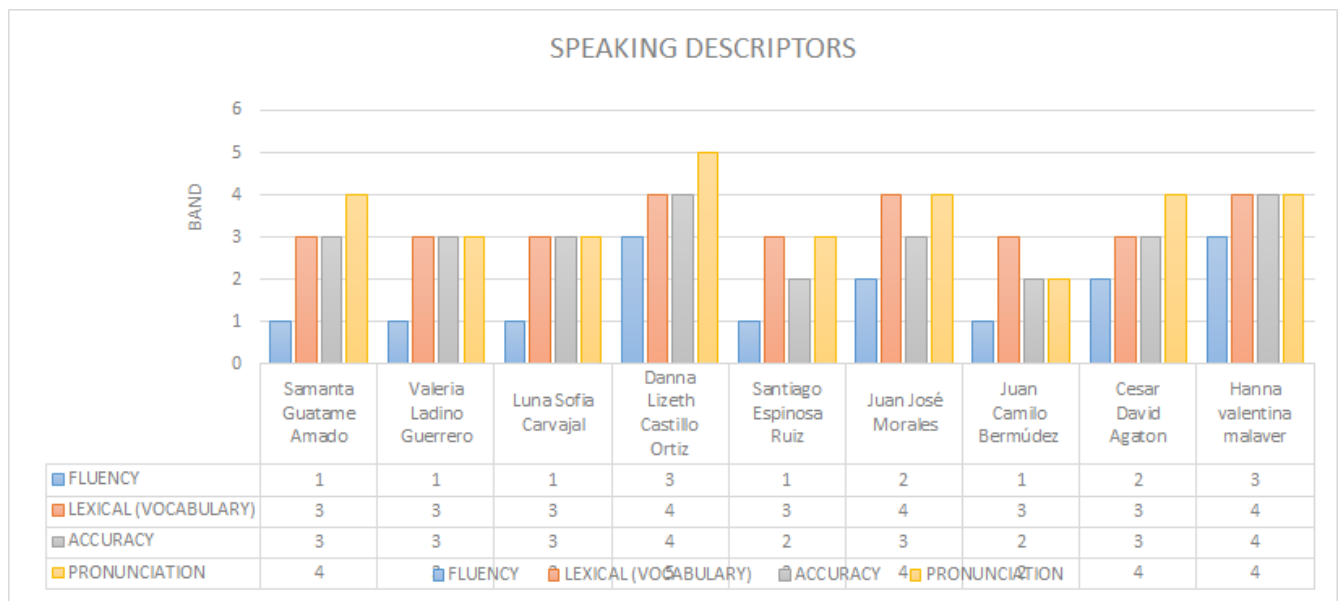
SPEAKING TEST RESULTS

NOMBRE	FLUENCY	LEXICAL (VOCABULARY)	ACCURACY	PRONUNCIATION
Samanta Guatame Amado	1	3	3	4
Valeria Ladino Guerrero	1	3	3	3
Luna Sofia Carvajal	1	3	3	3
Danna Lizeth Castillo Ortiz	3	4	4	5
Santiago Espinosa Ruiz	1	3	2	3
Juan José Morales	2	4	3	4
Juan Camilo Bermúdez	1	3	2	2
Cesar David Agaton	2	3	3	4
Hanna valentina malaver	3	4	4	4
	2	3	3	4
	15	30	27	32
tomando que el 100 es 54	27%	57%	50%_	57%
suma 100%	14	30	26	30

GRAPHIC



INDIVIDUALLY RESULTS



APPENDIX G. SYLLABUS

Syllabus stage #1				
DBA (Derechos Básicos de Aprendizaje)	Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido.			
	Narro o describo de forma sencilla hechos y actividades que me son familiares.			
	Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor.			
	Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo.			
	GOAL	SPEAKING FUNCTIONS	LANGUAGE LEARNING OBJECTIVES	TARGET VOCABULARY
STAGE ONE - Self introduction and description	Introducing oneself and a famous character providing their physical and personality description.	Using properly the personal pronouns to refer someone	Make an oral description involving personal pronouns and physical / personality adjectives.	PHYSICAL ADJECTIVES: Tall, short, fat, thin, handsome, beautiful, strong, long, big, small
		Describing people to physical and personality adjectives	Exchange information about countries, nationalities and professions.	PROFESSIONS: Doctor, Lawyer, Teacher, Architect, Nurse, Mechanic, Police officer, Dentist, Pilot, Chef.
		Introducing oneself and other people		
		Expressing the main characteristics of a profession.	Providing information to describe famous characters.	ADJECTIVES FOR PERSONALITY: Friendly, relaxed, happy, funny, angry, bored, helpful, kind, talented, confident.
		Telling information about countries and nationalities		
	COMPONENT			COUNTRIES AND NATIONALITIES: France- french, Italy- italian, Spain- spanish, Brazil- brasilian, Mexico- mexican, Japan- japanese, China- chinese, Australia- australian, Peru- peruvian, Germany- german.
	LEXICAL	GRAMATICAL	DISCURSIVE	
	Countries	Affirmative tense (Verb to-be)	Start and keeping a short conversation in a fluent way	
	Professions	Negative tense (Verb to-be)		
	Nationalities	Personal Pronouns		
Adjectives (Physical description)				
Adjectives (Personality description)				

Syllabus stage #2				
DBA (Derechos Básicos de Aprendizaje)	Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido.			
	Narro o describo de forma sencilla hechos y actividades que me son familiares.			
	Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor.			
	Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo.			
	Hago exposiciones muy breves, de contenido predecible y aprendido.			