

Promoting Spoken Interactive Communication in Workshops at the A2+ - B1 CEFR Level

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Abstract

This research study describes the results of implementing workshops that focus on spoken interactive communication and their impact upon the learning experience of a group of students at A2+ - B1 level at a private language institute in Villavicencio, Meta. The pedagogical implementation consisted of nine workshops carried out over two cycles of action research, and the data was collected through voice and video recordings, teacher journals, and students' self-assessments. The findings suggest the implementation influenced the students' learning experience in the sense that interactive communication was used as a model of language use; the students started to use interaction strategies for effective communication; and both teacher and students used L1 to compensate for communication and learning gaps in interactions.

Key words: Interactive communication, action research, English as a Foreign Language (EFL), spoken interaction.

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Contextualization

This research took place in Villavicencio, Meta, at a branch of the private language institution for work and human development American School Way (ASW), which is specialized in the teaching of foreign languages, particularly English. ASW is certified by the Instituto Colombiano de Normas Técnicas (ICONTEC), the Secretaría de Educación and aligns with the bilingual plan of the Ministerio de Educación Nacional (MEN). The institution's vision is based on the idea that education is a fundamental axis in the growth and development of the country. Since its initiation, ASW has envisioned quality education in language learning to enable its students to use a foreign language for work, with a social focus that allows them to have a clear vision of leadership and service to the community with national or international projection that integrates Colombia into the global knowledge economy and the international job market, (ASW, 2016).

In response to the widespread need for strengthening the learning of English in Colombia, which is fostered by the MEN, ASW offers an English program which includes five modules A1, A2, B1, B2.1, B2.2 and C1, with a duration of 780 hours; a course that focuses on the development of communicative competences. When students are enrolled in the English program, they have about 2 years to finish their English course. At the end of each module, students may certify their English level if they study the total of hours required, or they may get an international certification provided by an international assessment company. Students also may apply for job offers among the companies which have an alliance with the institution to hire students who use spoken English accurately and fluently.

The methodology for classes is semi-personalized and face-to-face in specialized classrooms, with small groups of students; classroom processes are guided by the communicative

approach to ensure students may interact with each other and with the teacher. There are three types of classrooms: Regular classrooms, evaluation classrooms and we-talk classrooms. Regular classrooms are intended groups of six students, who share and study two-paged coursebook or video lessons under the orientation of an English teacher, either native or non-native.

Coursebook lessons may cover grammar, vocabulary and cultural content integrating reading, writing, listening and speaking tasks. Video lessons are focused on sitcoms, street interviews or documentaries, which integrate the communicative goals presented in the didactic lessons.

Evaluation classrooms are intended for nine students who take speaking tests that cover interactions between them and the teacher; the student who is evaluated must respond to a set of follow-up questions depending on their level, based on the communicative goals presented in the didactic units studied before. Speaking tests are given to evaluate the speaking proficiency of students, focusing on form and content. We-talk classrooms are spaces guided by the task-based learning approach. There, students may use their spoken English to carry out the activities designed by the teacher. Lessons are intended to be flexible since students are not required to attend every day or consecutively, but within a limit of time to finish their academic program. Classes are given under an inductive approach that features an eclectic model of pedagogy which integrates other methods and approaches for teaching such as: Natural Approach, Cooperative Learning, Communicative Language Teaching (CLT), Task Based Learning (TBL) and Blended Learning (BL). The teaching and learning process is framed by Presentation, Practice and Production (PPP) sequences to favor a classroom environment of repetition and acquisition of concepts which allow students to develop progressively and reinforce their competences.

This institute is located in a commercial zone in the city. It has modern facilities with a variety of audiovisual resources for teaching and learning, providing quiet spaces for teachers,

students and administrative members. Regarding students, this institute has around 1200 learners enrolled in its English courses among men and women aged 12 to 60. Although most of the students are Colombian, there are also some foreigners who represent a small percentage of all students. Students vary widely among employees, unemployed, entrepreneurs, retired people and students out of schools or universities, but almost all of them agree on the same reason for studying English which is the idea of English being an essential component for a better life in Colombia or overseas. The social and socioeconomic characteristics of learners vary between low and high status since the institution has agreements with banks or entities that promote education through educational credits.

Research Statement

This research study emerged after teaching courses of elementary and basic intermediate English for 1 year at ASW. Other English teachers and I noticed a low ability to understand and use spoken English competently and confidently among different groups of students at all levels, especially at the A2+-B1 level course, where the case was most recurrent and noticeable. This fact was reported, discussed and taken for granted during the academic meetings between teachers and the academic coordinator. Apart from teacher reports, this case was also reflected on the speaking test grades, in which students usually got low marks. In these tests, the minimum grade to pass is 6.0, (See Appendix A – Speaking Test Sheets).

As a result of teachers' reports and speaking assessments, we found that most of the A2+-B1 level-students often used their first language (Spanish) to participate in class instead of the target language (English). Students used spoken English mostly to practice or personalize the conversation models presented in their didactic lessons. Students did not show enough ability to use spoken English effectively in other communicative acts like spontaneous conversations or task discussions; the kind of speaking activities where they did not have a dialogue model. In those situations, they often struggled to speak, in their attempts they produced hesitantly and short utterances with grammatical errors, inappropriate vocabulary and mispronunciation of common words. On the other hand, there was a common understanding among teachers that, during lessons, the time allowed for conversations usually was too short and students did not have much time to practice or rehearse according to their pace of learning. On my side, the most recurrent fact I noticed was that, most of the time, we teachers tend to interact with one student rather than foster other types of interactions and our feedback usually focuses on grammar.

To implement actions in the institute to address the situation, we teachers and the academic coordinator agreed on personalized tutoring sessions as a proposal to improve the learning process and overcome difficulties of students in all levels to use spoken English effectively and successfully. Yet, tutoring lessons were still used to explain how language works, focusing on studying grammar content, instead of facilitating opportunities for language use. Hence, that proposal was not effective in terms of improving the use of spoken English in the course, because there was no evidence of students' progress after the implementation of tutoring sessions.

Bearing all the previous in mind, I decided to carry out an action research project based on the learning content for the A2+-B1 level, aimed at promoting spoken interactive communication (IC) through some workshops, with a focus on developing interaction strategies to initiate, develop and maintain conversations. In my view, IC is a speaking aspect which provides learners with opportunities to improve their communication abilities not only for spoken production, but also for spoken interactions. According to the CEFR (Council of Europe, 2018), spoken interaction is to be considered the origin of language with interpersonal, collaborative and transactional functions. This is a proposal that aims at contributing with relevant information for the institute to make new decisions in the future that develop better use of spoken English not only at the A2+-B1 level but also at all levels.

This research project aimed at answering the following research question:

What is the impact of implementing workshops that focus on spoken interactive communication upon the learning experiences of a group of students at A2+-B1 level?

Main objective:

To determine the impact of implementing workshops that focus on spoken interactive communication upon the learning experiences of a group of students at A2+-B1 level.

Theoretical framework

In this section, I explain the most relevant constructs that support this research which are the notions of speaking production and interaction, and the concept of interactive communication (IC). I also present some studies on IC conducted in Colombia.

Before addressing the theoretical terms, I like to begin discussing globalization since it has an important role worldwide to foster the learning of English, based on the benefits that brings for foreigners to achieve personal and professional development. According to Velocity Global (2020) *“those who decide to take on international expansion will find several benefits; access to new cultures, the spread of technology and innovation, lower costs for products, higher standards of living across the globe, access to new markets, and access to new talent.”* Benefits of globalization are also embraced in the institute through its Proyecto Educativo Institucional (PEI) to offer its English program. As a result, English learners who are enrolled in module B1 know the benefits of globalization and expect using English language to succeed in globalized processes that are involved in their lives.

Speaking: production and interaction

Learning to speak English is a complex task since it is used for several purposes or different types of situations. People may use spoken English to sustain monologues or interact. For Lindsay & Knight (2011) speaking is a productive skill that involves putting a message together, communicating the message, and interacting with other people. To speak, learners need to develop the speaking skills which refer to the ability to talk about any topic at any moment to communicate messages effectively in production or interactive situations. According to the CEFR (Council of Europe, 2018), speaking is given in both communication modes; production (= sustained monologue; long turns) and interaction (= conversational dialogue; short turns). For

spoken production the overall descriptor states that an A2 level student *“can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list”*. For spoken interaction the overall descriptor states that an A2 level student *“Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord”*.

Based on the above concepts, we can no longer think of speaking as a unitary skill because it is divided into two language skills: Spoken Interaction and Spoken Production, each one used for different purposes either to focus and practice on specific language constructions or to cover face to face communication between two or more speakers in a vast range of interaction activities.

Interactive Communication

The concept of IC involved in this study refers to the face-to-face communication between two or more speakers, a way of communication that is spontaneous to construct meaning, where speakers have to display some particular abilities to communicate effectively. Considering that learning content in the A2+-B1 level course is in average A2, I decided to approach the concept of IC published in the A2 Key Handbook for teachers, (Cambridge Assessment English, 2020), where speaking is divided into Grammar and Vocabulary; Pronunciation and IC. In the handbook

IC consists of four components; *Development of the interaction. Initiating and responding. Prompting and supporting; and Turn and simple exchange.* *Development of interaction refers to the ability of saying more than the minimum in response to a visual or written stimulus or to something another speaker has said; or involving the other speaker with a suggestion or question about further developing the topic. Initiating and responding refers to starting a new turn by introducing a new idea, development of the current topic or replying to what the other speaker has said. Prompting and supporting consists of instances when the interlocutor repeats or uses a backup prompt or gesture in order to get a candidate to respond or make a further contribution; or when a speaker helps another speaker providing a word they are looking for during a discussion activity or developing an idea. Turn and simple exchange refers to everything a person says before someone else speaks and a brief interaction which typically involves two turns in the form of an initiation and a response.* However, when it comes to analyzing or assessing interactive communication at A2 level, the A2 Key handbook for teachers emphasizes two components: Simple Exchanges and; Prompting and Support.

Interactive communication or spoken interaction have been studied in our country from different perspectives in the field of teaching English as a foreign language.

Suarez & Rodriguez (2018) Carried out the study of Language Interaction among EFL Primary Learners and Their Teacher Through Collaborative Task-Based Learning, in a private school in Bogotá with a group of fourth graders. Their aim was to analyze interaction in the English classroom through action research, based on tasks that promoted collaborative work and involvement of the students and their teacher. The findings and patterns of interaction described how learners are also social actors that transform and establish agreements to participate in and activate their learning process in the way the teacher involves them.

Gomez (2011) in her study *Peer Interaction: A Social Perspective towards the Development of Foreign Language Learning*, carried out with undergraduate students at a private university in Bogotá, aimed at discovering new ways of interaction that go beyond the unidirectional relationship that is presented in the classrooms most of the times. Her purpose was to engage students through task-based teaching in new dynamics of interaction when undertaking group activities based on media that would help them in the development of their speaking skill. Results showed that students engaged in a process of language learning in which they were no longer afraid of expressing their ideas either in L1 or L2. Students found meaningful and useful insight about the relationship between the topics they learned in class and the topics they discuss in their majors.

Herazo (2010), in his study *Authentic Oral Interaction in the EFL Class: What It Means, What It Does not*, characterizes four samples of oral communication exchanges that occur in Colombian EFL secondary school classrooms in Montería and discusses their effectiveness for developing meaningful oral production in both student-student and teacher-student interaction. In his findings he said that the IRF exchange (Initiation-Response-Follow-up) seems a limited and limiting interactional format that encourages very little participation on the part of the learner and, as a result, reduces the possibilities for learning the foreign language. Contingent interaction, on the other hand, seems to open possibilities for a more symmetric, meaningful, realistic, and effective interactional mode in the pursuit of EFL proficiency.

Medina (2009) Conducted the study *Interaction in Online Tutoring Sessions: An Opportunity to Knit English Language Learning in a Blended Program*, intended to describe the interaction taking place between a tutor and her students during the online tutoring sessions (OTS) in the ALEX Virtual English Program at the Universidad Nacional de Colombia, in

Bogotá. The results showed how language itself, the methodology of the course, reflection upon learning, and social and personal issues made up the conversational topics prevailing in these sessions. It was also found that the main interactions between the tutor and the learners consisted of double-way dynamics.

The analysis of the previous studies allowed me to understand that implementation of IC or spoken interaction is essential in EFL settings to learn and use the English language effectively but it is necessary to involve real communicative activities integrated by spontaneity, true exchange and a degree of uncertainty to provide meaningful opportunities for learners to express their ideas and use authentic oral communication which enrich their learning experience in the use of the language. The result of the action research studies showed that learners develop automatic language use, oral production in interactions, oral communication, and interact with more confidence and appropriation of the language.

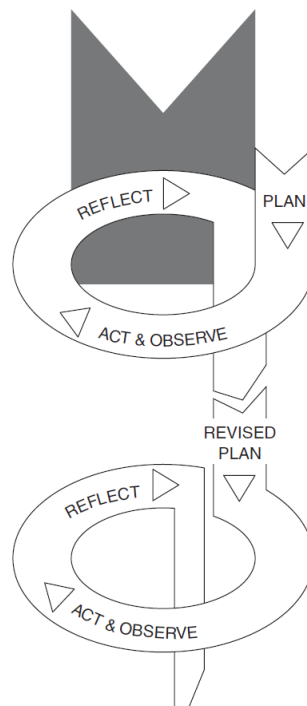
Design

Research Design

The underpinning of this design relies on the descriptive research approach, a method which documents and accounts the facts that occurred in L2 classrooms. According to Ellis (2012) descriptive research aims to produce qualitative and quantitative account of classroom processes, the factors that shape these and their implications for language learning. The type of descriptive research that shape this study is interactional research, which documents the features of interaction in classrooms through observation and involves identifying the specific phenomenon to be studied, formulating research questions, choosing the specific classroom, observing the interactions that take place there, extracting episodes relevant from the data and describing them.

This is a qualitative research microproject that seeks the improvement of teaching practices and learning process through the Action Research (AR) methodology proposed by Kemmis & Mc Taggart (2000) which consists of a spiral of consecutive self-reflective cycles of three steps: planning a change, acting, observing and reflecting.

Figure 1
Action research cycles



In this study, Action Research (AR) was used to discover the impact of workshops that focused on spoken IC upon the learners' experience and generate knowledge through structured reflection and analysis of teaching practices and learners' outcomes to respond to a specific classroom issue that affect members involved in the teaching and learning process at the place of this study.

This study is aligned with the formative research structure at the LLEI at USTA – DUAD, and it is defined as a microproject which corresponds to the Research field 1: The teaching and learning of English as a foreign language, Research macroproject 1: Innovative practices in English teaching and learning, and Subproject: Pedagogical innovations in EFL teaching and learning contexts.

My role within the research was a participant-observer who was immersed in the learning environment, obtaining key information from classes, students and colleagues, implementing the action and collecting data Smith, Mark K (1997). My responsibilities are described below within the explanation of how I conducted this research in 2 cycles following the three steps: Plan-Act, Observe, and Reflect.

Cycle 1

I started collecting information about a classroom issue in module B1 related to the students' difficulties in their speaking skill (see research statement). I consulted literature about the situation and theory to identify the research topic and design the research study, defining the research questions, objectives and data-collection instruments. As a result, I created an action plan that consisted of 4 workshops (Appendix B) in which I observed the effect caused by the learning environment on the students' experience and noticed some facts that affected the development of students' spoken IC. As an outcome of this cycle, I noticed inconsistencies between the main components of my research which led me to amend the research design by connecting the research objective and question to the instructional design for the proposal.

Cycle 2

I replanned my action plan implementing insights and outcomes from cycle 1 to start round to a new action that consisted of 5 workshops to collect more data and conclude the research. I revisited and analyzed the 1 cycle intervention to amend inconsistencies observed in the action plan, particularly about my teaching practices. Over this cycle I had to change the modality of face-to-face workshops due to the global virus pandemic COVID-19, the institute had to shut down in March 2020 and classes were suspended about two months until they found ways to

implement the English program only through online learning, this circumstance headed me to adjust the implementation of workshops to fit an online context.

Over this cycle I carried out new research tasks like transcription, codification and categorization of the data collected from both cycles, for a period of about two months. I examined the instruments using the technique based on Leavy (2014) Process Coding Strategy.

Table 1 summarizes the action research process I followed to conduct this study.

Table 1

Action research process

Steps	Cycle 1		Cycle 2	
Plan	Gathering information - Classroom observations - Academic meetings - Speaking assessments Research problem		Gathering information Implementation insights from cycle 1	
	Research design		Research redesign	
	Pedagogical implementation design		Pedagogical implementation redesign	
Act-Observe	Action taking Workshops 1-4	Data collection - Recordings - Teacher Journals	Action taking Workshops 5-9	Data collection - Recordings - Teacher Journals - Self-assessments
	Data analysis - Data collection instruments - Outcomes - Insights		Data analysis - Data collection instruments - Transcriptions - Codification - Categorization - Findings	
Reflect				

Data collection instruments

The data-collection instruments I used during the intervention were teacher journals (Appendix C), video and voice recordings (Appendix D), and self-assessment forms (Appendix E). They were essential to record the facts that occurred during the workshops.

Using teacher journals, I captured my perceptions and critical reflections about the teaching and learning processes in each workshop. Journals were fundamental resources I used to adjust and improve my teaching practices in order to provide better learning experiences according to the pedagogical objective set up for the intervention. I wrote nine journals using the guided questions designed by Ho & Richards (1993) questions about my teaching, my students and myself as a language teacher.

Voice and video recordings were used in the first cycle to capture interactions between students during the learning activities that I choose for those workshops. In the second cycle, since the workshops were given online, I recorded in video each of the five workshops from the beginning to the end. Using videos, I preserved detailed representations of the workshops to obtain all the relevant facts for the research.

The self-assessment forms were instruments I designed and used throughout the second cycle at the end of each workshop to collect data from participants, I figured it was essential for the research to know about their perceptions of workshops, their performance, learning preferences and interaction activities. It was also a decision I made to include in the following lesson plans their learning interests and implement them during the workshops as an intention to improve their learning experience.

Implementation and data analysis

This pedagogical implementation took place at the private language institution ASW located in Villavicencio and was implemented in the module B1 of the English program. The implementation consisted of 9 workshops of 90 minutes, four of which were held in face-to-face sessions, and the remaining 5 through online sessions. The workshops focused on spoken IC to enhance students' spoken IC ability.

The timeline of this research is shown below.

Table 2

Action research timetable

Date	Cycle 1	Data collection
September 2019	Week 4 - Workshop 1 - Face to face	Teacher Journal
	Week 4 - Workshop 2 - Face to face	Teacher Journal -Video recordings
October 2019	Week 1 - Workshop 3 - Face to face	Teacher Journal
	Week 4 - Workshop 4 - Face to face	Teacher Journal -Voice recording
	Cycle 2	
May 2020	Week 3 - Workshop 5 - Online	Teacher Journal - Video recording - Self assessment forms
	Week 3 - Workshop 6 - Online	Teacher Journal - Video recording - Self assessment forms
	Week 4 - Workshop 7 - Online	Teacher Journal - Video recording - Self assessment forms
	Week 4 - Workshop 8 - Online	Teacher Journal - Video recording - Self assessment forms
	Week 4 - Workshop 9 - Online	Teacher Journal - Video recording - Self assessment forms

Context

The institute ASW operates according to the Common European Framework of Reference for languages: Learning, Teaching, Assessment (CEFR) to improve the learning of English as a foreign language in Colombia to level B2 through an English program organized into five learning modules (A1, A2, B1, B2.1, B2.2) aimed to provide academic knowledge in English in the proficiency language levels A1, A2, B1 and B2 through the instructional levels of the Top

Notch coursebook (Fundamentals, Top Notch 1, Top Notch 2, Top Notch 3 and Summit 1). The English program is carried out through face-to-face and semi-personalized classes based on a communicative approach that focuses on interactions to study and learn the English language. It is reinforced with tutoring, conversational clubs and an online learning portal for autonomous study that contains activities and assessments of the content of each level. Module B1 is developed through the Top Notch 2 course book, which is integrated with learning objectives targeted at levels A2+-B1 (See Appendix F – Learning objectives).

Method

The methodology for this proposal was based on the CLT approach and the second language acquisition since my purpose was to provide opportunities for learners to use the target language to communicate or interact. One of my reference points was that learners need as much exposure as possible to the target language for acquisition to occur. Therefore, I attempted to create contexts for communication which facilitate acquisition through input, exposition, practice and teaching actions aim to provide examples of language functions and interaction strategies, using a variety of language exponents in order to prepare learners for the performance of interactive activities and giving opportunities to use all the language they know to communicate their ideas, negotiate or construct meaning and make themselves understood.

My plan to foster spoken IC in each workshop consisted of proposing T-Ss, Ss-Ss interaction, and recreating interaction activities which focused on listening and responding to questions, expanding answers and helping to keep a conversation going. Therefore, to design the learning content of the workshops I was based on Cambridge and Top-Notch resources for speaking that covers interaction. For the first four workshops, I pulled ideas from material that is used to prepare learners to perform IC for the speaking test of the A2 key exam and the PET test,

and I used material like prompt cards, pictures, photographs and diagrams that consists of simple role plays in which students were required to ask and answer questions, make decisions, suggestions, express opinions, agreements, disagreements, advantages and disadvantages. To design the interactive activities for the last five workshops, I used teaching resources and materials included in the Active Teach tool for Top Notch 2, like worksheets, cards, questionnaires, illustrated texts and charts, which are designed to get students to interact in pairs and groups to recreate interaction activities with several purposes. To complement the learning content, I included language to provide examples of how to perform the functions integrated in the material and language to suggest the use of interaction strategies to overcome common communication problems emerging from misunderstandings and lack of knowledge.

Finally, after setting the method for this proposal, I designed a lesson plan for each workshop divided into three stages: preparation, practice and feedback (See Appendix B – Workshop lesson plan sample). The learning content of each workshop was organized and distributed in the following way:

Table 3
Contents overview

Sequence	Learning content	Interactive Activity	Topic	Material
Workshop 1	Language to ask someone else for ideas, ask for clarification and repetition, extend answers	Understanding the interlocutor Information exchange	Everyday situations	Prompt cards
Workshop 2	Language to gain time to think what to say and explain a difficult word or idea	Understanding the interlocutor Information exchange Goal oriented, co-operation	Everyday situations	Picture sheets Photo sheets Diagram sheets
Workshop 3	Language to start and end a discussion, interrupt and involve the other person	Understanding the interlocutor Information exchange Goal oriented, co-operation	Everyday situations	Picture sheet Photo sheets Diagram sheets
Workshop 4	Language to express advantages and disadvantages.	Understanding the interlocutor Information exchange Goal oriented, co-operation	Everyday situations	Picture sheets Photo sheets Diagram sheets
Workshop 5	Language to ask for clarification and repetition, ask and answer WH and Yes/No questions, extend answers. Vocabulary and definitions.	Understanding the interlocutor Information exchange Using telecommunications Interviewing and being interviewed	Getting acquainted	Notepadding chart Questionnaire sheet
Workshop 6	Language to gain time to think what to say and to ask someone else for ideas. Vocabulary and definitions.	Understanding the interlocutor Information exchange Using telecommunications Interviewing and being interviewed	Getting acquainted Going to the movies	Questionnaire sheet Story cards Illustrated text

Workshop 7	Language to explain opinions. Vocabulary and definitions.	Understanding the interlocutor Information exchange Using telecommunications	Going to the movies	Worksheet Discussion cards Illustrated texts
Workshop 8	Language to express agreements, disagreements. Vocabulary and definitions.	Understanding the interlocutor Information exchange Using telecommunications	Ethics and values	Definition chart Notepadding chart Questionnaire Illustrated cards
Workshop 9	Language to give and infer cues. Vocabulary and definitions.	Understanding the interlocutor Information exchange Using telecommunications Goal oriented, co-operation	Eating well	Illustrated texts Food cards Crossword puzzles Differences worksheets

I did the first four workshops in the institute and 6 participants joined each workshop that took 90 minutes. The total of participants were 21 students: 16 were enrolled in module B1 and 5 in module A2. Over the workshops I elicited information about the subjects to provoke students' participation; then, I introduced the language of strategies and functions using oral examples or visual prompts to instruct students for the performance of situations or tasks integrated in the interactive activities. After the preparation stage, I paired or grouped students to carry out the interactive activities using preparation material; then I stood back to pay attention to their conversations, but I was usually requested by students to help them. To recreate the interaction activities, most students preferred to prepare their speeches before trying to accomplish the tasks; they used L1 to discuss vocabulary, accuracy and grammatical structures; they wrote their dialogues and rehearsed to present their conversations. Only the group of students in the fourth workshop used L2 all the time and did not prepare their speeches. They expressed their ideas spontaneously and used interaction strategies in misunderstandings but not in the way suggested or to compensate for lack of knowledge they asked me for help instead of describing a word.

The last five workshops were online due to the outbreak of COVID-19 pandemic, which pushed the local and national government to adopt measures of stay-home as a response to combat the virus. Over this time the institution was closed, and classes were suspended for an indefinite time, a circumstance that affected the conformation of the new group of participants

for the second cycle. I struggled to find students from module B1 and I had to invite external learners to conform the group, finally I found 6 participants, 4 from module B1 and 2 participants aged 40-42 who were not enrolled in the institute courses, but were willing to participate and had previous experience using the language overseas.

The 5 workshops were carried out through the video communication platforms Zoom and Google Meet. The use of video communication platforms was useful to collect data, because I recorded each session from the beginning to the end. Like in the first four workshops, I started preparing learners to carry out the activities using the same teaching procedure. Students performed the activities in pairs or groups to ask and answer questions, take part in discussions, make decisions in groups, infer and give clues. They used interaction strategies in their own way to ask for repetition or clarification, regarding strategies to compensate for the lack of knowledge students only used them in the last workshop.

Analysis

This step started with the analysis of the implementation that took place in cycle 1, in which I wrote a teacher journal after each workshop to analyze what happened and resulted in the development of learners' spoken IC. I identified negative and positive outcomes which led me to implement insights in order to amend my teaching practices and redesigned the instructional plan for an upcoming workshop. At the end of cycle 1, my plan was to avoid the repetition of the negative outcomes in cycle 2; for that reason, I decided to replace the Cambridge material and involved the learning content of module B1, because I found that some learners were bored performing the tasks integrated in the preparation material. Some learners were focused on grammatical aspects instead of spoken interaction, and the tasks limited the

spoken interaction due to their predictability and the context of tasks were too broad to set a specific context to review its vocabulary and provide better instruction.

In cycle 2, I followed the same stages of action in cycle 1 (plan, act and observe, reflect), and in addition I did the analysis process (transcription, codification and categorization) of the whole data collected (9 teacher journals, 25 self-assessment forms, voice recordings of workshops 4 and 6, video recordings of workshops 2, 5, 6, 7 8 and 9) over the 9 workshops. The analysis of teacher journals was a process of classifying the mass data into the most prevalent trends and patterns resulting from identifying causes and triggers within the reflections in order to question and assess the results to define finally the arguments for further categorization. Likewise, the analysis of self-assessments followed the same process in which I classified the relevant data, to pick samples from answers of the target students to verify and find the average of their perception, then my aim was to find meaning from the meaningful data to discover relationships with the emergent three categories of this study.

To do the transcription, I revisited the voice and video recordings many times to identify the most relevant portions of each type of teacher-students and student-student interactions. Then I transcribed manually each conversation selected, assigning the initial letter of the name of each participant, followed with a number and the transcription of their speeches in each turn. I compiled a document that contained transcripts of seven workshops, since workshops 1 and 3 were documented on teacher journals 1 and 3. After that, I read the transcripts to make note of my first impressions and used criteria based on the purpose of each speech to label transcripts with phrases that started with an action word, but I realized that purposes fit a range of themes. Therefore, I used criteria in teaching, learning, and IC purposes to label transcripts (See Appendix G – Transcripts and codes sample). Later, I clustered codes with similar criteria into

groups that resulted with lots of codes related to a similar action but labeled with different phrases; then I decided to check transcripts again and set the most appropriate phrase to code similar actions and reorganize groups. As a result, I grouped 67 codes generated from the transcripts into 3 groups, then I sought the interrelation of the results obtained from journals, self-assessments and grouping codes to determine patterns and trends in order to define the headlines of the 3 main categories. (See Appendix H – Categorization). These three categories are correlated with the themes of the study (second language acquisition, interactive communication and the common European framework of reference for languages) themes that belong to the theoretical framework paper.

Below is the result of my categorization that responds the research question:

Table 4
Categorization

What is the impact of implementing workshops that focus on spoken interactive communication upon the learning experiences of learners at A2+-B1 level?
Using interactive communication as a model of language use Using interaction strategies for effective communication Using L1 to compensate for communication and learning gaps in interactions

Category 1: Using interactive communication as a model of language use. The results obtained from teacher journal analysis showed me that the didactic approach used in workshops served to forge a model of language provoked by interactive communication. The evidence found on journals that confirms the fact of I.C as a model of language use, corresponds to the information within fragments and paragraphs that I defined as my concerns, through them I inferred that my concerns were warning me about the situations in which the target group was not using interactive communication for communication, because I realized that learners enhance their spoken interaction when they interact and the language they use or hear will provide

examples of how to manage interactions. An example of a fragment that compose this evidence is shown in excerpt 1, which corresponds to teacher journal 5.

Excerpt 1.

“I must improve my competence in English to avoid transmitting my language mistakes”.

The idea of using interactive communication as a model of language use was implicit in this piece of a reflection.

Another fragment of the evidence that support this category is the excerpt 2, which corresponds to teacher journal 9.

Excerpt 2.

A2+-B1 level students did not need my mediation to perform the interactions, they learned to manage an interaction without my support, it was just by using the strategies or language used by other interlocutors.

The above extract confirms my explanation about justifications to conform this category, I am expressing that I observed that students learned to overcome some of their difficulties thanks to use interactive communication.

Likewise, through the analysis of self-assessments I found evidence and arguments to define the conformation of this category. The meaningful data that supports this category was defined as performance, therefore the average answers of the target students state positive and good perceptions of their spoken interaction development because of the model of language use provoked by performing interactive communication. Some of the answers that conform the evidence that support this category are shown in excerpt 3, which correspond to the question 4 of the self-assessment forms # 8 and 9, filled in during workshops # 8 and 9, by the A2+-B1 students represented with letters “J” and “F”.

Excerpt 3.

4. ¿Qué fue lo que más le gusto del taller de conversación?

J: “Que sigo aprendiendo nuevo vocabulario, frases y estrategias cuando escucho a mis compañeros o al profesor, y que utilizo para mi beneficio cuando estoy hablando”.

F: “Que pude superar mi dependencia del profesor o los demás para poder mantener una conversación, ya que cuando tenía dificultades para recordar una palabra o como expresar una idea yo solía preguntar por ayuda, pero hoy no lo hice debido a que utilicé las estrategias utilizadas en los talleres y me funcionaron para no cortar la conversación”.

My interpretation of the above answers is that exposition to interactions and participation enable these group of students to enhance their spoken interaction and it is thanks to I.C.

Similarly, the analysis of the codes clustered into this category showed that a model of language use was provoked by teacher's utterances during instruction and support time in which students were exposed to functional language that showed them how to start or develop interaction by asking someone else for ideas about knowledge, experience and opinions, prompt and support other interlocutors by providing words or ideas and maintain interaction through language to praise, acknowledge or check their understanding. As a result of this category, students learned, acquired and used language to manage interaction or mediate communication during several spoken interaction activities.

An example of this category is shown in excerpt 4 through the code eliciting opinions in which students were exposed to the language function asking personal opinions that also worked as a model of an interaction strategy to initiate a conversation or engage people. I represented it with the letter (T) and asked for an opinion about movies, and as a result, student (J) used a language function to express his opinion, which worked as an interaction strategy to maintain the spoken interaction activity.

Excerpt 4.

T: ¹ Jose, could you tell us what is your favorite movie?

J: ² Teacher. Ahh, I love, eh science fiction films and documentaries, for example, eh, interstellar, you know?

T: ³ Yes, that's a very good movie

J: ⁴ I liked it

T: ⁵ I saw it. That's a great movie.

Another example of a model of language use shown to students was an interaction strategy to support or prompt other interlocutors by providing a word, which was modeled through the code providing verbal support in order to make students explain their opinions. Excerpt 5 shows when I modeled this interaction strategy using the word “because”. As a result of the strategy, the student (F) modeled the language to explain an opinion which worked as a reference for other students (G and J).

Excerpt 5.

F: ⁸ I think the best place is on theater

T: ⁹ Theater

F: ¹⁰ Uju

T: ¹¹ Because

F: ¹² Because, the sound and the, ah the screen, so much quality or their have a so much quality

G: ¹³ Ehh, depend because if I look at the movie with my family I prefer in my house, in my home. Ehh, but it I like, look at other person, other people, ehh I prefer on theater.

J: ¹⁴ I think home because first is free and second, I can relax and do what I want.

Other examples among the 25 codes that I clustered into this category are *Acknowledging participation* and *Providing corrections*. When I acknowledged participation, I modeled words like “yes”, “ok”, and “alright” with the intention of approving students’ participation even when they used L1 to interact instead of L2 as I expected. An example is shown in excerpt 6.

Excerpt 6.

F: ² Yes, in Spanish is, alcanzar a presentarse o poder presentarse o generar una presentación o algo así. 00:14’

T: ³ Ok. Yes. 00:26’

On the other hand, saying “yes”, “ok”, and “alright” was also a model of an interaction strategy to maintain the interaction, since the interlocutor who is talking may add extra information or start a new turn after the use of any of these words and the interlocutor who is listening may reply. This example is shown in excerpt 7.

Excerpt 7.

T: ³ *Ok. Yes. 00:26'*

T: ⁴ *Something else? 00:29'*

Y: ⁵ *Es como uno se presenta y conoce a las demás personas. ¿No? Como el primer acercamiento que hay. No? 00:36'*

As evidence of the impact of modeling the language function *Acknowledging participation*, I found in student-student interactions (using interaction strategies for effective communication) the use of the same words for similar communication purposes with comparable interaction results. Excerpt 8 shows an example in which the words “ok, yes” were used by the student (F) to acknowledge the participation of the student (Y), it is also evidence that he is implementing language modeled by the teacher in excerpt 5 in similar way and purpose.

Excerpt 8.

F: ¹¹ *Ok. Have you gone skydiving?*

Y: ¹² *I would like to (skydiving) in vacation but this quarantine is not possible. 00:45:16*

F: ¹³ *Ok, yes*

Y: ¹⁴ *The vacation is in home*

Providing corrections refers to an interaction strategy I used to intervene into conversations to model the correct form of the language when I heard mistakes. For example, in excerpt 9, students represented with letters (N) and (Y) are talking about their jobs but I (T) took a turn to say “last year” when the student (N) said “year last”.

Excerpt 9.

N: ⁴⁰ *I, I job my my claro*

Y: ⁴¹ *Oh it's good*

N: ⁴² *Ehh, ehh, uhh, ehh, ah, in year, year past? El año pasado, ahahaha. 00:15:50*

T: ⁴³ *Last year*

N: ⁴⁴ *Ehh Not working*

T: ⁴⁵ *Last year*

As a result of this model of language use, students of the target group also intervened into conversations to correct mistakes of other interlocutors over interactions, an example is shown in

excerpt 10 where the student (N) was giving her opinion about personal values but she used L1 to complement her idea and the student (J) intervened to model the correct way to say it in L2.

Excerpt 10.

N: ¹⁵ I, the men and women are not equal, equal, I think that, that, eh, los dos? 00:30:05

J: ¹⁶ Both

N: ¹⁷ Both, both, equal, eh should, equal, because, because have, because have intelligent, qualities and professional too, eh both, I think, I think should eh, eh, I think should eh, tratar, should, seria tratar

J: ¹⁸ Treat

In summary, when I provided the correction, I exposed students to a model of language use based on an interaction strategy to correct speaking mistakes when two interlocutors are interacting.

To conclude, all the 25 codes clustered into this category and results obtained for teacher journals and self-assessments showed evidence that students were exposed to a model of language use provoked by the interaction with the teacher, and it was based on the language functions: eliciting, providing, requesting, acknowledging, checking, reformulating, praising and reporting. As a result of exposing students to this model of language use, I found some similarities between the way the students and the teacher used language for communication and interaction such as the performance of the same language functions, use of interaction strategies, and lexical repertoire.

Category 2: Using interaction strategies for effective communication. This category refers to the arguments and data that justify that using interaction strategies for effective communication is one of the impacts of workshops. The definition of effective communication in this study concerns to communication that serves to deliver, receive and understand a message effectively, factors which trigger initiative to engage in conversation, help a discussion to develop, overcome any communication breakdown, start, maintain and develop spoken

interaction activities, prompt and support other interlocutors. This category name was developed and defined after analysis of transcriptions, codes, teacher journals and self-assessments.

The primary results that support this category are conformed by data obtained from the 38 codes emerged from analysis of transcriptions, in which students added extra information, extended their answers, gave cues, asked follow-up questions, repeated previous answers, asked for repetition, clarification, provided or requested prompt or support, used simple words, simple sounds, or names as an interaction strategy. Whereas the results obtained from teacher journals and self-assessments serve to confirm that my arguments to define this category are correlated by my reflections and students' answers about that the use of interactions strategies worked to enhance their spoken interaction and achieve effective communication.

An example of the evidence found after examination of transcriptions that conform codes is shown in excerpt 11, data from the code I labeled *Providing a complimentary response*, in which the student (F) gives cues as an interaction strategy to maintain a conversation but also to help other students to develop an idea about the word he could not say. He used his language repertoire to give cues and help other interlocutors (G and N) to guess the name of a food ingredient.

Excerpt 11.

F: ¹⁹ *Example of a element chemical is for example a oxygen or sodium*
G: ²⁰ *Ok*
F: ²¹ *What element is? What is element, what is element*
G: ²² *Juice*
F: ²³ *No*
F: ²⁴ *Is a recommended for teeths or bones*
T: ²⁵ *Strong bones*
N: ²⁶ *Bones*
F: ²⁷ *This recommended for children or old people*
N: ²⁸ *Fish*
F: ²⁹ *No, remember, no is a number chemical element, is a name*
N: ³⁰ *Calcium*
F: ³¹ *Yes.*

My interpretation about the data in the above extract is that communication was effective as a result of implementing the interaction strategy to give cues by student (F) who supports other interlocutors who lack of some of the information, which was necessary to achieve a successful result.

In excerpt 12, there is another example of the evidence that defend this category, in which the communication was effective because student (K) used an interaction strategy to overcome a communication problem caused by another learner (R) who used the word “lake” instead of the right word “river” when he was sharing information from a flyer about natural places. The use of the incorrect word turned into a discussion that affected the natural course of that conversation.

Excerpt 12.

A: ¹ *What kind of activities we, we can do in this park?*

G: ² *Walking*

R: ³ *Walking, bicycle ride*

K: ⁴ *Boat trips*

R: ⁵ *Swim in the lake, swim in lake it, lake it? Yes?*

T: *Aha*

K: ⁶ *That place have a lake? You talk about the lake, haha*

R: ⁷ *I own the park river, haha*

K: ⁸ *Ok, the name is river park, haha, is a, is a river, don't have a lake,*

T: ⁹ *Aha, yeah, there's no idea if it has a lake*

R: ¹⁰ *River park trip*

K: ¹¹ *No, the boat trips*

R: ¹² *The boat trip*

K: ¹³ *But is in a river, no a lake*

R: ¹⁴ *Yes*

K: ¹⁵ *Well, we don't know*

R: ¹⁶ *Is possible, eh, is possible, eh have a lake, small lake*

K: ¹⁷ *Ok*

After analysis of excerpt 12, I inferred and determined that thanks to an interaction strategy the conversation was effective, since student (K) enhanced his spoken interaction when he used the interaction strategy *Providing clarification* and was able to amend misinformation provoked

by student (R) who shared wrong information to the whole group, a fact that may trigger negative results for successful communication.

All in all, I clustered 38 codes emerged from analysis of transcriptions, including the 2 codes that I exemplified above - *Providing a complimentary response* and *Providing clarification*, and I found evidence that using interaction strategies served for effective communication.

The table below shows my interpretation of interaction strategies that served for effective communication, their relationship with some of the 38 codes that underpin this category, language that students used to perform the strategies, and reasons to determine strategies were effective.

Table 5
Interpretation of interaction strategies

Codes	Interaction strategy	Useful to	Language
Greeting to start a conversation	Building questions Turn Taking	Start a conversation Engage someone in a conversation	How are you? Good evening
Starting a new a turn with a prior question	Ask follow-up questions Turn Taking	Take the initiative of a conversation	"And you?"
Providing a short response	Use simple words Turn Taking	Maintain the conversation	Good
Providing a whole response	Explain opinions	Maintain the conversation	Relevant responses
Requesting attention to start a conversation	Name someone Turn Taking	Get attention	Interlocutors' names
Indicating lack of understanding	Ask a question or use question intonation Ask for clarification	Clarify misunderstandings	Do you hear me? What? Excuse me But
Requesting vocabulary support	Ask for language help Turn Taking	Overcome lack of knowledge	How do you say...?
Providing instructions	Cooperating	Leading a conversation	Next, let's continue, go ahead, next question
Providing a whole utterance	Adding extra information, Explaining opinions Using linking words Turn Taking	Developing the conversation	Because, but, and
Acknowledging responses	Turn Taking	Maintain the interaction	Ok, yeah, yes
Praising responses	Turn Taking	Maintain the interaction	Good
Providing verbal prompt	Cooperating	Overcome lack of knowledge	Giving cues Prompting, supporting
Checking voice audio	Asking for clarification	Overcome communication problems	Can you hear me? Do you hear me?

Clarifying a question	Asking for clarification	Clarify misunderstandings	Replying intonation question
Requesting repetition	Asking for clarification	Clarify misunderstandings	Could you repeat?
Confirming a request	Asking for clarification	Clarify misunderstandings	Replying with intonation question
Asking a personal question to start a conversation	Building questions Turn Taking	Start a conversation Engage someone in a conversation	Wh words
Greeting to respond	Repeat previous information	Maintain a conversation	Greetings

Whereas results obtained from teacher journals correspond to the set of data that I defined as learning results, in which I described and praised how the target students achieved effective communication using interaction strategies. Evidence that conforms this set of data belongs to teacher journal #9 and it is shown in excerpt 13.

Excerpt 13.

I feel completely satisfied with the decision and the result of implementing interaction strategies, A2+-B1 level students did not need my mediation to perform the interactions, they learned to manage an interaction without my support, it was just by using the interaction strategies.

Similarly, the meaningful data from the self-assessment corresponds to the data I defined as learning results, which served to probe the argument of this category, since it documents through A2+-B1 students answers, that their average perceptions about interaction strategies were positive and effective for successful communication. Excerpt 14 shows a fragment of the evidence, which corresponds to self-assessment form #8, filled in workshop 8 by the A2+-B1 student represented with letter (Y).

Excerpt 14.

2.1. ¿Utilizo alguna estrategia para tratar de entender a los otros participantes? Si
 ¿Cual? Las vistas en los talleres. ¿Funciono? Si
 ¿Por qué? Pude resolver mis dudas sobre lo que decían.
 3. ¿Tuvo dificultad para comunicar sus ideas a los otros participantes? No
 3.1. ¿Utilizo alguna estrategia para tratar de comunicar sus ideas? Si
 ¿Cual? Las vistas en los talleres. ¿Funciono? Si. ¿Por qué?
 Pude ayudar a otros compañeros a comunicarse cuando no sabían el vocabulario o como decirlo.

To conclude my arguments about this category I must say that every piece of data analyzed in transcriptions, teacher journals and self-assessments served as evidence to confirm that using

interaction strategies enhanced spoken interaction to start, develop, maintain or to overcome a communication problem and served for effective communication.

Category 3: Using L1 to compensate for communication and learning gaps in interactions. This category was derived from analysis of teacher journals, transcriptions and codes, since I did not find relevant data about language subject on the self-assessment forms.

The evidence emerged from transcriptions and codes clustered in this category show that the use of L1 had quite impact on the learning experience of the target group of students either to enhance their spoken interaction or to facilitate their learning experience. For instance, they used L1 to complete their utterances with one or two words, request language information or express an idea without requesting support, and as a result, they were supported by other interlocutors with the equivalent language in L2. Similarly, when L1 was used for teaching purposes to explain procedures, instructions, elicit vocabulary, clarify or check understanding, I figured the information I had to share was too long and complex for students to understand. In such cases, there was no evidence of enhancement of their spoken interaction. However, I found that the potential value of using L1 was to clarify doubts or misunderstandings in order to facilitate the learning experience of students.

An example of the evidence obtained from transcriptions corresponds to the code *Providing instructions of a language activity / Code switching*, which is shown in excerpt 15 and exemplifies how the use of L1 facilitates the learning experience. I (T) used L1 to solve doubts of a student who was not sure about the previous instructions but after my explanation it was clear for him and other participants, their performance to follow the instructions was accuracy.

Excerpt 15.

T: ²⁰ Alright. So, I am gonna give you ehh one minute, one minute to think of the questions you are going to ask.

N: ahh

Y: ²¹ Five questions? Teacher?

T: ²² Entonces le voy a dar un minuto para que piensen las preguntas que van a hacer, ok? Que otras dos preguntas pueden, pueden hacer, entonces aquí tendrían faltarían dos preguntas más y son las que ustedes van a pensar, si, en primer tema información personal, entonces dos preguntas más de información personal, y dos preguntas más de información general, puede ser sobre la vida diaria, sobre el pasado o sobre los planes futuros. ok?

G: ²³ Ok

Another example of the evidence is shown in excerpt 16 through the code *Providing a whole response / Code switching-*, it shows how the student (N) enhanced her spoken interaction when using L1. She used L1 to compensate her communication, she did not request support, but she got it from interlocutor (J), and as a result of it, she learned language to fill her learning gaps for interactions.

Excerpt 16.

J: ¹⁴ Ok, next question, ahh men and woman are not equal for you? 00:28:55

N: ¹⁵ I, the men and women are not equal, equal, I think that, that, eh, los dos? 00:30:05

J: ¹⁶ Both

N: ¹⁷ Both, both, equal, eh should, equal, because, because have, because have intelligent, qualities and professional too, eh both, I think, I think should eh, eh, I think should eh, tratar, should, seria tratar

J: ¹⁸ Treat

T: ¹⁹ Treat

N: ²⁰ Treat, treat eh, for, for, for, for good, for good

Apart from the fragments of evidence shown through the 2 codes explained above - *Providing instructions of a language activity* and *Providing a whole response / Code switching-*, I found similar patterns on the code *Eliciting vocabulary of subject knowledge / Code switching-*, I found that the use of L1 did not contribute to enhance spoken interaction, when I used L1 to ask questions and students were not exposed to L2, but as a result of it students replied using L2. The use of L1 to ask questions may provoked the use of L2 to interact. It is shown in excerpt 17.

Excerpt 17.

T: ¹⁰ Para la primera actividad lo que vamos a hacer es, ah, eh, oh bueno en general, esta sección va ser de hacer preguntas, si, de hacer preguntas pues para conocer a los otros y saber un poco mas de los otros, esas preguntas van a ser de, pueden ser de información o de si y no, recordemos

*las preguntas de información son todas las que inician con wh, palabras wh words,*¹¹ *recuerdan cuales wh words podemos utilizar?*

*N:*¹² *Where*

F: *Yes*

N: *Where, What*

N: *When (overlapping voices)*

F: *where, what, when (overlapping voices)*

Y: *Who (overlapping voices)*

F: *Who (overlapping voices)*

N: *How*

On the contrary, students enhanced their spoken interaction when they used L1 to answer my questions (code *Providing definitions of subject knowledge / Code switching*). For example, in excerpt 18, I asked them “What is getting acquainted?”, and they used L1 to answer but after their intervention I explained in L2 and exposed them to new vocabulary, their speaking gaps were fulfilled with my contribution.

Excerpt 18.

*Y:*⁵ *Es como uno se presenta y conoce a las demás personas. ¿No? Como el primer acercamiento que hay. No? 00:36’*

*T:*⁶ *Yesss. Meeting, meeting new people. Ok. Now. 00:42’*

Equally, the rest of the codes -*Requesting verbal support, Providing an unfinished response, Indicating lack of understanding* and *Requesting clarification*, show the same evidence of benefits for students when using L1.

Apart from transcriptions and codification evidence, results obtained from teacher journals correspond to the other set of evidence that conform this category. One of the most prevalent patterns and trends found on the journals were concerns about the use of L1 over the workshops. Due to the personal goal, I set for workshops that was to use only L2 since I believed it were more effective for the enhancement of spoken interaction and learning results, in comparison with lessons in which L1 is allowed, but there were many factors that impeded me to achieve my goal as expected changed my argument. For instance, using L1 facilitated the comprehension and

understanding of language for instructions, procedures or other types of spoken interaction and as a result it favored the development of interactions. Further, at A2+-B1 level, students used L1 to compensate their language repertoire which favored the progress of their spoken interaction. Fragments of the evidence that probe my argument are shown in excerpt 19, in which it is implicit that I was uncomfortable for the use of L1.

Excerpt 19.

I did not stick 100% to the principle of speaking only English along the lesson.

Most of the time I teach how to use the language and translates to Spanish when teaching vocabulary.

I have to find a strategy for coming sessions to make students avoid speaking Spanish

Therefore, my negative concerns about the language play an important role to discover that data on transcriptions was evidence that use of L1 bring benefits for the target group either for their spoken interaction or their learning experience.

The use of L1 plays an important role when implementing interactive communication during workshops, since it allows A2+-B1 students to enhance their spoken interaction, facilitates their learning experience, because they identified new language they need to get their meaning across during their interventions, they are aware of their language limitations, clarify and or check their understanding.

Conclusions and implications

This research study aimed to determine the impact of workshops that focus on spoken interactive communication in the way that it is published in the A2 key handbook for teachers. Therefore, this was action research to enhance the spoken interaction of A2+-B1 level students due to the low ability to understand and use spoken English competently and confidently, found particularly in the English module B1 of a private language institute. The Communicative Language Teaching approach was used as a guide to implement the pedagogical proposal, design the workshops and set the teaching and learning content.

The implementation of face-to-face and online workshops consisted of using language functions and interaction strategies to understand what others say, express their ideas, prompt and support other interlocutors as an intention to start, maintain and develop in pairs or groups, cooperative and communicative tasks, information gap activities, spontaneous conversations and discussions about personal and non-personal information in activities like understanding an interlocutor, conversation, informal discussion, goal-oriented co-operation, information exchange and interviewing and being interviewed.

The content selected to teach the language functions and interaction strategies was based on language to ask personal and non-personal questions, explain opinions, express agreements, disagreements, make suggestions, ask someone else for ideas, give cues, add extra information, extend answers, ask follow-up questions, negotiate outcomes, explain a difficult word or idea, gain time to think what to say, and ask for repetition or clarification. Students were exposed to listen and use a wide variety of language to manage interaction and mediate communication, they were involved and engaged with open questions that requested their attention,

understanding, and responses about experience, knowledge, and opinions related to a range of everyday situations.

The data analysis of this research was based on codification, categorization and interpretation of the data collected through voice and video recordings, teacher journals and students' self-assessments. As a result, three types of impact were evidenced from implementing workshops that focus on spoken interactive communication upon the learning experience of students at A2+-B1 level. The first one is concerned with the teaching role on using interactive communication as a model of language use. The second one deals with the learners' role in using interaction strategies for effective communication and the third one is related to using L1 to compensate for communication and learning gaps in interactions.

Interactive communication as a model of language use played an important role to enable students to interact competently and successfully through their participation in the spoken interaction activity understanding an interlocutor in which they were involved and engaged through information about the target language for each workshop, instructions for procedure of activities, language support and opened questions about their knowledge, understanding or comprehension to provoke their participation by responses or actions. As a result of this type of impact, learners were influenced on the model of language use emerged from interactions, acquired some of the language and uses, reinforced their abilities to understand what others say and express their ideas since they associated the language used in utterances with the procedures they were going through at that moment as well as the language they use to respond to the interlocutor.

The use of interaction strategies for effective communication contributes to learning with experience that enable learners to implement language in strategic ways without teaching support

in order to overcome communication problems caused by external factors like poor internet signal, low audio quality or internal factors like lack of knowledge to understand, express ideas or get meaning across, in spoken interaction activities in which students are focused on using functional language that work also to start a conversation, initiate a turn, respond, maintain and develop interactions. In result, learners identify in which ways they may use their language repertoire, or the new language learned to make themselves understood and start to develop autonomy. However, A2+-B1 students still need more practice to get used using interaction strategies, particularly when exchanging information about unfamiliar topics or to clarify misunderstandings caused by learners which their lack of knowledge demands gestures, mimes or visual prompts to make them understand even after repetition or clarification.

Using L1 in spoken interaction activities supported their abilities to understand what others say and express their ideas since it allowed them to participate either to fill the gaps in their utterances when they did not know or remember some vocabulary or to associate L2 with L1 after clarification. As a contribution of using L1, learners receive language support as soon as they express their limitations, therefore they identify the language they lack, satisfy their communication needs and incorporate it in their utterances or understanding to keep their interactions going. Although there were some teaching and learning situations, in which there was no evidence of reasons for using L1, it was assumed that it is a consequence of the condition that workshops took place in a learning context, however in such situations L1 contributed with motivation, confidence and rapport, as well as served to relief the dissatisfaction of students when communication cannot be delivered or understood.

The conclusions show that each type of impact found in this research contributed to improve the learning experience of students not only in terms of IC such as to understand

interlocutors, express ideas, get meaning across, start, respond, maintain and develop spoken interaction, provide or request support but also in other aspects such as to gain confidence to interact, become more participative, build positive relationships, develop autonomy to overcome language limitations without teacher support, increase contribution, oral fluency and speed response.

The realization of this research project was rewarding for my formative process, learning about data collection and data analysis allowed me to use the same data process in every facet of my life and brought me multiple benefits to find answers, discover insights, outcomes, improve my performance, make better decisions and get positive results in my experience as a teacher, learner, father, etc. The experience gained through this study offered me new method to analyze each piece of data, I also discovered that implementation of data process generates more understanding and comprehension of facts, made by reliable and valid arguments, it not only expands our knowledge but also help us to build it.

For my professional development I gained the experience that allowed me to identify teaching and learning practices that contribute or do not contribute to maximize the learning experience of students; therefore, I recommend other teachers who decide to focus their teaching on interactive communication the following insights; To select thoroughly the language and strategies that are going to be implemented over the teaching practices since it was observed that exposition of students to model of language use facilitates not only the acquisition of language used by the participants but also the way in which the language may be used. Besides, it is important that teachers remind learners the use of interaction strategies until they get used to implementing these new learning resources on their own when they cannot understand others or express their ideas.

In terms of teaching resources, I recommend teachers to implement the teaching technique eliciting through the use information questions in order to enable students to understand the language that teachers want their students to learn to express their ideas, opinions or experiences, etc. In the same way, the most convenient type of interaction was teacher-students, especially in online sessions because it provides the same opportunities of participation for all students, by engaging and involving them all, and at the same time avoiding them to get bored while they wait a turn to participate, and allowing better teaching monitor and support.

Regarding interaction activities, I recommend using gap activities with visual prompts as illustrated texts and images to cause a lot of interest on students to participate and solve a task or problem integrated into the activity, students have a clearly defined role, have fun and enjoy as they reinforce their spoken interaction because they feel the need to communicate, maintain and develop spoken interaction. This type of activity generates meaningful situations in which students have to give clues using all of their language repertoire and the language reviewed previously or illustrated in the learning material to make themselves understood and have other interlocutors guess the target information.

The change of face-to-face modality to online did not hinder the research process or the pedagogical implementation, since the online workshops were implemented from the second cycle forth with a new sample of the target group, we planned and set the schedules and chose the video communication platforms for workshops. The teaching plan did not change since by that time I had already decided to include the content learning from module B1 and designed materials and activities. On contrast to face-to-face workshops where students got into pairs or groupworks, in which not all of their interactions were checked by me, the online modality offered more opportunities for spoken interaction enhancement since I worked with the whole

group and students were involved in every interaction, it was more personalized, they received and provided more support, help or prompt than in face-to-face workshops, a fact that encouraged the students to participate more actively. Online workshops also offered more benefits for the research study, thanks to the recording function included in video communication platforms I recorded every interaction of the last five workshops which allowed me to replay every interaction to collect data or analysis in order to offer reliable and valid findings.

Participation of the two external learners offered benefits for reliability and validation of using interaction strategies to enhance spoken interaction because in the beginning, the performance of these two external learners was lower than the performance of A2+-B1 students and it caused more repetitive communication problems (difficulties to understand what others say, or to express ideas). However, these problems were also deployed by the target group but in less repetitive way. As a result, the implementation of interaction strategies was fostered by these two students, but this fact didn't alter the results of this research, since these communication problems were found in module B1. Further, I analyzed the data of the two external learners to find results about the target group and I did not include their results to determine the three categories. In addition, the two external participants also enhanced their spoken interaction after each workshop, in the end they were able to maintain and develop interactions, solve the communication problems that hinder their participation in the beginning.

Nonetheless, it is still required that further research is conducted only with the less competent group of A2+B1 learners and study their progress in other learning environments like regular classrooms, We-Talk classes and speaking assessments to shed more light on the advantages of the findings encountered in this research.

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Appendices

Appendix A: Speaking Test Sheets

Speaking test 1

Student: Ana Sofia Prada Test date: June 18th 2018
 Book: A2-B1+ Units: 3-4

Teacher evaluation				Goal	Self assessment
Evaluative criteria		Grade	Comments	1	
Content	Appropriate	3.0	Vocabulary use is basic and the structure used to get the ideas across still have some mistakes	2	
	Complete	2.5		3	
	Coherent	2.5		4	
Form	Intelligible	3.0		5	
	Fluent	3.0			
		Pronunciation	3.0		
		Points	17	Teacher's name: <u>Wilson Gonzalez</u>	
		Grade	5.6	Student's signature: <u>Ana S. Prada</u>	

Speaking test 2

Student: Brenda Vergel Test date: July 12th 2018
 Book: A2-B1+ Units: 5-6

Teacher evaluation				Goal	Self assessment
Evaluative criteria		Grade	Comments	1	
Content	Appropriate	2.5	The ideas are not well clear. Aspects of form and content need to be worked on. Vocabulary use is basic.	2	
	Complete	3.0		3	
	Coherent	3.0		4	
Form	Intelligible	3.0		5	
	Fluent	3.0			
		Pronunciation	3.0		
		Points	17.5	Teacher's name: <u>Wilson Gonzalez</u>	
		Grade	5.8	Student's signature: <u>Brenda Vergel</u>	

Appendix B: Workshop Sample

Workshop 1		
Topic: Everyday situations		
Language function: Ask and answer personal and non-personal questions. Ask someone else for ideas. Ask for repetition, clarification.		
Interactive communication: Involve two turns of initiation and responding. Extend answers. Involve other speakers.		
Objective: Students will be able to ask and give personal and non-personal information saying more than the minimum in response.		
Date: October 11, 2019		Time: 80'
Time	Activity / Resources in bold	Interaction
15'	Review	T-S
	- Ask personal questions and speak fast, quietly or use uncommon words to have students use language for repetition or clarification, ask them what they do when do not understand the other speaker, elicit responses, then check resource 1, part 1 extra language for repetition, clarification. - Review resource 1, part 2 questions, ask students when to use each “Wh” word and the questions structure and word order. - Elicit a question about future plans, write the question on the board, pair students to ask that question once but both have to answer it, they use extra language in resource 1, part 1 to ask someone else for ideas.	
60'	Main activities	S-S
	- Project a prompt card for questions 1, ask students to say the correct question for the five prompts, if the questions are correct elicit responses for each prompt, project the prompt card for answering 1 to check their responses. - Pair students hand out prompt cards 2, one student is given a prompt card for making questions and the other student has a card for answering them. Monitor students use language in resource 1, part 1 if it is necessary. - Give out prompt cards 3 and swap roles. - Re-pair students and hand out prompt cards 4 and 5. - Draw a chart on the board, ask students to write relevant questions in the boxes according to the information required in each one (<i>contact information, family, work, daily and free time activities, past and future plans, likes</i>) - Ask students to read a question, write it on the board, (e.g. <i>what do you do?</i> And the answer <i>I'm a secretary</i>). Draw a line to add extra information and write “<i>and I work in an office</i>”. Discuss this strategy and review other examples in resource 1, part 3 - Pair students to ask and answer the previous brainstormed questions in order to use a strategy from resource 1, part 3 to extend their answers with their own information, monitor they use extra language in resource 1, part 1 when it is necessary. - Tell students to role play a situation to meet a new person, they think about the profile of their characters, they ask personal and non-personal questions extend their answers, swap roles. Speak for 2 minutes. Asking questions to find the killer.	
5'	Self-assessment	T-S
	Hand out the self-assessment sheets.	

Appendix C: Teacher Journal

Lesson 5					
<i>Writing about my teaching</i>					
Questions I addressed	12	14	15	16	19
I did not depart from my original plan, but I had to adjust some procedures to carry out the main activities along the lesson. Over the lesson I was concerned because of lateness of students to join the class on time, as a result of it, we did not have enough time to spend on each procedure of the lesson as it was planned. So, I decided to spend less time on preparation, review, pre-tasks, and pos-tasks. I thought that in case that learners were not well prepared I was going to reexplain, support or help them while the speaking tasks. That is the reason I abandoned some procedures or parts of them to save time and invest it in the conversations. The main accomplishment of the lesson was achieving the goal of promoting oral interactive communication because this is a new group of learners and two of them are not students. Additionally, this was our first online lesson. Some students joined the lesson late and then I did not have enough time to go through to the procedure step by step. So, I decided to abandon or skip some procedures to save time for the speaking activities. Additionally, I made wrong decisions while I was adjusting the lesson to fit the time left. The review of the main topic was too fast. I did not follow the procedure to introduce the phrases to ask for repetition and clarification. The time I spent to prepare learners to ask questions was too short. I did not give demonstrations of procedures to use the material or examples to ask and answer questions. I did not probe if learners understood how to ask and answer questions. I did not prepare learners well for the speaking activities. Over the lesson, I did not guide students when they did not do what expected or planned. I did not give feedback at the right time. I did not solve unexpected problems like background noises. I did not enable students to use the phrases for communication troubles. I abandoned the tasks to take notes but now I think that task of the speaking activity was crucial to get better interactions. I did not take notes of mistakes, errors, and language problems. I did not give feedback at the end of the lesson. I did not stick 100% to the principle of speaking only English along the lesson. I did not implement compatible strategies to deploy the belief of teaching through practical language samples where learners are interacting instead of traditional approaches of telling how to use the language. If I taught this lesson again, I would use visual prompts, to present target language, examples and explain tasks procedures. I would speak Spanish only when learners ask me to. I would execute the lesson plan procedure 100% as it was planned because most of the least successful parts were consequence of not following it. I would spend more time until learners were better instructed, and I would check their comprehension before each request and conversations. I would take notes and give feedback after each speaking activity. I would carry out the self-assessment at the end of the lesson as it was planned. I would persuade learners on following exactly the step-to-step procedure to perform each speaking task. I would confirm before each task of a speaking activity if learners did their assignments similarly to the instructions. I would intervene telling students to use the phrases for repetition and clarification every time they had a language problem. I would implement the speaking task where students had to write the information conveyed for other participant in a conversation, because that task is an essential component to achieve a successful and effective conversation. I would set only one or two speaking activities to have enough time to carry out all the lesson plan. I also would set a specific topic for the first and second speaking activity, only personal questions or general information and I would provide language information input to enable learners answer the questions. Unfortunately, the topic of general information covered a broad range of subjects and learners did not receive input about them. I would have told learners that a WH word in a question is the key element to identify the purpose of a question. I must change my method to teach the language, it must be compatible to my beliefs of acquiring a language rather than learning, I must use systematic aspects of language to help learners understand the purpose of words and phrases, giving them directions to internalize the information like in real situations when interacting with other people and we react to verbal input, instead of telling the description of the language, definitions, translations, and the purposes of language.					
<i>Writing about my students</i>					

Learners were eager to participate along the lesson, they maintained, developed conversations, and performed the speaking activities as was expected. On the other hand, they faced language problems during each conversation but not always asked for repetition and clarification to overcome the problem, they also asked me for language help. They interrupted their conversations to consult me about language information but then they continued their conversations.

To maintain conversations was more challenging for participants who are not students, it is more evident their difficulty to express themselves and understand other speakers.

I observed that the ASW students depend on asking for help while a conversation, they are used to it but no other participants. They also lack communication strategies to compensate their lack of competence.

The result of using the strategy of asking for repetition and clarification was helpful in some circumstances but not always, participants who are not students asked for repetition or clarification but in some occasions, they did not understand after the reply. Indeed, it was a consequence of lack of language knowledge about some topics. I think the topic of getting acquainted covered a broad range of subjects that were not reviewed over the preparation. That way the speaking tasks challenged them to express themselves or to understand.

In terms of abilities to interact they are doing well but sometimes it is not enough to have a successful conversation.

Despite the language problems, learners also deployed wrong English, but the lexical issue was not an obstacle to maintain conversations, their language problems were mainly framed on word vocabulary and organization of words to express their ideas. In terms of listening the main problems were misunderstanding and miscomprehension, even after clarification or repetition. On the other hand, keywords were a helpful component to help learners infer the speaker's purpose or intention when they shared the same word knowledge.

Writing about myself as a language teacher

Questions I addressed

29	31	30	26
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I tend to react inappropriately when there are problems along a lesson, sometimes I do not consider problems if I think they are minor or when I take actions, I do not follow the appropriate procedure. Particularly, time problems affect my perception of a lesson and I end up rushing everything to focus mainly on the main speaking activities.

I still lack teaching skills to manage a whole lesson effectively, I still need to learn a lot about teaching.

My behavior does not agree with improvising, unfortunately I am not good at it but improvising is an ability I must improve.

I must improve my competence in English to avoid transmitting my language mistakes.

My personality is weak when it comes to persuade learners use target language or follow the procedures.

I am still not used to provide feedback at the end of the lesson.

I must be aware of not replicating the teaching patterns I want to change. I must reflect on my lessons to identify mistakes and errors. I must study more about teaching to know how to implement new ideas. I must pay more attention to what happens while a lesson and aim my actions with coherence and sense to the facts that arise in a lesson and the lesson goals.

The strategy of speaking Spanish to teach did not depict my idea of teaching. I would like to talk English only, but it is difficult in terms of time. I told to myself that I was going to follow the procedure of the lesson plan step by step but when I started to teach, I was not aware of it.

I am still learning about language teaching and English language. I have been implementing changes to develop new teaching skills and improve my English competence but just now I realized what I must do to advance in my professional development. The implementation of reflective journals is an essential strategy to identify my weaknesses and strengths in personality, behavior, thinking and teaching. Since the evaluation of these aspects enable me to realize what changes I must make and the procedure I must follow to make those changes, only through the way of implementing this practice, I will progress in my professional development but also with orientation from practical guides like books for teachers I will ensure it.

Appendix D: Video Recording Sample

<https://drive.google.com/file/d/1cPi6NbZIo0BMczZuB5wqYfMPTHKsc12E/view?usp=sharing>

Appendix E: Self-Assessment Form Sample

WORKSHOP SELF-ASSESSMENT					
Nombre: Ferney A Sánchez R			Fecha: 19/05/2020		
1. ¿Como fue su desempeño en la comunicación oral durante el taller de conversación?					
Excelente	Bueno	Regular X	Pobre	Malo	
2. ¿Tuvo dificultad para entender a los otros participantes?					
Si X		No			
2.1. ¿Utilizo alguna estrategia para tratar de entender a los otros participantes?					
Si X	¿Cual? Uso de estrategias entregadas durante el proceso			¿Funciono? 100%	
No	¿Por qué?				
3. ¿Tuvo dificultad para comunicar sus ideas a los otros participantes?					
Si X		No			
3.1. ¿Utilizo alguna estrategia para tratar de comunicar sus ideas?					
Si X	¿Cual? Tratar de usar las herramientas entregadas por el profesor y palabras diferentes que me permitiera transmitir las ideas.			¿Funciono? 50%	
No	¿Por qué?				
4. ¿Qué fue lo que más le gusto del taller de conversación? Los ejercicios desarrollados durante la intervención y el aporte que realiza el docente frente al desempeño del grupo.					
4.1. ¿Qué fue lo que menos le gusto del taller de conversación? La deficiente calidad en la conectividad en el momento de realizar los ejercicios.					
4.2. Marque, Si o No cada uno de los siguientes aspectos					
Me gusta hacer las actividades en frente del grupo				Si	No
Prefiero tener una conversación exitosa, aunque cometa errores				Si	No
Me gusta que no me corrijan durante las conversaciones				Si	No
Mi participación en las conversaciones aumento				Si	No
Los materiales fueron fáciles de usar				Si	No
Mejoro mi desempeño en la comunicación oral				Si	No
Logré sacar adelante la conversación cuando hubo dificultades				Si	No

5. ¿Tiene alguna sugerencia para el siguiente taller de conversación? Ninguna

Appendix F: Module B1-Learning Objectives

LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
UNIT 1 Getting Acquainted PAGE 2	- Get acquainted with someone - Greet a visitor to your country - Discuss gestures and customs - Describe an interesting experience	- Tourist activities - The hand - Participial adjectives	- The present perfect - Statements and <i>yes / no</i> questions - Form and usage - Participles of irregular verbs - With <i>already</i>, <i>yet</i>, <i>ever</i>, <i>before</i> and <i>never</i> GRAMMAR BOOSTER - The present perfect - Information questions 1st and 3rd person singular, common errors <i>Ever</i>, <i>never</i>, and <i>before</i>: use and placement	- Use "I don't think so..." to soften a negative answer - Say "I know" to explain that you've discovered an answer - Use "Welcome to..." to greet someone in a new place - Say "That's great" to acknowledge someone's positive experience	Listening Skills - Listen to classify - Listen for details Pronunciation - Sound reduction in the present perfect	Tests - A poster about world customs - A magazine article about non-verbal communication - A travel poster - A photo story Skills/strategies - Identify supporting details - Relate to personal experience	Task - Write a description of an interesting experience WRITING BOOSTER - Avoiding run-on sentences
UNIT 2 Going to the Movies PAGE 14	- Apologize for being late - Discuss preferences for movie genres - Describe and recommend movies - Discuss effects of movie violence on viewers	- Explanations for being late - Movie genres - Adjectives to describe movies	- The present perfect - With <i>for</i> and <i>since</i> - Other uses - Wants and preferences: <i>would like</i> and <i>would rather</i> - Form and usage - Statements, questions, and answers GRAMMAR BOOSTER - The present perfect continuous - The present participle: spelling - Expressing preferences: review, expansion, and common errors	- Apologize and provide a reason when late - Say "That's fine" to reassure - Offer to enjoy someone with "How much do I owe?" - Use "What would you rather do..." to ask about preference - Soften a negative response with "I tell you the truth..."	Listening Skills - Listen for main ideas - Listen to infer - Dictation Pronunciation - Reduction of h	Tests - A movie website - Movie reviews - A textbook excerpt about violence in movies - A photo story Skills/strategies - Understand from context - Confirm content - Evaluate ideas	Task - Write an essay about violence in movies and on TV WRITING BOOSTER - Paragraphs - Topic sentences
UNIT 3 Staying in Hotels PAGE 26	- Leave and take a message - Check into a hotel - Describe housekeeping services - Choose a hotel	- Hotel room types and kinds of beds - Hotel room amenities and services	- The future with <i>will</i> - Form and usage - Statements and questions - Contractions - The real conditional - Form and usage - Statements and questions GRAMMAR BOOSTER <i>Will</i>: expansion <i>Can</i>, <i>should</i>, and <i>have to</i>: future meaning - The real conditional: factual and future: usage and common errors	- Say "Would you like to leave a message?" if someone can't be reached - Say "Let's see" to indicate you're checking information - Make a formal, polite request with "May I..." - Say "Here you go" when handing someone something - Use "By the way..." to introduce new information	Listening Skills - Listen to take phone messages - Listen for main ideas - Listen for details Pronunciation - Contractions with <i>will</i>	Tests - Phone message slips - A hotel website - A city map - A photo story Skills/strategies - Draw conclusions - Identify supporting details - Interpret a map	Task - Write a paragraph explaining the reasons for choosing a hotel WRITING BOOSTER - Avoiding sentence fragments with <i>because</i> or <i>since</i>
UNIT 4 Cars and Driving PAGE 38	- Discuss a car accident - Describe a car problem - Rent a car - Discuss good and bad driving	- Bad driving habits - Car parts - Ways to respond (with concern / relief) - Phrasal verbs for talking about cars - Car types - Driving behavior	- The past continuous - Form and usage - Vs. the simple past tense - Direct objects with phrasal verbs GRAMMAR BOOSTER - The past continuous: other uses - Nouns and pronouns: review	- Express concern about another's condition after an accident - Express relief when hearing all is OK - Use "only" to minimize the seriousness of a situation - Use "actually" to soften negative information - Empathize with "I'm sorry to hear that"	Listening Skills - Listen for details - Listen to summarize Pronunciation - Stress of particles in phrasal verbs	Tests - A questionnaire about bad driving habits - Rental car customer profiles - A feature article about defensive driving - A driving behavior survey - A photo story Skills/strategies - Understand from context - Critical thinking	Task - Write a paragraph comparing good and bad drivers WRITING BOOSTER - Connecting words and sentences: <i>and</i>, <i>in addition</i>, <i> furthermore</i>, and <i>therefore</i>
UNIT 5 Personal Care and Appearance PAGE 50	- Ask for something in a store - Make an appointment at a salon or spa - Discuss lifestyle changes - Define the meaning of beauty	- Salon services - Personal care products - Discussing beauty	- Indefinite quantities and amounts - Form and usage - A list of / lots of / many, and much - Indefinite pronouns: <i>someone</i> / <i>someone's</i> / <i>whose</i> / <i>there's</i> GRAMMAR BOOSTER - Stress and age: indefiniteness <i>Too many</i>, <i>too much</i>, and <i>enough</i> - Comparative quantities: <i>lower</i> and <i>less</i> - Indefinite pronouns: <i>someone</i>, <i>anyone</i>, and <i>nothing</i>	- Use "Excuse me" to initiate a conversation with a salesperson - Confirm information by repeating it with strong information - Use "The problem" to show you don't mind an inconvenience - Use "Let me check" to ask someone to wait while you confirm information	Listening Skills - Listen to recognize someone's point of view - Listen to take notes - Pronunciation - Reduction of unstressed vowels	Tests - A spa and fitness center advertisement - A health advice column - A photo story Skills/strategies - Understand from context - Confirm content - Apply information	Task - Write a letter on how to improve appearance WRITING BOOSTER - Writing a formal letter

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
UNIT 6 Eating Well PAGE 62	- Talk about food passions - Make an excuse to decline food - Discuss lifestyle changes - Describe local dishes	- Nutrition terminology - Food passions - Excuses for not eating something - Food descriptions	<i>Use to / used to</i> - Negative <i>used to</i> / <i>used not to</i> questions GRAMMAR BOOSTER <i>Use to / used to</i>: use and form, common errors <i>Used to do</i> vs. <i>used to be</i> - Repeated actions in the past: <i>used to</i> + base form, common errors - Negative <i>used to</i> / <i>used not to</i> questions: short answers	- Provide an emphatic affirmative response with "Definitely" - Offer food with "Please help yourself" - Acknowledge someone's efforts by saying something positive - Soften the rejection of an offer with "I'll pass on the..." - Use a negative question to express surprise - Use "It's not a problem..." to downplay inconvenience	Listening Skills - Listen for details - Listen to personalize Pronunciation - Sound reduction: <i>used to</i>	Tests - A food guide - Descriptions of types of diets - A magazine article about eating habits - A lifestyle survey - Menu ingredients - A photo story Skills/strategies - Understand from context - Summarize - Compare and contrast	Task - Write a persuasive paragraph about the differences in present-day and past diets WRITING BOOSTER - Connecting ideas: subordinating conjunctions
UNIT 7 About Personality PAGE 74	- Get to know a new friend - Cheer someone up - Discuss personality and its origin - Examine the impact of both order on personality	- Positive and negative adjectives - Terms to discuss psychology and personality	- Gerunds and infinitives - Gerunds as objects of prepositions GRAMMAR BOOSTER - Gerunds and infinitives: other uses - Negative gerunds	- Clarify an earlier question with "Well, for example..." to emphasize the importance of an action - Buy time to think with "Let's see" - Use auxiliary <i>do</i> to emphasize a verb - Thank someone for showing interest - Offer empathy with "I know what you mean"	Listening Skills - Listen for main ideas - Listen for specific information - Classify information - Inter information Pronunciation - Reduction of <i>to</i> in infinitives	Tests - A pop psychology website - A textbook excerpt about the nature / nurture controversy - Personality surveys - A photo story Skills/strategies - Understand vocabulary from context - Make personal comparisons	Task - Write an essay describing someone's personality WRITING BOOSTER - Parallel structure
UNIT 8 The Arts PAGE 86	- Recommend a museum - Ask about and describe objects - Talk about artistic talent - Discuss your favorite artists	- Kinds of art - Adjectives to describe art - Objects, handicrafts, and materials - Positive participial phrases	- The passive voice - Form, meaning, and usage - Statements and questions GRAMMAR BOOSTER - Transitive and intransitive verbs - The passive voice: other tenses <i>Yes / no</i> questions in the passive voice: other tenses	- Say "Be sure not to miss..." to emphasize the importance of an action - Introduce the first aspect of an opinion with "For one thing..." - Express enthusiasm for what someone has said with "This is amazing!" - Include someone's opinion with "What do you think of...?"	Listening Skills - Understand from context - Listen to take notes - Inter point of view - Emphatic stress	Tests - Museum descriptions - A book excerpt about the origin of artistic talent - An artistic survey - A photo story Skills/strategies - Recognize the main idea - Identify supporting details - Paraphrase	Task - Write a detailed description of a decorative object WRITING BOOSTER - Providing supporting details
UNIT 9 Living in Cyberspace PAGE 98	- Troubleshoot a problem - Compare product features - Describe how you use the Internet - Discuss the impact of the Internet	- Ways to reassure someone - The computer screen, components, and commands - Internet activities	- The infinitive of purpose - Comparisons with <i>as</i> / <i>as</i> - Meaning and usage GRAMMAR BOOSTER - Expressing purpose with <i>in order to</i> and <i>so</i> <i>As</i> ... <i>as</i> to compare adverbs - Comparatives / superlatives: review - Comparison with adverbs	- Ask for assistance with "Could you take a look at...?" - Introduce an explanation with "Well..." - Make a suggestion with "Why don't you try...?" - Express interest informally with "Oh, yeah?" - Use "Everyone says..." to introduce a popular opinion - Say "Well, I've heard..." to support a point of view	Listening Skills - Listen for the main idea - Listen for details Pronunciation - Stress in <i>as</i> ... <i>as</i> phrases	Tests - A social network website - An internet user survey - Newsprint clippings about the Internet - A photo story Skills/strategies - Understand from context - Relate to personal experience	Task - Write an essay evaluating the benefits and problems of the Internet WRITING BOOSTER - Organizing ideas
UNIT 10 Ethics and Values PAGE 110	- Discuss ethical choices - Rebuke someone else's property - Express personal values - Discuss acts of kindness and honesty	- Misms - Situations that require an ethical choice - Acknowledging thanks - Personal values	- The unreal conditional - Form, usage, common errors - Possessive pronouns / <i>those</i> - Form, usage, common errors GRAMMAR BOOSTER - Expressing thanks to <i>had better</i> <i>Have to</i> must be <i>assumed to</i> - Possessive nouns: review and expansion - Pronouns: summary	- Say "You think so?" to confirm someone's opinion - Provide an emphatic affirmative response with "Absolutely" - Acknowledge thanks with "Don't mention it"	Listening Skills - Listen to infer information - Listen for main ideas - Understand vocabulary from context - Support ideas with details Pronunciation - Blending of <i>g + g</i> in <i>could you</i>	Tests - A personal values self test - Print and online news stories about virtues and honesty - A photo story Skills/strategies - Summarize - Infer information - Relate to personal experience	Task - Write an essay about someone's personal choice WRITING BOOSTER - Introducing conflicting ideas: <i>On the one hand</i> / <i>On the other hand</i>

Appendix G: Transcripts and Codes Sample

Selective Transcription	Codes
Student-Student Interview – Getting acquainted	
Y: ¹ Hello Nubia, how are you? 00:13:19 ² Maybe? ³ Do you, do you hear me? N: ⁴ What? Y: ⁵ Do you hear, hear me? Hear me? N: ⁶ What? ha-ha Y: No? N: No Y: ⁷ Eh, eh, ah, how do you say Oir in English? T: ⁸ Hear N: ⁹ What T: ¹⁰ Hear Y: ¹¹ Hear N: In English? Y: ¹² Do you hear me? N: Hear Y: Hear N: ¹³ Help me? T: ¹⁴ No, hear me Y: Her N: ¹⁵ No, ah ok, yes Y: ¹⁶ Hello, Nubia. How are you? N: ¹⁷ Hello, hello Y: ¹⁸ What are you doing? N: ¹⁹ Good. And you? Y: ²⁰ I am fine, but I so, no remember, I yeah, I'm fine I'm fine N: ²¹ I am fine hehehe, ok, hehe, what, ahh, what is, what is your profession? Y: ²² My profession is ah, engine, Industrial engineer and you? N: ²³ Ah, ok, ah, administrator Y: ²⁴ Ohh it's good, what do you work? N: ²⁵ No, eh ah I am not not work Y: ²⁶ Ahh N: ²⁷ Not work Y: ²⁸ Ah N: ²⁹ I, I, I have uh (voices overlap) 00:15:00 Y: ³⁰ You have N: ³¹ I work, I work Y: ³² You have an enterprise N: ³³ What? Y: ³⁴ Do you have ah an enterprise? Ohh, how do you say emprendimiento o algo asi? T: ³⁵ Your own business Y: Your own business? N: ³⁶ Business, hehehe more or less Y: ³⁷ Yeah N: ³⁸ I, uhh I make uhh ice, ice cream Y: ³⁹ Yeah? N: Yeah Y: Ehh N: ⁴⁰ I, I job my my claro Y: ⁴¹ Oh it's good N: ⁴² Ehh, eh, uhh, eh, ah, in year, year past? El año pasado, ahahaha. 00:15:50 T: ⁴³ Last year N: ⁴⁴ Ehh Not working	¹ Greeting to start a conversation (S) ² Providing an incomplete idea (S) ³ Checking voice audio (S) ⁴ Indicating lack of understanding (S) ⁵ Checking voice audio (S) ⁶ Indicating lack of understanding (S) ⁷ Requesting vocabulary support (S) ⁸ Providing vocabulary support (T) ⁹ Indicating lack of understanding (S) ¹⁰ Providing vocabulary support (T) ¹¹ Providing vocabulary support (S) ¹² Checking voice audio (S) ¹³ Requesting vocabulary confirmation (S) ¹⁴ Providing gestural prompt (T) ¹⁵ Reporting understanding (S) ¹⁶ Restarting a turn with a greeting question (S) ¹⁷ Greeting to respond (S) ¹⁸ Starting a new turn with a personal question (S) ¹⁹ Providing a wrong response (S) starting a new a turn with a prior question (S) ²⁰ Providing a whole response (S) ²¹ Providing a whole response. Acknowledging responses (S) Starting a new turn with a personal question (S) ²² Providing a whole response. starting a new a turn with a prior question (S) ²³ Acknowledging responses (S) ²⁴ Praising responses Starting a new turn with a personal question (S) ²⁵ Providing a whole response (S) ²⁶ Providing an interjection response (S) ²⁷ Providing a prior response (S) ²⁸ Providing an interjection response (S) ²⁹ Providing an unfinished response (S) ³⁰ Providing verbal prompt (S) ³¹ Providing an unfinished response (S) ³² Providing verbal prompt (S) ³³ Indicating lack of understanding (S) ³⁴ Providing verbal prompt and requesting verbal support (S) ³⁵ Providing verbal support (T) Providing an incomplete idea (S) ³⁶ Providing a whole response (S) ³⁷ Acknowledging responses (S) ³⁸ Providing a complementary response(S) ³⁹ Acknowledging responses (S) Acknowledging responses (S) Providing an unfinished response (S) ⁴⁰ Providing a complementary response(S) ⁴¹ Praising responses ⁴² Providing an unfinished response (S) / Code switching(S) ⁴³ Providing corrections (T) ⁴⁴ Providing a complementary response (S)

T: ⁴⁵ Last year N: ⁴⁶ Past year, in the past year not working in claro. Y: ⁴⁷ Ohh yeah. Ohh, Nubia? N: ⁴⁸ And you? WHAT? Y: ⁴⁹ I work for the ehk Cali Burton? Is a company of the oil service but N: ⁵⁰ Oh yeah Y: ⁵¹ But this is moment I work home office N: Ah ok Y: ⁵² Every every day I have three meetings with the company N: ⁵³ Uhh, oh yeah, ehk, this company is very good Y: ⁵⁴ Yeah, but is, this, this is moment, is a scary the situation Y: ⁵⁵ I don't know. 00:16:55 N: Oh yeah Y: ⁵⁶ I don't know I don't know, I, ⁵⁷ Teacher, como se diría si sigo trabajando o qué? T: ⁵⁸ I am going to continue working Y: ⁵⁹ I am going to continue working N: ⁶⁰ Ahh ok. By. By. Hello. Y: Hello. I am here. N: Ahh ok. Ehh, because ehk virus? O Pandemia? 00:17:34 Y: ⁶¹ Yeah, yeah, actually the prize of petroleum is law, maybe, I, US \$13, the brent, the brent is the reference to Colombia US for the wall street. N: ⁶² Ohh, ok. T: ⁶³ Ok, guys, thank you, very good.	⁴⁵ Providing corrections (T) ⁴⁶ Providing a complementary response(S) ⁴⁷ Acknowledging responses (S) requesting attention (S) ⁴⁸ Indicating lack of understanding (S) ⁴⁹ Providing a whole response (S) ⁵⁰ Providing an interjection response (S) ⁵¹ Providing a complementary response(S) Acknowledging responses (S) ⁵² Providing a complementary response(S) ⁵³ Praising responses ⁵⁴ Providing a complementary response (S) ⁵⁵ Providing a complementary response (S) Acknowledging responses (S) ⁵⁶ Providing a complementary response (S) ⁵⁷ Requesting verbal support / Code switching (S) ⁵⁸ Providing verbal support (T) ⁵⁹ Providing a complementary response (S) ⁶⁰ Acknowledging responses (S)checking attention (S) Reporting attention (S) Providing a complementary response (S) ⁶¹ Providing a complimentary utterance (S) ⁶² Acknowledging responses (S) ⁶³ Praising participation (T)
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Appendix H: Categorization

Category 1: Using interactive communication as a model of language use

Codes:

- Eliciting definitions of subject knowledge (T)
- Eliciting participation (T)
- Providing vocabulary of subject knowledge (S)
- Providing vocabulary of subject knowledge (T)
- Acknowledging participation (T)
- Providing definitions of subject knowledge (T)
- Eliciting experiences of subject knowledge (T)
- Eliciting opinions (T)
- Providing corrections (T)
- Requesting participation (T)
- Providing illustrated instructions of a language activity (T)
- Providing instructions of a language activity (T)
- Providing instructions (T)
- Providing instructions of a task (T)
- Providing gestural prompt (T)
- Providing vocabulary support (T)
- Providing repetition (T)
- Providing an incomplete response (S)
- Providing verbal support (T)
- Checking comprehension of a language activity (T)
- Reporting comprehension of a language activity (S)
- Checking comprehension of instructions (T)
- Reporting comprehension (S)
- Checking task accomplishment (T)
- Reporting task accomplishment (S)
- Formulating the pronunciation of a word (T)
- Praising participation (T)

Category 2: Using interaction strategies for effective communication

Codes:

- Greeting to start a conversation (S)
- Starting a new a turn with a prior question (S)
- Starting a new turn with a personal question (S)
- Providing a wrong response (S)
- Providing a whole response (S)
- Requesting attention to start a conversation (S)
- Asking a personal question to start a conversation (S)
- Starting a new turn with a non-personal question (S)
- Restarting a turn with a greeting question (S)
- Greeting to respond (S)
- Providing instructions (S)
- Providing a whole utterance (S)
- Providing a prior response (S)
- Providing an interjection response (S)
- Providing a complimentary utterance (S)
- Providing an unfinished response (S)
- Providing verbal prompt (S)
- Requesting repetition (T)
- Acknowledging responses (S)
- Providing a complementary response(S)
- Praising responses (S)
- Requesting verbal support (S)
- Providing verbal support (S)
- Incorporating verbal support (S)
- Requesting vocabulary confirmation (S)
- Confirming a request (S)
- Requesting repetition (S)
- Providing an incomplete idea (S)
- Indicating lack of understanding (S)
- Requesting vocabulary support (S)
- Reporting understanding (S)
- Providing vocabulary support (S)
- Requesting attention (S)

Checking attention (S)
Reporting attention (S)
Checking voice audio (S)
Reporting voice audio (S)

Category 3: Using L1 to compensate for communication and learning gaps in interactions

Codes:

Eliciting vocabulary of subject knowledge / Code switching (T)
Providing vocabulary of subject knowledge (S)
Providing definitions of subject knowledge / Code switching (S)
Providing examples of subject knowledge / Code switching (T)
Providing instructions of a language activity / Code switching (T)
Providing instructions of a task / Code switching (T)
Providing instructions of an activity / Code switching (T)
Providing an unfinished response / Code switching (S)
Requesting verbal support / Code switching (S)
Checking comprehension / Code switching (T)
Indicating lack of understanding / Code switching (S)
Requesting clarification / Code switching (S)
Providing clarification / Code switching (T)