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The Influence of Peer-Assessment and a Corpus about "Comforting" in the Development of

Adults' Spontaneous Interactive Speaking

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Abstract

This qualitative action research study was conducted with 14 adults with A2 English level who worked as schoolteachers in different content areas at a private school in Bogota. The study explored the influence of peer-assessment and a corpus about the speech act "comforting" in the development of spontaneous interactive speaking. In the pedagogical intervention, participants used the corpus to carry out speaking tasks which they peer-assessed. Data was collected through video recordings, two peer-assessment formats, and a teacher's journal. It revealed that peer-assessment and corpus encouraged participants to develop strategies to enhance their spontaneous interactive speaking. In this sense, students did initial steps towards the development of critical thinking skills, they did positive transfers of skills, and they constructed a personalized version of the corpus. Peer-assessment and corpus also resulted in practices of underassessment and dependency on the corpus, which limited the development of spontaneous interactive speaking.

Key words: Adult learning, comforting as a speech act, corpus of prefabricated chunks, peer-assessment, spontaneous interactive speaking.

Resumen

Este estudio de investigación acción cualitativa se llevó a cabo con 14 adultos con nivel A2 de Inglés quienes trabajaban como profesores en distintas áreas del conocimiento en un colegio privado de Bogotá. El estudio exploró la influencia de la coevaluación y un corpus sobre el acto de habla "reconfortar" en el desarrollo del habla espontánea interactiva. En la intervención pedagógica, los participantes utilizaron el corpus para llevar a cabo tareas de habla que ellos coevaluaron. Los datos fueron recolectados a través de grabaciones de video, dos formatos de coevaluación y un diario del profesor. Los datos revelaron que la coevaluación y el corpus alentaron a los participantes a desarrollar estrategias para mejorar su habla espontánea interactiva. En este sentido, los estudiantes dieron pasos iniciales hacia el desarrollo de habilidades de pensamiento crítico, hicieron transferencias positivas de habilidades y construyeron una versión personalizada del corpus. La coevaluación y el corpus también dieron lugar a prácticas de infravaloración y dependencia del corpus, las cuales limitaron el desarrollo del habla espontánea interactiva.

   Palabras clave: Aprendizaje en adultos, reconfortar como un acto de habla, corpus de oraciones pre-fabricadas, coevaluación, habla espontánea interactiva.

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Chapter 1 Introduction

1.1   Introduction to the Study

This document describes the features and stages that frame this research study. Thus, the report is organized in the following way: In the first chapter, the linguistic, affective, and cognitive needs of the participants are explored. Based on this, the research problem is stated and different strategies are proposed to address the problem. Then, the question and objectives that lead the investigation are established. In the second chapter, the theoretical bases that support the inquiry are introduced. This is done by scrutinizing relevant literature, theories, and authors that allow conceptualizing the main constructs underpinning the investigation. Additionally, similar research studies are analyzed in order to establish what has been done in regard to the topics that concern this inquiry. In the third chapter, the research design is explained in terms of the type of study, method, role of the researcher, setting, participants, ethical considerations, and data collection instruments that converged and shaped the present study.

In the fourth chapter, the vision of language, learning, and curriculum that frame the investigation are examined. Besides, the instructional aspects of the study are explicated considering the schedule, methodology, resources, and stages undertaken, namely, planning, training, and implementation. This includes the explanation of how the data collection process is articulated with the pedagogical intervention. In the fifth chapter, the data is analyzed, taking into account diverse theoretical perspectives and related research studies. Finally, in the sixth chapter, the findings of the present study are compared with those of other similar studies scrutinizing the significance that they have in the educational field. Besides, the strengths and weaknesses of the study are pointed out as well as some suggestions for conducting further studies on the field. For closing, a conclusion that condensed all the findings of the study is provided.

1.2   Rationale of the Study

This study combines three topics that have gained importance in the modern educational field, namely, peer-assessment (P-A hereafter), using corpora for teaching purposes, and development of spontaneous interactive speaking (SIS hereafter). Subsequently, the relevance of each topic is explained separately.

Firstly, the use of P-A has gained importance within contemporary education because it fosters the development of autonomy, which is a desired result of education. According to Ahangari, Rassekh-Alqo, and Akbari (2013), Serrano and Cebrián de la Serna (2011), Logan (2009), and Gómez (2014), P-A allows that students:

- Raise awareness of their own mistakes

- Learn to shoulder high levels of responsibility and commitment toward teaching and learning

- Increase the metacognitive understanding of their own learning and skills

- Become more focused on learning

- Institute criteria of satisfactory language that enables them to criticize their productions

These are all features of autonomous learners. Consequently, researching on P-A is pertinent to explore when, where and how to apply it in order to take advantage of the benefits reported.

Secondly, corpora are sets of words and/or prefabricated chunks classified according to their usages and frequency of appearance (Bennett, 2010; Suzuki, 2008, 2009a, 2009b, 2010, 2011). They have been more commonly used as research resources to collect and/or analyze data that allows understanding how different people in diverse contexts use the language (Chu & Wang, 2011). However, according to Bellés-Fortuño (2009) and Zhu (2013), using corpora for teaching purposes is a trend that has emerged and increased in recent years. This trend promotes utilizing

corpora to teach L2 learners how to use the most common words and/or prefabricated chunks to communicate successfully in particular contexts and situations. Therefore, researching on this is valuable in order to explore the teaching strategies that can be implemented through corpora and analyze the impact of those strategies on learning.

Finally, Brown and Yule (2001), Bygate (2006), Thornbury (2008), and Underhill (2003) believe that speaking is an undervalued skill since it is, among the four language skills, the least researched and worked during the lessons due to its complexity and width. According to these authors, it is common that teachers and researchers give a similar treatment to writing and speaking without considering that they are different in nature. In most of the cases, apart from presentations, lectures, and other prepared speech, speaking occurs spontaneously or with a minimal planning time, which results in the production of structures simpler than those used in writing. This has caused that speaking usually receives the label of common, colloquial, transient, and improvised. However, it involves performance effects that do not exist in writing such as hesitations, repeats, false starts, incompletion, and syntactic blends, which makes its study complex and challenging. That is why, these authors claim that speaking needs to be studied deeply and separately from the writing skill.

Furthermore, according to Brown and Yule (2001), it was until the end of the Second World War that significant studies about speaking were conducted. Nevertheless, most of them focused exclusively on pronunciation. As a result, a method consisting of practicing the pronunciation of, first, isolated "English sounds", next, isolated words, then, isolated sentences, and finally, patterns of stress and intonation, was established. More recently, researchers have highlighted the role of speaking in the daily social interactions, so more attention has been paid to it. Consequently, various teaching methods that prioritize speaking have been developed, but most of them treat it as a means to practice grammar. According to Thornbury (2008), this has left

features such as fluency, pragmatics, and sociocultural knowledge unattended. In this sense, deepening in the understanding of the speaking phenomenon and exploring alternatives to teach its features is relevant to the educational field.

   To sum up, the present research study is relevant because it combines topics that have been emphasized in recent years such as the implementation of P-A, or that are approached in a different innovative way such as the use of corpora for teaching purposes, or which are not studied frequently enough such as the SIS.

1.2.1   Needs analysis and problem statement

A needs analysis stage was undertaken in order to identify students' linguistic, cognitive, and affective needs. Two questionnaires and a focus group served this purpose. The analysis of the instruments (Appendix D) is explained subsequently:

Through the questionnaire #1(Appendix A) and focus group (Appendix B), participants reported difficulties to produce oral language, especially, in spontaneous situations that entail interacting with others. This was interpreted as their linguistic need. Then, in questionnaire #2 (Appendix C), participants were asked to select the five speech acts that they used the most when interacting with their students in situations different from the class in order to contextualize the language in circumstances susceptible to occur in their real working environment. Participants' most common selection was "comforting". This suggested that their affective need had to do with establishing rapport with their students by supporting them.

Through questionnaire #1, participants also reported indirectly their cognitive need when answering the question "Why do you think that you have developed this skill less?" which was written in Spanish in the original instrument. Most of the participants claimed that the class time was no enough to practice and improve their English. This suggested that they did not have the habit of practicing the language autonomously; maybe because they did not know how to do it or they lacked the motivation. Hence, their cognitive need had to do with developing autonomous learning skills.

To sum up, the problems that motivated the undertaking of the study were participants' difficulty to produce SIS, participants' necessity to establish rapport with their students when interacting with them in the school context, and participants' difficulty to expand their language practice beyond the face-to-face class.

1.2.2   Justification of problem's significance

Approaching the problems described above is important to the participants, teacher, institution, and even country. The study is significant for the learners because it allows them to try an instruction specially designed to approach their learning needs and conditions. It is relevant for the teacher because it allows her to explore new possibilities, open her mind and enrich her pedagogical experience and practice. It is significant for the institution because the study aims at enabling participants to give initial steps towards autonomous learning so that they can acquire the language independently, going beyond the face-to-face instruction provided at school, which is very limited in terms of time. Thus, the study represents a contribution to the school's goal of becoming a bilingual institution able to provide instruction as well as administrative services in English.

Finally, the study is important in the Colombian context because it is aligned to the current national bilingualism policy, Law 1651 of 2013 (Ley No. 1651, 2013), and plan, "Programa Nacional de Inglés: Colombia Very Well 2015 – 2025" (PNI hereafter) (MEN, 2014). The law and plan emphasizes the role of English as a tool to become Colombian citizens internationally competitive so that they can participate in the global dynamics of economy, technology, communication, information generation, development, among many others.

In regard to the PNI, MEN (2014) assert that, in order to improve the English language education in our country four dimensions need to be considered, namely, teachers' training and support, strengthening of pedagogical aspects, evaluation and follow-up, and strengthening of the institutions by the enhancement of their technological infrastructure. The present study is a contribution to the dimension of strengthening the pedagogical aspects since it explores possible ways in which the teaching and learning practice can be carried out more successfully. Besides,

the PNI emphasizes the importance of autonomy in the learning practice (MEN, 2014), so the study is also aligned to this trait.

1.2.3   Strategy proposed to address problem

The study was designed to address students' linguistic, affective and cognitive needs. Thus, to attend to participants' cognitive need, two P-A strategies (checklist and "Plus, minus and what's next?") were selected to foster autonomous learning. Checklists (Nazzal, 2011) aimed to institute criteria of satisfactory speaking performance that students could internalize and then use independently. The "Plus, minus and what's next?" format (Glasson, 2009; Nazzal, 2011) aimed to encourage students to express their judgments regarding their peers' strengths, weaknesses, and improvement opportunities using their own words instead of pre-established criteria as in the checklists.

To attend to participants' linguistic and affective needs, a corpus of prefabricated chunks about the speech act ´comforting' was chosen. According to Thornbury (2008) and Suzuki (2008, 2009a, 2009b, 2010, 2011), the instruction through lexical chunks can improve fluency in speaking because learners do not have to think sentences word by word, but in longer meaningful units. Therefore, the strategy pretended to provide students with tools to speak in interactive spontaneous comforting situations. Besides, teaching participants to comfort their students in English would enrich their professional performance as they become more empathic.

1.3   Research Question and Objectives

Bearing in mind the considerations exposed in the section above, the research question that led this study was stated as follow: "How might the use of two on-going P-A strategies and a corpus affect the development of the SIS in a group of 14 adults with an A2 English level?" Hence, the main objective of the study was to determine how the use of the strategies selected affects the development of participants' SIS. This was done by pursuing the next specific objectives:

- To explore the impact that the two P-A strategies, checklists and "Plus, minus and what's next?", might have on the development of students' SIS

- To analyze the impact that a corpus about "comforting" might have on the development of students' SIS

- To identify students' preferences in the use of the corpus of prefabricated chunks

1.4   Conclusion

To sum up, this study emerged as an attempt to approach participants' learning needs. Their needs were identified through a needs analysis stage in which students reported difficulties to:

- Produce oral language, especially, in spontaneous interactive situations (linguistic need)

- Extend their language practice beyond the little time of the face-to-face classes (cognitive need)

- Produce language to comfort others, which was a common situation in their work as schoolteachers (affective need)

P-A and a corpus were selected as strategies to develop participants' SIS by fostering autonomous learning, vocabulary expansion, and automation of language structures.

Chapter 2 Theoretical Framework

2.1   Introduction

In this section, literature about SIS, P-A, and corpus of prefabricated chunks about the speech act "comforting" is reviewed in order to conceptualize the three constructs that are the basis of this research study.

2.2   Definitions

2.2.1   Spontaneous interactive speaking (SIS)

In order to conceptualize the "Spontaneous Interactive Speaking", it is necessary to analyze separately the terms that comprise it. In this sense, "spontaneous" refers to situations in which the oral language is produced without previous planning. "Interactive" has to do with the participation of two or more speakers who take turns to contribute in the communicative process. The term "speaking" is wider and more complex. It has been deeply studied by various authors such as Thornbury (2008), who defines it as a process consisting of:

- Conceptualizing: selecting the type of discourse, topic, and purpose

- Formulating: selecting the typical structure according to the discourse type

- Articulating: pronouncing, intonating, and stressing the words and utterances

- Self-monitoring and repairing: doing immediate correction or retrace-and-repair when speech is not clear or well produced

- Using automatized prefabricated chunks: using frequent combinations of words that save planning time

- Producing oral language fluently: keeping a balance between speed and pausing placing appropriately the pauses

- Managing the talk: using body language that conveys the intention to speak, take turns, interact, and use backchannel devices

Thornbury (2008) also asserts that in order to perform the speaking process, speakers require extralinguistic and linguistic knowledge. On the one hand, the extralinguistic knowledge refers to the understanding of the circumstances that surround a conversation and allow that it takes place. It involves knowledge about the topic and culture, objects and situations from the context, and sociocultural aspects regarding the values and norms of behavior of a given society. For instance:

- Knowing the name of a typical dish of a region allows the speaker to talk about it (topic and cultural knowledge)

- Being in the restaurant enables the speaker to talk about the particular objects and situations from the place and allude to them in terms of *this, that, these, those, it, she*, etc. (spatial, temporal, and personal deictic expressions) without causing misunderstandings (context knowledge)

- Performing the appropriate etiquette according to the place and people allows the speaker to integrate easily and participate in the conversation (sociocultural knowledge)

On the other hand, the linguistic knowledge refers to the structural aspects of language. It is divided in six dimensions, as follows:

- Genre refers to the selection and recognition of the features of a speech in terms of its purpose (transactional or interpersonal), participation (interactive or non-interactive), and planning (planned or unplanned)

- Discourse involves the use of discourse markers (*Well, I think, In my opinion, I do not agree,* etc.) to connect ideas and parts of a conversation, and express the conversational

intention (express the desire of continuing with the same topic of conversation, changing

it, returning to a previous topic, give a different opinion, ending the conversation, etc.)

- Pragmatics refers to the speakers' sensibility towards the context, in terms of:

    o   Understanding the functions (also known as speech acts), which means being able

      to recognize the intentions of the speakers' utterances (apologizing, inviting,

      comforting, informing, complaining, complimenting, etc.)

    o   Performing based on the cooperative principles, which consist of producing

      messages that provide enough information (quantity), are true (quality), convey

      relevant information for the context (relation), and are clear (manner)

    o   Performing based on the rules of politeness, which means producing speech that

      do not threat the listeners' feelings

    o   Selecting the appropriate register (formal or informal language) according to the

      tenor (who is the interlocutor), field (what is the topic of conversation), and mode

      (how to convey the idea)

- Grammar relates to the differences between written grammar and spoken grammar. As

producing speech spontaneously entails minimal planning time, there are different

features to consider such as construction (Head + body + tail + tag), syntactic blends

(mixture of grammatical structures), and performance effects (hesitation, repeats, false

starts, and incomplete utterances)

- Vocabulary refers to the elaboration of corpora, which consists of the collection of

words and prefabricated chunks (collocation, phrasal verbs, idioms, sentence frames,

social formulas, and discourse markers) that are most commonly used to communicate in

different contexts. There are receptive corpora (words and chunks that a person is able to

understand, but not necessarily is able to produce) and productive corpora (words and chunks that are available to use when producing language). Thornbury (2008) affirms that the receptive corpora represent 100% of the vocabulary a person knows, the productive writing corpora represent 50% of the total vocabulary, and the productive speaking corpora is less than half of the productive writing corpora. Therefore, teaching a corpus to learners, which is an objective embedded in this study, intends to help them expand their receptive and productive personal corpora so that they become able to understand and produce more language in English, especially, oral language. Thornbury (2008) also claims that corpora are influenced by idiomaticity (preference to use the most accepted way in the community), and that, when speaking, people use more vocabulary related to context (deictic words to talk about the space, time, and persons that surround the conversation), appraisal (appreciation), and stance (attitude) than when writing

- Phonology involves the accurate pronunciation of words (words are stored with their pronunciation) and intonation which entails segmentation (separate utterances in segments, known as tone units, so that they can be more easily articulated and understood), prominence (stress), cohesion and paratone (which marks the start and end of the discourse stages)

Being able to apply knowledge in real situations is what Bygate (2006) calls "skill." Therefore, speaking is necessarily a skill and as such is developed through practice (Bygate, 2006; Thornbury, 2008). In this order of ideas, practice is necessarily a key component if expecting to achieve an improvement in speaking. Therefore, the participants of this study need to have many opportunities to practice their spoken productions.

To sum up, for the purpose of this study, the "SIS" is understood as the process of assembling the actions of conceptualizing, formulating, articulating, self-monitoring and repairing, using

automatized prefabricated chunks, producing oral language fluently, and managing the talk that

occurs in unplanned situations that require the collaborative participation of two or more speakers

that aim at communicating. To perform this process, the speakers need the skill to apply

extralinguistic knowledge (which entails the understanding of the topic, culture, context, and

sociocultural aspects of language) and linguistic knowledge (which regards the genre, discourse,

pragmatics, grammar, vocabulary, and phonology). Additionally, as a skill, "speaking" can be

developed through practice.

2.2.2   Peer-assessment (P-A)

In order to define the concept of P-A, it is necessary to, first, conceptualize assessment as

such. According to Johnson and Jenkins (2009), assessment refers to the application of a variety

of procedures that aims at collecting information about learning and teaching. There are diverse

ways in which authors have classified "assessment". Earl and Katz (2006) classify it in terms of

assessment for learning, assessment as learning, and assessment of learning, Johnson and Jenkins

(2009) classify it in terms of formative and summative, and Hurt (2015) classifies it in terms of

formal and informal. Next, each classification is explained.

Earl and Katz' (2006) classification differentiates three types of assessment according to its

purpose. These authors affirm that the three types of assessment constitute a process that should

be carried out in any educational program. They explain the process as follows:

1. The assessment for learning should be the first step in any educational program. Earl and

    Katz' (2006) define it as an investigative tool that aims at exploring students' prior

    knowledge, preconceptions, confusions, and/or gaps in learning. This allows teachers to

    determine students' stage in the continuum from emergent to proficient. Besides, it should

    be regularly conducted within the program in order to determine the subsequent steps in

    students' learning process, adjust the curriculum to the emerging situations, make

decisions about how to help students, and enhance students' motivation and commitment towards learning.

In this type of assessment the teacher's role involves aligning the instruction to the target outcomes, identifying the learning style and needs of individuals and/or groups of students, selecting and adapting materials and resources, and creating differentiated teaching strategies and learning opportunities to help individuals as well as groups of students. Strategies such as questioning, focused observations, conversations, quizzes, among many others, can be used in the assessment for learning. This assessment was conducted at the beginning of this study in the form of the "needs analysis stage" in which students' linguistic, affective, and cognitive needs were identified.

2. The assessment as learning should be the second step in an educational program. Earl and Katz' (2006) explain that it consists of students monitoring their own learning process, which can be fostered through self and/or peer assessment. The assessment as learning stands on the belief that students can become independent learners. This requires that they develop their metacognition (knowledge of one's own thought process) so that they can check and adjust their own learning process. In this type of assessment, the role of the teacher is to:

   - Provide students with tools to undertake their own learning

   - Model and teach the skills of self-assessment

   - Guide students in setting goals and monitor their progress

   - Provide examples and models of good practice and quality work

   - Guide students to question and validate their own thinking

   - Propitiate regular and challenging opportunities to practice

- Monitor students' metacognitive process as well as their learning

- Create a safe and supportive environment where students feel comfortable to take

  risks

The assessment as learning can operate through any strategy that encourages reflection

and review, and provides a model of successful learning and performance. This type of

assessment is the object of analysis of the present study.

3. The assessment of learning should be reserved for cases in which it is necessary to

    demonstrate students' achievements to an institution, parents, other teachers, and/or

    students themselves. According to Earl and Katz' (2006), this type of assessment aims at

    determining the outcomes that students achieve after a pedagogical intervention. It can

    also be used to certify proficiency and/or make decisions about placement. In this sense,

    students' knowledge, understanding, and skills are assessed in terms of specific learning

    objectives. The teacher's role in this assessment consists of:

- Providing reasons that justify the assessments as well as its procedures and

  materials

- Describing clearly the learning that students are expected to achieve

- Carrying out good instruction that allows students to demonstrate their

  competence and skill in the assessment

- Providing alternative assessment mechanisms in case of eventualities

- Describing the assessment process so that students become aware of it

The assessment of learning can be done through tests and examinations, portfolios,

exhibitions, performances, presentations, simulations, among many other written, oral and

visual methods. This type of assessment is not used in this research study since the scope

of the study is the analysis of students' learning process rather than the outcomes that they

might achieve.

In Johnson and Jenkins' (2009) classification, assessment can be formative or summative. It is

formative when aiming at improving the teaching and learning practice. In contrast, it is

summative when aiming at determining what students know or have learnt by means of a

numerical framework. Therefore, the assessment for learning and assessment as learning are

formative in nature since their main purpose is to enhance the teaching and learning processes.

However, they can be applied with summative purposes when a numerical value is assigned to

them and added to the final or partial grade of a course. The assessment of learning is purely

summative because its main purpose is to measure students' current knowledge, competence,

skill, etc.

In Hurt's (2015) classification, assessment is formal or informal. She affirms that the formal

assessment is pre-planned and systematic whereas the informal assessment is unplanned, in fact,

it emerges spontaneously in response to a particular performance or behavior of the student. In

this sense, summative assessment is necessarily formal whereas formative assessment can be

formal or informal. In this study, the researcher analyzes the formal assessment for learning and

assessment as learning undertaken.

Bearing in mind the considerations above, P-A is a type of assessment as learning that, in the

case of the present study, is carried out with formative purposes exclusively. Besides, it is

conducted in a formal way through the systematic use of pre-planned formats. Spiller (2012)

defines P-A as "students providing feedback to other students on the quality of their work" (p.

10). She also affirms that this feedback has to be based on criteria of excellence, which means

criteria that establish how an excellent performance is. These criteria act as model of successful

learning and performance for students. In order to produce the feedback, students have to reflect

and review their own knowledge to determine if a specific performance or product accomplishes the criteria. This process results in students revising their own learning and performances and raising awareness on their metacognition. Guided by the teacher, students could use this information to adjust their own learning and, in this way, they can become independent learners.

According to Nazzal (2011), P-A can be undertaken through strategies such as checklists, rubrics, "Traffic light", "Two starts and a wish", on-going oral assessment, pairs-check, "Plus, minus and what's next?", warm and cool feedback, among many others. In this study, the strategies selected are checklists and "Plus, minus and what's next?" as explained above.

To sum up, for the purpose of this study, P-A is understood as a type of assessment as learning that is formative and formally applied. In this sense, it aims to help participants improve their learning practice in a way that allows them to become autonomous learners. Therefore, it emphasizes the process that students are going through rather than their outcomes at the end of the pedagogical intervention. Besides, it operates through criteria of satisfactory performance that act as guide for students to undertake their productions. Additionally, it is formal since it uses pre-planned formats and procedures that are systematically applied.

2.2.3   Corpus of prefabricated chunks about the speech act 'comforting'

In order to conceptualize the construct "corpus of prefabricated chunks about the speech act 'comforting'" it is necessary to, firstly, define the units that comprise it. In the sense, Bennett (2010) and Suzuki (2008, 2009a, 2009b, 2010, 2011) describe "corpus" as a tool that informs the frequency of use of words and/or prefabricated chunks according to the population and context. A corpus can regard to people's oral and/or written productions. Thornbury (2008) also defines "prefabricated chunks" as phrases and word combinations that are commonly used in a language. According to Thornbury (2008), corpora on oral prefabricated chunks may be comprised of:

- Collocations: sequences of terms that usually occur together

- Phrasal verbs: constructions comprised of a verb and a particle and/or a preposition that form a single semantic unit

- Idioms: combinations of words that have a connotative meaning

- Sentence frames: structures that are commonly used to express a particular idea

- Social formulas: utterances that are commonly used in social interactions

- Discourse markers: expressions used to connect ideas in a speech

Nonetheless, Bennett (2010) proposes a different classification in terms of:

- Phraseology which refers to the study of phrases that may be:

    o Collocations: statistical tendency of words to co-occur

    o Lexical bundles: variations in somewhat fixed phrases

    o Preferred sequences: established patterns of use for words

- Lexicogrammar that is related to the interdependency between lexis and grammar that according to Sinclair (1991) cannot be productively studied separately

- Register which has to do with the use of different language with different audiences at different times and for different reasons

Besides, according to Bennett (2010) corpora can be "general" when analyzing a language cross-culturally, or "specific" when analyzing language that occurs in particular settings, fields, and/or situations. Bennett (2010) and Thornbury (2008) agree in affirming that the development of new technologies in the last decades has allowed the elaboration and analysis of large corpora on different contexts and fields. Hence, many universities, publishing houses, and independent researchers have built and used corpora (Braun, 2006).

In regards to the concept of "speech act" (also called "language function"), Taha (2005) defines it as the communicative intention or purpose that language users embedded in a sentence

or utterance. There are many language functions such as greeting, thanking, suggesting, comforting, apologizing, etc. So, "comforting" is defined by Suzuki (2008, 2010) as an expressive and convivial speech act from the speaker to the hearer that aims at enhancing the face of the recipient by showing sympathy, soothing the hearer's sad or hurt feelings, encouraging him/her or showing willingness to help by providing advice. Hence, for Suzuki (2008, 2010), comforting is a complex function that is comprised by four sub-functions that he calls: sympathy, soother, encouragement, and advice.

Bearing in mind the consideration above, for the purpose of this research study, the "corpus of prefabricated chunks about the speech act ´comforting´" is understood as a tool that informs the most frequent phrases and words that speakers use in order to comfort others. The corpus of this study is specific because it is comprised of the most common expressions that US and UK undergraduate students (native speakers of English) use to comfort their peers in oral situations susceptible to happen in the educational context. Hence, the corpus contains social formulas and sentence frames. In the case of this study, the corpus is used as a teaching tool, which means that the expressions that comprised it are taught to students to foster language development.

2.3   State of the Art

This section aims at establishing what previous research studies have found in regards to the impact of P-A and corpora on the development of SIS. Hence, various similar studies and compilations are reviewed.

2.3.1   The effect of peer assessment on oral presentation in an EFL context

Ahangari, Rassekh-Alqo, and Akbari (2013) conducted a research study to examine the effect of P-A on the oral presentations of university EFL learners from Iran. The researchers set a control and an experimental group, each one with 26 students with similar backgrounds. A test was applied to ensure the homogeneity in the English level of both groups, which corresponded

to intermediate. Both groups participated in a 28-hour-course with two hours of instruction per week during 14 weeks. Every week, except for the first one in which the assessment criteria and methodology were introduced, students had to do a three-minute oral presentation. In the control group, the assessment was done by the teachers whereas in the experimental group it was done by teachers and students. Both groups used an assessment questionnaire.

In the experimental group, students took notes during the presentation, then, the researchers met each group to discuss the assessment, and finally, participants shared it with their peers. After the sixth session, the researchers omitted the step of discussing the assessment with students; it means that students were responsible for the whole process of rating. In the last class, participants from the control and experimental groups did an oral presentation that was assessed by the researchers. Data was analyzed by contrasting the performance of both groups in the oral assignments. Besides, the patterns of assessment emitted by the participants of the experimental group were compared with the patterns of assessment emitted by the teachers. Thus, the findings of this study were:

- The experimental group outperformed the control group

- P-A enhanced learners' ability to judge their peers' oral presentation skills which, consequently, allowed them to acquire a better understanding of their own skills

- Students were able to assess their peers similar to teachers

- Students got involved in the P-A practice grasping the main point of it

- P-A did not lower the oral standard set and, through it, students learned to: shoulder high levels of responsibility, be focused on learning, and appreciate the role of their teachers and the nature of assessment

- Students increased the metacognitive understanding of their own learning

In this study, the authors also controverted some stereotypes that were raised around P-A. In previous studies, researchers had concluded that students found evaluating their peers' speaking and learning abilities difficult (Jafarpur, 1991). However, Ahangari, Rassekh-Alqo, and Akbari (2013) found that with suitable training students could carry out appropriate assessment. In this sense, they highlighted the importance of achieving that students instituted criteria of satisfactory language use. In the case of this study, this was accomplished by guiding the oral assessment half way through the course so that students had enough time to become accustomed to recognize the peers' oral abilities and, in this way, prepare them to the task of judging their peers. The authors also found that the intermediate level of students was an advantage when carrying out the P-A.

2.3.2   Study of the impact on student learning using the eRubric tool and peer assessment

Likewise, Serrano and Cebrián de la Serna (2011) conducted a study about the impact of self and peer assessment on the learning of Spanish university students. The study aimed to find out the requirements for the implementation of the new European methodological principles in which assessment was a central component. Thus, during three consecutive years, from 2007 to 2010, 70 students from the degree in pedagogy were asked to use eRubrics, to self and peer assess class tasks and projects, and ePortfolios, to store evidences of their learning, which were the data collection instruments. Data was analyzed by contrasting the students' assessment with the teacher's assessment, finding that:

Firstly, by means of regular practice, students gradually internalized the criteria and assessment standards. However, the creation and research of other online tools and services to assist teachers and students in the internalization process would be valuable. Secondly, the competences that resulted more challenging for students were analyzing the constraints and limitations that they encountered, and the required resources and competences that they needed in

order to develop their projects. Thirdly, under and over assessment were frequent. In this sense, some students seemed to be more demanding than the teacher, while others wanted to favor their peers. Fourthly, through self and peer assessment students showed a higher level of commitment toward teaching and learning. Finally, a high demand of students' ongoing analysis needs to be done by using techniques such as elaborating learning diaries.

2.3.3   The impact of peer and self-assessment on teenage B2 students' use of present perfect simple, present perfect continuous and past perfect simple in their spontaneous spoken productions

In the Colombian context, Gómez (2014) conducted a study about the impact of peer and self-assessment (applied through two reflective formats and a journal) on the enhancement of oral accuracy in 17 school students between 16 to 17 years. The researcher combined peer and self-assessment with goal setting in order to foster self-regulated learning. In the pre-intervention phase, consisting of four sessions, students did a questionnaire on autonomy, tried the reflective formats, discussed the impact of peer and self-assessment on their learning, set their learning goals as a group, did a diagnosis review of tenses, and redid the autonomy questionnaire to check changes.

In the main implementation phase, pairs of learners recorded themselves doing oral presentations that involved the use of perfect tenses. In subsequent classes, they analyzed and reflected on their oral productions through peer and self-assessment. Then, learners wrote in their journals if they were or not achieving their learning objective and shaped their plan of action for future oral production.

The results revealed that learners became more aware of their accuracy in speaking and their learning process, and therefore, more autonomous as they were able to propose different improvement strategies. Most learners expressed that they liked and enjoyed the peer and self-

assessment practices because they became more aware of their mistakes. Besides, they thought it was useful to be evaluated from a perspective different from the teacher. Another finding was that learners preferred P-A over self-assessment because they found it more enriching. It was also found that P-A influenced positively self-assessment because by paying attention to their peers' mistakes they realized their own. In addition, the researcher discovered that learners not only provided their peers with ideas on how to improve and gave specific examples on how and when to use the tenses, but they also praised and reinforced their good performances.

2.3.4   Using corpora of prefabricated chunks about speech acts to develop speaking skills

According to Chu and Wang (2011), in the field of L2 competence, corpora on oral productions have been used to:

- Study the significance of learning lexical chunks in the improvement of oral communication of second language learners

- Analyze the oral fluency of a second language

- Explore the oral ability in terms of lexical chunks

- Investigate the correlation between oral ability and the use of lexical chunks

Therefore, these authors assert that corpora have been used to build understanding on the oral communication, but not to teach a L2. In this regard, Bellés-Fortuño (2009) claims that:

> Over the last 25 years there have been developments in corpus linguistics… Although not initially with a pedagogical goal in mind but with a research end, most corpus linguistics projects undertaken lately have recognized the necessity of bringing in a pedagogical aim towards the teaching and learning of a language, resulting in what I will call… applied corpus linguistics. (p. 906)

Similarly, Zhu (2013) affirms that in "recent years, research in the chunk use by second language learners has been on the increase… The research content involves chunk using, chunk teaching, chunk defining and measuring of one's chunk ability" (p. 1668). This is consistent to what is expressed by Bennett (2010) who states that in the L2 teaching field, corpora have been used to:

- Teach English for Specific Purposes (ESP)

- Teach language nuances

- Achieve a more accurate and effective syllabus design by recognizing what students really need to know about language

In spite of what is affirmed by Bellés-Fortuño (2009), Zhu (2013), and Bennett (2010), who ensured that there are studies that use corpora for teaching purposes, the researcher of the present study did not find theses, articles, or research reports that use corpora to teach speaking skills. Even, after consulting databases such as EBSCO, ERIC, PROQUEST, etc., there were only found documents that use corpora as a research tool for establishing criteria of use, frequently, communication patterns, etc.

In this regard, Suzuki (2008, 2009a, 2009b, 2010, 2011) claims that there are not major studies that explore the use of corpora to teach communicative language (pragmatics) in the EFL classroom. Therefore, he undertook a series of studies aiming to build corpora on speech acts that could be used, later on, to teach EFL. As a result of his research studies, he created the "Speech Act Corpora" (SAC hereafter), which he defined as a set of corpora comprised of prefabricated chunks about the language functions of apologizing, comforting, complaining, complimenting, giving directions, hinting, inviting, offering, requesting, suggesting, and thanking.

The SAC was built based on data collected from undergraduate students from the US and UK who were native speakers of English. Besides, it was contrasted with data gathered from Chinese American children. From this contrast, the author concluded that there were only two main differences between adults' and children's production of speech acts, the absence of intensifiers and the fewer number of strategies employed by children.

By the time in which the present study was conducted, no documents were found in which Suzuki described his experience implementing the SAC to explore its impact on the teaching and learning practices. In fact, in the PAAL conference of 2008, he was looking for instructors who cooperate in his project by applying the SAC for teaching purposes. Nonetheless, no documents were found in which teachers reported their experience using the SAC.

However, Chu and Wang's (2011) review the role that the lexical chunk method, which is based on the use of corpora, has had on the development of the oral and written competences of Chinese speakers who learn English as a foreign language. The lexical chunk method is based on the idea that teaching prefabricated multi-word units (corpora of prefabricated chunks) helps learners understand how language works. Their review reveals that the method contributes to the enhancement of learners' pragmatic competence, helps students understand the discourse structures and speech rules, and promotes fluency and accuracy in oral and written English. However, a disadvantage is that chunks are learned as unanalyzed units that are not available to be combined with other structures or parts and this limits their use.

2.4   Conclusion

In this chapter, the researcher consulted bibliography that allowed her to conceptualize the constructs of this research study. Besides, other previous similar studies were revised in order to recognize how other researchers conducted their pedagogical intervention and what results, findings, and conclusions they obtained.

Chapter 3 Research Design

3.1   Introduction

In this section, the researcher explains the approach and method that were used in order to shape the study. Then, there is a description of the researcher's role, setting, participants, and ethical considerations. Finally, the data collection instruments and procedures are presented.

3.2   Type of Study

This study followed the qualitative approach (Creswell, 2009; McMillan & Schumacher, 2009) and used the action research method (Koshy, 2005; Lim, 2007; Sagor, 2000; Valcarcel, 2009).

3.2.1   Qualitative approach

According to Creswell (2009) a qualitative research is:

> A means for exploring and understanding the meaning individuals or groups ascribe to a social or
>
> human problem. The process of research involves emerging questions and procedures, data
>
> typically collected in the participant's setting, data analysis inductively building from particular to
>
> general themes, and the researcher making interpretations of the meaning of the data… Those who
>
> engage in this form of inquiry support a way of looking at research that honors an inductively
>
> style, a focus on individual meaning, and the importance of rendering the complexity of a
>
> situation. (p. 4)

McMillan and Schumacher (2009) claim that another feature of qualitative research is that data consists of words rather than numbers, is gathered on naturally occurring phenomena, and is analyzed till achieving a deep understanding of the phenomenon under investigation. This study fit all the features described above since:

It explored the naturally occurring phenomenon of the SIS in the EFL context. Besides, the observation of the phenomenon provoked the emerging of the research question "How might the use of two on-going P-A strategies and a corpus affect the development of the SIS in a group of

14 adults with an A2 English level?" Additionally, to answer the question the researcher gathered data in the natural setting of learners. Furthermore, data was interpreted inductively because after achieving a deep understanding of the phenomenon in the particular conditions of this study, the researcher postulated a more general grounded theory.

Although, the study was qualitative in nature, some data was analyzed quantitatively. Thus, the researcher counted the frequency of appearance of assessment marks and words in order to identify students' assessment patterns and preferences in the use of the corpus.

3.2.2   Action research method

According to Koshy (2005), Lim (2007), Sagor (2000), and Valcarcel (2009), action research has as purpose to improve the pedagogical practice of in-service teachers who decide to study situations, issues, problems, and concerns that emerge naturally in their classes. In this sense, the teacher assumes a double role as teacher and researcher. The participatory nature of this type of inquiry aims at achieving that the teacher-researcher describes richly the phenomenon under investigation as well as the impact and scope of the intervention.

According to the same authors, action research entails a cyclical process that follows a series of steps. However, authors differ in the labels and number of steps that need to be carried out. In spite of this, there is a consensus about the existence of, at least, the following steps:

1. Identification of an educational issue that needs to be approached

2. Deepening in the understanding of the issue by consulting literature in the field and building a state of the art

3. Planning actions intended to improve the educational issue

4. Implementing the action plan and observing the impact

5. Reflecting about the process and results to build conclusions

After this cycle, the teacher-researcher can decide if undertaking a new cycle in order to revise the actions, procedures and findings or not. In the case of this study, the researcher carried out only one cycle following the steps mentioned above. The end of the course did not allow undertaking another cycle. Hence, there were no opportunities to improve the strategies applied. This is deeply analyzed in subsequent sections.

3.2.3   Researcher's role

As mentioned above, when using the action research method the teacher has to assume a double role as teacher and researcher. Therefore, the researcher of the present study had to perform the following actions:

- Observe her classes to find a problem/phenomenon that deserves to be investigated

- Create a research question that entails a pedagogical intervention to approach the issue

- Build a theoretical framework about the topic of investigation

- Plan and implement a pedagogical intervention

- Design a consent form that ensures the ethical treatment of participants

- Adjust the pedagogical intervention to the participants' needs and the requirements of the research

- Collect data while doing the intervention

- Analyze, triangulate, and interpret the data in a descriptive way

- Build conclusions inductively in order to generate a grounded theory

3.3   Context

3.3.1   Setting

The Instituto Colombo Sueco (ICS hereafter) is the setting where this study took place. It is a Christian private school located in the north of Bogota. According to the school's agenda, ICS (2013), the Asociación Liga de Nueva Vida is the owner of the school. This nonprofit entity promotes social interest works to benefit marginalized communities and vulnerable population. The school works with male and female students. It operates in unique shift, from 6:30 a.m. to 3:00 p.m. It is an A calendar school (which means that the academic year goes from February to November), and it holds Superior category in the ICFES. Besides, it is in the process of becoming a bilingual institution. That is why the institution provides English training to their teachers and administrative staff.

The school was founded in 1989 through the Ministers Colin and Miriam Crawford who came from Sweden following their dream to found a school where children and teenagers could benefit from Christian spiritual guidance. The school started operations on February 20th,1990 with pre-school grades only. With the years, it expanded its coverage until 11th grade. In 1999, the institution graduated the first cohort of high school students. By the time of the implementation, in 2013, the school had more than 1.600 learners from pre-school to 11th grade and it had an approximate of 130 workers among teachers in different content areas, auxiliaries, psychologists, and administrative staff.

3.3.2   Participants

The participants of this research study were 14 adults, between 26 to 50 years old, who worked as schoolteachers in different content areas (excluding English) at ICS. They also studied two hours of English per week in the English training program provided by the institution as part of the plan to become a bilingual school. In this sense, the attendance to the course was

mandatory for all the school staff (teachers, administrative staff, psychologists, etc.). Classes took place every Thursday from 2:10 to 4:00 pm, after the school shift. The group of 14 teachers constituted the upper intermediate level according to the school classification. However, they had an A2 level according to standards established in the CEFR (Council of Europe, 2014). The group was composed of three Christian Education teachers, three Mathematics teachers, two Music teachers, a Physics teacher, a Spanish teacher, a Pre-school teacher, a Social Science teacher, an Accounting teacher and a Biology teacher. There were seven males and seven females.

By the time of the pedagogical intervention, the training program had operated for five years. Nonetheless, the time that participants had studied English on it depended on how long they had worked in the institution. Most of them, nine, had studied in the program during five to four years, two had studied during 3 to 2 years, and three had studied during one year or less.

3.3.3   Ethical considerations

In order to ensure the humanitarian and ethical treatment of participants and the reliability of the data that were to be collected, the researcher designed two consent letters. The first one was delivered to the Principal of the school, the Head of the English Department and the Coordinator of the English Area requiring the authorization to conduct the study within the institution and having as volunteers the teachers from the upper intermediate English level (Appendix E). The second one was delivered to the fourteen members of the class inviting them to participate in the study (Appendix F). Through the letters, the school community was informed about the following aspects:

- Content and procedures that were going to be implemented in the pedagogical intervention

- Voluntary participation that included the right to dissociate at any moment without negative consequences

- Right to ask for a copy of the research findings

- Compromise of protecting participants' identities

- Compromise of presenting the findings of the inquiry, exclusively, in professional written reports, academic presentations, professional meetings, or publishing it in reliable educational journals

3.4   Data Collection Instruments

3.4.1   Description

Data was collected through four instruments, namely, video recordings, a P-A checklist, a P-A format called "Plus, minus and what's next?" and a teacher's journal. These instruments are explained below.

3.4.1.1   *Video recordings*

DuFon (2002) defines video recording as a data collection instrument that allows gathering visual contextual information that is valuable in social and linguistic studies. Through this instrument, researchers can identify and analyze participants':

- Setting, posture, gestures, clothing, and proxemics, which can be used to establish their level of comfort and involvement in an activity as well as their cultural features

- Patterns of behavior, interaction, and negotiation (of meaning, power, affect, etc.)

- Extralinguistic, linguistic, and paralinguistic means used to convey messages

As the researcher can watch and re-watch the video, he/she has the opportunity to disambiguate verbal messages and analyze the recording from different focuses avoiding premature interpretations of data. Nonetheless, the data that can be collected through this

instrument is limited. Video recordings only provide information about the facts and not about what people think and feel in regards to what is happening. This information can be inferred, but it needs to be triangulated with other instrument(s) in order to validate it.

Another limitation is that the presence of the camera may disrupt the natural behavior of participants affecting the data collected. This can be solved by accustoming participants to the camera by making it a day-to-day object. DuFon (2002) also alerts about technical problems that can emerge such as limitations in the visual angle, sound and light. In this regard, the author suggests testing all the equipment in advance in the field or in conditions similar to the ones in the field in order to anticipate some solutions.

In the present study, the video recordings were thought to gather data on students' speaking performances. In this sense, all the speaking tasks done in the pedagogical intervention were video recorded, transcribed (Appendix G), and then, analyzed from the point of view of the researcher. In order to overcome the bias that researcher's perspective supposes, the data extracted from the video recordings was triangulated with the data from the other instruments that involved students' perspective. Following DuFon's (2002) suggestions, the use of the camera was piloted in advance in order to explore the conditions of the setting and to accustom students to its presence.

3.4.1.2   P-A checklists

Nazzal (2011) defines checklists as tools to "measure the presence or absence of some behavior or product criterion" (p. 30). In order to familiarize students with the behaviors that they were expected to perform during their spoken productions, they received the assessment criteria and, based on them, they designed the questions of the checklist. The set of criteria that students received was an adaptation of Gibbons' (2000) speaking assessment criteria (Appendix K). The adaptation consisted of simplifying the names of two criteria to help students understand them.

So, "sequence of ideas" was relabeled as "organization" and "relation among speeches" as "interaction". The resultant list of aspects to be assessed was the following:

- Content: relevance of the messages

- Delivery: speaking time, volume, fluency, pauses and rhythm, and pronunciation

- Organization: sequence of ideas and linking words

- Language: accuracy and variety

- Interaction: relation among speech

The initial checklist format allowed students to mark only "yes" or "no" in front of each question. However, students started marking in between the "yes" and "no" columns to mean "partially". Through time, they asked for the inclusion of a "partially" column. This was the only modification done to the checklist. In this study, the checklists format (Appendix H) was used to collect data on students' perceptions towards their peers' spoken productions. It was also used as a strategy of the pedagogical intervention to foster autonomous learning by empowering students to realize their strengths and weaknesses in speaking.

3.4.1.3   *"Plus, minus and what's next?"*

Glasson (2009) defines the "Plus, minus and what's next?" as a strategy in which students comment on what was done well (Plus) and wrong (Minus) in regards to the development of a particular task. Then, based on their judgments, students generate a personal learning target (What's next?). For the purpose of the present study, the strategy was used to foster P-A. Therefore, students had to write their perceptions about their peers' strengths and weaknesses in particular speaking performances and, instead of producing a personal learning target, they had to write an improvement advice for the classmate they assessed. The researcher designed a three-column format (Appendix I) to guide students in the use of the strategy. As the checklists, the

"Plus, minus and what's next?" strategy was used to collect data on students' perceptions about their peers' oral productions and to encourage the development of autonomous learning.

3.4.1.4   Teacher's journal

Guzula (2011) defines journals as reflective tools that can be used for instructional purposes as well as for professional development. He affirms that journals are "means for recording personal thought, daily experiences and other evolving insights" (p. 8). In the case of this study, the journal was used to encourage the teacher to reflect about her teaching practice in order to pursue professional development. It was also used to collect data on the teacher's perceptions about the impact of the pedagogical intervention in the development of students' SIS. The researcher designed a format for the journal (Appendix J) to ensure that the teacher reflected on the students' responses towards the corpus, P-A strategies, and SIS tasks. The teacher wrote an entry to the journal immediately after each session in order to guarantee that her memories were still fresh and she could give many details.

3.4.2   Validation and piloting

The four data collection instruments were piloted in order to validate them. In the case of the video recordings, the researcher tried the camera in advance by recording classes that were not part of the implementation of this research study, but that took place in the setting and with the participants of the present study. In this way, the researcher checked the quality of the image and sound, and prepared students to the actual data collection process. Besides, the piloting allowed identifying the class arrangement that benefited the most the video recording process. In the case of the formats of the checklist, "Plus, minus and what's next?" and journal, the piloting was done through other researchers who read, tried and provided feedback on the instruments. This exercise aimed at verifying the understandability of the instruments. It also aimed at avoiding the bias of the data and the deviation of the main data collection purpose.

3.5   Conclusion

To sum up, this inquiry is a qualitative action research study that is conducted with 14 schoolteachers in different content areas from a nonprofit private Christian school in the north of Bogota. Two consent forms allow obtaining the permissions to conduct the study and guarantee the ethical treatment of participants and data. In the study, the researcher assumes a double role as teacher and researcher in order to analyze and improve her pedagogical practice and contribute to the generation of knowledge and understanding in the educational field. The study represents one cycle of the action research method. The data collection is done through video recordings, P-A checklists, "Plus, minus and what's next?" and a teacher's journal that are validated through a process of piloting.

Chapter 4: Pedagogical Intervention and Implementation

4.1   Introduction

In the first part of this chapter, the vision of language, learning, and curriculum are explained. Conceptualizing these terms is essential in order to justify the why and how of the pedagogical intervention. The concept of language is important to establish what students are expected to learn. The concept of learning is relevant to determine how the teacher can help students appropriate the contents. Finally, the concept of curriculum is pertinent in order to decide how contents will be delivered to students so that learning can take place. In the second part of this chapter, the planning, training, and main implementation phases that constitute the instructional design are portrayed. This is followed by the description of the materials and resources used. Finally, a conclusion that summarizes the content of the chapter is drawn.

4.2   Visions of Language, Learning, and Curriculum

4.2.1   Vision of language

The concept of language has been largely discussed. Nevertheless, scholars have not reached an agreement on a unified definition. Hence, several conceptualizations entail different scopes and characterizations. For the purpose of this study, the researcher uses the definition of Scollon (2004). This author describes language as a conventional arbitrary system, of verbal and nonverbal symbols, that involves cultural elements, which serve to convey information as well as to establish and maintain social relationships. According to the author:

- Language is arbitrary because the specific symbols (phonemes, morphemes, gestures, etc.) and structures of the language emerge without following an established criterion or justified reason

- It is conventional since everyone who speaks the same language uses a uniform code

- It is a system because it is constituted by various interdependent components that interact to form a whole (these elements are the signs, meanings and a code)

- It could be verbal, when referring to oral productions, or non-verbal, when referring to written productions, gestures, body language, etc.

- It has cultural elements because each community adds specific features and meanings to it according to their culture

- Finally, it can be used for transactional or interpersonal purposes. It is transactional when used to transmit information, and interpersonal when used to establish and maintain social bonds among the members of a community

This study aims at teaching the arbitrariness and conventionalities of the language system, helped by the corpus, which works as input and model. The study does not pay heed to written productions, gestures, body language, etc.; it emphasizes the verbal dimension of the language. Besides, some cultural aspects are taught through the expressions of the corpus, which represent how UK and US undergraduate students comfort others in their culture. Furthermore, through the study, participants learn the interpersonal dimension of language because when comforting, the purpose is to create and maintain social bonds, in contrast to the transactional purpose that aims at transmitting information.

4.2.2   Vision of learning

According to Brown (2007), three trends have led the conceptualization of learning, which are behaviorism, cognitivism, and constructivism. The constructivist vision of learning is the one used in this study. In this sense, Ausbel (1968) conceives two types of learning, namely, rote and meaningful. According to the author, rote learning has to do with information that is stored in the brain during a short time. In contrast, meaningful learning refers to the information that remains

in the brain for the lifetime. For Rogers (1983) and Freire (1970) the meaningful learning occurs because of a significant experience that changes the way of thinking of a person. These authors also claim that it is more meaningful for learners to discover and build knowledge on their own than when they receive it from the teacher in a passive way.

The objective of this study is that students achieve meaningful learning. Therefore, they need to be exposed to experiences that they find relevant and applicable to their lives so that they really pay attention to them. As reported in the needs analysis stage, comforting is a common situation that participants have to face in their role as schoolteachers. Therefore, it is expected that they become able to apply, transfer, and adapt the comforting tasks of pedagogical intervention to real situations in which they have to comfort others. Additionally, the P-A component of this study aims at empowering participants to be aware, undertake, and carry out their own learning, which, according to Rogers (1983) and Freire (1970), contributes to the achievement of meaningful learning.

4.2.3   Vision of curriculum

For the purpose of this study, curriculum is understood as the set of aims, class topics, strategies and assessment procedures that guide the development of a course (Nuñez, 2007). At ICS, the curriculum is constituted as follows:

There are five English levels for the school staff, namely, beginners, basic, low intermediate, upper intermediate (who are the participants of this research study), and advanced. Four of them, from beginners to upper intermediate, work with the goals, topics, activities, etc. of the book "Upstream Beginner A1+, Student Book" (Evans & Dooley, 2005). This evinces that the syllabus is book-based. In each level, the topic is the same, but it is worked with a different degree of difficulty. Every year, an average of three units of the book is studied.

The current curriculum started being implemented in 2012. Thus, by the time of the

implementation (October, 2013), five units had been worked. On them, students learnt topics

such as e-friends, famous people all over the world, families, host families, camps, daily routines,

jobs, houses, interiors, and shops/places. The book-based syllabus has as disadvantage that it

does not consider the particular needs of students. Therefore, this study is intended to establish

new aims, class topics, strategies, and assessment procedures that approach directly their needs.

This pretends to be done through speaking tasks about comforting situations susceptible to

happen in their context and P-A strategies.

4.3   Instructional Design

The pedagogical intervention was executed in two stages namely, training and main

implementation. It lasted a total of 22 hours that occurred from October 17th to November 29th,

2013. In this period, 11 lessons of two hours each took place. The data collection process was

carried up simultaneously as follows:

Table 1

Processes of Data Collection and Pedagogical Implementation

Stage	Lesson	Dates	Instruments
	1	Oct. 17th, 2013	
Training (6 hours)	2	Oct. 24th, 2013	
	3	Oct. 31st, 2013	
	4	Nov. 7th, 2013	Video Recordings
	5	Nov. 14th,2013	
	6	Nov. 21st, 2013	P-A Formats
Main implementation (16	7	Nov. 25th, 2013	
hours)	8	Nov. 26th, 2013	Teacher's journal
	9	Nov. 27th, 2013	
	10	Nov. 28th, 2013	
	11	Nov. 29th, 2013	

The pedagogical intervention is designed using the task-based approach. According to Willis

and Willis (2012), task-based teaching consists of proposing a sequence of tasks related to one

another. In an initial stage of the lesson, the tasks should encourage learners to use the target

language to communicate without emphasizing accuracy. These initial tasks serve as preparation and basis for subsequent form-focus tasks in which students realize the language embedded in their productions. In this way, learning is more meaningful than when students learn isolated structures that they do not know how to use in communicative situations. The authors describe the process carried out by a teacher when planning a task-based lesson as follows:

> The planning starts with identifying a topic… The next stage is to decide on a target task or tasks. In most cases, though not always, these will be tasks which closely reflect activities which learners may engage in the real world…. The teacher then has to decide how to prime learners – how to introduce relevant vocabulary, how to focus learners' minds on the content of the task sequence and how to explain or demonstrate what will be expected of them in the target task. In this case there is also the need for a preparatory stage at which learners can think about both topic and language. So the planning process for the teacher begins with the target tasks, and then involves building in priming and preparation, which we will call *facilitating* tasks. (p. 23)

In the case of this study, tasks aim at encouraging participants to produce SIS through role-plays about situations in which they may have to comfort their students. These situations are the ones that Suzuki (2008, 2010) recognizes as the most common comforting situations occurring in the educational environment, namely, death, break up, difficult situation, unfavorable event, sickness or injury, failure in test, and accident. To prepare participants to produce SIS, every class, input, scaffolding, and practice is provided in order to encourage students to appropriate a reconstruction of Suzuki's (2008,2010) corpus about the verbal realization of the speech act "comforting." The reconstruction is comprised of 69 prefabricated chunks (Appendix L).

4.3.1   Training stage

The training stage took six hours (three sessions) of the total implementation. It began by presenting students the features, scope and aims of the research study through a PPP (Appendix N). This was done following the andragogy principle that claims that adult learners are interested

in immediate application of knowledge so they desire to comprehend the reasons and purposes of

the activities they are required to undertake (Fidishun, n.d., Circa, 2005). Hence, as the

methodology of the classes was going to change, the researcher considered pertinent to inform

students about the reasons and theoretical support of those changes as well as how they might

benefit their learning process. A whole session was devoted to do this and solve students' doubts.

In the second session, the notions of autonomy, assessment criteria, and P-A were introduced

to students. This was done through an awareness workshop (Appendix O) where students: Firstly,

shared their previous knowledge in regards to the three concepts. Then, they searched on internet

more information in order to create acrostics with the key terms. Next, they discussed in peers the

relationship between the concepts and the English class. Finally, they wrote their conclusions. All

these aimed at raising awareness of two issues, namely, the importance of becoming autonomous

learners and how P-A with clear assessment criteria could contribute to this goal. Besides,

learners were informed of their double roles as producer of SIS as well as critical peer-assessors.

Especial emphasis was placed on the importance of being objective when assessing their peers so

that they could take advantage of the strategies. In this session, students were also asked to create

the questions of the checklist as a way to engage them in P-A by means of negotiating and

making agreements on the criteria.

In the third session, the notion of "comforting" as a language function was introduced together

with the whole corpus. This class started by asking participants to recall situations in which they

had to comfort their own students. This aimed at setting the context of the corpus and raise

awareness of the impact that it might have on their daily interactions at school. Through

cooperative work, more specifically, a jigsaw activity, participants had their first contact with the

corpus. Thus, in groups, students received tables with different expressions of the corpus that

they had to classify according to the situation(s) in which they might occur (Appendix Q). Then,

they rotated their tables to peer-check them and familiarize with the whole corpus. Each group

received a different part of the corpus to work with. Then, a joint discussion was fostered so that

each group shared their understanding and conclusions on the use of the corpus with the other

members of the class. In the subsequent lessons, which corresponded to the main implementation

stage, participants practiced the corpus not as a whole, but in small sets of expressions related to

particular situations so that appropriating it could be easier.

4.3.2   Main implementation stage

The main implementation stage lasted 16 hours. Each session was carried out according to the

following structure:

Firstly, the class objectives were stated so that students raised awareness of their learning

process and, in this way, promoted autonomy. Secondly, participants appropriated the corpus

through different activities that served as warm up, scaffolding, and practice. These activities

were, mostly, memory and guessing games, unscrambling and matching activities, drawings, etc.

Thirdly, a context was set to immerse students in the development of a SIS task. This was done

through different strategies such as videos, images, or case study cards (Appendix R) that

provided students with comforting situations. The SIS tasks consisted of role-plays about the

situations presented. Students had to continue the situation and create an end (these tasks were

video recorded). While students performed the speaking task, the other members of the class did

on-going P-A through the checklist and "Plus, minus and what is next?" format. Finally, students

reflected and discussed if the class objectives were achieved. They also shared their insights and

experiences with the strategies implemented. Sometimes, a reflection format was used for this

purpose (Appendix P).

Following Underhill's (2003) suggestion, when developing the SIS task, students were

provided with time to plan and prepare their spoken productions. According to this author, this

allows scaffolding spontaneity. Hence, in the first sessions, students were provided with 30 minutes of planning versus 5 minutes of spoken production. Through the course of the implementation, the planning time was gradually reduced while the speaking time was increased.

4.3.3   Lesson planning

In the training stage, each class had a different structure according to its objective (familiarize students with the study, raise awareness of the importance of autonomous learning, and acquaint students with the notion of comforting and the corpus) as explained above. However, for the main implementation stage, all the classes followed a same sequence of activities in which only the content was modified. This was done in order to ensure scaffolding in the lessons. Thus, there were always six class moments, namely, warm-up, scaffolding, practice, SIS task, P-A, and reflection. The researcher designed a format to guarantee that the lesson planning followed the required steps each time (Appendix M). This format required to specify the date of the session, language goal, class moments, task(s) description, allocated time for each activity and needed materials as follows:

- On the top of the format, the teacher had to specify the date in which each lesson was going to take place

- The language goal of the lesson was, first, stated in a general way, and then, described in terms of:

  o Specificity: the particular behaviors, attitudes, and responses that students were expected to achieve

  o Proximity: the time that students were expected to spend planning and performing the speaking task

- o Difficulty: the process that students were expected to undertake in order to ensure the quality of their output (Schunk, 2001)

- In the task description, the teacher had to explain the different activities and steps that comprised each task, clarifying the grouping and way in which instructions were going to be provided

- In front of the description of each activity or step, the teacher had to write the time allocated for its development, which was calculated based on previous working experiences with the group

- Finally, the materials that the teacher and students were going to use during the session were listed according to the moment of the class, specifying the amount of copies and/or packages required

4.3.4 Materials and resources

All the materials used throughout the pedagogical intervention were designed by the researcher in order to fit the specific requirements of the study, excluding the P-A checklist that was co-created with the students as explained above. In addition to the printed material, students had the opportunity to use internet to consult online dictionaries, search information, and watch YouTube videos. As the use of ICTs at school was limited, the researcher provided internet connection and students brought their own devices, mostly, smartphones, laptops and tablets.

4.4 Conclusion

This chapter accounted for the pedagogical intervention of this research study, which consisted of:

1. Exposing students to a corpus of prefabricated chunks about the language function of comforting

2. Developing SIS tasks in which students had to simulate situations in which comforting someone (role-plays)

3. Doing on-going P-A to each other about their speaking performances using a checklist and the format "Plus, minus and what's next?"

4. Reflecting and discussing on the class experiences, especially, those regarding P-A and use of the corpus

Chapter 5: Result and Data Analysis

5.1   Introduction

In this chapter, the researcher describes the methodology and procedures that she used to

analyze and interpret the data collected. In this sense, she explains the processes of data

management, reduction, and display with their corresponding procedures. She also introduces,

describes, analyzes, and supports the subcategories, categories, and core category that emerged

from the data in order to answer the research question. Besides, the researcher explains how the

whole process led to the generation of a grounded theory about how the use of two on-going P-A

strategies and a corpus affected the development of the SIS in adults with A2 level.

5.2   Data Management Procedures

The data collected through the four instruments was chronologically stored as follows: During

the pedagogical intervention, the video recordings and teacher's journal were saved digitally. For

this purpose, a folder called "Implementation and Data Collection" was opened and eleven

folders, one per session, were filed in it. Folders were labeled with the number of the lesson

followed by the date of the class (e.g., "3. November 7th, 2013"). Each folder contains the

materials, video recording, lesson plan, and journal of the session. The videos were saved in the

format .mpeg and the journals as MS Word ™ files.

In contrast, the P-A formats (checklist and "Plus, minus and what's next?") were stored in

physical folders because they were paper-based applied. There was a folder per participant

labeled with his/her name. When the pedagogical intervention finished, all the video recordings

were transcribed in a single MS Word ™ document and then, tabulated in MS Excel ™. In the

transcriptions, participants were renamed as S# (e.g., S1, S2, etc.) in order to protect their

identities. The data from the P-A formats and the journal was tabulated in MS Word ™ using

different matrixes. The files with the tabulations were stored in a new folder called "Data

Analysis Procedures." The next table illustrates the way in which data was stored during the different stages of the study:
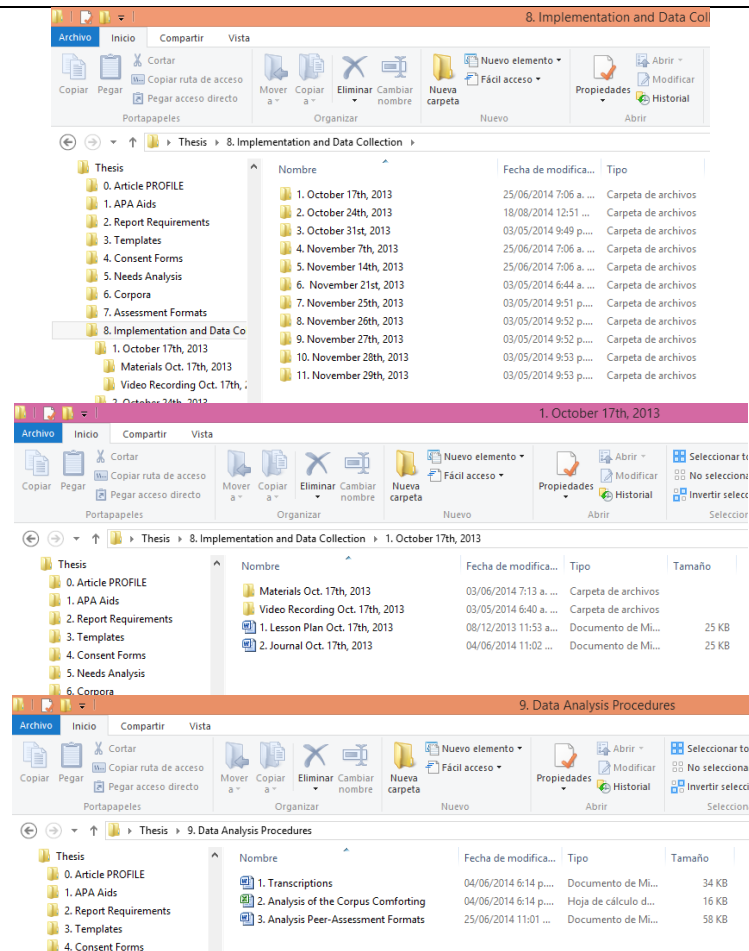
Table 2

Data Storage

Storage while implementation Folder "Implementation and Data Collection"	
Storage while implementation Sample: folder of a session E.G. "1. October 17th, 2013"	
Storage after implementation Folder "Data Analysis Procedures"	

5.2.1   Data analysis methodology

Data was analyzed following the procedures of reduction, display, and verification explained by Miles and Huberman (1994). According to these authors, data reduction consists of selecting and simplifying the data by coding it. Data display consists of presenting the patterns and findings resulted from the coding procedures through diagrams, graphics, or matrixes that facilitate the understanding of them. In addition, data verification consists of double-checking the data used and the analysis done to revise that they are consistent, reliable, and valid.

In the data reduction stage, the researcher used a combination of the systematic and emerging approaches of the grounded theory. According to Creswell (2012), the systematic approach consisted of analyzing the data in the light of pre-established categories (causal conditions, context, intervening conditions, strategies, and consequences) following three consecutive degrees of analysis, namely, open, axial, and selective coding. In this study, the three degrees of analysis were carried out, but instead of using pre-established categories, the researcher generated the categories by examining the data as in the emerging design. This aimed at avoiding the bias of the data by forcing it to fit into pre-established categories that may not be consistent with reality. Another combination of the two approaches was that the grounded theory that resulted from the data analysis was presented using two resources: a diagram, as in the systematic approach, and a story written in narrative form, as in the emerging approach.

The processes of open, axial, and selective coding were carried out following Corbin and Strauss (2008). These authors assert that the open coding consists of grouping data to produce preliminary categories. Then, the axial coding is undertaken in order to relate concepts that permit the refinement of the preliminary categories and the construction of the core category, which corresponds to a recurrent dimension emerging from the data that answers directly the research questions. It relates data from different resources in a logical and consistent way. Besides, it has to be sufficiently abstract and deep, and it must have explanatory power. Additionally, when conditions change, the explanation embedded must still hold. Finally, the selective coding is carried out. In this stage, the researcher generated an abstract explanation or "theory" based on the findings from the data analysis process.

5.2.2   Validation

Triangulation was undertaken in order to validate the data of the study. According to Yeasmin and Rahman (2012), triangulation "is a process of verification that increases validity by

incorporating several viewpoints and methods" (p. 156). In this study, this was done by

collecting, comparing, and contrasting data from different participants (14 students) and diverse

resources (four data collection instruments). Therefore, as the final step of the open coding

procedure, the researcher designed a matrix in which she contrasted the findings of the different

instruments. This aimed at validating the identification of recurrent patterns that led to

subsequent construction of subcategories, categories and core category.

5.3 Categories

5.3.1 Introduction

Subsequently, the procedures that allowed the generation of the subcategories, categories, and

core category are explained. Thus, the category mapping is described according to the stages that

the researcher followed which correspond to the data reduction in its steps of open, axial, and

selective coding. Then, the categories are analyzed using excerpts to support their existence.

5.3.2 Category mapping

5.3.2.1 *Open coding*

The first step in order to frame the categories that answer the research question was the open

coding. According to Corbin and Strauss (2008), it consists of "breaking data apart and

delineating concepts to stand for blocks of raw data" (p. 195). Thus, the data from the four

instruments was selected and extracted. Then, initial patterns were identified. These were done

with matrixes and a color coding strategy. Next, the sequence of procedures that were followed is

explained.

5.3.2.1.1 Extracting data from the checklist

In the case of the checklist, the data was extracted through the following matrix:

Table 3

Coding of the Checklist

	Yes	Partially	No	Operation	Score	Position	
Interaction	28	3		28 – 3 – 0 = 25	25	1	Major Strengths
Speaking time	27	2	2	27 – 2 – 2 = 23	23	2	
Volume	26	5		26 – 5 – 0 = 21	21	3	Strong areas
Relevance	26	5		26 – 5 – 0 = 21	21	3	
Variety	24	7		24 – 7 – 0 = 17	17	4	
Organization	24	7		24 – 7 – 0 = 17	17	4	
Linking words	21	9	1	21 – 9 – 1 = 11	11	5	Areas of difficulty
Fluency	20	10	1	20 – 10 – 1 = 9	9	6	
Accuracy	19	12		19 – 12 – 0 = 7	7	7	Major Weaknesses
Pronunciation	15	16		15 – 16 – 0 = –1	1	8	
Total of opinions	230	76	4				
	74.1%	24.5%	1.2%				
	130 opinions						

To recognize the strengths and weaknesses that students perceived in their peers' speaking

productions, the researcher counted the "yes" and "no" answers that students marked in each

criterion. Then, the "no" answers were subtracted to the "yes" answers (the "partially" marks

were counted as "no" because they meant that the criteria were not fully accomplished). Based on

the results of these mathematical operations, a position accompanied by a color was assigned to

each criterion. In this sense, two criteria with the same result received the same position. Then,

the researcher grouped the positions in pairs: The first two positions were considered students'

major strengths, the next two represented strong areas, the following two were considered areas

of difficulty, and the last ones were considered students' major weaknesses.

The checklists were also analyzed in terms of students' assessment patterns, finding that they

have a strong tendency to assess positively their peers. Only four "no" marks throughout the

complete pedagogical implementation evinced students' resistance to provide low scores. When

their peers do not perform well, students preferred to mark "partially" rather than "no." This

might have occurred because students feared mistreating their peers by giving them low scores.

Even with this situation, there were more "yes" marks than "partially" marks. Notwithstanding,

through the course of the pedagogical implementation students were more willing to be critical.

This was observed when contrasting the first checklists, that were full of "yes" marks, with the

last ones in which students marked various "partially," some "no" and they even wrote two

comments (the "comments" column was usually empty). These comments do not evidence deep

reflection, but suggest initial steps towards the development of critical thinking. The next matrix

shows students' comments:

Table 4

Students' Comments in the Checklist

Assessment Criteria	Comments
4. Fluency, pauses, and rhythm Did the speakers talk with an appropriate balance between fluency and pauses?	S10 and S9, very good!
5. Pronunciation Was the pronunciation understandable?	S4 can be better.

5.3.2.1.2 Extracting data from the "Plus, minus and what's next?" format

For extracting the data from the "Plus, minus and what's next?" format, the researcher

classified students' comments using the following matrix (students' language mistakes were not

corrected):

Table 5

Coding of the "Plus, minus and what's next?" Format, Phase #1

Topic	Content				
Assessment Criteria	Plus (strengths)	#	Minus (weaknesses)	#	TOTAL
Relevance	He has clear concepts and he are safe to talk. The message was relevant.	2	Is necessary that the situation is punctual. Don't clear the situation.	2	4
Speaking time	Good time for the activities. The time was apropiate.	2	The time of conversation.	1	3
Volume	He has got a excellent volume in this activities. She used appropriate volume. She has a good volume. Talk with good volume. Your volume voice is good. Volume is this correct.	6		0	6
Fluency	She have a very good levely the conversation. She used and practis, fluency and is pauses. Is very good the fluency and rhytm.	3	Relative in fluency aspect. Pauses.	2	5
Pronunciation	She have a good pronunciation. Your pronunciation is good. The pronunciation was very good. He has a good pronunciation.	4		0	4
Organization	He has organized the ideas and his pronunciation is good. The sentences she used has clear and logical.	2	Few mistakes in organization.	1	3
Linking words		0		0	0
Accuracy		0		0	1
Variety	He use a variety of vocabulary. He used pre-fabricated sentences in the performance. She know the diferents words. He has much vocabulary and your conversation is very expensive. He used many words for the conversation.	4		0	4
Interaction	The interaction was very interesting.	1	In my opinion he should calm when has a conversation. The conversation breakdown.	2	3
	TOTAL OF POSITIVE ASPECTS	24	TOTAL OF NEGATIVE ASPECTS	8	32

Comments were classified according to their topic (assessment criteria) and content (if they pointed out a strength or weakness in the performance). Then, the researcher counted the amount of comments per topic and per content. The next step in the analysis of this instrument is introduced in the following table:

Table 6

Coding of the "Plus, minus and what's next?" Format, Phase #2

Operation	Position	Criteria	
$6 - 0 = 6$	1	Volume	
$4 - 0 = 4$	2	Pronunciation	**Major strengths**
$4 - 0 = 4$	2	Variety	
$2 - 1 = 1$	3	Speaking time	
$2 - 1 = 1$	3	Organization	**Strong areas**
$3 - 1 = 1$	4	Fluency	
$2 - 2 = 0$	5	Relevance	
$0 - 0 = 0$	5	Linking words	**Areas of difficulty**
$0 - 0 = 0$	5	Accuracy	
$1 - 2 = -1$	6	Interaction	

Thus, the amount of weaknesses per topic was subtracted to the amount of strengths. According to the results of these mathematical operations, a position and a color were assigned to each criterion. Next, the positions were grouped in pairs and labeled as in the checklist. According to students' assessment, there were not critical areas so the label of "major difficulties" was not assigned to any criteria.

In the "what's next?" column of the format, students had to write pieces of advice to their peers to help them improve. However, they used to leave this column empty. Only eight comments during the complete pedagogical implementation evinced their reluctance to give advice. Their comments were classified as follows (students' language mistakes were not corrected):

Table 7

Coding of the "Plus, minus and what's next?" Format, Phase #3

	Sts' comments in the "what's next?" column
Recall the peer's need(s)	He needs to improve the ==organization== and sentences ==grammatically==. More ==vocabulary==. She need levely more.
Give advice	In general please need more time for preparation the activities, and only two or three for class. More time for preparations and one o two activities. He need more time of practice: *Conversations *Characters *Dialogues She can to study a good pronunciation and you can to say long sentences. You can watch the movies in English, TV and notices. You can listen to music with headphones in English for you can understand.

The first two comments were not pieces of advice as such, but recalls of their peers' learning needs (the specific needs were highlighted in yellow). Three of them were pieces of advice directed to the teacher rather than to their classmates. Through these comments, students asked for more time to practice their spoken productions (these comments were colored in red). There were only three pieces of advice directed to the peers that really provided them with improvement strategies and they all were written by the same student (these comments were colored in blue). This suggests that learners needed more training in terms of language and critical thinking skills that could empower them to produce keener pieces of advice.

5.3.2.1.3 *Extracting data from the video recordings*

The patterns in the video recording transcriptions were identified through a color coding strategy that allowed three discoveries. Firstly, students adapted some expressions of the corpus according to the emerging situations and their personal style. Secondly, they incorporated other comforting expressions in their speech, which they probably appropriate in previous learning experiences in L1 and L2. Finally, they used compensatory strategies in order to ensure the transmission of their messages and encourage interaction. According to Thornbury (2008), compensatory strategies are actions that L2 learners undertake in order to achieve communication when they do not know or do not remember the exact language they need. In this sense, the author recognizes the following as compensatory strategies:

- Circumlocution: saying the meaning of an unknown word

- Word coinage: inventing an approximate word

- Foreignizing: using a false cognate or false friend

- Approximation: using a word that is similar in meaning

- All-purpose words: using words that can fit in many contexts such as "stuff-things" and/or "make-do"

- Paralinguistics: using body language

- Appealing for help

- Avoidance: Replacing the original message

- Discourse: Repeating one's own previous utterance or repeating the utterances of other(s)

However, when coding the transcriptions the researcher identified other compensatory strategies used by students. She labeled them as:

- Translation: using a word in L1

- Omission: continue with the sentence omitting the unknown word(s)

- Approximation to an L1 expression: inventing an expression that is similar to one existing in the L1

The next figure illustrates the coding procedure carried out:
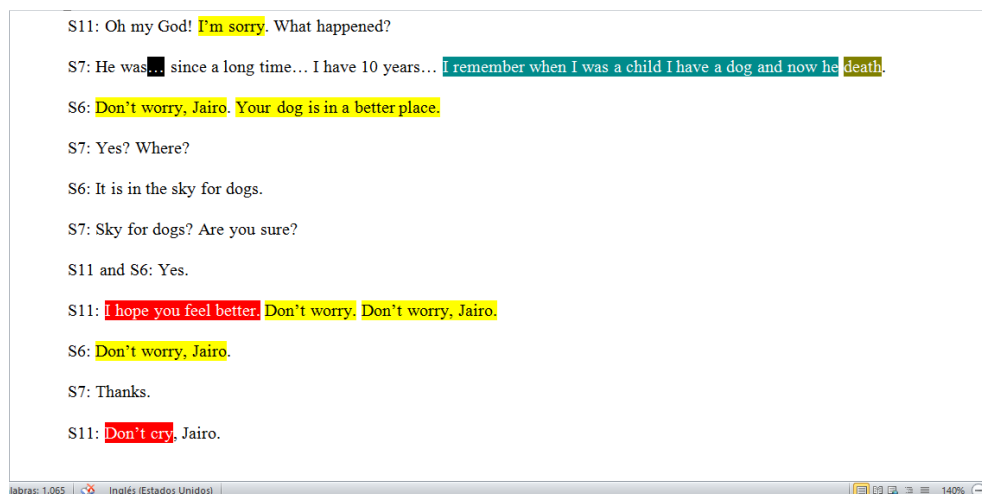
Figure 1. Coding of the Video Recordings, Phase #1

Next, the researcher counted the patterns identified in order to establish the frequency of appearance of each one. The following matrix was used for this purpose:

Table 8

Coding of the Video Recordings, Phase #2

Use of the corpus	expressions from the corpus	8
	adapted expressions	6
	"new" expressions	1
Compensatory strategies	approximation in L2	12
	translation	4
	omission	3
	appealing for help	3
	approximation to an L1 expression	2
	word coinage	1
	avoidance	1
	paralinguistics	1
	foreignizing	0
	all-purpose words	0
	circumlocution	0

Then, the "new" and "adapted" expressions found in the transcriptions were added to the corpus. These expressions were classified considering their communicative intention or sub-function in "advice," "encouragement," "soother," or "sympathy," following Suzuki's (2008, 2010) studies about comforting. Next, the expressions in the corpus were marked following the same color code used in the transcriptions (red for the expressions that were used as they

appeared in the corpus, purple for the "new" expressions, and yellow for the expressions that were adapted). Afterwards, the number of repetitions of each expression was written in front in order to determine the most frequently used. "Don't worry" was by far the recurrent expression. The others were only used once per conversation.

#	SUB-FUNCTION	CORPUS	USE
60	Encouragement	You can do so much **better**!	1
61	Encouragement	You can find a way **better** boyfriend/girlfriend.	
62	Encouragement	You can try again.	
63	Advice	You have to get over her/him	
64	Advice	You just have to believe in yourself.	
65	Encouragement	You will do better next time.	
66	Encouragement	You will find another guy/girl who you like 10 times more than (person)	
67	Encouragement	You will get **better**.	
68	Encouragement	You'll get good score next time.	1
69	Soother	Your (person) is in a **better** place.	1
	Advice	Take it easy	1
	Sympathy	I am sorry.	1
	Advice	Don't worry.	4

Figure 2. Coding of the Video Recordings, Phase #3

By filtering the information, the researcher could determine that "advice" was students' most common communicative intention (sub-function) when comforting.

#	SUB-FUNCTION	CORPUS	USE
6	Advice	Don´t cry.	1
7	Advice	Don't be so nervous.	1
8	Advice	Don't forget school break is coming up.	1
21	Sympathy	I hope you feel **better**.	1
56	Soother	Things always happen for a reason.	1
58	Advice	Work hard and get better.	1
60	Encouragement	You can do so much **better**!	1
68	Encouragement	You'll get good score next time.	1
69	Soother	Your (person) is in a **better** place.	1
	Advice	Take it easy	1
	Sympathy	I am sorry.	1
	Advice	Don't worry.	4

Figure 3. Coding of the Video Recordings, Phase #4

Another observable feature in the videos was that participants preferred to perform conversations about failure and death situations. However, instead of failure in test they performed failure in various school subjects. These situations were probably the two most common situations in which they have comforted their students in their daily context. In order to make the data from the video comparable to the data from the other instruments, the researcher

assessed students' oral productions in the videos using the same checklist that participants

employed to assess each other. This assessment was done considering the students' performances

as a whole and not each particular performance. Next, the checklist that the researcher used for

this purpose:

Table 9

Coding of the Video Recordings, Phase #5

	Assessment Criteria	Yes	No
Content	**1. Relevance of the message** Was the message of the speaker relevant to the listener?	X	
Delivery	**2. Speaking time** Did the speakers talk for at least 5 minutes?	X	
	3. Volume Did the speakers talk in an audible volume?	X	
	4. Fluency, pauses and rhythm Did the speakers talk with an appropriate balance between fluency and pauses?		X
	5. Pronunciation Was the pronunciation understandable?		X
Organization	**6. Organization** Was the message organized in a logical way?	X	
	7. Linking words Did the speakers use linking words to connect their ideas?		X
Language	**8. Accuracy** Were the sentences grammatically correct?		X
	9. Variety Did each speaker use at least 5 prefabricated sentences from the corpus?	X	
Interaction	**10. Interaction** Were the interventions of the speakers related?	X	

The researcher did the following comments based on what she observed in the video

recordings:

1. The messages that students selected to convey were relevant to the situations they were

    performing

2. Students complied with the time criteria in most of the cases

3. Students spoke in an audible volume in most of the circumstances. However, they tended

    to reduce the volume of their voice when they felt insecure about how to pronounce a

    word or convey an idea, but this did not affect communication

4. Learners had difficulties with fluency; some of them spoke very fast, producing gibberish whereas others got stuck constantly producing segmented sentences. This definitively produced breakdown in the communication

5. Students' speech was difficult to follow because of pronunciation issues. This was a challenge when transcribing students' oral productions. There were phrases that were very difficult to transcribe because of bad pronunciation. In some situations, the researcher had to do intelligent guesses helped by the context (considering the topic of the class, previous class situations, anecdotes and/or experiences, speakers' body language, reaction of the audience, or contrasting what she heard with the written corpus) in order to be able to transcribe the mispronounced words and phrases

6. Students were able to organize their speech in a logical and sequential way so that situations could be understood. This was, probably, a skill they transferred from L1 to L2. However, issues with the inclusion of linking words detriment the connection and cohesion among ideas

7. Students used a reduced amount of linking words to connect their ideas because they have limited vocabulary in this regard

8. There were important grammar mistakes that the teacher identified and wrote on the board which were omitted by students when assessing their peers. It is not possible to determine if students did not understand the mistakes because of their English level or they preferred to ignore them on purpose to avoid threatening their classmates

9. Some students used the corpus more than others did, but all of them included expressions from it in their conversations. Nonetheless, the researcher observed that students were constantly consulting their notes in order to be able to incorporate the corpus in their speech. This suggests that learners had not appropriated the corpus yet. More time and

practice were required to empower learners to use the corpus without the support of their

notes

10. All students were able to interact in their conversations even though there were language

issues such as inaccuracies in grammar, vocabulary, pronunciation, intonation, etc., that

made the transmission of the messages difficult

Then, the researcher grouped the criteria identifying students' major strengths, strong areas,

areas of difficulty, and major weaknesses as in the other instruments. This was done through the

next matrix:

Table 10

Coding of the Video Recordings, Phase #6

Position	Criteria	
1	Interaction	**Major strengths**
2	Speaking time	
3	Volume	**Strong areas**
3	Relevance	
4	Organization	
4	Variety	
5	Accuracy	**Areas of difficulty**
6	Linking words	
7	Fluency	**Major Weaknesses**
8	Pronunciation	

5.3.2.1.4 *Extracting data from the teacher's journal*

Finally, the data from the teacher's journal was extracted. For this purpose, the researcher

examined each journal entry and highlighted the teacher's more recurrent ideas using a color

coding strategy. In this sense, she marked in black the ideas related to assessment, in grey the

ideas related to the corpus, in blue the ones related to good SIS performances, and in red the ones

related to difficulties in SIS, as can be seen in the next figure:
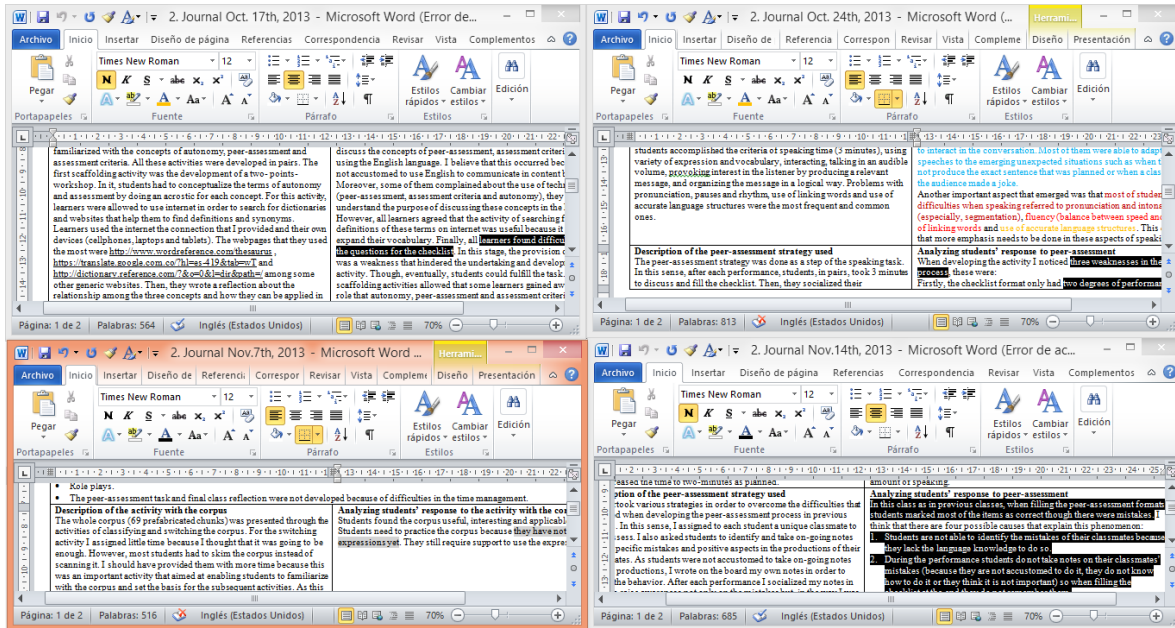
Figure 4. Coding of the Teacher's Journal, Phase #1

Next, the researcher designed a matrix where she put together all the highlighted excerpts. She

grouped the excerpts according to their topics in "assessment," "SIS," and "corpus."

Figure 5. Coding of the Teacher's Journal", Phase #2

Then, another matrix was produced. On it, the recurrent subtopics of each topic were

identified as follows:

Table 11

Coding of the Teachers' Journal, Phase #3

P-A		
Difficulties	**Possible causes**	**Possible solutions**
• Sts' found difficult to create the questions for the checklist. It was a challenging activity for their level.	• Sts' lacked the language knowledge to notice the mistakes of others. /	Training sts to do on-going note taking by modeling the behavior.
• Sts' asked for a "partially" column in the checklist which was not perceived as negative at the beginning, but resulted in an overuse of it perpetuating a low development of critical thinking.	• Sts forgot the mistakes they performed because they did not take notes of them.	
• Un-enthusiasm toward P-A.	• The criteria were not specific enough.	
• Mark "yes" ignoring the mistakes of the person.	• Sts were afraid of offending their peers.	

SIS	
Strengths	**Weaknesses**
Interaction (Overcoming un-expectancy)	Pronunciation
	Fluency
	Accuracy

In the case of P-A, the recurrent subtopics were difficulties, possible causes, and possible

solutions. The ones that were also found in other instruments were marked in purple. In the case

of SIS, the recurrent subtopics were students' major strengths and weaknesses, which means that

the teacher did not refer to the spectrum in the middle. The criteria were marked using the same

color coding strategy used with the other instruments. In regards to the corpus, the recurrent

insight that the teacher reported was that it had not been acquired by students yet.

5.3.2.1.5 Triangulation of the instruments

In order to validate the data, the researcher triangulated the findings of the four instruments

using the following matrix:

Table 12

Triangulation

Position	Checklist	Plus, minus and what's next?	Transcriptions	Teacher's journal	
1	Interaction	Volume	Interaction	Interaction	**Major Strengths**
2	Speaking time	Pronunciation / Variety	Speaking time		**Major Strengths**
3	Volume / Relevance	Speaking time / Organization	Volume / Relevance		**Strong areas**
4	Variety / Organization	Fluency	Organization / Variety		**Strong areas**
5	Linking words	Relevance / Linking words / Accuracy	Accuracy		**Areas of difficulty**
6	Fluency	Interaction	Linking words	Accuracy	**Areas of difficulty**
7	Accuracy		Fluency	Fluency	**Major Weaknesses**
8	Pronunciation		Pronunciation	Pronunciation	**Major Weaknesses**

In this way, she realized that the findings from the checklist, video-recordings, and teacher's journal were very similar one to another. In these three instruments, the strengths and weaknesses were consistent in spite of the fact that some of them change their position. In this sense, "interaction" was the major strength and "pronunciation" the major weakness in the three instruments. "Accuracy" and "fluency" varied in their positions but they were still considered areas with a low performance.

However, the finding from the "Plus, minus and what's next?" format were actually very dissimilar. Interaction, pronunciation, relevance, and fluency were assessed completely different in this instrument. According to it, interaction and relevance were the major weaknesses whereas pronunciation and fluency were the major strengths. The criteria that remained more or less constant were:

- "Accuracy," that was a weakness in the four instruments

- "Volume," "speaking time," "variety," and "organization" that were strengths in all instruments except in the journal

- "Linking words" that was a weakness in all the instruments except in the journal

In the journal, the teacher only wrote her ideas regarding the strongest and weakest areas, but she did not refer to the spectrum in the middle, which limited the triangulation process.

The findings suggest that the "Plus, minus and what's next?" format did not help students be critical because through this format learners did not report major weaknesses, even though they could identify them in the checklist and their presence was confirmed in the video recordings. They did not report this type of data, probably, because for them filling the "Plus, minus and what's next?" format might have been time consuming as it demanded more elaboration in terms of language and they were not acquainted with assessment practices in which they constructively criticize the performance of their peers.

The findings of the "Plus, minus and what's next?" format were consistent with those of the needs analysis stage in which students reported vocabulary (here labeled as variety), register (here labeled as relevance), linking words, and functions (here labeled as interaction) as their major areas of difficulty. The divergences between the checklist, video recordings, and teacher's journal, on the one hand, and the needs analysis and the "Plus, minus and what's next?" format, on the other hand, suggest that students lacked critical thinking skills as well as awareness of their learning process.

Other findings that supported students' lack of critical thinking skills were their tendencies to: avoid the "no" marks in the checklist, leave empty the "minus" and "what's next" columns that required them to write weaknesses and improvement advices, and ignore their peers' mistakes, even when the teacher wrote them on the board, which was observed in the video-recording.

5.3.2.1.6 *Identification of initial patterns*

The recurrent topics that emerged from the previous analysis were listed in the following matrix, Table 12. This was done to identify patterns that allow answering the research question.

Table 13

Initial Patterns Resultant from the Open Coding Procedure

Research question	Emerging and recurrent topics (Patterns)
How might the use of two on-going P-A strategies and a corpus affect the development of the SIS in a group of 14 adults with an A2 English level?	• Recognition of speaking strengths and weaknesses • Underassessment • Initial steps towards the development of critical thinking • Reluctance and difficulties to give pieces of advice • Fear to threaten peers • Preferences and personalization of the corpus • Use of compensatory strategies to interact • Comply with the interaction, volume, speaking time, variety and organization criteria • Identification of pronunciation, accuracy, fluency and linking words as weakness • Transference of abilities from L1 to L2 • Dependency on the corpus • Lack of critical thinking skills and awareness of the learning process

5.3.2.2 Axial coding

Then, the axial coding was undertaken. In it, the recurrent emerging topics were grouped to

establish subcategories and categories. This is illustrated in the next table:

Table 14

Emerging Patterns, Subcategories and Categories

	Patterns	Subcategories	Categories	Research question
Patterns that improve sts' SIS	• Recognition of speaking strengths and weaknesses • Identification of pronunciation, accuracy, fluency and linking words as weakness • Initial steps towards the development of critical thinking	Initial steps towards the development of critical thinking skills.	Development of performance strategies	How might the use of two on-going P-A strategies and a corpus affect the development of the SIS in a group of 14 adults with an A2 English level?
	• Comply with the interaction, volume, speaking time, variety and organization criteria • Use of compensatory strategies to interact • Transference of abilities from L1 to L2	Positive transfers of skills		
	• Preferences and personalization of the corpus	Construction of a personalized version of the corpus		
Patterns that limited sts' SIS	• Underassessment • Reluctance and difficulties to give pieces of advice. • Fear to threaten peers. • Lack of critical thinking skills and awareness of the learning process.	Underassessment due to fear and lack of critical thinking	Emergence of detrimental traits	
	• Dependency on the corpus.	Dependency on the corpus		

5.3.2.2.1 Description of categories and subcategories

The categories and subcategories that emerged from the open and axial coding are explained as follows: Data revealed that the use of P-A and corpus had positive as well as negative effects on learners' SIS development. On the one hand, the positive effects had to do with the *development of performance strategies* (category 1) consisted of:

- *Initial steps towards the development of critical thinking skills* (subcategory 1.1) that allowed students to criticize their peers' and own' productions, raise awareness, and self-regulate their performances

- *Positive transfers of skills* (subcategory 1.2),which were evidenced in the use of compensatory strategies that were not directly taught, but students transferred from previous learning experiences in L1 and L2

- *Construction of a personalized version of the corpus* (subcategory 1.3) that facilitated its remembrance and allowed its adaptation and transference to other contexts and situations in a meaningful and flexible way

On the other hand, the negative effects had to do with the feasible *emergence of detrimental traits* (category 2) such as:

- *Underassessment due to fear and lack of critical thinking* (subcategory 2.1), which limited the awareness raising and, consequently, students' self-regulation

- *Dependency on the corpus* (subcategory 2.2) that reduced students' spontaneity and fluency in their spoken productions

Subsequently, the categories and subcategories that emerged are explained in detail and supported through excerpts taken from the instruments. These excerpts were not modified in any way, so they contain the language mistakes that students produced.

5.3.2.2.1.1 Category 1: Development of performance strategies

The pedagogical implementation encouraged students to develop three strategies that aimed at improving their SIS performances. The researcher called them *performance strategies* and she explains them as follows:

5.3.2.2.1.1.1 Subcategory 1.1: Initial steps towards the development of critical thinking skills

It was found that students did initial steps towards the development of critical thinking skills that allowed them to start raising awareness of their SIS productions. This favored the self-regulation of their performances. The researcher cannot talk about critical thinking as such because this necessarily involves the development of several high order skills, which need time and constant practice to be consolidated. In the case of this study, students only showed initial steps towards critical thinking such as willing to express their ideas, produce more objective and less emotional assessment, identify their peers' mistakes and difficulties, and provide specific reasons to support the assessment emitted.

Their willing to express their ideas was evidenced in their disposition to produce comments that really reflect the state of their peers' productions. Evidence of this was found in the checklist and "Plus, minus and what's next?" format. In the checklist, an increase in students' production of comments was observed. At the beginning of the implementation, students did not write in the observation column, but at the end, they wrote at least the following two comments:

Excerpt 1

Emergence of Sts' Comments

S10 and S9, very good!
S4 can be better
Note: Taken from the Checklist

These comments did not evidence deep reflection, but they suggested that students were willing to reflect about their peers' performances. This motivation was taken as an initial step

towards the development of critical thinking because the fact of not producing comments shows that they did not even have the desire of expressing their own thinking, so achieving that students express their ideas is a first step toward modeling their critical thinking behavior. According to Cherry (2013), motivation is the desire, energy, and effort that allows individuals to initiate, act, and maintain a goal-oriented behavior. Thus, the disposition that students showed suggests their decision to initiate a critical thinking behavior. However, it is uncertain if a longer period of implementation would strengthen this tendency.

In the checklist, a gradual increase of "no" marks that students wrote throughout the implementation period was also observed. This evidenced their desire of becoming less emotional (caring excessively about hurting others' feeling through the assessment) and more critical when assessing their peers. According to Paul, Binker, Jensen, and Kreklan (1990), to be critical is to judge objectively the strengths and weaknesses of something. Despite students' language pitfalls, their comments in the "Plus, minus and what's next?" format revealed that they became able to realize their peers' mistakes and difficulties. This can be observed in the subsequent excerpts in which students identified specific problems that detriment their peers' performance:

Excerpt 2

Identification of Peers' Mistakes and Difficulties

Is necessary that the situation is punctual.
Don't clear the situation.
The conversation breakdown.
Note: Taken from the "Plus, minus and what's next? format

There were also positive comments that show critical thinking. This is the case of the following excerpts. In them, students gave specific reasons to support their peers' good performances:

Excerpt 3

Identification of Peers' Good Performances

He use a variety of vocabulary. He used pre-fabricated sentences in the performance.
Talk with good volume.
The time was apropiate.

Note: Taken from the "Plus, minus and what's next? format

Being specific, giving reasons and supporting their ideas showed that students did not give a random or un-reflected answer, but that they followed a process of critical thinking as explained by Paul and Elder (2007), which consists of the next sequence of steps:

1. Get the facts: Collect facts that are accurate, clear, precise, and detailed. This can be done by asking oneself questions such as "how was the sequence of events?" and "what actions did each participant undertake?"

2. Evaluate the facts: Establish relationships among facts by analyzing their relevance and coherence through questions such as "which facts are really related to the situation?" and "which facts are relevant and significant to explain the situation?"

3. Draw a conclusion using logic: Explore the validity and consistency of the conclusions through logic using questions such as "is the result a logical consequence of the cause?"

4. Evaluate the conclusions: Explore if the conclusion is fair and it is sufficiently supported by the facts. This can be done by asking oneself questions such as "has my conclusion taken into account all the information available?" and "is there more information that should be considered?"

As can be seen in the excerpts above, students' comments in the "Plus, minus and what's next?" format show more reflection and argumentation than those in the checklists. Nonetheless, in both cases, the production of keener comments could have been limited because of students' basic English level and lack of language awareness.

5.3.2.2.1.1.2 Subcategory 1.2: Positive transfers of skills

Interaction was a strength in most of the instruments (checklist, video recording, and teacher's journal). This suggests that students found strategies to overcome their language difficulties in order to achieve communication and interaction. Evidence of this was found in the journal where the teacher reported the following:

Excerpt 4

Use of Strategies to Ensure Interaction

An important aspect of their spoken productions was that students were able to interact in the conversation. Most of them were able to adapt their speech to the emerging unexpected situations such as when the partner did not produce the exact sentence that was planned or when a classmate from the audience made a joke.
Note: Taken from the Teacher's Journal

This evinced students' ability to overcome emerging challenges in communication. For this purpose, they used resources different from the language itself. These resources, known as compensatory strategies, allowed students to transmit relevant messages despite their language mistakes. According to Thornbury (2008), some compensatory strategies can be transferred from L1 to L2. In this sense, strategies such as approximation, appealing for help, avoidance, paralinguistics, and circumlocution can be transferred from L1 to L2. From these strategies, students used approximation, appealing for help, word coinage, avoidance, and paralinguistics in order to be successful in their interactions. The next excerpts, taken from the video recordings, illustrate that students did positive transferences of skills that benefited their SIS productions.

Excerpt 5

Use of Word Coinage

S4: I am very lazy because I do not understand…
S9: In what mat..?
S4: In math.
Note: Taken from the Video Recordings

This excerpt shows S9's use of word coinage. S9 transformed the L1 word "materia" to the invented word "mat" in English to mean "subject". The other student understood and answered

the question, which shows that the strategy was successful. The next excerpt is an example of

approximation:

Excerpt 6

Use of Approximation in L2

S14: Oh, dear God! I lost five subjects. I lost math, I lost
English, I lost chemistry, I lost biology and religion.
Note: Taken from the Video Recordings

In it, S14 produced the word "lost" instead of "fail" which was more appropriate for this

context. Both words have similar meanings so this enabled that the communicative purpose was

achieved. The next excerpt is a combination of three compensatory strategies, namely, omission,

avoidance, and approximation in L2:

Excerpt 7

Use of Omission, Avoidance and Approximation in L2

S7: He was… since a long time… I have 10 years… I
remember when I was a child I have a dog and now he
death.
Note: Taken from the Video Recordings

In this excerpt, S7 started to convey a message omitting the unknown words. Later, he got

stuck, so he decided to avoid the original message to produce a new one. At the end of his new

phase, he produced the word "death" to approximate the word "died" that he did not know or did

not remember. These strategies were not taught in the course, which suggests that students had

developed them in advance, probably, in their L1. These skills were spontaneously transferred

from L1 to L2 because of students' eagerness to find solutions to overcome on-going emerging

problems that were impeding their purpose of communicating.

5.3.2.2.1.1.3 Subcategory 1.3: Construction of a personalized version of the corpus

It was found that students did not only use the expressions of the corpus, but they adapted and

incorporated other expressions according to their previous knowledge, experience, personal style,

and emerging situations. Thus, they constructed their own version of the corpus. The new and

adapted expressions were identified as follows:

Excerpt 8

New and Adapted Expressions of the Corpus

SUB-FUNCTION	CORPUS	USE
Soother	Your (person) is in a **better** place.	1
Advice	Take it easy	1
Sympathy	I am sorry.	1
Advice	Don't worry.	4

Note: Taken from the Video Recordings

This personalization of the corpus facilitated its use and enriched students' productive

repertoire and interactions. The adaptations and additions could not emerge if learning the corpus

in a rigid and un-reflective way. Therefore, they evidenced meaningful learning. The skill of

adapting the corpus according to the emerging situations and the personal style was evident in the

"Plus, minus and what's next?" format in which students produced comments such as:

Excerpt 9

Expansion of Sts' Productive Repertoire

She know the diferents words.
He has much vocabulary and your conversation is very expensive.
He used many words for the conversation.
Note: Taken from the "Plus, minus and what's next" format

Despite the language difficulties in students' comments, they were able to convey that there

was enrichment in their productive vocabulary. Besides, variety was recognized as a strength in

all the instruments, excluding the journal where the teacher did not make any positive or negative

reference.

5.3.2.2.1.2 Category 2: Emergence of detrimental traits

Another result of the pedagogical implementation was the appearance of two traits that disturb

the SIS development. These traits are explained as follows:

5.3.2.2.1.2.1 Subcategory 2.1: Underassessment due to fear and lack of critical thinking

As mentioned in the state of the art, Serrano and Cebrián de la Serna (2011) talked about the phenomenon of underassessment that, sometimes, occurred because of the P-A process. According to the authors, underassessment is a phenomenon in which students assess their peers under the assessment that the teacher would produce. The authors also found that after accustoming students to the peer assessment practice their assessment was, in most of the cases, comparable to the one emitted by the teacher, but this was not achieved in this study. Students showed a strong tendency to under assess their peers throughout most of the pedagogical implementation. However, there were subtle changes in their assessment patterns at the end of the implementation.

In the checklist, only four "no" marks throughout the complete pedagogical implementation evinced students' resistance to provide low scores. Additionally, they preferred to mark "yes" or "partially" instead of "no," although the teacher wrote the mistakes on the board. Furthermore, few comments in the observation column evinced little reflection and confirmed the underassessment phenomenon. In the journal, the teacher also reported the phenomenon, as it showed in the next excerpt:

Excerpt 10

Underassessment

Finally, students did not take notes of the language their classmates were using in order to assess it. For them, it was easier to mark "yes" without having a basis to make this decision. When I realized this difficulty, I started writing on the board the languages mistakes of the speakers so that the others students were able to notice them. This served to make the exercise less subjective since students start having a base to judge the accuracy criteria. This experience showed me that students need to be trained in taking on going notes in order to be able to do a fair peer-assessment of the spoken production of their classmates.

Note: Taken from the Teachers' Journal

The teacher even made some reflections looking for the causes of students' under assessment in order to undertake actions to overcome them as it can be seen in the subsequent excerpt:

Excerpt 11

Possible Causes of Underassessment

In this class as in previous classes, when filling the peer-assessment formats students marked most of the items as correct though there were mistakes. I think that there are four possible causes that explain this phenomenon:
1. Students are not able to identify the mistakes of their classmates because they lack the language knowledge to do so.
2. During the performance students do not take notes on their classmates' mistakes (because they are not accustomed to do it, they do not know how to do it or they think it is not important) so when filling the checklist at the end they do not remember them.
3. The criteria are too wide. They do not encourage students to pay attention to specific aspects of their oral productions.
4. Students are aware of the mistakes but they prefer not to mark them because they are afraid of offending their classmates and/or seeming arrogant.
In subsequent classes I will implement strategies to tackle these four possible causes in order to identify which ones are affecting the students.

Note: Taken from the Teachers' Journal

In the "Plus, minus and what's next?" format, there were more positive comments than negative ones which also support the underassessment tendency of students. Besides, other evidence is the lack of consistency in students' P-A practice. An example of this is the positive comments about pronunciation that students did in the "Plus, minus and what's next?" format opposite to the assessment they did in regard to the same criteria in the checklist. The next excerpt shows students positive comments about pronunciation that are completely opposite to what was found in all the other instruments:

Excerpt 12

Lack of Consistency

Pronunciation	She have a good pronunciation. Your pronunciation is good. The pronunciation is good. He has a good pronunciation.

Note: Taken from the "Plus, minus and what's next?" format

5.3.2.2.1.2.2 *Subcategory 2.2: Dependency on the corpus*

It was found that during the time of the pedagogical implementation students did not achieve appropriating the corpus. Students showed low fluency because they had to consult the corpus

constantly in order to articulate it. The problems with fluency were evident in most of the

instruments (excluding the "Plus, minus and what's next?" format) in which it was recognized as

a weakness. In the checklist, students identified fluency as an area of difficulty because it

received one of the lowest amount of "yes" marks (20) and one of the highest amount of "no" and

"partially" marks (10 and 1 respectively) as it can be observed in the excerpt below:

Excerpt 13

Assessment of "Fluency" in the Checklist

Criteria	Yes	Partially	No	
Fluency	20	10	1	**Areas of difficulty**

Note: Taken from the checklist

In the videos, it was observed that students consulted the corpus constantly, which resulted in

the production of segmented utterances that caused breakdowns in the communication and

reduced fluency. Evidence of this is the "no" mark that the researcher gave to the fluency criteria

when assessing students' performances from the videos through the checklist. The following

excerpt supports this:

Excerpt 14

Partial Assessment of "Fluency" in the Videos

Assessment Criteria	Yes	No
4. Fluency, pauses and rhythm Did the speakers talk with an appropriate balance between fluency and pauses?		X

Note: Taken from the Video Recordings

This assessment resulted in the identification of fluency as a major weakness in this instrument

as can be seen in the subsequent excerpt:

Excerpt 15

Final Assessment of "Fluency" in the Videos

Fluency	Major Weaknesses

Note: Taken from the Video Recordings

This was also confirmed in the teacher's journal as it is shown in the next excerpt:

Excerpt 16

Assessment of "Fluency" in the Journal

Students need to practice the corpus because they have not acquired the expressions yet. They still require support to use the expressions.

Note: Taken from the Teacher's Journal

5.3.2.3   Selective coding

After the open and axial procedures, the researcher undertook the selective coding. According to Corbin and Strauss (1998), it consists of a "process of integrating and refining the theory" (p. 143). Thus, the categories and subcategories that resulted after grouping the emerging patterns were integrated and refined in order to generate a core category. The core category consists of an explanation or grounded theory that answers directly to the research question. This theory must fit the requirement of being transferable. So that it can predict how the strategies implemented in this study would operate with different participants in diverse situations and contexts.

5.3.2.3.1   Core category

The selective coding resulted in the generation of the following core category:

Table 15

Core Category

Research question	Core category
How might the use of two on-going P-A strategies and a corpus affect the development of the SIS in a group of 14 adults with an A2 English level?	Appearance of performance strategies to enhance SIS as well as traits that limit the development of SIS

The process of thought that led to the construction of the core category is represented in the next figure (the names of the categories and subcategories were shortened in order to fit the mind map):
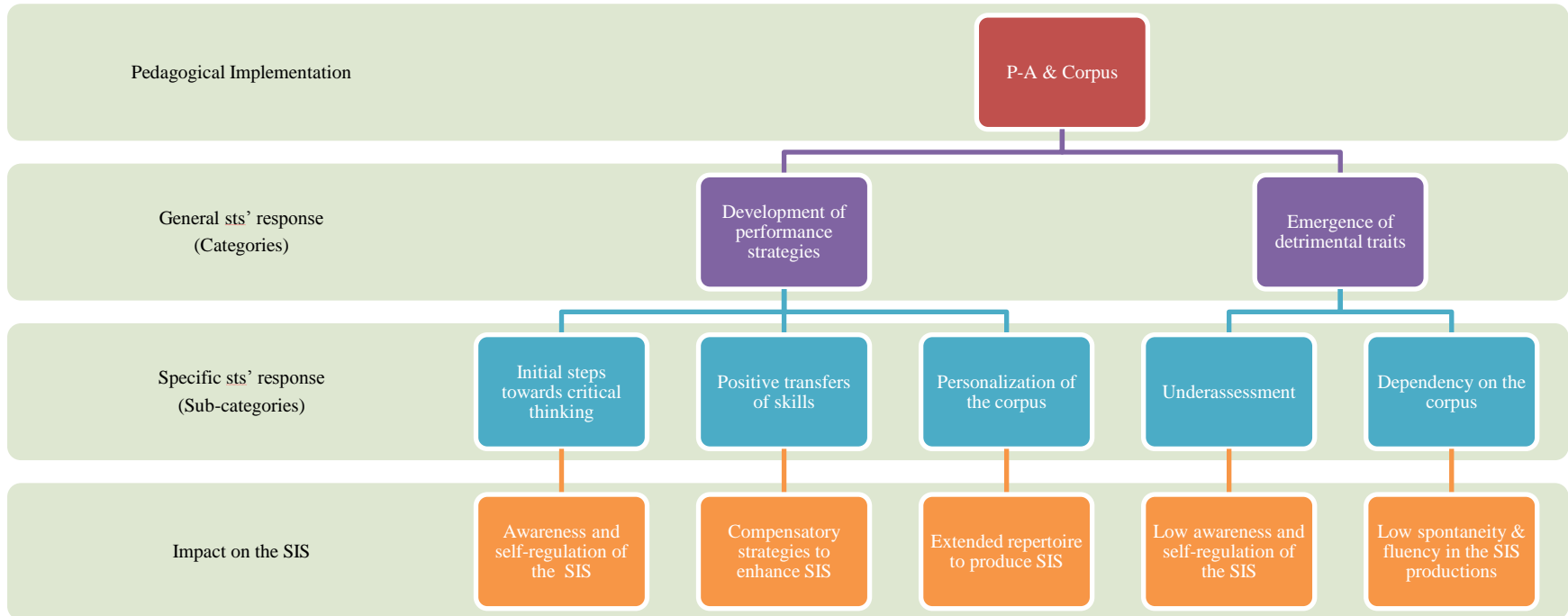
Figure 6. How the Use of P-A and a Corpus Affect the Development of Students' SIS

5.4   Conclusion

The overall findings revealed that P-A and corpus influenced the SIS in positive as well as negative ways. On the one hand, P-A and corpus encouraged participants to develop three strategies to enhance their SIS. In this sense, they did initial steps towards the development of critical thinking skills that led to the self-regulation of their performance. They also did positive transfers of skills that fostered the use of compensatory strategies to overcome communication issues. Besides, they constructed a personalized version of the corpus that enabled an easier production of speech. On the other hand, P-A and corpus resulted in practices that limited the development of the SIS such as underassessment, which provoked low self-regulation, and dependency on the corpus, which produced low spontaneity and fluency.

Chapter 6: Conclusions and Pedagogical Implications

6.1   Introduction

In this chapter, the researcher presents the conclusions obtained in the study. These

conclusions are the result of a systematic and exhaustive analysis in which the researcher

compares her finding with those of previous similar research studies. This allows building a

deeper understanding of the phenomenon under investigation and reflecting on how to approach

the strategies in order to obtain better results in the pedagogical practice. The conclusions of this

research experience are valuable because they might help other in-service teachers to anticipate

emerging problems and consider important aspects when applying P-A strategies and corpora.

Thus, this chapter is organized in the following way: Firstly, the researcher contrasts her

findings with the findings of other similar studies in the field. Secondly, she explores the impact

that the results of the study have in the educational field, especially, in the teaching practice.

Thirdly, she reflects on the aspects that could have allowed a better development of the research

study such as problems and difficulties that were not anticipated by the researcher. Fourthly, she

establishes possible topics and strategies that deserve to be explored in further research in order

to continue deepening in the understanding of the phenomena under investigation. Finally, the

researcher states a conclusion that resulted from this research experience.

6.2   Comparison of Results with Previous Studies' Results

This study evidenced that the use of P-A and a corpus produced two main effects on students'

SIS performance. On the one hand, it encouraged students to develop three performance

strategies, which were called initial steps towards the development of critical thinking skills,

positive transfers of skills from L1 to L2, and construction of a personalized version of the

corpus. On the other hand, it provoked the emergence of two detrimental traits that were named

underassessment due to fear and lack of critical thinking, and dependency on the corpus.

Subsequently, the strategies that students developed are compared with the findings of other research studies.

Concerning the first strategy, previous studies that used P-A have accounted for the development of critical thinking. In this sense, Sivan (2000) and Lim (2003) claim that when P-A is effectively implemented it fosters critical thinking and learner autonomy (self-direction). According to Lim (2003), critical thinking can be evidenced when students give account, using arguments, for the marks that they put to their peers. In the case of the present study, this argumentation was represented by the comments that students started producing about their peers' performances. Through these comments, students extended their judgments beyond the marks, which evinced initial steps toward the critical thinking behavior described by Lim (2003).

The second strategy that students developed, labeled as positive transfers of skills from L1 to L2, also emerged in previous studies. In this regard, Yu and Ren (2013) affirm that:

> Anyone who begins learning new knowledge or skills tends to make use of their original cognitive structure, include of the L1 knowledge and abstract thinking ability learned through the L1, which constitute the original cognitive structure of SLA; this is the source of information processing. Therefore, when learners learning the L2, they will consciously or unconsciously make use of their former information to think, analysis, comparison and comprehend, so they will use the experience gained in the process of learning their L1 to direct them to master a new language. (p. 45)

This was exactly what was observed in the present study in which students used skills that had not been directly taught in the L2, but they had appropriated in previous language learning experiences. Thus, students transferred L1 skills to their L2 performances in order to overcome emerging difficulties that ensured communication despite the pitfalls in their L2.

The third strategy that students developed has to do with the construction of a personalized version of the corpus. The phenomenon of personalizing the language is known as "idiolect." According to the Five Graces Group (2009) and Mufwene (2010), the idiolect results from the

personal history of social interactions, which allows individuals to explore, try, select, and integrate language styles observed in different models of speakers. Those language styles necessarily involve particular cultural elements. Therefore, the CCCC Language Policy Committee (2006) affirms that the idiolect reflects one's own culture and identity. Therefore, the fact that students construct their own personal version of the corpus suggests that they make the corpus part of their own identity, which entails a process of appropriation that leads to the domain of the structures.

Next, the difficulties that were evidenced because of the implementation are contrasted with the findings of other similar research studies. In this sense, other studies, which implemented P-A, have reported underassessment due to students' fear and lack of critical thinking. In the study conducted by Serrano and Cebrián de la Serna (2011), the authors found that the phenomenon of underassessment was frequent when assessing peers. These authors hypothesized that underassessment might occur because of two reasons: learners wanted to favor their peers and/or they had not understood completely the frame of reference that guided their assessment, which could be improved with further practice and experience. Both situations implied that students were not assessing their peers from a critical perspective following a pattern of critical thinking.

Similarly, Logan (2009) found that her students experienced three types of fear when assessing peers. Thus, some of them feared to offend their peers with their assessment, others feared to be exposed for their failure or lack of academic ability, and some others feared to assess wrongly their peers because of lack of expertise. However, Serrano and Cebrián de la Serna (2011) and Logan (2009) agreed in believing that the pitfalls that they found can be addressed through regular practice. According to Petty (2004), there is no reason to abandon the process if finding that students are not good at explaining, criticizing, and supporting their ideas, etc. It is a

reason to give them more practice so that they can develop the necessary high order thinking skills. Likewise, Logan (2009) claims that:

> It is beneficial to the students to introduce self and peer assessment early to establish patterns. This gives the students time to develop and practice skills, bearing in mind that some students will need more time than others… if formal peer assessment is to be employed, students will need plenty of practice initially. (p.35)

Ahangari, Rassekh-Alqo, and Akbari (2013) encountered that working with students with an intermediate level or superior facilitated the implementation of P-A. This could also explain the difficulties that students faced, since the participants of this study had an A2 level according to the CEFR (Council of Europe, 2014). This could have limited the expression of their ideas in regards to the other's performance because of lack of the required language.

Finally, the dependency that students showed to consult the corpus could be understood as a step in their learning. This constant checking could be a control practice that students undertook in order to appropriate/internalize the corpus. This is what Ericsson, Krampe, and Tesch-Romer (1993) call "deliberate practice" which corresponds to the constant tries that learners do in order to achieve expertise in the field of their interest. From the study that these authors conducted, they concluded that "expert performance is acquired slowly over a very long time as a result of practice" (p. 366). So, students' dependency on the corpus may have been caused because they were still in the process of practicing that aimed to improve their SIS productions.

6.3   Significance of the Results

The results obtained from this research study suggested that the strategies implemented were relatively successful. The P-A strategy, which was selected to foster autonomous learning, was partially successful because it encouraged students to do initial steps towards the development of critical thinking, which is a necessary condition of autonomous learning. Nonetheless, it was not

fully effective because, by the end of the pedagogical intervention, students still feared to assess their peers. Besides, they were not critical enough when commenting their peers' performances. These evidenced that the development of critical thinking was limited and, consequently, their path towards autonomous learning.

Likewise, the use of the corpus to teach students to communicate in comforting situations was also partially successful. This strategy was selected to help students enhance their SIS. Thus, the exposure to communicative situations encouraged students to transfer skills from L1 to L2 in order to ensure communication and interaction overcoming language difficulties and pitfalls. Therefore, students achieved enhancing their abilities to interact. Notwithstanding, the corpus did not affect the development of spontaneity. On the contrary, the fact of consulting the corpus constantly provoked a detriment in students' spontaneity when speaking.

6.4 Limitations of the Present Study

Time was definitively an issue that affected negatively the development of the research study and the achievement of the expected outcomes. As participants did not have previous significant training or experience with P-A, they lacked many of the required skills. For instance, students' lack of awareness of their learning process biased the data collected through the needs analysis and the P-A formats since participants reported different strengths and weaknesses in different instruments. Therefore, they needed a stronger training stage in which they could learn to use the formats fully, write appropriate, polite, and critical comments and pieces of advice, develop awareness of their learning process, and cultivate their critical thinking skills. Notwithstanding, the reduced amount of classes that students had did not permit to achieve all these.

As Serrano and Cebrián de la Serna (2011), Logan (2009), and Ahangari, Rassekh-Alqo, and Akbari (2013) assert P-A demands a long training period, especially, with students with low English level and little experience with this type of assessment. The experience with this research

demonstrated that 22 hours of pedagogical implementation in which an average of 20 minutes per class were devoted to P-A that corresponded to a total of 7.3 hours of exposure were not enough to empower learners to peer-assess their classmates' productions critically. Furthermore, other detrimental aspects of the intervention were:

- Having the classes separately one from another. This affected the continuity of the lessons. Therefore, it was always necessary to do activities to retake the learning process. As a result, the whole training and implementation processes occurred in a very slow pace, which affected the habituation to P-A and the appropriation of the corpus

- The end of the course did not allow carrying out a second cycle of the action research. Hence, it was not possible to try other actions and procedures that might have improved the pedagogical implementation

- The inclusion of the "partially" column in the checklist worked against because it perpetuated students' lack of critical thinking

- There was also a problem with the journal, which was not anticipated. In her entries, the teacher-researcher only reported on the major strength and weaknesses of students' spoken productions omitting the spectrum in the middle. This faded the triangulation process

6.5   Further Research

For further similar research, it is important to consider that in order to achieve better result in the practice of P-A it is imperative to train students in the appropriate use of the assessment formats. In the case of the checklists, learners need to realize that there are not middle terms; the person achieved the criteria or not. There should not be room for a partial judgment because

students will always tend to select this option in order to avoid being rude with their peers. As a result, the lack of critical thinking will be perpetuated.

In the case of the "Plus, minus and what's next?" format, students need to be trained in how to produce pieces of advice since they may lack the required language (vocabulary and structures), or they may not know how to do it politely, avoiding sounding rude and/or threatening (lack of knowledge of the register and language function). Additionally, the training period needs to provide students with enough opportunities to practice. If students perceive P-A as a regular procedure of the class, the anxiety and social pressure will be gradually reduced as students get used to comment one to another.

6.6   Conclusion

The present study explored how P-A could be effectively applied to help students develop speaking skills by fostering autonomous learning. It also inquired the impact of using corpora to teach communicative features of the language. Through the application of these two strategies, the researcher wanted to search alternatives to help students enhance their speaking skills, particularly, the speaking that occurs in spontaneous interactive situations. Thus, the conclusion of this study is that P-A and corpus demonstrated to be effective strategies to develop autonomy and speaking skills in adult learners. However, deliberate practice resulted to be a key component to ensure the efficacy of the strategies. In the case of this study, more practice was needed in order to take more advantage of the strategies implemented.

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Appendix A: Questionnaire #1

CUESTIONARIO

Respetados estudiantes,

Los invito a responder este cuestionario que tiene como objetivo explorar sus intereses y necesidades educativas. Sus respuestas me ayudarán a mejorar el desarrollo y contenido de mis clases. Siéntanse libres de escribir su opinión y experiencias en detalle. Es importante aclarar que sus respuestas serán tratadas anónimamente.

Tiempo de Estimado de Desarrollo: 5 minutos.

1.   ¿Cuál habilidad consideras que has desarrollado más en tu proceso de aprendizaje del Inglés?

Escucha _____   Habla _____   Lectura _____   Escritura _____

2.   ¿Por qué crees que has desarrollado más esta habilidad? Explica.

_____

_____

3.   ¿Cuál habilidad consideras que has desarrollado menos en tu proceso de aprendizaje del Inglés?

Escucha _____   Habla _____   Lectura _____   Escritura _____

4.   ¿Por qué crees que has desarrollado menos esta habilidad? Explica.

_____

_____

5.   ¿Cuál habilidad te gustaría enfatizar durante las clases de inglés?

Escucha _____   Habla _____   Lectura _____   Escritura _____

Appendix B: Focus Group

Entrevista Grupal

Respetados estudiantes,

La siguiente es una entrevista grupal que tiene como objetivo explorar las dificultades que ustedes encuentran al realizar producciones orales. Esta entrevista se diseñó teniendo en cuenta sus respuestas al cuestionario sobre sus habilidades comunicativas en el idioma inglés, el cuál ustedes desarrollaron en una sesión anterior. Los invito a completar el formato de autoevaluación que encontrarán abajo y basado en este participar en la entrevista. Sus aportes son muy importantes para enriquecer la discusión, estos me ayudarán a entender sus intereses y necesidades educativas. La entrevista será grabada y luego se transcribirá para realizar el análisis de datos, sin embargo, sus intervenciones y nombres serán tratados anónimamente. Por favor evalúa tus habilidades de habla de 1 a 5, donde 1 representa bajo domino de la habilidad y 5 dominio total.

Tiempo Estimado de Desarrollo: 15 minutos.

		1	2	3	4	5
1	Pronunciar los sonidos de la lengua lo suficientemente claro para que el interlocutor entienda.					
2	Hablar siguiendo los patrones de acentuación, ritmo y entonación de la lengua.					
3	Incorporar las variaciones en las formas de las palabras. Por ejemplo, las variaciones correspondientes a la forma del verbo según el tiempo verbal y el sujeto, el uso de las formas plurales, gerundios, etc.					
4	Producir oraciones siguiendo el orden y la estructura de la lengua.					
5	Utilizar el vocabulario apropiado de acuerdo al tema de conversación.					
6	Seleccionar el lenguaje de acuerdo a la situación (formal o informal, tipo de interlocutor, etc.)					
7	Sustentar con ideas y argumentos la información.					
8	Ordenar el discurso de manera que el interlocutor pueda seguirlo y entenderlo.					
9	Utilizar la repetición o la reformulación de las ideas cuando es necesario aclarar el mensaje al interlocutor.					
10	Seguir el hilo conductor de la conversación e intervenir de acuerdo al tema.					

Appendix C: Questionnaire #2

Cuestionario

Respetados docentes,

El presente cuestionario, que consta de un solo ítem, tiene como objetivo identificar las **funciones** que los docentes del ICS más utilizan al **hablar con sus estudiantes en situaciones espontaneas fuera del salón de clase**. Tengan en cuenta que sus respuestas me ayudarán a enfocarme en las áreas de su mayor interés durante las clases de inglés.

¿Qué son las funciones del lenguaje?

Los hablantes producen lenguaje con la intención de comunicar alguna idea a otras personas. Dicha intención o propósito es conocido como *función*. Existen muchas funciones en el lenguaje tales como saludar, agradecer, aconsejar, reconfortar, disculparse, etc. Una función puede ser expresada a través de distintas oraciones. Por ejemplo, las oraciones que contienen las expresiones "Eres muy amable…" "Estoy muy agradecido…" "Muchas gracias por…" tienen como función "agradecer".

(Taha, 2005)

Teniendo en cuenta lo anterior desarrolle los puntos de la página siguiente.

Instrucciones:

1. Subraye las 5 funciones que <u>MÁS</u> utilices al hablar con tus estudiantes en situaciones espontaneas fuera del salón de clase.

2. Luego, enumere las funciones que seleccionó teniendo en cuenta que 1 es la función más utilizada, y 5 la menos utilizada.

___ Aclarar algo (Es decir… por ejemplo…)

___ Agradecer (Eres muy amable por…)

___ Asumir responsabilidades (Yo lo hago)

___ Concluir (Para terminar…)

___ Culpar a alguien (Fue él)

___ Dar consejos (Yo te recomiendo que…)

___ Dar instrucciones (Siéntense, por favor)

___ Dar opiniones (Yo creo…, yo considero)

___ Deducir información (Ósea que…)

___ Disculparse (Que pena con ustedes)

___ Elogiar a alguien o algo (Que bonita estas)

___ Estar de acuerdo (Claro que sí)

___ Desaprobar algo (No me parece buena idea…)

___ Expresar ansiedad (Que susto)

___ Expresar desagrado (No me gusta…)

___ Expresar obligación (Tengo que…)

___ Expresar preferencia (A mí me gustan más las…)

___ Expresar probabilidad (Quizás…)

___ Expresar sorpresa (¿De verdad?)

___ Felicitar a alguien (Buen trabajo)

___ Insinuar algo (Sería bueno si…)

___ Invitar a alguien (¿Quieres ir a…?)

___ Ofrecer algo (¿Te gustaría…?)

___ Prohibir algo (No hagas eso)

___ Quejarse (Esto está muy complicado)

___ Reconfortar a alguien (No te preocupes)

___ Requerir algo (Me podrías ayudar con…)

___ Sugerir algo (¿Qué tal si…?)

Appendix D: Analysis of the Needs Analysis Instruments

DATA ANALYSIS FIRST INSTRUMENT: QUESTIONNAIRE #1

Total de estudiantes que respondieron: 11

1. ¿Cuál habilidad consideras que has desarrollado MÁS en tu proceso de aprendizaje del Inglés?

Habilidades	Conteo	Sub Total	Total General	Percentage	Data Analysis
Escucha	I I I I I I	6		Listening 33%	Listening and reading were the skills that students ensured they have developed the most during their English learning process. The 33% of students' answers pointed to listening, while other 33% of their replies pointed to reading. Writing was the next skill voted with a 27% of replies. And only 5%, represented by one answer, pointed to speaking.
Habla	I	1	18	Speaking 5%	
Lectura	I I I I I I	6		Reading 33%	
Escritura	I I I I I	5		Writing 27%	

2. ¿Por qué crees que has desarrollado MÁS está habilidad?

	Causa de mayor desarrollo	Con teo	To tal	Sub Total	Total General	Concept	Counting of Categories	Percentages	Data Analysis
Escucha	Porque los docentes me hablan en Inglés	II	2			L2 Exposure	L2 Exposure = 11 sts	Exposure 61.1%	The 61% of students' answers considered exposure as the cause for the major development of the skill they selected. The 33% of them think that the major development regards the fact that they find that specific skill easy for them to learn or they find it enjoyable. They reported exposure as the main cause for the major development this… due…
	Veo películas y/o escucho música en Inglés	II	2	6		L2 Exposure	Ease of use = 6 sts	Ease of use 33.3%	
	Se me facilita	II	2			Ease of use	Revealed strategy = 1 st	Revealed Strategy 5.5%	
Habla	Se me facilita	I	1	1	18	Ease of use			
Lectura	Es la que más práctico	IIII	4			L2 exposure			
	Me gusta	I	1	6		Preference			
	Se me facilita	I	1			Ease of use			
Escritura	Es la que más práctico	III	3			L2 Exposure			
	Cuando escucho pienso en la forma escrita	I	1	5		Revealed strategy			
	Se me facilita	I	1			Ease of use			

3. ¿Cuál habilidad consideras que has desarrollado MENOS en tu proceso de aprendizaje del Inglés?

Habilidades	Conteo	Sub Total	Total General	Percentage	Data Analysis
Escucha	II	2		Listening 18%	Speaking was by far the most common answer that students provided. The 73% of them affirmed that speaking was the skill that they have developed the less. Listening was the next skill they said they have not developed very much. This data is confusing because in the first question most students asserted that listening was one of the skills they have developed the most. Writing was the next skill students voted with a 9%. While any student voted reading as a major area of difficulty.
Habla	I I I I I I I I	8	11	Speaking 73%	
Lectura	0	0		Reading 0%	
Escritura	I	1		Writing 9%	

4. ¿Por qué crees que has desarrollado MENOS está habilidad?

	Causa de menor desarrollo	Con teo	To tal	Sub Total	Total General	Concept	Counting of Categories	Percentage	Data Analysis
Escucha	No escucho cosas distintas a música en inglés	I	1	2		Lack of exposure	Lack of exposure = 4sts	Lack of exposure 30%	The 61% of students' answers pointed to explain that they just have a low development of the skill.
	Porque mi pronunciación no es buena	I	1			Lack of ability			
Habla	Es la que menos práctico	III	3			Lack of exposure	Lack of ability = 8 sts	Low development 61%	
	Falta de vocabulario	III	3	10	13	Lack of vocabulary			
	Se me dificulta la pronunciación	II	2			Lack of ability	Dislike = 1 st	Dislike 7	
	Porque se me dificulta entender lo que escucho	II	2			Lack of ability			
Lectura		0	0	0					
Escritura	No me gusta leer ni escribir	I	1	1		Dislike			

5. ¿Cuál habilidad te gustaría enfatizar durante las clases de inglés?

Habilidades	Conteo	Sub Total	Total General	Percentage	Data Analysis
Escucha	I I I I	4		Listening 21%	Speaking was the skill that students ensured they have more difficulty with
Habla	I I I I I I I I I	9	19	Speaking 47%	
Lectura	I I I	3		Reading 16%	
Escritura	I I I	3		Writing 16%	

DATA ANALYSIS SECOND INSTRUMENT: FOCUS GROUP INTERVIEW

Total de estudiantes que respondieron: 5

		Sub or Micro skill	Dominio					Data Analysis
			Bajo 1	Básico 2	Intermedio 3	Alto 4	Superior 5	
1	Pronunciar los sonidos de la lengua lo suficientemente claro para que el interlocutor entienda.	Pronunciation			IIII 4 80%	I 1 20%		
2	Hablar siguiendo los patrones de acentuación, ritmo y entonación de la lengua.	Stress, rhythm, intonation			IIII 4 80%	I 1 20%		
3	Incorporar las variaciones en las formas de las palabras. Por ejemplo, las variaciones correspondientes a la forma del verbo según el tiempo verbal y el sujeto, el uso de las formas plurales, gerundios, etc.	Word variations	I 1 20%	I 1 20%	II 2 40%	I 2 20%		40% of the students affirm that they have difficulties to incorporate the words variations in their oral productions
4	Producir oraciones siguiendo el orden y la estructura de la lengua.	Grammar			IIIII 5 100%			
5	Utilizar el vocabulario apropiado de acuerdo al tema de conversación.	Vocabulary			IIII 4 80%	I 1 20%		
6	Seleccionar el lenguaje de acuerdo a la situación (formal o informal, tipo de interlocutor, etc.)	Register		III 3 60%	II 2 40%			60% of the students affirm that they have difficulties to select the appropriate speech/register according to the situation where they are speaking
7	Sustentar con ideas y argumentos la información.	Argumentative		II 2 40%	III 3 60%			40% of the students affirm that they have difficulties to provide arguments that support their ideas when developing oral productions
8	Ordenar el discurso de manera que el interlocutor pueda seguirlo y entenderlo.	Interactive		III 3 60%	II 2 40%			60% of the students affirm that they have difficulties to organize the discourse in a way that others can follow the conversation
9	Utilizar la repetición o la reformulación de las ideas cuando es necesario aclarar el mensaje al interlocutor.	Discoursive			IIIII 5 100%			
10	Seguir el hilo conductor de la conversación e intervenir de acuerdo al tema.	Interactive - Funtions		II 2 40%	III 3 60%			40% of the students affirm that they have difficulties to follow a conversation and interact in an oral way

DATA ANALYSIS THIRD INSTRUMENT: QUESTIONNAIRE #2

Phase I

	Mas utilizada		Menos utilizada			
	1	2	3	4	5	Total
Aclarar algo	II	I				3
Agradecer	I		I			2
Asumir responsabilidades						
Concluir		I		I	I	3
Culpar a alguien						
Dar consejos	II			IIII		6
Dar instrucciones	II	III		I	II	7
Dar opinions	I	I		I		3
Deducir información			III			3
Disculparse			II			2
Elogiar a alguien o algo			II			2
Estar de acuerdo	I					1
Desaprobar algo						
Expresar ansiedad						
Expresar desagrado			I			1
Expresar obligación	I	I		I		3
Expresar preferencia						
Expresar probabilidad						
Expresar sorpresa						
Felicitar a alguien	I		I	I		3
Insinuar algo			II		I	3
Invitar a alguien		I			I	2
Ofrecer algo						
Prohibir algo			I	I	I	3
Quejarse		I				1
Reconfortar a alguien	I	II		I	IIII	8
Requerir algo		I		I	I	3
Sugerir algo						

Phase II

	Mas utilizada		Menos utilizada			
	1	2	3	4	5	Total
Aclarar algo	II	I				3
Concluir		I		I	I	3
Dar consejos	II			IIII		6
Dar instrucciones	II	III		I	II	7
Dar opinions	I	I		I		3
Deducir información			III			3
Expresar obligación	I	I		I		3
Felicitar a alguien	I		I	I		3
Insinuar algo			II		I	3
Prohibir algo			I	I	I	3
Reconfortar a alguien	I	II		I	IIII	8
Requerir algo		I		I	I	3

Appendix E: Consent Form to the Principal, Head of the Department and Coordinator

UNIVERSIDAD DE LA SABANA
INSTITUTO COLOMBO SUECO
Carta de Consentimiento Investigación Educativa

Universidad de La Sabana

Investigación conducida por: Mary Mily Gómez Sará
Estudiante Maestría en Didáctica del Inglés con
Énfasis en Ambientes de Aprendizaje Autónomo
Universidad de la Sabana

Título del proyecto: "Developing speaking skills in adults"
"Desarrollando habilidades de habla en adultos"

Bogotá, Agosto 8 de 2013

Señores
Dr. Rafael Garavito Garavito
Rector Instituto Colombo Sueco
Dr. William Chávez
Jefe Departamento de Inglés
Cristian Pérez Borda
Coordinador Departamento de Inglés
Ciudad

Cordial saludo,

La presente tiene como objeto solicitar su autorización para conducir el estudio de investigación titulado "Developing speaking skills in adults" con el grupo de docentes del nivel Intermedio-Avanzado. Dicha investigación pretende explorar cómo un corpus de 60 oraciones prefabricadas relacionadas con las funciones del lenguaje y una estrategia de auto-monitoreo pueden ayudar a los profesores a desarrollar sus habilidades de habla interactiva espontánea en Inglés. De ser aprobada la investigación, esta se llevará a cabo durante el segundo semestre de 2013 entre los meses de Agosto a Noviembre en el horario de clase habitual.

A los profesores se les enseñará un corpus de 60 oraciones prefabricadas relacionadas con tres funciones del lenguaje (las cuales están en proceso de ser

UNIVERSIDAD DE LA SABANA
INSTITUTO COLOMBO SUECO
Carta de Consentimiento Investigación Educativa

seleccionadas de acuerdo a las necesidades de habla de los docentes). Los profesores utilizarán el corpus en distintas actividades de habla que se desarrollarán durante el tiempo de la clase. Las producciones orales que estos realicen serán grabadas y, posteriormente, se transcribirán. Los profesores utilizarán las transcripciones para monitorear su proceso de habla y hacer conciencia de sus fortalezas y dificultades. Los datos para la investigación se recogerán a través de las grabaciones, una entrevista de grupo focalizado y una serie de cuestionarios donde los docentes expresarán su opinión acerca de su proceso de habla en inglés.

Los docentes decidirán participar en el estudio de manera voluntaria a través de una carta de consentimiento. Es importante aclarar que no habrá consecuencias negativas si ellos resuelven no participar o disponen desvincularse de la investigación en cualquier momento. Es decir, los datos obtenidos de él/ella/ellos/ellas no serán utilizados. Sin embargo, los profesores deberán asistir a las sesiones de clase y realizar las actividades propuestas puesto que estas hacen parte de la metodología de la clase. Toda la información que los docentes suministren será mantenida en estricta confidencialidad. Los resultados y conclusiones del estudio serán presentados únicamente en reuniones profesionales o publicadas en respetadas revistas educativas, pero el nombre y/o cualquier otra información que pueda identificar a los participantes no serán revelados. Los participantes serán tratados anónimamente.

Si existen preguntas relacionadas con la investigación y su desarrollo por favor comuníquese con la Profesora Mary Gómez, encargada del proyecto.

Mary Mily Gómez Sará
Estudiante-Investigadora
Maestría en Didáctica del Inglés
Universidad de La Sabana
Tels: 800 08 99 – 317 747 08 42

UNIVERSIDAD DE LA SABANA

INSTITUTO COLOMBO SUECO

Carta de Consentimiento Investigación Educativa

DESPRENDIBLE DE AUTORIZACIÓN

SI autorizo: _____   NO autorizo: _____

_____

Dr. Rafael Garavito Garavito

Rector Instituto Colombo Sueco

DESPRENDIBLE DE AUTORIZACIÓN

SI autorizo: _____   NO autorizo: _____

_____

Dr. William Chávez

Jefe Departamento de Inglés

DESPRENDIBLE DE AUTORIZACIÓN

SI autorizo: _____   NO autorizo: _____

_____

Cristian Pérez Borda

Coordinador Departamento de Inglés

Appendix F: Consent Form of the Participants

UNIVERSIDAD DE LA SABANA

INSTITUTO COLOMBO SUECO

Carta de Consentimiento Investigación Educativa

Investigación conducida por:	Mary Mily Gómez Sará
	Estudiante Maestría en Didáctica del Inglés con
	Énfasis en Ambientes de Aprendizaje Autónomo
	Universidad de la Sabana
Título del proyecto:	"Developing speaking skills in adults"
	"Desarrollando habilidades de habla en adultos"

Bogotá, Agosto 8 de 2013

Señores

Grupo de Docentes

Nivel Intermedio-Avanzado ICS

Ciudad

Cordial saludo,

La presente tiene por objeto invitarlos a participar en el estudio de investigación titulado "Developing speaking skills in adults". Dicha investigación pretende explorar cómo un corpus de 60 oraciones prefabricadas relacionadas con las funciones del lenguaje y una estrategia de auto-monitoreo pueden ayudar a los profesores a desarrollar sus habilidades de habla interactiva espontánea en inglés. La investigación se llevará a cabo durante el segundo semestre de 2013 entre los meses de Agosto a Noviembre en el horario de clase normal.

La planeación habitual de las clases se articulará con la enseñanza de un corpus de 60 oraciones prefabricadas relacionadas con tres funciones del lenguaje (las cuales están en proceso de selección de acuerdo a las necesidades de habla que ustedes reporten). Se les pedirá que utilicen el corpus en distintas actividades de habla que serán grabadas y, posteriormente, se transcribirán. Ustedes utilizarán las transcripciones para auto-monitorear su proceso de habla en inglés y hacer conciencia de sus fortalezas y debilidades. Los datos de la investigación se recogerán a través de las grabaciones, una entrevista de grupo focalizado y una serie de cuestionarios donde ustedes darán su opinión acerca de su proceso de habla.

Es importante aclarar que su participación en la investigación es totalmente voluntaria. No habrá consecuencias negativas en caso de decidir no participar o de disponer desvincularse en cualquier momento. Es decir, los datos obtenidos de los docentes que no deseen participar,

UNIVERSIDAD DE LA SABANA

INSTITUTO COLOMBO SUECO

Carta de Consentimiento Investigación Educativa

no serán utilizados. Sin embargo, ellos deberán asistir a las sesiones de clase y realizar las actividades propuestas puesto que estas hacen parte de la metodología de la clase. Toda la información que los participantes suministren será mantenida en estricta confidencialidad. Los resultados y conclusiones del estudio serán presentados únicamente en reuniones profesionales o publicadas en respetadas revistas educativas, pero su nombre y/o cualquier otra información que pueda identificarlos no serán revelados. Su participación será tratada de forma completamente anónima.

Si existen preguntas relacionadas con la investigación y su desarrollo por favor comuníquese con la Profesora Mary Gómez, encargada del proyecto.

_____

Mary Mily Gómez Sará

Estudiante-Investigadora

Maestría en Didáctica del Inglés

Universidad de La Sabana

Tels: 800 08 99 – 317 747 08 42

DESPRENDIBLE DE AUTORIZACIÓN

SI participaré: _____   NO participaré: _____

Nombre del Docente: _____

Firma del Docente: _____

Appendix G: Sample of a Video Recording Transcription

SESSION #3

Date: Thursday, November 7th, 2013

Role Play 1

S10: Hello, teacher. How are you?

S9: Bien or what.

S10: (Laughts).

S9: What's happen?

S10: Teacher, please me with my son. My son is very… lazy.

S9: Very lazy? Yes.

(Students joke a little)

S9: What's happen? Fabiansito.

S4: I am very lazy because I do not understand…

S9: In what mat..?

S4: In math.

S9: In mathematics?

S4: Yes. I always… I always… I always…fail.

S9: You know because?

S4: I… I like… now, the mathematics, but I do not understand.

S9: You do not understand mathematics.

S10: Teacher, please help us.

S9: OK. Don't forget school break is coming up. Take it easy. Ok?

S10. Ok. Thanks you teacher.

Appendix H: Format of the P-A Checklist

P-A Checklist

1. Observe the conversation of your classmates.

2. Answer to the questions by marking with a tip (√) in the column that corresponds.

	Assessment Criteria	Yes	Partially	No	Comments
Content	**1. Relevance of the message** Was the message of the speaker relevant to the listener?				
Delivery	**2. Speaking time** Did the speakers talk for at least 5 minutes?				
	3. Volume Did the speakers talk in an audible volume?				
	4. Fluency, pauses and rhythm Did the speakers talk with an appropriate balance between fluency and pauses?				
	5. Pronunciation Was the pronunciation understandable?				
Organization	**6. Organization** Was the message organized in a logical way?				
	7. Linking words Did the speakers use linking words to connect their ideas?				
Language	**8. Accuracy** Were the sentences grammatically correct?				
	9. Variety Did each speaker use at least 5 prefabricated sentences from the corpus?				
Interaction	**10. Interaction** Were the interventions of the speakers related?				

Appendix I: "Plus, minus and what's next?" Format

"Plus, minus and what's next?" Format

1. Observe the conversation of your classmates.
2. Fill the table considering the assessment criteria.

Assessment Criteria	Plus (+)	Minus (-)	What's next?
	Good aspects	Bad aspects	What to practice (advice)
Relevance of the message			
Speaking time			
Volume			
Fluency, pauses and rhythm			
Pronunciation			
Organization			
Linking words			
Accuracy			
Variety			
Interaction			

Appendix J: Format of the Teacher's Journal

Teacher-researcher' Journal

Session:	Date:	Time: 2:10 – 4:00 pm	Implementation Stage:	Number of students:
Summary of the Class Activities:				
Description of the activity with the corpus		**Analyzing students' response to the activity with the corpus**		
Description of the SIS activity		**Analyzing students' response to the SIS task**		
Description of the P-A activity		**Analyzing students' response to P-A**		

Appendix K: Assessment Criteria

		Excel	Fair	Low
Content	**Relevance of the message**	The content of the message was highly relevant and it provoked interest in the listener.	The content of the message was relevant in the situation.	The content of the message was not relevant to the situation.
Delivery	**Speaking time**	The speakers talked for more than 3 minutes	The speakers talked for 3 minutes.	The speakers talked for less than 3 minutes.
	Volume	The speakers used variation in the volume to add emphasis.	The speakers talked in an audible volume.	The speakers talked in a volume that was not audible.
	Fluency, pauses and rhythm	The rhythm of the speech provoke interested in the listener.	There was an appropriate balance between fluency and pauses in the speech.	The speech was too fast or too slow.
	Pronunciation	The pronunciation and enunciation were very clear; they allow the understanding of the whole message.	The pronunciation and enunciation allow the understanding of most of the message.	The pronunciation and enunciation are so unclear; they interfered with the understanding of the message.
Organization	**Sequence of ideas**	The ideas were connected and organized in a logical sequence.	The message was clear but, not always organized.	The message was so disorganized that it was difficult to follow the idea.
	Linking words	The speakers used linking words to connect ideas.	The speakers use some linking words to connect ideas.	The speakers do not use linking words to connect the ideas.
Language	**Accuracy**	The speakers made very few grammatical mistakes.	The speakers made some grammatical mistakes that did not interfere with the understanding of the message.	The speaker made lots of grammatical mistakes that interfered with the understanding of the message.
	Variety	The speaker used more than 5 prefabricated sentences from the corpus	The speaker used at least 5 prefabricated sentences from the corpus	The speaker used 4 or less prefabricated sentences from the corpus
Interaction	**Relation among speech**	The speakers were able to extend and adapt their responses to emerging situations.	The responses of the speakers were related to each other.	The responses of the speakers do not correspond.

Source adapted from:
Gibbons, T. (2000). Speaking Rubrics and Checklists. In Samaritian House Training Centre (Eds.), *Bridging the Gap Between Literacy and Technology* (pp. 409 - 411). Retrieved from
http://www.nald.ca/library/learning/btg/ed/evaluation/speaking.htm

Appendix L. Sample of the Reconstructed Corpus of Prefabricated Chunks about the Speech Act "Comforting"

#	SUB-FUNCTION	CORPUS	DEATH	BREAK UP	DIFFICULT SITUATION	UNFAVORABLE EVENT	SICKNESS/ INJURY	FAILURE IN TEST	ACCIDENT
1	Soother	(Person) is **okay**.	X						
2	Advice	(Verb) will make you feel better.		X					
3	Sympathy	Are you **okay**?	X	X					X
4	Offer of support	Can I do **anything** to help you get feeling better?	X				X		
5	Advice	Cheer up.		X	X	X		X	
6	Advice	Don´t cry.	X	X	X				X
7	Advice	Don't be so nervous.						X	
8	Advice	Don't forget school break is coming up.			X	X		X	
9	Advice	Don't worry about it!		X	X			X	
10	Encouragement	Everything is going to be fine.	X	X	X	X			X
11	Encouragement	Everything will be **alright**.	X	X	X	X			X
12	Encouragement	Everything will be **okay**.	X	X	X	X			X
13	Encouragement	Everything works out in the long run, I promise.		X	X	X			
14	Offer of support	I am here for you.	X		X		X		X
15	Sympathy	I am really **sorry** about the lost in your family.	X						
16	Sympathy	I am so sorry things didn't work out between you two.		X					
17	Sympathy	I am so **sorry** to hear about your dying.	X						
18	Sympathy	I am **sorry** to hear about your (person).	X						
19	Sympathy	I am **sorry** to hear that.	X				X		X
20	Advice	I am telling you to break up with her.		X					

Appendix M. Format "Lesson Plan"

Stage: __Main implementation__   Date(s): _____

Objectives and Tasks			
Language Goal			
General **Specificity:** **Proximity:** **Difficulty:**			
Moments	**Task description**	**Time**	**Materials**
Warm-up			
Scaffolding			
Practice			
SIS Task (Video recording)			
P-A (Formats)			
Reflection			

Appendix N. PPP for introducing the study to the participants

Appendix O. Workshop of the Training Stage

Workshop "Autonomy", "Assessment Criteria" and "P-A"

Reflect about…

    a.   What is autonomy?
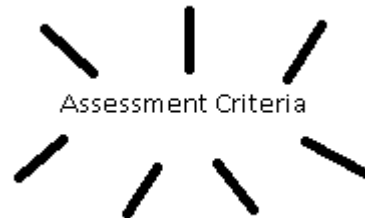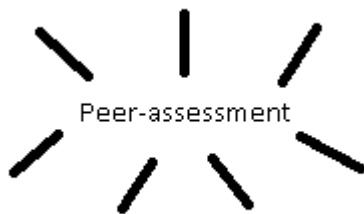   b.   What is assessment?

Creating acrostics…

A _____
U _____
T _____
O _____
N _____
O _____
M _____
Y _____

A _____
S _____
S _____
E _____
S _____
S _____
M _____
E _____
N _____
T _____

Creating mind maps…

Peer-assessment

Assessment Criteria

Discuss and write…
How are the concepts of "autonomy", "assessment criteria" and "P-A" related?
_____
_____
_____
_____

Are these concepts important in language learning? Why?
_____
_____
_____
_____

Appendix P. Reflection about the Class Experiences

Reflect on...

1. How did you feel doing the spontaneous speaking activity? Did you like the experience?

2. How did you feel assessing your classmate? Did you like the experience?

3. Do you think that the P-A strategies "Checklist" and "Plus, minus and what's next?" can help you learn English? Why?

4. Do you think that the spontaneous speaking activity can help you learn English? Why?

5. What advantages and disadvantages did you find when using the checklist to assess your classmates?

Advantages	Disadvantages

6. What advantages and disadvantages did you find when using the "Plus, minus and what's next?" format?

Advantages	Disadvantages

Appendix Q. Sample of the activity of classifying the corpus

Classification of Comforting Expressions

1. Mark with a X the situation where each expression can occur. You can mark various options if necessary.

#	CORPUS	DEATH	BREAK UP	DIFFICULT SITUATION	UNFAVORABLE EVENT	SICKNESS/ INJURY	FAILURE IN TEST	ACCIDENT
1	(Person) is **okay**.							
2	(Verb) will make you feel better.							
3	Are you **okay**?							
4	Can I do **anything** to help you get feeling better?							
5	Cheer up!							
6	Don´t cry!							
7	Don't be so nervous.							
8	Don't forget school break is coming up.							
9	Don't worry about it!							
10	Everything is going to be fine.							
11	Everything will be **alright**.							
12	Everything will be **okay**.							
13	Everything works out in the long run, I promise.							
14	I am here for you.							
15	I am really **sorry** about the lost in your family.							
16	I am so sorry things didn't work out between you two.							
17	I am so **sorry** to hear about your dying.							

Appendix R. Case Study Cards with Comforting Situations

Teacher, I always fail in mathematics. I think I am stupid.	Everybody is always bullying at me. I don't know what to do.
My parents fought yesterday. I think they will get divorced.	The biology teacher wants to talk to my parents. He said that I was a bad student.
My dog died yesterday.	Teacher, I broke a window. Now, I have to pay it. My parents are going to kill me.
I broke up with my boyfriend, he was cheating on me.	Teacher, I am worry because my mother is sick. She is in the hospital.
I fail 5 subjects. My parents are going to kill me.	Teacher, my cousin had a horrible accident yesterday. He crashed in his motorcycle.
I fought with my friends. They said that I was a bad person.	My girlfriend broke with me. She said that she does not love me.
I fought with my parents. They do not want to let me go to Lorena's party.	Teacher, I have problems at home. My parents were fired from their jobs and we don't have any money.